

Let's get real 
REAL SKILLS FOR PEOPLE WORKING IN MENTAL HEALTH & ADDICTION

Quick reference guide

Te Pou
o Te Whakaaro Nui

 **MINISTRY OF
HEALTH**
MANATŪ HAUORA

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Introduction

Introduction

Let's get real describes the essential knowledge, skills and attitudes required to deliver effective mental health and addiction services. Developed by the Ministry of Health in consultation with service users, their families/whānau and people who work in services, *Let's get real* identifies a service user centred approach for quality services.

The seven Real Skills each identify a broad definition of knowledge and skills with three levels of performance indicators (essential, practitioner and leader). The essential and practitioner levels focus on individual practice and the leader level has an emphasis on service delivery.

Values and attitudes are recognised as a core component of good practice, and are expressed in action through each of the seven Real Skills. Acknowledging the role that these have on the way engagement occurs with service users and families/whānau is an essential component of *Let's get real*.

The *Let's get real* enablers are a set of tools and learning modules developed by Te Pou that assist the Real Skills to be demonstrated across organisational systems as well as individual practice.

This is a quick reference guide to the values, attitudes and seven Real Skills of *Let's get real*. The full publication, *Let's get real: Real Skills for people working in mental health and addiction*, is available on the Ministry of Health website www.moh.govt.nz.

Using *Let's get real* will affirm current practice and identify areas that will strengthen the way services are delivered to meet the needs of service users, families/whānau and communities.

The fundamentals

Our values and our attitudes

The essential common values and attitudes that underpin and run throughout *Let's get real* are described below.

The statements of values and attitudes are not intended to replace organisation-specific values statements. They are intended to express the fundamental shared values and attitudes across all mental health and addiction treatment services, whether delivered in Kaitaia or Invercargill, by a kaupapa Māori mental health service or a regional alcohol and drug service, or contracted by an NGO or a DHB provider arm.

Values

Respect

Service users are the focus of our practice. We respect the diversity of values of service users. The values of each service user and of their community are the starting point for all of our work.

Human rights

We strive to uphold the human rights of service users and their families. Human rights include, but are not limited to, the right to autonomy and self-determination, the right to be free from coercion, the right to be treated in a non-discriminatory way, the right to informed consent, and the right to receive care and support that responds to the physical, psychological, spiritual, intellectual and cultural needs of the service user.

Service

We are committed to delivering an excellent service for all service users. This includes service user partnerships at all levels and phases of service delivery, including the choice of services available as well as the actual delivery of service.

Recovery

We believe and hope that every service user can live a full and meaningful life in the presence or absence of their mental illness and/or addiction. We also understand that recovery is not only related to the mental illness and/or addiction itself, but also to all of the losses associated with it.

Communities

We value communities - the many places in which we all live, move and have our being - as pivotal resources for the effective delivery of services and support for service users and their families/whānau.

Relationships

We seek to foster positive and authentic relationships in all spheres of activity, including relationships with all people who work within mental health and addiction, wider communities, and service users and their families/whānau.

Attitudes

People working in mental health and addiction treatment services are:

- **compassionate and caring:** sensitive, empathetic
- **genuine:** warm, friendly, fun and have aroha and a sense of humour
- **honest:** have integrity
- **non-judgemental:** non-discriminatory
- **open-minded:** culturally aware, self-aware, innovative, creative, positive risk takers
- **optimistic:** positive, encouraging, enthusiastic
- **patient:** tolerant, flexible
- **professional:** accountable, reliable and responsible
- **resilient**
- **supportive:** validating, empowering, accepting
- **understanding**

The seven Real Skills at a glance

The seven Real Skills of *Let's get real* are shared by everyone working in mental health and addiction treatment services, whether administrative staff, psychiatrists or team leaders. Each Real Skill cannot be read in isolation. It is important to read across all of the Real Skills to see how they inter-relate and connect with one another. Work in mental health and addiction treatment services is complex and involves using more than one Real Skill at any one time.

Working with service users

Every person working in a mental health and addiction treatment service utilises strategies to engage meaningfully and work in partnership with service users, and focuses on service users' strengths to support recovery.

Working with Māori

Every person working in a mental health and addiction treatment service contributes to whānau ora for Māori.

Working with families/whānau

Every person working in a mental health and addiction treatment service encourages and supports families/whānau to participate in the recovery of service users and ensures that families/whānau, including the children of service users, have access to information, education and support.

Working within communities

Every person working in a mental health and addiction treatment service recognises that service users and their families/whānau are part of a wider community.

Challenging stigma and discrimination

Every person working in a mental health and addiction treatment service uses strategies to challenge stigma and discrimination, and provides and promotes a valued place for service users.

Law, policy and practice

Every person working in a mental health and addiction treatment service implements legislation, regulations, standards, codes and policies relevant to their role in a way that supports service users and their families/whānau.

Professional and personal development

Every person working in a mental health and addiction treatment service actively reflects on their work and practice and works in ways that enhance the team to support the recovery of service users.

About the performance indicators

Each of the Real Skills has a broad definition and sets of performance indicators at three levels

- **Essential** - applies to everyone working in mental health and addiction services regardless of their role, profession, or organisation that they work for
- **Practitioner** - applies to clinicians who have worked in services for at least two years. Practitioners will need to demonstrate both the essential and practitioner levels of the seven Real Skills
- **Leader** - applies to people who are management and/or clinical leaders. This will include clinical directors, portfolio managers, service managers, professional advisors, general managers and team leaders. These roles will need to demonstrate the essential and leader levels of the Real Skills. For some roles, where people have a clinical background this will also include demonstrating the practitioner level.



The performance indicator tables

Real Skill: Working with service users

Every person working in a mental health and addiction treatment service uses strategies to engage meaningfully and work in partnership with service users, and focuses on service user strengths to support recovery.

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
<p>Establishes a connection and rapport with service users as part of a thorough assessment process and recovery planning</p> <p>Acknowledges that tāngata whaiora and whānau may choose to communicate in te reo Māori</p>	<p>Develops effective therapeutic relationships with service users and works flexibly with them</p>	<p>Develops and supports a service that is:</p> <ul style="list-style-type: none"> • responsive to the needs of service users • reflective of best practice • recovery focused • culturally safe • trauma informed • effective at communicating
<p>Uses age-appropriate and culturally appropriate protocols and processes to work with service users</p> <p>Acknowledges the personal, physical, social, cultural and spiritual strengths and needs of each person, including the service users' interpretation of their own experiences</p> <p>Acknowledges the importance of identity for Māori and its significance to the recovery process and the achievement of whānau ora</p>	<p>Applies understanding of the different stages of life development</p> <p>Recognises the varying social, cultural, psychological, spiritual and biological contributors to mental illness and addiction</p> <p>Connects the tāngata whaiora and family/whānau with cultural support and expertise when appropriate, for example, te reo, karakia, kaumātua, kaupapa Māori services and practitioners</p>	<p>As above</p>

PERFORMANCE INDICATORS

Essential	Practitioner	Leader
<p>In day-to-day work, applies basic understanding of:</p> <ul style="list-style-type: none"> • definitions and categories of mental illnesses and addiction • a range of therapies and interventions • the effects of psychiatric medications on people and interactions of these drugs with others and/or alternative remedies 	<p>In day-to-day work, applies in-depth knowledge or understanding of:</p> <ul style="list-style-type: none"> • definitions and categories of mental illness and addiction • assessment and intervention processes, including but not limited to consideration of risk • psychiatric pharmacology and its effects • the range of evidence-informed therapies and interventions available • the impact of physical health on mental health 	<p>Develops and supports a service that is:</p> <ul style="list-style-type: none"> • responsive to the needs of service users • reflective of best practice • recovery focused • culturally safe • trauma informed • effective at communicating
<p>Understands and works to mitigate the physical, social and emotional effects of trauma and abuse on people's lives</p>	<p>Practises the principles of trauma-informed care</p>	<p>As above</p>

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
Works in partnership with the service user to develop a plan for recovery that is service-user driven, identifies strengths and needs and is solution focused	Actively works in partnership with service users to plan for their recovery, including monitoring and review	Develops and supports a service that is: <ul style="list-style-type: none"> • responsive to the needs of service users • reflective of best practice • recovery focused • culturally safe • trauma informed • effective at communicating
Effectively and inclusively ensures service users understand their plan for recovery and facilitates access to any other relevant information Includes service users in all decisions about their service and treatment, and seeks feedback		As above

Real Skill: Working with Māori

Every person working in a mental health and addiction treatment service contributes to whānau ora for Māori.

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
<p>Te reo Māori</p> <p>Recognises that tāngata whaiora may consider waiata, karakia and te reo Māori as contributors to their recovery</p> <p>Uses available resources such as te reo Māori speakers and information written in both English and Māori when appropriate</p>	<p>Understands that speakers of te reo Māori may use metaphors to describe their situation</p>	<p>Promotes and provides for resources that:</p> <ul style="list-style-type: none"> • ensure easy access to te reo Māori speakers and information written in both English and Māori • support staff and the service to integrate te reo Māori into their service delivery
<p>Understands that tāngata whaiora and/or their whānau may wish to nominate a person to speak on their behalf and supports the involvement of nominated speakers</p>		<p>As above</p>
<p>Is familiar with local Māori groups (eg, mana whenua), their roles, responsibilities and relationships with each other as guardians of Māori cultural knowledge and te reo Māori</p> <p>Demonstrates respect for te reo Māori and tikanga</p>		<p>Develops and maintains explicit relationships and partnerships with local Māori</p> <p>Utilises local Māori to verify the relevance and common practice of te reo Māori and tikanga in the health setting</p>

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
	Demonstrates effective communication and engagement that promote early service access for Māori	Strategies are in place to ensure Māori know how to access Māori-responsive services and/or have access to kaumātua, kaimahi Māori and cultural interventions (eg, assessment, therapy)
Whakawhanaunga Recognises and understands the different roles and responsibilities within whānau and the nature of whānau relationships with tāngata whaiora Is aware of Māori methods of interaction that support relationships - particularly with whānau, such as ‘No hea koe?’ (Where do you come from?) and tātai (establishing links)		Promotes an environment that: <ul style="list-style-type: none"> • is conducive to effective service delivery processes for whānau and significant others (eg, a time and venue for comprehensive assessment or whānau hui) • supports whakawhanaunga processes
	Understands that some tāngata whaiora may be disconnected from their whānau	

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
<p>Hauora Māori</p> <p>Develops an understanding of Māori models or perspectives of hauora in service delivery</p> <p>Acknowledges that Māori may consider using traditional healing processes and practices that support health and wellbeing</p>	<p>Is able to incorporate Māori models or perspectives of hauora in service delivery when appropriate</p> <p>Is familiar with local resources and promotes access to support recovery choices and whānau ora</p> <p>Utilises interventions, with tāngata whaiora and/or their whānau, that optimise physical, social, cultural, spiritual and mental aspects of health</p>	<p>Promotes and provides for processes and practices that meet cultural requirements, such as:</p> <ul style="list-style-type: none"> • recognition of Māori models of practice and healing • resource allocation and prioritisation to reduce Māori health inequalities • activities that measure the cultural effectiveness of performance and service delivery • outcomes information that indicates Māori and whānau satisfaction
Understands that tāngata whaiora and/or their whānau may utilise whenua, moana and ngahere in the support of whānau ora		As above
Demonstrates an understanding of the principles of tino rangatiratanga (self-determination) and mana motuhake (autonomy) and actively protects service-user rights	Recognises and supports the resourcefulness of tāngata whaiora and whānau	As above

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
Wairua Acknowledges differing spiritual practices and understands that these unique perspectives contribute to the support of tāngata whaiora and whānau ora	Understands concepts and perceptions of Māori spirituality and the role and function of Māori spiritual practices in the support of tāngata whaiora and whānau ora	Promotes and provides for resources that support: <ul style="list-style-type: none"> • Māori-responsive interventions and processes to meet the wairua needs of tāngata whaiora, whānau and staff • staff access to kaumātua and kaimahi Māori that support whānau ora
Tuakiri tangata Acknowledges the importance of identity as Māori to the recovery of tāngata whaiora and the process of whānau ora Demonstrates knowledge and application of cultural safety and cultural competence in terms of working with Māori	Is aware of available kaupapa Māori interventions and supports tāngata whaiora and their whānau's choice to engage in Māori-responsive services and activities that optimise cultural linkages and whānau connectedness	Promotes and supports: <ul style="list-style-type: none"> • interventions and services to emphasise cultural linkages and whanaungatanga in practice • staff access to wānanga and training that enhance knowledge and understanding of tuakiri tangata and its importance to the therapeutic relationship
Manaaki Acknowledges the significance of manaaki to the processes of engagement and whakamana, which contribute to whānau ora	Employs manaaki in the hosting of, working with and support processes for tāngata whaiora and whānau, including community agencies and organisations ¹	Promotes and supports: <ul style="list-style-type: none"> • awareness of manaaki and its significance in the recovery processes of tāngata whaiora and whānau • manaaki of the community being engaged with • staff learning and professional development of manaaki in practice

¹ Such as partnership with service users and whānau in developing care plans and hosting service users and whānau with respect and dignity.

Real Skill: Working with families/whānau

Every person working in a mental health and addiction treatment service encourages and supports families/whānau to participate in the recovery of service users, and ensures that families/whānau, including the children of service users, have access to information, education and support.

PERFORMANCE INDICATORS

Essential	Practitioner	Leader
<p>Recognises that a service user's family/whānau may extend beyond traditional family concepts</p> <p>Recognises that Māori have processes that promote and support the establishment of relationships through kinship, genealogy, history and location</p> <p>Works in partnership with the service user to identify and include family/whānau, significant people and other networks to support recovery</p>		<p>Develops robust service systems that:</p> <ul style="list-style-type: none">• ensure the participation and support of family/whānau• recognise and respond to the strengths and needs of families/whānau• ensure specific provisions to identify and develop relationships with Māori <p>Fosters relationships with whānau, hapū, iwi and communities to support service users' health and wellbeing</p>

PERFORMANCE INDICATORS

Essential	Practitioner	Leader
<p>Establishes connection and rapport with family/whānau as part of a thorough assessment process and recovery planning</p> <p>Works with family/whānau in such a way that they feel heard, informed and supported</p> <p>Shares relevant information with family/whānau and significant people while respecting the service user's right to privacy</p> <p>Works to understand family/whānau perspectives, including the dynamics within families/whānau</p> <p>Identifies those who can provide support within the community, including hapū and iwi, and connects family/whānau with them</p>	<p>Is able to explain to family/whānau the options for family/whānau interventions</p> <p>Facilitates family/whānau:</p> <ul style="list-style-type: none"> • access to relevant information and resources about all aspects of mental health and addiction • input into and inclusion in service users' recovery plans • participation in effective family meetings 	

Real Skill: Working within communities

Every person working in a mental health and addiction treatment service recognises that service users and their families/whānau are part of a wider community.

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
Understands how the mental health and addiction system works and where their service fits within it Identifies a service user's community or communities of interest and supports the service user to develop or maintain connections Recognises that tāngata whaiora are supported within a wider network of structures such as hapū, iwi and Māori communities	Demonstrates knowledge of the impact of current mental health and addiction policies at the community level	Networks and collaborates with health and social service providers and community agencies to ensure services are meeting the needs of service users
Demonstrates a comprehensive knowledge of community services, resources and organisations and actively supports service users to use them	Forms effective working relationships with key support agencies in the community, including hapū and iwi	Actively supports and involves communities in addressing mental health and addiction problems
Understands and uses mental health promotion principles		

Real Skill: Challenging stigma and discrimination

Every person working in a mental health and addiction treatment service uses strategies to challenge stigma and discrimination and provides and promotes a valued place for service users.

PERFORMANCE INDICATORS

Essential	Practitioner	Leader
<p>Understands the impact of stigma and discrimination on service users, families and whānau, services and communities</p> <p>Understands and acknowledges the impact of language in relation to stigma and discrimination, and role models using language that is non-judgemental and non-discriminatory</p>	<p>Articulates positive aspects of working in mental health and addiction treatment services to external groups</p>	<p>Ensures that oneself, the organisation and staff model and demonstrate non-discriminatory practices and behaviour in all aspects of work, internally and externally</p>
<p>Recognises and challenges stigma and discrimination</p>	<p>Uses strategies to reduce stigma and discrimination, including promoting and facilitating social inclusion</p>	<p>Educates and supports services and communities to minimise stigma and discrimination</p>

Real Skill: Law, policy and practice

Every person working in a mental health and addiction treatment service implements legislation, regulations, standards, codes and policies relevant to their role in a way that supports service users and their families/whānau.

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
Understands and adheres to legislation, regulations, standards, codes and policies relevant to the role	Practice is guided by an understanding of the intent and implications of legislation and policy	Contributes positively to legislative change and policy development that impacts on mental health and addiction practice
Recognises and respects the rights of service users and their families/whānau under the Code of Health and Disability Services Consumers' Rights	When working with service users, demonstrates ethical decision-making	Creates organisational systems and a culture that reflect respect for the rights of service users and their families/whānau
Understands health policy, legislation and standards of practice that recognise the significance of te reo Māori, Māori concepts and models of practice that achieve whānau ora		
Supports and assists service users to exercise their rights		

Real Skill: Professional and personal development

Every person working in a mental health and addiction treatment service actively reflects on their work and practice, and works in ways that enhance the team to support the recovery of service users.

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
Works effectively in a team by understanding team roles and respecting and accommodating different working styles	Actively facilitates collaborative working with other team members	Leads and nurtures a team environment that: <ul style="list-style-type: none"> • articulates a clear, service-user-focused vision for the service • provides role clarity (both individual and team) • encourages synergy within multi-disciplinary groups • encourages cross-sector collaboration
Communicates effectively (orally, in writing, when listening, by other non-verbal means) with a wide range of people Pronounces Māori names and words correctly and asks when unsure	Understands and can manage complex and multifaceted communication processes	

PERFORMANCE INDICATORS		
Essential	Practitioner	Leader
<p>Understands the nature and benefits of research and evaluation</p> <p>Gathers and uses information to inform decisions relevant to their role</p>	<p>Is familiar with current research and evaluation in the mental health and addiction treatment sectors</p> <p>Collects good-quality information and uses it in decision-making, with a focus on improving systemic and service-user outcomes</p>	<p>Ensures that processes and activities are in place to guide research and evaluation that foster innovation and effective outcomes-focused service delivery</p> <p>Uses information to assist planning and quality improvement, with a focus on better outcomes for service users</p>
<p>Engages with colleagues to give and receive constructive feedback</p> <p>Understands and practises self-care</p>	<p>Participates in professional and personal development of oneself and colleagues through feedback, supervision, appraisal and reflective practice</p>	<p>Creates a healthy workplace and culture that encourages and supports the professional development of individuals and teams as well as personal development</p>
<p>Reflects on own practice to identify strengths and needs</p> <p>Understands and engages in supervision</p> <p>Seeks and takes up learning opportunities</p>	<p>Supports colleagues to achieve goals and meet challenges</p> <p>Keeps up to date with changes in practice and participates in lifelong learning</p>	<p>Coaches, supports, provides feedback and challenges people so that they can reach their full potential</p>

The *Let's get real* enablers:

The enablers include a number of tools and learning modules that have been developed to support services in implementing *Let's get real*.

1. A Guide for Managers and Leaders - a tool that supports managers and leaders to utilise *Let's get real* and the enablers.

2. Team Planning Tool - for services to use when developing a workforce plan to upskill teams in the Real Skills.

3. Human Resources Tool - a tool for services to integrate *Let's get real* into existing human resource systems and processes.

4. Learning modules for the seven Real Skills - 23 self-directed learning modules freely available for the workforce in each of the Real Skills, and the values and attitudes. These can also be used in group or team training.

5. Education Tool - for education and training providers to integrate *Let's get real* into education and training programmes.

Visit the Te Pou website and use the *Let's get real* roadmap to navigate how each of the enablers can be used in organisations.

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