



Six Core Strategies[©] service review tool

Strategy 4: Workforce development

New Zealand adaption – 2nd edition

tepou.co.nz

Published in September 2020 by Te Pou

Te Pou is a national centre of evidence-based workforce development for the mental health, addiction and disability sectors in New Zealand.

PO Box 108-244, Symonds Street, Auckland, New Zealand.

ISBN 9978-1-98-855147-0

Website: www.tepou.co.nz

Email: info@tepou.co.nz

Recommended citation: Te Pou. (2020). *Six Core Strategies© service review tool: New Zealand adaption (2nd edition) - Strategy 4: Workforce development*. Auckland: Te Pou.

About the Six Core Strategies[©]

The *Six Core Strategies*[©] is a whole-of-system approach for reducing the use of seclusion and restraint in mental health and addiction services. This evidence-informed framework was originally developed in the US by the National Association of State Mental Health Program Directors in response to people accessing services and other stakeholders saying the experience of seclusion and restraint is traumatising for both people receiving services and staff.

The framework consists of six strategic areas as shown below. This document focuses on the service objectives that sit under **Strategy 4: Workforce development**. For more information, please refer to the full version of the *Six Core Strategies*[©] *service review tool: New Zealand Adaption – 2nd Edition*.



How to use this document

This document provides examples of what each service objective could look like. Your service can use the ratings below to identify whether you meet the objective and record it in each column. Then use your ratings to identify one or two key priorities for your service to work on over the next 3 to 6 months.

Yes	The objective is <i>fully embedded</i> into everyday working practice, values and culture.
Partly	<i>Part</i> of the objective has been implemented, but <i>not</i> fully embedded into everyday working practice, values and culture.
No	The objective is <i>newly implemented</i> or <i>not present</i> , and <i>not</i> yet embedded into everyday working practice, values and culture.

4. Workforce development

GOAL FOUR: To ensure the workforce has the values, attitudes, knowledge, and skills to respond effectively to the needs of people experiencing distress and their whānau. Policies, procedures and practices are guided by an understanding of the effects of trauma and violence, and the prevalence of these experiences for people, whānau and staff. This also includes the pervasive effect of intergenerational trauma.

The principles and characteristics of trauma informed approaches, recovery and health equity outcomes inform care and treatment delivery.

The purpose of this goal is to create an environment that enables safety, wellbeing, compassion, and delivery of high-quality care using least restrictive practice approaches such as sensory modulation and other effective treatment activities. This primarily occurs through workforce development and human resources. The inclusion of values, attitudes, skills, and competencies are evidenced in job descriptions and performance development reviews. Building and maintaining the capacity of the consumer, peer support, lived experience, whānau, Māori and Pasifika workforces is prioritised.

Service objectives	Examples of actions to meet the objectives	Is the objective being met? (Yes/Partly/No)	Next steps
Organisational development and workforce infrastructure			
<p>1. Our service has appointed a workforce lead or champion to address training and development needs and guide organisational change.</p>	<p>Actions include:</p> <ul style="list-style-type: none"> guiding seclusion and restraint reduction workforce development <ul style="list-style-type: none"> collaborating with iwi, hapū and whānau to co-design and implement workforce programmes using local or regional expertise to support training collaborating with Pasifika communities to co-design workforce programmes and identify workforce priorities and training needs using local or regional expertise to support training promoting and providing guidance in wider organisational workforce groups in restraint reduction initiatives using human resource processes to align with workforce training and development activities using national, regional and locally developed information to support roles working to top of scope, such as consumer, peer support, lived experience, whānau and cultural roles regularly reviewing the capacity and capability of the workforce to support least restrictive practice approaches. 	<p>Yes</p> <p>Partly</p> <p>No</p>	

Service objectives	Examples of actions to meet the objectives	Is the objective being met? (Yes/Partly/No)	Next steps
<p>2. Our staff are encouraged to explore, discuss and critically review our organisational policies and procedures relating to the use of any restrictive practice.</p>	<p>Supporting staff to create an environment that is non-restrictive and focussed on recovery and wellbeing. This includes regularly re-evaluating unit policies, procedures and processes to align with least restrictive approaches. Actions include:</p> <ul style="list-style-type: none"> • allowing time during staff meetings to explore current unit policies, procedures and implicit processes • encouraging active and authentic staff involvement in formalised review of policies, procedures and processes including identification of potential bias • enabling staff to safely share experiences and identify issues related to implicit and explicit bias in policy, procedures and unit processes. 	<p>Yes</p> <p>Partly</p> <p>No</p>	
<p>3. Staff empowerment is addressed and supported by our service.</p>	<p>Processes to increase empowerment include:</p> <ul style="list-style-type: none"> • formalising staff input into service policies and procedures • enabling staff to exercise flexible decision-making as part of a preventative approach, such as staff discretion to suspend unit “rules” or procedures within defined boundaries • encouraging staff to work proactively within a partnership of care approach to support authentic inclusion of lived experience, cultural and whānau perspectives in care and treatment planning. <p>Actions that support staff empowerment include being able to:</p> <ul style="list-style-type: none"> • apply for flexibility in rostered time • switch assignments and tasks with others • access regular training and supervision including cultural supervision • participate in service decision-making • recognise and understand the diversity of roles, expertise, skills and competencies of the workforce • understand the boundaries and relationship of their own role in relation to others (role clarity) and work effectively with other roles and professions. 	<p>Yes</p> <p>Partly</p> <p>No</p>	

Service objectives	Examples of actions to meet the objectives	Is the objective being met? (Yes/Partly/No)	Next steps
<p>4. Our service recognises and supports staff with experience of trauma, including vicarious trauma, and fosters an organisational culture that is inclusive and non-discriminatory.</p>	<p>Staff are supported by providing or fostering:</p> <ul style="list-style-type: none"> • regular supervision including cultural supervision • participation in workplace health, safety and wellbeing initiatives that reflect trauma informed approaches • performance feedback processes that includes reflection on values and attitudes • opportunities for learning and coaching to support changes in practice and or personal and professional growth • access to wellbeing support and Employee Assistance Programmes that reflect trauma informed approaches • a culture of acceptance and non-judgemental valuing of people's experiences and skills. 	<p>Yes</p> <p>Partly</p> <p>No</p>	

Service objectives	Examples of actions to meet the objectives	Is the objective being met? (Yes/Partly/No)	Next steps
<p>5. Human resources personnel and processes are included in our planning and implementation of least restrictive practice training and development.</p>	<p>Actions include:</p> <ul style="list-style-type: none"> • recognising and supporting the development of essential skills, knowledge and values in all job descriptions as outlined in <i>Let's get real</i> • partnering with iwi and local Pasifika communities to identify workforce competencies that are needed to work with whānau and developing and implementing pathways to support staff skill development in these areas • ensuring workforce competencies are outlined for all roles within and across services • ensuring orientation of new staff includes training in organisational priorities and best practice approaches in restraint reduction • initiating and monitoring workplace wellbeing programmes to enable safe and healthy workplace environments for staff • developing clear and transparent processes to support professional development • developing and implementing strategies to increase staff retention • ensuring staff training targets are implemented and met, such as the number of staff trained in Safe Practice Effective Communication • reviewing staff capacity and capability for recognising and responding to substance intoxication and or withdrawal. 	<p>Yes</p> <p>Partly</p> <p>No</p>	

Service objectives	Examples of actions to meet the objectives	Is the objective being met? (Yes/Partly/No)	Next steps
Learning and development			
<p>6. Our staff have access to training and development in the theory and approaches of least restrictive practice that align with national guidelines, sector competencies, and local needs.</p> <p>(See Strategy 1: Leadership around setting targets for staff training)</p>	<p>Actions include:</p> <ul style="list-style-type: none"> ensuring all staff demonstrate a working knowledge of Te Tiriti o Waitangi and cultural competency for working with tāngata whai ora and whānau ensuring all staff demonstrate an understanding of recovery and wellbeing principles, resiliency, prevention and performance improvement theories collaborative training with key stakeholders from primary and community settings. 	<p>Yes</p> <p>Partly</p> <p>No</p>	
<p>7. Our learning and development activities align with best practice approaches and organisational priorities.</p>	<p>Cultural competency training and development including:</p> <ul style="list-style-type: none"> mātauranga, tikanga Māori and cultural safety Māori models of health and wellbeing cultural competency for working with Pasifika, Asian, refugee and migrant people specific cultural competency information to address local needs such as rural populations and refugee resettlement. <p>(cont.)</p>	<p>Yes</p> <p>Partly</p> <p>No</p>	

Service objectives	Examples of actions to meet the objectives	Is the objective being met? (Yes/Partly/No)	Next steps
<p>7. Our learning and development activities align with best practice approaches and organisational priorities. (cont.)</p>	<p>Training and development in people-centred approaches including:</p> <ul style="list-style-type: none"> • enhanced engagement, strengths-based, person- and centred practice • welcoming practices and manaakitanga • values informed practice, such as <i>Let's get real</i> • trauma informed approaches and practice <ul style="list-style-type: none"> • including the impact of intergenerational trauma experienced by Māori • based on a holistic understanding of the neurological, biological, psychological, social and spiritual effects of trauma and violence on the wellbeing of people and whānau • talking therapies • feedback informed treatment and options • sensory modulation approaches • co-existing problem assessments and integrated treatment planning • screening for substance intoxication or withdrawal • withdrawal management knowledge and skills • safety planning tools or advance directives • verbal de-escalation and crisis management • non-confrontational limit setting • quality improvement principles • mental health literacy and addiction literacy • public health prevention models • supervision models and self-care plans. <p>Training and development specific to least restrictive practice approaches including:</p> <ul style="list-style-type: none"> • <i>Six Core Strategies</i>® • Safe Practice Effective Communication • lived experience of restrictive practices • common assumptions and myths in the use of restrictive practices • post-event debriefing techniques • assessments for risk of violence and common risk factors for death. 	<p>Yes</p> <p>Partly</p> <p>No</p>	

Service objectives	Examples of actions to meet the objectives	Is the objective being met? (Yes/Partly/No)	Next steps
<p>8. Training in least restrictive practice approaches is co-designed and co-delivered with lived experience, whānau and cultural trainers and can be shared or led with community-based services.</p>	<p>Actions include:</p> <ul style="list-style-type: none"> • identifying the service’s learning and development priorities in partnership with lived experience, whānau and cultural leaders • developing and reviewing local training content in partnership with lived experience, whānau and cultural leaders • ensuring co-delivery is part of all staff training in least restrictive practice approaches • recognising the value of co-design and co-delivery to staff training and organisational culture. 	<p>Yes</p> <p>Partly</p> <p>No</p>	



Six Core Strategies[©] service review tool

New Zealand adaption – 2nd edition