



Werry Workforce

**WHĀRAURAU**

Improving mental health and wellbeing for infants, children and young people through service improvement, workforce development and advocacy.

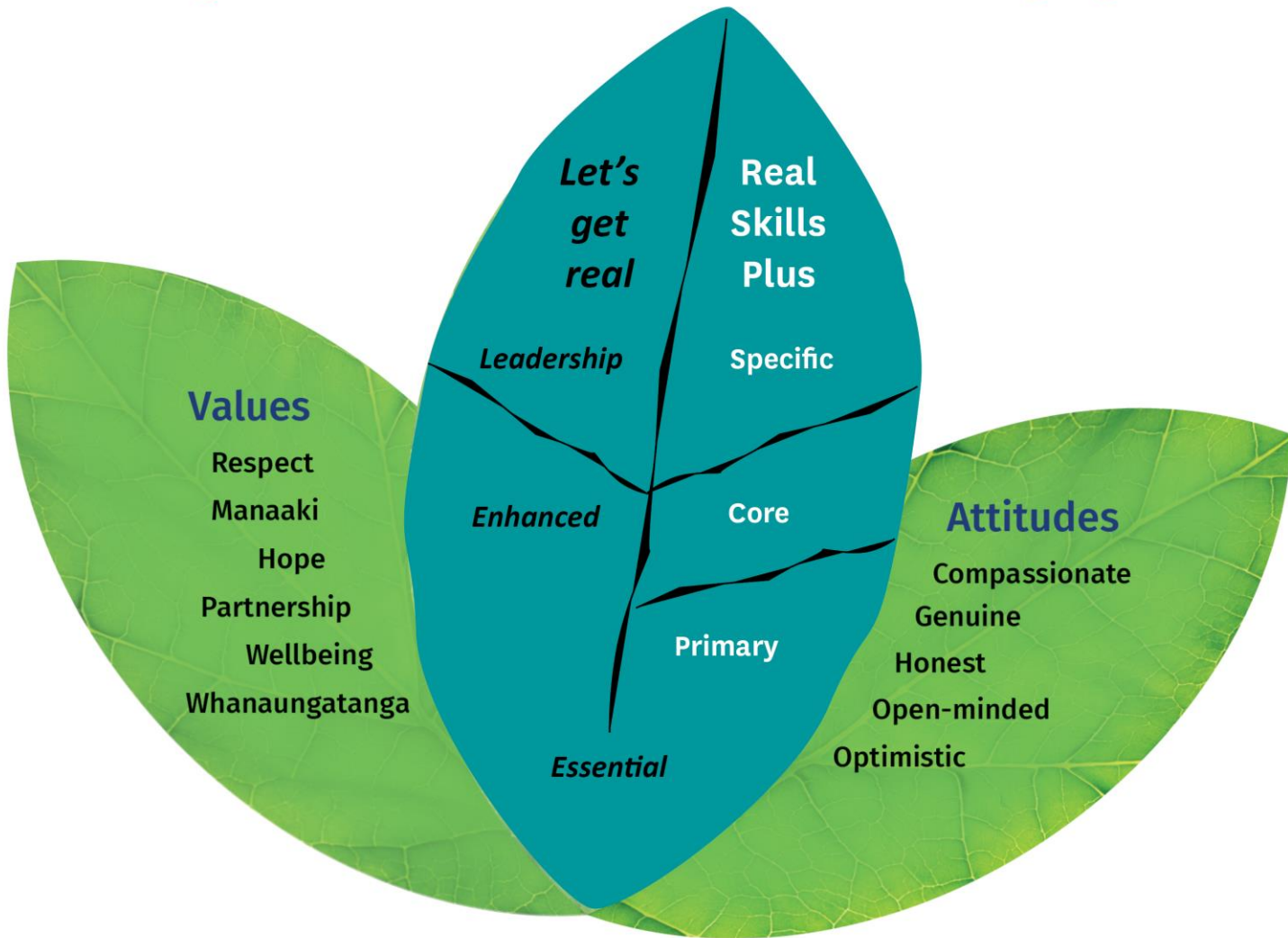
# Let's get real

***Real Skills for working with people and whānau  
with mental health and addiction needs***

**Te Pou o te  
Whakaaro Nui**



# Let's get real & Real Skills Plus Frameworks - Working Together



# About *Let's get real*

See the *Let's get real* whiteboard  
video here:

[www.tepou.co.nz/letsgetreal](http://www.tepou.co.nz/letsgetreal)

# What's new?

- Focus on people
- Collaborating & working in partnership
- Wellbeing and recovery
- Increased use of te reo Māori
- Wellbeing and a trauma informed approach
- Worker wellbeing
- Working with whānau - especially parents & children



# Performance indicator levels

- **Essential:** everyone working in health regardless of context, organisation, role, or profession
- **Enhanced:** everyone working in mental health and addiction roles
- **Leadership:** everyone who is leading, guiding, supporting, educating and resourcing the work of others in health

# Real Skill: **Working with Māori**

Everyone working in health contributes to oranga and whānau ora for Māori people who experience mental health and addiction needs.

## **Expected outcome**

Māori people accessing health care experience respect, engage in shared decision-making and receive support to achieve hauora (tinana, hinengaro, whānau and wairua) goals.

- **Manaaki**
- **Te reo and tikanga Māori**
- **Whakawhanaunga**
- **Manaaki**
- **Wairua**
- **Tuakiri tangata**
- **Hauora Māori**
- **Wairua**

# Working with Māori

Essential	Enhanced	Leadership
<b>Te reo and tikanga Māori</b>		
<p>Greets Māori people using te reo Māori greetings</p> <p>Pronounces people's names correctly or asks them how to pronounce names if necessary</p> <p>Respects te reo Māori and uses Māori words and phrases correctly, when appropriate</p> <p>Respects that tāngata whai ora may consider waiata, karakia and te reo Māori essential to their safety, wellbeing and recovery</p> <p>Respects that whānau Māori may nominate a person to speak on their behalf, and supports this process</p>	<p>Works to ensure whānau Māori people can communicate in ways that work for them</p> <p>Demonstrates understanding that Māori people may use metaphors to describe their experiences</p> <p>Supports and participates in tikanga Māori practices, as consistent with the preferences of the whānau</p> <p>Supports whānau Māori to access Māori-responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg, assessment, therapy)</p>	<p>Promotes and provides resources that:</p> <ul style="list-style-type: none"><li>ensure the physical environment is welcoming to Māori people</li><li>ensure easy access to te reo Māori speakers and information written in both English and Māori</li><li>support staff to integrate te ao Māori and te reo Māori into service delivery</li></ul> <p>Provides leadership to ensure that:</p> <ul style="list-style-type: none"><li>whānau Māori can communicate in ways that are consistent with their preferences</li></ul>

# Working with people

Essential	Enhanced	Leadership
<b>Diversity</b>		
<p>Works to understand and respond effectively to people in relation to their gender, culture, age, ability, sexual orientation and spirituality, (eg, uses age and culturally appropriate language and processes)</p> <p>Takes time to ensure correct pronunciation of names</p> <p>Uses the services of suitably qualified interpreters when required</p> <p>Works effectively at the interface between their own culture and the culture of others<sup>1</sup></p> <p>Uses evidence-based culturally specific resources</p>	<p>Supports whānau Māori to access Māori-responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg, assessment, therapy)</p> <p>Takes time to know the person and their context to support self-determination and shared decision-making</p> <p>Seeks advice from people who hold specialist knowledge in relation to gender, culture, age, ability, sexual orientation, gender identity and spirituality</p> <p>Demonstrates cultural competency in working with Pasifika peoples<sup>3</sup></p>	<p>Identifies and addresses barriers that may prevent:</p> <ul style="list-style-type: none"><li>• people from accessing services</li><li>• equity of outcomes for all</li></ul> <p>Enables staff, teams and services to work effectively in partnership with all people, respecting diversity and ensuring programmes and services are responsive to the needs of communities</p> <p>Ensures access to the services of suitably qualified interpreters</p>



# Using *Let's get real*

Apply *Let's get real* into organisational planning, systems and processes

- Organisational culture reflecting the shared values of *Let's get real*
- Enhancing policies, systems and processes
- Reflecting on stakeholder participation and engagement.
- Embedding *Let's get real* into HR processes
- Reals Skills - Workforce planning



# Using *Let's get real*

Enhance workers' values, attitudes, knowledge and skills

- Values informed practices
- Online skills assessment
- Professional development plans
- Online learning and resources



# Real Skills online

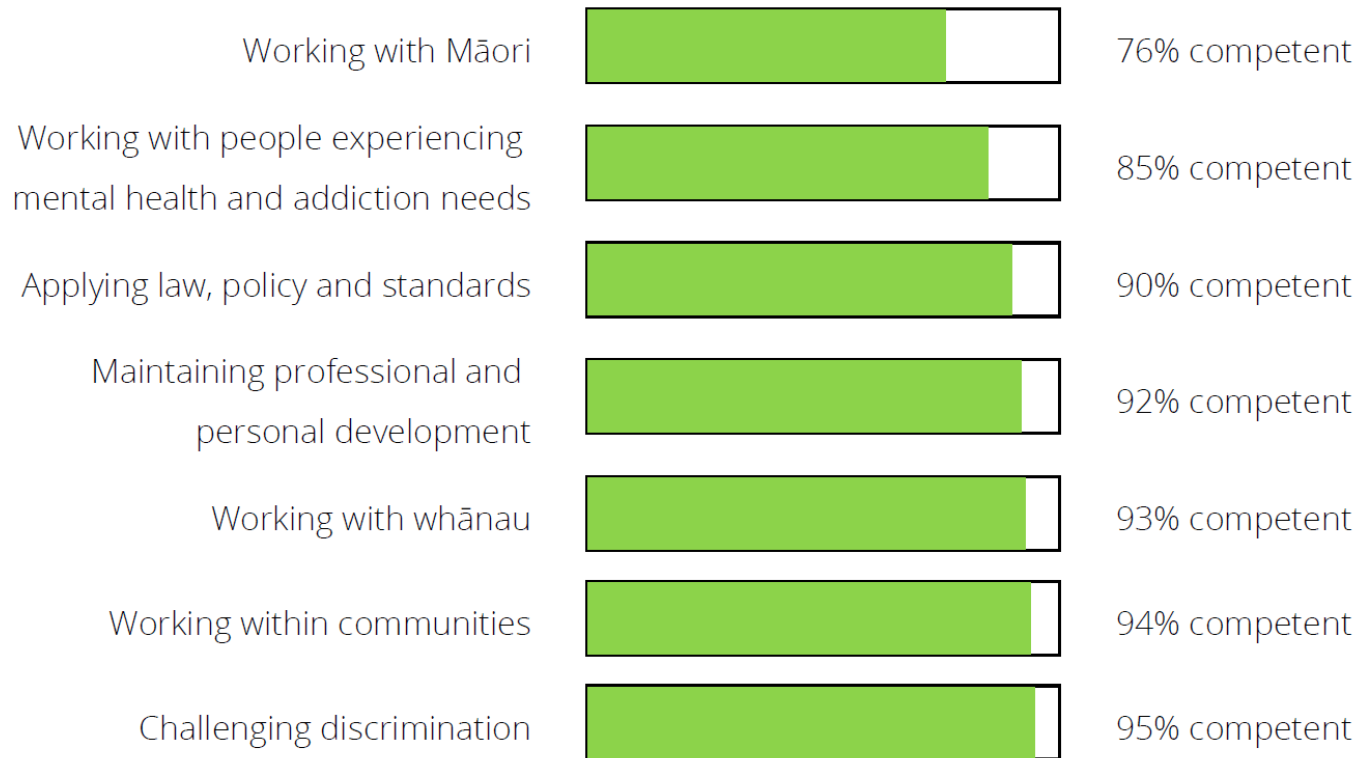
## Individual report



# Team report

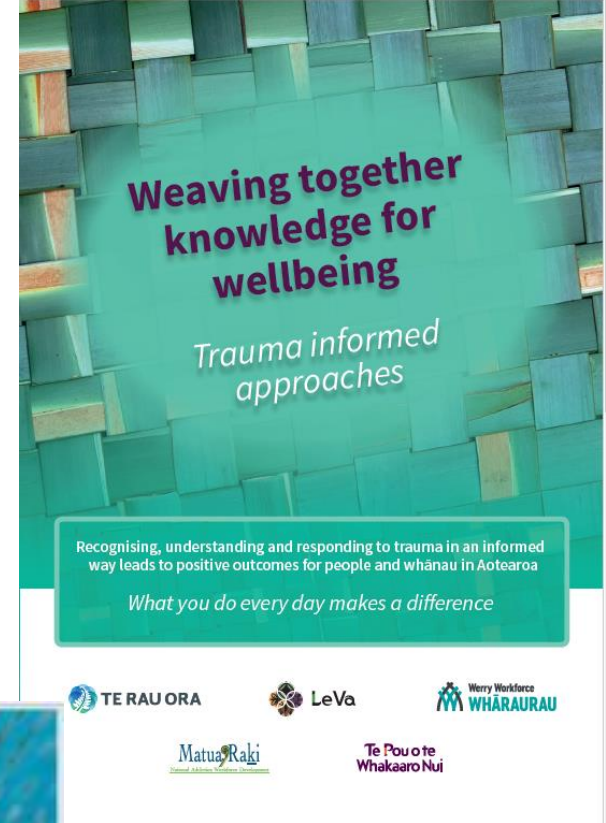
Framework: Let's get real    Level: Essential

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# Let's get real resources

[www.tepou.co.nz/letsgetreal](http://www.tepou.co.nz/letsgetreal)



**Weaving together knowledge for wellbeing**

Trauma informed approaches

Recognising, understanding and responding to trauma in an informed way leads to positive outcomes for people and whanau in Aotearoa

*What you do every day makes a difference*

TE RAU ORA   LeVa   Werry Workforce WHĀRAURAU

Matua Raki   Te Pou o te Whakaaro Nui

## Respect Manaaki atu, manaaki mai

Valuing all people, ourselves and those we work with



**Let's get real**  
Real skills for working health partners and others with mental health and addiction needs

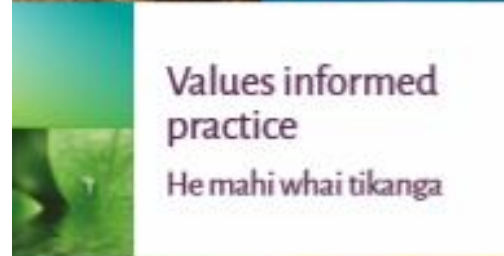
We respect people and whānau who are accessing services, their world views, their values and the choices they make. We believe respect is fundamental to all human relationships.

[www.realskills.tepou.co.nz](http://www.realskills.tepou.co.nz)



Values informed practice

He mahi whai tikanga



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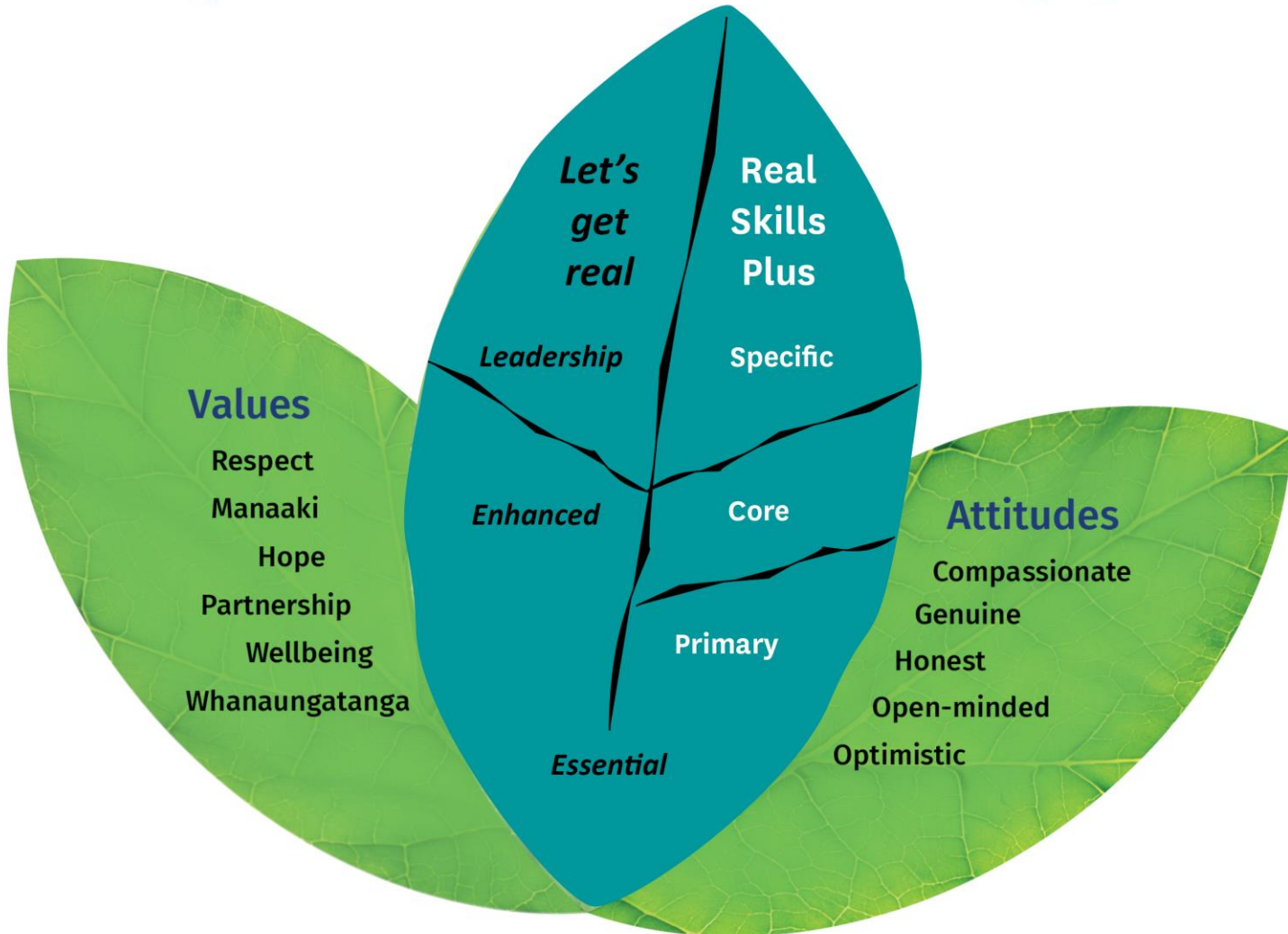
Te Pou o te Whakaaro Nui

## Resources coming up:

- E-learning
- Values, attitudes and Real Skills webpage
- Values in action
- A Guide for Leaders



# Let's get real & Real Skills Plus Frameworks - Working Together



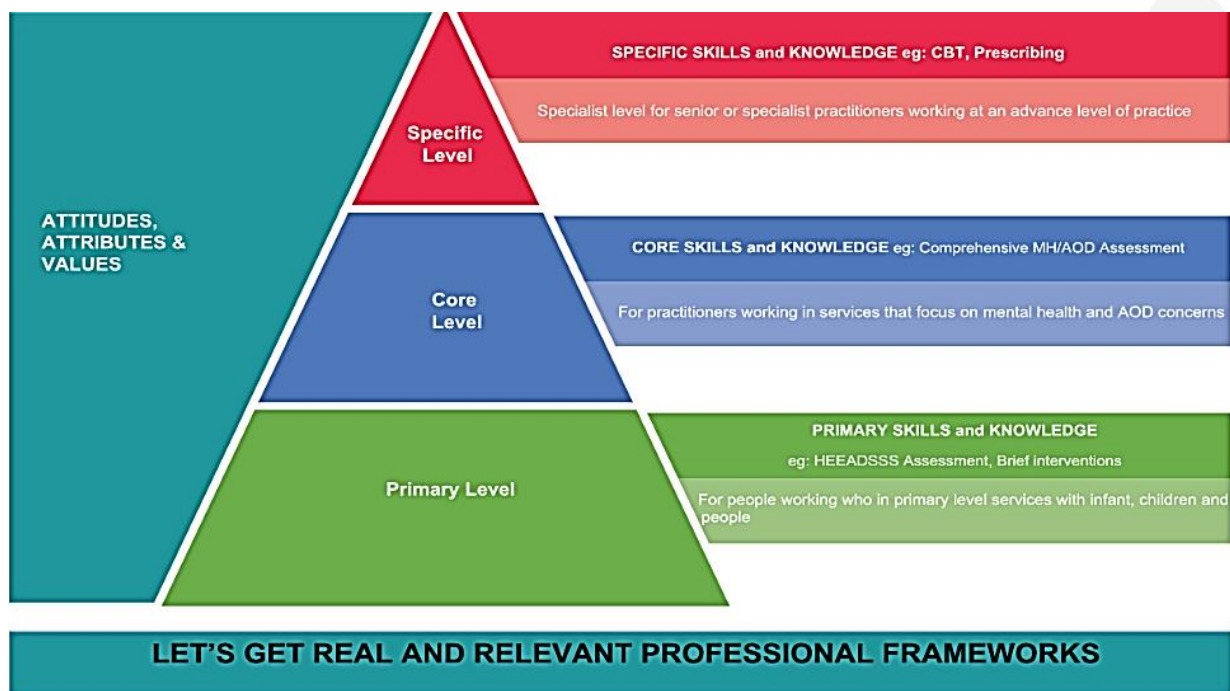
# Real Skills Plus ICAMH/AOD



**Real Skills Plus ICAMH/AOD is a competency framework that describes the knowledge and the skills required to work with infants, children and young people experiencing mental health and/or alcohol and other drug (AOD) concerns.**

**This 2014 revised version now includes a primary level relevant to the primary level workforce.**

# The Framework



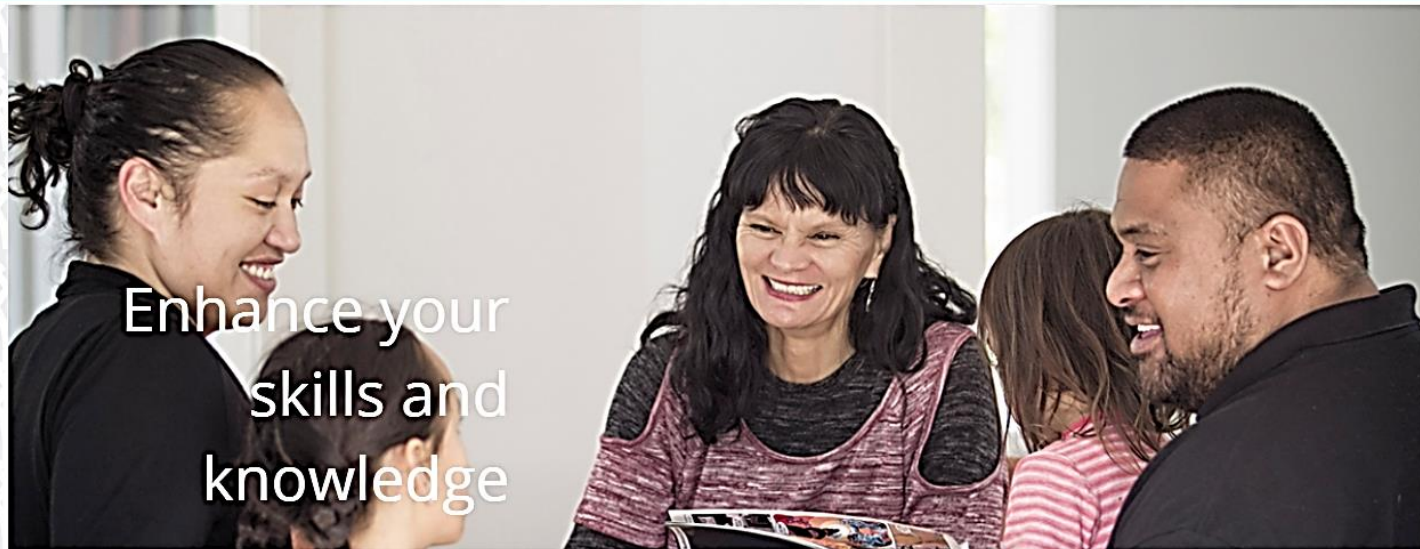


# Real Skills Plus ICAMH/AOD

**ENGAGEMENT (SKILLS)** Refers to the ability of the practitioner to form an alliance with the service-user and their family/whānau which will enable the development of a therapeutic relationship supporting/contributing to well-being. At each level, the practitioner will actively involve and support the infant, child, young person and their whānau, working in partnership in all aspects of their contact with the service as appropriate.

PRIMARY SKILLS: The primary level practitioner is expected to:	COMPETENT	NEED DEVELOPMENT	CORE SKILLS: The core level practitioner is expected to:	COMPETENT	NEED DEVELOPMENT	SPECIFIC SKILLS: The specific level practitioner is expected to:	COMPETENT	NEED DEVELOPMENT
<p>Develop a therapeutic relationship which will enable recognition of mental health concerns for the infant, child and young person and/or caregiver.</p> <p>Communicate honestly, sensitively and empathically, using non-technical language in a way that is developmentally appropriate.</p> <p>Work in partnership with the child/young person and their family/whānau. Be able to elicit and acknowledge the perspectives of the child, youth and family and understand the beliefs and practices of their family/whānau culture.</p> <p>Work with interpreters when required.</p>			<p>Apply the principles of recovery and well-being in developing therapeutic relationships.</p> <p>Work in partnership with children, young people, parents/caregivers, and family/whānau using the therapeutic relationship as a basis for assessment and intervention.</p> <p>Be able to work therapeutically with both the child, young person and the parent(s)/other family members simultaneously, even when they are in conflict.</p>			<p>Be a resource for other health practitioners regarding appropriate engagement techniques with infants in the context of the infant-parents/caregiver relationship (consider teaching, mentoring, supervision) and be aware of the care-team responses triggered by infant/caregiver distress which could have a potentially negative impact on the engagement process with parents/caregivers.</p> <p>Demonstrate language skills to engage with family/whānau for whom English is a second language.</p>		

## Real Skills Plus



Enhance your  
skills and  
knowledge

# Primary Assessment

## Engagement - Primary Skills

1 / 6

Answer the questions below as accurately as possible.

I am able to develop a therapeutic relationship that will enable me to recognise mental health concerns for the infant, child and young person and/or parent/caregiver. \*

- Needs Development
- Competent
- N/A

I communicate honestly, sensitively and empathically, using non-technical language in a way that is developmentally appropriate. \*

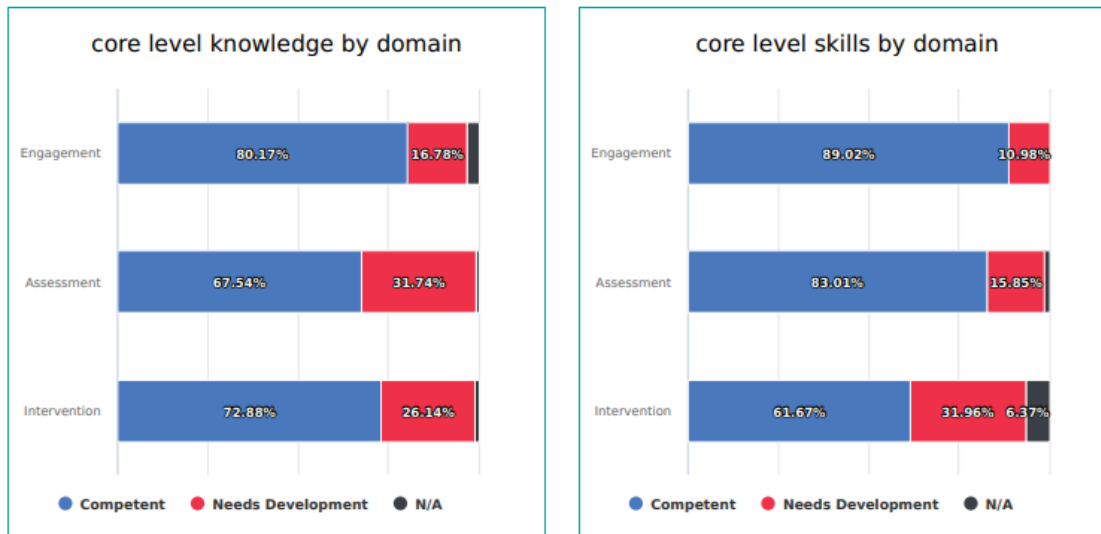
- Needs Development
- Competent
- N/A

I am able to work in partnership with the child/young person and their family/whanau. \*

- Needs Development

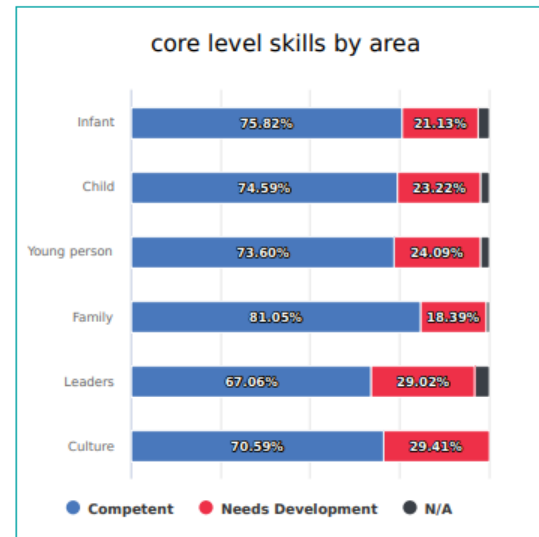
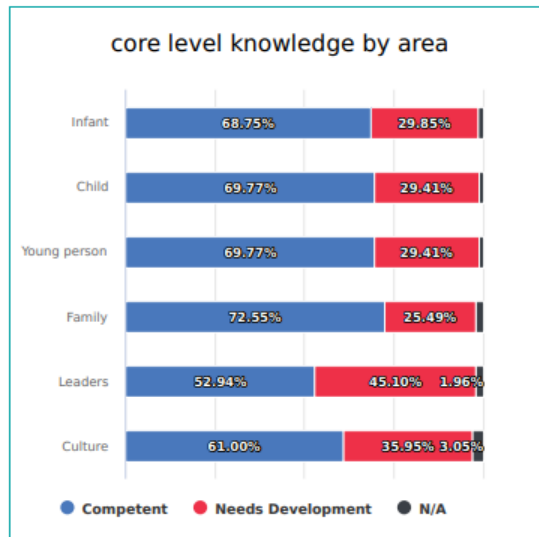
# Reports

## Summary of core Level Competencies by Domain



# Reports

## Summary of core Level Competencies by Area



## Core Level Competencies:Need Development

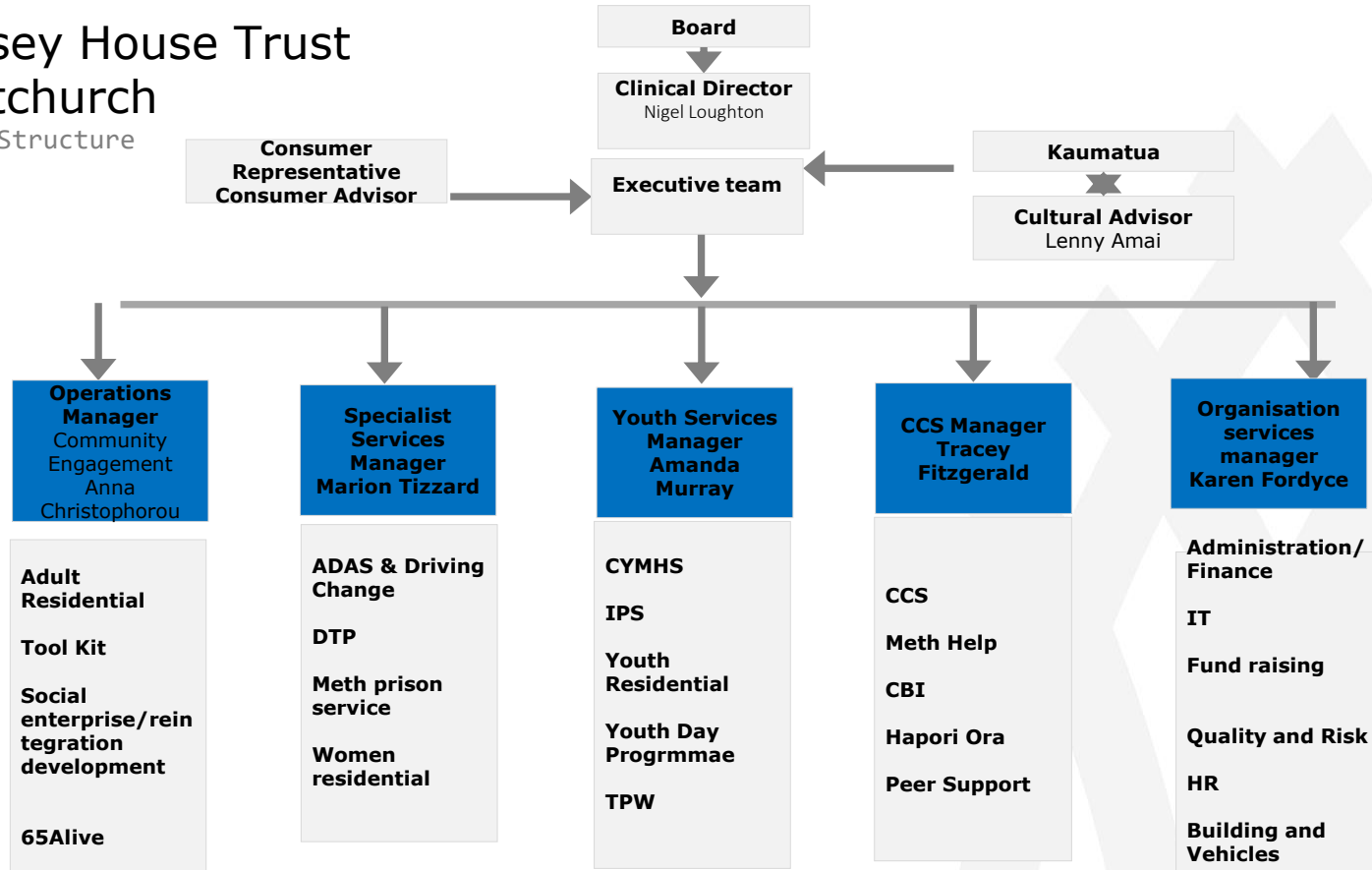
### Assessment

#### knowledge

- (86%) Have knowledge and understanding of Real Skills Plus Seitapu: Working with Pacific Peoples, and incorporate this into my work.
- (75%) Dynamic Theory.
- (54%) Interpersonal Theory.
- (54%) Have knowledge of alternative models of formulation using singular frameworks (such as systemic or psychodynamic formulation).
- (52%) Cultural/Spiritual models of development.
- (52%) Systemic Theory.
- (42%) Sensorimotor and physical development.

# Odyssey House Trust Christchurch

Service Structure





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