

Conclusion

In order to create recovery-oriented organisations we need to develop a clear picture of what they might look like.¹⁶⁵ The future vision for community mental health organisations is one in which:

- Recovery is expected, both by people with the lived experience of a mental health problem, and their carers, families, and service providers;
- Consumers, carers, families and services work together in a supportive and respectful way to achieve goals as lead by consumers and carers;
- The workforce is compassionate, collaborative, skilled and diverse;
- Strong leadership provides clear vision and guidance, and demonstrates this vision and a positive attitude at all times;
- Organisations listen and respond to changes in the consumer and carer profile, community needs, cultural and other issues;
- The workforce and organisations engage in ongoing research and learning to achieve innovation and sustainability;
- The sector is an attractive, supportive and dynamic environment in which to work; it attracts a wider pool of workers, retains staff and promotes the inclusion of consumers, carers, CALD & ATSI communities in the workforce;
- The sector is professionalised and an acceptable voluntary minimum qualification is in place for Mental Health Support Workers, Consumer Workers and Carer Workers;
- The workforce and organisations regularly evaluate the services they provide, in partnership with consumers, carers and families, to ensure good practice standards.

This guide presents the nine key workforce pathways to achieving a recovery-oriented organisation.

If the workforce is clear on the destination picture of a recovery-oriented organisation they can start to create the pathways to get there.¹⁶⁶ This is a process done in partnership between managers, consumers, carers, families, service providers, and the community.

All of the workforce pathways interact and influence each other and the 'system' in which they are operating. However, success of a genuine recovery-oriented service system is not possible without true collaboration with consumers and carers and attitudes and values at every level of an organisation that are commensurate with a recovery approach. These form the foundations for a recovery-oriented organisation, and enable the framework within this guide to be adopted in an organic and holistic way.

Glossary of Terms

Action learning

A process of 'learning by doing' or learning by putting research into action. It asks participants to reflect and review the action they have taken and the learning points that arise. It is a learning technique particularly suited to adults.

Affirmative action

An employment process designed to address the difficulties and discrimination people with a disability experience in finding work.

ATSI

A term used to refer to Australian and Torres Strait Islander communities.

Australian Qualifications Framework (AQF)

A nationally consistent set of qualifications for all post-compulsory education and training in Australia. It enables different training organisations throughout Australia to issue the same type of qualifications.

Australian Quality Training Framework (AQTF)

Provides the basis for a nationally consistent, high quality vocational education and training system for Australia. The AQTF consists of two parts: standards for Registered Training Organisations and standards for State and Territory Registering/ Course Accrediting Bodies. The AQTF enables different assessors throughout Australia to accept the assessments of each other, because they follow the same rules and assess to the same standards.

Burnout

The experience of long-term exhaustion and diminished interest, usually in the work context.

CALD

A term used to refer to culturally and linguistically diverse people/groups of people/communities.

Carer

A person, who at time of need, provides regular or intermittent support to someone who has a mental health problem. The carer may not necessarily be a family member or live full time with the cared for person, but is someone who has assumed the close, non-institutional caring role as a friend or advocate, and provides financial and/or emotional and/or practical support (ARAFMI 2005 as cited in the MHCC Social Inclusion paper).

Change management

A structured approach to moving individuals, teams, and organisations from a current state to a desired future state. It includes both organisational change management processes and individual change management models, which together are used to manage the people side of change.

Clinical supervision

A branch of supervision for staff who are engaged in client focused work, i.e. directly managing a caseload of clients. It provides an opportunity for case review and to discuss other professional issues in a structured way.

Coaching

A method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills.

Code of Practice

A Code of Practice provides practical guidance and advice on how to achieve a standard of practice within an organisation. A Code of Practice speaks broadly to standards of attitudes and behaviour which incorporates the key values and philosophies of the organisation. Code of Practice is the preferred terminology in this guide, and includes Code of Conduct standards, which traditionally focus on upholding roles and responsibilities, behavioural actions and interactions with staff, consumers, carers and 'administrative' standards, such as dress code. A Code of Practice is not a law but should be followed unless there is an alternative option which achieves the same or better outcome. Failure to follow Code of Practice is cause for disciplinary action as determined by the manager. Codes of Practice are developed through consultation with staff, consumers, carers and other stakeholders.

Consumer

A person with the lived experience of a mental health problem.

Cultural competence

An ability to understand, communicate with and effectively interact with people across cultures.

Family-Inclusive Practice

A model of support and care which recognises the context or social environment in which an individual exists, and the important role relationships with family members play in a person's mental well-being. This approach supports the inclusion of family members in all aspects of service planning and delivery to improve recovery outcomes for consumers.

Line management supervision

Supervision provided by a line manager which includes a responsibility for day-to-day management of workplace practices and service delivery, planning and monitoring workload, ensuring quality of work, ensuring health and safety, time management, motivating, administration and record keeping.

Mental health problem

As a personalised term, that is, to refer to someone with a mental health problem, recognises the principles of recovery, and the value of community-based and psychosocial approaches. It reflects the thinking and ownership that is necessary for the person to take control and not see themselves as 'sick', but as having a 'problem' whereby they seek what they want rather than having only one (medical) option.

Mental illness

As a personalised term, that is, to refer to someone with a mental illness reflects a commitment to a 'health' or 'medical model' of service provision, and as 'sick', i.e. dependent and needing medical support.

Mentoring

A relationship between a more experienced mentor and a less experienced partner referred to as a protégé or mentee. It can be a formal or informal process. The mentor provides counsel, insight and guidance and acts as a sounding board for ideas and decisions that relate to the mentee's career.

Needs analysis

The formal process of identifying learning and development gaps at an individual/team/organisation level and its related professional and personal development need(s).

Organisational development

Refers to the activities that strengthen the ability of an organisation to build and advance its infrastructure and capabilities to achieve its objectives, for example, structure, Boards of Management, leadership and culture.

Performance management

The process of assessing progress toward achieving predetermined goals. Performance appraisal is where individual performance is formally documented and feedback delivered.

Personal development

Tied with the concept of worker well-being and happiness at work. It involves feeling supported at work, doing fulfilling and challenging work, forming good relationships with colleagues, learning from one's experiences, etc.

Professional development

In the context of this guide, professional development is about developing workers' knowledge, skills and attitudes in order to ensure that they can work confidently and effectively - it is tied in with the concepts of lifelong learning or continuing education.

Reasonable adjustment

Reasonable adjustment (sometimes referred to as Reasonable Accommodation) is an active approach that requires employers, service providers, etc. to take steps to remove barriers from disabled people's participation in the workplace, under the condition that this does not cause "undue hardship", e.g. financial or physical burden (see Disability Discrimination Act 1992).

Recovery

In relation to mental illness, recovery is a deeply personal, unique process of changing one's attitudes, values, feelings, goals, skills, and/or roles. It is a way of living a satisfying, hopeful, and contributing life, even with the limitations caused by the illness. Recovery involves the development of new meaning and purpose in one's life as one grows beyond the catastrophic effects of mental illness.

Recognition of Prior Learning (RPL)

The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.

Reflective practice

A professional development technique that involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline.

Registered Training Organisation (RTO)

An organisation registered by a state or territory recognition authority to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework.

Reimbursement

The payment of out-of-pocket expenses incurred as a result of participation. These may include travel, stationary, telephone, postage, fundraising requites, accommodation, meals, childcare and carer costs (IAHS Resource Centre, 1998).

Remuneration

A payment for services rendered, and is intended to cover costs of travel, preparation, representative attendance at meetings and feedback to the representative consumer/carer group (IAHS Resource Centre, 1998).

Routine Consumer Outcome Monitoring (RCOM)

An evaluation process conducted in partnership between service provider and consumer to measure change(s) attributable to an intervention or service being provided.

Rural/regional/remote

According to the Rural Remote and Metropolitan Area (RRMA) Classification System, there are 3 rural classifications - large rural centres (population between 25,000-99,999); small rural centres (10,000-24,999) and other rural areas (less than 10,000). There are two remote classifications - Remote 1 (towns with more than 5,000) and Remote 2 (towns with less than 5,000).

Social inclusion

The ability to participate in and contribute to social life - in economic, social, psychological, and political terms.

Stress

Stress refers to psychological, e.g. anxiety, physical, e.g. high blood pressure and behavioural, e.g. poor sleeping, irritability responses to increased work-related demands and pressures over a discrete or short-term period.

Succession planning

The process of identifying and preparing suitable employees through mentoring and professional development to replace key staff if/when they leave the organisation.

Traineeship

A system of vocational training combining off-the-job training at an approved training provider with on-the-job training and practical work experience.

Vocational Education Training (VET)

Post-compulsory education and training, excluding degree and higher level programs delivered by higher education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.

Workforce development

A broad 'umbrella' term which describes a wide range of strategies, policies and programs, including organisational development, recruitment and retention, research and evaluation, training and development etc. It provides a holistic and dynamic approach to target issues at an individual, organisational and systems level. The goal of workforce development is to manage the size and composition of the workforce, retain and manage that workforce and skill that workforce. Workforce development is the hoped outcome of workforce planning.

Workforce planning

A process of achieving sustained organisational performance and accountability through the development of a capable workforce.

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