MHCC NDIS CEEP Project Trial Trainer Guide: Module 2 - Community Inclusion
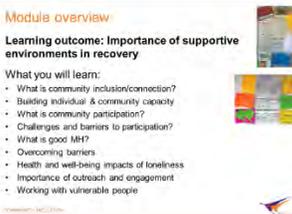
Slide/s	Time	Key message/s	Resource/s
1. *(slide image: "Supporting Community Connection: Community Inclusion")*	0 – 1 min (1 min)	For the next hour we will be thinking and learning about 'Community Inclusion' as a means of increasing access to mainstream and community services for people living with mental health conditions. Briefly explain that mainstream and community services can be accessed by all Australians. Access to mainstream and community services helps all people to have a more fulfilling life and you can learn more about this in Module 3 'Supports and Services'.	PPT PPT handout at 3 slides per page and note taking. Module Evaluation
2. *(slide image: "Community inclusion")*	1 – 2 min (1 min)	Inspiring quote – present and briefly discuss. Link to notions of living a fulfilling life.	
3. *(slide image: "Activity - What helps you to live a fulfilling life? What would your rich, fulfilling life look like?")*	2 – 7 min (5 min)	Activity – ask 'For you, what would it mean to live a rich and fulfilling life? Please pause and reflect, what would it look like? What would it feel like? How would you spend your time? What is important to you? What is your life rich in? Write down everything that comes to your mind.' Document on Butchers Paper a few people's responses that relate to 'supportive people/environments'. Name these as 'supportive people/environments'.	Butchers Paper Markers Blu Tac
4. *(slide image: "Module overview. Learning outcome: Importance of supportive environments in recovery. What you will learn: ...")*	7 – 10 min (2 min)	Introduce learning module and draft learning outcome. Briefly reference what you will learn and then ask if people have other expectations of this session. Document other expectations on Butchers Paper (this will be revisited at the end of the module).	Butchers Paper Markers

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5. What is community inclusion/connection? • We all need to be connected to other people. • Wellbeing depends on relationships with others in our community. • For people living with mental distress, feeling connected to their community can be a challenge. • Community inclusion means making sure that people have the same opportunities as everyone else. • Community inclusion is a human right.	10 – 12 min (2 min)	Explain that we all have a role to play in supporting the community inclusion of people living with mental health conditions with, or at risk to develop, psychosocial disability. Briefly explore what community inclusion means. • We all need to be connected to other people. • Wellbeing depends on relationships with others in our community (colleagues, neighbours, teammates, shopkeepers, interest groups, etc). • For people living with mental distress, feeling connected to their community can be a challenge (especially when they have experienced abuse, discrimination or become socially isolated). • Community inclusion means making sure that people have the same opportunities as everyone else. • Community inclusion is a human right (people affected by mental health conditions are still often excluded from society). Ask if people understand the term psychosocial disability? You may also need to explain 'what is psychosocial disability'? Psychosocial disability is about the social and economic barriers people can face when living with a mental health condition. It is used to describe the challenges, or limits, a person experiences in life that are related to their mental health condition. It sees these challenges and limits, or impairments, as disabilities that can affect a person's ability to participate fully in life. This definition is from MHCC's https://reimagine.today/ NDIS and MH e-resource which includes a great video explaining psychosocial disability: https://reimagine.today/step-1/what-does-psychosocial-disability-mean-to-you/	
6. What is community participation? • Community is a group of people living in the same place or having a characteristic in common • Participation is the action of taking part or becoming involved with something • Increased levels of community participation and inclusion for people living with mental health conditions will have important benefits	12 – 14 min (2 min)	Emphasise that all people have a right to be included as part of their community and that this is important to all people's health and wellbeing. • Community is a group of people living in the same place or having a characteristic in common • Participation is the action of taking part or becoming involved with something (e.g., an event or activity) • Increased levels of community participation and inclusion for people living with mental health conditions will have important benefits - Improved health and wellbeing outcomes for people and their carers (in relation to health, employment, education, income and life satisfaction outcomes, etc.)	

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		- Decrease longer-term care and support costs, and - Prevent psychosocial disability related to exclusion and mental distress. Emphasise that excluding people living with mental health conditions from community activities and events is discrimination and illegal. Emphasise that increased levels of community participation and inclusion for people living with mental distress will have important benefits and especially in preventing psychosocial disability related to mental health conditions.	
7.	14 – 15 min (1 min)	Say that he notion of 'teaching a man to fish instead of giving him a fish' has come up across most all co-design events. This graphic speaks to that and also softly introduces notions of what the Information, Linkages and Capacity-building (ILC) part of the NDIS is about (ie, community development for achieving individual and community capacity building and more inclusive communities for all people with, or at risk to develop a disability). Module 4 'Embracing Change' considers this further.	
8.	15 – 17 min (2 min)	Historically and even now there has been an over reliance on biomedical explanations of, and treatments for, mental health conditions. Biomedical explanations see behavioural problems as a symptom of a chemical in-balance and 'illness' that need to be fixed with medication and hospitalisation. There are many other important social causes for mental distress and suffering that need to be considered and taken seriously. Some examples of these are: poverty, discrimination, violence, bullying, social inequality, disconnection and hopelessness. State that the World Health Organisation (WHO) recommend a social determinants and rights-based approach to working with people with mental health conditions.	
9.	17 – 19 min (2 min)	Introduce the 'Right of everyone to the enjoyment of the highest attainable standard of physical and mental health' (WHO, 2019) document. This is available on the MHCC CEEP Project website. Briefly discuss importance. This is about the rights of all people living with mental health conditions whether they have a disability or not and also links to elements of the UNCRPD (ie WHO Quality Rights Manual). Warn that this is a lengthy but important read for those that want to think and learn more about MH and community inclusion!	

Slide/s	Time	Key message/s	Resource/s
10. Overcoming barriers What you can do to help? • Ask a person what you can do to help them • Establish helping relationships based on trust and empowerment • Focus on strengthening a person's relationships and social connection • Acknowledge diversity • Acknowledge trauma • Encourage the employment of Peer Workers outside of the MH sector	19 – 22 min (3 min)	Before putting this slide up, ask people what are some of the things people could or have done to help people overcome social barriers? Ask them what some things are that other people have done to help them overcome social barriers? Write ideas down on butchers paper. Show and review slide. • Ask a person what you can do to help them <u>(hint: it's unlikely to be medication or hospital)</u> • Establish helping relationships based on trust and empowerment • Focus on strengthening a person's relationships and social connection • Acknowledge diversity <u>(in all shapes and sizes)</u> • Acknowledge trauma <u>(and take leadership in creating healing environments)</u> • Encourage the employment of Peer Workers outside of the MH sector Ask if there are other things that people can think of to help?	Butchers Paper Markers BluTac
11. Activity – Practicing helping 60 yo Janet seems very confused and distressed. She asks you for help saying that she is not coping with life, that her family hate her and that all she wants is for her pain to just stop. She has a MH history, has been to her GP and the hospital, and says that they can't help her. What might you do to: • React to Janet's distress • Calm Janet • Validate her experiences • Ask about her needs.	22 – 32 min (10 min)	Ask participant to volunteer to read out Janet's story. Ask people to form small groups and explore 'What they might do to: • React to Janet's distress • Calm Janet • Validate her experiences • Ask about her needs. Explore a few responses from groups and list on butchers paper. Explore if loneliness has arisen as a theme?	Butchers paper Markers BlueTac
12. Health and well-being impacts of loneliness APS • One in four Australians feels lonely • Loneliness is 'a feeling of distress people experience when their social relations are not the way they would like'. • Research shows that loneliness is related to health & wellbeing problems • People living with MH conditions are more likely to be lonely. • Importance of carer, family and kinship group engagement and peer support in achieving community connection.	32 – 35 min 3 min	Understanding the health and social impacts of loneliness is increasingly important. Explain you can be surrounded by people and still feel lonely. Consider quoting Robin Williams in the 2009 movie 'The World's Greatest Dad': *"I used to think that the worst thing in life was to end up all alone. It's not. …(it's) ending up with people who make you feel all alone."* • One in four Australians feels lonely (<u>Australian loneliness report; APS, 2018</u>) • Loneliness is 'a feeling of distress people experience when their social relations are not the way they would like'.	

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		• Research shows that loneliness is related to health & wellbeing problems <u>including the development of depression, stress, anxiety, etc. and increased risk factors for stroke, heart attack, cancer, etc.</u> • People living with MH conditions are more likely to be lonely. • Importance of family engagement and peer support in achieving community connection. Note: The first 3 dot points summarise the 2018 APS report which applied to the whole of the Australian population. The remaining two are specific to people living with MH conditions.	
13. **Importance of outreach and engagement** • Outreach & engagement is an essential skill for working with people experiencing mental distress or living with a MH condition and complex health/social care needs • Importance of relationships • Holistic focus on social and contextual determinants of health and wellbeing • Role of NDIS ILC Local Area Coordination/Coordinators (LAC/s) & other trusted supporters	35 – 38 min (3 min)	• Outreach & engagement is an essential skill for working with people experiencing mental distress or living with a MH condition and complex health/social care needs • Importance of relationships <u>(across all life stages and that include relating to community and nature)</u> • Holistic focus on social and contextual determinants of health and wellbeing <u>(not just 'mental illness' and perceived/actual need for 'treatment').</u> • Role of NDIS ILC Local Area Coordination/Coordinators (LAC/s) and other trusted supporters Explain that the NDIS ILC, and especially Local Area Coordinators (LACs) roles, are a very important part of achieving inclusion for more people living with disability and diversity. Module 4 'Embracing Change' considers the ILC and LACs further. Emphasise that everyone working in services and the community, whether in a paid or unpaid capacity, has an important role to play in the outreach to and engagement with vulnerable people and others during vulnerable times.	
14. **Working with vulnerable people** A vulnerable person is: • a Child or Children; or • an individual aged 18 years and above who is or may be unable to take care of themselves, or is unable to protect themselves against harm or exploitation by reason of age, illness, trauma or disability, or any other reason. (Commonwealth Department of Social Services) Human-rights based community inclusion practices mean that we need to work to identify supports and services that help keep people safe	38 – 40 min (2 min)	Explain that a vulnerable person is: • a Child or Children; or • an individual aged 18 years and above who is or may be unable to take care of themselves, or is unable to protect themselves against harm or exploitation by reason of age, illness, trauma or disability, or any other reason. (Commonwealth Department of Social Services) Emphasise that human-rights based community inclusion practices mean that we all need to work to identify supports and services that help keep people safe and heal in the communities of their choice (link to Module 3 'Supports and Services' and Module 4 'Creating Healing Environments').	

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15.	40 – 50 min (10 min)	Show and discuss video. For discussion: How are the experiences of Community Workers, volunteers, peers and others in this video related to the importance of people being included in the communities of their choice? Encourage people to begin completing the Module Evaluation Form to be completed.	Speakers (as required) Video embedded in PPT Back-up internet access to videos (MHCC webpage)
16.	50 – 59 min (9 min)	Revisit whether the learning outcome for this module has been achieved: importance of supportive environments in recovery (and also see slide 4). Remind learners that we started off by exploring what it might mean to live a rich and fulfilling life. Revisit the 'supportive people/environments' identified that were put on Butchers Paper earlier. Explore if the learning module content and supported achieving the learning outcome and other learning module expectations of this session that were put on Butchers Paper earlier. Make time to complete the Module 2 USyd evaluation.	Posted learning expectations Butchers Paper from beginning of module. Posted 'supportive people/environments' Butchers Paper from beginning of module.
17.	59-60 mins	Concluding slide. Thank people for their participation. Explain that we will next be exploring Module 3 'Services and Supports'.	