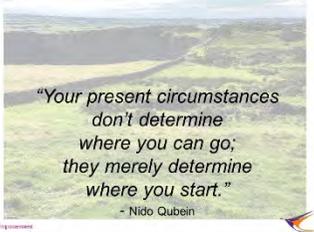


MHCC NDIS CEEP Project Trial Trainer guide: Module 6 – Empowerment

Slide	Time	Key message	Resource
<p>Prepare: 4x Pre-labelled butcher paper: Learning outcomes; Self-advocacy; Self-directed advocacy; Other-directed advocacy; A4 paper for each pair</p>			
<p>1</p> 	0	Welcome etc.	
<p>2</p> 	0-2		
<p>3</p> <p>Activity: Discussion in pairs</p> <ul style="list-style-type: none"> • What decisions have you made so far today • What influenced these decisions? • What would it be like if someone made these decisions for you? 	2-7 5mins	<p>Pairs discussion</p> <p>Let's spend a moment reflecting on our own decision-making. In pairs have a chat about these three questions for 5 minutes:</p> <p>What decisions have you made so far today? Make a list on A4</p> <p>We make LOTS, mostly SMALL decisions. Examples to consider:</p> <ul style="list-style-type: none"> • What to wear; what to eat (simple and small) • How to get to your destination (small but perhaps complex) <p>What influenced these decisions?</p> <ul style="list-style-type: none"> • WHO or WHAT did you consider? Internal/External eg family, colleagues, health, time, traffic, \$ values 	A4 paper for each pair

Slide	Time	Key message	Resource
		<p><i>What would it be like if someone else made these decisions for you?</i></p> <ul style="list-style-type: none"> • Were decisions made alone or with support? <p>Activity first, followed by discussion</p> <ul style="list-style-type: none"> • We make countless decisions each day (research says 35,000). • Some are thought through; others are more immediate and instinctive. • Do you sometimes make a bad decision or mistake? What happens then? (We learn from it) • Our decisions are a reflection and expression of who we are, our relationships, achievements and hopes for the future. • Through making decisions we also learn about ourselves, others and the world. • It is part of what being a person means and is recognised as a human right. • At times, we all involve others in our decisions • We all have the ability to make decisions, but some may not have had the opportunity to make many decisions and so may have limited skills. By giving opportunities and support we can help them build those skills. <p>Learning will focus on how we can enhance the support we provide.</p>	
<p>4</p> <hr style="border: 2px solid #e91e63;"/> <p>Learning outcome: Awareness of self-direction as a key recovery tool</p> <p>What you will learn:</p> <ul style="list-style-type: none"> • Decision making • Types of decision making • Self-advocacy • Self-directed care • Choice and control <ul style="list-style-type: none"> – Digital literacy 	<p>7-9 2mins</p>	<ul style="list-style-type: none"> • Decision making • Types of decision making <ul style="list-style-type: none"> ➢ Independent decision making ➢ Supported decision making ➢ Shared decision making ➢ Substitute decision making • Self-advocacy • Self-directed care • Choice and control <ul style="list-style-type: none"> ➢ Digital literacy <p>Is there anything else you would like from this session?</p>	<p>Pre-labelled Butcher paper Learning outcomes</p>

Slide	Time	Key message	Resource
<p>5</p> <p>What is decision-making?</p>	<p>9-10 1 min</p>	<p>Gwen Scotman is a Retired Consumer Activist</p> <p>What is decision-making?</p> <p>As you noted in the previous activity: Some decisions are small and some are big Some are small but complex Some are big but simple and some decisions have multiple elements that are a combination of these</p> <p>Big decisions can be simple (if you know your preferred option and it's easy to carry out) or can be more complex (e.g. where to live? What to do with your life?)</p>	
<p>6</p> <p>Seven decision-making principles</p>	<p>10-12 2mins</p>	<p>Department of Human Services Victoria: Seven decision-making principles</p> <ol style="list-style-type: none"> 1. Everyone has the right to make decisions about the things that affect them 2. Capacity to make decisions must be assumed 3. Every effort should be made to support people to make their decisions 4. Capacity is decision specific 5. People have the right to learn from experience 6. People have the right to change their minds 7. People have the right to make decision others might not agree with <p>In Summary: Nothing about me, without me Don't make any decisions about me without me. I am the boss of my life.</p>	
<p>7</p> <p>Types of decision making</p> <ul style="list-style-type: none"> • Independent decision making • Supported decision making • Shared decision making • Substitute decision making 	<p>12-13 1 min</p>	<p>Briefly show this</p> <p>Name each type and briefly explain the increasing control and independence of the person in each type. Now detail to follow.</p>	

Slide	Time	Key message	Resource
<p>8</p> <hr/> <p>Independent decision making</p> <ul style="list-style-type: none"> A person makes the decision but may talk to others or do some research to inform their choice. 	<p>13-14 1 min</p>	<p>Independent decision-making – A person does not need assistance to make decisions. Person makes the decision but may choose to talk to others for support or advice at times. May do some research to inform their choice. This is probably like all the decisions you wrote in the start activity – relate to these.</p>	
<p>9</p> <hr/> <p>Supported decision making (SDM)</p> <p>SDM - is a process of assisting a person with disability to make their own decisions, so they can:</p> <ul style="list-style-type: none"> develop and pursue their own goals, make choices about their life and exercise some control over the things that are important to them 	<p>14-19 5min</p>	<p>Discussion before the slide: (Use post-it notes and butcher paper to mind map responses)</p> <ul style="list-style-type: none"> What do you know about SDM? What is your experience of SDM? <i>A process of ASSISTING – not DOING FOR or cutting them adrift without appropriate support.</i> <i>Providing the RIGHT LEVEL & TYPE of SUPPORT to make informed decisions.</i> PERSON IS AT THE CENTRE <i>SDM assists person to make their OWN DECISIONS – identifying what the person wants, not what others think is in their best interests. It is a shift to a rights-based approach rather than a best interest approach.</i> <i>Supporter is neutral and does not demonstrate a preference for any option.</i> <i>Empowering</i> <i>Builds capacity of the person</i> <i>Person centred, strengths- based</i> <p>Outcome is</p> <ul style="list-style-type: none"> <i>To develop and pursue their own goals</i> <i>Make choices in their life</i> <i>Exercise control over things that are important</i> <i>Build skills and self-esteem</i> 	

Slide	Time	Key message	Resource
<p>10</p> <p>Shared decision making</p> <ul style="list-style-type: none"> A person works in partnership with trusted others to integrate their own values, goals and concerns with feedback from others about options, benefits and risks 	<p>19-20 1 min</p>	<p>Shared decision-making – a person seeks and integrates the advice or opinions of a trusted support person. (Family, friend or worker etc.) The person still owns and has control of the decision-making. This support relationship can be formal or informal. Person is assisted to communicate</p>	
<p>11</p> <p>Substitute decision making</p> <ul style="list-style-type: none"> Decisions about medical, lifestyle and finances are made on behalf of the person by trusted people (family, appointed guardian...) 	<p>20-21 1 min</p>	<p>Substitute decision-making /proxy – Decisions are made on behalf of the person. The person does not retain control of the decision making. Person considered to lack decision-making capacity and another person carries out the decision-making. Appointed private guardian (family or friend) or Public Guardian can make medical or lifestyle decisions. Decisions should still be driven by the ‘will and preference’ of the person (their known preferences, desires and expressed wishes) and not what others believe are their ‘best interests’. Should only be used as a last resort.</p>	
<p>12</p> <p>Decision-making continuum</p> <p>What might influence where a person with a mental health condition sits on this continuum at any time?</p> 	<p>21-24 3mins</p>	<p>Where you sit on the continuum can vary depending on the complexity of the decision to be made, support available, our individual preferences, experiences and ability.</p> <ul style="list-style-type: none"> The support a person needs is influenced by many factors and can be shown on a continuum with increasing self-determination and independence. Talk through each type on the continuum Our ability to make decisions depends on the complexity of the decision to be made, support available, our own preferences, experiences and ability. Decision making is a dynamic process and related to the specific decision and current circumstances. <p>Graphic on decision-making continuum</p> <p>Discussion – white board</p> <ul style="list-style-type: none"> What are some things that might influence where a person sits on the decision-making continuum at any time? Why might a person with a mental health condition end up at the substitute decision-making end? 	

Slide	Time	Key message	Resource
		<p>Could a person benefit from using more than one decision-making approach?</p> <p>DM is an advanced cognitive skill that requires concentration, memory, planning, problem-solving and considering the consequences of actions. Many things affect our decision-making capacity – whoever we are - we may have a MH condition that affects how we function day to day.</p> <p>It is common for a person with a mental health condition to experience some level of cognitive difficulty.</p> <ul style="list-style-type: none"> • Side effects of MH treatment • Episodic nature of some MH conditions • Effects of long-term substance abuse/misuse • Stress and lived experience of trauma • Physical health issues, injury, social isolation <p>This can affect a person’s ability to perform daily activities, and can also influence how workers, family and others perceive and judge their skills, abilities and interest in participating in activities, setting goals and making their own decisions. A person may also internalise the beliefs of others and lack belief in their own ability to make decisions. Stigma, discrimination, loss of confidence and self-stigma.</p>	
<p>13</p> <hr style="border: 2px solid #e91e63;"/> <p>Advocacy - models of advocacy </p> <p>Advocacy can be described in terms of <i>who</i> is being advocated for</p> <ul style="list-style-type: none"> • <i>Self advocacy</i>: Advocating for self • <i>Self-directed advocacy</i>: Advocating for another individual, acting under their instruction • <i>Other-directed advocacy</i>: Advocating for another individual 	<p>24-29 5mins</p>	<p>Advocacy – Is the act of representing, pleading or negotiating on behalf of yourself or another person to promote, protect and defend your rights, welfare, wellbeing, justice and quality of life.</p> <p>Examples of ways advocates can help another person:</p> <ul style="list-style-type: none"> • Write letters on your behalf or write them with you or help you to learn to write letters • Call someone for you, or sit with you while you ring or practice so you can ring them • Speak on your behalf, or sit with you while you speak up or practice with you so you can speak up for yourself • Attend meetings with you or help you practice and rehearse for meetings, so you are more confident • Teach you to advocate for yourself and develop new skills <p>Models of advocacy There are many models of advocacy and it is important to understand these and recognise the values and practices that underpin each model.</p>	

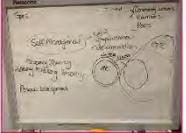
Slide	Time	Key message	Resource
		<p>Give an overview of three different models of advocacy and a brief description of each.</p> <p>Self-advocacy – when a person speaks up and can communicate and negotiate for their needs wants and rights. It involves representing yourself and your best interests. This includes asserting and negotiating in your own interests, for example: speaking up for yourself about your rights, responsibilities and interests; asking for what you want and need; and speaking up and managing your own affairs and making your own decisions.</p> <p>Self-directed advocacy – if and when the person chooses not to self-advocate at that time. It is directing another person (worker, advocate, family member) not only to speak on your behalf, but also in regard to the content and intent of the advocacy messages and practices.</p> <p>Other-directed advocacy – undertaken by a party other than the person and is not directed by the person.</p> <p>Activity: Models of advocacy Draw from the group:</p> <ol style="list-style-type: none"> 1. When might each model be useful? 2. What are the strengths and weaknesses of each? 	<p>3x Pre-labelled butcher paper:</p> <p>Self-advocacy</p> <p>Self-directed advocacy</p> <p>Other-directed advocacy</p>
<p>Within a recovery paradigm 14</p> 	<p>29-31 2mins</p>	<p>Keep in mind the core elements of recovery:</p> <ul style="list-style-type: none"> • Hope • Self-determination • Recovery is a self-directed process • Person's sense of their own agency • Living a meaningful life • Consumer is the expert, only the consumer can do recovery • Recovery is non-linear • Personal control over choice and decision making • Positive risk taking (dignity of risk, learn from your mistakes) 	

Slide	Time	Key message	Resource
<p>A process for supporting self- advocacy 15</p> 	31-36 5min	<p>This 5 step process is based on the resources in the ‘Let me speak’ manual produced by the Ethnic Disability Advocacy Centre.</p> <ol style="list-style-type: none"> 1. Identify their issues, rights and preferred options 2. Enable individuals to gain self-advocacy skills 3. Develop a Self-Advocacy Strategy 4. Support self-advocacy 5. Follow up and Support After Self-Advocacy 	
<p>Step 1 Identify the advocacy issue</p>	(31-32) (1min)	<ul style="list-style-type: none"> • Develop a shared understanding of problem • How urgent is the issue? • Has there been a breach of rights? Who can provide legal advice on this? • What does the person want or need? • Can anyone else help you understand the issue or provide information? If so, do you need consent? • Use questions to explore and clarify (make clear) the advocacy issues • Provide information on self-advocacy • Support the person to identify their own needs and rights 	
<p>Step 2 Enable individuals to gain self-advocacy skills</p>	(32-33) (1min)	<p>To be heard you need:</p> <ul style="list-style-type: none"> • Confidence • Information (about advocacy, the issue and assertiveness) • Understanding about your Rights and the rights of others • Goal setting what do I want and need to change • The ability to compare options • Planning (how do to get what I want?) • Prioritising, deciding the order things should be done in • The ability to make decisions (choosing from options) • Support networks (who can help me?) • Communication skills (listen and ask questions) • Assertiveness (practice your message) • Problem solving skills (how can I overcome challenges?) 	

Slide	Time	Key message	Resource
Step 3 Develop a self-advocacy strategy	(33-34) (1min)	Clarify roles, goals and expectations Gather information Brainstorm options <ul style="list-style-type: none"> • Consider all options, even the ones that do not have immediate appeal • Doing nothing can be a valid option • Explore the pro's and con's • Rate pro's and con's according to importance • Consider how much support can be given to the person for each option • Choose an option 	
Step 4 Supporting a person to self-advocate	(34-35) (1min)	<ul style="list-style-type: none"> • Role plays or rehearsals in preparation for meetings or conversations • Help with preparing documentation, completing forms and keeping records • Writing a support letter • Being present at meetings as moral support or active participant • Support in dealing with emotions • Preparing for possible setbacks and unwanted outcomes <p>An effective supporter is: Trustworthy and Honest Understands that you can change your mind Acknowledges your expertise Focused on YOUR 'will and preference' Gives you time to consider your options Respectful of your culture Find/create a safe emotional environment Able to communicate in different ways (talking, writing, images) Links you to other support, information and resources Keeps to the boundaries of their role Supports positive risk taking.</p>	
Step 5 Follow up and support after self-advocacy	(35-36) (1min)	<ul style="list-style-type: none"> • Help the person reflect on the advocacy process and learn from the experience • Identify further strategies or next steps <p>Emotions and advocacy</p> <ul style="list-style-type: none"> • Creating a safe emotional environment • Ability to sit with a person's emotional distress • Awareness that the emotional distress might continue even if the advocacy issue is resolved 	

Slide	Time	Key message	Resource
		<ul style="list-style-type: none"> • Awareness that the advocacy process might have added emotional impacts on the person • Preparation for possible setbacks, undesired outcomes, unhelpful responses from others etc. • Awareness of your own emotions, triggers and responses 	
<p>Self-directed care 16</p> <hr/> <p>Self-directed care</p> <ul style="list-style-type: none"> • hope and personal control • self-belief • own agency and purpose • the person's own efforts • other people important in the person's life • positive risk-taking • offering tools • self-determination and self-advocacy • choice and control 	<p>36-38 2min</p>	<p>Self-directed care is about:</p> <ul style="list-style-type: none"> • supporting people to develop a sense of hope and personal control • believing in the person, even when they might not believe in themselves • supporting people to develop a sense of their own agency and purpose • acknowledging the significance of the person's own efforts in their recovery • recognising and supporting the roles of other people, and other things important in the person's life, outside the realm of mental health service delivery • supporting and understanding the importance of positive risk-taking to the recovery process • offering tools (such as skills, knowledge, expertise, techniques, resources and information) that the person can then choose to use 	
<p>Self-Determination and self-advocacy 17</p> <hr/> <p>Self-Determination and self-advocacy</p> <ul style="list-style-type: none"> • freedom to plan and be in control of your life • information to make choices • knowing more about yourself and what you want • dreams and goals and going after them • authority and control over your resources • making your own decisions • support to live and participate in your own community • opportunities and access to education, employment, housing etc 	<p>38-40 2min</p>	<p>Self-Determination and self-advocacy both value and work towards:</p> <ul style="list-style-type: none"> • having freedom to plan and be in control of your life • having information to make choices • knowing more about yourself and what you want • having dreams and goals and going after them • having authority and control over your resources • making your own decisions • having support to live and participate in your own community • having opportunities and access to education, employment, housing etc 	

Slide	Time	Key message	Resource
<p>Choice and control for self-determination 18</p> <hr/> <p>Choice and control for self-determination</p> <ul style="list-style-type: none"> • self-advocacy • making choices • making decisions • problem solving • setting and achieving goals • access to information – digital literacy  <p>Resource: https://reimagine.today/</p>	40-41 1 min	<p>Self-determination is the process of having choice and control and making decisions that affect your life.</p> <p>Key self-determination skills include:</p> <ul style="list-style-type: none"> • self-advocacy • making choices • making decisions • problem solving • setting and achieving goals • having accessible information for people about the things that will help them <p>No-one else making decisions when they don't understand me</p> <p>For more information about self-direction as a key recovery tool a useful resource is the reimagine today website https://reimagine.today/</p>	
<p>Digital literacy 19</p> <hr/> <p>Digital literacy</p>  <ul style="list-style-type: none"> • Key to making decisions and choices is access to information and support • The world today requires digital literacy along with language, literacy and numerical skills • Digital literacy is increasingly required of people and their supporters • Digital natives and digital refugees • Develop digital literacy skills and be a digital literacy mentor 	41-42 1min	<p>Digital literacy</p> <ul style="list-style-type: none"> • Key to making decisions and choices is access to information and support • The world today requires digital literacy along with language, literacy and numerical skills • Digital literacy is increasingly required of people and their supporters • Digital natives and digital refugees • Develop digital literacy skills and be a digital literacy mentor 	
<p>20 VIDEO</p> <hr/> <p>Video - Empowerment</p>	42-52 3 min	<p>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 in control of their lives with choice and decision making?</p> <p>Encourage people to begin completing the Module Evaluation Form to be completed.</p>	<p>Speakers (as required) Video embedded in PPT Back-up internet access to videos (MHCC webpage)</p>

Slide	Time	Key message	Resource
<p>21</p> <p>Learning outcome</p> <p>Awareness of self-direction as a key recovery tool</p> 	<p>52-54 2min</p>	<p>Revisit whether the learning outcome for this module has been achieved: Awareness of self-direction as a key recovery tool? (and also see slide 4). Remind learners that we started off by:</p> <p><i>Exploring what decisions, they have made today</i> and</p> <p><i>What influenced these decisions? and</i></p> <p><i>What would it be like if someone else made these decisions for you?</i></p> <p>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.</p> <p>Make time to complete the Module 2 USyd evaluation</p>	<p>Posted learning expectations Butchers Paper from beginning of module</p> <p>Posted 'what does recovery mean to you' Butchers Paper from beginning of module.</p>
<p>22</p> 			