ESC Advanced Module - Race Equality and Cultural Diversity

Practice Development Workbook
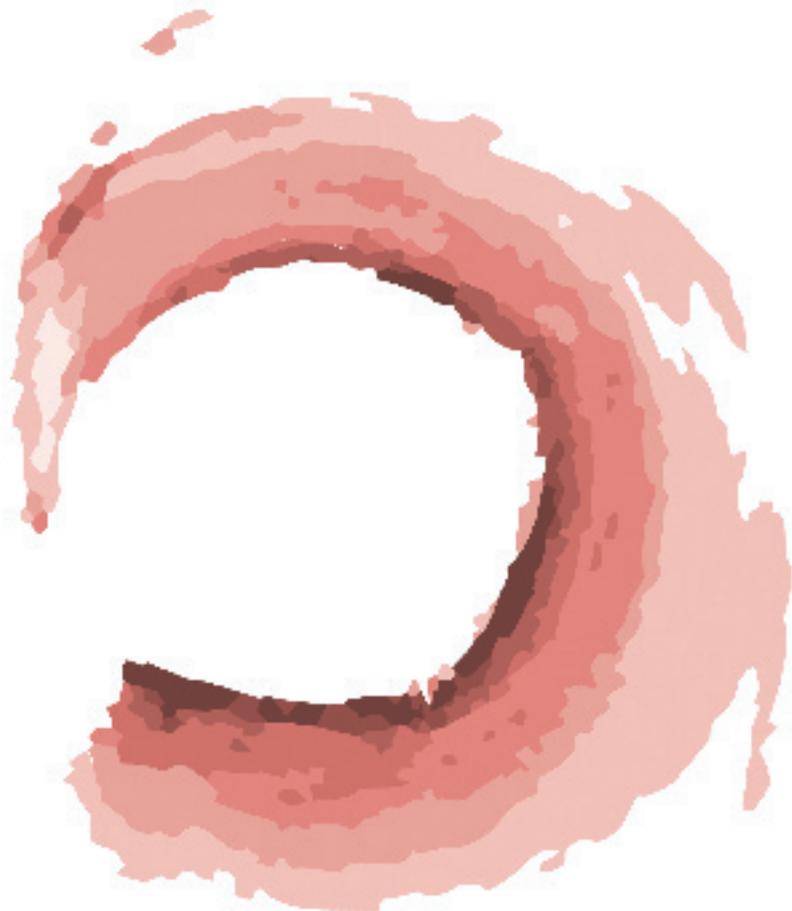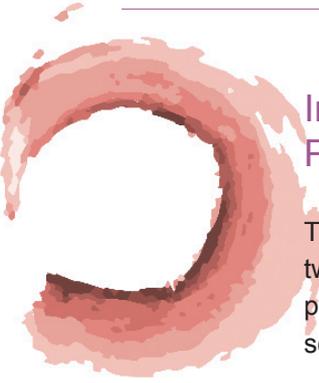
Introduction to the RECC
Practice Development Workbook

This Workbook guides you through the twelve Work Tasks that are linked to each of the twelve Sessions in the RECC programme. The Work Tasks are designed to enable participants to use their learning in the workplace and begin to improve personal practice with BME service users.

There are some instructions for the Work Task followed by a proforma to record and structure your Task. There is then a supervision proforma to help you get some focused supervision from your line-manager which will help you to reflect on your Task and draw out your learning from doing the Task. The supervision session will also help you to prepare your feedback to colleagues on the RECC programme in your next Session.

Finally, there is a proforma to help identify some key issues for you to report back to the RECC training group in your next Session. One part of this proforma contains a box which encourages you to think of a key point that you may wish to communicate to your senior managers. The idea of this is to give some valuable evidence to senior managers about how policy, systems and procedures are influencing practice and most importantly what kind culture there is in the service in relation to various issues pertinent to RECC. The individual points from participants are then aggregated by the trainers into a template for a report to senior managers that will provide information to senior managers and enable them to make better and more informed decisions to improve local mental health services for BME people. If you wish to get a copy of the overall report that goes to senior managers you should ask your RECC trainers to give you a copy at the end of the programme.

You should keep the papers for each Work Task in this Workbook attached to the relevant Session in your ring-binder file so that you can easily review your learning at different points in the programme and quickly see how your learning links with your practice development. The chart on the next page will help you record the progress you make in completing all of the Work Tasks throughout the RECC programme.

Progress Chart for RECC Work Tasks					
Work Task	Start Date	Supervision Date	Completion Date	My Key Message to Senior Managers	Line-Manager Sign-Off on Successful Completion of Task
Work Task 1: Understanding culture change					
Work Task 2: Examining own beliefs & assumptions					
Work Task 3: 'Breaking the circles of fear'					
Work Task 4: Breaking barriers to communication					
Work Task 5: Team & Organisational Culture					
Work Task 6: Promoting Race Equality					
Work Task 7: Empowering BME service users					
Work Task 8: Empowering BME families					
Work Task 9: Understanding discriminatory situations					
Work Task 10: Identifying needs in a holistic way					
Work Task 11: Improving assessment & planning processes					
Work Task 12: Anti-discriminatory risk work					

Work Task 1 – Understanding Culture Change

Why the task is important:
To enable participants to reflect on change in their service culture and gather useful data for managers on this issue.

What you need to do:
The 'iceberg model' introduced in Session 1 can be used to trace and analyse many of the fundamental cultural changes in a society, organisation or service.

Can you think of an example of a recent or current cultural change in your service that has had an effect on BME service users and use the 'iceberg' model to explain how the process of change took place?

You should record your findings on a blank 'iceberg' diagram in the Workbook (Work Task sheet 1.1). This task will be reviewed in the Session 2.

The paperwork you need for this task:
Copies of Work task sheets 1.1, 1.2, 1.3.

Other things you could do in the workplace …

- Select a piece of publicity such as a leaflet, website or information document advertising your service to the local community. Use the 'iceberg' model to identify the behaviours or decisions that the publicity material is attempting to shape with its images, information and design. What values does it promote to BME communities? What are the beliefs or assumptions that underpin these values?
- Think of a BME service user who is visibly different in some way in their dress or appearance (this could be a positive or negative difference). Use the 'iceberg' model to look at the behaviours decisions that the person's appearance elicits from practitioners. What are the values being projected to practitioners in mental health services? What are the beliefs and assumptions of practitioners?
- Share your findings with a colleague. Do they see things differently from you? If so, why?

Work task sheet 1.1

Products, food, clothes, symbols, rituals, buildings etc.

Decisions and behaviours

Norms and values

Core beliefs and assumptions
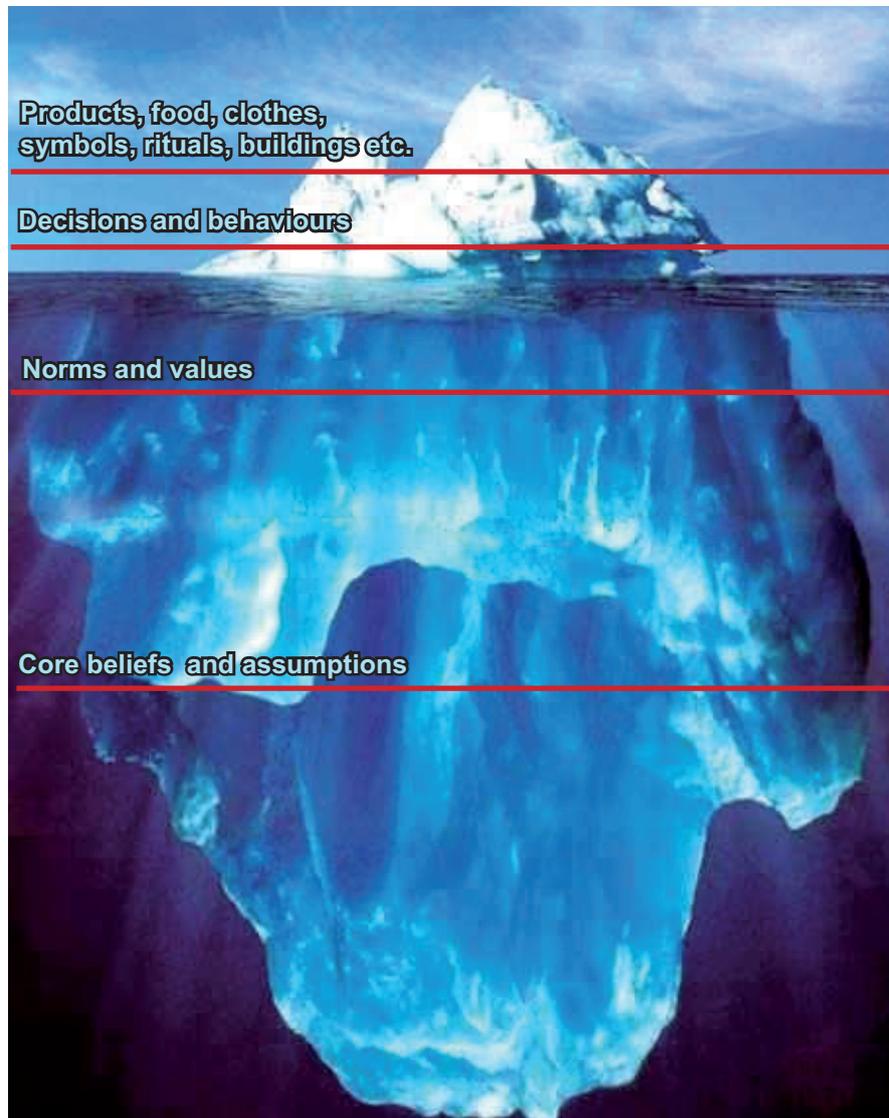
Brief description of the cultural change in your service affecting BME people:

Work task sheet 1.2

Supervision with line-manager on Work Task 1

1. What is the cultural change you have chosen to examine in this task?

2. What are the observable differences in services as a result of this change?

3. What decisions and behaviours of practitioners have been affected?

4. What are the underpinning values, beliefs and assumptions of this change?

5. What are the main things you have learned about your service's culture in relation to BME issues?

Work task sheet 1.3

Feedback to RECC group on Work Task 1

1. Describe the change you examined in your service.

2. Share the results of Work Task Sheet 1.1 with your colleagues.

3. Identify one key message about change in service culture you would want to send to your senior managers as a result of undertaking this task.

Reflections on Personal Learning

Work Task 2:

Examining your own beliefs and assumptions

Why the task is important:
This activity begins to unpack the cultural influences on people who work in mental health services and those who use them. Although we focus here on beliefs and assumptions it is left to individuals to begin to reflect on how these beliefs have shaped their behaviour in mental health services (a process summarised in the 'iceberg' model in the previous Work Task).

What you need to do:
Think about some common beliefs and perceptions about mental health service users in general. They could be positive or negative. Write them down in the round boxes on Work Task document 2.1.

Now identify the things that have shaped and influenced these beliefs and perceptions and write them in the circles in Work Task document 2.1.

Choose two beliefs about mental health service users that have influenced you and are most important for you:

~ Where did you got these beliefs from?
~ How they have affected your behaviours, decisions or practice in
   services?

The paperwork you need for this task:
Copies of Work task documents 1.1, 1.2, 1.3.

Other things you could do in the workplace …

- Can you think of system that is discriminatory in your service? What groups of people does it discriminate against? Talk to a colleague or line-manager about your thoughts and share your evidence with them.
- Have you come across a BME service user with more than one diagnosis in their records? What factors do you think led to these different diagnoses? Ask the service user what he/she thinks about their diagnosis? Do he/she agree with it? If not, why not?

Work Task document 2.1

Beliefs about mental health service users

- Write down some common beliefs and perceptions about mental health service users in the squares.
- Write down some things that have shaped and influenced these beliefs and perceptions in the circles.

(An example has been given with 'media').

media

Be careful of MH 'patients' they are likely to be dangerous & unpredictable.

Mental Health Service Users
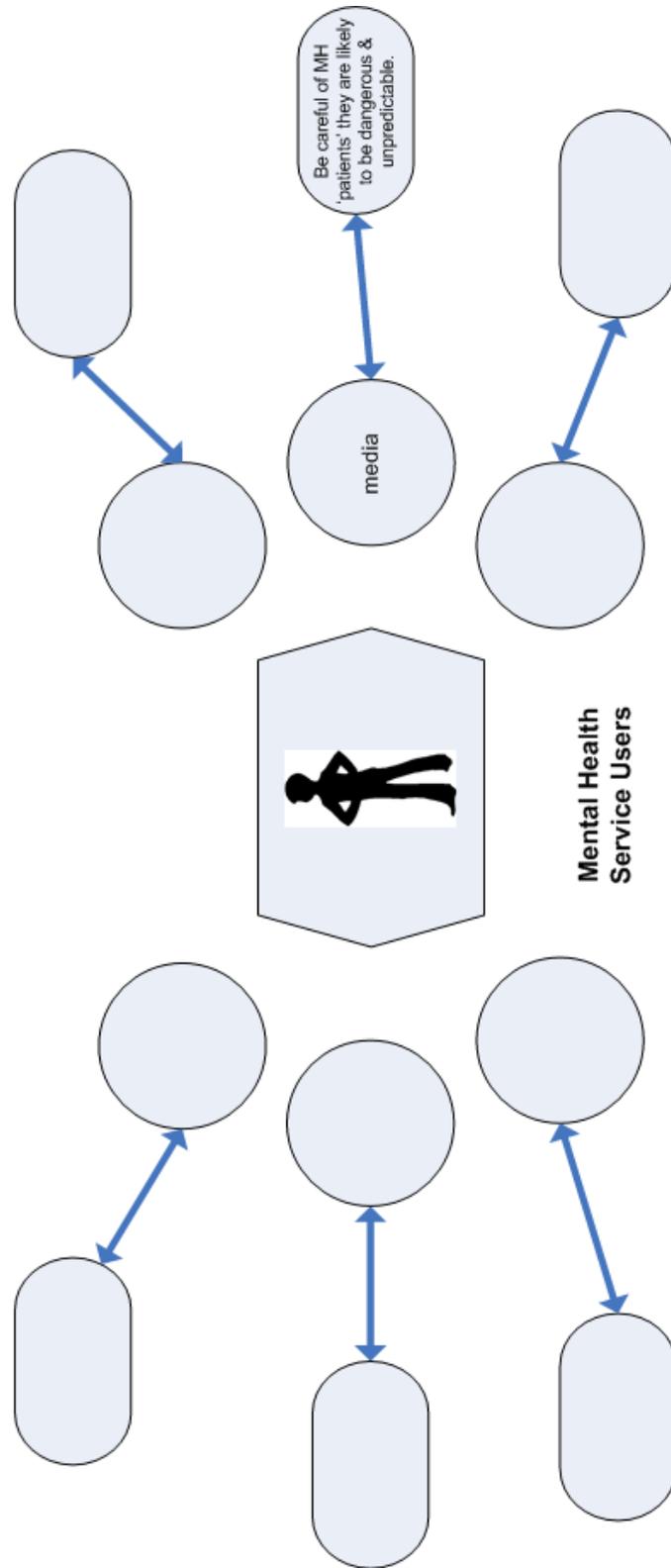
Work task sheet 2.2

Supervision with line-manager on Work Task 2

1. Describe the key beliefs about mental health service users that you have chosen to examine in this task?

2. What are the sources of influence shaping your beliefs? How did this shaping process take place?

3. Were there any conflicting messages from these sources of influence and how did you manage any conflicts?

4. What are the impacts of these beliefs on your practice?

5. What common beliefs about mental health service users have most influenced your service's culture in relation to BME issues? Can you give some practical examples of this?

Reflections on Personal Learning

Work task sheet 2.3

Feedback to RECC group on Work Task 2

1. Describe an important belief about mental health service users that has influenced you in your practice.

2. How has this belief affected your practice in a positive or negative way?

3. Describe one common belief about mental health service users that has most influenced the culture of your service in relation to BME issues. Share an example of how this happens in your service with your colleagues and managers.

Reflections on Personal Learning

Work Task 3 – 'Breaking the circles of fear'

Why the task is important:
To enable participants to reflect on how their service engages with BME people and identify ways of reducing fear between BME service users and practitioners and improving access to services.

What you need to do:
The 'circles of fear' diagram outlines a common process in mental health services in the UK. How does this diagram apply to your service? First reflect on the following questions:

- What stereotypes of BME people exist in your services?
- What is your evidence for this?
- What impact do stereotypes have on communications between BME service users and practitioners in your service?
- What can be done by practitioners (and others) to challenge any stereotypes that exist in services?

Now fill in Work Task document 3.1 about the fears that exist between BME service users and practitioners.

The paperwork you need for this task:
Copies of Work task documents 3.1, 3.2, 3.3.

Other things you could do in the workplace …

- Think of a BME service user who, in your judgement, has been subjected to a 'stereotype' of some kind? What impact has this 'stereotype' had on their experiences in mental health services?
- Identify a BME service user who entered mental health services in a crisis. Ask the person at what point they could have received help from services to prevent the crisis? What kind of service did the person want if it was not a mental health service? Share your findings with a colleague or line manager.

Work Task document 3.1

Nature of fear of local mental health services for BME people	Suggestions for what can be done to dispel these fears
Nature of fear for mental health practitioners about BME service users	Suggestions for what can be done to dispel these fears

Work task sheet 3.2

Supervision with line-manager on Work Task 3

1. Describe how the 'circles of fear' diagram applies to your service.

2. What are the fears BME people may have of local mental health services? How can these fears be addressed?

3. What are the fears for mental health practitioners about BME service users? How can these fears be addressed?

4. Discuss one situation or incident in your own experience when fear may have played a part in the interaction you had with a BME service user.

5. How could you have improved the way in which you dealt with the situation?

Work task sheet 3.3

Feedback to RECC group on Work Task 3

1. Outline any stereotypes of BME service uses that exist in your service in your service.

2. What are the consequences of these stereotypes in local services?

3. Share the results of Work Task Sheet 3.2 with your colleagues.

4. Identify one key message you would want to send to your senior managers as a result of undertaking this task about improving access of MH services to BME people.

Reflections on Personal Learning

Work Task 4 – Breaking barriers to communication

Why the task is important:
To identify barriers to good communication between BME service users and practitioners in local service settings.

What you need to do:
- Ask people to address the following question:

'What are the barriers in your service setting to effective and meaningful communication with BME service users?

The paperwork you need for this task:
Copies of Work task sheets 4.1, 4.2, 4.3.

Other things you could do in the workplace …

•   Think of a conflict with a BME service user in an interview or conversation that you or a colleague has experienced? What were the differences in:
  •   Culture
  •   Expectations
  •   Skills
that may have contributed to misunderstanding and/or conflict in that situation (as described on page 34 of your Participants Reader document). Talk to your line-manager about your findings and reflect on whether you or your colleague could have handled the situation in a better way.

•   Think of a situation when you had to deal with a difficult (or potentially difficult) situation involving a BME service user. What kind of power and authority did you use in the situation?

Work Task document 4.1

Barriers to effective communication with BME service users in local mental health services	The factors that contribute to these barriers

Work task sheet 4.2

Supervision with line-manager on Work Task 4

1. What are the main barriers to effective communication with BME service users in your workplace?

2. What are the communication issues in service settings related to differences in beliefs and values between people, differences in expectations and differences in skills of those involved in any communication?

3. What are some of your ideas for improving communications with BME service users in your workplace?

4. Which one of your ideas to improve communications with BME service users is most achievable within the next three months?

Work task sheet 4.3

Feedback to RECC group on Work Task 4

1. Describe the main barriers to effective communication with BME service users in your service.

2. Outline the main factors at work that contribute to these barriers.

3. Identify one achievable improvement that you would want to let your senior managers know about improving communication with BME service users as a result of undertaking this task.

Reflections on Personal Learning

Work Task 5 – Team & Organisational Culture

Why the task is important:

To examine areas of cultural differences between personal, team and organisational cultures which may the source of tensions within organisations.

What you need to do:

- Fill in the 'Cultural Profile' form, Work task sheet 5.1 for your team and then for your service overall.
- Join up the marks you make on the 'Cultural Profile' form to create a graph of your ratings.
- Compare these ratings with your personal cultural profiles again joining up the marks. Identify any large gaps between your ratings in any of the seven cultural 'spectra'.
- Reflect on:
    * The potential conflicts that can be created in your service. Are there specific examples that you can give?
    * If there are large gaps between the ratings on particular cultural spectra this would indicate areas for potential conflict unless the culture is made more inclusive. In other words the cultural differences need to be 'reconciled' or the best of the cultures involved need to be brought together to form an inclusive culture.
    * How can these areas of potential conflict be managed and the service culture made more inclusive. Refer to the 'Inclusive Culture' grid, Work Task sheet 5.2.

The paperwork you need for this task:

Copies of Work task sheets 5.1, 5.2, 5.3, 5.4.

Other things you could do in the workplace …

- Choose a BME service user you know well and complete a 'Cultural Profile' for the person. Compare it to your own 'Cultural Profile'. Where are the biggest 'gaps' in the ratings? What are the areas of potential stress or tensions for you in working with this BME service user?
- Select a 'therapeutic intervention' that you know quite a lot about in your service. Try and use the 'Cultural Profile' form to identify the underpinning 'assumptions and beliefs' for this form of intervention (note: you may not be able to fill in every dimension on the form).

Work Task sheet 5.1

CULTURAL PROFILE

1. FEELINGS

Expressive	1	2	3	4	5	Reserved

2. RULES

Flexible	1	2	3	4	5	Standardised

3. INDIVIDUALITY

Group	1	2	3	4	5	Individual

4. PROBLEMS

Intuitive	1	2	3	4	5	Analytical

5. STATUS

Ascribed	1	2	3	4	5	Achieved

6. ENVIRONMENT

Acceptance	1	2	3	4	5	Control

7. TIME

Past-Present	1	2	3	4	5	Present-Future

Work Task sheet 5.2

INCLUSIVE CULTURE GRID

FEELINGS - Expressive	INCLUSIVE CULTURE	FEELINGS - Reserved
You need to help people show those around them how they feel so that others know when problems are occurring and can adjust their behaviour and respond to maintain relationships	Enabling people to function effectively in their lives and get practical things done but taking people's feelings into account and maintaining good relationships.	You need to help people to cope with strong emotions to enable them to function and get on with their lives.
RULES - Flexible	INCLUSIVE CULTURE	RULES - Standardised
You need to make sure that rules and regulations are applied fairly according to individual circumstances of service users, allowing practitioners to use their discretion.	Applying rules and regulations in a consistent but fair way that takes into account people's individual circumstances and allow for practitioner's discretion.	You need to apply service rules and regulations consistently according to the agreed protocols.
INDIVIDUALITY - Group	INCLUSIVE CULTURE	INDIVIDUALITY - Individual
You must ensure that people's social networks are functioning well in order for them to be adequately supported.	Encouraging individual autonomy, growth and responsibility within a supportive and well-functioning social environment.	You must ensure that individuals have a sense of autonomy and provide opportunities for personal growth and development.
PROBLEMS - Intuitive	INCLUSIVE CULTURE	PROBLEMS - Analytical
You need to step back from a situation to get a better view of the patterns and connections between the key factors involved and how they relate to the overall situation to enable people to have better understanding in making a decision.	Analysing complex problems and situations by getting accurate data about key factors but ensuring you take a more holistic view of the person's situation.	You need to get a better analysis of a complex situation by breaking things down into key factors and getting more accurate data
STATUS - Ascribed	INCLUSIVE CULTURE	STATUS - Achieved
You need to show respect and appreciation for people who have experience and past accomplishments and play a valuable and important role in service organisations or communities.	Respecting and recognising people for their performance as well as their social and cultural value and the experience they bring to stabilise service environments.	You wish to recognise and give credit to professional colleagues based on their current performance in role and their recent accomplishments.

ENVIRONMENT - Accept	INCLUSIVE CULTURE	ENVIRONMENT - Control
People need to understand the impact of their behaviours and decisions on their living environment and the constraints that are operating. If they can achieve harmony with their environment by adapting what they are doing they are more likely to succeed	Taking action to change and influence what people are able to in their situation through a better understanding of their environment and designing strategies that maintain harmony within it.	People need to engage in direct actions to influence and change their situations. If they carefully analyse the situation and take determined action they are likely to succeed
TIME - Past-present	INCLUSIVE CULTURE	TIME - Present-future
People need to look back to ensure that they have learned the lessons of the past and gain a sense of continuity by appreciating their own and others' achievements. This will help them to be clearer about present and face the future with greater confidence.	Planning creatively for the future based on a thorough understanding of the present situation and having learned the lessons of the past.	People need to look ahead and construct plans that will prepare them for the future and help them to capitalise on opportunities now.

Work task sheet 5.3

Supervision with line-manager on Work Task 5

1. Discuss the biggest 'gap' on your cultural proforma between you and your team. What potential conflicts/stresses does it create for you at work?

2. Discuss the biggest 'gap' on your cultural proforma between you and your service over-all. What potential conflicts/stresses does it create for you at work?

3. Outline how you personally cope with the stresses and tensions identified in the previous two questions.

4. How can areas of potential conflict be better managed and the culture of your service made more inclusive?

Work task sheet 5.4

Feedback to RECC group on Work Task 5

1. Describe one area of potential cultural conflict between you and your team. Give an example of this conflict.

2. Describe one area of potential cultural conflict between you and your service overall. Give an example of this conflict.

3. Describe how you cope with these potential conflicts and compare your coping strategies with colleagues.

4. Identify one way of creating a more inclusive culture in your service to communicate to senior managers.

Reflections on Personal Learning

Work Task 6 – Promoting Race Equality

Why the task is important:
To look at ways that local mental health services can better promote race equality.

What you need to do:
- Look at the 'Themes for Equality' with a focus on race and culture.

- • What is your service good at in relation to these 'Themes'? Give some specific and practical examples.
- • In what areas does you service need to improve in relation to these 'Themes' with a focus on race and culture?
- • What are the first steps that you need to take to make these improvements?

The paperwork you need for this task:
Copies of Work task sheets 6.1, 6.2, 6.3, 6.4.

Other things to do back at the workplace …

- • Find a breakdown by ethnic groups of the local population in your area and pin it up on your staff notice-board.
- • Check what is done to monitor the quality of your services and see if it takes into account race and culture issues. Ask your Quality Assurance people how they involve BME service users and families/carers in monitoring the quality of services.

Work Task sheet 6.1

Themes of Equality

1. Valuing Cultural Diversity
- Reinforcing cultural identity of individuals.
- Providing positive images and symbols of different cultures.
- Culturally appropriate services and work environments.

2. Preventative Approaches
- Supportive services available to all within services or organisations.
- Timely interventions in problematic situations.
- Providing opportunities for the growth & development of people.

3. Autonomy & Advocacy
- Assistance for individuals to express their point of view.
- Access to independent advocates.
- Groups for building solidarity between people, promoting positive self-image and building self-confidence.

4. Holistic Approach
- Model of assessment and planning that takes into account wider social and community issues.
- Building on personal strengths & interests of individuals.
- Helping to define & create desirable personal futures for people.

5. Participation & Information
- Enabling meaningful participation of service users & communities in service developments.
- Accessible information & publicity about services.
- Positive efforts to involve communities in the management & provision of public services.

6. Safeguarding Rights
- Policies & procedures to maintain & promote equality and diversity.
- Ensuring that decision-making is linked to clearly defined values.
- Monitoring service quality & having accessible complaints procedures.

Work Task sheet 6.2

THEME	What we are good at	What we need to improve
1.Valuing Cultural Diversity		
2.Preventative Approaches		
3.Autonomy & Advocacy		
4.Holistic Approach		
5.Participation & Information		
6.Safeguarding Rights		

Work task sheet 6.3

Supervision with line-manager on Work Task 6

1. What is your service good at in relation to the 'Themes of Equality' with a focus on race and culture? Give some specific and practical examples.

2. What do you need to improve in your service in relation to the 'Themes of Equality' with a focus on race and culture?

3. Focus on one area of improvement. What are the first steps that need to be taken to achieve this improvement? Who will take them and by when?

4. Write short statement about the improvement outlining what your specific target is, who will be involved and the timescale you have estimated.

Work task sheet 6.4

Feedback to RECC group on Work Task 6

1. Describe one thing your service does well in relation to the Themes of Equality. Give some specific and practical examples.

2. Describe one area of improvement in your service in relation to the 'Themes of Equality' with a focus on race and culture.

3. Share your short statement about an improvement with your colleagues. Check out how achievable it is and ask for ideas to improve your plan. Finally, write the statement out again in this box to share with senior managers about your improvement.

4. Share your short statement about an improvement with your colleagues. Check out how specific and achievable it is and ask for ideas to improve your plan. Finally, write the statement out again in this box to share with senior managers about your improvement.

Reflections on Personal Learning

Work Task 7 – Working in an empowering way with BME service users

Why the task is important:

To use the model of personal empowerment presented in this session with a current BME service user.

What you need to do:

- Think of a real BME service user that you are currently working with or you have worked with in the past. If you are a BME service user or carer think of your experience or the experience of a BME service user you know well and then use the model of empowerment in Work task sheet 7.1.
- Use the model of empowerment to devise a strategy that empowers this service user.
- Focus on three elements of the model that are most important for the person and write down what could be achieved by services.
- What could your local services do to support you to carry out such a strategy?

The paperwork you need for this task:

Copies of Work task sheets 7.1, 7.2, 7.3, 7.4.

Other things you could do in the workplace …

- Find out if there any BME service user-led groups in your area and make contact with them to see what they are doing.
- What services provide culturally appropriate help to specific ethnic groups in your area? Do any services tackle the kinds of 'multiple discrimination' that may be experienced by BME service users? How do they work in a different way from other mental health services in the area?

Work Task sheet 7.1

A model of personal empowerment

| 1. Build a positive self image | 2. Increase control & responsibility over one's own life |

| 3. Supporting self-advocacy | 4. Giving the person information | 5. Enabling participation in service provision |

| 6. Helping the person to find creative options | 7. Helping people to plan for the future | 8. Safeguarding the person's rights |
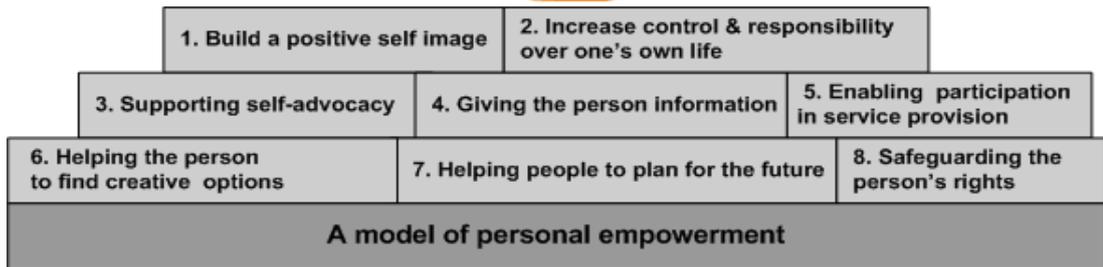
Work Task sheet 7.2

Focus on three elements

Name of BME Service User:	
Element of Empowerment	**Strategy for Personal Empowerment**
1. Building a positive self-image	
2. Increasing control & responsibility over own life	
3. Supporting self-advocacy	
4. Giving the person information	
5. Enabling participation in service provision	
6. Helping the person to find creative options	
7. Helping to plan for the future	
8. Safeguarding the person's rights	

Work task sheet 7.3

Supervision with line-manager on Work Task 7

1. Describe the service user and their situation first.

2. Describe how you have used the model of empowerment, which three elements you have focused on and why.

3. Discuss your strategies for personal empowerment

4. How can your team and the service as a whole help you to implement your strategies for empowerment with the BME service user?

5. What are the main things you have learned about your service in undertaking this task?

Work task sheet 7.4

Feedback to RECC group on Work Task 7
Reflections on Personal Learning

1. Describe the service user and their situation first.

2. Describe how you have used the model of empowerment, which three elements you have focused on and why.

3. Discuss your strategies for personal empowerment and get feedback and suggestions for improvement from your colleagues.

4. Identify one main way that your team and your service as a whole can help you to implement these strategies for individual empowerment of BME service users.

Reflections on Personal Learning

Work Task 8 – Empowering BME families & communities

Why the task is important:
To identify an empowering approach to working with BME families and carers and understand the importance of community context for many BME service users.

What you need to do:

- Think of the family or carers for a real BME service user that you are currently working with or you have worked with in the past. If you are a BME service user or carer yourself think of your experience or the experience of a BME service user you know well and then use the model of empowerment in Work task sheet 8.1.
- Use the model of empowerment to devise a strategy that empowers this family in their community context.
- Focus on three elements of the model that are most important for the family/carers and write down what could be achieved by services.
- What could your local services and community do to support you to carry out such a strategy?

The paperwork you need for this task:
Copies of Work task sheets 8.1, 8.2, 8.3, 8.4.

Other things you could do in the workplace …

- Check that you have leaflets and information documents about your services in the appropriate languages and formats for your area.
- Get in touch with your Complaints Department and ask them if they have had any complaints in the past year from BME service users or their families. Also ask them what kind of support is available to BME service users and their families for using the Complaints Procedure especially if their first language is not English.

Work Task sheet 8.1

A model of Family & Community Empowerment

Community Empowerment

Community Empowerment

Community Empowerment

Community Empowerment

Family Empowerment

Building capacity in BME communities to preserve self-determination & leadership within those communities.

Creating opportunities for BME communities to put their views across to service providers & develop more independent advocates within communities for BME service users.

Ensuring there are good channels of communication between service providers & a constant flow of information about service developments in BME mental health.

Supporting BME families to be as self-sufficient as possible.

Enabling families to express their viewpoints with advocacy if needed.

Ensuring families have accurate & accessible information.

Developing more socially inclusive BME communities & challenge stigma around mental distress.

Reinforcing the cultural heritage of BME families.

Facilitate the genuine participation of families in service delivery.

Facilitating BME community participation in the development & improvement of local services.

Ensuring that there are processes for BME communities to address their concerns about service quality with providers to increase the accountability of services.

Protecting the rights of BME families within service systems.

Encouraging families to look ahead & plan for a better future.

Helping families to explore difficult issues & creating new options.

Involving BME communities in an ongoing process of looking ahead to the future shape of mental health services and picking up on emerging social issues affecting the well-being of communities.

Identifying & nurturing new & existing BME community initiatives that may be valuable in providing community – based help for BME service users.

Work Task sheet 8.2

Focus on two elements of the model for the family chosen

Family Empowerment	Strategy for Empowerment
1. Reinforcing the cultural heritage of BME families	
2. Supporting BME families to be as self-sufficient as possible	
3. Enabling families to express their viewpoints with advocacy if needed	
4. Ensuring families have accurate and accessible information	
5. Facilitate genuine participation of BME families in service delivery	
6. Helping BME families to explore difficult issues and create new options	
7. Encouraging BME families to look ahead and pan for a better future	
8. Protecting the rights of BME families in service systems	

Work task sheet 8.3

Supervision with line-manager on Work Task 8

1. Describe the service user, family and community situation first.

2. Describe how you have used the model of family and community empowerment, which two elements you have focused on and why.

3. Discuss your strategy for family empowerment.

4. How can the local community help to empower the family and service user?

5. How can your team and your local Community Development Worker help you to implement your strategies for empowerment with the BME family?

Work task sheet 8.4

Feedback to RECC group on Work Task 8

1. Describe the service user, family and community situation first.

2. Describe how you have used the model of family and community empowerment, which two elements you have focused on and why.

3. Discuss your strategy for family empowerment and get feedback from colleagues.

4. Discuss how the local community could help to empower the family and service user?

5. Identify one main way that your team and your local Community Development Worker could help you to implement your strategy for empowerment of the BME family/carers involved?

Reflections on Personal Learning

Work Task 9 – Understanding discriminatory situations

Why the task is important:
This activity encourages practitioners to take a deeper look at discriminatory situations involving BME service users in their own services and consider if more effective responses are possible.

What you need to do:

- Think of a BME service user you are working with in a complex situation and use the IPSA model outlined in Copies of Work task sheets 9.1 to help you come up with a 'whole systems' response to their situation.
- Work out what is going on first at each level using Copies of Work task sheets 9.2 and then think of how you or others could respond at each level of analysis.

The paperwork you need for this task:
Copies of Work task sheets 9.1, 9.2, 9.3, 9.4.

Other things you could do in the workplace …

- Can you detect some 'patterns of discrimination' in services in relation to other groups apart from BME groups on the basis of gender, age, disability, sexuality? Choose one group and contact a service in your area that deals with this group to ask them what they think the difficulties are in access and usage of mental health services for their service users.
- Are there any refugee or asylum seeker groups or Travellers and Gypsy groups in your area? If there are, find out what their mental health needs may be by asking service providers who deal with these groups.

Work Task sheet 9.1

The 'Four-Levels of Understanding'
The model proposed here has been adapted and developed from the work of Peter Senge (1994) and his colleagues in the field of 'learning organisations'. It provides a useful framework that helps us to make a deeper, 'whole systems' analysis of what is going on in complex discriminatory situations.

Level 1 Understanding
(I) Individual behaviours and events
- At this level collection of evidence is focused on individual discriminatory events that have occurred or specific behaviours of practitioners, the person or others around them. Understanding at this level leads to a 'reactive' response to immediate events.

Level 2 Understanding
(P) Patterns of discrimination
- Patterns of discriminatory behaviours or events provide a higher level of understanding here as the response can become more 'proactive' – in other words it helps you to predict discriminatory behaviours with a better understanding of longer-term and broader factors operating in a complex service situation.

Level 3 Understanding
(S) Systems that shape individual and institutional discrimination
- The data gathered at this level focuses on all of the important 'systems' that impact on the quality of life individuals, including their experiences of services. This level of perception yields a much more in-depth understanding of the wider social and environmental factors that are impacting upon the person's experience of discrimination. A response as a result of this level of understanding increases the possibilities of comprehensive change as new patterns of discriminatory behaviour and institutional practices can be shaped or be more 'generative' by changing the systems operating in the situation.

Level 4 Understanding
(A) Assumptions and beliefs that shape systems of institutional discrimination
- Gaining an understanding of the beliefs underpinning the design of service systems and structures as well as the core beliefs and assumptions of the service user and others who significantly interact with the person, such as the prejudices and stereotypes that social groups may be subjected to. It is not straightforward to analyse this level such as the prejudices and stereotypes that social groups may be subjected to but it can lead to the most far-reaching change. The responses that can result from this analysis are more 'transformative' in nature where changes in thinking can lead to radical shifts in the way the service works with the person (as predicted by the 'iceberg' model of culture discussed in Session 1). Significant change can take place in relation to the individual service user's approach to her or his life or the way in which managers and practitioners create and use service systems to either 'promote equality' or 'oppress'

Worksheet Task

	Description of situation	Service Response
Level 1 - Specific discriminatory events.		
Level 2 -The patterns of discrimination.		
Level 3 -Systems that shaped these patterns.		
Level 4 -Beliefs and assumptions in MH systems.		
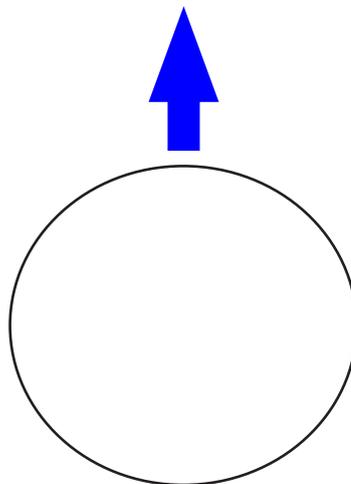
Work task sheet 9.3

Supervision with line-manager on Work Task 9

1. Describe the overall complex discriminatory situation you have chosen for this task.

2. Go through what is happening at each 'level of understanding'.

3. Describe your suggested service response at each level.

4. How can your team and local services support you to respond in a 'whole systems' way at every level?

Work task sheet 9.4

Feedback to RECC group on Work Task 9

1. Describe the overall complex discriminatory situation you have chosen for this task.

2. Share the results of Work Task Sheet 9.2 with your colleagues.

3. Identify one key message you would want to send to your senior managers as a result of undertaking this task.

Reflections on Personal Learning

Work Task 10 – Identifying needs in a holistic way

Why the task is important:
To identify practical ways of making assessments of BME service users more holistic.

What you need to do:
- Choose one of the most important areas of development for your service to improve assessments involving BME service users?
- Use the action planning proforma in Work task sheet 10.1 to identify a SMART target to improve assessments. SMART means:

> S – specific
> M – measurable
> A – achievable
> R – realistic and relevant
> T - timed

The paperwork you need for this task:
Copies of Work task sheets 10.1, 10.2, 10.3.

Other things you could do in the workplace …

- Review a current Care Programme Approach plan for a BME service user you are working with and evaluate how well it follows the 'twelve principles' of a holistic approach in the Session. Discuss your finding with your line manager.

- Identify the most 'holistic' service in your area and talk to the service providers to find out what are the greatest challenges they face.

Work task sheet 10.1

Action plan to improve your assessment system

Target:		
Steps	**By whom?**	**When?**
1.		
2.		
3.		
4.		
5.		
6.		

Obstacles / Risks	Resources

Work task sheet 10.2

Supervision with line-manager on Work Task 10

1. What is the target you have chosen for this task and is it SMART?

2. What are the steps involved in achieving this target?

3. Whom do you need to involve in this action plan and what are the timescales involved for each step?

4. What are the main obstacles and risks involved in the plan?

5. What resources are required for the plan in terms of people, groups, services, information as well as money?

Work task sheet 10.3

Feedback to RECC group on Work Task 10

1. Describe the target you have chosen and why it is important.

2. Share the results of Work Task Sheet 10.1 with your colleagues.

3. Write a short statement about your plan to improve assessments for BME service users, including why it is important for local services.

Reflections on Personal Learning

Work Task 11 – Improving assessment & planning processes

Why the task is important:
To ensure a person-centred approach to planning following a holistic assessment and checking the cultural appropriateness of service responses.

What you need to do:
- Identify a BME service user you know well and has a plan of assistance or enhanced CPA.
- Complete a cultural profile for this person using Work Task sheet 11.1 making a small mark across as many of the seven dimensions of the 'rainbow' model for which you have evidence.
- Identify the person's desired lifestyle using the 'Five Service Accomplishments' listed on Work Task sheet 11.2.
- Review the key elements of the package of assistance being provided to the BME service user currently. Mark the assumptions and beliefs underpinning the package of assistance on the cultural profile (Work Task sheet 11.1).
- Identify the biggest gap between the BME service user's rating and a service response rating on one of the dimensions of cultural difference.

Answer the following questions:
- ◊ What are the possible tensions or areas of conflict that may arise / do arise from this cultural difference?
- ◊ What can be done to manage or reduce these tensions or conflicts?

- Record your answers to these questions by filling in Work Task sheet 11.3 with your line-manager.
- Prepare your report back to the RECC training group using Work Task sheet 11.4.

The paperwork you need for this task:
Copies of Work task sheets 11.1, 11.2, 11.3, 11.4

Other things you could do in the workplace …

- Make a list of all the local BME specific services and community groups in your area and give a copy to all your colleagues.
- How well does your current system of individual planning in local services reflect the holistic process outlined in the Session? Discuss with your line-manager.

Work Task sheet 11.1

CULTURAL PROFILE

1. FEELINGS

Expressive	1	2	3	4	5	Reserved

2. RULES

Flexible	1	2	3	4	5	Standardised

3. INDIVIDUALITY

Group	1	2	3	4	5	Individual

4. PROBLEMS

Intuitive	1	2	3	4	5	Analytical

5. STATUS

Ascribed	1	2	3	4	5	Achieved

6. ENVIRONMENT

Acceptance	1	2	3	4	5	Control

7. TIME

Past-Present	1	2	3	4	5	Present-Future

Work task sheet 11.2

Service User:

PRESENCE
PARTICIPATION
RELATIONSHIPS
CHOICES
VALUED ROLES

Work task sheet 11.3

Supervision with line-manager on Work Task 11

1. Describe the person you have chosen to focus on in this task using the cultural profile.

2. Describe the package of assistance being provided to the person.

3. Share your ratings on the cultural profile for this package of assistance.

4. Highlight the biggest gap on one of the dimensions of cultural difference, outline the actual and potential tensions/conflicts and what can be done to manage or reduce them.

5. Discuss the main personal challenges you have encountered in this task and the main barriers in services to providing a culturally appropriate package of assistance for this BME service users.

Work task sheet 11.4

Feedback to RECC group on Work Task 11

1. Describe the person you have chosen to focus on in this task using the cultural profile.

2. Describe the package of assistance being provided to the person.

3. Share your ratings on the cultural profile for this package of assistance.

4. Highlight the biggest gap on one of the dimensions of cultural difference, outline the actual and potential tensions/conflicts and what can be done to manage or reduce them.

5. What are the main barriers to creating a culturally appropriate package of assistance for this BME service user in your area?

Reflections on Personal Learning

Work Task 12 – Anti-discriminatory risk work

Why the task is important:
To evaluate risk work in local mental health services against the principles for anti-discriminatory practice presented in this Session.

What you need to do:

- First review 'Risk from a BME perspective' and 'Principles of anti-discriminatory risk work' in Work Task sheet 12.1.
- Use the set of principles for anti-discriminatory risk work to examine the practice in your own agency.
- Identify some strengths as well as some areas for improvement in risk work Using Work Task sheet 12.2 and also be prepared to comment on your systems for risk work.

The paperwork you need for this task:
Copies of Work Task sheets 12.1, 12.2, 12.3, 12.4.

Other things you could do in the workplace …

- Reflect on how well your service maintains a balance between 'risk minimisation' and 'positive risk-taking' with BME service users (bearing in mind the dangers for BME people in risk work outlined in the Session)? Share your thoughts with a colleague and discuss with your line-manager.
- Find out if there any procedures/protocols dealing with joint working between Adult mental health services and Children and Families or Child Protection services? Do your colleagues know about these procedures and is there any joint training in risk work on these issues available in your area?

Work Task sheet 12.1

Ten principles of anti-discriminatory risk work

1. A holistic and culturally appropriate approach is necessary for accurate risk work with BME people. Narrow medical or clinical approaches to mental distress must be avoided.
2. Risk minimisation must be balanced with risk-taking to ensure change and opportunities for personal growth and development within the person's particular cultural framework.
3. Risk work is an ongoing process that changes according to the BME person's needs and circumstances at any particular point in time.
4. BME service users must be facilitated to actively participate in the process of risk work as much as possible despite a legacy of poor service; this will lead to more effective risk management.
5. Practitioners must reflect on their own practice in risk work especially their prejudices and stereotypes and the impacts on the way they make judgements about risk.
6. Decisions about risk should not lead to people being 'blamed' for being the problem. In other words, risk being seen as inherent to the individual rather than being present in the situations in which people find themselves.
7. 'Risk factors' must not be used stereotype or make assumptions about particular groups of people. Practitioners must still make judgements based on the evidence about the individual person and their specific situation.
8. Record-keeping and communication with other professionals involved in risk work must be accurate and free from stereotypes and discriminatory or prejudicial language.
9. Confidentiality of information gained in risk work is bound by the legal principle that where a clear and significant risk exists of the person causing harm to others confidence may be broken if there is no other way of dealing with the situation.
10. Clear and accurate communication with everyone working with the person is essential for good practice, especially where English is not the first language of the person.

Work Task sheet 12.2

Risk Work	Current Practice	Suggestions for Improvement
1. A holistic and culturally appropriate approach.		
2. Risk minimisation balanced with risk-taking.		
3. Risk work as an ongoing process.		
4. BME service users facilitated to actively participate in the process of risk work.		
5. Practitioners helped to reflect on their own practice in risk work.		
6. Decisions about risk not leading to people being 'blamed' for being the problem.		
7. 'Risk factors' not used to stereotype or make assumptions about particular groups of people.		
8. Record-keeping and communication with other professionals involved in risk work is accurate and free from stereotypes .		
9. Confidentiality of information gained in risk work is appropriately dealt with.		
10. There is clear and accurate communication with everyone working with the person.		

Work task sheet 12.3

Supervision with line-manager on Work Task 12

1. What is a strength of your current approach to risk work in your local services?

2. What are your suggestions for improvement in risk work in current practice?

3. What can be done to improve the systems involved in risk assessment and management in local services?

4. What are the greatest challenges for you as a practitioner in undertaking risk work with BME service users?

Work task sheet 12.4

Feedback to RECC group on Work Task 12

1. What is a strength of your current approach to risk work in your local services?

2. What are your suggestions for improvement in risk work in current practice?

3. What can be done to improve the systems involved in risk assessment and management in local services?

4. Identify one key improvement you would want to communicate to your senior managers as a result of undertaking this task.

Reflections on Personal Learning