

The Framework for Mental Health in Multicultural Australia

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Embrace Project
Mental Health Australia



OUTLINE

1. Overview of the Embrace Project
2. Introduction to the website
3. The Framework overview
4. Questions



Objectives

- Demonstrate the need to plan and improve service delivery for people from CALD backgrounds
- To provide information about the Embrace Project
- To promote the framework as a useful resource for mental health services
- Gain an understanding of how to use the framework
- Begin to plan how to implement the framework



Embrace Multicultural Mental Health Project

Project Overview



Embrace Multicultural Mental Health

- Builds on the important work of previous national multicultural mental health projects(MHiMA)
- Funded by Australian Government Department of Health.

Aims

1. Strengthening mentally healthy CALD communities
2. Strengthening culturally responsive mental health services.



Alliance between



Voices of lived experience- Consumer and Carer Group



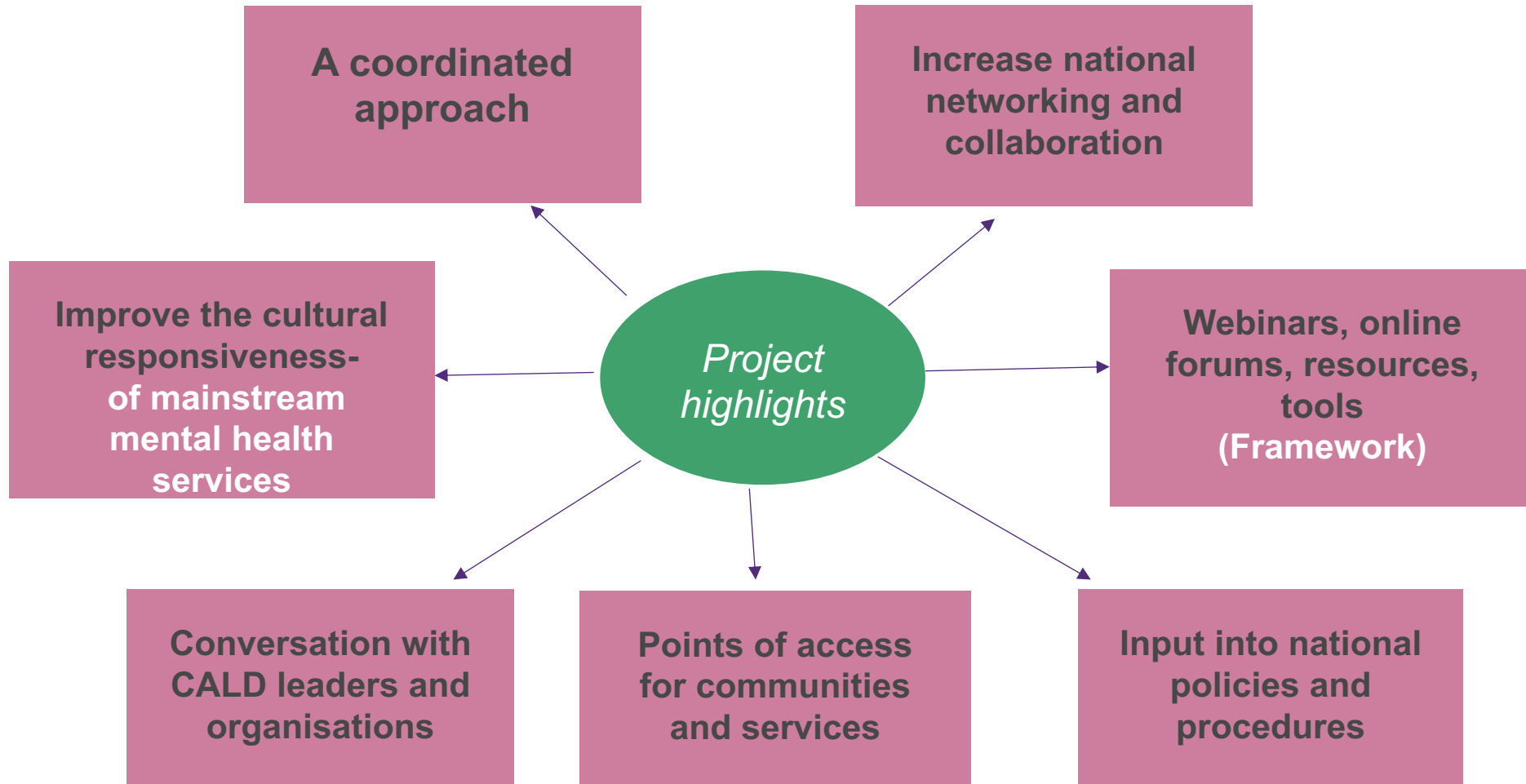
CALD
representatives
from each state
and territory

Stakeholder Group

**Bringing together
key services and
organisations that
work in
multicultural
mental health**



The Embrace Multicultural Mental Health Project Provides:



Embrace website



NEED HELP?

FRAMEWORK

COMMUNITY

SERVICE PROVIDERS

Sharing the stories of Australia's multicultural communities who embrace their mental health

Community Information

Service Provider/Health Professional



Personal Stories



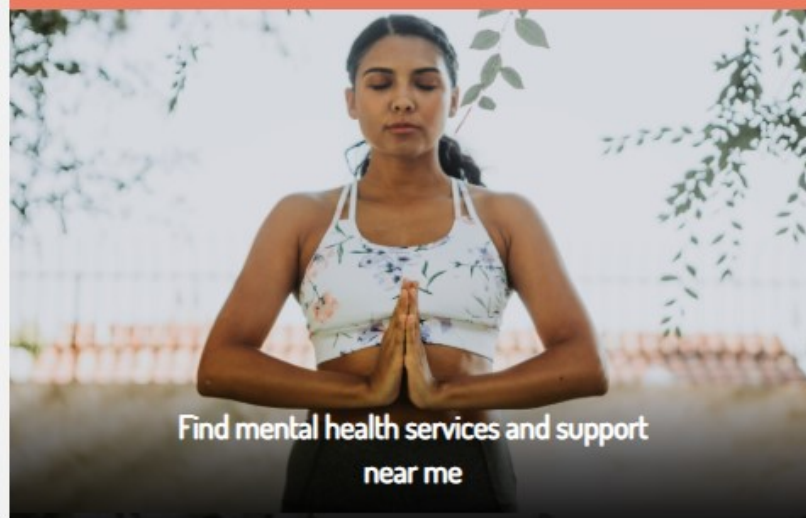
Hear people tell their own stories in their own words

Multilingual information



Find information on mental health and well-being in many languages

Mental Health Services



Find mental health services and support near me

Community Organisations



Find multicultural and community groups near me

Framework for Mental Health in Multicultural Australia



Webinars and Forums



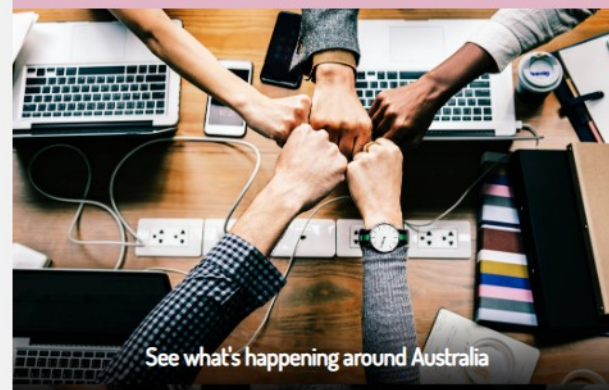
Knowledge Hub



Policies



Best Practice



Framework for Multicultural Mental Health in Australia - *towards culturally responsive service delivery*



The Framework for Mental Health in Multicultural Australia

Developed to help organisations and individuals to:

- Evaluate their cultural responsiveness
- Enhance delivery of services for CALD Communities
- **Launched in 2014**
- **Piloted at 10 sites around Australia**
- **Evaluated in 2016**
- **Re-developed in 2019 into modules**
- **Assessment, strategies, review, progress**



The Framework for Mental Health in Multicultural Australia

- Free, nationally available online resource
- Developed to support mental health services
- Set of tailored, interactive modules and self reflection tools
- Allow services to assess ,build on strengths, identify areas to develop
- Self paced, with access to free resources
- Mapped against National Standards (NSMHS and SQHSS)




Embrace Framework login


Preferred languageEnglish

Search

About us

News & Events


embrace
multicultural mental health



NEED HELP?

FRAMEWORK

COMMUNITY

SERVICE PROVIDERS

Service Providers / Framework for Mental Health in Multicultural Australia: Towards culturally inclusive service delivery

Framework for Mental Health in Multicultural Australia: Towards culturally inclusive service delivery

Welcome!

The Framework for Mental Health in Multicultural Australia (the Framework) is a free, nationally available, online resource. It has been developed to support Australian mental health services, practitioners, Primary Health Networks and others to work effectively in a multicultural context.

The Framework allows organisations and individual practitioners to evaluate and enhance their cultural responsiveness, with access to a range of support and resources.

It is mapped against national standards to help organisations meet their existing requirements.

Everything you need to know about getting started is available in the guides below. We encourage you to take a look at these guides before registering to enter the modules and self-reflection tools.

User Guide
(PDF 410kb)

What's involved and how do I get started?

Background
(PDF 348kb)

What is the Framework and how was it developed?

Rationale
(PDF 356kb)

Why is cultural responsiveness important for mental health services?

Summary
(PDF 447kb)

What is each module and self-reflection tool about?

Login or Register to access the online modules and self-reflection tools

The Framework has been developed by Embrace Multicultural Mental Health (the Embrace Project), and builds upon a valuable legacy of work in Australia. The Embrace Project is funded by the Australian Government Department of Health.

User login

Username*

Password*

Log in

Create new account

Reset your password

<https://embracementalhealth.org.au/service-providers/framework-landing>



The Framework for Mental Health in Multicultural Australia – Modules

- **Mapped to national standards**
 - National Standards for Mental Health Services
 - National Safety & Quality Health Service Standards (second edition)
- **Introductory Module**
- **Service Modules**
- **Self-Reflection Tools**
- **Resources & Support**



Introductory Module →
Introduction to Cultural Competence



Service Module 1 →
Planning Strategically to Meet Multicultural Community Needs



Service Module 2 →
Developing Safe, Quality & Culturally Responsive Services



Service Module 3 →
Working Together to Promote Mental Health in Multicultural Communities



Service Module 4 →
Building a Culturally Responsive Mental Health Workforce



Mental Health Service →
Self-Reflection Tool



Individual Practitioner →
Self-Reflection Tool



Introductory Module →
Introduction to Cultural Competence

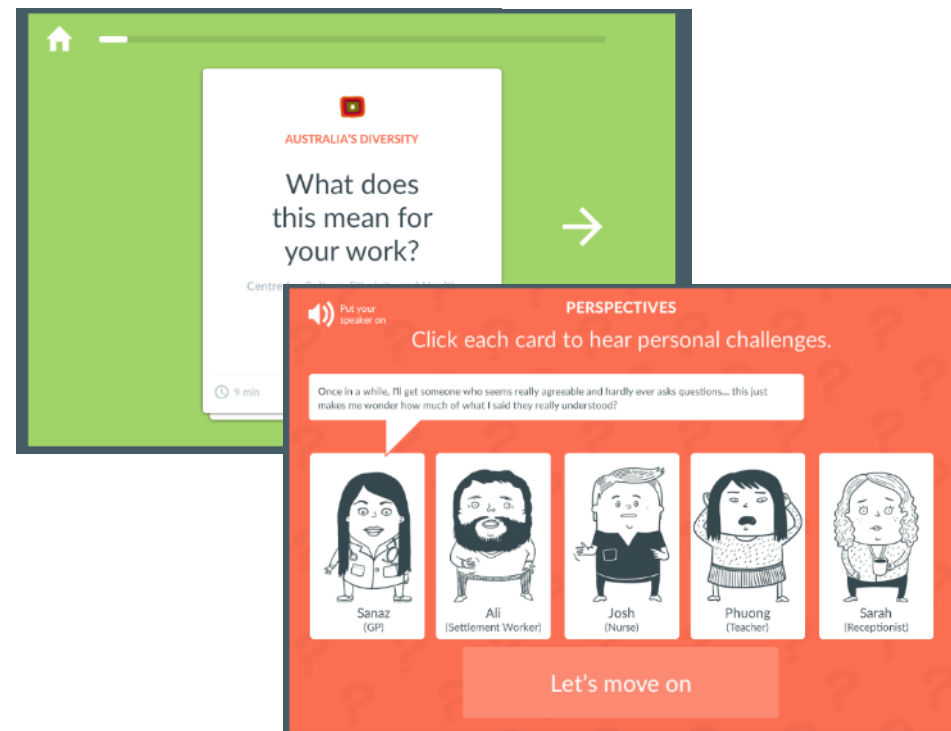
Welcome to Embrace cultural competence online training

To access the training, please click on 'Signup'.



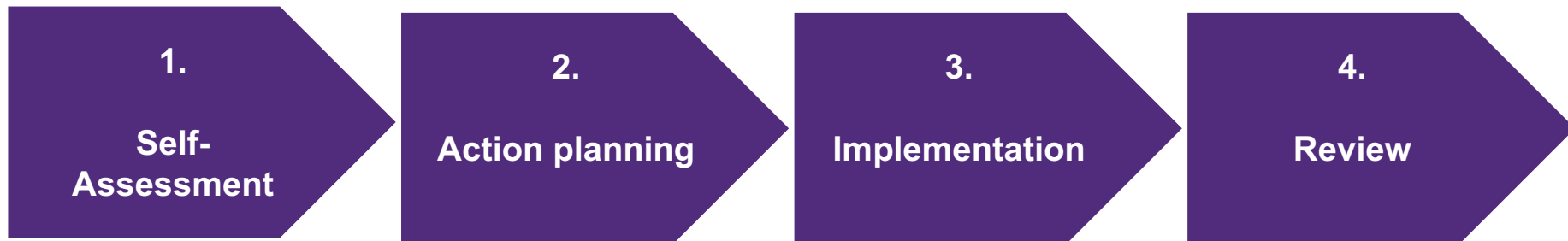
Introductory Module

- Online training by the Centre for Culture, Ethnicity & Health
- Introduction to Cultural Competence Suite
- Key knowledge, practical skills, working with interpreters



Service Modules

- Self-assessment against key principles and indicators
- Self-paced over a period of 3 to 12 months
- Resources and support available



Service Modules



Service Module 1 →

Planning Strategically to Meet Multicultural
Community Needs

Principles

Leadership and resourcing

Data collection and research

Indicators

1. Strategic plan
2. Policy
3. Language services policy
4. Budget
5. Activating the framework

1. Local profile
2. Data collection
3. Outcomes & satisfaction
4. Evidence & community networks
5. Research & development

Service Modules



Service Module 2 →

Developing Safe, Quality & Culturally Responsive Services

Principles

Equitable Access

Service Delivery

Indicators

1. Language Services Practice
2. Promotion
3. Outreach
4. Rights & Responsibilities
5. Service Navigation
6. Cultural Needs

1. Assessment
2. Treatment & Support
3. Coordinated Care

Service Modules



Service Module 3 →

Working Together to Promote Mental Health in Multicultural Communities

Principles

Consumer & Carer
Engagement & Co-Design

Collaboration &
Stakeholder Engagement

Promotion, Prevention &
Early Intervention

Indicators

1. Inclusion & Co-Design
2. Approaches to Engagement
3. Remuneration & Support

1. Networks
2. External Representation

1. Mental Health Promotion & Suicide Prevention
2. Suicide Prevention
3. Targeted Approaches

Service Modules



Service Module 4 →

Building a Culturally Responsive
Mental Health Workforce

Principles

Diversity & Inclusion

Professional Development

Resources & Support

Indicators

1. Awareness
2. Cultural Competence

1. Recruitment
2. Diversity
3. Specialists
4. Remuneration

1. Internal Support
2. External Support



Service Module 4



Building a Culturally Responsive Workforce




- It looks at the policies and practices needed to help build a strong and culturally responsive mental health workforce across Australia.

Key principles covered include:

- Diversity & Inclusion
- Professional Development
- Resources & Support



Resources

-  Consumer and Carer Participation
-  Consumer, carer and family participation
-  Consumer and Carer Engagement and Participation (PHN Guidance)

Self Assessment Stages- Principle 8



The service **provides an orientation** to relevant internal policies including language services, non-discrimination and access and equity at the commencement of employment.



The service **ensures that all staff receive** an updated review of relevant policies related to CALD service delivery annually, including ensuring non-discriminatory practices.



The service **accepts and respects** the need to address issues associated with prejudice, bias and discrimination and encourages staff to participate in training and regular staff meetings to reflect in practice in CALD service delivery



The service **routinely reviews, evaluates and improves** internal policies related to CALD service delivery and actively seeks to develop new policies as needs arise. The service regularly evaluates and improves its services in regards to ensuring non-discriminatory practices and equitable access.

Principle 8: Professional Development

Principle 8

Professional Development

The service makes available and encourages cultural competence training and ongoing professional development opportunities for its staff.

This principle has 2 key indicators – please use the tabs below to self-assess against each one.

Resources are listed to help you think about the issues and access further support. You will have access to more resources at the action planning stage, to support implementation.

Resources

 [Workforce](#)

Indicator 8.1

Indicator 8.2

8.1 Awareness

The service has ensured staff are aware and trained in all relevant internal policies, including non-discrimination, use of language services, data collection, and others.

Self Assessment



The service provides an orientation to relevant internal policies including language services, non-discrimination and access and equity at the commencement of employment.

Principle 8: Professional Development

Language services policy

Department of Health and Human Services

The Multicultural Access and Equity Policy Guide

For Australian Government departments and agencies

Principle 8: Professional Development

Edit Module 4 Test Account - Mo x Good Practice Guide - August 20 x +

embracementalhealth.org.au/sites/default/files/inline-files/Good%20Practice%20Guide%20-%20August%202020_1.pdf

Good Practice Guide - August 2020_1.pdf 1 / 16

Open in Acrobat

Good Practice Guide:

Working with people from culturally and linguistically diverse backgrounds in mental health



Principle 8: Professional Development

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Resources

 [Workforce](#)

Indicator 8.1

Indicator 8.2

8.2 Cultural Competence

The service has incorporated cultural competence into staff orientation and performance review requirements. All staff undergo a mental health cultural competence training program within the first 6-12 months of employment, and ongoing annual professional development is available thereafter.

The service recognises that developing cultural competence is an ongoing learning process that exists on a continuum. Staff have a safe space to problem solve, debrief and reflect on their own cultural assumptions and biases, in order to embed their learning into practice.

Self Assessment



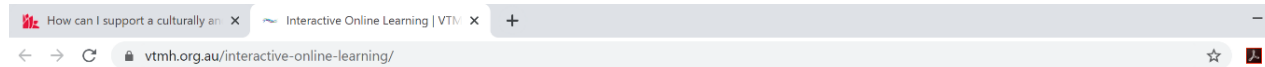
The service recognises that cultural competence is a continuum and encourages staff and volunteers to further develop their skills through participation in ongoing cultural responsiveness training opportunities such as case reviews, webinars, research presentations, or conferences.



Principle 8: Professional Development

Culturally Responsive Clinical Practice: Working with People from Migrant and Refugee Backgrounds

COMPETENCY STANDARDS FRAMEWORK FOR CLINICIANS
JANUARY 2019



INTERACTIVE ONLINE LEARNING

Orientation to Cultural Responsiveness

This free, self-paced learning module introduces key concepts in culturally responsive mental health practice. The module provides information to support individual practitioners in work with consumers, carers, families, and communities, and can also support agencies to implement a diversity plan. Mental health service providers and a range of diversity organisations were consulted in design development of this resource. This resource contains prerequisite learning for some VTMH workshops. If you are participating in a workshop with VTMH with pre-requisite learning, please review this resource prior to attending.

START THE COURSE



INTERACTIVE ONLINE LEARNING

Cultural Diversity & Assessment

This free, self-paced learning module supports mental health practitioners to consider cultural aspects of mental health and wellbeing when undertaking assessments. Concepts and tools are explored which help clarify the role culture plays for those with a lived experience of mental health, for practitioners, and within mental health systems. The module provides some assessment questions which have been adapted from the Cultural Formulation Interview (CFI), encourages reflection on cultural aspects of mental health, and provides useful links to other assessment information.



The overseas born population of the ACT

Issue #5 September 2012

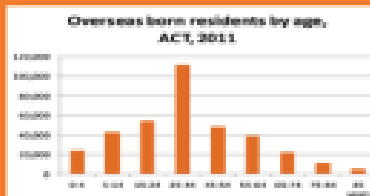


How old are the overseas born?

Most overseas born residents in the ACT are young with 53.3 per cent aged less than 45 years and 16.6 per cent aged 65 years or more.

European-born residents tend to be older with 73.7 per cent aged over 45 years and more than 11,000 people aged 65 years or more.

In contrast, Asian-born residents are generally younger, with 70.2 per cent of ACT residents born in Asian countries aged less than 45 years. Over two-thirds of residents born in North Africa and the Middle East (69.4 per cent) and Sub-Saharan Africa (67.5 per cent) were also aged less than 45 years.

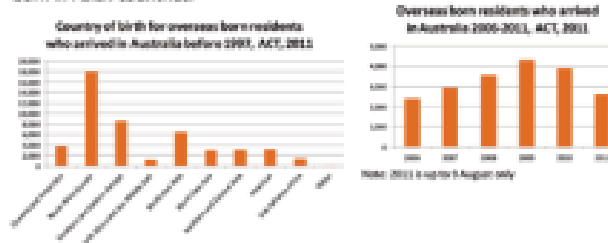


Ancestry More than four out of every ten residents (44.0 per cent) of the ACT had either their Mother, Father or both parents born overseas. The most common ancestry (after Australian) was English (24.1 per cent of responses), followed by Irish (9.2 per cent) and Scottish (7.2 per cent). Other ancestries are shown in the graph below.



Nearly one in every five residents of the ACT was born overseas.

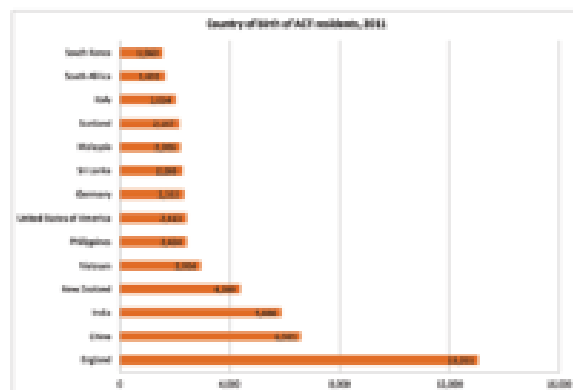
When did people arrive? Almost one-quarter (86,324 people or 24.2 per cent) of ACT usual residents were born overseas. Over half (58.7 per cent) of these people have lived in Australia for at least 15 years. European birthplaces (54.4 per cent) dominate for these longer-term residents with only 25.8 per cent born in Asian countries.



Nearly one-quarter (23.8 per cent) of overseas born residents of the ACT arrived in Australia since 2005 (19,758 people), with 2009 the peak year. In every year, Asian-born people represented more than half of overseas born ACT residents who arrived during this period.

Recent arrivals from both New Zealand and Northern America peaked in 2010, with numbers in 2011 (to 9 August) also strong.

What are the main countries of birth? England (15.1 per cent of overseas born residents) is the most common birthplace for overseas born residents of the ACT, followed by China (7.6 per cent), India (6.8 per cent), New Zealand (5.1 per cent) and Vietnam (3.4 per cent). There were in excess of 1,000 ACT residents from 22 different countries. Countries that are the birthplaces of at least 1,500 ACT residents are shown below.



The HealthWest Partnership
 Standards for
 Workforce Mutuality



bi-cultural worker hub



When developing programs, policies or projects that involve culturally and linguistically diverse (CALD) communities or community groups, it is best practice to work in collaboration with all parties involved.

Bi-cultural worker

'A person employed to work specifically with people or communities with whom they share similar cultural experiences and understandings, and who is employed to use their cultural skills and knowledge to negotiate and communicate between communities and their employing agency.'

(The Centre for Multicultural Youth 2011)

Bi-cultural worker Position Description

This position description is offered as an example only. It may be adapted to suit the needs of your organisation and the position you are recruiting for.

It is important to note that bi-cultural workers can be employed for many different roles, including roles where specific qualifications are needed.

Bi-cultural workers may be employed because of their belonging to a specific cultural or language group or because they have 'lived experience' such as being a migrant or a refugee; in these instances, bi-cultural workers may be employed to work cross-culturally.

Position summary

Bi-cultural workers are employed to work with individuals and communities with whom they share similar cultural experiences and understanding. They consult with and share information in relevant languages and in culturally appropriate ways.

They are employed to use their cultural knowledge or lived experience to negotiate and communicate between communities and their employing agency; acting as a bridge, they facilitate mutual understanding of stakeholder's interests and needs.

Bi-cultural workers are also advocates. They speak out about barriers, challenges and discrimination faced by their communities and advocate for change.

Values and principles of bi-cultural work

Bi-cultural work is underpinned by a set of values and principles that ensure communities are represented fairly, their diversity recognised, strengths celebrated, and needs met.

Results of Self- Assessment

Module Navigation

Introduction 1

Introduction 2

Introduction 3

Introduction 4

Self-Assessment 8

Self-Assessment 9

Self-Assessment 10

Results of Self-Assessment

Action Plan 8

Action Plan 9

Action Plan 10

Summary of Action Plan

Welcome Back

Review 8

Review 9

Review 10

Congratulations!

Summary

Congratulations on completing your self-assessment for this module!

A summary of your results is listed above. At the bottom, you can print and email this summary to yourself.

The next step is to complete your action plan. At the bottom of the page you can choose to move straight through to the action planning stage, or otherwise set an email reminder to come back to complete your action plan in 7 (a week), 14 (a fortnight) or 30 (a month) days.

For Module 3, you scored: 24/32

Principle 8

For Principle 8, you scored: 5/8

Professional Development

The service makes available and encourages cultural competence training and ongoing professional development opportunities for its staff.

This principle has 2 key indicators – please use the tabs below to self-assess against each one.

Resources are listed to help you think about the issues and access further support. You will have access to more resources at the action planning stage, to support implementation.

Performance Indicator 8.1

8.1 Awareness

The service has ensured staff are aware and trained in all relevant internal policies, including non-discrimination, use of language services, data collection, and others.

You scored yourself: Pre-Entry

Evidence

Action plan- Principle 8

Action Plan for Principle 8

Professional Development

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Resources



You scored a total of 5/8.

Indicator 8.1

Indicator 8.2

8.1 Awareness

The service has ensured staff are aware and trained in all relevant internal policies, including non-discrimination, use of language services, data collection, and others.

You self-assessed yourself as



The service provides an orientation to relevant internal policies including language services, non-discrimination and access and equity at the commencement of employment.

The next level is



The service ensures that all staff receive an updated review of relevant policies related to CALD service delivery annually, including ensuring non-discriminatory practices.

Summary of Action Plan

Summary

You have now completed your action plan – congratulations!

The next step is for you to implement your action plan at your service, and to set an email reminder to come back and review your progress at a time of your choosing.

Remember, developing cultural responsiveness is an ongoing process. The review is an opportunity to reflect on your progress and identify strategies to address any challenges you may have experienced – you do not need to have completed every action to undertake the review and complete this module.

Principle 8

Professional Development

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Resources are listed to help you think about the issues and access further support. You will have access to more resources at the action planning stage, to support implementation.

Performance Indicator 8.1

8.1 Awareness

The service has ensured staff are aware and trained in all relevant internal policies, including non-discrimination, use of language services, data collection, and others.

You scored yourself: Pre-Entry

Evidence

Action plan



Review

Module Navigation

[Introduction 1](#)[Introduction 2](#)[Introduction 3](#)[Introduction 4](#)[Self-Assessment 8](#)[Self-Assessment 9](#)[Self-Assessment 10](#)[Results of Self-Assessment](#)[Action Plan 8](#)[Action Plan 9](#)[Action Plan 10](#)[Summary of Action Plan](#)[Welcome Back](#)[Review 8](#)[Review 9](#)[Review 10](#)[Congratulations!](#)

Welcome back!

The review is your opportunity to reflect on your progress, successes and areas for ongoing work.

Remember, developing cultural responsiveness is an ongoing process. It is not necessary to have completed every action in order to complete your review and your certificate of completion. It is useful to reflect on your progress and areas for ongoing work.

Where you have experienced challenges, we encourage you to be honest about these and note potential strategies.

[Previous](#)[Next](#)

Review: Principle 8

Review Principle 8

Principle 8

Professional Development

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Indicator 8.1

Indicator 8.2

8.1 Awareness

The service has ensured staff are aware and trained in all relevant internal policies, including non-discrimination, use of language services, data collection, and others.

Original self-assessment: Pre-Entry

New self-assessment



The service ensures that all staff receive an updated review of relevant policies related to CALD service delivery annually, including ensuring non-discriminatory practices.

Highlights and areas for ongoing improvement



Resources & Support

- **Linked to resources and standards**
- **Introductory module**
- **Webinars and forums**
- **Knowledge hub**
- **State and territory workshops**



One step at a time - an ongoing journey



A photograph of two hands resting on a dark blue fabric with a white geometric pattern. The hands are positioned symmetrically, palms down, with fingers slightly spread. The skin tone is light brown. The right hand has a silver ring on the ring finger and blue nail polish on the thumb and index finger. The background fabric has a repeating geometric pattern of stars and lines.

Thank you!

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@EmbraceMultiMH



Questions?

Comments?