

IMHCN

Whole Person, Whole Life, Recovery Action Learning Sets

The concept of the whole life whole person recovery approach is founded in human values and their application by the expert by experience, professionals and the service itself.

The objective is to achieve health and well-being regardless of the degree of disability or distress of the individual.

This requires a paradigm shift in thinking from pathology and illness to self-determination, life stories, human strengths, hopes and dreams, peer support and control by the user with support from professionals as partners, mentors and advocates.

It should be rooted in cultural, social, religious and ethnic diversity that gives meaning to the person's identity, belief and circumstance.

Recovery is not just about regaining something lost it is a process of development, emancipation and discovery.

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Whole Person, Whole Life, Recovery Action Learning Sets

Action Learning Sets work together as safe, experiential and participative groups to explore the principles of shared responsibility, co-production and the belief in culture change towards a Whole Life Recovery Approach in mental health.

The purpose is to explore the real needs and interests of people and how these can better understood and met.

Action Learning Sets consider the way in which we understand whole life stories and their significance, not focussing only on episodic point in life

The importance of developing trusting relationships based on reciprocal partnerships and sharing skills and knowledge

Reflecting on local practices using case studies

Working alongside the person, recognising the essential importance of each others personal strengths

Understanding the needs and the important contribution of families and social networks

Constructing whole life plans for named individuals

Developing a shared culture across all services and the community

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This is an action based learning approach bringing together communities of common purpose

The programme focusses on three main themes,

- Knowing the Person
- Working alongside the Person
- A Whole Life for the Person

Considering the following agendas in peoples whole life recovery journeys as follows:

Identify what is recovery, who and why people need to recover?

Identify what contributes to the person's desire to recover

Recognise the importance of significant Life events and Life stories

Recognise the importance of self determination and self management

Reflect on our own and others initial responses to a person's experiences

Reflect on the effects of our initial traditional approaches (assessments, diagnosis, treatments, beliefs, attitudes)

Consider what does and doesn't help (depersonalisation, exclusion, no responsibility and dependency, no friendships and isolation)

Identify responses that enable the person to live with their experiences

Understand what the barriers are in developing approaches that enable personal recovery?

Use critical reflective practice in understanding and changing our ways of thinking, practice and working

Collate evidence of recovery approaches in our work

Develop recovery approaches in our areas of responsibility

Develop Whole Life, Recovery planning

Develop Whole Life Recovery practice

Provide coaching and mentorship

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Whole Person, Whole Life, Recovery into Practice Learning Sets

The key objective is to,
Change the Thinking
Change the Practice
Change the System

They consist of between 25-30 members of a multidisciplinary, multi-agency group with service users and family members as key members

There are 6 full day sessions over a period of 6 months

An Action Plan is produced by the members and presented to organisations and groups to take the Learning forward

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WHOLE LIFE DOMAINS

Education

- Education about mental health issues for those experiencing mental ill health either directly or indirectly
- Gaining skills and qualifications

Public Education

- Awareness raising across communities

Occupation

- Support for employment initiatives – pre-employment training, gaining employment, retaining employment, social cooperatives, clubs
- Volunteering

Friends & Families, Carers

- Support & education
- Range of respite opportunities

Housing

- Availability of a range of quality housing
- Education / support for private landlords
- Support around maintaining tenancy
- Independent living skills support

Social Networks

- Confidence, self esteem and social skills key in building networks Possible use of internet for mental health social networking Importance of building healthy, supportive networks
- Balance between shared experience and mainstream networks
- Support and encouragement to engage – buddies, peer support

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WHOLE LIFE DOMAINS

Sports & Leisure

- Promotion of healthy lifestyles which in turn has a positive impact on mental health
- Range of opportunities from discreet to socially inclusive
- Using sport to build other skills
- Access to sport facilities and clubs
- Access to leisure activities

Treatments, Therapies & Alternatives

- Recovery focused and client centred
- Evidence based treatments, practice and values
- Choice and range of interventions
- Choice of providers
- Treatment delivered in partnership with users
- Early intervention
- Wellbeing
- Addressing physical health issues
- Whole life approach

Art, Culture & Spirituality

- Opportunity for self expression, creativity, non verbal communication
- Opportunity to improve confidence, self esteem and interpersonal skills
- Central, safe base for creative activities
- Faith Communities role in social inclusion

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A WHOLE LIFE IN ALL RESPECTS

WHOLE LIFE + COMMUNITY WHOLE SYSTEMS
Development + RECOVERY Action Learning Sets
= HEALTH AND WELLBEING AND IMPROVED
CITIZENSHIP

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