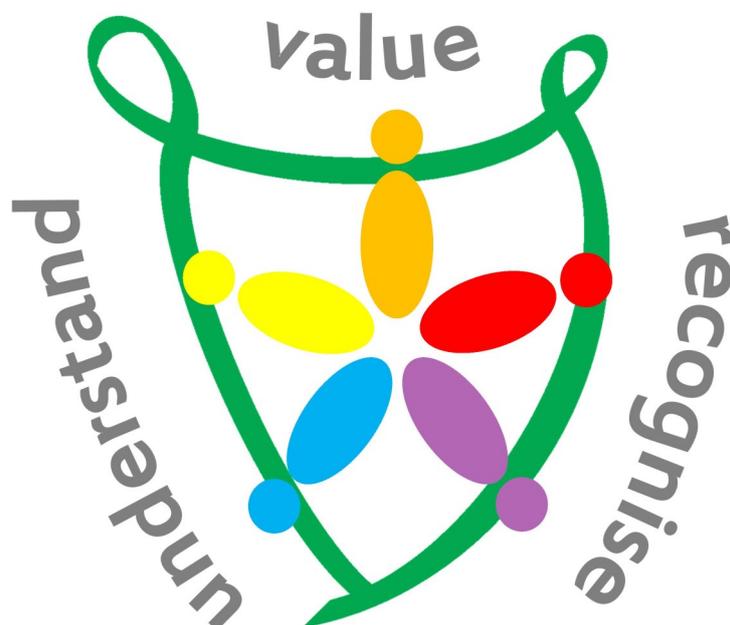


**Mental
Health
Carers
Tasmania**



Diversity Guidelines and Standards



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Diversity Guidelines and Standards, Mental Health Carers Tasmania, March 2016

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We engaged as widely as possible with other partners to ensure participation in the consultation and development process was as broad as possible. Other organisations were invited, but were unable to participate. We recognise the views of some individuals and/or groups may not be reflected in this document.

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Introduction

Mental Health Carers Tasmania (MHCTas) supports carers, relatives and friends of people with mental ill health. The vision of MHCTas is for an inclusive community where people affected by mental ill health are understood, respected, valued and supported to build their capacities and improve their quality of life.

Mental Health Carers Tasmania believes that each person is unique. An organisation that embraces diversity is one inclusive of people of various genders, ages, cultural background as well as physical, intellectual and health challenges.

This diversity plan is a framework for organisations to develop diverse friendly culture, workforce and practises. This document is available electronically from the Mental Health Carers Tasmania website: www.mentalhealthcarerstas.org.au.

Background

In 2014 and 2015 MHCTas convened a Diversity Planning Advisory Group to develop Diversity guidelines and standards. Representation on the advisory group was made up of a broad range of organisations and individuals.

Relevant documents were developed to support this project, including a Memorandum of Understanding and Terms of Reference. These documents are available from Mental Health Carers Tasmania. The appendices include relevant information to assist incorporation of these guidelines and standards in your organisation.

Definitions of terms

Please note: these definitions are for the purpose of this document only.

Carers

Carers are people who provide unpaid physical, practical or emotional support to a family member, friends, neighbours, colleagues with mental ill health (MHCTas).

Diversity

Differences between individuals or groups of people in age, cultural background, disability, ethnicity, family responsibilities, gender, language, marital status, religious belief and sexual orientation; diversity may also include other ways in which people are different, such as education, life experience, work experience and socio-economic background.

"*Diversity* refers to different values, attitudes, cultural perspectives, beliefs, ethnic background, nationality, sexual orientation, gender identity, ability, health, social status, skill and other specific personal characteristics...These differences must be recognized, understood and valued by UNHCR in each specific context and operation in order to ensure protection for all people" (UNHCR 2011).



Diversity Competency Standard 1

The organisations Strategic Plan, or equivalent, and governance structures recognise the relevance of diversity in research, service planning, implementation and evaluation.

Principle

Diversity must be acknowledged and reflected in all stages of organisation planning, implementation and evaluation.

Performance Measures

The organisation has:

- 1.1 relevant business plans, or equivalent, clearly stating its commitment to meeting the mental health needs of people from diverse backgrounds
- 1.2 a policy for ensuring diversity is recognised in the delivery of appropriate services to all groups in the organisation
- 1.3 regular review of all plans.

Diversity Competency Standard 2

The organisation models and demonstrates the culture of diversity.

Principle

Diversity is an integral part of who we are, our values, aspirations and operational practises.

Performance Measures

The organisation:

- 2.1 has strategies to acknowledge the Tasmanian Aboriginal community
- 2.2 acknowledges the original and continuing custodians on the land elders both past and present at public functions
- 2.3 has provision for cultural leave for staff for days of cultural significance for example ("floating cultural holiday" taken as annual leave or traded against official public holidays for example, Australia day , ANZAC day) including policies to reflect this
- 2.4 will adopt a workplace culture of flexible working arrangements for staff, e.g. people with mental health needs and challenges, young parents, mature aged workers
- 2.5 will consider a working environment to meet individual needs, e.g. disability, access to quiet space, prayer room.



Diversity Competency Standard 3

The organisation collaborates with key government and broader community stakeholders working with people from diverse backgrounds.

Principle

To promote a coordinated approach to providing services, intersectoral links must be established with diverse mix of community organisations, non-government sectors and government agencies relevant to diverse communities.

Performance Measures

The organisation has:

- 3.1 ensured there is a position, or positions, with responsibility for implementing the Diversity Competency Standards across the services. Such a position could be incorporated within the role of an existing position
- 3.2 liaised, consulted and fostered links with relevant agencies, organisations or community-relevant resources representing diverse groups in the course of service delivery. Linkages and consultations may be with, but are not limited to:
 - transcultural mental health centres/services or relevant networks
 - Migrant Resource Centres
 - places of worship
 - ethnic community/associations
 - culturally and linguistically diverse (CALD) consumer and carer advisory groups
 - aged care services
 - disability services
 - youth services
 - mental health consumers
 - men's health representatives
 - Lesbian Gay Bisexual Transgender Intersex (LGBTI) services
 - Aboriginal community
- 3.3 aims for representation of diversity in its advisory and participation committees across all levels of the organisations development and delivery
- 3.4 where possible, engaged with various community groups/associations which reflect diversity
- 3.5 disseminated information in different forms that reflect the needs of diverse communities, including but not limited to print, audio-visual or community information sessions and forums:
 - mental illness prevention
 - suicide prevention
 - recovery
 - mental health promotion
 - mental health information
 - stigma reduction
 - rights of mental health consumers and their carers
 - benefits of engagement(including but not limited to)



3.6 utilise venues that represent diversity groups:

- community centres
- places of worship
- schools
- community organisations
- consumer and carer Advisory Groups
- children's, youth and women's centres and those for older Tasmanians
- other meeting places deemed important for the specified communities (including but not limited to)

3.7 ensured that staff and/or contractors delivering a service are aware and respectful of:

- an individual's values and beliefs
- key individuals in the specified community who may be consulted on issues influencing service delivery.

Diversity Competency Standard 4

The service makes available and encourages diversity recruitment and training for staff, and governance bodies including volunteers.

Principle

Understanding of diversity must be incorporated in the development of all mental health programs and services.

Performance Measures

The service has:

- 4.1 ensured that all staff undergo a mental health and a diversity training program within the first 12 months of employment, with ongoing annual performance review and professional development thereafter, e.g. rainbow tick, cultural diversity training)
- 4.2 created indicators to monitor recruiting and retaining of a diverse workforce (staff and volunteers)
- 4.3 annual review and evaluation of mental health and diversity training delivered
- 4.4 developed unconscious bias testing and include this in recruitment processes
- 4.5 developed peer mentoring to promote development and advancement of diversity responsiveness.



Diversity Competency Standard 5

The service ensures equitable access for people from diverse backgrounds, including their carers and families.

Principle

The rights of people from diverse backgrounds, and their carers and families, as set out in the Mental Health statement of rights and responsibilities (1991) and other legislated rights, must be ensured when delivering mental health services.

Performance Measures

The service has:

- 5.1 informed people from diverse backgrounds and their carers of their rights and responsibilities, using the person's preferred language and modality, where necessary, when engaging with the organisation
- 5.2 promoted awareness of its programs by disseminating information in English and in appropriate languages, via one or more modalities including print, audio-visual or community information sessions and forums, to diverse groups in places including, but not limited to:
 - local doctors' surgeries
 - hospitals
 - community centres
 - places of worship
 - age specific environments e.g. schools, aged care centres
 - libraries
 - other meeting places deemed important for the specified communities. e.g. sporting and cultural clubs, etc.
 - pharmacies
 - family courts
 - radio and TV
 - the organisation website, if available
- 5.3 developed policies and procedures to facilitate the accommodation of specific needs of its diverse consumers, their carers and families, such as:
 - childcare needs
 - family roles and obligations
 - dietary needs
 - religious needs
 - workplace needs
 - gender needs
 - cultural needs
 - access needs
 - age specific needs
- 5.4 processes in place to access, where available, accredited or suitably competent interpreters and/or advocates.



Diversity Competency Standard 6

The organisation ensures diverse consumer and carer participation in service planning, implementation and evaluation.

Principle

Consumers and carers are involved in the planning, implementation and evaluation of the organisation.

Performance Measures

The service has:

- 6.1 consulted with consumers and carers with diverse needs in the planning, implementation and evaluation of policies and programs for the organisation, so that issues of diversity are considered
- 6.2 engaged suitably trained, diverse consumers and carers to deliver services where appropriate e.g. peer support
- 6.3 delivered satisfaction surveys to diverse participants, in modalities suited to their needs, to:
 - inform continuous improvement
 - determine inclusiveness of various programs delivered by the organisation
 - determine diversity competence of staff.



General Legislation Requirements

A key reason for embracing diversity in the workplace is that the state and federal laws make it illegal not to. Equal opportunity and a workplace environment free from harassment and discrimination must be ensured.

Anti-Discrimination Act 1998 (Tasmania)

Prohibits discrimination and provides for the investigation and conciliation of, and inquiry into, complaints in relation to discrimination.

Disability Discrimination Act 1992 (Commonwealth)

Makes it unlawful for an employer to discriminate against a person on the grounds of disability.

Fair Work (Registered Organisations) Act 2009 (Commonwealth)

Prohibits discrimination in awards and agreements and (subject to some exemptions) in the termination of employment.

Privacy Act 1988

Requires that employers do not divulge confidential information disclosed by the employee.

Racial Discrimination Act 1975 (Commonwealth)

Makes it unlawful to discriminate against a person on the basis of race, colour, national or ethnic origin.

Sex Discrimination Act 1984 (Commonwealth)

Aims to eliminate, as far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy.

Human Rights and Equal Opportunity Commission Act 1986 (Commonwealth)

Provides for the rights of people with physical or mental disabilities and addresses complaints of discrimination in the workforce.

Work Health and Safety Act 2011 (Commonwealth Employment)

Requires that all employers and employees maintain a secure, healthy and safe working environment. An employer must take practical precautions to prevent harassment.

Relevant Accreditation Standards

A key reason for embracing diversity in the workplace is to address relevant accreditation standards.

National Disability Services (NDS) Standards

Disability services can be accredited against the NDS Standards. In 2009 an interim National Quality Framework for disability

services was introduced to create a national approach to improving the quality of disability services. The framework is transitional while a final version of the National Quality Framework is developed and the NDS Standards revision occurs.

National Safety and Quality Health Service (NSQHS) Standards 2011

State and Territory health departments have agreed that all hospitals, day procedure services and public dental clinics are required to be accredited to the NSQHS Standards. Other health service organisations may also be required to be accredited to the NSQHS Standards.

National Standards in Mental Health Services (NSMHS) 2010

Developed to be applied across the broad range of mental health services.

Quality Improvement Council (QIC) Health and Community Services Standards

Applicable to human service organisations. For some organisations QIC accreditation is a requirement of State or Federal Government funding agreements.

Quality of Care Principles 2014

These principles set out the responsibilities of approved providers in providing care and services for residential and home care. They set out the Accreditation Standards that must be met by a residential care service to achieve accreditation.

References

Deakin University, 2012, Equity and Diversity, Definitions, <http://www.deakin.edu.au/equity-diversity/definitions.php>, accessed 12/02/14

UNHCR 2011, UNHCR Age, Gender and Diversity Policy: Working with people and communities for equality and protection, <http://www.unhcr.org/4e7757449.html>, accessed 12/02/14

TASCOSS, Workplace Diversity Toolkit <http://www.tascoss.org.au/Portals/0/Documents/Publications/Resources/Workforce%20DiversityToolkit%20TasCOSS%202012.pdf>

Multicultural Mental Health Australia, National Cultural Competency Tool http://www.mhima.org.au/literature_73821/NCCT

Hays Australia, The Balancing Act: Creating a Diverse Workforce https://www.hays.com.au/cs/groups/hays_common/@au/@content/documents/digitalasset/hays_154080.pdf

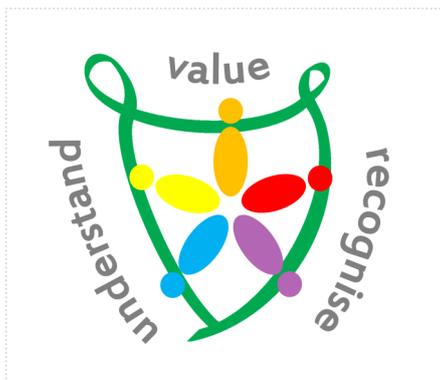


Introduction

The Mental Health Carers Tasmania: Diversity Guideline and Standards brand consists of three elements: the logo, the type face and the colour palette. Together these elements create a simple, clean and contemporary identity aimed at a broad audience. This style guide provides the basic requirements for use of these elements in any Mental Health Carers Tasmania public documents.

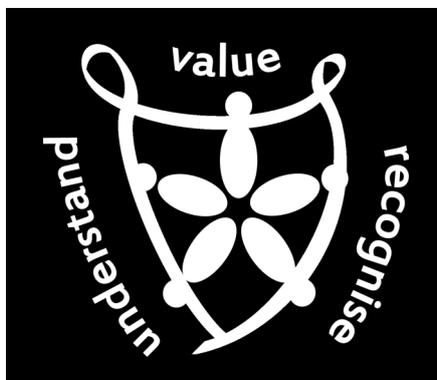
For more information please contact Wendy Groot at Mental Health Carers Tasmania at wendy.groot@mentalhealthcarerstas.org.au.

Logo



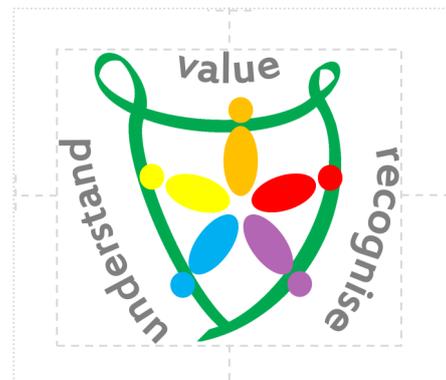
POSITIVE

Use "name of logo.jpg" in most instances



NEGATIVE

Only use this logo when it MUST be placed on a dark colour or background



SPACING

Always leave ample space around the logo. Use this diagram as a guide



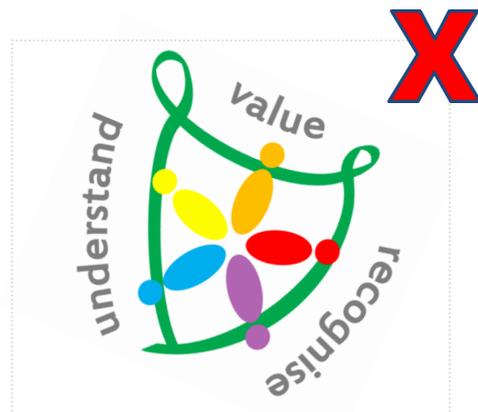
DISTORTION AND WARPING

Do not distort the logo



TRANSPARENCY

Do not fade the logo



ROTATION

Do not rotate the logo

The logo should be displayed no smaller than 14mm wide, as it becomes illegible.

STYLE GUIDE

Typeface

In the logo, the words "value", "recognise" and "understand" are written in Estrangelo Edessa.

The default typefaces for print, website and other materials are as follows:

Headings: Roboto, Bold, size 14pt

(Line spacing: Before - 0pt; After - 3pt; Between lines - 1.19pt)

Alternative Headings: Roboto, Bold, size 12pt

(Line spacing: Before - 0pt; After - 3pt; Between lines - 1.19pt)

Body text: Roboto, Regular, size 11pt

(Line spacing: Before - 0pt; After - 10pt; Between lines - 1.19pt)

The default text colour is solid black.

Colour

The colours of the components of the logo are as follows:



C = 81 R = 0
M = 0 G = 169
Y = 92 B = 79
K = 0



C = 24 R = 125
M = 20 G = 125
Y = 19 B = 125
K = 38



C = 0 R = 255
M = 28 G = 192
Y = 96 B = 0
K = 0



C = 0 R = 255
M = 100 G = 0
Y = 100 B = 0
K = 1



C = 32 R = 179
M = 75 G = 102
Y = 0 B = 179
K = 0



C = 83 R = 0
M = 2 G = 176
Y = 0 B = 240
K = 0



C = 5 R = 255
M = 0 G = 255
Y = 98 B = 0
K = 0

Appendix B

Diversity guideline and standards action plan

DIVERSITY COMPETENCY STANDARD

Include the competency standard statement here.

Principle

Include the principle associated with the competency standard here.

Performance Measures:

		ACTION					
The organisation has:		Y	N	What needs to be reviewed? By when? By whom?	What needs to be changed? By when? By whom?	What results/outcomes are expected?	Where is the evidence for this measure located?
1.1							
1.2							
1.3							
1.4							

