Whose values?
A workbook for values-based practice in mental health care

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The Sainsbury Centre for Mental Health (SCMH) is a charity that works to improve the quality of life for people with severe mental health problems. It carries out research, development and training work to influence policy and practice in health and social care. SCMH was founded in 1985 by the Gatsby Charitable Foundation, one of the Sainsbury Family Charitable Trusts, from which it receives core funding. SCMH is affiliated to the Institute of Psychiatry at King's College, London.

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Figure 3: Ten Key Pointers to good process in values-based practice

**Practice skills**

1. **AWARENESS**: of the values present in a given situation. Careful attention to language is one way of raising awareness of values.

2. **REASONING**: using a clear reasoning process to explore the values present when making decisions.

3. **KNOWLEDGE**: of the values and facts relevant to the specific situation.

4. **COMMUNICATION**: combined with the previous three skills, this is central to the resolution of conflicts and the decision making process.

**Models of service delivery**

5. **USER-CENTRED**: The first source for information on values in any situation is the perspective of the service user concerned.

6. **MULTIDISCIPLINARY**: Conflicts of values are resolved in VBP not by applying a 'pre-prescribed rule' but by working towards a balance of different perspectives (e.g. multidisciplinary team working).

**VBP and EBP**

7. **THE‘TWO-FEET’ PRINCIPLE**: All decisions are based on facts and values (EBP and VBP thus work together).

8. **THE‘SQUEAKY WHEEL’ PRINCIPLE**: We only notice values when there is a problem.

9. **SCIENCE AND VALUES**: Increasing scientific knowledge creates choices in health care, which introduces wide differences in values.

**Partnership**

10. **PARTNERSHIP**: In VBP decisions are taken by service users and the providers of care working in partnership.
Figure 4: The policy context of the workbook

Priorities and Planning Framework (PPF)  National Service Framework for Mental Health (NSF)  NHS Plan

National Institute for Mental Health in England (NIMHE)

Values Framework  National Workforce Programme and Strategy

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The Ten Essential Shared Capabilities for Mental Health Practice

Curriculum Support Tools
1) The Capable Practitioner Framework
2) The Knowledge and Skills Framework
3) The Mental Health National Occupational Standards

Regional Development Centres, Mental Health Trusts, etc.  NIMHE-Sainsbury Centre Joint Workforce Unit  Voluntary Sector Organisations

Policy Implementation Guides
1) Assertive outreach, Crisis resolution, Early intervention
2) Adult acute inpatient care
3) Intensive care units, Low secure environments
4) Dual diagnosis
5) Community mental health teams
6) Support, time and recovery workers

Fastforwarding Primary Care Mental Health
1) ‘Gateway’ workers
2) Graduate primary care mental health workers
3) Intensive care units, Low secure environments
4) Dual diagnosis
5) Community mental health teams
6) Support, time and recovery workers

Equalities Publications
1) Women’s mental health
2) Gender and women’s mental health
3) Delivering race equality
4) Engaging and changing (BME/detained parents)
5) Inside Outside
6) Social Exclusion Unit: report on mental health

Other Policies
1) Mental health promotion
2) Suicide prevention
3) Carers
4) Prisons
5) Personality disorder
Figure 5: The NIMHE Values Framework

The National Framework of Values for Mental Health

The work of the National Institute for Mental Health in England (NIMHE) on values in mental health care is guided by three principles of values-based practice:

1) **Recognition** – NIMHE recognises the role of values alongside evidence in all areas of mental health policy and practice.

2) **Raising Awareness** – NIMHE is committed to raising awareness of the values involved in different contexts, the role/s they play and their impact on practice in mental health.

3) **Respect** – NIMHE respects diversity of values and will support ways of working with such diversity that makes the principle of service-user centrality a unifying focus for practice. This means that the values of each individual service user/client and their communities must be the starting point and key determinant for all actions by professionals.

Respect for diversity of values encompasses a number of specific policies and principles concerned with equality of citizenship. In particular, it is anti-discriminatory because discrimination in all its forms is intolerant of diversity. Thus respect for diversity of values has the consequence that it is unacceptable (and unlawful in some instances) to discriminate on grounds such as gender, sexual orientation, class, age, abilities, religion, race, culture or language.

Respect for diversity within mental health is also:

- *user-centred* – it puts respect for the values of individual users at the centre of policy and practice;

- *recovery oriented* – it recognises that building on the personal strengths and resiliencies of individual users, and on their cultural and racial characteristics, there are many diverse routes to recovery;

- *multidisciplinary* – it requires that respect be reciprocal, at a personal level (between service users, their family members, friends, communities and providers), between different provider disciplines (such as nursing, psychology, psychiatry, medicine, social work), and between different organisations (including health, social care, local authority housing, voluntary organisations, community groups, faith communities and other social support services);

- *dynamic* – it is open and responsive to change;

- *reflective* – it combines self monitoring and self management with positive self regard;

- *balanced* – it emphasises positive as well as negative values;

- *relational* – it puts positive working relationships supported by good communication skills at the heart of practice.

NIMHE will encourage educational and research initiatives aimed at developing the capabilities (the awareness, attitudes, knowledge and skills) needed to deliver mental health services that will give effect to the principles of values-based practice.

www.connects.org.uk/conferences

(In: NIMHE, The Sainsbury Centre for Mental Health & The NHSU, 2004)
Figure 6: Flow diagram of the roles of VBP and EBP in training

- The Knowledge and Skills Framework (for effective practice and career development)
- The Capable Practitioner Framework (knowledge, skills and attitudes)
- The Mental Health National Occupational Standards (detailed competences to support Knowledge and Skills Framework)

The Ten Essential Shared Capabilities for Mental Health Practice

- Values-based practice
- Evidence-based practice
Further reading


2) Wallcraft, J. (2003) *Values in Mental Health – the Role of Experts by Experience*. This is a detailed discussion paper exploring some of the key issues about values for the Experts by Experience programme, one of the work programmes of the NIMHE. (Available at www.connects.org.uk/conferences).


5) Fulford, K.W.M., Williamson, T. & Woodbridge, K. (2002) Values-Added Practice (a Values-Awareness Workshop). *Mental Health Today*, October, pp 25–27. This paper describes the first of the series of training workshops that Kim Woodbridge, Toby Williamson and Bill Fulford developed and on which this workbook is based.


A book chapter illustrating the resources of VBP for bringing together medical (KWMF) and management (JB) perspectives. The VBM° of the title captures the idea that differences of values, which are a 'problem' to be solved in traditional quasi-legal ethics, become a positive resource for health care decision making in VBP.

This is an edited collection of classic papers and newly commissioned articles, literature and patient narrative, illustrating the diversity of human values in all areas of health care. The introductory chapter, 'Many Voices', spells out some of the key differences between VBP and traditional quasi-legal ethics.

This paper gives full details of work combining philosophical-analytic and empirical social science methods to elicit implicit models (values and beliefs) of mental disorder. The groups studied were psychiatrists, approved social workers, CPNs, people who use services and informal carers. This study is the basis for Activities 15 and 16 in Section 5.

This short paper gives the main findings from the study published in full in reading 10. It outlines the six models and describes the importance of this work for user-centred practice. Full details of the six models are given in a table.

This manual was developed by the West Midlands Mental Health Partnership to support training in values for mental health and to provide an informal audit tool to monitor their implementation.

This book provides the detailed philosophical theory behind values-based practice.

*NOTE: Items 1, 2, 3, 5, and a shortened version of 4 are all available at the Mental Health Foundation website: www.connects.org.uk/conferences, together with an extensive discussion by stakeholders. Registration with website is required in order to access these documents.*
Below are references included in the main text and additional references for your further reading.


Useful websites

http://www.basw.co.uk/articles.php?articleId=2 Values and principles of social work.

http://www.connects.org.uk/conferences Information on the National Institute for Mental Health in England’s Values Framework. Requires registration to log in to website.

http://www.publications.doh.gov.uk/mentalhealth/implementationguide.htm For the extract on values underpinning the Mental Health National Service Framework.


http://www.nmc-uk.org Code of professional conduct for nursing and midwifery.

http://www.rcpsych.ac.uk/publications/cr/council/cr83.pdf The duties of a doctor registered with the General Medical Council.

http://www.scmh.org.uk For further useful information in general about practice and policy issues.

http://www.scie.org.uk Social Care Institute for Excellence. For information regarding social models of care and other general social care information.


http://www.warwick.ac.uk The University of Warwick.

http://www2.warwick.ac.uk/fac/med WarwicK Medical School.