

Keeping in Touch with Your Children Menu and Practice Guide Implementation

Action Plan

Task	Review and Action	Recommendations/Resources
Create an authorising environment	<ul style="list-style-type: none"> Who needs to be involved to authorise adoption and oversee implementation of this initiative in acute and residential programs? I.e. Make policy and procedure adjustments; embed in quality improvement and evaluation processes. Who will be responsible for training staff and supporting practice change behaviour? How will supervision practices be supported to incorporate this resource, and child-focused, parent-sensitive practice overall? 	<p>Organisational level</p> <ul style="list-style-type: none"> Relevant service level governance and policy committees including those senior discipline staff and educators leading family-focused practice across the service. Task an individual or group with adequate authority, to develop an organisational implementation and evaluation plan, inclusive of both acute inpatient and residential programs, and to liaise with leadership of any relevant jointly managed programs (i.e. Clinical/NGOs). Establish who will act as the organisational liaison person with Emerging Minds to access materials and consult on implementation. <p>Program level</p> <ul style="list-style-type: none"> Relevant local leaders and senior staff of individual programs/units inclusive of consultant psychiatrist, senior social worker and other allied health and nursing seniors, unit manager. Within each setting/unit, task an individual or working group to action the implementation plan locally. Establish staff practice mentor/champion roles and identify their supports and reporting lines.
Review current policies/procedures	<ul style="list-style-type: none"> What family-focused practice is currently supported and embedded in policies and procedures? Do any adjustments need to be made to these to support implementation of this parent-child focused resource? Are policies and practices consistent with the National Principles for Child Safe Organisations? If the centre currently supports parents with accompanying infants/children (e.g. women-only residential program) will changes need to be made to include the needs of other children in the family? 	<p>The following may need some adjustment:</p> <p>Organisational level</p> <ul style="list-style-type: none"> Overarching organisational policies that incorporate clear expectations about parent-child and family-focused practice. Recruitment related advertising and position descriptions to include expectations that specifically highlight inclusion of consumer parenting roles and child wellbeing and compliance with child-safe requirements. <p>Program level</p> <ul style="list-style-type: none"> Service level policies/procedures that incorporate guidance about parent-child and family-focused practice. Visiting procedures to include on and off-site visits between parents and infants, children, and young people. Group and activity programs to include additional content that supports the parent-child relationship and connection.
Review documentation	<ul style="list-style-type: none"> How do we currently integrate the parent-child relationship into in our adult-focused practice? How much do we know about the confidence and readiness of our existing staff in this area of practice? What professional development needs might they have? What do we need to consider in regard to training for support staff, such as admin and reception, in regard to parent-child focused practice? How can this be further developed using the KIT Menu and associated resources? What sort of additional training will need to be provided to reception/admin staff around speaking with children and caregivers and taking and passing on messages? How do we attract staff that value and are skilled in incorporating a parent-child awareness and responsiveness into their primary work with adults? 	<p>The following may need some adjustment:</p> <p>Organisational level</p> <ul style="list-style-type: none"> Patient/Consumer service registration details to identify parenting and caregiver status, details about dependent children and child/family/family violence court orders. New staff induction/orientation programs and initial mandatory training that orientates them to the parent-child, family-focused policies, and practice guidance of the service. Guidance to those providing supervision and practice support. Performance Review processes. <p>Program level</p> <ul style="list-style-type: none"> Intake/Admission and assessment documentation to include questions about parenting role/responsibility, children's details and care arrangements, and updated child/family/family violence court orders. The KIT Parent and Family Brochure to be included in any 'Consumer Information' packs and made available to family members. Consumer care/recovery plans to include goals that acknowledge the parent-child relationship, child contact and visiting considerations, family/carer liaison, and anticipation of parent-child related discharge planning. Discharge summary to include a section on what parent-child connection activity occurred during the stay as well as plans and issues for ongoing support.

Review current practices and workforce readiness

- How do we currently integrate the parent-child relationship into in our adult-focused practice?
- How much do we know about the confidence and readiness of our existing staff in this area of practice? What professional development needs might they have?
- What do we need to consider in regard to training for support staff, such as admin and reception, in regard to parent-child focused practice?
- How can this be further developed using the KIT Menu and associated resources?
- What sort of additional training will need to be provided to reception/admin staff around speaking with children and caregivers and taking and passing on messages?
- How do we attract staff that value and are skilled in incorporating a parent-child awareness and responsiveness into their primary work with adults?

Review practical and logistical issues

- How and when will we commence/launch the use of the KIT Menu resource?
- Where do we display the KIT Menu?
- What safety framing of the poster is required in this setting?
- Will we need to purchase some additional art/craft supplies for parents to create gifts and cards for special messages to children?
- Where will parents make phone calls to children? Will we have a special room for this?
- Do we have a safe family-friendly space for parents to meet with children on-site? What changes might need to be made to this space and who will do this work?
- Do we need to purchase some additional resources – toys, books, soft furnishings, posters, puzzles, etc.?
- What existing resources, such as sensory modulation equipment would be suitable for this space?
- Where could parents meet with children nearby if outdoor or off-site meetings are permissible?
- How will we maintain a supply of the KIT brochures and distribute to consumers and family members?

Introducing the Keeping in Touch with your Children resource to staff

- How will the Introduction to the KIT Menu fit into our staff training program?
 - At the initial launching point? (e.g. staff group training session, online)
 - As part of orientation for new staff to the program? As part of refresher training on a regular basis?
- What additional Emerging Minds online training about parent and child-focused practice are we requiring/encouraging staff to undertake to enhance their practice? How do we allocate time to allow for this?

Review and evaluation

- How do we assess the impact and progress of introducing this resource into practice?
- How do we adjust the use of the resource following consumer, staff and family feedback?

Organisational level

- Consider including these Emerging Minds introductory e-learning courses about parent-child focused practice to the training program/platform of the organisation:
 - [Understanding Child Mental Health](#)
 - [The Impact of Trauma on the Child](#)
 - [Engaging with Parents](#)
 - [Engaging with Children](#)
- Review staff position descriptions to include competencies and selection criteria in parent-child practice, supervision, and leadership within an adult-focused service.
- Orientation program for new staff includes introduction to the use of the KIT Menu within this setting.
- Regular refresher training for staff to be scheduled within internal training calendars.

Program level

- Consider undertaking a [staff survey](#) to establish a baseline, assess initial training impact, monitor, and evaluate the progress of parent-child aware practice and training needs in this setting.
- Promote parental agency and preferences within the development of care and recovery plans, such as Advanced Statements.
- Promote parental agency through the use of the Emerging Minds [While I'm Away](#) app.

Organisational level

- Determine who will order the KIT Menu posters from Emerging Minds (these are provided free of charge) – i.e. program champion if a sole site, or service lead who can distribute to relevant programs if there are multiple sites involved.
- Clarify budgetary support for the purchase of necessary equipment and materials and whether this is coordinated at a service or program level.

Program level

- Establish a timeline of posters being hung, additional resources acquired, spaces enhanced, introduction to staff held and available practice support as the KIT resource commences being used in this setting.
- Menu posters should be displayed prominently in common areas, i.e. hallways, near kitchen/dining areas.
- Parent and family brochures should be placed in consumer information packs that may be provided to the parent on admission or placed in their bedroom.
- These brochures should also be made available in pamphlet stands, given in person or sent to family members as early as possible.
- Develop a library of children's books to support parents' conversations with children. Families of Parents with a Mental Illness (FaPMI) have produced two lists of recommended literature which you may like to use as a starting point.
 - [Books and other resources for working with families and children where a parent has a mental illness](#)
 - [FaPMI library](#)

Organisational level

- Ensure program champions and site leaders are supported in the launch and training of staff.

Program level

- Review the Emerging Minds material relevant to this setting:
 - Introduction workshop (includes video material)
 - Practice Guide for staff/supervisors
 - Additional resources.
- Devise and conduct a training event(s) suitable for your setting utilising EM material.
- Undertake [pre- and post-training staff survey](#) to measure practice confidence over time.
- Provide hard copies of the KIT Practice Guide for staff undertaking the introduction training.
- Integrate any additional online staff training identified as beneficial to increase confidence/competence.

Organisational level

- Schedule update reports (from implementation leads and programs) within governance committee reporting mechanisms.
- Include implementation project timelines within Quality Improvement processes.

Program level

- Undertake a six-month review/adjustment:
 - Repeat [staff survey](#) to compare to baseline and post-training survey results.
 - Include supervisor feedback.
 - Conduct consumer/family experience survey post-discharge/departure.
- Present results and future adjustments to the program leadership and then at organisational level to complete the quality improvement cycle.