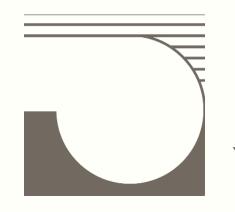




Rangitahi mental health

IN TODAY'S WORKPLACE

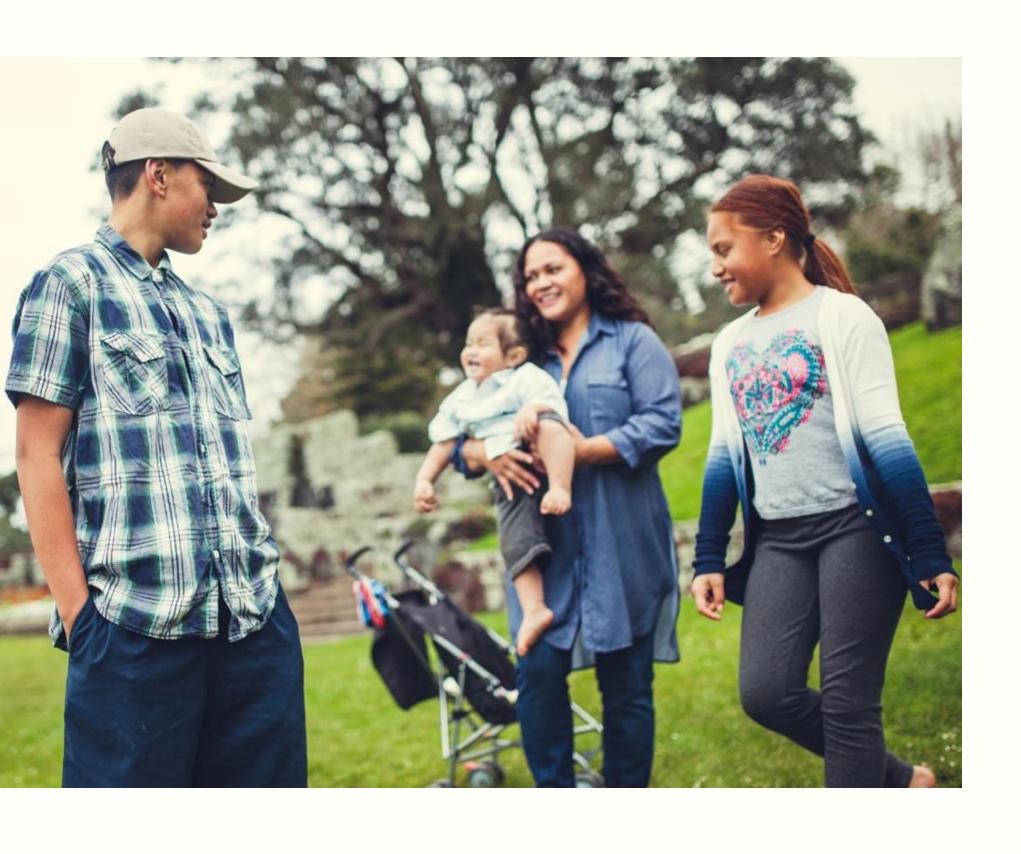


Dr Louise Cowpertwait MindMatters Founder & CEO YEA Symposium 15 September, 2023

TRUE OR FALSE?

- Mental illness can be ignored ('she'll be right')
- People with mental health conditions cannot work
- Talking about mental illness and suicide is dangerous
- Once people develop a mental illness, they will never recover
- People with mental health conditions are dangerous
- There's nothing I can do to help someone with a mental health condition
- Mental ill health is a form of weakness





"Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community." WHO, 2023

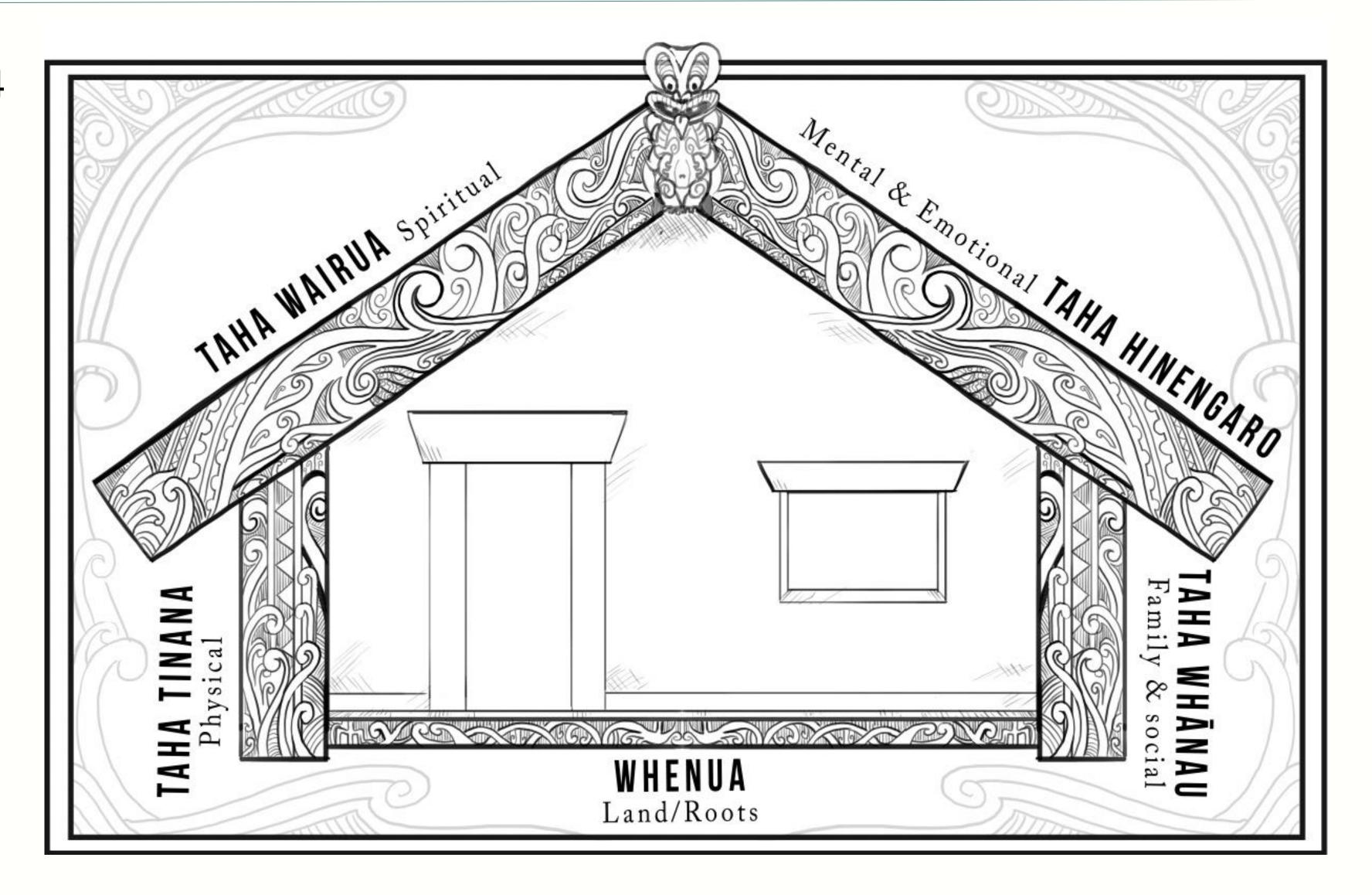


THE SPECTRUM OF WELLBEING

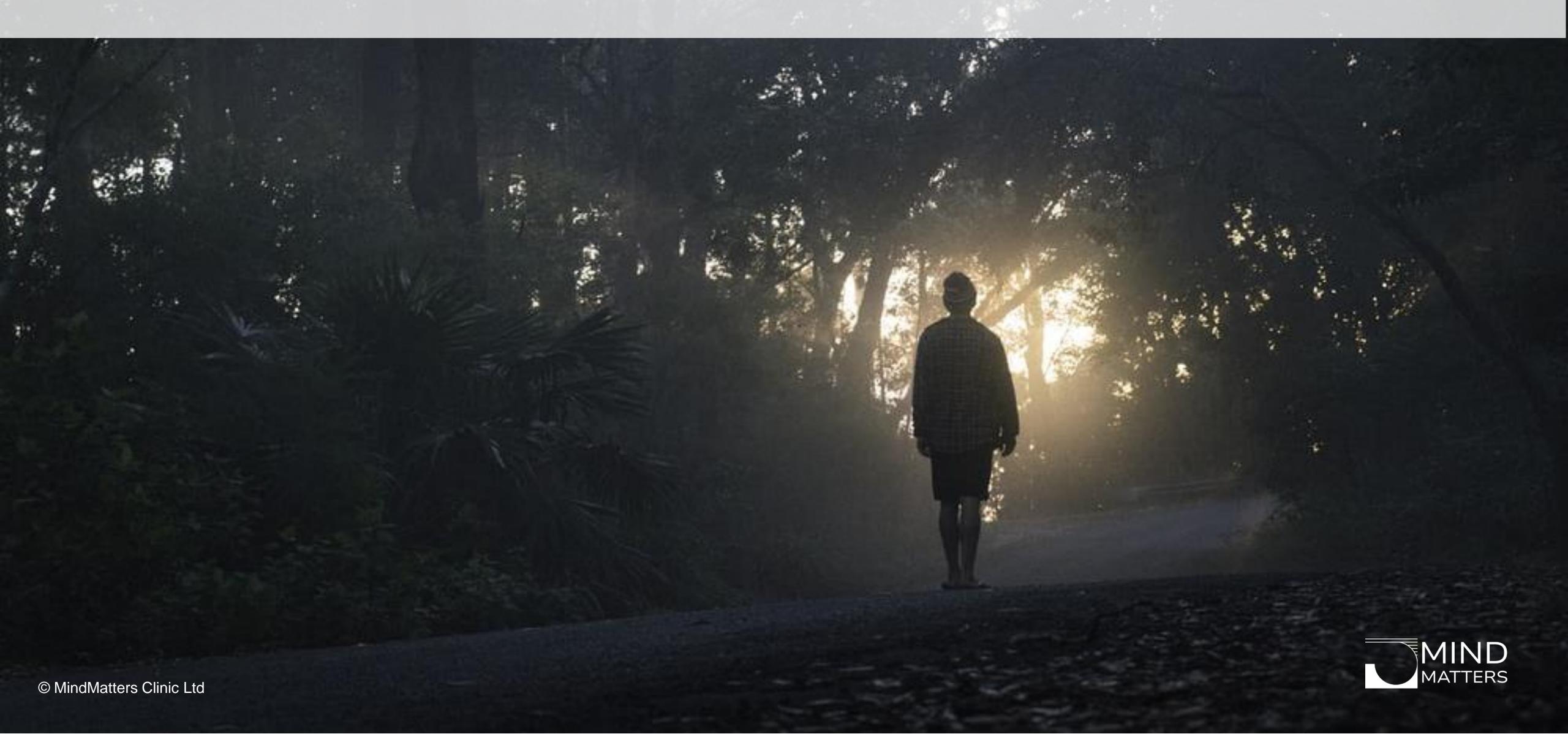


TE WHARE TAPA WHĀ

Durie, 1994



THE CURRENT CLIMATE



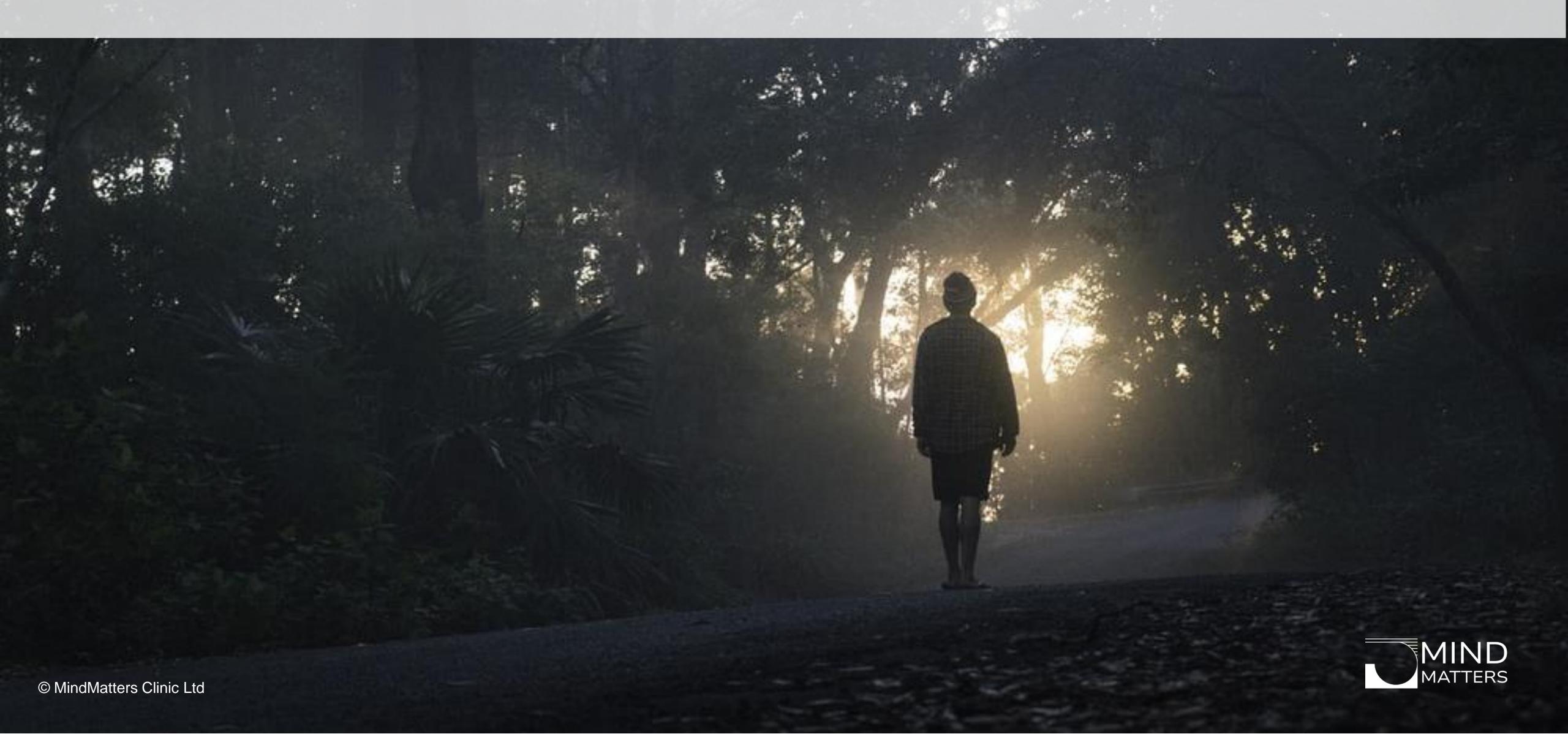
THE CURRENT CLIMATE

In one year, what proportion of young people in New Zealand experience mental illness?

- 1 in 2
- ☐ 1 in 4
- 1 in 6



THE CURRENT CLIMATE



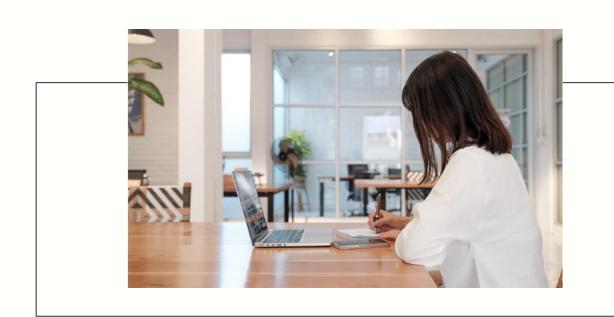


Manaia

- 19 year old woman
- Admin job in law firm
- Helps care for her brother at home
- Feeling behind in her work opportunities
- Still figuring out her career plan



A MENTALLY HEALTHY WORKPLACE









1. Job design to minimise harm

2. Promote protective factors

3. Support early help-seeking

4. Assist recovery

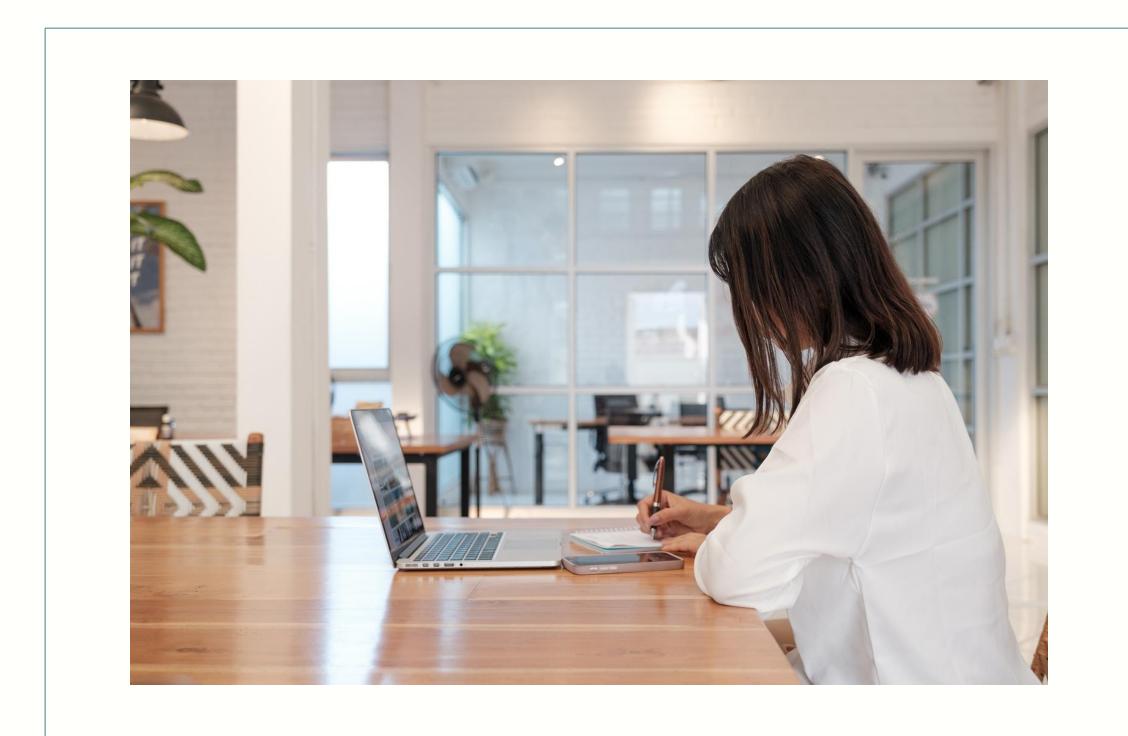
5. Mental health awareness and advocacy

Adapted from Harvey et al. 2014



1. JOB DESIGN

- Manageable workload
- Flexibility
- Sense of control
- Physical work environment





2. PROMOTE PROTECTIVE FACTORS

- Differences are celebrated
- Individual resilience is supported





3. SUPPORT EARLY HELP-SEEKING

- Info about where to get help
- EAP is available
- Leaders spot early signs and encourage help-seeking





4. ASSIST RECOVERY

- Connect to the right supports
- Reasonable accommodations when needed





5. MENTAL HEALTH AWARENESS AND ADVOCACY

Talk openly about wellbeing, especially if you're a leader!

Don't judge people who experience mental distress



18-24 Sept mhaw.nz



TRUE OR FALSE?

MYTH! Mental illness can be ignored ('she'll be right')

MYTH! People with mental health conditions cannot work

MYTH! Talking about mental illness and suicide is dangerous

MYTH! Once people develop a mental illness, they will never recover

MYTH! People with mental health conditions are dangerous

MYTH! There's nothing I can do to help someone with a mental health condition

MYTH! Mental ill health is a form of weakness



Thank you!

- in Dr Louise Cowpertwait
- www.mindmatters.clinic
- info@mindmatters.clinic







What was your first job?

- Who (at the job) helped you get started?
- •What did they do that you found helpful?

Generosity

Responsibility



Competence

Belonging



Generosity

Responsibility



Belonging



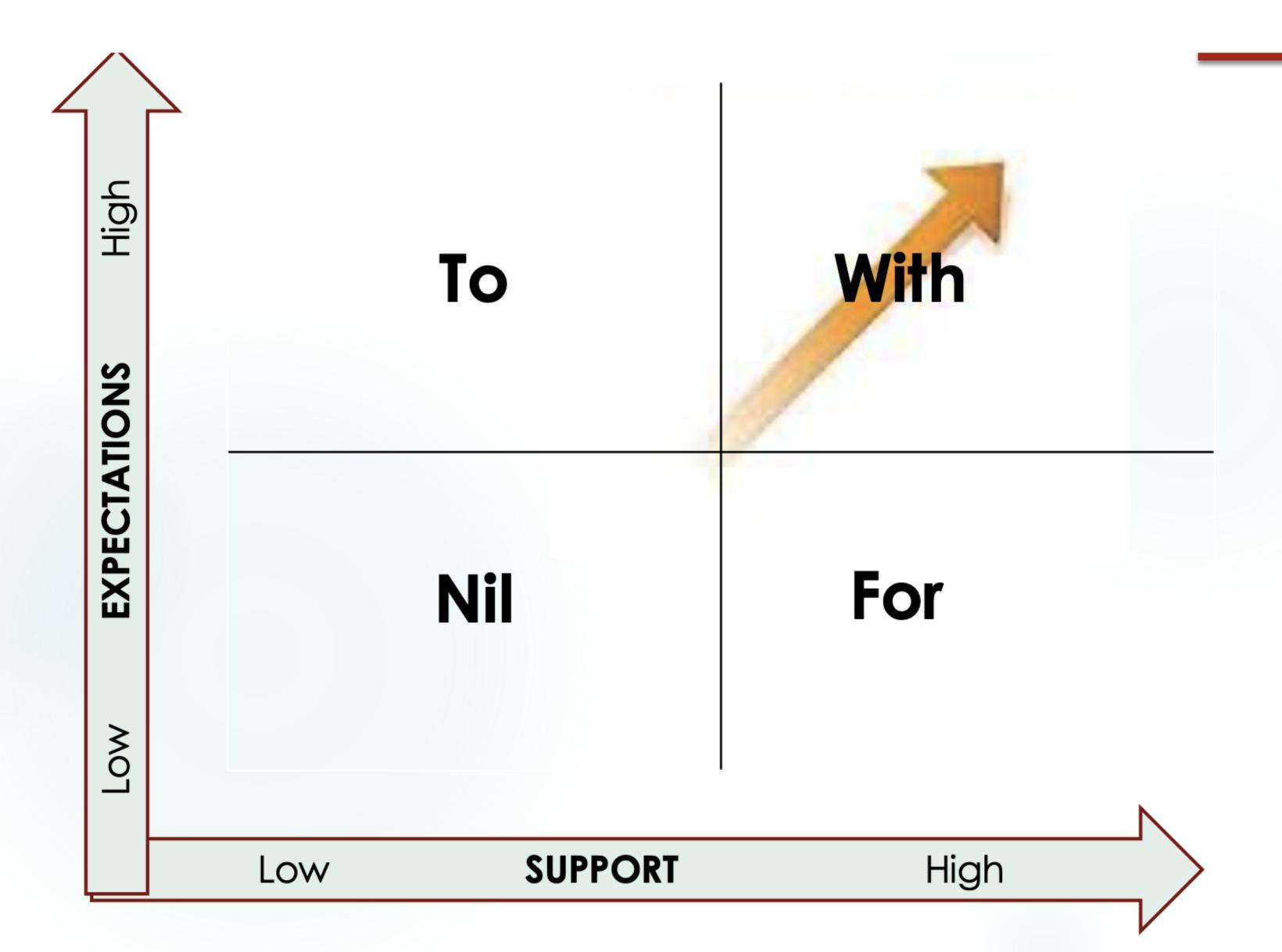
Generosity



Belonging

Competence

Working in the North-East



Finding your ACE score:

https://stopabusecampaign.org/take-your-ace-test/







YEA Symposium 2023

The role of employers and communities in care leavers' transition to in(ter)dependence



KO WAI MATOU? WHO ARE WE?

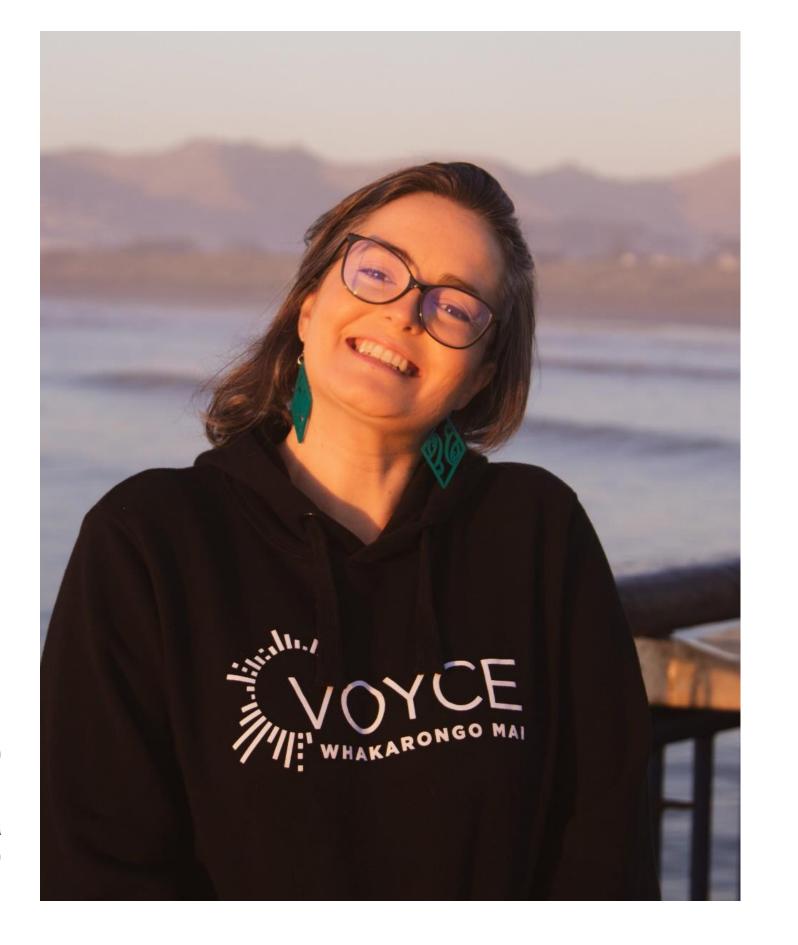


Albany (they / them)

Rangatira atawhai (care experienced leader)

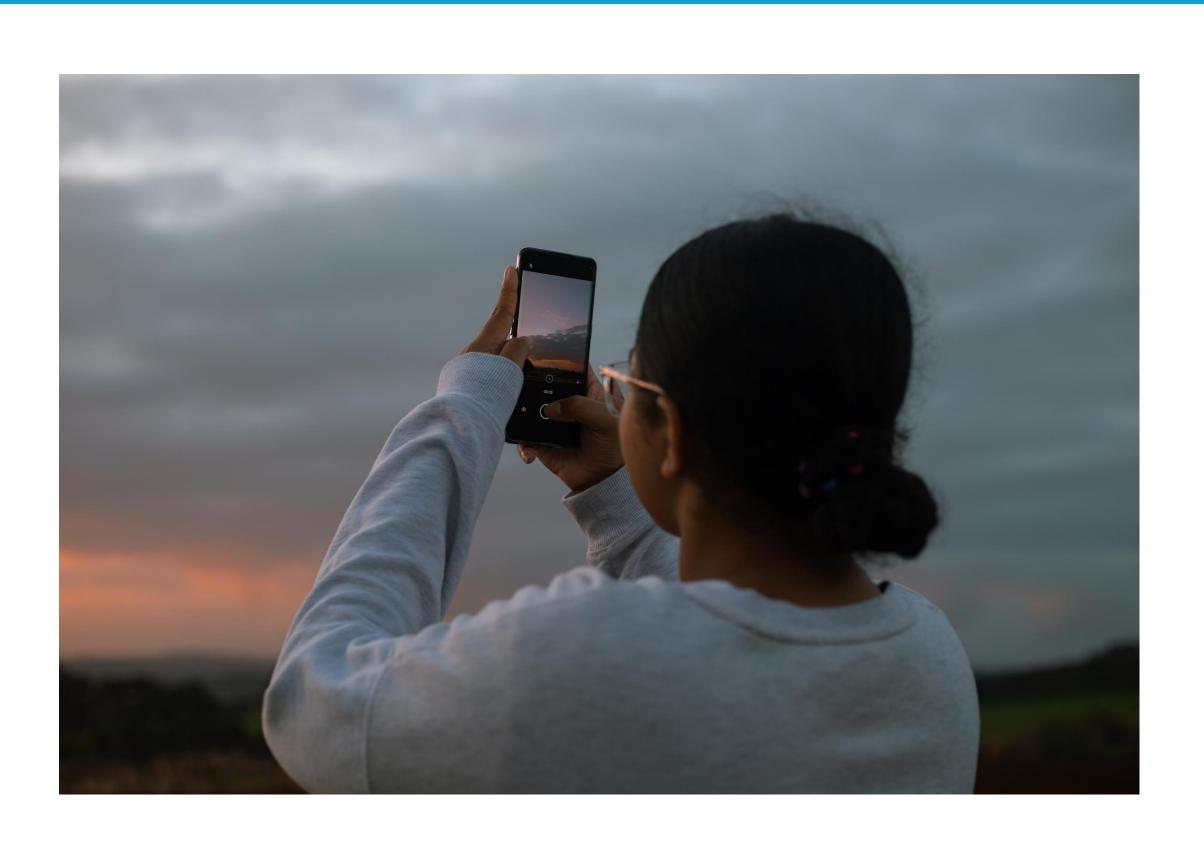
Kath (she / her)

VOYCE Kaitohutohu matua (Senior Advisor)





NGA RARANGI TAKE AGENDA

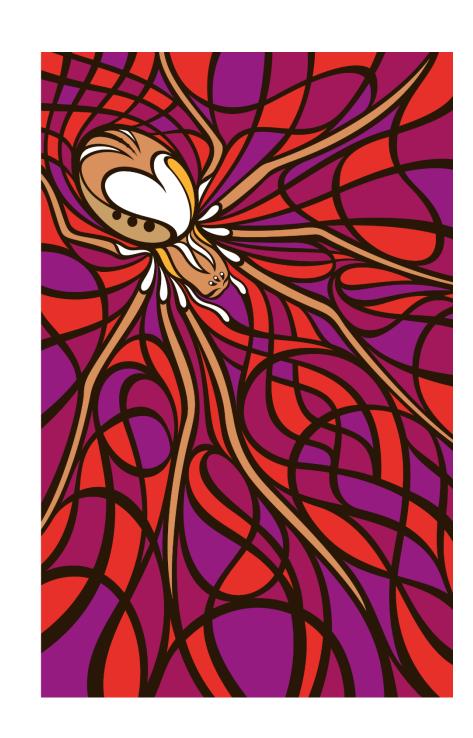


- Te mahi o VOYCE Whakarongo Mai (our work)
- Te kaupapa o tēnei rangahau (our research)
- Ngā kitenga i rangatira atawhai (our findings)
- Ngā whakaaro ki a koutou (our challenge to you)
- Ngā pātai (Q&A)



TE MAHI O VOYCE – WHAKARONGO MAI

OUR WORK



TŪHONO



WHAKAMANA



WHAI PŪKENGA





WHAKATAIRANGA RANGATIRATANGA



TE MAHI O VOYCE – WHAKARONGO MAI OUR WORK

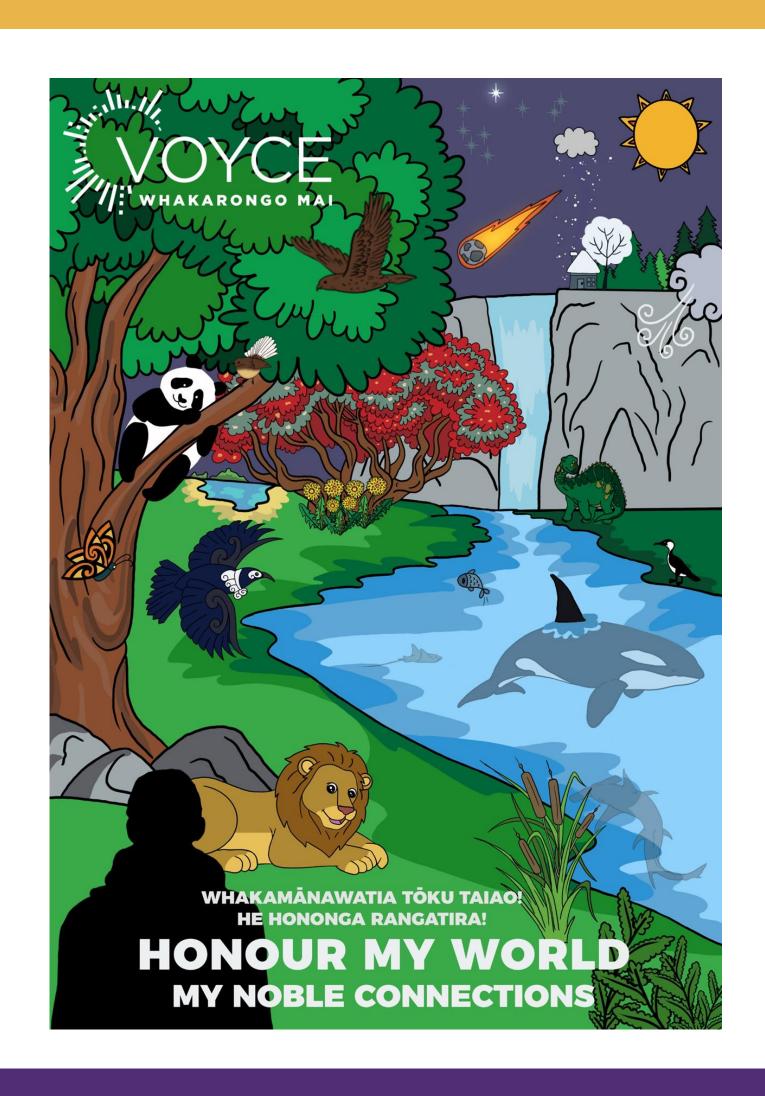
Defining 'care experience':

- State care: Formal custody status under the Oranga Tamariki Act 1989
 - Foster care, emergency placements, group homes, secure residences
- Permanency / adoption: Guardianship orders with someone other than birth parents or State
- Whāngai: Customary practice for Māori, usually where a child is raised by extended whānau
- Other types of 'out-of-home care': informal arrangements, residential schools, other group care



TE KAUPAPA O TĒNEI RANGAHAU

OUR RESEARCH



Whakamānawatia tōku taiao! He hononga rangatira!

Honour my world – my noble connections

Rangatahi experiences of leaving care in Aotearoa New Zealand

- What helps and what gets in the way of rangatahi being able to successfully transition from care to adulthood?
- Youth Participatory Action Research (YPAR)
- Interviews with 23 rangatahi from around Aotearoa
- Findings and recommendations shared with Oranga Tamariki
- Ongoing k
 örero and mahi to ensure progress



TE KAUPAPA O TĒNEI RANGAHAU OUR PROJECT

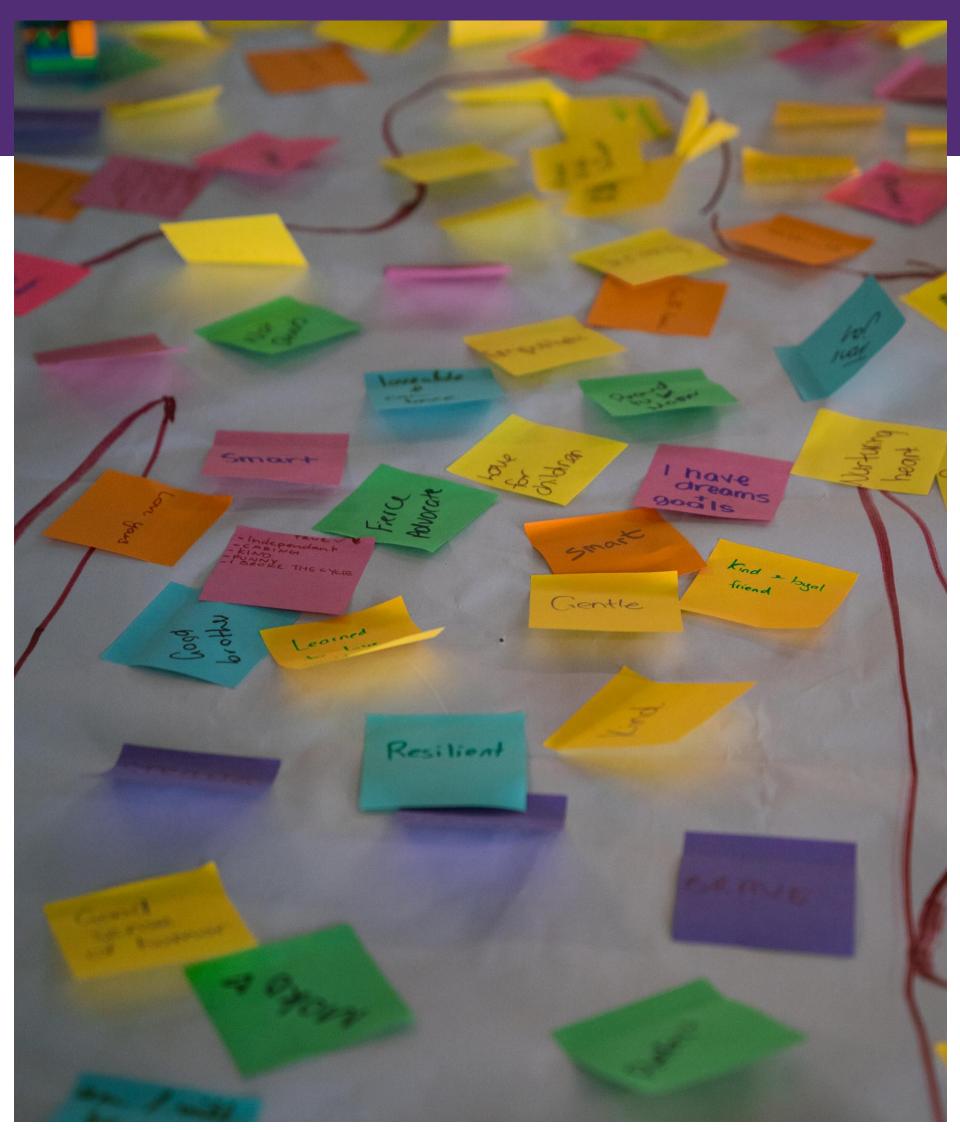
Defining transitions:

A 'Transition Support Service' is available to rangatahi who leave State care, provided they have been in care for a continuous period of at least three months, after the age of 14 years and 9 months.

Eligible rangatahi atawhai are entitled to:

- a) be supported by a Transition Worker up to the age of 21 years
- b) remain or return to living with a caregiver up to the age of 21 years (ETRR)
- c) support, advice and assistance from Transition Support Line up to 25 years.



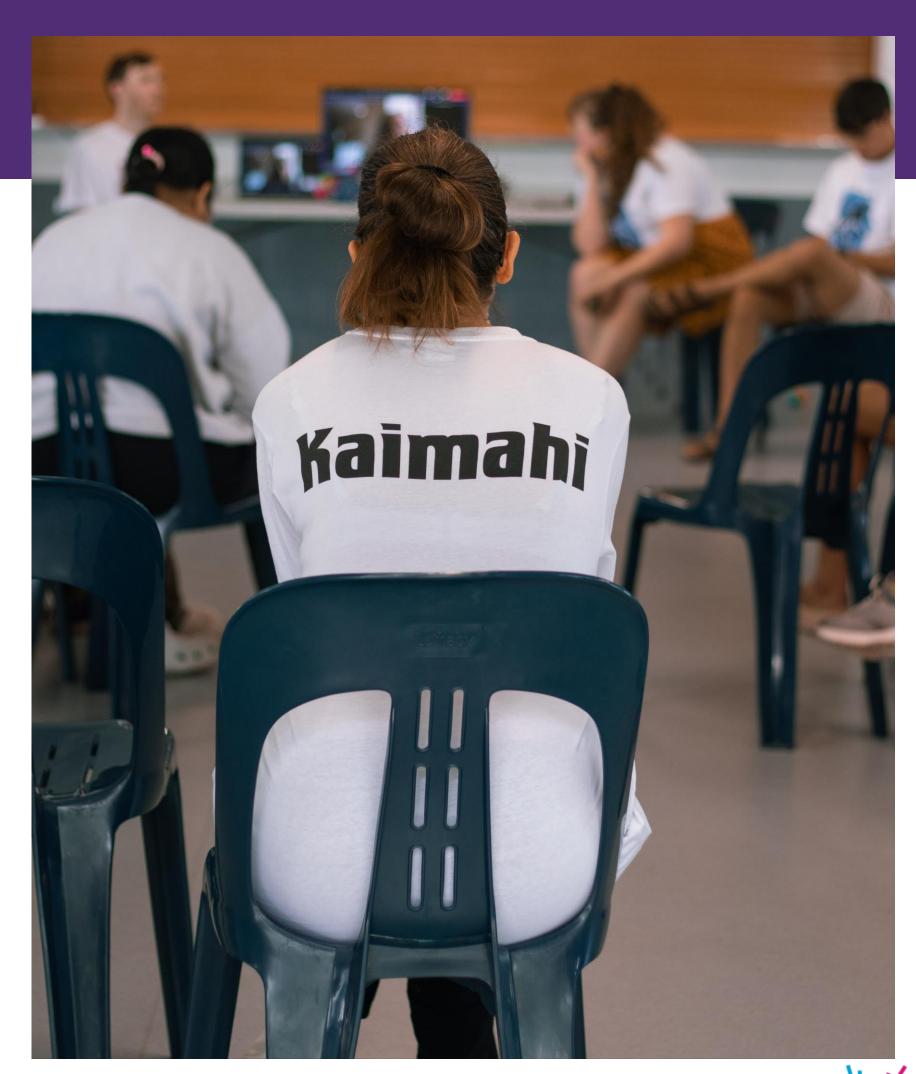


Six key themes:

- 1. Connection to birth whānau, identity and culture
- 2. Quality and stability of caregiver placements
- 3. Long-term and gradual transition to adulthood
- 4. Mental health, wellbeing and community supports
- 5. Diverse transition and accommodation needs
- 6. Access to transition supports



- 1. Interdependence and community
- 2. Emotional safety and trauma-responsive environments
- 3. Diversity, inclusion and identity formation
- 4. Equity of access, skills development and additional supports





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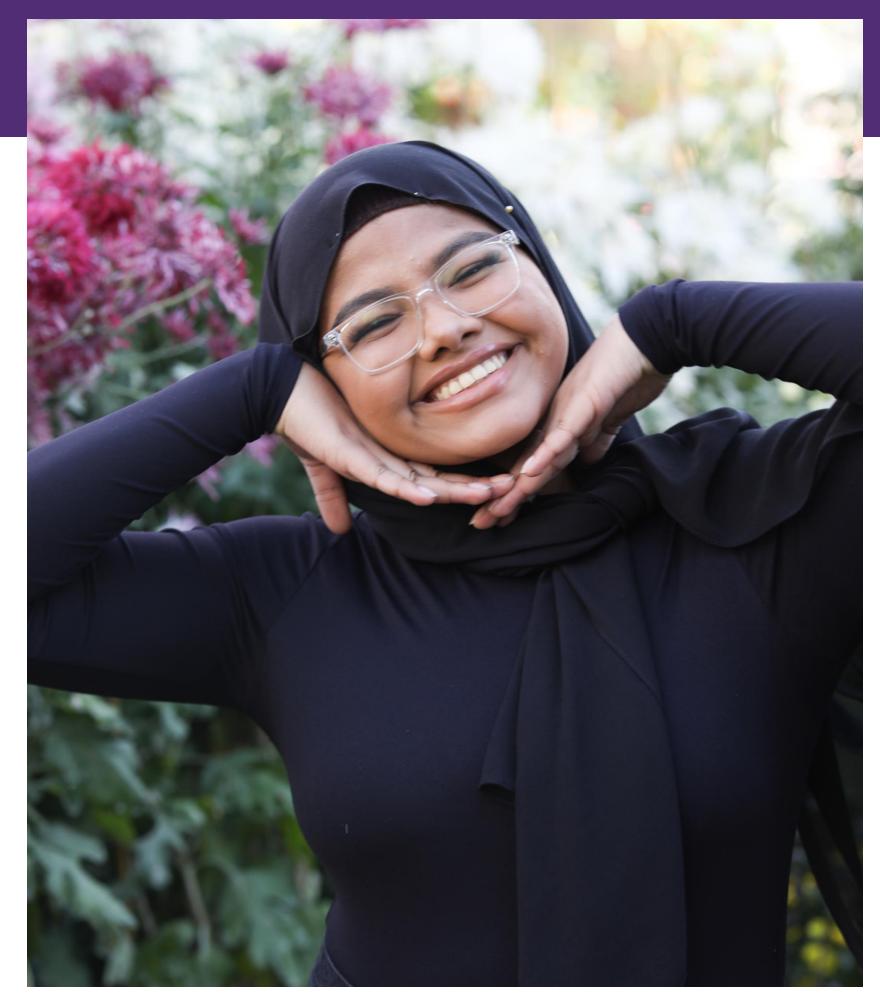


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NGĀ WHAKAARO KI A KOUTOU our challenge

- What challenges might young people experience in your context, regarding:
 - interdependence and community?
 - emotional safety and trauma-responsive environments?
 - diversity, inclusion and identity formation?
 - equity of access, skills development and additional supports?
- How can we minimise these challenges?
- What are you already doing? How could you do more?



NGA PATAI Q&A





E kore te pātiki e hoki ki tōna puehu

The flounder does not go back to the mud it has stirred





