

Lived Expertise Practice Framework



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Introduction

Mission Australia's Lived Expertise Practice Framework has been adapted from previous frameworks developed by Enlightened Consultants. It is licenced to Mission Australia to utilise as a basis to build its Lived Expertise practice framework from.

The purpose of the framework is to provide a single definition of what lived expertise practice means to Mission Australia and its people. This framework outlines:

- Lived expertise practice domains,
- Guiding practice principles and practices,
- Examples of enabling and not enabling lived expertise practice, and
- Alignment with or differentiation with the Mission Australia Case Management framework.

The health and community service workforces, within Australia and internationally, are becoming increasingly diversified, employing a range of generalist and specialist skills, including utilising the capabilities of a lived expertise workforce. People who have experienced life adversity, and have subsequently developed distinctive capabilities required to overcome the difficulties faced, are uniquely placed to provide services to others facing similar life adversities.

Being a lived expertise worker is about embodying and demonstrating the overcoming of adversity. Being able to provide professional lived expertise supports demands a demonstrated competency much more than the simple identification of the experience of the adversity alone; mental ill health, homelessness, substance use challenges, long term unemployment, domestic violence, criminality etc. The uniqueness underpinning all of these ways of working is deeply rooted in the personal and collective knowledge, skills, and principles gained from overcoming the impacts of adversity and demands demonstrated capacity to negotiate and navigate the systems of support. This lived expertise service provision can either be complementary or a substitution, to other clinical and non-clinical ways of working.

There is a growing evidence base that highlights both the value and impact that lived expertise provide to services. Such service provision often results in similar or improved outcomes, compared with services delivered without any lived expertise involvement (Asad & Chreim 2016; Boardman et al. 2013; Davidson 2013; Davidson et al. 2006; Repper & Carter 2011).

Mission Australia's Lived Expertise Workforce Intention Statement

The statement below is the intention statement that the Mission Australia sponsor group created to define the scope of its lived expertise workforce, and its unique contribution to its wider workforce. The principles of the Lived Expertise Practice Framework uphold Mission Australia's values of Compassion, Integrity, Respect, Perseverance and Celebration.

Mission Australia values and recognises the importance that professional lived expertise support provision provides both to people's lives as well as being a significant contribution to Mission Australia's organizational culture. A lived expertise workforce within Mission Australia, strengthens its diversity, competence and skill set available as a resource to its existing and potential community.

Lived expertise practitioners identify with and utilize their lived expertise of managing life adversity either (i) directly or (ii) through providing natural support, such as a family member. When people experience life adversity, people who have navigated similar experiences are uniquely placed to role model, mentor, and sometimes challenge people in their own overcoming processes.

Lived expertise service provision is a professional contribution to Mission Australia's workforce. At a professional level (paid) it is much more than a practitioner simply identifying with their personal experience of life adversity. Lived expertise service provision within Mission Australia's services requires its workforce to demonstrate their ability to translate their experiences, knowledge and qualities gained from mastering and influencing their own adversities, into competent practices that can in turn support others in their overcoming processes. Professional lived expertise service provision is not a subjective and individual practice and should be able to be accounted for and aligned with universally recognized lived expertise or peer provider service frameworks.

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Why is a lived expertise practice framework required?

A lived expertise practice framework is extremely useful to guide consistent lived expertise practice and articulate its differentiation from the way other disciplines provide support.

Many organisations have failed to articulate lived expertise differentiation points from generic practice. If a unique differentiation and value proposition cannot be identified and maintained, then it is likely that the services delivered by a lived expertise workforce will morph into generic service delivery, and lose the unique contribution it can offer people who want to live their life beyond adversity.

A number of published lived expertise frameworks exist, yet these may not have a strong alignment to Mission Australia's intention or not be available to be utilised by Mission Australia. This Lived Expertise Practice Framework has been adapted from previous frameworks developed by Enlightened Consultants. It is licenced to Mission Australia to utilise as a basis to build its lived expertise practice framework from. Enlightened Consultants will work with Mission Australia to further develop it to align with the organisation's existing policy, program and practice requirements.

Lived Expertise Practice Framework

Lived expertise practice has a distinct service provision focus. All support and treatment frameworks aim ultimately to support people in being able to live well, and as such delivering services from a lived expertise practice framework that is complementary with case management, recovery orientation and professional/ clinical practice frameworks. This lived expertise practice framework has been designed to guide stand-alone professional lived expertise practice; or be delivered in conjunction and collaboration with other clinical, allied health and community support practices.

Lived expertise practice engages with people to promote greater capability to lead and live their best life beyond the impacts of adversity through (Fig 1):

- Sharing personal experiences of overcoming adversity, along with the wider body of lived expertise knowledge and philosophy.
- Learning with, and from, each other.
- Providing opportunities for people to challenge and be challenged, moving towards more of what they want.
- Renegotiating their personal power.
- Focusing on a life beyond adversity.

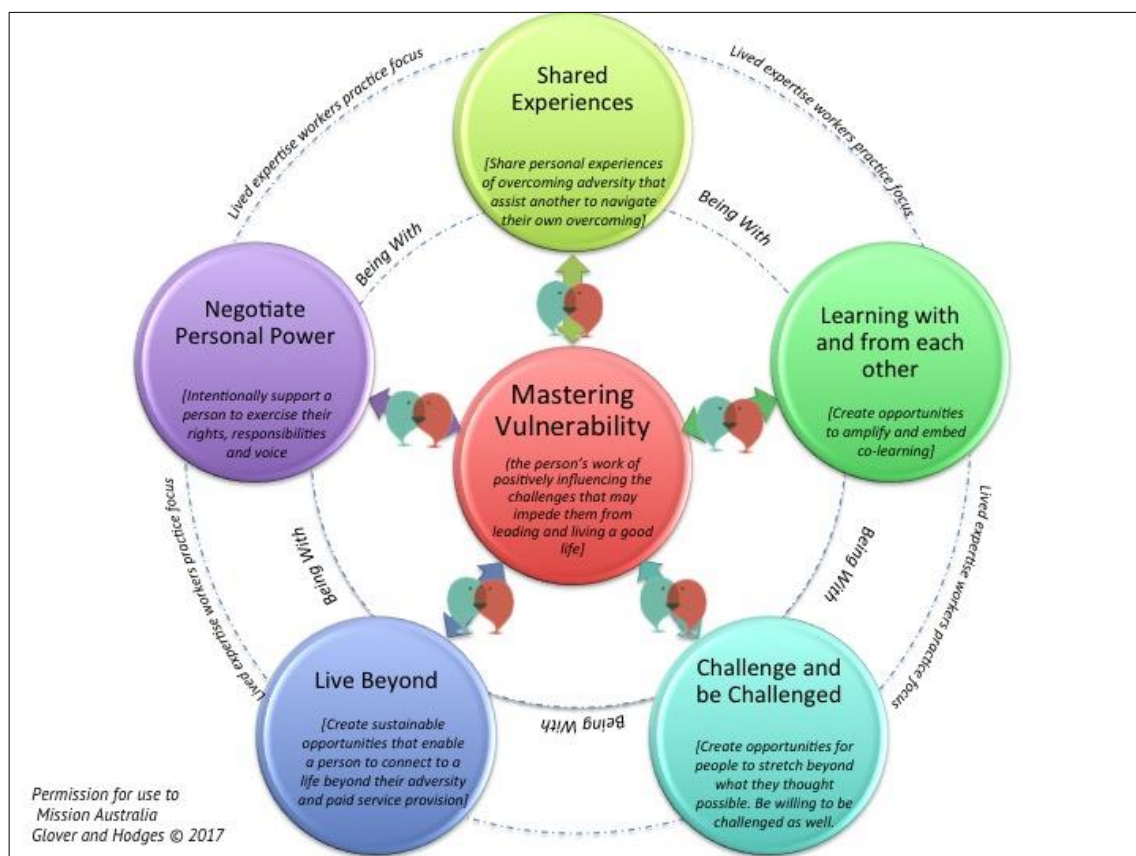


Figure 1 Lived Expertise Practice Domains (Used with permission, Glover & Hodges 2017)

Lived Expertise Practice Core Focus: 'MASTERING VULNERABILITY'

Life adversity is experienced by many people and for some the impact weighs heavy and causes significant challenges and vulnerabilities.

The following provides examples of some of the life adversities that people have developed their lived expertise from:

- Mental illness
- Homelessness
- Disability
- Chronic ill health
- Domestic / Family violence
- Poverty
- Substance use challenges
- Trauma
- Displacement
- Chronic unemployment
- Loss and bereavement and
- Institutionalisation etc.

Unless a person is able to master such vulnerabilities they become trapped and require specialist support to overcome and master these challenges.

Some of the life challenges we face are out of our control; however how we manage and master their impacts is within our control. The work of personal recovery is focussed on mastering the vulnerabilities that emerge as a result of adverse experiences, so that people can lead and live their best life. This work of overcoming the vulnerabilities caused by life adversity belongs to each individual yet others can create environments and opportunities that can enable (and disable) this vital process.

The role of services and individual workers is to create environments and opportunities where a person can engage in their own work of mastering vulnerability. The lived expertise practitioner brings personal experiences of their own overcoming processes to their work, and understands uniquely that their role is to create intentional opportunities for others to engage in similar processes. Lived Expertise practitioners intentionally create support environments and demonstrate competencies that focus on:

- [Sharing experiences,](#)
- [Learning with and from each other,](#)
- [Challenging and be challenged,](#)
- [Negotiating personal power, and](#)
- [Living beyond.](#)

Lived Expertise Practice Core Process: 'BEING WITH'

Rationale: "Being with" is the relationship formed through deep listening and the ability to walk alongside and be with another in distress. Lived expertise work involves no claims to expertise on a person's life, but a sharing and exploration of different worldviews and the generation of solutions together.

The lived expertise workforce has a unique capacity to be with people in their overcoming process, recognising it as being an important part of their own overcoming process. Without this "being with" process embedded within the lived expertise ways of working, it may risk lived expertise practitioners 'doing to', 'doing for', 'doing without' or abandoning the person in their quest to master vulnerabilities. A manager may need to adjust their expectations from a primary focus on activity outputs to the time given to developing genuine connection and relationship, through activities of 'being with'.

The following outlines the rationale, and examples for each of the five (5) practice focus area of the Lived Expertise framework. Each practice domain highlights helpful and unhelpful indicators and practice scenarios.

Differences between the [core capabilities](#) required of a novice and advanced practitioner level have been outlined for each of the practice domain.

Practice Focus One: 'SHARED EXPERIENCES'

Rationale: We all form strong connections with others that we share similar experiences with. There is a unique knowing and understanding that comes from shared experiences, and how it impacts on each other's lives, sometimes even without needing to discuss it. This shared commonality gives a lived expertise practitioner authenticity to share, not just the experience of adversity, but also the overcoming processes and personal effort it takes. For instance, they:

- Intentionally share examples of personal overcoming
- Empathise with the impact of adversity
- Craft stories for learning purposes versus over sharing
- Look for and are curious about their personal effort of overcoming within peoples' stories
- Assist people to re-narrate their problem story

Advanced: A lived expertise practitioner skilfully identifies experiences that are relevant, and not relevant, to share. A shared experience is intentionally articulated with the focus on supporting a person to mastering vulnerability. These experiences may not be solely from their personal experience but drawn from a wider lived experience narrative base.

Novice: A lived expertise practitioner might share stories without intention, or not from a place of overcoming/learning. In the relationship they may focus more on what is not working, on potential risks and challenges, rather than focusing on personal efforts of recovery.

Enabling and Not Enabling Practice Examples: Shared Experience

The following table provides aspects of enabling and not enabling lived expertise practice around the lived expertise domain of “*shared experiences*”. It provides a comparative example of practice that illustrates this domain.

Enabling	Not Enabling
<ul style="list-style-type: none"> • Empathises with the person’s struggle • Brings personal authenticity to the situation in sharing experiences • Relevant personal story connected to the person’s vulnerability area • Doesn’t over share in the non-essential details • Sharing the process of overcoming the challenges • Looking at natural responses – not just connecting to services or existing peer groups as the first option • Highlights the challenge and stretch whilst acknowledging the nervousness • Does not impose their own ideas onto the person • Invites the person to consider possibilities together • Acknowledging and being curious to the effort already made 	<ul style="list-style-type: none"> • Over sharing • Focus on worker’s experience over the person’s experience • Shares the nature of the problem • Breaking professional boundaries • Expert advice giving • Coming up with a solution for the person • Coercion via the worker’s story of influence E.g. “I should do what they did”
<p>Scenario: Tess has been working for one month alongside Kate who has engaged Mission Australia and a Lived Expertise Practitioner to establish natural connections in the community and meet new friends.</p>	
<p><i>TESS (Lived Expertise Practitioner): I get that it can be really hard to try to make new friends. It’s tough to meet new people, especially when we are out of practice and we are feeling out of sorts. For me, for a while, after really struggling, I didn’t really know what I was interested in. It took me a long time to really explore what I found enjoyable and whom I really wanted to connect to in my life.</i></p>	<p><i>TESS (Lived Expertise Practitioner): Yeah it can be really hard to not meet new friends! I lost all my friends when I got unwell, and then the friends I did find weren’t the kind of friends that were good for me. Mental illness makes it so hard to have good friends as most people just treat you differently.</i></p> <p><i>My best friend just dumped me, even de-friended me on Facebook. We had been friends since school. That took me ages to get</i></p>

<p><i>I got this idea from my pharmacist about having a go at new things, just to see if I liked them or not.</i></p> <p><i>I didn't really have any ideas popping up, so I sat down and started with what I didn't want to do and that helped me really identify what I did want to have a go at. I worked out, for me, it was being outside and doing something with my hands.</i></p> <p><i>I was nervous about going by myself, so I started to think of creative ways to go where I might kind of know someone. Eventually, I found this gardening group that a guy down the street went to. I loved it.</i></p> <p><i>I imagine there has been a lot you have tried already, what did that take? I wonder if there are ideas of things you are willing to experiment with, or if there are things you know you are definitely not interested in having a go at?</i></p> <p>The Lived Expertise practitioner sits with a person to co – create some options.</p>	<p><i>over... maybe I am not even over it now. Last week I saw them and I just wanted to go over and abuse them. I was with other people, who saw I was getting upset, and they just took me away from the scene and tried to console me. I am still angry.</i></p> <p><i>That is my experience. I don't have anyone in my life that sees me outside my mental illness diagnosis. I suppose that just comes with the territory that we have to get used to.</i></p> <p><i>That's something we should really pay attention to, you wouldn't want friends that might not be good in your life. I have found sticking with our own kind saves the hassle of being rejected.</i></p> <p><i>There is a great group of people who I met in hospital and we meet regularly to do things. We just get each other without having to talk about it. You should come out with us next time we meet. I think it will be good for you. How does that sound?</i></p> <p><i>The person just shrugs suggesting that they would be willing to go along with the plan. The Lived Expertise practitioner identifies a time for this to happen and organises arrangements to pick the person up for a night out with others.</i></p>
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Practice Focus Two: 'LEARN WITH and FROM EACH OTHER'

Rationale: Learning usually occurs within the relational interactions and/or experiences we engage in. Learning is not a one-way channel, we learn with and from each other, even when we may be in a paid position of providing assistance to others. Learning is an ongoing discovery process and is an important element of an individual's recovery processes. This discovery is not through being taught knowledge by another, but emerges from reflection with each other and personal meaning-making through joining the dots.

It is a natural tendency to want to offer expert advice or fix people's distress, regardless of the evidence that suggests that it does not support people's recovery in the long run. For lived expertise practitioners, there is a tendency to want to teach and share their way of doing things that have brought personal

meaning to them. This teaching may not be useful or relevant to the person’s situation. The practice of co-learning encourages a lived expertise practitioner to resist becoming an ‘expert’ in someone’s life or assume a ‘fixing role’.

Providing feedback to people about what has been personally learnt, acknowledges their contribution as well as reinforcing the co-learning that happens, with and from each other. Lived expertise practitioners resist sharing experiences without also reflecting on the co-learning opportunities. Acknowledging the learning gained from each other is a personal strength and role models the positive aspects of being vulnerable with each other.

- Empathy with shared experiences
- Critical Reflection
- Co-learning
- Learning through shared experiences
- Authenticity
- Role-Model / Mentor
- Shared Vulnerability

Experienced: A lived expertise practitioner at an advanced level, intentionally creates opportunities to learn and discover new meaning making with and from the person they are working with. The observation of how a person engages in their efforts of mastering vulnerability will create curiosity from the worker as to their new learning and appreciation. The worker values the learning that they have personally gained from being a witness to their overcoming efforts, and shares these reflections and their personal learning with the individual.

Novice: At a novice level, a lived expertise practitioner may notice the efforts people are applying to own self-mastery, yet may not have advanced skills in being able to assist an individual to translate it to their own life and learning. The worker at this level can provide observations of effort and paraphrase back to the person their expressed thoughts on their learning; e.g. *“it sounds like you have joined the dots about why you find things difficult...”*

The worker’s personal learning may be further developed through supervision and reflection away from the direct support encounter. The worker may be able to offer his or her own learning back to the individual at a later stage. For example: *“I was reflecting on your situation last week with my supervisor and realised that I need to take some of the courage you showed to some of the challenges I am facing at present...thank you for showing me a way to do that”*.

Enabling and Not Enabling Practice Examples: Learn with and from each other

The following table provides aspects of enabling and not enabling lived expertise practice around the lived expertise domain of **“learn with and from”**. It provides a comparative example of practice that illustrates this domain.

Enabling Practices	Not Enabling Practices
<ul style="list-style-type: none"> • Uses critical reflection to create learning opportunities for the person 	<ul style="list-style-type: none"> • Teaching how things should be done • Expert advice giving and fixing problems

<ul style="list-style-type: none"> • Communicates the importance of embracing learning from adverse experiences as central to the recovery work • Is curious about a person’s implicit learning / meaning making process as a core focus of their work • Supports people in their meaning making processes • Assist a person to apply their learning to their self -management and self-direction initiatives • Act as role-model/mentor • Initiate co-learning conversations and acknowledge the person’s contribution to this shared learning • Reflects and articulates what they are learning and appreciating through the shared work 	<ul style="list-style-type: none"> • Focus on individual’s adversity versus learning opportunities • Fixing or taking over learning opportunities. • Avoiding sharing of any learning that is occurring • Assume that meaning making or implicit learning is not continuously occurring
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Scenario:
 Tess has been working for one month alongside Kate who has engaged Mission Australia and a Lived Expertise Practitioner to connect, reconnect and strengthen the natural connections in her life. Kate has been struggling to reconnect with her family, as they just want her medicated and put in hospital every time she is distressed.

<p><i>TESS (Lived Expertise Practitioner): It sounds like communication between you and your family means so much to you and hasn’t always been easy.</i></p> <p><i>One of the things I really appreciate about this conversation and the conversations you have had with your family is the openness you have had about hearing their perspective. I wonder what your perspective is and is it the same or different to your families?</i></p> <p><i>One of the learning’s I had when I faced a similar situation was to appreciate that having these sorts of conversations where challenging but important. Others saw my situation differently to me and having the conversation was really</i></p>	<p><i>TESS (Lived Expertise Practitioner): It sounds like you have been trying really hard to connect with your family again. That’s really great, and yet I think there is still more you could be doing.</i></p> <p><i>There are resources that I have that can support you in your communication with your family. I think they would be useful for you.</i></p> <p><i>I will teach them to you next time we catch up on Thursday at 10am. Do you want me to write that in your diary?</i></p> <p><i>I feel really fortunate my parents have always supported me.</i></p>
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useful and even shifted my understanding of what I was experiencing.

Even though these family conversations are difficult and not always comfortable I wonder what new appreciations you are gathering about your ability to reconnect with them?

Practice Focus Three: 'TO CHALLENGE and BE CHALLENGED'

Rationale: Einstein said that, “doing the same things over and over and expecting different results equates to insanity.” To master vulnerability requires people to try something different, to let go of things that no longer work, and to stretch and have a go at things that may not be easily achieved.

Lived expertise practitioners will testify that they have had to challenge themselves and be challenged by others to stretch outside of their comfort zone in order to master the vulnerabilities they experience. This is essential work to mastering vulnerability; it is neither comfortable nor easy but maybe worth it. Lived expertise practitioners resist creating safe spaces where people cannot take risks to learn new things and step outside of their comfort zone. They do not shy away from difficult conversations that assist people to challenge themselves and be challenged by others.

- Have a go
- Active and robust support
- Offers challenge and stretch
- Authentic support: Accepts the same challenge as the person
- Shares the challenge work they have/ are undertaking
- Acts as a coach or facilitator
- Co–designs challenges with people

Experienced: Lived expertise practitioners, with advanced skill, understand the importance of creating challenge opportunities for people they support, as well as role modelling the navigating of challenges in their own life. They negotiate specific support opportunities where someone can experience a greater sense of accomplishment, personal control, and personal mastery over their identified vulnerabilities, as a result of the support provided. They resist providing support to a person in areas they have already mastered. The advanced practitioner would be skilled at processing challenging activities with the individual, to highlight their sense of being able to step into their discomfort and learning zone.

Novice: A lived expertise practitioner, at a novice level, acknowledges their own experiences of being challenged in mastering their own vulnerability but may require assistance to design and negotiate these opportunities with those they work with. They would encourage people to ‘have a go’ at pre-arranged activities and offer to walk beside them to foster engagement. A novice worker may not have the skills to assist a person to identify the benefits of ‘having a go’ and stepping outside their comfort zone. The novice worker may be able to share with people their own challenge experiences but may not be able to translate them easily so that they are accessible to encourage people to ‘have a go’. The

novice worker relies on direct supervision and guidance as to which challenges are suitable to negotiate with a person.

Enabling and Not Enabling Practice Examples: To Challenge and be Challenged

The following table provides aspects of enabling and not enabling lived expertise practice around the lived expertise domain of **“challenge and be challenged”**. It provides a comparative example of practice that illustrates this domain.

Enabling Practice	Not Enabling Practice
<ul style="list-style-type: none"> • Acts as a coach or facilitator • Resists creating safe spaces that serve to keep people in their comfort zone for long periods of time • Inquires as to the gaps between staying safe and stepping into personal challenges • Co – designs personal challenges with people in the areas that they have engaged the service to support them in • Creates opportunities to have a go at things people have yet to master • Offers focused, active and robust support to people in engaging with the areas they are challenging themselves in • Highlights and appreciates the effort it takes to step beyond comfort zones • Walks the talk by accepting the same / similar challenge as the person • Shares the challenge work they have/ are undertaking 	<ul style="list-style-type: none"> • Creates comfortable and safe spaces • Provides routine activities • Provide support activities around areas that a person may have already gained competencies • Lived Expertise Practitioner does not challenge and stretch themselves within their own life areas • Does for people or instructs people to do things • Avoids creating opportunities to learn and stretch
<p>Scenario: Tess has been working for one month alongside Kate who has engaged Mission Australia and a Lived Expertise Practitioner to connect, reconnect and strengthen the natural connections in her life. Kate has lost connections and is scared to start rebuilding new connections. She feels safe just connecting with people in the day program.</p>	
<p><i>TESS (Lived Expertise Practitioner): We have both shared that something that is really important to us is trying to connect with our friends and family. Last time we chatted you said you would like support with this? Is that still important to you?</i></p>	<p><i>TESS (Lived Expertise Practitioner): I am hearing that something you are wanting in your life is to reconnect with family and friends.</i></p> <p><i>I am unsure whether this is a good idea. I tried myself and I just ended back in hospital.</i></p>

<p><i>Another area I feel we have both talked about is our fear to put ourselves out there again with them and try and connect with the people in our lives that are important to us?</i></p> <p><i>I wonder whether this might be a good space for us both to challenge each other to stretch? What would the next step be that might challenge you a little? Is that too much or too little of a challenge?</i></p> <p><i>What role would you like me to assist you so that you experience get success form this challenge?</i></p> <p><i>How will you know that this has been useful challenge?</i></p> <p><i>What do you think it may lead you to do more of?</i></p> <p><i>I am looking forward to discussing our experiences after we have had a go at this. Thank you for inviting me to do this challenge with you as I think it will also be useful to my own life.</i></p>	<p><i>It's not appropriate to ask me any questions about this. It's not an area I am prepared to look at anymore. I have closed the door there. I think it would benefit you to do the same.</i></p> <p><i>After being unwell it is important not to do things that may cause you to feel uncertain or uncomfortable.</i></p> <p><i>My role in your life is to make sure that these kinds of things no longer upset you.</i></p> <p><i>If you are thinking about it a lot it might be best to think about more medication.</i></p>
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Practice Focus Four: 'NEGOTIATE PERSONAL POWER'

Rationale: Fundamental to negotiating personal power is highlighting and developing the ability for individuals to challenge relationships, services and or systems that may disempower their sense of self and keep them trapped in a 'service user' role and/or identity.

Lived expertise practitioners recognize the importance for individuals to find their own voice in exercising their rights, responsibilities and personal preferences as a key focus in mastering vulnerability. A lived expertise practitioner encourages people to find their voice and their agency to self-advocate. They do this by highlighting the areas that a person has existing mastery in exercising their personal power and negotiating the life situations that they wish to strengthen exercising personal power, so as to inform the coaching focus of their co-work.

Part of the coaching focus will include equipping people with service system knowledge and education as well as the skill development required for people to exercise their full citizenship, opportunities, expectations, rights and responsibilities. In addition, lived expertise practitioners recognize the potential

for any worker to take over people’s agency, and therefore are mindful in not directing opportunities that may erode individuals in self-directing the initiatives that are important to them.

The lived expertise work focuses on:

- Rights and responsibilities
- Self-advocacy
- Exercising their voice
- Identity beyond adversity
- Self-leadership
- System knowledge and navigation skills

Experienced: A lived expertise practitioner, at an advanced level, would, within first contact, clearly establish their intention of practicing the principle, “nothing about us without us” and what this looks like within their day-to-day practice. The lived expertise practitioner would explain why they would resist talking about individuals to another service/ practitioner, stressing that it would dis-serve people in being able to take control and lead the important decisions of their life. Lived Expertise practitioners would provide opportunities for people to stretch their self-advocacy capabilities, especially within conflictual or challenging environments. An advanced Lived Expertise practitioner would be able to provide practical support to people to exercise their personal power, within in-vivo situations.

Experienced lived expertise practitioners facilitate critical conversations in which individuals can reflect on their ability to negotiate difficult situations and relationships through exercising their personal power.

A lived expertise practitioner may be called upon to provide education and advocacy within the community that promotes awareness of impacts of life adversities while reducing misconceptions, prejudices, and discrimination.

Novice: A lived expertise practitioner, at a novice level, would be able to provide information and basic education to people on their rights and responsibilities, and be able to support people with the skills they require to uphold those rights within the context of the program delivery. A novice lived expertise practitioner would be able to accompany individuals in navigating service systems but would not be expected to provide any individual or systemic advocacy. The novice lived expertise practitioner would uphold the principle ‘nothing about us without us’ and would follow established routine directions on how to carry this out.

Enabling and Not Enabling Practice Examples: Negotiating Personal Power

The following table provides aspects of enabling and not enabling lived expertise practice around the lived expertise domain of “*negotiating personal power*”. It provides a comparative example of practice that illustrates this domain.

Enabling Practice	Not Enabling Practice
<ul style="list-style-type: none"> • Provides clear information on rights and responsibilities 	<ul style="list-style-type: none"> • Takes power away or stops people exercising their rights and responsibilities. • Advocates or speaks of behalf of people

Enabling Practice	Not Enabling Practice
<ul style="list-style-type: none"> • Creates opportunities for people to self-advocate • Co-creates opportunities for people to find their voice • Highlights identity beyond adversity • Fosters Self-leadership • Transfers and shares system knowledge and navigation skills • Highlight areas people have existing mastery, especially where a person is self-advocating 	<ul style="list-style-type: none"> • Makes decisions about people’s life direction • Provides advice • Discusses and talk about people without them being present, • Does not share genuine reflections of situations • Does not critically reflect on their privilege and power (paid role) in people’s lives. • Does not create or promote opportunities to challenge services that may hinder people’s personal power being exercised.
<p>Scenario: Tess has been working for one month alongside Kate who has engaged Mission Australia and a Lived Expertise Practitioner to find her voice and courage in speaking up with other service providers.</p>	
<p><i>TESS (Lived Expertise Practitioner): I’m hearing the frustrations you are having with your supports currently, and that sometimes in the short term it can feel like it will be easier for me to speak up on your behalf.</i></p> <p><i>I am wondering what I might be taking away from you by me doing that?</i></p> <p><i>One of the things we uphold in our service is the principle, nothing about you without you, which means we don’t really talk about you without your central involvement and direction.</i></p> <p><i>It sounds like this is a really important area that you want to get stronger at and therefore me talking on your behalf wont serve you well and may disable you further. For me I would love to find out what if anything might be hard about having these conversations?</i></p> <p><i>I’d love to find ways to help you find your voice in these conversations so that you might</i></p>	<p><i>TESS (Lived Expertise Practitioner): I am hearing that you are frustrated with your supports currently, and think it I should definitely go and have a conversation with them about how they should be working with you.</i></p> <p><i>It is probably best they you don’t come with me, as this is usually a conversation that happens between services and we don’t want you to get upset.</i></p> <p><i>I know a lot about this from my own experiences so trust me that I have your best interest in mind here. I will get the service to hear what is important to you.</i></p> <p><i>Sometimes other services don’t realise how vulnerable you feel when symptoms make it hard to express your thoughts.</i></p> <p><i>I’ll call them once you have left today to arrange a time to speak to them. I will let you know the outcome.</i></p>

<i>feel comfortable enough to do it for yourself while we are working together and beyond.</i>	
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Practice Focus Five: 'LIVE BEYOND'

Rationale: The impacts of life adversity and the need to interface with systems of support, can sometimes risk people becoming trapped within systems, finding it difficult to engage in a life beyond the adversity and struggle. Whilst life adversity seems overwhelming and consuming at times, it is important to regain or maintain a life outside of the adversity experience. It is these experiences that will assist people to live beyond adversity. Lived expertise practitioners value this and have an acute understanding of how they have utilised natural relationships and negotiated natural resources to sustain their own wellbeing, outside their identity with adversity, and are able to translate this process into their work with others.

Whilst acknowledging people's adversity, lived expertise practitioners are intentional in fostering opportunities where people can re-negotiate and re-story their experiences outside the context of their identity with adversity. Lived expertise practitioners resist service-to-service referral as a natural or first response to working with people. Instead they explore a full range of naturally occurring relationships, networks and community-based options before assuming a service fit is right and relevant. They negotiate with people a range of options that may assist people to master vulnerability and encourage them to work through their impacts, strengths and weaknesses before engaging. The lived expertise practitioner is always working in a way that means the need for their role in the person's life will become redundant.

In short, lived expertise practitioners focus on:

- Natural occurring relationships over paid/ professional relationships
- Acknowledge lived expertise practitioners are not the natural connections and cannot become a substitute for natural occurring relationships
- Naturally occurring community resources over specialised services and systems built around adversity
- Renegotiating identity beyond adversity
- Re-storying experiences
- Sustainability beyond service delivery, working with the end in mind
- Support skill development for a life beyond services

Experienced: A lived expertise practitioner, at an advanced level, would make sense of the natural resources and relationships that people are already utilising and not seek to replace them. They would understand the importance of engaging in life areas outside of adversity and be naturally curious with a person as to how they are doing this (see scenario example). They would be able to explain to people why focussing on beyond life adversity opportunities may be useful, sharing examples from their own life. They would critically evaluate all service options as to whether they were sustainable outside of a service context. Lived expertise practitioners, at an advanced level, would not back away from challenging people and relevant service providers, if decisions being made were likely to result in people becoming stuck within systems of care as an outcome.

Novice: A lived expertise practitioner, at a novice level, would know that their role in a person’s life is not to become a substitute to natural connections. They would share with people ideas of natural occurring resources that they have utilised but may be limited, beyond information provision, in supporting a person to identify and access natural occurring opportunities for themselves. They would resist sharing ‘service saturated ‘experiences and highlight more about life beyond adversity and life outside services in sharing experiences with others.

Enabling and Not Enabling Practice Examples: Live Beyond

The following table provides aspects of enabling and lived expertise practice around the lived expertise domain of “*living beyond* “. It provides a comparative example of practice that illustrates this domain.

Enabling Practice	Not Enabling Practice
<ul style="list-style-type: none"> • Offers and supports natural occurring relationships over paid/ professional and service relationships • Acknowledges lived expertise practitioners are not the natural connections and cannot become a substitute for natural occurring relationships • Encourages naturally occurring community resources over specialised services and systems built around adversity (service last) • Responds to the person’s full identity and not the adversity identity • Creates and highlights opportunities to re-narrate experiences and identity • Working with the end in mind of full citizenship outside engaging in service environments • Support skill development for a life beyond services • Provides service supports that engage a person in their naturally occurring community. 	<ul style="list-style-type: none"> • Over focus on connecting a person to illness/ disability/ adversity saturated service environments • Service first response before considering naturally occurring resources • Provides little to no options for pathways that lead to engaging in natural community and relationships • Connects people to specialise adversity supports • Reinforcing the adversity-identity conclusion through language the practitioner uses and the conversations they focus on • Encourages people to stay comfortable within their service usage and adversity identity with terms such as consumer, service user, and program participant • Introduces a person to naturally occurring resources as a participant of the service
<p>Scenario Tess has been working for one month alongside Kate who has engaged Mission Australia and a Lived Expertise Practitioner to see life beyond her current adversity. Kate says that she is struggling to look after her three young children, especially in the morning when depression symptoms get the better of her.</p>	

<p><i>TESS (Lived Expertise Practitioner): When I was in a similar situation I knew I had to still do the everyday things life expected of me. I came to appreciate that this was important to getting back on with life.</i></p> <p><i>How do you still maintain your role of being a good Mum, looking after three young children, despite feeling depressed and anxious? I imagine that you have had to get creative and resourceful in managing that?</i></p> <p><i>What life/ community activities are still important for you to do and not let go of, despite feeling depressed and anxious?</i></p> <p><i>For me it was this one other mum I would bump into at school picking up the kids. She always felt really comfortable to share with and eventually we started to have coffee, it was the first time in years that I could speak about what was happening for me, but not just the mental health stuff that was going on in my life.</i></p> <p><i>Those conversations reminded me of the things that I loved before I had kids and things got hard.</i></p> <p><i>I have these conversations with you because I don't want to replace what's already strong in your life.</i></p>	<p><i>TESS (Lived Expertise Practitioner): As a mum who has depression and looking after three young kids you have to accept that you need other supports.</i></p> <p><i>I will make a referral to mothers in home support service to help you take care of your kids.</i></p> <p><i>There comes a time where you have to realise that you have depression and that this will be with you for life, and sometimes we need services to support us with day-to-day things. As your peer practitioner I will be around to support you like a friend, you should call me whenever things get hard, and we can look at what other services you might need in your life.</i></p>
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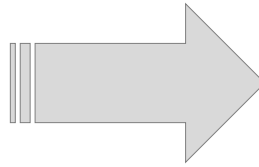
Acknowledging the developing practice of lived expertise practitioners

As with any role, lived expertise practitioners will demonstrate varying skills and capabilities as they support an individual through practice focuses of shared experiences; learning with and from each other; challenge and be challenged; negotiate personal power; and living beyond. Through experience, supervision and skill development, lived expertise practitioners will develop and refine the way they form relationships that are focused on supporting others to master vulnerability and personally overcome the adversity they are experiencing.

Practice Focus 1: Shared Experiences

Novice practitioners will:

Craft and share experiences of their personal journey and processes as they overcame the impacts of adversity. They will have a small, yet growing, set of resources and experiences that are used to highlight hope, self-direction, personal control, connection, and discovery.



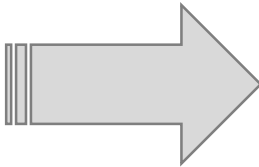
Experienced practitioners will:

Utilise a diverse breadth of crafted and personal experiences. They will regularly discern the relevance for sharing the experiences, they will support people to form their own understanding through what and how they share experiences of mastering vulnerability.

Practice Focus 2: Learn with and from each other

Novice practitioners will:

Identify a person's current experiences and efforts towards mastering vulnerability. Primarily founded in their personal experiences, provide observations and support reflect to drive learnings.



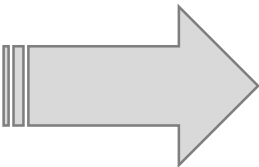
Experienced practitioners will:

Intentionally create and facilitate directed reflection around opportunities to learn and discover new ways to meaning-make and grow from experiences, these may or may not be drawn from their direct journey.

Practice Focus 3: To challenge and be challenged

Novice practitioners will:

Utilise their personal experiences to articulate and support 'having a go' at challenges. Providing practical support that is guided by senior case managers, support a client in self-directed approaches to overcoming vulnerability, and sharing foundational knowledge and skills to develop mastery.



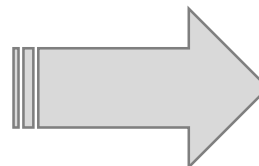
Experienced practitioners will:

Be a role model to ongoing mastery of vulnerability, offering a range of benefits and ways of navigating challenges, drawn from both personal experience and broader knowledge. Creating challenging opportunities and activities to support their ability to master their vulnerabilities is both relevant and purposeful.

Practice Focus 4: Negotiate personal power

Novice practitioners will:

Provide information and support a client to uphold their rights and responsibilities. They will support in the navigation of service systems and support them to have a voice when needed.



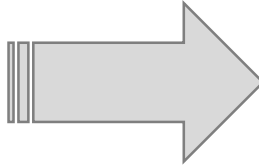
Experienced practitioners will:

Develop and empower individuals voice and self-advocacy, to navigate difficult situations and system challenges within their personal power. They communicate and maintain clearly defined professional boundaries, that are focused on the client's experience.

Practice Focus 5: Live beyond

Novice practitioners will:

Understand their role is not to be a substitute or alternative support network, but rather to support a client to identify and connect with networks and resources around them. By walking beside a person, they help them establish and strengthen support networks and access networks to become increasingly independent as they move towards a life beyond their identity with adversity.



Experienced practitioners will:

Look to encourage ongoing engagement with existing support networks and resources an individual already utilises, rather than replace them. Maintaining a clear focus on 'life beyond', they will challenge people and assist the development of knowledge, skills, and support decisions that most a client towards the life beyond the context of their identity with adversity.

Lived expertise differentiation from case management

Lived expertise practice differs from commonly practiced case management approaches. Table 1 and Figure 2 highlights the major differences in service delivery phases between both disciplines

“The term ‘case management’ refers to the process by which Mission Australia staff work alongside clients to assist them to access required supports and services they need to reach their goals” (Mission Australia Case Management Framework 2016, p3) and promotes case management as a collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual’s holistic needs.’

Lived expertise practitioners would not view their role as being a “case manager” of someone, as this has an inherent power differential contradicting the fundamental purpose of working alongside people to foster self-direction and self-leadership. The language, and some of the required tasks, of ‘case management’ inadvertently can reinforce the belief that people are not capable of leading and managing their own life.

Lived expertise service provision is more focussed on a narrative journey than being task oriented. It focuses more on engaging with people through shared experiences that assist people to master the very vulnerabilities and challenges inhibiting them from leading and living their best life. It relies less on formal assessment and attainment of goals and/ or completion of activities.

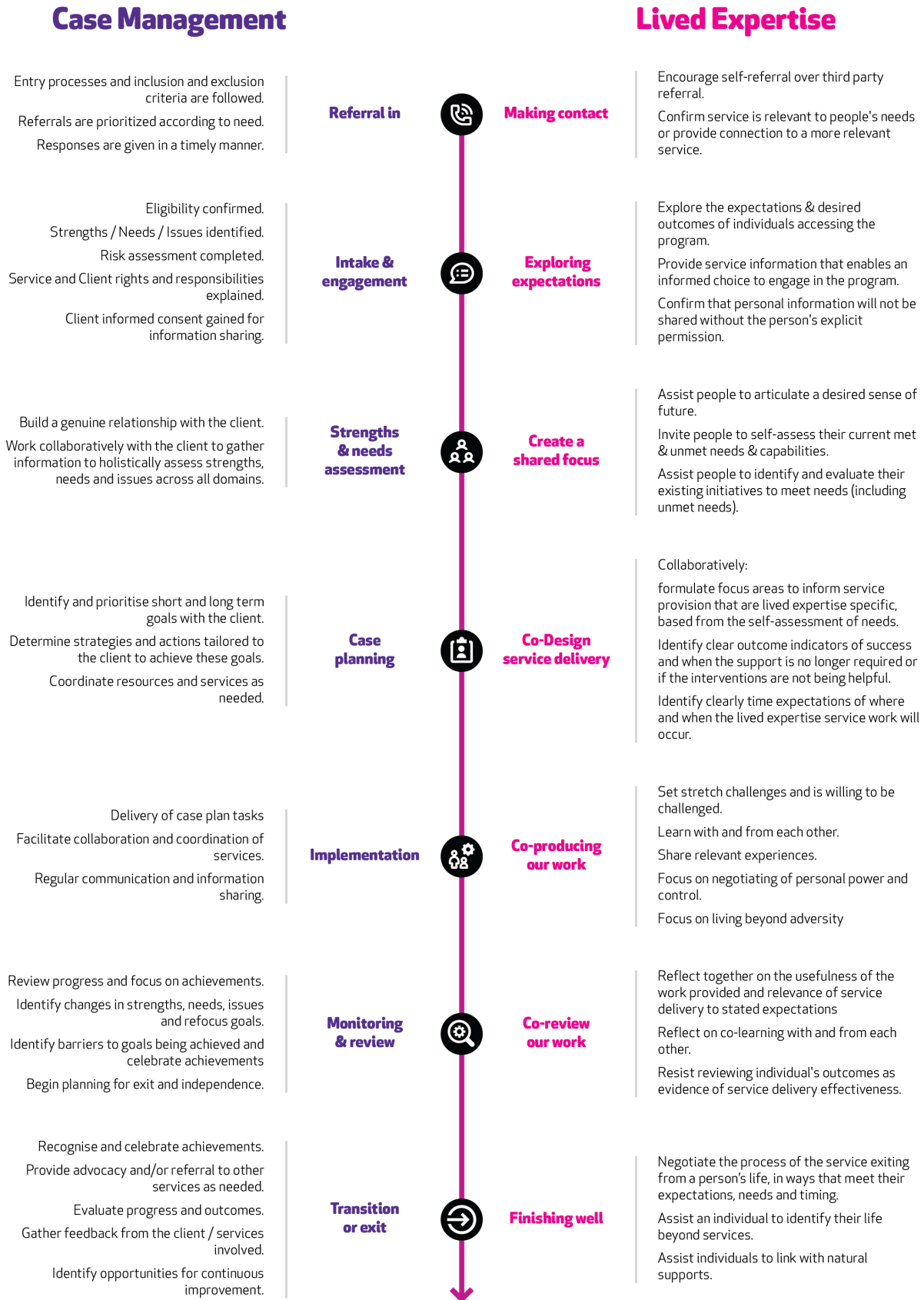
NB: If a practitioner is employed to provide case management services then this role would not be considered a lived expertise role or therefore not required to adopt crucial aspects of the lived expertise discipline. Core practice steps in lived expertise service delivery.

Core practice steps in lived expertise service delivery

Lived expertise service delivery and practice differs from case management in its focus and application. It can be complementary to or offered as a stand-alone support to an individual or group. The degree of intervention, complexity and time spent with people varies amongst service types and models, but the core practice steps remain consistent across lived expertise practice.

Diagram 2 on the next page outlines the case management process adapted from Mission Australia's National Case Management Approach and the similarities and differences between the case management process and lived expertise practice. The diagram highlights that whilst the process steps of case management and lived expertise practice can be the same, the approach within each of these steps are inherently different. It should be noted that not all Mission Australia services prescribe specifically to the case management approach outlined. Many services are further aligned with Recovery Oriented or person-centred practice, therefore they are further aligned with lived expertise practice also.

Diagram 2: Case Management Approach and Lived Expertise practice process



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