

Mental Health Pathways in Practice Learning Unit Content Summary

Pathway 2: Working with the Individual		Aim: The aim of the pathway is to optimise therapeutic partnerships with people accessing services that recognise and respond to culturally diverse needs in the prevention of ill-health and the promotion of well-being.	
Learning Unit	Content Summary	Learning Unit	Content Summary
2.1 The Therapeutic Relationship	<p>The Therapeutic Relationships learning unit is intended to support you to enhance your capability to consistently therapeutically engage with people with lived experience and their carers/families through developing purposeful therapeutic relationships.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1. The influence and impact of own personal qualities, values, beliefs and experiences on the development of therapeutic relationships with persons with lived experience and their carers/families. 2. Foster interpersonal relationships that promote respect, trust, collaboration and partnership between persons with lived experience, their carers/families and the healthcare professional 	<p>Activity A: Therapeutic engagement</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore how intrapersonal, interpersonal, environmental and diversity needs factors influence how you therapeutically engage with people. • Reflect on your experience of therapeutically engaging with people and explore and Identify strategies to enhance meaningful engagement in practice. <p>Activity B: The therapeutic relationship and power dynamics</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore factors that influence power dynamics in practice. • Explore and identify strategies to support empowerment of people with lived experience accessing services. 	<p>Video Resources</p> <p>Part 1: What is a Therapeutic Relationship?</p> <p>This video explores what a therapeutic relationship is and what therapeutic engagement means in practice.</p> <p>Part 2: Strategies to Support Therapeutic Engagement.</p> <p>This video explores strategies for suspending judgements, the importance of maintaining professional boundaries, recognising and working with people who are distressed and the importance of engaging family and carers in the therapeutic relationship.</p> <p>eLearning Modules</p> <p>The Mental Health Professional Online Development (MHPOD): MHPOD: Building the Therapeutic Relationship Course Code 97542322</p>

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2.2 Reducing Stigma	<p>The Reducing Stigma learning unit is intended to support you to explore your own experience and beliefs and how these may contribute to reducing or perpetuating stigma, identify strategies to support non-judgemental practice, Identify potential causes and impact of stigma experienced by consumers who access the service and identify and implement strategies for addressing sigma in the workplace.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1.The causes and potential impacts of stigma/self-stigma on persons and their carer/family with lived experience. 2. Opportunities to reduce stigma and promote persons and their carer/family with lived experience's social inclusion and community participation. 	<p>Activity A: Exploring Stigma This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore your own experience and beliefs and how these may contribute to reducing or perpetuating stigma. • Develop self-awareness of potentially stigmatising beliefs and identify strategies to support non-judgemental practice. <p>Activity B: Identifying Stigma: Causes and Impacts This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore factors that influence your trauma informed therapeutic approach in clinical practice <p>Activity C: Strategies for addressing stigma This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Identify and implement strategies for addressing sigma in the workplace. 	<p>Video Resources</p> <p>Part 1 - What is Stigma? This video explores what stigma means to clinicians, people with lived experience and carers/families. How stigma may present and how this may make a person feel.</p> <p>Part 2 - The Impacts of Stigma on People. This video explores how stigma may be experienced by people, the language and behaviour associated with stigma, how this may impact people and the concept of self-stigma.</p> <p>Part 3 - Practical Capability for Healthcare Staff. This video explores strategies to manage situations and feelings that are created by stigma. How to support someone who has experienced stigma and the importance of challenging stigma in the workplace and broader community.</p>

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			eLearning Modules MHPOD: Social wellbeing connection and belonging Course Code 102024571 Stigma, Discrimination & Injecting Drug Use Course Code 96479339
2.3 Trauma Informed Care	<p>The Trauma Informed Care learning unit is intended to support you to explore the possible signs and effects of trauma on a person presenting to mental health services, explore factors that influence your trauma informed therapeutic approach in clinical practice and develop strategies to support your workplace resilience and reduce the potential adverse effects of trauma exposure.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1. Adoption of a trauma-informed strengths-based approach to practice. 2. The interactions with people with lived experience accessing services, their families and carers that promote safety and well-being. 3. The potential for vicarious trauma and its impacts on both the health professional and the person with lived experience accessing services. 	<p>Activity A: Recognising signs of effects of trauma</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore the possible signs and effects of trauma on a person presenting to mental health services. • Explore your personal and professional values and how these shapes your trauma informed practice approach. • Develop strategies to develop workplace resilience and reduce the potential adverse effects of trauma exposure <p>Activity B: Trauma-informed care principles in mental health practice</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore factors that influence your trauma informed therapeutic approach in clinical practice 	<p>Video Resources</p> <p>Part 1: Trauma Informed Care - A General Overview</p> <p>This video explores what Trauma Informed Care is and what it means to be trauma informed in your practice.</p> <p>Part 2: Trauma-informed Care - Principles and Strategies</p> <p>This video explores ways of working that support a trauma informed approach to providing care and how clinicians may avoid being reactive and strategies for preventing re-traumatisation.</p>

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2.4 Working with Individuals who have Experienced Trauma	<p>The Working with Individuals who have Experience Trauma learning unit is intended to support you to explore the possible signs and effects of trauma on a person presenting to mental health services, promote and adopt a trauma-informed and sensitive approach in working with people with lived experience and develop strategies to respond to and support a person who may disclose their experience of trauma.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1. The impacts of trauma on a person's experience of care and capacity to access care. 2. Care strategies that support a safe and consistent approach to practice within all points of care. 3. The effects of trauma may be reflected in the person's behaviour, thought process, cognitive capacity and emotional expression. 4. Identification and use of interpersonal approaches and strategies for working with individuals who have high levels of distress that may have experienced trauma 	<p>Activity A: Trauma-informed approach - therapeutic engagement with a person who has experienced trauma</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore the possible signs and effects of trauma on a person presenting to mental health services. • Apply a trauma informed approach in clinical practice <p>Activity B: Responding to disclosure of trauma</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • promote and adopt a more trauma-informed and sensitive approach in working with people with lived experience. • Develop strategies to respond to and support a person who may disclose their experience of trauma. 	<p>Video Resources</p> <p>Part 1: From an individual's perspective</p> <p>This video explores how trauma may impact a person, what happens biologically when a person experiences trauma, the importance of understand an individual's trauma experience and strategies to avoid causing trauma.</p> <p>Part 2: Strategies to support individuals</p> <p>This video explores strategies to support an individual who has experienced trauma, promoting safety, self-efficacy and self-determination and managing disclosures of trauma.</p> <p>eLearning Modules</p> <p>MHPOD: Mental Health and Mental Illness Across the Lifespan Course Code 94211912</p> <p>MHPOD: Trauma and Mental Health Course Code 94218228</p>
2.5 Assessment	<p>The Assessment learning unit is intended to support you to consistently prepare for undertaking assessments, complete comprehensive mental health assessment appropriate for your role and explore how to</p>	<p>Activity A: Purposeful preparation - determining the Assessment purpose(s) and participants</p> <p>This activity is intended to support you to:</p>	<p>Video Resources</p> <p>Watch the video resources for the Assessment learning unit</p> <p>This video covers assessment types and tools used in mental health</p>

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	<p>integrate the assessment information to guide care planning and how to discuss assessment findings with people with lived experience, their family and carers, and other professionals.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1. The relevant assessments of people accessing services, identifying key elements of assessment findings and using these to collaboratively plan for care. 2. The interpersonal approach to assessment (interviewing skill, enquiry, observation, critical thinking, clinical judgement, interpersonal communication). 	<ul style="list-style-type: none"> • Identify the purpose(s) of each assessment you undertake. • Undertake actions to prepare the environment, person with lived experience and their carer/family, yourself and any other involved professionals for the assessment. <p>Activity B: Appropriate Assessment (core components)</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Complete a comprehensive mental health assessment appropriate for your current role. • Appropriately decide when your role is to conduct a portion of a comprehensive assessment. • Identify sources of information to guide specialised assessments. <p>Activity C: Shared understanding that informs action</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Develop a cohesive understanding of the person's situation from your assessment (formulation) that can enable: <ul style="list-style-type: none"> ○ Discussion of what is occurring ○ Care planning with the person with lived experience, their supporters and other professionals. 	<p>practice to guidelines of questioning, strategies for working with people and their carer/families in the assessment process and the need to adapt assessments to meet the individual's diversity needs.</p> <p>Read GL2014_002 Mental Health Clinical Documentation Guidelines https://www1.health.nsw.gov.au/pds/ActivePDSDocuments/GL2014_002.pdf</p> <p>eLearning Modules</p> <p>Complete the <i>Mental State Examination</i> module on My Health Learning Course Code 324778962</p> <p>MHPOD: CAMHS and Youth MH Conditions and Assessments Course Code 97542733</p> <p>MHPOD: Risk Assessment and Management (94088736)</p> <p>Understanding Guardianship Course Code 134241187</p> <p>Implementation of Guardianship Guidelines – eLearning Course Code 315556337</p>

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2.6 Impacts to Health and Well-being	<p>The Impacts to Health and Well-being learning unit is intended to support you to support you to develop an understanding of the potential impact of diagnosis on a person’s health and well-being, assist the person experiencing mental ill-health to identify factors and events that impact on their mental health and well-being and how to use therapeutic communication to facilitate communication of strategies to address the contributing factors.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1. The impacts to mental health and well-being manifest and are experienced by the person. 2. Optimise therapeutic engagement with individuals experiencing changes in their mental state. 3. Identify and implement strategies to work with the person to optimise their mental health and well-being and minimise the impacts of the ill-health experience. 	Activity A: Receiving a Diagnosis of Mental Illness This activity is intended to support you to: <ul style="list-style-type: none"> • Develop an understanding of the potential impact of diagnosis on a person’s health and well-being. 	Video Resources Mental illness, mental health and mental wellbeing: do words matter module Course Code 324674383
		Activity B: Promoting mental health and wellbeing This activity is intended to support you to: <ul style="list-style-type: none"> • Assist the person experiencing mental ill-health to identify factors and events that impact on their mental health and well-being. • Use therapeutic communication to facilitate communication of strategies to address the contributing factors. 	eLearning Modules MHPOD: Health Promotion and Mental Health Promotion Course Code 97623574 MHPOD: Skills for promoting physical health Course Code 101971771 MHPOD: Social wellbeing connection and belonging Course Code 102024571
2.7 Comorbid Conditions	The Comorbid Conditions learning unit is intended to support you to explore the concept and importance of holistic health care practice, the bi-	Activity A: Exploring comorbid conditions – notes review	Video Resources Part 1 - An Overview

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	<p>directional connection between mental and physical health and how to engage in therapeutic discussion with a person experiencing mental ill health and physical comorbidities to identify risk factors and plan strategies to support their health and well-being.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1. The partner of the person with lived experience, their carer/family and healthcare team to promote and support the person's biopsychosocial health and well-being. 2. The bi-directional impacts and potential effects of common comorbid conditions co-occurring with trauma and/or mental ill-health on the daily living and well-being of the person and their carer/family. 3. The care, treatment, and intervention options and strategies for common comorbid conditions experienced by persons who also experience trauma and/or mental ill-health. 	<p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore with a person with lived experience the existence of comorbid conditions they might be experiencing and/or predisposing factors that may increase their risk of comorbid conditions. • Identify strategies to address the occurrence of comorbid conditions. <p>Activity B: Responding to the biopsychosocial health care needs of a person with lived experience</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Engage in therapeutic discussion with a person experiencing mental ill health and physical comorbidities to identify risk factors and plan strategies to support their health and well-being. 	<p>This video explores the bi-directional impacts of a person's mental and physical ill-health and provides an overview of common mental and physical comorbid conditions.</p> <p>Part 2 - Support and Prevention</p> <p>This video explores the influence of lifestyle factors on co-morbid conditions, supporting physical aspects of care, barriers to people accessing and/or receiving healthcare and the potential impacts of treatments and medications on people's health and well-being.</p> <p>eLearning Modules</p> <p>MHPOD: Living with chronic ill health Course Code 101997007</p> <p>MHPOD: Impact of Medical Conditions Course Code 94210928</p>
2.8 Prevention and Promotion of Health and Well-being	<p>The Prevention and Promotion of Health and Well-being learning unit is intended to support you to explore initiatives and opportunities that promote health and well-being, how to access health promotion and well-being information and services and how to engage with the person with a lived experience, family and/or carers regarding</p>	<p>Activity A: Build your toolkit.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand initiatives and opportunities that promote health and well-being. • Gain further insight in how to access health promotion and well-being information and services. 	<p>Video Resources</p> <p>Part 1: Prevention and promotion of health and well-being – A General Overview</p> <p>This video explores what social and emotional well-being means and holistic and cultural views of health and well-being.</p>

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	<p>health promotion activities and reduction in risk factors.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1. The social and emotional well-being and physical and mental health of individuals and groups 2. Collaboration with persons with lived experience and their carers/families to plan and engage in activities that promote their mental health, prevent the onset, or lower the severity and duration of ill-health, and/or reduce the impact of ill-health on their life. 	<ul style="list-style-type: none"> • Consider how you can assist others to access the services that may be pertinent to their well-being. <p>Activity B: A well-being conversation. This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Engage with a person with a lived experience and/or family and carers to elicit further understanding of the factors that affect a person’s well-being. • Give an opportunity to identify and discuss factors that the person identifies as being a part of their own well-being. • Explore ways to appropriately engage with the person with a lived experience, family and/or carers in future health promotion activities. <p>Activity C: Linking health promotion and well-being into practice. This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand opportunities to promote well-being. • Consider collaborative ways to encourage activities that might lead to illness prevention. • Facilitate opportunities for the person and their carer/family to learn about and engage in well-being strategies and actions. 	<p>Part 2: Strategies to support and maintain well-being</p> <p>This video explores strategies to holistically support people with lived experience and the importance of involving carers/families in maintaining health and well-being.</p> <p>eLearning Modules</p> <p>Health Promotion Resources Course Code 43286215</p> <p>Introduction to Motivational Interviewing Course Code 42190007</p> <p>Motivational Interviewing: Building Skills Course Code 99447022</p> <p>NSW Health Gatekeeper Training for Suicide Prevention Course Code 208562351</p>
2.9 Diverse Populations	The Diverse Populations learning unit is intended to support you to develop your understanding of	Activity A: Understanding self – reflecting on your own diversity.	Video Resources Part 1: Individuals and their needs

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	<p>diversity from a personal perspective and how this may impact on the population groups you work with and support you to gain a deeper understanding of how social determinants of health may impact different population groups.</p> <p>The learning unit explores:</p> <ol style="list-style-type: none"> 1. The concepts of cultural safety and cultural competence in working with people who identify as belonging to diverse population groups. 2. The practice principles that support the care of people with diverse backgrounds, values, beliefs and cultural practices. 	<p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Reflect on own beliefs towards diversity in the population with whom you work • Explore unconscious bias <p>Activity B: Cultural Safety.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Developing your understanding of diversity from a personal perspective <p>Activity C: Awareness of aboriginal culture, healthcare needs and resources.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Gaining a deeper understanding of aboriginal culture, their relationship to healthcare services and the impact of this on health outcomes for aboriginal people 	<p>This video explores the importance of getting to know a person and their individual needs.</p> <p>Part 2: Cultural Safety and Cultural Competence</p> <p>This video explores strategies for working with diversity including the importance of cultural safety and cultural competence.</p> <p>eLearning Modules</p> <p>Assessing the need for an Interpreter Course Code 178399920</p> <p>Face to face communication with interpreters Course Code 178758010</p> <p>Interpreting in mental health interviews Course Code 184028031</p> <p>Health Equity and the Social Determinants Course Code 242567952</p> <p>Let's Talk Disability Course Code 67951622</p> <p>MHPOD: Gender Issues in Mental Health Course Code 97593848</p>

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			<p>Promoting inclusive healthcare: LGBT Course Code 223561775</p> <p>Respectful partnerships Course Code 328188717</p> <p>Working in Culturally Diverse Contexts Course Code 39962639</p> <p>Meeting the healthcare needs of refugees Course Code 116308950</p>