

Mental Health Pathways in Practice Learning Unit Content Summary

Pathway 4: Delivering Care		Aim: To deliver collaborative trauma informed, recovery orientated and person-centred mental health care that is informed by professional and ethical standards.	
Learning Unit	Content Summary	Work-based Learning Activities	Online Resources
4.1 Documentation and Reporting	<p>The Documentation and Reporting learning unit is intended to enhance your capability to record information consistently and accurately in the health care record to supports improved communication and handover between healthcare team members, and the provision of continuous, person centered and recovery focused care.</p> <p>This learning unit is intended to support you to enhance your capability to consistently:</p> <ol style="list-style-type: none"> 1. Support and assist persons living with mental ill health using documentation and reporting within the context of the relevant legislative frameworks and within the individual's scope of practice. 2. Recognise the effect of personal and professional values to the documentation and reporting that aligns with professional role, scope, team and organisational values and vision. 3. Maximise/optimize opportunities to develop and support collaborative input into documentation from consumers/carers. 4. Utilise strengths-based documentation that works in partnership with the person experiencing mental ill health and carer/family. 	<p>Activity A: Understanding clinical documentation in a mental health setting</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Identify and develop/improve skills for writing clinical documentation. <p>Activity B: The role of reporting and report writing in supporting care</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand the reports used in your workplace that are used in the support and care of people experiencing mental ill health. • Understand reporting and report writing and the impact on mental health care. • Prepare for writing a report in your workplace. 	<p>Video Resources</p> <p>Part 1: Documentation: An Essential Component of Clinical Care.</p> <p>This video explores the role of documentation clinical care, the different ways we document, how documentation is read and what should be included in documentation.</p> <p>Part 2: Purposeful Documentation.</p> <p>This video explores the use of appropriate use of language in documentation, documenting in a person-centred way and documenting for a purpose.</p> <p>eLearning Modules</p> <p>Learning Pathway 1: Learning Unit 1 - My Professional Values</p> <p>Read:</p> <ul style="list-style-type: none"> • Recovery Orientated Language Guide • Electronic Medical Records • Local Health District, Specialty Health Network and NSW Health policy and guidelines on documentation and reporting. • Profession specific standards, policies, and guidelines on documentation.

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		<p>Activity C: Practical clinical documentation and report writing</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Provide documentation and reporting that is person-centred while balancing legal requirements. • Improve clinical writing skills. • Include the person living with mental ill health in reporting. • Understand your role in completing and documenting assessments. 	
<p>4.2 Managing Difficult Interactions in Clinical Practice</p>	<p>The managing difficult interactions in clinical practice learning unit is intended to bring awareness to difficult conversation that are had in mental health and increase your ability to reflect on your own core values and belief in order to be able to have these conversations effectively.</p> <p>This learning unit is intended to support you to enhance your capability to consistently:</p> <ol style="list-style-type: none"> 1. Apply ethical principles of health policy within clinical practice and codes of conduct when working with people experiencing mental ill health, 	<p>Activity A: We don't talk about that.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Reflect on your own upbringing, experiences, beliefs, and values that influence how you engage around certain issues in a clinical setting. • Identify the clinical conversation you find difficult. 	<p>Video Resources</p> <p>Part 1: Approaching Difficult Interactions in Practice.</p> <p>This video explores delivering and receiving a diagnosis, discussing difficult subject in clinical practice and discussing grief and loss.</p> <p>Part 2: Demonstration of an Approach.</p> <p>This video provides a demonstration of working with a difficult interaction in a clinical practice setting.</p> <p>eLearning Modules</p>

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	<p>carers/family/colleagues, and professional organisations.</p> <p>2. Reflect on responsibility and ownership for practice decisions, actions, and outcomes in the workplace.</p>	<ul style="list-style-type: none"> Explore potential legal and ethical implications of having or not having this conversation. <p>Activity B: Grief - more than death.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Broaden your understanding of grief. Recognise grief associated with having a mental illness. Initiate a conversation about loss with a person who has lived experience of mental ill health or their carer/family. 	<p>Read:</p> <ul style="list-style-type: none"> How did receiving a diagnosis affect you?
<p>4.3 Delivering Safe Care - Responding to Risk</p>	<p>The delivering safe care- responding to risk is intended to increase your knowledge around risk and increase your confidence in working with safe risk and allowing people experiencing mental ill health the dignity of risk.</p> <p>1. This learning unit is intended to support you to enhance your capability to</p>	<p>Activity A: Risk identification and assessment.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Better understand risk. Undertake a risk assessment as a key component of 	<p>Video Resources</p> <p>Part 1: Delivering Safer Care: An Introduction.</p> <p>This video explores the concept of risk in health care, the implications and defines dignity of risk and positive risk taking in clinical practice.</p> <p>Part 2: Working with Risk.</p>

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	<p>consistently mental ill health, their cares/family to contact and access advocacy support services including peer</p> <ol style="list-style-type: none"> 2. Represent the person experiencing mental ill health in accordance with their choices and decisions, acting as a liaison to other services and healthcare professionals to assist them to access the support they need when responding to risk. 3. Facilitate pathways for persons experiencing advocates and consultants when responding to risk. 4. Use advocacy to support each person in maintaining hope and optimism when responding to risk. 	<p>collaborative risk management.</p> <ul style="list-style-type: none"> • Identify and understand risk factors and risk as a unique and individual to a person. <p>Activity B: Collaborative safety planning.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Prepare to engage in collaborative safety planning. • Engage in collaborative safety planning. • Better understand the relationship between safety planning and risk. <p>Activity C: Facilitated debrief.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Recognise early signs of distress. • Understand the function of debriefing and support your participation in it. 	<p>This video explores the use of positive risk taking and dignity of risk, working with risk, different perspectives of risk, minimising restraint and safety plans in clinical practice.</p> <p>eLearning Modules</p> <p>Read:</p> <ul style="list-style-type: none"> • A national framework for recovery-oriented mental health services: guide for practitioners and providers- 6 Recovery, self-determination and safety • Debriefing critical incidents • Trauma-informed post-incident conversation guide • A case for change: Position Paper on seclusion, restraint and restrictive

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4.4 Delivering Safe Care - Your Role in Zero Suicides	<p>The Delivering safe care your role in zero suicides is intended to assist you to familiarise yourself with the services in your area that support people who are suicidal and define your role in working with these services to support individuals who are at risk of suicide</p> <p>This learning unit is intended to support you to enhance your capability to consistently:</p> <ol style="list-style-type: none"> 1. Have an understanding of the prevalence and impact of suicide. 2. Apply assessment and care that avoids assumptions and attitudes that can affect the ability to recognise and help a person experiencing suicidal ideation and at risk of suicide. 3. Obtain knowledge to recognise and provide comprehensive assessment for a person experiencing suicidal ideation and at risk of suicide. 	<p>Activity A: Knowing your role and populations you will work with.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore your role in working with people at risk of suicide within your current role and service. <p>Activity B: Identification, engagement and assessment of the person at risk of suicide.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Utilise existing knowledge and/or NSW Health training regarding working with people who may be suicidal to: • Identify and appropriately engage individuals who may be at risk of suicide. • Participate in assessments of people may be at risk of suicide in a manner consistent with your role. 	<p>Video Resources</p> <p>Part 1: Delivering Safer Care - Your Role in Zero Suicides. This video explores enhancing your understanding of your role in working with people at risk of suicide and how to access support and guidance.</p> <p>eLearning Modules</p> <p>MHPiP Learning Pathway 1: Learning Unit 3 - My Legal Responsibilities</p> <p>Read:</p> <ul style="list-style-type: none"> • Appendix 1, Extracts from <i>Strategic Framework for Suicide Prevention in NSW 2018–2023</i> • Manual of Resources for Aboriginal and Torres Strait Islanders Suicide Prevention and Recovery Guide: A resource for mental health professionals • Minimising patient harm Predicting, preventing and managing self-harm and suicide National Safety and Quality - User Guide for Health Services Providing Care for People with Mental Health Issues P67-72 • Zero suicide healthcare training directory to support staff in-mental health services

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		<p>Activity C: Creating a formulation and plan for the person at risk of suicide.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand the process of developing a formulation, care and safety plan for the person experiencing suicidal thoughts. • Explore the application of these processes within your workplace. 	
<p>4.5 Evidence Based Mental Health Practice-Social and Family Interventions</p>	<p>The Evidence based mental health practice – social and family interventions is intended to support you in developing skills in supporting individuals experiencing mental ill health in accessing and engaging with family and social networks. It works with the principles of recovery to provide you with a holistic approach to care.</p>	<p>Activity A: Identifying family and social networks.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand and apply evidence based and person-centred approaches to social and family interventions for 	<p>Video Resources</p> <p>Part 1: Social and Family Interventions.</p> <p>This video explores the importance of social and family interventions, what social and family interventions mean for the clinician and the person experiencing mental ill health and how clinicians view the person experiencing mental ill health in the context of their family.</p>

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	<p>This learning unit is intended to support you to enhance your capability to consistently:</p> <ol style="list-style-type: none"> 1. Reflect and implement social and family interventions that will positively impact on mental health care in the workplace and improve mental health outcomes. 2. Recognise the role of social and family interventions and outcomes for the person experiencing mental ill health and carer/family. 	<p>people experiencing mental ill health.</p> <ul style="list-style-type: none"> • Understand review of social and family interventions and mental health outcomes. • Translate evidence based mental health practice with social and family interventions into practice <p>Activity B: Understanding your role in working with families.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Identify evidence-based interventions to support families and carers throughout the treatment and recovery of the person experiencing mental ill health. • Enhance your skills and knowledge in implementing practical family interventions. • Understand the role of family and carers in the person's health and outcomes. 	<p>Part 2: Social and Family Interventions – a Demonstration.</p> <p>This video provides a demonstration of working with social and family interventions in a clinical practice setting.</p> <p>eLearning Modules</p> <p>Read:</p> <ul style="list-style-type: none"> • NSW Family and Carer Mental Health Program framework • NSW Family Focused Recovery Framework 2020-2025 • Mental health services and programs • Mental Health Clinical Documentation Guidelines • National Standards for Mental Health Services • National Practice Standards for the Mental health Workforce Standard 2: Working with people, families and carers in recovery-focused ways • Supporting carers in the mental health system • Family Focused Practice in Mental Health Care: An Integrative Review • The Social determinants of Mental Health • Social connectedness improves public mental health • Community Interventions to Promote Mental Health

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		<p>Activity C: Understanding social interventions.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand the social determinants of mental illness. • Identify social interventions that promote recovery. • Recognize the role of the person experiencing mental ill health in shared decision making in the application of social interventions. 	
<p>4.6 Evidence Based Mental Health Practice- Your Role in Medication</p>	<p>The Evidence based mental health practice – your role in medication learning unit is intended to assist you to explore your role in support clients who are making a decision regarding medication and who are taking medication. It encourages you to think about how you can best engage and support around medication. This can include monitoring and talking about side effects, discussing choice risk and supporting individuals in discussion with medical staff. and associated</p> <p>This learning unit is intended to support you to enhance your capability to consistently:</p>	<p>Activity A: Workplace and legislative requirements for the use of medication.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand your role in medication delivery within the mental health team. • Reflect upon current medication practices within the mental health service. 	<p>Video Resources</p> <p>Part 1: Your role in medication.</p> <p>This video explores your role in medication, the options when there is discomfort about the use of medication and assessing, monitoring and reviewing medication in clinical practice.</p> <p>Part 2: Medication and mental Illness.</p> <p>This video explores medication and mental ill health.</p> <p>eLearning Modules</p> <p>MHPiP Learning Pathway 1: Learning Unit 2: My Ethical Practice.</p>

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	<ol style="list-style-type: none"> 1. Apply support with mental health medication interventions in the delivery of mental health care. 2. Reflect and implement interventions that involve pharmacological treatment that will positively impact on mental health care of the person experiencing mental ill health. 	<ul style="list-style-type: none"> • Explore resources for evidence based mental health practice using a variety of sources. <p>Activity B: Working with medication in my workplace.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand the categories and safe administration of Mental Health Medication. • Assess and monitor medication. • Provide a timely informed response to side effects and adverse reactions to medication. <p>Activity C: Building confidence and knowledge working with medication.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Expand your knowledge and resources to support the use of mental health medications 	<p>MHPiP Learning Pathway 3: Learning Unit 2: Collaborating with Persons with Lived Experience.</p> <p>Read:</p> <ul style="list-style-type: none"> • Managing mental health medication • Choice and Medication • A Guide to Medication Reviews for NSW Health Services 2019

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		<ul style="list-style-type: none"> Explore available resources for people using mental health medication. 	
4.7 Evidence Based Mental Health Practice - Improving and Supporting Physical Health	<p>The evidence based mental health practice – improving and supporting physical health is intended to provide you with skills and knowledge to engage with and support the physical health of people experiencing mental ill health. This can include monitoring of risk factors such as metabolic syndrome, encouraging and supporting healthy lifestyle changes and supporting and encouraging regular screening when it is indicated.</p> <p>This learning unit is intended to support you to enhance your capability to consistently:</p> <ol style="list-style-type: none"> Recognise the impacts and outcomes of mental health on physical health. Undertake assessments of people experiencing mental ill health that include physical health. 	<p>Activity A: Promoting physical health and wellbeing in mental health settings.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Explore the role of the clinician in promoting physical health and well-being in mental health people experiencing mental ill health. Improve people experiencing mental ill health outcomes from teamwork and collaboration. <p>Activity B: The mental health clinician’s role in physical health screening.</p>	<p>Video Resources</p> <p>Part 1: Improving and Supporting Physical Health.</p> <p>This video explores working with a holistic approach to health and wellbeing, working with the person experiencing mental ill-health and Community Managed Organisations and the role of the General Practitioner.</p> <p>eLearning Modules</p> <p>Read:</p>

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	<p>3. Optimise interventions that can monitor and improve the physical health of people accessing mental health services.</p>	<p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Create therapeutic partnerships with people experiencing mental ill health. • Recognise and respond to culturally diverse needs in the prevention of ill-health and the promotion of well-being. <p>Activity C: Collaborative care planning for physical health.</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Work collaboratively with the people experiencing mental ill-health, health professionals, non-government organisations (NGO's), families and carers. • Facilitate transitions of care across time and place. 	

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<p>4.8 Evidence Based Mental Health Practice - Building Your Therapeutic Toolbox</p>	<p>The Evidence based mental health practice- building your therapeutic toolbox is intended to assist you to engage with therapeutic practice and increase your knowledge of the range of therapeutic intervention available. It is also intended to assist you to increase the range of therapeutic interventions you are comfortable and competent to use in your practice.</p> <p>This learning unit is intended to support you to enhance your capability to consistently:</p> <ol style="list-style-type: none"> 1. Recognise therapies and interventions that can support and enhance other treatments in mental health care 2. Optimise person centred care using skills and strategies used in non-pharmacological and non-coercive practices 	<p>Activity A: Theory informs practice</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand the link between Trauma and mental health. • Understand the principles of recovery. • Develop practice that is informed principles of trauma informed person-centred recovery orientated care. <p>Activity B: Drawing on what already exists</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore existing therapeutic options in your place of work and surrounding services. • Understand the benefit of non-pharmacological interventions in mental health care. • Identify a therapy, tool or strategy you would like to add to your toolbox. 	<p>Video Resources</p> <p>Part 1: Building Your Therapeutic Toolbox.</p> <p>This video explores the concept of mindfulness, what are in individual's therapeutic toolbox, how to use a therapeutic toolbox and elements of therapy that can be used in a toolbox being taught to be a therapist.</p> <p>Part 2: Building Your Therapeutic Toolbox – a Demonstration.</p> <p>This video provides a demonstration of building a therapeutic toolbox.</p> <p>eLearning Modules</p> <p>MHPiP Pathway 1: Learning Unit 8: My Professional Development: My Role and My Vision</p> <p>MHPiP Pathway 2: Learning Unit 3: Trauma Informed Care.</p> <p>MHPiP Pathway 2: Learning Unit 4: Working with an Individual who has Experienced Trauma.</p> <p>MHPiP Pathway 2: Learning Unit 3: Trauma Informed Care</p> <p>Read:</p> <ul style="list-style-type: none"> • Hearing Voices Network • Uses for mindfulness in mental health • A national framework for recovery-oriented mental health services

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		<p>Activity C: Building your toolbox</p> <p>This activity intended to support you:</p> <ul style="list-style-type: none"> • Explore alternate treatment options for a mental illness and/or its symptoms. • Develop an education resource. • Engage in a conversation around treatment options with someone who is experiencing mental ill health. 	
<p>4.9 Evaluating Interventions and Individual Treatment</p>	<p>The Evaluating interventions and individual treatment learning unit is intended to increase your knowledge and skill in using evaluation treatment and using evaluation tools.</p> <p>This learning unit is intended to support you to enhance your capability to consistently:</p> <ol style="list-style-type: none"> 1. Develop a knowledge of nursing interventions and the positive impact of person-centred and individual treatment. 2. Optimise interventions and treatments that have been evaluated and support patient-centred care and outcomes 	<p>Activity A: Knowing your local tools for evaluating interventions</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Identify the tools for evaluating interventions supported in your team. • Consider when you may use the varying tools. <p>Activity B: Measuring and discussing progress in practice</p>	<p>Video Resources</p> <p>Part 1: Part 1: Evaluating Interventions and Individual Treatment.</p> <p>This video explores routine outcome measures, using measurement in clinical care with available tools, monitoring, goals and outcomes and how to recognise deterioration in care.</p> <p>Part 2: Evaluating Interventions and individual treatment: An Introduction.</p> <p>This video explores your role in evaluating outcomes of individuals and services.</p> <p>Part 3: Using K10 and HoNOS in Care.</p>

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		<p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Make meaningful use of tools used to evaluate progress. <p>Activity C: Identifying and responding to deterioration</p> <p>This activity intended to support you:</p> <ul style="list-style-type: none"> • Recognise and respond to deterioration in mental health deterioration. 	<p>This video explores the use of the K10 and HoNOS measurement tools in clinical practice</p> <p>Part 4: Discussing a Measure with the Consumer.</p> <p>This video provides a demonstration of discussing a measure with a person experiencing mental ill-health.</p> <p>eLearning Modules</p> <p>Read:</p> <ul style="list-style-type: none"> • AMHOCN Training and Resource Centre http://learning.amhocn.org. • McKay, R., & Coombs, T. (2012). An exploration of the ability of routine outcome measurement to represent clinically meaningful information regarding individual consumers. <i>Australasian Psychiatry</i>, 20(5), 433-437. • https://www.safetyandquality.gov.au/publications-and-resources/resource-library/national-consensus-statement-essential-elements-recognising-and-responding-deterioration-persons-mental-state

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4.10 Your Role in Improving Care- Introduction to Quality Improvement	<p>The Your role in improving care – introduction to quality improvement is intended to support you in exploring your role in quality improvement. It provides a basic introduction to the principles of quality improvement whilst providing opportunity to explore what quality improvement looks like in your workplace and what role you might play in it.</p> <p>This learning unit is intended to support you to enhance your capability to consistently:</p> <ol style="list-style-type: none"> 1. Recognise the impact of quality improvement on care, clinical leadership and time management to help career development. 2. Optimise relationships with colleagues in the workplace, profession and organisation 	<p>Activity A: Developing a focus on consumer safety, quality and reliability</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore the importance of Quality Improvement in mental health service delivery • Reflect upon your role in relation to the various aspects of safe quality care. • Identify improvement opportunities within the workplace. <p>Activity B: Understanding quality improvement in your workplace</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore your role in improving care through Quality Improvement activities in your workplace. <p>Activity C: Planning for quality improvement within the workplace</p> <p>This activity intended to support you:</p>	<p>Video Resources</p> <p>Part 1: Your Role in Improving Care - Introduction to Quality Improvement.</p> <p>This video explores how you can identify areas to improve and have a role in improving care, continuously reflect on practice, find opportunities for innovation and collaborate to improve care.</p> <p>eLearning Modules</p> <ul style="list-style-type: none"> • CEC - BriefBites: Safe Systems • An overview of quality improvement with Dr Mareeni Raymond • Introduction to Quality Improvement <p>Read:</p> <ul style="list-style-type: none"> • Measuring and improving the quality of mental health care: a global perspective • Healthcare Safety and Quality Capabilities: An Occupation-Specific Set for Healthcare Workers in NSW Health • National Practice Standards For The Mental Health Workforce, 2013 • Clinical Excellence Commission Quality Improvement Tools

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		<ul style="list-style-type: none"> Develop and plan for a quality improvement project that may be undertaken within your workplace. 	