Mental Health Toolkit

Preamble

Focus of the Experiential Learning Activity: Extension to Practice Practicum 4 NURS 3042 (ELA 4) (Mental Health Specialisation) clinical placement.

The ELA4 Mental Health Specialisation clinical placement has a focus on developing students’ understanding of the role and scope of practice of the Registered Nurse (RN) in acute Mental Health care and community Mental Health settings. Learning activities and experiences during the placement should therefore focus on identifying, through working with RNs and other staff, the clinical leadership role of an RN and how an RN ensures consumers receive expected standards of person centred care. In addition students should explore how RNs work with staff to ensure they meet the highest care standards and support them in professional development. During clinical placement, students will ensure they engage with all staff to learn:

- The RN role in working with consumers to undertake a comprehensive assessment to ensure a person centred care approach supports recovery when receiving Mental Health services.
- The RN role in collaborative care with the consumer, carers, relevant staff and service providers in the ongoing monitoring of the consumers health and well-being status. The RN role in documentation in the provision of Mental Health services to consumers including development and review of Mental State Assessment, Risk Assessment and Care planning.
- The RN role in communicating/liaising with the consumers families/significant others in the provision of person centred care that supports and is inclusive of the consumers identified outcomes.
- RN role in case coordination ensuring a person centred approach especially in the community and when planning transition from acute services.
- RN responsibilities in supervision of, and delegation to, enrolled nurses to ensure an effective, efficient functioning team in the provision of Mental Health services.
- The RN role in liaising with other health, social care and lifestyle professionals, including peer support workers in the provision of Mental Health services for consumers.
- The RN role in monitoring standards of care and ensuring best practice in the provision of Mental Health services for consumers including compulsory reporting requirements.

Learning Experiences students will engage with includes identification of the role of RNs and may include (but are not limited to):

- Understanding the importance of engaging and working with the consumer on their level.
- Learning the importance of consumers having choice and taking control of their own care.
- Undertaking and documenting consumer assessments including NOCC, Mental State Assessment and Risk Assessments.
- Deescalating skills and techniques.
- Participating in clinical huddles, clinical reviews, ward rounds and/or family meetings regarding consumer care.
- Attending policy development/review meetings to explore the contribution of nurses and their leadership role.
- Observing activities related to incident reporting documentation, monitoring and follow up.
- Participating in quality improvement activities.
• Meeting with other discipline staff and peer support workers to understand their specific roles.
• Medication management in acute care and or community settings, including oral, injectable and Depot medications.

The student activities are based on the Stripling Model of Inquiry Based Learning (IBL).


CONNECT
Students will connect to previous knowledge from the pre-clinical workshop and the course Nursing Context of Practice workshops to gain background and context.

QUESTION
Student will develop questions; make predictions, hypotheses about practice they do not know about.

INVESTIGATE
(Includes activities)
Students will find and evaluate information to answer questions for knowledge deficits; think about information to illuminate new questions. For example have a discussion with a person who has a lived experience about what recovery looks like for them.

DEBRIEF
(Includes construct, express and reflect)
Student will construct new understandings from new information/investigations and assessments to add to previous knowledge end create new understanding. Draw conclusions.
**From the Stripling IBL Model:**

<table>
<thead>
<tr>
<th>CONNECT</th>
<th>Focus of Activity for the Student Professional Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will connect to previous knowledge from the pre-clinical workshop and the course <em>Nursing Context of Practice NURS 3045</em> workshops to gain background and context.</td>
<td><strong>Purpose:</strong> Students will explore concepts of professional communication in the context of working with consumers who may communicate in challenging ways.</td>
</tr>
</tbody>
</table>

**QUESTION**

Student will develop questions about things they don’t know about consumer driven care in mental health and the RN role, make predictions and hypotheses about what they might find.

**INVESTIGATE**

(includes activities)

Student will find and evaluate information to answer questions; think about information to illuminate new questions.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Consider your current knowledge, previous experiences and past clinical placements in relation to communication with consumers who may have a mental health problem;</strong></td>
<td><strong>The expectation is that communication should always be respectful and inclusive, therefore;</strong></td>
</tr>
<tr>
<td>• Read and consider the Australian College of Mental health nurse standards – <a href="http://www.acmhn.org/publications/standards-of-practice">http://www.acmhn.org/publications/standards-of-practice</a></td>
<td>• How do RNs deal with poor behaviour by staff or families in relation to stigmatisation of mental health?</td>
</tr>
<tr>
<td>• Consider your communication style using the following quiz – <a href="http://www.newlineideas.com/communication-style-quiz.html">http://www.newlineideas.com/communication-style-quiz.html</a></td>
<td>• How do RN’s challenge other’s behaviour that does not fit within acceptable standards?</td>
</tr>
<tr>
<td>• Seek out some resources on de-escalation techniques and how to manage challenging behaviour</td>
<td>• What is your communication style, how will this best work with working with mental health consumers?</td>
</tr>
</tbody>
</table>

**INVESTIGATE**

(includes activities)

- Listen to the language used by people around you in relation to mental health stigmatisation
- Watch the following YouTube clips by consumers of mental health
  - [https://www.youtube.com/watch?v=3lrk2dWgwdg](https://www.youtube.com/watch?v=3lrk2dWgwdg)
  - [https://www.youtube.com/watch?v=f6CILJA110Y](https://www.youtube.com/watch?v=f6CILJA110Y)
- Connect with a peer worker within your setting and discuss their role and how they communicate with consumers
- This podcast episode features Geoff, who works as a peer specialist in acute care in a major mental health hospital in Adelaide. Geoff speaks about his own journey towards peer work, and how both his story and passion for arts has informed the recovery groups he runs with consumers. **Listen to the episode [mp3, 22.8MB]**
- Watch the Brene Brown video re empathy - [https://www.youtube.com/watch?v=1Eywgu369Jw](https://www.youtube.com/watch?v=1Eywgu369Jw)
- Practice your communication beginning and closing a communication as 3 role plays with a member of staff playing a person with different communication styles.
- Phatic chat article about talking to Mental Health consumers (pdf attached in email).
Take some time to personally reflect on your ability to communicate with mental health consumers your communication style when communicating with mental health consumers and your own attitudes and belief toward mental health.

| SITUATION | What was I trying to achieve?  
| What did I respond/react as I did?  
| What were the consequences or outcomes for the consumer, others and me?  
| How was the consumer/others feeling?  
| How do I know how they were feeling? |
| PHYSICAL | How did I feel in this situation?  
| What internal factors were affecting me? E.g. Nervousness, |
| ME | Did my actions match with my own beliefs? If yes - how? If no – why not?  
| What are my own beliefs in relation to this situation? |
| KNOWLEDGE BASE | What knowledge did or should have informed me? |
| REFLEXIVITY | How does this connect with previous experience?  
| Could I have managed this situation better? How?  
| What would be the consequences of alternative action for the consumer, others or myself?  
| How do I feel about the experience?  
| Can I support others and myself better as a consequence of this?  
| Has this incident changed my ways of knowing? |


Notes for Venues/CF

- Students can be encouraged to keep a personal journal to record their personal reflections and learnings.
- Assist students with identification of suitable peer workers to meet with and discuss their role.
- If needed, assist student with consent from resident/family.
- Role model three consumers with different communication styles so the student may practice their communication (beginning and closing conversations).
- Offer constructive feedback re the role plays.
- Assist student to have access to CBIS or CME to look at MSE and Risk assessment criteria.
### Focus of Activity for the Student

#### Consumers – Recovery and Advance Statements

**Purpose:** Students will explore concepts of recovery and what this means to the consumer and their carers or significant others in their life.

**CONNECT**
When caring for a mental health consumer it is important to consider the uniqueness of the individual, and that hope and optimism is communicated at every level of service delivery with all people, where self-care, self-management and education are emphasised.

**QUESTION**
Student to develop questions; make predictions, hypothesis.
- How has mental health care changed over the past two centuries?
- How is power-over different to power-with?
- What is recovery? What is it not?
- How do nurses contribute to the recovery process?
- What are the consumer’s perspectives on partnership with nurses?

**INVESTIGATE** (includes activities)
Student will find and evaluate information to answer questions; think about information to illuminate new questions.
- Aside from mental illness, what factors or events are people recovering from in their lives?
- Interview two consumer and assess what made a personal difference for them in their recovery.
- How do nurses encourage consumers to be involved at every level of decision making?
- Does this happen in your workplace? – If not how can Recovery concepts be incorporated?
- Watch the following YouTube on the Mind Recovery college [https://www.youtube.com/watch?v=FISJePnuaAE#t=28](https://www.youtube.com/watch?v=FISJePnuaAE#t=28)
- Watch the following YouTube videos on The Tidal Model - by Dr Phil Barker [https://www.youtube.com/watch?v=SoyYS7ogg0Y](https://www.youtube.com/watch?v=SoyYS7ogg0Y) [https://www.youtube.com/watch?v=0b5QNfD3X9Y](https://www.youtube.com/watch?v=0b5QNfD3X9Y)

**DEBRIEF** (includes construct, express and reflect)
Student will construct new understandings from new information/to add to previous knowledge and create new understanding. Draw conclusions.
- Take some time to personally reflect on your ability to communicate with mental health consumers, your communication style when communicating with mental health consumers and your own attitudes and belief toward mental health.
  - What areas of communication or with particular consumers were difficult for you?
  - What areas of your communication approach need further development?
  - How are your own attitudes and beliefs influencing your communication approach?

**Notes for Venues/CF**
Assist with identification of suitable consumers that the student nurse can review and assess. If needed assist student with access to consumers. Direct students to activities that discuss recovery and consumers understanding. Develop a keeping myself well advance plan with the consumer and carer prior to transition. Assist the student with the discussion if appropriate.
<table>
<thead>
<tr>
<th>From the Stripling IBL Model:</th>
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<tbody>
<tr>
<td><strong>Focus of Activity for the Student</strong></td>
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<tr>
<td><strong>Therapeutic Relationships and Professional Boundaries</strong></td>
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<tr>
<td><strong>Purpose:</strong> Students will explore concepts of therapeutic relationships and professional boundaries in the mental health context.</td>
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</tbody>
</table>

| CONNECT |
| Student will connect to previous knowledge from the pre-clinical workshop and the course *Nursing Context of Practice* workshops to gain background and context. |
| • How do Mental Health nurse’s work in a therapeutic way? |
| • Is the RN therapeutic approach different between a mental health setting and general health setting? |
| • What is the role of other organisations in the care of the consumer with mental health issues? |
| • What are some of the current counselling/therapeutic models utilised in Australia? |
| • Watch the following YouTube videos on professional boundaries [https://www.youtube.com/watch?v=LirG9tc88Ms&list=PLxdOP8vuQhz9sHogs9w_byAz-BhMeqwi1&index=1](https://www.youtube.com/watch?v=LirG9tc88Ms&list=PLxdOP8vuQhz9sHogs9w_byAz-BhMeqwi1&index=1)  
[https://www.youtube.com/watch?v=gOHhCUWc0hw](https://www.youtube.com/watch?v=gOHhCUWc0hw) |
| • Think about what are some of the key issues that you consider are important when establishing and maintaining the professional boundary as a Nurse, especially when working in mental health |

| QUESTION |
| Student to develop questions; make predictions, hypothesis. |
| • What do you understand by professional boundaries for yourself, and how is self-disclosure related to this? |
| • What do mental health nurses do? |
| • What therapeutic interventions or resources are available |
| • Why would you use them? |

| INVESTIGATE |
| (includes activities) |
| Student will find and evaluate information to answer questions; think about information to illuminate new questions. |
| Look up nursing models of therapeutic interventions or journal articles about what current therapeutic interventions mental health nurses are using in contemporary health settings, for example; |
| • Mindfulness, Solution focused brief intervention, Motivational interviewing or Cognitive Behavioural Therapy |
| • Read the 5 page summary to Egan’s Solution focused approach to counselling [http://mystrongfamily.co.uk/downloads/PDFs/SFP-EasyIntroToEgan.pdf](http://mystrongfamily.co.uk/downloads/PDFs/SFP-EasyIntroToEgan.pdf) |
| • Present your findings of the investigation to the team |
| • Co-facilitate or lead a form of therapeutic intervention (e.g. group work) with a consumers |
| • Observe a series of counselling / therapeutic engagement sessions with three consumers |
| • Observe the journey of a mental health consumer (e.g. initial assessment, therapeutic intervention and closure). |
**DEBRIEF**  
(includes *construct, express and reflect*)  
Student will construct new understandings from new information/investigations and assessments to add to previous knowledge and create new understanding. Draw conclusions.

Reflect on the impact of the therapeutic interventions with the mental health consumers’ journey that you have observed.

- What were the critical points in the journey?
- What were the key interventions?
- Where there any missed opportunities for intervention?
- How does the Mental Health system help or hinder consumers’ recovery?
- What can be learned from your conclusions?

**Notes for Venues/CF**

- Assist with identification of suitable consumers that the student can learn more about in terms of their recovery.
- Unless the student knows the consumer reasonably well it is quite unlikely that they will freely discuss their mental health journey. It may be helpful for this activity if the student interacts with the consumer over a period of time to build a relationship, rapport and trust, and once established then have a more in depth discussion if the consumer consents and is able to discuss their journey.
- Assist the student with the discussion if appropriate.
### From the Stripling IBL Model:

| CONNECT | When caring for mental health consumers it is important to be aware of possible changes in thinking, function and behaviour. This section has been designed to provide students with some advanced assessment and screening tools to measure changes in mental state, function and behaviour as well as identifying the level of risk for a consumer. Research the following screening tools that are available, please note some tools may not be culturally appropriate:  
| | - MSE  
| | - Risk assessment  
| | - MMSE  
| | - Adult NOCC or Paediatric NOCC  
| | - Comprehensive assessment – See CBIS or CME or EPAS  
| | - K 10  
| | Ask your clinical facilitator about other screening tools that might be available especially when working with first nation peoples.  
| | - What is a mental state examination (MSE)? Looking, listening and asking or where to start and what to ask?  
| | - How is this different to a mini mental state examination (MMSE)?  
| | - When should an MSE be completed?  
| | - What is a risk assessment?  
| | - What are the interventions for low, medium or high risk?  
| QUESTION | Student to develop questions; make predictions, hypothesis.  
| INVESTIGATE (includes activities) | Student will find and evaluate information to answer questions; think about information to illuminate new questions. Learn more about assessment in mental health settings, watch the following YouTube videos and your findings with Clinical Facilitator;  
| | - [https://www.youtube.com/watch?v=fLXfDepZ-o0](https://www.youtube.com/watch?v=fLXfDepZ-o0)  
| | - [https://www.youtube.com/watch?v=WdC3nhxA66U](https://www.youtube.com/watch?v=WdC3nhxA66U)  
| | - [https://www.youtube.com/watch?v=dv5o_n_MR2s](https://www.youtube.com/watch?v=dv5o_n_MR2s)  

### Focus of Activity for the Student

**Clinical Assessment**

**Purpose:** Students will gain opportunities to become familiar with and gain some level of confidence using the various assessment tools used in contemporary mental health settings.
**DEBRIEF**  
(includes *construct, express and reflect*)  
Student will construct new understandings from new information/investigations and assessments to add to previous knowledge and create new understanding. Draw conclusions.

| Reflect on the usefulness of these clinical assessment tools with the mental health consumers;  
| • What other assessment or screening tools are available or regularly used to assess changes in mental health and functioning in the setting you are currently working in?  
| • Reflect on the use of these tools and the ones outlined above.  
| • How useful are they in identifying changes in mental health, level of functioning or identifying risk factors?  
| • Are they used appropriately, and often enough?  
| • Are there any recommendations that you would make in the use of these assessment tools? |

**Notes for Venues/ CF**  
Assist with identification of suitable consumers that the student nurse can review and assess. Students can easily complete assessments by watching other RN’s complete assessments and then learn from the RN in the documentation of conversations. Nursing staff to assist the student with their assessment and formulation of discussion and possible access to CBIS.
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<tbody>
<tr>
<td><strong>The Physical Health of People with Mental Illness</strong></td>
<td><strong>Purpose:</strong> Students will become familiar with the high risk factors for comorbidities in this cohort of consumers and will become familiar with appropriate assessment and screening tools.</td>
</tr>
<tr>
<td><strong>CONNECTION</strong></td>
<td>When caring for mental health consumers it is important to be aware of possible comorbidity health concerns. This section has been designed to provide students with some advanced assessment and screening tools to measure possible physical changes and risk factors that a consumer might be exposed to.</td>
</tr>
<tr>
<td>Student will connect to previous knowledge from the pre-clinical workshop and the course <em>Nursing Context of Practice</em> workshops to gain background and context.</td>
<td></td>
</tr>
</tbody>
</table>

**QUESTION**  
Student to develop questions; make predictions, hypothesis.  

  - What are the risk factors affecting the health of mental health consumers?  
  - How serious are these risks and how are they balanced currently based on your observations on placement?  
  - What role do mental health nurses have in reducing the risk factors?  
  - What impact does medication have on cardio-metabolic risks?  
  - Is there a gap in physical health care delivery to people with enduring mental illness and do you think stigma is involved?  
  - No health without mental health: Consider the link between chronic disease and mental illness  
  - Many physical health conditions increase the risk of mental illness, while poor mental health is known to increase the risk of diseases such as heart disease, stroke and cancer. Comorbidity of physical illness and mental health issues impacts on whether people seek help, diagnosis and treatment, and impacts on their physical and mental recovery. Good mental health is a protective factor in prevention and self-management of chronic disease.  
  - To address the issue of unacceptably poorer health outcomes of people with chronic disease and the associated mental illnesses, nurses and midwives need to have the knowledge and skills to identify manage and refer their patients. As such, the Australian College of Mental Health Nurses has released a series of online resources aimed at improving the knowledge and skills of nurses to identify and manage mental health conditions associated with chronic disease. NON-ACMHN MEMBERS, click the link below to access this content;  
  |
| INVESTIGATE  
(includes activities)  
Student will find and evaluate information to answer questions; think about information to illuminate new questions. | Investigate the use of the following Comorbidity Assessment Measures. Discuss with your clinical facilitator the use of these tools and identify a possible consumer that you can interview using one of the clinical assessment tools;  
**Physical health assessment**  
**Alcohol and other drugs assessment**  
|---|---|
| DEBRIEF  
(includes *construct, express and reflect*)  
Student will construct new understandings from new information/investigations and assessments to add to previous knowledge and create new understanding. Draw conclusions. |  
- What other assessment or screening tools are available or regularly used to assess changes in physical health and functioning in the setting you are currently working in?  
- Reflect on the use of these tools and the ones outlined above.  
- How useful are they in identifying changes in physical health or identifying risk factors?  
- Are they used appropriately, and often enough?  
- Are there any recommendations that you would make in the use of these screening and assessment tools? |
| Notes for Venues/CF | Assist with identification of suitable consumers that the student nurse can review and assess. If needed assist student with access to consumers.  
- Unless the student knows the consumer reasonably well it is quite unlikely that they will freely discuss their mental health journey. It may be helpful for this activity if the student interacts with the consumer over a period of time to build a relationship, rapport and trust, and once established then have a more in depth discussion if the consumer consents and is able to discuss their journey.  
- Assist the student with the discussion if appropriate. |
From the Stripling IBL Model:

Focus of Activity for the Student

**Dual Diagnosis – Mental Illness and Substance Misuse**

**Purpose:** Students will become familiar with the high risk factors for comorbidities in this cohort of consumers and will become familiar with appropriate assessment and screening tools.

**CONNECT**

Student will connect to previous knowledge from the pre-clinical workshop and the course *Nursing Context of Practice* workshops to gain background and context.

When caring for mental health consumers it is important to be aware of possible comorbidity health concerns. This section has been designed to provide students with some advanced assessment and screening tools.

**QUESTION**

Student to develop questions; make predictions, hypothesis.

- Which came first the mental illness or the substance misuse?
- Why do people with mental illness use substances?
- What are the rates of cigarette smoking in people with mental illness?
- Does the organisation you have placement in have a no smoking policy?
- What strategies are discussed with consumers to reduce or quit smoking? How effective are they?
- Do you have suggestions on how to improve the quit rate of cigarettes?
- What is the danger with substance intoxication, and withdrawal syndromes?
- How do you measure that?
- What treatment is offered?

**INVESTIGATE**

(includes activities)

Student will find and evaluate information to answer questions; think about information to illuminate new questions.

Investigate the use of the following Comorbidity Assessment Measures. Discuss with your clinical facilitator the use of these tools and identify a possible consumer that you can interview using one of the clinical assessment tools’

**Alcohol and other drugs assessment**

| **DEBRIEF**  
 incluseds *construct, express and reflect*  
 Student will construct new understandings from new information/investigations and assessments to add to previous knowledge and create new understanding. Draw conclusions. |
|---|
| • What other assessment or screening tools are available or regularly used to assess the misuse of substances in the setting you are currently working in?  
 • Reflect on the use of these tools and the ones outlined above.  
 • How often are they used?  
 • Do you think they need to be used more or less frequently? |

| **Notes for Venues/CF**  
 Assist with identification of suitable consumers that the student nurse can review and assess. If needed assist student with access to consumers.  
 • Students would benefit from completing or discussing alcohol withdrawal scale (AWS) and associated therapeutic interventions based on the newly revised SA Health protocol.  
 • Assist the student with the discussion if appropriate. |
APPENDIX 1

INQUIRY BASED LEARNING

CONNECT
Connect to self, previous knowledge
Gain background and context

QUESTION
Develop questions
Make predictions, hypothesis

INVESTIGATE
Find and evaluate information to answer questions, test hypotheses.
Think about information to illustrate new questions and hypotheses

CONSTRUCT
Construct new understandings connected to previous knowledge
Draw conclusions about questions and hypotheses

REFLECT
Reflect on own learning. Ask new questions.

EXPRESS
Apply understandings to a new context, new situation
Express new ideas to share learning with others

University of South Australia

REFERENCE LIST