

Mental Health Pathways in Practice Learning Unit Content Summary

Pathway 1: Professional and Ethical Practice		Aim: To promote consistent demonstration of and commitment to professional values that support and enable effective ethical and legal practice.	
Learning Unit	Content Summary	Work-based Learning Activities	Online Resources
1. My Professional Values	<p>Healthcare professionals need to develop and enhance their self-awareness and awareness of their own values from a personal and professional context, reflect on these understand how these inform and affect practice, professional relationships and interactions. This is highly significant for mental healthcare professionals whose work is predominantly interpersonal, where the way staff conduct themselves and make decisions can have a direct impact on the person with lived experience and their carer's/family's recovery and care outcomes.</p> <p>This Learning Unit explores:</p> <ul style="list-style-type: none"> • How personal and professional values influence how we work with others • The interrelationship between personal, professional, team and organisational values. • Respecting the values and beliefs of others • How other's values may differ and influence your professional interpersonal relationships • Shared values that guide mental health practice. 	<p>Activity A: Balancing and aligning values with mental health practice</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore values in a personal and professional context • Explore your values and how these relate to your practice. <p>Activity B: Respecting the values and beliefs of persons with lived experience</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Understand another person's values • Explore shared values in your approach to care. <p>Activity C: Shared values in collaborative mental health practice</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore your values, role and scope of practice • Explore shared values. 	<p>Video Resources</p> <p>Part 1. My Professional Values</p> <p>This video explores personal and professional values and how these are inter-related and balanced in practice.</p> <p>Part 2. Professional Boundaries</p> <p>This video explores differentiating between boundaries and limits and strategies for setting boundaries in person centred care.</p>
2. My Ethical Practice	<p>As a mental health professional, ethics is concerned with the moral duty and obligations that are essentially considered 'right' or 'good' based on principles that guide our actions at both a personal and professional level (Barker, 2011).</p> <p>This Learning Unit explores:</p>	<p>Activity A: Working Ethically</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Develop your awareness of the breadth of activities in mental health care impacted upon by of ethical considerations. 	<p>Video Resources</p> <p>Part 1. The fundamentals of ethics</p> <p>This video explores moral versus ethical decisions, ethical principles, ethical tensions and</p>

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	<ul style="list-style-type: none"> The ethical principles relevant to practice standards and relevant codes of conduct within clinical practice. Ethical decision making - personal accountability, responsibility and ownership for practice decisions, actions and outcomes. 	<ul style="list-style-type: none"> Ensure you are aware of frameworks and reference points guiding and defining ethical practice in your role. Reflect upon elements of practice in your own workplace through the lens of ethics. <p>Activity B: Ethical decision making</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Revise the principles of ethical decision making. Recognise the prevalence of ethical dilemmas in mental health practice. Develop approaches to responding to ethical dilemmas. <p>Activity C: Maintaining professional boundaries</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Increase your understanding of safe and professional boundaries. Observe how staff avoid boundary crossings. Reflect on how you can build up your strategies for avoiding interpersonal boundary violations, and how you may assist others do the same. 	<p>challenges in practice and ethical decision making</p> <p>Part 2. Ethics in practice</p> <p>This video explores ethical dilemmas (risk) and ethical conflicts in practice</p> <p>Part 3. Reflections on ethical practice</p> <p>This video explores various healthcare professionals' reflections on ethical practice.</p>
3. My Legal Responsibilities	Working in mental healthcare settings requires both knowledge of your role in maintaining individual's rights and fulfilling responsibilities at times that restrict these rights. Every clinician needs to be able to recognise and respond to the dilemmas that arise.	<p>Activity A: Protecting legal rights and consent</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Improve your capability to assess and support the capacity of individuals to consent to 	<p>Video Resources</p> <p>Part 1. Why do we have a Mental Health Act?</p> <p>This video explores why the Mental Health Act, what it aims</p>

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	<p>This learning unit explores:</p> <ul style="list-style-type: none"> Supporting and assisting persons with lived experience using services to exercise their legal rights within the context of the relevant legislative frameworks and within the clinician's individual's scope of practice. Increasing your awareness of key legislative frameworks and how to access them. Obtaining practice support where there is the potential for ethico-legal issues/dilemmas. 	<p>different activities relevant to your role and workplace.</p> <p>Activity B: How do I work with 'least restrictive care'?</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Improve your understanding of least restrictive care. Explore dilemmas that may arise in applying the principles of least restrictive care within your workplace. Clarify how to discuss concerns that care is not consistent with least restrictive principles. <p>Activity C: Your role and legal responsibilities</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Develop an approach to clarify your legal responsibilities in your current, and future roles and workplaces. Identify your role in relationship to the Mental Health Act, and any additional consent related law in your current area of practice. Develop the knowledge and skills required to fulfil your roles in consent related law in your current role. Know how to extend your skills and capabilities when required in current or future roles. 	<p>to achieve and the principles for providing mental health care.</p> <p>Part 2. Who is the Mental Health Act for?</p> <p>This video explores who the Mental Health Act might be applied to and in what circumstances. It also covers those from whom the Mental Health Act may not be applied.</p> <p>Part 3. Who is for the Mental Health Act intent?</p> <p>This video explores the objectives and purpose of the Mental Health Act and what it is intended to achieve.</p> <p>Guardianship Video 1 – NSW Civil and Administrative Tribunal</p> <p>This video describes the purpose and procedure for a Guardianship Tribunal hearing and what information a decision for guardianship requires to support the decision-making process.</p> <p>Guardianship Video 2 – Office of the Public Guardian</p> <p>This video explores the role and functions of the Public Guardian.</p>

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			<p>eLearning Modules</p> <p>Key Changes to the Mental Health Act 2007 (4 Modules) Course Code 146320804</p> <p>Module 1 – Changes to the Act that place a greater emphasis on recovery.</p> <p>Module 2 – Changes to the Act impacting on care and treatment.</p> <p>Module 3 – Changes to the Act for carers and Community Treatment Orders.</p> <p>Module 4 – Changes to the Act around assessment and voluntary/involuntary patients.</p>
4. Advocacy	<p>A core element of mental health practice is knowing how and when to advocate with, or for, the person with lived experience and their family; and when to assist them to access others to advocate for them.</p> <p>This learning unit explores:</p> <ul style="list-style-type: none"> Supporting people with lived experience to exercise their rights and make decisions about their mental health, well-being and lives. Facilitating pathways for people with lived experience, their families and carers to contact peer advocates and consultants. 	<p>Activity A: Advocating for and with the person</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Reflect upon how you may improve your advocacy for consumers and carers. Work with a person or their carer in advocacy within care planning. <p>Activity B: Enabling the person to advocate</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Improve your ability to support individuals to access independent advocacy. 	<p>Video Resources</p> <p>Part 1 – The fundamentals of advocacy</p> <p>This video explores what advocacy is and is not and why advocacy is important and introduces advanced care planning and wellness plans.</p> <p>Part 2 – How to advocate within different contexts</p> <p>This video explores the use of advanced care plans and wellness plans to support</p>

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	<ul style="list-style-type: none"> Using advocacy to support each person in maintaining hope and optimism. 	<p>Activity C: Working with families or peer workers as advocates</p> <p>This activity is intended to support you to explore:</p> <ul style="list-style-type: none"> The roles of families and of peer workers in advocacy where you work. Ways to work most effectively with both families and peer workers when they act as advocates. 	<p>advocacy and advocacy at different stages of care.</p> <p>Part 3 – How to advocate within a team</p> <p>This video explores the use of effective communication skills when advocating and what advocacy may look like in team practice.</p>
5. Partnership and Collaboration	<p>Partnership and collaboration are core elements of mental health practice.</p> <p>This learning unit explores:</p> <ul style="list-style-type: none"> Promoting and facilitating family and carer involvement as key partners in care. Respecting and working with each person accessing the service as a valued partner in care. 	<p>Activity A: Carer identification, awareness and information provision</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Use strategies to identify carers and other supporters of the person who is a consumer of the service. Increase your awareness of the range of roles and priorities carers and families may have. Identify and discuss local supports available for carers and families. 	<p>Video Resources</p> <p>Part 1 – an overview</p> <p>This video explores what partnership and collaboration is and how to work most effectively with people with lived experience, their families and carers.</p> <p>Part 2 – risks and challenges</p> <p>This video explores at what stages of care you involve people with lived experience, their families and carers and what are the most effective partnership and collaboration strategies.</p>
6. Self-management	<p>Mental health practice is founded on interpersonal work. It involves regular interpersonal interactions with others, including persons with lived experience, carers/families and colleagues, and “therapeutic use of self to form and maintain professional and</p>	<p>Activity A: Self-regulation</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> Explore self-regulation 	<p>Video Resources</p> <p>Part 1 - Self-awareness</p> <p>This video explores the concept of self-awareness and</p>

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	<p>therapeutic relationships” (Edward et al., 2017, p. 267; Wosket, 2017). Mental health professionals need to self-manage and regulate emotional and behavioural responses in order to remain present, deliver therapeutic care, and maintain safe professional boundaries in all interactions.</p> <p>This learning unit explores:</p> <ul style="list-style-type: none"> • Self-regulation • Personal and professional well-being • Stress and its impacts to well-being and practice. 	<ul style="list-style-type: none"> • Develop strategies and identify workplace supports to strengthen and enhance your self-management in the workplace. <p>Activity B: Personal and professional well-being This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore personal and professional well-being. • Develop strategies and plans to enhance your personal and professional well-being. <p>Activity C: Stress and its impacts to well-being and practice This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore your feelings and response to stress in the workplace • Developing strategies to prevent and manage stress. 	<p>recognising and managing behavioural triggers during practice.</p> <p>Part 2 - Self-awareness during communication This video explores self-awareness strategies during communication and strategies to re-establish rapport if communication breaks down.</p> <p>Part 3 - Emotional regulation in challenging situations This video explores strategies to self-manage in challenging situations.</p> <p>Part 4 – Self-care This video explores the importance of self-care, how self-care impacts on the therapeutic relationship and maintaining well-being.</p>
7. Privacy and Dignity	<p>Privacy and dignity are a key part of person-centred care. Person-centred care “is care that is respectful of, and responds to the preferences, needs, and values of consumers” (South Australia Health, 2014, p. 2). Effective person centred “care supports people to develop the knowledge, skills and confidence people need to more effectively manage and make informed decision about their own health and health care. Crucially it ensures that people are always</p>	<p>Activity A: Dignity from first contact This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Identify the resources available in your workplace for consumers and carers to support their privacy and dignity. • Maximise support of dignity and privacy of consumers and family at first point of contact with the service. 	<p>Video Resources</p> <p>Part 1 - Dignity in Health Care This video explores what dignity is and the importance of maintaining consumer dignity when providing healthcare.</p>

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	<p>treated with dignity and respect” (The Health Foundation, 2016, p. 3).</p> <p>This learning unit explores:</p> <ul style="list-style-type: none"> • Promoting and facilitating care that supports people using services to maintain their dignity, privacy and to exercise their human rights. • Increasing awareness of key legislative frameworks related to privacy and how to access them. • Promoting and facilitating care that includes the involvement of others while maintaining the privacy of people using services. 	<ul style="list-style-type: none"> • Reflect on the lessons from activities for ongoing support of the privacy and dignity of consumers and carers/family. <p>Activity B: Promoting rights to privacy and dignity</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Enhance your awareness of factors that can impede dignity within your workplace. • Identify actions you can take to enhance the dignity of people with lived experience within your workplace. <p>Activity C: Dilemmas in maintaining privacy</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Explore Any additional guidance your workplace may have for maintaining privacy of consumer information. • Identify and explore common potential dilemmas when promoting privacy within mental health such as involving others while maintaining the privacy of the person using the services. 	<p>Part 2 - Dignity in Health Care</p> <p>This video explores the importance of actively engaging with consumers and identifies some strategies for maximising choice and retaining dignity for consumers.</p> <p>Part 3 - Privacy in Health Care</p> <p>This video explores the right to privacy, legal responsibilities and impacts on privacy, examples of personal health information disclosure and strategies for supporting consumers, carers and family’s rights to privacy and dignity.</p> <p>eLearning Modules</p> <p>Privacy Module 1 - Know Your Boundaries (39966648)</p> <p>Privacy Module 2 - Handling Personal Information and Personal Health Information (COM938)</p>
8. My Professional Development – My Role and My Vision	<p>The healthcare environment requires health professionals to develop their own professional identity while implementing evidence-based outcomes in conjunction with developing, supporting, and assisting colleagues in the delivery of quality and safe consumer care (Westphal, 2012, as cited in McGarity & Monahan, 2020, p. 1).</p>	<p>Activity A: Expanding your use of reflective practice to assist you to recognise areas of improvement</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Recognise opportunities to improve your professional development 	<p>Video Resources</p> <p>Part 1 – Professional Development</p> <p>This video explores the purpose of professional development, the concept of life-long learning</p>

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	<p>This learning unit explores:</p> <ul style="list-style-type: none"> • Committing to continuing professional development and lifelong learning consistent with personal and professional values. • Developing, monitoring and evaluating professional development plans that build upon strengths. • Seeking opportunities for professional feedback that is specific, sensitive, and non-judgmental. 	<ul style="list-style-type: none"> • Exploring modes of reflection that may assist you in professional development. <p>Activity B: Planning for Professional Development and Performance Development Reviews (PDR)</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Enhance your preparation and planning for professional development and performance development reviews • Explore professional development opportunities related to current and future professional roles. • Plan and monitor your professional development and growth. 	<p>and the breadth of mental health practice.</p> <p>Part 2 - Professional Growth</p> <p>This video features mental health professionals discussing their professional development journeys.</p> <p>Part 3 – Reflective Practice</p> <p>This video explores what reflective practice is and the situations where it can be used to support professional development.</p>
<p>9. Developing Professionally with Others</p>	<p>The best outcomes for people accessing mental health services can only be achieved when those working in services recognise the value and opportunities in learning with other professionals.</p> <p>This learning unit explores:</p> <ul style="list-style-type: none"> • Contributing to the education and development of others, as appropriate to own role and level of experience. • Recognising and using opportunities to collaboratively improve practice. • Offering feedback to others that is specific, sensitive, and non-judgmental. • Recognising value and opportunities in learning with other professionals. 	<p>Activity A: Identifying who you can learn from in your teams and for what purpose</p> <p>This activity is intended to support you to:</p> <ul style="list-style-type: none"> • Identify opportunities to learn from others in the teams you work with. • Explore the benefits of learning from, and contributing to the development of, others in the teams you work with. • Explore enablers and barriers to such development. <p>Activity B: Learning collaboratively with your colleagues in the workplace</p> <p>This activity is intended to support you to:</p>	<p>Video Resources</p> <p>Part 1 - Developing Professionally with Others</p> <p>This video explores collaborative learning, role models in practice and giving and receiving feedback.</p>

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		<ul style="list-style-type: none"> Identify commonalities and differences in professional development needs of colleagues in your workplace. Provide feedback that is specific, sensitive and non-judgmental within or across professions. <p>Activity C: Peer review and feedback This activity is intended to support you to:</p> <ul style="list-style-type: none"> Explore the opportunities for formal and informal peer review within your workplace. Improve your use of feedback. 	
10.Promoting Recovery and Hope	<p>At the centre of recovery-oriented care is the role of every mental health clinician in providing hope to those with whom they work. Recovery is central to contemporary mental health practice and policy, and yet difficult for many to conceptualise or relate to their practice.</p> <p>This learning unit explores:</p> <ul style="list-style-type: none"> How recovery is relevant to your setting and role. How to apply core elements of recovery-oriented practice within your setting and role. 	<p>Activity A: Understanding recovery This activity is intended to support you to:</p> <ul style="list-style-type: none"> Explore how to work with different understandings of recovery. Explore the nature and impact of power differentials in your workplace. Reflect upon the impact of these different understandings on your role and actions. <p>Activity B: Recovery oriented practice each day This activity is intended to support you to:</p> <ul style="list-style-type: none"> Identify actions you can take within your current role and workplace to support recovery in both care planning and other interactions. <p>Activity C: Maximising hope and reducing stigma This activity is intended to support you to:</p>	<p>Video Resources</p> <p>Jenna's Story of personal recovery This video features the personal recovery of a person with lived experience.</p> <p>Part 1 - Promoting Recovery This video explores what is meant by Recovery in mental health practice and the differences between personal and clinical recovery.</p> <p>Part 2 - Promoting Recovery This video explores a framework that supports recovery-oriented practice</p> <p>Part 1 – Promoting Hope</p>

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		<ul style="list-style-type: none"> • Improve recognition of stigma and self-stigma in your workplace. • Reflect on the impact of language upon hope and stigma. • Explore how to better support hope in people with lived experience. 	<p>This video explores how hope can support a consumer's recovery journey and includes consumers' experiences of hope</p> <p>Part 2 – Promoting Hope</p> <p>This video explores a consumer's experiences of when hope is limited and how clinicians can impact hope.</p>