Participant's manual

Community mental health nurse – transition to speciality practice competency framework

Participant's manual

Community mental health nurse – transition to speciality practice competency framework

Where the term 'Aboriginal' is used it refers to both Aboriginal and Torres Strait Islander people. Indigenous is retained when it is part of the title of a report, program or quotation.

Contents

Introduction to this learning package

Welcome to this mental health nursing transition to speciality practice competency framework. This 12-month learning package is structured into domains. Best practice principles underpin all domains. Each domain has a learning outcome and learning activities followed by questions. These questions are designed to encourage exploration and reflection. They are questions you can consider with a mentor, clinical educator, clinical supervisor or other colleague. They may also be used for assessment purposes. Following each domain, consider if the activities met your learning needs. If further learning is required, consider how you would like to achieve this.

Occupational health and safety

Safe work practices are essential and shaped by an understanding of the context in which care is provided. Transition to speciality practice mental health nurses need to be familiar with community policies and guidelines pertaining to home visits, aggression management, local safety procedures (including duress alarms and staff tracking processes), infection control protocols, escalation procedures and risk assessments to minimise the risk to self and others. Priority should be given to completing de-escalation and aggression minimisation and emergency procedures training early in the transition term.

Home visits

A supervisor and mentor must be satisfied that the transition to speciality practice mental health nurse is confident and equipped to practise safely prior to performing independent home visits and will need to demonstrate the following skills.

The mental health nurse:

- prepares a home visit plan by reviewing risk assessments before the visit
- reflects on environmental and personal risks and considers the resources necessary to maintain safety (including the number of clinicians, the need for emergency services and the circumstances in which it is not safe to undertake a planned visit)
- reliably escalates concerns and consults with senior staff as required
- is familiar with and adheres to local safety procedures (including use of mobile phones, duress alarms and staff tracking processes)
- does not make assumptions about safety and continually assesses safety at pivotal points, for example, before entering a building
- demonstrates an ability to identify exit points and is aware of maintaining access to these
- is observant in their environment and takes note of potential harms (such as physical hazards, drug paraphernalia and potential weapons)
- can identify circumstances in which they would terminate a community visit and is confident in seeking assistance.

Program content

Best practice principles underpinning domains	Domain	Final stage

Recovery-oriented practice
Supported decision making
Responding to diversity
Trauma-informed care
Family/network-inclusive practice
Least restrictive practice
Healthcare rights
Human rights
	Stage 1: Months 1–3
	1. Best practice principles
	2. Community mental health assessment
	   2.1 Mental state examination
	   2.2 Risk assessment
	   2.3 Substance use and addiction
	   2.4 Physical health
	   2.5 Diversity and culturally responsive practice
	   2.6 Formulation
	   2.7 Working knowledge of diagnostic, classification and outcome measurement tools
	3. Medication management
	4. Triage
	5. Mental Health Act 2014
	6. Aggression in a community setting
	7. Clinical documentation
	
	Stage 2: Months 4–6
	8. Therapeutic relationships
	9. Treatment and recovery plans
	10. Working within a model of care and engaging primary and community services
	11. Professional standards, conduct and liaison with others
	12. Clinical communication
	
	Stage 3: Months 7–9
	13. Therapeutic approaches and psychological therapies
	14. Working with families, carers and other important support networks
	15. Group programs (optional)
	16. Discharge planning
	17. Research and evaluation
	Child and adolescent mental health
	18a. Child and adolescent development
	18b. Child and adolescent assessment
	
	Older persons mental health
	19. Functional assessment
		Stage 4: Months 10–12
		
		Utilised for consolidation and program completion

Stage 1: Months 1–3

Domain 1: Best practice principles

Recovery-oriented practice	Network/family-inclusive practice
Supported decision making	Least restrictive practice
Responding to diversity	Healthcare rights
Trauma-informed care	Human rights

Learning outcomes

Having completed Domain 1 the mental health nurse will embed key principles within the *Mental Health Act 2014* (Vic), Nursing and Midwifery Board of Australia practice standards, Australian College of Mental Health Nursing practice standards, *National standards for mental health services* (2010), *National standards for mental health workforce* (2013), National Safety and Quality Health Service (NSQHS) standards and the *Australian Charter of Healthcare Rights* within all domains of practice.

Learning activities

View websites:

Australian Government Department of Health: Principles of recovery-oriented mental health practice <http://www.health.gov.au/internet/publications/publishing.nsf/Content/mental-pubs-i-nongov-toc~mental-pubs-i-nongov-pri>

Department of Health Victoria: Framework for recovery-oriented practice <https://www2.health.vic.gov.au/mental-health/practice-and-service-quality/service-quality/recovery-oriented-practice-in-mental-health>

Department of Health and Human Services Victoria: Supported decision making <https://providers.dhhs.vic.gov.au/sites/dhhsproviders/files/2017-07/Supporting-decision-making-quick-reference-guide.pdf>

Department of Health and Human Services Victoria: Responding to diversity <https://www2.health.vic.gov.au/mental-health/rights-and-advocacy/diversity>

Department of Health and Human Services Victoria: Trauma-informed care <https://www2.health.vic.gov.au/mental-health/practice-and-service-quality/safety/trauma-informed-care>

Department of Health and Human Services Victoria: Network/family-inclusive practice <https://www2.health.vic.gov.au/mental-health/working-with-consumers-and-carers/family-support-and-crisis-plans>

Department of Health and Human Services Victoria: Least restrictive practice <https://www2.health.vic.gov.au/hospitals-and-health-services/patient-care/older-people/resources/guardianship/practice>

[Department of Health and Human Services Victoria: Healthcare rights](https://www2.health.vic.gov.au/about/participation-and-communication/australian-charter-healthcare-rights/about-the-charter)
<https://www2.health.vic.gov.au/about/participation-and-communication/australian-charter-healthcare-rights/about-the-charter>

[The Victorian Equal Opportunity and Human Rights Commission](http://www.humanrightscommission.vic.gov.au/the-charter)
<http://www.humanrightscommission.vic.gov.au/the-charter>

Activities:

• Meet with a consumer consultant and carer consultant and reflect on how these principles are enacted in practice.

• Refer to the Mental Health Coordinating Council's 2018 *Recovery-oriented guide* <http://www.mhcc.org.au/wp-content/uploads/2018/05/Recovery-Oriented-Language-Guide_2018ed_v3_201800418-FINAL.pdf> and utilise within practice.

• Review the MHPOD resource 'Recovery-based practice' <https://www.mhpod.gov.au>.

• Reflective journal: consider an episode of care where there were differing opinions about treatment. How was this resolved?

• Having reviewed the above principles, would you have approached the situation differently? Why? Why not?

Questions

Why is it important that the above key principles are embedded in all my interactions?

What does recovery-oriented practice mean to me and why are words so important?

How might I apply trauma-informed care into clinical practice?

Domain 2: Community mental health assessment

Learning outcomes

Having completed Domain 2 the mental health nurse can independently undertake a comprehensive community assessment.

Learning activities

- Review community assessment tools and documents.
- Arrange to observe two separate assessments (at least one of these should be with a nurse) and complete a community assessment.
- Engage in one supervised assessment followed by a reflective discussion with a supervisor.
- Conduct an independent assessment and present it in clinical review.
- Reflective journal: How does a community assessment differ from an assessment conducted in an inpatient setting? How does the location affect your planning?

Questions

What did I find most challenging when facilitating a community assessment? How might I approach such a situation again in the future?

Domain 2.1: Mental state examination

Learning outcomes

Having completed Doman 2.1 the mental health nurse can articulate elements of a mental state examination (MSE) and independently conduct and document an MSE in the community context. The mental health nurse can discuss a rationale for their impressions.

Learning activities

- Review the MHPOD resource 'Mental health histories and MSE' <https://www.mhpod.gov.au>.
- Watch the 'Understanding the MSE' video <https://www.youtube.com/watch?v=83i2MWMqph8> with an educator. Consider what clinical interventions may be required as a clinician receiving the referral.
- Review the *Mental status examination rapid record form* <http://www.nevdgp.org.au/files/programsupport/mentalhealth/Mental%20State%20Exam%20-%20form.pdf>.

- Arrange to observe two separate assessments (minimum of one with a nurse).
- Engage in one supervised assessment followed by a reflective discussion with a supervisor.
- Conduct an independent assessment and present it in clinical review.

Questions

How does flight of ideas differ from derailment?

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

What factors do I need to consider if someone presents with a thought disorder?

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

Domain 2.2: Risk assessment

Learning outcomes

Having completed Domain 2.2 the mental health nurse will be able to conduct, document and communicate a risk assessment, including environmental risks, and formulate a plan.

Learning activities

- Participate in training sessions:
  - Community de-escalation and aggression management training
  - Suicide and risk assessment training.
- Review the resources 'Risk assessment and management' and 'working with people with forensic histories or at risk of offending' from the MHPOD website <https://www.mhpod.gov.au>.
- Attend Victorian Responsible Gambling Foundation events <https://responsiblegambling.vic.gov.au/for-professionals/professional-development-centre/events/>.
- Meet with a forensic clinical specialist if available and discuss service priorities.
- Arrange to observe two separate assessments (one with a nurse).
- Engage in one supervised assessment followed by a reflective discussion with a supervisor.
- Conduct an independent assessment and present it in clinical review.

Questions

What would I do if someone told me they were suicidal?

```

```

What would I do if someone told me their partner grabbed them by the throat last night?

```

```

What steps should I take if someone is referred to me from the inpatient unit?

```

```

Domain 2.3: Substance use and addiction

Learning outcomes

Having completed Domain 2.3 the mental health nurse will have developed an understanding of addiction and substance use, stages of change and treatment and recovery support options. The mental health nurse will be developing the ability to conduct independent assessments along with having knowledge of therapeutic interventions.

Learning activities

View websites:

Turning Point <https://www.turningpoint.org.au/>

Department of Health and Human Services Victoria: Drug and alcohol guidelines
<https://www2.health.vic.gov.au/alcohol-and-drugs>

Department of Health and Human Services Victoria: Maintenance pharmacotherapy
<https://www2.health.vic.gov.au/alcohol-and-drugs/aod-service-standards-guidelines/maintenance-pharmacotherapy-aod>

World Health Organization: Neuroscience of psychoactive substance use and dependence 2004 <http://www.who.int/substance_abuse/publications/en/Neuroscience.pdf>

Activities:

- Review the MHPOD resource 'Dual diagnosis' <https://www.mhpod.gov.au>.
- Become familiar with the resource 'Ice: Training for frontline workers' <https://nceta.androgogic.com.au/index.php>, which is a free resource for frontline workers who want to enhance their crystal methamphetamine skills and knowledge.
- Arrange to meet with local drug and alcohol support workers for an orientation to their services.
- Arrange to meet with the service's dual diagnosis clinician to discuss their role and local dual diagnosis training opportunities.

Questions

What does harm minimisation mean?

How can I support someone who is injecting heroin every day?

Domain 2.4: Physical health

Learning outcomes

Having completed Domain 2.4 the mental health nurse will be able to incorporate physical health monitoring and interventions into mental health care planning to improve health outcomes.

Learning activities

View websites:

Department of Health and Human Services Victoria: Preventative health <https://www2.health.vic.gov.au/public-health/preventive-health>

Equally well consensus statement <https://equallywell.org.au/.../03/Equally-Well-Consensus-Statement.pdf>

Activities:

- Review the MHPOD resource 'Building the skills for promoting physical health' <https://www.mhpod.gov.au>.

- Review self-rating scales such as the My Medicines and Me Questionnaire (M3Q).
- Reflective journal: Consider how access to health care may differ for someone with a mental health concern compared with someone without a serious mental health concern.

Question

What can I do if someone seems physically unwell but won't go to a general practitioner?

Domain 2.5: Diversity and cultural responsive practice

Learning outcomes

Having completed Domain 2.5 the mental health nurse will incorporate diversity and culturally responsive practice into all therapeutic interventions.

Learning activities

View websites:

Department Health and Human Services Victoria: Diversity
<https://www2.health.vic.gov.au/about/publications/policiesandguidelines/dhhs-delivering-for-diversity-cultural-diversity-plan-2016-19>

The Australian Charter of Healthcare Rights in Victoria
<http://health.vic.gov.au/patientcharter/>

The Victorian Equal Opportunity and Human Rights Commission
<http://www.humanrightscommission.vic.gov.au/the-charter>

Victorian Transcultural Mental Health Unit: Guidelines for mental health professionals
<http://www.vtmh.org.au/>

Mental Health in Multicultural Australia <http://www.mhima.org.au/>

The National Cultural Competency Tool (NCCT) for Mental Health Services
<www.mhima.org.au/_literature_73821/NCCT>

Resources:

- Refugee Council <https://www.refugeecouncil.org.au>
- Centre for Culture, Ethnicity and Health <https://www.ceh.org.au/>
- Centre for Cultural Diversity in Ageing <http://www.culturaldiversity.com.au/>
- Federation of Ethnic Communities Council of Australia (FECCA) <http://fecca.org.au/>
- Ethnic Communities Council of Victoria (ECCV) <http://eccv.org.au/>
- Foundation House <http://www.foundationhouse.org.au/>

Activities:

- Review the MHPOD resource 'Cultural awareness and sensitive practice and gender issues in mental health' <https://www.mhpod.gov.au>.
- Consider attending the Victorian Transcultural Mental Health cultural responsiveness workshop <http://www.vtmh.org.au/calendar/workshop-cultural-responsiveness-introduction-to-principles-and-practices>.

Question

Mrs Ngu frustrates me because she doesn't seem to have any insight regarding her depression but just keeps talking about somatic issues. How am I expected to assist Mrs Ngu with her depression? (Consider stigma, communication styles and strategies.)

Domain 2.6: Formulation

Learning outcomes

Having completed Domain 2.6 the mental health nurse will feel confident to provide a formulation drawing on social, psychological and biological aspects to create a synthesis that supports clinical reasoning and planning.

Learning activities

- Review the MHPOD resource 'Formulation' <https://www.mhpod.gov.au/>.
- Review articles:
  - Formulation for beginners (Selzer & Ellen 2014) <http://journals.sagepub.com/doi/abs/10.1177/1039856214536240>
  - Clinical formulation for mental health nursing practice (Crowe et al. 2008) <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2850.2008.01307.x>.
- In your journal, take note of the differences between the articles, one thing you learnt from each article and one thing you would like further explanation about. Discuss with an educator and consider limitations and utility factors related to formulations.
- Write a formulation and present it in clinical review.

Question

How does a formulation help me understand someone better?

Domain 2.7: Working knowledge of diagnostic, classification and outcome measurement tools

Learning outcomes

Having completed Domain 2.7 the mental health nurse will understand the structure of diagnostic and classification tools, primarily ICD and DSM, and can competently use these in practice. The mental health nurse can effectively apply outcome measurement rating scales including HoNOS to accurately record the trajectory of care.

Learning activities

- Self-directed learning – review quality-of-life scales and familiarise yourself with manuals.
- View website: Australian Mental Health Outcomes and Classification Network <https://www.amhocn.org/> – review measures and complete online training if not done previously.
- Familiarise yourself with the following tools and explore when they would be used:
  - MMSE
  - Beck Depression and Anxiety Inventory
  - Clients Assessment Strengths, Interests and Goals (CASIG)
  - Hamilton Scale
  - Edinburgh Post Natal Depression Scale
  - M3Q
  - ORS and SRS

Questions

If doctors are responsible for providing a diagnosis, why is it necessary for me to have a working knowledge of diagnostic manuals?

What will I do if someone strongly disagrees with a diagnosis?

Domain 3: Medication management

Learning outcomes

Having completed Domain 3 the mental health nurse understands the actions and potential side effects of a broad range of medications and can safely and independently administer medication in a community setting. The mental health nurse supports a person with medication management and adherence where needed.

Learning activities

- Successfully complete the required programs ensuring safe independent medication administration.
- Complete a medication quiz (see toolkit for a sample).

Questions

I passed all the requirements to independently administer medications, but I don't feel confident in providing intramuscular injections alone. What should I do?

I realised I administered 300 mg zuclopenthixol IMI to Mr Brown instead of 200 mg IMI. What should I do?

Domain 4: Triage

Learning outcomes

Having completed Domain 4 the mental health nurse will demonstrate the ability to assess degrees of urgency for mental health service responsiveness. The nurse will be capable of using the mental health triage scale and demonstrates the ability to prepare a plan to meet identified needs.

Learning activities

- Review the Australian Commission on Safety and Quality in Healthcare's 2010 *National consensus statement: essential elements for recognising and responding to clinical deterioration* <https://www.safetyandquality.gov.au/wp-content/uploads/2012/01/Charter-PDf.pdf>.
- Ensure familiarity with the mental health triage scale <https://www2.health.vic.gov.au/about/publications/policiesandguidelines/triage-scale-mental-health-services>.

Question

What can I do if I have a scheduled appointment in the next hour with someone but then receive a phone call from Stacey's sister with concerns that 'Stacey might be relapsing'?

Domain 5: Mental Health Act 2014

Learning outcomes

Having completed Domain 5 the mental health nurse will be able to apply the principles of the *Mental Health Act 2014* (Vic) and other relevant legislation in clinical practice. The mental health nurse will have a working understanding of the functions and provisions of the Mental Health Act as it applies to individuals, families and carers.

Learning activities

- Access the *Mental Health Act 2014 handbook* <https://www2.health.vic.gov.au/mental-health/practice-and-service-quality/mental-health-act-2014-handbook>.
- Engage in a question and answer session with an educator using the handbook.
- Utilising the *Mental Health Act handbook*, refer to advance statements and the video guide.
- Review the resources 'Legislation and mental health practice' and 'Mental health care and human rights' from the MHPOD website <https://www.mhpod.gov.au/>.
- Complete relevant paperwork such as an assessment order under supervision.
- Contribute to a Mental Health Tribunal report.
- Attend a Mental Health Tribunal hearing.
- Complete a mock advance statement for yourself.

Questions

I have been informed of an upcoming Mental Health Tribunal hearing for someone I have been working with and am expected to prepare. What does this mean? Outline actions and considerations.

How can I tell if someone on a community treatment order for a psychotic illness has capacity to refuse treatment for cardiovascular issues?

Domain 6: Aggression in a community setting

Learning outcomes

Having completed Domain 6 the mental health nurse will be equipped to identify the early warning signs of aggression. The mental health nurse will understand risks as they are unique within the community setting and be equipped to identify a range of interventions that are commensurate with these.

Learning activities

- Complete de-escalation and aggression management training.
- Review local procedures for responding to clinical aggression in the community setting.

Questions

Am I expected to restrain someone with physically threatening behaviour in the clinic?

How are Code Grey situations managed? What is my role if a Code Grey is called in the clinic?

What do I do if someone comes into the clinic with a weapon?

Domain 7: Clinical documentation

Learning outcomes

Having completed Domain 7 the mental health nurse will produce clinical and administrative documentation that is accurate, purposeful and objective. Documentation will be authored in plain language and reflect best practice principles. The nurse will understand documentation standards, privacy and security and medical record access.

Learning activities

Review website:

[National Standards for Mental Health Services Standard 10: Documentation](http://www.health.gov.au/internet/publications/publishing.nsf/Content/mental-pubs-n-servstds-toc~mental-pubs-n-servstds-2~mental-pubs-n-servstds-2-10)
<http://www.health.gov.au/internet/publications/publishing.nsf/Content/mental-pubs-n-servstds-toc~mental-pubs-n-servstds-2~mental-pubs-n-servstds-2-10>

Activity:

• Review the MHPOD resource 'Effective documentation in clinical files'
  <https://www.mhpod.gov.au/>.

Questions

How can I best document a collaborative approach with someone when we have opposing ideas regarding treatment options?

How are decision-making processes best documented to show all considered factors?

Stage 2: Months 4–6

Domain 8: Therapeutic relationships

Learning outcomes

Having completed Domain 8 the mental health nurse will have a sound understanding of enablers for a therapeutic alliance and apply this to develop collaborative and recovery-oriented relationships. The mental health nurse will have had opportunities to practise self-reflection and understand their own strengths and challenges in achieving engagement.

Learning activities

- Review the MHPOD resource 'Therapeutic relationship' <https://www.mhpod.gov.au/>.
- Discuss three learnings from the following articles:
    - Peplau H 1987, 'Interpersonal constructs for nursing practice', *Nurse Education Today*, no. 7, pp. 201–208
    - Shanley E, Jubb-Shanley M 2010, 'The recovery alliance theory of mental health nursing', *Journal of Psychiatry and Mental Health Nursing*, no. 14, pp. 734–743
    - Shattell M, Starr S, Thomas S 2007, '"Take my hand, help me out": mental health service recipients' experience of therapeutic relationship', *International Journal of Mental Health Nursing*, no. 4, pp. 274–284.
- Engage in training opportunities – consider courses such as introductory courses for cognitive behaviour therapy or mentalisation-based therapy and Centre for Psychiatric Nursing training such as 'Every Moment Counts'.
- Observe therapeutic interactions by other clinicians – think about accompanying a clinician who is seeing a person for up to six weeks to observe the developing therapeutic relationship.
- Engage in reflective practice during clinical supervision.

Question

I am emotionally struggling working with someone, what should I consider?

Domain 9: Treatment and recovery plans

Learning outcomes

Having completed Domain 9 the mental health nurse will be independent and confident in leading treatment and recovery planning with a person receiving health care.

Learning activities

- Develop a collaborative recovery plan and relapse prevention plan.
- Review recovery plans within a clinical review.
- Review the MHPOD resource 'Recovery' <https://www.mhpod.gov.au/>.
- Review the MHPOD resource 'Relapse prevention' <https://www.mhpod.gov.au/>.
- Reflect on some challenges encountered while preparing a recovery plan and strategies used to overcome these challenges.

Questions

What do I need to consider if someone doesn't seem to be reaching the goals we discussed in recovery planning?

It appears John's carer has opposing views as to what John and I have agreed should go into his recovery plan. What should I do?

How do I organise a sensory profile and why might the results help inform a relapse prevention plan or advance statement?

Domain 10: Working within a model of care and engaging primary and community services

Learning outcomes

Having completed Domain 10 the mental health nurse will have a clear understanding of a person's progress through the service and expectations of service delivery within their model of care.

The mental health nurse will understand how a model of care shapes access and treatment options. They will be able to consider specialist and alternative service delivery domains and discuss these options with a person and their family, network or carer. The mental health nurse will support engagement of primary and community resources to effectively augment care and ensure individuals and carers have access to a range of services.

Learning activities

- Engage in supervision regarding role expectations.
- Review the model of care for service provision in your clinical area.
- Explore primary and community resources in your local area and discuss five referral options with the educator or mentor.

Question

I thought I knew what was expected of my role with our model of service but have noticed a variation among clinicians. How do I know what is expected?

Domain 11: Professional standards, conduct and liaison with others

Learning outcomes

Having completed Domain 11 the mental health nurse will have an awareness of the expected standards of conduct and communication. The mental health nurse will have an awareness of how to prioritise competing demands and feel confident to communicate with both internal and external stakeholders.

Learning activities

• Review website: Nursing and Midwifery board guidelines for code of conduct and professional standards <http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx>.

• Review local procedures for professional conduct and workplace behaviour.

Question

I witnessed a clinical interaction with a staff member that was upsetting. What should I do?

Domain 12: Clinical communication

Learning outcomes

Having completed Domain 12 the mental health nurse will have the ability to prepare and effectively convey clinical information to a range of audiences to enable clinical handover, safety and planning.

Learning activities

Review website:

National Safety and Quality Health Service Standards second edition Standard 6 – Communicating for Safety Standard <https://www.safetyandquality.gov.au/wp-content/uploads/2017/12/National-Safety-and-Quality-Health-Service-Standards-second-edition.pdf>

Activities:

• Discuss existing team review processes and formats with a mentor.
• Engage in reflective practice with a clinical supervisor.
• Make a presentation in clinical review.

Questions

Is there an existing format for clinical review we use?

What information should be provided when someone is transferring to a new health service?

It's 4.30 pm on a Friday and I'm concerned about a client who presented to the clinic with evidence of deterioration in their mental state. What do I do?

Stage 3: Months 7–9

Domain 13: Therapeutic approaches and psychological therapies

Learning outcomes

Having completed Domain 13 the mental health nurse will have a practical understanding of a variety of therapeutic approaches and psychological therapies and may have practised introductory therapeutic skills.

Learning activities

- Read the Centre for Psychiatric Nursing's publication *Psychotherapy essentials in mental health nursing*.
- Review the resources 'Psychological interventions' and 'Trauma and mental health' from the MHPOD website <https://www.mhpod.gov.au/>.
- Explore and enrol (if authorised) in introductory courses such as cognitive behaviour therapy, single-session family therapy and mentalisation-based treatment.
- Engage in clinical supervision.

Question

What kind of therapeutic techniques should I use in my clinical interactions?

Domain 14: Working with families, carers and other important support networks

Learning outcomes

Having completed Domain 14 the mental health nurse will understand the unique role and importance of families, carers and other supports to recovery and maintaining wellbeing. The mental health nurse will explore family and carer views and preferences and navigate differences of opinion respectfully.

Learning activities

Review websites:

Chief Psychiatrist's guideline and practice resource: family violence
<https://www2.health.vic.gov.au/about/key-staff/chief-psychiatrist/chief-psychiatrist-guidelines/family-violence-guideline-practice-resource>

Chief Psychiatrist's guideline: Working together with families and carers
<https://www2.health.vic.gov.au/about/key-staff/chief-psychiatrist/chief-psychiatrist-guidelines>

Department of Justice and Regulation Victoria: Family violence
<http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/family+violence>

Tandem – the Victorian peak body representing family and friends supporting people living with mental health issues <http://www.tandemcarers.org.au/>

Activities:

- Review the MHPOD resource 'Carer participation' <https://www.mhpod.gov.au/>.
- Investigate the Department of Health and Human Services' Free course in protecting vulnerable children for health professionals <https://vulnerablechildren.e3learning.com.au>.
- Explore the Emerging Minds website <http://elearning.emergingminds.com.au/masterBlock/login>.
- Visit the Mental Health Compass website <http://www.mentalhealthcompass.com.au/>.
- Observe a family assessment.
- Conduct a supervised family meeting.
- Meet with a Families where a Parent has a Mental Illness (FaPMI) program coordinator or a carer consultant for an education session regarding their role and function within the mental health service.

Question

What questions should I be exploring in relation to family and significant others in someone's life?

Domain 15: Group programs (optional)

Learning outcomes

Having completed Domain 15 the mental health nurse will have the skills to structure and co-facilitate a group session (at beginner level) or group program (at advanced level).

The mental health nurse will understand approaches such as content development (including co-production), basic facilitation skills and group dynamics, and will have experience in co-facilitating a group session.

Learning activities

• Observe or co-facilitate group sessions.

Questions

Are there any local therapeutic group programs I could see, become involved with and/or help co-facilitate?

What community group programs are available for people living in this area?

Domain 16: Discharge planning

Learning outcomes

Having completed Domain 16 the mental health nurse will be capable of independently overseeing the discharge planning process.

Learning activities

- Review the resources 'Transitional care planning' and 'Networks of care' from the MHPOD website <https://www.mhpod.gov.au/>.
- Review local guidelines and policies related to discharge planning and transition of care.
- Arrange to observe/discuss the community discharge process with a nurse on the team.

Question

What do I need to consider with discharge planning?

Domain 17: Research and evaluation

Learning outcomes

Having completed Domain 17 the mental health nurse will understand the role of research and evaluation in shaping nursing practice and understand a range of research methodologies and the ethical considerations for conducting mental health research. The mental health nurse will have participated in developing a research or evaluation proposal, or in data collection or processing for a local project.

Learning activities

- Participate in a research or evaluation project.
- Conduct journal reviews.
- Review the MHPOD resource 'Ethics in healthcare research' <https://www.mhpod.gov.au/>.

Question

What does research mean to nursing practice in the community?

Child and adolescent mental health

Domain 18a: Child and adolescent development

Learning outcomes

Having completed Domain 18a the mental health nurse will understand child and adolescent developmental stages, attachment theories and the impact potential disruption may have on psychological development in infants, children and young people.

Learning activities

- Document observations.
- Investigate the Mindful Centre's Developmental Psychiatry Course <http://www.mindful.org.au/PGrad-Courses/Developmental-Psychiatry-Course-(DPC).aspx> – a 12-month course with weekly seminars focusing on developmental stages and disturbances from infancy through to early adulthood.

Question

What are the types of attachment?

Domain 18b: Child and adolescent assessment

Learning outcomes

Having completed domain 18b the mental health nurse will have the ability to conduct a comprehensive assessment including a formulation and diagnostic impression in consultation with supervisors and treating consultant psychiatrists.

Learning activities

- Engage in weekly one-way screen assessments within the Developmental Psychiatry Course.
- Participate in family therapy and single-session family therapy sessions.
- Engage in supervised assessments.
- Undertake an independent assessment and present it in clinical review.

Question

What did I find most challenging when facilitating a community assessment? How might I approach such a situation again in the future?

Older persons mental health

Domain 19: Functional assessment

Learning outcomes

Having completed Domain 19 the mental health nurse will be able to conduct a comprehensive functional assessment and discuss it with healthcare recipients, treating team members, carers and other relevant key stakeholders ensuring collaborative and recovery-oriented care planning.

Learning activities

- Observe two functional assessments.
- Undertake a supervised assessment.
- Review rating scales.
- Conduct an independent assessment and present it in clinical review.
- Engage in reflective supervision.

Question

What did I find most challenging when facilitating a community assessment? How might I approach such a situation again in the future?

Congratulations

Now you have worked through all the domains. Spend the last few months completing any required assessments. Professional development is a career-long adventure, so knowing how to self-identify learning needs and explore how those needs can be met promotes advanced clinical skills and positive outcomes for people receiving care.

Consolidation and program completion

Are there any further learning needs you have identified?

Plan for future professional development and career opportunities.