



Mental Health and Suicide Prevention Training Framework

This Framework is currently in draft format.

You are welcome to participate in the current framework

*The consultation deadline has been extended to
Friday 10th January 2020*

Please contact helen.gibson@hscni.net for more details. The questionnaire link is <https://www.surveymonkey.co.uk/r/BW2CNMW>

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1. Context

The Public Health Agency (PHA) Training Framework for Mental Emotional Health and Wellbeing and Suicide Prevention (The Framework) is in line with the Protect Life 2 Strategy to: *Reduce the suicide rate in Northern Ireland*. It has been developed to provide clarity on the varying steps and types of training available in Northern Ireland and to support knowledge and skills development. It provides a pathway through the varying steps of training and has been developed to encourage consistency and appropriateness in skills and awareness development.

2. Introduction and Background

The development of The Framework was guided by the PHA and those living and working in Northern Ireland, including individuals with an interest in mental health and suicide prevention; families bereaved by suicide; carers; health and social care trusts; education; clergy; sports bodies, community and voluntary organisations and trainers involved in the delivery of mental health and suicide prevention training.

The first phase of the development involved desktop research to identify the existing training programmes being delivered. Pre-consultation engagements were carried out which involved working and liaising with current mental health and suicide prevention trainers. Following on from the pre-consultation events, consultation workshops and focus groups were held across 11 different localities across Northern Ireland. The outcomes of all engagement and consultation events led to development of recommendations for the potential structure of a framework and highlighted areas which may require further consideration.

Historically, the delivery and content of training courses and the target audiences has differed across Northern Ireland, resulting in widely different investments, outcomes and numbers of people trained. A need was identified to develop a regionally consistent approach to training which would allow more equitable access to training and alignment to the PHA Standards for Quality Training across the region.

Consultation with stakeholders led to 6 recommendations on the development of a training framework for mental health and suicide prevention. It should:

- Take a regional approach being mindful of local issues
- Be multi-disciplinary
- Have a short course duration where appropriate
- Meet budgetary constraints
- Be needs led
- Meet the training needs of professionals working with vulnerable populations.

2.1 Scope of The Framework

The purpose of The Framework is to ensure that the delivery of mental health and suicide prevention training is extensive and diverse, as well as offering information, support and assistance. Mental health and suicide prevention training may be offered in a broad variety of settings including community; statutory; frontline and workplaces. The Framework is relevant to all individuals and workplaces within Northern Ireland.

The Framework:

- Describes core skills and knowledge that is common and transferable across different types of training provision. Additional learning outcomes may be locally determined to meet education and training needs in specific settings according to local context, risk assessment or policy.
- Provides guidance on how to equip a wide number of non-specialist volunteers and members of the public with the skills and knowledge to provide people with information about mental health and suicide prevention and offer advice, support and signposting where relevant. Specific knowledge and skills courses have been identified through this framework together with those groups and settings that are best placed to carry out these interventions.

- Will support organisations to:
 - Standardise mental health and suicide prevention training;
 - Guide the focus and aims of mental health and suicide prevention training;
 - Ensure training is available and is appropriate to those that need it.

- Advise on training/teaching methods however these will be developed according to the particular context or setting. Similarly The Framework does not seek to prescribe assessment methods.

- Is for the whole population of those living and working in Northern Ireland. Throughout this document we will use the word individual/s to encompass adolescents, young people, working-age adults and older people.

2.2 Learning Priorities

Through the consultation process the following learning priorities were identified:

- commission training and learning for individuals and the workforce in mental health and suicide prevention;
- scope the continuing education and learning provision;
- explore workforce learning and development needs from the perspective of service users, carers, managers and workforce

3. Aims, Principles and Themes

3.1 Framework Aims:

In line with PL2, The Framework will aim to:

- Raise awareness, improve understanding; knowledge; confidence; resilience, and skills in relation to mental and emotional health and wellbeing and suicide prevention, linking with other influencing factors, in particular drugs and alcohol and doing so in an accessible and appropriate manner for all.

3.2 Framework Principles:

1. All training should be accessible to the population of Northern Ireland regardless of age, gender, socioeconomic status, disability race, ethnicity or sexual orientation; geographical location and follow the principles of equity.
2. Programmes should be based on evidence and best practice
3. Promote a whole population approach to learning through engagement, organisational collaboration and good communication strategies
4. Recognising the importance of integrating self-care practices and learning into all training.
5. Where appropriate, support opportunities to develop and build local evidence based programmes.

3.3 Themes

The Framework is defined under two themes:

- Person centred – to be aware of your own emotional health and wellbeing, empowering personal resilience and coping strategies.
- Supporting others – to equip individuals, groups, organisations with the awareness, knowledge, skills and improve confidence to provide initial support to others, enabling them to get help through signposting to appropriate services as necessary.

4.0 PHA Quality Standards of Mental and Emotional Wellbeing and Suicide Prevention Training

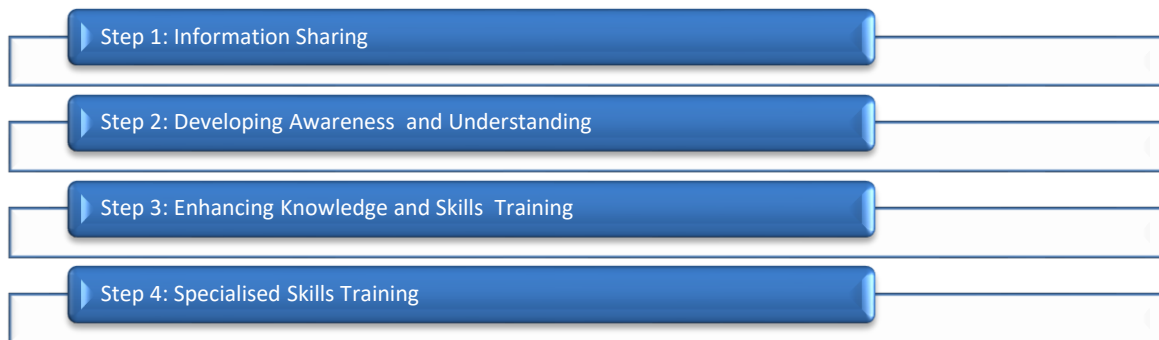
The PHA recognises that training and education work makes an important contribution to promoting mental health and suicide prevention in Northern Ireland. The PHA also recognises the significant contributions of all commissioners and supporters of work in this area and that it is paramount for ALL commissioners and facilitators of education and training to ensure the work that they provide happens in a manner that is considered appropriate for everyone involved and at the very least will cause no harm.

The PHA 'Quality Standards for Services [including Training] in Mental Emotional Wellbeing and Suicide Prevention' (the Standards) have been developed with a view to help and support all who contribute to the mental and emotional health and wellbeing and suicide prevention agenda. The Standards focus on the pursuit of consistency, accuracy, competency and professional development as ways to improve the quality of training delivered.

All trainers, facilitators and organisations across Northern Ireland that are commissioned to deliver a mental and emotional health and wellbeing and suicide prevention training programme will meet and have signed up to the Standards. Further information on these standards can be found by visiting: <http://www.publichealth.hscni.net/publications/quality-standards-services-promoting-mental-and-emotional-wellbeing-and-suicide-prevent>

5.0 Stepped Approach to Training

The stepped approach to training has been developed through responses received from engagement and consultation events held across Northern Ireland. This approach is to assist individuals and workplaces identify the level of training that is required to meet individual, community and workplace needs.



It is not mandatory to follow the sequence of training as described above, however to help guide individuals on their learning pathway it is recommended to use the above stepped approach.

It is important to note that not every training step is required by everyone. A course in developing awareness and understanding referenced at Step 2 may be all that is needed to enhance an individual's awareness in mental and emotional health and wellbeing and/or suicide prevention, without having to attend more intense skills training identified for example at Steps 3 or 4.

Steps 3 and 4 training will be able to adapt its case studies according to its participants to ensure best use of learning. Additional expertise to provide training to a specialised group will be used to ensure trainers provide the highest standard of training which is meaningful for all participants.

5.1 E-learning

E-learning within this framework applies only to PHA commissioned e-learning awareness programmes. A key advantage of e-learning is that it can be accessed at any time and is available to anyone that has an internet connection. The internet has great potential as an immediate accessible source of high-quality evidence-based

information on mental health¹. Courses offering blended e-learning consist of a series of online modules accompanied with face to face group facilitation. This methodology is to ensure understanding of knowledge and skills obtained through the e-learning materials.

All E-learning and blended e-learning courses incorporate a safety mechanism (e.g.) access to help and a series of positive wellbeing messages and contact points for those who require help throughout each module).

NB: The PHA is aware of a range of e-learning programmes available via the internet which are not commissioned through PHA funding. The PHA is therefore not in a position to promote or endorse these programmes.

¹ Evidence based mental health and elearning: a guide for clinicians BJPsych Adv
<http://apt.rcpsych.org/content/22/1/55>

6.0 Steps of Learning

The PHA Steps of Learning can be tailored to suit different age profile groups i.e. from adolescents to older populations and use meaningful case studies and scenarios to enhance participant learning.

6.1 Step 1: Information Sharing

Accessing and sharing information on mental health and suicide prevention services is an important step for improving understanding of mental and emotional wellbeing and recovery. Information sessions focus on promoting positive mental health and suicide prevention services currently available across Northern Ireland and how these services can be accessed through referral pathways i.e. GP or self-referral.

Reducing the stigma of accessing mental health and/or suicide prevention services can support more individuals to access these services. Each session also includes opportunities to share information on learning pathways, training and courses available for communities, workplaces and individuals.

Step 1 Information Sharing sessions are aimed at attendance from adolescents, working-age adults and older people.

Step 1	Participants	Method of learning	Outcomes
Information Sharing sessions	<ul style="list-style-type: none">• Whole population approach	<ul style="list-style-type: none">• Verbal• Literature	<p>To be aware of mental health and suicide prevention local and regional services and how to access these.</p> <p>Challenge and break the stigma in accessing and using mental health and suicide prevention services.</p> <p>Know and understand the Take 5 steps to wellbeing</p> <p>https://www.mindingyourhead.info/take-5-steps-wellbeing</p>

			Know how to access evidence based training in mental wellbeing, mental illnesses and suicide prevention.
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6.2 Step 2: Developing Awareness and Understanding

Gaining awareness and an understanding of achieving positive mental health, poor mental health and mental illness and considering the factors that impact on daily living to help yourself/family member/friend or work colleague.

Step 2 courses are aimed at attendance from adolescents, working-age adults and older people and are available via group face to face courses; elearning and through Recovery colleges:

6.2.1 Mental Health Awareness Courses

Step 2	Participants	Methods of learning	Outcomes
Mental Health Awareness	<ul style="list-style-type: none"> • Whole population approach 	Face to face group sessions which includes <ul style="list-style-type: none"> • Discussion • Presentation • Group work • Case Studies • Role Plays 	<ul style="list-style-type: none"> • Increased awareness of what is positive emotional mental health and wellbeing • Increased awareness and understanding of mental illness • Increased awareness of building resilience; coping strategies and self-care to help protect your emotional health and wellbeing • Increased awareness of local and regional services available and how to access these

6.2.2 Suicide Awareness Courses

Suicide Awareness courses are designed to educate individuals on suicide prevention and help increase their confidence in talking about suicide.

Courses are available regardless of prior training or experience.

NICE Guidelines recommends that suicide awareness training helps people to:

- encourage others to talk openly about suicidal thoughts and to seek help (this includes providing details of where they can get this help)
- know what support services are available

Step 2	Participants	Methods of learning	Outcomes
<ul style="list-style-type: none"> • Suicide Awareness 	<ul style="list-style-type: none"> • Whole population approach 	Face to face group sessions which includes: <ul style="list-style-type: none"> • Discussion • Presentation • Group work • Case Studies • Role Plays 	<ul style="list-style-type: none"> • Increased confidence to talk openly about suicide • Increased awareness of coping strategies; building resilience and self-care to help protect your emotional health and wellbeing • Increased awareness of local and regional help and support services available and how to access these

E-learning:

Zero Suicide Alliance provides free online Suicide Awareness training. This can be accessed by using the following link:

https://www.relias.co.uk/hubfs/ZSACourse3/story_html5.html?utm_source=Relias&utm_campaign=Training-Landing-Page

6.2.3 Recovery Colleges

Recovery Colleges offer a range of free courses that are available for anyone with an interest in mental health and wellbeing including: service users, family members and staff.

Creating and delivering courses together using the combined expertise of mental health professionals and peer trainers with real life experience, breaks down traditional barriers and allows people to learn together to inspire hope, opportunity and control in an individual's personal recovery journey.

Recovery Colleges assist individuals and family members/carers/friends develop awareness and an understanding in the care management of living with a specific mental illness. Recovery Colleges offer a range of courses which are open to all members of the public, over the age of 16, in each of the five Health and Social Care Trusts in Northern Ireland. Recovery College courses are designed and delivered by mental health specialists, carers and experts by experience. Courses included in the Recovery College directories have not (at the time of print) undertaken external evaluation.

Further information on courses available through each of the 5 Health and Social Care Trust Recovery Colleges can be accessed by visiting the links below:

Trust Locality	Weblink
Belfast	www.belfasttrust.hscni.net/BelfastRecoveryCollege.htm
Northern	http://www.mentalhealthrecoverystories.hscni.net/recovery-college/
South Eastern	https://www.recoverycollegesoutheast.com/
Southern	www.southerntrust.hscni.net/livewell/3494.htm
Western	http://www.westerntrust.hscni.net/services/3363.htm

6.2.4 Supplementary courses

A range of PHA commissioned courses will focus on key areas that can have an effect on mental and emotional health and wellbeing.

Step 2	Participants	Method of learning	Outcomes
1. Mental Health; Substance misuse and sexual health 2. Self-harm and Mental Health 3. Bereaved by suicide	<ul style="list-style-type: none"> • Whole population approach 	Face to face group sessions which includes: <ul style="list-style-type: none"> • Discussion • Presentation • Case Studies • Group work • Role Plays 	<ul style="list-style-type: none"> • Increased knowledge and understanding of the external factors and influences that can impact positively and negatively on mental and emotional health and wellbeing • Increased knowledge and understanding of how an individual's feelings and perception may affect their behaviour. • Increased awareness of coping strategies; resilience and self-care to help protect your emotional health and wellbeing • Increased awareness of local and regional help and support services available and how to access these

Further courses are available through a number of community/voluntary; independent and statutory sector organisations in Northern Ireland. **Please note: There may be a charge to attend these courses.**

6.3 Step 3: Enhancing Knowledge and Skills Training

This step refers to advanced evidence based skills training to equip an individual with the knowledge and skills to be able to respond appropriately and confidently to a person displaying the signs and symptoms of mental illness and/or suicide ideation and to signpost them to appropriate professional help.

Step 3 courses are aimed at attendance from young people, working-age adults and older people.

Examples of training programmes at this level are Mental Health First Aid; SafeTALK

Step 3	Participants	Methods of learning	Outcomes
Skills learning that can be used to help others when experiencing a mental illness and/or suicidal ideation	<ul style="list-style-type: none"> • Community gatekeepers • Frontline workers • Education Sector • Clergy • Sports Bodies • Workplaces 	Group facilitated training by: <ul style="list-style-type: none"> • Discussion • Presentation • Case Studies • Role Plays • Group Work 	Increased knowledge of: <ul style="list-style-type: none"> • Mental health illnesses and/or suicidal ideation. • Local and regional help and support services available and how to access these. Increased skills in: <ul style="list-style-type: none"> • Listening and facilitating skills and the ability to be non-judgemental. • Identifying and responding to the needs of individuals including young people and older

			<p>people who may be experiencing emotional difficulties.</p> <ul style="list-style-type: none"> • Developing healthy coping strategies and self-care. <p>Increased confidence to:</p> <ul style="list-style-type: none"> • Safely approach an individual displaying signs and symptoms of a mental illness and/or suicide ideation. • Support an individual to seek appropriate help.
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6.4 Step 4: Specialised Skills Training

Step 4 outlines the specialised skills and evidence based training which is focussed on how to appropriately intervene and help an individual who is experiencing a mental health / suicidal **crisis**. Specialised skills refer to expertise that can be used to help others in immediate distress.

Step 4 courses are aimed at attendance from working-age adults and older people

Examples of training programmes at this level are ASIST; STORM

Step 4	Participants	Methods of learning	Outcomes
Specialised skills-based	<ul style="list-style-type: none"> • Community gatekeepers 	Group facilitated	<ul style="list-style-type: none"> • Increased understanding of:

<p>training</p>	<ul style="list-style-type: none"> • Frontline workers • Education Sector • Clergy • Sports Bodies • Workplaces 	<p>training by:</p> <ul style="list-style-type: none"> • Discussion • Presentation • Case Studies • Role Plays • Group Work 	<ul style="list-style-type: none"> - The ways that individual and societal attitudes affect views on mental health. problems, crisis and suicide interventions. - Suicidal behaviour, its risk factors and prevalence and provide a range of responses, including guidance and first aid to keep the individual experiencing a crisis safe. • Enhanced knowledge, skills and confidence to be able to: <ul style="list-style-type: none"> - Recognise and respond appropriately and confidently to a mental health / suicidal crisis. - Review the risk of suicide and apply a suicide intervention model. - Identify the key elements of an effective suicide safety plan and the actions required to implement it.
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			<ul style="list-style-type: none"> - Assisting an individual in crisis to seek help - Incorporate self-care into daily living.
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7.0 Working with Others

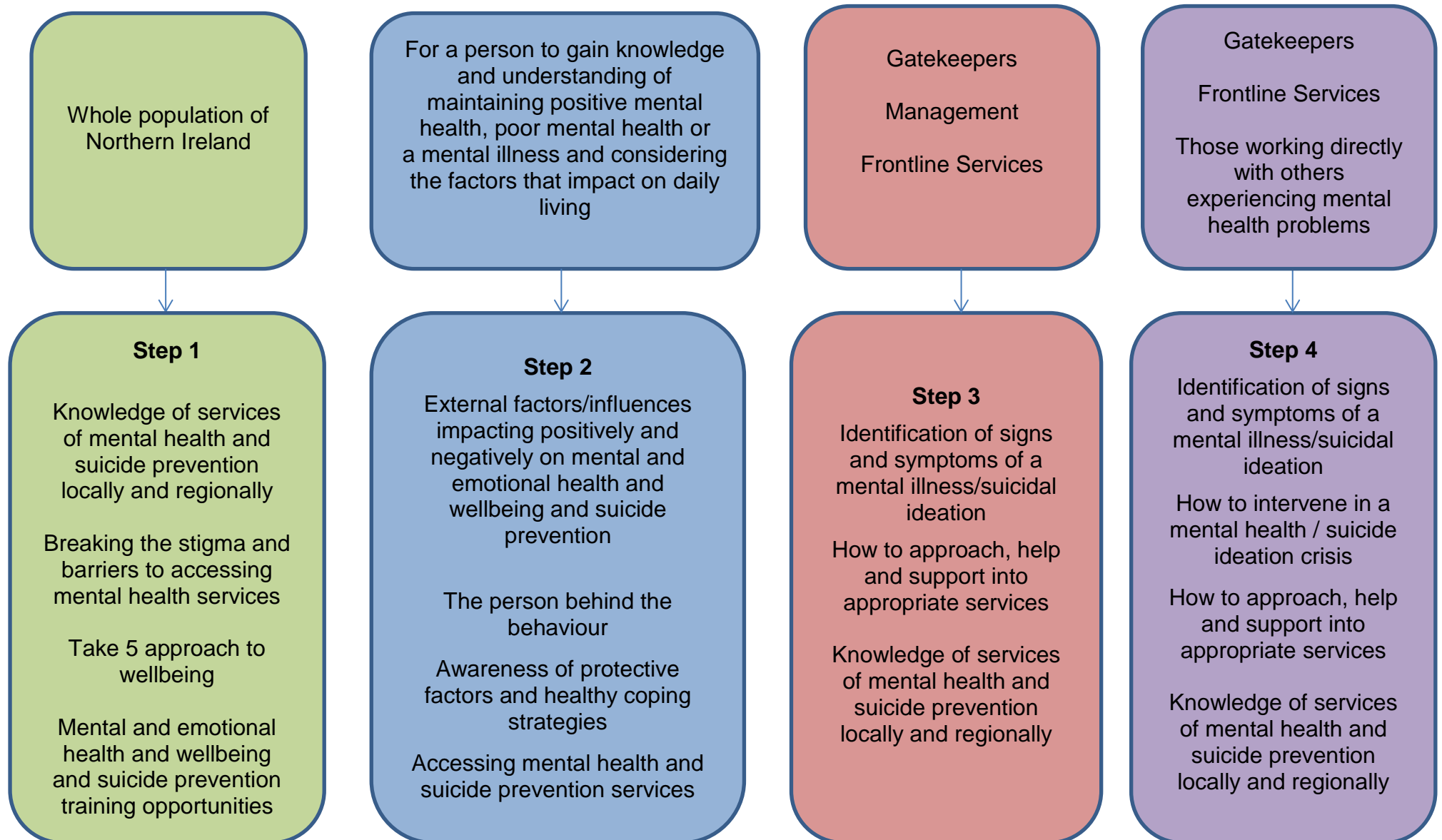
When working/liasing with others that are in a vulnerable state it is key that you equip yourself with the understanding, knowledge and skills in order to respond appropriately and effectively. The steps listed below indicate the outcomes of the learning which will help to do this.

Step	Outcomes
Step 1 Information Sharing	Increase awareness of services available and how to help a person to access these through the referral pathways
Step 2 Developing Awareness and Understanding	Increased awareness and understanding of mental illnesses and the impact this has on a individual's daily living
Step 3 Enhancing Knowledge and Skills Training	Increased knowledge and skills when working with others and how to respond appropriately
Step 4 Specialised Skills Training	Skills in responding to and intervening in crisis situations

For training to be effective and meaningful, workplaces should include mental health and emotional wellbeing into their policies and practice for own staff training and development.

Further guidance on supporting mental health in the workplace is available through NICE Guidelines <https://www.nice.org.uk/guidance/ph22>

8.0 Guidance on Identifying the Right Training Step.



9.0 Refresher Training

Refresher training is required for skills based training programmes to ensure those that have been trained initially have their knowledge and skills updated at regular intervals.

Refresher training revisits skills learned and updates participants with any changes in course materials and resources and can be delivered via e-learning or through group facilitation. Evidence in completing a full training course at Step 3 or Step 4 is required prior to attendance at any refresher course.

Refresher Training requirements are listed below

Step of Training	Refresher training can only be taken during the period below following completion of a full course	Full Retraining to be taken
Step 3 programmes	Between 24 months and 35 months of attending full training	36 months after completing the full training
Step 4 programmes	Between 18 months and 23 months of attending full training	24 months after completing the full training

10.0 Accessing Training

Following an extensive tendering and procurement exercise, organisations that will be contracted by PHA to deliver against each of the 4 Steps of training will be available on Minding Your Head Website www.mindingyourhead.info.

The PHA recognises that there are other training providers available to deliver mental and emotional and health wellbeing and suicide prevention courses across the region.

11.0 Glossary of Terms

Adolescents	Young People aged from 13 – 17 years of age
Adults of working age	Individuals aged from 18 – 67 years of age
Awareness	knowledge or perception of a situation or fact
Blended e-learning	A combination of learning that is face to face and online
Commissioned	Organisations tasked to deliver specific training
Communication	This includes verbal and non-verbal communication such as signs, symbols, pictures, writing, objects of reference, human and technical aids; eye contact, body language and touch. Communication may take place face to face, by telephone, email, text, via social networks, written reports and letters.
Community	people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality
Competence	The ability to do something successfully or efficiently
Context and objectives	To determine what information, advice, education or training is effective and cost effective at increasing the skills and ability of the workforce and public to recognise and respond to someone who may be contemplating suicide and lead to help seeking behaviour. The main aim will be to identify the core components of information, advice, education and training that make them more likely to be effective.
Coping strategies	Activities to learn about ways of coping, building resilience and what influences the way we cope with events in our lives
Co-production	Developing and delivering services in an equal and reciprocal relationship between professionals, people using services, their families and carers
Crisis intervention	Intervening with someone who is suffering a crisis
E-learning	Learning accessed online
Evidence based practice	Using the best, research-proven evidence based practice and treatments in day to day care and service delivery.
Evidence based research	Integrating individual clinical expertise with the best available external clinical evidence from systematic approach.
Frontline	Includes those working in the following sectors: <ul style="list-style-type: none"> - Health and Social Care Trusts - Prison Service of Northern Ireland - Police Service of Northern Ireland - Northern Ireland Ambulance Service - General Practitioners - Emergency Departments
Gatekeepers	Individuals within a community or workplace with the knowledge and resources to identify and support individuals

	initiatives within that community or workplace e.g schools; churches; community organisations;
Intervention	A direct effort to prevent a person or persons from attempting to take their own life or lives intentionally.
Learning Pathways	Learning pathway is described as the chosen route, taken by a learner through a range of (commonly) activities, which allows them to build knowledge progressively.
Mental Health (positive)	A state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community (WHO)
Mental Health Crisis	A mental health crisis often means that you no longer feel able to cope or be in control of your situation. You may feel great emotional distress or anxiety, cannot cope with day-to-day life or work, think about suicide or self-harm, or experience hallucinations and hearing voices.
Mental Illness	Mental illness refers to a wide range of mental health conditions - disorders that affect your mood, thinking and behavior. Examples of mental illness include depression, anxiety disorders, schizophrenia, eating disorders and addictive behaviors.
NICE – National Institute of Health and Care Excellence	An independent organisation that provides advice and guidelines on the Health and Clinical cost and effectiveness of drugs and treatments.
Outcomes	<p>The outcomes that will be considered when assessing the impact on the health or the recipient are Suicide rates/suicide rates among target communities</p> <p>The outcomes that will be considered when assessing help-seeking behaviour among communities</p> <p>The outcomes that will be considered when assessing skills and behaviour of practitioner, peer and public i.e changes in knowledge, attitudes, beliefs, skills and behaviour</p>
Participants/population	<p>Staff and practitioners, e.g</p> <ul style="list-style-type: none"> • Health and social care practitioners • Police, ambulance, prison and fire service staff • People who provide a paid or voluntary service to the public • Clergy • Sporting bodies • Education • Members of the public e.g families; friends; colleagues and peers
PHA	Public Health Agency
Poor Mental Health	Associated with rapid social change, stressful work conditions, gender discrimination, social exclusion,

	unhealthy lifestyle, risks of violence, physical ill-health and human rights violations.
Prevalence	The proportion of a population who have a specific characteristic in a given time period.
Recovery	This term has developed a specific meaning in mental health that is not the same as, although it is related to, clinical recovery. It has been defined as A deeply personal, unique process of changing one's attitudes, values, feelings, goals, skills and/or roles. It is a way of living a satisfying, hopeful and contributing life, even with limitations caused by the illness. Recovery involves the development of new meaning and purpose in one's life (DH 2011)
Referral pathways	Signposting and referral is the effective advice where an individual can be best advised of services that best meets their need
Refresher	An activity that refreshes one's skills or knowledge
Resilience	The ability to cope with adverse circumstances, either as an individual or in a community.
Self-care	The actions people take for themselves, their children and their families to stay fit and maintain good physical and mental health: <ul style="list-style-type: none"> • meet social and psychological needs; • prevent illness or accidents; • care for minor ailments and long term conditions; • maintain health and wellbeing after an acute illness or discharge from hospital (Self-care – A real choice: Self-care support – A practical option, published by Department of Health 2005)
Services	The action of helping or doing work for someone
Signposting	Signposting and referral to the appropriate organisation is the effective advice where an individual can be best advised of services that best meets their need
Skills training	The process and learning that provides the methods and techniques to improve performance
Specialised	Someone or something that is specialised trained or developed for a particular purpose or area of knowledge.
Stigma	Discrimination, based upon societies fear and ignorance about an illness or a problem. It causes people to be marginalised and mistreated and therefore leads to social isolation, health inequalities and many forms of discrimination
Suicidal Crisis	A situation where suicide is attempted
Suicidal Ideation	Suicidal ideas or overwhelming desire to die by suicide
Suicide Prevention	Diminishing the risk of suicide
Wellbeing	A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment (DH2011)