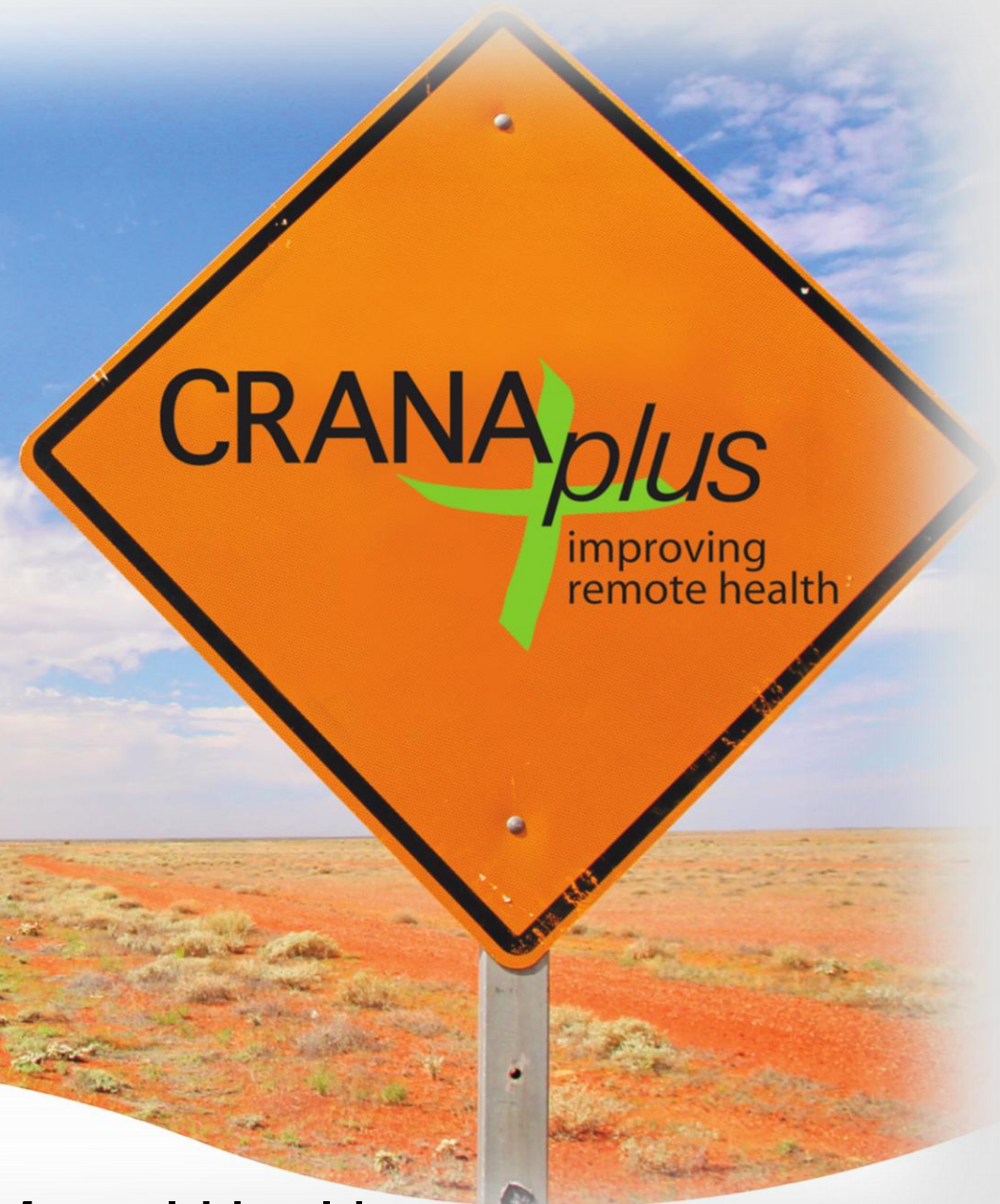


Using contemporary educational practice to improve rural and remote practitioners' responses to mental health presentations



Presented by
Amanda North - Remote Clinical Educator Mental Health



WHY?

HOW?

NEXT?

WHAT?

SO FAR?



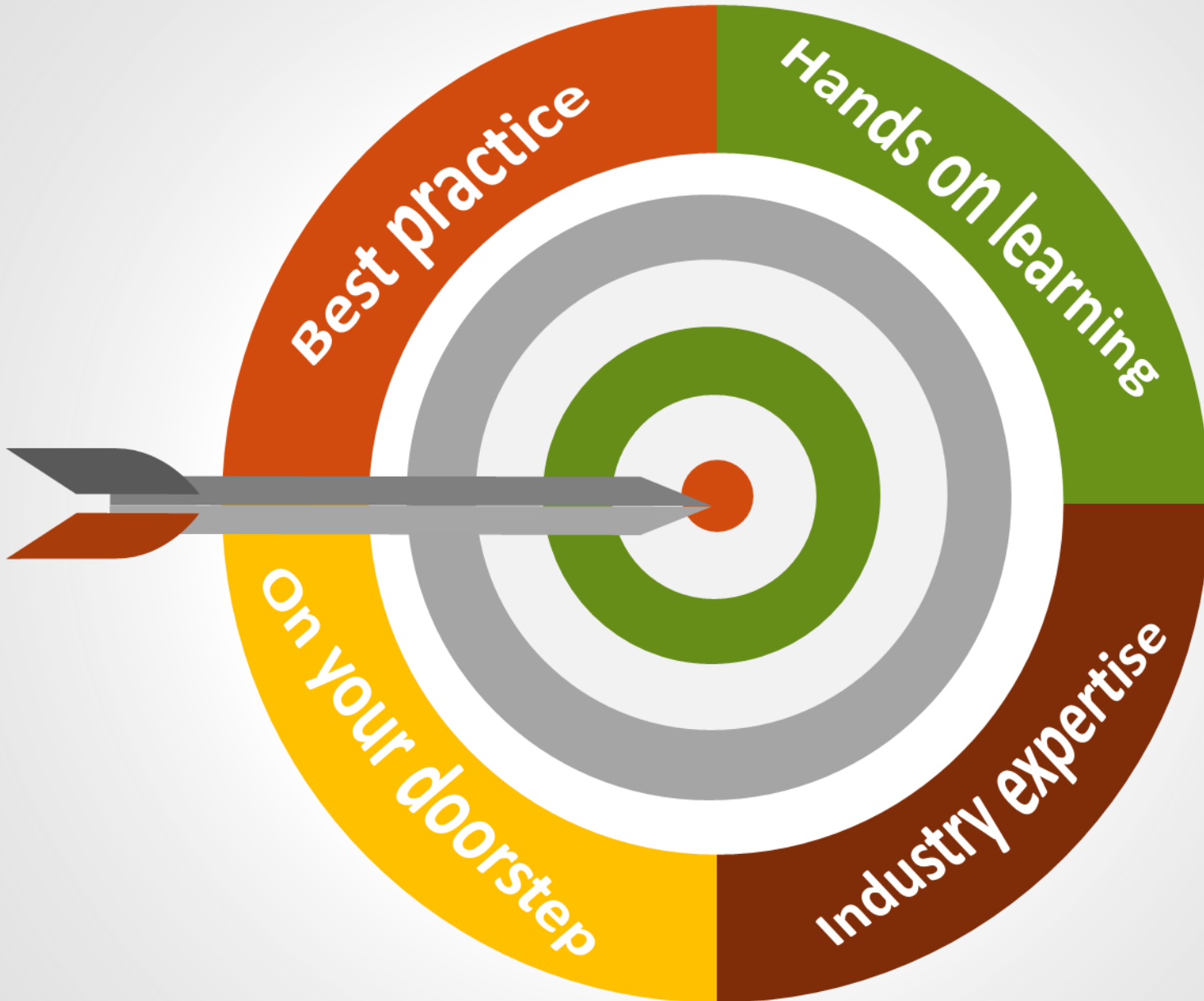
Knowledge gap
Lack of skills & confidence
Anxious and unsure
Limited resources & support



Aligns with studies from rural Australia

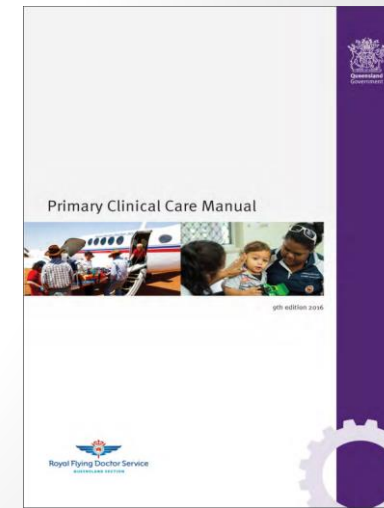
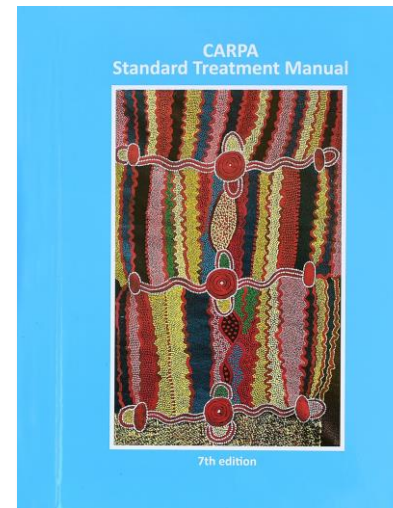


Significant rates of evacuation





- ➔ Substance use & cessation
- ➔ Social & emotional crisis
- ➔ Suicide & self-harm risk
- ➔ Acute mental illness



5x O Framework for Practice





HOW?



Knowledge

Specific technical MH + generic skills



Skill

Applying knowledge in range of contexts,
with a range of MH presentations



Confidence

Accessing information & support
Decision making
Communicating & Collaborating
Resilience



“Practice sessions” sharing and applying the content

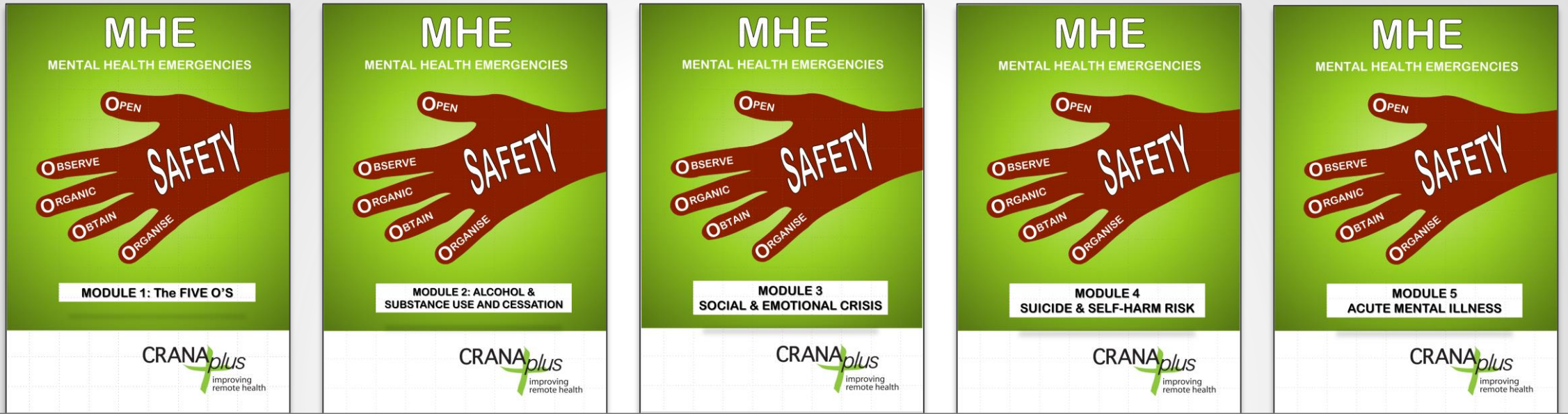
Skills stations

- Demonstrations
- Practice opportunities



“Theory sessions” content based





In each module:

- ✓ Brief overview about the presentations.
- ✓ Brief information about strategies to use.
- ✓ A case-scenario to practice applying the content.



FORMAT OF THIS MODULE

- 1 Brief information about situational crisis.
- 2 Brief information about strategies to use when working with people who are in situational crisis.
- 3 Applying the module content together with the 5xO to a case scenario.

Online services available

There are a growing number of online services available to assist people who may have experienced a crisis (or have a mental illness).

Of course these will not always be appropriate for everyone with issues of language barriers, computer literacy and limited access to IT resources.

The National Rural Health Alliance have put together a help sheet of available services.

You can access it here:

<http://ruralhealth.org.au/sites/default/files/publications/2017-rural-mental-health-help-sheet.pdf>



Print based resources

Menzies School of Health Research has a range of free fact sheets and other resources for purchase.

There are some great resources, such as these ones on the link for indigenous wellbeing. These can be helpful to assist people problem solve and identify their strengths. The "Making change? No worries!" document has a 4-Step "Stay Strong Talking Treatment".



http://www.menzies.edu.au/page/Resources/?keywords=&research_area%5B%5D=Mental-Health+and+wellbeing

WHAT'S YOUR EXPERIENCE?

- ?** Have you worked in an emergency department when someone presented as very distressed and possibly with some behavioural concerns?
- And you or someone in your team refer this person to the specialist mental health team.
- And after the review the report back from the mental health team was something like: "this person does not have any mental illness and is in *situational crisis* or *acute stress reaction*."
- And perhaps you or your team then referred this person to the social work team.
- ?** Have you worked in regional or remote health services where you don't have these sorts of luxuries?
- ?** How about this situation... Have you organised transfer of someone to a hospital and they have been discharged quickly with "situational crisis" or "acute stress" as the primary concern. And that person is now back in your community.

How skilled and confident are you?

How do you rate your knowledge, skill, and confidence levels when people present with situational crisis or acute stress?

Knowledge					
Skills					
Confidence					

- ✍** Jot down how you rate yourself and any issues / specific questions you would like to be addressed in the face to face workshop.

WHAT IS SITUATIONAL CRISIS?

Crisis occurs when an external event or stressor (often something that is unexpected) intensifies and our usual coping strategies do not resolve the problem. This in turn causes us to have a less healthy level of functioning and may lead to feelings of anxiety, fear, hopelessness and so on. The symptoms are typically transient and the episode is brief.

Crisis are personal by nature and are acute. They are not necessarily pathological and may result in growth and change.

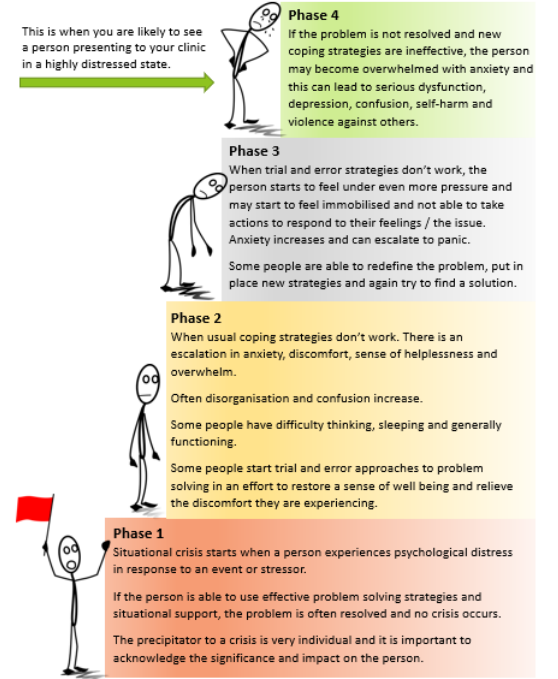
The term situational crisis is **not diagnostic**. It is psychological distress that is exhibited once usual coping mechanisms have been exhausted. There is an absence of "treatable mental illness".

- 🧠** Think back to a couple of times where you experienced a stressor and/or when a family member or friend was experiencing a stressor. How did you cope?



ESCALATION OF CRISIS

Many authors continue to cite the 1960s work of Caplan (Harvard University) and identify 4 predictable phases in the escalation of situational crisis.



Consistent format and links to useful resources front loaded.

Reflection on professional experience to personalise learning.
Brief self assessment to identify gaps and help focus.

Reduced content
Breaking it up visually with conversational tone and consistent visual design.

WHAT CAN YOU DO IF THERE IS NO 'TREATABLE ILLNESS'?

Someone presenting in crisis requires a response.

Although we don't want to over medicalise the person's presentation it is a significant event and it is important to acknowledge that. We want to encourage the person to take some actions and steps, and empower them to take some ownership over the problem/crisis.

Medications may play a role for someone with significant agitation (and we will discuss this further at the workshop).



- ✓ Safety must be a focus throughout.
- ✓ Remain calm and in control despite the person's distress.
- ✓ Main risks: escalating agitation, aggression and self-harm.
- ✓ De-escalation is the preferred approach.

- ✓ Provide general support: show warmth, acceptance, empathy and caring by providing reassurance.
- ✓ Take initial steps to help the person feel safe and to lower anxiety.
- ✓ Listen carefully and encourage the person to talk about their crisis. Help to identify the precipitating events: "What happened that prompted you to seek help?"
- ✓ Normalise the feelings that the person is expressing.
- ✓ Perhaps reflect back the parts of the overwhelming crisis; this helps break it down and identify a path forward.



- ✓ Appearance, behaviour, affect, mood, speech, thought form/content, perception, cognition, memory, orientation, insight, judgement.
- ✓ Evidence of self-care.
- ✓ Explore the person's perception of the triggering event: "How do you see it?", "What happened first...and then what?".
- ✓ Can the person identify previous coping strategies? "When you've had these sorts of things happen in the past, what worked best for you?", "What helps you to stay afloat at the moment?".
- ✓ Does the person perceive they have strategies and supports available? "What helps you feel better?", "What helps to relax you?", "Who do you live with?", "Who is most helpful for you right now?".

Step by step

Step through the 5 x O approach for each type of presentations

CRANAplus team tips

The Important Tips
The How to application
tagged up front +

A step by step case scenario with what to look for

- ways to ask
- actions to take

Applying the knowledge of the 5x O approach, with guided questions.

Encouraging review of content, tips and suggestions as needed.

With non-stereotypical images

CASE SCENARIO: Mark



Lets work through the 5xO so how you may approach and manage the person.

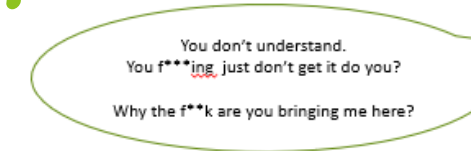
Information is revealed to you when you click on the **MORE INFORMATION** buttons.

Briefly jot down your responses to each question and then, if you want to, you can click on the **HINTS** buttons to see what our **Crana** team would do.

Make a note of any questions / concerns so that you can raise these at the face to face workshop.

Initial presentation of patient

Mark has just been heard yelling and swearing at his father outside the clinic.



Q1 What are your first thoughts and actions before Mark and his father enter the clinic?

HINTS



Q2 Why is important to be open?

Q3 What are a couple of questions you could ask to engage Mark?

HINTS

MORE INFORMATION

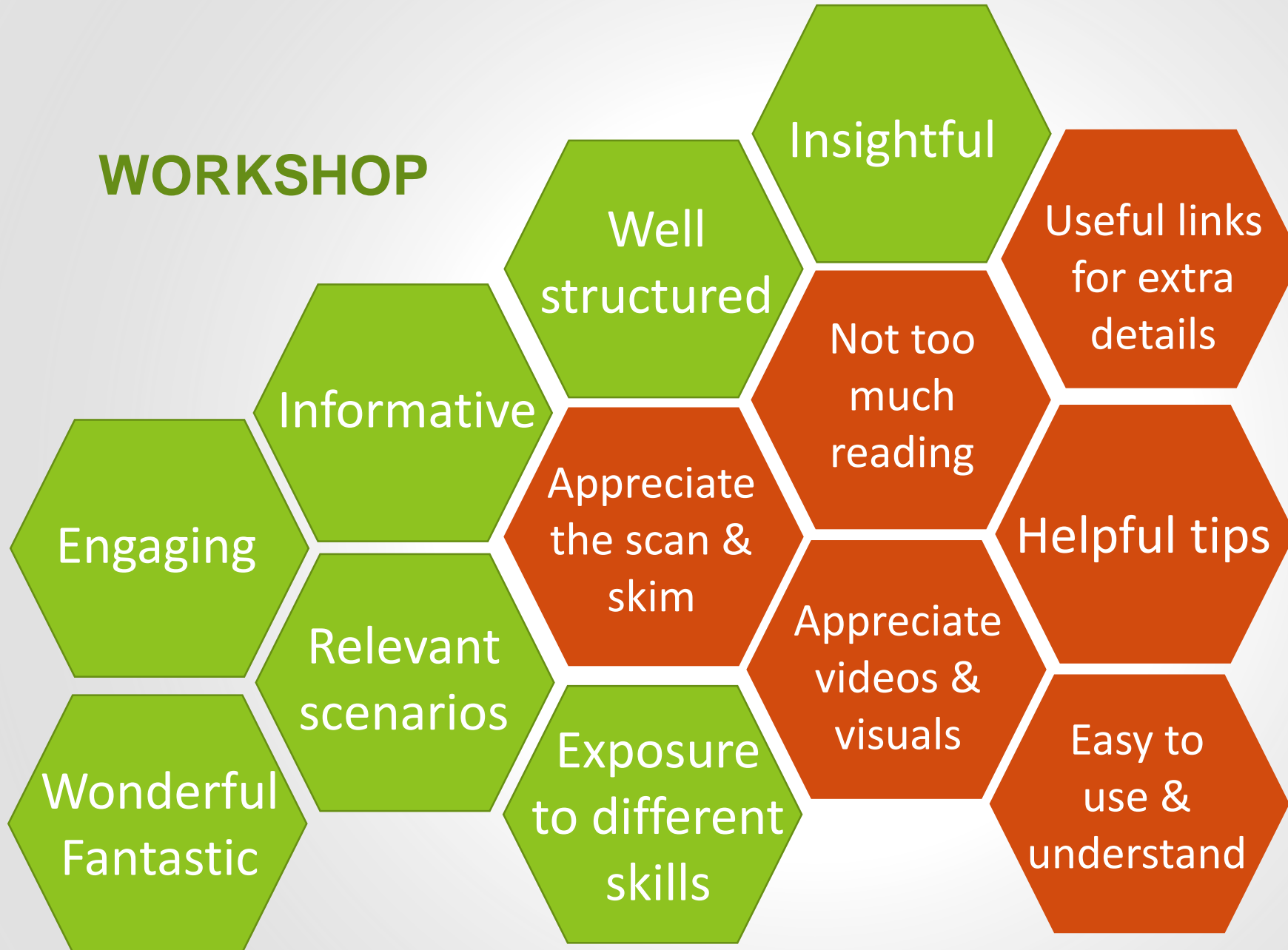
1 DAY WORKSHOP





Positive feedback
from target group

WORKSHOP



ONLINE MODULES



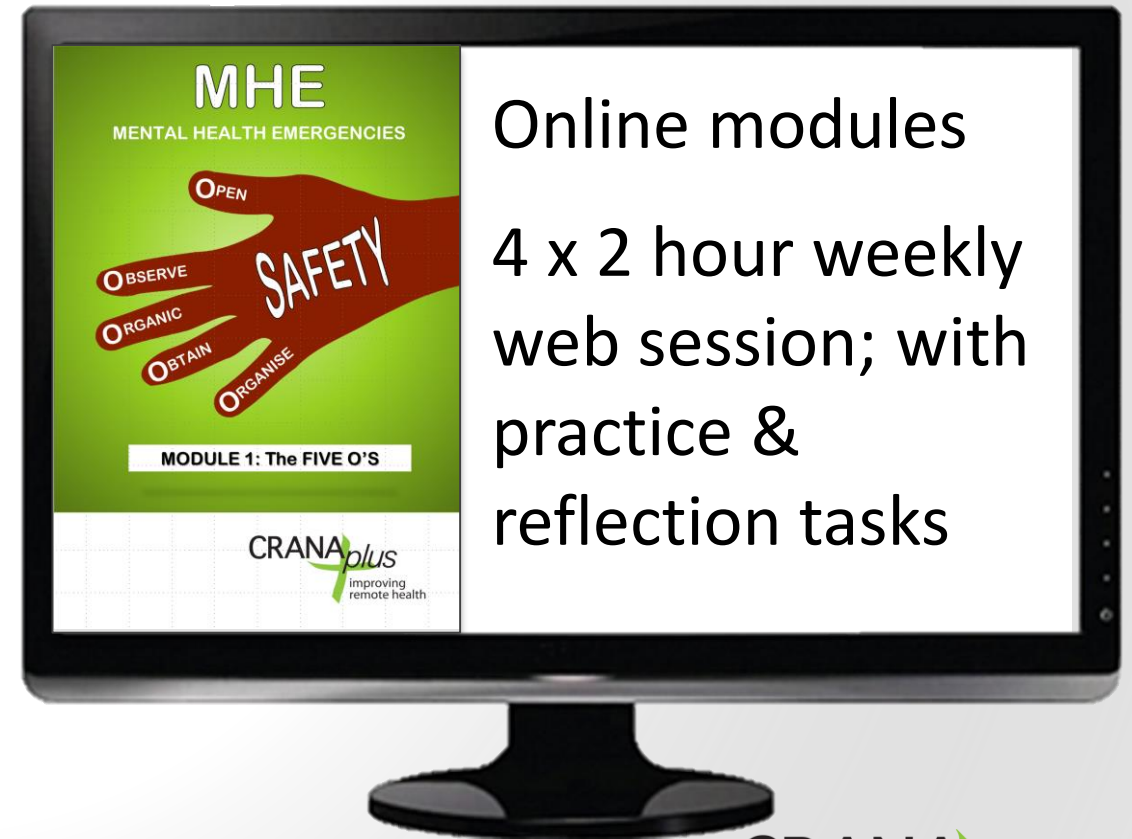
NEXT?

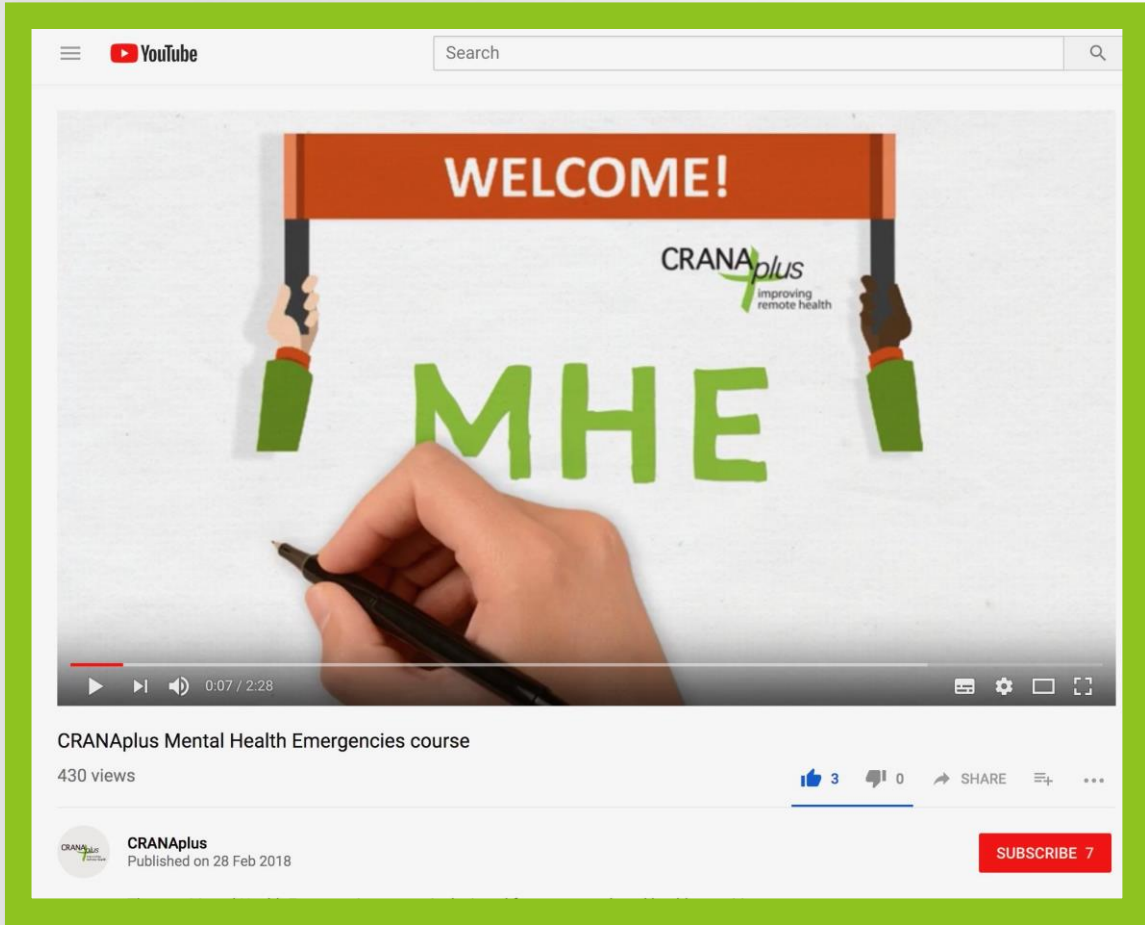
Workshops planned for 2019
with additional capacity for
private courses.

Fully online course.

Opportunities for formal &
longitudinal evaluation.

Expert panel review of
content.





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***Find out more on the CRANAplus
youtube channel or at crana.org.au***

