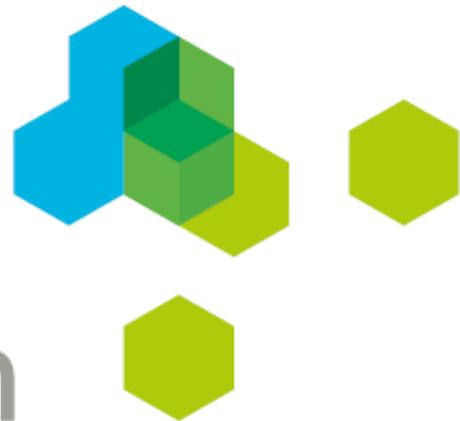


Maudsley Simulation



A CURRICULUM FOR INTER-PROFESSIONAL AND INTERDISCIPLINARY TRAINING IN MENTAL HEALTH

Zaina Jabur, MD, MPH • Mary Lavelle, PhD • Chris Attoe, BSc

NHS
Health Education England

INTRODUCTION

Rationale

The new models of care outlined by National Health Service England in the Five Year Forward View (2015) represent a substantial step forward in UK health and social care services. The Five Year Forward View for Mental Health (2016) provides additional detail specific to healthcare for mental health. This restructuring and refocusing of services is best achieved by aligning workforce development practices with these goals.

High quality mental health training must be available for interprofessional, multi-disciplinary groups that represent the networks of care that the NHS is moving towards. Currently no template of framework exists to guide mental health education and training for healthcare workforces in line with new models of care.

First-rate examples of mental health training exist throughout the National Health Service (NHS). These initiatives must be built upon and contextualised in a broader, organised approach to delivering training across networks of care. This curriculum seeks to provide a framework to do exactly that, as well as guiding the development and structuring of Sustainability and Training Plans and other educational initiatives.

This curriculum aims to provide a comprehensive education framework for mental health in line with new models of care and interprofessional working.

CURRICULUM DEVELOPMENT OVERVIEW

Objectives: The objectives of the curriculum development project were:

- To identify the current mental health-focused training plans for health care workers across professions and disciplines in South London.
- To identify the gaps in mental health training that must be met to enable the delivery of new models of care.
- And to develop an integrated framework curriculum for healthcare professionals training in a multidisciplinary manner in mental health.

THE PROCESS

There were three stages to the process for achieving our objectives: literature review, data collection and collaboration, and finally the development of the curriculum with direct input from clinical and medical education stakeholders in South London as well as internationally.

Phase 1 - Literature Review and Case Examples:

We conducted an extensive search and review of the literature for any mental health curriculum that was multidisciplinary and multiprofessionally oriented. While there was a great deal of research that demonstrated the benefits of interdisciplinary training, there is very limited if any resources or tools that can be used for training in the existing medical and educational literature.

We were able to gain some guidance and inspiration from collaborative care health and education centres around the world who do have some training experience.

These include:

- Cambridge Health Alliance, Harvard Medical School, Boston, USA
- Advancing Integrated Mental Health Solutions (AIMS), Washington, USA
- Medical Psychiatry Collaborative Care Certificate (MP3C), Toronto, Canada

Next, we explored the literature for existing guidance or curricula for human factors, nontechnical skills and values based health care. Again, this area seems to have been very sparsely developed.

We were able to find some guidelines in the field of values-based healthcare literature, mainly developed by the Sainsbury Institute and the former National Institute for Mental Health in England section of the UK government's Department of Health as well as NHS England, but these did not include a full curriculum.

Finally, we looked at the existing curricula for evidenced based guidelines on mental health training, for clinical skills. We were able to identify several examples in existence, including curricula published by the World Health Organisation and the Royal College of Psychiatry.

Phase 2 - Data Collection:

The next step was a scoping study, to collect data and identify existing training plans and to perform a mental health training needs assessment for multidisciplinary teams. We did this by identifying and reaching out to key stakeholders in South London, including clinicians, educational leads and leadership in the Community Education Provider Networks (CEPNs), Clinical Commissioning Groups (CCGs), NHS Trusts, and educational institutions and universities.

We developed an online survey¹ which was sent to 180 contacts, receiving more than 50 replies. In addition, we conducted initial focus groups and personal interviews with approximately 40 people.

¹ See Appendix 1 for complete survey questionnaire

Phase 3 – Curriculum Structure and Content Development:

In the final stage of the project, we synthesized the information collected, using the synthesis to guide the development of the overall structure, focus, and content of the curriculum. We identified numerous points that were integrated into the curriculum.

Key themes were identified throughout the process:

- Human factors approaches
- Importance of values-based education
 - Esp. regarding care and compassion, conflict management, managing uncertainty
- Psychoeducation skills
- Public Health perspective
- Creative as well as Critical Thinking
- Resilience of the workforce
- Patient/service user voice
- Understanding governance structures

Once we completed a draft curriculum structure, we conducted follow-up focus groups and interviews to review and provide feedback, which was overwhelmingly positive. With that final input, we completed the development of the curriculum, available for dissemination.

THE DEVELOPED CURRICULUM

Completion of the project process outlined above concluded with the production of a curriculum that promotes collaboration learning and practice, teamwork, and medical knowledge of mental health.² This framework for interprofessional learning of mental health skills links closely to NHS England's new models of care, supporting the provision of professionals with the skills to adapt across specialities. Through fostering the dissemination of learning and good clinical practice in mental health, in line with the recent Five Year Forward View (2016), the ultimate goal is to support improved clinical care.

² Appendix 2 for further details on the project stages and lessons learned.

USING THE CURRICULUM

The overall purpose of the curriculum is to provide a framework for mental health education. It has been designed in such a way that it can be utilized for clinical and nonclinical staff with any range of experience or educational background in mental health. It has been framed in such a way that it provides the learning audience with specific guidance points for any subject that they may want to address, but flexible enough that it can be utilized at the level and depth appropriate for any particular group or individual. The curriculum should be referenced flexibly and in line with the specific learning needs of the users.

The curriculum is based on the philosophy of learning as a reflective, lifelong process. It emphasizes the importance of the integration of theory and practice. With that in mind, the design and overall structure of the curriculum with recommendations for the mode of delivery supports the adult learning approach, emphasizing experiential and interactive learning, encouraging the exchange of existing competencies – relevant knowledge, skills and attitudes – to contribute to the educative process. Active learner participation, engagement, and reflection with supported mentorship optimize the achievement of learning objectives and outcomes.

STRUCTURE

The curriculum is divided into two parts:

Part I – the Evidenced Based Curriculum, focusing on medical knowledge and technical clinical skills and

Part II – the Values Based Curriculum, focusing on the nontechnical skills, crucial for all clinicians' competencies.

The curriculum is structured in modules which are the units of study of different core subjects in mental health care. Each of the modules are then divided into further syllabus topics covering the full range of general subjects encountered in clinical care, from the public health to the individual perspective, from the social to the biological approach, etc.

The syllabus contains different topics that provide detailed learning objectives with specific outcomes and competencies. The components of the curriculum contain both theory and practice elements.

In Part I, the curriculum is set up so that the aims and 11 different syllabus topics, learning objectives with outcomes and competencies and recommended learning modalities and resources can be applied to each of the modules listed. In Part II, the syllabus topics, learning objectives with outcomes and competencies and recommended teaching modalities are more specifically allocated to each of the four modules of the values based curriculum.

It is important to note that concepts and subjects introduced in one part of the curriculum or module may interlink and be further developed in another. Concepts can be cross-referenced so that the evidenced based modules are juxtaposed with the values based modules. Again, this should be done in a manner that reflects the needs of the learners.

KEY POINTS

The overall hope is that the curriculum will be used by individual clinicians and clinical teams in order:

- to allow the learner to seek out and integrate evidence based knowledge into practice
- to stimulate an enquiring and creative approach to mental health care
- to encourage the development of analytic and critical awareness
- to help develop the learner's adaptability to changes in mental health care in an analytical and sensitive way
- to allow learners to improve therapeutic communication skills
- to allow the learner to seek out and integrate evidence based knowledge into practice
- to facilitate the development of independent judgement and problem-solving skills
- to develop the learner's understanding of the impact of policies and systems relevant to mental health
- to help develop learner's leadership and team (multidisciplinary, interagency and intersectoral) working skills crucial in the context of mental health care
- to help learners work more collaboratively with all those involved in mental health care, e.g. patients, families and/or carers, and members of the multidisciplinary team
- to help the learners improve partnerships with patients and their social networks in order to empower patients
- to increase the learner's knowledge and understanding of important health, social, ethical, legal, professional and policy frameworks
- to help learners better provide empathic, non-discriminatory and culturally sensitive care
- to allow learners to provide sensitive patient-centred (with social network involvement) evidence-based assessments, diagnostic formulations, and treatment implementation in a variety of settings

PART I

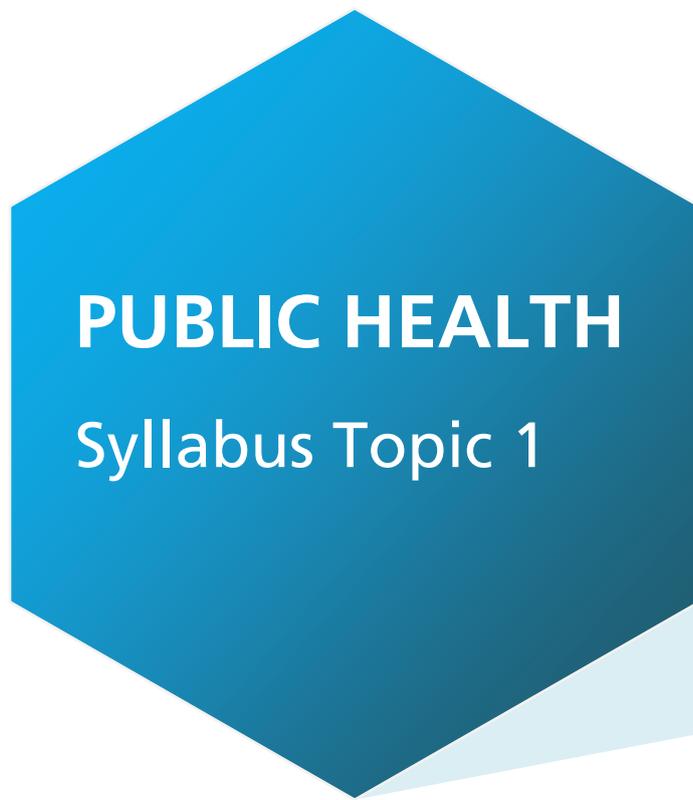
Evidence Based

Mental Health Curriculum

Module:

1. Psychotic disorders
2. Depression
3. Mania
4. Anxiety Disorders
5. Trauma and Stress-Related Disorders
- 6 Substance Misuse Disorders
7. Personality Disorders
8. Learning Disorders and Intellectual Disabilities
9. Dementia
10. Delirium
11. Perinatal Mental Health Conditions
12. Child and Adolescent Mental Health Conditions
13. Eating Disorders
14. Medically Unexplained Symptoms/Somatic Symptom Disorders
15. Forensics

Modules Overview and Aim: The aim of the modules is to learn about the psychopathology of psychiatric disorders and appropriate management. All of the components of mental health conditions and social and biological considerations and approaches are outlined in the syllabi.



PUBLIC HEALTH

Syllabus Topic 1

Syllabus Topic 1: Public Health

Learning Objectives: To gain knowledge of the public health and epidemiological concepts of psychiatric disorders

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

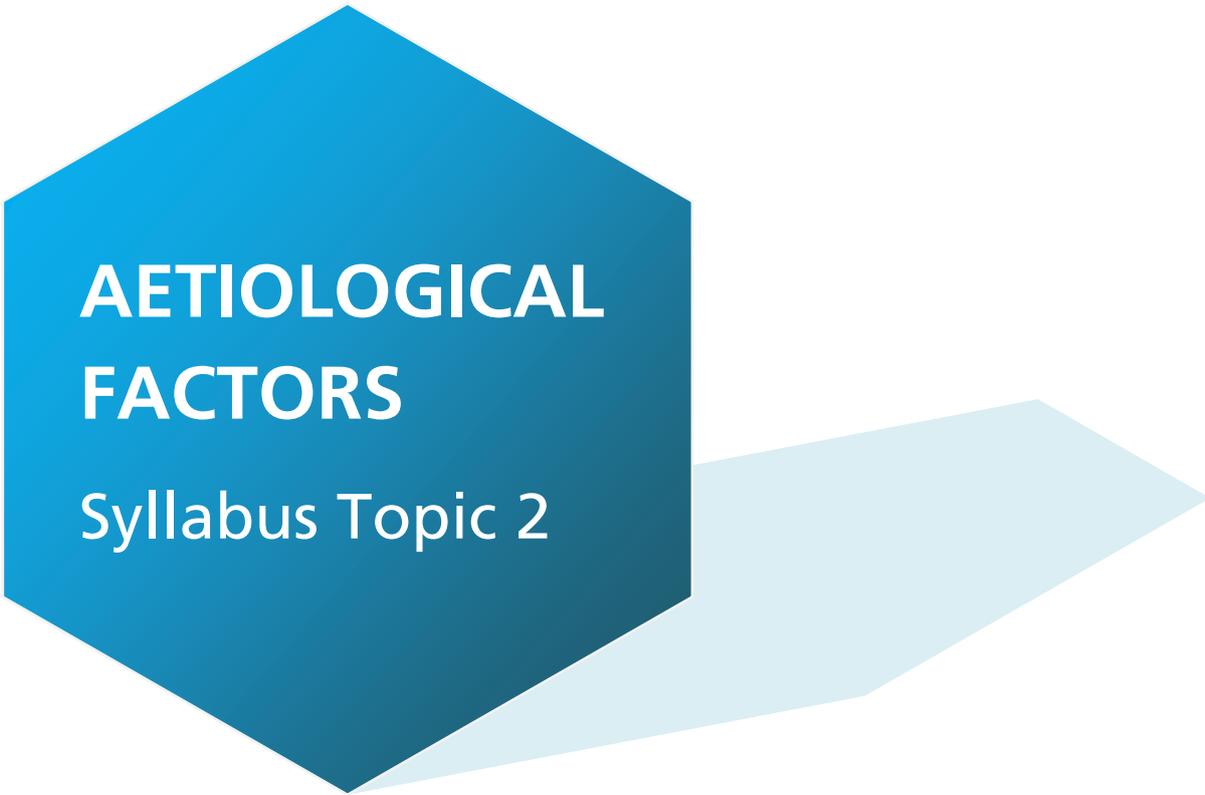
- Have knowledge of presentation patterns, incidence, prevalence, morbidity, disability and mortality of psychiatric disorders
- Have knowledge of sociodemographic statistics of patients with psychiatric disorders
- Have knowledge of incidence of comorbidity between psychiatric conditions
- Have knowledge of societal impacts of psychiatric disorders

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- National Institute for Health and Clinical Education (NICE) Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)
- e-Learning for Healthcare
- Mental Health First Aid



AETIOLOGICAL FACTORS

Syllabus Topic 2

Syllabus Topic 2: Aetiological Factors

Learning Objectives: To gain knowledge of all factors influencing psychiatric presentations

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

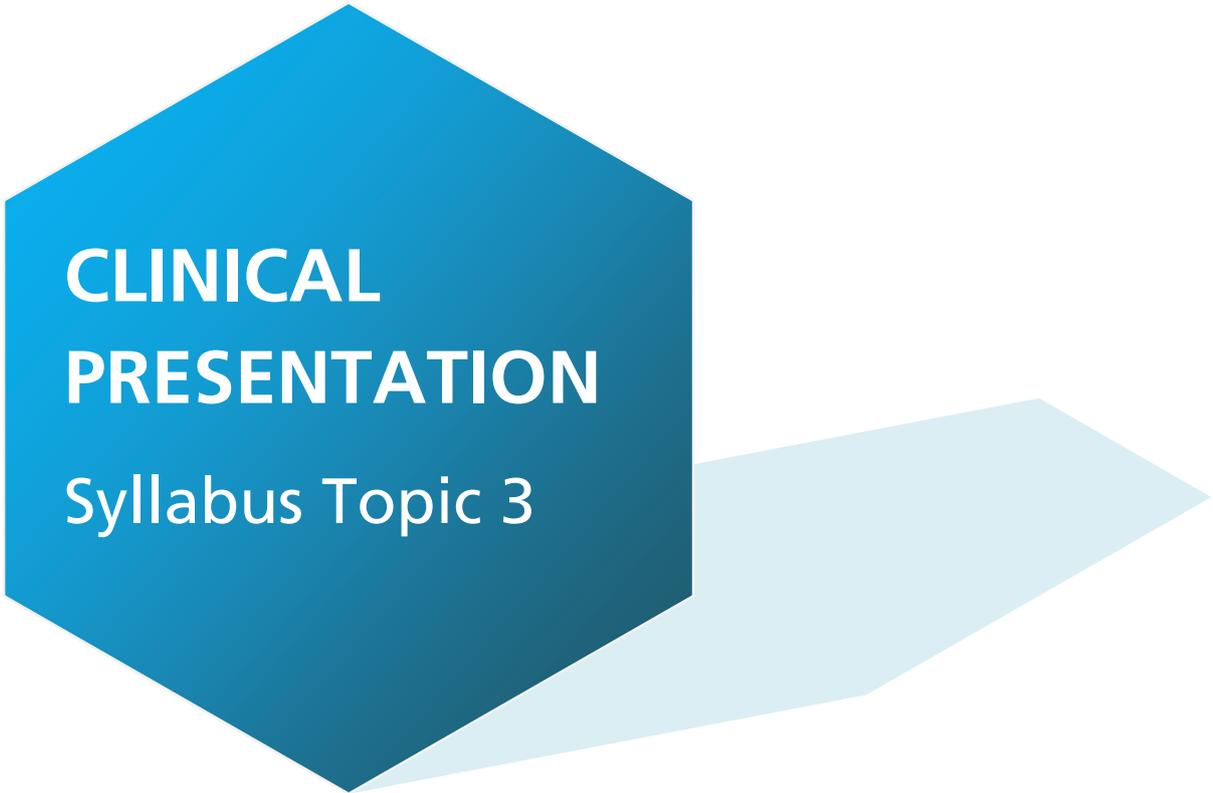
- Have knowledge of sociodemographic influences on psychiatric disorders
- Have knowledge of environmental influences on psychiatric disorders
- Have knowledge of genetic influences on psychiatric disorders
- Have knowledge of biological influences on psychiatric disorders
- Have knowledge of psychological influences on psychiatric disorders

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)
- e-Learning for Healthcare
- Mental Health First Aid



**CLINICAL
PRESENTATION**

Syllabus Topic 3

Syllabus Topic 3: Clinical Presentation

Learning Objectives: To gain knowledge of the clinical presentations of psychiatric disorders

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

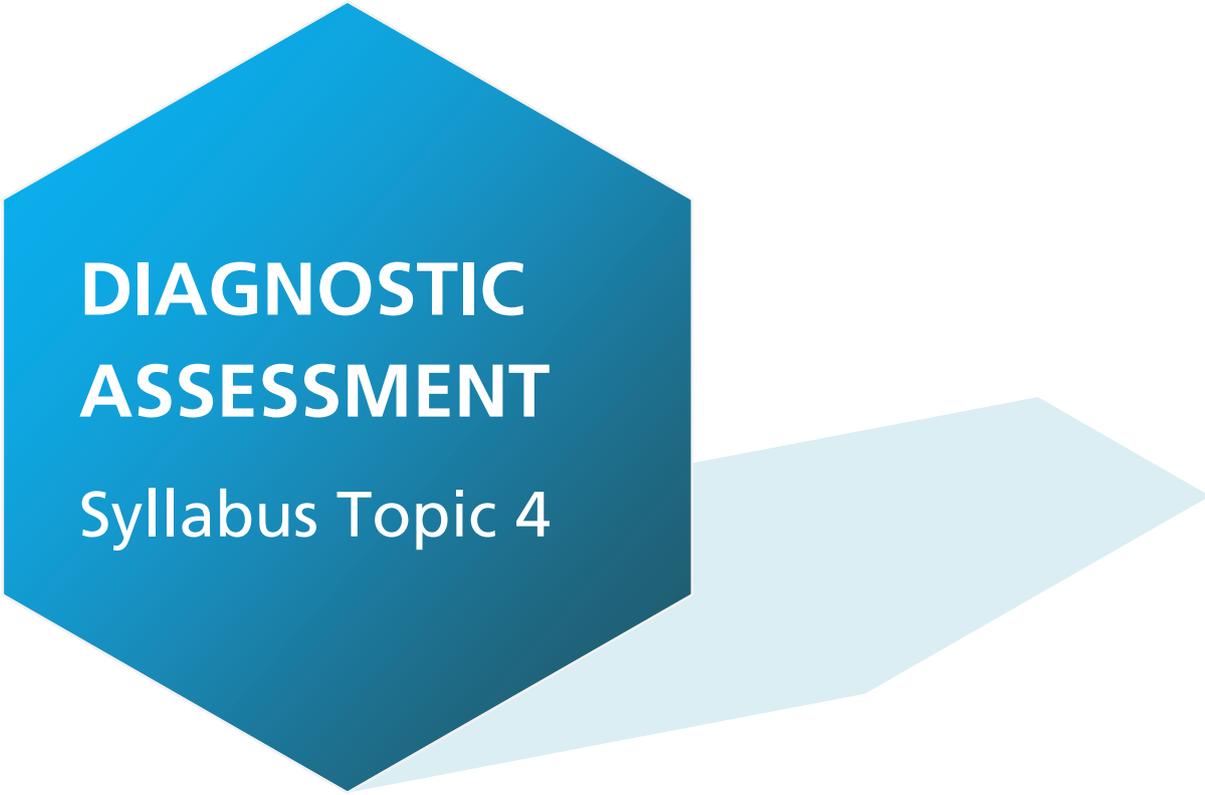
- Have knowledge of premorbidity in psychiatric disorders
- Have knowledge of the range of presenting pictures of psychiatric disorders
- Have knowledge of signs of psychiatric disorders
- Have knowledge of symptoms of psychiatric disorders

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)
- e-Learning for Healthcare
- Mental Health First Aid



**DIAGNOSTIC
ASSESSMENT**
Syllabus Topic 4

Syllabus Topic 4: Diagnostic Assessment

Learning Objectives: To develop clinical assessment skills for psychiatric illnesses

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

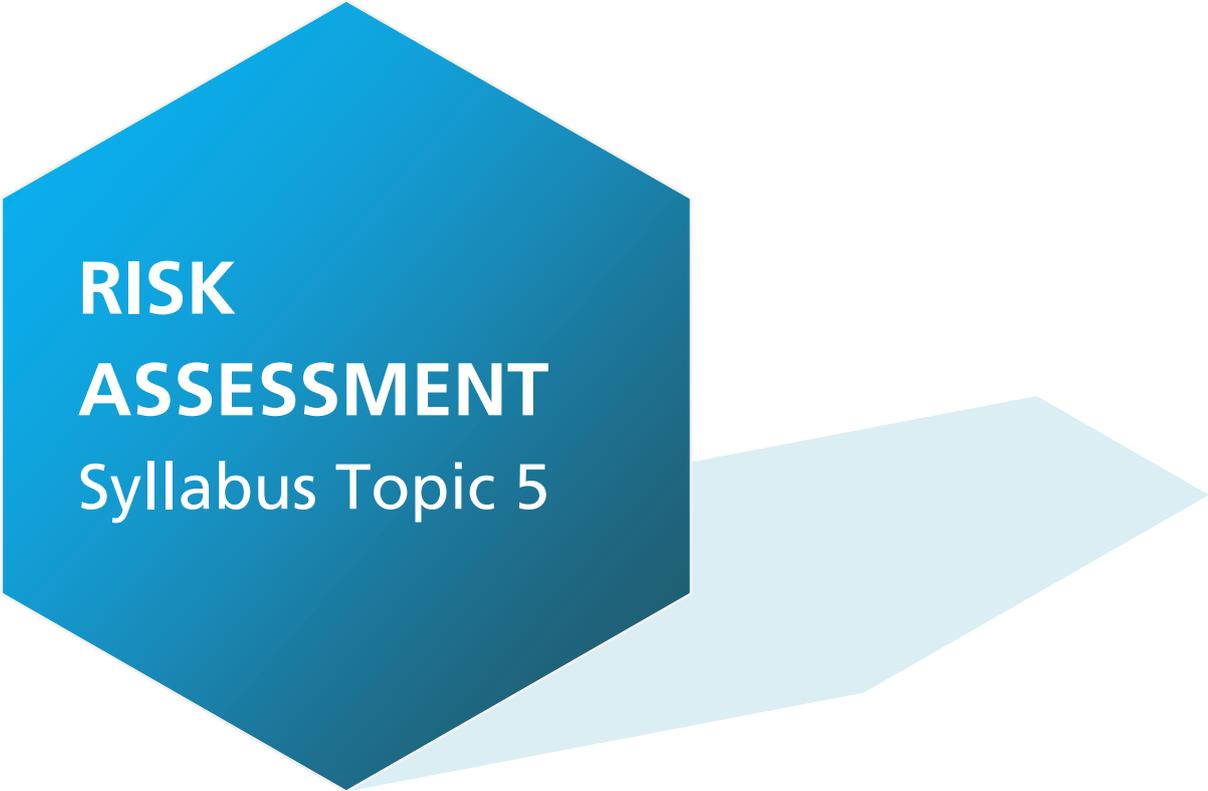
- Be able to empathically engage with patients with psychiatric presentations and their social network
- Be able to take a history, including collateral, for psychiatric illnesses
- Be able to take a mental status examination of a psychiatric presentations
- Have a working knowledge of medical diagnostic tools for psychiatric presentations to rule out physical causes

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)
- e-Learning for Healthcare
- Mental Health First Aid



**RISK
ASSESSMENT**
Syllabus Topic 5

Syllabus Topic 5: Risk Assessment

Learning Objectives: To develop the ability to assess safety and risk for patients with psychiatric presentations

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

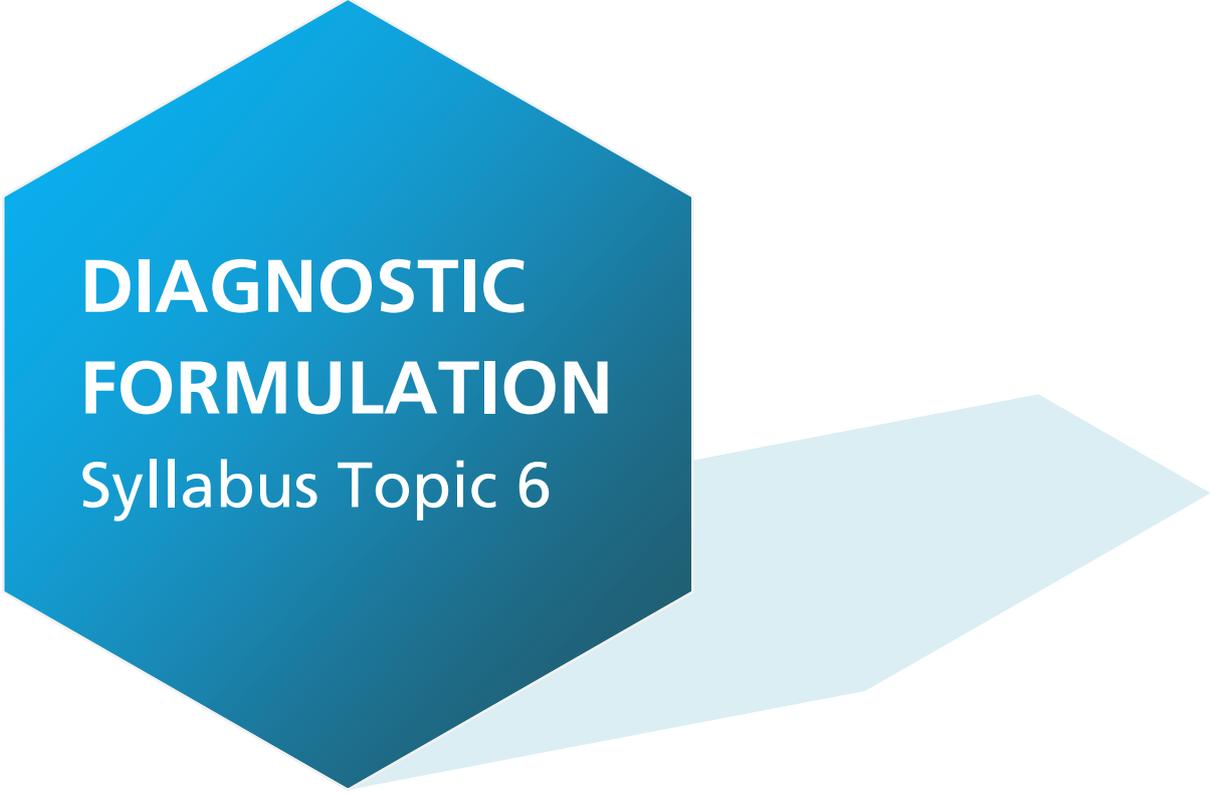
- Be able to perform a comprehensive risk assessment for patients with psychiatric presentations

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)
- e-Learning for Healthcare
- Mental Health First Aid



**DIAGNOSTIC
FORMULATION**
Syllabus Topic 6

Syllabus Topic 6: Diagnostic Formulation

Learning Objectives: To develop clinical formulation skills.

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

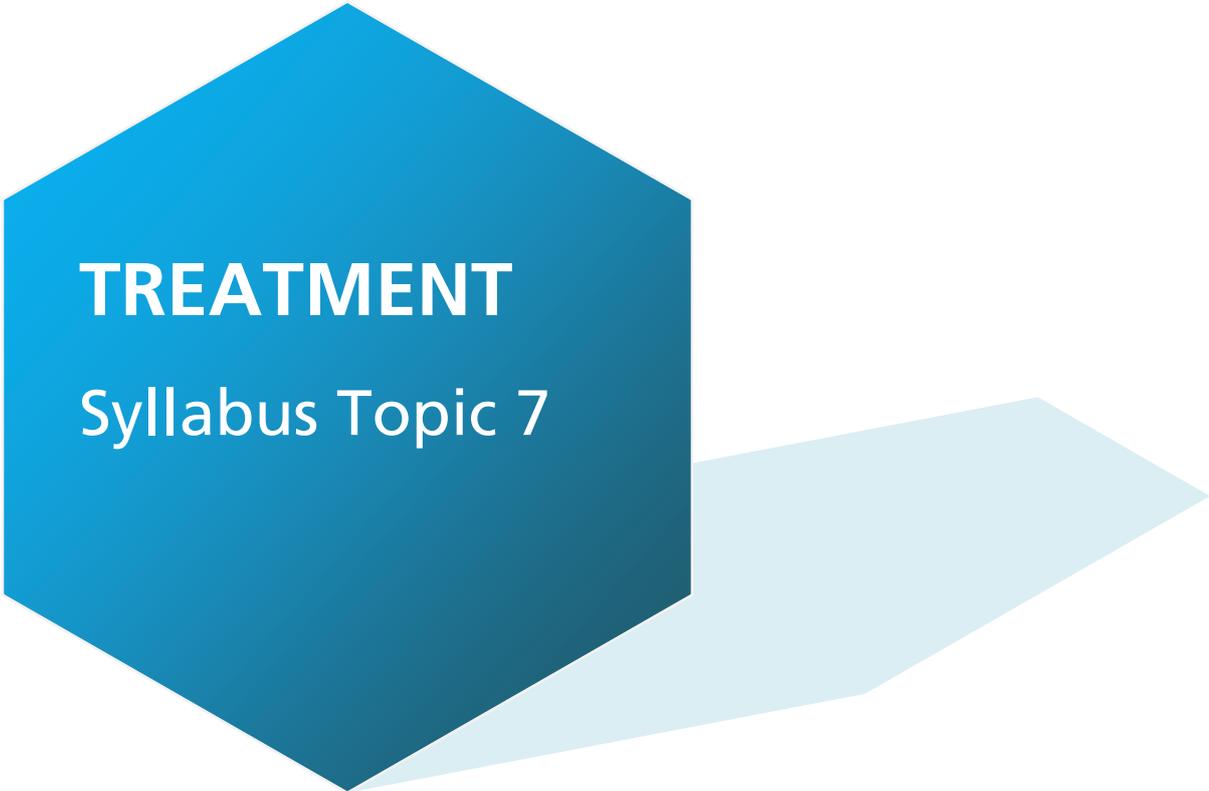
- Have knowledge of diagnostic criteria (ICD/DSM V) for the major classifications of psychiatric disorders
- Be able to form a differential diagnosis for a psychiatric presentation
- Be able to develop a biopsychosocial formulation for patients with psychiatric presentations
- Have a knowledge of possibilities for prognosis for patients with psychiatric illnesses and presentations
- Be able to develop a patient centered, multidisciplinary, culturally sensitive treatment plan for patients with psychiatric presentations

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)
- e-Learning for Healthcare
- Mental Health First Aid



TREATMENT

Syllabus Topic 7

Syllabus Topic 7: Treatment

Learning Objectives: To develop a working clinical knowledge of all treatment modalities for psychiatric disorders.

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

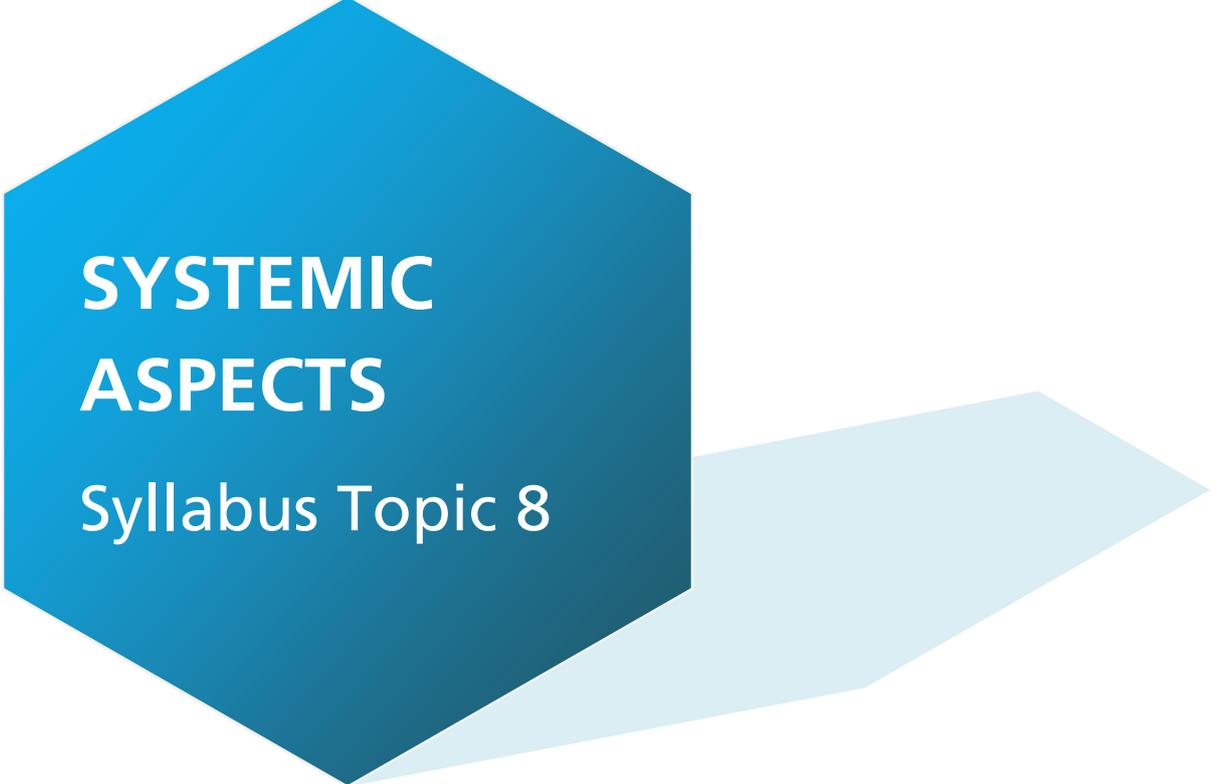
- Have knowledge of biological and pharmacological treatments for psychiatric disorders
- Have knowledge of common side effects of medications used in the treatment of psychiatric disorders
- Have knowledge of psychological treatments for psychiatric disorders
- Have knowledge of psychosocial treatments for psychiatric disorders

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)
- e-Learning for Healthcare
- Mental Health First Aid



**SYSTEMIC
ASPECTS**

Syllabus Topic 8

Syllabus Topic 8: Systemic Aspects

Learning Objectives: To gain knowledge of the systemic factors, institutional, governmental, societal, and social impacting patients with psychiatric illnesses

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

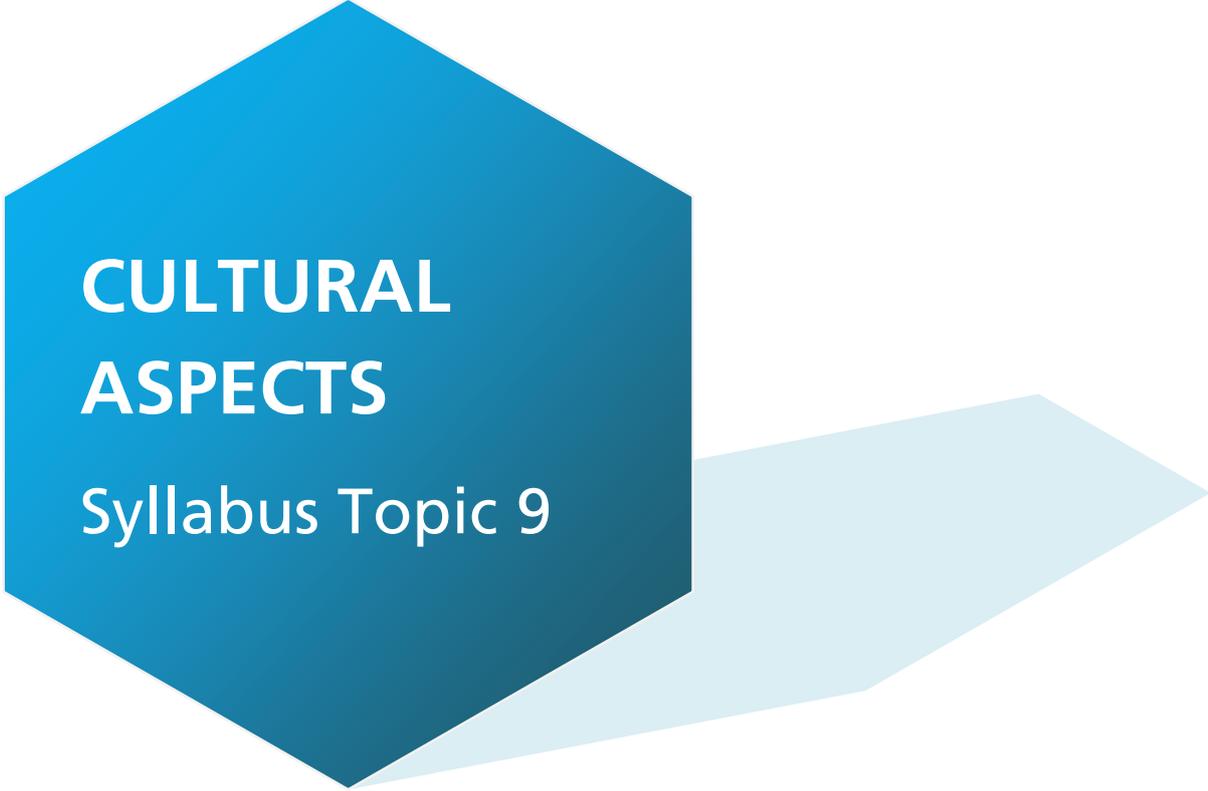
- Be able to identify and work collaboratively with social supports and networks for patients with psychiatric disorders
- Have knowledge of and be able to work with local and national services and supports available formally and informally in the public, private and voluntary sectors available for psychiatric illnesses

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Association for Psychological Therapies
- Local Mental Health Trusts



**CULTURAL
ASPECTS**

Syllabus Topic 9

Syllabus Topic 9: Cultural Aspects

Learning Objectives: To develop an understanding of the role of cultural factors influencing patients with psychiatric illnesses and their network

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

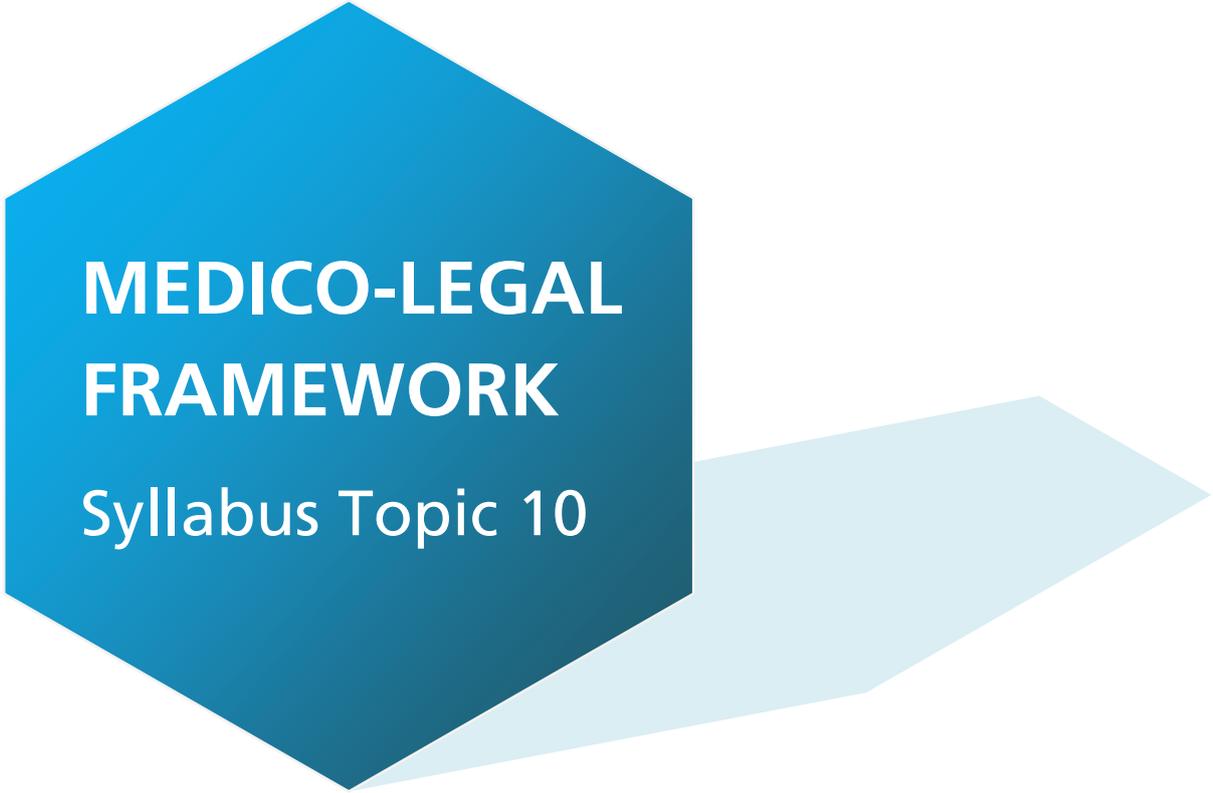
- Have understanding of cultural aspects influencing treatment of patients with psychiatric disorders

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)



**MEDICO-LEGAL
FRAMEWORK**

Syllabus Topic 10

Syllabus Topic 10: Medico-legal Framework

Learning Objectives: To develop knowledge of the medical-legal standards and regulations involved in the care of patients with psychiatric illnesses

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

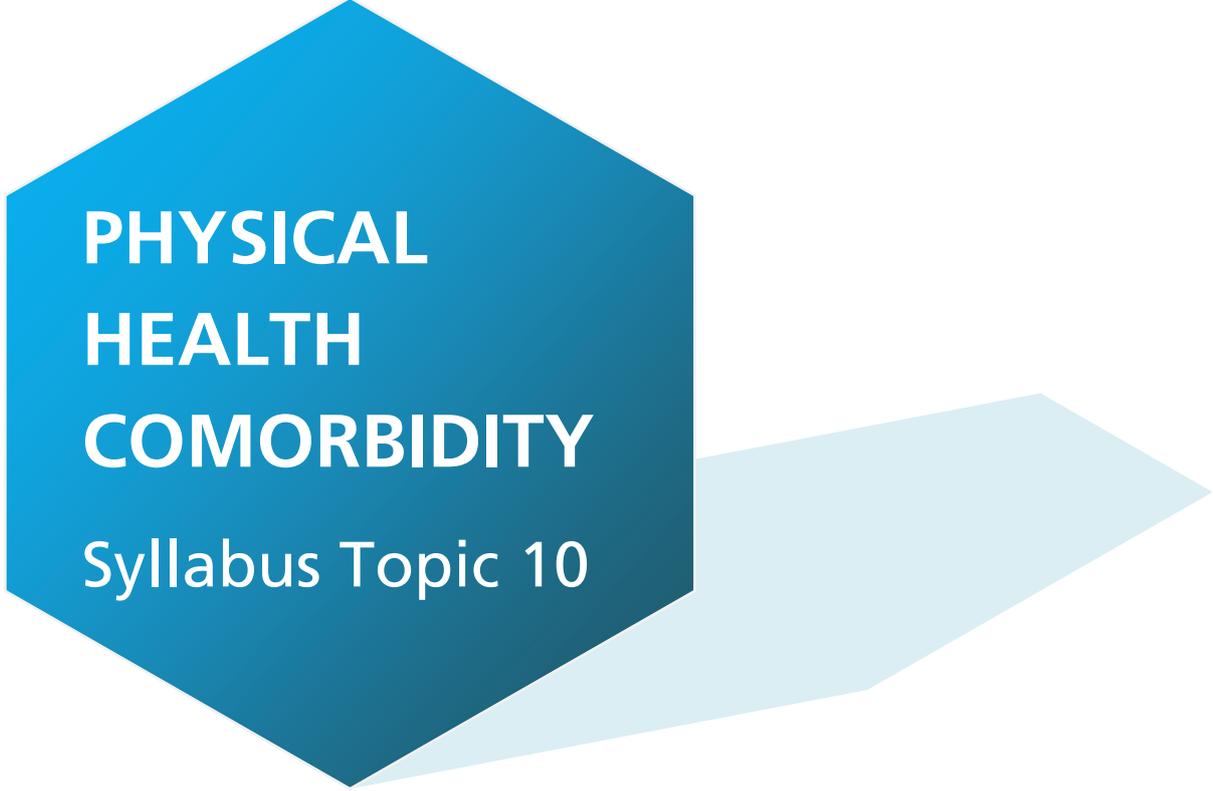
- Have knowledge of and ability to work within relevant professional, ethical and medico-legal guidelines, frameworks and legislations for all age groups, including pediatric and geriatric populations
- Have knowledge of and ability to work with issues of confidentiality and consent, including special considerations for all age groups, including populations
- Have knowledge of and ability to assess capacity

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)



**PHYSICAL
HEALTH
COMORBIDITY**
Syllabus Topic 10

Syllabus Topic 11: Physical Health Comorbidity

Learning Objectives: To develop medical knowledge of and able to treat the physical health problems of patients with psychiatric illnesses

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

- Have understanding of physical health outcomes in patients with psychiatric illnesses
- Have knowledge of common physical health problems in people with psychiatric disorders
- Have knowledge of the interaction of between physical health problems and psychiatric symptomatology of patients with psychiatric disorders
- Have knowledge of and be able to asses and treat potential physical health adverse effects of medication used for treatment of psychiatric illnesses
- Have awareness of potential medication interactions between psychiatric and physical health problems

Recommended Teaching Modalities

- Didactic Teaching
- Simulation training
- Case studies
- Clinical supervision and mentorship

Resources

- NICE Guidelines
- Maudsley Simulation
- Community Education Provider Network
- Local Recovery College (part of Mental Health Trusts)

PART I I

Values Based

Mental Health Curriculum

Module:

1. Awareness
2. Knowledge
3. Reasoning
4. Communication

Module Resources

- Education Network Providers (CEPNs)
- South London Mental Health NHS Trusts (Education & Training Departments, and Postgraduate Medical Education Teams): South London & Maudsley, South West London & St George's, Oxleas
- Local Recovery Colleges (linked to Trusts)
- Higher Education Institutions/ Universities: King's College London, St George's University of London, University of Greenwich
- Simulation Training Centres: Maudsley Simulation, Simulation and Interactive Learning (SaIL) Centre Guys and St. Thomas' NHS Foundation Trust.
- Esita Centre for Mental Health and Intellectual Disabilities
- Multi-professional Faculty Development Team, Health Education England
- E-Learning for Healthcare
- South London Nursing Network
- Mental Health First Aid
- Time to Change
- Rethink Mental Illness
- MIND
- Association for Psychological Therapies

Module: Awareness

Module Aim: The focus of this module is on the value of awareness, as it relates to the self and others. Awareness is the ability to recognize and reflect on one's own internal values, beliefs, feelings and biases as well as being able to identify these in others and tailor the practice to address them. These skills are not explicit, yet essential to mental healthcare. Lack of awareness leads to 'values blindness', resulting in problems in healthcare practice. Through this module, the learner will develop the awareness skills including: situational awareness; self-reflection; stress management and resilience and recognizing individual drives, commitments and motivation.

Module Syllabus Topics

- Situational awareness skills
- Stress management and personal resilience
- The concept of self-reflection
- The concepts of individual drives, commitment and motivation

Learning Objectives:

- Understand the concept of situational awareness.
- Understand the complex range of skills necessary for insight and observation of self and others.
- Have insight to stress management & personal resilience.
- Develop familiarity with the concept of self-reflection.
- Understand individual drives, commitment and motivation.
- Develop the ability to adapt as may be required by different clinical situations.

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

- Have awareness of the availability of various sources of information.
- Demonstrate effective observation skills on which to base assessment of patients
- Have insight into their own, and others', point of view, motivations and psychological states.
- Appreciate the different perspectives of those who may be involved in the patient's lives, e.g. patient/family/carers.
- Appreciate the role of cultural points of view of others, including patients, families, carers as well as colleagues.
- Understanding of how points of view, motivations and psychological states influence behaviour.
- Have insight into their own, and others', potential barriers to change and stressors.
- Cultivate resilience in self and promote the concept in others.
- Develop reflection in clinical practice.
- Have commitment to on-going professional and personal development and lifelong learning.
- Be able to identify their own learning needs and that of their team.
- Have the skills to respond adaptively, flexibly, and positively when required.

Recommended Teaching Modalities

- Clinical supervision and mentorship
- Progress group
- Clinical scenarios
- Simulation training
- Case studies
- Seminars

Module: Knowledge

Module Aim: This module builds on the concepts introduced in the awareness module and focuses on the knowledge necessary for comprehensive healthcare. This module introduces the learner to the wide array of resources from which facts and values pertinent to clinical care can be derived. These include the values of self-care and compassion/empathy along with respect for the dignity of patients their support networks, as well as colleagues within the multi-disciplinary/ multi-specialty settings. Another aspect of the knowledge value includes awareness of cross-cultural and ethical issues in practice.

Module Syllabus Topics

- Concept of care and compassion towards self and others
- Concept of respect & dignity towards self and others
- Multi-factorial contributing influences to mental health and mental illness
- Ethical issues
- Cross-Cultural Issues
- Multidisciplinary collaboration
- Inter-specialty collaboration

Learning Objectives

- Appreciate the crucial components of care and compassion towards self and others in clinical settings
- Appreciate the impact of respect and dignity in clinical care
- Awareness of ethical issues and their impact on clinical conduct
- Recognize the importance of, necessity and impact of multidisciplinary work
- Recognize the importance, the necessity and impact of inter-specialty collaboration

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

- Be conscious of self-care and its importance in providing clinical care for others.
- Be aware of the factors originating internally, within the clinician, which may contribute to, and influence, mental illness, presentation and treatment.
- Be aware of the factors originating externally, within others that may contribute to, and influence mental illness presentation and treatment.
- Have an appreciation of mental illness from the perspective of the patient and their wider social network.
- Be able to convey empathy and compassion in all interactions.
- Practice in accordance with clinical codes of conduct and ethical behavior, displaying honesty, integrity, and reliability at all times.
- Understand the clinician's role within the context of a patients' wider clinical team.
- Develop a working knowledge of the roles of disciplines and professional groups with whom they collaboratively work.
- Understand the importance inter-discipline, multi-professional and inter-agency working in delivering effective clinical care.
- Understand the differences between different providers of health care, including different specialties, teams, agencies, clinical roles, etc.
- Understand the current healthcare system in which they work.
- Understand the different supportive resources available, e.g. patient/family/carers

Recommended Teaching Modalities

- Clinical supervision and mentorship
- Clinical scenarios
- Simulation training
- Problem based case studies
- Seminars
- Discussion groups
- Tutorials
- Clinical workshops and presentations

Module: Reasoning

Module Aim: The aim of this module is to allow the learner to develop the ability to explore differences in values and integrate these values into practice. The goal for healthcare professionals is to determine 'what is right?' for patients in any given situation. Through this module, the learner will develop the skills that enhance adaptability in the cognitive tasks necessary for clinical care: decision making, critical and creative thinking, managing unknown situations, and organizational skills.

Module Syllabus Topics

- Clinical decision making
- Creative thinking
- Critical thinking and practice
- Managing uncertainty in practice
- Planning, prioritization and multi-tasking

Learning Objectives

- Understand the complexities of decision making.
- Understand the importance of critical thinking in practice.
- Understand the importance and process of creative thinking in problem solving.
- Understand the necessity of managing uncertainty in practice.
- Understand the clinical need for planning, prioritization, and multi-tasking.

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

- Have a grasp of the multiple steps involved in the clinical decision-making process.
- Be able to collate and interpret evidence from a wide array of sources in order to assess patient's needs and risks.
- Appropriately apply insight and evidence in clinical practice.
- Have a critical and creative approach to problem solving and clinical practice.
- Have a critical and creative approach to public health issues that influence mental health.
- Recognize the personal, societal and public health factors, which may either, enhance, or be detrimental to, mental health promotion.
- Develop the skills to effectively cope with and manage uncertainty in practice.
- Demonstrate appropriate, planning, prioritization, multitasking and time management skills.

Recommended Teaching Modalities

- Clinical supervision and mentorship
- Process groups
- Clinical scenarios
- Simulation training
- Seminars
- Multi-disciplinary/ multi-professional discussion groups
- Tutorials, workshops and presentations Workshops

Module: Communication

Module Aim: The aim of this module is to provide the learner with the tool to implement the provision of health care. This module integrates the concepts introduced in prior values modules in order to develop an informed and thorough action plan. The skills include the professional courage to face clinical challenges allowing them to manage crisis and conflict while empowering patient networks. Communication skills are at the core of this value and enable successful team working.

Module Syllabus Topics

- Concept of courage in clinical care
- Communication skills and techniques
- Teamwork including the concepts of leadership and followership
- Conflict management skills
- Crisis management techniques
- Concept of patient and network empowerment

Learning Objectives

- Have awareness of the concept of courage and the impact on clinical care.
- Recognize the importance of communication as an essential component of effective clinical care.
- Comprehend the significance of team work in clinical care, including the role of leader and follower.
- Recognize the necessity of conflict management skills in clinical care.
- Appreciate the need for crisis management in clinical settings.
- Recognizing the importance of patient and network empowerment

Learning Outcomes & Competencies

Upon completing this module, the learner will be able to:

- Have the courage to be able to advocate for patients and their social network and their rights and needs.
- Have the courage to promote positive attitudes and challenge negative discriminatory attitudes towards patients of mental health services.
- Display a patient-centered approach in all interactions.
- Be able to objectively examine their own communication styles.
- Use information and insight to engage in constructive discussions with others.
- Be able to scrutinize their communication with colleagues and its impact on working relationships.
- Be able to scrutinize their communication with patients and its impact on therapeutic relationships.
- Demonstrate appropriate and empathic skills in patient-centered interactions.
- Be able to develop supportive therapeutic relationships for the benefit of patients, families and/or carers planned care,
- Understand that effective communication is critical to teamwork.
- Have a working understanding of how to implement effective communication skills in clinical settings, including closed-loop communication.
- Demonstrate, in practice, the team member role.
- Demonstrate understanding of leadership, management and team-working principles and processes, including delegation and sharing of tasks.
- Understand how their individual role and input is integral to an effective clinical team and patient care.
- Demonstrate a collaborative, open minded, and creative approach to patient care with fellow clinicians alongside patients, their families, and carers.
- Be able to demonstrate effective conflict management skills.
- Demonstrate the ability to maintain appropriate professional boundaries at all times.
- Be able to demonstrate coping with the distress of others effectively.
- Understand the importance of supporting patients, and their network, enabling them to take responsibility for their own care.
- Demonstrate culturally sensitive practice and understand the importance of its impact in patient's lives and treatment

Recommended Teaching Modalities

- Simulation training
- Problem-based clinical scenarios
- Process groups
- Multi-disciplinary/ multi-professional discussion groups
- Workshops

APPENDIX 1:

Online Survey Questions

APPENDIX 1: Online Survey Questions:

1. Do you have any education plans or programmes currently in use or development that focus on mental health training? If yes, please provide details.
2. If yes, do these plans or programmes relate to interprofessionally integrated care (New Models of Care)? Please provide details.
3. Are you aware of any other training programmes or resources relating to New Models of Care? If yes, please provide details.
4. What would you prioritise as the core educational focus of an interprofessional mental health curriculum preparing healthcare workforces to deliver the New Models of Care?
5. What are the key mental health competencies you would expect healthcare workforces to be equipped with to be able to work in the New Models of Care?
6. What are the gaps in current education plans and practices in relation to supporting interprofessionally integrated care (New Models of Care)?
7. How best should this project's curriculum be disseminated across South London's education and training providers?
8. What would be the most important factors to ensure successful implementation of this curriculum?
9. What would be the main challenges to implementing this curriculum?

APPENDIX 2:

'Lessons Learned' – Towards New Models of Care: Developing a Curriculum for Interprofessional Mental Health Training

APPENDIX 2: 'Lessons Learned' – Towards New Models Of Care: Developing A Curriculum For Interprofessional Mental Health Training

1. Overview of the process/steps and how long this took – to give a realistic view of how long this kind of programme actually takes:

- Staff required already in place
- Review of literature – 1 month
- Scoping of existing practices/examples – 1 month
- Focus groups (organisation & recruitment to synthesis of information) – 1 month
- Draft of framework & initial curriculum – 1.5 months
- Review process including more focus groups – 1.5 months
- Preparation of final completed curriculum – 3 months
- Total – 9-10 months

2. Successes and barriers, both internal and external: what worked, what didn't work, and how we overcame these challenges:

Curriculum development is a huge area, with different approaches and structures, which we overcame by trying to initially include lots of material but quickly focus this down to those most relevant to us. Taking time at the beginning of the project to scope the process of curriculum development, understand New Models of Care, identify and learn from existing examples, and assess current practices within and outside South London was critical to the project's success. Using US-based examples of training and education in New Models of Care was extremely useful.

Overall engagement with stakeholders was challenging throughout the project. Further difficulties were encountered, not necessarily lack of engagement or interest by stakeholders, but rather limited contributions. This is most importantly true with the CEPN's & CCG's due to the fact that they themselves are too early in their own development and projects to have the knowledge or understanding of what their requirements for multidisciplinary, interprofessional mental health training might be.

Encouraging externals to think interprofessionally was a challenge at times, not just in terms of New Models of Care delivery but also educationally.

People felt this was a difficult aspect of the project, and seemed more comfortable in individual professional groups.

Persistence in trying to engage key individuals and personal contact was useful, while mass emails had some but more limited impact. Project teams with multi-disciplinary backgrounds were more responsive. CEPN contact list from HEESL was very useful.

Managing workload when many activities relied to engaging external people was a challenge, meaning we had to be flexible at times with our projected timeline as well as persistent with engagement. Having multi-disciplinary background in the project team was also useful.

3. Whom we were best able to engage with and why, whom we were less easy to engage, and identified reasons for that:

Those already involved in this kind of work were the easiest to engage – e.g. working on New Models of Care delivery, or education and training in mental health. Generally having an interest in this sort of work was the key to engagement (and persistence!). We tended to use individuals interested and receptive to our project to recruit and engage others, e.g. in our reach out to university educators, having a university educator on side to spread our message was key.

Engagement was challenging throughout the project, including senior staff and individuals feeling that this was not relevant for them or not on board with an interprofessional, multi-disciplinary approach.

4. Any advice that you would give to a project team seeking to engage a wide range of stakeholders across a footprint, to help that be effective and achieve the outcomes you wanted

Find the people who are interested and receptive to your project, and use them as your collaborators and messengers in terms of recruiting and engaging other people and organisations, e.g. in our reach out to university educators, having a university educator on side to spread our message was key.

Timing is key, so timing of the project to when your stakeholders are in the best position to provide insight into their training needs is important to consider.

Individually targeted contact went a long way, and support to know where to start (e.g. HEE contact information for CEPNs Leads) was very helpful.

ACKNOWLEDGEMENTS

The development of this curriculum was supported by and developed in partnership with Health Education England (HEE). We thank our colleagues from HEE who provided further assistance that greatly enhanced our work, in particular Sian Kitchen, Ariadne Siotis, and Alex Thomas

The project team would especially like to show our gratitude to John Crowley, PhD, Senior Lecturer in Mental Health Nursing at the University of Greenwich, for sharing his pearls of wisdom with us during the course of this research

Furthermore, we thank for the following people for their insights that greatly improved the manuscript:

- Louise Ashwood, RGN
- Natasha Hoare, MBBS
- Bob Joseph, MD
- Jonty Heaversedge, MBBS
- Smriti Singh
- Jude Stansfield FFPH
- Karina Marshall-Tate BSc, RNLD
- Jacqueline Tavabie, MBBS
- Maria Walker

The project was made possible by contributions from the greater South London health care and educational community, including leadership within the CEPNs, the CCGs and STPs, key components of the transition to New Models of Care. We thank all the individuals who completed our online questionnaire as well as attended our focus groups for their expertise.

We are also grateful to the support we received from our colleagues at Maudsley Simulation, and would like to acknowledge Megan Fisher, Grégoire Billion, Anupama Vishwas, James Pathan, and Dimeji Odebode for their contributions.

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