

CONSULTATION QUESTIONS

Overall Approach

This consultation reflects a continuation and development of the Scottish Government's current approach for mental health. There is a general consensus that the broad direction is right but **we want to consult on:**

- The overall structure of the Strategy, which has been organised under 14 broad outcomes and whether these are the right outcomes;
- Whether there are any gaps in the key challenges identified;
- In addition to existing work, what further actions should be prioritised to help us to meet these challenges.

We agree with the overall structure of the 14 broad outcomes however feel that there is little focus placed on the impacts which education can have, both positively and negatively on mental health.

Outcomes 1 and 2 touch on this but we feel that there should be a much stronger focus on improving awareness through education and have stronger links with curriculum for excellence.

Research conducted by the National Union of Student, silently Stressed (NUS Scotland, 2010) showed that 90.5% of students described their mental state during exams and assessment as reasonably or very stressed and 75.2% when considering career prospects.

We believe that there needs to be a focus from the Scottish Government, in conjunction with NUS Scotland, around the levels of mental ill-health in Students.

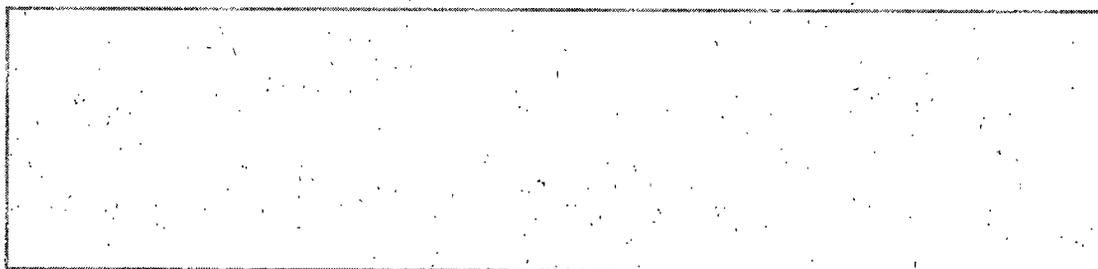
References

NUS Scotland, 2010, Silently Stressed, <http://bit.ly.oUGRH9>

Improvement Challenge Type 1

We know where we are trying to get to and what needs to happen to get us there, but there are significant challenges attached to implementing the changes. An example of this is the implementation of the Dementia Strategy. There is a consensus that services for people with dementia are often not good enough and we already know about a range of actions that will improve outcomes. However some of these changes involve redesigning the way services are provided across organisational boundaries and there are significant challenges attached to doing this.

Question 1: In these situations, we are keen to understand whether there is any additional action that could be taken at a national level to support local areas to implement the required changes.



Improvement Challenge Type 2

We know we need to improve service provision or that there is a gap in existing provision, but we do not yet know what changes would deliver better outcomes. Supporting services to improve care for people with developmental disorders or trauma are two areas where further work is needed to identify exactly what needs to happen to deliver improved outcomes.

Question 2: In these situations, we are keen to get your views on what needs to happen next to develop a better understanding of what changes would deliver better outcomes.

We believe that there needs to be better link up with support services from both the Local Authorities, third sector and charity organisations in order to improve access to mental health services.

Improving these links and including educational establishments such as Universities, colleges and schools would allow for people to be more informed of services and give access earlier for those in need.

Most Universities and colleges will offer some form of support services for mental health and including these at a local level in strategy implementation discussions would strengthen pathways for referral and ongoing support.

Outcome 1: People and communities act to protect and promote their mental health and reduce the likelihood that they will become unwell.

Question 3: Are there other actions we should be taking nationally to reduce self harm and suicide rates?

Working with schools and embedding mental health within the curriculum would allow for topics such as self harm and suicide to be discussed in a safe and open environment.

Redeveloping programmes such as Scottish Mental Health First Aid for a younger audience would also allow for a much stronger focus to be placed on peer support and guidance to professional services.

Work should also be target at high-risk groups such LGBT, BME, and younger people. Work should also be coordinated with organisations aiming to support these groups.

Question 4: What further action can we take to continue to reduce the stigma of mental illness and ill health and to reduce discrimination?

As previously mentioned early intervention is best and this also applies to educational institutions. By embedding mental health awareness and open and honest discussion within the curriculum stigma prevention can have a much more long term impact to society.

The Scottish Government should also continue their work with NUS Scotland to continue this educational stigma prevention system throughout Scotlands FE and HE institutions. The alarming statistics in "Silently Stressed", reported on the state of Student Mental Health. A very concerning percentage- 82.9%- of students asked would be "embarrassed" about speaking to someone or seeking help if they thought they had poor mental health.

Working with NUS Scotland's Think positive campaign to develop both anti stigma campaigns as well as growing the opportunities for development and training for student around mental health issues.

Question 5: How do we build on the progress that *see me* has made in addressing stigma to address the challenges in engaging services to address discrimination?

The next step for the See Me campaign could be to develop a "See Me" accreditation or quality mark for having in place organisational measures for the promotion of positive mental health and also policies and practices for supporting those who may be experiencing difficulties.

We also feel that expanding the provision of Mental Health First Aid and other like training programmes. Developing this programme for a younger audience as well as possibly a short course would also allow for increased participation and awareness.

Question 6: What other actions should we be taking to support promotion of mental wellbeing for individuals and within communities?

Encourage Education institutions to work with Local Authorities, Charities and Representative organisations in order to help promote mental wellbeing and tackle mental health stigma within the local and national student community.

Outcome 2: Action is focused on early years and childhood to respond quickly and to improve both short and long term outcomes.

Question 7: What additional actions must we take to meet these challenges and improve access to CAMHS?

The introduction Mental Health first aid or mental health training for teachers and support staff in education institutions would allow for earlier intervention.

Question 8: What additional national support do NHS Boards need to support implementation of the HEAT target on access to specialist CAMHS?

Outcome 3: People have an understanding of their own mental health and if they are not well take appropriate action themselves or by seeking help.

Question 9: What further action do we need to take to enable people to take actions themselves to maintain and improve their mental health?

Working with the relevant organisations to encourage healthy living, eating and the importance of seeking help early amongst the most at-risk groups.

Question 10: What approaches do we need to encourage people to seek help when they need to?

The use of online social media can be used very effectively and through sharing practice on site such as Facebook and Twitter can have a very far reaching audience. Tapping into already established networks which can promote these messages would also help with promotion such as email

mailing lists. JISC. Often short shock tactics can have a much bigger impact and spread much quicker.

Continuation of media campaigns that has previously occurred through television, newspaper, radio, poster would also be appropriate however using more impact focused messages and shock tactics.

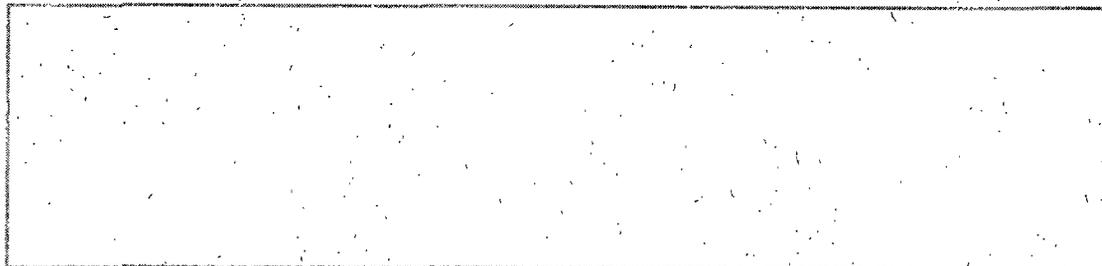
Outcome 4: First contact services work well for people seeking help, whether in crisis or otherwise, and people move on to assessment and treatment services quickly.

Question 11: What changes are needed to the way in which we design services so we can identify mental illness and disorder as early as possible and ensure quick access to treatment?

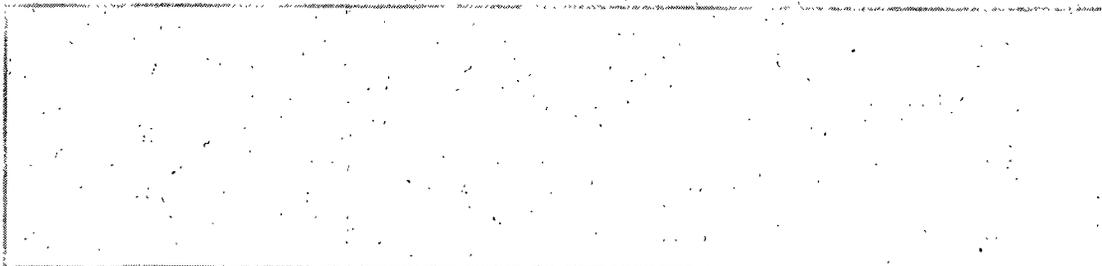
Student mental ill-health in Scotland must be addressed and it must be recognised that colleges and universities are well placed institutions to engage in mental health awareness and intervention. Providing training opportunities for staff working in these institutions would allow for guidance to appropriate help earlier.

Outcome 5: Appropriate, evidence-based care and treatment for mental illness is available when required and treatments are delivered safely and efficiently.

Question 12: What support do NHS Boards and key partners need to apply service improvement approaches to reduce the amount of time spent on non-value adding activities?

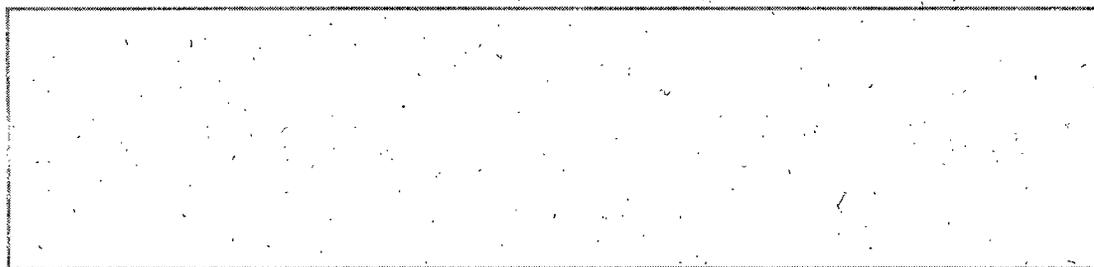


Question 13: What support do NHS Boards and key partners need to put Integrated Care Pathways into practice?

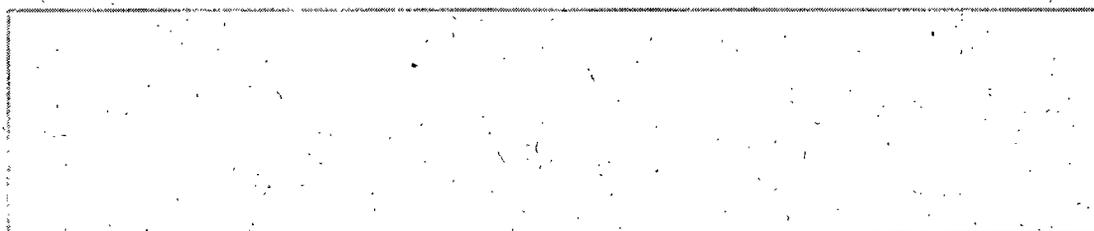


Outcome 6: Care and treatment is focused on the whole person and their capability for growth, self-management and recovery.

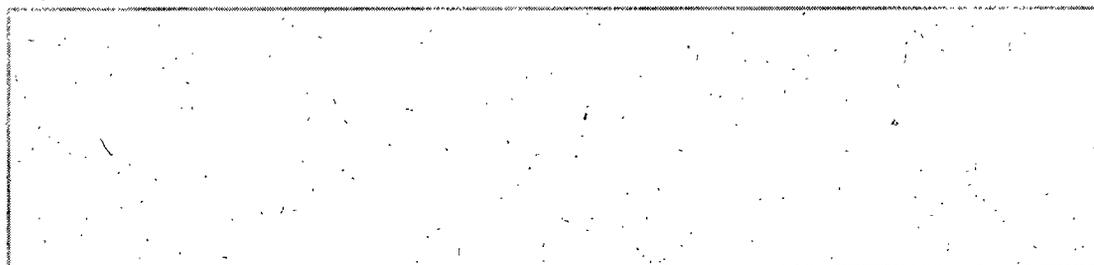
Question 14: How do we continue to develop service user involvement in service design and delivery and in the care provided?



Question 15: What tools are needed to support service users, families, carers and staff to achieve mutually beneficial partnerships?



Question 16: How do we further embed and demonstrate the outcomes of person-centred and values-based approaches to providing care in mental health settings?



Question 17: How do we encourage implementation of the new Scottish Recovery Indicator (SRI)?

Question 18: How can the Scottish Recovery Network develop its effectiveness to support embedding recovery approaches across different professional groups?



Outcome 7: The role of family and carers as part of a system of care is understood and supported by professional staff.

Question 19: How do we support families and carers to participate meaningfully in care and treatment?

Question 20: What support do staff need to help them provide information for families and carers to enable families and carers to be involved in their relative's care?

Outcome 8: The balance of community and inpatient services is appropriate to meet the needs of the population safely, efficiently and with good outcomes.

Question 21: How can we capitalise on the knowledge and experience developed in those areas that have redesigned services to build up a national picture of what works to deliver better outcomes?

Outcome 9: The reach of mental health services is improved to give better access to minority and high risk groups and those who might not otherwise access services.

Question 22: How do we ensure that information is used to monitor who is using services and to improve the accessibility of services?

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Question 23: How do we disseminate learning about what is important to make services accessible?

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Question 24: In addition to services for older people, developmental disorders and trauma, are there other significant gaps in service provision?

Students and Young People are exposed to a number of worries and issues that make them a particularly high-risk group. The three top issues that harm student mental health are:

- Exams and assessments - 90.5%
 - Considering career prospects - 75.2%
 - Managing time and deadlines - 83.3%
- (Silently Stressed – October 2011)

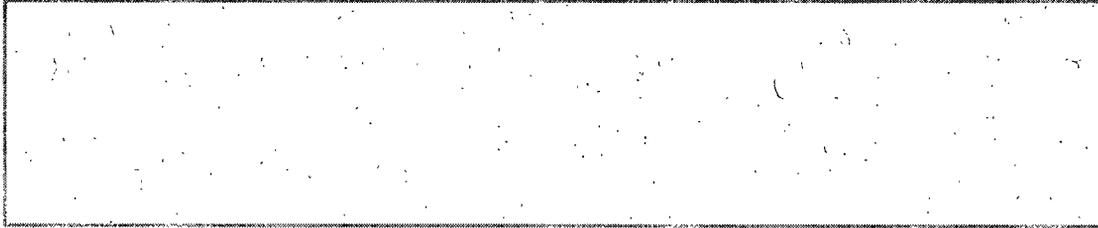
30% of Students say that Exams, Money, Part Time Work and Career Prospects were ALL issues that worry them and damage their mental wellbeing.

Outcome 10: Mental health services work well with other services such as learning disability and substance misuse and are integrated in other settings such as prisons, care homes and general medical settings.

Question 25: In addition to the work already in place to support the National Dementia Demonstrator sites and Learning Disability CAMHS, what else do you think we should be doing nationally to support NHS Boards and their key partners to work together to deliver person centred care?

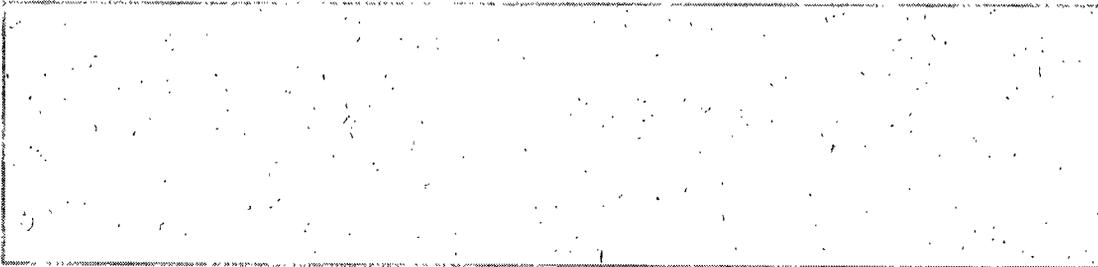
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Question 26: In addition to the proposed work in acute hospitals around people with dementia and the work identified above with female prisoners, are there any other actions that you think should be national priorities over the next 4 years to meet the challenge of providing an integrated approach to mental health service delivery?

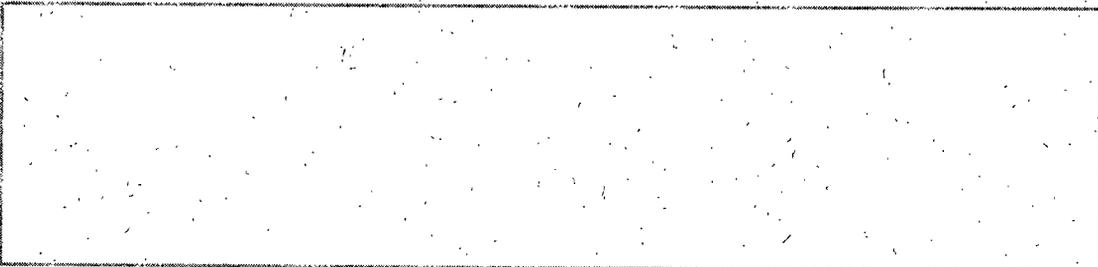


Outcome 11: The health and social care workforce has the skills and knowledge to undertake its duties effectively and displays appropriate attitudes and behaviours in their work with service users and carers.

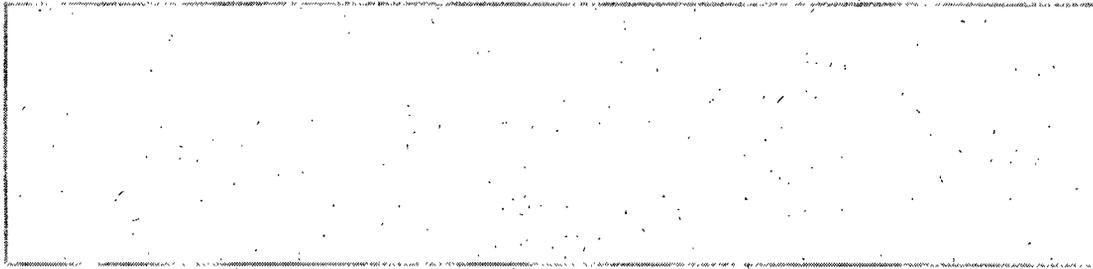
Question 27: How do we support implementation of *Promoting Excellence* across all health and social care settings?



Question 28: In addition to developing a survey to support NHS Boards workforce planning around the psychological therapies HEAT target – are there any other surveys that would be helpful at a national level?



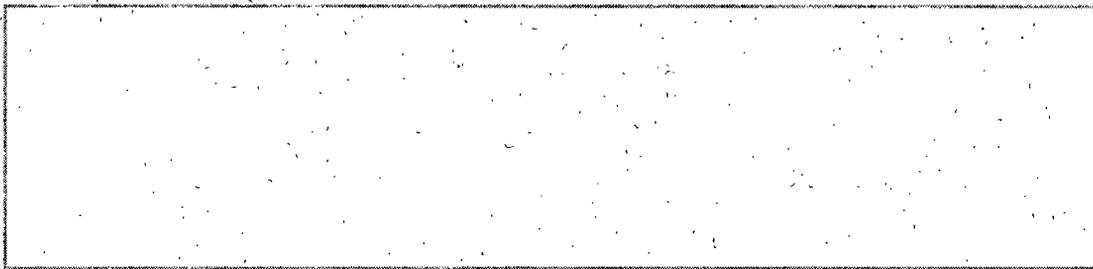
Question 29: What are the other priorities for workforce development and planning over the next 4 years? What is needed to support this?



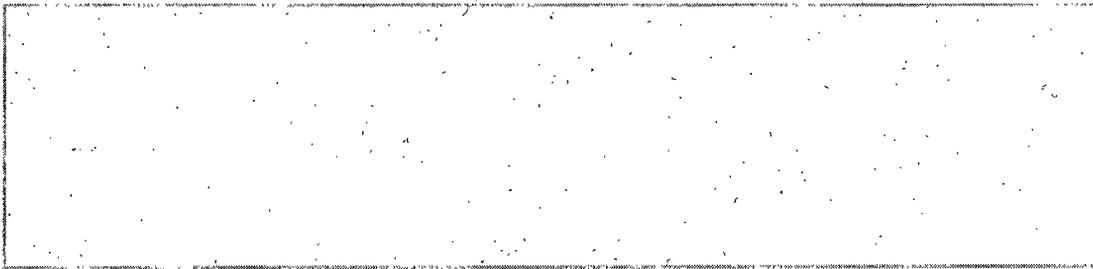
Question 30: How do we ensure that we have sustainable training capacity to deliver better access to psychological therapies?

Outcome 12: We know how well the mental health system is functioning on the basis of national and local data on capacity, activity, outputs and outcomes.

Question 31: In addition to the current work to further develop national benchmarking resources, is there anything else we should be doing to enable us to meet this challenge?



Question 32: What would support services locally in their work to embed clinical outcomes reporting as a routine aspect of care delivery?

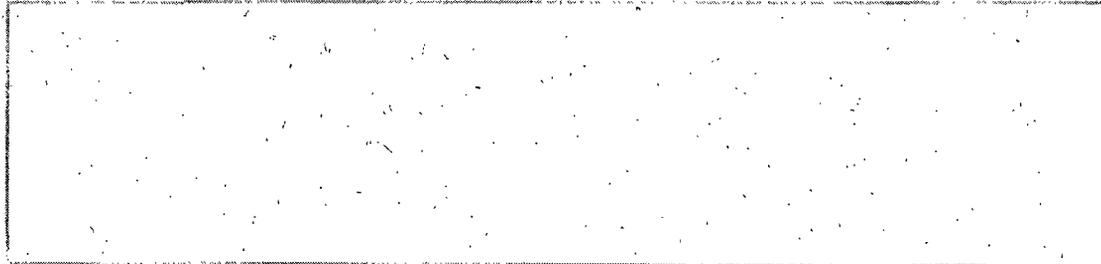


Outcome 13: The process of improvement is supported across all health and social care settings in the knowledge that change is complex and challenging and requires leadership, expertise and investment.

Question 33: Is there any other action that should be prioritised for attention in the next 4 years that would support services to meet this challenge?

There needs to be greater communication and support between the National (Scottish Government, NHS Scotland, NUS Scotland) and Local (Local Councils, Local NHS Authorities, Student Unions and Universities) services, with regards to prioritisation of funding for services, running public awareness schemes and ensuring that the governance of these services enable the individuals of the community to recognise when they need help and quickly be given help.

Question 34: What specifically needs to happen nationally and locally to ensure we effectively integrate the range of improvement work in mental health?



Outcome 14: The legal framework promotes and supports a rights based model in respect of the treatment, care and protection of individuals with mental illness, learning disability and personality disorders.

Question 35: How do we ensure that staff are supported so that care and treatment is delivered in line with legislative requirements?

