

**Briefing Paper**  
**Supporting the Learning Needs of the Scottish Workforce:**  
**Mental Health, Self-Harm and Suicide Prevention**  
**June 2022**

## **Purpose**

This briefing provides a summary of the resources available to support the learning needs around mental health, self-harm and suicide prevention of the Scottish workforce. It is aimed at commissioners, learning and development leads, workforce planners as well as individual staff who are working in all sectors in Scotland.

These free digital resources are already being used across Scotland with continued interest from a wide range of agencies and individuals.

Access to the resources outlined in this document can be found via TURAS

- Register for Turas Learn Account [here](#)
- Register for an account (Top of page) and create an account
- You will receive an e-mail notification asking you to follow a link to set your password to activate your account.
- Log in and open Turas Learn application to use the links below to access our learning resources

We have provided the quick links to each of the digital resources developed so far from page 2 and provided information such as background and target audiences at the end of the document.

## **Facilitation packages**

There are facilitation packages available with some of the resources. The facilitation package will help to support the delivery of workshops and local delivery via a digital platform. These packages provide the opportunity to deliver structured interactive sessions, providing the opportunity to explore issues further, either as a team and/or across different sectors. Facilitators who are already in a training/facilitation role and/or who have knowledge and expertise within mental health and/or suicide prevention and can facilitate sessions are welcome to register via our Facilitator Area <https://learn.nes.nhs.scot/35565>

**NEW \*\* Translations available:** Polish and Urdu translations are available on each of the animations listed below. Please click on the CC (closed captions) and select which translation is required.

## Informed Level Resources

### Ask, Tell Animations - Adult

Three educational animations that inform individuals working with **adults** about mental health, how to maintain this; the factors that can lead to mental distress or mental ill-health; how to have compassionate conversations which sets out how to support people who are experiencing mental distress or may be feeling suicidal and help them seek help.

Although these can be viewed on their own, it would be recommended that these are viewed as part of a wider learning activity. (See eLearning Module via TURAS Learn)

- **Ask, Tell, Look After Your Mental Health.** Understanding mental health and keeping mentally healthy - (open access: <https://vimeo.com/338176495>)
- **Ask, Tell, Have a Healthy Conversation** supporting compassionate conversations with people who may be experiencing mental ill-health or distress or at risk of suicide -(open access: <https://vimeo.com/338176444>)
- **Ask, Tell, Save a Life:** Every Life Matters suicide prevention and keeping people safe (open access: <https://vimeo.com/338176393>)
- **Facilitation Package available.**

### eLearning module

A standalone e-learning module which combines the three animations with multiple choice questions at the end of each section that enable users to knowledge check their learning.

**Timing** This will differ for each individual dependent upon current knowledge and learning needs. The eLearning module can be completed as short as one hour

**Access** <https://learn.nes.nhs.scot/17262>

## **Promoting Children and Young People’s Mental Health and preventing Self-Harm and Suicide Animations**

Three educational animations support learning about mental health, self-harm and suicide prevention specifically for the wider **Children and Young People’s workforce**. These animations support individuals to understand the factors that influence mental health and resilience in children and young people; engage proactively with children and young people about mental health, self-harm and suicide; and recognise when to seek help to support those in their care.

- **Ask, Tell, what is mental health?** - identify ways in which you can support good mental health in children and young people and recognise the signs of mental ill health. Positive experiences, relationships and a sense of belonging are all important in building resilience and good mental health in children and young people. It is important to look behind behaviours be, curious and ask why (Access: <https://vimeo.com/450051310>)

- **Ask, Tell, how to talk about Mental Health** - It is important to talk with young people about their mental health. This animation identifies the importance of finding time and creating a safe environment to talk. (Access: <https://vimeo.com/450052951>)
- **Ask, Tell, Self-harm and Suicide Prevention** - learn about self-harm and suicide risk in children and young people. The importance of talking and asking about suicidal thoughts and self-harm. And getting immediate help when you are worried about a child or young person's safety. Prevention of suicide and self-harm is everyone's business. (Access: <https://vimeo.com/450054407>)
- **Facilitation Package available.**

### **eLearning module**

A standalone e-learning module that combines the three animations with multiple choice questions at the end of each section that enable users to knowledge check their learning.

**Timing** This will differ for each individual dependent upon current knowledge and learning needs. The eLearning module can be completed in about one hour  
**Access:** <https://learn.nes.nhs.scot/55471>

### **Supporting a mentally healthy workplace: a guide for managers**

A presentation is available for managers, team leads and people in similar roles. It is designed to help you to be better able to support the mental health of employees and to encourage good practice in promoting positive mental health and wellbeing in the workplace: **Access:** <https://learn.nes.nhs.scot/46641>

### **Skilled Level Resources - Resources to support skills development of the Workforce**

Each of the Learning Bytes include a range of case studies that help build knowledge and skills on the following areas:

#### **Learning Byte 1: Promoting Mental Health and Tackling Inequalities**

Includes understanding what mental health is, features of positive mental health, determinants of mental health, trauma and inequalities that can lead to mental ill health, what works to improve mental health and how you can apply this knowledge in your own workplace. Access: <https://learn.nes.nhs.scot/37027>

#### **Learning Byte 2: Supporting People in Distress and Crisis**

Includes understanding distress, crisis and related risk or protective factors, recognising when someone may be experiencing distress or crisis, providing a compassionate and helpful response, supporting self-help and problem-solving and knowing how and when to access more urgent support for someone. Access: <https://learn.nes.nhs.scot/38199>

**\*\*Testing phase Facilitation Package available. Please contact the team for more information**

### **Learning Byte 3: Supporting People at Risk of Suicide**

Includes the factors that may lead people to think about suicide, working with people to assess their risk of suicide, conversations that enable people to talk about their thoughts of suicide, when to seek emergency support and intervention for people at risk of suicide, practical and emotional approaches to supporting people at risk of suicide. Part B includes additional information about children and young people who may be at risk of suicide. Access: <https://learn.nes.nhs.scot/41022>

**\*\* Testing phase Facilitation Package available. Please contact the team for more information**

### **Learning Byte 4: Supporting People at Risk of Self-Harm**

Includes the different reasons why people self-harm, understanding self-harm as communication of distress, some common misconceptions surrounding self-harm, impact of thoughts, feelings and emotions on self-harm, adopting a sensitive, compassionate and non-judgemental approach when talking about self-harm, risk and protective factors associated with self-harm, ways you can positively respond to and talk about self-harm. Access: <https://learn.nes.nhs.scot/39315>

**\*\* Testing phase Facilitation Package available. Please contact the team for more information**

### **Learning Byte 5: Supporting Recovery and Quality of Life for People Living with Mental Ill Health**

Includes understanding the concept of recovery and how to work in a way that promotes this, supporting people to engage with wider community resources that promote social and peer support, meaningful purpose and positive relationships, understanding the physical health problems and barriers to treatment and lifestyle change that can be experienced by people living with mental ill health, recognising the impact of stigma and discrimination on mental health recovery, and promoting inclusion, health and quality of life. Access: <https://learn.nes.nhs.scot/38200>

### **Enhanced and Specialist level – Resources**

A range of masterclass sessions were provided during autumn/winter 2021 and spring 2022 and are intended for people whose work role requires them to further develop skills and knowledge at the enhanced and specialist level of the mental health improvement and prevention of self-harm and suicide framework.

Topics presented included:

- Scottish Data and Statistics - National Confidential Inquiry - Professor Louis Appleby
- Understanding the Transition from suicidal thoughts to suicidal act – Professor Rory O'Connor

- Recovery in Mental Health – Louise Christie

The recordings for each of the masterclasses can be found here:

<https://learn.nes.nhs.scot/33739>

### Further Learning and Development

We recognise that some areas/groups might require further support to look at the needs of their workforce and how these resources could aid their learning and development needs – for example:

- Through practical support to consider how current learning needs could be complemented with the range of digital resources available
- Working through a supportive tool to consider how supported learning can enhance/change practice.
- Testing out the resources and/or facilitation sessions in a multi-agency or cross agency setting that are relevant for your own area/service
- Sharing examples of experiences that can be included as case examples

For further information on these resources or to explore ways to be more involved, please contact:

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## **Background**

As part of [Scotland's Suicide Prevention Action Plan, Every Life Matters](#), Public Health Scotland and National Education for Scotland (NES) and in partnership with local areas and those with lived experience have developed a suite of learning resources to raise awareness of the issues that surround mental health self-harm and suicide prevention.

The development of our [Mental Health improvement and Self-Harm and Suicide Prevention Knowledge and Skills Framework](#) was published 2019. The framework domains cover the promotion of good mental health, improving quality of life, tackling mental health inequalities, supporting people in distress or crisis, promoting resilience and recovery, preventing self-harm and suicide, and the knowledge and skills required across 4 levels: informed, skilled, enhanced and specialist.

### **Informed Level - Target Audiences**

The essential knowledge and skills required by everyone, in any workplace, workforce or community who has the opportunity and ability to positively impact on their own and other's mental health and wellbeing and contribute to supporting people experiencing mental ill health and preventing self-harm or suicide.

### **Skilled Level- Target Audiences**

The knowledge and skills required by 'non-specialist' frontline staff working in health, social care and wider public and other services, who are likely to have direct and/or substantial contact with people who may be at risk of mental ill health, self-harm or suicide.

### **Enhanced Level- Target Audiences**

Enhanced Level' focuses on the knowledge and skills required by staff working in health and social care, and wider public services, who have regular and intense contact with people experiencing mental distress, mental ill health, and may be at risk of self-harm or suicide, and whose job role means they can provide direct interventions.

### **Specialist Level - Target Audiences**

The 'Specialist Level' focuses on the knowledge and skills required for staff, who because of their role and/or practice setting, play a specialist role in mental health improvement and the prevention of self-harm or suicide, and includes specialist mental health/public health professionals.