

Contents

Foreword: Carer by Margaret O'Donnell	V
Foreword: Consumer by Mary O'Hagan	VIII
About the authors	xxii
Acknowledgements	XXX
1 Introduction to mental health and mental illness: Human connectedness and the collaborative consumer narrative Nicholas Procter, Amy Baker, Kirsty Baker, Lisa Hodge, Davi Macedo and Monika Ferguson	1
Introduction	2
A narrative approach to mental health	3
Trauma-informed practice	4
Defining mental health and mental illness	5
Mental health	5
Mental illness	6
Contemporary approaches	7
Social determinants of mental health	7
Mental illness and life expectancy	9
Mental illness and substance misuse	10
Mental illness and homelessness	11
Mental illness and violence/aggression	11
Mental illness and risk	11
Mental illness and stigma	12
Beliefs about mental illness	13
Mental health nursing	14
Mental health nursing as a specialist field	16
The importance of trust in mental health nursing	16
Recovery	17
Collaborative practice in mental health nursing	18
Collaborative practice with carers and family members	18
Summary	20
Critical thinking/learning activities	21
Learning extension	21
Further reading	22
References	22
2 Trauma-informed care: Theory into practice Helen P. Hamer, Debra Lampshire and Jane Barrington	26
Introduction	27



x Contents

The Power, Threat, Meaning Framework	27
Debra's story – A textbook case?	30
Interpersonal trauma and mental health	32
Self-care	32
Trauma-informed care	34
Stage 1: Safety and stabilisation	35
Stage 2: Trauma resolution	38
Stage 3: Social reconnection	38
Summary	39
Critical thinking/learning activities	40
Learning extension	4(
Further reading	40
References	4
3 Māori mental health	44
Kerri Butler and Jacquie Kidd	
Introduction	4.5
Māori health	46
Kawa whakaruruhau (cultural safety)	47
Whānau ora	49
Hauora (health) and oranga (wellness)	50
Wairua: Spirituality	5
Whanaungatanga: Engagement with tangata whaiora	52
Tūmata Kōkiritia: Shifting the paradigm	54
Summary	57
Critical thinking/learning activities	58
Learning extension	58
Further reading	59
References	59
4 The social and emotional well-being of	
First Nations Australians	61
Katrina D. Ward and Rhonda L. Wilson	
Introduction	62
Social and emotional well-being	60
Determinants of social and emotional well-being	64
Suicide	67
Closing the gap	68
Cultural safety	70
Story	7
The effects of child removals	72
Formal apology to First Nations people	73
Summary	7.
Critical thinking/learning activities	78
Learning extension	79
Acknowledgement	79



	Contents
Further reading	79
References	80
5 Mental illness and narratives of experience	83
Nicholas Procter, Kirsty Baker, Monika Ferguson, Lisa Hodge, Davi Macedo	
and Mark Loughhead	
Introduction	84
Diagnosis of mental illnesses	84
Contemporary diagnostic classification systems	84
Common mental illnesses	85
Anxiety conditions	85
Affective conditions	86
Obsessive-compulsive related conditions	87
Trauma and stress-related conditions	88
Schizophrenia spectrum and other conditions featuring psychosis	89
Eating conditions	90
Substance misuse	90
Personality conditions	91
Why is the diagnosis of mental illness controversial? Critiques to	
classification systems	92
COVID-19 and mental illness	96
Summary	96
Critical thinking/learning activities	97
Learning extension	97
Further reading	98
References	98
6 Assessment practices and processes in mental health	101
Mark Loughhead, Kate Rhodes, Kirsty Baker and Davi Macedo	101
Introduction	102
Approaching assessment: Understanding mental illness and mental health	102
Principles of care informing assessment: Strengths, cultural safety,	
trauma-informed and person-centred approaches	103
Consumer experience of assessment and diagnosis	105
Mental health diagnosis	107
Help-seeking and engagement	108
Meeting needs and assistance	110
Comprehensive mental health assessment	111
Timing of the CMHA	111
Core components of the CMHA	111
Assessment of risk	115
Use of therapeutic skills and connection in assessment	117
Engagement skills	117
Connecting: Empathy	117
Normalising mental illness experience	119
Validation	119



xii Contents

Language when describing peoples' experience	12
Strengths-based assessment	12
Shared decision-making	122
Care planning	122
Pandemics and mental health assessment	122
Summary	123
Critical thinking/learning activities	123
Learning extension	124
Further reading	124
References	124
7 Person-centred care in suicide and self-harm distress	127
Nicholas Procter, Davi Macedo and Monika Ferguson	
Introduction	128
Defining suicide and self-harm	128
How widespread is suicide?	129
Risk factors for suicide behaviour	130
The interpersonal theory of suicide behaviour	131
Responding to suicide with a person-centred approach	134
The Connecting with People program	134
Safety planning	135
Integrating the person's family and support persons	136
COVID-19 effects on self-harm and suicidal behaviours	138
Summary	139
Critical thinking/learning activities	140
Learning extension	140
Further reading	140
References	147
8 Mental health in the interprofessional context Anne Storey and Denise McGarry	144
Introduction	145
Historical professional precedents	145
The interprofessional mental health workforce	140
The composition of the mental health workforce	140
Nursing	140
Specialist RNs working in the interprofessional context	149
Medicine and psychiatry	15
Social work	15
Occupational therapy	15
Psychology	152
Dietitians	152
Speech pathologists	150
	156
Clergy Police	150
I UIICE	150



Paramedics	156
Hospital and community pharmacists	157
Exercise physiologists	158
Accredited persons	158
Counsellor	160
Welfare worker	160
Mental health services	160
Private sector	160
Public sector	162
Forensic mental health services	162
Regulation of the mental health workforce	163
Professional associations	164
Professional standards for practice	165
Effectiveness of interprofessional workforces	165
Team work	166
Barriers to implementation of IPT	167
Looking after yourself	167
Summary	168
Critical thinking/learning activities	169
Learning extension	169
Further reading	169
References	170
9 Use of psychotropic medicines in mental health care	173
Mark Loughhead, Simon Bell, Davi Macedo and Nicholas Procter	170
Introduction	174
Why do I need to know about the use of medicines?	174
Community beliefs and understandings of psychiatric medicines	175
Medicines used in mental health care	178
Where to find information	178
Antidepressants	178
Anti-dementia medicines	179
Anti-psychotics	180
Benzodiazepines	181
Mood stabilisers	182
Opioids	183
Shared decision-making in mental health treatment	185
Consumer experience and decisions about medicines	186
Decision-making amid complex evidence for psychotropic medication use	188
Anti-psychotic use	188
Complex evidence on the efficacy of antidepressants	189
Clinical practice and experience of medicine	189
Quality use of medicines and medicine reviews	191
Role of the pharmacist in QUM	192
Quality use of medicines in mental health	193

Contents

xiii



xiv Contents

Use of psychotropics during a pandemic	194
Summary	194
Critical thinking/learning activities	195
Learning extension	195
Further reading	195
References	196
10 Legal and ethical aspects in mental health care Helen P. Hamer and Debra Lampshire	201
Introduction	202
An ethical and legal framework for practice	202
Ethical framework	202
Examples of ethical dilemmas in practice	202
Introduction to a legal framework	203
A background to mental health law	204
Mental health law and human rights	206
Mental Health Acts in Australia and Aotearoa New Zealand	206
The law, reciprocity, and recovery	207
The effects of involuntary treatment	208
Procedural justice	209
The role of crisis plans and consumer preferences	213
The law and intellectual disability	213
Mental health legislation in the year 2042	214
Summary	215
Critical thinking/learning activities	216
Learning extension	216
Further reading	217
References	217
11 e-Mental health Rhonda L. Wilson	221
Introduction	222
What is digital health?	222
Digital health disorder	223
What is e-mental health?	224
Implications of mental health care using the phone in your pocket	225
Five modes of communications technologies to deliver e-mental	
health interventions	226
Social media policy and guidelines	233
Cost-effectiveness and quality of e-mental health digital services	233
Telephone triage services	233
Digital platforms	234
Designing health information for digital environments	235
e-Mental health literacy	236
The safe administration of digital interventions	236



	Contents	Х
Digital interventions and blended care	239	
Commercial and social enterprise innovation in e-mental health	239	
Benefits	239	
Risks and limitations	239	
Opportunities for safe e-mental health development	240	
Summary	241	
Critical thinking/learning activities	242	
Learning extension	242	
Acknowledgements	242	
Further reading	243	
References	243	
12 Mental health and substance use	247	
Rhonda L. Wilson, Andrea E. Donaldson and Bernadette Solomon	247	
Introduction	248	
Prevalence of co-occurring disorders Harm minimisation	248 249	
	249	
Harm prevention An overview of substance-use problems	250	
An overview of drugs and their effects	250	
Alcohol	251	
Caffeine	252	
Cannabis	252	
Synthetic drugs	253	
Amphetamines	253	
Methamphetamine	253	
Cocaine	254	
Opioids	254	
Benzodiazapines	255	
Nicotine	255	
Solvents	255	
Paracetamol	256	
A holistic framework for understanding people who use drugs and	200	
those who misuse drugs	258	
Biological influences on the experiences of mental health and substance use	258	
Psychological influences on the experiences of mental health		
and substance use	260	
Social influences on the experiences of mental health conditions		
and substance use	261	
Cultural influences on experiences of mental health conditions		
and substance use	262	
Spiritual/meaning-making influences on experiences of mental health		
conditions and substance use	262	
Developmental influences on experiences of mental health conditions		
and substance use	263	



xvi Contents

Ecological influences on experiences of mental health conditions and substance use	263
Mental health conditions and substance-use problems in combination	203
with each other	270
Mental health and drug and alcohol models of care	271
Motivational interviewing	271
Stages of change	271
Solution-focused therapy	273
What needs to change in the future?	273
Summary	274
Critical thinking/learning activities	275
Learning extension	275
Acknowledgement	275
Further reading	276
References	276
13 Nutrition, physical health and behavioural change Anne Storey and Denise McGarry	281
Introduction	282
Prevalence	283
Diagnostic overshadowing	285
Common co-occurring physical conditions	288
Metabolic syndrome	288
Diabetes	289
Hyperlipidaemia	290
Cardiovascular diseases (hypertension, cardia arrhythmias)	290
Obesity	291
Nutritional patterns	293
Exercise behaviours	293
Cancers	295
Hepatitis and HIV/AIDS	295
Sexual health	295
Back pain, migraine and arthritis	297
Smoking	297
Urinary incontinence	299
Dental health	299
Dysphagia	300
Complementary and alternative therapies and mental health care	301
Over-the-counter medications	301
Exercise and well-being strategies	302
Interventions	302
Implications for mental health practice	304
Strengths-based approach	304
Emerging physical health challenges	305



	Contents	XVİ
Summary	305	
Critical thinking/learning activities	306	
Learning extension	306	
Further reading	306	
References	307	
14 Mental health of people of immigrant and refugee backgrounds Nicholas Procter, Amy Baker, Mary Anne Kenny, Davi Macedo and Monika Ferguson	315	
Introduction	316	
What is meant by the terms refugee, immigrant and asylum seeker?	318	
Temporary protection	319	
Mental health of people of immigrant and refugee backgrounds	320	
Risk and protective factors	321	
Physical illness	322	
Isolation	322	
Culture and explanatory models in mental health	323	
Engagement with mainstream mental health services	325	
Traumatic stress	326	
Trauma-informed care	326	
Barriers to talking about trauma with practitioners	327	
Access and engagement when in distress	328	
Trust and human connectedness in mental health	330	
Older people with immigrant backgrounds	330	
Consequences of the COVID-19 pandemic for refugees and asylum seekers	331	
Summary	332	
Critical thinking/learning activities	333	
Learning extension	333	
Acknowledgement	334	
Further reading	334	
References	335	
15 Gender, sexuality and mental health Helen P. Hamer, Jane Barrington and Debra Lampshire	339	
Introduction	340	
Continua of sexuality and gender	340	
Self-identification	342	
Intersex	342	
Pathologising gender and sexual diversity	344	
Hetero-sexism and hetero-normativity	345	
Gender and health	345	
Maternal mental health	345	
Culturally competent human connectedness	346	
Effects of homophobia, homonegativity and trans-phobia	350	
Genders, sexualities and power	350	



xviii Contents

Interpersonal and intimate partner abuse Family and intimate partner violence Summary Critical thinking/learning activities Learning extension Further reading References 356 16 Intellectual and developmental disability Henrietta Trip, Margaret Hughes, Reece Adams and Isaac Tait Introduction Defining the terminology Intellectual disability Developmental disability Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities Learning extension 376 377 377 378 378 379 379 370 377 377 377 377 377 377 377 377 377
Summary Critical thinking/learning activities Learning extension Further reading References 356 16 Intellectual and developmental disability Henrietta Trip, Margaret Hughes, Reece Adams and Isaac Tait Introduction Defining the terminology Intellectual disability Developmental disability Learning disability Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities 356 357 367 368 369 369 360 360 361 361 362 363 363 364 365 366 367 367 367 368 367 368 368 368 368 368 368 368 368 368 368
Critical thinking/learning activities Learning extension Further reading References 356 References 356 Intellectual and developmental disability Henrietta Trip, Margaret Hughes, Reece Adams and Isaac Tait Introduction Defining the terminology Intellectual disability Developmental disability Learning disability Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities 366 376 377 378 378 379 379 370 371 371 371 371 371 371 371 371 371 371
Learning extension Further reading References 356 References 356 References 356 16 Intellectual and developmental disability 366 Henrietta Trip, Margaret Hughes, Reece Adams and Isaac Tait Introduction 366 Defining the terminology 367 Intellectual disability 367 Developmental disability 367 Learning disability 367 Learning disability 368 Aetiology 369 Common causes 360 Philosophical approaches to service provision 364 Normalisation, social-role valorisation and the social model of disability 366 Physical health, mental illness and well-being 367 Diagnostic overshadowing 368 Intersectionality 369 Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow 372 Summary Critical thinking/learning activities
Further reading References 356 References 356 References 356 16 Intellectual and developmental disability 366 Henrietta Trip, Margaret Hughes, Reece Adams and Isaac Tait Introduction 367 Defining the terminology 368 Intellectual disability 369 Developmental disability 360 Learning disability 360 Learning disability 360 Aetiology 360 Common causes 360 Philosophical approaches to service provision 364 Normalisation, social-role valorisation and the social model of disability 366 Physical health, mental illness and well-being 366 Diagnostic overshadowing 367 Intersectionality 368 Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow 372 Summary Critical thinking/learning activities 376
References 16 Intellectual and developmental disability Henrietta Trip, Margaret Hughes, Reece Adams and Isaac Tait Introduction Defining the terminology Intellectual disability Developmental disability Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities
Henrietta Trip, Margaret Hughes, Reece Adams and Isaac Tait Introduction Defining the terminology Intellectual disability Developmental disability Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities
Henrietta Trip, Margaret Hughes, Reece Adams and Isaac Tait Introduction Defining the terminology Intellectual disability Developmental disability Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow 370 Summary Critical thinking/learning activities
Introduction 36° Defining the terminology 36° Intellectual disability 36° Developmental disability 36° Learning disability 36° Learning disability 36° Dual diagnosis or dual disability 36° Common causes 36° Philosophical approaches to service provision 36° Normalisation, social-role valorisation and the social model of disability 36° Philosophical principles in practice 36° O'Brien and Lyle's accomplishments for community living 36° Physical health, mental illness and well-being 36° Diagnostic overshadowing 36° Intersectionality 36° Autonomy, consent and self-determination and strategies to promote healthcare access 37° Chronic sorrow 37° Summary 37° Critical thinking/learning activities 37°
Defining the terminology Intellectual disability Developmental disability Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities 367 368 376 377 378 378 378 378 378
Intellectual disability Developmental disability Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities 362 363 364 365 366 366 367 367 368 368 369 369 369 369 369 369 369 369 369 369
Developmental disability Learning disability 362 Dual diagnosis or dual disability 363 Aetiology Common causes 364 Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow 372 Summary Critical thinking/learning activities 363 374
Learning disability Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities
Dual diagnosis or dual disability Aetiology Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow 372 Summary Critical thinking/learning activities 363 364 365 366 And Autonomy, consent and self-determination and strategies to promote healthcare access 376 Chronic sorrow 376 Summary 376 Critical thinking/learning activities
Aetiology Common causes 363 Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living 364 Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow 372 Summary Critical thinking/learning activities 363 374
Common causes Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow Summary Critical thinking/learning activities 363 364 365 374 375 376 376 376 377 377 377 377
Philosophical approaches to service provision Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow Summary Critical thinking/learning activities 364 374 374
Normalisation, social-role valorisation and the social model of disability Philosophical principles in practice O'Brien and Lyle's accomplishments for community living 369 Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow 372 Summary Critical thinking/learning activities 364 375
Philosophical principles in practice O'Brien and Lyle's accomplishments for community living 368 Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow 372 Summary Critical thinking/learning activities 368 374
O'Brien and Lyle's accomplishments for community living Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities 368 370 371 372 374
Physical health, mental illness and well-being Diagnostic overshadowing Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities 366 376 377 377 377 377
Diagnostic overshadowing 368 Intersectionality 368 Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow 372 Summary 374 Critical thinking/learning activities 374
Intersectionality Autonomy, consent and self-determination and strategies to promote healthcare access Chronic sorrow Summary Critical thinking/learning activities 369 370 370 370 370 370 370 370 370 370 370
Autonomy, consent and self-determination and strategies to promote healthcare access 370 Chronic sorrow 372 Summary 374 Critical thinking/learning activities 374
promote healthcare access 370 Chronic sorrow 372 Summary 374 Critical thinking/learning activities 374
Chronic sorrow 372 Summary 372 Critical thinking/learning activities 374
Summary 37 ² Critical thinking/learning activities 37 ²
Critical thinking/learning activities 374
Learning extension 3/4
•
Further reading 374
References 375
17 Mental health of children and young people Rhonda L. Wilson and Serena Riley
Introduction 380
Respect for young people 380
Developing a rapport with young people 38'
Developmental stages 383
Reducing risk and vulnerability 383
Drug and alcohol misuse 389
Trauma and abuse 389
Bullying – what it is like to be 12 years old and bullied 386



Contents xix

Mental health promotion, prevention and early intervention for	
young people	388
What is it like to be a young person experiencing a mental illness?	388
Instilling hope	392
Common mental health conditions in young people	393
Suicide	393
Non-suicidal self-injury	393
Psychosis	394
Depression and anxiety	394
Summary	395
Critical thinking/learning activities	395
Learning extension	395
Acknowledgement	396
Further reading	396
References	396
18 Mental health of older people	399
Helen P. Hamer, Debra Lampshire and Sue Thomson	
Introduction	400
Background to the culture of older people	400
The myths of ageing	400
Generativity and life tasks of older people	401
Recovery	402
Culture of older people	403
Human connectedness	404
The dignity of risk	404
Elder abuse	405
Medico-legal aspects	405
Capacity and competency	405
Advance preferences and statements	406
Common mental health problems	406
Cognitive decline, depression, delirium or dementia? Getting	
the diagnosis right	408
Depression	408
Delirium	408
Dementia	409
Older people and suicide	411
An ethical framework to underpin practice	411
The future of older people's mental health care	411
The family and loved ones of older people	412
Summary	413
Critical thinking/learning activities	413
Learning extension	414
Further reading	414
References	415



xx Contents

19 Rural and regional mental health Rhonda L. Wilson	421
Introduction	422
What is <i>rural</i> ?	422
Waltzing Matilda	423
Overview of the rural and regional clinical contexts	424
Prevalence of mental health problems in rural and regional communities	427
Rural mental health promotion and prevention	428
Rural early intervention mental health services	431
Community mental health and primary health services	432
Bed-based mental health services	432
Telehealth	433
Recovery and rehabilitation	433
Billabong Clubhouse	433
Travel implications for rural people with mental healthcare needs	434
Natural disasters and the implications for rural communities	435
Agriculture, mining and itinerant workforces	436
Summary	436
Critical thinking/learning activities	437
Learning extension	437
Acknowledgement	437
Further reading	437
References	438
20 Learning through human connectedness on	
clinical placement: Translation to practice	441
Denise McGarry and Kerry Mawson	
Introduction	442
Mental health education: An overview	442
Attitudes, expectations and positive engagement within practice	445
Empathy	446
Collaboration	446
Therapeutic alliance and presence	446
Professional boundaries	447
Power relations and the therapeutic relationship	448
Application of interpersonal skills	449
Legal framework of practice	450
Ethical and political influences on care	450
Development of emotional competence	451
Well-being in the workplace	452
Reflective practice as a critical thinking process	452
Support frameworks for working in mental health services	453
Preceptorship	453
Mentorship	453
Clinical supervision	454



	Contents	xxi
Preparing for clinical placement	455	
Developing objectives for clinical placements	455	
Pragmatic strategies for learning	456	
Self-assessment and personal problem-solving	458	
Summary	458	
Critical thinking/learning activities	459	
Learning extension	459	
Further reading	460	
References	460	
21 Conclusions: Leadership and mentoring for person-centred		
mental health practice	465	
Nicholas Procter, Mark Loughhead and Davi Macedo		
Introduction	466	
A message of leadership	466	
Trust and compassion in leadership	466	
Lived experience leadership	467	
The need to self-question	468	
Clinical mentoring and empowerment	468	
References	470	
Index	471	