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# Program Guide

**CHC53315 Diploma of Mental Health**



RTO Number 90198



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**Delivery Site Address**

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**Delivery Site Administration Office:**

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## Introduction

Welcome to CHC53315 Diploma of Mental Health program, a partnership between the Centre for Education and Workforce Development (CEWD) and Sydney Local Health District (SLHD) Community Mental Health Services, which will be delivered through NSW Health Registered Training Organisation (RTO) 90198, by SLHD Centre for Education and Workforce Development (CEWD).

The Diploma of Mental Health is a unique, contextualised, nationally recognised qualification developed for SLHD community mental health clinicians with backgrounds in nursing, social work, occupational therapy, psychology and qualified mental health clinicians. This qualification reflects the specialist role of community mental health clinicians, a diverse, autonomous role that requires high-level knowledge, skills and competencies.

The course addresses the global experience-complexity gap by accelerating transition from novice to expert whilst implementing models of care that best partners fewer experienced staff with more novices. This workforce investment future proofs the community mental health specialty with both succession planning and retention strategies.

The course has been developed following a consultative review of SLHD Community Mental Health Services in 2020 which identified a need for a robust, competency- based pathway for clinicians working in community mental health. The course and the Workplace Competency Development Program (WCDP) have been developed in consultation with SLHD community mental health managers and clinicians, SLHD multidisciplinary executive staff, educators at CEWD, and most importantly consumers with consumer and peer work representation at the program management level.

It has been developed in alignment with the SLHD Community Mental Health WCDP that is being implemented across SLHD Community Mental Health Services throughout 2021. This alignment ensures competencies in the work environment meet a regulated, best practice standard and means the WCDP forms part of the assessment for the Diploma of Mental Health. Both Programs are mapped to the National Safety and Quality Health Service (NSQHS) Standards which include new mental health focussed actions.

The Diploma of Mental Health will be delivered over twelve (12) months. Students will need to commit to completing study, assessments and workbooks in work time and their own time.

For further information, prospective students should refer to the NSW Health RTO Student Handbook, which can be found by following this link:

[https://www.slhd.nsw.gov.au/services/rto/students\\_policies.html](https://www.slhd.nsw.gov.au/services/rto/students_policies.html)

## Target Group

The Diploma of Mental Health is targeted at Sydney Local Health District Mental Health Service Community Mental Health employees in the clinical roles of:

- Registered Nurse
- Occupational Therapist
- Social Worker
- Aboriginal Mental Health Clinician
- Clinical Psychologist/ Psychologist

The target group will all hold an undergraduate qualification or equivalent qualification that leads to registration in their discipline. The Diploma of Mental Health will provide recognition of prior learning towards post graduate education.

This course has been developed for SLHD community mental health clinicians to consolidate/develop their skills in implementing best practice models of mental health care.

The program consists of two components:

- A mandatory Community Mental Health Workplace Competency Development Program (WCDP) which all novice clinicians in their first to fourth year of community mental health practice are required to complete within the first six (6) months of a novice clinician's employment with SLHD Community Mental Health Service.
- An optional enhancement program which covers the remaining knowledge and skill requirements to qualify for the CHC53315 Diploma of Mental Health

## Program Entry and Eligibility Requirements

Students must meet the following Program entry and eligibility requirements:

1. Be working in the SLHD Community Mental Health Service as a:
  - Registered Nurse
  - Occupational Therapist
  - Social Worker
  - Aboriginal Mental Health Clinician
  - Clinical Psychologist/ Psychologist
2. Provide community based mental health clinical care
3. Have been working in Community Mental Health for at least 1 month
4. Ability to commit the required time to attend training, and complete all assessment requirements for this program
5. Be able to complete independent study and assessment
6. Have completed an undergraduate degree or equivalent requirement for their discipline
7. Complete and submit an Expression of Interest (Eoi) with approval by the Community Team Leader
8. Be able to/or have completed the SLHD Community Mental Health Workplace Competency Development Program (WCDP)
9. Engage in regular manager/mentor support
10. Attend clinical supervision or other identified self-care arrangements

## Language, Literacy and Numeracy Requirements

All NSW Health RTO programs require you to meet minimum English language levels before you enrol. To get the most from your program, you should be able to read online material and textbooks, complete written assignments and conduct research independently. Your study will include online assessments, text-based discussions and collaboration.

Some programs require prospective students to complete an LLN assessment to determine if they have the required LLN skills to participate in the program. Where the student is deemed not to have the required level of LLN skills, NSW Health RTO will plan a program of support to enable the student to develop the required levels of skills prior to enrolling in the program or refer the student to an external provider to develop these skills.

## Program Application and Selection Process

All Expressions of Interest (Eoi's) are to be submitted to the applicant's Community Mental Health Team Leader. The Eoi's will be assessed and the most suitable applicants will be decided upon by CEWD Course Coordinators and Community Mental Health Team Leaders. If further information is required, an interview may also be conducted. Successful applicants will be advised of acceptance into the program as soon as practicable after the Eoi closing date.

## Enrolment Process

Successful applicants will be required to complete the following NSW Health RTO enrolment requirements before program commencement:

1. Unique Student Identifier
2. AVETMISS
3. RTO Participant Declaration
4. RTO Enrolment Data Collection Form
5. Any other related forms specific to the program

The delivery site administration office will contact the successful applicants with guidelines on how to complete these requirements.

## Qualification Pathway

On completion of this qualification participants will have recognised clinical leadership knowledge and skills that will support progression in career pathways in community mental health.

Following completion of this qualification participants can apply for recognition of prior learning for post graduate studies in mental health related courses.

## Program Learning Outcomes

At the end of this program, you will have the knowledge and skills to:

- Apply specialist community mental health knowledge and skills as emerging proficient clinicians.
- Demonstrate clinical leadership in autonomous work and in fostering multidisciplinary links whilst working collaboratively and recognising specialties and expertise to improve the quality of health service provision.
- Foster a culture of clinical supervision by engaging in critical analysis and reflection of your own practice.
- Integrate person-centred recovery-oriented practice in planning and delivery of comprehensive care that best supports consumers.
- Recognise trauma-informed care as both an organisational and practice approach applying a strengths-based framework through care episodes that emphasises physical, psychological and emotional safety for consumers.
- In partnership with the consumer, carers and their families develop and apply comprehensive care strategies that promote wellbeing and recovery and reduce clinical risk.
- Integrate consumer wellness plans into shared decision making and care planning processes that help the person best manage their mental health.
- Identify and assess risks and respond by following parameters for escalation and implementing risk mitigation.
- Identify and respond to critical information and incidents throughout care episodes, informing critical changes to key personal, including the consumer, families and carers.
- Apply communication processes for transfer of responsibility of care and coordination of concurrent care by more than one treating team, recognising complexity and co-morbidities.
- Promote physical, emotional, cultural and spiritual safety for consumers, colleagues and yourself recognising and supporting the range of diverse experiences that can influence how people receive health care service delivery.
- Recognise that mental health needs are differing across the lifespan, with children and adolescents, and older Australians experiencing mental health issues that are not always effectively addressed by adult services.
- Recognise that people can experience more than one type of diversity, and these intersections of diversity and high-risk groups can further influence their experience within the health service organisation and increase tensions or expose them to increased risk of harm.
- Provide early intervention and identify opportunities for health promotion and quality improvement.
- Actively contribute to a service delivery culture that partners with consumers in developing strategies to support safety and review of policies and procedures.
- Engage and support consumers and their families and carers with education including medication reconciliation on admission, during episodes of care and on discharge.
- Interpret clinical outcomes, audits and experience of care surveys as ways to achieve improvement in health outcomes and reduction of critical incidents.

## Program Content

This qualification requires completion of twenty (20) units of competency made up of fifteen (15) core and five (5) elective units, these are outlined in Table 1 below.

Total number of units = 20

Number of core units = 15

Number of elective units = 5

The elective units that best support SLHD Community Mental Health workforce needs, have been identified after consultation with SLHD Centre for Workforce Development and SLHD Community Mental Health. Electives for this qualification ensure that participants achieve a well-balanced knowledge and skill set that will best prepare them to meet the needs of the Sydney Local Health District Community Mental Health service. All students are required to undertake the electives as set by NSW Health RTO. Electives are not open to student selection. The elective units have been chosen in accordance with the packaging rules in the Training Package and the feedback from stakeholders.

If you have completed any of these programs previously through NSW Health or another RTO, please contact the Program Coordinators to establish whether you are eligible to apply for credit transfer or recognition of prior learning.

Table 1: CHC53315 Diploma of Mental Health Units of Competency

Code	Unit title	Core/ Elective
HLTWHS004	Manage work health and safety	Core
CHCCCS019	Recognise and respond to crisis situations	Elective
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drug issues	Core
CHCCCS003	Increase safety of individuals at risk of suicide	Elective
CHCCSM004	Coordinate complex case requirements	Elective
HLTHPS006	Assist clients with medication	Elective
CHCMHS002	Establish self-directed recovery relationships	Core
CHCMHS003	Provide recovery orientated mental health services	Core
CHCMHS010	Implement recovery orientated approaches to complexity	Core
CHCMHS012	Provide support to develop wellness plans and advance directives	Core
CHCMHS013	Implement trauma informed care	Core
CHCMHS011	Assess and promote social, emotional and physical wellbeing	Core
CHCCSL001	Establish and confirm the counselling relationship	Elective
CHCDIV001	Work with diverse people	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
CHCADV005	Provide systems advocacy services	Core
CHCMHS004	Work collaboratively with the care network and other services	Core
CHCMHS009	Provide early intervention, health prevention and promotion programs	Core
CHCPOL003	Research and apply evidence to Practice	Core
CHCPRP003	Reflect and improve on own professional practice	Core



## Program Structure

This qualification is delivered through two programs that contain seven (7) aligned modules. The first program, the SLHD Community Mental Health Workplace Competency Development Program (WCDP) addresses minimum best practice workplace requirements and is aligned to the units of competency in the CHC3315 Diploma of Mental Health. It must be completed within the first six (6) months of a novice clinician's employment with SLHD Community Mental Health Service. It is a self-paced program which will require at six (6) hours a week for six (6) months.

The second program, builds on each of these modules by addressing the outstanding knowledge and skill requirements of the Diploma of Mental Health as set out in the CHC Training Package.

The WCDP is a pre or co-requisite for the Diploma of Mental Health. If participants have not already completed the WCDP they are to complete the WCDP concurrently with the Diploma of Mental Health. Students of the Diploma of Mental Health will need to acquire sign off of the WCDP by an assessor with a current Certificate IV in Training and Assessment, this can be arranged with your Program Coordinator.

1. Each of the seven (7) modules contains a number of UOCs. These are outlined below:

### **Module 1 Risk Management:**

HLTWHS004 Manage Work Health Safety

CHCCCS019 Recognise and respond to crisis

### **Module 2 Managing Situations Safely:**

CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drug issues

CHCCCS003 Increase safety for individuals at risk of suicide

CHCCSM004 Coordinate complex case requirements

HLTHPS006 Assist clients with medication

### **Module 3 Recovery and Trauma Informed Approaches:**

CHCMHS002 Establish self-directed recovery relationships

CHCMHS003 Provide recovery orientated mental health services

CHCMHS010 Implement recovery orientated approaches to complexity

CHCMHS012 Provide support to develop wellness plans and advanced directives

CHCMHS013 Implement trauma informed care

### **Module 4 Consumer focussed wellbeing:**

CHCMHS011 Assess and promote social, emotional, and physical wellbeing

CHCCSL001 Establish and confirm the counselling relationship

### **Module 5 Culture and Diversity:**

CHCDIV001 Work with diverse people

CHCDIV002 Promote Aboriginal and/ or Torres Strait Islander cultural safety

### **Module 6 Collaborative Care:**

CHCADV005 Provide systems advocacy services

CHCMHS004 Work collaboratively with the care network and other services

CHCMHS009 Provide early intervention, health prevention and promotion programs

### **Module 7 Evidence Based & Reflective Practice:**

CHCPOL003 Research and apply evidence to practice

CHCPRP003 Reflect on and improve own practice

2. The seven (7) Modules in the aligned Workplace Competency Development Program consist of workplace assessments and include:
  - Workplace observation
  - Care planning, and review in partnership with consumers, carers, and families
  - Management of common and crisis situations
  - Clinical skills, for example management of medications
  - Case studies and case presentations
  - Related online learning
  - Written question and answers
  - Workplace projects
  - Best practice using documentation
  
3. The Workplace Competency Development Program will be incorporated into regular duties with support from and assessment by Team Leaders, Senior Clinicians or qualified trainers/ assessors.

## **Delivery Mode**

This qualification is delivered through a combination of delivery methods. Internal, external and work-place based delivery. These include workplace competency assessments, face to face workshops, webinars, group work, study groups, eLearning modules, case studies, and clinical case presentations to the student's team.

The Diploma of Mental Health will be conducted over a twelve (12) month period and will include:

- **Workplace-based includes:**

- Structured workplace activities via the Workplace Competency Development Program online learning portal at five (5) hours per week
- Clinical support with an on-site Team Leader, Senior Clinician or Clinical Nurse Educator at three (3) hours per week
- Workplace activities that are additional to the Workplace Competency Development Program for Diploma of Mental Health students only at one (1) hour per week

\* The Workplace Competency Development Program may have been completed by novice clinicians prior to commencing the Diploma of Mental Health. For any clinician who has not completed the Workplace Competency Development Program it must be completed within the twelve (12) months of the Diploma of Mental Health.

- **Internal delivery:**

- One (1) face to face day of training per month (12 in total).
- Half (½) day (4 hours) webinar per month
- Links to existing courses that the candidate will need to complete (at 5 days)

- **External delivery includes:**

- Two sessions of two hours (4 hours) webinars per month in own time

- Self-paced learning via completion of workbooks and assessments
- Self-directed learning

## Program Duration

The program is delivered over a twelve (12) month period commencing 14<sup>th</sup> September 2021 and finishing 11<sup>th</sup> October 2022. The program consists of theory and practice.

During this time students will:

Attend:

- One (1) face to face day of training per month (12 in total).
  - Half (½) day (4 hours) webinar per month
- Attend existing courses via My Health Learning (at 5 days)
  - Violence Prevention Management:
    - Personal Safety- One (1) day - Face to Face
    - VPM for Community Clinicians- Four (4 hours) - Face to Face
  - Respecting the Difference:
    - Online- Two (2) hours
    - Face to face- One (1) day
  - Suicide Detection, Assessment, and Management for Mental Health Clinicians
    - Two (2) days face to face
- Two sessions of two hours (4 hours) webinars per month in own time
- Self-paced learning via completion of workbooks and assessments
- Self-directed learning

Complete:

- The Workplace Competency Development Program via the Moodle Online Learning Platform
- Additional workplace activities required for assessments for the Diploma of Mental Health

Complete and submit all assessment requirements by the due dates.

## Program Scheduling/Timetable

Table 2

CHC53315 Diploma of Mental Health							
Module	UOC Code and Title	UOC No	Face to Face Date/s (monthly-Thursdays)	Webinar ½ day (monthly-Tuesdays)	Webinar 2 hour session (Fortnightly-Tuesdays)	Assessment Due Date	
Program Orientation							
Module 1: Risk Management	HLTWHS004 Manage Work Health Safety (Core)	1	21 <sup>st</sup> October 2021	2 <sup>nd</sup> November 2021	<b>#12<sup>th</sup> October 2021</b>	1 <sup>st</sup> February 2022	
		CHCCCS019 Recognise and respond to crisis (Elective)		2	7 <sup>th</sup> December 2021		26 <sup>th</sup> October 2021 9 <sup>th</sup> November 2021
Module 2: Managing Situations Safely	CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drug issues (Core)	3	<b>18<sup>th</sup> November 2021</b>	1 <sup>st</sup> February 2022	23 <sup>rd</sup> November 2021	14 <sup>th</sup> March 2022	
	CHCCCS003 Increase safety for individuals at risk of suicide (Elective)	4			16 <sup>th</sup> December 2021		14 <sup>th</sup> December 2021
	CHCCSM004 Coordinate complex care requirements (Elective)	5	17 <sup>th</sup> February 2022		8 <sup>th</sup> February 2022		15 <sup>th</sup> February 2021 (extra 2 hour webinar)
	HLTHPS006 Assist clients with medication (Elective)	6					
Module 3: Recovery and Trauma Informed Approaches	CHCMHS002 Establish self-directed recovery relationships (Core)	7	17 <sup>th</sup> March 2022 21 <sup>st</sup> April 2022	1 <sup>st</sup> March 2022 5 <sup>th</sup> April 2022 3 <sup>rd</sup> May 2022	<b>22<sup>nd</sup> February 2022</b> 8 <sup>th</sup> March 2022 22 <sup>nd</sup> March 2022 12 <sup>th</sup> April 2022 26 <sup>th</sup> April 2022 10 <sup>th</sup> May 2022	13 <sup>th</sup> June 2022	
	CHCMHS003 Provide recovery orientated mental health services (Core)	8					
	CHCMHS010 Implement recovery orientated approaches to complexity (Core)	9					
	CHCMHS012 Provide support to develop wellness plans and advanced directives (Core)	10					
	CHCMHS013 Implement trauma informed care (Core)	11					

Module 4: Consumer Focussed Wellbeing	CHCMHS011 Assess and promote social, emotional, and physical wellbeing (Core)	12	<b>19<sup>th</sup> May 2022</b> 16 <sup>th</sup> June 2022	7 <sup>th</sup> June 2022	24 <sup>th</sup> May 2022 14 <sup>th</sup> June 2022 28 <sup>th</sup> June 2022	25 <sup>th</sup> July 2022
	CHCCSL001 Establish and confirm the counselling relationship (Elective)	13				
Module 5: Culture and Diversity	CHCDIV001 Work with diverse people (Core)	14	21 <sup>st</sup> July 2022 18 <sup>th</sup> August 2022	<b>5<sup>th</sup> July 2022</b>	12 <sup>th</sup> July 2022	12 <sup>th</sup> September 2022
	CHCDIV002 Promote Aboriginal and/ or Torres Strait Islander cultural safety (Core)	15				
Module 6: Collaborative Care	CHCADV005 Provide systems advocacy services (Core)	16	15 <sup>th</sup> September 2022	2 <sup>nd</sup> August 2022 6 <sup>th</sup> September 2022 4 <sup>th</sup> October 2022	26 <sup>th</sup> July 2022 9 <sup>th</sup> August 2022 23 <sup>rd</sup> August 2022 13 <sup>th</sup> September 2022 27 <sup>th</sup> September 2022	7 <sup>th</sup> November 2022
	CHCMHS004 Work collaboratively with the care network and other services (Core)	17				
	CHCMHS009 Provide early intervention, health prevention and promotion programs (Core)	18				
Skill Set 7: Evidence Based & Reflective Practice	CHCPOL003 Research and apply evidence to practice (Core)	19	20 <sup>th</sup> October 2022	1 <sup>st</sup> November 2022	11 <sup>th</sup> October 2022 25 <sup>th</sup> October 2022 8 <sup>th</sup> November 2022	5 <sup>th</sup> December 2022
	CHCPRP003 Reflect and improve own practice (Core)	20				

# Introductory Session

**Bold:** First session for the Module

## Training Location

### Face to face training days:

Centre for Education and Workforce Development (CEWD)  
Building 301  
Cnr Cecily Street & Balmain Road  
Rozelle NSW 2039  
Phone (02) 8755 3500

Concord Medical Education Centre  
Concord Repatriation General Hospital  
1H Hospital Road  
Concord West NSW 2138

Kerry Packer Education Centre (KPEC)  
Royal Prince Alfred Hospital

12A Missenden Road  
Camperdown NSW 2050

**Community Mental Health workplace setting:**

Canterbury Community Health Centre  
Canterbury Hospital  
Thorncraft Parade  
Campsie NSW 2194  
Phone (02) 9787 0600

Croydon Community Health Centre  
24 Liverpool Road  
Croydon NSW 2132  
Phone (02) 9378 1100

Camperdown Community Health Centre  
King George V Building  
67-79 Missenden Road  
Camperdown NSW 2050  
Phone (02) 9515 9000

Marrickville Community Health Centre  
155 Livingstone Road  
Marrickville NSW 2204  
Phone (02) 9562 0500

Redfern Community Health Centre  
103-105 Redfern Street  
Redfern NSW 2016  
Phone (02) 9395 0444

## Specific Resources

### Staffing

The teaching staff of NSW Health RTO are dedicated to the success and wellbeing of our students. A range of student support networks are in place at the Sydney Local Health District Rozelle Campus to ensure students are able to reach their maximum potential.

We acknowledge that people enter the program with diverse backgrounds and bring those experiences with them to the program. Some students may not have previously undertaken any formal post-graduate studies, some use English as their second language, others may face academic or personal challenges.

The CEWD coordinators and educators are able to provide students with advice and support on site, or to assist students to access specialist agencies which are ideally suited to their specific needs.

**Program Coordinator** - The Program Coordinator is responsible for the day to day management of the course. The Program Coordinator will maintain and monitor the daily operation of the course programs, program delivery, student progress and course evaluation.

**Teaching staff, mentors and assessors** - Trainers and assessors who teach, mentor, supervise and assess in the CHC53315 Diploma of Mental Health qualification are clinicians such as Registered Nurses, Medical Officers or Allied Health Professionals employed by the NSW Ministry of Health. Consumer led classes are supported by one of these members of our workforce. Assessors meet the vocational and training requirements for trainers and assessors set by the Standards for RTOs 2015.

The topics in the theory component will be taught by clinicians with extensive specialty experience, teaching qualifications/experience, and up-to-date contemporary clinical knowledge. The teaching staff will include a range of clinicians from Allied Health, Nursing and Medical disciplines.

**Clinical Supervision** - community mental health clinicians can access supervision by senior mental health clinicians. SLHD Mental Health Service has a list of current supervisors available on the intranet, alternatively Team Leaders will be able to provide recommendations of supervisors to contact for supervision.

**Counselling Support** - Employee Assistance Program (EAP) is a service that provides staff and students with assistance for work or personal problems with services such as:

- Post Incident Support following traumatic incidents, for individuals and groups
- Conflict resolution
- Work life balance
- Family and Domestic Violence
- Cumulative & traumatic stress management

**Pastoral Care** - Prayer rooms and chaplains are available at facilities where students undertake clinical placement and can be contacted through the facilitator or switchboard.

**Centre for Education and Workforce Development (CEWD)** – The Diploma program coordinator can liaise with CEWD trainers/ educators to assist and provide support to any students with relevant learning needs.

**Aboriginal Students' Support** - Support provided Aboriginal and/or Torres Strait Islander students includes:

- Review of language and suitability of content to ensure respect of Aboriginal culture, identity and heritage to promote a more positive learning environment for Aboriginal students
- Inviting guest presenters from local Aboriginal and/or Torres Strait Islander communities
- Aboriginal staff and educators delivering content within the Diploma of Mental Health

The support provided for students specific to each delivery is described below:

- Creative education spaces i.e., classroom layout , outside classes, practical applications
- Acknowledgement of Country at beginning of classes everyday
- Acknowledging that support goes beyond learning, study and work commitments but encompasses all aspects of their lives. Early identification of personal difficulties that

may affect study and work is vital. Referral and guidance on such matters to other organisations who can deal with such situations is of high importance.

- Celebrate significant dates

## Materials and Equipment

### Learning and assessment resources

Students will be provided with:

- NSW Health RTO Student Handbook
- Program Guide
- Student Assessment Workbook
- Learner Resource Manual
- Moodle access to the Workplace Competency Development Program and Diploma of Mental Health:
  - Module 1 Risk Management
  - Module 2 Managing Situations Safely
  - Module 3 Recovery and Trauma Informed Approaches
  - Module 4 Culture and Diversity
  - Module 5 Collaborative Care
  - Module 6 Consumer focused wellbeing
  - Module 7 Evidence Based & Reflective Practice

Student Assessment Workbooks and the Student resource manual have been purchased from RTO Material Ltd and then contextualised and expanded upon to fit the needs of SLHD Mental health service and the target group.

An RPL KIT is available on request.

NSW Health RTO ensures that all facilities are equipped with the necessary equipment and resources for training to be conducted. NSW Health will ensure that students have access to the required physical workplace facilities and equipment including:

- Training rooms, student study rooms, etc.
- Access to Clinical Simulation Centres and Laboratories
- Clinicians and Educators to supervise and provide skill and knowledge development
- Clinical library
- 'My Health Learning' learning management system
- Computers and software
- WiFi
- Multimedia
- MOODLE – student learning platform

## General Resources

### Information & Technology Services

The Diploma students are introduced to Clinical Information Access Portal (CIAP) and provided with access at the beginning of the course. They also have access to MOODLE an online educational resource, to access information, access and submit course documentation and enable communication with students and teachers. Types of information available include course calendar, lectures, articles and other relevant course information posted on a regular basis.



At all facilities, computer equipment and Internet access is available for the students. The students are expected to abide by the internet usage policy and sign the declaration to maintain the utility and integrity of the system; to protect the privacy and work of peers and staff, and to preserve the right to the networks to which the facility has access.

## Assessment Requirements

At the commencement of the Diploma of Mental Health students will be informed of the details of all the assessments required for each unit of competency. The assessment process will include a combination of different methods to ascertain knowledge, attitudes and skills necessary to fulfil the required competency for the community mental health clinician. Assessments for each of the seven (7) Modules will be due on the assessment date indicated on the Program Schedule. This includes completion of the Workplace Competency Development Program activities via the Moodle online platform for each Module. The following is a summary of the assessment methods used in this course.

## Assessment Methods

The following assessment methods have been adopted for the program:

- Workplace Competency Development Program
- Written Questions
- Case Studies
- Role plays
- Written reflections
- Group Presentation
- Written report
- Project
- Assignment
- Clinical Assessment
- Third Party Report

## Assessment Plan

Table 3

### Key to Assessment Methods Used

Assessment techniques used to gather evidence include:	
Letter	Description
A	Clinical assessment
B	Quiz
C	Written Activity
D	Case Studies
E	Role plays
F	Written reflections
G	Group Activities
H	Individual Presentation
I	Group Presentation
K	Project
L	Discussion Board

Key	
✓	Workplace Competency Development Program
✓	Diploma of Mental Health

Module	Code	Unit title	A	B	C	D	E	F	G	H	I	J	K
Module 1: Risk Management	CHCCCS019	Recognise and respond to crisis situations	✓ ✓				✓	✓ ✓					
	HLTWHS004	Manage Work Health Safety	✓ ✓		✓			✓					
Module 2: Managing Situations Safely	CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drug issues	✓		✓ ✓			✓					
	CHCCCS003	Increase safety for individuals at risk of suicide	✓			✓							
	CHCCSM004	Coordinate complex case requirements			✓	✓							✓
	HLTHPS006	Assist clients with medication	✓	✓	✓								
Module 3: Recovery and Trauma Informed Approaches	CHCMHS002	Establish self-directed recovery relationships	✓		✓		✓						
	CHCMHS003	Provide recovery orientated mental health services	✓		✓								✓
	CHCMHS010	Implement recovery orientated approaches to complexity	✓		✓				✓				
	CHCMHS012	Provide support to develop wellness plans and advanced directives	✓		✓	✓							
	CHCMHS013	Implement trauma informed care			✓				✓				
Module 4: Consumer Focused Wellbeing	CHCMHS011	Assess and promote social, emotional, and physical wellbeing			✓					✓			
	CHCCSL001	Establish and confirm the counselling relationship			✓		✓						
Module 5: Culture and Diversity	CHCDIV001	Work with diverse people			✓ ✓	✓		✓	✓				
	CHCDIV002	Promote Aboriginal and/ or Torres Strait Islander cultural safety			✓ ✓	✓		✓	✓				
Module 6: Collaborative Care	CHCADV005	Provide systems advocacy services			✓			✓		✓			

Module	Code	Unit title	A	B	C	D	E	F	G	H	I	J	K
	CHCMHS004	Work collaboratively with the care network and other services			✓							✓	✓
	CHCMHS009	Provide early intervention, health prevention and promotion programs										✓	✓
Module 7: Evidence Based & Reflective Practice	CHCPOL003	Research and apply evidence to practice			✓							✓	✓
	CHCPRP003	Reflect and improve own practice			✓			✓	✓				

## Submission of Assessments

Students have a maximum of three (3) assessment attempts for each Unit Of Competency (UOC) – initial submission and two re-submissions.

If you are unable to complete the assessment tasks by the due date you must contact the Program Coordinator prior to the due date to negotiate a date for submitting the work and discuss any support needs.

The Academic Progress Procedure will be triggered if you:

- Fail to submit your assessment on time, without prior approval.

### Presentation of assignments

- All assignments submitted must be typed in English and submitted electronically to the Program Coordinator.
- Students must declare the originality of their own work.
- All assignments must adhere to the prescribed referencing style as advised by the Program Coordinator. For the Diploma of Mental Health this will be the American Psychological Association (APA).

## Requesting an Extension

An extension is a request for additional time to complete course requirements including assessments and workplace competencies. To be granted an extension you must apply in writing via email to your Program Coordinator prior to the due dates (except for circumstances that prevent you from doing so). You must include the following information in your request:

- Reasons and where possible supporting evidence for your inability to complete the program requirements within the original due dates
- New extended due dates that you believe will be sufficient to complete the program.

Only extenuating circumstances will be considered for extension. You may be provided with up to three (3) extensions of time **throughout the full program**. The Program Coordinator will assess the request taking into consideration the implications for your progression and timely completion of your program. Extensions will only be granted on a case by case basis.

## Reasonable Adjustment

Reasonable adjustment means a modification made to the learning environment, training or assessment methods used to enable students with a specific identified need, such as disability, learning difficulty, etc. to access and participate in training on the same basis as those without a disability. The adjustment must be 'reasonable' in that it must not impose unjustifiable hardship on the person or the NSW Health RTO and must not compromise the integrity of the assessment.

Examples of reasonable adjustment could include: providing support to individual students, assistive technology, modifying the assessment process or the format of materials, or adjusting the physical environment.

Make sure you discuss your assessment needs with your Program Coordinator/assessor prior to the assessment.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process that allows experienced individuals to gain a qualification or SOA by producing evidence of what they already know, can do, or have done.

Applicants interested in claiming recognition for one or more units of competence within this Program should contact the Program Coordinator to discuss eligibility and process requirements.

## Credit Transfer

After verification, CT will be granted for any relevant Unit/s of Competency (UOC) that have been previously attained from any other RTO. The UOCs must directly match or are deemed equivalent to the units listed below. Gap training may be required when CT is granted for upgraded UOCs.

Students can also apply for RPL for any UOC/s. All Students will be offered this option upon enrolment. An RPL KIT is available upon request.

NOTE:

Gap training/assessment may be required when any credit is granted for upgraded UOCs.

## Exit Pathway

Students who complete all requirements of the CHC53315 Diploma of Mental Health will be awarded the full certificate.

Students who choose to exit before completing a full qualification will only be granted a Statement of Attainment (SOA) for UOCs completed and marked competent. This is called partial completion.

A Statement of Attainment will be issued only if all requirements for at least one UOC are met.

## Withdrawal

Students who wish to withdraw, must discuss this with the Program Coordinators prior to withdrawing from the program. In exceptional cases and after discussion with the Program Coordinator, the option to defer may be granted.

Students must also complete an APPLICATION to Withdraw. The form must be signed and returned to your Program Coordinator or your Delivery Site Administration Office.

Withdrawn students may be able to enrol in subsequent program, should they become available. The reasons for the withdrawal will be considered in any decision to accept the student into a later program.

## Deferral

A deferral is a request to delay the continuance of your training without jeopardising your enrolment including subsidised training under Smart and Skilled. A deferral, if approved, will be allowed up to a maximum of 12 months.

Deferral will only be granted in exceptional circumstances and will only be granted where a student has shown that they have, until their request for deferral, fully committed to the program. Commitment can be shown by a history of on time assessment submission, or appropriate negotiation of extensions in a timely manner.

Deferral will not be granted for students who have participated in training and/or attended class but have not handed in any assessments. It is not granted as a mechanism for delaying Assessment submission.

NSW Health RTO cannot guarantee that your course will still be available at your delivery site when you are ready to return to your studies.

You must return to study by the deferral end date. Failure to do so will result in you being automatically withdrawn from the program.

To be granted a deferral you must apply in writing via email to your Program Coordinator by completing the **Application to Defer Studies**. You must include the following information in your request:

- Reasons and where possible supporting evidence for the deferral
- Propose new program dates.

## Student Conduct

NSW Health has a large number of employees from diverse backgrounds who hold a variety of beliefs and ideas. This enriches our workplace and training environment. To ensure your experience as a student is satisfying, safe and rewarding, all students are expected to embrace diversity and adhere to the following rights and responsibilities when participating in training and assessment. In addition all NSW Health RTO staff and students are bound by the NSW Health Code of Conduct.

### **You have the right to:**

- Be treated fairly and with respect
- Learn in an environment free from discrimination and harassment
- Pursue your training and assessment in a supportive environment
- Receive high quality training and assessment and access to qualified trainers and assessors
- Privacy and security of personal details and training records
- Prompt and appropriate handling of complaints and appeals
- Receive information about assessment procedures and your progress in the course in a timely and professional manner
- Reasonable modification to your Learning Plan if circumstances change, in consultation with your Program Coordinator
- Present RPL and Credit Transfer requests at course commencement and within the duration of your studies
- Defer or discontinue your studies through a formal notification process

### **Your responsibilities include to:**

- Treat others with respect, fairness and courtesy
- Ensure all work submitted is your own work. You must abstain from engaging in plagiarism, collusion or cheating in any assessment activity
- Meet academic progress requirements as specified in this Course Guide
- Be punctual and regular in attendance
- Submit assessment items by the due date or seek approval to extend submission date
- Participate actively in your learning and be aware of your own progress
- Observe the Work Health Safety (WHS) requirements in all areas
- Avoid any behaviour that may offend, embarrass or threaten others
- Provide adequate notice to defer, withdraw or extend training
- Mobile phones can only be used during training by prior arrangement with the Program Coordinator.

## Attendance

Students must inform the Program Coordinator of any absences from face to face training and online webinars. For absences that are in work time the standard process for sick leave for SLHD Mental Health Service will need to be followed in addition to informing the Program Coordinator. For absences for webinars in the students own time the Program Coordinator must be informed as early as practicable. Program content will not be repeated until the next year so absences will likely cause disruption to the students learning and missed work will need to be completed in line with the program requirements.



## Leave of absence and extenuating circumstances

If, due to extenuating circumstances, a leave of absence must be taken, extension of enrolment may be considered with validated supporting documents. Extenuating circumstances may include major illness or bereavement and must be supported by documentary evidence. Each request will be assessed by the Program Coordinator in consultation with student's Team Leader.

## Academic Progress

All students enrolled in NSW Health RTO Programs are required to meet academic progress requirements as specified in the NSW Health RTO Student Handbook and any additional requirements outlined in this Program Guide.

## Academic Misconduct

All NSW Health RTO staff and students are bound by the NSW Health Code of Conduct.

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Examples include, but not limited to, cheating, collusion, plagiarism.

NSW Health RTO has no tolerance for academic misconduct. These actions are not permitted and will be penalised. Substantial misconduct will result in dismissal.

NSW Health RTO Student Handbook provide further details on Academic Misconduct. All students should become familiar with this.

## Referencing Guidelines

All assignments must be accompanied by a completed assignment cover sheet signed by the student declaring originality of their own work.

All assignments must adhere to the prescribed referencing style as advised by the Program Coordinator. In the absence of any notification to the contrary, students are to use the American Psychological Association (APA) as per your Program Coordinator's instruction.

## Access and Equity Arrangements

The needs of students are identified upon enrolment in their chosen program of study. During training you may decide that you need additional support or your Trainer/Assessor may identify that you might benefit from additional support.

NSW Health RTO is committed to ensuring that all its students are supported to successfully complete their program. If you believe you require additional support, please do not hesitate to discuss this with your Trainer/Assessor or Program Coordinator.

Information on the student's support needs is gathered through one or more of the following methods:

- Information provided by the student on the application and/or enrolment forms.
- Completion of a formal language, literacy and numeracy skills test and assessment of the results to determine level of student and therefore suitability for program.
- Discussion with the student during their program orientation.
- Gathering information about each students' prior formal and informal learning and encouraging them to seek recognition for this through the RPL process.

## NSW Government Funding Subsidy

Places in this program **may** be subsidised by the NSW Government. If you are successful in receiving a subsidised place you will be notified by the delivery site administration office. You will be provided with:

- Appropriate information about the Consent Forms and Declarations that need to be signed
- Information about fees and refunds, and
- Any additional information.

You will need to provide identification such as a Drivers Licence or Passport.

Smart and Skilled Student fees for Sydney Local Health District Centre for Education and Workforce Development employees will be paid by SLHD.

For more information regarding government subsidy please contact your program Coordinator.

For further information on Smart and Skilled, refer to [www.smartandskilled.nsw.gov.au](http://www.smartandskilled.nsw.gov.au)

## Program Fees, Refunds and Payment Options

All Smart and Skilled Funded students may be required to pay a Student Contribution Fee. Students will be informed of that fee on confirmation of their Smart and Skilled place. NSW Health may choose to pay this contribution on the student's behalf. Students will be advised of this on confirmation of their place.

This program is targeted for NSW Health employees working in SLHD. NSW Health will pay all student charges for SLHD employees only.

## Program Enquiries

If you require any further information, please contact the following Program Co-ordinators for details:

### **SLHD Centre for Education and Workforce Development (CEWD)**

Rozelle Campus, Building 301, Gate A,  
Corner Cecily Street and Balmain Road, Lilyfield 2040

#### **Program Coordinator**

Name: Marika Van Ooyen

Title: Nurse Educator

Telephone: 87553539

Email: [marika.vanooyen@health.nsw.gov.au](mailto:marika.vanooyen@health.nsw.gov.au)

#### **Administration**

Telephone: 8755 3500

Email: [SLHD-CEWD@health.nsw.gov.au](mailto:SLHD-CEWD@health.nsw.gov.au)

# Training Plan

## This Training Plan:

- Specifies the necessary training and assessment activities that will be provided to the Student
- Must be prepared by the Program Coordinator prior to program commencement
- Must be completed in collaboration with the student enrolled in each program
- Is customised and amended to individual student needs
- Can cover a group of Enrolled Students where the training and assessment is similar, subject to individual student requirements
- Will be maintained and kept up to date by the Program Coordinators and a copy is provided to the student
- Please see the timetable in this Program Guide for the scheduled hours of delivery.

Student Personal Details (not work details) – Student to Complete this Section			
Full Name			
Position			
Personal Address			
Phone	Mobile		Work
Email			
<b>Student Declaration:</b> I the undersigned, agree that: <ol style="list-style-type: none"> <li>I have been given the opportunity for input into the development of this Training Plan</li> <li>I am aware of, and agree to, my responsibilities as outlined in this Training Plan.</li> <li>I will make every effort to successfully complete the training outlined in this Training Plan.</li> <li>I have received a Program Guide for the training I am undertaking</li> <li>I have received and/or have access to an electronic/online copy of this training plan</li> <li>I will notify the program staff with any changes to my details</li> </ol>			
Student Signature		Date signed	

Diploma of Mental Health			
Qualification Code	CHC53315		
Qualification Title	Diploma of Mental Health		
Training Start Date	23 <sup>rd</sup> September 2021	Training Completion Date	11 <sup>th</sup> October 2022

Delivery Site Contact Details – Program Coordinator to Complete			
Program Coordinator Name	Marika Van Ooyen		
Position Title	Nurse Educator		
Phone:	Mobile	Work	(02) 8755 3539
Email Address	marika.vanooyen@health.nsw.gov.au		
Program Coordinator Signature		Date signed	

Customisation Details – Program Coordinator to Complete with the Student		
Does the Student need additional support to achieve the qualification? If yes, indicate the issue/s identified and what support and assistance will be provided?	Issue/s identified:	Support and assistance:
<input type="checkbox"/> Yes <input type="checkbox"/> No		
What learning materials and resources will be provided to the Student by the RTO?	<b>INSERT details of Learning materials and resources that will be provided and change to black typeface.</b>	

Student Name:		Version No:	V1	Date:				
Units of Competency				Training Details			^ Assessment Methods	
Unit Code	Unit Title	* Unit Type	Δ RPL, CT	Start Date	End Date	# Delivery Modes		Name of trainer/ assessor
<b>Module 1 Risk Management</b>								
CHCCS019	Recognise and respond to crisis situations	C		12 <sup>th</sup> October 2021	*1 <sup>st</sup> February 2022	4	Marika Van Ooyen Etienne Kitto	CA, CA, CS, RP, WR, WR
HLTWS004	Manage Work Health Safety	E				4	Marika Van Ooyen	CA, CA, WA, WR
<b>Module 2 Managing Situations Safely</b>								
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drug issues	C		18 <sup>th</sup> November 2021	*14 <sup>th</sup> March 2022	4	Marika Van Ooyen	CA, WA, WA, WR
CHCCS003	Increase safety for individuals at risk of suicide	E				4	Marika Van Ooyen Etienne Kitto	CA, CS
CHCCSM004	Coordinate complex case requirements	E				4	Marika Van Ooyen	WA, CS
HLTHPS006	Assist clients with medication	E				4	Marika Van Ooyen	CA, Q, WA
<b>Module 3 Recovery and Trauma Informed Approaches</b>								
CHCMHS002	Establish self-directed recovery relationships	C		22 <sup>nd</sup> February 2022	*13 <sup>th</sup> June 2022	4	Marika Van Ooyen	CA, WA, RP
CHCMHS003	Provide recovery orientated mental health services	C				4	Marika Van Ooyen	CA, WA, DB
CHCMHS010	Implement recovery orientated approaches to complexity	C				4	Marika Van Ooyen	CA, WA, CS
CHCMHS012	Provide support to develop wellness plans and advanced directives	C				4	Marika Van Ooyen Marie Heyden Nora Zhong	CA, WA, CS
CHCMHS013	Implement trauma informed care	C				4	Marika Van Ooyen Etienne Kitto	WA, WR
<b>Module 4 Consumer Focussed Wellbeing</b>								
CHCMHS011	Assess and promote social, emotional, and physical wellbeing	C		19 <sup>th</sup> May 2022	*25 <sup>th</sup> July 2022	4	Marika Van Ooyen	WA, IP, DB
CHCCSL001	Establish and confirm the counselling relationship	E				4	Marika Van Ooyen Etienne Kitto	WA, RP

Student Name:		Version No:	β	V1	Date:			
Units of Competency				Training Details			^ Assessment Methods	
Unit Code	Unit Title	* Unit Type	Δ RPL, CT	Start Date	End Date	# Delivery Modes	Name of trainer/ assessor	
<b>Module 5 Culture and Diversity</b>								
CHCDIV001	Work with diverse people	C		5 <sup>th</sup> July 2022	*12 <sup>th</sup> September 2022	4	Marika Van Ooyen Nora Zhong	WA, WA, WR, GA
CHCDIV002	Promote Aboriginal and/ or Torres Strait Islander cultural safety	C				4	Marika Van Ooyen	WA, WA, WR, GA
<b>Module 6 Collaborative Care</b>								
CHCADV005	Provide systems advocacy services	C		26 <sup>th</sup> July 2022	*7 <sup>th</sup> November 2022	4	Marika Van Ooyen	WA, K, DB
CHCMHS004	Work collaboratively with the care network and other services	C				4	Marika Van Ooyen Nora Zhong	WA, P, DB
CHCMHS009	Provide early intervention, health prevention and promotion programs	C				4	Marika Van Ooyen	P, DB
<b>Module 7 Evidence Based &amp; Reflective Practice</b>								
CHCPOL003	Research and apply evidence to practice	C		11 <sup>th</sup> October 2022	*5 <sup>th</sup> December 2022	4	Marika Van Ooyen	WA, P, P
CHCPRP003	Reflect and improve own practice	C				4	Marika Van Ooyen	WA, WR, WR

β Ensure that the Version number is changed each time the Training Plan is changed.

*Unit type	Δ Skills Recognition	# Delivery Modes	^ Assessment Methods	
C: Core E: Elective	RPL = Recognition of Prior Learning CT = Credit Transfer	1 = Face to Face 2 = Electronic/Online 3 = Workplace 4 = Blended 5 = Other, specify	CA = Clinical assessment Q= Quiz WA = Written Activities (short answer questions, scenarios, etc.) CS = Case Study RP = Role play WR= Written reflections	GA= Group Activities IP= Individual Presentations GP= Group presentations R= Written Report P= Project DB= Discussion Board  Blue= Workplace Competency Development Program Red= Diploma of Mental Health

\*Assessment due date