

Mental and Emotional Health and Wellbeing and Suicide Prevention **Training Framework**



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1.0 Context

The Public Health Agency (PHA) Mental and Emotional Health and Wellbeing and Suicide Prevention Training Framework (The Framework) is in line with the Northern Ireland Mental Health Strategy and Protect Life 2 (PL2) Strategy.

It has been developed to provide guidance on the varying Tiers and types of training available in Northern Ireland and to support knowledge and skills development. It provides a pathway through the Tiers of training and has been developed to encourage consistency across all Trust localities and appropriateness in skills and awareness development. The Framework will support community planning and other strategies and action plans on mental emotional health and wellbeing.



2.0 Introduction and Background

The development of The Framework was guided by the PHA and those living and working in Northern Ireland. This includes individuals with an interest in mental health and suicide prevention; families bereaved by suicide; carers; health and social care trusts; education; clergy; sports bodies, community and voluntary organisations and trainers involved in the delivery of mental health and suicide prevention training.

The first phase of the development involved desktop research to identify the existing training programmes being delivered. Pre-consultation engagements were carried out involving working and liaising with current mental health and suicide prevention trainers. Following on from the pre-consultation events, consultation workshops and focus groups were held across 11 different localities in Northern Ireland. The outcomes of all engagement and consultation events led to development of recommendations for the potential structure of a framework and highlighted areas which may require further consideration.

Historically, the delivery and content of training courses and the target audiences has differed across Northern Ireland, resulting in widely different investments, outcomes and numbers of people trained. A need was identified to develop a regionally consistent approach to training which would allow more equitable access to training and alignment to the Training Standards within the PHA Quality Standards for Services Promoting Mental and Emotional Wellbeing and Suicide Prevention.

Consultation with stakeholders led to 7 recommendations on the development of a training framework for mental health and suicide prevention. It should:

1. Take a regional approach being mindful of local issues
2. Be multi-disciplinary
3. Have a short course duration where appropriate
4. Meet budgetary constraints
5. Be needs led
6. Meet the training needs of professionals working with vulnerable populations
7. Be based on evidence and best practice

Purpose of the Framework

The purpose of The Framework is to ensure that mental and emotional health and wellbeing and suicide prevention training is extensive and diverse. Mental and emotional health and wellbeing and suicide prevention training may be offered in a broad variety of settings including community; statutory; frontline and workplaces. The Framework is one of a number of actions included within the Protect Life 2 strategy which encompasses a range of multi-disciplinary approaches to consider all sectors including general population, targeted interventions, crisis de-escalation and post-vention support. The Framework aligns to Theme 1 – Promoting mental wellbeing, resilience and good mental health across society of the Mental Health Strategy, specifically Actions 1 and 2 which are focused on promotion and prevention.

2.1 How to use The Framework

Prior to registering for a course, readers are advised to use the information provided to help determine the most appropriate tier of training and accompanying course outcomes to address their own learning needs. Each Tier is designed to address individual learning requirements. It will not therefore be necessary for everyone to complete all the training tiers.

The Framework

- Describes core skills and knowledge that is common and transferable across different types of training provision. Additional learning outcomes may be locally determined to meet education and training needs in specific settings according to local context, risk assessment or policy.
- Provides guidance on how to equip non-specialist volunteers and members of the public with the skills and knowledge to provide people with information about mental health and suicide prevention and offer advice, support and signposting where relevant. Specific knowledge and skills courses have been identified through The Framework together with those groups and settings that are best placed to carry out these interventions.
- Will support organisations to:
 - Standardise mental health and suicide prevention training;
 - Guide the focus and aims of mental health and suicide prevention training;
 - Ensure training is available and is appropriate to those that seek it.
- Advise on training/facilitation methods, however these may be adapted according to the particular context or setting. The Framework does not seek to prescribe assessment methods.
- Is for the whole population of those living and working in Northern Ireland. Throughout this document we will use the word individual/s to encompass adolescents, young people, adults and older people.
- The Framework will be evaluated. Evaluation will be integrated into each tiered course/programme. The Framework, as a document, will evolve to meet the needs of the population and will be reviewed following evaluation.

2.2 Learning Priorities

Through the consultation process the following learning priorities were identified:

- commission training for individuals, communities and the workforce in mental health and suicide prevention;
- scope the continuing education and learning provision;
- explore the workforce learning and development needs from the perspective of service users, carers, managers and the workforce.

3.0 Aims, Principles and Themes

3.1 Framework Aims:

In line with the Mental Health Strategy and PL2, The Framework will aim to address *both mental and emotional health and wellbeing and the prevention of suicide* to:

- Raise awareness;
- Improve understanding, knowledge, confidence, resilience and skills;
- Link with influencing factors that impact on mental health and suicide;
- Comply with and promote the PHA Quality Standards for Services Promoting Mental and Emotional Wellbeing and Suicide Prevention including the Training standards.

3.2 Framework Principles:

1. Appropriate training to be accessible to the population of Northern Ireland regardless of age, gender, socioeconomic status, disability, race, ethnicity or sexual orientation; geographical location and follow the principles of equity;
2. Programmes should be up-to-date and based on evidence and best practice;
3. Promote a whole population approach to learning through engagement, organisational collaboration and good communication strategies;
4. Recognising the importance of integrating self-care practices and learning into all training.
5. Where appropriate, support opportunities to develop and build local evidence based programmes.
6. The Framework, and training promoted within it, will incorporate outcome based accountability and evaluation.

3.3 Themes

The Framework is defined under two themes:

3.3.1 Person centred

To be aware of your own emotional health and wellbeing, empowering personal resilience and coping strategies.

3.3.2 Supporting others

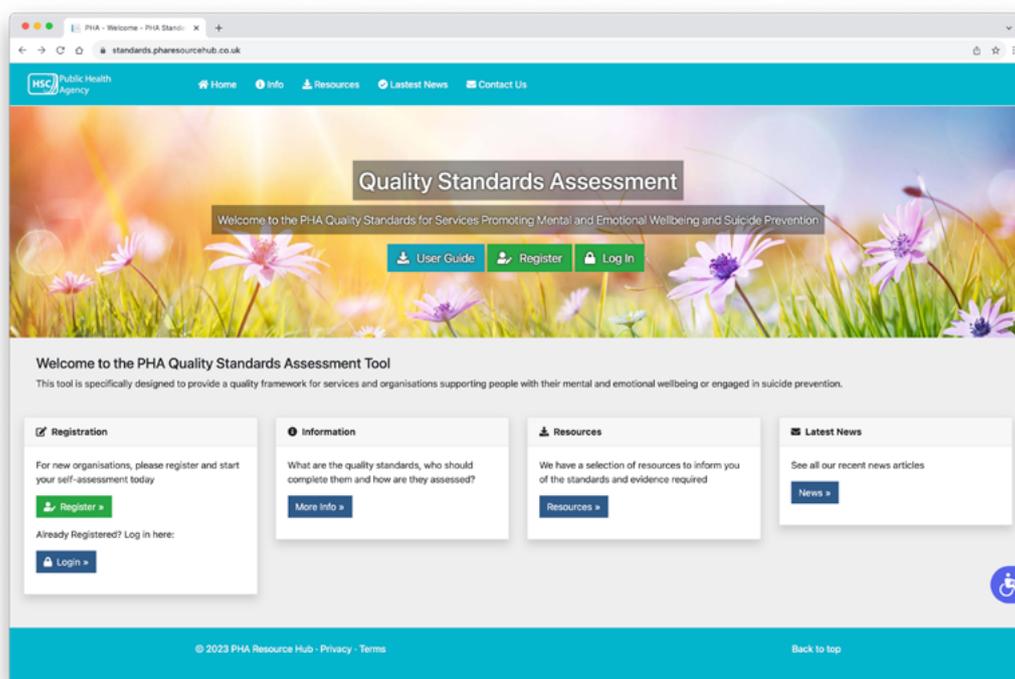
To equip individuals, groups, organisations with the awareness, knowledge, skills and improve confidence to provide initial support to others, enabling them to get help through signposting to appropriate services as necessary.

4.0 PHA Quality Standards for Services Promoting Mental and Emotional Wellbeing and Suicide Prevention including the Training Standards

The PHA recognises that training and education work makes an important contribution to promoting mental health and suicide prevention in Northern Ireland. The PHA also recognises the significant contributions of all commissioners and supporters of work in this area and that it is paramount for ALL commissioners and facilitators of education and training to ensure the work that they provide happens in a manner that is considered appropriate for everyone involved and at the very least will cause no harm.

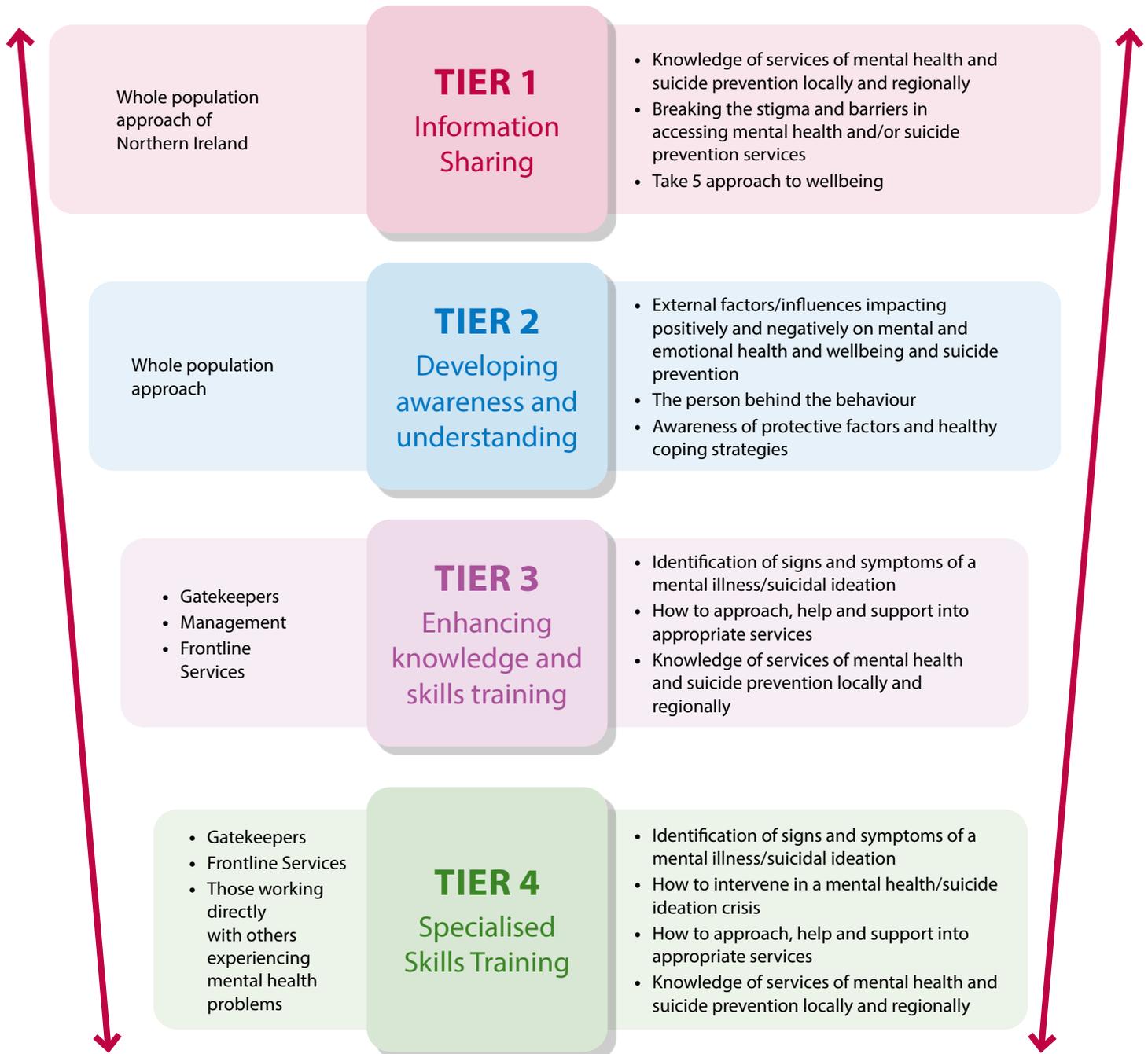
The Standards have been developed with a view to help and support all who contribute to the mental and emotional health and wellbeing and suicide prevention agenda. The Standards focus on the pursuit of consistency, accuracy, competency and professional development as ways to improve the quality of training delivered.

All trainers, facilitators and organisations across Northern Ireland that are commissioned by the PHA to deliver a mental and emotional health and wellbeing and suicide prevention training programme will meet and have signed up to the Standards. Further information on these standards can be found by visiting: <https://standards.pharesourcehub.co.uk/>



5.0 Tiered Approach

A tiered approach will help to ensure that learning is meaningful and progressive.



Courses/programmes can be tailored, whilst maintaining outcomes, to ensure they are age and participant appropriate. For example, facilitation methods can be adapted to address learning styles, and abilities, using meaningful case studies and scenarios to enhance participant learning. Training should happen in a manner that is considered safe for everyone involved and at the very least will cause no harm.

5.1 E-learning

E-learning within The Framework applies only to PHA commissioned e-learning awareness programmes.

E-learning is a relatively recent approach to training whereby participants can utilise technology (e.g. web based materials) to enhance their knowledge, skills and self-confidence. This approach thus replaces or supplements the more traditional in-person group sessions method and can be effective in overcoming the practical and/or logistical barriers associated with in-person group sessions (e.g. facilities, travel to venue, time and resources)¹. A key advantage of e-learning is that it can be accessed at any time and is available to anyone that has an internet connection. The internet has great potential as an immediate accessible source of high-quality evidence-based information on mental health². Courses offering blended learning consist of a series of online modules accompanied with in-person group sessions. This methodology is to ensure understanding of knowledge and skills obtained through the e-learning materials.

All E-learning and blended learning courses will incorporate safety mechanisms (e.g. a series of positive wellbeing messages as well as access to help and contact points for those who require help throughout the course).

NB: The PHA is aware of e-learning programmes available via the internet which are not commissioned through PHA funding. The PHA is not in a position to promote or endorse these programmes.

1 Ghoncheh, R. Effectiveness of adolescent suicide prevention e-learning modules that aim to improve knowledge and self-confidence of gatekeepers: study protocol for a randomised controlled trial. 2014 *Trials*; 15(52):1-7. Taken from PHA Suicide Prevention Literature Review April 2018

2 Evidence based mental health and e-learning: a guide for clinicians *BJPsych Adv* - <http://apt.rcpsych.org/content/22/1/55>

6.0 Tiers of Learning

6.1 Tier 1: Information Sharing

Information Sharing will focus on promoting the mental health and suicide prevention services across Northern Ireland and how these services can be accessed through appropriate referral pathways i.e. GP or self-referral. The target audience for Tier 1 may vary based on content; however the information will be aimed towards children and young people, adults and older people. It is anticipated with increased awareness on support services it will help to reduce the stigma in accessing them.

Information Sharing will also promote mental health initiatives such as Take 5 and the importance and value of individual self-care.

Tier 1: Information Sharing		
Participants	Outputs/Methods of learning	Outcomes
Whole population approach	<ul style="list-style-type: none"> Literature Online Social media Publicity campaigns Group sessions Apps 	<ul style="list-style-type: none"> To be aware of local and regional services that support; assist and provide guidance on issues that impact on mental and emotional health and wellbeing and in suicide prevention and how to access these. Reduced stigma in accessing and using services. Know and understand the Take 5 steps to wellbeing Develop self-care skills

6.2 Tier 2: Developing Awareness and Understanding

6.2.1 Mental Health Awareness Courses

Tier 2 promotes mental and emotional health and wellbeing courses around the awareness and understanding of positive mental health, poor mental health and mental illnesses.

The target audiences for Tier 2 courses are young people, adults and older people. Courses will consider factors of mental illnesses which can have an impact on daily living for individuals and for those who support them in the home, community or wider society, promoting coping strategies and resilience.

Tier 2: Mental Health Awareness		
Participants	Methods of learning	Outcomes
Children and Young People Adults Older People	<ul style="list-style-type: none"> In-person group sessions E-learning Discussion Presentation Includes practical examples and scenarios 	<ul style="list-style-type: none"> Increased awareness of what is positive mental and emotional health and wellbeing Increased awareness and understanding of mental illness Increased awareness of building resilience; coping strategies and self-care to help protect your mental and emotional health and wellbeing Increased awareness of local and regional help and support services available and how to access these Reduced stigma in accessing and using appropriate services.

6.2.2 Suicide Prevention Awareness Courses

Tier 2 Suicide Prevention courses aim to promote awareness and understanding for individuals in the prevention of suicide and to help increase confidence in talking about suicide in a safe way.

The target audiences for Tier 2 courses are young people, adults and older people.

NICE Guidelines (NG105³) recommends that suicide prevention awareness training helps people to:

- encourage others to talk openly about suicidal thoughts and to seek help
- know what support services are available

Courses are available regardless of prior training or experience.

Tier 2: Suicide Prevention Awareness		
Participants	Methods of learning	Outcomes
Young People Adults Older People	<ul style="list-style-type: none"> • In-person group sessions • E-learning • Discussion • Presentation • Includes practical examples and scenarios 	<ul style="list-style-type: none"> • Increased confidence to talk openly and safely • Increased awareness of building resilience; coping strategies and self-care to help protect your mental and emotional health and wellbeing • Increased awareness of local and regional help and support services available and how to access these • Reduce stigma in accessing and using appropriate services

3 www.nice.org.uk/guidance/ng105

6.2.3 Supplementary courses⁴

A range of PHA commissioned courses will focus on key areas that can have an effect on mental and emotional health and wellbeing.

Supplementary courses are aimed at young people, adults and older people

Tier 2: Awareness of:

- **Mental Health; Drugs and Alcohol and sexual health**
- **Self-harm and Mental Health**
- **Bereaved by suicide**

Participants	Methods of learning	Outcomes
Young People Adults Older People	<ul style="list-style-type: none"> • In-person group sessions • Discussion • Presentation • Will include practical examples and scenarios 	<ul style="list-style-type: none"> • Increased knowledge and understanding of the external factors and influences that can impact positively and negatively on mental and emotional health and wellbeing • Increased knowledge and understanding of how an individual's feelings and perception may affect their behaviour. • Increased awareness of building resilience; coping strategies and self-care to help protect your mental and emotional health and wellbeing • Increased awareness of local and regional help and support services available and how to access these

⁴ Please note this list of courses is not exhaustive and may be altered based on need/demand or additional strategic priorities

6.3 Tier 3: Enhancing Knowledge and Skills Training

Tier 3 courses are advanced evidence based skills training which equip participants with the knowledge and skills to:

- respond appropriately and confidently to a person displaying the signs and symptoms of poor mental health, mental illness and/or suicide ideation;
- signpost to appropriate professional help.

Tier 3 courses are aimed at attendance from young people, adults and older people.

Tier 3: Skills learning that can be used to help others when experiencing a mental illness and/or suicidal ideation

Participants	Methods of learning	Outcomes
Adults Older people Young people ⁵	<ul style="list-style-type: none"> • Facilitated training • In-person group sessions • Blended learning • Discussion • Presentation • Case Studies • Skills Practice • Group Work 	<p>Increased knowledge of:</p> <ul style="list-style-type: none"> • Mental health, poor mental health, mental illnesses and/or suicidal ideation. • Local and regional help and support services available and how to access these. <p>Increased skills in:</p> <ul style="list-style-type: none"> • Listening and facilitating skills and the ability to be non-judgemental. • Identifying and responding to the needs of individuals including young people and older people who may be experiencing emotional difficulties. • Developing healthy coping strategies and self-care. <p>Increased confidence to:</p> <ul style="list-style-type: none"> • Safely approach an individual (using skills learnt through training) displaying signs and symptoms of a mental illness and/or suicide ideation. • Support an individual to seek appropriate help.

⁵ Some Tier 3 skills training may not be appropriate for those under 18yrs of age

6.4 Tier 4: Specialised Skills Training

Tier 4 outlines the specialised skills and evidence based training which is focussed on how to appropriately intervene and help an individual who is experiencing a mental health and/or a suicidal **crisis**. Specialised skills refer to expertise that can be used to help others in immediate distress.

Tier 4 courses are aimed at attendance from adults and older people

Tier 4: Specialised skills-based training		
Participants	Methods of learning	Outcomes
Adults Older People	<p>Group facilitated in-person training which includes:</p> <ul style="list-style-type: none"> • Discussion • Presentation • Case Studies • Skills Practice • Group Work 	<p>Increased understanding of:</p> <ul style="list-style-type: none"> • The ways that individual and societal attitudes affect views on mental health problems, crisis and suicide interventions. • Suicidal behaviour, its risk factors and prevalence and provide a range of responses, including guidance and first aid to keep the individual experiencing a crisis safe. <p>Enhanced knowledge, skills and confidence to be able to:</p> <ul style="list-style-type: none"> • Recognise and respond appropriately and confidently to a mental health/suicidal crisis. • Risk Mitigation and apply a suicide intervention model. • Identify the key elements of an effective suicide safety plan and the actions required including capacity and decision making to implement it. • Assisting an individual in crisis to seek appropriate help • Incorporate self-care into daily living.

6.5 Trauma Informed Training

Being 'trauma-informed' means being able to recognise when someone may be affected by trauma, collaboratively adjusting how we work to take this into account and responding in a way that supports recovery, does no harm, and recognises and supports people's resilience⁶.

When adversity and trauma is recognised in our workplaces & organisations, this can help in understanding our own responses and needs, and those of the people we work with. There is an increasing body of evidence that directly links trauma informed approach to improving the quality of care, for both our staff and service recipients. Further information can be found at [Working definition of trauma-informed practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk)⁷

The Safeguarding Board Northern Ireland (SBNI) provide a range of awareness raising training modules on understanding the impact of adversity and trauma which are currently available to support practitioners across Northern Ireland.

- Level 1 Adverse Childhood Experiences (ACEs)
- Level 2 Developing Trauma Sensitive Practice
- Online introductory modules are also available for all sectors on a range of trauma related topics including attachment, brain development and staff wellbeing.

Trauma Specific Services

Across therapeutic services there are a variety of specialist and enhanced trauma trainings for those staff who routinely support individuals who have experienced trauma. This is an evolving context which requires services to identify which trainings are most relevant to their areas of provision.

Further information on Trauma Informed Practice and Training can be found at [Events & Training \(safeguardingni.org\)](https://www.safeguardingni.org)⁸

6 NHS Education for Scotland, 2017

7 <https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>

8 <https://www.safeguardingni.org/events>

6.6 Recovery Colleges

Recovery Colleges offer a range of free courses that are available for anyone with an interest in mental health and wellbeing including: service users, family members and staff.

Creating and delivering courses together using the combined expertise of mental health professionals and peer trainers with real life experience, breaks down traditional barriers and allows people to learn together to inspire hope, opportunity and control in an individual's personal recovery journey.

Recovery Colleges assist individuals and family members/carers/friends develop awareness and an understanding in the care management of living with a specific mental illness. Recovery Colleges offer a range of courses which are open to all members of the public, over the age of 16, in each of the five Health and Social Care Trusts in Northern Ireland. Recovery College courses are designed and delivered by mental health specialists, carers and experts by experience. Courses included in the Recovery College directories have not (at the time of print) undertaken external evaluation.

Further information on courses available through each of the 5 Health and Social Care Trust Recovery Colleges can be accessed by visiting the [NI Direct website](#)⁹.

6.7 Towards Zero Suicide – Workforce Development in Health and Social Care (HSC) & Prison Settings

Towards Zero Suicide represents an ambition and commitment across statutory Mental Health services to improve outcomes in suicide prevention and eliminate gaps within the delivery of care. This structured approach is aligned with the international Zero Suicide in Healthcare Framework, and the 10 safety recommendations identified by the National Confidential Inquiry into Suicide and Harm (NCISH).

The Towards Zero Suicide Programme is primarily focused on improving outcomes of patients presenting with suicide ideation and/or behaviour to Adult Mental Health Services in the five Health & Social Care Trusts and Healthcare in Prisons, with some Quality Improvement work extended into other settings where patients first present in crisis e.g. ED. Workforce Development Training in suicide prevention is available within each Trust setting for HSC staff to attend.

9 <https://www.nidirect.gov.uk/contacts/health-and-social-care-trusts-mental-health>

7.0 Working with Others

When working/liasing with others that are in a vulnerable state it is key that you equip yourself with the understanding, knowledge and skills in order to respond appropriately and effectively. The Tiers listed below indicate the outcomes of the learning which will help to do this.

Tier	Outcomes
Tier 1: Information Sharing	Increase awareness of services available and how to help a person to access these through the referral pathways
Tier 2: Developing Awareness and Understanding	Increased awareness and understanding of mental illnesses and the impact this has on an individual's daily living
Tier 3: Enhancing Knowledge and Skills Training	Advanced knowledge and enhanced skills when working with others, how to respond appropriately and signpost to appropriate services
Tier 4: Specialised Skills Training	Advanced skills in responding to and intervening in a crisis situation

For training to be effective and meaningful, workplaces are encouraged to adopt mental and emotional health and wellbeing into their policies and practice and to encourage staff training and awareness/skills development (where appropriate).

Further guidance on supporting mental health in the workplace is available through NICE Guidelines <https://www.nice.org.uk/guidance/ph22>

8.0 Continuous Learning

Continuous learning at Tier 3 and Tier 4 is for an individual to refresh and be kept updated in the latest evidence based research relating to awareness, understanding, knowledge and skills training in mental health and/or in suicide prevention.

Evidence in completing a full training course at Tier 3 or Tier 4 is required prior to attendance at a Continuous Learning course.

Continuous Learning attendance requirements are listed below

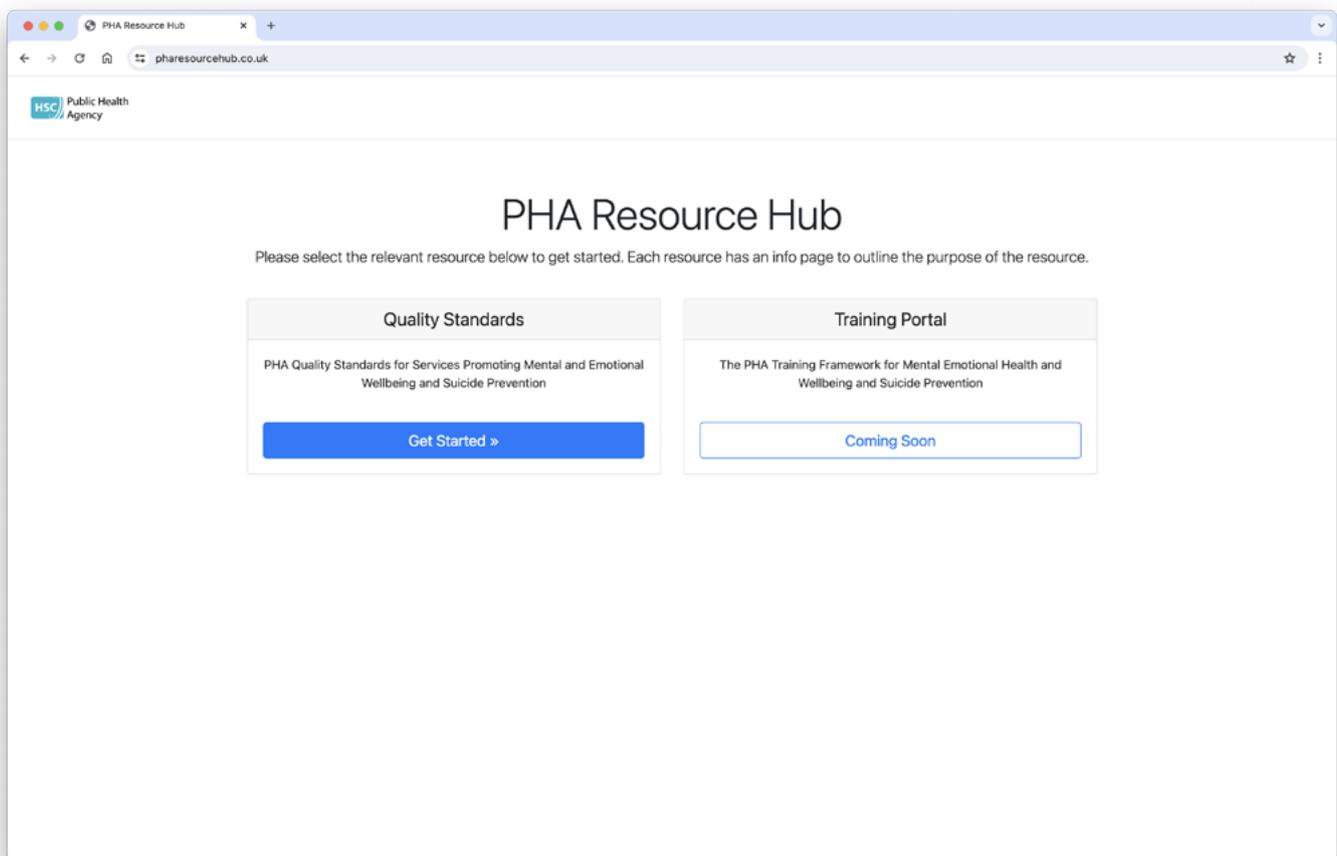
Tier of Training	Continuous learning can only be taken during the period below following completion of a full course	Full course retraining to be taken:
Tier 3 programmes	<ul style="list-style-type: none"> Up to 35 months after completing full training A continuous learning course is valid for 12 months An individual can complete 2 continuous learning courses over 2 consecutive years following which on the 3rd year the full course must be taken 	<ul style="list-style-type: none"> 36 months after completing the full training and no continuous learning has been attended <p>or</p> <ul style="list-style-type: none"> Year following completion of 2 consecutive annual continuous learning courses (5 years from attendance at first full training)
Tier 4 programmes	<ul style="list-style-type: none"> Up to 23 months after completing full training A continuous learning course is valid for 12 months An individual can complete 2 continuous learning courses over 2 consecutive years following which on the 3rd year the full course must be taken 	<ul style="list-style-type: none"> 24 months after completing the full training and no continuous learning has been attended <p>or</p> <ul style="list-style-type: none"> Year following completion of 2 consecutive annual continuous learning courses (4 years from attendance at first full training)

9.0 Accessing Training

Following an extensive procurement exercise, information on organisations contracted by PHA to deliver against each of the 4 Tiers of training will be available on www.pharesourcehub.co.uk/

The PHA recognises that there are other training providers available to deliver mental emotional and health wellbeing and suicide prevention courses across the region. The PHA is not in a position to promote or endorse these programmes.

There may be a charge to attend non PHA funded courses.



10.0 Glossary of Terms

Adolescents	Young People aged from 13 – 17 years of age
Awareness	knowledge or perception of a situation or fact
Blended learning	A combination of learning that is in-person group sessions and online
Commissioned	Organisations tasked to deliver specific training
Communication	This includes verbal and non-verbal communication such as signs, symbols, pictures, writing, objects of reference, human and technical aids; eye contact, body language and touch. Communication may take place in-person group sessions, by telephone, email, text, via social networks, written reports and letters.
Community	people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality
Coping strategies	Activities to learn about ways of coping, building resilience and what influences the way we cope with events in our lives
E-learning	Learning accessed online
Evidence based practice	Using the best, research-proven evidence based practice and treatments in day to day care and service delivery.
Evidence based research	Integrating individual clinical expertise with the best available external clinical evidence from systematic approach.
Frontline	Any person who is engaging directly with a service user

Gatekeepers	Individuals within a community or workplace with the knowledge and resources to identify and support individuals and/or initiatives within that community or workplace e.g schools; community organisations;
Intervention	A direct effort to prevent a person or persons from attempting to take their own life or lives intentionally.
Mental Health (positive)	A state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community (WHO)
Mental Health Crisis	A mental health crisis often means that you no longer feel able to cope or be in control of your situation. You may feel great emotional distress or anxiety, cannot cope with day-to-day life or work, think about suicide or self-harm, or experience hallucinations and hearing voices.
Mental Illness	Mental illness refers to a wide range of mental health conditions - disorders that affect your mood, thinking and behavior. Examples of mental illness include depression, anxiety disorders, schizophrenia, eating disorders and addictive behaviors.
NICE – National Institute of Health and Care Excellence	An independent organisation that provides advice and guidelines on the Health and Clinical cost and effectiveness of drugs and treatments.
Outcomes	<p>The outcomes that will be considered when assessing the impact on the health or the recipient are Suicide rates/suicide rates among target communities</p> <p>The outcomes that will be considered when assessing help-seeking behaviour among communities</p> <p>The outcomes that will be considered when assessing skills and behaviour of practitioner, peer and public i.e changes in knowledge, attitudes, beliefs, skills and behaviour</p>
PHA	Public Health Agency

Poor Mental Health	Associated with rapid social change, stressful work conditions, gender discrimination, social exclusion, unhealthy lifestyle, risks of violence, physical ill-health and human rights violations.
Prevalence	The proportion of a population who have a specific characteristic in a given time period.
Recovery	This term has developed a specific meaning in mental health that is not the same as, although it is related to, clinical recovery. It has been defined as A deeply personal, unique process of changing one's attitudes, values, feelings, goals, skills and/or roles. It is a way of living a satisfying, hopeful and contributing life, even with limitations caused by the illness. Recovery involves the development of new meaning and purpose in one's life (DH 2011)
Pathways	Signposting and referral is the effective advice where an individual can be best advised of services that best meets their need
Resilience	The ability to cope with adverse circumstances, either as an individual or in a community.
Self-care	<p>The actions people take for themselves, their children and their families to stay fit and maintain good physical and mental health:</p> <ul style="list-style-type: none"> meet social and psychological needs; prevent illness or accidents; care for minor ailments and long term conditions; maintain health and wellbeing after an acute illness or discharge from hospital <p>(Self-care – A real choice: Self-care support – A practical option, published by Department of Health 2005)</p>
Services	The action of helping or doing work for someone

Signposting	Signposting and referral to the appropriate organisation is the effective advice where an individual can be best advised of services that best meets their need
Skills training	The process and learning that provides the methods and techniques to improve performance
Specialised	Someone or something that is specialised ¹⁰ trained ¹¹ or developed for a particular purpose or area of knowledge.
Stigma	Discrimination, based upon societies fear and ignorance about an illness or a problem. It causes people to be marginalised and mistreated and therefore leads to social isolation, health inequalities and many forms of discrimination
Suicidal Crisis	A situation where suicide is attempted
Suicidal Ideation	Suicidal ideas or overwhelming desire to die by suicide
Suicide Prevention	Diminishing the risk of suicide
Wellbeing	A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment (DH2011)
Young People	The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24.

10 <https://www.collinsdictionary.com/dictionary/english/specialize>

11 <https://www.collinsdictionary.com/dictionary/english/train>



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