CIMSPA PROFESSIONAL STANDARD

Working inclusively - working with people with mental health conditions

(FULL STANDARD)

FIRST EDITION   V1.0

CIMSPA PROFESSIONAL STANDARD:
POPULATION SPECIALISM: Working inclusively- working with people with mental health conditions

Contents

SPORT ENGLAND

FUNDED PARTNER

1.   Overview

Professional Standard: Working inclusively - working with people with mental health conditions

This Professional Standard: Population Specialism, Working inclusively - working with people with mental health conditions outlines the essential knowledge and skills that are needed for the role and scope of Working inclusively - working with people with mental health conditions in sport and physical activity settings.

Throughout this Professional Standard we use the term physical activity to cover all forms of physical activity, movement and sport.

It provides guidance for the development of education products that will be endorsed by CIMSPA.

This CIMSPA Population Specialism allows you to demonstrate your expertise in Working inclusively - working with people with mental health conditions in a sport and physical activity setting.

This Population Specialism can be used as follows:

1. Combined with an occupation standard to form an educational product: e.g., Occupation: Coach; Population Specialism: Working inclusively - working with people with mental health conditions.
2. Combined with occupation standards and additional specialism(s) to form an education product: e.g., Occupation: Coach; Environment Specialism: Working in the Community: Population Specialism: Working inclusively - working with people with mental health conditions; OR Occupation: Personal Trainer; Population: Women inclusively (Working with Disabled People); Population: Working inclusively - working with people with mental health conditions
3. As a standalone product that can be completed as continuing professional development: e.g., a personal trainer who wants to develop better knowledge to support their clients.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.

2.   Scope of the Working inclusively - working with people with mental health conditions Professional Standard

This Population Specialism has been developed to aid people who have an interest in working with or who already work with people with mental health conditions, it is recommended people who currently or would like to work with people with mental health conditions seek CIMSPA endorsed training that is endorsed covering the content of this professional standard.

The places and people this professional standard covers are below.

Community based (mental health)

i.   Sessions are intentionally designed and delivered with insight from shared lived experience of mental health conditions to deliver wider health, wellbeing and social benefits. The primary goal is to support and enhance mental health outcomes, such as improved wellbeing or a reduction in symptoms of depression or anxiety. The sessions (content and evaluation) are codesigned and run with people with lived experience of mental health problems, provide peer support, and are trauma informed.

Who: People who may have a mental health diagnosis or are at risk of experiencing a mental health problem.

Primary care

ii.   Services that provide the first point of contact in the healthcare system. These programmes are designed to reach people with mental health conditions either as an adjunct to other treatment such as talking therapies, or as a primary mental health intervention.

Who: People experiencing clinical symptoms often mild-moderate mental health conditions. Examples may include:

- Targeted social prescribing physical activity programmes for mental health outcomes (adult or young people focussed).
- Talking Therapy physical activity services.

3. Product development guidance

This section is aimed at organisations developing educational products mapping to this professional standard. The requirements should be considered in the development of all educational products seeking CIMSPA endorsement.

Education partners seeking CIMSPA endorsement for a product against this Population Specialism are asked to consider the following:

a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.
The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which this specialism resides.

   This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

   Training is developed in collaboration with experts in mental health from academia, health and the third sector, based on the latest research, practices, and lived experiences of people with mental health conditions.

   Once agreed by CIMSPA, all subsequent fully mapped educational products must conform to the level set for this Population Specialism.

   Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level, and it should be ensured that educational products fully mapping to this Population Specialism are a 'best fit' for the level assigned.

b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

c) They stipulate practical assessment must be conducted, where possible, in a real- world environment. For example, 'on the job' or at work. For someone working with children in a sport and physical activity environment this could include sports halls, swimming pools, outdoors, or other appropriate spaces.

   Where possible a practical end-point assessment is conducted with 'real participants.'

   The use of peers for an end-point practical assessment is not deemed appropriate.

   Reasonable adjustments can be applied where specific circumstances make this unviable.

d) Their quality assurance meets the appropriate regulator's guidance, including internal and external quality assurance, staffing requirements and assessment generation and evidence.

4. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a professional standard. There are six key areas of learning and development for an individual of Working inclusively - working with people with mental health conditions, all of which are interconnected and mandatory. The key areas are:

1. Understanding mental health
2. Understanding mental health systems (local variants to be acknowledged)
3. Support for oneself and others, and signposting to professional mental health services
4. The relationship between sport, physical activity, and mental health
5. Trauma informed practice
6. Creating a safe, effective, and inclusive environment

N.B. Examples are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role; it is not mandatory to assess learners against all the examples provided. However, sufficient coverage to ensure competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

1. Understanding mental health

Ref	Knowledge and understanding:	Those Working inclusively - working with people with mental health conditions must:
K1.1	An awareness of mental health	- Explain and differentiate mental health, mental conditions, and wellbeing. - Explain the importance of maintaining a positive attitude towards mental health, mental conditions, and wellbeing. - Demonstrate an understanding of the mental health continuum, ranging from good to poor mental health. - Describe the biological, psychological, social, and environmental factors that impact mental health. - Demonstrate an understanding of the prevalence of a range of mental health conditions (e.g. depression, anxiety) including less commonly understood mental health conditions (e.g. bipolar disorder, post-traumatic stress disorder and schizophrenia etc.). - Explain how comorbidities and intersectionality impact both mental health, sport and physical activity. This may include: - addiction - bereavement by suicide or risks associated to suicide - disability - ethnically diverse communities - gender – including men's mental health, menopause and identity issues - LGBTQIA+ - long-term health conditions (e.g. arthritis, cancer, diabetes, heart disease) - neurodiversity - poverty - race - social and health inequalities - other forms of discrimination including racism - Describe how trauma impacts individuals and their engagement in physical activity and experience of mental health.
K1.2	Recognising when someone might need further mental health support	- Describe when someone might need to be signposted to appropriate support services for their mental health needs. - Identify strategies for suicide prevention and the steps to support people to stay safe in the moment.
K1.3	Commitment to ongoing continuous professional development	- Explain the importance of staying current with mental health knowledge and actively seeking continuous professional development opportunities to enhance understanding. - Identify how to work within the boundaries of own professional knowledge and competence in line with their scope of practice.
K1.4	Appropriately qualified workforce	- Identify appropriate training and professional development needed to support participants with mental health conditions. - Explain why an appropriately qualified workforce is essential for supporting participants with mental health conditions. - Describe how an appropriately qualified workforce can be recruited, retained, and supported when working with participants with mental health conditions.

Ref	Skills:	Those Working inclusively - working with people with mental health conditions must be able to:
S1.1	Recognising when someone might need further mental health support	• Demonstrate how to recognise when someone might need further mental health support. To include: – Identifying the signs for when someone might need further support for their mental health, including mental health crisis support. – Starting a conversation with someone experiencing challenges with their mental health. – Signposting someone needing mental health support to appropriate mental health services, including social prescribing activities. • Assess when it might be appropriate to refer someone to appropriate support for their mental health. • Recognise when it might be appropriate to refer someone to appropriate suicide prevention support.
S1.2	Commitment to ongoing continuous professional development	• Demonstrate commitment to ongoing Continuous Professional Development (CPD) and continuous improvement of the physical activity service for people with mental health conditions.

2.   Understanding mental health systems (local variants to be acknowledged)

Ref	Knowledge and understanding:	Those Working inclusively - working with people with mental health conditions must:
K2.1	An understanding of the mental health systems	• Describe the health system/mental health system and processes. To include: – self-help/management – primary care – secondary care services – suicide prevention and crisis services • Explain the impact of the waiting times for mental health treatment and identify how physical activity can support people while they wait. • Identify a range of partners locally to refer into and onwards from physical activity programmes.
K2.2	Cross-sector working	• Identify the opportunities and challenges of working across sectors to deliver physical activity for participants with mental health conditions. • Identify relevant opportunities to work locally with other professionals to deliver physical activity opportunities for people with mental health conditions. • Identify relevant opportunities to work locally with other professionals to help prevent suicide through physical activity programmes.

3. Support for oneself and others, and signposting to professional mental health services

Ref	Knowledge and understanding:	Those Working inclusively - working with people with mental health conditions must:
K3.1	Ability to support people with mental health conditions during the activity or session	• Describe the specific mental health support needs of participants both through asking and working with the participant directly and liaising with the referring agency.
K3.2	Signposting	• Identify who to signpost people to professional mental health support. • Identify where to signpost people to professional mental health support. • Explain the referral process and have experience of working with referred participants to provide adequate support.
K3.3	Confidentiality	• Explain when and how to break confidentiality working within your organisation's safeguarding policy, and why that might be needed. • Explain when, how and why you would advise a participant of the need to break their confidentiality.
K3.4	Safety	• Explain the importance of pre-screening and working with participants and referral agencies. • Explain the importance of risk assessments, identifying when 1:1 risk assessment may be required. • Explain how to work with participants in a person-centred way. • Identify policies and procedures needed to support your practice (e.g. lone working and social media policies).
K3.5	The participant	• Identify the main factors a practitioner should know about each individual participant: e.g., age, sex, goals and motivations, personal background, condition, health and wellbeing (including mental health) background and life stage (pre, post-natal or perimenopause).
K3.6	Self-care and self-management	• Identify ways to support own mental health and when you may need to access further support. • Recognise the limits of professional expertise and personal boundaries, knowing when to refer to others. Prioritise stepping back when necessary to protect your own mental health. • Explain when and to whom one's own mental health needs should be disclosed.
K3.7	Establishing peer support	• Explain group dynamics and identify ways to promote social connection through physical activity for mental health outcomes including recognising each other's support needs and responding appropriately. • Describe the benefits and challenges of peer support and identify ways to empower participants in a person-centred way. • Explain effective peer mentoring approaches when supporting participants with mental health conditions.

Ref	Skills:	Those Working inclusively - working with people with mental health conditions must be able to:
S3.1	Ability to support people with mental health conditions during the activity or session	• Demonstrate the ability to work with the participant directly and liaise with the referring agency to support the participant's mental health needs. • Demonstrate how to support people experiencing a mental health crisis in the moment and confidently signpost them to appropriate professional mental health support. • Demonstrate the ability to work both with groups and 1:1, providing additional support to those who require it. • Role model self-care strategies to support own mental wellbeing, including physical activity.

4. The relationship between sport, physical activity, and mental health

Ref	Knowledge and understanding:	Those Working inclusively - working with people with mental health conditions must:
K4.1	Understand the relationship between physical activity and mental health	• Define what physical literacy is and discuss its key components. • Explain why understanding physical literacy is important for supporting participants with mental health conditions. • Describe the relationship between physical activity and mental health and how it can help build social connections. • Explain the importance of developing a healthy relationship with physical activity. • Identify when participants might have an unhealthy relationship with physical activity and its impact on mental health and how to support.
K4.2	Barriers to physical activity participation	• Identify the barriers people with mental health conditions may experience in physical activity including the impact of the symptoms of mental health conditions including fatigue, pain, social isolation, sleep, and anxiety, side effects of medication, physical, social and emotional barriers, and how to support participants to manage them.
K4.3	Evidence of the benefits and risks of physical activity	• Evaluate evidence of the benefits and risks of different types and intensities of physical activity for participants with mental health conditions. • Design, deliver and evaluate evidence informed programmes including physical activity for participants with mental health conditions.

5. Trauma informed practice

Ref	Knowledge and understanding:	Those Working inclusively - working with people with mental health conditions must:
K5.1	Lived experience	• Describe how people with lived experience of mental health conditions should be involved in the creation of inclusive and welcoming environments. • Evaluate the opportunities and challenges of supporting participants with lived experience of mental health conditions.
K5.2	Trauma informed practices in physical activity	• Identify how and why physical activity sessions and spaces should be trauma informed. • Explain the components of trauma informed approaches relevant to people with mental health conditions who engage in physical activity.
K5.3	Responsible messaging	• Discuss how to develop responsible messaging for participants with mental health conditions who engage in physical activity programmes • Identify appropriate responsible messaging for participants with mental health conditions who engage in physical activity.

6. Creating a safe, effective, and inclusive environment

Ref	Knowledge and understanding:	Those Working inclusively - working with people with mental health conditions must:
K6.1	Creating a safe space	• Explain the importance of maintaining professional boundaries to support the mental health of participants and oneself.
K6.2	Collaboration and partnership working	• Explain the benefits of working in partnership with mental health organisations and seek to build collaborative working relationships. • Identify ways to engage mental health partners in your physical activity delivery (e.g. co-delivery, steering groups, advisory groups, signposting).
K6.3	Reflection and supervision	• Explain the importance of reflecting on both session content and participant engagement in programmes, to identify opportunities to develop the service.
K6.4	Inclusive environment	• Identify methods to support participant behaviour in a positive and inclusive manner. • Describe methods to create an inclusive and welcoming environment for people with mental health conditions.

Ref	Skills:	Those Working inclusively - working with people with mental health conditions must be able to:
S6.1	Creating a safe space	• Foster an inclusive, person-centred delivery style, creating safe wellbeing spaces. • Demonstrate an ability to support the group to co-create group rules and boundaries. • Deliver sessions focused on fun, enjoyment and fostering intrinsic motivation. • Provide short breaks to support participants to access coping strategies.
S6.2	Reflection and supervision	• Reflect on both session content and participant engagement in programmes, identifying opportunities to develop the service. • Contribute to individual and group supervision and peer learning opportunities. • Foster an environment that encourages talking about mental health and checking in on participant and deliverer wellbeing.

5.   Acknowledgements

CIMSPA would like to thank the following individuals and organisations for contributing to the development of this Population Specialism.