

NASMHPD

*Preparing the Adult Mental
Health Workforce to Succeed in
A Transformed System of Care*

Curriculum Overview

July 20, 2009



A MODEL FOR WORKFORCE DEVELOPMENT, MANAGEMENT, RECRUITMENT & RETENTION



Direct Care Staff : A Valuable Resource

Human Capital is our most valuable resource, and as such, we must invest wisely in it.

A. Kathryn Power



Responding to the Field

NASMHPD's Office of Technical Assistance became involved in this project due to demands from state mental health representatives. We were asked about workforce development materials for state mental health agencies and public mental health providers to use to help provide the knowledge, skills, and attitudes believed to be necessary for staff to effectively function in a recovery-oriented system of care

Mental Health Service Provision in the U.S.

The U.S mental health system's fairly pessimistic view has not helped people to recover.

People have recovered "in spite of us."

There is now much more hope and optimism regarding recovery and agreement that we need to do things differently if we are to see better outcomes

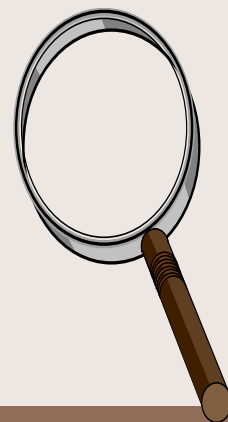
*(New Freedom Commission, 2003;
Anthony et al, 2002)*



Training Curriculum for Adult Direct Care Workers

Some of the Guiding Values Used

- Does the material reflect the key performance domains necessary for success as a direct care mental health professional (licensed or unlicensed) ?
- Is the material respectful of adult learner needs?
- Is the material recovery oriented?
- Does the material support self -direction ?
- Is the material culturally competent?



Training Curriculum for Direct Care Workers in Adult- Serving In-Patient and Community Residential Settings

- ❖ The Curriculum is made up of individual topic-area modules

- ❖ Each module contains:
 - * PowerPoint slides with instructor notes

 - * Objectives

 - * Post-tests

 - * References

- ❖ Some modules also contain participant exercises, videos, or handouts

Currently, there are 18 Modules in the Curriculum...and Counting!

- Setting the Stage for Change
- Understanding Mental Health Conditions
- Introduction to Recovery, Hope, and Resiliency
- Applying Concepts of Recovery
- Ethics
- Cultural and Linguistic Competence
- Screening and Assessment
- Service Array and Coordination
- Peer Roles in Mental Health Settings
- Facilitating Recovery Through Communication
- An Introduction to Evidence-Based Practices
- Psychiatric Medication: Uses, Side Effects, and Practices
- Understanding Trauma-Informed Care
- Abuse and Neglect
- Overview of Medical/Physical Risk Factors in Persons with Mental Illnesses
- Co-Occurring MH & Substance Use Disorders
- Stakeholder Groups
- Stress Management and Self-Care
- [*Under Development*] Mental Health Needs of Persons who are Deaf and Hard of Hearing

Module I:

Setting the Stage for Transforming Mental Health Treatment and Service Settings

- Mental Health Service Provision in the U.S.
- Brief historical overview
- Where are we now?
- Facilitating Culture Change in Healthcare Organizations
 - New Freedom Commission Call for Transformation
 - Institute of Medicine's Reports
 - Surgeon General's Reports
- Development of a Curriculum to Train the Mental Health Workforce
 - Review of the Literature
 - Expert Consensus
 - Core Constructs

Module II: Understanding Mental Health Conditions

Module Overview

- A review of the primary classifications of mental illnesses in adults including thought disorders, mood disorders, co-occurring disorders, and personality disorders
- Brief overview of the more common theories on illness causation
- Social, economic, developmental, emotional, and cultural effects of mental illness and the treatment of mental illnesses as experienced in the U.S.

Module III: An Introduction to Recovery, Hope and Resilience

Defining Recovery:

“...the process in which people are able to live, work, learn, and participate fully in their communities. For some, recovery is the ability to live a fulfilling and productive life despite a disability. For others, it implies the reduction or complete remission of symptoms.”

(New Freedom Commission, 2003)



Promoting Resiliency

- Take a strength-based approach to promoting well-being
- Identify known risk and protective factors, and focus on those that are malleable
- Keep in mind that the most effective approaches to enhancing resilience are those that take an ecological approach to reduce risks and enhance protection at the individual, family, and community levels



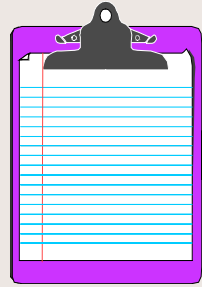
(SAMHSA, 2007)

Module IV: Applying Concepts of Recovery: Guidelines for Recovery-Oriented Systems of Care

Module Overview

- Traditional mental health services/practices as compared to practices/ services that are recovery oriented.
- Relationships as the core foundation to a recovery oriented approach.
- Outcomes of a recovery approach to providing services.

Recovery from what?



Recovery from the consequences of the illness is sometimes more difficult than recovering from the illness itself. (Anthony, W.A. 1991)



6 minute exercise

Module V: Ethics, Rights and Professional Practice Codes

Module Overview

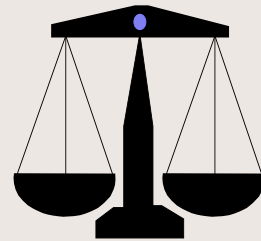
- What is the purpose of Ethics Codes and Practice Codes?
- Who do these effect, what do they mean to you?
- Patient Rights and Informed Consent

Exercise - Transfer of Learning Activity

- You will be asked to talk about your thoughts about several vignettes of actual practices by mental health staff as these relate to ethics and practice codes.
- You will be asked to develop your own advance directive.

Professional Ethics Codes are

- ✓ Broadly based on the principles of beneficence, non-maleficence, autonomy, and justice



- ✓ Meant to protect vulnerable individuals from incompetent or dangerous people who are in powerful positions and who can *cause harm*

(Mohr & Nunno, 2007)

Module VI: Fundamentals of Cultural and Linguistic Competence in Recovery-Oriented Systems of Care

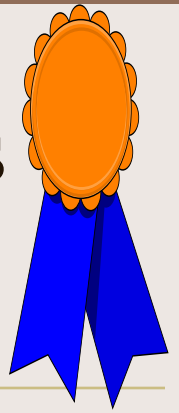
The ability of healthcare providers to understand, respond, and effectively meet the individual needs of the consumer and his/her family. Understanding the importance of treating every person as an individual

New Jersey Hospital

Association, 2006



Personal Characteristics of Competent Staff



Ownership, recognition, and articulation of personal feelings towards people who are different

Recognition of stereotyping, personal biases, and sense of privilege, all of which may negatively impact your capacity to help

The ability to apologize when indicated, and to create a warm and inviting environment

Greeting a person every day with a smile can go a long way!

(Saldana, 2001; Focal Point, 1988)

Module VII: Screening and Assessment: The Basics

Module Overview

- Customer Services: The first contact, building a therapeutic relationship-FAST
- Purpose and Desired Outcomes of Screening and Assessment
 - What constitutes the building blocks of a good screening or assessment tool
 - Chief Complaint, Demographics, Mental Status Examination, usual level of functioning/comfort in daily living, past history, medical problems, risk to safety of self or others, history of traumatic life events, use of alcohol or drugs, friends and family, legal and financial status.
 - The importance of clear, non-jargon documentation will be reviewed and examples provided.

Module VIII: Service Array and Coordination

At the conclusion of the module, participants will be able to:

- Understand the array of services in state mental health systems of care
- Identify the decision points that help consumers and staff determine the appropriate services and supports needed/desired
- Understand the importance of coordinating treatment and service provision both in one agency and across agencies

Module IX:

Peer Roles in Mental Health Settings

Rationales for Peer Involvement in Mental Health Settings...

- Serve as role models, communicators, mediators, advocates, teachers and legal protectors
- Provide support from a perspective of experiential rather than professional authority (*Borkman, 1975*)
- First hand experiences provide unique insights and interpretations of situations
- Greater perceived empathy that Peer Specialists have for the people they support (*Campbell and Leaver, 2003*)
- Self-help, peer support, and self-advocacy are being recognized as components of wellness, recovery, and even treatment (*Curtis & Hodge, 1995*)
- Understand the need for reform and often have the initiative to begin the task of creating new approaches to care
- Peers, hired as staff at all levels, promote movement towards an organizational culture shift

Module X:

Facilitating Recovery through Communication

“The difference between the right word and the almost right word is the difference between lightning and the lightning bug” *(Mark Twain)*

Objectives

Participants will be able to:

1. Describe several factors which facilitate communication (e.g., attitudes/values; cultural and linguistic competence; specific communication skills)
2. Describe and articulate specific examples of modeling positive values/attitudes
3. Describe examples of how cultural and linguistic competence leads to effective communication
4. List several components of active listening

Exercise - Transfer of Learning Activity

You will be asked to participate in activities that will help demonstrate effective communication and counseling strategies.



Facilitating Recovery Through Communication

- Paraphrasing
- Reflective Listening
- Silence
- Clarification
- Questions



I know that you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant

Module XI: An Introduction to Evidenced-Based Practices

This module is a description of what an “evidence-based practice” is and what it is not. It includes a brief description of evidence-based practices used in mental health settings including CBT, DBT, Motivational Therapy, Illness Self Management, Family Psycho-Education, etc.

Objectives: At the conclusion of this module participants will:

1. Understand what evidenced practices are, why they are used and what they are not.
2. Be able to describe some of the more commonly used evidence-best practices and understand the basics processes and outcomes expected from these interventions.

Module XII: Psychiatric Medication: Uses, Side Effects, and Practices

1. Provide a general overview of the history and role of medications used to treat mental health disorders
2. Become familiar with basic medication actions and definitions
3. Understand the need for an individualized approach to prescribing
4. Learn the basics about meds (and side effects) in the treatment of depression, bi-polar disorder, anxiety, and psychotic disorders
5. Understand the primary role of direct care staff



Module XIII: Understanding Trauma Informed Care

Objectives

At the conclusion of this module participants will:

1. Understand the importance of traumatic life experiences in the people we serve and how this information can affect service user behavior.
2. Understand how our emerging knowledge about trauma must promote a non-conflictual and non-violent work environment, for both clients and staff, including the prevention of the use of seclusion, restraint or involuntary medications whenever possible. Identify practices that are in need of change.
3. Become familiar with the purpose of an admission trauma assessment and how information gained from this informs treatment planning and the development of individualized safety plans

Exercise - Transfer of Learning Activity

Participants will view a video on Trauma entitled *Behind Closed Doors*, a presentation on four women and their recovery process, with a discussion session that follows.

Module XIV: Abuse, Neglect, and Reporting

In 1986, Congress passed the Protection and Advocacy of Individuals with a Mental Illness Act (PAIMI), finding that:

- individuals with a mental illness are vulnerable to abuse, serious injury and neglect; and
- state systems for monitoring compliance with respect to the rights of individuals with a mental illness vary widely and are frequently inadequate

42 U.S.C. § 10801(a)(1)(3),(4) “Congressional findings and statement of purpose”

Reporting Abuse and Neglect

- If you witness abuse or neglect, document in writing what you observed in as much detail as possible, including:
 - ✓ Parties involved
 - ✓ Date and time
 - ✓ What you observed
 - ✓ Any physical evidence or other corroborating evidence
 - ✓ Other potential witnesses

Module XV: Overview of Medical/Physical Risk Factors in Persons with Mental Illnesses

Recent findings have indicated that persons with serious mental illness are dying *25 YEARS* earlier than the general population

- When this trend was discovered, the field was shocked...
- State mental health agencies have agreed on two principles to address this issue:
 - Overall health is essential to mental health
 - Successful recovery includes physical and mental wellness



Module XVI:

Co-Occurring Mental Health and Substance Use Disorders

- Present day substance abuse treatment providers report that between 50-75% of their clients have mental health issues
- Mental health providers report that 20-50% of their clients have substance use disorders
- In the face of this information, research, knowledge, and practice is expanding & developing
- Specific strategies have been developed to better work with individuals with these disorders
(CSAT, 2005)

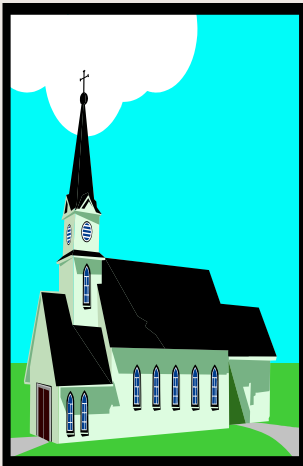
So...

This module covers the prevalence of co-occurring disorders and important treatment concepts for working with people with MH & SU disorders

Module XVII: Mental Health Stakeholders: Family, Friends, and Community Partners

People with mental problems are our neighbors. They are members of our congregations, members of our families; they are everywhere in this country

*Former First Lady,
Rosalynn Carter*



Module XVII: Mental Health Stakeholders: Family, Friends, and Community Partners

Learning Objectives:

1. Understand the role of a sampling of mental health stakeholder organizations and community partners
2. Identify three stakeholder organizations and outline how each may benefit different consumers with different concerns/needs
3. Demonstrate how to guide a consumer in accessing information and support from stakeholder organizations

**Module XVIII:
Life Span Approach to Workforce Development
With Stress Management and Self Care:
Essential Strategies for Career Success**

Objectives: Participants will:

- Understand the importance of self care and stress management as key factors in working in a mental health care environment
- Obtain definitions of burnout, compassion fatigue, and secondary traumatic stress
- Be introduced to stress self-assessment as a way of self monitoring
- Participate in developing their own self-care and stress management plan

How Might These Modules Be Used?

- State and facility trainers can incorporate into their training sessions for direct care staff
 - using some or all modules
 - in a block or on a staggered basis
- Knowledgeable trainers can adapt these public-domain materials, which...
 - Can be updated to incorporate new knowledge, or facility-specific issues
 - Can be modified to be self-guided, web-based modules

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Please pick up a free copy of the curriculum materials today!
Also available for free download on the NASMHPD website.

For additional information,
Please contact:

Pat Shea

Pat.Shea@NASMHPD.org

703-682-5191