



COMPETENCIES OF PRACTICE FOR CANADIAN RECOVERY-ORIENTED PSYCHOSOCIAL REHABILITATION PRACTITIONERS

Brought to you by PSR/RPS Canada
Competency Task Force

Date: March 27, 2014

LEARNING OBJECTIVES

1. Learn about PSR/RPS Canada
2. Define competence and the importance to practice
3. Hear the history of PSR Practice Competencies
4. Identify PSR Practice Competencies and Performance Indicators as they pertain to Psychosocial Rehabilitation Practices
5. Consider how to apply and advance the PSR Practice Competencies to facilitate recovery



AGENDA

- Provide an overview of PSR/RPS Canada
- Introduce Competencies and Indicators
- Application of competencies and indicators via a case study
- Advancing practice and announcing exciting next steps



ACKNOWLEDGMENT

- The Psychosocial Rehabilitation/Réadaptation Psychosociale (PSR/RPS) Canada Board of Directors extend special thanks to the expert working group, the validation panel of experts and the consultants for their contribution to the development of the *Competencies of Practice for Canadian Psychosocial Rehabilitation Practitioners (2013)*.

List of contributors on the final slide



PSR/RPS CANADA – WHO WE ARE

Vision

- A leader in transforming the mental health sector to be a society where people achieve full social inclusion.

Main Objective:

- To advance education about psychosocial rehabilitation approaches in mental health services and systems



PSR/RPS CANADA

Mission Statement

PSR/RPS Canada is a leader in transforming the mental health sector through education, research and knowledge exchange. We are committed to the promotion of social inclusion, recovery and well-being of all individuals and communities.



WHAT IS PSYCHOSOCIAL REHABILITATION ?

PSR is a set of principles, practices, values & ethics aimed at facilitating recovery with and for people who live with illness such as schizophrenia

Farkas, M. (2013). Introduction to Psychiatric/Psychosocial Rehabilitation (PSR): History and Foundations. *Current Psychiatry Reviews*, (9) 177-187.

POLL - WHAT DO YOU THINK?

What is the purpose of the competencies ?

1. To help staff identify learning needs
2. To help staff acknowledge their strengths
3. For accreditation
4. 1 & 2 above



THE PURPOSE OF THE FRAMEWORK IS TO:

- Offer National standards for the assessment of competence needed for recovery-oriented practice;
- Identify a standardized set of competencies for Canadian PSR practitioners to demonstrate their continued competence to practice;
- Provide a resource for; the development or enhancement of education and training curricula, professional development activities, recruitment practices, performance evaluation and strategic workforce planning.



COMPETENCIES - IMPORTANCE

- Recruitment
- Orientation
- Job descriptions
- Interviewing



COMPETENCIES - IMPORTANCE

- Performance Evaluation
- Continuing Education
- Continuing Professional development
- Building block for standards of excellence



FOUR QUESTIONS EMPLOYEES ASK

1. What am I supposed to do?
2. How am I supposed to do it?
3. How am I doing?
4. What else can I do?



DEFINING COMPETENCE – WHAT IS IT?

- Competence: Is a statement regarding the **skills, knowledge, attitudes, values** and **abilities** required for effective **performance** of a specific role or function
- Competencies: are specific, **measurable knowledge, skills and attitudes** needed to effectively perform a particular function or role



DEFINING COMPETENCE – WHAT IS IT?

- Competencies are **dynamic** and must be able to support and reflect emerging knowledge and skills within the field
- Competencies have the potential to improve the **quality of service** and **service outcomes** by shaping **education, training** and **evaluation** of workers



DEFINING PERFORMANCE INDICATORS – EXAMPLE

Performance Indicators provide some specific behavioral examples of how a particular Competency might be demonstrated

Unit A. Cultural Safety

A.4. Demonstrates practice skills for enhancing cultural safety

A.4.5 Has an understanding of colonization and post-colonial processes and the impact on the lives of Aboriginal people



DEVELOPMENT OF THE PSR PRACTICE COMPETENCIES – RATIONALE

Lack of understanding of Recovery- oriented practice

- An analysis of the training standards and curricula for most licensed mental health professionals and un-licensed mental health support workers showed that there are some gaps in the recognition of recovery competencies.



HISTORY OF PSR PRACTICE COMPETENCIES

- 2011 – PSR/RPS Canada appointed a competency task force consisting of PSR experts across Canada
- 2011 - (Spring), facilitated face-to-face meeting to develop structure and work plan
- Extensive literature reviews and consultation



DEVELOPMENT OF PSR PRACTICE COMPETENCIES

- 2012- Initial set of core practice competencies and associated performance indicators
- 2012 - Validation process by a National panel of PSR experts consisting of persons with lived experience, family members PSR Practitioners, academic/researchers and administrators
- 2012 PSR Conference - presentation of developed PSR Competencies



PSR PRACTICE COMPETENCIES

– 6 MAJOR CATEGORIES

- A. Culture & Diversity (4)
- B. Professional Skills (4)
- C. Psychosocial Rehabilitation (PSR) Practices and Supporting Services (6)
- D. Knowledge of Psychosocial Rehabilitation (PSR) and Recovery-oriented Services (4)
- E. Relational Skills (3)
- F. Social Inclusion (3)



PSR COMPETENCE CATEGORIES: NUMBERS OF COMPETENCIES AND RELATED PERFORMANCE INDICATORS

Unit	Category Title	Number of Competencies	Number of Performance Indicators
A	Culture and Diversity	4	15
B	Professional Skills	4	12
C	Psychosocial Rehabilitation (PSR) Practices and Supporting Services	6	33
D	Knowledge of Psychosocial Rehabilitation (PSR) and Recovery-oriented Services	4	22
E	Relational Skills	3	13
F	Social Inclusion	3	11
Total		24	104

PRACTICE EXAMPLE: HOW COMPETENCIES AND INDICATORS MAY FIT TOGETHER



PLEASE MEET LARRY

(ALSO AVAILABLE ON HANDOUT)

- Larry is 38 years old, born in Hong Kong and emigrated with his wife 10 years ago. He divorced 3 years ago but remains deeply connected to his family of origin.
- He earned a PhD in mathematics in HK but says this kind of work is too stressful now. He sometimes feels pressured to do a job well and this impacts his function
- He is a proud Dad to Jim who is 8 years old. Jim lives with mum- they see each other twice weekly
- Larry was diagnosed with schizophrenia ten years ago, likes his medication regime, quit smoking, lost weight recently, likes to cook, be on the internet, walk & read
- He attends the clubhouse where he has a janitorial job, and does peer support work. He likes this routine and says he is happy he can contribute to others
- He would like more friends, a new partner and a good paying job.



A. CULTURE & DIVERSITY COMPETENCIES

- A.1. Demonstrates awareness of own cultural values and biases
 - **Example of Performance Indicator:** Self reflects on and has an awareness of own values and biases with respect to culture and diversity.
- A.2. Demonstrates awareness of individual's values, beliefs, experiences and preference
- A.3. Demonstrates knowledge of culture, diversity and intersectional framework
- A.4. Demonstrates practical skills for enhancing cultural safety



A. HOW MIGHT YOU APPLY THIS COMPETENCY WHILE WORKING WITH LARRY AS HIS CASE MANAGER?

A.1. Demonstrates awareness of own cultural values and biases

A.1.1 Example of Performance Indicator: Self reflects on and has an awareness of own values and biases with respect to culture and diversity.

Please type some things you might consider as his case manager as you self-reflect



A.1.1 Example areas for reflection:
Identifying your beliefs about family, illness, justice, speech patterns- turn taking, preferences for non-verbal communication (space, eye contact), validity of emotions, status/power, self in relation to others, religion, child rearing, conception of beauty, choice, sense of time and the purpose of relevance of goals.

“our major task is to seek to know and understand a person's deep culture beliefs to help restore optimum health and healing”

(adapted by Regina Casey from Laurene Finley, PRA webinar (Recovery and rehabilitation in culture: How would we know it if we saw it? March 20, 2014, Handout 1)

REFLECTING ON VALUES, BELIEFS AND ATTITUDES

Self in context

Thinking about what is not apparent

Developing Your awareness



B.1 PROFESSIONAL SKILLS COMPETENCIES

B.1 Demonstrates ethical practices

- **Example of Performance Indicator: B.1.1**

Demonstrates knowledge of and provides services by adhering to the Psychosocial Rehabilitation / Réadaptation Psychosociale (PSR/RPS) Canada *Code of Ethics*.

B.2 Demonstrates commitment to competent practice on an ongoing basis

B.3 Displays awareness of diversity and the power issues involved in professional relationships

B.4 Maintains personal wellness to ensure the effective provision of services to others



BACK TO LARRY

B.1 Demonstrates ethical practices

- **Example of Performance Indicator:** B.1.1 Demonstrates knowledge of and provides services by adhering to the Psychosocial Rehabilitation / Réadaptation Psychosociale (PSR/RPS) Canada *Code of Ethics*.

- For 30 seconds please consider some related issues as as you think about ethics in relation to working with and for Larry



KINDS OF ETHICAL PRACTICES I MIGHT CONSIDER?

- Do not harm
 - Maintaining confidentiality
 - Reflecting on use of Power
 - Reflecting on boundaries
 - Keeping clients best interest at heart
 - Not adding to stigmatizing experience



C. PSYCHOSOCIAL REHABILITATION (PSR) PRACTICES AND SUPPORTING SERVICES -1

C.1 Possesses an understanding of Mental Illness and the impact on individuals

C.2 Understands the Interventions in Psychosocial Rehabilitation

C.3 Has knowledge and understanding of best and promising practices in Psychosocial Rehabilitation and Recovery - oriented services and their contributions to recovery



C. PSYCHOSOCIAL REHABILITATION (PSR) PRACTICES AND SUPPORTING SERVICES – 2

C.4 Has knowledge and understanding of major types of recovery-enhancing interventions/approaches and their contributions to recovery

C.5 Has knowledge and understanding of Continuous Quality Improvement

C.6 Has the ability to support individuals to deal with the impact of their mental health experience



C. WHAT PSR SERVICES MIGHT BE OF VALUE TO LARRY?

Competency: C.3 Has knowledge and understanding of best and promising practices in PSR -oriented services and their contribution to recovery

Please type some suggestions of best and promising practices that may be helpful for Larry



C. WHAT PSR SERVICES MIGHT BE OF VALUE TO LARRY

- **Competency: C.3** Has knowledge and understanding of best and promising practices in PSR -oriented services and their contribution to recovery

Supported Employment

Family based services

Psychosocial Interventions for weight management

Clubhouse

Medication adherence

Cognitive remediation

Peer support and peer-delivered services

Dixon, L. B., et al., (2009). The 2009 Schizophrenia PORT Psychosocial Treatment Recommendations and Summary Statements from <http://schizophreniabulletin.oxfordjournals.org/search?author1=Lisa+B.+Dixon&sortspec=date&submit=Submit>



D. KNOWLEDGE OF PSYCHOSOCIAL REHABILITATION (PSR) AND RECOVERY BASED SERVICES

D.1 Uses PSR and Recovery Principles and Values to guide practice

- **Example of Performance Indicator: D.1.2**
Demonstrates an understanding of the central role of **hope** to the process of recovery

D.2 Uses knowledge and ability to implement PSR and recovery oriented services as tools for recovery

D.3 Has system navigational skills

D.4 Assesses individual needs, create PSR and recovery oriented service plans and measure outcomes



D.1.2 -HOW MIGHT HOPE BE CENTRAL FOR LARRY'S RECOVERY?

- By being the father he wishes to be he may experience a sense of hope
- Engaging in valued activities may be a hopeful experience
- Working may offer a sense of self-efficacy that may leave him with a new sense of hope
- Meeting a girlfriend may add to his sense of hopefulness



E. RELATIONAL SKILLS

E.1 Establishes collaborative relationships with whom they work

- **Example of Performance Indicator: E.1.2**
Presents opportunities for a meaningful exchange of information that strengthens understanding of each other and promotes the process of rehabilitation and recovery oriented services.

E.2 Communicates effectively

E.3 Maintains and utilizes professional skills and knowledge



E. HOW MIGHT YOU GO ABOUT ESTABLISHING A COLLABORATIVE RELATIONSHIP WITH LARRY?

- Please take a moment to consider your answer



E. HOW MIGHT YOU ESTABLISH A COLLABORATIVE RELATIONSHIP WITH LARRY - EXAMPLES

- Listening
- Demonstrating understanding, trust, respect, honesty and empathy
- Reflecting with Larry about his preferences, his wishes, successes, challenges and goals.
- Trusting in his ability to know what is best for himself



F. SOCIAL INCLUSION COMPETENCIES

F.1 Works with individuals to maximize access to work, education and community life

- **Example of Performance Indicator:** F.1.1 Assists individuals to build skills to maximize their engagement and natural supports in community, life, education and work

F.2 Supports and enables advocacy

F.3 Prepares the community to identify and act to minimize social exclusion



F. HOW MIGHT YOU HELP LARRY MAXIMIZE SOCIAL INCLUSION?

- **Example of Performance Indicator:** F.1.1 Assists individuals to build skills to maximize their engagement and natural supports in community, life, education and work



F. HOW MIGHT YOU HELP LARRY WITH SOCIAL INCLUSION?

- Interested a better job: Attend night classes
- Wants friends: Continue to attend the clubhouse. Larry may want to cook for friends
- Wants girlfriend/new family: Doing internet dating
- Larry to be fitter: has an interest in walking – might start a walking group from clubhouse.



WHY ARE THE COMPETENCIES IMPORTANT?



PSR/RPS PRACTICE COMPETENCIES

These competencies serve as a foundation-piece in:

- The development or enhancement of education and training curricula
- The development of professional development activities
- Recruitment practices and strategic workforce planning



PSR/RPS PRACTICE COMPETENCIES

These competencies serve as a foundation-piece in:

- Performance evaluation
- Continuing education and professional development



HOW TO ADVANCE THE PSR PRACTICE COMPETENCIES

- Develop an understanding of the major PSR Practice Competencies
- Work with supervisor & staff to incorporate competencies at your workplace
- Incorporate competencies into job description, interviewing and recruitment process



HOW TO ADVANCE THE PSR PRACTICE COMPETENCIES – 2

- Ensure the practice competencies are part of performance evaluation and continuous quality improvement activities including program evaluation
- Use as self assessment tool for staff to assess their competencies in supporting recovery
- Review periodically and consider options for improvement.



NEXT STEPS – PSR/RPS CANADA

- A Memorandum of Understanding has been signed with MHCC to work together on a national recovery project.
- A Phase II plan to develop a PSR Recovery practitioner registry as well as the education program required to meet registry competency requirements and maintain membership is under development.



INTERESTED IN GETTING A COPY OF THE COMPETENCY?

- It is available at the: *PSR/RPS Canada website -<http://www.psrrpscanada.ca/>* in both English and French.
- Please do not forward the document because in order to obtain grant funding, we are measuring the number of requests for the document.
- Non-members are urged to provide a financial contribution if unable to buy a membership.



A NOTE ABOUT PRS/RPS FUNDING

The only funding we have to administer this website and other essential organizational duties is through memberships.

Work done by and for the organization is completed by volunteers. If you are unable to purchase a membership, we would encourage you to make a donation to assist with the costs of posting the document and maintaining this website.

The document is available whether or not you are able to make a financial contribution.



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