Real Skills Plus, Foundations in ICAMH and CAPA

Real Skills Plus Framework

Real Skills Plus Framework
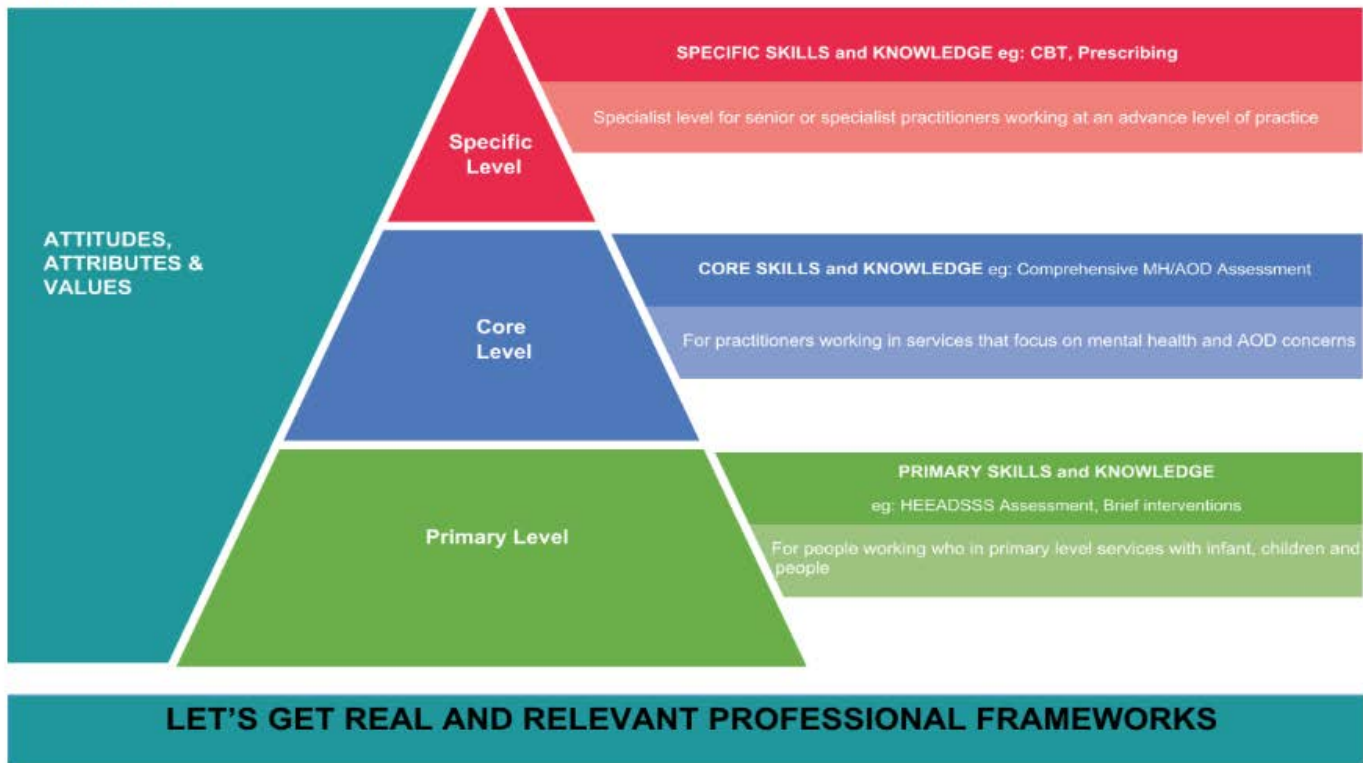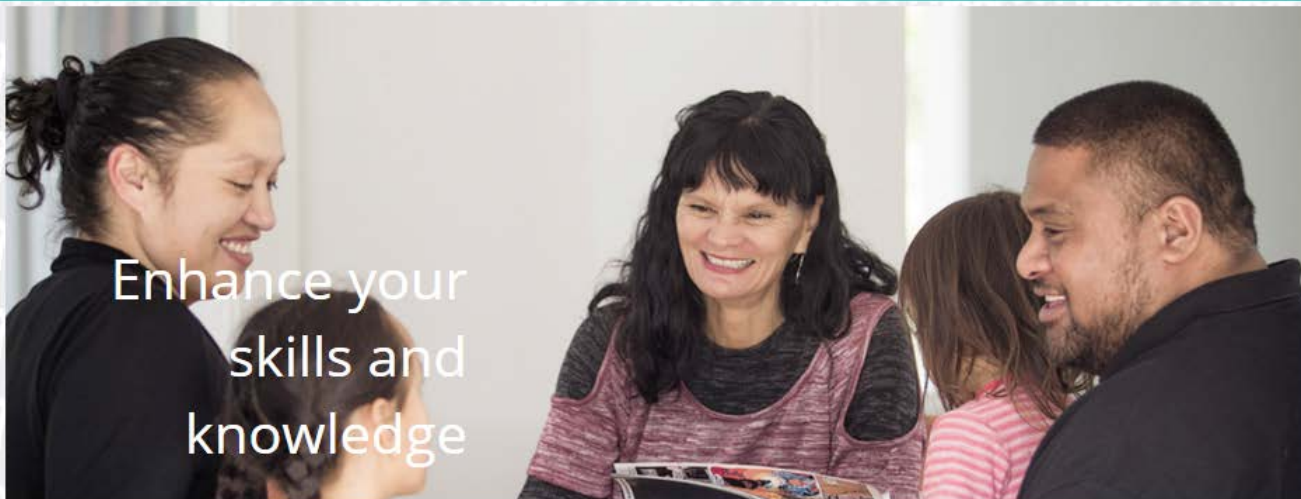
SPECIFIC SKILLS and KNOWLEDGE eg: CBT, Prescribing

Specialist level for senior or specialist practitioners working at an advance level of practice

CORE SKILLS and KNOWLEDGE eg: Comprehensive MH/AOD Assessment

For practitioners working in services that focus on mental health and AOD concerns

PRIMARY SKILLS and KNOWLEDGE

eg: HEEADSSS Assessment, Brief interventions

For people working who in primary level services with infant, children and young people

ATTITUDES, ATTRIBUTES & VALUES

Specific Level

Core Level

Primary Level

LET'S GET REAL AND RELEVANT PROFESSIONAL FRAMEWORKS

RSP – Online Assessment

Generate RSP Reports:

- Individual Report
- By Profession
- By Team
- By Service
- By Region and DHB
- National

Core Survey

Engagement - Core Skills

I apply the principles of recovery and well-being in developing therapeutic relationships. *
- ◯ Needs Development
- ◯ Competent
- ◯ N/A

I can work in partnership with children, young people, parent(s)/caregiver(s)/family/whānau using the therapeutic relationship as a basis for assessment and intervention. *
- ◯ Needs Development
- ◯ Competent
- ◯ N/A

I can work therapeutically with children/young people and their parent(s)/caregiver(s)/other family/whānau members simultaneously to manage conflict. *
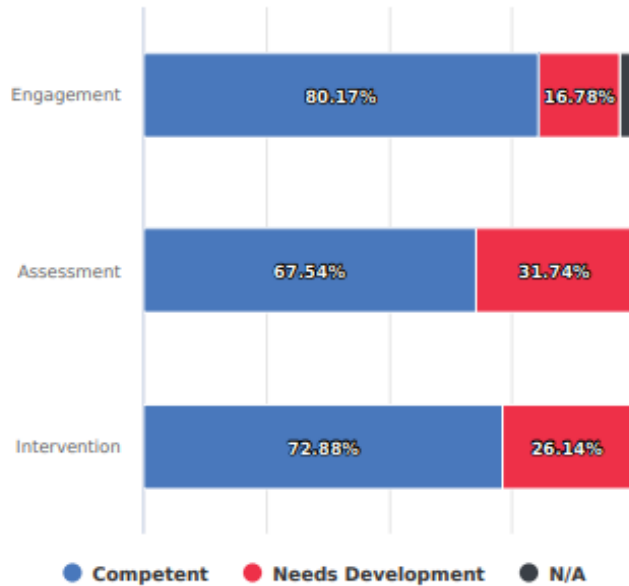- ◯ Needs Development
- ◯ Competent
- ◯ N/A

I can work in partnership with children, young people and families/whānau to find out what the young person wants out of contact with the service, and life more broadly, and use this as the basis for ongoing work with them. *
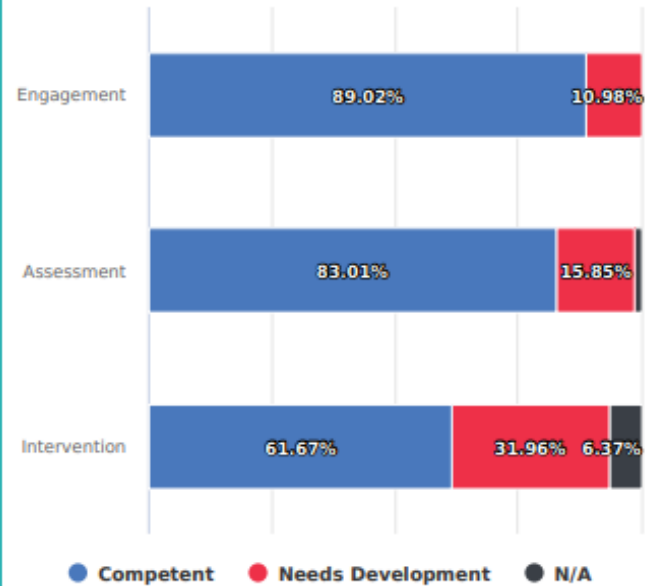- ◯ Needs Development
- ◯ Competent
- ◯ N/A

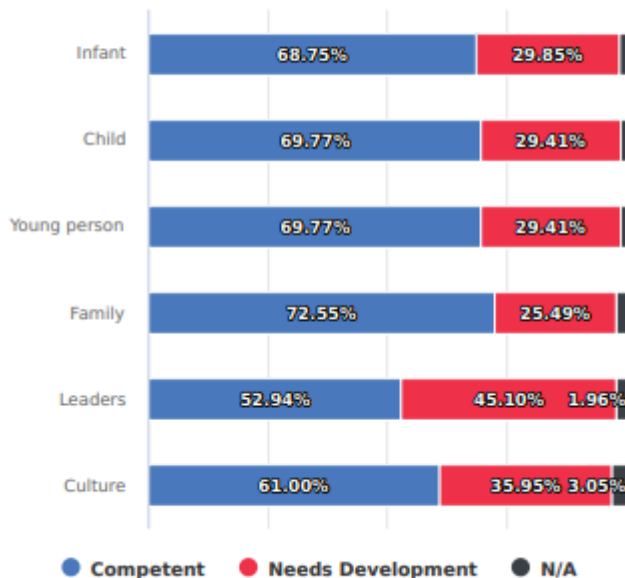Summary of core Level Competencies by Domain

Summary of core Level Competencies by Area
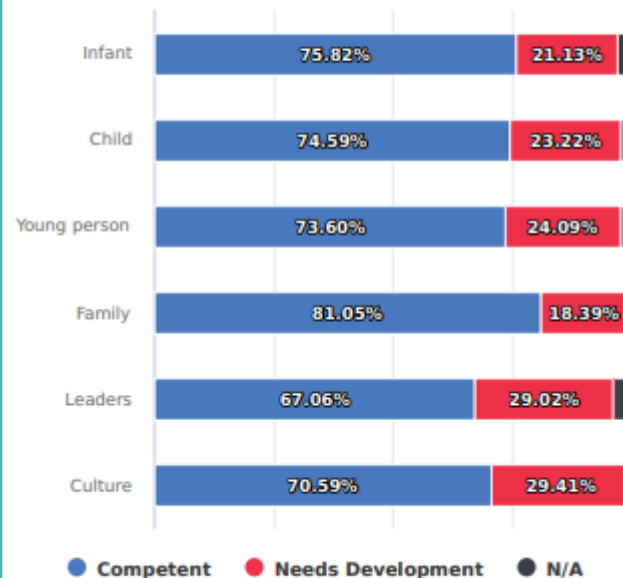
Core Level Competencies: Met

Engagement (Https://Realskills.werryworkforce.org/Rs-Admin-Report-Print#Edit-Engagement-Body)

knowledge

- (96%) Understand the impact of stigma and discrimination on the presentation and treatment of mental health problems.
- (96%) Understand the principles of the therapeutic relationship and recognise that this relationship will be a key to the assessment and intervention processes.
- (86%) Know how to develop a therapeutic relationship with the parent/caregiver based on trust and caring, and use this as the basis for assessment and intervention processes.
- (84%) Understand how health disparities across cultures/ethnicity and social classes may affect mental health of infants, children, young people and family/whānau.
- (84%) Understand the principles of developmentally appropriate engagement.
- (80%) Understand how social and cultural context may impact upon mental health/alcohol and other drug (MH/AOD) concerns.
- (75%) Know that optimal growth and development of infants and young children occurs within nurturing relationships, and therefore engagement with these individuals must occur in the context of their parents/caregivers (Karoly, Kilburn, & Cannon, 2005; Zeanah, 2000).
- (63%) How to address the impact of stigma and discrimination on the presentation and treatment of mental health problems.
- (57%) Be aware of the cultural views of the parent/caregiver with regard to the care-team interacting with and holding infants.

skills

- (96%) Work in partnership with children, young people, parent(s)/caregiver(s)/family/whānau using the therapeutic relationship as a basis for assessment and intervention.
- (94%) Work in partnership with children, young people and families/whānau to find out what the young person wants

Core Level Competencies: Need Development

Engagement (Https://Realskills.werryworkforce.org/Rs-Admin-Report-Print#Edit-Engagement-2-Body)

knowledge

- (37%) How to address the impact of stigma and discrimination on the presentation and treatment of mental health problems.
- (22%) Know that optimal growth and development of infants and young children occurs within nurturing relationships, and therefore engagement with these individuals must occur in the context of their parents/caregivers (Karoly, Kilburn, & Cannon, 2005; Zeanah, 2000).
- (22%) Be aware of the cultural views of the parent/caregiver with regard to the care-team interacting with and holding infants.
- (20%) Understand how social and cultural context may impact upon mental health/alcohol and other drug (MH/AOD) concerns.
- (16%) Understand how health disparities across cultures/ethnicity and social classes may affect mental health of infants, children, young people and family/whānau.
- (16%) Understand the principles of developmentally appropriate engagement.
- (12%) Know how to develop a therapeutic relationship with the parent/caregiver based on trust and caring, and use this as the basis for assessment and intervention processes.
- (4%) Understand the principles of the therapeutic relationship and recognise that this relationship will be a key to the assessment and intervention processes.
- (4%) Understand the impact of stigma and discrimination on the presentation and treatment of mental health problems.

RSP identifies the areas of strengths and the areas of development within your organisation. This means during the recruitment phase, you can search new employees to enhance the skill set of the organisation.

RSP can be used to guide and support the exist process. Staff leaving teams and services is part of the employment life cycle and can be a positive experience.

During the selection phase, you can use RSP data to select staff with the skills and knowledge needed on your team.

Employment Life Cycle

- Recruitment
- Selection
- Orientation
- Development
- Retention
- Exit

RSP enhances retention by:

- Employees having clear expectations of what is required from them
- Creating a positive work culture
- Encouraging learning and professional development
- Identifying strengths enhancing work satisfaction
- Enabling teams to employ suitable staff with the right skills and knowledge

Using RSP online assessment during the orientation of new employees you can identify strengths and areas for on-going development, enabling you to tailor what is needed as part of the orientation package and ongoing professional development for the first 6 – 12 months of employment.

RSP enhances the development of individual employees and the organisation as a whole.

Individually RSP:
- Clarifies required skills and knowledge
- Guides and informs performance appraisals
- Informs professional development plans
- Provides guidance for performance management and coaching

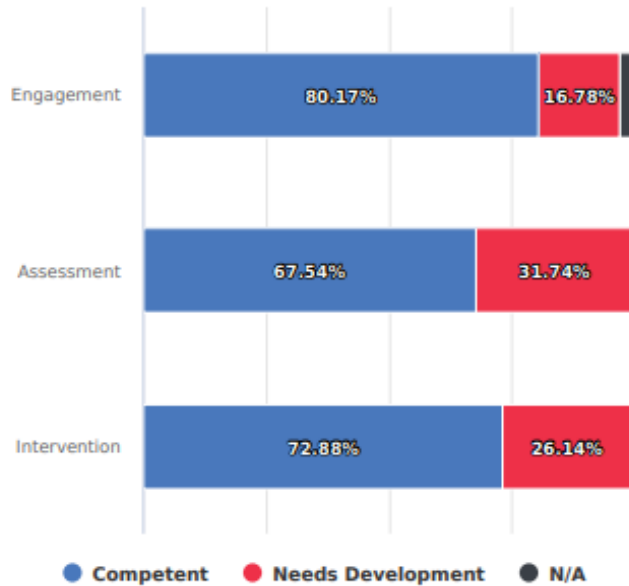At an organisational/team level RSP can:
- Provide a clear framework of required skills and knowledge
- Inform service development
- Enhance service delivery
- Support CAPA implementation

If you would like to use Real Skills Plus as part of your organisation please contact Bronwyn Pagey to discuss implementation.
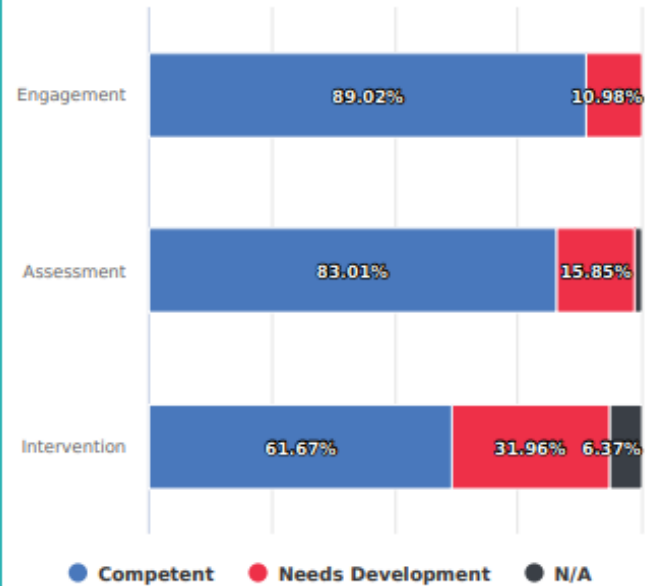
Summary of core Level Competencies by Domain

Following Completion:

- Feedback from Werry

- RSP Workshop

- Incorporated as part of CAPA Days

Choice and Partnership Approach

- Doing the right things, with the right goal/s

- <mark>With the right people, with the right skills</mark>

- At the right time, with no waits

- CAPA aims to maximise the effectiveness of clinician skills and administration processes, to add value to each step of the service user experience.
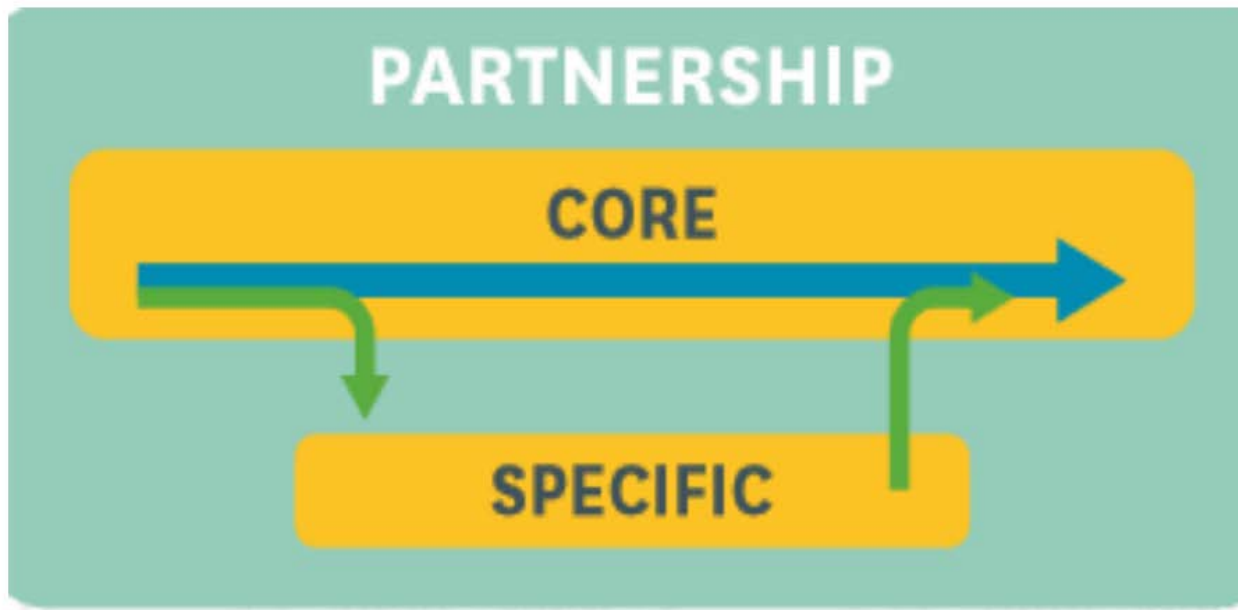
RSP & CAPA

- Skills Mapping
- Use individual Reports to identify strengths
  - ✓ Engagement assessment - ? Choice clinicians
  - ✓ Intervention skills - ? Partnership/Specific clinicians
- Service Development Activities
- Service Delivery Planning

The types of Partnerships:
Core and Specific Partnership

Foundations in ICAMH

eLearning

Foundations in ICAMH: Infant, Child, Youth and Whānau Mental Health is a training course providing foundation learning on infant, child, youth mental health and how to work with their whānau.

It is designed to enhance the skills and knowledge of the ICAMH, NGO and Primary workforce. There are two components to the Foundations in ICAMHS Training:

1. Online - Elearning

2. face-to-face

eLearning

There are four modules:

- [ICAMH1 – Core Concepts/Infant Mental Health](#)

- [ICAMH2 - Child Mental Health](#)

- [ICAMH3 - Youth Mental Health](#)

- [ICAMH4 – Supporting the Wellbeing of Infants, Children and Youth](#)
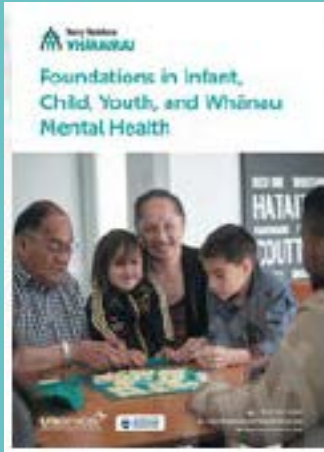
Foundations in ICAMH Training Package

Sections

- Welcome
- Learning objectives
- Suggested agenda
- PPT with teaching notes
- Hand outs
- Evaluation forms

The 11 Key CAPA Components

1. Management and Leadership
2. Language
3. Handle Demand
4. Choice Framework
5. Full Booking to Partnership
6. Selecting Partnership Clinician by Skill
7. Core and Specific Partnership Work
8. Job Plans
9. Goal Setting and Care Planning
10. Peer Group Supervision
11. Team Away Days

https://werryworkforce.org/

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