

# Mental Health Care and Recovery

A Competency-Based Curriculum Design

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Curriculum Design Blueprint  
High Level

12/10/03

# Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>Curriculum Overview .....</b>	<b>5</b>
<b>Orientation to the Curriculum .....</b>	<b>7</b>
<b>Prime Time Professional Skills: Cluster Overview .....</b>	<b>9</b>
<b>Issues in the Workplace: Cluster Overview.....</b>	<b>11</b>
<b>Mental Illness and Its Treatment in Adults: Cluster Overview.....</b>	<b>13</b>
<b>Mental Illness and Its Treatment in Children: Cluster Overview.....</b>	<b>16</b>
<b>Coaching and Facilitating Groups: Cluster Overview .....</b>	<b>19</b>
<b>Crisis Prevention and Safety: Cluster Overview.....</b>	<b>21</b>
<b>Documentation: Cluster Overview .....</b>	<b>23</b>

# Introduction

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## Purpose

The purpose of this document is to give the Curriculum Project Team an overview of the proposed curriculum.

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## Related Deliverables

This Curriculum Design Blueprint (High Level) is one of three curriculum deliverables. (The others are the Assessment Tool and the Curriculum Design Blueprint (Detailed Level)).

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## Project Goal

This is a milestone in an ongoing project to create a curriculum to train the TPW workforce to the ideal competency level defined by the 26 Competencies for Direct Care Mental Health Workers in the TPW workforce and the TPW Performance Model – Approved Version 12/10/03.

The curriculum design is based on research identifying and validating 26 competencies with staff and payors, a performance model (see TPW Performance Model Approved Version 12/10/03), a review of selected existing training material, and interviews with TPWs, their management at all levels, and subject-matter-experts.

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## Why are these competencies important?

The competencies are important because they represent excellence in client care and recovery from the point of view of our staff and of our payors.

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## Assumptions

As we created the curriculum, we adopted a number of working assumptions:

- The 26 competencies identified in 2001 research were a given.
  - The curriculum is optional; no formal incentive for completion is planned.
  - An arrangement that allows college credits to be offered for these courses is desirable.
  - The curriculum will be developed and delivered by a third-party vendor.
  - The curriculum will be supported by an evaluation strategy and implementation plan; preferences and resource requirements for the plan have yet to be determined.
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## Requirements

These are the requirements of the curriculum:

- The curriculum focuses on job skills and behaviors rather than a body of academic knowledge. The job skills are those specific to the job of the TPW practicing either in an inpatient or community setting.
- The curriculum does not retrain skills/behaviors currently attained in orientation and on-the-job training and experience.
- The curriculum is interactive and minimizes a text-book type approach.
- The curriculum includes extensive practice and feedback.
- There were no parameters for recommend hours for completion; topics and outcomes were used to estimate time required.
- Assessments include reactions to simulated real-life situations.

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## Terminology: Modules and Clusters

We have adopted some terms to use to discuss units of instruction. A **module** is a stand-alone unit of instruction. It may or may not have prerequisites. It includes content as well as practice and feedback. The sample title of one module is “Mental Illness Overview.”

Modules are grouped into related topics called **clusters**. Clusters have a minimum of two modules and as many as eight. “Mental Illness and Its Treatment in Adults” is the name of one cluster.

Modules may or may not include assessments to reinforce knowledge. However, each cluster will be followed by an assessment or set of assessments to ensure that learners have acquired the targeted skills and behaviors.

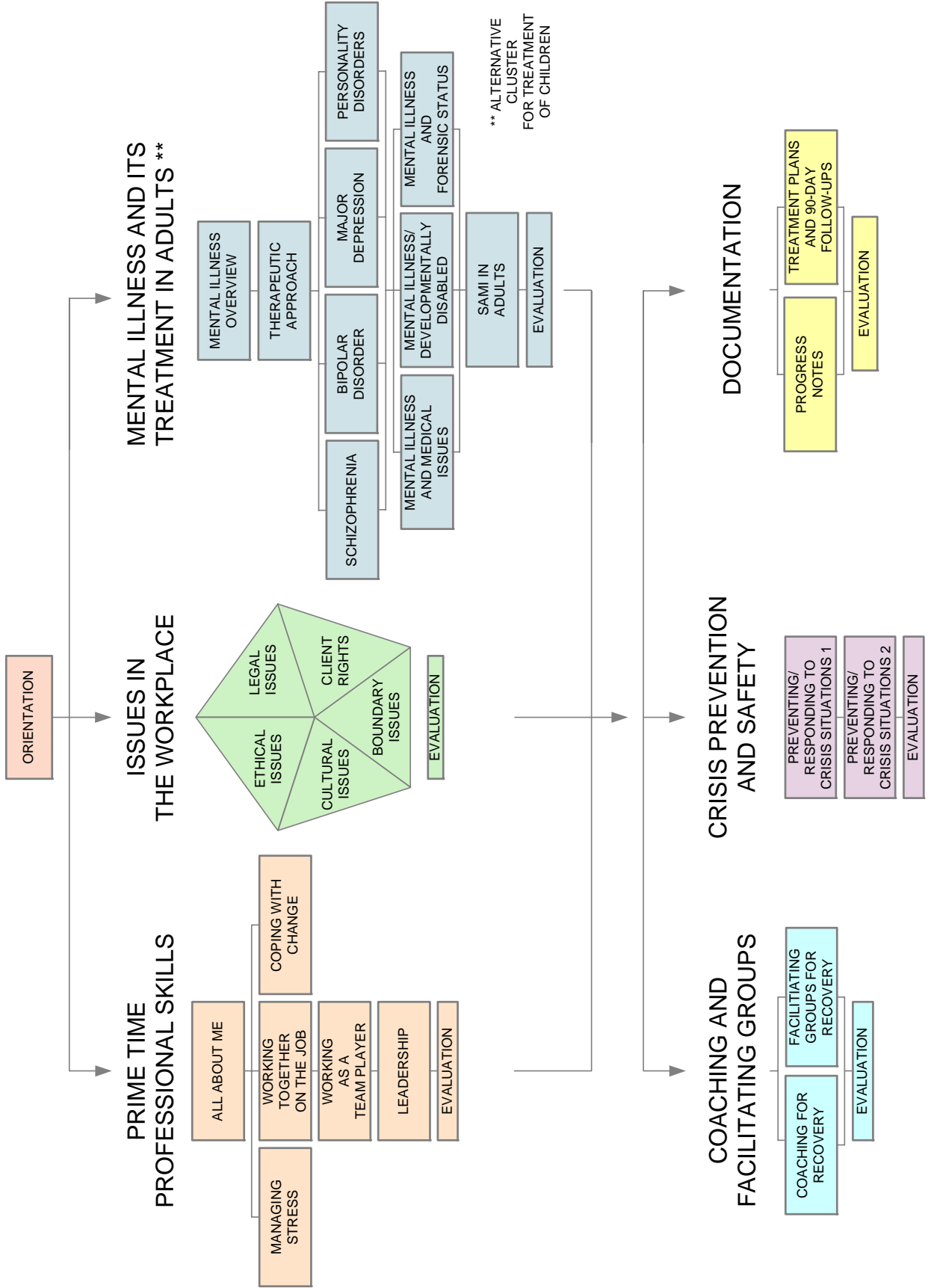
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## The Curriculum

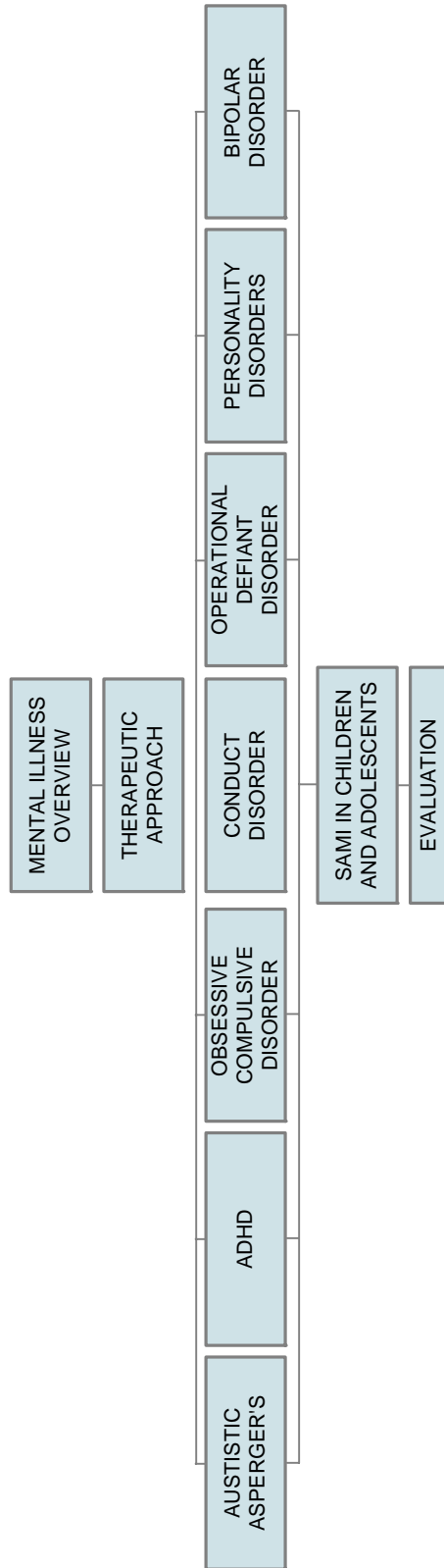
The curriculum consists of seven clusters of modules. They are grouped by similar content, skills and behaviors rather than competency-by-competency

A graphic overview of the curriculum follows.

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# MENTAL ILLNESS AND ITS TREATMENT IN CHILDREN



This cluster is an alternative to *Mental Illness and Its Treatment in Adults*.

## Orientation to the Curriculum



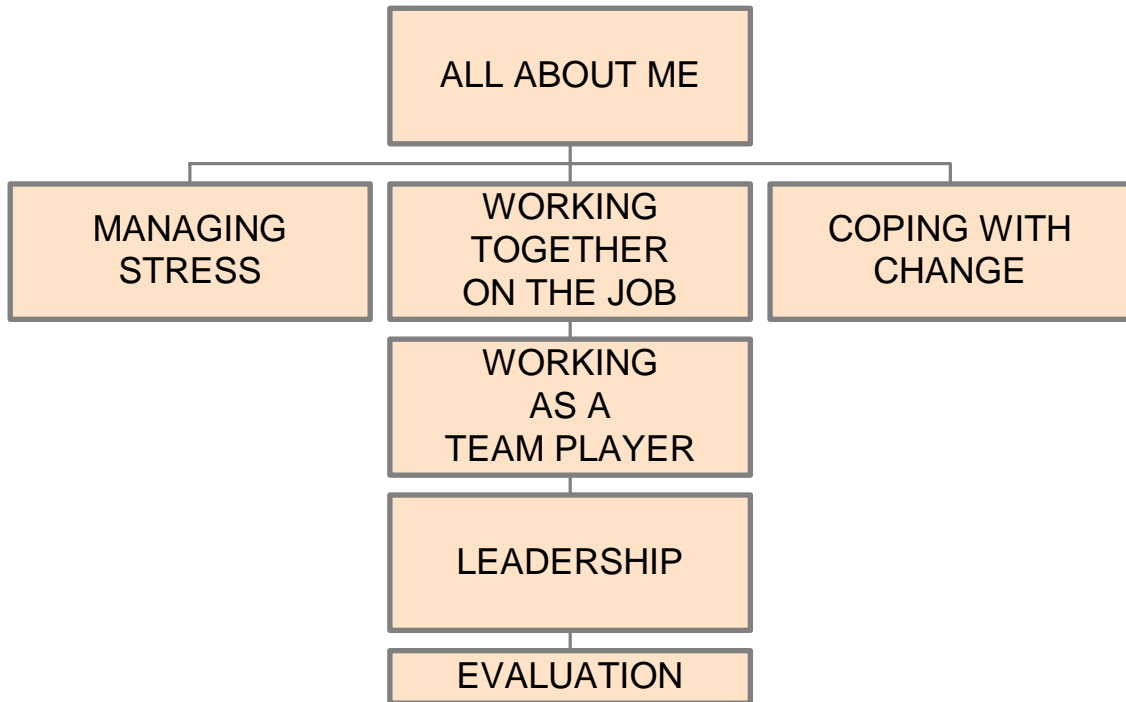
ORIENTATION

## Orientation to the Curriculum Description

<b>Focus</b>	<hr/> <p>This orientation sets the stage for the learning to come by providing an overview of the content/program and setting learner expectations.</p> <hr/>
<b>Estimated total hours</b>	<hr/> <p>4 hours of contact time are estimated.</p> <hr/>
<b>Prerequisites</b>	<hr/> <ul style="list-style-type: none"><li>▪ Completed Placement Tool/Development Plan</li><li>▪ Authorization to begin the curriculum</li></ul> <hr/>
<b>Modules</b>	<hr/> <ul style="list-style-type: none"><li>▪ Orientation to the Curriculum – This orientation sets the stage for the curriculum. Through the lens of the TPW role, it links the Recovery Model, continuum of care for the mentally ill, and ODMH business model to competency building.</li></ul> <hr/>
<b>Evaluation</b>	<hr/> <ul style="list-style-type: none"><li>▪ None</li></ul> <hr/>

## Prime Time Professional Skills: Cluster Overview

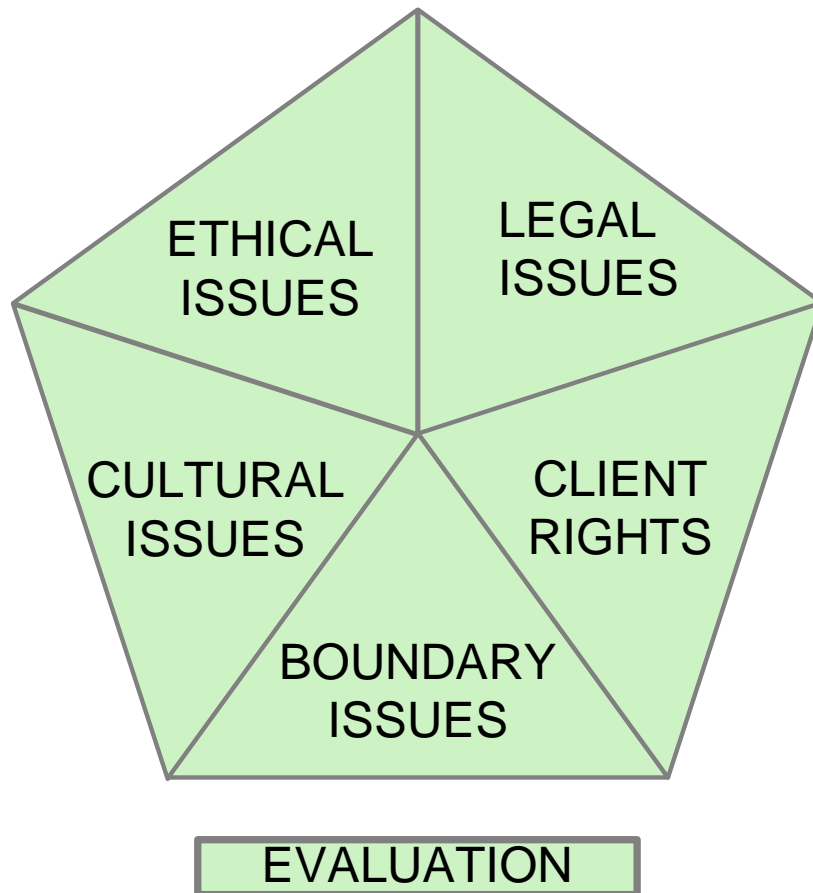
# PRIME TIME PROFESSIONAL SKILLS



## Prime Time Professional Skills Description

<b>Focus</b>	<hr/> <p>The focus of the Prime Time Professional Skills Cluster is on building the array of interpersonal and leadership skills required to work with others to get work done while maximizing client care and recovery.</p> <hr/>
<b>Related competencies</b>	<p>The competencies most closely related to this cluster are:</p> <p>Self Management</p> <ul style="list-style-type: none"><li>▪ 20- Evaluating one’s own work performance</li><li>▪ 24- Using different ways to reduce worker stress</li></ul> <p>Professionalism and Teamwork</p> <ul style="list-style-type: none"><li>▪ 19- Work in a professional way</li><li>▪ 18- Working well as a member of an interdisciplinary team</li></ul> <hr/>
<b>Estimated total hours</b>	<p>36 hours of contact time are estimated.</p> <hr/>
<b>Prerequisites</b>	<p><i>Orientation to the Curriculum</i></p> <hr/>
<b>Modules</b>	<ul style="list-style-type: none"><li>▪ All About Me (8 hours) – Self-Knowledge, Goal Setting and Time Management</li><li>▪ Working Together on the Job (12 hours) – Interpersonal communication skills required for TPWs to work successfully with peers to provide quality care, increase morale, and reduce conflict and friction</li><li>▪ Managing Stress (2 hours) – Techniques for reducing stress to avoid health problems and burnout</li><li>▪ Coping with Change (2 hours) – Techniques for remaining productive in an environment that is constantly changing</li><li>▪ Working as a Team Player (12 hours) – Communication, problem-solving and influencing skills critical to being an asset to a team</li><li>▪ Leadership (6 hours) – Skills required to take a leadership role in solving problems, working with other care providers and professionals, and influencing others</li></ul> <hr/>
<b>Evaluation</b>	<ul style="list-style-type: none"><li>▪ Paper-and-pencil test over concepts, facts and principles</li><li>▪ Paper-and-pencil test responding to scenarios or cases</li><li>▪ Completion of an approved project</li></ul> <hr/>

# ISSUES IN THE WORKPLACE



## Issues in the Workplace Description

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### Focus

The focus of the Issues in the Workplace Cluster is on responding appropriately to real-life scenarios that TPWs commonly encounter and/or that represent a significant liability to clients, fellow employees, or the organization.

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### Related competencies

The competencies most closely related to this cluster are:

Treatment Process

- 4 - Responding to cultural, racial, and gender issues that affect clients
- 16- Being a client advocate
- 17- Knowing about legal issues, client rights, and ethical issues

Professionalism and Teamwork

- 19 - Work in a professional way
- 

### Estimated total hours

4-16 hours of contact time are estimated.

Note: This intervention is a game with scenarios in each of the categories above. The entire focus is on situational decision-making/response. The time required will vary with the number of scenarios developed and/or included in play.

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### Prerequisites

*Orientation to the Curriculum*

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### Modules

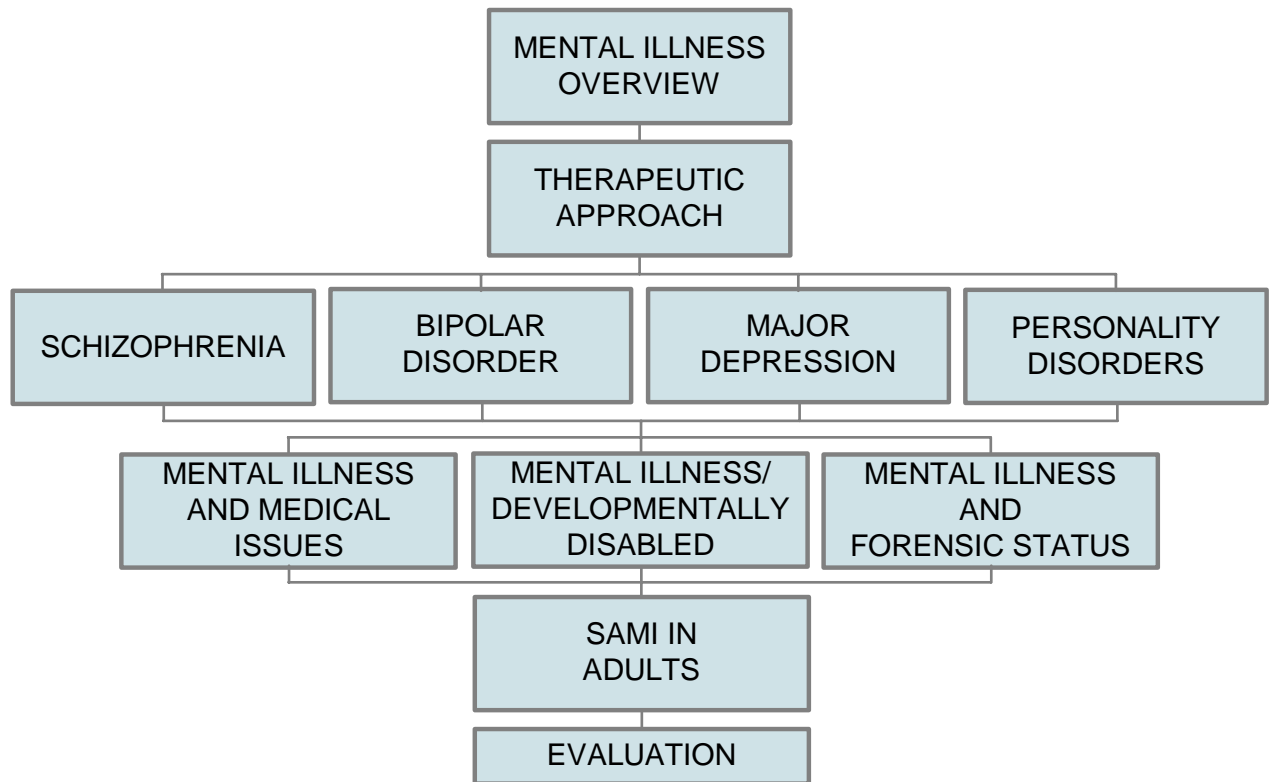
- Legal Issues
  - Ethical Issues
  - Client Rights – includes advocacy issues
  - Cultural Issues
  - Boundary Issues
- 

### Evaluation

- Paper-and-pencil test over concepts, facts and principles
  - Paper-and-pencil test responding to scenarios or cases
-

## Mental Illness and Its Treatment in Adults: Cluster Overview

### MENTAL ILLNESS AND ITS TREATMENT IN ADULTS \*\*



\*\* An alternative for this cluster is Mental Illness and Its Treatment in Children

## Mental Illness and Its Treatment in Adults Description

### Focus

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The focus of the Mental Illness and Its Treatment Cluster is on knowledgeably applying best practices of the therapeutic approach. To ensure transfer to the job, knowledge about mental illness and treatment approaches is paired with practice.

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### Related competencies

The competencies most closely related to this cluster are:

#### Treatment Process

- 13- Knowing and using recovery principles and practices
- 1 - Treating clients with respect, dignity and as equal partners in their treatment
- 4 - Responding to cultural, racial, and gender issues that affect clients
- 2 - Including family members and other supportive people/groups in the client's treatment
- 17- Knowing about legal issues, client rights, and ethical issues
- 14- Developing and putting into practice ISP and ITP

#### Mental Illness

- 3- Knowing the symptoms/characteristics of mental illness
- 5- Knowing the uses and side effects of psychiatric medication
- 6- Knowing the biological nature of mental illness
- 7- Knowing and using the best types of therapy for general mental illnesses
- 8- Knowing and using the best types of therapy for people with a forensic status
- 9- Knowing and using the best types of therapy for people with a substance abuse/mental illness
- 10- Knowing and using the best types of therapy for people with a mental illness/developmentally delayed (MI/MR) diagnosis

### Estimated total hours

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38 hours of contact time are estimated.

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### Prerequisites

*Orientation to the Curriculum*

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## Modules

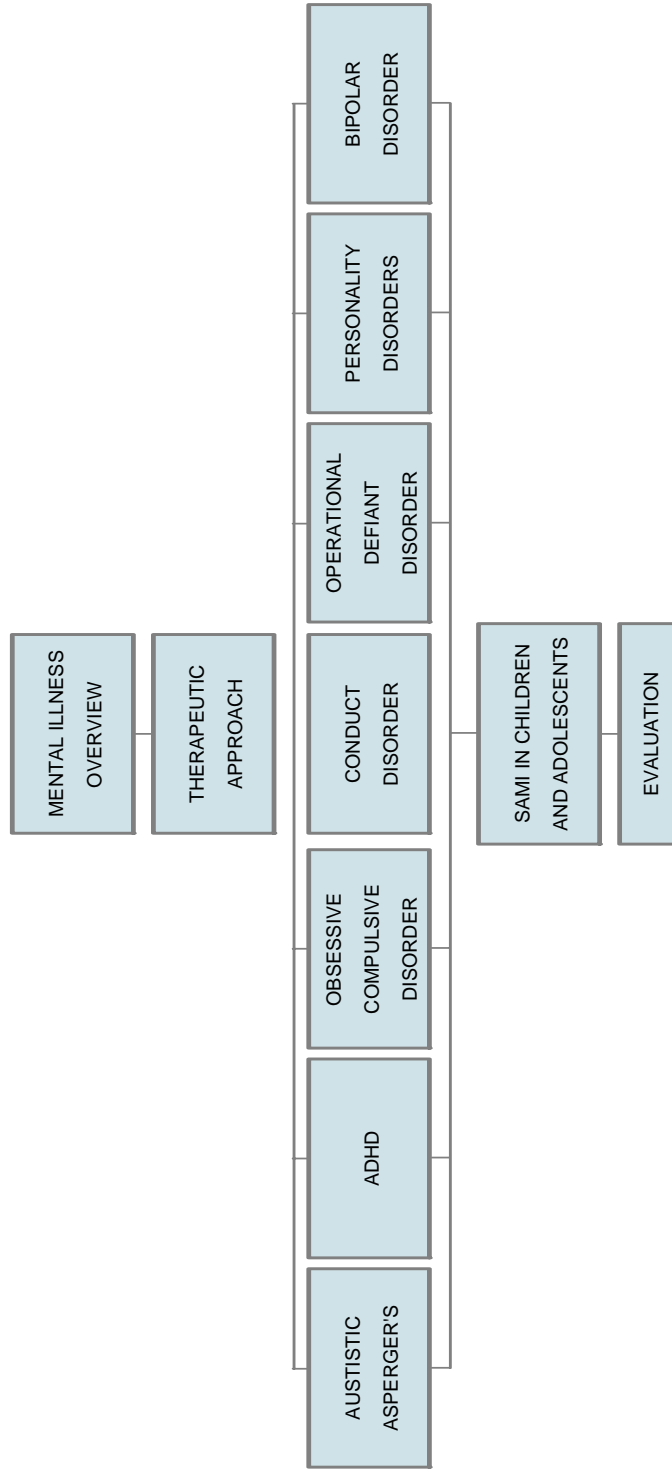
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- Mental Illness Overview (4 hours) – An overview of mental illness, including its definition, the biology of the brain, and signs and symptoms
  - The Therapeutic Approach (4 hours) – An overview of therapeutic communication and the critical nature of the TPW's role
  - Schizophrenia (4 hours) – A focus on the signs and symptoms, medications and side effects, typical treatment goals and approaches and therapeutic approach tips. Videos are recommended. About half of the time spent on this module will be in practice.
  - Bipolar Disorder (4 hours) – Same as for Schizophrenia.
  - Major Depression (4 hours) – Same as for Schizophrenia
  - Personality Disorders (4 hours) – Same as for Schizophrenia
  - Mental Illness and Forensic Status (2 hours) – Focus on levels of movement.
  - Mental Illness and Mental Retardation (2 hours) – Focus on levels of functioning and important aspects of the dual diagnosis
  - Mental Illness and Medical Issues (2 hours) – Focus on common medical issues (diabetes, hypertension, seizures, aging) and how they affect signs and symptoms, medications and side effects
  - Mental Illness/Substance Abuse (8 hours ) – Focus on signs and symptoms of focus abuse and integrated approaches to recovery with MI/SA

## Evaluation

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- Paper-and-pencil test over concepts, facts and principles
  - Paper-and-pencil test responding to scenarios or cases (perhaps on video)
  - Role-play demonstration of therapeutic approach skills
-

# Mental Illness and Its Treatment in Children: Cluster Overview

## MENTAL ILLNESS AND ITS TREATMENT IN CHILDREN



## Mental Illness and Its Treatment in Children Description

### Focus

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The focus of this cluster is on mental illness and its treatment in children. This cluster is an alternative to Mental Illness and its Treatment in Adults.

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### Related competencies

#### Treatment Process

- 13- Knowing and using recovery principles and practices
- 1 - Treating clients with respect, dignity and as equal partners in their treatment
- 4 - Responding to cultural, racial, and gender issues that affect clients
- 2 - Including family members and other supportive people/groups in the client's treatment
- 17- Knowing about legal issues, client rights, and ethical issues
- 14- Developing and putting into practice ISP and ITP

#### Mental Illness

- 3- Knowing the symptoms/characteristics of mental illness
- 5- Knowing the uses and side effects of psychiatric medication
- 6- Knowing the biological nature of mental illness
- 7- Knowing and using the best types of therapy for general mental illnesses
- 11- Knowing and using the best types of therapy for children/adolescents with severe emotional disorders

### Estimated total hours

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40 hours of contact time are estimated.

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### Prerequisites

*Orientation to the Curriculum*  
*Prime Time Professional Skills*  
*Issues in the Workplace*

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## Modules

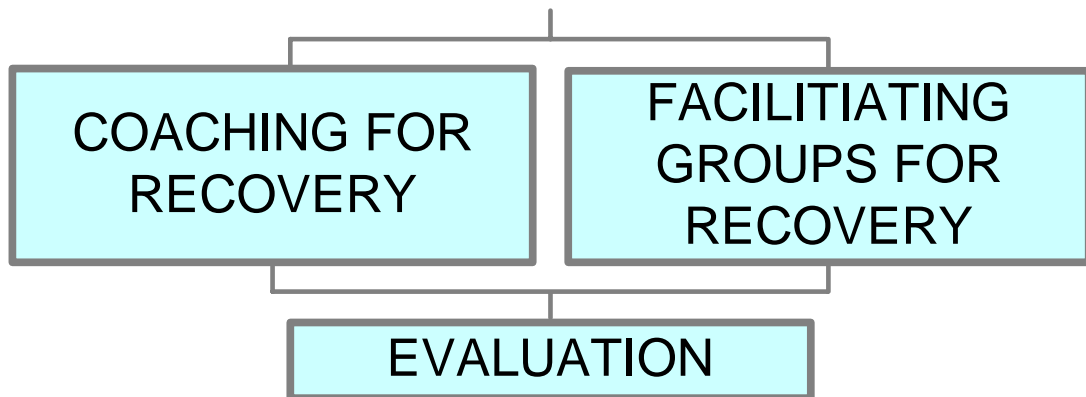
- Overview of Mental Illness in Children and Adolescents (4 hours) - An overview of mental illness, including its definition, the biology of the brain, and signs and symptoms in children and adolescents
- The Therapeutic Approach (4 hours) – An overview of therapeutic communication and the critical nature of the TPW’s role; special emphasis on including family members in the therapeutic process
- Autism/Asperger’s (4 hours) - A focus on the signs and symptoms, medications and side effects, typical treatment goals and approaches and therapeutic approach tips. Videos are recommended. About half of the time spent on this module will be in practice.
- ADHD (4 hours) – Same as for Autism/Asperger’s
- Obsessive Compulsive Disorder (4 hours) - Same as for Autism/Asperger’s
- Conduct Disorder (4 hours) - Same as for Autism/Asperger’s
- Oppositional Defiant Disorder (4 hours) - Same as for Autism/Asperger’s
- Personality Disorders (4 hours) - Same as for Autism/Asperger’s
- Bipolar Disorders (4 hours) - Same as for Autism/Asperger’s
- SAMI in Children and Adolescents (4 hours) - Focus on signs and symptoms of substance abuse and integrated approaches to recovery with MI/SA as they relate to children and adolescents

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## Evaluation

- Paper-and-pencil test over concepts, facts and principles
  - Paper-and-pencil test responding to scenarios or cases (perhaps on video)
  - Role-play demonstration of therapeutic approach skills
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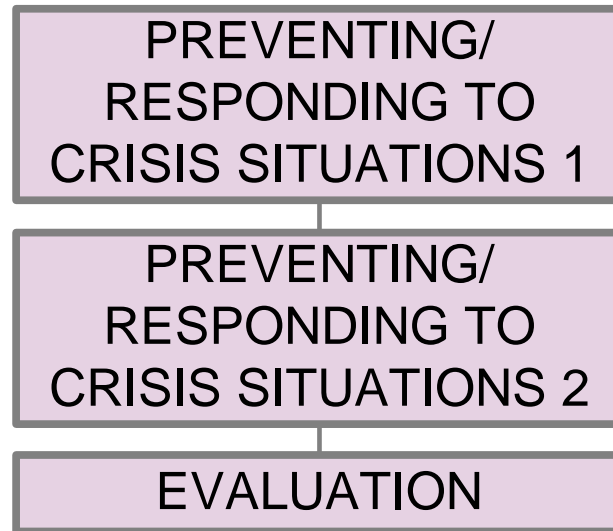
# COACHING AND FACILITATING GROUPS



## Coaching and Facilitating Groups Description

<b>Focus</b>	<hr/> <p>The focus of the Coaching and Facilitating Groups Cluster is on developing/refining the skills associated with individual coaching and/or facilitating groups composed of clients with an MI diagnosis.</p> <hr/>
<b>Related competencies</b>	<p>The competencies most closely related to this cluster are:</p> <p>Treatment Process</p> <ul style="list-style-type: none"><li>▪ 2 - Including family members and other supportive people/groups in the client's treatment</li><li>▪ 14- Developing and putting into practice ISP and ITP</li></ul> <p>Mental Illness</p> <ul style="list-style-type: none"><li>▪ 7- Knowing and using the best types of therapy for general mental illnesses</li><li>▪ 8- Knowing and using the best types of therapy for people with a forensic status</li><li>▪ 9- Knowing and using the best types of therapy for people with a substance abuse/mental illness</li><li>▪ 10- Knowing and using the best types of therapy for people with a mental illness/developmentally delayed (MI/MR) diagnosis</li></ul> <hr/>
<b>Estimated total hours</b>	<p>12 hours of contact time are estimated.</p> <hr/>
<b>Prerequisites</b>	<p><i>Orientation to the Curriculum</i></p> <p><i>Prime Time Professional Skills</i></p> <p><i>Issues in the Workplace</i></p> <p><i>Mental Illness and Its Treatment</i></p> <hr/>
<b>Modules</b>	<ul style="list-style-type: none"><li>▪ Coaching for Recovery (4 hours) – An overview coaching—what it is, tips and techniques—specific to an MI population and the TPW role. Practice and feedback either in simulation settings or on-the-job.</li><li>▪ Facilitating Groups for Recovery (8 hours) – Group process and facilitation as it relates to MI populations and the TPW role. Practice and feedback either in simulated settings or on-the-job.</li></ul> <hr/>
<b>Evaluation</b>	<ul style="list-style-type: none"><li>▪ Paper-and-pencil test over concepts, facts and principles</li><li>▪ Paper-and-pencil test responding to scenarios or cases</li><li>▪ Demonstration of coaching and facilitation skills (simulated or on-the-job)</li></ul> <hr/>

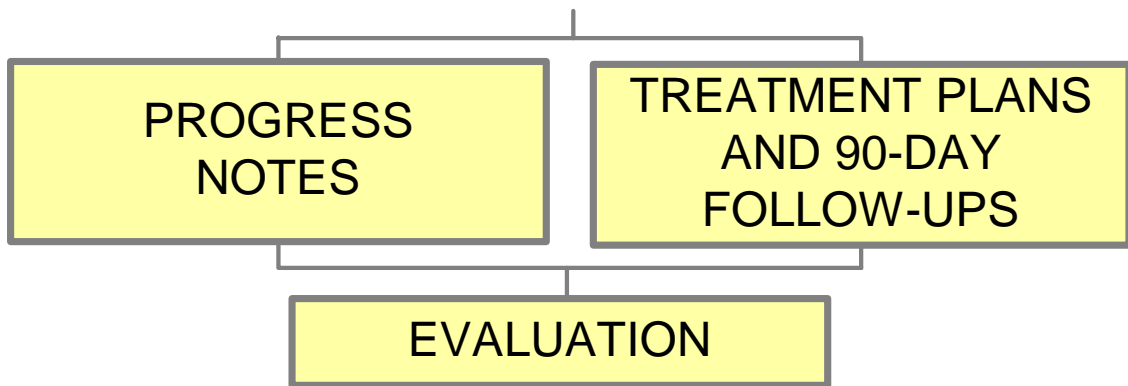
# **CRISIS PREVENTION AND SAFETY**



## Crisis Prevention and Safety Description

<b>Focus</b>	<hr/> <p>The focus of this cluster is on preventing crisis situations and on responding appropriately when confronted with a crisis (advanced skills).</p> <hr/>
<b>Related competencies</b>	<hr/> <p>The competencies most closely related to this cluster are:</p> <p>Safety</p> <ul style="list-style-type: none"><li>▪ 12- Knowing and using crisis interventions (reducing workplace violence)</li></ul> <hr/>
<b>Estimated total hours</b>	<hr/> <p>12 hours of contact time are estimated.</p> <hr/>
<b>Prerequisites</b>	<hr/> <p><i>Orientation to the Curriculum</i></p> <p><i>Prime Time Professional Skills</i></p> <p><i>Issues in the Workplace</i></p> <p><i>Mental Illness and Its Treatment</i></p> <hr/>
<b>Modules</b>	<hr/> <ul style="list-style-type: none"><li>▪ Preventing/Responding to Crisis Situations 1 (6 hours) – Assessing clinical signs of agitation and safety risks in hospital and community environments, interviewing and verbal interventions.</li><li>▪ Preventing/Responding to Crisis Situations 2 (6 hours) – More verbal interventions (mediation), behavioral interventions and limit-setting.</li></ul> <hr/>
<b>Evaluation</b>	<hr/> <ul style="list-style-type: none"><li>▪ Paper-and-pencil test over concepts, facts and principles</li><li>▪ Paper-and-pencil test responding to scenarios or cases (perhaps on video)</li><li>▪ Completed safety assessment</li><li>▪ Roleplay of verbal response to crisis</li></ul> <hr/>

# DOCUMENTATION



## Documentation Description

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### Focus

The focus of this cluster is on creating accurate, effective documentation that complies with all pertinent standards. Progress Notes, ITPs and 90-day updates are included.

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### Related competencies

The competencies most closely related to this cluster are:

Treatment Process

- 14- Developing and putting into practice ISP and ITP

Documentation

- 21- Keeping accurate work-related records
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### Estimated total hours

8 hours of contact time are estimated.

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### Prerequisites

*Orientation to the Curriculum*

*Prime Time Professional Skills*

*Issues in the Workplace*

*Mental Illness and Its Treatment*

Note: Writing communication skills may be required before beginning this cluster.

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### Modules

- Progress Notes (4 hours) – Writing informative progress notes that conform to requirements/standards.
  - Treatment Plans and 90-Day Follow Ups (4 hours) – Creating Treatment Plans and 90-Day Follow Ups that conform to requirements/standards.
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### Evaluation

- Paper-and-pencil test over concepts, facts and principles
  - Paper-and-pencil test critiquing Progress Notes, Treatment Plans and 90-Day Follow Ups
  - Creation of Progress Notes and Treatment Plans and 90-Day Follow-Ups for real or simulated clients
-