

TPW Performance Model

**For TPWs (and PATs) who work in inpatient settings
and TPWs who work in community settings**

**Approved Version
12/08/03**

Table of Contents

How We Created the Performance Model	3
Introductory Skills: Basic Nursing.....	5
Introductory Skills: Safety	6
Self Management	7
Professionalism and Teamwork.....	8
Treatment Process	10
Knowledge of Mental Illness	13
Documentation	16

How We Created the Performance Model

The attached performance model was defined by a group of seven exemplary TPWs (one from a community setting), validated/refined with input from the five BHOs, extended with input from two TPWs who work in community settings, and reviewed, revised and approved by the Workforce Development Curriculum Committee.

Step 1

The first Design Team (six TPWs who work in an inpatient setting and one who works in a community setting) worked with the 26 Competencies for Direct Care Mental Health Workers, adding the skills representative of those competencies and expected results or outcomes.

The Design Team spent two days working with the competencies. The process they employed was as follows:

1. Group competencies into categories. The categories include: Introductory Skills (Basic Nursing, Safety, Self-Management), Professionalism and Teamwork, Treatment Process, Knowledge of Mental Illness, and Documentation.
2. Divide into groups and identify the skills and knowledge for each competency. (Each group worked with half of the competency categories.)
3. Refine the lists and identify expected results or outcomes—what would happen if the skills were applied on the job?
4. On Day 2, as one group, refine the lists of skills/knowledge and expected results/outcomes.
5. The community-based TPW supplied additional skills/knowledge and results/outcomes significant to her position.

Step 2

Following the Design Team meeting, Liz Banks sent the draft model to the BHOs for input and feedback. All 5 BHOs responded to the request and we reviewed their feedback with Liz Banks for consideration for incorporation in the model. (For the most part, feedback was included by either accepting the suggestion or modifying an existing bullet point. Site-specific skills/behaviors were excluded.)

Step 3

Based on a concern raised in the original Design Team meeting, we added two TPWs who work in a community setting to the Design Team. These two TPWs worked through the performance model to verify skills used in the community setting and add any that were missing. This draft of the performance model was published as Review Draft 10/25/03.

Step 4

The Review Draft was reviewed and revised by the Workforce Development Curriculum Committee. This is the approved version of the TPW Performance Model

The Performance Model

The Performance Model is a set of tables with three columns. The left column lists the 26 competencies identified in a previous research project. The Skills/Knowledge column (in the middle) lists the skills and knowledge a TPW who had the competency would exhibit. (Unless otherwise noted, the skills and knowledge apply to TPWs in both inpatient and community settings.) The third column, Expected Results/Outcomes, is an initial listing of what would happen if the competency were exhibited as well as what organizational reports or measures might reflect the competency.

The TPW Performance Model follows.

INTRODUCTORY SKILLS: BASIC NURSING

Competency	Skills/Knowledge	Expected Results/Outcomes
<p>22- Knowing and being able to use first aid, CPR, and other ways to keep clients and workers safe.</p>	<ul style="list-style-type: none"> ▪ Obtain and maintain first aid and/or CPR certification ▪ Respond appropriately and as per policy to code situations/interventions ▪ Ensure client and staff safety by vigilant monitoring of environmental safety (for TPWs in the community, this includes monitoring the safety of neighborhoods) ▪ Screen/search visitors for contraband and/or inappropriate materials ▪ Search facilities and clients for contraband and/or other materials. 	<ul style="list-style-type: none"> ▪ First aid, CPR certifications ▪ Appropriate responses to code interventions ▪ Client health increased/maintained ▪ Safe environment maintained; prepared for environmental emergencies
<p>23- Providing basic nursing care, including taking vital signs and assisting clients with toileting</p>	<ul style="list-style-type: none"> ▪ Take vital signs accurately; recognize and report abnormal vital signs ▪ Recognize, address and report client health needs (e.g., leg sores, rashes, lice, pain) ▪ Ensure medical follow-up in all areas and bring documentation back to the agency (community) ▪ Respect privacy, dignity and client confidentiality: follow federal and state guidelines for providing client care ▪ Know daily living skills best practices; identify and document problems/issues with daily living skills; coach (teach and demonstrate) clients on daily living skills/practices ▪ Communicate with client about health-related needs/concerns, and refers/reports concerns ▪ Assist clients with toileting (inpatient only) 	<ul style="list-style-type: none"> ▪ Client health increased/maintained ▪ Fewer soiled beds ▪ Less spread of communicable disease/infection ▪ Fewer urinary tract infections ▪ Accurate documentation of vital signs; accurate action taken if vital signs are abnormal ▪ Reduced fall and safety hazards ▪ Clients fulfill ITP and ISP hygiene/health requirements ▪ Behavior modification plans fulfilled (community)
<p>25- Knowing basic facts of good nutrition</p>	<ul style="list-style-type: none"> ▪ Understand, follow and support required diet plans ▪ Monitor client intake and output; document intake/output correctly on the Flow Sheet ▪ Plan nutritious meals and refer clients to the dietician as necessary (community, residential) ▪ Teach clients how to cook and shop (community) 	<ul style="list-style-type: none"> ▪ Avoid undesirable weight gain or loss ▪ Fewer health problems

INTRODUCTORY SKILLS: SAFETY

Competency	Skills/Knowledge	Expected Results/Outcomes
12- Knowing and using crisis interventions (reducing workplace violence)	<ul style="list-style-type: none"> ▪ Recognize characteristics/symptoms that can lead to violence ▪ Observe/be aware of surroundings/assess for client-identified triggers ▪ Communicate potential hazards/problems to team members and clients ▪ Proactively apply non-physical de-escalation techniques, prevention techniques ▪ Demonstrate appropriate physical response to violence as needed ▪ Work with clients to reduce client stress ▪ Keep current with crisis prevention/intervention training ▪ Conduct community safety/environmental safety assessments (community) 	Safe workplace/reduced workplace violence: <ul style="list-style-type: none"> – fewer injuries, assaults – less destruction of property – clients can maintain movement level – client returns to calm state – less paperwork (community) ▪ Fewer safety officer incident reports ▪ ORYX report (restraints, etc.) ▪ Individual client 90-day summary (community) ▪ Activity sheet ▪ Debriefing process (nurses) ▪ Staff confidence (less turnover) ▪ Less time off work

SELF MANAGEMENT

Competency	Skills/Knowledge	Expected Results/Outcomes
20- Evaluating one's own work performance	<ul style="list-style-type: none"> ▪ Know (and complete) all your responsibilities and duties ▪ Know how colleagues and clients respond to you ▪ Be receptive to feedback; use feedback to improve ▪ Know/understand yourself and your limitations: accept that everyone makes mistakes ▪ Embrace change ▪ Identify areas requiring additional training or knowledge and take the training ▪ Identify goals for improvement and work towards them 	<ul style="list-style-type: none"> ▪ High performance reviews ▪ Fewer problems, less conflict ▪ Improved client care; recovery ▪ Better morale ▪ Perceived as team player; professional
24- Using different ways to reduce worker stress	<ul style="list-style-type: none"> ▪ Take responsibility for managing work-related and personal stress ▪ Know and use techniques for stress reduction: <ul style="list-style-type: none"> -Vent problems appropriately -Take vacations -Use good listening skills -Be aware of your surroundings -Exercise -Use good nutrition -Use offered services (EAP) -Separate personal life from work -Apply relaxation skills 	<ul style="list-style-type: none"> ▪ Effective Teamwork ▪ Good communication ▪ Ability to function in job role with respect/courtesy

PROFESSIONALISM AND TEAMWORK

Competency	Skills/Knowledge	Expected Results/Outcomes
19- Work in a professional way	<ul style="list-style-type: none"> ▪ Demonstrate leadership: take charge, be proactive and knowledgeable; take the initiative to solve problems ▪ Be flexible with clients to meet their individual needs by demonstrating consistent and unbiased attitudes with clients and staff and recognizing and being sensitive to those needs ▪ Consistently follow policies and procedures and unit guidelines ▪ Consistently complete job responsibilities and duties accurately and thoroughly ▪ Foster good communication between shifts, other team members and clients ▪ Take responsibility to ensure that self-scheduling works on your unit ▪ Have positive interactions with others—friendly, respectful ▪ Respond appropriately to problems/issues/conflicts ▪ Demonstrate motivation to do the job well ▪ Be perceived as knowledgeable, an asset to the team ▪ Demonstrate caring ▪ Dress appropriately ▪ Avoid offensive language ▪ Be receptive to change; willing to do things new ways and to learn new things ▪ Take responsibility and initiative for mandated classes and continued learning; access Workforce Development funds ▪ Manage time effectively ▪ Work cooperatively with non-agency professionals (guardians, landlord, payees, etc.) (community) 	<ul style="list-style-type: none"> ▪ Willingness for other service providers to contact you (community) ▪ Boards more willing to contract services, refer services (community) ▪ Client satisfaction survey ▪ Performance evaluation ▪ Cleaner and safer environment ▪ Reduction in client accusations: decrease disciplinary administrative leave and investigations ▪ Less staff splitting ▪ Employee satisfaction

Continued on the next page

Competency	Skills/Knowledge	Expected Results/Outcomes
18- Working well as a member of an interdisciplinary team	<ul style="list-style-type: none"> ▪ Participate in treatment team meetings ▪ Treat other staff with respect and dignity ▪ Establish good rapport with other team members ▪ Be perceived as a team player ▪ Share client observations and be open-minded about client-related ideas from others ▪ Be receptive to feedback from others ▪ Consistently participate fully to ensure that client and unit needs are met ▪ Be non-judgmental, respectful, courteous and kind ▪ Be diplomatic; understand and follow chain of command 	<ul style="list-style-type: none"> ▪ Increased staff morale ▪ Increased referrals ▪ Fewer grievances filed ▪ Fewer write-ups ▪ Less disciplinary action taken ▪ Less staff-splitting ▪ Improved client recovery
15- Uses community resources effectively	<ul style="list-style-type: none"> ▪ Be familiar with community resources (inpatient) ▪ Knows community resources and their processes (community) ▪ Coaches clients in how to identify needs and obtain resources (community) ▪ Collaborates with community and other facilities to meet client needs (community) ▪ Accesses (and teaches clients how to access) crisis services, respite care, and hospital diversion programs (community) 	<ul style="list-style-type: none"> ▪ Willingness for other service providers to contact you ▪ Boards more willing to contract services, refer services ▪ Client needs are met; Client satisfaction survey ▪ Performance evaluation

TREATMENT PROCESS

Competency	Skills/Knowledge	Expected Results/Outcomes
13- Knowing and using recovery principles and practices	<ul style="list-style-type: none"> ▪ Apply Recovery Principles consistent with client focused recovery ▪ Effectively utilize therapeutic approach/communication processes (active listening, attending, observing) ▪ Understand the differences between a professional helping relationship and a friend relationship ▪ Adjust client assistance to the client's individual level ▪ Complete recovery management plans ▪ Work with clients to improve their level of recovery, reducing clients' dependence on our services 	<ul style="list-style-type: none"> ▪ Client is prepared for community-based living (fewer problems; less recidivism) ▪ Client recovery is quicker (hospitalization is shorter) ▪ Ability to distinguish between client problems/feelings and own in practice ▪ Provision of objective support of the client's recovery.
1- Treating clients with respect, dignity and as equal partners in their treatment	<ul style="list-style-type: none"> ▪ Recognize the value of partnering with the client to aid in recovery ▪ Consistently involve the client in his or her treatment ▪ Recognize and understand the mental illness of the individual ▪ Develop good rapport with each client: <ul style="list-style-type: none"> – Be nonjudgmental, courteous, compassionate, objective and trustworthy – Use good listening skills – Demonstrate empathy 	<ul style="list-style-type: none"> ▪ Helps client in their treatment ▪ Prevents problems ▪ Build client trust---so client recovers faster, better ▪ Client will treat TPW better ▪ Keeps things running smoothly, fewer problems

Continued on the next page

Competency	Skills/Knowledge	Expected Results/Outcomes
2- Including family members and other supportive people/groups in the client's treatment	<ul style="list-style-type: none"> ▪ Recognize the importance of others in the client's recovery ▪ Encourage family members and significant others to play a role in the client's recovery <ul style="list-style-type: none"> – Encourage visitors – Be courteous ▪ Demonstrate good understanding of HIPAA by knowing the status of the clients' Release of Information Form and by avoiding inappropriate sharing of information ▪ Encourage family members to attend NAMI, SAMI, AA, Alateen, Al-Anon, treatment team and family meetings (community) 	<ul style="list-style-type: none"> ▪ Knowing the family helps with treatment—understand client's illness, know what they like or don't like, speed up recovery, etc. ▪ Know family dynamics to assist client in his/her treatment ▪ Clients can vent—help them get along with client ▪ Client information not given to unauthorized people ▪ Client makes healthy lifestyle choices (placement)
4- Responding to cultural, racial, and gender issues that affect clients.	<ul style="list-style-type: none"> ▪ Recognize the effect that cultural, racial and/or gender issues have on clients and their recovery ▪ Recognize the effect that age/different stages of life have on clients and their recovery; be aware of elderly physical symptoms and elderly mental symptoms and signs ▪ Accept clients as individuals ▪ Respond to cultural/racial/gender issues without prejudice or judgment ▪ Demonstrate willingness to bridge differences and establish rapport (for example, learn some words in a foreign language or learn some sign language) ▪ Attend cultural diversity training (mandated) ▪ Attend age-related training (mandated) 	<ul style="list-style-type: none"> ▪ Meet specific needs of client ▪ Help with treatment, understand client ▪ Prevents problems ▪ Helps make client comfortable, less combative ▪ Know what clients likes, dislikes based on culture, gender, etc. ▪ Attendance at cultural diversity training

Continued on the next page

Competency	Skills/Knowledge	Expected Results/Outcomes
14- Developing and putting into practice ISP and ITP	<ul style="list-style-type: none"> ▪ Know each client’s plan and follow the plan ▪ Observe and document information that will be helpful to others in developing/monitoring/ revising the plan ▪ Participate in treatment team meetings and share relevant information ▪ Write and monitor ISP and ITP (community) ▪ Encourage the client’s involvement in developing the plan with staff support (community) 	<ul style="list-style-type: none"> ▪ Help client recover quickly ▪ Keeps things running smoothly ▪ Minimize problems
16- Being a client advocate	<ul style="list-style-type: none"> ▪ Assist clients in accessing the resources, treatment or administrator they need to resolve an issue that is important to them ▪ Understand your role as a mandatory reporter of any abuse issues ▪ Be aware of client needs and problems and proactively facilitate a solution (community) ▪ Explain client rights and the grievance procedure (community) 	<ul style="list-style-type: none"> ▪ Speed up recovery (e.g. if record client’s reaction to meds and meds are changed) ▪ Minimize potential problems
17- Knowing about legal issues, client rights, and ethical issues	<ul style="list-style-type: none"> ▪ Know basic legal issues and respond to situations within legal guidelines ▪ Know client rights and respond to situations appropriately ▪ Be aware of ethical issues and respond to situations appropriately ▪ Attend mandated training <ul style="list-style-type: none"> Examples: -HIPPA -Medicaid and Medicare requirements -Forensic procedures -Insurance requirements -Ohio legal rights 	<ul style="list-style-type: none"> ▪ Minimize potential problems ▪ Things run smoothly—less disruption ▪ Show client respect—client recovers quicker, behaves better, etc. ▪ Effective risk management

KNOWLEDGE OF MENTAL ILLNESS

Competency	Skills/Knowledge	Expected Results/Outcomes
<p>3- Knowing the symptoms/characteristics of mental illness</p>	<ul style="list-style-type: none"> ▪ Recognize symptoms associated with mental illness; recognize that these symptoms are due to a medical condition ▪ Identify and take action regarding critical factors in the safe care of psychiatric clients; distinguish the most important issues from presenting symptoms and problems and take appropriate action to ensure client and staff safety ▪ Respond appropriately to client situation and behavior ▪ Ask pertinent questions ▪ Observe, document and report changes in mental status with appropriate terminology: <ul style="list-style-type: none"> -Hygiene -Sleep patterns -Mood -Affect -Interaction with others -Reality orientation ▪ Use the DSM IV to look up codes, diagnostic criteria, definitions and explanations of GAF ▪ Explain in layman's terms the signs and symptoms of mental illnesses such as Schizophrenia, Bipolar Disorder (Manic-Depressive Illness), Major Depression (Depressive Disorders), Personality Disorders, Substance Abuse Disorders ▪ Have basic knowledge of biopsychosocial treatment approach to patient care 	<ul style="list-style-type: none"> ▪ Reduced chance of injury by knowing characteristics/symptoms ▪ Client improvement (able to reach goals you set, discharge on or sooner than target date) ▪ High staff morale (trust) ▪ High client self-esteem ▪ Identify problems and propose solutions; aids recovery ▪ Fewer client escapes/ AWOLs
<p>5- Knowing the uses and side effects of psychiatric medication</p>	<ul style="list-style-type: none"> ▪ Know psychiatric meds ▪ Recognize, document and report side effects of medication ▪ Monitor and document the effectiveness of meds (community) 	<ul style="list-style-type: none"> ▪ Identify problems and propose solutions ▪ Aids recovery ▪ Keeps client safe

Continued on the next page

Competency	Skills/Knowledge	Expected Results/Outcomes
6- Knowing the biological nature of mental illness	<ul style="list-style-type: none"> ▪ Recognize the biological nature of mental illness ▪ Describe in layman’s terms how medication influences the biology of mental illness (community) 	
7- Knowing and using the best types of therapy for general mental illnesses	<ul style="list-style-type: none"> ▪ Follow the treatment plan ▪ Have basic knowledge of treatment approaches and the TPW's role in treatment ▪ Individualize your approach to each client ▪ Assist with programming to address client needs, including facilitating groups 	<ul style="list-style-type: none"> ▪ Reduced chance of injury by knowing characteristics/symptoms ▪ Client improvement (able to reach goals you set, discharge on or sooner than target date) ▪ High staff morale (trust) ▪ High client self-esteem ▪ Identify problems and propose solutions; aids recovery
8- Knowing and using the best types of therapy for people with a forensic status	<ul style="list-style-type: none"> ▪ Follow the treatment plan ▪ Enforce forensic movement levels according to court order ▪ Follow ODMH and agency specific guidelines for forensic procedures ▪ Understand legal ramifications associated with forensic clients ▪ Have basic knowledge of the court system ▪ Know legal issues for clients with a forensic status who are back in the community (community) ▪ Assist with programming to address client needs, including facilitating groups (inpatient) ▪ Facilitate groups (community) 	<ul style="list-style-type: none"> ▪ Reduced chance of injury by knowing characteristics/symptoms ▪ Client improvement (able to reach goals you set, discharge on or sooner than target date) ▪ High staff morale (trust) ▪ High client self-esteem ▪ Identify problems and propose solutions; aids recovery ▪ Fewer escape/AWOL incidents ▪ Decreased paperwork

Continued on the next page

Competency	Skills/Knowledge	Expected Outcomes/Results
9- Knowing and using the best types of therapy for people with a substance abuse/mental illness.	<ul style="list-style-type: none"> ▪ Follow the treatment plan ▪ Know about drug abuse; recognize symptoms of drug abuse and symptoms of withdrawal ▪ Encourage SAMI participation and aftercare; teach SAMI groups ▪ Assist with programming to address client needs, including facilitating groups (inpatient) ▪ Facilitate groups (community) 	<ul style="list-style-type: none"> ▪ Reduced chance of injury by knowing characteristics/symptoms ▪ Client improvement (able to reach goals you set, discharge on or sooner than target date) ▪ High staff morale (trust) ▪ High client self-esteem ▪ Identify problems and propose solutions; aids recovery
10- Knowing and using the best types of therapy for people with a mental illness/developmentally delayed (MI/MR) diagnosis.	<ul style="list-style-type: none"> ▪ Follow the treatment plan ▪ Describe in layman's terms the behavioral characteristics of MR/DD diagnoses and levels of functioning as it relates to dual diagnosis ▪ Have a basic knowledge of treatment approaches and the TPW's role in treatment ▪ Follow documented plans for incentive-based programs or behavior modification ▪ Assist with programming to address client needs, including facilitating groups (inpatient) ▪ Facilitate groups (community) 	<ul style="list-style-type: none"> ▪ Reduced chance of injury by knowing characteristics/symptoms ▪ Client improvement (able to reach goals you set, discharge on or sooner than target date) ▪ High staff morale (trust) ▪ High client self-esteem ▪ Identify problems and propose solutions; aids recovery
11- Knowing and using the best types of therapy for children/adolescents with severe emotional disorders.	<ul style="list-style-type: none"> ▪ Follow the treatment plan ▪ Describe in layman's terms the behavioral characteristics of ADHD, ADD, OCD, ODD, Conduct Disorder, Autism, Bipolar ▪ Have basic knowledge of treatment approaches and the TPW's role in treatment ▪ Encourage family participation 	<ul style="list-style-type: none"> ▪ Reduced chance of injury by knowing characteristics/symptoms ▪ Client improvement (able to reach goals you set, discharge on or sooner than target date) ▪ High staff morale (trust) ▪ High client self-esteem ▪ Identify problems and propose solutions; aids recovery

DOCUMENTATION

Competency	Skills/Knowledge	Expected Results/Outcomes
<p>21- Keeping accurate work-related records; 26- Using computer technology</p>	<ul style="list-style-type: none"> ▪ Complete work-related records accurately, thoroughly, and timely <ul style="list-style-type: none"> - organization/time management - good grammar, punctuation and spelling - legible - clear and concise ▪ Use computer technology (as available) for documentation ▪ Respect confidentiality/privacy of client records ▪ Observe and report information that will help the team support the client’s recovery ▪ Retrieve client information ▪ Check history of new client— Understand what to expect, what safety precautions to take, keep client safe, etc. ▪ Complete client and employee incident reports 	<p>Client documentation:</p> <ul style="list-style-type: none"> ▪ Comply with Medicaid laws and insurance ▪ Help nursing staff, doctors and other staff keep informed about clients ▪ Keeps hospital accreditation – JACHO ▪ Provides up to date, complete client information to social workers, case worker, etc. ▪ Provides info on status of client— helps with treatment, with meds ▪ Helps client get the right treatment, right dosage, minimize side effects, etc. ▪ Provides record of any problems ▪ Required for correct billing, meeting productivity standards (community)