

Mental Health Training For Caregivers

Learning Outcomes And Competencies

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I. Understanding Major Mental Disorders

Why are these outcomes important?

Caregivers need to have basic information about several mental disorders. Caregivers need to learn to talk easily and accurately to residents and families about mental health issues.

Learning Outcomes

1. Learner will define and describe main symptoms of major mood and thought disorders, and list treatment options for each, including:

Depression

Bipolar Disorder

Schizophrenia

Anxiety Disorder

2. Learner will identify common myths and misinformation about aging.
3. Learner will identify common myths and misinformation about mental illnesses.
4. Learner will differentiate between myths about aging and symptoms of mental illness.
5. Learner will examine etiology and disease progression and relate it to the appropriate mental illness:

Depression

Bipolar Disorder

Schizophrenia

Anxiety Disorder

II. Individual Background, Experiences and Beliefs

Why are these outcomes important?

A person's background and experiences are an essential part of their identity, and absolutely necessary to be included in their

care for their mental health and sense of well-being. It is not possible to assist people toward better mental health without understanding their individual background.

Learning Outcomes

1. Learner will demonstrate a method of gathering cultural, lifestyle, and personal value information from a resident.
2. Learner will identify and explain benefits of obtaining cultural information from a resident.
3. Learner will demonstrate sensitivity to cultural differences while performing work duties.
4. Learner will demonstrate the ability to differentiate between cultural beliefs and symptoms of mental illness.
5. Learner will explore and identify how his/her own culture might affect his/her work.

III. Responding To Decompensation, Relapse, Hallucinations And Delusions

Why are these outcomes important?

When people have skilled support in their life to help them cope with decompensation, relapsing, hallucinations and/or delusions, they are often able to maintain a higher level of functioning.

Quality of life increases for people with a mental illness when their relapses, etc. do not force them to change residences or return to more restrictive settings.

Learning Outcomes

1. Learner will define the terms baseline, de-compensation, and relapse.
2. Learner will identify and list common causes and symptoms of de-compensation and relapse as well as appropriate caregiving responses specific to the individual resident.
3. Learner will describe the term "relapse plan" and review an example of a relapse plan.
4. Learner will identify ways in which a caregiver can support the resident's use of a "relapse plan."
5. Learner will define the terms hallucination and delusion

6. Learner will identify common triggers (including stress) of delusions and hallucinations.
7. Learner will identify and demonstrate appropriate intervention strategies with a resident experiencing a delusion or hallucination.
8. Learner will accurately document resident behavioral symptoms, interventions, and outcomes.

IV. Interventions For Behaviors Perceived As Problems

Why are these outcomes important?

People with mental illnesses experience improved mental health when they are not blamed for the symptoms of their illnesses, live in a consistent and safe environment, and are supported in managing their illness. The symptoms of mental illnesses often provoke unpleasant and disrespectful responses from those around a person with a mental illness. Caregivers need to understand how their affect influences residents and learn skills to communicate with residents non-judgmentally.

Learning Outcomes

1. Learner will identify and differentiate between respectful and disrespectful communication techniques/behaviors.
2. Learner will identify examples of judgmental behavior toward a resident.
3. Learner will demonstrate non-judgmental behavior while interacting with a resident.
4. Learner will identify examples of verbal and nonverbal communication and identify how each impacts communication.
5. Learner will demonstrate how to effectively initiate and conduct a conversation with a resident who has a mental illness.
6. Learner will define and differentiate between inappropriate learned behaviors and symptoms of mental illness.
7. Learner will identify and list the possible causes of "problem" behaviors in a resident with a mental illness.
8. Learner will identify methods to maintain or increase emotional stability of residents.
9. Learner will identify inappropriate and demonstrate appropriate intervention strategies when interacting with a resident experiencing "problem" behaviors.

V. **Aggression**

Why are these outcomes important?

Unmanageable aggressive behavior is one reason for discharge from residential settings. Increasing caregivers' ability to intervene early in aggressive behavior and resolve underlying issues increases stability and safety of a residence and improves mental health for all.

Learning Outcomes

1. Learner will define the term aggression and differentiate between aggressive behaviors and aggressive feelings.
2. Learner will list de-escalation "do's" and "don'ts" as they relate to working with a resident expressing aggressive behavior.
3. Learner will demonstrate appropriate de-escalation techniques when working with a resident expressing aggressive behavior.
4. Learner will differentiate among mildly aggressive to more dangerous and lethal behaviors, and identify at what point intervention and additional assistance may be needed.

VI. **Suicide**

Why are these outcomes important?

Suicidal thinking and behaviors are a regular occurrence, and caregivers need to know appropriate ways to respond to maintain safety and support the resident's rights. Being able to know and demonstrate basic crisis intervention skills and know whom to turn to for help are essential components of the ability to maintain this safety.

Learning Outcomes

1. Learner will identify and list signs of possible suicide.

2. Learner will respond appropriately to a resident experiencing suicidal thoughts.
3. Learner will describe how, where, and when to refer a resident who is experiencing suicidal thoughts and/or planning.
4. Learner will describe methods to keep a suicidal resident safe and improve the home's safety.