

# **MANAGER MENTAL HEALTH SPECIALTY TRAINING LEARNING OUTCOMES AND COMPETENCIES**

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## **INTRODUCTION TO MENTAL ILLNESS**

Why are these outcomes important?

Learners need a clear understanding of what is expected of them, and what they can expect to learn to be successful. Learning is more accessible when structured in small steps. A simple first step introduction to the complexities of mental health caregiving is a good way to begin to reach the learning needs of a wide range of learners.

1. Learner will define and describe main symptoms of major mood and thought disorders, 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.

## **Learning Outcomes**

### **CULTURALLY COMPASSIONATE CARE**

Why are these outcomes important?

A person's culture(s) is an essential part of their identity, and absolutely necessary to be included in their care for their mental health and sense of well being. Residents' individual culturally influenced choices and practices must be respected and included in caregiving to help them toward better mental health.

## **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.

## **RESPECTFUL COMMUNICATIONS**

Why are these outcomes important?

The symptoms of mental illnesses often elicit unpleasant and disrespectful responses from those around a person with a mental illness. It is essential to the resident's mental health to be treated respectfully by their caregivers. 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.

## **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 list treatment approaches for each:

- Depression
- Bipolar Disorder
- Schizophrenia
- Anxiety Disorder

2. Learner will examine etiology and disease progression and relate it to the appropriate mental illness:

- Depression
- Bipolar Disorder
- Schizophrenia
- Anxiety Disorder

## **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 improves 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, decompensation, and relapse.
2. Learner will identify and list common causes and symptoms of decompensation 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.

## **UNDERSTANDING AND 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.

### **Learning Outcomes**

1. Learner will define and differentiate between inappropriate learned behaviors and symptoms of mental illness.
2. Learner will identify and list the possible causes of "problem" behaviors in a resident with a mental illness.
3. Learner will identify methods to maintain or increase emotional stability of residents.
4. Learner will identify inappropriate and demonstrate appropriate intervention strategies when interacting with a resident experiencing "problem" behaviors.

## **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.

## **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. Caregivers need to know and demonstrate basic crisis intervention skills and understand who to turn to for help in maintaining 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.

## **MEDICATIONS**

Why are these outcomes important?

Caregivers need to have introductory information about medications and an understanding of residents' legal rights with regard to medications. They need to learn behavioral interventions to manage "problematic" behaviors as a first response (rather than "a pill") in keeping with the law prohibiting chemicals being used as restraints.

### **Learning Outcomes**

1. Learner will explain the purposes, functions, and potential for side effects related to psychotropic medication use.
2. Learner will differentiate between behavioral interventions and chemical restraints.
3. Learner will identify and list a resident's rights as they relate to medications.

4. Learner will list possible reasons why residents choose not to take their psychotropic medications, and identify strategies to help them.

## **GETTING HELP FROM OTHERS**

Why are these outcomes important?

Residential caregivers need to understand the scope of their job responsibilities and be able to seek assistance from qualified others when necessary. They need to know how to function as a member of a care team, not in isolation.

### **Learning Outcomes**

1. Learner will identify where and how to locate local treatment and crisis resources.
2. Learner will demonstrate skills needed to communicate effectively with treatment and crisis resource personnel.
3. Learner will identify his/her role in helping a resident in crisis.

## **SELF-CARE FOR CAREGIVERS**

Why are these outcomes important?

Caregiving is a very difficult job, as it has significant physical and emotional demands. Caregivers need to know how to take good care of themselves to take good care of others.

### **Learning Outcomes**

1. Learner will identify various stressors associated with caring for a resident with a mental illness.
2. Learner will describe effective stress-reducing techniques.
3. Learner will identify how and when to set personal limits in caregiving.