Complex Service Needs Initiative

Learning Framework
The Strategy (2011-2016)

Vision
Becoming the best: Healthy communities promoting mental well-being enabled by comprehensive, coordinated and compassionate addiction and mental health services.

Purpose
• Transform the addiction and mental health system in Alberta by developing a comprehensive and coordinated system that provides people with the range of addiction and mental health services and supports that they need.
• Enhance health promotion and prevention activities, provide timely access to high quality assessment, treatment and supportive services when needed

Goal
• Reduce prevalence of addiction and mental illness
• Provide quality assessment, treatment and supportive services
Seven enablers were identified as being essential in building organizational capacity and the infrastructure required to address priorities in the Strategy; they are an integral part of each Strategic Direction.

- Policy direction and alignment
- Individuals with lived experience and family engagement
- Funding and compensation framework
- Workforce development
- Research, evaluation and knowledge transfer
- Leverage technology and information sharing
- Cultural safety, awareness and competency
5 Strategic Directions

1. Build Healthy and Resilient Communities
   - 1.1 Dissemination of Low Risk Drinking Guidelines - Alberta Alcohol Strategy
   - 1.2 Youth Tobacco Reduction Engagement Campaign
   - 1.3 FCC to Incorporate Addiction and Mental Health Services
   - 1.4 Post-Secondary Psychological Services
   - 1.5 The Alberta Healthy School Community Wellness Fund
   - 1.6 Health Promotion Coordinators (HPCs) in Schools

2. Foster the Development of Healthy Children, Youth & Families
   - 2.1 Increase Mental Health Capacity Building to more communities & schools, throughout AB
   - 2.2 Coordinated and consistent access to child and adolescent addiction and mental health services
   - 2.3 Enhance Mental Health Patient Advocate role
   - 2.4 Post Partum Depression/Anxiety Screening
   - 2.5 Provincial Acute, Tertiary & Rehabilitative Plan for Children’s Mental Health
   - 2.6 Triple P Parenting-PAX Good Behavior Game (GBG) Pilot & Comparative Study (ACCFBR)

3. Enhance Community-based Services, Capacity & Supports
   - 3.1 Define and deliver a fundamental services - basket of addiction and mental health services
   - 3.2 Enhance Telemental Health Services
   - 3.3 Housing and Supports Framework
   - 3.4 GAP MAP
   - 3.5 Counselling Resources for Violence and Sexual Assault
   - 3.6 Health Services grant to address homelessness in Alberta

4. Address Complex Needs
   - 4.1 Develop long term plan for Alberta Hospital Edmonton programs & infrastructure
   - 4.2 Complex PDD
   - 4.3 Tertiary Care Framework

5. Enhance Assurance
   - 5.1 Workforce Development
   - 5.2 System Performance Framework – Outcome Measurement
   - 5.3 Research, Evaluation & Knowledge Transfer
   - 5.4 Provide education messaging on "Addiction Awareness" Promotion Campaign
We have a specific population that has unmet needs...

**Complex Service Needs:**
Eligible for services from PDD, pose a significant risk and/or are destructive to themselves, others or property. These individuals require intensive services and have, or have had a history of one or more of the following diagnosis or life experiences:

- A Mental health disorder
- Termination from services
- Specialized treatment for psychiatric and/or behavioral issues
- Multi-system involvement
- Incarceration(s) or criminal justice involvement;
- Chronic substance abuse/dependency problems.
# Complex Service Needs Lifecycle

<table>
<thead>
<tr>
<th>Event/Session</th>
<th>Purpose/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Planning Session</td>
<td>Serving as a cornerstone for engaging support in establishing a collaborative approach</td>
</tr>
<tr>
<td>Integrated Case Management</td>
<td>Purpose of meeting was to plan how each area will implement CST Teams. All Regions and Zones attended</td>
</tr>
<tr>
<td>Community Supports Planning Day</td>
<td>Purpose of meeting was to address and plan for 2 priority areas: access to appropriate housing and human resources</td>
</tr>
<tr>
<td>Strategy Session for Complex Service Needs</td>
<td>Review progress, identify emerging issues, develop specific plans to further advance work</td>
</tr>
<tr>
<td>One Year Anniversary Event</td>
<td>To discuss the challenges of housing and specialized staffing and to learn from the experiences of colleagues in Ontario and British Columbia, the Alberta PDD program hosted a Best Practices Symposium.</td>
</tr>
<tr>
<td>Best Practice Symposium</td>
<td>In order to maintain provincial focus, ongoing meetings are held to engage, report, and learn from all regions/leads</td>
</tr>
<tr>
<td>Initiative Regional/Zone Leads Working Group</td>
<td>Consisting of frontline service providers, PDD, Alberta Health Services, advocacy agencies, a focus group regarding specialized staff competencies was held.</td>
</tr>
<tr>
<td>Education Framework Focus Group</td>
<td>Up to January 2014. The Education Framework Focus Group was established.</td>
</tr>
</tbody>
</table>

**Timeline**

- **November 2 & 3, 2011**: Each Region/Zone established a team in 2012.
- **January 19, 2012**: Policy Directions Outlined – created guidelines on implementation.
- **April 26, 2012**: Local Integrated Management & Regional Integrated Management.
- **December 17, 2012**: Human Resources processes successfully created positions and job descriptions in support of this specialized work.
- **January 16, 2013**: Edmonton COAST Team established.
- **February 19, 2013**: Regional and Provincial Issue Resolution Process Established.
- **September 19 & 27, 2013**: Evaluation Framework DRAFT is almost complete and Data Elements selected.
- **Coming in 2014**: Education Framework Focus Group North and South.

**Additional Notes**

- Two Planning Days produced a Framework based on the outcomes expected from the Creating Connections Addiction and Mental Health Strategy.
- CATALYST Team established within Aamika Center.
- Calgary CATALYST Manager hired.
- David Pitsynak presents for one week throughout province.
- EDAMCO (Executive Director) for leadership.

**Supports for Adults with Complex Service Needs Cross-Ministry Policy Framework**

- Human Services – Associate Minister Level, Chief Strategy Officer
- Health – ADM Level
- PDD Program Branch Leadership
- Regional Leadership – at the CEO Level
- Municipal Affairs – ADM
- Alberta Health Services – Senior Vice President, Executive Directors
- GOA Policy Division – ADM

**Best Practice Symposium**

- February 19 & 20, 2013
- From 8:00 a.m. to 4:00 p.m.
- Best Practices, Strategies, and Lessons Learned from Best Practice Symposium.

**Operational Community Support Teams**

- Provincially accessible specialized training
- 6 month evaluation results
- Extremely Complex Client Specialized
- Housing Planning
- Information Sharing Guide (joint work between Alberta Health Services & PDD)
Supports for Adults with Complex Service Needs Cross-Ministry Policy Framework

Five Policy Elements/Directions

- Integrated Case Management
- Continuum of Services
- Training and Education
- Effective and Efficient Systems
- Shared Accountability across Ministries
Policy Direction # 3
Staff will be supported with training to carry out their roles in relation to adults with complex service needs.
STEP 1: Focus Group Invitation to inform an Education Framework Supports for PDD Individuals with Complex Service Needs
Developing a Framework

STEP 2: Assembling and working with the Focus Group

- 3 meetings
- feedback throughout
- added members
Developing a Framework

Preliminary Focus Questions:

1. What objectives will be met by training a specialized workforce? (specific, observable and measurable)
2. What Learning Outcomes or Competencies will be achieved by staff supporting complex care individuals?
3. What training and/or education options are best utilized to meet educational needs?
Developing a Framework

Step 3 – Getting down to business:

Offering concrete feedback and recommendations

- Confirming a proposed Competency Model
- Confirming the tool/s to track competencies
- Confirming that listed competencies are “generalizable” enough to be applied province wide
- Is there a need for a Specialized Competency Toolkit/Resource
- Feedback on what will be useful in Specialized Competency Toolkit/Resource
- Suggestions and current education/learning suggestions for inclusion in a Specialized Competency Toolkit/Resource
Learning Framework

Creating a common language will help Complex Needs Service Delivery specialists develop

- a coordinated approach to education and training
- expectation of skills and concepts for staff who work with individuals with complex service needs;
Learning Framework

Assumptions

• Specialized skill building should occur after gaining core foundational skills.

• A Person Centered Approach will be used to assess necessary specialized training based upon the needs of each individual requiring support.

• Competencies achieved will enhance professionalism and excellence within the Human Services workforce.
# Learning Framework

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Specialized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing a basic level of knowledge on general topics related to providing front line supports to individuals.</td>
<td>Building on foundational knowledge to provide staff with more detailed knowledge and skills required to support individuals with complex needs.</td>
</tr>
</tbody>
</table>

## Positive Practices and Interventions
Supportive positive practices and interventions employed by day to day support teams fostering interventions, strategies, social participation and increased independence.

## Accessing Resources & Systems
Knowledge base of community networks, resources, clinical supports and system partnerships as related to complex service needs.

## Interpersonal Communication
Application of communication skills to create consistency in approach and tone.

## Clinically Informed Skills and Practices
Application of a licensed practitioner clinical directions, recommendations and practices, by day to day support teams, within a residential or program related setting.

---

### Complimentary Training - Additional learning resources that are available and accessible for staff to support and encourage continuous learning. This may be work duty related or as gained through personal development.

### Experiential Learning – This is the learning that takes place while staff members are working with individuals. Knowledge and skills are gained through hands-on experience with support and guidance from co-workers, supervisors, community members and mentors.
Learning Framework

Other work informing a competency focus

**Discipline Specific work**
- ACDS Core competencies for Community Disability Services Worker
- CCSA Competencies (for Substance Abuse Workforce)
- HCA Competency Profile (Health Care Aide)
- Occupational and Recreational Therapy professional practices

**Topical work**
- AMH Behavioural Concurrent Capable Competencies
- Behaviour Supports Ontario Recommended Core Competencies
- ABA (Applied Behaviour Analysis)

Professional Practice Frameworks
Learning Framework

Complementary Work
- Involvement within Health Care Aide Advisory Committee
- Partnering with other complimentary Provincial resources such as ACDS
- Creating Newsletters for front line working with individuals with complex needs
- Webinar development
- Sharing information and work from sources outside of Alberta
  - VITA Services in Toronto
  - Relationship building with CAMH Dual Diagnosis Program
- Creation of learning opportunities when possible
- Evaluation of the initiative as a whole to help cultivate next steps and plans for future learning and development
- Creation of specialized workshops that are needed but currently not known to exist – Leisure and Recreation
# Learning Competencies

## Positive Practices and Interventions

- Supportive positive practices and interventions for the day to day support team fostering interventions, strategies, social participation and increased independence.

- Relationship building
- Strategies for supporting Challenging Behaviour
- Using Restrictions Ethically and Managing Risk
- Customizing Support/Care Plans for the Complex Individual
- Helping the Complex Individual past the “no”
- Sensory Integration and Impacts
- Enhanced Understanding of standardized protocols and how ensuring each remain person centered
- Crisis intervention & management
  - Effective Documentation
  - Leisure and Recreation Planning

## Accessing Resources and Systems

- Knowledge base of community networks, resources, clinical supports and system partnerships as related to complex service needs.

- Local Community resource availability (it’s not enough to know they exist – how/when to access)
- Knowledge of FOIP (Freedom of Information & Protection) and HIA (Health Information Act) and information sharing relevant to your workplace
- Building workplace and staff support connections and networks
- Creative Problem Solving and Decision Making
- Community Available Advocacy

## Communication Skills

- Communication skills to create consistency in approach and tone.

- Reflective team practice,
- Positive communication skills (encompassed in soft skills)
- Coaching and mentoring
- Principles of Team Work
- Non-verbal communication
- Principles of collective wisdom
- Networking skills
- Critical incident reporting and debriefing
- Facilitation and negotiation skills
- Conflict Resolution
- Specific communication needs
  - ASL
  - PIKS
  - Supportive Technology
- Family dynamic communication skills
- Use of social stories and scripts
- Supporting one’s own resilience
- Care for the caregiver

## Clinically Informed Skills and Practices

- Application of licensed practitioners clinical skills and practices within a residential or program related setting.

- Assessment and Observation skills
  - Effective Documentation
- Education of Dual Diagnosis
  - Cognitive impacts
  - Mental Illness unique impacts
  - Stages of development
- Mental Health First Aid
- Medication Management
- Addiction and Harm Reduction and Concurrent Disorders
- Understanding Challenging Behaviour
- Working with a cross-professional team
- Awareness of codes of practice
- Diagnosis specific education
- ASIST (suicide prevention)
- Trauma Informed Practice
Learning along the way

- Educational Framework became Learning Framework
- Educational institutions input critical
- Core foundational components of learning are often missing within the workforce (before specialized learning can take place)
- Research and evaluation is needed in order to move forward
  - must be more confident of what works in the field
  - once this work began there became a strong obligation to the industry to promote ongoing learning opportunities
- there is so much more to do...
Gloria Wesley, Manager
Personal Outcomes Initiative &
Provincial Complex Care Coordinator
PDD Program Branch
780-644-4677
gloria.wesley@gov.ab.ca

Sandy Marcynuk
Program Consultant, PDD Complex Service Needs Coordinator
Provincial Planning & Capacity Management
Addiction & Mental Health
Sandy.marcynuk@albertahealthservices.ca