Concurrent Disorders
Core Competencies Training

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Welcome and Introductions

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Overview

• Acknowledgements
• Background
• Toolkit Development
• LMS Development
• Demonstration
• Additional Information
• Next Steps
Acknowledgements

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Acknowledgements

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Sarah Phelps
Sarah Phelps Creative

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Background
Defining Concurrent Disorders

• “… where a person has both a mental health and a substance use problem” (CCSA, 2010, p. 1).

• CDs can include combinations such as:
  • an anxiety disorder and a drinking problem
  • schizophrenia and cannabis dependence
  • depression and dependence on sleeping pills
  • borderline personality disorder and heroin dependence (CAMH, 2012)

• Clients with CD often have complex needs and are difficult to treat (CCSA, 2009).
Prevalence of Concurrent Disorders

• 70-80% of clients seeking help for substance use and 15-20% of mental health clients are likely to have CD (CCSA, 2013)

• Prevalence of CD varies by services considered (Rush & Nadeau, 2011) and by substance of use and specific mental health diagnosis (CMHA, 2013)

• Rates may be as high as 75% in forensic and corrections settings (CMHA, 2013)
Background – CD Standards

- Current healthcare system challenged to address clients with concurrent disorders
- MH and AS often had different treatment philosophies and structures
- Clients received parallel treatment, with little or no continuity of care
- Need to ensure clients and significant others at the centre of system planning
Purpose of CD Standards

• Set a foundation for improvement
• Reduce undesired service variations
• Focus on intended outcomes and activities required to achieve them
CD System Level Standards

- Screening
- Referral
- Assessment, treatment, discharge planning
- Continuity of care
- Capacity building
- Organizational and staff competencies
- Monitoring
5.0 Capacity Building

• To increase the capacity of Mental Health staff to work with individuals who are also experiencing substance-use problems, and to increase the capacity of Addiction Services staff to work with individuals also experiencing mental health disorders.
6.0 Organizational and Staff Competencies

• To promote quality practice through the development and adoption of organizational and staff competencies for concurrent disorders
Core Competency Training
Purpose of the training

- To increase the knowledge and capacity of individuals working in the area of mental health and addictions
- To improve quality of practice
- To ensure a more positive and effective treatment experience for clients/patients
CD Core Competencies Training

• Initial plan
  – Develop resource manual (toolkit)
  – Cover basic and intermediate competencies
  – Approximately 30-40 pages

• Outcome
  – Developed toolkit
  – Covers basic (core) competencies
  – 9 corresponding LMS modules
  – 257 pages
CD Core Competencies Training

- Needs assessment conducted to explore level of competencies and training requirements
- Specific CD competencies identified (3 levels)
- Provincial working group established
- Capital Health co-led project with DHW and was supported by the DHAs/IWK
- Developed CD Core Competencies Toolkit
CD Toolkit – Development Phase

• Content submitted and reviewed by WG
• Information compiled into “toolkit” and additional content created as needed
• Reviewed by experts in the field of CD
• Gaps identified and content added
• Continuous revisions, editing, and formatting
• Final product has 9 competencies with 2-5 specific learning outcomes for each
CD Core Competencies Toolkit

• 1 – Understanding concurrent disorders
• 2 – Identifying concurrent disorders
• 3 – Screening and assessing next steps in treatment
• 4 – Understanding medications and substances of abuse, and interactions in concurrent disorders
CD Core Competencies Toolkit

- 5 – Recovery, harm reduction, peer support, and motivational interviewing/engagement
- 6 – Best practices for treating CD
- 7 – Preventing relapse and maintaining optimal mental health
- 8 – Assessing risk and intervening in crisis
- 9 – Information sharing and circles of support
# TABLE OF CONTENTS

**Glossary of Terms**

**Competency One: Understanding Concurrent Disorders**
Outcome 1: The Complex Nature of Concurrent Disorders
Outcome 2: Risk Factors and Vulnerable Populations
Outcome 3: Prevalence of Concurrent Disorders
Outcome 4: The Role of Health Promotion, Resiliency and Protective Factors
Outcome 5: Stigma Concurrent Disorders
References

**Competency Two: Identifying Concurrent Disorders**
Outcome 1: Common Mental Health Disorders
Outcome 2: Common Substance Use and Gambling Problems
References

**Competency Three: Screening and Assessing Next Steps in Treatment**
Outcome 1: The Importance of Screening
Outcome 2: How to Complete Screening Tools and Interpret Data
Outcome 3: Next Steps Based on Screening
References

**Competency Four: Understanding Medications and Substances of Abuse, and Interactions, in Concurrent Disorders**
Outcome 1: Common Medications in Treating Mental Illness and Addiction
Outcome 2: The Effects of Primary Substances Involved in Addiction
Outcome 3: The Role of Opiate Replacement Therapy
Outcome 4: Interactions between Substance Use and Prescribed / Non-Prescribed Medications
References

**Competency Five: Recovery, Harm Reduction, Peer Support, and Motivational Interviewing / Engagement**
Outcome 1: Recovery
Outcome 2: Harm Reduction
Outcome 3: Peer Support
Outcome 4: Motivational Interviewing and Engagement
References

**Competency Six: Best Practices**
Outcome 1: Best Practice in Treating Concurrent Disorders
Outcome 2: Local Services and Supports for Concurrent Disorders
References

**Competency Seven: Preventing Relapse and Maintaining Optimal Mental Health**
Outcome 1: Triggers and Signs of Relapse
Outcome 2: Relapse Prevention Skills
Outcome 3: Healthy Lifestyle in Recovery
Outcome 4: Referral
References

**Competency Eight: Assessing Risk and Intervening in Crisis**
Outcome 1: Suicide Risk
Outcome 2: Crisis Management
Outcome 3: Crisis Response
References

**Competency Nine: Information Sharing and the Circle of Support**
Outcome 1: Information Sharing
Outcome 2: Information Sharing Policies and Procedures
Outcome 3: Involving Family Members and The Circle of Support
References

* A different today. A better tomorrow.
Concurrent Disorders Toolkit

CORE COMPETENCIES
LMS Modules– Development Phase

- Online learning modules developed based on the 9 competencies in the toolkit
- Worked with several consultants to create modules and interactive learning activities
- Design, formatting, and editing completed
- Voice recordings completed
- Files published and sent for testing on LMS
- Testing, editing, and uploading completed*
Who is the training for?

• Required training for all frontline clinicians across the province, available to others
• Intended for a multidisciplinary audience
• Timeline for completion depends on DHA/IWK (consult your manager)
How long will it take?

• Estimated “run-time” is 5.5 hours, will likely take between 9-10 hours in total
• Modules range from 20 minutes to 1 hour and 30 minutes (listed on LMS)
• Can be completed individually via LMS, or during pre-arranged classroom sessions*
AD Credentials and Login

Username: 
Password: 

Please check your browser. You must only use Internet Explorer in completing Orientation Guide for easy instructions.

Sign In  Cancel
Search for “Concurrent Disorders”

Online Course MHA-Comp1-2014v1: Competency 1: Understanding Concurrent Disorders

Description: This module is to be used with the Concurrent Disorders Toolkit.
Type: Online Courses
Requires Approval: No
Add Modules (Courses)

Online Course MHA-Comp1-2014v1: Competency 1: Understanding Concurrent Disorders

Description: This module is to be used with the Concurrent Disorders Toolkit.
Type: Online Courses
Requires Approval: No
Estimated Time to Complete: 30 minutes

Select This Item
# All Modules (1-9)

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<td>Course MHA-Comp9-2014v1: Competency 9: Information Sharing and the Circle of Support</td>
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<td>Online Course</td>
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</table>
Please note that you will require the corresponding Concurrent Disorders Toolkit in order to complete this online module. You may use a hardcopy of the document or a pdf.
Resources

COMPETENCY ONE
Understanding Concurrent Disorders
Live Demonstration

• https://elearning.nshealth.ca

• *But first…*
A few things to keep in mind...

• Not all slides or interactions have audio
• Audio may be similar to the text but has additional information and examples
• Progress is saved automatically, users can resume where they left off
• User must advance every slide
• Modules do not need to be completed in order however, it is recommended
Completion of Competencies

- Certificates will be provided to staff once they have completed the training
- Core Competencies training will count for 10 hours of professional development
- Currently working to obtain accreditations from various regulatory bodies
- Can be used as self-approved learning credits for some disciplines
Additional Information

- The toolkit is a “living document” and is intended to be updated at regular intervals
- Difficult decisions were made regarding which content to include/exclude
- Efforts made to be as concise, yet comprehensive, as possible
- Strived to maintain focus on basic (core) competencies across disciplines
Additional Information

• Specific steps regarding how to access LMS, login to LMS, add the courses, etc. will be distributed by your managers
• Information regarding reports and obtaining certificates will be sent to DHAs
• Additional hardcopies of CD Toolkit can be ordered, details will be sent to directors
Comments: Toolkit and LMS

To report errors, broken web-links, or provide comments, please contact:

CDToolkit@cdha.nshealth.ca
Next Steps for CD Training
Core Competencies Training

- Version 1.1 of the CD Core Competencies Toolkit is currently in development
- Version 2.0 of modules and toolkit expected to be released within 2-3 years
- Additional modules may be developed
Next Steps: Advanced Competencies

- Capital Health co-leading project with DHW and working collaboratively with the DHAs/IWK
- Provincial working group established (Nov ‘13)
- Currently developing intermediate/advanced competencies and sustainable training plan
- Focus on skill development and supervision
- Training will more specialized and offered to a limited number of staff
Questions?

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Thank you