Defining nursing competencies in the substance use field

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The information and views in this webinar are those of the presenter(s) and do not necessarily reflect the official opinion of the Canadian Nurses Association.
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Professionalizing the Workforce: Competencies

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Overview

- Overview of Canadian Centre on Substance Abuse

- Competencies for Canada’s Substance Abuse Workforce
  - History
  - Types
About CCSA

• CCSA is Canada’s only agency with a **legislated national mandate** to reduce the harms of alcohol and other drugs on Canadians.

• Created by an Act of Parliament in 1988, CCSA has provided national leadership and expert advice, advanced knowledge, and prepared information and resources based on the latest evidence to inform policy, practice and programs that bring forward solutions.

• Together with our partners, we help mobilize individual and collective efforts to achieve collective impact on the major health and social issue of problematic substance use.
CCSA’s National Priorities and Areas of Action

Collective action for collective impact
History of Workforce Development

First survey of the Canadian addition treatment workforce in 2004 identified 10 recommendations, including:

• Promoting the development of national standards and competencies for the addiction workforce
• Working toward the design of an education and training curriculum responsive to the needs of the addictions workforce that translates into best practices across competencies

In response, CCSA, in partnership with the National Advisory Group on Workforce Development, produced *Competencies for Canada’s Substance Abuse Workforce*. 
Competencies

Competencies are the measurable knowledge, skills and values needed to perform effectively in a specific function or role.

- **Technical**: Skills/abilities/behaviours required when applying specific technical knowledge in a job function or role
  - Usually learned in educational environment or on the job
  - The “what” of your work

- **Behavioural**: Attitudes, values and skills/abilities/behaviours required to perform effectively in a job function or role
  - Typically learned and developed through life experiences
  - The “how” of your work
Technical Competencies

- Understanding the Continuum of Substance Use
- Understanding Concurrent Disorders
- Case Management
- Client Referral
- Community Development
- Counselling
- Crisis Intervention
- Family and Social Support
- Group Facilitation

- Outreach
- Medications
- Prevention and Health Promotion
- Program Development, Implementation and Evaluation
- Record Keeping and Documentation
- Screening and Assessment
- Trauma-specific Care
- Treatment Planning
Behavioural Competencies

- Adaptability/Flexibility
- Analytical Thinking and Decision Making
- Client-centred Change
- Client Service Orientation
- Collaboration and Network Building
- Continuous Learning
- Creativity and Innovation
- Developing Others
- Diversity and Cultural Responsiveness

- Effective Communication
- Ethical Conduct and Professionalism
- Interpersonal Rapport/ Savvy
- Leadership
- Planning and Organizing
- Self Care
- Self Management
- Self Motivation and Drive
- Teamwork and Cooperation
Who are they for?

Seven common job clusters

• Administrative support
• Health promotion
• Supervision
• Withdrawal management
• Counselling
• Senior management
• Support and outreach
• Allied health professionals
How are they used?

Each Competency contains:
• Competency definitions
• Sample behaviour indicators
• Sample interview questions for each level of proficiency

Each job cluster contains:
• Interview tools
• Performance management tools

How-to guides on:
• adapting the competency profiles
• conducting competency-based interviews
• managing competency-based performance
Why are they important?

• Identify knowledge and skills for the substance-abuse treatment workforce and allied professionals

• Support employers in hiring, retaining and developing staff

• Assist educators and trainers in developing strategies for learning

• Provide Canadians with a more consistent quality of service from the workforce.
Conclusion

Overall goal of the competencies is to enhance professionalism in the field by:

- Identifying knowledge and skill sets for professionals
- Supporting employers in hiring, retaining and developing staff
- Assisting educators and trainers in developing strategies for learning

CCSA extends permission to organizations that wish to reproduce, modify, translate or adapt the tools and questions in the *Competencies*. 
Centre for Addiction and Mental Health (CAMH)

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CAMH context

• Academic teaching hospital, fully affiliated with the University of Toronto
• Largest mental health and addictions facility in Canada (only mental health and addictions facility in Ontario with an emergency department)
• Serves over 28,000 clients per year; inpatient and outpatient across the lifespan
• 2015/16: >900 inpatient admissions for addictions treatment; >6000 unique clients receiving outpatient addictions treatment
• Addictions services rely on nursing resources
• Recruitment is a challenge; training is key
CAMH project objectives

- Create an evidence-based addictions nursing competency framework
- Ensure the competency framework is relevant for addictions nursing care at CAMH
- Engage CAMH nurses and other stakeholders in validation of the competency framework
- Develop evidence-informed training content for CAMH nurses
- Evaluate and continually improve the competency framework and training strategies
Literature search and gap analysis

- Canadian Centre on Substance Abuse (CCSA): Technical Competencies
- CCSA: Behavioural Competencies
- CFMHN: Standards of Practice
- CNA Certification Curriculum
- International Nurses Society on Addictions
- Matua Raki Competency Framework

△ = literature gap
## Promising framework: CCSA

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Limitations</th>
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<tbody>
<tr>
<td>Relevant to the Canadian context</td>
<td>Not nursing-specific</td>
</tr>
<tr>
<td>Substance-use-specific</td>
<td>Organized differently from CFMHN standards</td>
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<tr>
<td>Rigorous validation</td>
<td></td>
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<tr>
<td>Specific and granular</td>
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Integration of nursing, CAMH and addictions contexts

• Alignment with CFMHN standards
• Focused on CAMH addiction-specific services
Integrating literature
Integration process

• Identified competencies that were:
  o Basic nursing entry to practice
  o Well-represented in the CFMHN standards

• Modified existing competencies:
  o To align with the CAMH addictions context

• Incorporated necessary competencies from the literature

• Created a new competency category: Physical crisis intervention
Validation process: Group priority sort method

Supports consensus building and effective consultation:
- Qualitative method
- Group setting

Draws on combined knowledge of stakeholders:
- Groups can be small or large
- Sorting and ranking activities

Jacobson et al. (2011)
Preliminary findings
Competency framework implementation at CAMH

• Opportunity with the new addictions inpatient unit
• Opportunities within the CAMH emergency department
• Interest from the Nursing Practice Council
Next steps

• Continue to validate
• Collaborate with external stakeholders
• Develop and implement curriculum based on the competency framework
• Evaluate implementation of the framework and associated training
• Publications
• Type in your question in the text box at the bottom of the Q&A window.
• Then click on the text bubble button on the right.
For More Information

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Upcoming Webinar

How nurses can claim their professional space

Thursday, Dec. 1, 2016, 12-12:45 p.m. ET (English)
Le mardi 29 nov., 2016, de 12 à 12h45 HE (Français)
Thank you!