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**A Competence Framework for the ELFT Mental Health Crisis Line Service**

**Health Care Professionals**

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Taken from the London Liaison Mental Health Nurses’ Special Interest Group. Sarah Eales, Nicola Wilson & Jackie Waghorn: competency for the assessment of risk including self-harm, competency for interventions used in liaison mental health nursing, competency for Liaison mental health nurses maintaining accurate records, documentation and report writing.

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| **DACUM (Developing a curriculum model) Performance Rating Scale (Herman and Kenyon 1987)**  **The DACUM Performance Rating Scale can be used to enable the practitioner and supervisor to rate the level of achievement in all areas of the competency framework. A nurse may identify themselves as being expert in one aspect of a competency while competent in another and only working at a level of the inexperienced practitioner in yet another. The grading, or scoring system, is to further discriminate levels of achievement.** | | | |
| Inexperienced practitioner in this field  Competent practitioner  Expert practitioner | **Level of achievement** | **Grade** | **Marking** |
| Cannot perform this activity satisfactorily to participate in the clinical environment | 0 |  |
| Can perform this activity but not without constant supervision and some assistance | 1 |  |
| Can perform this activity satisfactorily but requires some assistance | 2 |  |
| Can perform this activity satisfactorily with supervision but no assistance | 3 |  |
| Can perform this activity satisfactorily without supervision | 4 |  |
| Can perform this activity with initiative and adaptability to special problem situations | 5 |  |
| Can perform this activity with initiative and adaptability to special problem situations and lead others | 6 |  |

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| 1. **Health care professional attitude towards callers to the crisis line** | | | |
| **No** | **Competency** | **Level attained** | |
| 1 | Can demonstrate empathy and respect for the caller in crisis |  | |
| 2 | Can demonstrate a non-judgemental approach to the crisis including being able to demonstrate the knowledge of triggers for crisis, factors which may increase the risk of repeat crisis and that the experience of crisis is a subjective experience. |  | |
| 3 | Can demonstrate an understanding of the principles of crisis including Caplan’s theory as an opportunity to develop new coping strategies and learning. |  | |
| 4 | Can demonstrate an understanding of the change model including the methods of facilitating change e.g. motivational interviewing, solution focused approaches etc. |  | |
| 5 | Can demonstrate the ability to document the assessment, formulation and agreed management plan based on the assessed needs of the patient. Documentation should take various forms to accommodate the communication needs of the patient, carers and the wider clinical team. |  | |
| 6 | Can demonstrate the ability to communicate the formulation and management plan to the patient, carers, clinical team and the wider multi-agency team. |  | |
| 7 | Can demonstrate the ability to manage own time and prioritise workload to ensure short and long term tasks are achieved. |  | |
| 8 | Can demonstrate the ability to promote positive attitudes to people with psychological problems through education and the challenging of stigma. |  |

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| **2 The engagement of the caller in crisis** | | |
| **No.** | **Competency** | **Level attained** |
| 1 | Can demonstrate knowledge of the principles of engaging a person in crisis including active listening skills |  |
| 2 | Can demonstrate they can establish trust with the caller in crisis |  |
| 3 | Can demonstrate they can identify the main issues for the caller in crisis |  |
| 4 | Can demonstrate how they contain the caller in crisis |  |

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| **3. Assessment of risk including self-harm** | | |
| **No** | **Competency** | **Level attained** |
| 1 | Can demonstrate knowledge of mental illness and different mental health problems in relation to risk to self and others |  |
| 2 | Can demonstrate knowledge of the principles, different factors and clinical indicators contributing to risk to self and others. |  |
| 3 | Can demonstrate up to date knowledge of changing trends, risk indicators, national targets and national guidance  related to the assessment of risk to self and others. |  |
| 4 | Can demonstrate knowledge of the use and effectiveness of risk screening and assessment tools. |  |
| 5 | Can demonstrate knowledge of the effectiveness of specific interventions over the telephone for callers who present with risk to self or others. |  |
| 6 | Can demonstrate knowledge of relevant research and its application to practice. |  |
| 7 | Can explain the rationale for carrying out an assessment of risk with all callers to the mental health crisis line as an integral part of the assessment process. |  |
| 8 | Can describe the techniques involved in the assessment of risk and teach other colleagues where appropriate. |  |
| 9 | Can demonstrate knowledge of local and national policies that might impact on the assessment of risk as well as the liaison mental health nurse’s legal and clinical responsibilities in this area. |  |
| 10 | Can demonstrate knowledge of mental health promotion and preventative strategies in relation to risk. |  |
| **4. Clinical competencies** | | |
| **No** | **Competency** | **Level attained** |
| 1 | Can combine theoretical knowledge with practical, clinical skills in assessing risk. |  |
| 2 | Can demonstrate the ability to gather all necessary information to assist in the risk assessment process |  |
| 3 | Can demonstrate the skills, including those of communication, necessary to move through the different phases of a therapeutic relationship with the patient during the assessment and treatment process. |  |
| 4 | Can make effective use of assessment tools. |  |
| 5 | Can demonstrate the necessary clinical skills and interventions to undertake a risk assessment utilising a structured clinical judgement approach. |  |
| 6 | Can demonstrate the ability to arrive at a formulation of risk following assessment which incorporates the principles of positive risk taking |  |
| 7 | Can formulate a comprehensive risk management plan to address areas of identified risk and oversee this until clinical  responsibility is passed to another clinician or clinical team |  |
| 8 | Can demonstrate skills in reviewing existing care plans as well as contribute to care plans for people who may use the crisis line regularly. |  |
| **5. Communication skills** | | |
| **No** | **Competency** | **Level attained** |
| 1 | Can accurately and comprehensively document a risk assessment and risk management plan once it is completed. |  |
| 2 | Can demonstrate the ability to actively involve the caller in crisis and where appropriate the patient’s carers in agreeing the detail of a risk management plan. |  |
| 3 | Can communicate the level and nature of risk identified, and an effective risk management plan, to other relevant professionals involved in the callers care. |  |
| 4 | Can co-ordinate the role of different members of the clinical team in managing clinical risk. |  |
| **6. Interventions used in liaison mental health nursing** | | |
| **No** | **Competency** | **Level attained** |
| 1 | Can demonstrate knowledge of evidence based bio-psychosocial approaches and a range of therapies suitable for crisis work, physical-psychological co-morbidities and mental health emergencies. |  |
| 2 | Can explain the rationale for providing a particular therapeutic response to an assessment. |  |
| 3 | Can produce accurate and comprehensive documentation of assessments, case formulations, interventions and outcomes with consideration for clinical governance and audit needs. |  |
| 4 | Can demonstrate in theory and in practice a collaborative approach working across boundaries and services/agencies with callers in crisis and their carers, as meets the individual need to include vital people in treatment plans |  |
| 5 | Can communicate and explain core aims and expected outcomes to other members of the wider clinical team. |  |
| 6 | Actively participates in supervision relating to any therapeutic interventions they provide. |  |
| 7 | Can demonstrate knowledge of how mental health and cognitive deficiency impact on the caller’s ability to self-care and self-manage. Use therapeutic techniques with the patient and their carers to increase their desire to improve their health. |  |
| 1. **Liaison Mental Health Nurses maintaining accurate records, documentation and report writing** | | |
| **No** | **Competency** | **Level attained** |
| 1 | Can demonstrate knowledge of the rationale for comprehensive record keeping and documentation |  |
| 2 | Can demonstrate knowledge of local policies, and national/NMC guidelines on documentation, record keeping, report writing, as well as available support in decisions related to responding to requests for, and the writing of, reports. |  |
| 3 | Can demonstrate effective communication through written documentation. |  |
| 4 | Can demonstrate an understanding of the processing of requests for different types of documentation e.g. G.P. letters or incident reports. |  |
| 5 | Can demonstrate the ability to write a comprehensive account of contact or report, including the pertinent and relevant information required for different types of documentation, for a caller in crisis. |  |
| 6 | Can demonstrate a working knowledge of the Data Protection Act (1998) and NHS Information Governance. Including the need to balance a person’s right to confidentiality with the requirement to share essential written information that could affect the safety of the person in crisis and/or others. |  |
| 7 | Can demonstrate appropriate decision making regarding the dissemination of completed written documentation and patient information to relevant parties e.g. what written information constitutes a good written referral and how it should be laid out. |  |
| 8 | Can demonstrate an understanding of the need for all clinical records and documentation to be stored securely and privately. |  |
| 1. **Developing and evaluating the mental health crisis line provision** | | |
| **No** | **Competency** | **Level attained** |
| 1 | Can demonstrate knowledge of different audit and Quality Improvement (QI) tools and methodology that could be used to develop and evaluate interventions used for people in a mental health crisis. |  |
| 2 | Can demonstrate knowledge of the principles underpinning audit, QI and evaluation e.g. clinical governance, risk management. |  |
| 3 | Can describe the development and evaluation process in relation to specific interventions that are used within the crisis service. |  |
| 1. **Developing Self Awareness and Professional Growth in the Role** | | |
| **No** | **Competency** | **Level attained** |
| 1 | Can demonstrate an awareness of own abilities and limitations within the role and where to seek help from others as and when required. |  |
| 2 | Can demonstrate the ability to reflect on own practice and seek help to address self-identified shortcomings. |  |
| 3 | Can demonstrate having and valuing an awareness of own mental health and wellbeing and an understanding of how these can be affected by potentially emotive calls received on the mental health crisis line. |  |
| 4 | Demonstrate awareness of own personal values, beliefs and emotions and actively promote and participate in clinical supervision and reflection to explore how values, beliefs and emotions affect practice. |  |