

# EDUCATION, TRAINING & UPDATING

## ET&U



**LEONARDO DA VINCI Programme II PHASE 2000-2006**

Il progetto è stato finanziato con il sostegno della Comunità Europea.

Il contenuto del presente progetto non riflette necessariamente la posizione della Comunità Europea o dell' Agenzia Nazionale e non impegna in alcun modo la loro responsabilità.



# GREECE

- **SPECIAL TRAINING by Psychargos**
  - Psychargos project foresees special training for staff employed in the new community-based services
  - These programs are organized by the services.
- Funding: 75% by EU

# MSU

- Monitoring and Support Unit:
  - Organizes specialized 1 or 2 day training programs or workshops for professionals
  - Monitors training needs of the professionals

# Foreign exchanges

- Activity of visiting advanced mental health services abroad (Italy, UK, France, Spain and Germany)
  - Financed by the EU (75%) and the Ministry of Health (25%)
- These activities :
  - were part of the second phase of the Psychargos program
  - at present these activities are not repeated

# Developing and delivering ET&U, Continuing Education and Lifelong Learning

- No standardized procedures
- No written policy or strategy supporting and promoting
- Most programs don't take in consideration the actual needs of the professionals
- Updating and Lifelong learning
  - Only professionals' own initiatives

# Teaching staff updating and effectiveness

- No established procedures for the training of trainers.
- Trainers have no teaching experience
  - even though they may have great working experience

# EPAPSY :

- has established a pilot human resources development program :
  - Internal to the firm
  - Funded by the organization own means
  - Planned to last for one year
- The professionals don't receive any accreditation
- Production of professional handbooks (guidance kit) for new employers

# LATVIA

- Vocational Education Centre of the Ministry of Education and Science:
  - promotes and coordinates training programmes to ensure the quality of educational services.
- Normative documents have been drawn up in order to
  - harmonize the Latvian legislation with the EU directives
  - enforce the EU medical education requirements

# Certification of Medical Personnel

- Ministry of Public Health ratifies the **Certification of Medical Personnel:**
  - Job descriptions for medical personnel and minimum demands for the educational programme
- Mainly traditional (medical) approach based on psychiatrists and nurses

- In last years attempts to involve other specialists in the treatment and care
  - i.e., psychiatric nurses, social workers, ergo-therapists.

- After independency great effort to improve the personnel qualification

and

- change of attitude towards patients (strengthening of knowledge about psychology, rehabilitation and ergo-therapy).

# N/A

- At present N/A :
  - Developing and delivering ET&U
  - Community-based oriented ET&U
  - Outing certifications and competencies
  - Staff selection and vocational guidance

# Continuing Education and Lifelong Learning

- The medical personnel that work in the system of mental health care is to update their professional certificate **every 5 years.**
- They must attend seminars and courses (in-house and others)

# Continuing Education and Lifelong Learning

- These seminars and courses are hold by:
  - Psychiatry and Drug Abuse Treatment Department at the Riga Stradins University,
  - Latvian Psychiatric Association
  - other educational institutions.

# Latvian Association of Nurses

- The Latvian Association of Nurses developed a **specialised psychiatric nurse study programme** for nurse assistants working in psychiatry

# THE NETHERLANDS

- In the late nineties several efforts were made to simplify the professional system in the mental health care. Nowadays 5 groups of professionals:
  1. **Doctors** (physicians): psychiatrist/psychotherapist,
  2. **Psychologists**: clinical psychologist/psychotherapist,
  3. **Nurses**: social psychiatric nurse, advanced nurse practitioners
  4. **Social workers**
  5. **Therapists** (psychomotor/creative)

- **1-4** are officially registered according to the Individual Professions Health Care Act (Wet BIG)
- **1 and 2** are obliged to a periodical re-registration (permanent education)
- In the future all professionals will be registered.

# ET&U SUPPLY

- **Universities:** basic education and post-doc for 1 and 2
- **Colleges:** basic education and post-bachelor courses for 3
- **NGOs:** postgraduate courses for psychologists, clinical psychologists and psychotherapists
- **Institutes for Intermediate Vocational Education (ROCs):** basic education for nursing auxiliaries, all creative and psychomotor therapists

- Of all the workers in the Dutch mental health care only 11 % is low-educated (intermediate vocational education)
- 
- All education institutes supply updating courses for their professionals (often to achieve a re-registration according to the law)
  - In-company courses
  - Exchange of professional experience
  - Intervision and supervision

# Community-based oriented ET&U, Continuing Education and Lifelong Learning

- No basic education in the field of community based psychiatry or psychiatric community care
  - Every professional is considered to be able to deliver community care
- Some of the post-bachelor courses are focused on community care.

- Many of the updating courses (in Colleges and NGOs) are focused on community care:
  - case management
  - psychiatric home care
  - assertive community treatment
- More and more MHC-institutions ask for courses on community care (in-company)

# Staff selection and vocational guidance

- Most selection procedures are rather strict
- Representatives of the client group/council are frequently involved in selection procedures.

# Teaching staff updating and effectiveness

- The education institutes usually do not employ teachers
- Most teachers are professional care providers or researchers who work with clients themselves

# Strong points

- Staff is highly educated and well motivated
- Most institutions stimulate permanent education of their staff
- Professional autonomy is strong

# CZECH REPUBLIC

1. Doctors (physicians): psychiatrists including child psychiatrists, psychotherapist, sexologists
2. Other graduate professionals:
  - clinical psychologists, psychotherapists
  - speech therapist
  - physiotherapist
  - social workers
  - psychiatric nurses
  - special educationalists

### 3. Professionals with a secondary school examination:

- social workers
- registered nurses
- physical therapists
- occupational therapists

- Officially registered (obliged to a periodical re-registration and continual education ):
  - Doctors, psychiatrists,
  - clinical psychologists, psychotherapists
  - nurses

- No specific information available on number of personnel working in community based mental health care
- Personnel in day activity centers, housing and vocational rehabilitation and support, case management stay mostly outside health care system (and statistics surveys).

# Developing and delivering ET&U

- **Psychiatrist** have to participate in ongoing CE organized by licensed institutions
  - Education is based on directives of the Czech Medical Chamber.
- **Clinical psychologists and psychotherapists** have to participate in ongoing CE, organized by licensed institutions.
  - Education is based on directives of the Association of clinical psychologists.

- **Social workers**

- No continuous education for social workers is obliged.
- Social workers working in a health care should participate in ongoing CE organizes by licensed institutions
- Education is based on directives of the Czech Association of nurses

- **Occupational therapists** had undergone ongoing CE, organized by licensed institutions.

## Community-based oriented ET&U and Lifelong Learning

- No special **Pre gradual education** in the field of community mental health care.
  - Some bachelor programs have special courses like care, psychiatric rehabilitation for long term mentally ill (e.g. the South Bohemian University. Charles University, Department of Social care).

# Post gradual education

- The National Centre of Attendance and Non-medical Health care Fields, the Postgraduate Medical Institute organize CE courses on some topics (not on a regular basis).
- The Charles University, Department of social work organizes The Course in a Community Care for long term mentally ill as a re-qualification course (150 hours);
- South Bohemian University prepares continual education for non-doctoral professions and social workers in community care.

# NGOs

- NGOs organize many courses, which provide community care for mentally ill. They are approved by the Ministry of education as re-qualification courses and are focused on:
  - Community care in a general
  - Special course (case management, psychiatric rehabilitation etc.)
- Some NGO institutions organize courses on community care (in-company).
- Client organization VIDA provides client lectures implemented in pregradual and postgradual programs.

# SCOTLAND

- **Scottish Social Services Council (SSSC)** is responsible for registering people who work in social services and regulating their education and training
  - Set up registers of key groups of social service workers
  - Publish Codes of Practice for all social service workers and their employers
  - Regulate the training and education of the workforce
  - Promote education and training
  - Undertake the functions of the Sector Skills Council

- The **SiSWE** (Scottish Executive's Framework for Social Work Education in Scotland) sets out the expectations of the Honours Degree in social Work.
- The **Social Work Training Rules 2003** set down the requirements which HEIs must meet in order to provide the honours degree.
- The **SCQF** (Scottish credit and qualification framework) assists learners, employers and the general public about qualifications.

- **NOS** (National Occupational Standards) are agreed statements of competence. NOS are the foundation on which Scottish Vocational Qualifications (SVQs) are developed.
- **NCS** (National Care Standards) describe what level of service an individual can expect from service providers.
- **Matching Service Standards** project ensure levels of practice meet specified standards by matching NOS against NCS.

- The **service standards guides** include:
  - The guide for residential care of children and young people.
  - The guide for people with mental health problems.
  - The guide for older people in care homes.

# The Scottish Qualifications Authority

- The Scottish Qualifications Authority (**SQA**) is the national body responsible for the development, accreditation, assessment and certification of qualifications other than degrees.

- SQA manage the qualifications system below degree level
  - Devise, develop and validate qualifications and keep them under review
  - Accredite qualifications
  - Approve education and training establishments as being suitable for entering people for these qualifications
  - Arrange for, assist in, and carry out, the assessment of people taking SQA qualifications
  - Quality assure education and training establishments which offer SQA qualifications
  - Issue certificates to candidates.

- **Qualifications include:**

- National Qualifications
- Higher National Certificates and Diplomas (HNC/HND)
- Scottish Vocational Qualifications (SVQs)
- Customised Awards and Professional Development Awards

# Care Scotland

- It is a team of SQA staff dedicated to Social Care
- Within the “Care Sector” the following recognised training is available
  - Health and Social Care Level 2
  - Health and Social Care Level 3 (Adults)
  - Health and Social Care Level 4 (Adults)
  - Health and Social Care Additional SVQ Units
  - Registered Manager in Health and Social Care Level 4
  - Support Services in Health Care Level 2

# Outing certifications and competencies

- **National Occupational Standards**
  - presented as statements of competence
  - formed into units, which describe the standards required for an area of work
  - each unit separates out the activities undertaken by workers into elements that lay out the performance, knowledge and skills needed to demonstrate that the individual is competent and effective in this area.
  - the standards can be used as the basis for qualifications (such as SVQs)

# Scottish Vocational Qualifications

- SVQs are competence-based qualifications assessed in the workplace.
- They are nationally recognised qualifications at Levels 2, 3, 4 and 5, including SVQs in Health and Social Care and the Registered Manager Award and reflect the complexity and responsibility of different workers' roles.

# Staff selection

- Social care staff are employed by a variety of organisations.
- Informal carers provide a significant amount of care work.
- Partnership arrangements between organisations.
- Increased contracting out and commissioning of services.

# Recruitment and retention

## Department of Health's Survey

- **Outcomes:**

- Profession's poor image
- Stressful and difficult work
- Inadequate funding
- Poor pay and conditions
- Unattractive terms and conditions of employment
- Low status and lack of career progression

- **Needs:**

- More flexibility
- Better pay
- Less demanding and stressful work

- **At present:**

- Increasing of a low paid and casualised workforce
- Increasing of transient, temporary workers
- High staff turnover

# ITALY

- **Psychiatrists**
- **Psychologists**
- **Professional Nurses**
- **Other mental health professionals**
  - Social workers
  - Rehabilitation therapists
  - Auxiliary and technical personnel (OTA, OS, etc.)
  - Educationists

# Continuing Education and Lifelong Learning

- **University and Colleges**
- **Acknowledged courses (at regional and local level)**
- **The ECM: Continuing Education in Medicine**
  - **All health workers are obliged to ECM**

- Continuing education should include all educational activities that are pertinent to a person's professional skills, activities, interests, and growth.
- Continuing education can take many forms. In particular, a variety of programs are available that enable professionals and employers to improve their knowledge and skills while reducing their travel and absence from the workplace.

- Each professional is expected to gain a total score of at least 150 credits over a 5-year time span.
- The credits are assigned by a central committee and reflect the time spent and the quality of the course.
- Moreover, the Commission has established criteria for the accreditation of educational initiatives, the verification of their quality, and the evaluation of the educational benefit participants have from them.

- The training firms are
  - scientific or professional associations,
  - health firms, like DSM, hospitals, etc.
  - NGOs
- They have the role and commitment to improving the quality of healthcare by providing all professionals with a better education and qualifications

- Many providers organize courses involving
  - “traditional” (classroom-based) techniques and
  - distance learning.
  
- 2 main course typologies:
  - In-company
  - Out-company

- **Staff employed in NHRS have often low qualification level**
- **The ECM is often ineffective or “pro-forma”**
- **there’s not information about contents and efficacy of the Training and Updating programmes**
- **Supervision is lacking**
- **Shortage of vocational profiles with psycho-social competencies**