

**LEONARDO DA VINCI
PROGRAMME – II PHASE
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Summary

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Your contribution: instructions

List of Functions

Delphi Questionnaire

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RESidential Care structures:
Upgrading and Enhancing
professional qualification for
PSYCHIatric operators and
improving organisational settings

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Introduction

“Leonardo da Vinci” is a European Union programme which supports the development and improvement of vocational training in Europe. The countries participating in the project are Italy, Greece, Latvia, the Czech Republic, the Netherlands and Scotland.

The aim of the project “PSYCHORESCUE” is the implementation of a core vocational training policy across the European Union which will be relevant to Community Mental Health Care (CMHC) Workers who have a variety of educational qualifications, experience and roles. It is hoped to achieve this through the integration of working practices from the partner countries and through promotion of vocational training policies that focus on the lifelong acquisition of skills and competencies.

One of the initial tasks of the project was to compare and analyse the contexts in which mental health workers carry out their activities across the partner countries. Each country produced a “national report” which outlined the mental health system within their own setting. They then went on to identify the roles undertaken by different workers in the mental health field in their own country, and the qualifications required to access particular jobs.

The next step was to produce a List of Functions (knowledge, skills, attitudes) that are relevant to the role of a CMHC Worker and which could reflect the core contents of a European-wide curriculum. Each of the functions is then further broken down into a list of competencies. The list was drawn from available research and references, and from the knowledge and expertise of the participants. The framework of the list relates to the work of Guilbert in “*Educational Handbook for Health Personnel*” (1998).

Initially, the List of Functions included with this questionnaire was sent to 150 workers across the partner countries who quantitatively evaluated its contents. The partnership then amended and enriched the functions with additional detail from 12 EU curricula in CMHC (two from each participating country) and from available research and scientific literature.

Your contribution: instructions

As part of the next stage, the project partners plan to circulate the list to a number of invited “Experts” as part of a structured process of collecting and distilling knowledge and opinion through the use of feedback questionnaires. This process is based on the application of the “Delphi Method”.

Once you have read the *List of Functions* included with this questionnaire, we will ask you for three types of response:

- 1) In the first section (**Section 1**) of the questionnaire we ask for your comments, opinions and suggestions about each of the 6 functions of the list.
- 2) In the second section (**Section 2**) of the questionnaire we ask more detailed questions about particular competencies within the list. We have requested further comments about these competencies as the analysis already carried out highlighted that they were less frequently reported in the reference curricula.
- 3) In the final section (**Section 3**), we ask for your comments about using the List of Functions as the core knowledge, skills and attitudes of curricula for CMHC workers across Europe. We ask for your opinion about the potential impact of this on the education, employability and recruitment of CMHC workers.

If you want, read carefully the List of Functions, then fill the questionnaire and send your feedback to leonardo2005@iss.it.

Thank you for the attention.

Our best regards,

Psychorescue team

LIST OF FUNCTIONS

Attitude, Knowledge, Skills

1. Participation in the Service User Assessment Process

F1-1) Be aware of, and identify, symptoms and behaviours of an individual experiencing mental health problems.

- ▶ Recognise the symptoms a service user is experiencing and the extent to which they are affecting him/her.
- ▶ Recognise the impact these have on his/her social network, family, work situation and relationships with friends (e.g. does this lead to his/her social isolation).
- ▶ Recognise the service user's coping and management skills in relation to their mental health symptoms.

F1-2) Be able to identify the signs of a crisis/relapse.

- ▶ Use knowledge of the service user, and of different mental health problems, to help them identify the risk of relapse.
- ▶ Identify signs of relapse with each service user, and identify strategies for relapse prevention jointly with them.
- ▶ Identify available coping strategies jointly with the service user.
- ▶ Demonstrate flexibility in approach and be able to communicate effectively with the service user during the assessment process.
- ▶ Gather basic personal information (e.g., the service user's personal history and family background), and help the service user make links between this information and incidence of crises, relapse and overall functioning
- ▶ Elicit the service user's perspective, how he/she views the information gathered, and what he/she sees as important

F1-3) Be able to communicate with service users to identify side effects of their medication and the impact this has on their lives.

- ▶ Identify which medication the service user is prescribed
- ▶ Assess the service user's compliance with taking a medication

- ▶ Identify side effects
- ▶ Assess the impact of side effects on the service user's compliance with taking a medication

F1-4) Be able to assess needs and resources.

- ▶ Communicate with the service user to assess their current social/health needs.
- ▶ Recognise existing resources (e.g.. Family, community) and identify resources still to be developed.
- ▶ Gather the service user's views on which resources are the most important to them.
- ▶ Assess current housing situation, financial situation, living and work skills, and meaningful daily activity, including the views of the service user, and of his/her family, as an integral part of the assessment.
- ▶ Outline social needs and functioning (e.g.. Duration and stability of social relations, past and current social skills).
- ▶ Describe the service user's social network (e.g.. Amount and intensity of contact).
- ▶ Describe current relationships and the role of the family in the life of the service user.
- ▶ Define levels of functioning in different areas, different social roles he/she performs.
- ▶ Engage with family (caregivers) and identify their perspective of the service user's social network.
- ▶ Identify family's coping strategies, including any difficulties or risks, and the level of EE (expressed emotions) in a family setting.
- ▶ Have knowledge of community resources (e.g.. People, places, activities, social systems).
- ▶ Identify community resources jointly with the individual service user (e.g.. Housing, work, day activities, resources that would meet personal and spiritual needs).
- ▶ Identify community resources that are unavailable (as a starting point for suggestions to create new resources).

F1-5) Be able to assess service users abilities to carry out everyday activities independently.

- ▶ Recognise service users abilities to perform everyday activities independently, to meet their personal needs, and to meet reasonable community expectations
- ▶ Use tools to assess service users abilities to carry out everyday activities independently (e.g. HoNOS, WRAP)

F1-6) Be able to assess quality of life using basic assessment tools

- ▶ Use assessment tools as appropriate to setting and role
- ▶ Know how to use service user satisfaction surveys and other assessment tools, such as scaling techniques
- ▶ Contribute constructively to service user led assessment and service evaluation
- ▶ Systematically evaluate own work in collaboration with service users and colleagues

F1-7) Be able to assess service users motivation to live independently in the community according to 5 indicators:

- ▶ Need for change
- ▶ Commitment to change
- ▶ Openness to connecting with others
- ▶ Self-awareness
- ▶ Environmental awareness e.g. ability to distinguish between different environments (people, places, situations) and appropriate ways of relating to them.

F1-8) Be able to understand tools for planning service provision and conducting research

- ▶ Use appropriate tools for planning service provision jointly with service users (e.g.. person-centred planning, motivational interviewing techniques, WRAP)
- ▶ Ensure individualised services and supports
- ▶ Plan interventions that have a sound ethical base
- ▶ Make planned, regular systematic reassessments, in partnership with the service user, and negotiate new plans and goals

F1-9) Demonstrate effective communication and observational skills as part of the assessment process

- ▶ Use supportive interpersonal skills (e.g.. listening, empathising, prompting, summarising)
- ▶ Use language and communication style that is understandable to the service user
- ▶ Identify and reinforce service users skills, strengths, resources and preferences
- ▶ Demonstrate awareness of diversity

F1-10) Formulate the assessment in a clear manner. Be able to communicate the outcome with the service user, the service user's relatives, colleagues and staff.

- ▶ Work in collaboration with service users, families and carers to formulate assessments
 - ▶ Able to provide reasoned verbal and written reports to promote effective decision making and service delivery
 - ▶ Use language and communication style that is understandable to service users, families and carers
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2. Dealing with Challenging Behaviour

F2-1) Deal with any challenging behaviour that arises with service users.

- ▶ Recognise current or future risk to self and/or to others.
 - ▶ Recognise current or future risk to health and/or life.
 - ▶ Identify any action to be taken.
 - ▶ Assess the most important safety issues (including risk taking behaviour), risk of suicide, risk of self-harm behaviour (including use of drugs, alcohol), vulnerability, risk of being abused, risk of relapse, risk to others (such as aggressive or confused behaviour).
 - ▶ Collaborate with other team members regarding risk taking behaviour.
 - ▶ Manage any situations involving risk taking behaviour to support the service user in the least restrictive way possible.
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F3. Building working alliances with service users and families or carers

F3-1) Value service users and their families and carers as experts in their own situations

- ▶ Demonstrate an understanding of the fundamental importance of relationships to social and psychological well-being.
- ▶ Demonstrate that they regard adults with mental health problems and their families and carers as individuals with dignity and competence.

- ▶ Acknowledge the strengths, expertise and contributions of service users, family members and carers.

F3-2) Uphold and promote the legal and civil rights of service users and family members and carers

- ▶ Demonstrate knowledge of legal issues and human and civil rights as they relate to service users and family members/carers.
- ▶ Ensure that service users and carers are exercising informed choice in relation to treatment, financial and other decisions.
- ▶ Demonstrate a commitment to equal opportunities for all service users (i.e. age, race, culture, gender, ethnicity, etc.).
- ▶ Encourage self-determination and freedom of choice.

F3-3) Respond adequately to feelings and emotions

- ▶ Maintain a respectful, non-judgemental and empathic approach to service users and carers at all times
- ▶ Be capable of communicating effectively with service users, carers and families.
- ▶ Demonstrate a willingness to acknowledge the complexities involved in using empathy and constantly monitor the relationship
- ▶ Demonstrate a willingness to reflect on and acknowledge any uncomfortable feelings arising within the working relationship and deal with them appropriately.

F3-4) Communicate with service users, family members and carers and maintain a relationship with them

- ▶ Demonstrate an understanding of the unique issues facing family members of individuals with mental health problems.
- ▶ Identify the impact of mental health problems on family relationships and dynamics that may put family members at psychological risk.
- ▶ Educate families and carers and prepare family members and carers to effectively participate in support and recovery.
- ▶ Develop strategies for resolving problems related to confidentiality.

F4. Promoting self - management

F4-1) Take an active role in building partnerships between service users and service providers

- ▶ Be able to use a collaborative approach, so that service users, family members and carers and service providers work together to:
 - identify problems,
 - set priorities,
 - establish goals,
 - create treatment/support plans,
 - work towards solutions.
- ▶ Recognise that service users and workers both bring expertise to the situation.
 - Conduct all meetings as a collaboration between experts in which the experiential expert (the service user) meets with the clarification expert (the worker).
 - Demonstrate their understanding that the aim of the meeting/agreement is to enlist the service user as a therapeutic ally and to negotiate mutually acceptable plans for enhancing the service user's well-being.

F4-2) Demonstrate confidence and support the service user with anger management

- ▶ Recognise that a variety of different social skills can be taught to service users with mental health problems to reduce the risk of aggressive behaviour. These skills include:
 - Expressing negative feelings.
 - Learning compromising skills.
 - Learning negotiation skills.
 - Learning problem solving skills.
- ▶ Recognise that working with service users to enable them to cope more effectively with anger has the following cognitive – behavioural components:
- ▶ Supporting service users to recognise their own early signs of anger so they are more aware of when they need to use anger management skills.
- ▶ Supporting service users to recognise potentially provocative situations and to identify non-aggressive responses, such as problem solving.
- ▶ Providing a repertoire of behavioural skills for managing conflict.

F4-3) Encourage service users independence by providing support with money management

- ▶ Recognise budgeting as one of the basic living skills that people need.
- ▶ Support the service user to learn and improve their budgeting skills.

F4-4) Motivate service users to be active participants in their own therapeutic process and support the service user to identify and work towards personal goals

- ▶ Support service users to learn about different therapeutic resources and approaches.
- ▶ Encourage people to take part in making choices.
- ▶ Believe in the service user's ability to recover.
- ▶ Foster a sense of hope.
- ▶ Focus on a vision of the service user's preferred future.
- ▶ Shift from a stance of demoralising pessimism to realistic optimism.
- ▶ Help break the cycle of disempowerment, despair, and learned dependency.
- ▶ Reframe relapses from failures to opportunities to learn.
- ▶ Use non-threatening crisis response techniques.

F4-5) Encourage service users to express their opinions and views about the service they receive.

- ▶ Encourage the service user to identify and plan the support he/she requires.
- ▶ Encourage the service user to express their views.
- ▶ Encourage the service user to discuss any difficulties he/she is having. It may be helpful to suggest bringing a friend or relative to provide support and to help describe the service user's behaviour and symptoms if he/she is unable to.
- ▶ Encourage discussion about different approaches to the service user's difficulties, ensuring that the service user understands the potential positive and negative aspects of each approach.
- ▶ Encourage the service user to ask questions to ensure the support plan is mutually agreed.
- ▶ Set goals jointly with the service user.
- ▶ Discuss with the service user what supports/resources he/she will need to work towards their goals.

F4-6) Promote and facilitate self-help and mutual support for service users and family members and carers

- ▶ Communicate effectively with families.
- ▶ Value family involvement in all phases of support and recovery.

- ▶ Identify local, regional and national service users support services and carers services and develop working relationships with them.
 - ▶ Understand the experiences, needs and concerns of family members and service users.
 - ▶ Identify the impact of mental health problems on family relationships and dynamics that can put service users and family members at psychological and physical risk.
 - ▶ Provide education for families and work with family members to prepare them to effectively participate in support and recovery.
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F5. Supporting social and community integration

F5-1) Willing to work from an interagency, partnership approach to help achieve service users goals and wishes

- ▶ Know about financial entitlement, welfare and benefit systems.
- ▶ Integrate community resources and income maximisation services into service planning and delivery.

F5-2) Encourage service users to access employment and education and to participate in vocational programmes

- ▶ Identify, develop and maintain good relationships and links with a wide range of community resources.
- ▶ Demonstrate knowledge about legal issues and human rights that are relevant to work setting and occupation.
- ▶ Know about and assist individuals to access legal and advocacy resources as needed and/or requested.

F5-3) Promote understanding of mental health problems and coping strategies

- ▶ Recognise and support service users own coping strategies and personal strengths.
- ▶ Identify and challenge situations that are stigmatising and discriminatory.
- ▶ Know and promote knowledge about legal issues applicable to service users, carers and service providers in mental health settings.

- ▶ Ensure that service users are able to make informed choices in relation to treatment/support, financial, and other decisions.
 - ▶ Use community resources not only open to mental health service users (mainstream services).
-

F6. Management of the Service

F6-1) Adhere to policies and procedures

- ▶ Demonstrate knowledge of relevant Policies and Procedures.
- ▶ Know and understand why Policies and Procedures are important.
- ▶ Base their practice on Policies and Procedures.
- ▶ Behave in accordance with Policies and Procedures.

F6-2) Work as part of a team

- ▶ Participate as a member of the team.
- ▶ Assist in building positive working relationships.
- ▶ Demonstrate knowledge of their own organisation.
- ▶ Demonstrate knowledge of other organisations.
- ▶ Recognise that members of the team are interdependent and understand that both personal and team goals are best accomplished with mutual support.
- ▶ Recognise that members of a team feel a sense of ownership for their jobs because they are committed to goals they helped establish.
- ▶ Recognise that members of a team contribute to the organisation's success by applying their unique talents and knowledge to team objectives.

- ▶ Recognise the importance of a climate of trust within a team, where members are encouraged to openly express ideas, opinions, disagreements and feelings, and where questions are welcomed.
- ▶ Recognise the importance of open and honest communication.
- ▶ Recognise the importance of encouraging members of a team to develop skills and apply what they learn within their job, and to receive the support of the team in this.

F6-3) Take an active part in meetings

- ▶ Demonstrate respect.
- ▶ Develop effective listening skills.
- ▶ Demonstrate effective communications skills.
- ▶ Demonstrate effective social skills.
- ▶ Be aware of own limitations and values.
- ▶ Be aware of others limitations and values.
- ▶ Consider meetings as a learning and self development opportunity.
- ▶ Have an understanding of what makes meetings effective.

F6-4) Take an active role in the improvement of the quality of the project

- ▶ Promote quality in the workplace.
- ▶ Participate in delivering and receiving feedback.
- ▶ Demonstrate commitment to continuity of care within mental health services.
- ▶ Promote continuous quality improvement.
- ▶ Eliminate stereotypes and prejudices.
- ▶ Understand methods of evaluation and apply them to their own work.
- ▶ Understand, disseminate and practice newly learned skills and methods.

- ▶ View learning as a lifelong process.
- ▶ Know and understand research findings applicable to position.

F6-5) Develop preventive approaches to stress and burn-out

- ▶ Contribute to the well being of self and others.
- ▶ Demonstrate tolerance towards other people.
- ▶ Support and empower others.
- ▶ Demonstrate self management skills.
- ▶ Acknowledge and recognise signs of stress and burn out of self and others.
- ▶ Actively participate in the community.
- ▶ Be aware of own limitations and those of others.
- ▶ Participate in in-service training.
- ▶ Participate in well organised psycho educational courses.
- ▶ Take an active part in Supervision (internal – external).
- ▶ Self appraisal.

DELPHI QUESTIONNAIRE

Name.....
.....
.....

Job.....
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SECTION 1

In this first section of the questionnaire we ask for your comments, opinions and suggestions about each of the 6 functions of the list.

Function F1. Participation in the Service User Assessment Process

Definition: A good and effective CMHC worker must participate actively, effectively and knowledgably in the service user assessment process. Below you can read the skills, knowledge and attitudes that a worker should have and be able to demonstrate.

Please, comment on the whole of Function 1 (F1: Participation in the Service User Assessment Process) when answering the following questions:

■ Priority – how important do you feel F1 is within the curriculum and educational background of CMHC workers?

■ Do the elements of F1 fully cover the demands of the job? (please state if you agree or not and write a short comment)

■ Do you think that it would be feasible to implement F1 within training courses for CMHC workers? (please state if you agree or not and write a short comment)

■ Is there anything missing within F1?

■ What is over represented and/or should be excluded from F1?

Function F2: Dealing with Challenging Behaviour.

Definition: A good and effective CMHC worker must be able to assess and manage risk effectively, and to do this in partnership with the service user where possible. Below you can read the skills, knowledge and attitudes that a worker should have and be able to demonstrate.

Please, comment on the whole of Function 2 (F2: Dealing with Challenging Behaviour) when answering the following questions:

■ Priority – how important do you feel F2 is within the curriculum and educational background of CMHC workers?

■ Do the elements of F2 fully cover the demands of the job? (please state if you agree or not and write a short comment)

■ Do you think that it would be feasible to implement F2 within training courses for CMHC workers? (please state if you agree or not and write a short comment)

■ Is there anything missing within F2?

- What is over represented and/or should be excluded from F2?

Function F3: Building Working Alliances with Service Users and Families and Carers.

Definition: A good and effective CMHC worker must be able to build and maintain effective working relationships with service users, their families and carers. Below you can read the skills, knowledge and attitudes that a worker should have and be able to demonstrate.

Please, comment on the whole of Function 3 (F3: Building Working Alliances with Service Users and Families or Carers) when answering the following questions:

- Priority – how important do you feel F3 is within the curriculum and educational background of CMHC workers?

- Do the elements of F3 fully cover the demands of the job? (please state if you agree or not and write a short comment)

- Do you think that it would be feasible to implement F3 within training courses for CMHC workers? (please state if you agree or not and write a short comment)

- Is there anything missing within F3?

- What is over represented and/or should be excluded from F3?

Function F4: Promoting Self-management.

Definition: A good and effective CMHC worker must be able to work in partnership to promote independence and recovery. Below you can read the skills, knowledge and attitudes that a worker should have and be able to demonstrate.

Please, comment on the whole of Function 4 (F4: Promoting Self-management)) when answering the following questions:

- Priority – how important do you feel F4 is within the curriculum and educational background of CMHC workers?

- Do the elements of F4 fully cover the demands of the job? (please state if you agree or not and write a short comment)

- Do you think that it would be feasible to implement F4 within training courses for CMHC workers? (please state if you agree or not and write a short comment)

- Is there anything missing within F4?

- What is over represented and/or should be excluded from F4?

Function F5: Supporting social and community integration.

Definition: A good and effective CMHC worker must be able to work in partnership to support service users to identify and work towards their own goals. Below you can read the skills, knowledge and attitudes that a worker should have and be able to demonstrate.

Please, comment on the whole of Function 5 (F5: Supporting Social and Community Integration) when answering the following questions:

■ Priority – how important do you feel F5 is within the curriculum and educational background of CMHC workers?

■ Do the elements of F5 fully covers the demands of the job? (please state if you agree or not and write a short comment)

■ Do you think that it would be feasible to implement F5 within training courses for CMHC workers? (please state if you agree or not and write a short comment)

■ Is there anything missing within F5?

■ What is over represented and/or should be excluded from F5?

Function F6: Management of the service.

Definition: A good and effective CMHC worker must be able to work as part of a team and actively contribute to the running of the service. Below you can read the skills, knowledge and attitudes that a worker should have and be able to demonstrate.

Please, comment on the whole Function 6 (F6: Management of the Service) when answering the following questions:

■ Priority – how important do you feel F6 is within the curriculum and educational background of CMHC workers?

■ Do the elements of F6 fully cover the demands of the job? (please state if you agree or not and write a short comment)

■ Do you think that it would be feasible to implement F6 within training courses for CMHC workers? (please state if you agree or not and write a short comment)

■ Is there anything missing within F6?

■ What is over represented and/or should be excluded from F6?

SECTION 2

In the second section of the questionnaire we ask more detailed questions about particular competencies within the list. We have requested further comments about these competencies as the analysis already carried out highlighted that they were less frequently reported in the reference curricula. Then, the following questions are in relation to the competencies which have been least frequently reported in the reference curricula.

F1-6: Be able to assess quality of life using basic assessment tools.

■ Please rate the Importance of F1-6 within an up-to-date curriculum for CMHC workers
(using a scale of 1-3 where 1=less important; 2=important; 3=very important):

■ Please comment briefly on the score you gave.

■ Do you think that the knowledge of assessment tools to assess quality of life could enhance a CMHC workers qualification?

■ Yes/No

■ Please, comment briefly on your response.

F1-9: Demonstrate effective communication and observational skills as part of the assessment process

■ Please rate the Importance of F1-9 within an up-to-date curriculum for CMHC workers *(using a scale of 1-3 where 1=less important; 2=important; 3=very important):*

■ Please comment briefly on the score you gave.

■ Do you think that the knowledge of effective communication and observational skills as part of the assessment process could enhance a CMHC workers qualification?

■ Yes/No

■ Please, comment briefly on your response.

F3-2: Uphold and promote the legal and civil rights of service users and family members and carers

■ Please rate the Importance of F3-2 within an up-to-date curriculum for CMHC workers *(using a scale of 1-3 where 1=less important; 2=important; 3=very important):*

■ Please comment briefly on the score you gave.

■ Do you think that knowledge of legal and civil rights could enhance a CMHC workers qualification?

■ Yes/No

■ Please, comment briefly on your response.

F4-2: Demonstrate confidence and support the service user with anger management

■ Please rate the Importance of F4-2 within an up-to-date curriculum for CMHC workers *(using a scale of 1-3 where 1=less important; 2=important; 3=very important):*

■ Please comment briefly on the score you gave.

■ Do you think that skills in anger management could enhance a CMHC workers qualification?

- Yes/No

- Please, comment briefly on your response.

F4-3: Encourage service users independence by providing support with money management

- Please rate the Importance of F4-3 within an up-to-date curriculum for CMHC workers
(using a scale of 1-3 where 1=less important; 2=important; 3=very important):

- Please comment briefly on the score you gave.

- Do you think that skills in money management could enhance a CMHC workers qualification?

- Yes/No

- Please, comment briefly on your response.

F4-5: Encourage service users to express their opinions and views about the service they receive.

- Please rate the Importance of F4-5 within an up-to-date curriculum for CMHC workers *(using a scale of 1-3 where 1=less important; 2=important; 3=very important):*

- Please comment briefly on the score you gave.

- Do you think that developing skills in encouraging service users to express their views about the service they are receiving could enhance a CMHC workers qualification?
- Yes/No

- Please, comment briefly on your response.

F4-6: Promote and facilitate self-help and mutual support for service users and family members and carers

- Please rate the Importance of F4-6 within an up-to-date curriculum for CMHC workers *(using a scale of 1-3 where 1=less important; 2=important; 3=very important):*

■ Please comment briefly on the score you gave.

■ Do you think that knowledge and skills in relation to encouraging self help could enhance a CMHC workers qualification?

■ Yes/No

■ Please, comment briefly on your response.

F6-3: Take an active part in meetings

■ Please rate the Importance of F6-3 within an up-to-date curriculum for CMHC workers
(using a scale of 1-3 where 1=less important; 2=important; 3=very important):

■ Please comment briefly on the score you gave.

■ Do you think that skills in participating in meetings could enhance a CMHC workers qualification?

- Yes/No

- Please, comment briefly on your response.

F6-4: Take an active role in the improvement of the quality of the project

- Please rate the Importance of F6-4 within an up-to-date curriculum for CMHC workers *(using a scale of 1-3 where 1=less important; 2=important; 3=very important):*

- Please comment briefly on the score you gave.

- Do you think that developing skills in contributing the overall development of the service could enhance a CMHC workers qualification?

- Yes/No

- Please, comment briefly on your response.

SECTION 3

In this section we ask for your comments about using the List of Functions as the core knowledge, skills and attitudes of curricula for CMHC workers across Europe. We ask for your opinion about the potential impact of this on the education, employability and recruitment of CMHC workers.

.....“Leonardo da Vinci” is a European Union programme which supports the improvement and development of vocational training in Europe. Its aims are the realization and implementation of a vocational training policy in the European Union through integration of the working practices of member states and promoting a new approach in vocational training policies through the acquisition of lifelong skills and competencies. The Leonardo da Vinci programme pursues 3 General Objectives:

- a. To promote competencies and skills within vocational training, namely of young people and within their initial education;
- b. To improve continuous vocational training quality as well as the acquisition of lifelong competencies and skills;
- c. To promote and improve the contribution of vocational training to innovative processes, in order to enhance competitiveness and entrepreneurship.

Considering the List of Functions as a whole, do you think that a training programme based on the list (or part of it) would contribute to the achievement of the above aims? Please state your agreement or disagreement and make some brief comments or suggestions.

