

BDS COMPETENCY MODEL SECOND EDITION, July 2003

INTRODUCTION

The Department of Behavioral and Developmental Services (BDS), in November of 2000, developed the first edition of the BDS Competency Model, a competency-based professional development system for BDS staff. The system is based upon the State of Maine performance evaluation system that identifies core competencies required of all state employees.

The BDS Competency Model supplements the state government-wide core competencies with knowledge competencies specific to key job functions of BDS staff. The purpose of the BDS Competency Model is to inform the training agenda of the Department as a whole, as well as to serve as a guideline for individual BDS staff members in developing their own professional development plans.

The outline listed below includes suggested target trainees but is not all-inclusive. Many job functions, such as quality improvement, supervision and administration, will likely require knowledge competencies from a number of different Competency Model sections. The knowledge competencies necessary for a given job function should be determined by the individual staff member and that individual's supervisor.

The BDS Competency Model includes:

- I. State Core Competencies (all state employees)
- II. BDS General Competencies (all BDS staff)
- III. BDS Program Specific Competencies
 - A. Mental Health (MH Services staff)
 - B. Mental Retardation (MR Services staff)
 - C. Children's Services (Children's Services staff)
- IV. BDS Direct Service Competencies
 - A. Case Management (all BDS staff providing case management services; and their supervisors)
 - B. Crisis (all BDS staff providing crisis services; and their supervisors)
- V. Appendix

This second edition was developed in the spring of 2003 by a group of BDS staff representing Mental Health, Mental Retardation, Office of Substance Abuse, and Children's Services. It expands upon, and updates the first edition. Topic areas needing further development in future editions include substance abuse, co-occurring disorders, supervision and management. Both the first and second editions were developed in close collaboration with the professional staff of the Edmund S. Muskie School's Institute for Public Sector Innovation.

The BDS Competency Model will be reviewed and updated periodically to ensure that it reflects best practices and supports the Department's mission, vision, and value statements that guide all BDS activities.



MISSION, VISION, VALUES

To help Departmental staff, the providers with whom we work, and the families and clients we serve, the Department has established mission, vision and values statements, to guide the development of all our activities.

Mission Statement

The Department's mission is to join with individuals, families and communities to encourage and assist people with developmental disabilities, mental health disorders and substance abuse disorders to achieve good health and meaningful living, through resources that:

- build on the strengths and accomplishments of the past
- are local and regional
- encourage widespread participation in policy decisions and planning
- have no barriers in serving all disabilities
- are measured in terms of efficiency, outcomes and impact on quality of life.

Vision Statement

Maine citizens will freely and fully experience the highest quality of life regardless of illness or disability. To achieve this vision we will join with communities and people who receive and deliver services to:

- support people to live in and be part of their communities
- promote and support aspirations and growth by building self-confidence, self-esteem and personal responsibility
- promote quality of life by participating in strengthening families and communities
- promote services that merit public confidence, trust and respect
- promote informed choices

Values

In support of our vision, we in the Department value:

- **Choice** - People have opportunities to make informed choices and get accessible, cost effective, individually tailored supports within their community.
- **Access** - People have access to jobs, education, healthcare, housing, social, spiritual and recreational opportunities.
- **Dignity** - People are treated with dignity and respect, and their rights are safeguarded by all who provide services to them.
- **Quality** - People determine the quality of their supports based on the outcomes that they experience.
- **Prevention And Early Intervention** - Our emphasis on prevention and early intervention will help minimize the effects of illness and disability on people's every day lives.

BDS COMPETENCY MODEL

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I. STATE CORE COMPETENCIES

1.00 Initiative

Drives for results and success, job commitment, sets high standards of performance, pursues aggressive goals and works hard to achieve them, displays a high level of effort and commitment to the work, takes ownership.

- 1.01 Assumes responsibility as a driving force in getting things done or in making changes with clients, agencies, and the community.
- 1.02 Sets challenging yet achievable goals for self and others.
- 1.03 Is enthusiastic and energetic; likes the job.
- 1.04 Shows creativity in looking for natural supports.

2.00 Adaptability

Handles day-to-day work challenges confidently, willing and able to adjust to multiple demands. Shows resilience in the face of constraints, frustrations, or adversity. Demonstrates flexibility.

- 2.01 Adapts personal and professional styles to meet the needs of specific situations or clients and families.
- 2.02 Is able to shift gears and redirect activities.
- 2.03 Perseveres in the face of disappointment, hostility or adverse conditions; resists dwelling on disappointments; motivates self to make the best of things.
- 2.04 Is open to new information and changing own opinion; tolerant but keeps looking for solutions.

3.00 Planning and Organizing Work

Shows ability to plan, schedule, and coordinate work of self and others. Defines and arranges activities in a logical and efficient manner. Effectively uses resources including time, money, and materials.

- 3.01 Organizes materials, services, and activities to accomplish case goals efficiently and effectively.
- 3.02 Effectively uses resources including time, money, materials and natural supports.

- 3.03 Oversees case management operations (e.g. workflow, timelines, the use of resources, costs, and revenues) in order to provide services in a cost-effective manner.
- 3.04 Balance needs of client vs. agency for record keeping.

4.00 Decision Making

Shares information and involves appropriate others in the decision-making process. Makes timely, logical decisions. Decisions are modified based on new information when appropriate.

- 4.01 Suspends judgment using critical thinking skills, resists jumping to conclusions; checks out hearsay and others' opinions in order to form opinions and conclusions based upon first-hand interaction and assessment. Recognizes that decisions are based on partnership with client.
- 4.02 Anticipates significant information necessary for decision-making; researches applicable information, resources, and trends.
- 4.03 Recognizes when a decision is required and makes timely decisions based on available data.
- 4.04 Modifies case plan if new information indicates the need to do so.
- 4.05 Is open to new information and changing own opinion.
- 4.06 Accountability. Takes responsibility for own decisions.
- 4.07 Is able to think on one's feet and to be decisive in ambiguous or chaotic situations.
- 4.08 Knows when to be assertive, when to take a strong stand on issues, and when to confront others, including confronting the system; and when not to.
- 4.09 Believes in own decisions; optimistic about own ability to get the job done.

5.00 Customer Service

Seeks feedback from internal and external customers; anticipates customer needs and provides quality services to customers; continuously searches for ways to increase customer satisfaction.

- 5.01 Recognizes the need for information from multiple sources for effective case management.
- 5.02 Prioritizes information needs and resources for gathering and manipulating information.

- 5.03 Can efficiently and effectively gather, analyze, and share critical information.
- 5.04 Makes sure clients/families have all the available information needed to manage situations and make sound decisions; explains complexities in an easy-to-understand manner.
- 5.05 Respects privacy, insures confidentiality of the information.
- 5.06 Strives to address the needs of clients within the constraints of the system.
- 5.07 Recognizes the need for creativity and flexibility to help meet client needs which are outside the traditional service system.

6.00 Teamwork

Contributes to organizational goals; fosters collaboration among team members and among teams.

- 6.01 Recognizes the team process is client driven and strengths based; and also includes community supports, family, and other agencies.
- 6.02 Identifies and understands what resources are available, builds and maintains effective working relationships with a network of interdisciplinary systems.
- 6.03 Understands and appreciates the different views, expertise and experience of others; understands the perspectives, strengths, and limitations of other individuals and systems.
- 6.04 Participates constructively on inter and intra agency work groups and activities to clarify and improve systems, program functioning and service delivery.
- 6.05 Solicits input from and supports colleagues.
- 6.06 Appreciates the need for multi-disciplinary and multi-system collaboration.
- 6.07 Values diversity of team approach and sharing workload, increasing range of options and modeling collaborative behavior.

7.00 Interpersonal Relations

Shows respect and tolerance for others; relates well to others, possesses good listening skills, and demonstrates trust, sensitivity, and mutual respect; recognizes the contributions diversity brings to job performance and creativity.

- 7.01 Perceives strengths, needs, challenges, and feelings of others.

- 7.02 Uses understanding based on listening and observation to anticipate and prepare for others' reactions.
- 7.03 Recognizes emotion-laden issues or situations and handles them with sensitivity.
- 7.04 Understands and values diversity and different styles of perceiving, learning, communicating, and operating.

8.00 Job Knowledge

Demonstrates appropriate level of understanding of relevant job knowledge. Consistently expands job knowledge and keeps abreast of new developments in the field.

9.00 Oral Communication

Speaks clearly and expresses self well in groups and in one-on-one conversations. Demonstrates attention to and conveys understanding of comments and questions of others.

- 9.01 Demonstrates attentive and active listening.
- 9.02 Uses a variety of questioning techniques to elicit information needed to form conclusions or make decisions.

10.00 Written Communications

Conveys information clearly and effectively through formal and informal documents.

II. BDS GENERAL COMPETENCIES (for all BDS staff)

1.00 DIVERSITY

- 1.01 **History and Definitions:** Knowledge of evolution and history of diversity work, definitions, language and terminology of diversity; has met department requirement for diversity training.
- 1.02 **Communication Skills:** Ability to communicate cross-culturally, ability to use language that is inclusive and sensitive to a broad, diverse population, ability to work with people having diverse communication styles, such as the effective use of an interpreter or TTY machine.
- 1.03 **Respect for Diversity:** Respects co-workers regardless of differences including diverse lifestyles, background and culture.

- 1.04 **Legal Compliance:** Ability to act in compliance with relevant law and policy (e.g. Civil Rights Law, EEO regulations, Americans with Disabilities Act (ADA) and Maine Human Rights Act).
- 1.05 **Inclusion in Decision Making:** An openness and awareness to the inclusion of diverse and/or minority viewpoints in decision making.

2.00 TECHNOLOGY

- 2.01 **Computer Basics:** Is able to perform basic computer tasks including turning on the computer, logging on, rebooting, turning the computer off, displaying start and help menus, opening and closing programs, using the mouse and moving the cursor within documents.
- 2.02 **E-Mail:** Is able to utilize e-mail to compose, reply to and forward messages, attach files and save attachments, set up files, file and retrieve messages, use the global address list, create contacts and distribution lists.
- 2.03 **Scheduling:** Is able to utilize scheduling including creating new tasks, viewing, editing, deleting appointments, and printing appointments.
- 2.04 **Word Processing:** Understands and is able to utilize the word processing function including page set up and editing text.
- 2.05 **File Management:** Is able to create, save and delete files and folders, as well as locate and retrieve files and folders on all drives.
- 2.06 **Navigation:** Is able to open and close windows, switch between windows, size and move windows; and move between drives.
- 2.07 **Information Systems:** Is able to utilize BDS information systems, including inputting data, retrieving data and generating reports as required.

3.00 TRAUMA INFORMED SERVICES

- 3.01 **Definition:** Is able to define psychological trauma.
- 3.02 **Trauma and Illness:** Understands the development over time of the perception of psychological trauma as a potential cause and/or complicating factor in medical or psychiatric illnesses.
- 3.03 **Prevalence and Sequelae:** Is familiar with current research on the prevalence of psychological (childhood and adult) trauma in the lives of persons with serious mental health and substance abuse problems and is able to list possible sequelae of

trauma (e.g. post traumatic stress disorder (PTSD), depression, generalized anxiety, self-injury, substance abuse, flashbacks, dissociation, eating disorder, revictimization, physical illness, suicide, aggression toward others).

- 3.04 **Trauma-Related Dynamics:** Has a basic understanding of symptoms, feelings and responses associated with trauma and traumatizing relationships.
- 3.05 **Trauma-Informed Services:** Understands key principles of trauma-informed services; ensuring physical and emotional safety; maximizing consumer choice and control; maintaining clarity of tasks and boundaries; ensuring collaboration in the sharing of power; maximizing empowerment and skill building.
- 3.06 **Avoidance of Retraumatization:** Considers all consumers as potentially having a trauma history, understands how such individuals can be retraumatized and is able to interact with consumers in ways that avoid retraumatization.
- 3.07 **Personal and Professional Boundaries:** Is able to maintain personal and professional boundaries in ways that are informed and sensitive to the unique needs of a person with a history of trauma.
- 3.08 **Unusual or Difficult Behaviors:** Understands unusual or difficult behaviors as potential attempts to cope with trauma. Has respect for people’s coping attempts and avoids rush to negative judgments.

III. BDS PROGRAM SPECIFIC COMPETENCIES

A. MENTAL HEALTH

1.00 Legal and Statutory Bases

- 1.01 **Mental Health Rights:** Has an understanding of basic human and civil rights and how they change for individuals with psychiatric diagnoses under conditions of voluntary admissions and involuntary commitment within Maine’s Public Laws. Understands Maine’s Rights of Recipients of Mental Health Services.
- 1.02 **Legal Supports:** Understands and has a working knowledge of the “class action” issues associated with mental health services within Maine; knowledge of generic and disability-related advocacy services, use of advance directives, and Adult Protective Services, including guardianship, power of attorney, representative payee status, and conditions pertaining to SSI and SSDI.
- 1.03 **Eligibility:** Understands eligibility requirements for mental health services. These services include but are not limited to: guardianship, power of attorney,

representative payee status, and conditions pertaining to SSI and SSDI, as well as entitlements and conditions which support work and an education.

- 1.04 **Reportable Events:** Understands what constitutes a reportable event, and how to process relevant documentation.

2.00 Concepts and Definitions

- 2.01 **Mental Health:** Understand the definitions of mental health, including the client's, within a continuum of mental health and health issues.
- 2.02 **Mental Illness:** Understands definitions of mental illness in the field and general population, and the definition of mental illness as defined by the client.
- 2.03 **Trauma:** Understands definition, prevalence and impacts of trauma.
- 2.04 **Recovery:** Understands that recovery is possible, individually defined and developed.
- 2.05 **Diagnostic and Statistical Manual:** Understands use of diagnostic and multi-axial assessment systems, the implications of diagnoses, and use of codes for treatment criteria and reimbursement purposes. Understands the changing nature of the diagnostic process and identified diagnoses.
- 2.06 **Major Mental Health Disorders:** Understands "major mental health disorders", including "severe and profound mental illness" as categorized in the Diagnostic and Statistical Manual and prioritized within the medical and mental health systems.
- 2.07 **Severe and Prolonged Mental Illness:** Knowledge of the category "severe and prolonged mental illness" as identifying special needs and a criterion for services.
- 2.08 **Co-occurring Disorders:** Understands that other disorders, including addiction, medical conditions, developmental disabilities, and mental retardation may occur with mental illness and with each other.
- 2.09 **Signs and Symptoms:** Understands how to recognize signs, symptoms, and indicators associated with acute episodes of illness and/or psychosocial crises, as well as signs of recovery and wellness.

3.00 Screening, Intake, and Assessments

- 3.01 **Initial Screening:** Understands and appropriately uses screening techniques for mental health, substance abuse and trauma issues and determining appropriateness of services.

- 3.02 **History and Background:** Understands the importance of an accurate historical picture of the client and his/her significant others.
- 3.03 **Crisis Assessment:** Knows basic components of mental status examination and refers appropriately.
- 3.04 **Assessment Tools:** Is able to utilize a wide range of assessment tools.
- 3.05 **Client Education:** Is able to provide appropriate information regarding systems, services, procedures, supports and treatments, and options at points of screening, intake and assessments.
- 3.06 **Individual Support Plan (ISP):** Able to work with the client to develop an individual, client-driven individual support plan which identifies the resources and strengths of the person and provides a framework for thinking about needed supports and services.

4.00 Theories and Practices in Mental Health Services

- 4.01 **Bio-psychosocial:** Understands holistic practice that includes an understanding of the physical, social, emotional, and spiritual aspects of each person served.
- 4.02 **Psychosocial Rehabilitation Supports:** Knowledge of client driven psychosocial rehabilitation and supports.
- 4.03 **Medical Model:** Understands the framework of the medical model of mental illness and its role as the basis for psychiatric diagnosis and treatment.
- 4.04 **Trauma Model:** Understands the impact of trauma, including sexual, physical, and neglectful abuse, its connection to diagnoses of mental and addictive disorders, and importance to treatment.
- 4.05 **Recovery-based:** Understands that recovery is possible, individually defined, and is developed on the basis of hope, self-determination, empowerment, and the skills and resources to support wellness.
- 4.06 **Family Systems Model:** Understands the usefulness of the family systems approach to mental health difficulties.
- 4.07 **Cognitive and Behavioral:** Has awareness of cognitive and behavioral approach to mental illness and tools for treatment.
- 4.08 **Complementary Practices:** Understands and uses new or non-traditional approaches when appropriate.

- 4.09 **Role-Modeling:** Actively incorporates and demonstrates personal and professional empowerment principles such as conflict management, assertive communication, respect and acknowledgment of biases.
- 4.10 **Basic Pharmacology:** Has knowledge of the use of pharmacological treatment, with a basic understanding of medications' effects and side effects, and the recipient's viewpoint on them.
- 4.11 **Mediation and Alternative Dispute Resolution:** Understands use of mediation as a problem solving option and alternative to grievance process.
- 4.12 **Spirituality:** Understand the dynamics of spirituality in overall well-being
- 4.13 **Sexuality:** Knows the issues and resources available or needed to support healthy sexuality for each person receiving services.

B. MENTAL RETARDATION

1.00 Legal and Statutory Bases

- 1.01 **Legal and Statutory Rights:** Has an understanding and knowledge regarding the rights of people who receive mental retardation services within Maine's Public Law, civil rights as well as rights of recipients (Refer to Section 3 – Mental Retardation Case Management Manual).
- 1.02 **Community Consent Decree:** Has a working understanding of the Community Consent Decree, its history, implementation, class, and services required.
- 1.03 **Guardianship:** Understands what it means to act as a delegate for the Public Guardian including procedures and limits of authority.
- 1.04 **Behavioral Regulations:** Knowledge of best practice of behavior intervention and supports. Knowledge of regulations about emergency and behavior management interventions.
- 1.05 **Reporting Requirements:** Understands the requirements of adult protective and reportable events reporting requirements. Knowledgeable of reportable/critical events and of associated timeline requirements.
- 1.06 **Eligibility:** Knowledge and understanding of the legal requirements regarding eligibility and referral for Mental Retardation Services (Refer to Section II in Mental Retardation Services Case Management Manual).

2.00 Concepts and Definitions

- 2.01 **Mental Retardation:** Understands specific MR diagnoses.
- 2.02 **Signs and Symptoms:** Understands and recognizes the many signs, symptoms and indicators associated with mental retardation.
- 2.03 **Coexisting Disorders:** Understands and is able to identify symptoms and dynamics of co-existing disorders, including disorders related to trauma, and the need for collaborative efforts for better therapeutic outcomes for this population.

3.00 Screening, Intake, and Assessments

- 3.01 **Intake Assessment:** Understands and utilizes appropriate techniques to develop an accurate historical picture of the client and other significant members of the family.
- 3.02 **Crisis Assessment:** Understands when and where to go for crisis assessment.
- 3.03 **Professional Testing:** Understands and is able to read conclusions of psychological tests as well as other types of assessments and use the information in referrals.

4.00 Approaches to Mental Retardation Issues:

- 4.01 **Holistic Practice:** Understands physical, social, emotional, and spiritual aspects of life for each person served.
- 4.02 **Psychosocial Supports:** Has knowledge of client centered psychosocial supports.
- 4.03 **Family Systems Model:** Understands the theoretical framework and dynamics of family systems as they affect adults who have mental retardation.
- 4.04 **Spirituality:** Understand the dynamics of spirituality in overall well being.
- 4.05 **Sexuality:** Knows the issues and resources available or needed to support healthy sexuality for each person receiving services.
- 4.06 **Role-Modeling:** Actively incorporates and demonstrates personal and professional empowerment principles such as conflict management, assertive communication, respect and acknowledgment of biases.
- 4.07 **Basic Pharmacology:** Has knowledge of basic pharmacology including side therapeutic effects and effects along with the service recipient viewpoint on these medications and their effects.

- 4.08 **Empathy:** Ability to understand the needs of persons with varying degrees of mental retardation.
- 4.09 **Client-centered:** Understands the value of individualized services, inclusion, and community participation and self-determination.
- 4.10 **Trauma:** Understands vulnerability of people with developmental disabilities. Acts to prevent traumatic occurrences. As needed, seeks sources of healing.

5.00 Approaches to Planning With People

- 5.01 **Interventions:** Has knowledge of and can use as appropriate a wide variety of intervention strategies that support the client's efforts to grow and change.
- 5.02 **Person-Centered Planning:** Knows the principles and values underlying Person-Centered Planning:
 - A. Is able to work collaboratively with the consumer and the planning team to identify needs and desires, and describe specific actions to be undertaken to address those needs and desires.
 - B. Is able to develop interim plans to address unmet needs.
 - C. Is able to produce required documentation in print or electronic form.
 - D. Assesses compliance with standards for written plans produced by others.
 - E. Monitors progress and participates in modifying plans as needed.
- 5.03 **Independent Living:** Understands the value of a self-directed life.
- 5.04 **Positive Supports:** Has knowledge of and is able to implement positive behavioral supports and approaches to challenging behaviors.
- 5.05 **Counseling:** Understands and is able to use appropriate informal counseling techniques.
- 5.06 **Support/Care Distinction:** Knowledge of the difference between "continuum of support" and "continuum of professional care".
- 5.07 **Advocacy:** Actively and capably supports consumers in developing self-advocacy skills.
- 5.08 **Multi-Dimensional:** Understands the relationship among mental health and trauma issues, substance abuse issues, educational issues, social justice and legal

issues and how they interact to support the client and family as well as pose the potential for conflict.

- 5.09 **Sexuality:** Understands and capably supports consumers in developing healthy sexual identity.
- 5.10 **Spirituality:** Has knowledge of consumer's spiritual beliefs and practices; coordinates supports for these practices when needed or requested.

6.00 Community Services

- 6.01 **Community Based Supports and Services:** Has a working knowledge of the community services and natural supports available to assist persons with mental retardation to achieve and maintain valued social roles in their communities - vocational, recreational, voluntary, social, and religious.
- 6.02 **Residential-Out of Home Services:** Has a working knowledge and understanding of the residential options available to adults with mental retardation.

C. CHILDREN'S SERVICES

1.00 Legal and Statutory Bases

- 1.01 **Rights of Recipients:** Has an understanding and knowledge of the rights of recipients for BDS children's services within state and federal laws.
- 1.02 **Legal Supports:** Understands and has a working knowledge of the Risinger Settlement Agreement and other relevant legal supports.
- 1.03 **Guardianship:** Understands guardianship laws and issues as they pertain to BDS, Corrections, and DHS.
- 1.04 **Behavior Management:** Knowledge of regulations surrounding emergency and behavior management interventions.
- 1.05 **Mandatory Reporting:** Understands responsibility, laws, policies and procedures of reporting suspected child abuse. Understands incident report procedures.

2.00 Definitions

- 2.01 **Definition of Population:** Has a basic understanding of the mental illness disorders and developmental disabilities as listed within the Diagnostic and Statistical Manual.

- 2.02 **Major Mental Health Disorders:** Understands "major mental health disorders", including "severe and profound mental illness" as categorized in the Diagnostic and Statistical Manual and prioritized within the medical and mental health systems.
- 2.03 **Signs and Symptoms:** Understands and recognizes the many signs, symptoms and indicators associated with behavioral and developmental diagnoses.
- 2.04 **Behavioral Health:** Understands the definition of behavioral health, within a continuum of behavioral health and health issues.
- 2.05 **Severe and Prolonged Mental Illness:** Knowledge of the category "severe and prolonged mental illness" as identifying special needs and a criterion for services.
- 2.06 **Trauma Disorders:** Understands trauma-based disorders and symptoms, and recognizes the signs, symptoms and indicators associated with severe abuse and neglect trauma.
- 2.07 **Co-occurring Disorders:** Understands the occurrence of multiple disabilities/disorders, including those of addiction, medical conditions, PTSD and other trauma related conditions, developmental disabilities, and mental retardation; understands the importance of collaborative efforts among multiple providers.

3.00 Assessments

- 3.01 **Initial Screening:** Understands and uses appropriate screening techniques for children's case management services.
- 3.02 **History and Background:** Understands and utilizes appropriate techniques to develop an accurate historical picture of the child and family, including traumatic experiences of individual child and family system.
- 3.03 **Assessment Tools:** Is able to utilize a wide range of strengths-based, family-centered, level-of-care, assessment tools to determine the child's level of need. Is able to assess for existence and impacts of abuse to determine most appropriate interventions and/or referrals.
- 3.04 **Information and Referral:** Is able to provide appropriate information, support and assistance based on the child and family's strengths and needs.
- 3.05 **Confidentiality:** Understands, explains and follows procedures regarding confidentiality, informed consent and rights of recipients.
- 3.06 **Safety Check:** Is able to assess safety of child and of family, provide assistance as needed and/or provide referral to safety services.

3.07 **Connection to Planning Process:** Able to use assessment information for planning process.

4.00 Approaches to Children's Services

4.01 **Bio-psychosocial Practice:** Understands holistic practice that includes an understanding of the physical, social, emotional, and spiritual aspects of each person served.

4.02 **Psychosocial Rehab Techniques:** Has knowledge of client centered psychosocial rehabilitation techniques.

4.03 **Medical Model:** Understands the theoretical framework and dynamics of the medical model's approach to mental health.

4.04 **Trauma Model:** Understands impacts and sequelae of psychological trauma (e.g. physical, sexual abuse, severe neglect, witnessing of violence). Understands the theoretical framework and dynamics of the trauma model's approach to mental health, how it differs from the medical model, and ways in which both models may integrate for the benefit of the child. Knows the connection of the trauma model to diagnoses of mental and addictive disorders.

4.05 **Recovery-based:** Understands that recovery is possible, individually defined and developed on the basis of hope, self-determination, empowerment, and the skills and resources to support wellness.

4.06 **Family Systems Model:** Understands the theoretical framework and dynamics of the family systems approach to mental health issues.

4.07 **Cognitive and Behavioral Model:** Has a working knowledge and understanding of the cognitive and behavioral model approach to mental illness.

4.08 **Complementary Practices:** Has an understanding of new and promising approaches to mental illness and/or trauma disorders, for example the narrative model or body therapies.

4.09 **Spirituality:** Understands the dynamics of spirituality as it relates to the support of mental health issues.

4.10 **Role-Modeling:** Actively incorporates and demonstrates personal and professional empowerment principles such as conflict management, assertive communication, respect and acknowledgment of biases.

- 4.11 **Basic Pharmacology:** Has knowledge of basic pharmacology including therapeutic effects and side effects in conjunction with the service recipient's viewpoint on both.
- 4.12 **Trauma Model:** Understands the impact of trauma, including sexual, physical, and neglectful abuse, its connection to diagnoses of mental and addictive disorders, and importance to treatment.

5.00 **Child And Adolescent Development** (Cognitive, Psychosocial, Physical)

- 5.01 **Developmental Stages:** Has a basic understanding of stages, process and milestones of normal physical, cognitive, social, and emotional development for infants, children and adolescents through post adolescence (21 years).
- 5.02 **Social Development:** Understands the importance of recreation and leisure, developing friends and becoming part of a peer group.
- 5.03 **Developmental Disabilities:** Has a basic understanding of the variety of developmental disabilities including mental retardation, cerebral palsy, epilepsy, autism, spinal bifida, Down's syndrome, attention deficit disorder, fetal alcohol syndrome, pervasive developmental disabilities and other conditions that delay or impair development.
- 5.04 **Developmental Challenges:** Understands how mental illness or emotional problems, and mental retardation or learning disabilities, and adverse childhood experiences such as physical and sexual abuse, neglect, and witnessing of violence can affect children's rate and retention of learning and contribute to variations in performance.
- 5.05 **Bonding and Attachment:** Understands importance of bonding and attachment with primary caregivers and the results of disruptions in this process, and feelings and behaviors associated with this disruption.
- 5.06 **Adolescent Mental Health:** Knows the primary symptoms of serious emotional disturbances, early and/or ongoing history of abuse, and mental illness of adolescents, and how these can impact learning and development.
- 5.07 **Physical Development:** Understands the physical changes experienced in childhood and adolescence and the effect on sense of self and identity.
- 5.08 **Identity Formation:** Understands that during adolescence youth are developing their sense of personal identity and that they may need access to resources to help them deal with the complexities of formulating their answer to the question - "Who am I?".

- 5.09 **Emotional and Psychological Independence:** Understands that children and youth may vacillate between their desire for independence and need to be dependent as they assert their independence and individuality, and as a result may exhibit mood and behavioral swings.
- 5.10 **Sexuality:** Understands that children and youth's personal identity includes their own attitude about what it means to be male or female, which influences values about sexual behavior and their sense of masculinity and femininity.
- 5.11 **Developing Value System:** Understands that children and adolescents develop their own value system and will join with, as well as have conflict with, family, friends, and others at this time as they define their own ideology.
- 5.12 **Spirituality:** Knows of and respects spiritual beliefs and festivals and is able to guide youth as they discover and grow within their religion and learn about others.
- 5.13 **Abuse and Neglect:** Understands the impact on children's physical, cognitive, social and emotional development as manifested during different ages and stages of development.

6.00 Working with Children and Youth

- 6.01 **Developing Competencies:** Creates opportunities for families to connect positively and for children and youth to build on strengths and to encourage practicing skills, learning about relationships, and connecting with their community.
- 6.02 **Cultural Awareness:** Understands the need for children and youth to explore their culture.
- 6.03 **Enhancing Self-Esteem:** Has a willingness to work with children and youth to identify activities that challenge them to gain confidence in their skills, to demonstrate knowledge and to develop their capabilities.
- 6.04 **Self as Resource:** Provides youth and families with opportunity to recognize self as a resource for others because of life experience (e.g., legislation, training professionals).

7.00 Education

- 7.01 **Educational Resources:** Knows the services and resources that contribute to children and youth's positive educational outcomes and helps the family access them (e.g., knowledge of Special Ed 504 accommodations and partnering with continuum of care through Child Development Services).

- 7.02 **Post-Secondary Preparation and Options:** Works collaboratively with school officials and guidance counselors to identify appropriate plans for supports and services to assist youth in preparing for post-secondary education. Knows programs and services for youth who choose to continue their education (e.g., Job Corps, vocational and higher education, etc.).
- 7.03 **Educational Goals:** Works with children and youth to develop educational goals and a plan for attaining these goals.

8.00 Substance Abuse

- 8.01 **Dynamics and Indicators:** Understands substance use as a continuum and recognizes the dynamics and indicators of substance use/abuse problems that occur throughout the continuum.
- 8.02 **Use:** Understands reasons why youth may choose to use alcohol and other substances, and recognizes when substances are used as a way of coping with trauma.
- 8.03 **Resources:** Works with youth to identify treatment and prevention services and to understand referral procedures so that youth are able to address substance abuse issues.
- 8.04 **Addiction:** Understands dynamics of, and various philosophical approaches to addiction, such as disease, trauma, self-medication, bio-psychosocial perspectives.
- 8.05 **Dual Diagnosis:** Understands and is able to identify symptoms and dynamics of dual diagnoses and the need for collaborative efforts for better therapeutic outcomes for this population.
- 8.06 **Recovery:** Understands and is able to identify stages of recovery from addiction and the effects of the recovery process on family members and care providers.

9.00 Teen Parenting

- 9.01 **Resources:** Knows resources that are available to youth who become parents (e.g., prenatal care, hospital services, parenting programs, delivery education, well-child care, immunization schedules, support groups, adult education and financial entitlements).
- 9.02 **Pregnancy:** Works with youth to assess options, identify services, and secure support as needed during pregnancy.
- 9.03 **Parenting Skills:** Works with youth to identify classes and other programs to develop skills needed to successfully parent.

10.00 Health – Maintenance Services

- 10.01 **Managing Medical, Dental, and Mental Health Needs:** Works with families and children to help them manage their own medical, dental, and mental health needs by helping them gain an understanding of their health care needs and the importance of keeping appointments, maintaining records and complying with insurance/MaineCare requirements.
- 10.02 **Identifying Health Resources:** Works with families and children to identify and connect with appropriate health resources in their own communities.

11.00 Life Skills for Youth

- 11.01 **Continuum:** Understands the four-stage continuum (informal learning, formal learning, supervised practice and self-sufficiency) that enables youth in independent living programs to move through a series of phases to acquire tangible and intangible skills.
- 11.02 **Needs and Goals:** Understands that youth’s acquisition of life skills is dependent on their own developmental needs and their independent living goals.
- 11.03 **Core Skills:** Knows and understands core set of life skills and approaches for youth to learn/practice the skills.
- 11.04 **Joint Planning and Consistency:** Knows the importance of joint planning and of consistency in approach and expectation by all adults teaching independent living and self-management skills to youth.
- 11.05 **Practices:** Consistently works with youth to create opportunities to practice daily living skills in a real world environment to promote confidence.
- 11.06 **Trauma Symptom Management Skills:** Understands dynamics and symptoms of trauma and knows core set of symptom management skills that empower youth to gain understanding and mastery over impacts of trauma.

12.00 Community Services

- 12.01 **Community Based Supports and Services:** Has a working knowledge of the community based service agencies and supports available to assist mental health clients and their families.
- 12.02 **Residential - Out of Home Services:** Has a working knowledge and understanding of the residential and hospital based services available to assist the clients and their family.

- 12.03 **Residential In-Home Supports:** Is knowledgeable about resources available to provide in-home supports to families.

IV. BDS DIRECT SERVICE COMPETENCIES

A. CASE MANAGEMENT

1.00 CORE COMPETENCIES

1.01 Values

- A. **Values:** Has the ability to uphold and practice the BDS values of choice, access, dignity, quality, prevention and early intervention.
- B. **Respect:** Regards people who receive BDS services as persons with dignity and competence, engaging them as full partners.
- C. **Membership/Inclusion:** Includes family members and other community care providers in all aspects of service planning (when appropriate and when approved of by the consumer).
- D. **On-going Evaluation:** Consistently evaluates the strengths and needs of the client, family and the community, and the relevance of services.
- E. **Seeking Support:** Understands the critical importance of obtaining supportive supervision and consultation while working with mental health clients.
- F. **Collaborative Community:** Understands the principles of a collaborative community, constantly working to improve and enhance the area's community-based system of support for the client.
- G. **Professionalism:** Conducts all activities in a professional and ethical manner.
- H. **Self-determination:** Recognized client's self-knowledge and supports their right to risk both success and failure through their choices.
- I. **Safety:** Recognizes the potential trauma history of clients and the critical importance of avoiding retraumatization in all settings.

1.02 Statutory and Regulatory Bases

- A. **Statutory and Regulatory Bases:** Understands the basis in federal and state law, regulations and rules for the operation of behavioral health programs. Understand fiscal and programmatic aspects of Maine Care and other relevant funding sources.
- B. **Knowledge of Relevant Statutes:** Knows the specific statutes related to the disciplines involved in the case, and their interrelationship with other related laws.
- C. **Terminology, Definitions and Concepts:** Understands the legal terminology, definitions and concepts of the disciplines involved in the case.
- D. **Legal System:** Understands jurisdictions of various courts that deal with behavioral health issues. Knowledge of laws and procedures related to physical and sexual abuse and reporting of abuse related crimes.
- E. Knowledge of laws and procedures related to physical and sexual abuse and reporting of abuse related crimes

1.03 Policies and Procedures

- A. **Policy Base:** Understands the basis in policy for the operation of behavioral health programs; understands the value base of policy.
- B. **Policy and Procedures:** Knows the specific policies and procedures related to behavioral health programs and their interrelationship with each other. Knows procedures to follow in cases of sexual and/or physical assault.
- C. **Terminology, Definitions and Concepts:** Understands policy terminology, definitions and concepts and is able to apply them appropriately to case management.
- D. **Ethical Issues:** Understands the policy requirements of ethical practice and the ramifications of ethical violations to both staff and clients.
- E. **Documentation:** Knows information to be accumulated, analyzed and recorded; appropriate forms; relationship between documentation and accountability.

1.04 Strengths-Based Practice

- A. **History:** Knows evolution of case management practices and community support work.
- B. **Non-judgmental:** Utilizes a non-judgmental, client centered approach to case management.
- C. **Focus:** Consistently identifies strengths; maintains focus on client strengths and on the strengths of the natural support systems.
- D. **Involves Key Players:** Collaborates with client, family, and others with consent of client to identify key participants in a client's life and configures the interdisciplinary and community team (who will be there, what agenda). Does not take relationships for granted.
- E. **Individualized:** Partners with client and when consent gained from client with family and others to assess and identify needs that are unique to each individual. Develops plans that build on natural supports, are culturally sensitive, and specific to each client.
- F. **Team Approach:** Works through difficult situations together and recognizes, celebrates, and supports things that go well.
- G. **Family Systems:** Strives to understand interpersonal and family dynamics.

1.05 Case Management

- A. **Case Management Principles:** Understands and is able to implement BDS policies and procedures for Case Management.
- B. **Case Planning Process:** Understands how to partner with client and family (when appropriate and with client consent) to identify and implement policy and procedures for prioritizing needs and objectives and for designing clear, concise action/service plans that address outcomes, are based on strengths and needs rather than services available, and incorporate measurable activities.
- C. **Life Domains:** Works with client to consider life domain areas (e.g. residence, family, social, emotional/psychological, educational/vocational, safety, legal, medical, crisis intervention, spiritual, cultural and financial) when mutually developing case plans.
- D. **Case Documentation:** Understands and is able to identify and utilize policies and procedures for identifying pertinent data for inclusion in case

records and reports; organizes information in a clear and concise manner; writes summaries of assessment, case plan and other supporting data for the case record in a timely manner.

- E. **Outcome Measures:** Understands and is able to identify and utilize definition and purposes of outcome measures.
- F. **Case Coordination:** Understands and is able to utilize approaches to coordinate implementation of services, evaluate effectiveness of services to meet desired outcomes and modify plan as necessary.
- G. **Case Reviews:** Understands and is able to identify and implement policies and procedures for routine and timely reviews.
- H. **Service Contracts and Referrals:** Understands and is able to implement policies and techniques for coordinating the timely delivery of services to meet identified needs, including identification of community resources, advocacy, and appropriate follow-up reports.
- I. **Case Termination:** Understands and is able to effectively implement policies and procedures for effectively terminating a relationship with a client; partners with client to understand what is included in thinking about transitions from different levels of service and/or different life milestones. Understands protocol for interdepartmental services.
- J. **Transitions:** Understands and can navigate service and planning needs throughout developmental stages, as well as changes brought about by changes in personal health, in services, and due to death and dying.

1.06 Fiscal Responsibility

- A. **Budgeting Principles:** Understands protocol for interdepartmental services. Demonstrates general understanding of budgeting techniques and fiscal constraints.
- B. **Funding:** Understands the purpose and availability of various funding streams (e.g. MaineCare), non-categorical funds, and informal resources; and is creative in using alternative resources to meet needs.
- C. **Reimbursement:** Ensures that appropriate documentation is included to ensure reimbursement.
- D. **Financial Assistance:** Ensures appropriate use of various funds for financial assistance to clients.

1.07 Community Relationships

- A. **Community Service Networks:** Understands community service networks and their importance to effective case management, and develops relationships with them.
- B. **Community Image:** Understands the perspectives and interests of community members; works to build and maintain an informed and positive public image with them.
- C. **Respectful:** Demonstrates a high level of respect for all constituencies.
- D. **Information Sharing:** Provides information to the community and others about the agencies and their programs and services.
- E. **Customer Service Orientation:** Understands the overall service system as well as relevant service approaches for populations of persons served.
- F. **Demonstrates Knowledge of Resources:** Demonstrates knowledge of local, regional, state and federal resources, so as to offer informed choices. Knows appropriate persons to notify when needed resources are not available.
- G. **Stakeholder Collaboration:** Works collaboratively with both formal and informal groups of stakeholders such as Boards, Advisory Committees, family members, and advocates.

2.00 RELATIONSHIP COMPETENCIES

2.01 Interpersonal Sensitivity

- A. Recognizes and acknowledges the feelings of others. Demonstrates unwavering respect in speech and actions for clients and their rights.
- B. Is empathetic; is able to see things accurately from the emotional perspective of others, and cares about their well-being.
- C. Is discerning in understanding own feelings and is purposeful in expressing them.
- D. Recognizes the importance of airing strong feelings and dealing with them openly in an appropriate setting.
- E. Lets people know their feelings are legitimate and real, validating them in a non-judgmental way.

- F. Shows genuine respect for the wishes, preferences, and privacy of clients, and advocates for them when appropriate.
- G. Acknowledges and addresses safety and survival needs of clients (e.g., safe relationships and living environment, heat, clothing, food) before attending to social and behavioral issues and problems.
- H. Has clear sense of and ability to maintain personal and professional boundaries.

2.02 Interpersonal Techniques

- A. Understands unusual or difficult behaviors as potential attempts to cope with the impacts of life events as well as mental or physical illness.
- B. Selects and uses appropriate behavior management techniques, especially for individuals who have been physically and/or sexually abused.
- C. Responds to crises with effective trauma-informed crisis intervention techniques.
- D. Manages conflicts; deals appropriately in difficult situations with clients, families, supervisors, providers or peers.
- E. Facilitates meetings and groups, providing leadership or support as needed to accomplish tasks and maintain group cohesiveness.

2.03 Rapport-Building Skills

- A. Conveys openness to whole life experience of clients, including negative or difficult to hear (for the case manager) information.
- B. Sees clients as whole individuals with strengths as well as weaknesses; affirms the worth of an individual even when circumstances are difficult.
- C. Establishes and nurtures client trust by being reliable, prompt, dependable and candid in interactions; making sure that behaviors match words.
- D. Uses purposeful self-disclosure as a professional tool in order to recognize and acknowledge commonality and to develop the relationship with the client.
- E. Recognizes opportunities for celebrations and interactions that encourage or acknowledge progress and build self-esteem.

2.04 Coaching and Counseling Skills

- A. Recognizes and understands the interrelationships and dynamic nature of family systems and considers them in interaction with any family members.
- B. Gives positive feedback and reinforces strengths in order to help people build self-esteem and feelings of self-worth.
- C. Lays groundwork for positive responses by addressing emotional needs.
- D. Coaches and empowers people to make their own decisions and choices and to handle situations on their own.
- E. Counsels clients to help them cope with emotionally demanding situations or to prepare them for situations they will need to face.
- F. Gives feedback to people in order to help them understand the message and image they are projecting, or to improve the communication process.
- G. Uses the situational authority of others; enlists their help in influencing events or situations.
- H. Coaches and empowers people to understand and develop skills to manage their own symptoms.

3.00 TRAUMA BASED COMPETENCIES

3.01 Characteristics and Terminology

- A. Understands terminology in use to distinguish different types of abuse and trauma.
- B. Understands what makes an event, relationship, or situation traumatic as opposed to problematic.

3.02 Impact

- A. Knows and can cite basic data about the prevalence of abuse.
- B. Understands the multi-factorial nature of the impact of abuse and how it can affect human development.
- C. Can cite individual traumatic stress responses in the following categories: psychological arousal; Intrusive Recollections, Numbing/Avoidance Stress

Responses; Physical Stress Responses; Self-harming behaviors, Difficulties with sexuality; substance use/abuse.

- D. Is able to explain and give examples of the concepts of retraumatization and triggering.

3.03 Effects in Different Populations Groups

- A. Demonstrates basic understanding of possible traumatic effects in mental health consumers.
- B. Demonstrates basic understanding of possible traumatic effects in clients with mental retardation.
- C. Demonstrates basic understanding of possible traumatic effects in clients with substance abuse issues.
- D. Demonstrates basic understanding of possible traumatic effects in an aging population.
- E. Demonstrates basic understanding of possible gender-related effects of trauma.

3.04 Assessment Options, Approaches and Tools

- A. Understands the rationales for including trauma history in client assessments.
- B. Has working knowledge of appropriate techniques for taking a trauma history.
- C. Has familiarity with several assessment protocols for different situations and client groups.

3.05 Attitudes and Values

- A. Understands the history and context of attitudes toward abuse and abuse survivors in mental health and other settings.
- B. Understands the theoretical framework and dynamics of the medical model's approach to mental health diagnosis and treatment.
- C. Has a working knowledge of the RICH guidelines: Respect, Information, Connection, Hope.

3.06 Stages of and Key Elements in Recovery

- A. Is able to cite at least two (2) different frameworks for understanding the process of and goals for recovery from trauma.
- B. Can describe various therapeutic approaches to addressing psychological trauma.
- C. Is familiar with and can communicate to clients basic tools for managing and coping with the effects of traumatic stress, e.g. grounding, reality checking, feelings checking, imagery, journal writing, artwork, talking.

3.07 Working With the Larger System

- A. Appreciates the need for multi-disciplinary and multi-system collaboration.
- B. Is able to articulate elements and examples of appropriate teamwork and consultation in several typical scenarios.

4.00 SELF MANAGEMENT COMPETENCIES

4.01 Self-Awareness

- A. **Self-Reflection:** Understands and reflects on own strengths and limitations and implications for professional role.
- B. **Values, Culture and Family:** Understands and reflects upon own values and biases, cultural/personal style, familial background and how it impacts others.
- C. **Awareness of Others:** Understands how others might perceive them.
- D. **Integrating Changes:** Understands that people change over time, recognizes changes in self and others, and integrates this into practice.
- E. **Differentiating Own Hopes:** Recognizes and differentiates own hopes and expectations for client from client's own dreams and desires.
- F. **Personal and Emotional Understanding:** Recognizes and manages own personal and emotional issues that arise in working with clients.
- G. **Understanding Role Privileges:** Recognizes that caseworkers have power and privilege because of their role.
- H. **Spirituality:** Understands how one's own beliefs may impact work.

4.02 Self-Control

- A. **Maintain Balance:** Recognizes the danger and warning signs of taking on too much at once and is able to balance efforts and set appropriate limits.
- B. **Independent Thinking:** Resists jumping to conclusions, investigates hearsay or others' opinions in order to form opinions and conclusions based on first hand interactions and assessment.
- C. **Composed Under Stress:** Maintains composure in stressful situations; persists despite turmoil or conflict.
- D. **Assessing Risks:** Without compromising safety, functions effectively in situations involving personal risk or when confronted with behavior or situations that may be personally offensive; follows reasonable and sound ground rules for safe interactions.
- E. **Impulse Restraint:** Restrains impulses to respond immediately and takes appropriate safety precautions in situations that may place self in personal danger.
- F. **Patience:** Demonstrates patience and acceptance; gives people reasonable time to understand or to change.

4.03 Self-Confidence

- A. **Confident:** Believes in own decisions, and is optimistic about own ability to get the job done.
- B. **Trusts Instinct:** Is in touch with own intuition and instincts.
- C. **Decisive:** Is able to think on one's feet and to be decisive in ambiguous or chaotic situations.
- D. **Assertive:** Knows when to be assertive, when to confront others and when not to take a strong stand on issues.

4.04 Self Development

- A. **Staying Current in Field:** Keeps up with knowledge in the mental health and trauma field. Stays current with programs and resources at a local and national level.
- B. **Personal Growth:** Actively solicits feedback, recognizes needed changes and integrates them into performance.

- C. **Learning from Clients:** Reflects on experience and learning from clients and applies them to present situations.
- D. **Skills Development:** Seeks to develop new areas of expertise, to improve skills, and to broaden own horizons.
- E. **Life Long Learning:** Embraces opportunities for life long learning and personal growth through work.

B. CRISIS

1.00 Care Planning

- 1.01 **Documentation:** Understands and is able to identify standards and procedures for identifying pertinent data for inclusion in reports; organizing information in a clear and concise manner; writing summaries of assessment and other supporting data for the case history in a timely manner.
- 1.02 **Care Planning Process:** Understands and is able to identify standards and procedures for developing a crisis prevention plan, which includes procedures for avoiding retraumatization of individuals with trauma histories.
- 1.03 **Care Coordination:** Understands and is able to utilize various approaches to coordinate implementation of a crisis prevention plan.
- 1.04 **Adult Transition Planning:** Understands procedures for moving children to adult status and the roles of schools in the process.
- 1.05 **Discharge Planning:** Understands procedures for treatment and discharge planning to ensure continuity of care.
- 1.06 **Community Resources:** Has knowledge of the local and regional community support, respite and emergency systems and how to access them.

2.00 Crisis Assessment

- 2.01 **Mental Status:** Understands and is able to evaluate mental status and assess potential causes for diminished mental health status and assess potential danger to self and others. Understands dynamics of trauma as impacting negatively on mental health status.
- 2.02 **Assessment of Emergency:** Understands and is able to evaluate the potential for a medical or behavioral emergency.

- 2.03 **Domestic Violence:** Understands indicators and cycles of domestic violence and battered women's issues.
- 2.04. **Sexual Assault:** Understands indicators and dynamics of sexual assault and sexual abuse victimization issues.

3.00 Crisis Interpersonal Skills

- 3.01 **Independence/Teamwork Balance:** Has the ability to work independently to make critical decisions and to work collaboratively as an integral part of a team.
- 3.02 **Independence:** Has the ability to work independently, utilizing technology to communicate and facilitate interaction.
- 3.03 **Modes of Communication:** Is able to communicate using all alternative modes of communication including American Sign Language.
- 3.04 **Handling Difficult Situations:** Understands and is able to use mediation, negotiation, anger management and conflict resolution skills to handle difficult situations.
- 3.05 **Working Relationships:** Has the ability to initiate, develop and maintain effective working relationships with clients, clinicians, families, law enforcement and judicial system personnel.

4.00 Crisis Intervention and Management

- 4.01 **Legal Base:** Understands the voluntary and involuntary process including general knowledge of provisions of EMTLA (Emergency Medical Treatment and Labor Act) and how it affects people using emergency medical services.
- 4.02 **Physical Intervention:** Is able to assess need and utilize appropriate physical intervention in a crisis situation (is trained in the use of interventions and approaches so as to avoid retraumatizing clients).
- 4.03 **Crisis Intervention Theory:** Has knowledge of crisis intervention theory and practices, including theory and practices informed by understanding of trauma dynamics.
- 4.04 **Holistic View:** Has knowledge of medical, chemical, trauma related and other types of problems that may exacerbate symptoms of clients while in crisis.
- 4.05 **Emergency First Aid and CPR:** Has the knowledge and ability to provide emergency First Aid and CPR and has been certified by a nationally recognized source.

- 4.06 **Administering Medications:** Has the knowledge and ability through a state approved certification program to administer prescribed medications.
- 4.07 **Personal Safety:** Understands legal issues related to personal safety (e.g. OSHA regulations and Departmental policy on transportation) and is able to take appropriate action.
- 4.08 **Suicide Prevention:** Understands indicators of suicidal behavior and appropriate intervention techniques.

V. APPENDIX

1. Second Edition Contributors

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3. References

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