

Mental Health and Substance Use
Competency Assessment Planning and Evaluation [CAPE] Tool
CORE CONTENT

February 2021

Date of Initial Assessment

Mentee

CNE/Mentor

Date of Review (3-6 months)

Mentee

CNE/Mentor

Date of Review (1 year)

Mentee

CNE/Mentor

Date of Ongoing Review

Mentee

CNE/Mentor

	Mental Health and Substance Use: CORE CONTENT			
	(N) Novice	(AB) Advanced Beginner	(C) Competent	(E) Proficient/Expert

Competency Assessment Planning and Evaluation [CAPE] Tool

Goal:

The purpose of this tool is to assist service providers in any clinical practice areas to consolidate their knowledge and practice as it relates to the care of individuals presenting with mental health and substance use challenges. Each section and competency was adopted using nursing-specific entry-to-practice documents however, most of the content will be relevant across all practice disciplines. This tool is meant to support your learning and to enhance your clinical practice based on your own individualized learning needs. To find content related to each competency, use the [Coastal MHSU Education Portal](#) by clicking on the corresponding section to access all related content. For example, to learn how to conduct a mental status exam (competency 2.7) click on *Knowledge-Based Practice*.

Developed Using:

- (1) Vancouver Coastal Health Mission, Values Statement (2020)
- (2) Entry-to-practice Mental Health and Addiction Competencies for Undergraduate Nursing Education in Canada (Canadian Association of Schools of Nursing, 2015)
- (3) British Columbia College of Nurses and Midwives Standards of Practice, (2020)

Instructions for use:

1. Review the competencies under each header from start to finish
2. Review the definitions of Novice, Advanced Beginner, Competent, and Proficient/Expert Assessment levels (page 2)
3. Locate the initial self-assessment column on the top of the page
4. Indicate with a √ your level of competency between Novice (N) to Expert (E) for each assessment
5. Discuss learning needs and learning strategies with your Clinical Education team (CNE, mentor, Clinician, PCC) with a goal of proceeding into becoming and maintaining a proficient competency
6. Write learning activities in the column titled “learning goals and strategies” (explore the Coastal MHSU Education Portal for education related to MHSU)
7. Write date and initial once you have completed the learning activity for each competency
8. Check-in with your Clinical Education team every three to six month regarding the identified learning goals and progress to date.

Note: Although the frequency of reassessment is noted on the tool, it can be completed more often or as required.

Self-Assessment Levels

Novice (N)

- Have little or no experience and will require step-by-step guidance
- Needs learning and practice
- Focus on tasks
- Unaware of resources
- Lack of experience

Advance Beginner (AB)

- Have some experience but will require some input/feedback to help fine tune practice
- Knowledgeable but needs practice
- Limited theoretical knowledge and experience
- Able to make simple decisions regarding patient care

Competent (C)

- Have sufficient experience to perform practice independently but may require assistance if unforeseen circumstances arise
- Still focus on routines
- Can differentiate which aspects of the situation are important; able to prioritize
- Demonstrates conscious and deliberate planning
- Deepening theoretical knowledge with experience
- Increased level of proficiency and/or confidence in decision making

Proficient/Expert (E)

- Able to perceive and understand the situation as a whole
- Sufficient experience and expertise to practice independently
- Recognizes most important conditions
- Uses intuition and demonstrates anticipation, innovation, and creativity in practice
- Practice guided by principles and rules of conduct
- Able to mentor, teach, support others in the development of their skills



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Clinical Competency	Date of Initial Self-Assessment:				Date of Re-assessment (3-6 months):				Date of 1 Year Reassessment:				Learning Goals & Strategies	Completion of goals (date & initials)	
	N	AB	C	E	N	AB	C	E	N	AB	C	E			
PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY															
<i>1.0 Provides care in accordance with professional and regulatory standards when promoting mental health and preventing or managing mental health conditions and/or substance use challenge.</i>															
1.1 Understands and applies mental health related legislation, and upholds the rights and autonomy of persons with a mental health condition and/or substance use challenge.															
1.2 Therapeutically engages with persons experiencing a mental health condition and/or addiction, with dignity and respect.															
1.3 Recognizes stigmatizing and discriminating attitudes regarding mental health conditions and addiction in health care professionals and/or self, as well as the detrimental impact of such attitudes on health care outcomes and responds therapeutically.															
1.4 Applies policies related to principles of health promotion and prevention of injury (i.e. least restraint) in caring for persons with a mental health condition and/or substance use challenge.															
1.5 Demonstrates knowledge related to the process of voluntary and involuntary care.															
1.6 Protects clients, self and others from harm in situations where a person with a mental health condition and/or addiction poses a safety risk, while maintaining the client’s dignity and human rights.															

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KNOWLEDGE BASED PRACTICE

2.0 Uses relational practice to conduct a person-focused mental health and/or substance use assessment, and develops a plan of care in collaboration with the person, family, and health team to promote recovery.

Knowledge															
2.1 Demonstrates an understanding of the concepts of mental health, developmental, and situational transitions, and the spectrum of mental health conditions and addictions as they are manifested in individuals across the lifespan.															
2.2 Demonstrates an understanding of how mental health comorbidities increase severity, levels of disability, and use of mental health services.															
2.3 Describes key elements of relevant theories, including but not limited to stress, coping, adaptation, development, harm reduction, crisis intervention, recovery, loss, and grief, and articulates their implications for clinical practice.															
2.4 Demonstrates knowledge of the possible effects of complementary therapies on mental health conditions and addiction.															
2.5 Understands the complex interrelationship of physiology, pathophysiology, and mental health (e.g., neuroleptic malignant syndrome, delirium, hypertension, etc.).															
2.6 Demonstrates knowledge of addiction care, including assessment, harm reduction, and treatment options including medications used to treat addiction and withdrawal															
Assessment															
2.7 Conducts a mental status exam.															
2.8 Uses a range of relational and therapeutic skills including listening, respect, empathy, reaffirmation,															

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addiction.																	
3.3 Engages clients in strengths-based care that promotes resilience.																	
3.4 Advocates for persons experiencing a mental health condition and/or substance use challenge.																	
3.5 Demonstrates basic knowledge of psychobiology in relation to psychopharmacology, and the therapeutic dose range, side effects, interactions, and adverse effects of psychotropic medications across the lifespan.																	
3.6 Engages individuals and families in learning about a mental health condition and/or addiction and its management.																	
3.7 Provides care to persons experiencing a mental health condition and/or addiction that is recovery oriented, trauma-informed and uses principles of harm reduction and addresses social determinants of health.																	
3.8 Administers medication used to treat a mental health condition and/or addiction safely, monitors clients for therapeutic effects, side effects, and adverse reactions to medications, and intervenes effectively when side effects and adverse effects of medications occur.																	
ETHICAL PRACTICE																	
4.0 Acts in accordance with the CNA Code of Ethics (or other disciplinary code of ethics) when working with persons experiencing a mental health condition and/or substance use challenge.																	
4.1 Provides a safe and respectful environment to voluntary and involuntary clients seeking or receiving treatment for a mental health condition and/or addiction.																	
4.2 Assists persons with a mental health condition																	

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and/or addiction in making informed decisions about their health care and symptom management.																			
4.3 Demonstrates cultural competency and cultural safety when caring for diverse persons with a mental health condition and/or addiction.																			
SERVICE TO THE PUBLIC <i>5.0 Works collaboratively with partners to promote mental health and advocate for improvements in health services for persons experiencing a mental health condition and/or substance use challenges.</i>																			
5.1 Demonstrates knowledge of the health care system in order to contribute to the improvement of mental health and addiction services.																			
5.2 Recognizes the impact of the organizational culture on the provision of mental health care to persons experiencing mental health conditions and addiction, and acts to ensure appropriate services are delivered safely.																			
5.3 Facilitates and engages in collaborative, inter- and intra-professional, and inter-sectoral practice when providing care for persons with a mental health condition and/or addiction.																			
SELF-REGULATION <i>6.0 Develops and maintains competencies through self-reflection and new opportunities working with persons experiencing a mental health condition and/or addiction.</i>																			
6.1 Evaluates one’s individual practice and knowledge when providing care to persons with a mental health condition and/or addiction, and seeks help as required.																			
6.2 Identifies one’s own morals, values, attitudes, beliefs, and experiences related to mental health conditions and/or addiction and the effect these may have on care.																			
6.3 Identifies learning needs related mental health																			

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conditions and addiction.																
6.4 Seeks new knowledge, skills, and supports related to mental health conditions and addiction.																
6.5 Evaluates self-learning related to mental health conditions and addiction.																

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Comments: (e.g. education/learning needs, professional development, etc).

Signature:

CNE/PCC Comments:

Signature: