

Fidelity checklist: Safe Practice Effective Communication (SPEC)

Introduction

This checklist aims to support the fidelity (adherence) of SPEC training delivery across DHBs to ensure national consistency in the SPEC train-the-trainer model.

This checklist is intended for SPEC Master Trainers only. It requires you to have comprehensive knowledge of the SPEC programme principles and content.

If you have any questions about the checklist, please contact one of the lead Master Trainers or the Director of Mental Health Nursing for your DHB.

How to use the fidelity checklist

One checklist needs to be completed during each external observation of SPEC training (one checklist to cover all 4 training days and facilitators involved).

1. Each fidelity item needs to be rated on a 3-point scale: Yes (*met or exceeded expectations*), Partly (*improvements needed*), No (*no attempts evident*).
2. Once you have rated each item, calculate the total score. The level of fidelity (percentage) is calculated by dividing the total score by 27 and times by 100.
3. Identify three areas for the SPEC trainers to work on over the next 3–6 months to support quality improvement processes.
4. After the observation, discuss the ratings and comments with the SPEC trainers involved.
5. If you filled in a paper copy of the checklist, submit a copy of ratings electronically via the Trainers Portal.

DHBs are expected to meet the minimum criteria of 80% fidelity.

It is recommended that SPEC Master Trainers reflect on and discuss the use of the checklist during national Master Trainer meet-ups to ensure consistency in the use of the checklist.

Fidelity checklist: Safe Practice Effective Communication (SPEC)

Names of the SPEC trainers being observed: _____

DHB: _____ Date of previous observation: _____

Date: _____ Name of the observer: _____

Fidelity domains	Please rate and comment on the checklist items:			
	Yes (1)	Partly (0.5)	No (0)	Comments
Demonstrates commitment to the SPEC principles				
1. Engages participants' understanding of best practice linked to the SPEC principles. (Safe Practice, Effective Communication, Person Centred, Trauma-Informed, Pain & Prone Free, Least Restrictive Principles)				
2. Shares the facilitation and teaching role in partnership with a consumer trainer.				
3. Uses theories of early prevention and effective communication to promote safety and understanding of least restrictive practice.				
4. Emphasises the need to be aware of the high prevalence and impact of trauma among people, tāngata whai ora and their whānau.				
5. Acknowledges the real-life effects of stigma and discrimination on people, tāngata whai ora and their whānau.				
6. Acknowledges the impact of trauma among inpatient staff, as well as potential concerns about safety and the importance of worker wellbeing.				
7. Promotes the importance of strategies that support people-centred and trauma-informed approaches. (e.g. <i>Let's get real</i> , engagement practices, sensory modulation)				
8. Uses strengths-based language to reframe negative dialogue as an opportunity for positive change.				
9. Acknowledges that restrictive practices can negatively impact on the autonomy, safety and wellbeing of people and tāngata whai ora.				
10. Emphasises that restrictive practices are always a last resort intervention and the importance of prone free pain free practice.				
Demonstrates responsiveness to Māori and Pasifika (Pre-requisite: all SPEC trainers should be up to date with their cultural competency requirements prior to the training)	Yes (1)	Partly (0.5)	No (0)	Comments
11. Structures the training to include clear opening and closing practices for the day, including karakia.				

Developed by Te Pou o te Whakaaro Nui for use by the SPEC governance group

(November 2019)

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12. Demonstrates correct pronunciation of te reo Māori.				
13. Uses local data during the training to help participants understand what is currently happening for Māori and Pasifika tāngata whai ora in relation to the use of seclusion and restraints.				
14. Emphasises the importance of incorporating Māori values and models of health into practice when working with Māori tāngata whai ora and their whānau.				
15. Emphasises the importance of incorporating Pasifika values and models of health into practice when working with Pasifika tāngata whai ora and their whānau.				
16. Provides examples that highlight the importance of engaging with Māori and Pasifika health workers and advisors to ensure appropriate cultural support and practices are maintained at all times.				
Demonstrates competent facilitation skills to create a safe, effective and positive learning environment	Yes (1)	Partly (0.5)	No (0)	Comments
17. Trainers are welcoming and open to learning from the perspectives of other trainers and the participants.				
18. Shares the facilitation and teaching role seamlessly with other trainers. (e.g. using positive and supportive techniques, and mentoring new SPEC trainers)				
19. Uses participatory approaches that encourages participants to actively contribute to the teaching and learning. (e.g. utilising the existing knowledge, skills and experiences of the participants)				
20. Discusses the purpose and meaning of each training activity with participants.				
21. Safely manages challenging conversations with the participants. (e.g. helping participants to reflect on interpersonal approaches, values and attitudes)				
22. Ensures participants' <i>physical</i> safety and prevention of injuries during the training of physical techniques. (e.g. room set up, warm up stretches, checking for injuries and scanning for any signs of distress or reluctance)				
23. Ensures <i>psychological</i> safety for any participant who may be experiencing aspects of SPEC to be triggering or distressing. (e.g. emphasising trainer contact and support services that are available to provide assistance)				
Demonstrates commitment to national consistency in the delivery of SPEC content	Yes (1)	Partly (0.5)	No (0)	Note down any content that was <i>NOT delivered</i> or <i>satisfactory</i>
24. Delivers all the SPEC content as outlined in the teaching plans. (All changes or added content must be approved by the SPEC Governance Group)				

25. Uses all the approved SPEC training materials and techniques, such as the powerpoint slides, workbook, prompt cards and posters. (All changes must be approved by the SPEC Governance Group)				
26. Ensures the training concludes in a way that reiterates and aligns with the SPEC principles. (Safe Practice, Effective Communication, Person Centred, Trauma-Informed, Pain & Prone Free, Least Restrictive Principles)				
27. Ensures evaluation processes are part of the teaching to improve the future delivery of SPEC training. (e.g. collecting participant evaluation forms)				
Total score: _____ out of 27 Yes _____ X 1 Partly _____ X 0.5 No _____	Level of fidelity: (total score: _____ / 27) x 100 = _____ % <i>DHBs are expected to meet the criteria of 80% fidelity</i>			
Priority areas from the <i>previous</i> observation and details of any follow-up actions undertaken				
1. 2. 3.				
Identify three areas for the SPEC trainers to work on over the <i>next 3–6 months</i>				
1. 2. 3.				
Additional comments				