



PERFORMANCE INDICATORS FOR MENTAL HEALTH & ADDICTIONS INFORMATION: DESCRIPTOR



INTRODUCTION

The following performance indicators¹ for mental health and addictions information² have been developed by Te Pou.

These performance indicators reflect the Let's get real (2008) framework, namely knowledge, skills and attitude using essential, practitioner and leader Levels of competence. This document is to be seen as a support to *Let's get real* rather than an addition to *Real Skills plus*, as developed in *Real Skills plus Seitapu* (2009) or *Real Skills plus CAMHS: A competency framework for the child and youth mental health and alcohol and other drug workforce* (2009).

The purpose of these performance indicators is to provide guidance to the mental health workforce on expectations around collecting and using information. It also provides indicators which will assist with training the workforce in information collection and use. Additionally, this framework will support the workforce with their own professional development.

Acknowledgements: Te Pou Information programme and Te Pou Workforce programme

The document has been reviewed externally by the Site Co-ordinators of mental health services, Dr Bronwyn Dunnachie at the Werry Centre and Terry Huriwai, Otago DHB

¹ By performance indicators we mean broad definitions of performance for three levels of competence: essential, practitioner and leader.

² By the term mental health and addiction information we are referring to all information collected about service users and the way that information is used in DHB's and NGO's. We will use the term 'information' for brevity from this point onwards.

PERFORMANCE INDICATORS

ESSENTIAL

Everyone working in mental health services will need to demonstrate the essential level of the information performance indicators. In particular this applies to non clinical staff and new clinical staff, such as new graduates and students.

KNOWLEDGE

- Know that information is available to support decision making
- Know which outcome tools are mandated and for which age groups
- Know what outcome information is being collected, by whom and for what purpose
- Know what information is collected about service users and the reason for the collection

SKILLS

- Collect any information required by the service in an appropriate and timely manner
- Ability to follow the rules, legislation and policy around confidentiality

ATTITUDES/VALUES

- Respect people's information
- Respect the rules around privacy and confidentiality of information

PRACTITIONER

This level applies to clinicians who have worked in the sector for a minimum of two years. Individuals at this level will need to demonstrate both the essential and practitioner performance indicators.

KNOWLEDGE

- Know how to support decision making based on information
- Knowledge and understanding of relevant assessment and screening tools
- Know a range of measurement tools (suite of measures) relevant to their professional discipline

SKILLS

- Engage with service users and their whanau about their information
- Able to feedback outcome/assessment scores to service users and relevant others
- Able to interpret assessments and reports relevant for their role and professional discipline
- Able to rate outcome measurement tools reliably where relevant for their professional discipline

ATTITUDES/VALUES

- Be professional about discussing information
- Accept and support the use of information

LEADER

This level applies to people who are in leadership roles in information, such as: managers, information analysts, team leaders, and people in clinical leadership roles.

At this level individuals in non clinical roles will need to demonstrate both essential and leader level performance indicators.

Those people in clinical leadership roles will need to meet the essential, practitioner and leader level performance indicators.

KNOWLEDGE

- Understand information at both individual and aggregated levels
- Understand the way information has an impact on how services are run
- Understand broad trends in data and the need for further inquiry

SKILLS

- Ability to use information to assist planning and quality improvement, with a focus on better outcomes for service users
- Ability to use information at one or more of the following levels: individual, team, service, DHB, regional and national level(s) depending on the focus of the leadership role
- Ability to disseminate the information through appropriate channels
- Ability to actively promote inquiry and the ongoing research around information use

ATTITUDES/VALUES

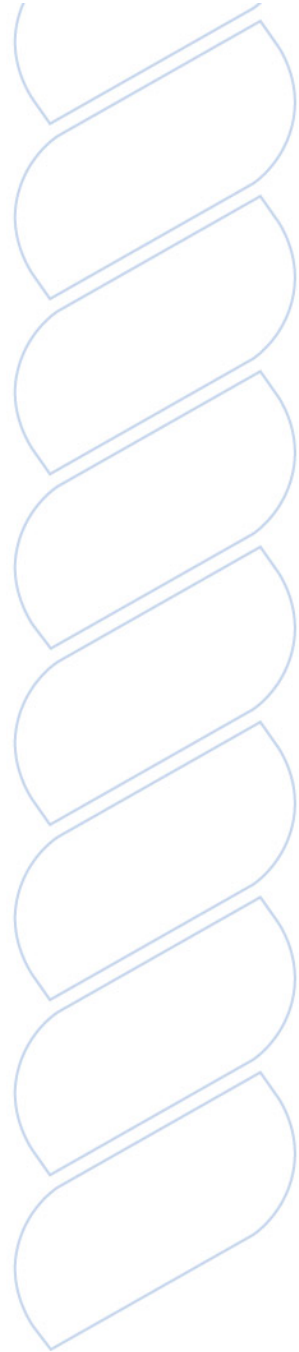
- Actively promote sound information use and utility
- Takes responsibility to ensure good IT systems are utilised

REFERENCES

Ministry of Health (2008) *Real Skills plus* Wellington

Te Pou (2009) *Real Skills plus Seitapu* Te Pou Auckland

The Werry Centre. 2008. *Real Skills Plus CAMHS: A competency framework for the child and youth mental health and alcohol and other drug workforce*. Auckland: The Werry Centre for Child and Adolescent Mental Health Workforce Development.



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