Mental Health Competency & Assessment Framework

A guide on competency-based assessment for health and social care workers providing mental health care in the community care sector

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Introduction and Background

The Mental Health Competency Framework (MHCF) aims to provide guidelines on competencies that are applicable to professionals and para-professionals in the health and social sector who are working with persons living with mental health conditions, and their caregivers.

The MHCF Assessment Criteria supports

- Consistent model on the design and development of training interventions and assessment to improve quality of care.
- Identification of critical knowledge and skills required to demonstrate quality mental health care regardless of care settings.
- Identification of staff's training needs to build learning pathways and assist employers to establish indicators to track continual improvement towards quality of care.
- Self-assessment of staff's own development and create awareness of the competencies required in gaining expertise to support persons with mental health conditions and their caregivers.

Structure of the MHCF

There are 8 domains, of which 6 are core domains crucial in the delivery of mental health care with 2 elective domains on capability building and clinical supervision, supporting continual education and professional growth.

Competency Level	Core Domains									Elective Domains	
	Mental Health Education	Person-Centred Care *(Recovery-Oriented Approach)*	Care for PMHI				Behaviours of Concern	Enriching Lives	Care for Self and Caregivers	Capability Building	Clinical Supervision
			Assessment	Treatment & Intervention	Care Coordination	Complex Mental Health Issue					
Advanced	Promote Mental Health Care Education	Promote Recovery-Orientation Approach	Promote Safe and Effective Practices and Prevention of Risk				Manage Behaviours of concerns	Promote Quality of Life	Enable the Families and Caregivers of PMHI	Training and Education	Provide Clinical Supervision to Care Staff Managing PMHI
Intermediate	Assess PMHI	Practice Recovery-Orientation Approach	Assess PMHI	Implement Care Plan with PMHI	Manage the Care Continuum of PMHI	Apply Clinical Judgement in Handling Persons with Complex Mental Health Issues	Minimise the Impact of Behaviours of Concern	Enhance Quality of Life of PMHI	Support Caregivers in Caring for PMHI	Facilitate Learning at Work	-
Basic	Understand the Impact of Mental Health	Understand the Recovery-Orientation Approach	Screen PMHI	Interact with PMHI	Assist PMHI with Care Coordination	-	Connect with PMHI who Display Behaviours of Concern	Enable PMHI to Lead a Meaningful Life	Practice Self-Care	-	-
Foundational	About Mental Health Issues	About Recovery-Orientation Approach	-	-	-	-	-	-	Engage in Mental Wellness	-	-

Table 1: Core and Elective Domains of the Mental Health Competency Framework

The MHCF is organised according to the level of contact with Persons with Mental Health Issues (PMHI):

- **Foundational Level** is suitable for those with brief contact with PMHI, e.g. volunteers, administrative staff in centres etc, thus requiring awareness on engaging PMHI appropriately.
- **Basic Level** is suitable for care staff who support the implementation of care plan, as instructed and/or supervised; it focuses on understanding the impact of mental health, person-centred care and the recovery-oriented approach.
- **Intermediate Level** is suitable for care staff (inclusive of those at the supervisory level) who develop, implement and review care plans; it involves assessment of and interventions for PMHI.

Structure of MHCF

Target Audience

Advanced
- **Specialists** in the health and social services who have the **expertise in caring, treating and supporting** persons living with dementia (PLWD), persons with mental health issues (PMHI) and the caregiver. Play a supervisory and guiding role at the workplace or clinical setting.

Intermediate
- **Direct Care Staff** in the health and social services who have **contact and provide direct support** to PWLD, PMHI and the caregiver; and may play a supervisory and guiding role at the workplace.

Basic
- **Care Staff** in the health and social services who have **direct contact** with the PLWD, PMHI and the caregiver.

Foundational
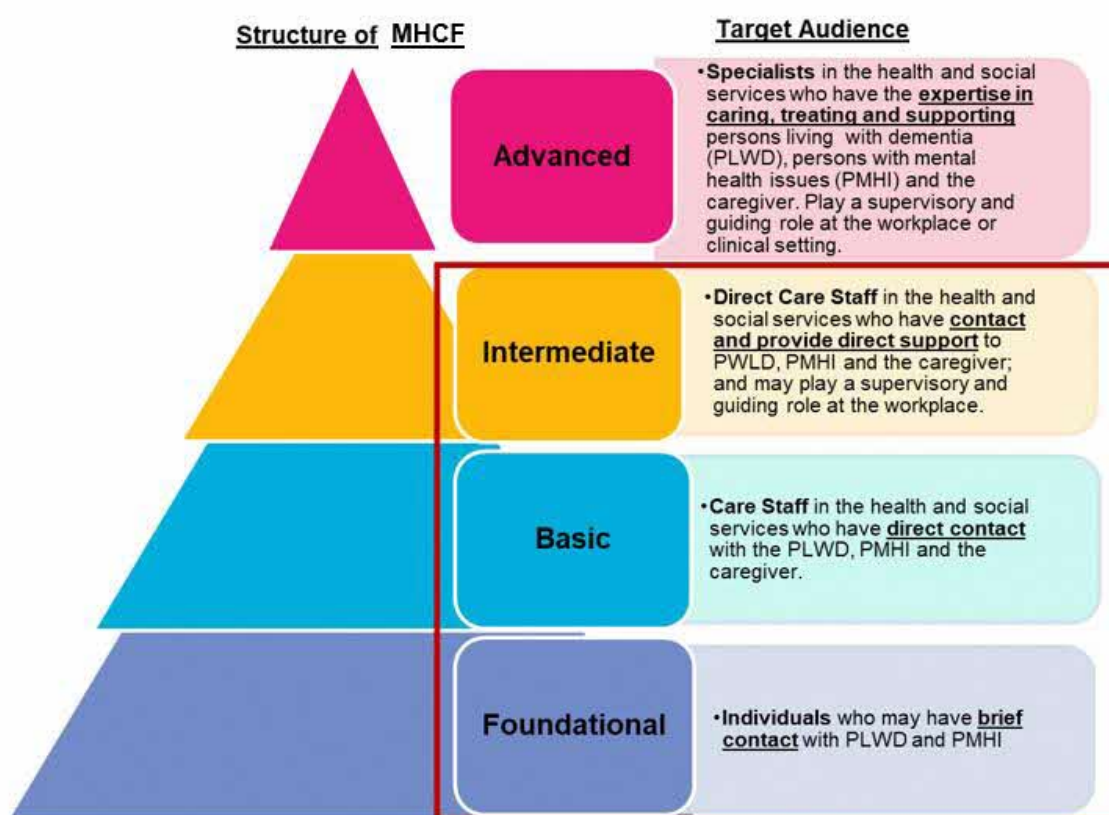- **Individuals** who may have **brief contact** with PLWD and PMHI

Diagram 1: Structure of AIC Competency Frameworks and Target Audience at each Level

The MHCF Assessment Criteria will focus on the Foundational, Basic and Intermediate Levels to cater to the majority of the Community Care staff requiring training and assessment for mental health care.

Competencies and Target Audience at each Level

Core Domain	Competencies
1) FOUNDATIONAL LEVEL For **individuals** who may have brief contact with persons with mental health issues (PMHI). For individuals (e.g. general public, volunteers, administrative staff in centres etc) who identify potential persons with dementia in the community setting, the competencies suggest what they need to know and do as they connect with PMHI.	
A) Mental Health Education	**About Mental Health Issues** 1. Recognise signs and symptoms of common mental health conditions 2. Identify the impact of mental health conditions on daily activities for the persons with mental health issues, families, caregivers and the community 3. Identify stigma and misconceptions related to mental health issues 4. List the appropriate agencies that support persons with mental health issues
B) Person-centred Care *(Recovery-Oriented Approach)*	**About Recovery-Oriented Approach** 1. Respect persons with mental health issues as individuals, their inherent worth and importance 2. Identify ways to interact with persons with mental health issues respectfully
C) Care for Self and Caregivers	**Engage in Mental Wellness** 1. Recognise the importance of mental health and its role in overall health 2. Identify ways to improve mental well-being 3. Engage in activities that maintain mental well-being

2) BASIC LEVEL

For **Care Staff** in the health and social services who have direct contact with persons with mental health issues (PMHI) and their caregiver(s) (CG).

For care staff (e.g. para-counsellors, social worker assistants, therapy aides, CG of PMHI etc) assisting PMHI in their course of work, it is essential for them to understand the impact of mental health on the person and use a person-centred care and recovery-oriented approach when caring for them.

Core Domain	Competencies
A) Mental Health Education	**Understand the Impact of Mental Health** 1. Identify the Biopsychosocial-Spiritual (BPSS) factors that contribute to common mental health conditions 2. Identify the signs and symptoms of common mental health issues in community-based healthcare/ community 3. Recognise the general management of the common mental health conditions 4. Identify the types of services available for persons with mental health issues, their families and caregivers 5. Identify ethical practices when providing care to persons with mental health issue 6. Consider the use of legal acts related to management of persons with mental health issues
B) Person-centred Care *(Recovery-Oriented Approach)*	**Understand the Recovery-Oriented Approach** 1. Explain the principles of recovery 2. Recognise how one's background, culture, experiences, and attitudes may affect the provision of care 3. Use optimistic language when interacting with persons with mental health issues, their families, caregivers and among care staff 4. Demonstrate qualities such as respect, empathy, positivity, flexibility, open-mindedness and patience when caring for persons with mental health issues

2) BASIC LEVEL *(Continued)*	
Core Domain	**Competencies**
C) Care for Persons with Mental Health Issues	**Assessment** ***Screen Persons with Mental Health Issues*** 1. Screen persons with mental health issue 2. Recognise and report to relevant personnel in a timely manner when persons with mental health issues are experiencing neglect and abuse, harm to self or others, or suicide **Treatment and Intervention** ***Interact with Persons with Mental Health Issues*** 1. Assist in structured and educational activities for persons with mental health issues 2. Assist in creating a safe environment for persons with mental health issues 3. Communicate effectively with persons with mental health issues 4. Monitor conditions of persons with mental health issues 5. Report changes in status and behaviours of persons with mental health issues according to organisational guidelines 6. Recognise signs of caregiver stress and burnout **Care Coordination** ***Assist Persons with Mental Health Issues with Care Coordination*** 1. Liaise with services, agencies or professionals to facilitate care coordination 2. Refer to appropriate services according to the needs of person with mental issues' needs
D) Behaviours of Concern	**Connect with Persons with Mental Health Issues who Display Behaviours of Concern** 1. Recognise behavioural change associated with mental health conditions 2. Identify potential triggers for behaviours of concern. 3. Respond appropriately to persons with mental health issues who display behaviours of concern

2) BASIC LEVEL *(Continued)*	
Core Domain	**Competencies**
E) Enriching Lives	**Enable Persons with Mental Health Issues to Lead a Meaningful Life** 1. Recognise the needs (e.g. physical, emotional, spiritual and sexual) and strengths of persons with mental health issues 2. Recognise the importance of social activities/ engagement for persons with mental health issues 3. Encourage persons with mental health issues to participate in activities according to care plan
F) Care for Self and Caregivers	**Practice Self-Care** 1. Identify personal feelings, beliefs, or attitudes that may affect work performance 2. Identify signs and symptoms of compassion fatigue 3. Identify helpful ways to prevent and cope with personal stress and burnout 4. Identify the ways to cope with grief and loss 5. Identify ways to promote personal safety when handling persons with mental health issues with high risk 6. Manage personal feelings elicited by challenging behaviours 7. Identify the need for and seek appropriate support when required

3) INTERMEDIATE LEVEL

For **Direct Care Staff** in the health and social services who provide direct support and intervention to persons with mental health issues (PMHI) and their caregiver(s) (CG); with supervisory and guiding role; and influences workplace and/or processes.

Direct care staff (e.g. clinical psychologists, counsellors, social workers, nurses, occupational therapists, case managers etc) are key personnel who interact with PMHI and their CG. Applying a person-centred and recovery-oriented approach in their course of work, they provide intervention and may also guide others to provide appropriate care and activities.

Core Domain	Competencies
A) Mental Health Education	**Assist Persons with Mental Health Issues** 1. Differentiate signs and symptoms between different mental health conditions 2. Explain the Biopsychosocial-Spiritual (BPSS) and environmental factors that contribute to the mental and physical health issues, and psychological concerns of persons with mental health issues, their families and caregivers 3. Explain the factors that impact on health behaviours of persons with mental health issues 4. Explain the epidemiology of mental health issues in Singapore 5. Identify the systems of care that integrate community services with primary and tertiary level services for short-long term care of persons with mental health issues, families and caregivers 6. Identify the types of services available in the care continuum to facilitate the recovery for persons with mental health issues, their families and caregivers 7. Apply ethical guidelines, concepts, regarding professional activities for persons with mental health issues, their families and caregivers 8. Comply with legal responsibilities in the management of persons with mental health issues

3) INTERMEDIATE LEVEL *(Continued)*	
Core Domain	**Competencies**
B) Person-centred Care *(Recovery-Oriented Approach)*	**Practice Recovery-Oriented Approach** 1. Create environments that enable persons with mental health issues to direct their own lives and meet their identified needs 2. Consider the preferences, cultural influences, and life circumstances, aspiration of persons with mental health issues, their families and caregivers when caring for persons with mental health issues 3. Recognise the rights of persons with mental health issues to exercise self-determination, personal control, make decisions and grow through experiences 4. Respect and include persons with mental health issues as partners in decision making concerning service responses 5. Recognise the strength, support, resilience and personal responsibility and self-advocacy of persons with mental health issues 6. Collaborate with different service partners and agencies to achieve the recovery goals set with the persons with mental health issues

3) INTERMEDIATE LEVEL *(Continued)*	
Core Domain	**Competencies**
C) Care for Persons with Mental Health Issues	**<u>Assessment</u>** ***Assess Persons with Mental Health Issues*** 1. Select and implement appropriate screening tools to detect and assess mental health problems 2. Involve the family members, significant others and other support system as part of the assessment in accordance to organisational procedures 3. Identify the factors that contribute to the impact of mental health issues on daily and overall functioning 4. Identify the care needs of persons with mental health issue 5. Consider appropriate right siting for persons with mental health issues 6. Assess significant behavioural risk factors 7. Report any suspected, alleged or abuse cases to relevant personnel in accordance to organisational policies and procedures 8. Follow-up on any suspected, alleged or abuse cases in accordance to organisational policies and procedures **<u>Treatment and Intervention</u>** ***Implement Care Plan with Persons with Mental Health Issues*** 1. Develop care strategies that undertake a recovery-orientation approach to support persons with mental health issues 2. Empower the persons with mental health issues, and their families when appropriate, to decide on the care plan 3. Implement treatment plan 4. Conduct treatment activities for the persons with mental health issues in a group and individual setting 5. Offer interventions that encourage persons with mental health issues, their families and caregivers to use appropriate mental health resources for optimal effects 6. Use effective and appropriate communication techniques to cater to persons with mental health issues, their families and caregivers 7. Develop individualised crisis prevention plan with persons with mental health issues, their family and caregivers 8. Demonstrate appropriate interventions to deescalate crisis 9. Adhere to the safety policies and procedures on prevention of risk identified

Care Coordination
Manage the Care Continuum of Persons with Mental Health Issues
1. Use current evidence-based assessment evaluation tools to monitor and evaluate the treatment plans

2. Monitor changes in presenting problems and clinical outcomes in collaboration with persons with mental health issues

3. Re-assess and adjust care plans in collaboration with persons with mental health issues

4. Implement strategies to facilitate the persons with mental health issue to progress along the recovery continuum

5. Provide care and support in collaboration with persons with mental health issues' social support system, health, social and other services

6. Propose ways to address service gaps for improvement of care for persons with mental health issues

7. Apply policies, procedures, protocols and agreements when developing integration and partnerships with other service providers

Complex Mental Health Issues
Apply Clinical Judgement in Handling Persons with Complex Mental Health Issues
1. Review the impact of the Biopsychosocial-Spiritual (BPSS) and environmental factors arising from the complex mental health issues when formulating interventions

2. Strike a balance between explicitly validating the persons with mental health issues' experience and emotions while helping them to consider the possibility of alternative perspectives

3. Manage and respond to rapid changes in the thinking, perception and presentation of a person with complex mental health issues

4. Adapt standard interventions for common co-existing disorders and integrate them into the treatment plan

3) INTERMEDIATE LEVEL *(Continued)*	
Core Domain	**Competencies**
D) Behaviours of Concern	**Minimise the Impact of Behaviours of Concern** 1. Conduct risk assessment for behaviours of concern 2. Develop safety plan to manage behaviours of concern 3. Respond to behaviours of concern in a safe manner 4. Observe and monitor persons with mental health issues with behaviours of concerns, including suicide relapse and aggressive tendencies 5. Report discrepancies to appropriate supervisor in accordance with organisational procedures
E) Enriching Lives	**Enhance Quality of Life of Persons with Mental Health Issues** 1. Provide psychoeducation to families, caregivers and involve them in the treatment process 2. Educate persons with mental health issues, their families and caregivers to navigate support services independently 3. Engage persons with mental health issues, their families and caregivers in future care planning e.g. Lasting Power of Attorney (LPA), Advance Care Planning (ACP) 4. Assist in conflict resolution arising from ethical issues relating to decision making and compliance with the wishes of the persons with mental health issues 5. Use peer support systems and network for persons with mental health issues' rehabilitation 6. Engage employers to provide job opportunities for persons with mental health issues 7. Provide support for employers hiring persons with mental health issues

F) Care for Self and Caregivers	**Support Caregivers in Caring for Persons with Mental Health Issues** 1. Assess the needs of caregivers and families 2. Equip caregivers with knowledge and skills to manage potential behaviours of concern displayed by persons with mental health issues 3. Provide emotional and practical supports to caregivers in caring for persons with mental health issues 4. Assist caregivers to access support networks and respite services

3) INTERMEDIATE LEVEL *(Continued)*

Elective Domain	Competencies
G) Capability Building	**Facilitate Learning at Work** 1. Identify a performance issue that requires training intervention 2. Develop a workplace learning plan 3. Facilitate workplace learning using appropriate workplace learning methods 4. Provide feedback on learners' progress
H) Clinical Supervision	**Provide Clinical Supervision to Care Staff Managing Persons with Mental Health Issues** 1. Use a systematic supervision framework in the organisation to promote professional responsibilities 2. Demonstrate timely and accurate case documentation within team and across service providers to facilitate management of persons with mental health issues 3. Use current and reliable clinical data collection methods for clinical and service development activities in accordance with organisation/industry practices 4. Promote individual continuing education and professional growth 5. Promote self-care through self-awareness and reflection

Instructions for Using the Competency Checklist

Instructions for using the Competency Checklist:

1. Select the level of competency (i.e. Foundational, Basic or Intermediate) to be checked.

2. The number of Core Competency Domains differ for each Level. It is recommended that the candidate completes the Competency Checklist for all domains of their Competency Level.

Competency Level	Core Domains									Elective Domains		Number of Core Competency Domains
	Mental Health Education	Person-Centred Care *(Recovery-Oriented Approach)*	Care for PMHI				Behaviours of Concern	Enriching Lives	Care for Self and Caregivers	Capability Building	Clinical Supervision	
			Assessment	Treatment & Intervention	Care Coordination	Complex Mental Health Issue						
Intermediate	Assess PMHI	Practice Recovery-Orientation Approach	Assess PMHI	Implement Care Plan with PMHI	Manage the Care Continuum of PMHI	Apply Clinical Judgement in Handling Persons with Complex Mental Health Issues	Minimise the Impact of Behaviours of Concern	Enhance Quality of Life of PMHI	Support Caregivers in Caring for PMHI	Facilitate Learning at Work	-	6
Basic	Understand the Impact of Mental Health	Understand the Recovery-Orientation Approach	Screen PMHI	Interact with PMHI	Assist PMHI with Care Coordination	-	Connect with PMHI who Display Behaviours of Concern	Enable PMHI to Lead a Meaningful Life	Practice Self-Care	-	-	6
Foundational	About Mental Health Issues	About Recovery-Orientation Approach	-	-	-	-	-	-	Engage in Mental Wellness	-	-	3

3. Based on the Candidate's response and/or demonstration of each line item, the Assessor should record:
   - numerical 1 under column "C" for Competent if the Candidate has fulfilled the requirements; and
   - numerical 0 under column "NYC" for Not Yet Competent if the Candidate has not fulfilled the requirements.

4. To be considered competent in a chosen Competency Domain, the Candidate would have to obtain a "C" for all line items.

5. For any line item where the Candidate gets "NYC", the Candidate is deemed as not yet competent for the line item and the entire competency domain.

6. At the end of each Level, the Competency Outcome and Summary Record provide an overview of the Candidate's competency gaps and are used by the Assessor to convey the Competency Check Outcome(s). A debrief with the Assessor should include a discussion on options to address the competency gap(s). Such options may include mental health training courses from the Sector Training Roadmap, supervision, coaching etc.

Note:

1. The Assessor should be in a supervisory role providing guidance to the mental health care team, e.g. training-in-charge, clinical lead, supervisor etc, and is competent at the Competency Level that he/ she is assessing the Candidate on. To illustrate, an Assessor competent at Intermediate Level may assess Candidates at Basic and Intermediate Level(s).

2. The Competency Checklist may also be self-administered to facilitate the Candidate's evaluation and identification of learning gaps.

3. When using this checklist, it is important to consider the assessment tools, therapies and techniques that are relevant to the specific **mental health condition(s)*.**

*Mental Health Conditions may include conditions such as Depression, General Anxiety Disorder, Panic Disorder, Obsessive Compulsive Disorder, Insomnia & Schizophrenia.

FOUNDATIONAL LEVEL ASSESSMENT CRITERIA AND COMPETENCY CHECKLIST

Assessment Criteria for <u>MHCF Foundational Level</u>

for Community Care Partners in Mental Health Care-related job roles

FRAMEWORK: Mental Health Competency Framework (Foundational Level)			
Competency Domain	Mental Health Education	Person-centred Care (Recovery-Oriented Approach)	Care for Self and Caregivers
Domain Descriptor	About Mental Health Issues	About Recovery-Oriented Approach	Engage in Mental Wellness
Performance Statement	1. Recognise signs and symptoms of common mental health conditions 2. Identify the impact of mental health conditions on daily activities for the persons with mental health issues, families, caregivers and the community 3. Identify stigma and misconceptions related to mental health issues 4. List the appropriate agencies that support persons with mental health issues	1. Respect persons with mental health issues as individuals, their inherent worth and importance 2. Identify ways to interact with persons with mental health issues respectfully	1. Recognise the importance of mental health and its role in overall health 2. Identify ways to improve mental well-being 3. Engage in activities that maintain mental well-being

Mapping of Performance Statements, Performance Checklist, Underpinning Knowledge and the range of suggested assessment methods

The Performance Checklist (PC) provides guidance on the minimum standards needed to demonstrate the achievement of the Performance Statement(s) and are tested through various assessment methods.

About Mental Health Issues			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Recognise signs and symptoms of common mental health conditions	**PC1, UK1.1** Name at least three (3) common mental health issues **PC1, UK1.1** Identify the common mental health issues in Singapore	**UK1.1** Types of common mental health issues	• Written Assessment • MCQ • Oral Questioning
	PC1, UK1.2 Name at least three (3) common signs and symptoms of mental health issues **PC1, UK1.2** List the person's verbal and nonverbal cues that could be indicators of mental health issues	**UK1.2** Signs and symptoms of a person that could be indicators of common mental health issues	• Written Assessment • MCQ • Observations • Oral Questioning

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

PS2 Identify the impact of mental health conditions on daily activities for the persons with mental health issues, families, caregivers and the community	**PC2, UK2.1** List three (3) ways to interact and communicate with people with mental health issues in each family of mental health diseases **PC2, UK2.1** Demonstrate ways of interacting and communicating with persons with mental health issues in each family of mental health diseases	**UK2.1** Strategies for interacting and communicating with people with mental health issues	• Written Assessment • MCQ • Role Play • Workplace Performance • Oral Questioning
	PC2, UK2.2 Name three (3) possible examples of daily activities affected by mental health issues	**UK2.2** Impact of mental health issues on daily activities of a person	• Written Assessment • Projects • Oral Questioning
	PC2, UK2.3 Name two (2) examples of general impact of mental health issues on families, caregivers and the community	**UK2.3** General impact of mental health issues on families, caregivers and the community	
PS3 Identify stigma and misconceptions related to mental health issues	**PC3, UK3.1** Name three (3) common stigma and misconceptions related to mental health issues in Singapore	**UK3.1** Common stigma and misconceptions related to mental health issues	• Written Assessment • MCQ • Oral Questioning
	PC3, UK3.2 Describe three (3) ways how stigma and misconceptions related to mental health issues in Singapore can be reduced	**UK3.2** Ways to address the stigma and misconceptions related to mental health issues	

PS4 List the appropriate agencies that support persons with mental health issues	PC4, UK4.1 List three (3) relevant community resources (e.g. agencies, helplines) that support persons with mental health issues based on their conditions	UK4.1 Community resources that support persons with mental health issues	• Written Assessment • MCQ

About Recovery-Oriented Approach			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Respect persons with mental health issues as individuals, their inherent worth and importance	**PC1, UK1.1** Articulate why persons with mental health issues should be accorded with respect and dignity	**UK1.1** Importance of respecting the rights and dignity of persons with mental health issues	• Role Play • Workplace Performance
	PC1, UK1.2 Demonstrate three (3) ways to display respect towards the individuals with mental health issues	**UK1.2** Ways to demonstrate respect towards the individuals with mental health issues	
PS2 Identify ways to interact with persons with mental health issues respectfully	**PC2, UK2.1** Demonstrate two (2) key fundamental person-centred communication skills when interacting with persons with mental health issues in the workplace	**UK2.1** Fundamentals of person-centred communication	
	PC2, UK2.2 Demonstrate one (1) method to interact with persons with mental health issues based on person-centred approach	**UK2.2** Ways to interact with persons with mental health issues based on the person-centred approach fundamentals	

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

Engage in Mental Wellness			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Recognise the importance of mental health and its role in overall health	**PC1, UK1.1** Identify the importance of mental health in individuals' overall health	**UK1.1** The role and importance of mental health in overall health	• MCQ • Written Assessment • Oral Questioning
PS2 Identify ways to improve mental well-being	**PC2, UK2.1** List three (3) ways to improve mental wellbeing	**UK2.1** Ways to improve mental wellbeing	• MCQ • Written Assessment
PS3 Engage in activities that maintain mental well-being	**PC3, UK3.1** List three (3) resources to refer to for self-care to maintain mental wellbeing **PC3, UK3.1** Explain how the resources and activities can help in self-care to maintain mental wellbeing	**UK3.1** Resources and activities for self-care to maintain mental wellbeing	• MCQ • Written Assessment

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

Foundational Level		
Competency Domain Mental Health Education		
Domain Descriptor About Mental Health Issues		
Performance Statement (PS) **PS1 Recognise** signs and symptoms of common mental health conditions		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Name at least three (3) common mental health issues	
PC1, UK1.1	Identify the common mental health issues in Singapore	
PC1, UK1.2	Name at least three (3) common signs and symptoms of mental health issues	
PC1, UK1.2	List the person's verbal and nonverbal cues that could be indicators of mental health issues	
PS2 Identify the impact of mental health conditions on daily activities for the persons with mental health issues, families, caregivers and the community		
PC2, UK2.1	List three (3) ways to interact and communicate with people with mental health issues in each family of mental health diseases	
PC2, UK2.1	Demonstrate ways of interacting and communicating with persons with mental health issues in each family of mental health diseases	
PC2, UK2.2	Name three (3) possible examples of daily activities affected by mental health issues	

PC2, UK2.3	Name two (2) examples of general impact of mental health issues on families, caregivers and the community		
PS3 Identify stigma and misconceptions related to mental health issues			
PC3, UK3.1	Name three (3) common stigma and misconceptions related to mental health issues in Singapore		
PC3, UK3.2	Describe three (3) ways how stigma and misconceptions related to mental health issues in Singapore can be reduced		
PS4 List the appropriate agencies that support persons with mental health issues			
PC4, UK4.1	List three (3) relevant community resources (e.g. agencies, helplines) that support persons with mental health issues based on their conditions		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Mental Health Education ☐

"Not Yet Competent" in the Competency Domain: Mental Health Education ☐

Foundational Level		
Competency Domain Person-Centred Care (Recovery-Oriented Approach)		
Domain Descriptor About Recovery-Oriented Approach		
Performance Statement (PS) **PS1** Respect persons with mental health issues as individuals, their inherent worth and importance		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Articulate why persons with mental health issues should be accorded with respect and dignity		
PC1, UK1.2	Demonstrate three (3) ways to display respect towards the individuals with mental health issues		
PS2 Identify ways to interact with persons with mental health issues respectfully		
PC2, UK2.1	Demonstrate two (2) key fundamental person-centred communication skills when interacting with persons with mental health issues in the workplace		
PC2, UK2.2	Demonstrate one (1) method to interact with persons with mental health issues based on person-centred approach		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Person-centred Care (Recovery-Oriented Approach)   ☐

"Not Yet Competent" in the Competency Domain: Person-centred Care (Recovery-Oriented Approach)   ☐

Foundational Level		
Competency Domain Care for Self and Caregivers		
Domain Descriptor Engage in Mental Wellness		
Performance Statement (PS) **PS1** Recognise the importance of mental health and its role in overall health		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Identify the importance of mental health in individuals' overall health		
PS2 Identify ways to improve mental well-being		
PC2, UK2.1	List three (3) ways to improve mental wellbeing		
PS3 Engage in activities that maintain mental well-being		
PC3, UK3.1	List three (3) resources to refer to for self-care to maintain mental wellbeing		
PC3, UK3.1	Explain how the resources and activities can help in self-care to maintain mental wellbeing		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Care for Self and Caregivers ☐

"Not Yet Competent" in the Competency Domain: Care for Self and Caregiver ☐

Upon conveyance of the Competency Checklist outcome(s) to the Candidate, the Assessor should provide a debrief including the strengths of the Candidate and focus areas for training and improvement. Assessors should be prepared to review and manage possible disagreement(s) from the Candidate on the outcome or interpretation.

The Assessor and Candidate are encouraged to use the Summary Record as a formal documentation to capture feedback, focus areas and recommendations on the training plans.

COMPETENCY OUTCOME AT FOUNDATIONAL LEVEL

	Competency Domain	Outcome
F1	Mental Health Education	C / NYC
F2	Person-Centred Care (Recovery-Oriented Approach)	C / NYC
F3	Care for Self and Caregivers	C / NYC

The Candidate has been evaluated to be:

"Competent" at the Foundational Level ☐

"Not Yet Competent" at the Foundational Level ☐

SUMMARY RECORD

Assessor's Feedback on Competency Outcome

Strengths of the Candidate:

Exposure and Experience in Mental Health Care settings/role:

Focus Areas and Recommendations on Training and Development Plans:

Candidate's Feedback on Competency Outcome

Feedback on the Assessment (e.g. difficulty/clarity of questions, duration, etc):

Thoughts on the identified Focus Areas and Assessor's Recommendations:

Candidate has agreed to accept the Competency Outcome.

Candidate Name (As in NRIC)

Assessor Name (As in NRIC)
(if applicable, for assessor-administered evaluation)

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Candidate Signature

Assessor Signature

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Date:

Date:

Assessment Criteria for <u>MHCF Basic Level</u>

for Community Care Partners in Mental Health Care-related job roles

FRAMEWORK: Mental Health Competency Framework (Basic Level)							
Competency Domain	Mental Health Education	Person-centred Care (Recovery-Oriented Approach)	Care for Persons with Mental Health Issues (PMHI)			Behaviours of Concern	Enriching Lives	Care for Self and Caregiver(s) (CG)
Domain Descriptor	Understand the Impact of Mental Health	Understand the Recovery-Oriented Approach	Screen PMHI	Interact with PMHI	Assist PMHI with Care Coordination	Connect with PMHI who Display Behaviours of Concern	Enable PMHI to Lead a Meaningful Life	Practice Self-Care
Performance Statement	1. Identify the Biopsychosocial-Spiritual (BPSS) factors that contribute to common mental health conditions 2. Identify the signs and symptoms of common mental health issues in community-based healthcare/ community 3. Recognise the general management of the common mental health conditions 4. Identify the types of services available for persons with mental health issues, their families and caregivers 5. Identify ethical practices when providing care to persons with mental health issue 6. Consider the use of legal acts related to management of persons with mental health issues	1. Explain the principles of recovery 2. Recognise how one's background, culture, experiences, and attitudes may affect the provision of care 3. Use optimistic language when interacting with persons with mental health issues, their families, caregivers and among care staff 4. Demonstrate qualities such as respect, empathy, positivity, flexibility, open mindedness and patience when caring for persons with mental health issues	1. Screen persons with mental health issue 2. Recognise and report to relevant personnel in a timely manner when persons with mental health issues are experiencing neglect and abuse, harm to self or others, or suicide	1. Assist in structured and educational activities for persons with mental health issues 2. Assist in creating a safe environment for persons with mental health issues 3. Communicate effectively with persons with mental health issues 4. Monitor conditions of persons with mental health issues 5. Report changes in status and behaviours of persons with mental health issues according to organisational guidelines 6. Recognise signs of caregiver stress and burnout	1. Liaise with services, agencies or professionals to facilitate care coordination 2. Refer to appropriate services according to the needs of person with mental issues' needs	1. Recognise behavioural change associated with mental health conditions 2. Identify potential triggers for behaviours of concern 3. Respond appropriately to persons with mental health issues who display behaviours of concern	1. Recognise the needs (e.g. physical, emotional, spiritual and sexual) and strengths of persons with mental health issues 2. Recognise the importance of social activities/ engagement for persons with mental health issues 3. Encourage persons with mental health issues to participate in activities according to care plan	1. Identify personal feelings, beliefs, or attitudes that may affect work performance 2. Identify signs and symptoms of compassion fatigue 3. Identify helpful ways to prevent and cope with personal stress and burnout 4. Identify the ways to cope with grief and loss 5. Identify ways to promote personal safety when handling persons with mental health issues with high risk 6. Manage personal feelings elicited by challenging behaviours 7. Identify the need for and seek appropriate support when required

Mapping of Performance Statements, Performance Checklist, Underpinning Knowledge and the range of suggested assessment methods

The Performance Checklist (PC) provides guidance on the minimum standards needed to demonstrate the achievement of the Performance Statement(s) and are tested through various assessment methods.

Understand the Impact of Mental Health			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Identify the Biopsychosocial-Spiritual (BPSS) factors that contribute to common mental health issues	**PC1, UK1.1** List the biological factors that can affect common mental health issues **PC1, UK1.1** Describe how biological factors affect common mental health issues of an individual	**UK1.1** Biological factors that affect common mental health issues	• MCQ • Written Assessment • Case Studies • Workplace Performance
	PC1, UK1.2 List the psychological factors that can affect common mental health issues **PC1, UK1.2** Describe how psychological factors affect common mental health issues of an individual	**UK1.2** Psychological factors that affect common mental health issues	
	PC1, UK1.3 List the social factors that can affect common mental health issues **PC1, UK1.3** Describe how social factors can affect common mental health issues	**UK1.3** Social factors that affect common mental health issues	

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

	PC1, UK1.4 Explain the definition of Biopsychosocial-Spiritual (BPSS) model **PC1, UK1.4** Explain how Biopsychosocial-Spiritual (BPSS) factors can affect the overall mental health of an individual	**UK1.4** The interrelationship of Biopsychosocial-Spiritual (BPSS) factors related to common mental health issues	
PS2 Identify the signs and symptoms of common mental health issues in community-based healthcare/ community	**PC2, UK2.1** Name at least three (3) common mental health issues in community-based healthcare/ community	**UK2.1** Common mental health issues in community-based healthcare/ community	• MCQ • Written Assessment • Workplace Performance
	PC2, UK2.2 List three (3) signs and symptoms from any of the three (3) common mental health issues named earlier	**UK2.2** Signs and symptoms of common mental health issues in community-based healthcare/community	
PS3 Recognise the general management of the common mental health conditions	**PC3, UK3.1** Name a common way to manage mental health issues	**UK3.1** Common ways to manage mental health issues	• Written Assessment • Workplace Performance • Case Studies
	PC3, UK3.2 Describe the effect of appropriate general management on mental health issues **PC3, UK3.2** Describe the effect of inappropriate general management on mental health issues	**UK3.2** The impact of appropriate and inappropriate general management on mental health issues	
PS4 Identify the types of services available for persons with mental health issues, their families and caregivers	**PC4, UK4.1** Name at least three (3) types of services for persons with mental health issues in Singapore	**UK4.1** Types of services and resources for persons with mental health issues	• Written Assessment • MCQ

	PC4, UK4.2 Name one (1) service caregivers and families of persons with mental health issues in Singapore can tap on PC4, UK4.2 List three (3) resources caregivers and families of persons with mental health issues in Singapore can refer to for information	UK4.2 Types of services and resources for families and caregivers of persons mental health issues	
PS5 Identify ethical practices when providing care to persons with mental health issue	PC5, UK5.1 Provide an example of ethical practices for managing persons with mental health issues PC5, UK5.1 Explain the rationale for choosing certain ethical practices while managing persons with mental health issues PC5, UK5.1 Describe the consequences of not abiding by ethical practices while managing persons with mental health issues	UK5.1 Ethical practices for managing persons with mental health issues	• Written Assessment • Case Studies
PS6 Consider the use of legal acts related to management of persons with mental health issues	PC6, UK6.1 Define principles of legal protection of persons with mental health issues PC6, UK6.1 Name at least two (2) principles of legal protection of persons with mental health issues	UK6.1 Principles of legal protection of persons with mental health issues	• MCQ • Written Assessment • Case Studies
	PC6, UK6.2 State at least three (3) legal acts/frameworks/policies related to management of persons with mental health issues in Singapore	UK6.2 List of legal acts/frameworks/policies related to the management of persons with mental health issues in Singapore	

	PC6, UK6.3 Demonstrate the use of legal acts/frameworks/policies in the management of persons with mental health issues in Singapore	UK6.3 Techniques to select the relevant legal acts/frameworks/policies for the management of persons with mental health issues	• Role Play • Workplace Performance • Observations • Case Studies

Understand the Recovery-Oriented Approach			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Explain the principles of recovery	**PC1, UK1.1** Define the principles of recovery **PC1, UK1.1** Describe at least three (3) principles of recovery	**UK1.1** Principles of recovery	• MCQ • Case Studies • Workplace Performance
PS2 Recognise how one's background, culture, experiences, and attitudes may affect the provision of care	**PC2, UK2.1** Describe at least three (3) limits and boundaries in provision of care for persons with mental health issues	**UK2.1** Limits and boundaries in provision of care	• MCQ • Written Assessment • Case Studies • Workplace Performance
	PC2, UK2.2 Articulate at least two (2) methods to examine one's background, culture, experiences and attitudes **PC2, UK2.2** Discuss the best way to examine one's background, culture, experiences and attitudes	**UK2.2** Methods to critically examine how one's background, culture, experiences and attitudes may affect provision of care	• MCQ • Written Assessment • Observations • Case Studies • Workplace Performance
	PC2, UK2.3 Name the steps of self-assessment and self-monitoring techniques **PC2, UK2.3** Describe at least two (2) experiences of the use of self-assessment and self-monitoring techniques to manage the possible effects of one's background, culture, experiences, and attitudes towards the provision of care	**UK2.3** Self-assessment and self-monitoring techniques	

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

PS3 Use optimistic language when interacting with persons with mental health issues, their families, caregivers and among care staff	**PC3, UK3.1** Define the fundamentals in the use of optimistic language **PC3, UK3.1** List at least three (3) examples of how languages should and should not be used while communicating with persons with mental health issues, their families, caregivers and among care staff	**UK3.1** Fundamentals in the use of optimistic language	• Written Assessment
	PC3, UK3.2 Explain why the use of optimistic language when communicating with persons with mental health issues is important	**UK3.2** Importance of the use of optimistic language when communicating with persons with mental health issues	• MCQ • Written Assessment
	PC3, UK3.3 Demonstrate the ability to interact with persons with mental health issues using optimistic language	**UK3.3** Best practices in interacting with people using optimistic language	• Written Assessment • Role Play • Workplace Performance • Observations
PS4 Demonstrate qualities such as respect, empathy, positivity, flexibility, open mindedness and patience when caring for persons with mental health issues	**PC4, UK4.1** Explain why it is important to display respect, empathy, positivity, flexibility, open mindedness, patience and non-judgmental attitude when caring for persons with mental health issues	**UK4.1** Importance of respect, empathy, positivity, flexibility, open mindedness, patience and non-judgmental attitude when caring for persons with mental health issues	• Written Assessment
	PC4, UK4.2 Demonstrate the ability to display respect, empathy, positivity, flexibility, open mindedness, patience and non-judgmental attitude to achieve best care when managing persons with mental health issues	**UK4.2** Methods to display respect, empathy, positivity, flexibility, open mindedness, patience and non-judgmental attitude to achieve best care when managing persons with mental health issues	• Written Assessment • Role Play • Workplace Performance • Observations

Care for Persons with Mental Health Issues *Screen Persons with Mental Health Issues*			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Screen persons with mental health issue	**PC1, UK1.1** List three (3) methods to screen for mental health issues	**UK1.1** Methods to screen persons with mental health issues	• Written Assessment • MCQ
	PC1, UK1.2 Demonstrate the application of mental health screening methods based on processes and guidelines	**UK1.2** Processes and guidelines for application of mental health screening methods	• Written Assessment • MCQ • Role Play • Workplace Performance
PS2 Recognise and report to relevant personnel in a timely manner when persons with mental health issues are experiencing neglect and abuse, harm to self or others, or suicide	**PC2, UK2.1** Name at least three (3) indicators of neglect and abuse of persons with mental health issues	**UK2.1** Indications of neglect and abuse	• Written Assessment • MCQ
	PC2, UK2.2 Name at least three (3) indicators of suicidal tendencies of persons with mental health issues	**UK2.2** Indications of suicidal tendencies	
	PC2, UK2.3 Name at least three (3) indicators of harm to self or others of persons with mental health issues	**UK2.3** Indications of harm to self or others	

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

	PC2, UK2.4 Explain the procedures for reporting to relevant personnel regarding persons with mental health issues that are experiencing neglect and abuse, harm to self or others, or suicide PC2, UK2.4 Demonstrate the ability to report to relevant personnel regarding persons with mental health issues that are experiencing neglect and abuse, harm to self or others, or suicide	UK2.4 Procedures for reporting to relevant personnel regarding persons with mental health issues that are experiencing neglect and abuse, harm to self or others, or suicide	• Written Assessment • Role Play • Workplace Performance • Observations • Case Studies
Interact with Persons with Mental Health Issues			
PS1 Assist in structured and educational activities for persons with mental health issues	PC1, UK1.1 Name at least three (3) structured and educational activities (e.g. psychoeducation, group work) to enhance coping mechanism for persons with mental health issues PC1, UK1.1 Explain how to facilitate structured and educational activities (e.g. psychoeducation, group work) for persons with mental health issues	UK1.1 Structured and educational activities for persons with mental health issues	• MCQ • Written Assessment
	PC1, UK1.2 Demonstrate best practices of providing assistance to persons with mental health issues through structured and educational activities (e.g. psychoeducation, group work)	UK1.2 Best practices of assisting in structured and educational activities to persons with mental health issues	• Role Play • Workplace Performance • Observations

PS2 Assist in creating a safe environment for persons with mental health issues	**PC2, UK2.1** List at least two (2) types of safe environment for persons with mental health issues based on their conditions	**UK2.1** Types of safe environments for persons with mental health issues	• Written Assessment • MCQ
	PC2, UK2.2 Explain the importance of safe environment for persons with mental health issues	**UK2.2** The importance of safe environment for persons with mental health issues	
	PC2, UK2.3 Illustrate how to assist in developing a safe environment for persons with mental health issues	**UK2.3** Methods of assisting in the creation of safe environment for persons with mental health issues	• Role Play • Workplace Performance • Observations
PS3 Communicate effectively with persons with mental health issues	**PC3, UK3.1** Name at least three (3) communication techniques when communicating with persons with mental health issues	**UK3.1** Communication techniques	• MCQ • Written Assessment • Workplace Performance
	PC3, UK3.2 Demonstrate verbal and non-verbal communication with persons with mental health issues	**UK3.2** Ways to employ a variety of communication techniques	• MCQ • Role Play • Workplace Performance
PS4 Monitor conditions of persons with mental health issues	**PC4, UK4.1** Describe the different monitoring tools for persons with mental health issues **PC4, UK4.1** Demonstrate the use of two (2) monitoring tools to monitor persons with mental health issues **PC4, UK4.1** Articulate the process of one (1) monitoring tool for persons with mental health issues	**UK4.1** Methods to monitor conditions of persons with mental health issues effectively	• Role Play • Workplace Performance • Observations

	PC4, UK4.1 Demonstrate ability to accurately interpret the results of the one (1) monitoring tool for persons with mental health issues		
PS5 Report changes in status and behaviours of persons with mental health issues according to organisational guidelines	**PC5, UK 5.1** Describe the importance of understanding how to identify changes in status **PC5, UK 5.1** Describe at least three (3) ways to respond to changes in status via the right avenues	**UK5.1** Ways to identify changes in status of persons with mental health issues to respond via the right avenues	• MCQ • Written Assessment • Workplace Performance
	PC5, UK5.2 Describe the organisational reporting guidelines for relevant changes in status of persons with mental health issues	**UK5.2** Organisational guidelines on reporting relevant changes in status of persons with mental health issues	• MCQ • Written Assessment
	PC5, UK5.3 Discuss how to report the status changes of the person with mental health issues according to the organisational guidelines	**UK5.3** Methods to effectively report the relevant changes in status of persons with mental health issues according to the organisational guidelines	• MCQ • Written Assessment • Role Play • Workplace Performance • Observations
PS6 Recognise signs of caregiver stress and burnout	**PC6, UK6.1** Recognise the difference between stress and burnout **PC6, UK6.1** Name at least three (3) signs of caregiver stress and burnout	**UK6.1** Signs of caregiver stress and burnout	• MCQ • Written Assessment • Case Studies

	PC6, UK6.2 Describe at least two (2) ways on how to assess caregiver stress and burnout **PC6, UK6.2** Describe the follow-up steps to support caregivers	**UK6.2** Ways to assess caregiver stress and burnout	• MCQ • Observations • Written Assessment • Case Studies
Assist Person with Mental Health Issues with Care Coordination			
PS1 Liaise with services, agencies or professionals to facilitate care coordination	**PC1, UK1.1** Name at least three (3) services, agencies or professionals in the area of mental health care **PC1, UK1.1** Demonstrate the ability to coordinate with multiple mental health care services	**UK1.1** Referral procedure for relevant services, agencies or professionals in the area of mental health care	• Written Assessment • Role Play • Workplace Performance • Observations
PS2 Refer to appropriate services according to the needs of person with mental issues' needs	**PC2, UK2.1** List the three (3) available services for the different mental health issues	**UK2.1** Range of services available for mental health issues	• MCQ • Written Assessment • Case Studies
	PC2, UK2.2 Explain how to assess the needs of persons with mental health issues in regard to being referred to appropriate services	**UK2.2** Methods to assess the needs of persons with mental health issues	
	PC2, UK2.3 Explain how to refer persons with mental health issues to a suitable service based on their needs	**UK2.3** Guidelines on referring persons with mental health issues to the services appropriate for their needs	

	PC2, UK2.4 Describe the referral procedures for persons with mental health issues to appropriate services	UK2.4 Referral procedures for persons with mental health issues	

Connect with Persons with Mental Health Issues who Display Behaviours of Concern			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Recognise behavioural change associated with mental health conditions	**PC1, UK1.1** Name at least three (3) types of behaviours of concern	**UK1.1** Types of behaviours of concern	• MCQ • Role Play • Workplace Performance • Observations
	PC1, UK1.2 Demonstrate possible techniques to assess behavioural challenges in persons with mental health issues	**UK1.2** Methods to identify behavioural issues associated with mental health issues	
PS2 Identify potential triggers for behaviours of concern	**PC2, UK2.1** Name at least three (3) potential triggers for behaviours of concern for persons with mental health issues	**UK2.1** Potential triggers for behaviours of concern in persons with mental health issues	• MCQ • Written Assessment • Workplace Performance
PS3 Respond appropriately to persons with mental health issues who display behaviours of concern	**PC3, UK3.1** Demonstrate appropriate response to persons with mental health issues who display behaviours of concerns	**UK3.1** Methods to respond appropriately to persons with mental health issues	• MCQ • Written Assessment • Role Play • Workplace Performance • Observations • Case Studies

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

Enable Persons with Mental Health Issues to Lead a Meaningful Life			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Recognise the needs (e.g. physical, emotional, spiritual and sexual) and strengths of persons with mental health issues	**PC1, UK1.1** Explain three (3) ways to identify the needs of persons with mental health issues	**UK1.1** Needs of persons with mental health issues	• MCQ • Written Assessment • Case Studies • Observations • Workplace Performance
	PC1, UK1.2 Explain three (3) ways to identify the strengths of persons with mental health issues	**UK1.2** Strengths of persons with mental health issues	
PS2 Recognise the importance of social activities/ engagement for persons with mental health issues	**PC2, UK2.1** Explain the importance of social activities and engagements for persons with mental health issues to live a meaningful life	**UK2.1** The importance of social activities/ engagements for persons with mental health issues	• Written Assessment
	PC2, UK2.2 List three (3) social activities and engagement that promote living a meaningful life to persons with mental health issues	**UK2.2** Social activities and engagements that help persons with mental health issues live a meaningful life	• MCQ • Written Assessment
PS3 Encourage persons with mental health issues to participate in activities according to care plan	**PC3, UK3.1** List three (3) ways to encourage persons with mental health issues to engage in activities according to care plan	**UK3.1** Ways to encourage persons with mental health issues to engage in activities according to care plan	• Written Assessment • Case Studies • Workplace Performance
	PC3, UK3.2 Demonstrate the ability to suggest a care plan activity for persons with mental health issues **PC3, UK3.2** Name at least three (3) types of care plan activities for persons with mental health issues	**UK3.2** Types of care plan activities	• MCQ • Written Assessment • Role Play • Workplace Performance

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

Practise Self-Care			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Identify personal feelings, beliefs, or attitudes that may affect work performance	**PC1, UK1.1** Articulate the importance of understanding personal strengths and weaknesses in relation to work performance **PC1, UK1.1** Describe an example of a strength and a weakness that could affect work performance **PC1, UK1.1** Articulate the importance of understanding personal feelings, beliefs and attitudes in relation to work performance **PC1, UK1.1** Describe an example of a personal feeling, belief and attitude that would affect work performance **PC1, UK1.1** Articulate the importance of understanding personal resources in relation to work performance **PC1, UK1.1** Describe an example of a resource that would affect work performance	**UK1.1** Effect of personal strengths, weaknesses, feelings, beliefs, attitudes and resources in relation to work performance	• MCQ • Written Assessment
	PC1, UK1.2 Explain how to manage personal strengths, weaknesses, feelings, beliefs, attitudes and resources in relation to work performance	**UK1.2** Ways to manage personal strengths, weaknesses, feelings, beliefs, attitudes and resources in relation to work performance	

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

PS2 Identify signs and symptoms of compassion fatigue	**PC2, UK2.1** Define compassion fatigue	**UK2.1** Definition of compassion fatigue	• Written Assessment • Case Studies • Workplace Performance
	PC2, UK2.2 Name at least three (3) signs and symptoms of compassion fatigue	**UK2.2** Signs and symptoms of compassion fatigue	
	PC2, UK2.3 List three (3) triggers of compassion fatigue	**UK2.3** Triggers of compassion fatigue	
PS3 Identify helpful ways to prevent and cope with personal stress and burnout	**PC3, UK3.1** Demonstrate understanding of personal stress and burnout **PC3, UK3.1** Discuss why it is important to manage personal stress and its co-relation to burnout	**UK3.1** Importance of managing personal stress and burnout	• Written Assessment • Role Play • Workplace Performance • Case Studies
	PC3, UK3.2 List three (3) triggers of personal stress and burnout	**UK3.2** Triggers for personal stress and burnout	• Written Assessment • Workplace Performance • Case Studies
	PC3, UK3.3 List at least three (3) ways to manage personal stress	**UK3.3** Methods to manage personal stress	
	PC3, UK3.4 List at least three (3) ways to prevent personal burnout	**UK3.4** Methods to manage personal burnout	
PS4 Identify the ways to cope with grief and loss	**PC4, UK4.1** Describe the stages of grief and loss	**UK4.1** Common stages of grief and loss	
	PC4, UK4.2 Articulate three (3) ways to empower persons with mental health issues to cope with grief and loss	**UK4.2** Methods to cope with grief and loss	• Written Assessment • Observations • Workplace Performance • Case Studies
	PC4, UK4.3 Describe at least two (2) key strategies to engage in grief process	**UK4.3** Strategies to engage in grief process	• Written Assessment • Workplace Performance • Case Studies

PS5 Identify ways to promote personal safety when handling persons with mental health issues with high risk	**PC5, UK5.1** Describe a way to identify persons with mental health issues with high risk	**UK5.1** Methods to identify persons with mental health issues with high risk	• Written Assessment • Observations • Workplace Performance • Case Studies
	PC5, UK5.2 Name at least two (2) personal safety considerations when managing persons with mental health issues with high risk **PC5, UK5.2** Explain the procedures to put in place to promote personal safety	**UK5.2** Methods to identify personal safety considerations in persons with mental health issues with high risk	
	PC5, UK5.3 Describe two (2) safety plan items for care providers outlined by the organisation	**UK5.3** Personal safety plan for care providers outlined by organisation	• Written Assessment • Workplace Performance • Case Studies
	PC5, UK5.4 Explain at least two (2) ways to promote personal safety when handling persons with mental health issues with high risk	**UK5.4** Ways to promote personal safety	• Written Assessment • Role Play • Observations • Workplace Performance • Case Studies
PS6 Manage personal feelings elicited by challenging behaviours	**PC6, UK6.1** Articulate the importance of regular personal reflection and awareness in relation to challenging behaviours	**UK6.1** Importance of regular personal reflection and awareness in relation to challenging behaviours	• MCQ • Written Assessment • Role Play • Workplace Performance • Case Studies
	PC6, UK6.2 Explain how to manage personal feelings in care delivery **PC6, UK6.2** Explain three (3) ways of balancing personal emotions while delivering care to clients	**UK6.2** Methods to manage personal feelings in care delivery	

	PC6, UK6.3 Name at least three (3) negative emotions that would arise from supporting persons with mental health issues **PC6, UK6.3** Describe how clinical supervision can be an avenue to manage negative emotions of the care professional	**UK6.3** Ways of using clinical supervision as an avenue to process and manage any negative emotions that arise from supporting persons with mental health issues	
	PC6, UK6.4 List three (3) available personal therapies for care providers	**UK6.4** Available personal therapy for care providers	
PS7 Identify the need for and seek appropriate support when required	**PC7, UK7.1** Define reflective practice **PC7, UK7.1** List at least two (2) examples of reflective practices	**UK7.1** Fundamentals of reflective practice	• Written Assessment • Oral Questioning
	PC7, UK7.2 List at least two (2) types of support system available **PC7, UK7.2** Describe the steps to seek appropriate support when it is needed	**UK7.2** Types of available support systems	
	PC7, UK7.3 List at least three (3) ways of promoting self-care that can be a part of the self-care plan	**UK7.3** Ways to develop and implement a self-care plan	

B1. Understand the Impact of Mental Health

Basic Level		
Competency Domain Mental Health Education		
Domain Descriptor Understand the Impact of Mental Health		
Performance Statement (PS) **PS1** Identify the Biopsychosocial-Spiritual (BPSS) factors that contribute to common mental health issues		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	List the biological factors that can affect common mental health issues		
PC1, UK1.1	Describe how biological factors affect common mental health issues of an individual		
PC1, UK1.2	List the psychological factors that can affect common mental health issues		
PC1, UK1.2	Describe how psychological factors affect common mental health issues of an individual		
PC1, UK1.3	List the social factors that can affect common mental health issues		
PC1, UK1.3	Describe how social factors can affect common mental health issues		
PC1, UK1.4	Explain the definition of Biopsychosocial-Spiritual (BPSS) model		
PC1, UK1.4	Explain how Biopsychosocial-Spiritual (BPSS) factors can affect the overall mental health of an individual		
PS2 Identify the signs and symptoms of common mental health issues in community-based healthcare/ community		
PC2, UK2.1	Name at least three (3) common mental health issues in community-based healthcare/ community		

PC2, UK2.1	List three (3) signs and symptoms from any of the three (3) common mental health issues named earlier		
PS3 Recognise the general management of the common mental health issues			
PC3, UK3.1	Name a common way to manage mental health issues		
PC3, UK3.2	Describe the effect of appropriate general management on mental health issues		
PC3, UK3.2	Describe the effect of inappropriate general management on mental health issues		
PS4 Identify the types of services available for persons with mental health issues, their families and caregivers			
PC4, UK4.1	Name at least three (3) types of services for persons with mental health issues in Singapore		
PC4, UK4.2	Name one (1) service caregivers and families of persons with mental health issues in Singapore can tap on		
PC4, UK4.2	List three (3) resources caregivers and families of persons with mental health issues in Singapore can refer to for information		
PS5 Identify ethical practices when providing care to persons with mental health issue			
PC5, UK5.1	Provide an example of ethical practices for managing persons with mental health issues		
PC5, UK5.1	Explain the rationale for choosing certain ethical practices while managing persons with mental health issues		
PC5, UK5.1	Describe the consequences of not abiding by ethical practices while managing persons with mental health issues		
PS6 Consider the use of legal acts related to management of persons with mental health issues			
PC6, UK6.1	Define principles of legal protection of persons with mental health issues		
PC6, UK6.1	Name at least two (2) principles of legal protection of persons with mental health issues		
PC6, UK6.2	State at least three (3) legal acts/frameworks/policies related to management of persons with mental health issues in Singapore		

PC6, UK6.3	Demonstrate the use of legal acts/frameworks/policies in the management of persons with mental health issues in Singapore		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Mental Health Education

☐

"Not Yet Competent" in the Competency Domain: Mental Health Education

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Basic Level		
Competency Domain Person-Centred Care (Recovery-Oriented Approach)		
Domain Descriptor Understand the Recovery-Oriented Approach		
Performance Statement (PS) **PS1** Explain the principles of recovery		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Define the principles of recovery		
PC1, UK1.1	Describe at least three (3) principles of recovery		
PS2 Recognise how one's background, culture, experiences, and attitudes may affect the provision of care		
PC2, UK2.1	Describe at least three (3) limits and boundaries in provision of care for persons with mental health issues		
PC2, UK2.2	Articulate at least two (2) methods to examine one's background, culture, experiences and attitudes		
PC2, UK2.2	Discuss the best way to examine one's background, culture, experiences and attitudes		
PC2, UK2.3	Name the steps of self-assessment and self-monitoring techniques		
PC2, UK2.3	Describe at least two (2) experiences of the use of self-assessment and self-monitoring techniques to manage the possible effects of one's background, culture, experiences, and attitudes towards the provision of care		
PS3 Use optimistic language when interacting with persons with mental health issues, their families, caregivers and among care staff		
PC3, UK3.1	Define the fundamentals in the use of optimistic language		
PC3, UK3.1	List at least three (3) examples of how languages should and should not be used while communicating with persons with mental health issues, their families, caregivers and among care staff		
PC3, UK3.2	Explain why the use of optimistic language when communicating with persons with mental health issues is		

	important		
PC3, UK3.3	Demonstrate the ability to interact with persons with mental health issues using optimistic language		
PS4 Demonstrate qualities such as respect, empathy, positivity, flexibility, open mindedness and patience when caring for persons with mental health issues			
PC4, UK4.1	Explain why it is important to display respect, empathy, positivity, flexibility, open mindedness, patience and non-judgmental attitude when caring for persons with mental health issues		
PC4, UK4.2	Demonstrate the ability to display respect, empathy, positivity, flexibility, open mindedness, patience and non-judgmental attitude to achieve best care when managing persons with mental health issues		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Person Centred Care (Recovery-Oriented Approach)

"Not Yet Competent" in the Competency Domain: Person Centred Care (Recovery-Oriented Approach)

B3. Care for Persons with Mental Health Issues (PMHI)

Basic Level		
Competency Domain Care for Persons with Mental Health Issues		53
Domain Descriptor Screen Persons with Mental Health Issues		
Performance Statement (PS) **PS1** Screen persons with mental health issue		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	List three (3) methods to screen for mental health issues	
PC1, UK1.2	Demonstrate the application of mental health screening methods based on processes and guidelines	
PS2 Recognise and report to relevant personnel in a timely manner when persons with mental health issues are experiencing neglect and abuse, harm to self or others, or suicide		
PC2, UK2.1	Name at least three (3) indicators of neglect and abuse of persons with mental health issues	
PC2, UK2.2	Name at least three (3) indicators of suicidal tendencies of persons with mental health issues	
PC2, UK2.3	Name at least three (3) indicators of harm to self or others of persons with mental health issues	
PC2, UK2.4	Explain the procedures for reporting to relevant personnel regarding persons with mental health issues that are experiencing neglect and abuse, harm to self or others, or suicide	
PC2, UK2.4	Demonstrate the ability to report to relevant personnel regarding persons with mental health issues that are experiencing neglect and abuse, harm to self or others, or suicide	

Domain Descriptor			
Domain Descriptor Interact with Persons with Mental Health Issues			
Performance Statement (PS) **PS1** Assist in structured and educational activities for persons with mental health issues			
Competencies may be observed by Assessor through suggested Assessment Methods		**C - Competent** **NYC - Not Yet Competent**	
		C	**NYC**
PC1, UK1.1	Name at least three (3) structured and educational activities (e.g. psychoeducation, group work) to enhance coping mechanism for persons with mental health issues		
PC1, UK1.1	Explain how to facilitate structured and educational activities (e.g. psychoeducation, group work) for persons with mental health issues		
PC1, UK1.2	Demonstrate best practices of providing assistance to persons with mental health issues through structured and educational activities (e.g. psychoeducation, group work)		
PS2 Assist in creating a safe environment for persons with mental health issues			
PC2, UK2.1	List at least two (2) types of safe environment for persons with mental health issues based on their conditions		
PC2, UK2.2	Explain the importance of safe environment for persons with mental health issues		
PC2, UK2.3	Illustrate how to assist in developing a safe environment for persons with mental health issues		
PS3 Communicate effectively with persons with mental health issues			
PC3, UK3.1	Name at least three (3) communication techniques when communicating with persons with mental health issues		
PC3, UK3.2	Demonstrate verbal and non-verbal communication with persons with mental health issues		

	PS4 Monitor conditions of persons with mental health issues		
PC4, UK4.1	Describe the different monitoring tools for persons with mental health issues		
PC4, UK4.1	Demonstrate the use of two (2) monitoring tools to monitor persons with mental health issues		
PC4, UK4.1	Articulate the process of one (1) monitoring tool for persons with mental health issues		
PC4, UK4.1	Demonstrate ability to accurately interpret the results of the one (1) monitoring tool for persons with mental health issues		
	PS5 Report changes in status and behaviours of persons with mental health issues according to organisational guidelines		
PC5, UK5.1	Describe the importance of understanding how to identify changes in status		
PC5, UK5.1	Describe at least three (3) ways to respond to changes in status via the right avenues		
PC5, UK5.2	Describe the organisational reporting guidelines for relevant changes in status of persons with mental health issues		
PC5, UK5.3	Discuss how to report the status changes of the person with mental health issues according to the organisational guidelines		
	PS6 Recognise signs of caregiver stress and burnout		
PC6, UK6.1	Recognise the difference between stress and burnout		
PC6, UK6.1	Name at least three (3) signs of caregiver stress and burnout		
PC6, UK6.2	Describe at least two (2) ways on how to assess caregiver stress and burnout		
PC6, UK6.2	Describe the follow-up steps to support caregivers		

Domain Descriptor			
Assist Person with Mental Health Issues with Care Coordination			
Performance Statement (PS) 56 **PS1** Liaise with services, agencies or professionals to facilitate care coordination			
Competencies may be observed by Assessor through suggested Assessment Methods		C - Competent NYC - Not Yet Competent	
		C	**NYC**
PC1, UK1.1	Name at least three (3) services, agencies or professionals in the area of mental health care		
PC1, UK1.1	Demonstrate the ability to coordinate with multiple mental health care services		
PS2 Refer to appropriate services according to the needs of person with mental issues' needs			
PC2, UK2.1	List the three (3) available services for the different mental health issues		
PC2, UK2.2	Explain how to assess the needs of persons with mental health issues in regard to being referred to appropriate services		
PC2, UK2.3	Explain how to refer persons with mental health issues to a suitable service based on their needs		
PC2, UK2.4	Describe the referral procedures for persons with mental health issues to appropriate services		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Care for Persons with Mental Health Issues ☐

"Not Yet Competent" in the Competency Domain: Care for Persons with Mental Health Issues ☐

B4. Connect with PMHI who Display Behaviours of Concern

<table>
<tr><td colspan="4" align="center">Basic Level</td></tr>
<tr><td colspan="4" align="center">Competency Domain
Behaviours of Concern</td></tr>
<tr><td colspan="4" align="center">Domain Descriptor
Connect with Persons with Mental Health Issues who Display Behaviours of Concern</td></tr>
<tr><td colspan="4" align="center">Performance Statement (PS)
PS1 Recognise behavioural change associated with mental health conditions</td></tr>
<tr><td colspan="2" rowspan="2">Competencies may be observed by Assessor through suggested Assessment Methods</td><td colspan="2" align="center">C - Competent
NYC - Not Yet Competent</td></tr>
<tr><td align="center">C</td><td align="center">NYC</td></tr>
<tr><td>PC1, UK1.1</td><td>Name at least three (3) types of behaviours of concern</td><td></td><td></td></tr>
<tr><td>PC1, UK1.2</td><td>Demonstrate possible techniques to assess behavioural challenges in persons with mental health issues</td><td></td><td></td></tr>
<tr><td colspan="4" align="center">PS2 Identify potential triggers for behaviours of concern</td></tr>
<tr><td>PC2, UK2.1</td><td>Name at least three (3) potential triggers for behaviours of concern for persons with mental health issues</td><td></td><td></td></tr>
<tr><td colspan="4" align="center">PS3 Respond appropriately to persons with mental health issues who display behaviours of concern</td></tr>
<tr><td>PC3, UK3.1</td><td>Demonstrate appropriate response to persons with mental health issues who display behaviours of concerns</td><td></td><td></td></tr>
</table>

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Behaviours Of Concern ☐

"Not Yet Competent" in the Competency Domain: Behaviours Of Concern ☐

B5. Enable PMHI to Lead a Meaningful Life

Basic Level		
Competency Domain Enriching Lives		
Domain Descriptor Enable Persons with Mental Health Issues to Lead a Meaningful Life		
Performance Statement (PS) **PS1** Recognise the needs (e.g. physical, emotional, spiritual and sexual) and strengths of persons with mental health issues		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Explain three (3) ways to identify the needs of persons with mental health issues		
PC1, UK1.2	Explain three (3) ways to identify the strengths of persons with mental health issues		
PS2 Recognise the importance of social activities/ engagement for persons with mental health issues		
PC2, UK2.1	Explain the importance of social activities and engagements for persons with mental health issues to live a meaningful life		
PC2, UK2.2	List three (3) social activities and engagement that promote living a meaningful life to persons with mental health issues		
PS3 Encourage persons with mental health issues to participate in activities according to care plan		
PC3, UK3.1	List three (3) ways to encourage persons with mental health issues to engage in activities according to care plan		
PC3, UK3.2	Demonstrate the ability to suggest a care plan activity for persons with mental health issues		
PC3, UK3.2	Name at least three (3) types of care plan activities for persons with mental health issues		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Enriching Lives ☐

"Not Yet Competent" in the Competency Domain: Enriching Lives ☐

B6. Practise Self-Care

Basic Level			
Competency Domain Care for Self and Caregiver(s)			
Domain Descriptor Practice Self-Care			
Performance Statement (PS) **PS1** Identify personal feelings, beliefs, or attitudes that may affect work performance			
Competencies may be observed by Assessor through suggested Assessment Methods		**C - Competent** **NYC - Not Yet Competent**	
		C	**NYC**
PC1, UK1.1	Articulate the importance of understanding personal strengths and weaknesses in relation to work performance		
PC1, UK1.1	Describe an example of a strength and a weakness that could affect work performance		
PC1, UK1.1	Articulate the importance of understanding personal feelings, beliefs and attitudes in relation to work performance		
PC1, UK1.1	Describe an example of a personal feeling, belief and attitude that would affect work performance		
PC1, UK1.1	Articulate the importance of understanding personal resources in relation to work performance		
PC1, UK1.1	Describe an example of a resource that would affect work performance		
PC1, UK1.2	Explain how to manage personal strengths, weaknesses, feelings, beliefs, attitudes and resources in relation to work performance		
PS2 Identify signs and symptoms of compassion fatigue			
PC2, UK2.1	Define compassion fatigue		
PC2, UK2.2	Name at least three (3) signs and symptoms of compassion fatigue		
PC2, UK2.3	List three (3) triggers of compassion fatigue		
PS3 Identify helpful ways to prevent and cope with personal stress and burnout			
PC3,	Demonstrate understanding of personal stress and		

UK3.1	burnout		
PC3, UK3.1	Discuss why it is important to manage personal stress and its co-relation to burnout		
PC3, UK3.2	List three (3) triggers of personal stress and burnout		
PC3, UK3.3	List at least three (3) ways to manage personal stress		
PC3, UK3.4	List at least three (3) ways to prevent personal burnout		
PS4 Identify the ways to cope with grief and loss			
PC4, UK4.1	Describe the stages of grief and loss		
PC4, UK4.2	Articulate three (3) ways to empower persons with mental health issues to cope with grief and loss		
PC4, UK4.3	Describe at least two (2) key strategies to engage in grief process		
PS5 Identify ways to promote personal safety when handling persons with mental health issues with high risk			
PC5, UK5.1	Describe a way to identify persons with mental health issues with high risk		
PC5, UK5.2	Name at least two (2) personal safety considerations when managing persons with mental health issues with high risk		
PC5, UK5.2	Explain the procedures to put in place to promote personal safety		
PC5, UK5.3	Describe two (2) safety plan items for care providers outlined by the organisation		
PC5, UK5.4	Explain at least two (2) ways to promote personal safety when handling persons with mental health issues with high risk		
PS6 Manage personal feelings elicited by challenging behaviours			
PC6, UK6.1	Articulate the importance of regular personal reflection and awareness in relation to challenging behaviours		
PC6, UK6.2	Explain how to manage personal feelings in care delivery		
PC6, UK6.2	Explain three (3) ways of balancing personal emotions while delivering care to clients		
PC6,	Name at least three (3) negative emotions that would		

UK6.3	arise from supporting persons with mental health issues		
PC6, UK6.3	Describe how clinical supervision can be an avenue to manage negative emotions of the care professional		
PC6, UK6.4	List three (3) available personal therapies for care providers		
PS7 Identify the need for and seek appropriate support when required			
PC7, UK7.1	Define reflective practice		
PC7, UK7.1	List at least two (2) examples of reflective practices		
PC7, UK7.2	List at least two (2) types of support system available		
PC7, UK7.2	Describe the steps to seek appropriate support when it is needed		
PC7, UK7.3	List at least three (3) ways of promoting self-care that can be a part of the self-care plan		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Care for Self and Caregivers ☐

"Not Yet Competent" in the Competency Domain: Care for Self and Caregivers ☐

Basic Level: Competency Outcome and Summary Record

Upon conveyance of the Competency Checklist outcome(s) to the Candidate, the Assessor should provide a debrief including the strengths of the Candidate and focus areas for training and improvement. Assessors should be prepared to review and manage possible disagreement(s) from the Candidate on the outcome or interpretation.

The Assessor and Candidate are encouraged to use the Summary Record as a formal documentation to capture feedback, focus areas and recommendations on the training plans.

COMPETENCY OUTCOME AT BASIC LEVEL

	Competency Domain	Outcome
B1	Mental Health Education	C / NYC
B2	Person-Centred Care (Recovery-Oriented Approach)	C / NYC
B3	Care for Persons with Mental Health Issues	C / NYC
B4	Behaviours of Concern	C / NYC
B5	Enriching Lives	C / NYC
B6	Care for Self and Caregivers	C / NYC

The Candidate has been evaluated to be:

"Competent" at the Basic Level   ☐

"Not Yet Competent" at the Basic Level   ☐

SUMMARY RECORD

Assessor's Feedback on Competency Outcome

Strengths of the Candidate:

Exposure and Experience in Mental Health Care settings/role:

Focus Areas and Recommendations on Training and Development Plans:

Candidate's Feedback on Competency Outcome

Feedback on the Assessment (e.g. difficulty/clarity of questions, duration, etc):

Thoughts on the identified Focus Areas and Assessor's Recommendations:

Candidate has agreed to accept the Competency Outcome.

Candidate Name (As in NRIC)   Assessor Name (As in NRIC)
                                         (if applicable, for assessor-administered evaluation)

_____   _____

Candidate Signature   Assessor Signature

_____   _____

Date: Date:

INTERMEDIATE LEVEL ASSESSMENT CRITERIA AND COMPETENCY CHECKLIST

Assessment Criteria for <u>MHCF Intermediate Level</u>

for Community Care Partners in Mental Health Care-related job roles

FRAMEWORK: Mental Health Competency Framework (Intermediate Level)										
Competency Domain	Mental Health Education	Person-centred Care (Recovery-Oriented Approach)	Care for Persons with Mental Health Issues (PMHI)				Behaviours of Concern	Enriching Lives	Care for Self and Caregiver(s) (CG)	Capability Building	Clinical Supervision
Domain Descriptor	Assist Persons with Mental Health Issues	Practice Recovery-Oriented Approach	Assess PMHI	Implement Care Plan with PMHI	Manage the Care Continuum of PMHI	Apply Clinical Judgement in Handling Persons with Complex Mental Health Issues	Minimise the Impact of the Behaviours of Concern	Enhance Quality of Life of PMHI	Support Caregivers in Caring for PMHI	Facilitate Learning at Work	Provide Clinical Supervision to care Staff Managing PMHI
Performance Statement	1. Differentiate signs and symptoms between different mental health issues 2. Explain the Biopsychosocial-Spiritual (BPSS) and environmental factors that contribute to the mental and physical health issues, and psychological concerns of persons with mental health issues, their families and caregivers 3. Explain the factors that impact on health behaviours of persons with mental health issues 4. Explain the epidemiology of mental health issues in Singapore 5. Identify the systems of care that integrate community services with primary and tertiary level services for short-long term care of persons with mental health issues, families and caregivers 6. Identify the types of services available in the care continuum to facilitate the recovery for persons with mental health issues, their families and caregivers 7. Apply ethical guidelines, concepts, regarding professional activities for persons with mental health issues, their families and caregivers 8. Comply with legal responsibilities in the management of persons with mental health issues	1. Create environments that enable persons with mental health issues to direct their own lives and meet their identified needs 2. Consider the preferences, cultural influences, and life circumstances, aspiration of persons with mental health issues, their families and caregivers when caring for persons with mental health issues 3. Recognise the rights of persons with mental health issues to exercise self-determination, personal control, make decisions and grow through experiences 4. Respect and include persons with mental health issues as partners in decision making concerning service responses 5. Recognise the strength, support, resilience and personal responsibility and self-advocacy of persons with mental health issues 6. Collaborate with different service partners and agencies to achieve the recovery goals set with the persons with mental health issues	1. Select and implement appropriate screening tools to detect and assess mental health problems 2. Involve the family members, significant others and other support system as part of the assessment in accordance to organisational procedures 3. Identify the factors that contribute to the impact of mental health issues on daily and overall functioning 4. Identify the care needs of persons with mental health issue 5. Consider appropriate right siting for persons with mental health issues 6. Assess significant behavioural risk factors 7. Report any suspected, alleged or abuse cases to relevant personnel in accordance to organisational policies and procedures 8. Follow-up on any suspected, alleged or abuse cases in accordance to organisational policies and procedures	1. Develop care strategies that undertake a recovery-orientation approach to support persons with mental health issues 2. Empower the persons with mental health issues, and their families when appropriate, to decide on the care plan 3. Implement treatment plan 4. Conduct treatment activities for the persons with mental health issues in a group and individual setting 5. Offer interventions that encourage persons with mental health issues, their families and caregivers to use appropriate mental health resources for optimal effects 6. Use effective and appropriate communication techniques to cater to persons with mental health issues, their families and caregivers 7. Develop individualised crisis prevention plan with persons with mental health issues, their family and caregivers 8. Demonstrate appropriate interventions to deescalate crisis 9. Adhere to the safety policies and procedures on prevention of risk identified	1. Use current evidence-based assessment evaluation tools to monitor and evaluate the treatment plans 2. Monitor changes in presenting problems and clinical outcomes in collaboration with persons with mental health issues 3. Re-assess and adjust care plans in collaboration with persons with mental health issues 4. Implement strategies to facilitate the persons with mental health issue to progress along the recovery continuum 5. Provide care and support in collaboration with persons with mental health issues' social support system, health, social and other services 6. Propose ways to address service gaps for improvement of care for persons with mental health issues 7. Apply policies, procedures, protocols and agreements when developing integration and partnerships with other service providers	1. Review the impact of the Biopsychosocial-Spiritual (BPSS) and environmental factors arising from the complex mental health issues when formulating interventions 2. Strike a balance between explicitly validating the persons with mental health issues' experience and emotions while helping them to consider the possibility of alternative perspectives 3. Manage and respond to rapid changes in the thinking, perception and presentation of a person with complex mental health issues 4. Adapt standard interventions for common co-existing disorders and integrate them into the treatment plan	1. Conduct risk assessment for behaviours of concern 2. Develop safety plan to manage behaviours of concern 3. Respond to behaviours of concern in a safe manner 4. Observe and monitor persons with mental health issues with behaviours of concerns, including suicide relapse and aggressive tendencies 5. Report discrepancies to appropriate supervisor in accordance with organisational procedures	1. Provide psychoeducation to families, caregivers and involve them in the treatment process 2. Educate persons with mental health issues, their families and caregivers to navigate support services independently 3. Engage persons with mental health issues, their families and caregivers in future care planning e.g. LPA, ACP 4. Assist in conflict resolution arising from ethical issues relating to decision making and compliance with the wishes of the persons with mental health issues 5. Use peer support systems and network for persons with mental health issues' rehabilitation 6. Engage employers to provide job opportunities for persons with mental health issues 7. Provide support for employers hiring persons with mental health issues	1. Assess the needs of caregivers and families 2. Equip caregivers with knowledge and skills to manage potential behaviours of concern displayed by persons with mental health issues 3. Provide emotional and practical supports to caregivers in caring for persons with mental health issues 4. Assist caregivers to access support networks and respite services	1. Identify a performance issue that requires training intervention 2. Develop a workplace learning plan 3. Facilitate workplace learning using appropriate workplace learning methods 4. Provide feedback on learners' progress	1. Use a systematic supervision framework in the organisation to promote professional responsibilities 2. Demonstrate timely and accurate case documentation within team and across service providers to facilitate management of persons with mental health issues 3. Use current and reliable clinical data collection methods for clinical and service development activities in accordance with organisation/industry practices 4. Promote individual continuing education and professional growth 5. Promote self-care through self-awareness and reflection

Mapping of Performance Statements, Performance Checklist, Underpinning Knowledge and the range of suggested assessment methods

The Performance Checklist (PC) provides guidance on the minimum standards needed to demonstrate the achievement of the Performance Statement(s) and are tested through various assessment methods.

Assist Persons with Mental Health Issues			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Differentiate signs and symptoms between different mental health issues	**PC1, UK1.1** Demonstrate methods to distinguish the signs and symptoms of different mental health issues **PC1, UK1.1** Differentiate the signs and symptoms of three (3) different mental health conditions	**UK1.1** Methods to distinguish the signs and symptoms of different mental health conditions	• MCQ • Written Assessment • Observations • Role Play • Workplace Performance
PS2 Explain the Biopsychosocial-Spiritual (BPSS) and environmental factors that contribute to the mental and physical health issues, and psychological concerns of persons with mental health issues, their families and caregivers	**PC2, UK2.1** Explain the concepts of Biopsychosocial-Spiritual (BPSS) model **PC2, UK2.1** Explain why the Biopsychosocial-Spiritual (BPSS) model is a suitable model to assess the mental and physical well-being of an individual **PC2, UK2.1** In reference to a current case (i.e. a person with mental health issues), apply the Biopsychosocial-Spiritual (BPSS) model to that person and present the case	**UK2.1** Fundamental concepts of Biopsychosocial-Spiritual (BPSS) model	• MCQ • Written Assessment • Workplace Performance • Oral Questioning
	PC2, UK2.2 Identify three (3) biological factors that may influence one's mental and physical health **PC2, UK2.2** Explain how biological factors influence one's mental and physical health	**UK2.2** Biological factors that impact one's mental and physical health	

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

	PC2, UK2.3 Identify three (3) psychological factors that may influence one's mental and physical health **PC2, UK2.3** Explain how psychological factors influence one's mental and physical health	**UK2.3** Psychological factors that impact one's mental and physical health	
	PC2, UK2.4 Identify three (3) social factors that may influence one's mental and physical health **PC2, UK2.4** Explain how social factors influence one's mental and physical health	**UK2.4** Social factors that impact one's mental and physical health	
	PC2, UK2.5 Identify three (3) environmental factors that may influence one's mental and physical health **PC2, UK2.5** Explain how environmental factors influence one's mental and physical health	**UK2.5** Environmental factors that impact one's mental and physical health	
	PC2, UK2.6 Explain the impact on families and caregivers from caring for persons with mental health issues	**UK2.6** The impact on families and caregivers from caring for persons with mental health issues	
PS3 Explain the factors that impact on health behaviours of persons with mental health issues	**PC3, UK3.1** Describe at least two (2) types of factors that precipitate adaptive behaviours in persons with mental health issues **PC3, UK3.1** Describe at least two (2) types of factors that precipitate maladaptive behaviours in persons with mental health issues **PC3, UK3.1** Describe how adaptive and maladaptive behaviours affect one's mental health	**UK3.1** Types of factors that precipitate adaptive or maladaptive behaviours in persons with mental health issues	• MCQ • Written Assessment • Case Studies • Workplace Performance

PS4 Explain the epidemiology of mental health issues in Singapore	**PC4, UK4.1** Explain the concept of epidemiology for mental health issues **PC4, UK4.1** Explain why there is a need to understand mental health trends in Singapore	**UK4.1** Latest Singapore-related epidemiological studies of mental health	• MCQ • Written Assessment • Oral Questioning
	PC4, UK4.2 Explain the incidence and prevalence of mental health issues in Singapore	**UK4.2** Incidence and prevalence (by age and gender) of mental health issues in a Singapore context	
PS5 Identify the systems of care that integrate community services with primary and tertiary level services for short-long term care of persons with mental health issues, families and caregivers	**PC5, UK5.1** Explain the concept of systems of care for persons with mental health issues **PC5, UK5.1** Describe an example of system of care for persons with mental health issues, families and caregivers in Singapore	**UK5.1** Systems of care for persons with mental health issues, families and caregivers in Singapore	• MCQ • Written Assessment • Oral Questioning
	PC5, UK5.2 List at least three (3) community resources available for persons with mental health issues in Singapore **PC5, UK5.2** List at least three (3) primary level resources available for persons with mental health issues in Singapore **PC5, UK5.2** List at least three (3) tertiary level resources available for persons with mental health issues in Singapore	**UK5.2** Community, primary and tertiary level resources available in Singapore	• MCQ • Written Assessment • Role Play • Workplace Performance • Oral Questioning
PS6 Identify the types of services available in the care continuum to facilitate the recovery for persons with mental health issues, their families and caregivers	**PC6, UK6.1** Explain the model of care continuum **PC6, UK6.1** List at least two (2) services for each component in the care continuum for person with mental health issues	**UK6.1** Types of services available in the care continuum to facilitate recovery for persons with mental health issues	• Written Assessment • Case Studies • Workplace Performance
	PC6, UK6.2 List at least two (2) types of services in the recovery of care continuum for caregivers and families of persons with mental health issues	**UK6.2** Types of services available for caregivers and families of persons with mental health issues	

	PC6, UK6.3 Identify at least three (3) factors that contribute to the suitability of care services available for persons with mental health issues **PC6, UK6.3** Articulate at least three (3) factors that contribute to the suitability of services available in the care continuum for caregiver and families of persons with mental health issues	**UK6.3** Factors to determine suitability of services available in the care continuum for persons with mental health issues, their families and caregivers	
PS7 Apply ethical guidelines, concepts, regarding professional activities for persons with mental health issues, their families and caregivers	**PC7, UK7.1** Explain the importance of adhering to ethical guidelines and concepts when providing professional care services **PC7, UK7.1** Name at least two (2) ethical guidelines and concepts for professional care services to persons with mental health issues, their families and caregivers	**UK7.1** The ethical guidelines and concepts for providing professional care services to persons with mental health issues, their families and caregivers	• MCQ • Written Assessment • Case Studies
	PC7, UK7.2 Explain two (2) scenarios of application of ethical guidelines and concepts when providing professional care services to persons with mental health issues, their families and caregivers **PC7, UK7.2** Demonstrate commitment to follow ethical guidelines and concepts in providing professional care services to persons with mental health issues, their families and caregivers **PC7, UK7.2** Articulate an example of adhering to ethical guidelines when providing professional care services to persons with mental health issues, their families and caregivers	**UK7.2** Application of ethical guidelines and concepts when providing professional care services to persons with mental health issues, their families and caregivers	• Written Assessment • Role Play • Workplace Performance • Observations • Case Studies
	PC7, UK7.3 Describe at least three (3) ethical dilemmas that can arise from personal values	**UK7.3** Common ethical dilemmas that can arise from personal values	• MCQ • Written Assessment • Case Studies
	PC7, UK7.4 Provide three (3) reasons why it is important to appreciate multicultural and diversity factors in persons with mental health issues	**UK7.4** Ways to embrace multicultural and diversity factors in persons with mental health issues	• Written Assessment • Case Studies

	PC7, UK7.5 Explain how to apply practice standards in conjunction with service standards and the discipline-specific standards outlined by organisation when addressing ethical dilemmas **PC7, UK7.5** Demonstrate how to apply the practice standards to an ethical dilemma encountered by clearly presenting the step-by-step action required at every stage	**UK7.5** Ways to apply practice standards in conjunction with service standards and the discipline-specific standards outlined by organisation when addressing ethical dilemmas	• MCQ • Written Assessment • Case Studies • Role Play • Workplace Performance
PS8 Comply with legal responsibilities in the management of persons with mental health issues	**PC8, UK8.1** Explain why it is important to comply with legal and organisational responsibilities while managing persons with mental health issues	**UK8.1** The importance of complying with legal responsibilities in the management of persons with mental health issues	• Written Assessment • Case Studies • Workplace Performance
	PC8, UK8.2 List at least two (2) legal and organisational responsibilities in the management of persons with mental health issues in Singapore	**UK8.2** Legal and organisational responsibilities in management of persons with mental health issues	• MCQ • Written Assessment • Case Studies • Workplace Performance
	PC8, UK8.3 Explain how to comply with legal and organisational responsibilities in the management of persons with mental health issues	**UK8.3** Procedures to comply with legal and organisational responsibilities in the management of persons with mental health issues	• MCQ • Written Assessment • Observations • Role Play • Workplace Performance • Case Studies

Practice Recovery-Oriented Approach			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Create environments that enable persons with mental health issues to direct their own lives and meet their identified needs	**PC1, UK1.1** Explain how to assist persons with mental health issues in prioritising identified needs	**UK1.1** Assessment tools to identify and prioritise needs	• MCQ • Written Assessment • Case Studies • Workplace Performance
	PC1, UK1.2 Explain how positive environments can impact persons with mental health issues **PC1, UK1.2** Explain how negative environments can impact persons with mental health issues	**UK1.2** The impact of positive and negative environments on persons with mental health issues	
	PC1, UK1.3 List at least three (3) environmental factors that can empower persons with mental health issues to direct their own lives to meet their identified needs	**UK1.3** Environmental factors that help empower persons with mental health issues to direct their own lives and meet their identified needs	
	PC1. UK1.4 Explain how to develop appropriate environments for persons with mental health issues to direct their own lives and meet their identified needs	**UK1.4** Methods to create appropriate environments that empower persons with mental health issues to direct their own lives and meet their identified needs	• MCQ • Written Assessment • Case Studies • Workplace Performance • Observations

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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

PS2			
PS2 Consider the preferences, cultural influences, and life circumstances, aspiration of persons with mental health issues, their families and caregivers when caring for persons with mental health issues	**PC2, UK2.1** Explain the steps to obtain information on the preferences of persons with mental health issues, their families and caregivers **PC2, UK2.1** Explain the steps to obtain information on the cultural influences of persons with mental health issues, their families and caregivers **PC2, UK2.1** Explain the steps to obtain information on the life circumstances of persons with mental health issues, their families and caregivers **PC2, UK2.1** Explain the steps to obtain information on the aspirations of persons with mental health issues, their families and caregivers	**UK2.1** Procedures to obtain information on the preferences, cultural influences, life circumstances and aspirations of persons with mental health issues, their families and caregivers	• MCQ • Written Assessment • Workplace Performance • Role Play • Observations
	PC2, UK2.2 Explain how the various preferences can contribute to the recovery approach for persons with mental health issues, their families and caregivers **PC2, UK2.2** Explain how cultural influences can contribute to the recovery approach for persons with mental health issues, their families and caregivers **PC2, UK2.2** Explain how life circumstances can contribute to the recovery approach for persons with mental health issues, their families and caregivers **PC2, UK2.2** Explain how aspirations can contribute to the recovery approach for persons with mental health issues, their families and caregivers	**UK2.2** Impact of the preferences, cultural influences, life circumstances and aspirations of persons with mental health issues, their families and caregivers on the recovery approach for persons with mental health issues	• MCQ • Written Assessment

		UK2.3 Methods to adjust care in relation to the preferences, cultural influences, life circumstances and aspirations of persons with mental health issues, their families and caregivers where appropriate	• MCQ • Written Assessment • Observations
	PC2, UK2.3 Based on the preferences, cultural influences, life circumstances and aspirations, explain how to adjust care accordingly for persons with mental health issues, their families and caregivers appropriately		
PS3 Recognise the rights of persons with mental health issues to exercise self-determination, personal control, make decisions and grow through experiences	**PC3, UK3.1** Describe the local position statements on mental health, self-determination, personal control and making decisions for persons with mental health issues **PC3, UK3.1** Describe the international position statements on mental health, self-determination, personal control and making decisions for persons with mental health issues **PC3, UK3.1** Describe the organisation position statements on mental health, self-determination, personal control and making decisions for persons with mental health issues	**UK3.1** Local and international position statements on mental health, self-determination, personal control and making decisions	• MCQ • Written Assessment
	PC3, UK3.2 List three (3) ways to recognise the rights of persons with mental health issues in care delivery	**UK3.2** Practices to recognise rights of persons with mental health issues in care delivery	• MCQ • Written Assessment • Observations
PS4 Respect and include persons with mental health issues as partners in decision making concerning service responses	**PC4, UK4.1** Articulate the steps on how to support persons with mental health issues in deciding on their treatment, care and support in a respectful manner	**UK4.1** Ways to support persons with mental health issues in collaborative decision making regarding their treatment, care and support in a respectful manner	• MCQ • Written Assessment • Role Play • Observations

PS5 Recognise the strength, support, resilience and personal responsibility and self-advocacy of persons with mental health issues	**PC5, UK5.1** Demonstrate the steps to tailor care delivery according to the strength, support and resilience of persons with mental health issues	**UK5.1** Methods to tailor care delivery to consider strength, support and resilience of persons with mental health issues	• MCQ • Written Assessment • Workplace Performance • Role Play • Observations
	PC5, UK5.2 Demonstrate the steps to tailor care delivery according to the personal responsibility of persons with mental health issues	**UK5.2** Methods to tailor care delivery to consider personal responsibility of persons with mental health issues	
	PC5, UK5.3 Demonstrate the steps to tailor care delivery according to the self-advocacy of persons with mental health issues	**UK5.3** Methods to tailor care delivery to consider self-advocacy of persons with mental health issues	
PS6 Collaborate with different service partners and agencies to achieve the recovery goals set with the persons with mental health issues	**PC6, UK6.1** Name at least three (3) service partners and agencies that can assist persons with mental health issues towards recovery goals **PC6, UK6.1** Explain how to find the appropriate service partners and agencies to assist persons with mental health issues to achieve recovery goals	**UK6.1** Range of service partners and agencies that can assist persons with mental health issues to achieve recovery goals	• MCQ • Written Assessment • Case Studies • Workplace Performance
	PC6, UK6.2 Explain how to articulate recovery goals of persons with mental health issues to relevant service partners **PC6, UK6.2** Propose steps to collaborate with service partners to achieve recovery goals to assist the persons with mental health issues	**UK6.2** Guidelines for effective collaboration with service partners to assist the persons with mental health issues	• Written Assessment • Case Studies • Workplace Performance • Role Play • Observations

Performance Statement (PS)	Performance Checklist (PC)	Underpinning Knowledge (UK)	SUGGESTED ASSESSMENT METHODS[1]
	PC6, UK6.2 Describe the steps to be taken in the situation when the persons with mental health issues cannot reach their recovery goals as planned		

<table>
<tr><td colspan="4" align="center">Care for Persons with Mental Health Issues
Assess Persons with Mental Health Issues</td></tr>
<tr><td align="center">Performance Statement (PS)</td><td align="center">Performance Checklist (PC)</td><td align="center">Underpinning Knowledge (UK)</td><td align="center">SUGGESTED ASSESSMENT METHODS[1]</td></tr>
<tr><td rowspan="4">PS1
Select and implement appropriate screening tools to detect and assess mental health problems</td><td>PC1, UK1.1
Demonstrate the ability to select appropriate screening tools to detect and assess mental health problems</td><td>UK1.1
Mental health screening tools and the domains assessed across different age groups</td><td>• MCQ
• Written Assessment
• Workplace Performance
• Role Play
• Observations</td></tr>
<tr><td>PC1, UK1.2
Explain the administrative procedures using the example of one (1) mental health screening tool</td><td>UK1.2
Administrative procedures for the respective screening tools</td><td>• MCQ
• Written Assessment
• Workplace Performance</td></tr>
<tr><td>PC1, UK1.3
Demonstrate the ability to accurately administer screening tools</td><td>UK1.3
Techniques for accurate administration of the screening tools</td><td rowspan="2">• Workplace Performance
• Role Play
• Observations</td></tr>
<tr><td>PC1, UK1.4
Demonstrate the ability to interpret and explain screening results to other personnel</td><td>UK1.4
Accurate interpretation of the screening results</td></tr>
<tr><td>PS2
Involve the family members, significant others and other support system as part of the</td><td>PC2, UK2.1
Demonstrate the ability to identify and engage family members, significant others and other support systems of persons with mental health issues</td><td>UK2.1
The importance of the involvement of the family members, significant</td><td>• MCQ
• Written Assessment
• Workplace Performance
• Role Play</td></tr>
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[1] For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

assessment in accordance to organisational procedures	**PC2, UK2.1** Explain why it is important to involve family members, significant others and other support systems as part of the assessment	others and other support system as part of the assessment	• Observations
	PC2, UK2.2 Explain the organisational procedures to involve family members, significant others and other support system as part of the assessment	**UK2.2** The organisational procedures for the involvement of family members, significant others and other support system as part of the assessment	• MCQ • Written Assessment • Case Studies • Workplace Performance
PS3 Identify the factors that contribute to the impact of mental health issues on daily and overall functioning	**PC3, UK3.1** List at least three (3) risk factors that impact mental health, daily and overall functioning **PC3, UK3.1** List at least three (3) protective factors that impact mental health, daily, and overall functioning **PC3, UK3.1** Explain how risk factors would impact mental health, daily and overall functioning **PC3, UK3.1** Explain how protective factors would impact mental health, daily and overall functioning	**UK3.1** Risk and protective factors that impact mental health, daily and overall functioning	• MCQ • Written Assessment • Workplace Performance • Role Play
PS4 Identify the care needs of persons with mental health issues	**PC4, UK4.1** List three (3) examples of care need of persons with mental health issues **PC4, UK4.1** Explain the importance of identifying the care needs of persons with mental health issues	**UK4.1** The care needs of persons with mental health issues	• MCQ • Written Assessment • Workplace Performance

	PC4, UK4.2 Articulate how to identify care needs of persons with mental health issues	**UK4.2** Methods to identify care needs of persons with mental health issues	• MCQ • Written Assessment • Workplace Performance • Observations
PS5 Consider appropriate right siting for persons with mental health issues	**PC5, UK5.1** List at least one (1) type of care sites and their services for persons with mental health issues	**UK5.1** Types of care sites and their services for persons with mental health issues	• Written Assessment • Case Studies • Workplace Performance
	PC5, UK5.2 Explain the steps to determine the right siting for persons with mental issues based on their care needs	**UK5.2** Methods to determine right siting for persons with mental health issues based on their care needs	• Case Studies • Workplace Performance • Observations
	PC5, UK5.3 Explain at least three (3) considerations for right siting of persons with mental health issues	**UK5.3** Considerations for right siting of persons with mental health issues	• Written Assessment • Case Studies • Workplace Performance
PS6 Assess significant behavioural risk factors	**PC6, UK6.1** List at least three (3) behavioural risk factors in persons with mental health issues	**UK6.1** Behavioural risk factors in persons with mental health issues	• MCQ • Written Assessment • Workplace Performance
	PC6, UK6.2 Demonstrate the ability to assess significant behavioural risk factors in persons with mental health issues	**UK6.2** Methods to assess significant behavioural risk factors in persons with mental health issues	• Workplace Performance • Role Play • Observations
PS7 Report any suspected, alleged or abuse cases to relevant personnel in accordance to organisational policies and procedures	**PC7, UK7.1** Name at least three (3) common signs of abuse in persons with mental health conditions	**UK7.1** Common signs of abuse in persons with mental health issues	• MCQ • Written Assessment • Workplace Performance
	PC7, UK7.2 Articulate the steps to detect abuse and its risk level in persons with mental health issues	**UK7.2** Methods to identify abuse in persons with mental health issues	• Workplace Performance • Observations

	PC7, UK7.3 Explain the steps to report on any suspected, alleged or actual abuse cases based on organisational policies and procedures PC7, UK7.3 Explain the importance to report according to organisational policies and procedures	UK7.3 Organisational policies and procedures on reports for any suspected, alleged or actual abuse cases	• MCQ • Written Assessment • Workplace Performance
PS8 Follow-up on any suspected, alleged or abuse cases in accordance to organisational policies and procedures	PC8, UK8.1 Articulate the steps to follow-up on any suspected, alleged or actual abuse cases in compliance with organisational policies and procedures	UK8.1 Methods for follow-up on any suspected, alleged or actual abuse cases in compliance with organisational policies and procedures	• MCQ • Written Assessment • Observations
	PC8, UK8.2 Name at least one (1) external agency to collaborate in regard to abuse cases	UK8.2 Ways to collaborate with relevant external agencies such as MSF, Police, etc.	• MCQ • Written Assessment
Implement Care Plan with Persons with Mental Health Issues			
PS1 Develop care strategies that undertake a recovery-orientation approach to support persons with mental health issues	PC1, UK1.1 Explain the definition of recovery-orientation approach PC1, UK1.1 Name at least three (3) principles of recovery-orientation approach for persons with mental health issues	UK1.1 Principles of recovery-orientation approach	• MCQ • Written Assessment
	PC1, UK1.2 Name at least three (3) care strategies that use recovery-orientation approach	UK1.2 Range of care strategies that use recovery-orientation approach	
	PC1, UK1.3 Design a sample care strategy using recovery-orientation approach to support persons with mental health issues	UK1.3 Methods in designing care strategies that use a recovery-orientation	• Written Assessment

		approach to support persons with mental health issue	
	PC2, UK2.1 Explain the importance of using empowerment as an approach to help persons with mental health issues and their families to decide on care plans	**UK2.1** The importance of empowering persons with mental health issues to decide on a suitable care plan	• MCQ • Written Assessment • Workplace Performance
PS2 Empower the persons with mental health issues, and their families when appropriate, to decide on the care plan	**PC2, UK2.2** Explain the procedures of care plans **PC2, UK2.2** Name at least three (3) considerations in discussing care plan with persons with mental health issues and their families **PC2, UK2.2** Explain how to empower persons with mental health issues and their families to decide on suitable a care plan	**UK2.2** Techniques to collaboratively work with persons with mental health issues and their families to decide on a suitable care plan	• MCQ • Written Assessment • Role Play • Workplace Performance • Observations • Case Studies
PS3 Implement treatment plan	**PC3, PC3.1** Explain at least three (3) principles of treatment plan that addresses the care needs of persons with mental health issues	**UK3.1** Fundamentals and principles of treatment plan for persons with mental health issues	• MCQ • Written Assessment • Workplace Performance
	PC3, PC3.2 Demonstrate the ability to implement treatment plan guided by formulation and prevailing evidence-based best practices for persons with mental health issues	**UK3.2** Guidance of the treatment plan by the formulation and prevailing evidence-based best practices for persons with mental health issues	• Written Assessment • Role Play • Workplace Performance • Observations • Portfolio
	PC3, PC3.3 Explain how to share the details and timelines of the treatment plan with persons with mental health issues	**UK3.3** Ways to articulate goals of treatment plan, including timelines	• Written Assessment • Observations • Portfolio • Workplace Performance
	PC3, PC3.4 Describe the organisational guidelines and procedures for implementation of treatment plan	**UK3.4** Organisational guidelines and procedures for implementation of treatment plan	• MCQ • Written Assessment • Workplace Performance

PS4 Conduct treatment activities for the persons with mental health issues in a group and individual setting	**PC4, UK4.1** Name at least one (1) type of treatment activities for persons with mental health issues in an individual setting **PC4, UK4.1** Explain the purpose of the treatment activity (named earlier) for persons with mental health issues	**UK4.1** Types of treatment activities for persons with mental health issues in an individual setting	• MCQ • Written Assessment
	PC4, UK4.2 Name at least three (3) types of suitable treatment activities for persons with mental health issues in a group setting	**UK4.2** Types of treatment activities for persons with mental health issues in a group setting	• MCQ • Written Assessment
	PC4, UK4.3 Demonstrate the ability to conduct treatment activities for persons with mental health issues in an individual setting	**UK4.3** Techniques to conduct treatment activities for the persons with mental health issues in an individual setting	• Workplace Performance • Role Play • Observations
	PC4, UK4.4 Demonstrate the ability to conduct treatment activities for persons with mental health issues in a group setting	**UK4.4** Techniques to conduct treatment activities for the persons with mental health issues in a group setting	
PS5 Offer interventions that encourage persons with mental health issues, their families and caregivers to use appropriate mental health resources for optimal effects	**PC5, UK5.1** Name at least three (3) mental health resources for optimal effects **PC5, UK5.1** Explain how to recommend suitable mental health resources for optimal effects to persons with mental health issues during the intervention stage	**UK5.1** Types of mental health resources for optimal effects	• MCQ • Written Assessment
	PC5, UK5.2 Describe at least three (3) interventions that can encourage persons with mental health issues, their families and caregivers to use appropriate mental health resources for optimal effects	**UK5.2** Range of interventions for persons with mental health issues, their families and caregivers	

	PC5, UK5.3 Demonstrate how to give suitable advice that encourages persons with mental health issues, their families and caregivers to use appropriate mental health resources for optimal effects	**UK5.3** Ways to advise persons with mental health issues, families and caregivers to use appropriate mental health resources for optimal effects	• Workplace Performance • Role Play • Observations • Portfolio
PS6 Use effective and appropriate communication techniques to cater to persons with mental health issues, their families and caregivers	**PC6, UK6.1** Describe at least three (3) communication techniques for different mental health issues (e.g. active listening) **PC6, UK6.1** Explain the importance of using different communication techniques to interact with different individuals with mental health issues	**UK6.1** Communication techniques catered to persons with mental health issues, their families and caregivers	• MCQ • Written Assessment
	PC6, UK6.2 Explain how to cater communication with persons with mental health issues, their families and caregivers based on the presented mental health issues	**UK6.2** Strategies for the usage of effective and appropriate communication techniques that cater to the persons with mental health issues, their families and caregivers	• Written Assessment • Workplace Performance • Role Play • Observations
PS7 Develop individualised crisis prevention plan with persons with mental health issues, their family and caregivers	**PC7, UK7.1** Describe at least three (3) triggers of crisis for persons with mental health issues **PC7, UK7.1** Name at least three (3) signs of mental health crisis of persons with mental health issues	**UK7.1** Crisis prevention plan for persons with mental health issues	• MCQ • Written Assessment • Case Studies
	PC7, UK7.2 Explain why it is important to develop crisis prevention plan for persons with mental health issues, their families and caregivers	**UK7.2** The importance of crisis prevention plan for persons with mental health issues, their families and caregivers	• MCQ • Written Assessment
	PC7, UK7.3 Demonstrate the ability to assess the persons with mental health issues on their crisis condition	**UK7.3** Best practices and methods in formulating an individualised crisis	• Written Assessment • Workplace Performance • Role Play

	PC7, UK7.3 Explain the procedures to formulate an individualised crisis prevention plan based on the condition of the persons with mental health issues, their families and caregivers	prevention plan with persons with mental health issues, their families and caregivers	• Observations • Portfolio
PS8 Demonstrate appropriate interventions to deescalate crisis	**PC8, UK8.1** Describe at least three (3) crisis situations for persons with mental health issues	**UK8.1** Types of crisis situations for persons with mental health issues	• MCQ • Written Assessment
	PC8, UK8.2 Describe at least three (3) interventions strategies to de-escalate crisis situations involving persons with mental health issues **PC8, UK8.2** Monitor effectiveness of implemented de-escalation intervention on persons with mental health issues	**UK8.2** Range of intervention strategies and techniques to de-escalate crisis situations involving persons with mental health issues	• Written Assessment • Case Studies • Workplace Performance • Role Play • Observations • Portfolio
	PC8, UK8.3 Demonstrate the ability to initiate a debrief session with a senior member of the team to share the crisis situation of persons with mental health issues	**UK8.3** Debrief with a senior member of the team on the crisis	• Workplace Performance • Role Play • Observations
PS9 Adhere to the safety policies and procedures on prevention of risk identified	**PC9, UK9.1** Articulate the safety policies and procedures for prevention of risk identified in persons with mental health issues **PC9, UK9.1** Demonstrate the ability to identify risk from persons with mental health issues **PC9, UK9.1** Demonstrate the ability to promote safety to self based on safety policies and procedures	**UK9.1** Safety policies and procedures for prevention of risk identified	• MCQ • Written Assessment • Workplace Performance • Role Play • Observations

Manage the Care Continuum of Persons with Mental Health Issues			
PS1 Use current evidence-based assessment evaluation tools to monitor and evaluate the treatment plans	**PC1, UK1.1** Name at least three (3) evidence-based assessment evaluation tools to monitor and evaluate treatment plans	**UK1.1** Types of evidence-based assessment evaluation tools	• MCQ • Written Assessment
	PC1, UK1.2 Explain the procedure of using evidence-based assessment evaluation tools to monitor and assess the treatment plans of persons with mental health issues	**UK1.2** Methods to apply evidence-based assessment evaluation tools to monitor and assess the treatment plans	• MCQ • Written Assessment • Observations
	PC1, UK1.3 Demonstrate the ability to accurately interpret the results from the evidence-based assessment evaluation tools and rectify any inaccuracies **PC1, UK1.3** Explain the consequences of inaccurately interpreting the results of the evidence-based assessment evaluation tools	**UK1.3** Methods for accurate interpretation of the results	• MCQ • Written Assessment • Workplace Performance • Role Play • Observations
	PC1, UK1.4 Explain the steps to improve treatment plans for persons with mental health issues after accurately interpreting the results of the evidence-based assessment evaluation	**UK1.4** Methods to modify the treatment plans based on the results	• MCQ • Written Assessment
PS2 Monitor changes in presenting problems and clinical outcomes in collaboration with persons with mental health issues	**PC2, UK2.1** Explain the steps of assessing the changes in presentation of issues in persons with mental health issues	**UK2.1** Ways to assess the changes in presenting issues in persons with mental health issues	• MCQ • Written Assessment • Workplace Performance • Observations
PS3	**PC3, UK3.1** List at least three (3) factors that would contribute	**UK3.1**	• MCQ • Written Assessment

Re-assess and adjust care plans in collaboration with persons with mental health issues	to the adjustment of care plans for persons with mental health issues **PC3, UK3.1** Explain the procedures of adjusting a care plan for persons with mental health issues	Procedures to adjust care plans for persons with mental health issues	• Case Studies
	PC3, UK3.2 Explain how to re-assess the needs of the persons with mental health issues in regard to care plan **PC3, UK3.2** After re-assessing the needs of the persons with mental health issues, explain how to adjust and implement care plans for persons with mental health issues accordingly	**UK3.2** Methods to assess and implement care plans according to the needs of persons with mental health issues	• MCQ • Written Assessment • Observations • Portfolio
PS4 Implement strategies to facilitate the persons with mental health issue to progress along the recovery continuum	**PC4, UK4.1** Explain the principles of the recovery continuum for persons with mental health issues	**UK4.1** Principles of recovery continuum for persons with mental health issues	• MCQ • Written Assessment • Observations
	PC4, UK4.2 Explain at least three (3) strategies on helping persons with mental health issues to progress along the recovery continuum based on agreed strategies **PC4, UK4.2** Explain the steps to understand the progress of the recovery continuum of persons with mental health issues	**UK4.2** Strategies to help the persons with mental health issues to progress along the recovery continuum	• Workplace Performance • Role Play • Observations • Portfolio
PS5 Provide care and support in collaboration with persons with mental health issues' social	**PC5, UK5.1** Name at least three (3) types of social support system, health, social and other services	**UK5.1** Types of social support system, health, social and other services	• MCQ • Written Assessment
	PC5, UK5.2 Explain how to collaborate with social support	**UK5.2**	• Written Assessment

support system, health, social and other services	system, health, social and other services to provide care and support for persons with mental health issues	Ways to provide care and support towards persons with mental health issues through collaboration with social support system, health, social and other services	• Workplace Performance • Role Play • Observations • Portfolio
PS6 Propose ways to address service gaps for improvement of care for persons with mental health issues	**PC6, UK6.1** Explain the importance of understanding the service gaps of persons with mental health issues **PC6, UK6.1** Explain the steps to identify service gaps of persons with mental health issues	**UK6.1** The importance of understanding service gaps that affect persons with mental health issues	• MCQ • Written Assessment
	PC6, UK6.2 Design a sample action plan to enhance care after identifying the service gaps for persons with mental health issues	**UK6.2** Methods to enhance care based on service gaps for persons with mental health issues	• Written Assessment • Portfolio
PS7 Apply policies, procedures, protocols and agreements when developing integration and partnerships with other service providers	**PC7, UK7.1** List examples of policies, procedures, protocols and agreements for integrating and partnering with other service providers **PC7, UK7.1** Explain the importance of complying to the policies, procedures, protocols and agreements for integrating and partnering with other service providers **PC7, UK7.1** Describe the procedures of integrating and partnering with other service providers while complying to the policies, procedures, protocols and agreements	**UK7.1** Policies, procedures, protocols and agreements in regard to integration and partnerships with other service providers	• MCQ • Written Assessment

Apply Clinical Judgement in Handling Persons with Complex Mental Health Issues			
PS1 Review the impact of the Biopsychosocial-Spiritual (BPSS) and environmental factors arising from the complex mental health issues when formulating interventions	**PC1, UK1.1** Explain how biological factors arising from complex mental health issues would affect the formulation of interventions **PC1, UK1.1** Explain how psychological factors arising from complex mental health issues would affect the formulation of interventions **PC1, UK1.1** Explain how sociological factors arising from complex mental health issues would affect the formulation of interventions **PC1, UK1.1** Explain how environmental factors arising from complex mental health issues would affect the formulation of interventions	**UK1.1** The impact of the Biopsychosocial-Spiritual (BPSS) and environmental factors arising from the complex mental health issues towards the formulations	• Written Assessment • Workplace Performance • Observations • Portfolio
	PC1, UK1.2 Explain the procedures to develop a comprehensive formulation of interventions for persons with mental health based on the Biopsychosocial-Spiritual (BPSS) and environmental factors **PC1, UK1.2** Describe at least three (3) outcomes if the Biopsychosocial-Spiritual (BPSS) and environmental factors were not considered in the formulation of interventions for persons with mental health issues	**UK1.2** Ways to develop a comprehensive formulation based on knowledge of Biopsychosocial-Spiritual (BPSS) and environmental factors	• MCQ • Written Assessment • Workplace Performance
PS2	**PC2, UK2.1** Provide one (1) example of the impact of mental	**UK2.1**	• MCQ • Written Assessment

			• Workplace Performance
Strike a balance between explicitly validating the persons with mental health issues' experience and emotions while helping them to consider the possibility of alternative perspectives	health conditions on a person with mental health issues' cognitive patterns and perspectives	Impact of mental health conditions on a person with mental health issues' cognitive patterns and perspectives	
	PC2, UK2.2 Describe the meaning of validation of persons with mental health issues **PC2, UK2.2** Explain the importance in validating persons with mental health issues' experience and emotions **PC2, UK2.2** Demonstrate how to validate persons with mental health issues' experience and emotions **PC2, UK2.2** List three (3) communication phrases to use to validate the experience of the persons with mental health issues **PC2, UK2.2** Describe the consequences of excessive validation of persons with mental health issues' experience and emotions that may impair treatment progress	**UK2.2** Methods to validate persons with mental health issues' experience and emotions	• Written Assessment • Workplace Performance • Role Play • Observations • Portfolio
	PC2, UK2.3 Demonstrate the ability to empower persons with mental health issues to reconcile various perspectives	**UK2.3** Techniques to reconcile client's various perspectives	
PS3 Manage and respond to rapid changes in the thinking, perception and presentation of a	**PC3, UK3.1** Name at least three (3) observations in regard to rapid changes in the thinking, perception and presentation of persons with complex mental health issues	**UK3.1** Range of changes in thinking, perception and presentation of persons with complex mental health issues	• Written Assessment • Case Studies • Workplace Performance • Observations

person with complex mental health issues	**PC3, UK3.2** Articulate at least three (3) responsive managements for persons with complex mental health issues **PC3, UK3.2** Demonstrate how to apply selected response management strategy that is suitable for the situation	**UK3.2** Methods of responsive management of persons with complex mental health issues	• Written Assessment • Workplace Performance • Role Play • Observations • Case Studies
PS4 Adapt standard interventions for common co-existing disorders to integrate them into the treatment plan	**PC4, UK4.1** Name at least three (3) types of common co-existing disorders in persons with mental health issues	**UK4.1** Types of common co-existing disorders in persons with mental health issues	• MCQ • Written Assessment • Workplace Performance
	PC4, UK4.2 Name at least three (3) standard interventions for common co-existing disorders **PC4, UK4.2** Explain how to integrate standard interventions for co-existing disorders into the existing treatment plan	**UK4.2** Strategies to adapt and integrate standard interventions for common co-existing disorders into the treatment plan	• Written Assessment • Observations • Portfolio • Workplace Performance

**Minimise the Impact of the Behaviours of Concern**
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Conduct risk assessment for behaviours of concern	**PC1, UK1.1** Describe the purpose of the risk assessment for persons with mental health issues **PC1, UK1.1** Name at least one (1) risk assessment tool for persons with mental health issues	**UK1.1** Risk assessment in persons with mental health issues	• MCQ • Written Assessment • Workplace Performance
	PC1, UK1,2 Explain the procedures of risk assessment for persons with mental health issues **PC1, UK1,2** Demonstrate how to perform a risk assessment for persons with mental health issues	**UK1.2** Methods to conduct risk assessment in persons with mental health issues	• Written Assessment • Workplace Performance • Role Play • Observations
PS2 Develop safety plan to manage behaviours of concern	**PC2, UK2.1** Explain the importance of having a safety plan to manage risky behaviours in persons with mental health issues	**UK2.1** The importance of safety plan in managing risky behaviours in persons with mental health issues	• MCQ • Written Assessment
	PC2, UK2.2 Explain the purpose of safety plan to manage risky behaviours in persons with mental health issues **PC2, UK2.2** List at least three (3) key components to be included	**UK2.2** Safety plan components to manage risky behaviours in persons with mental health issues	

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[1]For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

	into the safety plan to manage risky behaviours of persons with mental health issues		
	PC2, UK2.3 Explain the principles needed to design a safety plan to manage risky behaviours in persons with mental health issues **PC2, UK2.3** Demonstrate ability to develop a safety plan to manage risky behaviours in persons with mental health issues **PC2, UK2.3** Articulate at which point when dealing with persons with mental health issues that the safety plan needs to be revised to manage risky behaviours	**UK2.3** Methods to design safety plan to manage risky behaviours in persons with mental health issues	• Written Assessment • Observations • Portfolio
PS3 Respond to behaviours of concern in a safe manner	**PC3, UK3.1** Describe the meaning of risky behaviours **PC3, UK3.1** Name three (3) types of risky behaviours in persons with mental health issues	**UK3.1** Range of risky behaviours	• MCQ • Written Assessment
	PC3, UK3.2 Explain why it is important to respond risky behaviours of persons with mental health issues in a safe manner	**UK3.2** The importance of responding in a safe manner to risky behaviours	
	PC3, UK3.3 Articulate at least three (3) considerations when responding to risky behaviours **PC3, UK3.3** Explain how to respond in a safe manner to risky behaviours of persons with mental health issues	**UK3.3** Methods to respond to risky behaviours in a safe manner	• Written Assessment • Observations
PS4 Observe and monitor persons with mental health	**PC4, UK4.1** Articulate why is it important to observe persons with mental health issues	**UK4.1** Methods to observe persons with mental health issues in regard to risky behaviours,	• Written Assessment • Observations • Portfolio

issues with behaviours of concerns, including suicide relapse and aggressive tendencies	**PC4, UK4.1** List at least three (3) indicators of risky behaviours including suicidal ideation/attempts/relapses and aggressive behaviours when observing persons with mental health issues **PC4, UK4.1** Explain the procedure for observation of persons with mental health issues in regard to risky behaviours, including suicidal ideation/attempts/relapses and aggressive behaviours	including suicidal ideation/attempts/relapses and aggressive behaviours	
	PC4, UK4.2 Explain how to record and report risky behaviours of persons with mental health issues	**UK4.2** Recording and reporting procedures for persons with mental health issues with risky behaviours	• Written Assessment • Observations
PS5 Report discrepancies to appropriate supervisor in accordance with organisational procedures	**PC5, UK5.1** Name at least three (3) new or unexpected emotions from persons with mental health issues **PC5, UK5.1** Name at least three (3) new or unexpected behaviours of concern from persons with mental health issues	**UK5.1** Range of new or unexpected emotions and behaviours of concerns to take note of whilst supporting persons with mental health issues	• MCQ • Written Assessment
	PC5, UK5.2 Explain how to identify new or unexpected emotions from persons with mental health issues **PC5, UK5.2** Explain how to identify new or unexpected behaviour of concern from persons with mental health issues	**UK5.2** Methods to identify new or unexpected emotions and behaviours of concern	
	PC5, UK5.3 Describe the organisational procedures for reporting new or unexpected emotions and behaviours of persons with mental health issues	**UK5.3** Organisational procedures for reporting new or unexpected emotions and behaviours of concern	• Written Assessment • Observations

Enhance Quality of Life of PMHI			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Provide psychoeducation to families, caregivers and involve them in the treatment process	**PC1, UK1.1** Explain the definition of psychoeducation on mental health issues **PC1, UK1.1** Explain the role of psychoeducation for persons with mental health issues	**UK1.1** Fundamentals in psychoeducation on mental health issues for families and caregivers	• MCQ • Written Assessment
	PC1, UK1.2 Outline how to conduct psychoeducation for families and caregivers	**UK1.2** Techniques for conducting psychoeducation for families and caregivers	• Written Assessment • Observations • Workplace Performance • Role Play
	PC1, UK1.3 Explain the importance of involving families and caregivers into the treatment process for persons with mental health issues	**UK1.3** Importance of involving families and caregivers into the treatment	• Written Assessment • Observations
	PC1, UK1.4 Explain the procedures needed to integrate families and caregivers into the treatment process for persons with mental health issues	**UK1.4** Methods to integrate families and caregivers into the treatment process for persons with mental health issues	• Written Assessment • Observations • Workplace Performance • Role Play
PS2	**PC2, UK2.1** List at least three (3) support services for	**UK2.1**	• MCQ • Written Assessment

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	persons with mental health issues based on their needs **PC2, UK2.1** Explain the importance of support services for persons with mental health issues, their families and caregivers	Possible support services for persons with mental health issues	
	PC2, UK2.2 Explain how to navigate support services for persons with mental health issues, their families and caregivers based on their needs **PC2, UK2.2** Explain the importance of support services for persons with mental health issues, their families and caregivers	**UK2.2** Fundamentals in navigating support services for persons with mental health issues, their families and caregivers	• MCQ • Written Assessment • Case Studies • Workplace Performance • Role Play
	PC2, UK2.3 Explain how to best educate persons with mental health issues, their families and caregivers on how to navigate support services independently **PC2, UK2.3** Name at least three (3) resources available on support services for persons with mental health issues, their families and caregivers on how to navigate support services independently	**UK2.3** Methods to educate persons with mental health issues, their families and caregivers on how to navigate support services independently	• Written Assessment • Case Studies • Workplace Performance • Role Play • Observations
PS3 Engage persons with mental health issues, their families and	**PC3, UK3.1** Explain why it is important to have future care planning for persons with mental health issues, their families and caregivers	**UK3.1** The importance of care planning for persons with mental health issues, their families and caregivers	• MCQ • Written Assessment

The top-left cell (spanning first two rows) reads: Educate persons with mental health issues, their families and caregivers to navigate support services independently

caregivers in future care planning e.g. LPA, ACP	**PC3, UK3.2** Articulate at least three (3) considerations for future care planning for persons with mental health issues, their families and caregivers **PC3, UK3.2** Demonstrate how to empower persons with mental health issues, their families and caregivers in deciding their future care planning	**UK3.2** Procedure of future care planning	• MCQ • Written Assessment • Observations • Workplace Performance • Role Play
PS4 Assist in conflict resolution arising from ethical issues relating to decision making and compliance with the wishes of the persons with mental health issues	**PC4, UK4.1** Explain the principles of conflict resolution	**UK4.1** Principles of conflict resolution	
	PC4, UK4.2 Explain why it is important to have conflict resolutions for ethical issues in relation to decision making and compliance with the wishes of the persons with mental health issues **PC4, UK4.2** Articulate at least three (3) ethical issues in relation to decision making and compliance with the wishes of the persons with mental health issues	**UK4.2** The importance of resolution of conflict arising from ethical issues relating to decision making and compliance with the wishes of the persons with mental health issues	• MCQ • Written Assessment
	PC4, UK4.3 List one (1) strategy to resolve conflict **PC4, UK4.3** Explain how to support resolution of conflict arising from ethical issues in relation to decision making and compliance with the wishes of the persons with mental health issues	**UK4.3** Ways to support resolution of conflict arising from ethical issues in relation to decision making and compliance with the wishes of the persons with mental health issues	• Written Assessment • Workplace Performance • Role Play • Observations

PS5 Use peer support systems and network for persons with mental health issues' rehabilitation	**PC5, UK5.1** Identify at least three (3) types of peer support systems and networks for persons with mental health issues	**UK5.1** Range of peer support systems and networks for persons with mental health issues	• MCQ • Written Assessment
	PC5, UK5.2 Explain the importance of integrating peer support systems and networks into persons with mental health issues' rehabilitation	**UK5.2** The importance of integrating peer support systems and networks into persons with mental health issues' rehabilitation	
	PC5, UK5.3 Explain how to identify and engage suitable peer support systems and networks for persons with mental health issues' rehabilitation	**UK5.3** Methods to identify and engage suitable peer support systems and networks for persons with mental health issues' rehabilitation	• Written Assessment • Workplace Performance • Observations • Role Play
	PC5, UK5.4 Explain how to empower persons with mental health issues to utilise peer support systems and network for their rehabilitation	**UK5.4** Empower persons with mental health issues to utilise peer support systems and network for their rehabilitation	• MCQ • Written Assessment • Workplace Performance • Observations • Role Play
PS6 Engage employers to provide job opportunities for persons with mental health issues	**PC6, UK6.1** Identify key considerations in regard to persons with mental health issues at workplace **PC6, UK6.1** Explain how to collaborate with employers to provide jobs for persons with mental health issues	**UK6.1** Key considerations in regard to persons with mental health issues at workplace	• MCQ • Written Assessment • Observations • Role Play • Workplace Performance • Projects
	PC6, UK6.2 Name at least three (3) common challenges faced by persons with mental health issues at workplace	**UK6.2** Common challenges faced by persons with mental health issues at workplace and mitigation strategies to address them	• MCQ • Written Assessment

	PC6, UK6.2 Describe three (3) mitigation strategies to address those challenges mentioned earlier faced by persons with mental health issues at workplace		
	PC6, UK6.3 List the types of government job schemes and community resources for persons with mental health issues	**UK6.3** Government job schemes and community resources for persons with mental health issues	
PS7 Provide support for employers hiring persons with mental health issues	**PC7, UK7.1** List at least three (3) job scenarios that would be a challenge for persons with mental health issues **PC7, UK7.1** Describe at least three (3) common challenges that employers may face when hiring persons with mental health issues	**UK7.1** Common challenges employers of persons with mental health issues could encounter	• Written Assessment • Observations

Support Caregivers in Caring for PMHI			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Assess the needs of caregivers and families	**PC1, UK1.1** Identify at least three (3) types of needs of caregivers and families with persons of mental health issues	**UK1.1** Range of needs of caregivers and families of persons with mental health issues	• MCQ • Written Assessment • Observations
	PC1, UK1.2 Explain how to identify the needs of the caregivers and families of persons with mental health issues	**UK1.2** Methods to assess the needs of the caregivers and families	• MCQ • Written Assessment
PS2 Equip caregivers with knowledge and skills to manage potential behaviours of concern displayed by persons with mental health issues	**PC2, UK2.1** Name at least three (3) resources to manage potential behaviours of concern displayed by persons with mental health issues	**UK2.1** Range of resources that empower caregivers with the knowledge and skills to manage potential behaviours of concern displayed by persons with mental health issues	• MCQ • Written Assessment
	PC2, UK2.2 Explain how to encourage caregivers to use these resources to upskill themselves with the relevant knowledge and skills to manage potential behaviours of concern displayed by persons with mental health issues **PC2, UK2.2** Demonstrate how to direct the caregivers to find available resources to manage potential behaviours of concern displayed by persons with mental health issues	**UK2.2** Methods to equip caregivers with the right knowledge and skills to manage potential behaviours of concern displayed by persons with mental health issues	• Written Assessment • Role Play • Workplace Performance • Observations • Portfolio

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PS3 Provide emotional and practical supports to caregivers in caring for persons with mental health issues	**PC3, UK3.1** Explain the importance of providing emotional and practical support to caregivers	**UK3.1** The importance of providing emotional and practical support to caregivers	• MCQ • Written Assessment
	PC3, UK3.2 Name at least three (3) types of emotional and practical support available for caregivers	**UK3.2** Types of emotional and practical support for caregivers	
	PC3, UK3.3 Describe how to assess the needs of caregivers in caring for persons with mental health issues **PC3, UK3.3** After assessing the needs of caregivers, explain how to extend emotional and practical support **PC3, UK3.3** Demonstrate how to advise caregivers to obtain emotional and practical supports for themselves	**UK3.3** Methods to extend emotional and practical support based on the needs of caregivers in caring for persons with mental health issues	• Written Assessment • Role Play • Workplace Performance • Observations • Portfolio
PS4 Assist caregivers to access support networks and respite services	**PC4, UK4.1** Describe the meaning of support networks and respite services for caregivers **PC4, UK4.1** Name at least three (3) types of support networks and respite services for caregivers **PC4, UK4.1** Articulate the importance of having support networks and respite services for caregivers	**UK4.1** Types of support networks and respite services for caregivers	• MCQ • Written Assessment
	PC4, UK4.2 Explain how to share the suitable support networks and respite care based on the needs of caregivers **PC4, UK4.2** After deciding on the relevant support networks and	**UK4.2** Methods to provide assistance to caregivers to access and decide on relevant support networks and respite services	• Written Assessment • Observations

	respite services with caregivers, describe the steps to provide assistance to caregivers in accessing these services		

Facilitate Learning at Work			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Identify a performance issue that requires training intervention	**PC1, UK1.1** Describe a performance issue that requires learning and development intervention	**UK1.1** Range of performance issues which require learning and development intervention	• MCQ • Written Assessment
	PC1, UK1.2 Name at least three (3) methods to identify performance issues	**UK1.2** Methods to identify a performance issue	• Written Assessment • Observations
	PC1, UK1.3 Articulate at least three (3) types of learning and development intervention that can reduce performance issues	**UK1.3** Types of learning and development intervention	• MCQ • Written Assessment
PS2 Develop a workplace learning plan	**PC2, UK2.1** Explain how to collaboratively identify training needs with the reporting officer in short and long term	**UK2.1** Ways to collaboratively identify particular training needs with reporting officer to be addressed in the short and long term	• Written Assessment • Observations
	PC2, UK2.2 Define a workplace learning plan **PC2, UK2.2** Explain the importance of workplace learning plan for individuals **PC2, UK2.2** Explain the methodology to develop personal workplace	**UK2.2** Methods to develop personal workplace learning plan according to organisation's needs and policies	• Written Assessment • Observations • Portfolio

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[1]For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

	learning plan according to organisation's needs and policies		
	PC3, UK3.1 Name at least three (3) workplace learning methods	**UK3.1** Types of workplace learning methods	• MCQ • Written Assessment
PS3 Facilitate workplace learning using appropriate workplace learning methods	**PC3, UK3.2** Describe at least three (3) considerations when facilitating workplace learning **PC3, UK3.2** Explain how to facilitate workplace learning for employees	**UK3.2** Facilitation techniques for workplace learning	• Written Assessment • Observations
	PC3, UK3.3 Explain the principles of facilitating workplace learning using appropriate workplace learning methods	**UK3.3** Best practices in facilitation of workplace learning using appropriate workplace learning methods	
	PC3, UK3.4 Name at least three (3) external partners for workplace learning **PC3, UK3.4** Describe how to assess the need to engage external partners for workplace learning	**UK3.4** External partners for workplace learning	
PS4 Provide feedback on learners' progress	**PC4, UK4.1** Name at least three (3) assessment methods to identify learner's progress	**UK4.1** Assessment methods to identify learner's progress	• MCQ • Written Assessment
	PC4, UK4.2 Describe the principles to provide constructive feedback on learner's progress **PC4, UK4.2** Explain why it is important for the learners to receive constructive feedbacks	**UK4.2** Techniques to provide constructive feedback on learner's progress	• Written Assessment • Observations

Provide Clinical Supervision to Care Staff Managing PMHI			
Performance Statement (PS)	**Performance Checklist (PC)**	**Underpinning Knowledge (UK)**	**SUGGESTED ASSESSMENT METHODS[1]**
PS1 Use a systematic supervision framework in the organisation to promote professional responsibilities	**PC1, UK1.1** Describe the principles of systematic supervision framework **PC1, UK1.1** Explain how the systematic supervision framework can promote professional responsibilities	**UK1.1** Systematic supervision framework that promotes professional responsibilities	• MCQ • Written Assessment • Workplace Performance
PS2 Demonstrate timely and accurate case documentation within team and across service providers to facilitate management of persons with mental health issues	**PC2, UK2.1** Explain the impact of team members' adhering to timely and accurate case documentation guidelines within the team and across service providers to facilitate management of persons with mental health issues	**UK2.1** The importance of team members' adhering to timely and accurate case documentation guidelines within the team and across service providers to facilitate management of persons with mental health issues	• MCQ • Written Assessment • Case Studies
	PC2, UK2.2 Explain the principles to case documentation of persons with mental health issues **PC2, UK2.2** Demonstrate knowledge of the timelines for case documentation for low, moderate and high risk cases	**UK2.2** Procedures for accurate and timely case documentation of persons with mental health issues	• Written Assessment • Role Play • Workplace Performance • Observations • Case Studies

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[1]For each Performance Statement, there will be suggested assessment methods. However, assessors can use other assessment methods out of the ones that are listed in this Assessment Criteria document.

	PC2, UK2.3 Explain how to provide feedback to team members on their case documentations	**UK2.3** Methods to provide feedback to team members on their case documentation	• Written Assessment • Observations • Case Studies
PS3 Use current and reliable clinical data collection methods for clinical and service development activities in accordance with organisation/industry practices	**PC3, UK3.1** Name at least three (3) clinical data collection methods for clinical and service development activities **PC3, UK3.1** Explain the importance of clinical data collection methods for clinical and service development activities **PC3, UK3.1** Explain how to validate clinical data to ensure quality and reliability	**UK3.1** Clinical data collection methods for clinical and service development activities	• MCQ • Written Assessment
	PC3, UK3.2 Name at least three (3) organisation/industry practices governing clinical data collection	**UK3.2** Organisation/industry practices governing clinical data collection	
	PC3, UK3.3 Demonstrate application of current and reliable clinical data for clinical and service development activities in accordance with organisation/industry practices	**UK3.3** Ways to apply current and reliable clinical data for clinical and service development activities in accordance with organisation/industry practices	• Written Assessment • Role Play • Workplace Performance • Observations • Portfolio
	PC3, UK3.4 Name at least three (3) trainings for team members to apply current and reliable clinical data collection methods for clinical and service development activities in accordance with organisation/industry practices **PC3, UK3.4** Explain how to mentor team members to apply current and reliable clinical data collection methods	**UK3.4** Training and mentoring techniques	• Written Assessment • Observations • Portfolio

PS4 Promote individual continuing education and professional growth	**PC4, UK4.1** Articulate the importance of continuing education for individuals in mental health industry **PC4, UK4.1** Demonstrate the understanding of the different education pathways in mental health industry	**UK4.1** Education pathways available for individuals in the mental health industry	• MCQ • Written Assessment
	PC4, UK4.2 Demonstrate the understanding of the professional growth opportunities in mental health industry	**UK4.2** Professional growth opportunities for individuals in the mental health industry	• MCQ • Written Assessment
	PC4, UK4.3 Explain how to assess individuals based on their professional growth opportunities and advise on their education pathways **PC4, UK4.3** Explain how to assess individuals based on their performance and career aspirations, and advise on their professional growth opportunities	**UK4.3** Methods to advise individuals on their education and professional pathways	• Written Assessment • Observations • Portfolio • Workplace Performance
PS5 Promote self-care through self-awareness and reflection	**PC5, UK5.1** Explain the importance of self-care, self-awareness and reflection	**UK5.1** Importance of self-care, self-awareness and reflection	• Written Assessment
	PC5, UK5.2 Describe the meaning of self-awareness and reflection practices **PC5, UK5.2** Explain how to encourage and guide team members on developing a self-care plan	**UK5.2** Ways to guide team members to develop a self-care plan	• Written Assessment • Observations

	PC5, UK5.3 Name at least three (3) ways to develop self-awareness	UK5.3 Techniques to develop self-awareness	• Written Assessment
	PC5, UK5.4 Name at least three (3) reflective practice techniques	UK5.4 Reflective practice techniques	

Intermediate Level		
Competency Domain Mental Health Education		
Domain Descriptor Assist Persons with Mental Health Issues		
Performance Statement (PS) **PS1** Differentiate signs and symptoms between different mental health issues		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Demonstrate methods to distinguish the signs and symptoms of different mental health issues		
PC1, UK1.1	Differentiate the signs and symptoms of three (3) different mental health conditions		
PS2 Explain the Biopsychosocial-Spiritual (BPSS) and environmental factors that contribute to the mental and physical health issues, and psychological concerns of persons with mental health issues, their families and caregivers		
PC2, UK2.1	Explain the concepts of Biopsychosocial-Spiritual (BPSS) model		
PC2, UK2.1	Explain why the Biopsychosocial-Spiritual (BPSS) model is a suitable model to assess the mental and physical well-being of an individual		
PC2, UK2.1	In reference to a current case (i.e. a person with mental health issues), apply the Biopsychosocial-Spiritual (BPSS) model to that person and present the case		
PC2, UK2.2	Identify three (3) biological factors that may influence one's mental and physical health		
PC2, UK2.2	Explain how biological factors influence one's mental and physical health		
PC2, UK2.3	Identify three (3) psychological factors that may influence one's mental and physical health		
PC2, UK2.3	Explain how psychological factors influence one's mental and physical health		
PC2, UK2.4	Identify three (3) social factors that may influence one's mental and physical health		
PC2, UK2.4	Explain how social factors influence one's mental and physical health		
PC2, UK2.5	Identify three (3) environmental factors that may influence one's mental and physical health		
PC2, UK2.5	Explain how environmental factors influence one's mental and physical health		
PC2, UK2.6	Explain the impact on families and caregivers from caring for persons with mental health issues		

	PS3 Explain the factors that impact on health behaviours of persons with mental health issues		
PC3, UK3.1	Describe at least two (2) types of factors that precipitate adaptive behaviours in persons with mental health issues		
PC3, UK3.1	Describe at least two (2) types of factors that precipitate maladaptive behaviours in persons with mental health issues		
PC3, UK3.1	Describe how adaptive and maladaptive behaviours affect one's mental health		
	PS4 Explain the epidemiology of mental health issues in Singapore		
PC4, UK4.1	Explain the concept of epidemiology for mental health issues		
PC4, UK4.1	Explain why there is a need to understand mental health trends in Singapore		
PC4, UK4.2	Explain the incidence and prevalence of mental health issues in Singapore		
	PS5 Identify the systems of care that integrate community services with primary and tertiary level services for short-long term care of persons with mental health issues, families and caregivers		
PC5, UK5.1	Explain the concept of systems of care for persons with mental health issues		
PC5, UK5.1	Describe an example of system of care for persons with mental health issues, families and caregivers in Singapore		
PC5, UK5.2	List at least three (3) community resources available for persons with mental health issues in Singapore		
PC5, UK5.2	List at least three (3) primary level resources available for persons with mental health issues in Singapore		
PC5, UK5.2	List at least three (3) tertiary level resources available for persons with mental health issues in Singapore		
	PS6 Identify the types of services available in the care continuum to facilitate the recovery for persons with mental health issues, their families and caregiver		
PC6, UK6.1	Explain the model of care continuum		
PC6, UK6.1	List at least two (2) services for each component in the care continuum for person with mental health issues		
PC6, UK6.2	List at least two (2) types of services in the recovery of care continuum for caregivers and families of persons with mental health issues		
PC6, UK6.3	Identify at least three (3) factors that contribute to the suitability of care services available for persons with mental health issues		
PC6, UK6.3	Articulate at least three (3) factors that contribute to the suitability of services available in the care continuum for caregiver and families of persons with mental health issues		

	PS7 Apply ethical guidelines, concepts, regarding professional activities for persons with mental health issues, their families and caregivers		
PC7, UK7.1	Explain the importance of adhering to ethical guidelines and concepts when providing professional care services		
PC7, UK7.1	Name at least two (2) ethical guidelines and concepts for professional care services to persons with mental health issues, their families and caregivers		
PC7, UK7.2	Explain two (2) scenarios of application of ethical guidelines and concepts when providing professional care services to persons with mental health issues, their families and caregivers		
PC7, UK7.2	Demonstrate commitment to follow ethical guidelines and concepts in providing professional care services to persons with mental health issues, their families and caregivers		
PC7, UK7.2	Articulate an example of adhering to ethical guidelines when providing professional care services to persons with mental health issues, their families and caregivers		
PC7, UK7.3	Describe at least three (3) ethical dilemmas that can arise from personal values		
PC7, UK7.4	Provide three (3) reasons why it is important to appreciate multicultural and diversity factors in persons with mental health issues		
PC7, UK7.5	Explain how to apply practice standards in conjunction with service standards and the discipline-specific standards outlined by organisation when addressing ethical dilemmas		
PC7, UK7.5	Demonstrate how to apply the practice standards to an ethical dilemma encountered by clearly presenting the step-by-step action required at every stage		
	PS8 Comply with legal responsibilities in the management of persons with mental health issues		
PC8, UK8.1	Explain why it is important to comply with legal and organisational responsibilities while managing persons with mental health issues		
PC8, UK8.2	List at least two (2) legal and organisational responsibilities in the management of persons with mental health issues in Singapore		
PC8, UK8.3	Explain how to comply with legal and organisational responsibilities in the management of persons with mental health issues		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Mental Health Education ☐

"Not Yet Competent" in the Competency Domain: Mental Health Education ☐

I2. Practice Recovery-Oriented Approach

Intermediate Level		
Competency Domain Person-Centred Care (Recovery-Oriented Approach)		
Domain Descriptor Practice Recovery-Oriented Approach		
Performance Statement (PS) **PS1** Create environments that enable persons with mental health issues to direct their own lives and meet their identified needs		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Explain how to assist persons with mental health issues in prioritising identified needs		
PC1, UK1.2	Explain how positive environments can impact persons with mental health issues		
PC1, UK1.2	Explain how negative environments can impact persons with mental health issues		
PC1, UK1.3	List at least three (3) environmental factors that can empower persons with mental health issues to direct their own lives to meet their identified needs		
PC1, UK1.4	Explain how to develop appropriate environments for persons with mental health issues to direct their own lives and meet their identified needs		
PS2 Consider the preferences, cultural influences, and life circumstances, aspiration of persons with mental health issues, their families and caregivers when caring for persons with mental health issues		
PC2, UK2.1	Explain the steps to obtain information on the preferences of persons with mental health issues, their families and caregivers		
PC2, UK2.1	Explain the steps to obtain information on the cultural influences of persons with mental health issues, their families and caregivers		
PC2, UK2.1	Explain the steps to obtain information on the life circumstances of persons with mental health issues, their families and caregivers		
PC2, UK2.1	Explain the steps to obtain information on the aspirations of persons with mental health issues, their families and caregivers		
PC2, UK2.2	Explain how the various preferences can contribute to the recovery approach for persons with mental health issues, their families and caregivers		
PC2, UK2.2	Explain how cultural influences can contribute to the recovery approach for persons with mental health		

	issues, their families and caregivers		
PC2, UK2.2	Explain how life circumstances can contribute to the recovery approach for persons with mental health issues, their families and caregivers		
PC2, UK2.2	Explain how aspirations can contribute to the recovery approach for persons with mental health issues, their families and caregivers		
PC2, UK2.3	Based on the preferences, cultural influences, life circumstances and aspirations, explain how to adjust care accordingly for persons with mental health issues, their families and caregivers appropriately		
PS3 Recognise the rights of persons with mental health issues to exercise self-determination, personal control, make decisions and grow through experiences			
PC3, UK3.1	Describe the local position statements on mental health, self-determination, personal control and making decisions for persons with mental health issues		
PC3, UK3.1	Describe the international position statements on mental health, self-determination, personal control and making decisions for persons with mental health issues		
PC3, UK3.1	Describe the organisation position statements on mental health, self-determination, personal control and making decisions for persons with mental health issues		
PC3, UK3.2	List three (3) ways to recognise the rights of persons with mental health issues in care delivery		
PS4 Respect and include persons with mental health issues as partners in decision making concerning service responses			
PC4, UK4.1	Articulate the steps on how to support persons with mental health issues in deciding on their treatment, care and support in a respectful manner		
PS5 Recognise the strength, support, resilience and personal responsibility and self-advocacy of persons with mental health issues			
PC5, UK5.1	Demonstrate the steps to tailor care delivery according to the strength, support and resilience of persons with mental health issues		
PC5, UK5.2	Demonstrate the steps to tailor care delivery according to the personal responsibility of persons with mental health issues		
PC5, UK5.3	Demonstrate the steps to tailor care delivery according to the self-advocacy of persons with mental health issues		
PS6 Collaborate with different service partners and agencies to achieve the recovery goals set with the persons with mental health issues			
PC6,	Name at least three (3) service partners and agencies		

UK6.1	that can assist persons with mental health issues towards recovery goals		
PC6, UK6.1	Explain how to find the appropriate service partners and agencies to assist persons with mental health issues to achieve recovery goals		
PC6, UK6.2	Explain how to articulate recovery goals of persons with mental health issues to relevant service partners		
PC6, UK6.2	Propose steps to collaborate with service partners to achieve recovery goals to assist the persons with mental health issues		
PC6, UK6.2	Describe the steps to be taken in the situation when the persons with mental health issues cannot reach their recovery goals as planned		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Person-Centred Care (Recovery-Oriented Approach)

"Not Yet Competent" in the Competency Domain: Person-Centred Care (Recovery-Oriented Approach)

I3. Care for Persons with Mental Health Issues (PMHI)

Intermediate Level		
Competency Domain Care for Persons with Mental Health Issues		
Domain Descriptor Assess Persons with Mental Health Issues		
Performance Statement (PS) **PS1** Select and implement appropriate screening tools to detect and assess mental health problems		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Demonstrate the ability to select appropriate screening tools to detect and assess mental health problems		
PC1, UK1.2	Explain the administrative procedures using the example of one (1) mental health screening tool		
PC1, UK1.3	Demonstrate the ability to accurately administer screening tools		
PC1, UK1.4	Demonstrate the ability to interpret and explain screening results to other personnel		
PS2 Involve the family members, significant others and other support system as part of the assessment in accordance to organisational procedures		
PC2, UK2.1	Demonstrate the ability to identify and engage family members, significant others and other support systems of persons with mental health issues		
PC2, UK2.1	Explain why it is important to involve family members, significant others and other support systems as part of the assessment		
PC2, UK2.2	Explain the organisational procedures to involve family members, significant others and other support system as part of the assessment		
PS3 Identify the factors that contribute to the impact of mental health issues on daily and overall functioning		
PC3, UK3.1	List at least three (3) risk factors that impact mental health, daily and overall functioning		
PC3, UK3.1	List at least three (3) protective factors that impact mental health, daily, and overall functioning		
PC3, UK3.1	Explain how risk factors would impact mental health, daily and overall functioning		
PC3, UK3.1	Explain how protective factors would impact mental health, daily and overall functioning		

	PS4 Identify the care needs of persons with mental health issue		
PC4, UK4.1	List three (3) examples of care need of persons with mental health issues		
PC4, UK4.1	Explain the importance of identifying the care needs of persons with mental health issues		
PC4, UK4.2	Articulate how to identify care needs of persons with mental health issues		
	PS5 Consider appropriate right siting for persons with mental health issues		
PC5, UK5.1	List at least one (1) type of care sites and their services for persons with mental health issues		
PC5, UK5.2	Explain the steps to determine the right siting for persons with mental issues based on their care needs		
PC5, UK5.3	Explain at least three (3) considerations for right siting of persons with mental health issues		
	PS6 Assess significant behavioural risk factors		
PC6, UK6.1	List at least three (3) behavioural risk factors in persons with mental health issues		
PC6, UK6.2	Demonstrate the ability to assess significant behavioural risk factors in persons with mental health issues		
	PS7 Report any suspected, alleged or abuse cases to relevant personnel in accordance to organisational policies and procedures		
PC7, UK7.1	Name at least three (3) common signs of abuse in persons with mental health conditions		
PC7, UK7.2	Articulate the steps to detect abuse and its risk level in persons with mental health issues		
PC7, UK7.3	Explain the steps to report on any suspected, alleged or actual abuse cases based on organisational policies and procedures		
PC7, UK7.3	Explain the importance to report according to organisational policies and procedures		
	PS8 Follow-up on any suspected, alleged or abuse cases in accordance to organisational policies and procedures		
PC8, UK8.1	Articulate the steps to follow-up on any suspected, alleged or actual abuse cases in compliance with organisational policies and procedures		
PC8, UK8.2	Name at least one (1) external agency to collaborate in regard to abuse cases		

	Domain Descriptor Implement Care Plan with Persons with Mental Health Issues		
	Performance Statement (PS) **PS1** Develop care strategies that undertake a recovery-orientation approach to support persons with mental health issues		
	Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
		C	**NYC**
PC1, UK1.1	Explain the definition of recovery-orientation approach		
PC1, UK1.1	Name at least three (3) principles of recovery-orientation approach for persons with mental health issues		
PC1, UK1.2	Name at least three (3) care strategies that use recovery-orientation approach		
PC1, UK1.3	Design a sample care strategy using recovery-orientation approach to support persons with mental health issues		
PS2 Empower the persons with mental health issues, and their families when appropriate, to decide on the care plan			
PC2, UK2.1	Explain the importance of using empowerment as an approach to help persons with mental health issues and their families to decide on care plans		
PC2, UK2.2	Explain the procedures of care plans		
PC2, UK2.2	Name at least three (3) considerations in discussing care plan with persons with mental health issues and their families		
PC2, UK2.2	Explain how to empower persons with mental health issues and their families to decide on suitable a care plan		
PS3 Implement treatment plan			
PC3, UK3.1	Explain at least three (3) principles of treatment plan that addresses the care needs of persons with mental health issues		
PC3, UK3.2	Demonstrate the ability to implement treatment plan guided by formulation and prevailing evidence-based best practices for persons with mental health issues		
PC3, UK3.3	Explain how to share the details and timelines of the treatment plan with persons with mental health issues		
PC3, UK3.4	Describe the organisational guidelines and procedures for implementation of treatment plan		

PS4 Conduct treatment activities for the persons with mental health issues in a group and individual setting			
PC4, UK4.1	Name at least one (1) type of treatment activities for persons with mental health issues in an individual setting		
PC4, UK4.1	Explain the purpose of the treatment activity (named earlier) for persons with mental health issues		
PC4, UK4.2	Name at least three (3) types of suitable treatment activities for persons with mental health issues in a group setting		
PC4, UK4.3	Demonstrate the ability to conduct treatment activities for persons with mental health issues in an individual setting		
PC4, UK4.4	Demonstrate the ability to conduct treatment activities for persons with mental health issues in a group setting		
PS5 Offer interventions that encourage persons with mental health issues, their families and caregivers to use appropriate mental health resources for optimal effects			
PC5, UK5.1	Name at least three (3) mental health resources for optimal effects		
PC5, UK5.1	Explain how to recommend suitable mental health resources for optimal effects to persons with mental health issues during the intervention stage		
PC5, UK5.2	Describe at least three (3) interventions that can encourage persons with mental health issues, their families and caregivers to use appropriate mental health resources for optimal effects		
PC5, UK5.3	Demonstrate how to give suitable advice that encourages persons with mental health issues, their families and caregivers to use appropriate mental health resources for optimal effects		
PS6 Use effective and appropriate communication techniques to cater to persons with mental health issues, their families and caregivers			
PC6, UK6.1	Describe at least three (3) communication techniques for different mental health issues (e.g. active listening)		
PC6, UK6.1	Explain the importance of using different communication techniques to interact with different individuals with mental health issues		
PC6, UK6.2	Explain how to cater communication with persons with mental health issues, their families and caregivers based on the presented mental health issues		
PS7 Develop individualised crisis prevention plan with persons with mental health issues, their family and caregiver			
PC7, UK7.1	Describe at least three (3) triggers of crisis for persons with mental health issues		

PC7, UK7.1	Name at least three (3) signs of mental health crisis of persons with mental health issues		
PC7, UK7.2	Explain why it is important to develop crisis prevention plan for persons with mental health issues, their families and caregivers		
PC7, UK7.3	Demonstrate the ability to assess the persons with mental health issues on their crisis condition		
PC7, UK7.3	Explain the procedures to formulate an individualised crisis prevention plan based on the condition of the persons with mental health issues, their families and caregivers		
PS8 Demonstrate appropriate interventions to de-escalate crisis			
PC8, UK8.1	Describe at least three (3) crisis situations for persons with mental health issues		
PC8, UK8.2	Describe at least three (3) interventions strategies to de-escalate crisis situations involving persons with mental health issues		
PC8, UK8.2	Monitor effectiveness of implemented de-escalation intervention on persons with mental health issues		
PC8, UK8.3	Demonstrate the ability to initiate a debrief session with a senior member of the team to share the crisis situation of persons with mental health issues		
PS9 Adhere to the safety policies and procedures on prevention of risk identified			
PC9, UK9.1	Articulate the safety policies and procedures for prevention of risk identified in persons with mental health issues		
PC9, UK9.1	Demonstrate the ability to identify risk from persons with mental health issues		
PC9, UK9.1	Demonstrate the ability to promote safety to self based on safety policies and procedures		

Domain Descriptor			
Domain Descriptor Manage the Care Continuum of Persons with Mental Health Issues			
Performance Statement (PS) **PS1** Use current evidence-based assessment evaluation tools to monitor and evaluate the treatment plans			
Competencies may be observed by Assessor through suggested Assessment Methods		**C - Competent** **NYC - Not Yet Competent**	
		C	**NYC**
PC1, UK1.1	Name at least three (3) evidence-based assessment evaluation tools to monitor and evaluate treatment plans		
PC1, UK1.2	Explain the procedure of using evidence-based assessment evaluation tools to monitor and assess the treatment plans of persons with mental health issues		
PC1, UK1.3	Demonstrate the ability to accurately interpret the results from the evidence-based assessment evaluation tools and rectify any inaccuracies		
PC1, UK1.3	Explain the consequences of inaccurately interpreting the results of the evidence-based assessment evaluation tools		
PC1, UK1.4	Explain the steps to improve treatment plans for persons with mental health issues after accurately interpreting the results of the evidence-based assessment evaluation		
PS2 Monitor changes in presenting problems and clinical outcomes in collaboration with persons with mental health issues			
PC2, UK2.1	Explain the steps of assessing the changes in presentation of issues in persons with mental health issues		
PS3 Re-assess and adjust care plans in collaboration with persons with mental health issues			
PC3, UK3.1	List at least three (3) factors that would contribute to the adjustment of care plans for persons with mental health issues		
PC3, UK3.1	Explain the procedures of adjusting a care plan for persons with mental health issues		
PC3, UK3.2	Explain how to re-assess the needs of the persons with mental health issues in regard to care plan		
PC3, UK3.2	After re-assessing the needs of the persons with mental health issues, explain how to adjust and implement care plans for persons with mental health issues accordingly		

PS4 Implement strategies to facilitate the persons with mental health issue to progress along the recovery continuum			
PC4, UK4.1	Explain the principles of the recovery continuum for persons with mental health issues		
PC4, UK4.2	Explain at least three (3) strategies on helping persons with mental health issues to progress along the recovery continuum based on agreed strategies		
PC4, UK4.2	Explain the steps to understand the progress of the recovery continuum of persons with mental health issues		
PS5 Provide care and support in collaboration with persons with mental health issues' social support system, health, social and other services			
PC5, UK5.1	Name at least three (3) types of social support system, health, social and other services		
PC5, UK5.2	Explain how to collaborate with social support system, health, social and other services to provide care and support for persons with mental health issues		
PS6 Propose ways to address service gaps for improvement of care for persons with mental health issue			
PC6, UK6.1	Explain the importance of understanding the service gaps of persons with mental health issues		
PC6, UK6.1	Explain the steps to identify service gaps of persons with mental health issues		
PC6, UK6.2	Design a sample action plan to enhance care after identifying the service gaps for persons with mental health issues		
PS7 Apply policies, procedures, protocols and agreements when developing integration and partnerships with other service providers			
PC7, UK7.1	List examples of policies, procedures, protocols and agreements for integrating and partnering with other service providers		
PC7, UK7.1	Explain the importance of complying to the policies, procedures, protocols and agreements for integrating and partnering with other service providers		
PC7, UK7.1	Describe the procedures of integrating and partnering with other service providers while complying to the policies, procedures, protocols and agreements		
Domain Descriptor Apply Clinical Judgement in Handling Persons with Complex Mental Health Issues			

Performance Statement (PS)		
PS1 Review the impact of the Biopsychosocial-Spiritual (BPSS) and environmental factors arising from the complex mental health issues when formulating interventions		
Competencies may be observed by Assessor through suggested Assessment Methods	C - Competent NYC - Not Yet Competent	
	C	**NYC**
PC1, UK1.1	Explain how biological factors arising from complex mental health issues would affect the formulation of interventions		
PC1, UK1.1	Explain how psychological factors arising from complex mental health issues would affect the formulation of interventions		
PC1, UK1.1	Explain how sociological factors arising from complex mental health issues would affect the formulation of interventions		
PC1, UK1.1	Explain how environmental factors arising from complex mental health issues would affect the formulation of interventions		
PC1, UK1.2	Explain the procedures to develop a comprehensive formulation of interventions for persons with mental health based on the Biopsychosocial-Spiritual (BPSS) and environmental factors		
PC1, UK1.2	Describe at least three (3) outcomes if the Biopsychosocial-Spiritual (BPSS) and environmental factors were not considered in the formulation of interventions for persons with mental health issues		
PS2 Strike a balance between explicitly validating the persons with mental health issues' experience and emotions while helping them to consider the possibility of alternative perspectives		
PC2, UK2.1	Provide one (1) example of the impact of mental health conditions on a person with mental health issues' cognitive patterns and perspectives		
PC2, UK2.2	Describe the meaning of validation of persons with mental health issues		
PC2, UK2.2	Explain the importance in validating persons with mental health issues' experience and emotions		
PC2, UK2.2	Demonstrate how to validate persons with mental health issues' experience and emotions		
PC2, UK2.2	List three (3) communication phrases to use to validate the experience of the persons with mental health issues		
PC2, UK2.2	Describe the consequences of excessive validation of persons with mental health issues' experience and emotions that may impair treatment progress		
PC2, UK2.3	Demonstrate the ability to empower persons with mental health issues to reconcile various perspectives		

PS3 Manage and respond to rapid changes in the thinking, perception and presentation of a person with complex mental health issues			
PC3, UK3.1	Name at least three (3) observations in regard to rapid changes in the thinking, perception and presentation of persons with complex mental health issues		
PC3, UK3.2	Articulate at least three (3) responsive managements for persons with complex mental health issues		
PC3, UK3.2	Demonstrate how to apply selected response management strategy that is suitable for the situation		
PS4 Adapt standard interventions for common co-existing disorders and integrate them into the treatment plan			
PC4, UK4.1	Name at least three (3) types of common co-existing disorders in persons with mental health issues		
PC4, UK4.2	Name at least three (3) standard interventions for common co-existing disorders		
PC4, UK4.2	Explain how to integrate standard interventions for co-existing disorders into the existing treatment plan		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Care for Persons with Mental Health Issues ☐

"Not Yet Competent" in the Competency Domain: Care for Persons with Mental Health Issues ☐

Intermediate Level		
Competency Domain Behaviours of Concern		
Domain Descriptor Minimise Impact of Behaviours of Concern		
Performance Statement (PS) **PS1** Conduct risk assessment for behaviours of concern		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Describe the purpose of the risk assessment for persons with mental health issues		
PC1, UK1.1	Name at least one (1) risk assessment tool for persons with mental health issues		
PC1, UK1.2	Explain the procedures of risk assessment for persons with mental health issues		
PC1, UK1.2	Demonstrate how to perform a risk assessment for persons with mental health issues		
PS2 Develop safety plan to manage behaviours of concern		
PC2, UK2.1	Explain the importance of having a safety plan to manage risky behaviours in persons with mental health issues		
PC2, UK2.2	Explain the purpose of safety plan to manage risky behaviours in persons with mental health issues		
PC2, UK2.2	List at least three (3) key components to be included into the safety plan to manage risky behaviours of persons with mental health issues		
PC2, UK2.3	Explain the principles needed to design a safety plan to manage risky behaviours in persons with mental health issues		
PC2, UK2.3	Demonstrate ability to develop a safety plan to manage risky behaviours in persons with mental health issues		
PC2, UK2.3	Articulate at which point when dealing with persons with mental health issues that the safety plan needs to be revised to manage risky behaviours		

PS3 Respond to behaviours of concern in a safe manner			
PC3, UK3.1	Describe the meaning of risky behaviours		
PC3, UK3.1	Name three (3) types of risky behaviours in persons with mental health issues		
PC3, UK3.2	Explain why it is important to respond risky behaviours of persons with mental health issues in a safe manner		
PC3, UK3.3	Articulate at least three (3) considerations when responding to risky behaviours		
PC3, UK3.3	Explain how to respond in a safe manner to risky behaviours of persons with mental health issues		
PS4 Observe and monitor persons with mental health issues with behaviours of concerns, including suicide relapse and aggressive tendencies			
PC4, UK4.1	Articulate why is it important to observe persons with mental health issues		
PC4, UK4.1	List at least three (3) indicators of risky behaviours including suicidal ideation/attempts/relapses and aggressive behaviours when observing persons with mental health issues		
PC4, UK4.1	Explain the procedure for observation of persons with mental health issues in regard to risky behaviours, including suicidal ideation/attempts/relapses and aggressive behaviours		
PC4, UK4.2	Explain how to record and report risky behaviours of persons with mental health issues		
PS5 Report discrepancies to appropriate supervisor in accordance with organisational procedures			
PC5, UK5.1	Name at least three (3) new or unexpected emotions from persons with mental health issues		
PC5, UK5.1	Name at least three (3) new or unexpected behaviours of concern from persons with mental health issues		
PC5, UK5.2	Explain how to identify new or unexpected emotions from persons with mental health issues		
PC5, UK5.2	Explain how to identify new or unexpected behaviour of concern from persons with		

	mental health issues		
PC5, UK5.3	Describe the organisational procedures for reporting new or unexpected emotions and behaviours of persons with mental health issues		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain:
Behaviours of Concern

"Not Yet Competent" in the Competency Domain:
Behaviours of Concern

Intermediate Level		
Competency Domain Enriching Lives		
Domain Descriptor Enhance Quality of Life of Persons with Mental Health Issues		
Performance Statement (PS) **PS1** Provide psychoeducation to families, caregivers and involve them in the treatment process		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Explain the definition of psychoeducation on mental health issues		
PC1, UK1.1	Explain the role of psychoeducation for persons with mental health issues		
PC1, UK1.2	Outline how to conduct psychoeducation for families and caregivers		
PC1, UK1.3	Explain the importance of involving families and caregivers into the treatment process for persons with mental health issues		
PC 1, UK 1.4	Explain the procedures needed to integrate families and caregivers into the treatment process for persons with mental health issues		
PS2 Educate persons with mental health issues, their families and caregivers to navigate support services independently		
PC2, UK2.1	List at least three (3) support services for persons with mental health issues based on their needs		
PC2, UK2.1	Explain the importance of support services for persons with mental health issues, their families and caregivers		
PC2, UK2.2	Explain how to navigate support services for persons with mental health issues, their families and caregivers based on their needs		
PC2, UK2.2	Explain the importance of support services for persons with mental health issues, their families and caregivers		
PC2, UK2.3	Explain how to best educate persons with mental health issues, their families and caregivers on how to navigate support services independently		
PC 2, UK 2.3	Name at least three (3) resources available on support services for persons with mental health issues, their families and caregivers on how to		

	navigate support services independently		

PS3 Engage persons with mental health issues, their families and caregivers in future care planning e.g. LPA, ACP			
PC3, UK3.1	Explain why it is important to have future care planning for persons with mental health issues, their families and caregivers		
PC3, UK3.2	Articulate at least three (3) considerations for future care planning for persons with mental health issues, their families and caregivers		
PC3, UK3.2	Demonstrate how to empower persons with mental health issues, their families and caregivers in deciding their future care planning		

PS4 Assist in conflict resolution arising from ethical issues relating to decision making and compliance with the wishes of the persons with mental health issues			
PC4, UK4.1	Explain the principles of conflict resolution		
PC4, UK4.2	Explain why it is important to have conflict resolutions for ethical issues in relation to decision making and compliance with the wishes of the persons with mental health issues		
PC4, UK4.2	Articulate at least three (3) ethical issues in relation to decision making and compliance with the wishes of the persons with mental health issues		
PC4, UK4.3	List one (1) strategy to resolve conflict		
PC4, UK4.3	Explain how to support resolution of conflict arising from ethical issues in relation to decision making and compliance with the wishes of the persons with mental health issues		

PS5 Use peer support systems and network for persons with mental health issues' rehabilitation			
PC5, UK5.1	Identify at least three (3) types of peer support systems and networks for persons with mental health issues		
PC5, UK5.2	Explain the importance of integrating peer support systems and networks into persons with mental health issues' rehabilitation		
PC5, UK5.3	Explain how to identify and engage suitable peer support systems and networks for persons with mental health issues' rehabilitation		

PC5, UK5.4	Explain how to empower persons with mental health issues to utilise peer support systems and network for their rehabilitation		
PS6 Engage employers to provide job opportunities for persons with mental health issues			
PC6, UK6.1	Identify key considerations in regard to persons with mental health issues at workplace		
PC6, UK6.1	Explain how to collaborate with employers to provide jobs for persons with mental health issues		
PC6, UK6.2	Name at least three (3) common challenges faced by persons with mental health issues at workplace		
PC6, UK6.2	Describe three (3) mitigation strategies to address those challenges mentioned earlier faced by persons with mental health issues at workplace		
PC6, UK6.3	List the types of government job schemes and community resources for persons with mental health issues		
PS7 Provide support for employers hiring persons with mental health issues			
PC 7, UK 7.1	List at least three (3) job scenarios that would be a challenge for persons with mental health issues		
PC 7, UK 7.1	Describe at least three (3) common challenges that employers may face when hiring persons with mental health issues		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain:
Enriching Lives

"Not Yet Competent" in the Competency Domain:
Enriching Lives

Intermediate Level		
Competency Domain Care for Self and Caregivers		
Domain Descriptor Support Caregivers in Caring for Persons with Mental Health Issues		
Performance Statement (PS) **PS1** Assess the needs of caregivers and families		
Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Identify at least three (3) types of needs of caregivers and families with persons of mental health issues		
PC1, UK1.2	Explain how to identify the needs of the caregivers and families of persons with mental health issues		
PS2 Equip caregivers with knowledge and skills to manage potential behaviours of concern displayed by persons with mental health issues		
PC2, UK2.1	Name at least three (3) resources to manage potential behaviours of concern displayed by persons with mental health issues		
PC2, UK2.2	Explain how to encourage caregivers to use these resources to upskill themselves with the relevant knowledge and skills to manage potential behaviours of concern displayed by persons with mental health issues		
PC2, UK2.2	Demonstrate how to direct the caregivers to find available resources to manage potential behaviours of concern displayed by persons with mental health issues		
PS3 Provide emotional and practical supports to caregivers in caring for persons with mental health issues		
PC3, UK3.1	Explain the importance of providing emotional and practical support to caregivers		
PC3, UK3.2	Name at least three (3) types of emotional and practical support available for caregivers		
PC3, UK3.3	Describe how to assess the needs of caregivers in caring for persons with mental health issues		
PC3, UK3.3	After assessing the needs of caregivers, explain how to extend emotional and practical support		
PC3,	Demonstrate how to advise caregivers to obtain		

UK3.3	emotional and practical supports for themselves		
PS4 Assist caregivers to access support networks and respite services			
PC4, UK4.1	Describe the meaning of support networks and respite services for caregivers		
PC4, UK4.1	Name at least three (3) types of support networks and respite services for caregivers		
PC4, UK4.1	Articulate the importance of having support networks and respite services for caregivers		
PC4, UK4.2	Explain how to share the suitable support networks and respite care based on the needs of caregivers		
PC4, UK4.2	After deciding on the relevant support networks and respite services with caregivers, describe the steps to provide assistance to caregivers in accessing these services		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Care for Self and Caregivers ☐

"Not Yet Competent" in the Competency Domain: Care for Self and Caregivers ☐

I7. Facilitate Learning at Work

Intermediate Level			
Competency Domain Capability Building			
Domain Descriptor Facilitate Learning at Work			
Performance Statement (PS) **PS1** Identify a performance issue that requires training intervention			
Competencies may be observed by Assessor through suggested Assessment Methods		**C - Competent** **NYC - Not Yet Competent**	
		C	**NYC**
PC1, UK1.1	Describe a performance issue that requires learning and development intervention		
PC1, UK1.2	Name at least three (3) methods to identify performance issues		
PC1, UK1.3	Articulate at least three (3) types of learning and development intervention that can reduce performance issues		
PS2 Develop a workplace learning plan			
PC2, UK2.1	Explain how to collaboratively identify training needs with the reporting officer in short and long term		
PC2, UK2.2	Define a workplace learning plan		
PC2, UK2.2	Explain the importance of workplace learning plan for individuals		
PC2, UK2.2	Explain the methodology to develop personal workplace learning plan according to organisation's needs and policies		
PS3 Facilitate workplace learning using appropriate workplace learning methods			
PC3, UK3.1	Name at least three (3) workplace learning methods		
PC3, UK3.2	Describe at least three (3) considerations when facilitating workplace learning		
PC3, UK3.2	Explain how to facilitate workplace learning for employees		
PC3, UK3.3	Explain the principles of facilitating workplace learning using appropriate workplace learning methods		
PC3, UK3.4	Name at least three (3) external partners for workplace learning		
PC3, UK3.4	Describe how to assess the need to engage external partners for workplace learning		

	PS4 Provide feedback on learners' progress		
PC4, UK4.1	Name at least three (3) assessment methods to identify learner's progress		
PC4, UK4.2	Describe the principles to provide constructive feedback on learner's progress		
PC4, UK4.2	Explain why it is important for the learners to receive constructive feedbacks		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Capability Building ☐

"Not Yet Competent" in the Competency Domain: Capability Building ☐

Intermediate Level		
Competency Domain Clinical Supervision		
Domain Descriptor Provide Clinical Supervision to Care Staff Managing Persons with Mental Health Issues		
Performance Statement (PS) **PS1** Use a systematic supervision framework in the organisation to promote professional responsibilities		

Competencies may be observed by Assessor through suggested Assessment Methods	**C - Competent** **NYC - Not Yet Competent**	
	C	**NYC**
PC1, UK1.1	Describe the principles of systematic supervision framework		
PC1, UK1.1	Explain how the systematic supervision framework can promote professional responsibilities		
PS2 Demonstrate timely and accurate case documentation within team and across service providers to facilitate management of persons with mental health issues		
PC2, UK2.1	Explain the impact of team members' adhering to timely and accurate case documentation guidelines within the team and across service providers to facilitate management of persons with mental health issues		
PC2, UK2.2	Explain the principles to case documentation of persons with mental health issues		
PC2, UK2.2	Demonstrate knowledge of the timelines for case documentation for low, moderate and high-risk cases		
PC2, UK2.3	Explain how to provide feedback to team members on their case documentations		
PS3 Use current and reliable clinical data collection methods for clinical and service development activities in accordance with organisation/industry practices		
PC3, UK3.1	Name at least three (3) clinical data collection methods for clinical and service development activities		
PC3, UK3.1	Explain the importance of clinical data collection methods for clinical and service development activities		
PC3, UK3.1	Explain how to validate clinical data to ensure quality and reliability		
PC3, UK3.2	Name at least three (3) organisation/industry practices governing clinical data collection		
PC3,	Demonstrate application of current and reliable		

UK3.3	clinical data for clinical and service development activities in accordance with organisation/industry practices		
PC3, UK3.4	Name at least three (3) trainings for team members to apply current and reliable clinical data collection methods for clinical and service development activities in accordance with organisation/industry practices		
PC3, UK3.4	Explain how to mentor team members to apply current and reliable clinical data collection methods		
PS4 Promote individual continuing education and professional growth			
PC4, UK4.1	Articulate the importance of continuing education for individuals in mental health industry		
PC4, UK4.1	Demonstrate the understanding of the different education pathways in mental health industry		
PC4, UK4.2	Demonstrate the understanding of the professional growth opportunities in mental health industry		
PC4, UK4.3	Explain how to assess individuals based on their professional growth opportunities and advise on their education pathways		
PC4, UK4.3	Explain how to assess individuals based on their performance and career aspirations, and advise on their professional growth opportunities		
PS5 Promote self-care through self-awareness and reflection			
PC5, UK5.1	Explain the importance of self-care, self-awareness and reflection		
PC5, UK5.2	Describe the meaning of self-awareness and reflection practices		
PC5, UK5.2	Explain how to encourage and guide team members on developing a self-care plan		
PC5, UK5.3	Name at least three (3) ways to develop self-awareness		
PC5, UK5.4	Name at least three (3) reflective practice techniques		

Outcome of Competency Checklist

This candidate has been evaluated to be:

"Competent" in the Competency Domain: Clinical Supervision

"Not Yet Competent" in the Competency Domain: Clinical Supervision

Intermediate Level: Competency Outcome and Summary Record

Upon conveyance of the Competency Checklist outcome(s) to the Candidate, the Assessor should provide a debrief including the strengths of the Candidate and focus areas for training and improvement. Assessors should be prepared to review and manage possible disagreement(s) from the Candidate on the outcome or interpretation.

The Assessor and Candidate are encouraged to use the Summary Record as a formal documentation to capture feedback, focus areas and recommendations on the training plans.

COMPETENCY OUTCOME AT INTERMEDIATE LEVEL

	Competency Domain	Outcome
I1	Mental Health Education	C / NYC
I2	Person-Centred Care (Recovery-Oriented Approach)	C / NYC
I3	Care for Persons with Mental Health Issues	C / NYC
I4	Behaviours of Concern	C / NYC
I5	Enriching Lives	C / NYC
I6	Care for Self and Caregivers	C / NYC
I7	*(Elective)* Capability Building	C / NYC or NA
I8	*(Elective)* Clinical Supervision	C / NYC or NA

The Candidate has been evaluated to be:

"Competent" at the Intermediate Level ☐

"Not Yet Competent" at the Intermediate Level ☐

SUMMARY RECORD

Assessor's Feedback on Competency Outcome

Strengths of the Candidate:

Exposure and Experience in Mental Health Care settings/role:

Focus Areas and Recommendations on Training and Development Plans:

Candidate's Feedback on Competency Outcome

Feedback on the Assessment (e.g. difficulty/clarity of questions, duration, etc):

Thoughts on the identified Focus Areas and Assessor's Recommendations:

Candidate has agreed to accept the Competency Outcome.

Candidate Name (As in NRIC)   Assessor Name (As in NRIC)
                                          (if applicable, for assessor-administered evaluation)

_____   _____

Candidate Signature   Assessor Signature

_____   _____

Date: Date:

Acknowledgements

We would like to thank our partners who have contributed their consultancy, feedback and participation in both the development and industry validation of the MHCF Assessment Framework.

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