

Addiction and Mental Health Competency-Based Learning Plan

Introduction:

Addiction and Mental Health (AMH) treatment services and supports are integrated and fall along a continuum in order of increasing complexity or intensity. Individuals working in this field are expected to demonstrate specific competencies to ensure appropriate care is received at any point along the continuum.

In collaboration with the Canadian Centre on Substance Use and Addiction (CCSA), AHS, AMH have adopted [the CCSA's Competencies for Canada's Substance Use and Mental Health Workforce](#). These competencies ensure that patient-centred and concurrent capable care is delivered across diverse programs and services by addiction and mental health healthcare providers. They inform program planning and the development of tools that support healthcare managers and staff.

CCSA describes 19 technical and 17 behavioural competencies with four levels of proficiency, moving from a foundational to an advanced level of skill. AMH staff are expected to demonstrate most of these competencies; however, proficiency levels will vary depending on a person's role, experience and program. Technical and behavioural competencies are meant to complement each other and can be used in tandem.

For example, the technical competency of community development with the behavioural competency of collaboration and networking.

Professional development starts with regularly assessing your learning needs and defining your goals. No two professionals' learning needs are the same. Thus, while some skills are universally beneficial, each person needs to have their own development plan.

Assessing your practice competencies regularly and aligning with available training opportunities is essential for professional growth. Each year, you can determine your strengths and areas for development and consider what learning actions should be pursued.

As you complete the Competency Based Learning Plan remember that not all competencies are required for all jobs; only determine the proficiency of competencies that fit your job profile ([see CCSA Job Clusters](#)). Once you have determined your proficiency level for each competency, choose your top 2-3 priority technical and behavioural competencies. Input your learning priorities into the learning plan and develop goals according to your learning strengths, styles and preferences.

Instructions:

1. **Assess your learning needs**
Review each list of technical and behavioural competencies required and/or desired for your role/position and assess your required and/or desired actual level of proficiency from foundational to advanced (you can omit competencies not required for your current position).
 - 1 - Foundational
 - 2 - Developing
 - 3 - Proficient
 - 4 - Advanced
2. **Prioritize your learning needs**
Notice where there are differences in the desired versus actual level of proficiency to identify learning needs. Choose two to three technical and behavioural competencies and add them to your Learning Plan.
3. **Determine learning objectives**
Identify learning goals for each competency.
4. **Identify learning solutions**
When choosing learning events and activities, consider your learning style and preferences.
5. **Evaluate learning effectiveness**
Apply what you have learned to your practice and share it with your coworkers.

Technical Competency The "what" of a job, known as hard skills	Required/Desired level of proficiency	Actual level of proficiency	Add to learning Plan
Understanding Substance Use			
Understanding Mental Health			
Understanding Co-occurring Substance Use & Mental Health Concerns			
Accountability			
Collaborative Care Planning			
Community Development			
Counselling			
Family, Caregivers & Social Supports			
Group Facilitation			
Medications			
Outreach			
Prevention & Health Promotion			
Program Development, Implementation & Evaluation			
Record Keeping & Documentation			
Referral			
Risk Assessment & Crisis Intervention			
Screening & Assessment			
Trauma- and Violence-informed Care			
Treatment Planning			

Behavioural Competency The "how" of performing the job, known as soft skills	Required/Desired level of proficiency	Actual level of proficiency	Add to learning Plan
Adaptability & Flexibility			
Analytical Thinking & Decision Making			
Collaboration and Network Building			
Continuous Learning			
Creativity and Innovation			
Culturally Competent & Equity-Informed Approach			
Developing Others			
Effective Communication			
Ethical Conduct & Professionalism			
Interpersonal Rapport			
Leadership			
Person-directed Care			
Planning & Organization			
Self-Care			
Self-Management & Self-Reflection			
Self-Motivation			
Teamwork			

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Name:		Date:
Competency	Learning goal	Learning actions
Technical		
Behavioural		
Other		