



Development and Testing of the Transition Service Provider Competency Scale

Pauline Jivanjee, Claudia Sellmaier, Eileen
Brennan

Portland State University School of Social Work

Western Social Science Association,
April 2015, Portland OR



Emerging adults with mental health issues

- Emerging adulthood from years 15-25/30.
- Discouraging outcomes:
 - High school and post-secondary education
 - Employment
 - Stable housing
- Risk factors:
 - Substance use
 - Criminal justice involvement
- Service gaps:
 - Tunnels and cliffs
 - Workforce needs.





Pathways to Positive Futures RTC

- Improving the lives of young adults with serious mental health issues.
- 6 research projects with focus on:
 - self-determination and positive identity,
 - youth-and young adult-directed decision making,
 - skills needed for adult roles, and
 - supportive relationships with peers and adults.
- PTPP is focused on training development, dissemination, and evaluation.



Pathways Transition Training Partnership

- PTPP is successor project of Pathways Transition Training Collaborative (PTTC).
- PTTC was national advisory group of young adults, family members, service providers, and researchers.
- Focus on skill development of service providers working with young adults with mental health issues.



Specification of Core Competencies

- Core competencies identified through an extensive search and analysis of competency education literature and reports on practice with young adults with mental health disorders.
- Following Hoge, et al. (2005), competency defined: “a human capability composed of knowledge, a skill or ability, and personal characteristics such as attitudes and values.” (Brennan, Jivanjee, & Roser, 2010, p. 1).
- The PTTC reviewed and refined successive drafts of the core competencies, providing: the definition of each competency; descriptors of knowledge, attitudes, and values involved; and applications.



Scale development

- Based on a literature search and consultation with the community of practice, ten core competencies were used to generate a set of 15 items related to transition service provider activities.
- Following Bandura's (2006) procedure for constructing self-efficacy scales, respondents are asked to rate their confidence to perform certain work-related tasks on a scale of 0 -100 with higher levels referring to higher levels of confidence



TSPCS items

Competency item

Engage youth as collaborator

Participate in advocacy

Identify and challenge stigma

Advocate for policies that respect rights and dignity

Work with youth to challenge oppressive structure

Form partnerships with families and providers

Facilitate development and implementation of service plan

Collaborate with young people to meet their needs

Apply knowledge about mental health

Build working relationships across systems

Build on capacity of family members, peers and mentors

Communicate with diverse youth and families

Sensitivity to preferences of diverse groups

Evaluation of transition services

Participate in program evaluation and research



Scale evaluation



- The scale has been evaluated with students (n=28) in a graduate course “Improving Youth Transitions” and
- With service providers (n=133) in the online training “Promoting Positive Pathways to Adulthood”



Findings

- Using paired samples t-tests we found significant improvements on all items for the group of students and on 14 of 15 items in the online training.
- There were significant improvements on the total scores for all groups and training modalities ($p < .001$).
- Reliability was acceptable with Crohnbach's α between .96 and .99 across all groups and training modalities.



Conclusions



- TSPCS is an adequate tool to evaluate competencies across a diverse set of respondents including students and service providers with different levels of education.
- The scale is also appropriate for evaluation of face-to-face and online training modalities.



Future research

- The majority of respondents identified as female and Caucasian-White, future research should include participants from diverse backgrounds to assess cultural appropriateness of the scale.
- Ongoing evaluation of online training series including effort to assess knowledge translation.



Thank you!



Portland Oregon, Home of Pathways RTC

Eileen Brennan, Co-Principal Investigator: brennane@pdx.edu

Pauline Jivanjee, Co-Principal Investigator: jivanjee@pdx.edu

Claudia Sellmaier, Graduate Research Assistant: csellmaier@pdx.edu

Slides are available at our project website:

www.pathwaysrtc.pdx.edu/proj-trainingcollaborative.shtm



Acknowledgments/Funders



The development of the contents of this presentation were supported by funding from the National Institute of Disability and Rehabilitation Research, United States Department of Education, and the Center for Mental Health Services Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services (NIDRR grant H133B140039). The content does not represent the views or policies of the funding agencies. In addition, you should not assume endorsement by the Federal Government.

