NAVIGATING THE TRANSITION TO ADULTHOOD: SELF-ASSESSMENT OF SERVICE PROVIDER COMPETENCIES

ABSTRACT

The goal of the proposed presentation is to:
- describe the development of a self-assessment of direct service competencies
- to present findings on the effectiveness of the curriculum using this tool.

INTRODUCTION

Compared to other young people, those with serious mental health conditions have the most discouraging outcomes related to graduation from high school and engagement in post-secondary education, paid employment, and stable housing (Clark & Unruh, 2009; Wade & Dixon, 2006). They also are no more at risk for substance abuse, early pregnancy, and involvement in violent and sexual behavior than their age-matched peers (Bandura, 2006). These difficulties are compounded by lack of access to evidence-based developmentally appropriate programs (Jivanjee, Bandura, & Gordon, 2007) and the need for well-trained service providers (Clark & Unruh, 2009).

DATA

A national advisory group of young adults, family members, and interdisciplinary representatives of universities, organizations and agencies that serve young people with serious mental health conditions and their families was created. This community of practice identified ten core competencies for service providers, which became the basis of a course offered to graduate social work students.

QUALITATIVE DATA

The qualitative data was sorted into four categories as follows:
- Strengths
  - Great course, very informative
  - Phone home great questions and instructors like (you and family collaboration)
  - Presenters gave great resources
- Areas of knowledge and/or practice skills to be added or strengthened in the course.
  - Knowledge of more transition age services in Portland
  - Actually seeing an IEP and ITP
- More youth studies, more discussion about diversity, more about actual tools to engage families
- More YOUTH perspectives and that they learned something to be taught again in this manner. The instructors will spend less time on this class because we already see it in practice
- More on the importance of family involvement. Modules about post-secondary supports and employment will be developed in the following year.
- More YOUTH perspectives and that they learned something to be taught again in this manner. The instructors will spend less time on this class because we already see it in practice

REFERENCE


REFERENCES


CONCLUSION

The PTC project will be developing training modules using materials from the transition course. The modules will be offered both in person and online, and will help train service providers in offering positive support services to young adults with serious mental health conditions.

FUNDERS

The PTC project will be developing training modules using materials from the transition course. The modules will be offered both in person and online, and will help train service providers in offering positive support services to young adults with serious mental health conditions.

NEXT STEPS

The PTC project will be developing training modules using materials from the transition course. The modules will be offered both in person and online, and will help train service providers in offering positive support services to young adults with serious mental health conditions.