

ACT Nurse Onboard Training Curriculum

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Presentation for the NW MHTTC
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Session Objectives

Update

Provide an update on the development of ACT Nurse onboard training curriculum

Describe

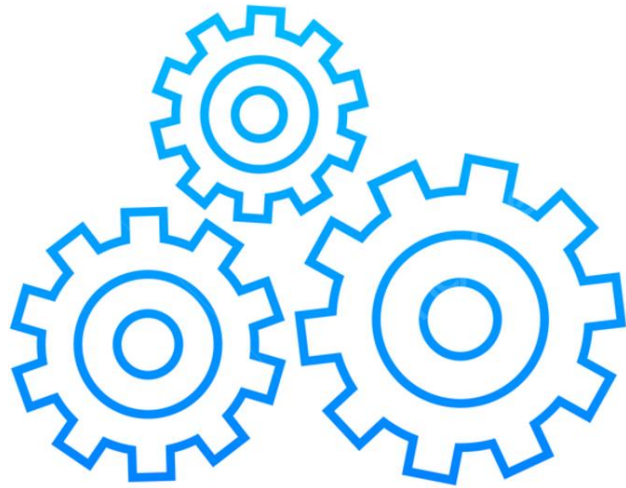
Describe the DACUM process as a method to identify essential duties and tasks of ACT nurses and as a framework for the curriculum

Next Steps

Explain the next steps of the plan for developing a robust onboarding process for new ACT nurses



Over the last 20 months, we have:



UPDATE...



- Validated the findings of the DACUM
- Published a paper on the validation findings in *Issues In Mental Health Nursing*
- Secured funds from the Oregon Health Authority for a full-time ACT nurse statewide trainer
- Hired the ACT nurse statewide trainer
- Created 3 of 8 training modules


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OCEACT was created in 2013 for statewide implementation of ACT

- Oregon Center of Excellence for Assertive Community Treatment (OCEACT) created in 2013
- 33 fidelity ACT programs in Oregon
- Mission to provide training and technical assistance to new and existing ACT programs
- Conduct annual fidelity reviews to ensure ACT programs operating to fidelity standards for annual certification



From ACT
annual fidelity
reviews: nurse
interviews





Background:
Lack of
Specific
Trainings for
the ACT
Nurse

The ACT nurse role is specialized and no national curriculum exists

ACT nurses desired more training specific to their role

ACT nurses reported inadequate onboard training

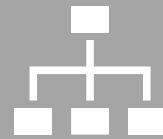
ACT nurse turnover rate was high (55% average annual turnover rate among ACT nurses statewide 2018-2021)

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ACT RN DACUM conducted in 2021



Identified and
Prioritized 9 Duties



Described the Tasks – aligned
with each Duty – 127 total



Identified the Knowledge,
Skills, and Attitudes required to
function as an ACT Nurse

DACUM Research Chart for ACT Program Nurse

Produced for



This DACUM workshop was sponsored by the Oregon Center of Excellence for Assertive Community Treatment (OCEACT). OCEACT is funded by the Oregon Health Authority through a contract with Options for Southern Oregon.

9 duties/127 tasks

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THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

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**This workshop was conducted
virtually over 14 synchronous
hours on November 8-12, 2021.**

DACUM Research Chart for ACT Program Nurse

November 8-12, 2021

DUTIES	TASKS								
A. Manage ACT Participant Medications	A.1 Administer non-IV medications to ACT participants (e.g., IM, SQ, PO routes)	A.2 Maintain medication administration records	A.3 Coordinate medication delivery with staff	A.4 Deliver medications to ACT participants	A.5 Advise ACT participants on medication (e.g., correct dosage, side-effects, answer questions)	A.6 Observe ACT participants taking medications	A.7 Coordinate medications with pharmacy (e.g., initial, refill, changes)	A.8 Maintain medication storage and lock safety (e.g., boxes, lockers, safes)	A.9 Comply with clozapine REMS program requirements (e.g., labs, pharmacy coordination)
	A.10 Support ACT participants with packing personal medications	A.11 Reconcile ACT participant medications (e.g., clarify medication orders, assess supply)	A.12 Report ACT participant response to medication to prescriber (e.g., effectiveness, side-effects)	A.13 Dispose of sharps containers per agency protocol	A.14 Assist with disposal of ACT participant medications (e.g., expired, discontinued)	A.15 Support ACT participants in developing medication autonomy (e.g., adherence, dosage/timing, benefits/side-effects)			
B. Perform ACT Participant Assessments	B.1 Conduct initial ACT nursing assessments (e.g., in-home/on-site, environmental, ADL)	B.2 Perform medication side-effect assessment (e.g., AIMS, Glasgow)	B.3 Perform ongoing safety assessments (e.g., housing, mobility, self/team/community)	B.4 Perform routine assessment of vital signs	B.5 Conduct health screenings (e.g., STI, diabetes)	B.6 Conduct focused health assessments (e.g., wound, skin condition, acute need)	B.7 Conduct mental health assessments (e.g., suicide, MH status, depression)	B.8 Assess ACT participant health needs (e.g., need for treatment, intervention)	B.9 Monitor change in ACT participant behavior (e.g., affect, situational awareness, social appropriateness)
	B.10 Assess ACT participant living spaces (e.g., hazards, basic needs/ADL, heat/power/water)	B.11 Recommend ACT participant care based on assessment results	B.12 Analyze diagnostic or laboratory tests						
C. Coordinate Care for ACT Participants with ACT Treatment Team	C.1 Participate in ACT team meetings (e.g., daily, staffing)	C.2 Hold regular consultations with ACT prescriber	C.3 Provide team members info about client medical concerns (e.g., medical, rx side-effects, health status)	C.4 Update treatment team on med changes/increased symptoms/LMP plans	C.5 Consult with LMP on specific med/symptom (e.g., provide med lists, narcotic counts)	C.6 Obtain prior authorizations for services and treatment	C.7 Schedule appointments with ACT prescribers	C.8 Assign tasks to other team members (e.g., schedule appts, prepare paperwork, deliver meds)	C.9 Provide treatment support/coverage as team member
	C.10 Participate in after-hours crisis coverage rotation	C.11 Participate in development and updating of treatment plans (e.g., goals/objectives, with team & ACT participant)	C.12 Review ACT participants' treatment progress	C.13 Participate in discharge/step down evaluation					
D. Provide Client-Centered ACT Nursing Interventions	D.1 Conduct regularly scheduled nursing contacts with ACT participants (e.g., in-person, phone, video)	D.2 Provide basic first aid care	D.3 Provide basic nail and foot care	D.4 Provide basic personal care (e.g., physician-ordered, limited mobility, short-term)	D.5 Recommend non-pharmacological treatments (e.g., heat packs, elevate feet)	D.6 Provide therapeutic communication (e.g., CBT, mindfulness, MI)	D.7 Provide health skills coaching to ACT participants, families, and groups	D.8 Provide crisis intervention	D.9 Provide social skills/cues training
	D.10 Facilitate implementation of harm-reduction programs (e.g., syringe exchange, smoking cessation)	D.11 Obtain information from ACT participants for treatment plan development (e.g., treatment goals, health outcomes)	D.12 Respond to urgent nursing needs and requests (e.g., health interventions, provide nursing expertise, client calls)	D.13 Provide client-centered therapeutic interventions according to treatment plan					

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Validation of the DACUM

- Survey sent to ACT nurses in Oregon, Washington, North Carolina, Virginia
- Responses : 57 ACT nurses
- Median years experience as nurse=17
- Median years experience as an ACT nurse=3.5

Herinckx, H., Gubrud, P., Kerlinger A., & Cellarius, K. (2024). Identifying Competencies of the ACT Program Nurse Using the DACUM Method. *Issues in Mental Health Nursing*, 1-10.

<https://doi.org/10.1080/01612840.2024.2328255>

Validation of the DACUM: Findings

- The ACT nurses in the validation sample performed 80% of tasks identified by the DACUM expert panel, indicating the panel successfully identified duties and tasks performed by ACT nurses.
- ACT nurses in the validation sample performed ALL tasks identified by the expert panel for the first two duties: 1) Managing Participant Medication and 2) Performing Nursing Assessments.

Methodology for Computing Composite Scores

For each of the 70 tasks included, ACT nurses in the validation sample were asked to rate them on three dimensions using a 5 point scale.

- Importance

Score	Rating
1	Not Important
2	Somewhat Important
3	Important
4	Very Important
5	Extremely Important

- Frequency

Score	Rating
1	Never perform
2	Less than monthly
3	2-3 times a month
4	2-3 times a week
5	Daily or several times a day

- Difficulty

Score	Rating
1	Not difficult at All
2	Somewhat difficult
3	Difficult
4	Very Difficult
5	Extremely Difficult

Top 5 Nursing Tasks ranked by composite score

RANK	Task	Corresponding Competency/Learning Objective
1	Monitor change in ACT participant behavior (B9)	Knowing the participant. Prodromal signs and symptoms salient for individuals with SMI. Clinical judgment.
2	Coordinate medications with pharmacy (A7)	Understanding service delivery systems and local community resources. ACT participant advocacy. Inter-professional communication skills.
3	Maintain ACT required documentation (H2)	Time management. Nursing charting. Ensuring interventions are tied to a person-centered service plan.
4	Support ACT participants in developing medication autonomy (A15)	Behavioral tailoring. Challenges to medication adherence. Shared decision-making. Motivational interviewing. Alternatives to medication for wellness, such as Certified Personal Medicine Coaching.
5	Advise ACT participants on medication (A5)	Providing education on medications and side effects in plain language. Tailoring discussion of risks and benefits in ways people understand and remember. Written instructions and information. Ways that psychotic disorders impact cognition and memory.

8 Modules: A & B

MODULE A: MEDICATION MANAGEMENT

- Setting up the medication room;
- Medication Administration Record;
- Management, Distribution & Cross Training;
- Administration;
- Lab requirements;
- Safety;
- Primer on mental health diagnosis and presentation for individuals typically served by ACT programs.

MODULE B: PERFORMING ASSESSMENTS

- Comprehensive nursing assessment;
- Medication side effects assessments;
- Common Health Screenings;
- Triageing immediate health concerns;
- Active listening and shared decision making;
- Safety assessment;
- Complex care coordination and resources from Aging and Persons with Disabilities Services (APD).

8 Modules: C & D

MODULE C: COORDINATING CARE WITH THE ACT TEAM

- Coordinating with the ACT prescriber;
- Cross training on medication delivery and side effects monitoring;
- Supporting participant goals;
- ACT team meetings and treatment planning;
- Generalist versus Specialist Role.

MODULE D: ACT NURSING INTERVENTIONS

- Frequency and intensity of nursing contacts;
- Nursing Orders;
- Practicing within your Scope of Practice;
- Therapeutic communication and symptoms;
- Crisis intervention services;
- Harm reduction (safe sex practices, substance use);
- Recovery-oriented care

8 Modules: E & F

MODULE E: HEALTH EDUCATION AND PROMOTION

- Common health conditions and social determinants of health for people with SMI;
- Health education and promotion framework;
- Common topics for ACT nurses (diabetes, cardiovascular disease, smoking cessation, hydration, sleep, nutrition, primary care visits and screenings, exercise);
- Teaching strategies
- Tips and resources on how to run groups.

MODULE F: SUPPORTING ACT PARTICIPANTS IN THE COMMUNITY

- Assertive Outreach;
- Visiting ACT participants in jail (medication delivery and coordination);
- Accompanying participants to wellness activities and doctor appointments;
- Modeling and coaching prosocial behavior;
- Accessing community resources and basic needs;
- Advocacy.

8 Modules: G & H

MODULE G: PERFORMING CASE MANAGEMENT

- Coordinating care with health care specialists;
- Identify gaps in care;
- Accompany ACT participants to medical appointments;
- Obtaining health care benefits;
- Appointment reminders;
- Helping with health insurance;
- Coordinate auxiliary health care such as Home Health Care.

MODULE H: SUPERVISION, SUPPORT AND PROFESSIONAL DEVELOPMENT

- Supervision needs for the ACT nurse;
- Nursing licensure and certifications;
- Practicing at the top of your scope;
- Establishing clear procedures, policies and guidelines and communication;
- Stakeholder training on ACT nurse role and responsibilities;
- ACT fidelity requirements;
- Tracking systems;
- Medical supplies and inventory;
- Quality assurance.

DACUM findings are aligned with the TMACT

- According to the TMACT, the ACT nurse has six core functions:
 - (a) managing the medication system,
 - (b) screening and monitoring participants for medical problems and side effects,
 - (c) communicating and coordinating services with medical providers,
 - (d) engaging in health promotion, prevention and educational activities,
 - (e) educating other team members to help them monitor psychiatric symptoms and side effects,
 - (f) assisting participants to take medications independently.

OCEACT ACT Nurse Statewide Trainer Duties

- Create training materials specific to the ACT Nurse role
- Assess new ACT nurse competencies in performing ACT nurse tasks and duties
- Create individualized training plans
- Provide individual and group training and Technical Assistance
- Provide on-site trainings, consultation, field mentoring
- Develop relationships with nursing education programs statewide to help develop a pipeline for new ACT nurses
- Help develop workforce retention strategies

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EXAMPLE: From Health Education and Health Promotion Module E

- OCEACT is creating a PowerPoint Training Slide Deck and Manual for each of the 8 Modules
- Selected Slides from Module E
- Visit www.oceact.org to access the ACT Nurse Training Modules
- [ACT Nursing | OCEACT](#)

Health Education and Health Promotion

DACUM ACT Nurse Competencies Module E

OREGON CENTER OF EXCELLENCE FOR ASSERTIVE COMMUNITY TREATMENT (OCEACT)

WWW.OCEACT.ORG

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Learning Objectives / Overview



- The Need
- Framework for Health Promotion
- Common Topics for Health Promotion
- Deep Dive Cardiovascular Disease
- Case Study: Jane has Metabolic Syndrome
- Tips and Resources

Framework for Health Promotion

- ▶ **Step 1:** Start with dreams and wishes
- ▶ **Step 2:** Turn dreams and wishes into goals
- ▶ **Step 3:** Make goals SMART
- ▶ **Step 4:** Use differentiated learning
- ▶ **Step 5:** Goals support independence, community engagement and valued social roles

(Reference: New Directions Building a Better Health Service)

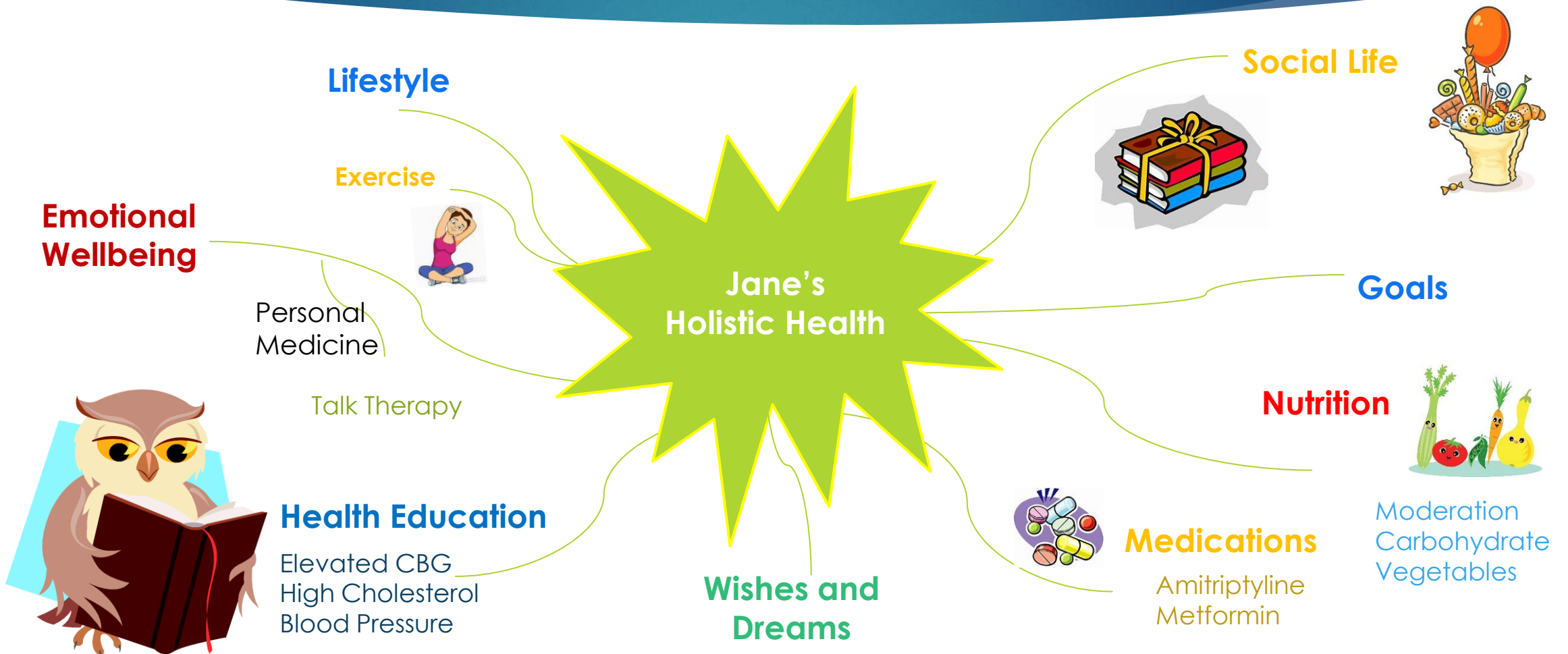
Teaching Expectation

Nurses are required to teach health promotion and education, but they are not taught how to teach.

Common Topics for Health Education and Promotion for ACT Nurses

- ▶ Cardiovascular disease management
- ▶ Diabetes management
- ▶ Accessing preventative care
- ▶ Sleep
- ▶ Hydration
- ▶ Environmental impacts on health (weather, temperature, storms, fire, natural disaster preparation)
- ▶ Basic health care & Hygiene
- ▶ Nutrition
- ▶ Exercise
- ▶ Healthy social connections
- ▶ Sexual health
- ▶ Overdose prevention
- ▶ Harm reduction

Case Study: Using a mind map to support a healthy lifestyle



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Next Steps

- Finish all 8 Modules
- Pilot our ACT Nurse Onboarding Process
- Measure ACT Nurse annual retention rate



Proposed ACT Nurse Onboarding Process

- Newly hired ACT nurses will be offered a VOLUNTARY ACT nurse competency self - assessment
- Juli will create an individualized training plan is based on identified needs
- Juli will provide ongoing training
 - Multiple options: through one-on-one and groups
 - Guided apprenticeship/mentorship/coaching
- Track ACT nurse trainings completed and competency level
- Measure annual staff retention rate

Conclusion

- OCEACT is designing a comprehensive ACT nurse onboard training curriculum to meet the needs of ACT nurses in Oregon with the overarching goal of improving the quality and consistency of ACT nursing statewide, increasing the satisfaction and competency of ACT nurses, and improving staff retention rates.

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OCEACT is operated by Options for Southern Oregon through a contract with the Oregon Health Authority.

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