

**A FRAMEWORK FOR MENTAL HEALTH SERVICES IN SCOTLAND  
SECTION 1. PROCESS ELEMENTS**

**STAFF SUPERVISION, DEVELOPMENT AND TRAINING**

Service Element	Description of Needs	Ways in Which Services May Respond
<p><b>Staff supervision, development and training</b></p>	<p>Staff at all levels and across all sectors should:</p> <ul style="list-style-type: none"> <li>• be consulted during the development of the local mental health strategy.</li> <li>• be made aware of the objectives of the services they provide and their part within it; and</li> <li>• have access to:               <ul style="list-style-type: none"> <li>- accurate information on current and anticipated service developments and the implications for people who receive services and staff;</li> <li>- training;</li> <li>- sound clinical and management support;</li> <li>- relevant research findings and good practice examples to enhance capacity and motivation to deliver acceptable standards of care and support. This is particularly important where services are to be replaced or reorganised.</li> </ul> </li> </ul> <p>The quality cycle starts with the involvement of direct care staff.</p> <p>Service providers should ensure their human resource plans are clearly linked to broader strategic plans for service development.</p>	<ul style="list-style-type: none"> <li>• A commitment to training reflected in resource allocation.</li> <li>• Mechanisms to review the training and development needs of individual staff members.</li> <li>• Career advice and counselling for staff where services are being replaced/reorganised/transferred.</li> <li>• Clinical supervision provided by experienced and supportive practitioners can enable direct care staff to reflect on and enhance their effectiveness.</li> <li>• Training should encompass the skills and values required for effective delivery of services and team functioning. It should include:               <ul style="list-style-type: none"> <li>- specialist clinical skills;</li> <li>- social care skills;</li> <li>- intensive housing management skills;</li> <li>- management skills.</li> </ul> </li> <li>• Multi-disciplinary and interagency training should complement and extend profession-specific training/education.</li> <li>• Involvement of people who receive services in the planning and delivery of training.</li> <li>• Secondment and work shadowing exercises can allow staff opportunities to experience and learn from working in different settings and provide a valuable cross-fertilisation of ideas and practices.</li> <li>• Staff moving across sectors should be able to receive training for their new career path and be able to retain any necessary professional registrations.</li> <li>• Employee assistance schemes to provide confidential support to staff.</li> </ul>