



# Concurrent Capable Program Review

## Recommendations List

Creating welcoming, trauma-informed, recovery-oriented, and concurrent capable services for individuals and families experiencing addiction and mental health concerns.

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# Contact

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# Recommendations List

After the Concurrent Capable Program Review (CCPR), use this recommendations list to support your team's identified quality improvement areas for each review section. This list is only meant as suggestions; other options may be available or suit your needs.

Welcoming and Engaging		
Recommendation/Action	Type	Resource Links
Form a working group to improve your program welcoming environments, i.e., waiting room improvements, welcoming signs, telephone and greeting key messages.	Collaboration	<ul style="list-style-type: none"> <li>Recovery Alberta <a href="#">Poster</a></li> </ul>
Access surplus equipment and furniture to create a welcoming waiting room.	Resource	<ul style="list-style-type: none"> <li>Anyone interested in an item from surplus can forward a request to <a href="mailto:cpsmassetmanagementsurplus@ahs.ca">cpsmassetmanagementsurplus@ahs.ca</a></li> </ul>
Access team education via MLL: <ul style="list-style-type: none"> <li>PACES Learning Pathway</li> <li>LGBTQ2S+ Basics: Creating Safer and More Welcoming Care</li> <li>Communicating Effectively</li> <li>Working with English Learners and Interpreters</li> </ul>	eLearning	<ul style="list-style-type: none"> <li><a href="#">MyLearningLink (MLL)</a></li> </ul>
Review AHS Patient and Family-Centred Care Resources	Resource	<ul style="list-style-type: none"> <li><a href="#">Shared Commitments   Alberta Health Services</a></li> <li><a href="#">Patient &amp; Family Centred Care Resource Kit</a></li> <li><a href="#">Accreditation Canada: Focus on Client &amp; Family Centred Care</a></li> <li><a href="#">How to Rebuild Trust When Patients Experience Emotional Harm</a></li> <li><a href="#">The Wheel of Engagement</a></li> <li><a href="#">NOD &amp; Nametag 1-Pager</a></li> </ul>
Review national guidelines for recovery-oriented practice by the Mental Health Commission of Canada	Resource	<ul style="list-style-type: none"> <li><a href="#">Guidelines for Recovery-Oriented Practice</a></li> </ul>

Develop and utilize Patient surveys and feedback	Resource	<ul style="list-style-type: none"> <li>▪ <a href="#">Using Patient Feedback</a></li> <li>▪ <a href="#">Fueling Improvements Using Patient Experience Data</a></li> </ul>
Review policy supporting welcoming stance and harm reduction	Policy	<ul style="list-style-type: none"> <li>▪ <a href="#">Harm Reduction for Psychoactive Substance Use (includes policy)</a></li> </ul>
Standardized Screening		
Recommendation/Action	Type	Resource Links
Brainstorm crisis resources for your area and have pamphlets and contact information available. i.e., housing or shelters, employment, detox services, mobile crisis team (where available), food security services, and transportation.	Collaboration	<ul style="list-style-type: none"> <li>▪ <a href="#">211 Alberta   211 Alberta, Help Starts Here</a></li> </ul>
<p>Confirm all new people accessing services have a primary care physician and/or know how and where to access a walk-in clinic.</p> <p>Have local primary care network and walk-in medical clinic pamphlets available.</p>	Collaboration	<ul style="list-style-type: none"> <li>▪ Please visit <a href="http://albertafindadoctor.ca">albertafindadoctor.ca</a> to connect with a primary care clinic.</li> </ul>
Warm handoff process – create a guideline about the expectations for how warm handoffs between services occur.	Collaboration	
Screen for Concurrent Disorders with Global Appraisal of Individual Need Short Screener (GAIN-SS)	eLearning	<ul style="list-style-type: none"> <li>▪ GAIN-SS training – <a href="#">online access</a></li> </ul>
<p>Access team education via MLL:</p> <ul style="list-style-type: none"> <li>▪ PACES Learning Pathway – Screening &amp; Brief Intervention</li> <li>▪ GAIN-SS: Global Appraisal of Individual Needs - Short Screener Training</li> <li>▪ SPRAM Module 4 - Initial Screening for Risk</li> </ul>	eLearning	<ul style="list-style-type: none"> <li>▪ <a href="#">MyLearningLink (MLL)</a></li> </ul>

<ul style="list-style-type: none"> <li>▪ Universal Screening for Domestic Violence</li> </ul>		
Comprehensive Assessment		
Recommendation/Action	Type	Resource Links
<p>Review program intake process:</p> <ul style="list-style-type: none"> <li>▪ Referrals include warm handoff practices</li> <li>▪ Addiction &amp; Mental Health assessments include: <ul style="list-style-type: none"> <li>○ Stage of change for each issue people identify as a concern.</li> <li>○ Both mental status and substance use assessment.</li> <li>○ People's goals for a happy, meaningful life.</li> </ul> </li> </ul>	Collaboration	
<p>Access team education via MLL:</p> <ul style="list-style-type: none"> <li>▪ PACES Learning Pathway – Comprehensive Assessment</li> <li>▪ Recovery Oriented Language</li> <li>▪ Suicide Prevention, Risk Assessment &amp; Management (SPRAM)</li> </ul>	eLearning	<ul style="list-style-type: none"> <li>▪ <a href="#">MyLearningLink (MLL)</a></li> </ul>
Integrated Treatment/ Recovery Planning		
Recommendation/Action	Type	Resource Links
<p>Review documentation of care planning.</p> <ul style="list-style-type: none"> <li>▪ Identify skills, successes, and strengths, including ways people managed well in the past.</li> <li>▪ Identify the stage of change people are at for each concern explored. Focus on areas people are open to making changes in.</li> <li>▪ Consider input about substance use, gambling, and mental health concerns to create one recovery plan.</li> </ul>	Collaboration	<ul style="list-style-type: none"> <li>▪ <a href="#">Integrated Person-centered, Hopeful, Strength-based Recovery Plan Template</a></li> <li>▪ <a href="#">Adult Recovery Plan Template</a></li> <li>▪ <a href="#">Child/Family Recovery Plan Template</a></li> </ul>

## Comprehensive Interventions

Recommendation/Action	Type	Resource Links
Adopt a recovery-oriented case presentation format. Use a template that is patient-centred, trauma-informed, recovery-oriented, and strengths-based.	Collaboration Resource	<ul style="list-style-type: none"> <li>▪ <a href="#">CCISC Case Presentation Format</a></li> </ul>
Identify opportunities for Medication Teaching for people using prescribed medication.	Resource	<ul style="list-style-type: none"> <li>▪ <a href="#">My Health Alberta</a></li> <li>▪ <a href="#">Medications</a></li> <li>▪ <a href="#">Medication tracking tool</a></li> <li>▪ <a href="#">Patient Care Handouts (alberta.ca)</a></li> <li>▪ Best Practice for <a href="#">Mood Disorders</a> and Substance Use.</li> </ul>
Invite psychiatrists or pharmacists to present on medication regularly at team meetings to promote knowledge exchange.	Collaboration	<ul style="list-style-type: none"> <li>• <a href="#">Choosing Wisely Canada Recommendations</a></li> </ul>
Access team education via MLL: <ul style="list-style-type: none"> <li>▪ PACES Learning Pathway – Comprehensive Interventions</li> <li>▪ Appropriate Use of Antipsychotics (AUA) - Pharmacological Restraints and Behaviour Tracking</li> <li>▪ Appropriate Use of Antipsychotics (AUA) - Managing Responsive Behaviours</li> <li>▪ Appropriate Use of Antipsychotics (AUA) - Sleep</li> <li>▪ Tobacco Cessation Pharmacology</li> </ul>	eLearning	<ul style="list-style-type: none"> <li>• <a href="#">MyLearningLink (MLL)</a></li> </ul>
Develop Group programming for a Concurrent Disorders group – drop-in, inclusive, mutual support combined with psychoeducation.	Collaboration	

## Transitions in Care

Recommendation/Action	Type	Resource Links
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<p>Review and apply transition governance documents</p> <ul style="list-style-type: none"> <li>▪ Ensure a seamless continuum of care (i.e., warm handoff).</li> <li>▪ Collaboration with the person being transferred and their family members when appropriate.</li> <li>▪ Develop an integrated plan with AMH healthcare providers and community health and social services partners.</li> <li>▪ Identify the specific stage of change for each issue that was identified. Check-in regularly as these change over time.</li> <li>▪ Develop risk management plans and teach people alternate ways to cope. Complete a follow-up wellness check phone call for people who miss appointments or stop services unexpectedly.</li> </ul>	Collaboration Policy	<ul style="list-style-type: none"> <li>▪ <a href="#">Patient Referral, Admission, Assessment, Treatment, Discharge Planning</a> <ul style="list-style-type: none"> <li>▪ <a href="#">Care Transitions</a> policy</li> <li>▪ <a href="#">Care Transitions</a> procedure</li> <li>▪ <a href="#">Care Transitions Algorithm</a> resource</li> <li>▪ <a href="#">Care Transitions FAQ</a> resource</li> </ul> </li> </ul>
<p>Access team education via MLL:</p> <ul style="list-style-type: none"> <li>▪ PACES Learning Pathway – Transitions in Care</li> </ul>	eLearning	<ul style="list-style-type: none"> <li>▪ <a href="#">MyLearningLink (MLL)</a></li> </ul>

## Program Collaboration and Partnership

Recommendation/Action	Type	Resource Links
Regularly collaborate with community partners, e.g. substance use, gambling and mental health service providers, to staff/team meetings to discuss communication, referrals, and emerging trends.	Collaboration	

## Concurrent Capable Competency Development

Recommendation/Action	Type	Resource Links
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<p>Create a Staff development plan based on team development goals</p> <ul style="list-style-type: none"> <li>▪ Orientation activities</li> <li>▪ Clinical supervision</li> <li>▪ Self-directed learning activities</li> <li>▪ Formal learning events</li> </ul>	<p>Collaboration eLearning</p>	<ul style="list-style-type: none"> <li>▪ <a href="#">Provincial Addiction &amp; Mental Health Curricula &amp; Experiential Skills (PACES) Training</a></li> <li>▪ <a href="#">Alberta Opioid Dependency Treatment (ODT) Virtual Training Program   Alberta Health Services</a></li> <li>▪ <a href="#">Addiction &amp; Mental Health for Professionals Resources</a></li> <li>▪ <a href="#">Antipsychotics Safety Monitoring   Alberta Health Services</a></li> <li>▪ <a href="#">Alcohol &amp; Health Series   Alberta Health Services</a></li> <li>▪ <a href="#">Enhancing Concurrent Capability (ECC)</a></li> <li>▪ <a href="#">Addiction Prevention Toolkit   Alberta Health Services</a></li> <li>▪ <a href="#">Trauma Training Initiative   Alberta Health Services</a></li> <li>▪ <a href="#">Addiction &amp; Mental Health Speaker Series   Alberta Health Services</a></li> </ul>
<p>Review resources on documentation</p>	<p>Resources Policy</p>	<ul style="list-style-type: none"> <li>▪ <a href="#">Clinical Documentation: Practice Wise Presentations</a></li> <li>▪ <a href="#">Clinical Documentation for More Accountable Care</a></li> <li>▪ <a href="#">AHS Clinical Documentation: Very Good...Wait...What?</a></li> <li>▪ <a href="#">Interaction &amp; Communication Documentation</a></li> <li>▪ <a href="#">Practice Support Documents for Health Professions</a></li> <li>▪ <a href="#">Clear &amp; Efficient Clinical Documentation</a></li> <li>▪ <a href="#">Policy Suite Clinical Documentation</a></li> </ul>
<p>Access team education via MLL:</p> <ul style="list-style-type: none"> <li>▪ Addiction Counsellor Series – Parts 1, 2 and 3</li> <li>▪ Mental Status Exam</li> <li>▪ Recovery Oriented Language</li> <li>▪ SPRAM modules</li> <li>▪ Trauma-informed care</li> </ul>	<p>eLearning</p>	<ul style="list-style-type: none"> <li>▪ <a href="#">MyLearningLink (MLL)</a></li> </ul>
<p>Review and embed the Canadian Centre on Substance Use and Addiction (CCSA) competencies in programming, staff training and operational documents:</p> <ul style="list-style-type: none"> <li>▪ In human resource documents/policies</li> <li>▪ In job descriptions</li> <li>▪ Written Scope of Practice</li> <li>▪ Learning Plans</li> </ul>	<p>Resource</p>	<ul style="list-style-type: none"> <li>▪ <a href="#">Addiction and Mental Health Competency-Based Learning Plan</a></li> <li>▪ <a href="#">Understanding the Competencies   Workforce Competencies</a> <ul style="list-style-type: none"> <li>▪ <a href="#">Technical Competencies</a></li> <li>▪ <a href="#">Behavioural Competencies</a></li> </ul> </li> </ul>