



TRAINING RECIPROCITY: IMPLEMENTATION GUIDE (FOR DIRECT CARE WORKERS)

Ensuring Standardization

This is a training reciprocity implementation overview of **Direct Care Workers** training requirements, along with explanation of the guidelines, the new vetting tool and instructions, FAQs, and scenarios to apply your new knowledge.

STGW

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Part 1: Training Reciprocity Introduction

MDHHS/PIHP contract language requires CMHSPs and their provider networks to accept staff training provided by other CMHSPs and their provider networks to meet their training requirements when: 1) that staff training is substantially similar to their own training; and 2) staff member completion of such training can be verified.

In developing this reciprocity process, it was recognized that standardized training would be ideal, though not realistic. Therefore, training reciprocity will be achieved by ensuring that all future training meets standardized criteria as found within Guidelines developed by the State Training Guidelines Workgroup.

State Training Guidelines Workgroup

The State Training Guidelines Workgroup (STGW) was formed in 2007 as a subgroup of the Policy Committee of the Michigan Association of Community Mental Health Boards. The purpose of the STGW is reviewing and recommending training guidelines for Direct Care Workers working in all types of support and service settings including, but not limited to, residential, skill building, and respite. The STGW is comprised of representatives from the Michigan Health Association of Training (MHAT), the Provider Alliance, Provider agencies representing Developmental Disability and Mental Health/Illness services, Community Mental Health agencies, parents and guardians, Department of Health and Human Services (MDHHS), and other stakeholders.

We are one of you. The state is mandating training reciprocity, the STGW is here to help.

History of Training Reciprocity effort

There have been multiple efforts over the years to establish training reciprocity. In 2011, as found in Section 490 of Public Act 63 of 2011, the state spelled out the requirement for the State Training Guidelines Workgroup to: identify training requirements; develop consistency in those requirements; review current requirements for best practice; create reciprocity and portability expectation; identify a process for ongoing review; and, move toward measurable competency as an outcome rather than the training method.

Then, in 2016, PIHP CEOs from across the state established a temporary Training Reciprocity Workgroup, made up of representatives from each Region, tasked with developing this training reciprocity implementation process.

Benefits of Training Reciprocity

- Reciprocity
 - Providers may be presented with training transcripts or certificates from other CMH training entities within Michigan. Training from these organizations should be researched through ImprovingMIPractices; if their training has been vetted and meets guideline content, outcomes, structure, and based on the date which training was completed, they can accept the training at face value, assign staff to a test out, or sign them up for retraining to assure competency.
- Uniformity
 - Achieving a uniform product requires a set of standards that everyone agrees and adheres to. The state training guidelines provide these standards through detailed content, outcomes, and class structure. ImprovingMIPractices provides a place for each **PIHP/CMHSP/Provider Designee** to research training transcripts or certificates from other CMH training entities within Michigan and submit their own vetted training information for others to view.

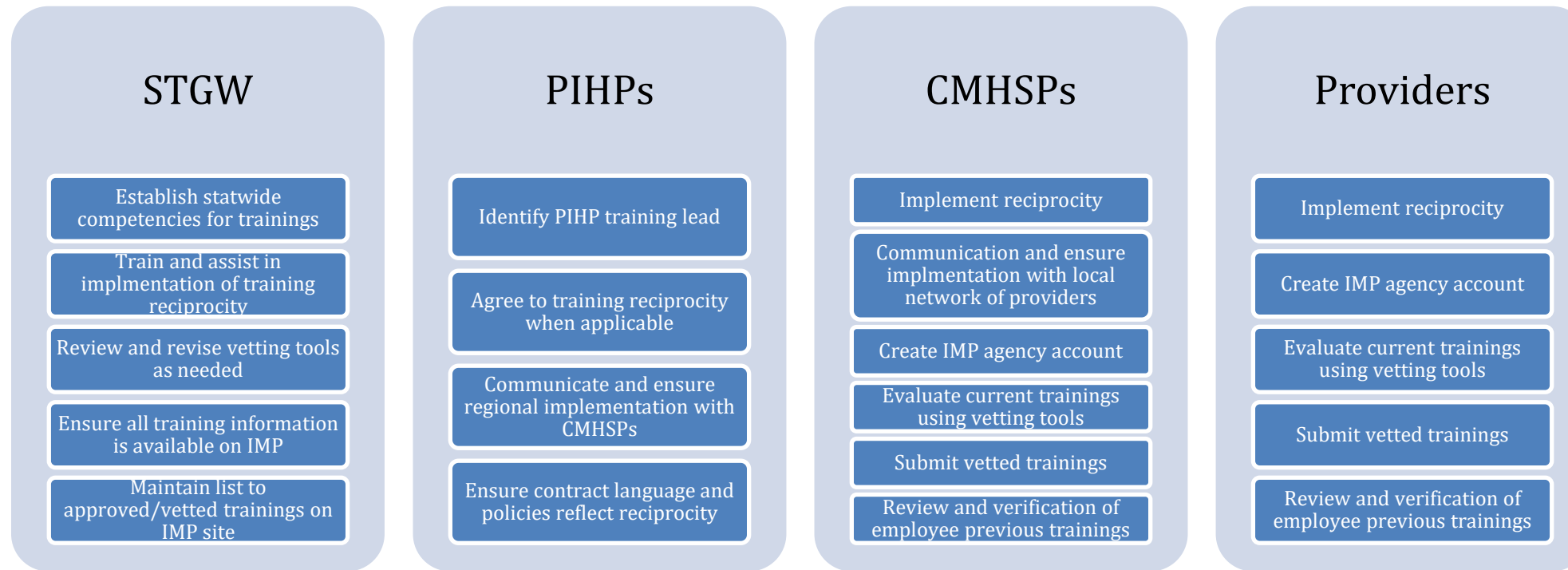
- Quality
 - The members of the State Training Guidelines Workgroup are committed to helping develop and deliver the highest quality training to Direct Care Workers so they are prepared to deliver exceptional care to those we serve. We are dedicated to partnering with subject matter experts, our provider community, and other shareholders to continually look at improving the training experience to enhance on-the-job performance. Whether a provider agency needs to update its curricula or is searching for accessible, quality training that has already been vetted, ImprovingMIPractices will be the “community” online location to host that information.
- Reduced cost
 - Provider agencies presented with training transcripts or certificates from another CMH can accept the training conditioned upon the premises that (a) the training is current (defined as completed within the past twelve months), (b) the status of the training (vetted or not) can be verified through ImprovingMIPractices, (c) Provider agencies may request a test out through ImprovingMIPractices to validate competency, and (d) Provider agencies may require additional training for their staff.

Expectations of Training Reciprocity

Regardless of how PIHP/CMHSP ‘System’ provides new/refresher training to Direct Care Staff, Reciprocity requires all training/refresher training first be ‘vetted’ against STGW Guidelines, with evidence of training provided prior to testing for competency. Additionally, though Training Reciprocity does not require utilization of www.ImprovingMiPractices.org (IMP) as a training platform, it is expected that each PIHP/CMHSP training system:

- 1) register with IMP as a training management site;
- 2) explain the benefits of IMP to their Providers (free staff development opportunities, etc.);
- 3) explain the benefits to their employees/direct care workers (for individual development, for maintaining training transcripts, and for ease of transferring to another agency should the need arise); and,
- 4) utilize IMP ‘Management’ portal to access Guidelines (for ‘vetting’ curriculum), to verify training, and to schedule competency testing as needed.

Training Reciprocity Key Functions



MDHHS Reciprocity and Efficiency Policy- Training/Continuing Education Standards:

- A. For mandatory required training, each responsible organization must have reasonable provisions for facilitating the acceptance of validated training- and where possible, if indicated, offering expedited alternatives- for individuals for whom relevant, comparable training was provided by similar systems or sources. PIHP and/or CMHSP policy for acceptance may generally include any of the following considerations or combinations:
1. Length of time the individual worked in any prior similar role.
 2. Length of time since the last validated training and/or work experience.
 3. Comparableness of curriculum content elements, including detail and depth of content.
 4. Employer recommendations relative to individual or program performance.
 5. Partial training credit/validation for acceptable training content and/or proofs where possible.
 6. Testing out for competency in relevant training areas.
 7. Abbreviated training options (such as, refresher or renewal training content and/or proofs where possible).
 8. Self-study and/or on line (non-classroom based) trainings which the individual could complete on a flexible, individual schedule.
 9. Conditions that might apply on a time-limited basis to all persons of a specific site or work program which may place limits on PHIP/CMHSP reciprocity considerations (such as, part of the state corrective plan, recipient rights finding response or other non-compliance, below-standard performance finding area(s))
- B. Training reciprocity and efficiencies are made available to all levels of service providers and staff members, including those in professional and direct care roles.

- C. Each PIHP/CMHSP will have designated, qualified person assigned and/or a defined process for the oversight of reciprocal training approvals and to facilitate cross system training reciprocity related communications.
- D. For trainings for which reciprocity applies, any organization responsible for conducting routine, required training programs, will have written protocols, which include:
 - 1. Scope,
 - 2. Content areas summaries,
 - 3. Key objectives,
 - 4. Length and mode(s) of training,
 - 5. Competency testing process,
 - 6. Intended audience(s),
 - 7. Frequency offered,
 - 8. Pre-requisites (if any),
 - 9. Trainer qualifications, and
 - 10. Renewal requirements (if any)
- E. Any organization which conducts training will issue or provide access to validated training proofs to participants on a routine and as needed basis, and directly to PIHPs/CMHSPs upon request.
- F. PIHPs and CMHSPs will share training protocols/curriculums on a regular basis with PIHPs/CMHSPs and all service providers upon request.
- G. This policy does not usurp the ability of the PIHP/CMHSP system to conduct or require specific or new training programs unique to that regions needs or priorities.
- H. The policy does not usurp the ability of any specific employer/supervisor to require an additional staff member or group of staff to receive additional training in a certain area if needed
- I. PIHP/CMHSP systems/organizations will focus on efforts to help ensure demonstrated competency in training efforts rather than other potentially arbitrary members such as number of hours of training or classroom time.
- J. It is recognized that for individuals who may move from one system to another or are engaged in service delivery for more than one organization or system simultaneously, the provision of training and reciprocity for prior training should be determined based on each individual's circumstance, so as to avoid duplication of effort and help to ensure most reasonable use of resources.
- K. For mandatory core trainings commonly provided across systems, PIHPs/CMHSPs will seek to accept many elements of comparable curriculum content as possible and provide at least minimum levels of training reciprocity wherever feasible for providers.
- L. The PIHP or CMHSP may reserve the right to require additional action if 'testing out' results are not satisfactory.

Accessing Curriculum Guidelines

Each training requirement for a direct care worker has an associated Guideline that establishes training expectations for a specific topic to include required content, expected outcomes, recommended outline, trainer qualifications, format of the training, frequency, and etcetera.

Guidelines are stored here: <https://www.improvingmipractices.org/resources/advisory-groups/statewide-training-guidelines-work-group-stgw>

You do not need an account to access the guidelines, vetting tools, or other support documents

The Guidelines are split into three (3) sections - Content, Outcomes, and Structure

Guideline Update Frequency: About once every three years for each guideline

Get a Management Account and Register Organization with ImprovingMlpractices.org

(only need to do this once per organization). IMP is where you will find Curriculum Guidelines along with all other Training Reciprocity materials (Vetting tools, Employee Transcripts, etc.)

1. Identify **IMP manager(s)** that will manage IMP training accounts for your organization
2. If IMP manager(s) do not already have a user account setup on improvingMlpractices website:
 - a. Have IMP manager(s) Go to www.improvingMlpractices.org
 - b. Click on **<Create a New Account>** in upper right corner of the screen. This takes you to a "Welcome to ImprovingMIPractices!" screen
 - c. Enter the requested 'PROFILE DETAILS' and 'USER DETAILS' information, and then click on **<Create my new account>** button in lower left corner of the screen.
 - d. You will be asked to go to complete your registration by responding to an email prompt, sent to the email address you just used

Welcome to ImprovingMIPractices!

As a mental or behavioral health professional in the State of Michigan, this website entitles you to a wide variety of free courses, forums, and CEU certifications in an assortment of practice areas, including ACT, MI, FPE, SUD, and more.

By signing up for an account below, you certify the following:

1. I am an active mental or behavioral health professional currently residing or working in the State of Michigan and/or
2. I have been instructed to register for this site by my Michigan-based employer or university.
3. You are consenting to receive a monthly email newsletters, but you can opt out at any time.

We recommend using your email address (all lowercase letters) as your username below. This site performs best on modern browsers such as Google Chrome, Mozilla Firefox, or Internet Explorer 10+.

An email should have been sent to your address at helpdeskqt.april@gmail.com

It contains easy instructions to complete your registration.

If you continue to have difficulty, contact the site administrator.

e. Go to your email account

Inbox 238		Primary	Social NEW	Promotions NEW
★ Starred		<input type="checkbox"/> ☆ MI EBP (via Suppor.	YouTube, Twitter, Joyce W Fow...	Huron-Clinton Metroparks, Yum...
🕒 Snoozed		<input type="checkbox"/> ☆ FRONTLINE	ImprovingMIPractices: account confirmation - Hi Cruikshank Strnad, A new account has been r... 11:15 AM	
		<input type="checkbox"/> ☆	april.strnad@gmail.com 5 Documentaries to Watch This Weekend - We've collected our five most... 8:49 AM	

f. Open the email, follow the link

ImprovingMIPractices: account confirmation



MI EBP (via Supporting Evidence-Based Practice Excellence for Michigan) <support@improvingmipractices... 11:15 AM (6 minutes ago)
to me ▾

Hi Cruikshank Strnad,

A new account has been requested at 'ImprovingMIPractices'
using your email address.

To confirm your new account, please go to this web address:

<https://www.improvingmipractices.org/online/login/confirm.php?data=T8n0TqBLXAObyOp/helpdeskqt%2Eapril%40gmail%2Ecom>

In most mail programs, this should appear as a blue link
which you can just click on. If that doesn't work,
then cut and paste the address into the address
line at the top of your web browser window.

If you need help, please contact the site administrator,

MI EBP

impwebsite@improvingmipractices.org

g. You're registration is confirmed!



[DASHBOARD](#) | [MY COURSES](#) | [CALENDAR](#) | [TECHNICAL SUPPORT](#) | [CONTACT US](#)

[Home](#) ► Your registration has been confirmed

THANKS, CRUIKSHANK STRNAD

Your registration has been confirmed

[Continue](#)

3. Log onto IMP website

- On main screen, under 'Attention Agencies' section, click on **<Get Started>**
- This is where you link to your provider agency
- On the 'Agency Registration' screen:
 - Complete all questions to the best of your ability

To qualify for an agency account, you must have a relationship or be associated with the behavioral health field and operate in the State of Michigan. Fill out the following contact form to get started. We will verify your association with the agency listed and the agency's qualifications to obtain an account.

Create an Agency Account

Do you currently have an account on Improving MI Practices*

Your Full Name *

Email Address *

Agency Name *

- 2) Click on <**Submit**> at bottom of page
- 3) Contact IMP technical support and leave a voicemail at **(517) 940-8813**. They will grant you training manager rights and functions within the IMP system and link the account to your provider agency. You will receive confirmation, usually the next business day.

Locate Guidelines *[revised process...]*

1. <https://www.improvingmipractices.org/resources/advisory-groups/statewide-training-guidelines-work-group-stgw>
2. Guidelines and Vetting tools are posted next to one another and listed alphabetically.
3. Guidelines are .pdf files... Vetting Tools are .xls files
4. Click on each to open, then download to save or print (or both if you're feeling wild)

Part 2: Utilizing Guidelines (Vetting)

Identify Training Requirements for position

Gaining **PIHP/CMHSP/Provider Designee** identifies training requirements for new staff member based on work setting/employee role (e.g., Specialized Residential direct care worker, Supported Living staff, etc.) or PCP/Assessment Plan needs, utilizing/comparing against Direct Care Worker Training Requirements Grid (see Appendix B). **To locate and print a local copy**, click on <My Courses> link at the top RIGHT of IMP website. On this new page, scroll down to bottom left and click on of page and click on <**Statewide Training Guidelines Work-group (STGW)**> located under 'Advisory Groups' section, and select (click on) '**STGW - Training Chart**'.


Validate your organization's training courses

The Vetting Tool is designed to be the starting point; your courses and/or curriculum will be compared (vetted) against this tool. Each vetting tool is based on a corresponding guideline and provides training standards for content, outcomes, and structure.


Gaining **PIHP/CMHSP/Provider Designee** can either provide training using a 'vetted' curriculum as reported on ImprovingMlpractices.org (IMP) website or utilize local, vetted training.

- You are STARTING with the vetting tool. Your training is being approved against the vetting tool.
- Compare training program/curriculum against STGW Guideline(s), utilizing STGW 'Vetting' Tool (see Appendix D) as found on the same page as the training requirements grid mentioned above. From the home page, click on <DASHBOARD> tab at top of IMP website, then scroll down toward the bottom of page, on the left, and click on <**Statewide Training Guidelines Work-group (STGW)**> located under the 'Development Tools' section. On the new page, the Guidelines and Vetting tools are listed alphabetically.
 - Vetted training program/curriculum will have an icon added by IMP staff as an indicator the class or curriculum has been vetted against applicable Guideline(s).
 - Through declaration of completion of the vetting process, the vetting agency (PIHP/CMHSP/ Provider Designee) is ensuring to other employers/agencies that the training meets each Guideline's competencies.


GENERAL



INFECTION CONTROL & STANDARD PRECAUTIONS

 This module has been designed to conform to the WCAG 2.0 AA accessibility standards.

Infection Control and Standard Precautions discusses methods for reducing the spread of pathogens and communicable diseases.

 This module has passed the vetting process and is approved for reciprocity

Step 1 - Gather your training material and trainer notes

From www.improvingMIPractices.org, download the appropriate vetting tool(s) and state training guideline(s). It takes a lot of work behind the scenes to create a positive learning experience in the classroom (or online). Trainer notes, user manuals, test questions, handouts, videos, and group activities are a few methods used to instill new skills. Gather all materials used in the material you are evaluating to ensure a fair review of your agency's course(s). Some classes may be comprised of multiple guidelines. An example would be a comprehensive class based on guidelines for both Nutrition and Food Safety.

Each guideline includes a Summary Page. This page calculates the total score from each of the three evaluation tabs. After self-vetting, if "Your Score" is less than the "Possible Score", decide if you are going to update your course or search for an available course on IMP to assign your staff.

Reciprocity Readiness for Guideline(s): Nutrition			
Agency Name:			
Region/CMH/PIHP:			
Date of Review:			
	Your Score	Possible Score	
Content Score	0	3	
Outcomes Score	0	4	
Structure Score	0	7	
Totals	0	14	
About your results			
<div><div>Summary</div><div>Content NUTRI</div><div>Outcomes NUTRI</div><div>Structure NUTRI</div></div>			

Step 2 - Vet your training against Guideline(s)

Evaluate Content

First we'll evaluate CONTENT. Read through the Vetting Tool content points so you know what to look for. Instructor-led courses: Gather your training materials and notes including, but not limited to, a training manual, trainer notes, video segments, and hand-outs. Find the flow of the class using the trainer notes, organize your materials to match; this will make it easier to compare against the vetting tool.

Begin with Vetting Tool Content point 1. Does your current training meet this content point? Yes = 1, No = 0. Continue comparing your training content against the Vetting Tool.

Nutrition-Content	Met? Y / NY = 1	If No: What is missing? What is the plan to correct or update? If Yes: Is this a stand-alone course? If embedded into another training, please detail.
1. Relationship between proper nutrition and good health A. The characteristics of a healthy diet B. Weight management C. Physical activity D. Food allergies E. Alcoholic beverages F. Medication/food interactions		
2. Implementing special diets		
3. Eating healthy on a budget		
	0	Possible Score: 3

Follow this example using the Vetting Tool and Guideline for Nutrition.

**See Appendix C for the Guideline and Appendix D for the Vetting Tool.*

Here is the Vetting Tool Content point #1

Content
1. Relationship between health and food intake

Looking through the training materials you have already gathered, you see this content point is touched on in the user manual provided to the learner, in a video segment, and also as a group activity point with instructor debriefing. This meets the content recommendation, so “1” is entered into the **Met?** column:

Met? Y / N Y = 1
1

Each **content** object is worth one point and points total at the bottom of the column.

Enter a Comment:

- If an element is missing and detail the plan to correct or update
- If this is a stand alone course or if the content is embedded in another course
- If you have additional content beyond the guideline recommendation that would be helpful for those reviewing your agency’s reciprocity status.

Evaluate Outcome

Each guideline has a list of recommended outcomes. Continue to compare your agency's course against the vetting tool (which is based on its corresponding guideline). The first column provides the outcome point:

Recommended Outcomes/ Competencies as listed on the state training guide
1. Understand the effect of food intake on health and wellness

Continue following this example using the Vetting Tool and Guideline for Nutrition.

The next two columns ask where and how you meet this outcome. Enter the class name and the activity, media, material, or group activity used. This is what it might look like for the same Nutrition class in the example above:

Outcomes Met Here: Class Name(s)	Outcomes Met How?
Nutrition and Healthy Lifestyles, embedded with Food Safety guideline	examples: Video, group activity, reading material

Outcomes are met, so a 1 is entered into the Met? column:

Met? Y / N Y = 1
1

Each **outcome** object is worth one point and points total at the bottom of the column.

Enter a Comment:

- If an element is missing and detail the plan to correct or update
- If this is a stand-alone course or if the content is embedded in another course
- If you meet additional outcomes beyond the guideline recommendations that would be helpful for those reviewing your agency's reciprocity status.

Evaluate Structure

Structure maintains uniformity and quality in content and delivery. There are recommendations for

- Trainer Qualifications
- Length
- Format
- Teaching Methods
- Method of Assessment
- Scope of Implementations
- Frequency

There is also a score for the structure section. There are a number of recommendations for structure that gives flexibility to training delivery. Recommendations are shown on the top row, record your agency's practices on the row below. Continue following this example using the Vetting Tool and Guideline for Nutrition.

Here is how the class length and format would be recorded on the Structure tab.

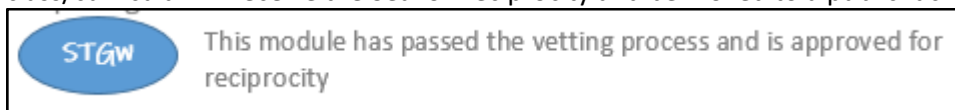
Length		
	Live Hours	Online Hours
Guideline Recommendations	3-4	1.5-2
My Organization	3	

Format					
	Traditional Live Class	Online Class	Self-study Unit	Video	Other
Guideline Recommendations	X	X			
My Organization		X			

Possible Outcomes after Vetting:

After comparing your training to the recommendations in the guideline(s) and vetting tool(s), only three outcomes are possible.

1. Submit this vetting tool & summary to IMP for final review by STGW for reciprocity; this action means your agency's course meets all elements of the stated Guideline(s). Once approved by the STGW, your class/curricula will receive the Seal of Reciprocity and be moved to a public facing spot on IMP:



2. Update/Develop Training: Your agency's course meets some of the elements of a Guideline so you use the Vetting tool and Guideline to update or develop your agency's course before submitting to the STGW as 'vetted' for reciprocity.
3. Find another training source: Your agency's course does not meet some or all of the elements of a Guideline so you find another training source for your agency's team that does meet existing standards. You can contact the STGW to assist you in finding a vetted alternative.

Outcome 1: Your data meets all content, outcome, and structure elements and you're ready to SUBMIT

Training submission approval workflow

For New Submissions: Provider-> CMH->PIHP->STGW

Once Reviewed by STGW: STGW->PIHP->CMH->Provider

Once reviewed and approved, your training data will receive the Seal of Reciprocity. IMP will provide a public-facing and post your agency, training name, and approval status so other agencies know they can accept proof of training by your agency from any direct care worker who applies to work for them. IMP will not be hosting provider developed content on their site, so only your summary data will be shown.

Outcome 2: Update/Develop Training

Start with your outcomes (what do you want people to know at the end of your training)

1. All guideline outcomes must be included for your training to be considered 'vetted'
2. Use the Outline/Recommendations!
3. You can add other material (your agency policies, how you do it, etc).
4. Determine your audience (reading level, how they are using the information).
5. Study best practice methods for training the Adult Learner.
6. Determine modality.
7. Know your trainer; do their qualifications match the recommendations?
8. Application; how is the student applying the information they learn?
9. Make sure you include activities to reinforce learning.
10. Determine your best approach and gather materials that match.
11. Determine the Assessment process.
12. How do you provide, record, and track the assessment (test, return demo, online test) to ensure competency?

Submission Guidelines

Training submission approval workflow

For New Submissions: Provider-> CMH->PIHP->STGW

Once Reviewed by STGW: STGW->PIHP->CMH->Provider

Use the Summary tab on the Vetting Tool to give an overview of your curriculum (locations, design, what it looks like. i.e. we sit at a table in the group home and meet one hour each day to train, etc).

Recommended Workflow for Giving/Receiving Feedback and Follow-Up between entities:

Approval

Approval with Conditions

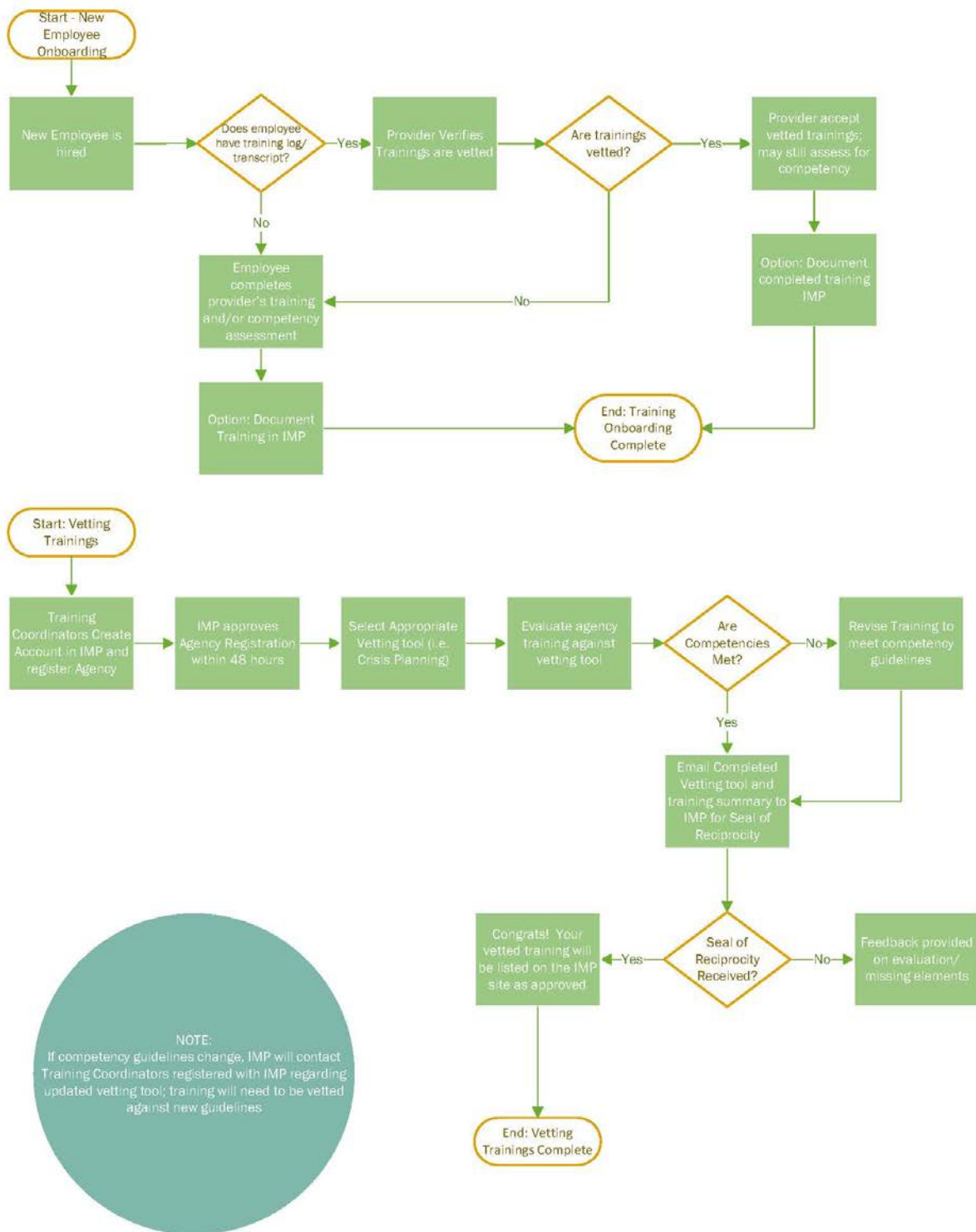
Non-Approval

Outcome 3: Find another Training Course

If your organization needs a 'vetted' training course or two, you can check the IMP website for available online courses. Additionally, other provider agencies may offer fully vetted and developed online courses or ILT course framework with trainer notes that have been vetted and approved for use. The STGW can be an excellent resource for your agency and you can contact us for help located vetted and approved recommendations.

Part 3: Training your Staff



Onboarding Workflow



IMP link: Associate employees with your organization

1. **Supervisor/Trainer/IMP manager** Log onto IMP website (www.improvingMIpractices.org) and click on **<Manage Employees Accounts>** on left side of screen under 'Employee Management'
2. On the 'Managing Employees for Company...' screen:
 - a. Click on **<Add Employee>** button which takes you to the 'Add Employee for Company...' screen
 - b. Type employee's name into 'Search' box located in middle of screen, and click on **<Search>**
 - 1) If you get a match, click on **<Select User>**, then click on **<Send Request>** button to invite employee to 'join' your organization
 - *Note:* This sends an email to the employee inviting them to join Organization IMP account
 - 2) If you do not get a match (i.e., employee does not already have an IMP account):
 - a) Enter all pertinent data in the boxes under the 'Add New Employee' section in the lower half of the screen
 - b) Click on **<Add New Account>** button
 - *Note:* This sends an email to the employee inviting them to join your 'Company' account

Please note when an employee leaves the agency, the employer or employee can dissociate their improvingmipractices account with your employer account. You can complete this action below by clicking the remove account function or they can complete this action from within "My Agencies". This will then send an email to the employee notifying them this has occurred.

	First Name	Last Name	Email	Invitation Accepted	Last Logged In	
	Tree	Lipar	lipartree@yahoo.com	06/28/2019	Never	<input type="button" value="Remove"/>
	Cruikshank	Strnad	helpdeskqt.april@gmail.com	Pending	06/28/2019	<input type="button" value="Remove"/>

*This image shows an employee that was added (Tree Lipar) and who's Invitation was automatically accepted AND an employee that already had an account (Cruikshank Strnad) who we sent an invitation to!

3. Employee open email received from 'MI EBP (via Supporting Evidence-Based Practice Excellence for Michigan)' to confirm the invitation
 - *Note:* By confirming, the employee is approving 'Company' IMP manager(s) to view any past training activities, to view/print transcripts, and to assign courses

Review Employee Past Experience

1. Collect any previous training transcripts or certificates (paper records)
 - a. Review collected documents to identify courses completed, and which (if any) fulfill training expectations required of employee role (as identified on STGW Direct Care Worker Training Recommendations Grid)
2. Check for and Validate any prior training recorded in IMP (*if employee previously had an IMP account)
 - a. **Supervisor/Trainer/IMP manager** click on **<Employee Transcripts>** on left side of screen under 'Employee Management'
 - b. On the '*company name* – Employee Transcripts' screen:
 - 1) Click anywhere on Employee name which takes you to the 'Official Transcript' screen
 - a) Here, you can get a quick view of License Information, Courses Completed on IMP, and any Self-Reported courses that employee may have submitted
 - b) Click on **<Transcript>** on left side of screen under 'Transcripts'

- c) Review IMP Transcript to identify courses completed, and which (if any) fulfill training expectations required of employee role (as identified on STGW Direct Care Worker Training Recommendations Grid)

Validate Certificates and/or Transcripts

Q: What training certificates or transcripts could I accept?

A: Training that has been vetted against, and meets, the State Training Guideline(s) as listed on www.improvingMlpractices.org

Q: What would be the best practices if the Agency providing CPR, First Aid, Recipient Rights, or Bloodborne training is not yet on IMP?

A: Review the training completion documents. Training transcripts and certificates should contain the following information, based on the MACMHB Practice Standard (originally dated May 2006) and the Mental Health Association of Training:

- Trainee's First and Last Names
- Topic or Subject Name
- Date(s) of Training
- An indication of whether the training was a classroom or online format
- Length of training for both online and instructor led trainings
- An indication of "pass" or "fail" (could contain the word Pass/Successfully Completed/ or indication of performance on a test – 80% or 20/25 correct)
- Name of the organization conducting the training
- A phone number and/or web address of the training organization for further information and transcript verification
- Trainers signature and credentials

If a certificate or transcript DOES NOT contain the above information, contact the training agency and see if you can find out more about the training.

Training is Valid IF:

- a. Previous training course or curricula from Sending Organization is listed as "vetted" on IMP
- b. AND the training is current (falls within timelines found in STGW Direct Care Worker Training Recommendations Grid)
- c. AND competency test was successfully completed with passing score after the training (IMP test or test from the Sending/Training organization),
- d. AND any recent break in performing similar work is no more than 24 months,
- e. AND no additional training/competency testing is required

Training Acceptance

When there is previous training from another CMH approved entity, there are three possible options to consider:

Option 1: Accept training at face value (following steps in previous **Training is Valid IF** paragraph)

Option 2: Accept training after learner passes your agency's internal Test Out/Refresher process to ensure competency

Option 3: Accept training after learner passes an IMP online competency test (see **Test Out** section on page 13)

→ *FOR OPTIONS 2 & 3* Staff may not participate in an online Test Out/Refresher without proof of original, face-to-face training. Please update learner's transcript in IMP if you have a paper copy of qualified, vetted training records.

- *FOR OPTIONS 2 & 3* Best practice is to include a re-training standard in your Test Out/Refresher process for learners who cannot pass the Test Out/Refresher after one (1) attempt, using the STGW recommended Method of Assessment. A Test Out is a verification of competency for skills the Direct Care Worker has already learned; retraining should be required if the Performance Indicator is not met.

Option 4: Provide Vetted Training (see **Provide Vetted Training** section below)

Test Out

If your organization does not already have a training program, or decides to utilize training available on www.improvingMlpractices.org, know that the STGW has been actively developing a test question bank for all Guidelines. IMP has a process in place that will select a number of random questions based on the Guideline(s) utilized in developing the training course, pull a balanced number of questions then present those questions in an online testing format. Successful completion of the assessment (80% or greater) will be automatically documented on the learner's transcript on www.improvingMlpractices.org.

Step 1 - Test Competence

1. If training was provided locally:

Option 1: Utilize your local competency testing, then go to Step 3 - Documentation

Option 2: Utilize IMP competency testing based on Guideline(s) utilized for Vetted training curriculum:

- a. **IMP manager** Log onto IMP website (www.improvingMlpractices.org) and click on <Employee Enrollment> on left side of screen under 'Employee Management'
 - 1) On the '*company name* – Employee Enrollment' screen:
 - a) Click anywhere on Employee name which takes you to the next screen
 - b) Verify that the Employee Name in middle of screen is the employee you are working with
 - c) Click on <Add Course> button on right side of screen (competency tests will be identified in the list along with courses)
 - d) Search for the Competency test that you wish to assign to employee (identified specifically as a competency test).
 - *Note:* Some provider-developed courses may contain information from multiple guides.
 - e) Click on the test, which expands the title to describe the test selected.
 - f) Click on <Enroll Course>
 - *Note:* This sends an email to the employee informing them that they have been enrolled in competency test
 - b. **Employee** Log onto IMP website (www.improvingMlpractices.org) and click on <MY COURSES> on upper left of screen
 - 1) On Course Overview screen, click on <test name> and launch the competency test.
2. If IMP curriculum was utilized to provide an online training course, employee is automatically registered to take the corresponding competency test.
3. Regardless of method of training (local, or IMP provided), if employee scores less than 80% in the assessment, that training will need to be repeated before retake of test can occur. Retraining must be done before retesting can be attempted.

Step 2 - Document Training in IMP

1. If utilizing IMP to provide Training/Testing, IMP automatically documents the training and the successfully completed competency test (score of **80%** or higher);
2. If utilizing your agency/local training and competency testing,

- a. **IMP Member** (manager or employee) Log onto IMP website (www.improvingMIpractices.org) and click on <**Self Report A Course**> on left side of screen under 'Transcript'
- b. On the 'Self Reported Courses' screen:
 - 1) Click on <**New Self Reported Course**> button
 - a) Complete the required information
 - *Note: Email* is sent to the Company the member has submitted the course to and they will review the information and approve or deny the course.
 - b) Under 'Self Reported Courses' section of IMP site status will change to "Pending Approval"
 - *Note: Email* is sent to the Member notifying what decision is made
 - c) Under Self-Reported Courses section of IMP site status will change to reflect (Approved or Denied)
 - *Note: If Approved, Course will appear on Member transcript under 'Self-Reported Courses' section.*

Step 3 - Provide Retraining

- If the learner cannot successfully pass the competency testing with a score of **80%** or higher; the learner must repeat the training course.
- This applies to Initial and Refresher Training/Testing.

Provide Vetted Training

1. If providing your own Agency or 'local' training:
 - a. Must utilize 'Vetted' training program/curriculum/assessments
 - *Note: Utilization of vetted training ensures "comparableness of curriculum content elements" (quality and uniformity) for reciprocity purposes*
 - b. Must follow all STGW Guideline(s) criteria (see example of requirements identified on the 'Structure evaluation' page of Appendix D)
 - c. Document successful completion of training online at www.improvingMIpractices.org
2. If utilizing IMP curriculum to provide training:
 - a. **IMP manager** log onto IMP website (www.improvingMIpractices.org) and click on <**Employee Enrollment**> on left side of screen under 'Employee Management'
 - b. On the '*company name* – Employee Enrollment' screen: Click anywhere on Employee name which takes you to the next screen
 - 1) Verify that the Employee Name in middle of screen is the employee you are working with
 - 2) Click on <**Add Course**> button on right side of screen
 - 3) Search for the course(s) that you wish to assign to employee
 - 4) Click on the course, which expands the title to describe the training module selected.
 - 5) Click on <**Enroll Course**>
 - 6) An email to the employee informing them that they have been enrolled in a course
 - 7) **Employee** log onto IMP website (www.improvingMIpractices.org) and click on <**MY COURSES**> tab on upper middle of screen
 - 8) Documentation in IMP is automatic

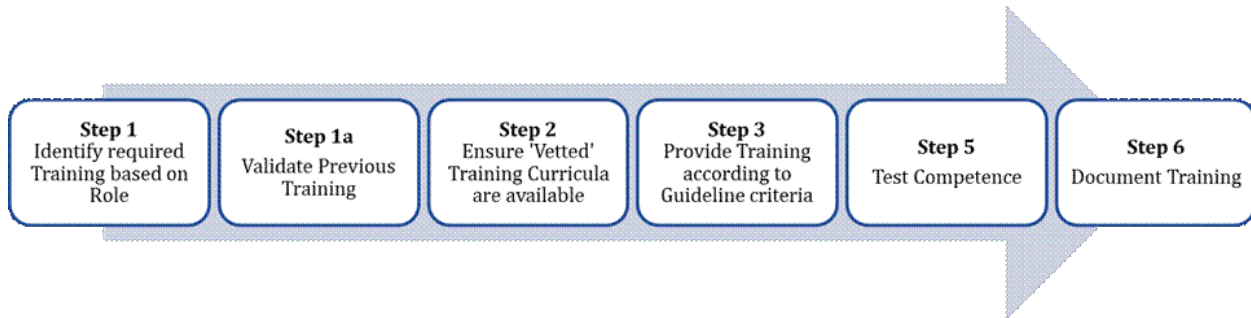
Appendix: Tools for Implementation

The following tools are provided for your use in preparing for training implementation.

- A. Training Implementation Overview
- B. Direct Care Worker Training Requirements Grid
- C. STGW Guideline Example*
- D. STGW 'Vetting' Tool Example*
- E. FAQs
- F. Scenarios

Appendix A

Training Implementation Overview



Appendix B

Direct Care Worker Training Requirements Grid

Direct Support Staff Training Requirements Grid			Specialized Residential DSP Home Managers	Specialized Residential Administrators	Community Living Supports (CLS)	Pre-Voc Skills Building	Non-Voc Skills Building	Supported Living staff	Adult Foster Care Staff	Respite Service Staff	Self-Determination Staff	In-Home Service Staff (Children's Program)	Foster Family Group Home staff	Child-care Institutions, Children's Group Home Staff	As Identified in the Person-Centered Plan	Other Employee Group
Training and Renewal Key:			I-AN = Initially & As Needed		A = Initially and Annually		AN = As Needed		2 = Initially & every 2 years		3 = Initially & every 3 years		IPOS = when identified in the IPOS		X = See Guide	
GUIDELINE TITLE	Trained Within	Source														
Assisting People with Eating and or Swallowing Difficulties																IPOS
Autism Spectrum Disorder																IPOS
Behavior and Crisis Intervention			3	3	3	3	3	3	3	3	3	3	3	3	3	
Building Natural Supports			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	X
Cardio Pulmonary Resuscitation (CPR)			2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	
Crisis Planning			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	X
Critical Thinking and Creative Problem Solving			AN	AN		AN	AN							AN		
Cultural Competence/Proficiency			3	3	3	3	3	3	3	3	3	3	3	3	3	
Documentation Skills			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	
Due Process/Exercising Rights/Grievance and Appeals			A	A	A	A	A	A	A	A	A	A	A	A	A	
Emergency Preparedness			3	3	3	3	3	3	3	3	3	3	3	3	3	
First Aid			2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	
Food Safety			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	
Health and Wellness			3	3	3	3	3	3	3	3	3	3	3	3	3	
HIPAA/Privacy/Confidentiality			A	A	A	A	A	A	A	A	A	A	A	A	A	
Human Relationships			3	3		3	3	3	3	3		3	3	3	3	
Immobility and Positioning																IPOS
Infection Control & Standard Precautions			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	
Introduction to Human Services and Meeting Special Needs			3	3	3	3	3	3	3	3	3	3	3	3	3	
Lifts & Transfers																IPOS
Limited English Proficiency (LEP)			3	3	3	3	3	3	3	3	3	3	3	3	3	
Medications			3	3	3	3	3	3	3	3	3	3	3	3	3	X
Nutrition			3	3			3	3	3	3		3	3	3	3	
Person Centered Planning / Individual Plan of Service			A	A	A	A	A	A	A	A	A	A	A	A	A	X
Philosophy and Current Trends in Providing Human Services			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	
Recipient Rights			A	A	A	A	A	A	A	A	A	A	A	A	A	X
Suicide Risk Assessment and Intervention			I-AN	I-AN	I-AN		I-AN									
Teaching New Skills/Life Skills			3	3	3	3	3	3	3	3	3	3	3	3	3	X
Train the Trainer																X
Trauma Informed Services			3	3	3	3	3	3	3	3	3	3	3	3	3	



REFERENCE WEBSITES:
 1. Balanced Budget Act
 2. Health Insurance Portability and Accountability Act (HIPAA)
 3. Deficit Reduction Act
 4. Michigan Department of Community Health (MDCH)
 5. Michigan Administrative Code
 6. Michigan Mental Health Code
 7. Michigan Occupational Safety and Health Administration (MIOSHA)
 8. Code of Federal Regulations

SECONDARY KEY:
 2* = As required by the National Certifying Organization

Appendix C

STGW Guideline Example*

MACMHB State Training Guidelines Workgroup Training/Curriculum Recommendations

The intent of this Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

Topic: *Nutrition*

Defining Paragraph (Vision, Boundaries, Overall Outcome Statement):

Major causes of morbidity and mortality in the United States are related to poor diet and a sedentary lifestyle. Many diseases and conditions are linked to poor diet (e.g.; cardiovascular disease, hypertension, and type 2 diabetes, etc.). Direct Support Professionals (DSP) need basic nutrition awareness as stewards of the individual's health and to model healthy habits. Course will cover basics of healthy Nutrition guidelines applicable for DSP and individuals receiving services.

Definitions:

Content – These are a listing of the areas covered in the subject.

Outcomes/Competencies – These are statements about what participants will be able to do as a result of having participated in the course.

Outline – A suggested approach to meeting Outcomes/Competencies.

These three are interrelated, but not necessarily a one-to-one relationship.

Content:

1. Relationship between health and food intake
2. Healthy lifestyles and food
 - A. The celebratory nature of food such as birthday parties, special occasions, etc. and how to work it into a healthy diet
 - B. The characteristics of a healthy diet
 - C. Weight management
 - D. Physical activity
 - E. Food allergies
 - F. Alcoholic beverages
 - G. Medication/food interactions
3. Implementing special diets
4. Putting it all together – shopping and eating healthy within budget

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Outcomes/Competencies:

1. Understand the effect of food intake on health and wellness
2. Identify and help people understand healthy food options
3. Recognize and implement menus which encourage healthy meals and snacks based on setting
4. Be able to shop in accordance with dietary and budgetary considerations

Outline/Recommendations:

1. Relationship between health and food intake
 - A. Effects of healthy options on physical and mental health
 - B. Diseases/conditions linked to poor diet
 - C. Modeling healthy habits
2. Healthy lifestyles and food
 - A. The celebratory nature of food such as birthday parties, special occasions, etc. and how to work it into a healthy diet
 - B. The characteristics of a healthy diet, including caloric intake
 - C. Weight management
 - D. Physical activity
 - E. Food allergies
 - F. Alcoholic beverages (effects on caloric intake, budget, medications, etc.)
 - G. Medication/food interactions (reading and following food and medication labels)
3. Implementing special diets
 - A. Low sodium
 - B. Low fat
 - C. Food consistency (chopped, ground, pureed, liquid, etc.)
 - D. Diabetic/heart healthy/reduced calories (Weight Watchers, Atkins, etc.)
 - E. Others as indicated by Person Centered Plan
4. Putting it all together – shopping and eating healthy within budget
5. Documentation of food as required per plan

Trainer Qualifications:

Check all that apply, be specific (years, degree, skills, etc.):

- ☐ College Degree:
- ☐ License:
- ☐ Years' Experience (please specify below):
- ☐ Documented Skill Set:
- ☒ Training Experience:
- ☒ Trainer in Adult Learning Styles/Methods:
- ☒ Other: Prefer Registered Dietician/Nurse or other Healthcare Professional be available for consultation; must have content expertise.

Specified experience:

See above

Length of Training:

The length of training should be adequate to achieve the outcomes/competencies listed above. This may be approximately 3-4 hours at the entry-level, longer for larger groups. Additional hours covering detailed information on conditions specific to the individuals supported.

1.5-2.0 hours for on-line

Format:

The acceptable format(s) for the class:

- ☒ Blended Learning (Online + Instructor-Led)
- ☒ Instructor-Led Class
- ☒ Instructor-Led Webinar
- ☒ Online Course
- ☐ Other (specify):

Teaching Methods:

These are the best teaching methods for teaching course content. Additional methods may also enhance learning.

- ☐ Individual
- ☒ Classroom/Group
- ☒ Lecture
- ☒ Group Discussion
- ☐ Skills Practice
- ☐ Return demonstrations
- ☒ Activities
- ☒ Videos
- ☒ Online Activities

Nutrition

3

- ☐ Individual Assignments
- ☐ Homework assignments
- ☐ Other (specify):

Method of Assessment:

How to measure entry-level competency in this course

- | | | |
|-------------------------------------|---------------------------------|-----------------------------|
| <input checked="" type="checkbox"/> | Written Test | Performance Indicator: 80 % |
| <input type="checkbox"/> | Return Demonstration | Performance Indicator: |
| <input checked="" type="checkbox"/> | Online Test | Performance Indicator: 80 % |
| <input type="checkbox"/> | Skill Sheet | Performance Indicator: |
| <input type="checkbox"/> | Homework Assignment(s) | |
| <input type="checkbox"/> | Observation with sign-off sheet | |
| <input type="checkbox"/> | Other: | |

Scope of Implementation:

Training recommended for:

- ☒ Specialized Residential direct care staff/home managers
- ☒ Specialized Residential Administrators
- ☐ Community Living Supports (CLS)
- ☐ Skill-Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
- ☐ Supported/Integrated Employment Service (i.e. Clubhouse, Competitive Employment, volunteer)
- ☒ Supported Living staff
- ☒ Adult Foster Care staff
- ☐ Respite Service staff
- ☐ Self-Determination staff
- ☒ In-Home service staff (children's program)
- ☒ Foster Family Group Home staff
- ☒ Child-caring Institutions (Children's Group Home) staff
- ☐ As identified in the Individual's Person Centered Plan
- ☐ Other employee group (specify):

Frequency:

It is recommended the content be reviewed/retaken.

- ☒ Initial & As Needed
- ☐ Initial & Annual
- ☐ Initial & Every two (2) years
- ☒ Initial & Every three (3) years-Preferred
- ☐ As directed by the Individual Plan of Service
- ☐ Other:

Nutrition

4

Additional Comments:

1. Can be taught in conjunction with Food Safety and/or Assisting Individuals with Eating and Swallowing Difficulties

References/Legal Authority:

1. www.Choosemyplate.gov
2. www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/
3. Lorig, K, Holman, H., Sobel D., Laurent, D., Gonzalez, V., & Minor, M. (2012). *Living a Health Life with Chronic Conditions*, 4th ed. Boulder, CO: Bull Publishing Co
4. MI Admin. Code R330.1806
5. MHCR 330.1801 et seq.
6. MCL 400.710(3)
7. R330.1801 et seq.
8. R400.1419 Resident Nutrition
9. Prevailing State Guidelines and Practice Protocols

Note: If training is for an adult foster care facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.

Appendix D

STGW 'Vetting' Tool Example*

Summary Page

Reciprocity Readiness for Guideline(s): Nutrition			
Agency Name:			
Region/CMH/PIHP:			
Date of Review:			
	Your Score	Possible Score	
Content Score	0	3	
Outcomes Score	0	4	
Structure Score	0	7	
Totals	0	14	
About your results			
<div> Summary Content NUTRI Outcomes NUTRI Structure NUTRI </div>			

Content evaluation

Guideline example: Nutrition

Nutrition-Content	Met? Y / NY = 1	<i>If No:</i> What is missing? What is the plan to correct or update? <i>If Yes:</i> Is this a stand-alone course? If embedded into another training, please detail.
1. Relationship between health and food intake		
2. Healthy lifestyles and food A. The celebratory nature of food such as birthday parties, special occasions, etc. and how to work it into a healthy diet B. The characteristics of a healthy diet C. Weight management D. Physical activity E. Food allergies F. Alcoholic beverages G. Medication/food interactions		
3. Implementing special diets		
4. Putting it all together – shopping and eating healthy within budget		
	0	Possible Score: 4

Outcome evaluation

Guideline example: Nutrition

Nutrition-Recommended Outcomes/ Competencies as listed on the state training guide	Outcomes Met Here: Class Name(s)	Outcomes Met How?	Met? Y / N Y = 1	Comments
	Example: Stand alone class, on-line class, one on one instruction etc.	Example: group activity, reading material, handout, video, lecture, etc.		
1. Understand the effect of food intake on health and wellness				
2. Identify and help people understand healthy food options				
3. Recognize and implement menus which encourage healthy meals and snacks based on setting				
4. Be able to shop in accordance with dietary and budgetary considerations				
Score: 4 possible			0	

Structure evaluation

	Trainer Qualifications					
Structure Met? 1 = Yes		College Degree	License	Years Experience	Documented Skill Set	Training Experience
	Guideline Recommendations					X
	My Organization's Trainer 1					
	My Organization's Trainer 2					
Structure Met? 1 = Yes	Length					
		Live Hours	Online Hours			
	Guideline Recommendations	1-4 hours	30-90 minutes			
	My Organization					
Structure Met? 1 = Yes	Format					
		Blended Learning	Instructor-Led Class	Instructor-Led webinar	Online Course	Other (specify
	Guideline Recommendations	X	X	X	X	
	My Organization					

Appendix E

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Reciprocity

Q1: What is reciprocity?

A1: Process whereby corresponding status is mutually granted by one system to the other.

State Training Guidelines Workgroup (STGW)

Q2: What is the State Training Guidelines Workgroup (STGW)?

A2: This workgroup is made up of training professionals, curriculum and training designers, professionals who oversee training or are part of an auditing, providers, and CMH, PIHP, and MDHHS representatives interested in building the necessary structure to implement statewide training reciprocity for Entry-Level Direct Support Professional training standards. This workgroup developed an “Implementation Guide” for the PIHP system that was accepted as the process to implement training reciprocity. We operate as a workgroup under the Community Health Association of Michigan (CMHAM). This workgroup also oversees the development and updating of over thirty-training guides developed as updated recommendations of current training requirements. This group is a resource to CMH and PIHP’s for the training vetting process.

Q3: What are the goals of the State Training Guidelines Workgroup (STGW)?

A3: Please see the Implementation Guide for history and purpose of this workgroup.

Q4: What is the process for amending or changing guideline criteria?

A4: STGW has a subcommittee who reviews training on a rotating basis, each guide is reviewed once every three (3) years. A request to review and update a Guideline can be made directly to the STGW. The workgroup has a rotating schedule to review and update Guidelines. When there is new information on a topic or a change in policy and best practice, the affected guideline(s) would be reviewed accordingly. This is part of the STGW core functions.

- Q5:** Where can I find the Guidelines, and how do I know it is the most current version?
- A5:** Guidelines (and their corresponding vetting tool) are housed on **ImprovingMIpractices.org** website. The last review date always appears on the first page of each guide so you can quickly determine if a guide is current. We'll use the Right Side Line (similar to State Policy Updates) to denote where a line item had last been updated/changed.

IMP – ImprovingMIpractices.org

Q6: What is Improving MI Practices?

- A6:** ImprovingMIpractices.org is an effort to raise awareness and support the recovery efforts of individuals and families facing the challenges of mental health and substance use disorders. This site is supported with federal Community Mental Health block grant funds through the Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, the Michigan Department of Health and Human Services, Behavioral Health and Developmental Disabilities Administration and the Community Mental Health Association of Michigan. This free resource offers a variety of interactive courses, forums, and resources organized by practice area. Once an individual creates an account, the site will keep a transcript of completed trainings that is accessible at any time to the individual. Additionally, individuals can “self-report” training that was completed outside of the website so that they can maintain one transcript of all trainings. For organizations, this is also an excellent resource when tracking all individual staff training. Agencies can set up an organization account and add their staff with existing accounts to their organization account. This will allow them to access training transcripts for staff. Additionally, organizations can add trainings that were completed outside of the website to help track all training for staff. The website offers tutorials available on how to set up individual and organizational accounts, navigating the website, how to access trainings, and how to access transcripts.

Q7: What is the focus of IMP and who is the intended audience?

- A7:** The purpose and intended audience for the IMP site is to provide a centralized resource to find clinical and core course training for Direct Support Professionals. It is also a resource for regions looking for an electronic way to acquire training and house records. The site will house data on vetted training across the state and resources to support training reciprocity.

Q8: How do you use IMP and what will I find?

- A8:** Please see the Implementation Guide on IMP along with Support videos and FAQs.

Q9: Where do I find the Implementation Guide?

- A9:** Go to www.improvingMIpractices.org; from the main page click About this Site / Statewide Training Guidelines Workgroup.

Q10: Who can use ImprovingMIpractices.org?

- A10:** PIHP and CMH Administration staff, Provider Agency staff, Clinicians, Training Managers, and Direct Support Professionals.

Q11: Who should maintain training (i.e., manage the IMP account)?

A11: Training should be managed at the lowest level; however, previous experience has shown, in some instances that training has not occurred as required. Vetting should be managed at Provider/CMH, the following process is recommended:

1. PIHP identifies Training Reciprocity/IMP Regional Manager for oversight, consistency, and quality improvement.
2. CMHSP identifies Training Reciprocity/IMP 'sub=Regional' Manager for Provider training monitoring, Vetting tool access, and (optional) training/testing scheduling
3. Network Provider identifies Training Reciprocity/IMP Provider-level Manager for vetting/training/test scheduling if delegated by CMHSP
 - a. Training should be managed at the lowest (trusted) level
 - b. Provider contracts should include requirements for participation in Reciprocity and use of IMP
 - c. CMHSPs responsible for Training Vetting

Q12: What are our account management options through IMP?

A12: Steps for Provider Implementation:

1. Provider identifies Training Reciprocity/IMP site 'Manager' to CMHSP
2. CMHSP register Provider site with IMP
3. CMHSP Training Reciprocity 'sub-regional' Manager provides Training Reciprocity/IMP training to Provider IMP site 'Manager'
4. Provider IMP site 'Manager' logs onto IM website to enroll all Provider site employees, and to schedule training/testing as needed
 - a. STGW will provide procedure manual
 - b. IMP will provide a help desk (M-F, 9am-Noon)

Q13: What about Direct Support Professionals who work for more than one provider at a time. Does IMP allow for multiple providers to be associated to a single Direct Support Professional at the same time?


A13: Yes, this is a "student-centric" database. Direct Support Professionals can be associated or linked to more than one provider at the same time.

Q14: Can Direct Support Professionals (DSPs) upload previously completed training to IMP?

A14: Direct Support Professionals may use IMP as a repository for all of their previously earned training records; including training from other CMHs, Provider Agencies, or external sources such as Relias. IMP will accept uploaded training certificates from staff if that is how a region chooses to address this need. The training manager must approve uploaded certificates (approval = validates) on IMP. The training manager can then assign training or a test out as applicable. Training received through IMP (online classes) will automatically be added to the individual IMP transcript.

Q15: How can I determine if a training certificate for the learner links to vetted and approved training?

A15: Anytime you are presented with a training certificate that you want to utilize to meet a training requirement, you should ensure that the training came from a source that has been vetted. This information can be found in a couple ways: An indicator on the training certificate or, if the training content was vetted and approved by the STGW or the training and provider will be listed on the "Approved Training" list stored on IMP.

1. The training certificate statement:
“(Organization-PIHP) verifies that this training was approved through the STGW vetting process on mm.dd.year”
2. The STGW Approval Logo looks like this:

3. A list of vetted and approved trainings, by provider will be available on www.improvingmipractices.org website.

Q16: Are there any vetted and approved training on the IMP website right now?

A16: Yes; these can be identified by the STGW logo.

Q17: Are provider agencies or CMH entities required to use the online training found on IMP?

A17: No; there will be no requirement to utilize IMPs online offerings. The State Training Guidelines have made recommendations on the content, outcomes, and structure for each of the guidelines.

Q18: My region/provider agency has online training courses; can they be housed on IMP?

A18: No; IMP will only house the list of approved provider trainings for reference.

Q19: If learners utilize IMP by uploading training or taking online classes, will there be notification when a training validity period is about to expire?

A19: No; Many regions have different recertification criteria. It will be your region’s standards that dictate recertification time periods so you should continue using your current method to ensure training is valid.

VETTING

Q20: What does it mean to Vet training?

A20: The process of comparing your curriculum and outcomes to what is recommended on the corresponding training guidelines and vetting tools, which are housed on the IMP website. For more detailed information, please review the Implementation Guide.

Q21: How do I utilize the vetting tools?

A21: Start with the vetting tool (a multi-tab EXCEL spreadsheet) and guideline for a topic. For example, Emergency Preparedness. Gather your training material, notes, handouts, links to online supports, etc. Review your training and note on the vetting tool when your training meets the guideline on Content, Outcomes, and Structure. For more detailed information, please review the Implementation Guide.

Q22: What is the vetting process?

A22: For more detailed information, please review the Implementation Guide for step-by-step instructions.

Q23: What is the flow for data submission for vetting training?

A23: For New Submissions: Provider-> CMH->PIHP->STGW

Once Reviewed by STGW: STGW->PIHP->CMH->Provider

Q24: What if trainings don't meet the requirements and recommendations after they have been vetted?

A24: STGW will send communication outlining what was met and not met and provide recommendations to assist in the vetting process. Once updated, the organization can complete a new vetting tool, or revised vetting tool for review.

Q25: How often do we review our training?

A25: STGW reviews vetting tools and guidelines every three (3) years. Training should be vetted with the most updated vetting tool. For example, if the STGW reviewed and approved a vetting tool in 2018 and a provider submitted their training for approval in 2020. The STGW will review the tool again in 2021 and if changes were made, the provider would need to submit the training for vetting using the new vetting tool.

Q26: I use outside vendors (e.g. Centrain, Relias, Training Toolbox, etc.). Do these trainings also need to be vetted?

A26: Yes! Training obtained through an outside vendor to meet the Entry Level training requirements for Direct Support Professionals needs to be vetted. This includes any training previously listed on LARA's website as approved curriculum. This would be a decision made by the organization and vendor together.

Q27: Are there any vetted trainings on the IMP website yet?

A27: Yes! There are several which can be found under "Core Courses" on the IMP home page. These can be identified by looking for the STGW logo in the class description:



Q28: Our online training was vetted and approved; can we house it on IMP?

A28: At this time, interactive trainings by provider cannot be uploaded and used via the IMP platform. IMP will house the list of approved training for reference. There are approximately 6-7 interactive trainings that are on the website that are vetted. These can be identified by the STGW logo:



Q29: Who can I contact for support?

A29: You can contact the identified training coordinator for your contract organization for assistance with vetting. You can use the IMP support option on the IMP website for assistance with IMP navigation.

Test Out

Q30: What is a Test Out?

A30: Test Out is a competency assessments based on the guideline suggested renewal period for that topic. Test Outs are for instructor-led Core Competencies like Health, Medications, and Working With People. For online courses, simply retake the course to refresh skills to restart the renewal period.

Q31: Who is qualified to take a Test Out?

A31: Learners still within their renewal period for Health, Medications, and Working With People and New Hires where the provider wants to assure competency on courses within their renewal period. For more detailed information, please review the Implementation Guide.

Q32: How do I assign a Test Out?

A32: The Test Out function is not yet in place on the IMP website. For more detailed information, please review the Implementation Guide.

Q32: Can competency tests be customized to match the specific and varied topics contained within a vetted training?

A32: The question selection process is still being finalized.

Q32: What if my learner doesn't pass their test out on the first attempt?

A32: The learner should be scheduled to take the instructor-led training again.

Provider Agencies and CMH Admin

Q33: Who is our regional PIHP representative or liaison?

A33: We have a list!

Q34: Will there be any resources for individual providers who do not have access to the internet?

A34: For IMP purposes, check out community resources like your local library for access.

Q35: What if we have a training we would like to make available to all providers throughout the region?

A35: Providers willing to share their content, notes, handouts, outcomes, and structure model for a course...that has been vetted and approved...can be posted and available. Online courses cannot be uploaded.

Appendix F

Scenarios

Scenario 1:

A new employee hands you training certificates for classes taken within the last 6 months.

Can you accept the training at face value?

Describe how you begin your research to see if the training meets reciprocity standards?

Scenario 2:

A new employee hands you a training certificate for a Medications class. The class was taken four years ago, and the staff member has been working in an unrelated industry for the past 3 years. What is your responsibility in this situation.