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: *Critical Thinking and Creative Problem Solving*

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

Mental health services must be person-centered and encourage a diversity of outcomes. Direct Support Professionals need to be flexible and able to see beyond the "what is" to the "what could be" and help persons receiving services realize their potential. Many people often see problems rather than solutions and opportunities. This class is designed for participants to develop critical thinking and creative problem solving skills.

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. Critical thinking skills
2. Information gathering, analysis, choice, and possible solution gathering
3. Critical Thinking versus Traditional Thinking
4. Current level of individual problem-solving skills
5. Role of creativity in critical thinking
6. Using creativity and critical thinking: work and personal lives
7. Teaching and supporting others in using these skills

Outcomes and Competencies:

1. Identify critical thinking skills such as information gathering, analysis, choice, and possible solution generation.

2. Identify personal problem-solving methods and approaches and the pros/cons of them.
3. List other approaches/models of problem-solving.
4. Demonstrate ability to generate multiple solutions to problems.
5. Explore how a person's past experiences affect their ability to seek creative outcomes and assess acceptable risks.
6. Demonstrate how increased diversity and creative problem solving in supporting individuals will enhance the life of a person served.
7. Identify ways to teach these skills to others.

Outline/Recommendations:

1. What are Critical Thinking skills?
   a. Information gathering, analysis, choice, and possible solution gathering.
   b. Critical Thinking versus Traditional Thinking.
   c. Student analysis of their problem-solving skills and the pros/cons of those.
2. What is the role of creativity in Critical Thinking?
3. Experiential learning exercise in creativity and critical thinking
4. Using our creativity and critical thinking
   a. What we do in our work lives.
   b. What we do in our personal lives.
5. Teaching and supporting others in using these skills

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

☐ College Degree:
☐ License:
☐ Years' Experience (please specify below):
☒ Documented Skill Set: Trainer should be able to provide real life personal and work examples of creativity and critical thinking
☒ Training Experience:
☒ Trainer in Adult Learning Styles/Methods:
☐ Other:

Critical Thinking and Creative Problem Solving

Length of Training:

This content is estimated to take 1-3 hours depending on size and competency level of the training group. It is recognized that acquisition of these skill sets for many people are lifelong. The vision is an interactive class that provides a safe setting for participants to explore non-traditional options for problems they may encounter. It incorporates a variety of adult learning methodologies and includes discussion of options and applying concepts to real world settings.

1.0-1.5 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

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, supplemental to other teaching methods
☒ Online Activities
☐ Individual Assignments
☐ Homework assignments
☐ Case Study
☐ Other (specify):

Method of Assessment:
How to measure entry-level competency in this course.

☒ Written Test Performance Indicator: 80%
☐ Return Demonstration Performance Indicator:
☒ Online Test Performance Indicator: 80%
☐ Skill Sheet Performance Indicator: 80%
☐ Other:

*Online Test encompasses Review questions anchored within the training and/or an online test after the class

Scope of Implementation:
Training recommended for:

☒ Specialized Residential direct care staff/home managers
☐ Specialized Residential Administrators
☐ Community Living Supports (CLS)
☒ Pre-Voc Skill Building / Supported Employment (i.e. Competitive Employment, volunteer)
☒ Non-Voc Skill 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-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
☐ As directed by the Individual Plan of Service
☒ As needed as directed by employer, first-line supervisor, clinical staff
☐ Other:

Critical Thinking and Creative Problem Solving

References/Legal Authority:

1) R 330.1801 et seq.
2) MCL 400.710(3)
3) MDHHS Contract Part II 6.7 att p 6.7.1.1
4) 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.