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: *Documentation Skills*

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

The ability to clearly write facts and observations in a person's record is a critical part of a Direct Support Professional's responsibilities. While staff in different communities may be using different methods of documentation (e.g. electronic medical records), training must teach staff the basic skills of objective, clear, and concise documentation. The content should be relevant to the specific modes of documentation staff will be using and should meet legal requirements.

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. Understand the record is a legal document

2. Identify what is appropriate to put in an individual's records

3. Identify the different types of documentation and the correct format for each

4. Report and write objective observations without subjective conclusions or personal judgment

5. Document legibly, clearly, concisely, and professionally

Outcomes/Competencies:

1. Participants will identify appropriate information to include in a person's record.

2. Participants will identify which information needs to be reported on which documents within the person's record or other reporting mechanism (e.g. Incident Reports, Crisis Plan, Medicine Administration, Health Care Chronological, Individualized Data Sheets etc.)

3. Participants will demonstrate the ability to write observations in an objective manner

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Outline/Recommendations:

1) Legalities
   a) Participants will understand the record is a legal document
   b) Understand the purpose of the document

2) Basic writing skills

3) What to put in various documents

4) Practice Scenarios

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

☐ College Degree:
☐ License:
☒ Years' Experience (please specify below): 2 plus years documenting
☒ Documented Skill Set: Recommendation of a supervisor
☒ Training Experience:
☐ Trainer in Adult Learning Styles/Methods:
☐ Other:

Length of Training:

The length of training should be adequate to achieve the outcomes/competencies listed above. This may be 2 hours hours at the entry level, longer for larger groups.

On-line: 1-1.5 hours

Format:
The acceptable format(s) for the class:

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

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: Determined by annual performance reviews
☐ Other:

References/Legal Authority:

1) MCL 400.710(3)
2) R330.1801 et. seq.
3) 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.