

CMHAM

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: *Crisis Planning*

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

Crisis planning is identifying the steps to be taken when a crisis event arises and how to proactively prevent-minimize a crisis by identifying early warning signs

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. Definition of Crisis Planning: identifying those emergency procedures appropriate for a given situation and/or individual. Crisis planning is also deciding when crisis intervention is appropriate and what to do in a crisis for a specific person. "Crisis intervention procedures may be utilized only when a person has not previously exhibited the behavior creating the crisis or there has been insufficient time to develop a specialized intervention plan to reduce the behavior causing the crisis." (Licensing Rule R400.14309)
2. List the elements and purpose of the Crisis Plan.
3. Recognize symptoms, feelings, or events that may lead to crisis, such as fear, anxiety, disappointment, high demands etc.
4. Provide examples of what staff must do to support the individual in following the specific components of the Crisis Plan.

Outcomes/Competencies:

1. Identification of what constitutes a crisis

2. Identification of acceptable crisis responses
3. Identification of unacceptable crisis responses
4. Direct Support Staff will know and follow Crisis Plans
5. Direct Support Staff will use appropriate crisis responses in situations without an individual Crisis Plan
6. Direct Support Staff will take an active role in providing input for crisis plans
7. Identify early warning signs and proactive strategies to prevent or minimize crisis

Outline/Recommendations:

1. Definition of Crisis Planning
2. Establish the need for Crisis Planning and Crisis Plans
3. Individualized Crisis Plans
4. General Emergency Procedures
 - a. Examples of appropriate (as approved by the local Community Mental Health Agency)
 - b. Examples of inappropriate
5. Identifying early warning signs to proactively prevent/ minimize crisis
6. Responding to an individual's crisis – Teamwork Counts!
7. Documenting crisis responses

Trainer Qualifications:

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

- ☐ College Degree:
- ☐ License:
- ☒ Years' Experience (please specify below)
- ☒ Documented Skill Set: basic communication skills
- ☒ Training Experience:
- ☒ Trainer in Adult Learning Styles/Methods:
- ☒ Other: must have content experience

Specified Experience: 2+ years' experience providing and/or receiving services recommended. If no training experience, may be paired with trainer with minimum of one year's training experience.

Length of Training:

Outcomes could be met in one-hour in either, blended or 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 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.

- | | | |
|-------------------------------------|----------------------|----------------------------|
| <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: 80% |
| <input type="checkbox"/> | 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: See guide

Additional Comments:

Could be taught in conjunction with Person Centered Planning/Individual Plan of Service or Behavior and Crisis Intervention.

References/Legal Authority:

- 1) Department of Human Services – Adult Foster Care Licensing
R 400.14309
- 2) MCL 400.710(3)
- 3) R 330.1801 et. seq.
- 4) MDHHS Contract
- 5) Administrative Rules for Specialized Services
- 6) DSM 5
- 7) 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.