**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.*

*Updates to guides will be communicated through the State Training Guidelines Workgroup to the PIHP Leads/CEO’s. It is the responsibility of the PIHP to communicate when a guide has been updated and placed on Improving MI Practices*

**Topic:** Health, Safety and Wellness; Other Medical Care Needs

**Defining Paragraph** (*Vision, Boundaries, and Overall Outcome Statement*): Providing quality of life support in the areas of health and wellness, with particular attention to health changes, health monitoring and documenting, responding to health care situations, and promoting and supporting healthy lifestyles. The training in this topic should be consistent with the training goals and standards in the topics of relationships, learning, and positive behavior supports.

**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 Integrated Healthcare
2. Healthcare coaching and communication styles
3. Infectious Disease Control, standard precaution and the Chain of Infection
4. General health care competencies (Vitals, documentation, non-emergency situations, emergency situation)
5. Non-emergency health-threatening conditions
6. Life threatening emergencies, refer to First Aid/CPR training
7. Know when to contact the appropriate personnel per existing protocols
8. Changes in health circumstances, including those indicating communicable diseases or changes in mental or behavioral status
9. Specific conditions and diseases of individuals supported
10. Reporting and documenting health-related observations, actions and changes
11. Healthy lifestyles and healthy choices
12. Seizures and first aid for seizures

**Outcomes/Competencies**:

1. List steps to effectively navigate and/or support others in using the healthcare system and describe integrated healthcare
2. Provide examples of changes in an individual’s physical health, behavioral health, and substance use and how they interrelate
3. Identify the key components of infectious disease control, including the chain of infection
4. Accurately measure and record vitals: a) Temperature b) Respirations c) Pulse d) Blood Pressure
5. List normal ranges for vital signs
6. Record vital sign measurements outside of normal range through the appropriate channels (i.e.; appropriate healthcare professional)
7. Identify and implement appropriate seizure care for different types of seizure activity
8. Identity when and how to implement appropriate responses to health changes: a) Life threatening emergencies b) Non-emergency health care conditions c) Other minor health changes
9. Identify when and how to implement appropriate responses to changes in : a) Mental status b) Level of consciousness c) Changes in mood or behavior
10. Identify when and how to implement responses for substance use: a) Prescription, controlled medication and over the counter/non-prescription drugs of medication b) Legal drugs c) Illegal drugs d) Household chemicals and products
11. Support daily routines that encourage healthy lifestyles and choices per the IPOS and/Medical professional directives (including but not limited to): a) Personal hygiene/Activities of daily living (ADL’s) b) Seasonal health concerns c) Regular health maintenance
12. Support the management of chronic health conditions as per the IPOS and/or medical professional directives (including but not limited to) a) Hypertension b) Metabolic syndrome/diabetes c) Asthma d) Chronic obstructive pulmonary disease e) Obesity f) Risks to and changes in skin integrity g) GI tract issues f) Chronic pain
13. Identify required documentation and record all health related observation, changes in health circumstances, and staff actions in response to health needs in appropriate location(s) (e.g.; progress notes, incident reports, seizure log etc.)

**Outline/Recommendations**:

1. 1. Integrated healthcare; what it is, how it works, and how to access it
2. 2. Role of direct support professional in using effective health care coaching and communication styles (e.g.; Motivational Interviewing and listening skills, etc.).
3. 3. Basic principles of infectious disease control and the chain of infection
4. 4. General health care competencies: a. Vitals b. Documentation c. Non-emergency situations d. Emergency situations
5. 5. Provide care and follow written and/or oral instructions or standing medical order for minor non-emergency changes in health circumstances (including, but not limited to): a. Signs or symptoms of a cold or flu b. Cuts, scratches, scrapes c. Headaches Health and Wellness 4 d. Changes in appetite e. Changes in sleeping patterns f. Changes in energy or activity levels g. Low fevers h. Indigestion or heartburn
6. 6. Provide immediate care and obtain and follow instructions from health care provider for non-emergency health threatening conditions (including, but not limited to): a. Fever not responsive to prn medications b. Diarrhea not affected by prn medications c. Persistent rash or rash of unknown origin d. Persistent sore throat e. Increase or noticeable change in seizure activity f. Sudden changes in blood pressure from baseline
7. 7. For life threatening emergencies, refer to First Aid/CPR training
8. 8. Know when to contact appropriate personnel per existing protocols.

**Trainer Qualifications**

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

College Degree: Healthcare Professional (RN preferred at least to consult on content and best practice)

License: See guide

Years’ experience (Please specify): Minimum of 1-2 years nursing experience; minimum of 1-2 years’ experience in community nursing supporting individuals with cognitive and developmental disabilities and/or individuals with mental illness

Documented Skill Set: Click or tap here to enter text.

Training Experience: See guide

Trainer in Adult Learning Styles/Methods

Other: An experienced trainer with content expertise who has access to a licensed healthcare professional for consultation and technical assistance as needed

**Length of Training:** The length of training should be adequate to achieve the outcomes/competencies listed above. This may be approximately 6-8 hours for instructor led at the entry-level, longer for larger groups. Additional hours may be needed for skill assessments or to cover more detailed information on conditions specific to the individuals supported. This course may take a similar amount of time in a blended format (virtual content and in-person skill assessments)

**Format**

*The acceptable format(s) for the class.*

Blended Learning (Online + Instructor led)

Instructor Led class

Instructor led webinar

Online Course

Other (specify on site monitoring and evaluation

**Teaching Methods:**

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

Individual

Classroom/group

Webinar

Lecture

Group discussion

Skills practice

Return demonstrations

Activities

Videos, supplemental to other teaching methods

Online activities

Individual assignments

Homework assignments

Case Study

Other Click or tap here to enter text.

**Method of Assessment**

*How to measure entry-level competency in this course.*

Written Test with Performance Indicator 80%

Return Demonstration with Performance Indicator pass/fail See outcomes/competencies for performance measures

Online Test\* with Performance Indicator 80%

Skill Sheet with Performance Indicator Click or tap here to enter text.%

Other: Observation with supervisory sign off

*\*Online test encompasses review questions anchored within the training and/or 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-Vocational Skill Building / Supported Employment (i.e., competitive employment, volunteer)

Non-Vocational Skill Building

Supported Living Staff

Adult Foster Care staff

Respite Service staff

Self-Determination staff

In-home service staff

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 Click or tap here to enter text.

**Frequency**

*It is recommended the content be reviewed and retaken.*

Initial and as needed

Initial and annually

Initial and every two (2) years

Initial and every three (3) years

As directed by Individual Plan of Service (IPOS)

As needed

Other: Recommend that a either the full course or a refresher course of outcomes be done every three years

**Additional Comments:** Enhancement and Advanced Training Topics specific to the needs of individuals supported such as:

1. Alzheimer’s Disease and Dementia
2. Colostomy bags and urinary catheters
3. Dental Health
4. Diabetes and blood sugar monitoring
5. Gastric, digestive and esophageal conditions
6. Cardiac conditions, Hypertension, blood pressure monitoring
7. Respiratory issues (including ventilators and other breathing treatments)
8. Mobility support
9. Seizure disorders
10. Visual and other sensory disabilities (glaucoma, blind, low-vision, retinitis, pigmentosa, macular degeneration, hard of hearing, etc.
11. Additional health conditions based on individual health needs

**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 content of the training conflict with the administrative rule, the rule prevails.