**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:** **Introduction to Human Services and Meeting Special Needs**

**Defining Paragraph** (*Vision, Boundaries, Overall Outcome Statement*): Supports provided through the public Mental Health system include services to individuals with: Intellectual/Developmental Disabilities (I/DD), Mental Illness (MI), and Substance Use Disorders (SUD). Included are basic definitions, diagnosis, causes, and myths. Issues pertaining to co-occurring disorders and comorbidity are introduced to include importance of integrated care as it relates to I/DD, MI and SUD.

**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. Define Intellectual/Developmental Disabilities (I/DD), Mental Illness (MI), and Substance Use Disorder (SUD)
2. Characteristics of individuals who have been diagnosed with I/DD such as Autism, Cerebral Palsy, Epilepsy, Intellectual Disability, etc.
3. Characteristics of individuals who have been diagnosed with MI such as Depression, Bi-Polar Disorder, Schizophrenia, Obsessive Compulsive Disorder (OCD), Post-Traumatic Stress Disorder (PTSD), etc.
4. Characteristics of individuals who have been diagnosed with SUD such as alcohol and prescription drug misuse, illegal substance use, etc.
5. Characteristics of individuals who have been diagnosed with co-occurring disorders such as MI and SUD, I/DD and MI, or I/DD and SUD

**Outcomes/Competencies**: Click or tap here to enter text.

1. Identify types of I/DD, MI, SUD, and Co-Occurring Disorders
2. Recognize prevalence and effects of I/DD, MI, SUD, and Co-Occurring Disorders
3. Identify the needs of individuals with I/DD, MI, SUD and Co-Occurring Disorders

**Outline/Recommendations**: Click or tap here to enter text.

1. Introduction to diagnosis of I/DD, MI, SUD and Co-Occurring disorders as defined by the current Diagnostic and Statistical Manual (DSM).
2. Introduction to I/DD. This may include diagnosis such as Autism, Cerebral Palsy, Epilepsy, Intellectual Disabilities, etc. Additionally, definitions, common characteristics, national/local statistics, and personal experience may be included.
3. Introduction to MI. This may include diagnosis such as Depression, Bi-Polar Disorder, Schizophrenia, Obsessive Compulsive Disorder (OCD), Post-Traumatic Stress Disorder (PTSD), etc. Additionally, definitions, common characteristics, national/local statistics, and personal experience may be included.
4. Introduction of SUD. This may include diagnosis such as Alcohol or Prescription Drug misuse, Illegal Substances use etc. Additionally, definitions, common characteristics, national/local statistics, and personal experience may be included.
5. Introduction to Co-Occurring Disorders. This may include diagnosis such as MI and SUD, I/DD and MI, or I/DD and SUD. Additionally, definitions, common characteristics, national/local statistics, and personal experience may be included.

**Trainer Qualifications**

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

College Degree: Click or tap here to enter text.

License: Click or tap here to enter text.

Years’ experience (Please specify): At least one-year experience working in Direct Care and/or Case Management

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

Training Experience: Click or tap here to enter text.

Trainer in Adult Learning Styles/Methods

Other: Certified Peer Support Specialist, Peer Mentors, and/or Persons with lived experience may provide valuable contributions along with primary Instructor

**Length of Training:** The length of the training should be adequate to achieve the outcomes/competencies listed above, approximately 2-3 hours (dependent on class size) or 1 – 1.5 hours 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 Click or tap here to enter text.

**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): 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 Click or tap here to enter text.%

Online Test\* with Performance Indicator 80% or embedded test questions that require the correct response before moving slides forward

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

Other: Click or tap here to enter text.

*\*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-preferred

As directed by Individual Plan of Service (IPOS)

As needed

Other: Click or tap here to enter text.

**Additional Comments:** This course could serve as an update for staff as new information becomes available and/or as needs arise. May also be used as a remedial action for staff.

**References/Legal Authority** Click or tap here to enter text.

1. MDHHS-Department of Licensing and Regulatory Affairs
2. MDHHS Contract
3. Administrative Rules for Specialized Services
4. DSM V
5. MCL400.710(3)
6. R330.1801 ET. SEQ.
7. Prevailing State Guidelines and Practice Protocols
8. Substance Abuse and Mental Health Administration – [www.samhsa.gov](http://www.samhsa.gov)
9. National Institute of Mental Health – [www.nimh.nih.gov](http://www.nimh.nih.gov)
10. Department of Health and Human Services/Centers for Disease Control and Prevention/Developmental Disabilities – [www.cdc.gov/ncbddd/dd/](http://www.cdc.gov/ncbddd/dd/)