

## **UPDATE 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: *Person Centered Planning / Individual Plan of Service Need guide completed to design vetting tool***

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

Person Centered Planning (PCP) is the process for individuals served to plan their lives in their communities, set the goals they want to achieve, and develop a plan to accomplish them. Person Centered Planning became the law in Michigan in 1996 and focuses on introducing basic philosophies and principles of Person Centered Planning (PCP) and the Individual Plan of Service (IPOS). Through PCP, an individual served is engaged in decision making, problem solving, and making needed adjustments to goals, supports, and services.

**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. A historical perspective of planning models in the state of Michigan.
2. The values and principles of Person Centered Planning (PCP).
3. Define IPOS stakeholders and their role in the process
4. The techniques used to help individuals and/or families self-advocate by exploring, identifying, and expressing desires.
5. Role of all caregivers to identify and advocate for each individual's desires, interests, choices, and the reflection of those preferences in the IPOS.
6. Identify the different ways person centered planning can take place (could include, but not limited to: Making Actions Plans (MAPS), Planning Alternative Tomorrows with Hope (PATH), Personal Futures Planning (PFP), Circles, Essential Life Planning (ELP), Life Domains Planning (LDP), etc.
7. The importance of having a working knowledge of the IPOS which comes from reading, understanding, and sharing in the implementation of the plan.
8. Explain how to successfully implement and mentor a Person Centered Plan

9. Provide examples of what caregivers must do to support the individual in the pursuit of their desired quality of life as stated in the goals and objectives of the plan.
10. Illustrate strategies to address a plan that is not meeting an individual's needs

### **Outcomes/Competencies:**

1. Describe how Planning Models have evolved
2. Explain key components of the Person Centered Planning (PCP) process
3. Identify your role and responsibility in the Pre-Planning process
4. Demonstrate two (2) strategies that assist the individual to understand Person Centered Planning and the role of all stakeholders
5. Explain how your role as advocate for an individual and/or their family impacts the interests and preferences to be reflected as goals and objectives in the plan.
6. Recognize the Individual Plan of Service (IPOS) as the written details of the activities, resources, and supports needed to achieve personal goals, which staff are required to read, understand, and implement.
7. Describe two (2) examples of how a Person Centered Plan can be successfully implemented
8. Identify two (2) strategies for empowering the person during the implementation of each goal in their IPOS. The level of assistance provided is determined by the plan and as desired by the individual receiving services.
9. Identify three (3) follow-up strategies when problems arise with the IPOS.

### **Outline/Recommendations:**

1. A historical perspective of planning in the State of Michigan.
  - a. Medical model
  - b. Developmental model
  - c. Support model
2. The essential elements, values, and principles of Person Centered Planning
3. The techniques that can be used to help individuals self-advocate by exploring, identifying, and expressing preferences
4. Role of staff as advocates for each person's preferences and the reflection of those preferences in the IPOS
5. Provide examples of what staff must do to support the person in the achievement of these preferences stated as goals and objectives

6. Current State Guidelines and Practice Protocols
7. Identify the different ways PCP can take place (can include, but not limited to:
  - a. McGill Action Planning System (MAPS)
  - b. Planning Alternative Tomorrows with Hope (PATH)
  - c. Personal Futures Planning (PFP)
  - d. Circles of Support
  - e. Essential Lifestyle Planning (ELP)
8. How to read and understand a PCP and whom to contact for clarification
9. Working with Plans
  - a. Well written plans
  - b. Strategies for empowering the individual during the ongoing implementation of each goal in their IPOS
  - c. Strategies for addressing problems that arise within the life cycle of the IPOS

**Trainer Qualifications:**

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

- College Degree:
- License:
- Years Experience: Recommend 3+ years experience providing and/or receiving services
- Documented Skill Set: Effective communication skills with individuals and groups.
- Training Experience: If no training experience, may be paired with person with minimum of one year's training experience
- Trainer in Adult Learning Styles: at least one trainer should be familiar with Adult Learning Styles
- Other: Must have content expertise, a person with lived experience can be a benefit in this training

**Length of Training:**

This content is estimated to take approximately 2-4 hours based on number and competency levels of participants (for initial training). Updates may take less time.

**Format:**

The acceptable format(s) for the class:

- Blended Learning (Online + Instructor-Led)
- Instructor-Led Class
- Instructor-Led Webinar
- Online Course
- Other (specify):

Person Centered Planning

## Teaching Methods:

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

- Individual
- Classroom/Group
- Lecture
- Discussion
- Skills Practice
- Return demonstrations
- Activities
- Videos
- Online Activities
- Individual Assignments
- Homework assignments
- 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:     |
| <input type="checkbox"/> Homework Assignment(s)  |                            |
| <input type="checkbox"/> Other:                  |                            |

## Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- Community Living Supports (CLS)
- Skill Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
- Supported/Integrated Employment Service (ie. Clubhouse, Competitive Employment, volunteer)
- Supported Living staff
- Adult Foster Care staff
- Respite Service staff
- Self-Determination staff
- Home-based services staff

- Foster Family Group Home staff
- Child-caring Institutions (Children's Group Home) staff
- As Identified in the Person Centered Plan (IPOS)
- Other employee group (specify): All staff working with people receiving services

**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
- Other:

**Additional Comments:** Annual training is required to review the plans of service for individuals being supported by the learner.

**References/Legal Authority:**

- 1) Department of Health and Human Services – Adult Foster Care Licensing
- 2) R 330.1801 et. seq.
- 3) MDHHS Contract FY 17 attachment P 4.4.1.1 Person Centered Planning Policy and Practice Guideline
- 4) SAMHSA.gov
- 5) MCL 400.710(3)
- 6) 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.