CMHAM
State Training Guidelines Workgroup
Training/Curriculum Recommendations

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: *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 Illnesses (MI), and Substance Use Disorders (SUD). Included are basic definitions, diagnoses, causes, and myths. Issues pertaining to co-occurring disorders and comorbidity are introduced to include the importance of integrated care as it relates to I/DD, MI, and SUD.

Definitions:
Content – The areas covered in the subject.
Outcomes/Competencies – 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.
The content, outcomes/competencies, and outline are interrelated. Each is not necessarily a one-to-one relationship with another.

Content:

1. Define Intellectual/Developmental Disabilities (I/DD), Mental Illnesses (MI), and Substance Use Disorders (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 or 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:
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:

1. Introduction to diagnoses of I/DD, MI, SUD, and Co-Ocurring disorders as defined by the current Diagnostic and Statistical Manual (DSM).
2. Introduction to I/DD. This may include diagnoses such as Autism, Cerebral Palsy, Epilepsy, Intellectual Disability, etc. Additionally, definitions, common characteristics, national/local statistics, and personal experiences may be included.
3. Introduction to MI. This may include diagnoses 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 experiences may be included.
4. Introduction to SUD. This may include diagnoses such as Alcohol or Prescription Drug misuse, Illegal Substance use, etc. Additionally, definitions, common characteristics, national/local statistics, and personal experiences may be included.
5. Introduction to Co-Occurring disorders. This may include diagnoses such as a MI and SUD, I/DD and MI, or I/DD and SUD. Additionally, definitions, common characteristics, national/local statistics, and personal experiences may be included.

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

☒ College Degree: Prefer degree in human services field
☐ License:
☒ Years Experience (please specify below):
☐ Documented Skill Set:
☐ Training Experience:
☒ Trainer in Adult Learning Styles/Methods:
☒ Other: Certified Peer Support Specialists, Peer Mentors, and/or Persons with lived

experience may provide valuable contributions along with the primary instructor. Recommend familiarity with current DSM.

| **Years experience:** |
| At least one year experience working in Direct Service and/or Case Management |

Length of Training:

| The length of training should be adequate to achieve the outcomes/competencies listed above, approximately 2 - 3 Hours (dependent on class size) or 30 – 45 minutes online. |

Format:
The acceptable format(s) for the class:
- ☒ Blended Learning (Online + Instructor-Led)
- ☒ Instructor-Led Class
- ☐ Instructor-Led Webinar
- ☒ Online Course
- ☐ Other (specify):

Teaching Methods:
These are the best methods for teaching course content. Additional methodologies 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:

☒	Written Test	Performance Indicator: 80 %
☐	Return Demonstration	Performance Indicator: P/F
☒	Online Test	Performance Indicator: 80%
☐	Skill Sheet	Performance Indicator: 80%

☐   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 (i.e. Clubhouse, Competitive Employment, volunteer)
☒   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-Preferred
☐   As directed by the Individual Plan of Service
☐   Other:

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:

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 Services Administration - www.samhsa.gov/
9) National Institute of Mental Health - www.nimh.nih.gov/
10) Dept. of Health and Human Services/Centers for Disease Control and Prevention/Developmental Disabilities - www.cdc.gov/ncbddd/dd/

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.