

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: *Cultural Competence/Proficiency*

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

The importance of providing culturally proficient and responsive services cannot be understated. This means providing services, supports, and/or other assistance in a manner responsive to the beliefs, values, attitudes, language, and behavior of the person. These should be provided in a manner that encourages the person's participation. (DD Assistance & Bill of Rights Act, 1994)

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. Effect of culture and how it affects our perception of life
2. Various aspects of culture
3. Every individual has the right to receive culturally proficient services
4. Steps in providing Culturally Responsive Services
5. Being Culturally Competent/Proficient is a continual process

Outcomes/Competencies:

1. Identify the major cultural groups in your community.
2. Identify potential cultural issues for the various groups in your community.

3. Discuss how to respond to cultural issues that may affect quality of life for persons receiving services.
4. Identify cultural barriers for persons receiving services in your community and discuss possible strategies for addressing those barriers.
5. Discuss how we can ensure the individual's cultural background is included in their plan.

Outline/Recommendations:

1. Define culture and its influence on communities, groups, and individuals
2. Define Cultural Competence/Proficiency
3. Identify and discuss the cultural groups in your community
4. Identify under-served populations and possible cultural issues
5. Identify Culturally Responsive skills

Trainer Qualifications:

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

- College Degree:
- License:
- Years' Experience (please specify below): At least one-year experience working in Direct Services and/or Case Management. Prefer experience working in multi-cultural settings
- Documented Skill Set: able to model the introduction and development of friendships
- Training Experience:
- Trainer in Adult Learning Styles/Methods:
- Other:

Length of Training:

The length of training should be adequate to achieve the outcomes/competencies listed above.

2-4 hours for initial class(dependent on class size)
 1.5-2.5 for an on-line course

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 (recommended)
- As directed by the Individual Plan of Service
- As needed: when assuming support role of individuals with identified cultural preferences and/or needs
- Other:

Additional Comments:

Can be taught in combination with Limited English Proficiency

References/Legal Authority:

- 1) Americans with Disabilities Act
- 2) Civil Rights Act
- 3) Balanced Budget Amendment Act
- 4) MDHHS Contract
- 5) MCL 400.710(3)
- 6) R330.1801 et. Seq.
- 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.