

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: *Emergency Preparedness*

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

The health and safety of staff and the individuals with whom we work are paramount. Emergency preparedness allows us to plan for crisis situations and manage those that arise. Staff serve as role models in the planning and preparation for emergencies and are responsible for teaching emergency response skills. This training focuses on preparing for various emergency situations and staff responsibilities in maintaining a safe environment for people receiving 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:

Staff will identify and follow location specific procedures related to the emergencies listed.

1. Weather Emergencies
 - a. Winter Storms
 - b. Thunderstorms
 - c. Lightning
 - d. Tornados
 - e. Flooding
2. Utility Failure
 - a. Gas Leaks
 - b. Heating and Air Conditioning Failure
 - c. Power Outages, including downed power lines

- d. Water Shortages
- e. Phone Outages

3. Fire

- a. Necessary elements for fire (Fire Triangle)
- b. Proper use of a fire extinguisher
- c. Protection Plans
- d. Fire Drills
- e. Destination Training

4. Other

- a. Poisoning
- b. Safe-driving techniques
- c. National and State Emergencies (acts of terrorism, natural disasters, biohazard spills, nuclear accidents, etc.)
- d. Bomb Threats
- e. What else is possible? Are you ready?

Outcomes/Competencies:

1. Identify situations (weather-related or otherwise) that may result in emergencies.
2. Identify the processes to be followed in order to be prepared for, respond to various emergencies in the community, and work location.
3. Identify specific accommodations in safety protocol based on the needs of the people with whom they work.
4. Teach/instruct persons receiving services and co-workers on processes for emergencies.
5. Conduct and document emergency drills.

Outline/Recommendations:

Trainer Qualifications:

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

- ☐ College Degree:
- ☐ License:
- ☒ Years' Experience (please specify below): prefer experience in human services, specifically providing direct care supports
- ☐ Documented Skill Set: able to model the introduction and development of friendships
- ☒ Training Experience:
- ☒ Trainer in Adult Learning Styles/Methods:
- ☐ Other:

Specified Experience:

Length of Training:

Length may vary on the method of delivery (see below). Could be in the 2-3 hour range.

1-1.5 on-line

Format:

The acceptable format(s) for the class:

- ☒ Blended Learning (Online + Instructor-Led)
- ☒ Instructor-Led Class
- ☒ Instructor-Led Webinar
- ☒ Online Course
- ☐ Other

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: |
- Recommended that information be reviewed on-site and place of employment
- ☐ 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
- ☐ As directed by the Individual Plan of Service
- ☐ As needed as directed by employer, first-line supervisor, clinical staff
- ☐ Other:

Additional Comments:

References/Legal Authority:

1. MCL 400.710(3)
2. R330.1801 et.seq
3. Prevailing State Guidelines and Practice Protocols
4. MIOsha Health and Safety Standards, General Safety Standards - www.dleg.state.mi.us/dms/home-miosha.asp
5. Centers for Disease Control and Prevention, Emergency Preparedness and Response - <http://emergency.cdc.gov/>

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.