

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 uniformity, reciprocity, and portability.

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Topic: *Crisis Planning*

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

Crisis planning is identifying the steps to be taken when a crisis event arises.

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. Please indicate expectations and minimum competency criteria.

Content:

1. Definition of Crisis Planning: identifying those emergency procedures appropriate for a given situation and/or individual. Crisis planning is also deciding when crisis intervention is appropriate and what to do in a crisis for a specific person. "Crisis intervention procedures may be utilized only when a person has not previously exhibited the behavior creating the crisis or there has been insufficient time to develop a specialized intervention plan to reduce the behavior causing the crisis." (Licensing Rule R400.14309)
2. List the elements and purpose of the Crisis Plan.
3. Recognize symptoms, feelings, or events that may lead to crisis, such as substance abuse, etc.
4. Provide examples of what staff must do to support the individual in following the specific components of the Crisis Plan.

Outcomes/Competencies:

1. Identification of what constitutes a crisis.
2. Identification of acceptable crisis responses.
3. Identification of unacceptable crisis responses.

4. Direct Support Staff will be prepared to accurately implement the components of specific Crisis Plans.
5. Direct Support Staff will be prepared to use appropriate crisis responses in situations without an individual Crisis Plan.

Outline/Recommendations:

1. Definition of Crisis Planning.
2. Establish the need for Crisis Planning and Crisis Plans.
3. Individualized Crisis Plans
4. General Emergency Procedures.
 - a. Examples of appropriate (as approved by the local Community Mental Health Agency)
 - b. Examples of inappropriate
5. Identifying the signs of pending crisis – it’s individual!
6. Responding to an individual’s crisis – Teamwork Counts!
7. Documenting crisis responses.

Trainer Qualifications:

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

- College Degree:
- License:
- Years Experience (please specify below):
- Documented Skill Set: basic communication skills
- Training Experience:
- Trainer in Adult Learning Styles/Methods:
- Other: must have content expertise

Specified experience:

3+ years experience providing and/or receiving services. If no training experience, may be paired with trainer with minimum of one year’s training experience.

Length of Training:

Class could be about one hour.

Format:

The acceptable format(s) for the class:

- Traditional "live" class
- Online Class
- Self-study Unit
- Video Class
- Other (specify):

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 checked="" type="checkbox"/> | Return Demonstration | Performance Indicator: P/F |
| <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"/> | Observation with sign-off sheet. | |
| <input type="checkbox"/> | Other: | |

Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff
- Specialized Residential administrative staff
- 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
- Other employee group (specify): All Staff
- Other employee group (specify):

Frequency:

It is recommended the content be reviewed/retaken:

- Initial
- Annual
- Every two years
- As needed: on-going
- Other:

Additional Comments:

Could be taught in conjunction with Person Centered Planning/Individual Plan of Service or Behavior and Crisis Intervention.

References/Legal Authority:

- 1) Department of Human Services – Adult Foster Care Licensing
R 400.14309
- 2) MCL 400.710(3)
- 3) R 330.1801 et. seq.
- 4) MDCH Contract
- 5) Administrative Rules for Specialized Services
- 6) DSM IV R
- 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.