

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: *Cultural Competence/Proficiency*

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

This class addresses the importance of providing culturally proficient and responsive services. 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. Please indicate expectations and minimum competency criteria.

Content:

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

Outcomes/Competencies:

1. List the major cultural groups in your service area
2. Respond to the cultural background of each individual that receives services and supports
3. Respond to cultural issues that may affect quality of life.

4. Respond to cultural issues that may create barriers to receiving supports and/or services.
5. Write the individual's cultural background into their plan.

Outline/Recommendations:

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

Trainer Qualifications:

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

- College Degree: Bachelor Degree—prefer human services area
- License:
- Years Experience (please specify below): At least one year working in Direct Service and/or Case Management
- Documented Skill Set:
- Training Experience:
- Trainer in Adult Learning Styles/Methods:
- Other:

Length of Training:

- 2 – 4 Hours for initial class (dependent on class size)
1 – 3 Hours for update class (dependent on class size)

Format:

Acceptable formats for the class:

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

Teaching Methods:

These are the best 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):
- Other (specify):

Method of Assessment:

How to measure entry level competency in this course.

- Written Test Performance Indicator: 80%
- Return Demonstration Performance Indicator:
- Online Test Performance Indicator: 80 %
- Skill Sheet Performance Indicator:
- Homework Assignment(s)
- Observation with sign-off sheet
- Other:

Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators (see note below)
- Supported Living staff (see note below)
- Adult Foster Care staff
- Respite Service staff (see note below)
- Self-Determination staff (see note below)
- Home-based services staff (see note below)
- Foster Family Group Home staff (see note below)
- Child-caring Institutions (Children’s Group Home) staff
- Other employee group (specify): clinical staff who exercise direct or indirect supervision, guidance and instructions for direct care staff on health related issues should be thoroughly familiar with the training content and standards of this entry-level training
- Other employee group (specify):

NOTE: Support staff in settings indicated above should have this training

Frequency:

It is recommended the content be reviewed/retaken:

- Initial
- Annual
- Every two years
- As needed: Ongoing / as required by accrediting body
- 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) MDCH 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.