

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: *Emergency Preparedness*

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

The health and safety of staff and the individuals with whom we work are paramount in mental health services. Emergency preparedness allows us to plan for crisis situations and manage those that arise. Emergencies can include situations such as, dangerous driving conditions, fires, national disasters, etc. Staff serve as role models in the planning and preparation for emergencies and are responsible for assisting those individuals with whom they work in being prepared also. This training focuses on environmental hazards and staff responsibilities in maintaining a safe environment for the 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. Please indicate expectations and minimum competency criteria.

Content:

A. Staff will identify and follow location specific procedures related to the emergency situations 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?

B. Staff will be able to document learning by persons served and progress in their personal safety capabilities.

Outcomes/Competencies:

1. Identify situations (weather-related or otherwise) that may result in emergency situations.
2. Identify the processes to be followed in order to be prepared for and respond to various emergencies in any setting and in specific work location(s).
3. Apply and make appropriate accommodations to identified processes based on the needs of the people with whom they work.
4. Teach/instruct others such as persons receiving services and/or co-workers on processes for emergencies.
5. Document processes and outcomes for their specific work location such as but not limited to emergency drills.
6. Support individuals receiving services to be able to respond to emergency situations based on their individual capabilities.

Outline/Recommendations:

Trainer Qualifications:

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

- College Degree:
- License:
- Years Experience (please specify below): Prefer 2 years of direct experience in working with individuals on emergency preparedness.
- Documented Skill Set:
- Training Experience:
- Trainer in Adult Learning Styles/Methods:
- Other:

Specified experience:

Length of Training:

The length of this content is tied more to knowledge and understanding of the material rather than specified time length. Length may vary on the method of delivery (see below). Could be in the 2-3 hour range.

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.

- Written Test Performance Indicator: 80%
- Return Demonstration Performance Indicator:
- Online Test Performance Indicator: 80%
- Skill Sheet Performance Indicator: 80%
- Homework Assignment(s)
- Observation with sign-off sheet. It is highly recommended that verification of content understanding and practical implementation at the worksite be verified and signed off by a supervisor.
- Other:

Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- 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): Work and day programs
- Other employee group (specify):

Frequency:

It is recommended the content be reviewed/retaken.

- Initial
- Annual
- Every two years
- As needed:
- 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](http://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.