

# 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: Health, Safety and Wellness; Other Medical Care Needs**

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

Health and wellness are essential to the quality of life. Identifying health changes, health monitoring and documenting, responding to health care situations, and promoting and supporting healthy lifestyles are critical. This training should be consistent with the training goals and standards in the topics of relationships, learning, and positive behavior supports.

#### **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. Vital signs
2. Seizures
3. Non-emergency health-threatening conditions
4. Changes in health circumstances, including those indicating communicable diseases or changes in mental or behavioral status.
5. Specific conditions and diseases of individuals supported
6. Infectious disease control and standard precautions
7. Reporting and documenting health-related observations, actions and changes.
8. Healthy lifestyles and healthy choices

**Outcomes/Competencies:**

1. Measure body temperature (oral, axillary, ear probe) – 100 percent accuracy
2. Count pulse for one full minute – plus or minus 1 accuracy (use 30 seconds X 2 if the individual cannot tolerate one full minute). Note changes, weakness, or irregularities in pulse.
3. Count respirations for one full minute – plus or minus 1 accuracy (use 30 seconds X 2 if the individual cannot tolerate one full minute). Note changes or irregularities in respirations.
4. Measure blood pressure with electronic blood pressure equipment – 100 percent accuracy
5. Measure blood pressure with manual blood pressure equipment and stethoscope – plus or minus 10 millimeters
6. Record vital sign measurements
7. List normal range for vital signs
8. Report vital sign measurements outside the normal range to appropriate healthcare professional
9. Identify and implement appropriate seizure care for different types of seizure activity
10. Distinguish among health changes: life-threatening emergencies, non-emergency health threatening conditions, other (minor) health changes
11. Identify when to implement emergency procedures per CPR/First Aid.
12. Provide immediate care and obtain and follow instructions from health care provider for non-emergency health threatening conditions (for example, fever not responsive to prn medications, diarrhea not affected by prn medications, persistent rash or rash of unknown origin, persistent sore throat, increase or noticeable change in seizure activity, sudden changes in blood pressure from baseline)
13. Provide care and follow written and/or oral instructions or standing medical order for minor non-emergency changes in health circumstances (for example, signs or symptoms of a cold or flu; cuts, scratches, scrapes; headaches; changes in appetite, sleeping patterns, energy or activity levels; low fevers; indigestion or heartburn)

14. Identify and report changes in mental status, level of consciousness, or drastic changes in mood or behavior indicative of health conditions or changes to appropriate healthcare professional
15. Identify and report signs and symptoms of communicable diseases
16. Apply measures of standard precautions
17. Assist in management of chronic conditions: such as hypertension (high blood pressure), type I diabetes, type II diabetes, asthma, chronic obstructive pulmonary disease, obesity, risks to and changes in skin integrity, constipation, bowel impaction, and dementia.
18. Identify personal hygiene activities as part of maintaining healthy lifestyle.
19. Identify documentation requirements for health related events.
20. Document all health care related observations, changes in health circumstances, and staff actions in response to health needs in appropriate location(s) (record, Incident Report, seizure log).
21. Identify and list preventions and responses to seasonal health and safety risks and susceptibilities.
22. Support oral hygiene and dental health; recognize signs and symptoms of dental problems.
23. Support healthy lifestyles and choices.

**Outline/Recommendations:**

See above.

**Trainer Qualifications:**

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

- College Degree: Healthcare Professional preferred (RN preferred)
- License: See above
- Experience (please specify below): Minimum of 1 to 2 years nursing experience; minimum of 1 to 2 years experience in community nursing supporting individuals with cognitive and developmental disabilities and/or individuals with mental illness
- Documented Skill Set:

- Training Experience:
- Trainer in Adult Learning Styles/Methods
- Other: An experienced trainer with content expertise who has access to a licensed healthcare professional for consultation and technical assistance as needed.

**Specified experience:**

See above

**Length of Training:**

The length of training should be adequate to achieve the outcomes/competencies listed above. This may be approximately 6-8 hours at the entry-level, longer for larger groups. Additional hours covering detailed information on conditions specific to the individuals supported.

**Format:**

The acceptable format(s) for the class:

- Traditional "live" class.
- Online Class
- Self-study activities in support of live classroom
- Video Class
- Other (specify): on site monitoring and evaluation

**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 (including peer-coached practices)
- Return demonstrations
- Activities
- Videos (in support of classroom lecture and discussion)
- Online Activities (in conjunction w/online course)
- 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: pass/fail  
(see above under "outcomes/competencies" for accuracy requirements)
- Online Test (if applicable) 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 if:

1. They are responsible for providing direct care.
2. It is consistent with the individual’s person centered plan.

**Frequency:**

It is recommended the content be reviewed/retaken:

- Initial
- Annual
- Refresher (refresher validation of competency and information retention at 3-year intervals; attendance at training for performance below the standards indicated above)
- As needed: on identification by employer, first-line supervisor or clinical staff
- Other:

**Additional Comments:**

Enhancement and Advanced Training Topics specific to the needs of individuals supported such as:

1. Alzheimer's Disease and Dementia
2. Colostomy bags and urinary catheters
3. Dental health
4. Diabetes and blood sugar monitoring
5. Gastric, digestive and esophageal conditions
6. Cardiac Conditions, Hypertension, blood pressure monitoring
7. Respiratory issues (including Ventilators and other breathing treatments)
8. Mobility disabilities
9. Seizure disorders
10. Visual and other Sensory disabilities (glaucoma, blind, low vision, retinitis pigmentosa, macular degeneration, hearing impairment, etc.)
11. Additional health conditions based on individual health needs.

**References/Legal Authority:**

- 1) MCL 400.710(3)
- 2) R330.1801 et.seq
- 3) Prevailing State Guidelines and Practice Protocols
- 4) National Institutes of Health - [www.nih.gov/](http://www.nih.gov/)
- 5) Centers for Disease Control and Prevention - [www.cdc.gov/](http://www.cdc.gov/)
- 6) U. S. Dept. of Health and Human Services - <http://www.hhs.gov/safety/index.html>

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.