

**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: *Person Centered Planning / Individual Plan of Service***

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

The purpose of this class is to introduce basic philosophies and principles of Person Centered Planning (PCP). Emphasis will be placed on discovering the preferences of the individuals being served and improving ability to implement the PCP accordingly; understanding what the person wants to achieve with each goal and objective in his/her PCP; and understanding that the PCP is the prescription for the services that staff provide.

**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. The values and principles of Person Centered Planning
2. The techniques that can be used to help individuals self-advocate by exploring, identifying, and expressing preferences.
3. Role of Direct Support Staff as advocates for each person's preferences and the reflection of those preferences in the plan.
4. Provide examples of what staff must do to support the person in the achievement of these preferences stated as goals and objectives.
5. Current State Guidelines and Practice Protocols.

**Outcomes/Competencies:**

1. Define Person Centered Planning, its concepts and principles
2. Assist the person to explore their community and engage in activities that will help in the discovery of interests and preferences.

3. Identify connection between person's interests and preferences which lead to dreams and desires to be reflected as goals and objectives in the plan.
4. Demonstrate good listening skills
5. Provide meaningful choices for individuals
  - a. Explore acceptable risks
  - b. Honor the "dignity of risk"
6. Direct Support Staff will perform the elements of the PCP that pertain to them.
7. Involve the person in the implementation of objectives in a person-centered plan so the it is carried out by and with them and not for them
8. Identify the PCP as the person's plan for services that staff are obligated to provide
9. Help the individual understand Person Centered Planning including but not limited to:
  - the role of Direct Support Staff
  - the role of natural & community supports
  - the role of the person
10. Provide examples of how Person Centered Planning is being successfully implemented

**Outline/Recommendations:**

See above.

**Trainer Qualifications:**

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

- College Degree:
- License:
- Years Experience: Recommend 3+ years experience providing and/or receiving services
- Documented Skill Set: Effective communication skills with individuals and groups.
- Training Experience: If no training experience, may be paired with person with minimum of one year's training experience
- Trainer in Adult Learning Styles: at least one trainer should be familiar with Adult Learning Styles
- Other: Must have content expertise

**Length of Training:**

This content is estimated to take approximately 2-3 hours based on number and competency levels of participants.

**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):
- 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:     |
| <input type="checkbox"/> Homework Assignment(s)  |                            |
| <input type="checkbox"/> Other:                  |                            |

**Scope of Implementation:**

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- Supported Living staff
- Adult Foster Care staff

Person Centered Planning

- 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

**Frequency:**

It is recommended that the content be reviewed/retaken:

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

**Additional Comments:**

Annual updates can take many different forms. Consider participation in a PCP meeting, attending a conference, online training, etc.

**References/Legal Authority:**

- 1) Department of Human Services – Adult Foster Care Licensing
- 2) R 330.1801 et. seq.
- 3) MDCH Contract FY 13 attachment C 3.4.1.1 Person Centered Planning Policy and Practice Guideline
- 4) Mental Health and Substance Abuse Administration
- 5) Person-Centered Planning Policy and Practice Guideline
- 6) 3/15/2011
- 7) Administrative Rules for Specialized Services
- 8) DSM IV R
- 9) MCL 400.710(3)
- 10) 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.