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:** *Introduction to Human Services and Meeting Special Needs*

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

Individuals who receive supports and services through the public Mental Health system face many challenges which result in a variety of needs. Three basic challenges for individuals are Developmental Disabilities, Mental Illnesses, and Substance Use Disorders. This class covers some basic definitions as well as the identification of some types and causes of these challenges.

**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. Developmental Disabilities, Mental Illnesses, and Substance Use Disorders.
2. Characteristics of individuals who have been diagnosed with a Developmental Disability such as Autism, Cerebral Palsy, Epilepsy, etc.
3. Characteristics of individuals who have been diagnosed with a Mental Illness such as Depression, Bi-Polar Disorder, Schizophrenia, Obsessive Compulsive Disorder (OCD), Post-Traumatic Stress Disorder, etc.
4. Characteristics of individuals who have been diagnosed with a Substance Use Disorder such as Alcohol or Prescription Drug misuse, Illegal Substance use, etc.
5. Developing meaningful relationships and using effective communication skills to meet the needs of individuals facing these challenges.
**Outcomes/Competencies:**

1. Identify types of Developmental Disabilities, Mental Illnesses, and Substance Use Disorders
2. Identify the challenges people with Developmental Disabilities, Mental Illnesses, and Substance Use Disorders face
3. Identify and demonstrate communication and relationship skills with a person diagnosed with a Developmental Disability, Mental Illness, and/or Substance Use Disorder
4. Define and identify types of dual diagnoses

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

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

 Specified experience:

**Length of Training:**

The length of training should be adequate to achieve the outcomes/competencies listed above, approximately 3-4 Hours (dependent on class size).

**Format:**
Acceptable formats for the class:

- Traditional “live” class.
- Online Class/video conference
- Self-study Unit
- Video Class
- Other (specify):
**Teaching Methods:**
These are the best methods for teaching course content. Additional methodologies 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 if:

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

**Frequency:**
It is recommended that the content be reviewed/retaken:

- [x] Initial
- [ ] Annual
- [ ] Every two years
- [x] As needed:
- [ ] Other:

**Additional Comments:**

This course could serve as an update for staff as new information becomes available and/or as needs arise.

**References/Legal Authority:**

1) Department of Human Services – Adult Foster Care Licensing  
2) MDCH Contract  
3) Administrative Rules for Specialized Services  
4) DSM IV R  
5) MCL400.710(3)  
6) R330.1801 et. seq.  
7) Prevailing State Guidelines and Practice Protocols  
8) Substance Abuse and Mental Health Services Administration - www.samhsa.gov/  
9) National Institute of Mental Health - www.nimh.nih.gov/  
10) Dept. of Health and Human Services/Centers for Disease Control and Prevention/Developmental Disabilities - www.cdc.gov/ncbddd/dd/

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.