

TRAINING RECIPROCITY: IMPLEMENTATION GUIDE (FOR DIRECT CARE WORKERS)

Ensuring Standardization

This is a training reciprocity implementation overview of **Direct Care Workers** training requirements, along with explanation of the guidelines, the new vetting tool and instructions, FAQs, and scenarios to apply your new knowledge.

STGW

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Part 1: Training Reciprocity Introduction

MDHHS/PIHP contract language requires CMHSPs and their provider networks to accept staff training provided by other CMHSPs and their provider networks to meet their training requirements when: 1) that staff training is substantially similar to their own training; and 2) staff member completion of such training can be verified.

In developing this reciprocity process, it was recognized that standardized training would be ideal, though not realistic. Therefore, training reciprocity will be achieved by ensuring that all future training meets standardized criteria as found within Guidelines developed by the State Training Guidelines Workgroup.

State Training Guidelines Workgroup

The State Training Guidelines Workgroup (STGW) was formed in 2007 as a subgroup of the Policy Committee of the Michigan Association of Community Mental Health Boards. The purpose of the STGW is reviewing and recommending training guidelines for Direct Care Workers working in all types of support and service settings including, but not limited to, residential, skill building, and respite. The STGW is comprised of representatives from the Michigan Health Association of Training (MHAT), the Provider Alliance, Provider agencies representing Developmental Disability and Mental Health/Illness services, Community Mental Health agencies, parents and guardians, Department of Health and Human Services (MDHHS), and other stakeholders.

We are one of you. The state is mandating training reciprocity, the STGW is here to help.

History of Training Reciprocity effort

There have been multiple efforts over the years to establish training reciprocity. In 2011, as found in Section 490 of Public Act 63 of 2011, the state spelled out the requirement for the State Training Guidelines Workgroup to: identify training requirements; develop consistency in those requirements; review current requirements for best practice; create reciprocity and portability expectation; identify a process for ongoing review; and, move toward measurable competency as an outcome rather than the training method.

Then, in 2016, PIHP CEOs from across the state established a temporary Training Reciprocity Workgroup, made up of representatives from each Region, tasked with developing this training reciprocity implementation process.

Benefits of Training Reciprocity

- Reciprocity
 - Providers may be presented with training transcripts or certificates from other CMH training entities within Michigan. Training from these organizations should be researched through ImprovingMIPractices; if their training has been vetted and meets guideline content, outcomes, structure, and based on the date which training was completed, they can accept the training at face value, assign staff to a test out, or sign them up for retraining to assure competency.
- Uniformity
 - Achieving a uniform product requires a set of standards that everyone agrees and adheres to. The state training guidelines provide these standards through detailed content, outcomes, and class structure. ImprovingMIPractices provides a place for each **PIHP/CMHSP/Provider Designee** to research training transcripts or certificates from other CMH training entities within Michigan and submit their own vetted training information for others to view.

- Quality
 - The members of the State Training Guidelines Workgroup are committed to helping develop and deliver the highest quality training to Direct Care Workers so they are prepared to deliver exceptional care to those we serve. We are dedicated to partnering with subject matter experts, our provider community, and other shareholders to continually look at improving the training experience to enhance on-the-job performance. Whether a provider agency needs to update its curricula or is searching for accessible, quality training that has already been vetted, ImprovingMIPractices will be the “community” online location to host that information.
- Reduced cost
 - Provider agencies presented with training transcripts or certificates from another CMH can accept the training conditioned upon the premises that (a) the training is current (defined as completed within the past twelve months), (b) the status of the training (vetted or not) can be verified through ImprovingMIPractices, (c) Provider agencies may request a test out through ImprovingMIPractices to validate competency, and (d) Provider agencies may require additional training for their staff.

Expectations of Training Reciprocity

Regardless of how PIHP/CMHSP ‘System’ provides new/refresher training to Direct Care Staff, Reciprocity requires all training/refresher training first be ‘vetted’ against STGW Guidelines, with evidence of training provided prior to testing for competency. Additionally, though Training Reciprocity does not require utilization of www.ImprovingMiPractices.org (IMP) as a training platform, it is expected that each PIHP/CMHSP training system: 1) register with IMP as a training management site; 2) explain the benefits of IMP to their Providers (free staff development opportunities, etc.); 3) explain the benefits to their employees/direct care workers (for individual development, for maintaining training transcripts, and for ease of transferring to another agency should the need arise); and, 4) utilize IMP ‘Management’ portal to access Guidelines (for ‘vetting’ curriculum), to verify training, and to schedule competency testing as needed.

Accessing Curriculum Guidelines

Each training requirement for a direct care worker has an associated Guideline that establishes training expectations for a specific topic, to include required content, expected outcomes, recommended outline, trainer qualifications, format for the training, frequency, and etcetera.

Guidelines are stored here: www.improvingmipractices.org/online/course/view.php?id=429

- *Note:* You will only be able to access this folder if you are registered as an Administrator for your organization (see Login to IMP and Locate Guidelines section on next page for how to get this access)

Learn how the Guidelines are structured: Three sections - Content, Outcomes, Structure Elements

Guideline Update Frequency: About once every three years for each guideline

Get a Management Account and Register Organization with ImprovingMlpractices.org

(only need to do this once per organization). IMP is where you will find Curriculum Guidelines along with all other Training Reciprocity materials (Vetting tools, Employee Transcripts, etc.)

1. Identify **IMP manager(s)** that will manage IMP training accounts for your organization
2. If IMP manager(s) do not already have a user account setup on improvingMlpractices.org website:
 - a. Have IMP manager(s) Go to www.improvingMlpractices.org
 - b. Click on **<Create a New Account>** in upper right corner of the screen. This takes you to a “Welcome to ImprovingMIPractices!” screen
 - c. Enter the requested ‘PROFILE DETAILS’ and ‘USER DETAILS’ information, and then click on **<Create my new account>** button in lower left corner of the screen.

- d. You will be asked to go to complete your registration by responding to an email prompt, sent to the email address you just used

Welcome to ImprovingMIPractices!

As a mental or behavioral health professional in the State of Michigan, this website entitles you to a wide variety of free courses, forums, and CEU certifications in an assortment of practice areas, including ACT, MI, FPE, SUD, and more.

By signing up for an account below, you certify the following:

1. I am an active mental or behavioral health professional currently residing or working in the State of Michigan and/or
2. I have been instructed to register for this site by my Michigan-based employer or university.
3. You are consenting to receive a monthly email newsletters, but you can opt out at any time.

We recommend using your email address (all lowercase letters) as your username below. This site performs best on modern browsers such as Google Chrome, Mozilla Firefox, or Internet Explorer 10+.

An email should have been sent to your address at helpdeskqt.april@gmail.com

It contains easy instructions to complete your registration.

If you continue to have difficulty, contact the site administrator.

- e. Go to your email account

Inbox	238	Primary	Social	you new	Promotions	you new
★ Starred		MI EBP (via Suppor.	YouTube, Twitter, Joyce W Fow...		Huron-Clinton Metroparks, Yum...	
🕒 Snoozed		FRONTLINE	april.strnad@gmail.com	ImprovingMIPractices: account confirmation - Hi Cruikshank Strnad, A new account has been r...		11:15 AM
				5 Documentaries to Watch This Weekend - We've collected our five most...		8:49 AM

- f. Open the email, follow the link

ImprovingMIPractices: account confirmation

Inbox x

MI EBP (via Supporting Evidence-Based Practice Excellence for Michigan) <support@improvingmipractices... 11:15 AM (6 minutes ago)
to me ▾

Hi Cruikshank Strnad,

A new account has been requested at 'ImprovingMIPractices'
using your email address.

To confirm your new account, please go to this web address:

<https://www.improvingmipractices.org/online/login/confirm.php?data=T8n0TqBLXAObYOp/helpdeskqt%2Eapril%40gmail%2Ecom>

In most mail programs, this should appear as a blue link
which you can just click on. If that doesn't work,
then cut and paste the address into the address
line at the top of your web browser window.

If you need help, please contact the site administrator,

MI EBP

impwebsite@improvingmipractices.org

- g. You're registration is confirmed!



[DASHBOARD](#) | [MY COURSES](#) | [CALENDAR](#) | [TECHNICAL SUPPORT](#) | [CONTACT US](#)

[Home](#) ► Your registration has been confirmed

THANKS, CRUIKSHANK STRNAD

Your registration has been confirmed

[Continue](#)

3. Log onto IMP website
 - a. On main screen, under 'Attention Agencies' section, click on **<Get Started>**
 - b. This is where you link to your provider agency
 - c. On the 'Agency Registration' screen:
 - 1) Complete all questions to the best of your ability

To qualify for an agency account, you must have a relationship or be associated with the behavioral health field and operate in the State of Michigan. Fill out the following contact form to get started. We will verify your association with the agency listed and the agency's qualifications to obtain an account.

Create an Agency Account

Do you currently have an account on Improving MI Practices*

Your Full Name *

Email Address *

Agency Name *

- 2) Click on <**Submit**> at bottom of page
- 3) Contact IMP technical support and leave a voicemail at **(517) 940-8813**. They will grant you training manager rights and functions within the IMP system and link the account to your provider agency. You will receive confirmation, usually the next business day.

Login to IMP and Locate Guidelines *[revised process...]*

1. **Once you have training manager rights and function in IMP** log onto IMP website (www.improvingMIpractices.org) and click on <Direct Care Worker Guidelines> on left side of screen under 'Development Tools'
2. Scroll down the page until you find the Guideline(s)/Vetting Tool(s) required for your activity (i.e., to review guideline criteria for curriculum development or to perform Vetting of course materials)
 - *Note:* Guidelines are .pdf files... Vetting Tools are .xls files
3. Click on Guideline(s) to open them for viewing and/or to print
4. Click on Vetting Tool(s) to download and open for editing

Part 2: Utilizing Guidelines (Vetting)

Identify Training Requirements for position

Gaining **PIHP/CMHSP/Provider Designee** identifies training requirements for new staff member based on work setting/employee role (e.g., Specialized Residential direct care worker, Supported Living staff, etc.) or PCP/Assessment Plan needs, utilizing/comparing against Direct Care Worker Training Requirements Grid (see Appendix B). **To locate and print a local copy**, click on <My Courses> link at the top RIGHT of IMP website. On this new page, scroll down to bottom left and click on of page and click on <**Statewide Training Guidelines Work-group (STGW)**> located under 'Advisory Groups' section, and select (click on) '**STGW - Training Chart**'.


Validate your organization's training courses

The Vetting Tool is designed to be the starting point; your courses and/or curriculum will be compared (vetted) against this tool. Each vetting tool is based on a corresponding guideline and provides training standards for content, outcomes, and structure.


Gaining **PIHP/CMHSP/Provider Designee** can either provide training using a 'vetted' curriculum as reported on ImprovingMlpractices.org (IMP) website or utilize local, vetted training.

- You are STARTING with the vetting tool. Your training is being approved against the vetting tool.
- Compare training program/curriculum against STGW Guideline(s), utilizing STGW 'Vetting' Tool (see Appendix D) as found on the same page as the training requirements grid mentioned above. From the home page, click on <DASHBOARD> tab at top of IMP website, then scroll down toward the bottom of page, on the left, and click on <**Statewide Training Guidelines Work-group (STGW)**> located under the 'Development Tools' section. On the new page, the Guidelines and Vetting tools are listed alphabetically.
 - Vetted training program/curriculum will have an icon added by IMP staff as an indicator the class or curriculum has been vetted against applicable Guideline(s).
 - Through declaration of completion of the vetting process, the vetting agency (PIHP/CMHSP/ Provider Designee) is ensuring to other employers/agencies that the training meets each Guideline's competencies.


GENERAL



INFECTION CONTROL & STANDARD PRECAUTIONS

 This module has been designed to conform to the WCAG 2.0 AA accessibility standards.

Infection Control and Standard Precautions discusses methods for reducing the spread of pathogens and communicable diseases.

 This module has passed the vetting process and is approved for reciprocity

Step 1 - Gather your training material and trainer notes

From www.improvingMIPractices.org, download the appropriate vetting tool(s) and state training guideline(s). It takes a lot of work behind the scenes to create a positive learning experience in the classroom (or online). Trainer notes, user manuals, test questions, handouts, videos, and group activities are a few methods used to instill new skills. Gather all materials used in the material you are evaluating to ensure a fair review of your agency's course(s). Some classes may be comprised of multiple guidelines. An example would be a comprehensive class based on guidelines for both Nutrition and Food Safety.

Each guideline includes a Summary Page. This page calculates the total score from each of the three evaluation tabs. After self-vetting, if "Your Score" is less than the "Possible Score", decide if you are going to update your course or search for an available course on IMP to assign your staff.

Reciprocity Readiness for Guideline(s): Nutrition			
Agency Name:			
Region/CMH/PIHP:			
Date of Review:			
	Your Score	Possible Score	
Content Score	0	3	
Outcomes Score	0	4	
Structure Score	0	7	
Totals	0	14	
About your results			
<div>Summary Content NUTRI Outcomes NUTRI Structure NUTRI</div>			

Step 2 - Vet your training against Guideline(s)

Evaluate Content

First we'll evaluate CONTENT. Read through the Vetting Tool content points so you know what to look for. Instructor-led courses: Gather your training materials and notes including, but not limited to, a training manual, trainer notes, video segments, and hand-outs. Find the flow of the class using the trainer notes, organize your materials to match; this will make it easier to compare against the vetting tool.

Begin with Vetting Tool Content point 1. Does your current training meet this content point? Yes = 1, No = 0. Continue comparing your training content against the Vetting Tool.

Nutrition-Content	Met? Y / NY = 1	If No: What is missing? What is the plan to correct or update? If Yes: Is this a stand-alone course? If embedded into another training, please detail.
1. Relationship between proper nutrition and good health A. The characteristics of a healthy diet B. Weight management C. Physical activity D. Food allergies E. Alcoholic beverages F. Medication/food interactions		
2. Implementing special diets		
3. Eating healthy on a budget		
	0	Possible Score: 3

Follow this example using the Vetting Tool and Guideline for Nutrition.

**See Appendix C for the Guideline and Appendix D for the Vetting Tool.*

Here is the Vetting Tool Content point #1

Content
1. Relationship between health and food intake

Looking through the training materials you have already gathered, you see this content point is touched on in the user manual provided to the learner, in a video segment, and also as a group activity point with instructor debriefing. This meets the content recommendation, so “1” is entered into the **Met?** column:

Met? Y / N Y = 1
1

Each **content** object is worth one point and points total at the bottom of the column.

Enter a Comment:

- If an element is missing and detail the plan to correct or update
- If this is a stand alone course or if the content is embedded in another course
- If you have additional content beyond the guideline recommendation that would be helpful for those reviewing your agency’s reciprocity status.

Evaluate Outcome

Each guideline has a list of recommended outcomes. Continue to compare your agency's course against the vetting tool (which is based on its corresponding guideline). The first column provides the outcome point:

Recommended Outcomes/ Competencies as listed on the state training guide
1. Understand the effect of food intake on health and wellness

Continue following this example using the Vetting Tool and Guideline for Nutrition.

The next two columns ask where and how you meet this outcome. Enter the class name and the activity, media, material, or group activity used. This is what it might look like for the same Nutrition class in the example above:

Outcomes Met Here: Class Name(s)	Outcomes Met How?
Nutrition and Healthy Lifestyles, embedded with Food Safety guideline	examples: Video, group activity, reading material

Outcomes are met, so a 1 is entered into the Met? column:

Met? Y / N Y = 1
1

Each **outcome** object is worth one point and points total at the bottom of the column.

Enter a Comment:

- If an element is missing and detail the plan to correct or update
- If this is a stand-alone course or if the content is embedded in another course
- If you meet additional outcomes beyond the guideline recommendations that would be helpful for those reviewing your agency's reciprocity status.

Evaluate Structure

Structure maintains uniformity and quality in content and delivery. There are recommendations for

- Trainer Qualifications
- Length
- Format
- Teaching Methods
- Method of Assessment
- Scope of Implementations
- Frequency

There is also a score for the structure section. There are a number of recommendations for structure that gives flexibility to training delivery. Recommendations are shown on the top row, record your agency's practices on the row below. Continue following this example using the Vetting Tool and Guideline for Nutrition.

Here is how the class length and format would be recorded on the Structure tab.

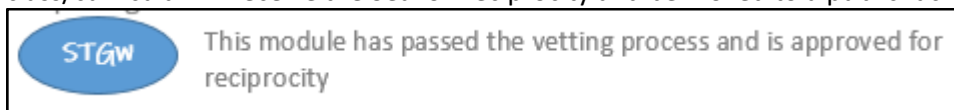
Length		
	Live Hours	Online Hours
Guideline Recommendations	3-4	1.5-2
My Organization	3	

Format					
	Traditional Live Class	Online Class	Self-study Unit	Video	Other
Guideline Recommendations	X	X			
My Organization		X			

Possible Outcomes after Vetting:

After comparing your training to the recommendations in the guideline(s) and vetting tool(s), only three outcomes are possible.

1. Submit this vetting tool & summary to IMP for final review by STGW for reciprocity; this action means your agency's course meets all elements of the stated Guideline(s). Once approved by the STGW, your class/curricula will receive the Seal of Reciprocity and be moved to a public facing spot on IMP:



2. Update/Develop Training: Your agency's course meets some of the elements of a Guideline so you use the Vetting tool and Guideline to update or develop your agency's course before submitting to the STGW as 'vetted' for reciprocity.
3. Find another training source: Your agency's course does not meet some or all of the elements of a Guideline so you find another training source for your agency's team that does meet existing standards. You can contact the STGW to assist you in finding a vetted alternative.

Outcome 1: Submit to STGW for Reciprocity

Post training and/or vetting tool with summary on a private page on IMP. Once reviewed and approved, your class/curricula will receive the Seal of Reciprocity and be moved to a public facing spot on IMP. Addis will contact training managers associated with the submitting agency when the course is approved. Once public-facing, it lets other CMH locations know they can accept proof of training by your agency from any direct care worker who applies to work for them.

Outcome 2: Update/Develop Training

Start with your outcomes (what do you want people to know at the end of your training)

1. All guideline outcomes must be included for your training to be considered 'vetted'
2. Use the Outline/Recommendations!
3. You can add other material (your agency policies, how you do it, etc).

4. Determine your audience (reading level, how they are using the information).
5. Study best practice methods for training the Adult Learner.
6. Determine modality.
7. Know your trainer; do their qualifications match the recommendations?
8. Application; how is the student applying the information they learn?
9. Make sure you include activities to reinforce learning.
10. Determine your best approach and gather materials that match.
11. Determine the Assessment process.
12. How do you provide, record, and track the assessment (test, return demo, online test) to ensure competency?

Submission Guidelines

1. Using the Summary tab, give us an overview of your curriculum (locations, design, what does it look like. i.e. we sit at a table in the group home and have one hour each day to train, etc).
2. For all newly vetted training, submit completed STGW 'Vetting' Tool(s) to STGW for tracking/auditing purposes.
3. Vetted training(s) may be listed on the IMP website to be shared with others if vetting agency chooses (after STGW verifies curriculum through an audit function).
4. Submissions can be uploaded to IMP.

Receiving Feedback and Follow-Up

Approval

Approval with Conditions

Non-Approval

Outcome 3: Find another Training Course



If your organization needs a 'vetted' training course or two, you can check the IMP website for available online courses. Additionally, other provider agencies may offer fully developed instructor-led courses with trainer notes that have been 'vetted' and approved for use. The STGW can be an excellent resource for your agency and you can contact us for vetted and approved recommendations.

Part 3: Training your Staff

IMP link: Associate employees with your organization

1. **Supervisor/Trainer/IMP manager** Log onto IMP website (www.improvingMIpractices.org) and click on **<Manage Employees Accounts>** on left side of screen under 'Employee Management'
2. On the 'Managing Employees for Company...' screen:
 - a. Click on **<Add Employee>** button which takes you to the 'Add Employee for Company...' screen
 - b. Type employee's name into 'Search' box located in middle of screen, and click on **<Search>**
 - 1) If you get a match, click on **<Select User>**, then click on **<Send Request>** button to invite employee to 'join' your organization
 - *Note:* This sends an email to the employee inviting them to join Organization IMP account
 - 2) If you do not get a match (i.e., employee does not already have an IMP account):
 - a) Enter all pertinent data in the boxes under the 'Add New Employee' section in the lower half of the screen
 - b) Click on **<Add New Account>** button
 - *Note:* This sends an email to the employee inviting them to join your 'Company' account

Please note when an employee leaves the agency, the employer or employee can dissociate their improvingmipractices account with your employer account. You can complete this action below by clicking the remove account function or they can complete this action from within "My Agencies". This will then send an email to the employee notifying them this has occurred.

	First Name	Last Name	Email	Invitation Accepted	Last Logged In	
	Tree	Lipar	lipartree@yahoo.com	06/28/2019	Never	<input type="button" value="Remove"/>
	Cruikshank	Strnad	helpdeskqt.april@gmail.com	Pending	06/28/2019	<input type="button" value="Remove"/>

*This image shows an employee that was added (Tree Lipar) and who's Invitation was automatically accepted AND an employee that already had an account (Cruikshank Strnad) who we sent an invitation to!

3. Employee open email received from 'MI EBP (via Supporting Evidence-Based Practice Excellence for Michigan)' to confirm the invitation
 - *Note:* By confirming, the employee is approving 'Company' IMP manager(s) to view any past training activities, to view/print transcripts, and to assign courses

Review Employee Past Experience

1. Collect any previous training transcripts or certificates (paper records)
 - a. Review collected documents to identify courses completed, and which (if any) fulfill training expectations required of employee role (as identified on STGW Direct Care Worker Training Recommendations Grid)
2. Check for and Validate any prior training recorded in IMP (*if employee previously had an IMP account)
 - a. **Supervisor/Trainer/IMP manager** click on **<Employee Transcripts>** on left side of screen under 'Employee Management'
 - b. On the '*company name* – Employee Transcripts' screen:
 - 1) Click anywhere on Employee name which takes you to the 'Official Transcript' screen
 - a) Here, you can get a quick view of License Information, Courses Completed on IMP, and any Self-Reported courses that employee may have submitted
 - b) Click on **<Transcript>** on left side of screen under 'Transcripts'

- c) Review IMP Transcript to identify courses completed, and which (if any) fulfill training expectations required of employee role (as identified on STGW Direct Care Worker Training Recommendations Grid)

Validate Certificates and/or Transcripts

Q: What training certificates or transcripts could I accept?

A: Training that has been vetted against, and meets, the State Training Guideline(s) as listed on www.improvingMIpractices.org

Q: What would be the best practices if the Agency providing CPR, First Aid, Recipient Rights, or Bloodborne training is not yet on IMP?

A: Review the training completion documents. Training transcripts and certificates should contain the following information, based on the MACMHB Practice Standard (originally dated May 2006) and the Mental Health Association of Training:

- Trainee's First and Last Names
- Topic or Subject Name
- Date(s) of Training
- An indication of whether the training was a classroom or online format
- Length of training for both online and instructor led trainings
- An indication of "pass" or "fail" (could contain the word Pass/Successfully Completed/ or indication of performance on a test – 80% or 20/25 correct)
- Name of the organization conducting the training
- A phone number and/or web address of the training organization for further information and transcript verification
- Trainers signature and credentials

If a certificate or transcript DOES NOT contain the above information, contact the training agency and see if you can find out more about the training.

Training is Valid IF:

- a. Previous training course or curricula from Sending Organization is listed as "vetted" on IMP
- b. AND the training is current (falls within timelines found in STGW Direct Care Worker Training Recommendations Grid)
- c. AND competency test was successfully completed with passing score after the training (IMP test or test from the Sending/Training organization),
- d. AND any recent break in performing similar work is no more than 24 months,
- e. AND no additional training/competency testing is required

Training Acceptance

When there is previous training from another CMH approved entity, there are three possible options to consider:

Option 1: Accept training at face value (following steps in previous **Training is Valid IF** paragraph)

Option 2: Accept training after learner passes your agency's internal Test Out/Refresher process to ensure competency

Option 3: Accept training after learner passes an IMP online competency test (see **Test Out** section on page 13)

→ ***FOR OPTIONS 2 & 3*** Staff may not participate in an online Test Out/Refresher without proof of original, face-to-face training. Please update learner's transcript in IMP if you have a paper copy of qualified, vetted training records.

- *FOR OPTIONS 2 & 3* Best practice is to include a re-training standard in your Test Out/Refresher process for learners who cannot pass the Test Out/Refresher after one (1) attempt, using the STGW recommended Method of Assessment. A Test Out is a verification of competency for skills the Direct Care Worker has already learned; retraining should be required if the Performance Indicator is not met.

Option 4: Provide Vetted Training (see **Provide Vetted Training** section below)

Test Out

If your organization does not already have a training program, or decides to utilize training available on www.improvingMlpractices.org, know that the STGW has been actively developing a test question bank for all Guidelines. IMP has a process in place that will select a number of random questions based on the Guideline(s) utilized in developing the training course, pull a balanced number of questions then present those questions in an online testing format. Successful completion of the assessment (80% or greater) will be automatically documented on the learner's transcript on www.improvingMlpractices.org.

Step 1 - Test Competence

1. If training was provided locally:

Option 1: Utilize your local competency testing, then go to Step 3 - Documentation

Option 2: Utilize IMP competency testing based on Guideline(s) utilized for Vetted training curriculum:

- a. **IMP manager** Log onto IMP website (www.improvingMlpractices.org) and click on <**Employee Enrollment**> on left side of screen under 'Employee Management'
 - 1) On the 'company name – Employee Enrollment' screen:
 - a) Click anywhere on Employee name which takes you to the next screen
 - b) Verify that the Employee Name in middle of screen is the employee you are working with
 - c) Click on <**Add Course**> button on right side of screen (competency tests will be identified in the list along with courses)
 - d) Search for the Competency test that you wish to assign to employee (identified specifically as a competency test).
 - *Note:* Some provider-developed courses may contain information from multiple guides.
 - e) Click on the test, which expands the title to describe the test selected.
 - f) Click on <**Enroll Course**>
 - *Note:* This sends an email to the employee informing them that they have been enrolled in competency test
 - b. **Employee** Log onto IMP website (www.improvingMlpractices.org) and click on <**MY COURSES**> on upper left of screen
 - 1) On Course Overview screen, click on <**test name**> and launch the competency test.
2. If IMP curriculum was utilized to provide an online training course, employee is automatically registered to take the corresponding competency test.
3. Regardless of method of training (local, or IMP provided), if employee scores less than 80% in the assessment, that training will need to be repeated before retake of test can occur. Retraining must be done before retesting can be attempted.

Step 2 - Document Training in IMP

1. If utilizing IMP to provide Training/Testing, IMP automatically documents the training and the successfully completed competency test (score of **80%** or higher);
2. If utilizing your agency/local training and competency testing,

- a. **IMP Member** (manager or employee) Log onto IMP website (www.improvingMIpractices.org) and click on <**Self Report A Course**> on left side of screen under 'Transcript'
- b. On the 'Self Reported Courses' screen:
 - 1) Click on <**New Self Reported Course**> button
 - a) Complete the required information
 - *Note: Email* is sent to the Company the member has submitted the course to and they will review the information and approve or deny the course.
 - b) Under 'Self Reported Courses' section of IMP site status will change to "Pending Approval"
 - *Note: Email* is sent to the Member notifying what decision is made
 - c) Under Self-Reported Courses section of IMP site status will change to reflect (Approved or Denied)
 - *Note: If Approved, Course will appear on Member transcript under 'Self-Reported Courses' section.*

Step 3 - Provide Retraining

- If the learner cannot successfully pass the competency testing with a score of **80%** or higher; the learner must repeat the training course.
- This applies to Initial and Refresher Training/Testing.

Provide Vetted Training

1. If providing your own Agency or 'local' training:
 - a. Must utilize 'Vetted' training program/curriculum/assessments
 - *Note: Utilization of vetted training ensures "comparableness of curriculum content elements" (quality and uniformity) for reciprocity purposes*
 - b. Must follow all STGW Guideline(s) criteria (see example of requirements identified on the 'Structure evaluation' page of Appendix D)
 - c. Document successful completion of training online at www.improvingMIpractices.org
2. If utilizing IMP curriculum to provide training:
 - a. **IMP manager** log onto IMP website (www.improvingMIpractices.org) and click on <**Employee Enrollment**> on left side of screen under 'Employee Management'
 - b. On the '*company name* – Employee Enrollment' screen: Click anywhere on Employee name which takes you to the next screen
 - 1) Verify that the Employee Name in middle of screen is the employee you are working with
 - 2) Click on <**Add Course**> button on right side of screen
 - 3) Search for the course(s) that you wish to assign to employee
 - 4) Click on the course, which expands the title to describe the training module selected.
 - 5) Click on <**Enroll Course**>
 - 6) An email to the employee informing them that they have been enrolled in a course
 - 7) **Employee** log onto IMP website (www.improvingMIpractices.org) and click on <**MY COURSES**> tab on upper middle of screen
 - 8) Documentation in IMP is automatic

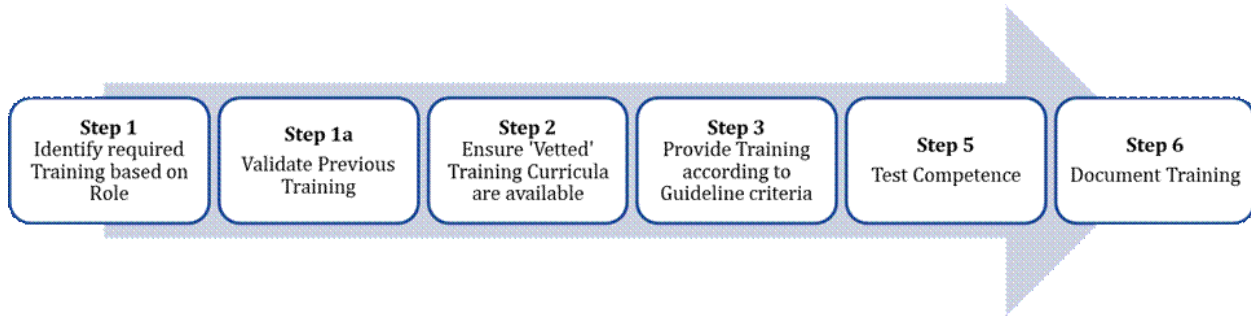
Appendix: Tools for Implementation

The following tools are provided for your use in preparing for training implementation.

- A. Training Implementation Overview
- B. Direct Care Worker Training Requirements Grid
- C. STGW Guideline Example*
- D. STGW 'Vetting' Tool Example*
- E. FAQs
- F. Scenarios

Appendix A

Training Implementation Overview



Appendix B

Direct Care Worker Training Requirements Grid

Direct Support Staff Training Requirements Grid			Specialized Residential DSP, Home Managers	Specialized Residential Administrators	Community Living Supports (CLS)	Pre-Voc Skill Building	Non-Voc Skills Building	Supported Living staff	Adult Foster Care Staff	Respite Service Staff	Self-Determination Staff	In-Home Service Staff (Children's Program)	Foster Family Group Home staff	Child-care Institutions, Children's Group Home Staff	As Identified in the Person Centered Plan	Other Employee Group
Training and Renewal Key:			I-AN = Initially & As Needed		A = Initially and Annually		AN = As Needed		2 = Initially & every 2 years		3 = Initially & every 3 years		IPOS = when identified in the IPOS		X = See Guide	
GUIDELINE TITLE	Trained Within	Source														
Assisting People with Eating and/or Swallowing Difficulties															IPOS	
Autism Spectrum Disorder															IPOS	
Behavior and Crisis Intervention			3	3	3	3	3	3	3	3	3	3	3	3	3	
Building Natural Supports			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	X
Cardio Pulmonary Resuscitation (CPR)			2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	
Crisis Planning			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	X
Critical Thinking and Creative Problem Solving			AN			AN	AN							AN		
Cultural Competence/Proficiency			3	3	3	3	3	3	3	3	3	3	3	3	3	
Documentation Skills			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	
Due Process/Exercising Rights/Grievance and Appeals			A	A	A	A	A	A	A	A	A	A	A	A	A	
Emergency Preparedness			3	3	3	3	3	3	3	3	3	3	3	3	3	
First Aid			2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*	
Food Safety			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	
Health and Wellness			3	3	3	3	3	3	3	3	3	3	3	3	3	
HIPAA/Privacy/Confidentiality			A	A	A	A	A	A	A	A	A	A	A	A	A	
Human Relationships			3	3		3	3	3	3	3		3	3	3	3	
Immobility and Positioning															IPOS	
Infection Control & Standard Precautions			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	
Introduction to Human Services and Meeting Special Needs			3	3	3	3	3	3	3	3	3	3	3	3	3	
Lifts & Transfers															IPOS	
Limited English Proficiency (LEP)			3	3	3	3	3	3	3	3	3	3	3	3	3	
Medications			3	3	3	3	3	3	3	3	3	3	3	3	3	X
Nutrition			3	3				3	3			3	3	3	3	
Person Centered Planning / Individual Plan of Service			A	A	A	A	A	A	A	A	A	A	A	A	A	X
Philosophy and Current Trends in Providing Human Services			I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	I-AN	
Recipient Rights			A	A	A	A	A	A	A	A	A	A	A	A	A	X
Suicide Risk Assessment and Intervention			I-AN	I-AN	I-AN		I-AN									
Teaching New Skills/Life Skills			3	3	3	3	3	3	3	3	3	3	3	3	3	X
Train the Trainer																X
Trauma Informed Services			3	3	3	3	3	3	3	3	3	3	3	3	3	



REFERENCE WEBSITES:
 1. Balanced Budget Act
 2. Health Insurance Portability and Accountability Act (HIPAA)
 3. Deficit Reduction Act
 4. Michigan Department of Community Health (MDCH)
 5. Michigan Administrative Code
 6. Michigan Mental Health Code
 7. Michigan Occupational Safety and Health Administration (MIOSHA)
 8. Code of Federal Regulations

SECONDARY KEY:
 2* = As required by the National Certifying Organization

Appendix C

STGW Guideline Example*

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 training quality, uniformity, and reciprocity.

Topic: *Nutrition*

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

Major causes of morbidity and mortality in the United States are related to poor diet and a sedentary lifestyle. Many diseases and conditions are linked to poor diet (e.g.; cardiovascular disease, hypertension, and type 2 diabetes, etc.). Direct Support Professionals (DSP) need basic nutrition awareness as stewards of the individual's health and to model healthy habits. Course will cover basics of healthy Nutrition guidelines applicable for DSP and individuals 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.

Outline – A suggested approach to meeting Outcomes/Competencies.

These three are interrelated, but not necessarily a one-to-one relationship.

Content:

1. Relationship between health and food intake
2. Healthy lifestyles and food
 - A. The celebratory nature of food such as birthday parties, special occasions, etc. and how to work it into a healthy diet
 - B. The characteristics of a healthy diet
 - C. Weight management
 - D. Physical activity
 - E. Food allergies
 - F. Alcoholic beverages
 - G. Medication/food interactions
3. Implementing special diets
4. Putting it all together – shopping and eating healthy within budget

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Outcomes/Competencies:

1. Understand the effect of food intake on health and wellness
2. Identify and help people understand healthy food options
3. Recognize and implement menus which encourage healthy meals and snacks based on setting
4. Be able to shop in accordance with dietary and budgetary considerations

Outline/Recommendations:

1. Relationship between health and food intake
 - A. Effects of healthy options on physical and mental health
 - B. Diseases/conditions linked to poor diet
 - C. Modeling healthy habits
2. Healthy lifestyles and food
 - A. The celebratory nature of food such as birthday parties, special occasions, etc. and how to work it into a healthy diet
 - B. The characteristics of a healthy diet, including caloric intake
 - C. Weight management
 - D. Physical activity
 - E. Food allergies
 - F. Alcoholic beverages (effects on caloric intake, budget, medications, etc.)
 - G. Medication/food interactions (reading and following food and medication labels)
3. Implementing special diets
 - A. Low sodium
 - B. Low fat
 - C. Food consistency (chopped, ground, pureed, liquid, etc.)
 - D. Diabetic/heart healthy/reduced calories (Weight Watchers, Atkins, etc.)
 - E. Others as indicated by Person Centered Plan
4. Putting it all together – shopping and eating healthy within budget
5. Documentation of food as required per plan

Trainer Qualifications:

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

- ☐ College Degree:
- ☐ License:
- ☐ Years' Experience (please specify below):
- ☐ Documented Skill Set:
- ☒ Training Experience:
- ☒ Trainer in Adult Learning Styles/Methods:
- ☒ Other: Prefer Registered Dietician/Nurse or other Healthcare Professional be available for consultation; must have content expertise.

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 3-4 hours at the entry-level, longer for larger groups. Additional hours covering detailed information on conditions specific to the individuals supported.

1.5-2.0 hours for on-line

Format:

The acceptable format(s) for the class:

- ☒ Blended Learning (Online + Instructor-Led)
- ☒ Instructor-Led Class
- ☒ Instructor-Led Webinar
- ☒ Online Course
- ☐ Other (specify):

Teaching Methods:

These are the best teaching methods for teaching course content. Additional methods may also enhance learning.

- ☐ Individual
- ☒ Classroom/Group
- ☒ Lecture
- ☒ Group Discussion
- ☐ Skills Practice
- ☐ Return demonstrations
- ☒ Activities
- ☒ Videos
- ☒ Online Activities

Nutrition

3

- ☐ Individual Assignments
- ☐ Homework assignments
- ☐ 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"/> | Observation with sign-off sheet | |
| <input type="checkbox"/> | Other: | |

Scope of Implementation:

Training recommended for:

- ☒ Specialized Residential direct care staff/home managers
- ☒ Specialized Residential Administrators
- ☐ Community Living Supports (CLS)
- ☐ Skill-Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
- ☐ Supported/Integrated Employment Service (i.e. Clubhouse, Competitive Employment, volunteer)
- ☒ Supported Living staff
- ☒ Adult Foster Care staff
- ☐ Respite Service staff
- ☐ Self-Determination staff
- ☒ In-Home service staff (children's program)
- ☒ Foster Family Group Home staff
- ☒ Child-caring Institutions (Children's Group Home) staff
- ☐ As identified in the Individual's Person Centered Plan
- ☐ Other employee group (specify):

Frequency:

It is recommended the content be reviewed/retaken.

- ☒ Initial & As Needed
- ☐ Initial & Annual
- ☐ Initial & Every two (2) years
- ☒ Initial & Every three (3) years-Preferred
- ☐ As directed by the Individual Plan of Service
- ☐ Other:

Nutrition

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Additional Comments:

1. Can be taught in conjunction with Food Safety and/or Assisting Individuals with Eating and Swallowing Difficulties

References/Legal Authority:

1. www.Choosemyplate.gov
2. www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/
3. Lorig, K, Holman, H., Sobel D., Laurent, D., Gonzalez, V., & Minor, M. (2012). *Living a Health Life with Chronic Conditions*, 4th ed. Boulder, CO: Bull Publishing Co
4. MI Admin. Code R330.1806
5. MHCR 330.1801 et seq.
6. MCL 400.710(3)
7. R330.1801 et seq.
8. R400.1419 Resident Nutrition
9. 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.

Appendix D

STGW 'Vetting' Tool Example*

Summary Page

Reciprocity Readiness for Guideline(s): Nutrition			
Agency Name:			
Region/CMH/PIHP:			
Date of Review:			
	Your Score	Possible Score	
Content Score	0	3	
Outcomes Score	0	4	
Structure Score	0	7	
Totals	0	14	
About your results			
<div style="display: flex; justify-content: space-between; align-items: center; padding: 5px;"> Summary Content NUTRI Outcomes NUTRI Structure NUTRI </div>			

Content evaluation

Guideline example: Nutrition

Nutrition-Content	Met? Y / NY = 1	<p><i>If No:</i> What is missing? What is the plan to correct or update?</p> <p><i>If Yes:</i> Is this a stand-alone course? If embedded into another training, please detail.</p>
1. Relationship between health and food intake		
2. Healthy lifestyles and food A. The celebratory nature of food such as birthday parties, special occasions, etc. and how to work it into a healthy diet B. The characteristics of a healthy diet C. Weight management D. Physical activity E. Food allergies F. Alcoholic beverages G. Medication/food interactions		
3. Implementing special diets		
4. Putting it all together – shopping and eating healthy within budget		
	0	Possible Score: 4

Outcome evaluation

Guideline example: Nutrition

Nutrition-Recommended Outcomes/ Competencies as listed on the state training guide	Outcomes Met Here: Class Name(s)	Outcomes Met How?	Met? Y / N Y = 1	Comments
	Example: Stand alone class, on-line class, one on one instruction etc.	Example: group activity, reading material, handout, video, lecture, etc.		
1. Understand the effect of food intake on health and wellness				
2. Identify and help people understand healthy food options				
3. Recognize and implement menus which encourage healthy meals and snacks based on setting				
4. Be able to shop in accordance with dietary and budgetary considerations				
Score: 4 possible			0	

Structure evaluation

Structure Met? 1 = Yes	Trainer Qualifications					
		College Degree	License	Years Experience	Documented Skill Set	Training Experience
	Guideline Recommendations					X
	My Organization's Trainer 1					
Structure Met? 1 = Yes	Length					
		Live Hours	Online Hours			
	Guideline Recommendations	1-4 hours	30-90 minutes			
	My Organization					
Structure Met? 1 = Yes	Format					
		Blended Learning	Instructor-Led Class	Instructor-Led webinar	Online Course	Other (specify
	Guideline Recommendations	X	X	X	X	
	My Organization					

Appendix E

FAQs

Q: Who should maintain training (i.e., manage the IMP account)?

A: **Training** should be managed at the lowest level; however, previous experience has shown, in some instances, that training has not occurred as required. **Vetting** should be managed at CMHSP, the following process is recommended:

1. PIHP identifies Training Reciprocity/IMP Regional Manager for oversight, consistency, and quality improvement.
2. CMHSP identifies Training Reciprocity/IMP 'sub=Regional' Manager for Provider training monitoring, Vetting tool access, and (optional) training/testing scheduling
3. Network Provider identifies Training Reciprocity/IMP Provider-level Manager for vetting/training/test scheduling if delegated by CMHSP
 - a. Training should be managed at the lowest (*trusted*) level
 - b. Provider contracts should include requirements for participation in Reciprocity and use of IMP
 - c. CMHSPs responsible for Training Vetting

Q: If recommendation is for Providers to maintain, what steps need to be taken for Providers to implement?

A: Steps for Provider Implementation:

1. Provider identifies Training Reciprocity/IMP site 'Manager' to CMHSP
2. CMHSP register Provider site with IMP
3. CMHSP Training Reciprocity 'sub-regional' Manager provides Training Reciprocity/IMP training to Provider IMP site 'Manager'
4. Provider IMP site 'Manager' logs onto IM website to enroll all Provider site employees, and to schedule training/testing as needed
 - a. STGW will provide procedure manual
 - b. IMP will provide a help desk (M-F, 9am-Noon)

Q: What is the process for amending or changing guideline criteria?

A: A request to review and update a Guideline should be made directly to the STGW. STGW has a rotating schedule to review and update Guidelines. When there is new information, best practice, or policy change, the affected Guideline(s) would be reviewed accordingly. This is part of the STGW core functions.

Q: How do we approach staff who have already completed trainings in order to get their previous experience into the IMP database?

A: IMP is able to upload a transcript for a staff if that is how a region chooses to address this need. Then, trainer/supervisor can view and assign training or a test out as applicable. Otherwise, training that is provided on IMP automatically goes to a transcript (if competency test passed) for a staff and is available on-going. Further training can be added to the transcript.

Q: How would we know if uploaded training from staff can be accepted through reciprocity?

A: Supervisor/Trainer reviews list of vetted training, stored on by IMP. If the training is on the "vetted and

approved” list, Supervisor/Trainer approves worker completed courses or test outs (approval = validates) on IMP. Watch for an indicator or icon that says the training is vetted and approved.

Q: Will there be any type of tracking method or notification to users of the site when a training needs to be updated?

A: IMP site has a tickler/reminder system

Q: Will there be any resource for individual providers who do not have access to the internet?

A: For IMP purposes, the individual could go to their local library for access?

Q: What if we have training that we would like to make available to all providers throughout the Region?

A: Any Vetted & Approved training the provider is willing to share, that has been audited by STGW and meets IMP criteria, can be posted and available.

Q: Can competency tests be customized to match the specific and varied topics contained in vetted trainings?

A: Yes. The document that lists vetted trainings will also identify the specific topics covered in that training. AE can pull questions from the question banks per topic to create the tests.

Q: Does IMP allow for multiple associations for Direct Care Workers who work with more than one employer?

A: Yes, Direct Care Workers can be associated with multiple employers

Q: Is there any vetted training currently available on IMP?

Appendix F

Scenarios

Scenario 1:

A new employee hands you training certificates for classes taken within the last 6 months.

Can you accept the training at face value?

Describe how you begin your research to see if the training meets reciprocity standards?

Scenario 2:

A new employee hands you a training certificate for a Medications class. The class was taken four years ago, and the staff member has been working in an unrelated industry for the past 3 years. What is your responsibility in this situation.