

The following is an example of a training title page for an approved curriculum:

Your Company Name Here

What type of training are you submitting (i.e. TCM, PSS, CSA)?

What sub-category is the training (i.e. Core, SMI, Adult PSS, Youth PSS, etc.)?

Common Issues with Curriculum

Do

- Describe each topic on the rubric.
- Utilize activities in each core.
- Give examples.
- Use entire time frame needed for the core.
- List all documents and activities used on the rubric.
- Provide training that is clear to the reviewer/learner.

Don't

- List required content without describing or adding definitions.
- Leave the rubric blank – add file names and page numbers!
- Add web links listed in the rubric without covering content.
- Stray too far from the rubric content or place cores out of order.
- Attach regulations – explain them!

Example of an approved curriculum:

- In the example located in the preceding pages, the rubric requires the following:

Core Competency 1. Engaging Consumers and Family Members (3 hours) <i>Recommended as</i> <i>In-person, face to face</i> <i>format</i>	Engagement and Effective Communication
	Define OARS (Open-ended questions, Affirmations, Reflections, and Summarizing): <i>(see below)</i>
	• Open-ended
	• Affirmations
	• Reflections
	• Summarizing
	Provide evidence that OARS is practiced based upon the motivational interviewing technique.

***The following slides are an example of an approved curriculum. These should be used as a reference only. ***

Engagement and Effective Communication OARS and Motivational Interviewing

What is OARS?

- OARS is the acronym used to describe a 4-pronged approach to basic interactions used with Motivational Interviewing.
- OARS acronym created by Motivational Interviewing founders Steve Rollnick and William Miller as an aid to therapist to remember the strategies to their approach.

What is Motivational Interviewing?

- A form of collaborative conversation for strengthening a person's own motivation and commitment to change. It is a person-centered counseling style for addressing the common problem of ambivalence about change by paying particular attention to the language of change.

*Miller, W.R., & Rollnick, S. (2002). *Motivational interviewing: preparing people for change* 2nd Ed. New York, NY: Guilford Press.

OARS: Basic Skills of Motivational Interviewing

- Open Questions
- Affirmations
- Reflective Listening
- Summaries



Motivational Interviewing is not a series of techniques for doing therapy but instead is a way of being with patients.

William Miller, Ph.D.

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OARS

- Open-Ended
 - These are questions that cannot be answered with one word answers such as “yes”, “no” or “I don’t know.”
 - Examples of Open-Ended questions:
 - “How does that make you feel?”
 - “Tell me about your day.”
 - “Tell me more about that.”

OARS

- Affirmations
 - Forms of communication that show appreciation, praise, and/or positive support for personal strength or ability or an action a consumer has already accomplished.
 - Examples:
 - “You have a great way of communicating.”
 - “You’re doing a great job of taking care of your family.”
 - “You showed a lot of strength by doing that.”
- Note: Your voice tone, eye contact, and body language all can be affirming.....and the opposite.

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OARS

- Reflections

- Reflective listening is a way of listening and observing consumers words, body language, and behavior, then responding back to consumer a summary of what they told in your own words.

- Examples:

- “So it sounds like you know you need to quit smoking but you are concerned about withdrawals and weight gain.”

- “I get the sense that you are having trouble at your job right now.”

ACTIVITY: TAXI DRIVER

OARS

- Summarizing

- To be completed at the end of a conversation

- Summarizing is paraphrasing the conversation to make sure both parties are on the same page and that neither of you missed anything.

Examples:

- “Let me make go over everything we discussed today.....”

- “So we talked about What else would be helpful today?”

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Knowledge to Action OARS Group Practice

- Split into groups of 3
- Identify one person as the Targeted Case Manager, one person as the consumer, and one person as the observer
- Follow the instructions on the handout labeled OARS GROUP PRACTICE
- Rotate until all have completed the practice sheet.

This was *approved* because:

- ***It clearly outlines all points of the rubric.***
- ***Provides several examples of activities.***
- ***All activities were clearly outlined in the training and provided to DBHDID.***
- ***The learner was given clear descriptions for each point of OARS and examples.***

Example of an approved curriculum regarding regulations:

- In the example located in the preceding pages, the rubric requires the following:

Core Competency 10. Documentation - Regulations. (1 hour)	Documentation/Regulations			
	Define the role of a Targeted Case Manager as provided for in both Department for Behavioral Health, Developmental and Intellectual Disabilities and the Department for Medicaid Services regulations: 907 KAR 15:040, 907 KAR 15:050, 907 KAR 15:060 and 908 KAR 2:260. (see below)			
	• 908 KAR 2:260	File Name:		
		Page No.:		

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908 KAR 2:260

Role and Duties of Targeted Case Manager

Targeted case management services" means services furnished to assist a client in gaining access to needed medical, social, educational, or other needed services and supports, including:

- (a) Assessment of the client's medical, social, and functional status and identification of the client's strengths and needs;
- (b) Arranging for service delivery from the client's, the client's legal guardian, or the client's custodial parent's chosen provider to insure access to required services;
- (c) Facilitating access to needed services by explaining the need and importance of services in relation to the client's condition;
- (d) Facilitating access, quality, and delivery of necessary services; and
- (e) Preparation and maintenance of case record documentation to include care plans, forms, reports, and narratives as appropriate.

Roles and duties (continued)

- (16) "Targeted case manager" means an individual who is:
 - (a) Trained and supervised to perform targeted case management services in accordance with Section 2 of this administrative regulation;
 - (b) Responsible for conducting a comprehensive assessment and a periodic reassessment of an individual's strengths and needs; and
 - (c) Responsible for assisting an individual to gain access to identified medical, social, educational, and other service needs.

This was approved because:

- The author addressed the role of the Targeted Case Manager by pulling the section of the regulation required.
- The author provided the entire regulation as a supplement to the PowerPoint slides addressed in the training.
- Supplements were documented on rubric.

Curriculum Submissions Must Have:

- Single Curriculum Submission Summary – this is the application for the curriculum
- Completed Rubric – all submitted documents must be listed on the rubric – include file names and pages
- Electronic version of the curriculum saved as a Word, PowerPoint and/or PDF file using a USB flash drive – these documents must be clearly labeled with entities/submission name
- Examination and an answer key
- Evaluation form of the training

Submit Completed Packets to:

Department for Behavioral Health, Developmental and Intellectual
Disabilities
Division of Program Integrity
Program Support Branch
275 East Main Street 4CD
Frankfort, KY 40621

- Completed curriculums submissions will be reviewed within 20 business days of received date.
 - *Incomplete submissions will not be considered for review until all required documents are received.*
- Communication on the status of the submitted curriculum will be sent to the contact person listed on the "Single Curriculum Submission Summary."