

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>
	<ul style="list-style-type: none">• Open-ended
	<ul style="list-style-type: none">• Affirmations
	<ul style="list-style-type: none">• Reflections
	<ul style="list-style-type: none">• 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.

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

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.

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

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?”

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

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. <i>(see below)</i>			
	<ul style="list-style-type: none">• 908 KAR 2:260	File Name:		
		Page No.:		

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

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."