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**CHAPTER 2: BEHAVIORAL HEALTH SERVICES**

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## **Approved Curriculum and Equivalency Standards**

### **Parent Support and Training/Youth Support and Training**

#### **Equivalency Standards**

##### **Introduction to Wraparound**

This initial training introduces new parent support and training and youth support and training staff to systems of care and system of care values.

Participants learn the definition, phases and principles, and goals of wraparound from the National Wraparound Institute perspective. Participants have an opportunity to practice the following skills that support:

- Describing wraparound;
- Determining Family Support Organization (FSO) staff goals during the various phases of wraparound;
- Putting wraparound principles into practice; and
- Meaningfully participating in the wraparound process as partners with professionals and others.

##### **Functional Behavioral Approach**

This intensive training introduces new Parent Support and Training and Youth Support and Training staff to Family Support, which is, essentially, systems of care values in practice. Participants engage in interactive exercises and activities to learn and practice the key competencies of providing support, teaching skills and building and maintaining community connection for the youth and families they serve. They are exposed to tools and strategies to support each of the competencies, that also help provide ongoing assessment of whether their service is “on track” to best support Child Family Team (CFT)-defined needs.

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**Supervising Functional Behavioral Approach**

This training for those supervising Parent Supports and Youth Supports, allows supervisors to bring their experiences into a session where the original and more advanced tools and strategies are introduced and applied, to demonstrate how they can take these back to their staff and deepen service results for those they are serving.

**Approved Curriculum**

- Introduction to Wraparound;
- Functional Behavioral Approach (FBA);
- Supervising FBA (for parent support supervisors and youth support supervisors); and
- Each FSO is required to have and utilize a comprehensive peer training plan and curriculum, which is inclusive of the Peer Worker Core Competencies, as outlined by the Substance Abuse and Mental Health Services Administration (SAMHSA), and has been approved by the Office of Behavioral Health (OBH)-Coordinated System of Care (CSoC).

**Independent Living/Skill Building**

**Equivalency Standards**

Training will attend to the principles of the system of care in that services are to be individualized according to each youth’s strengths, interests, skills, goals and included on an individualized plan of care.

Training may include facilitating normal and instrumental activities of daily living. Participants will learn how to assess needs of the youth and teach skills needed by youth for living independently, which include the following domains:

- Career planning;
- Communication;

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- Daily living;
- Home life;
- Housing and money management;
- Self-care;
- Social relationships;
- Work life; and
- Work and study skills.

**Approved Curriculum**

Casey Life Skills is the approved curriculum for Independent Living/Skill Building (IL/SB) services. (See Appendix A for access to link.)

**Short Term Respite Care**

**Equivalency Standards**

Respite providers will need to learn how to help to de-escalate stressful situations and assure that the respite experience provides a therapeutic outlet for the child.

Training will focus on:

- Developing successful partnerships with families and youth; and
- Understanding culture and values.

Knowledge of:

- System of care values of family driven care;

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- Individualized treatment, and strengths based approaches;
- Safety (cardiopulmonary resuscitation (CPR)), First aid, environmental awareness, community safety, etc.);
- Basic communication skills;
- Behavioral strategies for managing challenging behaviors, use of positive behavioral supports; and
- Non-violent prevention of aggressive behavior.

**Approved Curriculum**

~~University of Idaho Respite Care Provider Training Manual is the approved curriculum for Short Term Respite (STR) services. (See Appendix A for contact information.)~~ The Family Involvement Center’s Short Term Respite Provider Training is the OBH-approved curriculum for Short Term Respite (STR) services. This training must be completed prior to delivering STR services. The training curriculum is designed to be delivered in a classroom setting by a trainer at the STR provider agency. The training consists of seven modules and typically takes approximately six hours to deliver, in addition to break time. The training modules include:

- Module 1: Respite Overview
- Module 2: Wraparound and the CFT Process
- Module 3: Family Culture and Values
- Module 4: Understanding Needs
- Module 5: Safety
- Module 6: Responding to Challenging Behaviors
- Module 7: Are you ready to be a Respite Provider?

The Office Behavioral Health approved Short Term Respite Training can be requested from Magellan of Louisiana at:  
LACSOCPROVIDERQUESTIONS@magellanhealth.com.

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**Peer Support Services**

**Approved Curriculum**

The Certified Peer Support Specialist (CPSS) employed by the provider agency must successfully complete a comprehensive peer training plan and curriculum that is inclusive of the Core Competencies for Peer Workers, as outlined by the Substance Abuse and Mental Health Services Administration (SAMHSA), and has been approved by the Office of Behavioral Health (OBH). Training must provide the CPSS with a basic set of competencies that complies with the Core Competencies of the profession to perform the peer support function. Successful completion requires obtaining the minimum qualifying score or better on required knowledge and skill assessments.

The CPSS must complete a minimum of ten (10) Continuing Education Units (CEU) in the tenets of peer support approved by OBH per calendar year. Three (3) of the ten (10) CEUs must be in the area of Ethics. The other seven (7) will be in the principles and competencies related to tenets of peer support. Courses which are mandatory job trainings such as blood borne pathogens, sexual harassment, or prohibited political activity and are neither recovery oriented or related to Peer Support should not be counted towards this continuing education requirement. Documentation of completion of the ten approved CEUs shall be submitted to OBH by December 31 each year; otherwise, the CPSS will be considered to be lapsed. CEU courses may include:

- Wellness and Recovery;
- Cultural Competency;
- Person Centered Care;
- Mutuality;
- Advocacy;
- Communication;
- Conflict Resolution;
- Trauma Informed Care;

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- Integrated Care;
- Partnering with Other Professionals;
- Wellness Recovery Action Plan (WRAP);
- Peer Support Whole Health;
- Intentional Peer Support;
- Mental Health First Aid;
- Suicide Prevention;
- Treatment/Discharge Planning;
- Health Insurance Portability and Accountability Act (HIPAA);
- Mandated Reporting;
- Target Health; and
- Chronic Conditions;

**Psychosocial Rehabilitation - Adults****Equivalency Standards**

Services are designed to assist the individual with compensating for or eliminating functional deficits and interpersonal and/or environmental barriers associated with their mental illness. The intent of psychosocial rehabilitation (PSR) is to restore the fullest possible integration of the individual as an active and productive member of his or her family, community and/or culture with the least amount of ongoing professional intervention.

Training will focus on:

- Daily and community living skills;
- Socialization skills;

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- Adaptation skills;
- Development of leisure time interests and skills;
- Symptom management skills;
- Identification and management of symptoms of mental illness;
- Compliance with physician's medication orders;
- Education in mental health/mental illness; and
- Work readiness activities

**Approved Curriculum**

The following training programs make up the approved curriculum for PSR services for adults:

- Boston Psychiatric Rehabilitation Model;
- Clubhouse Model; and

**NOTE:** See Appendix A for access to link.

**Crisis Stabilization**

**Equivalency Standards**

The goal of crisis stabilization (CS) services is to restore the individual to his or her prior functioning level following a crisis. Bolstering coping skills and assisting in revitalizing or developing a support system are essential portions of stabilization services. Stabilization services may be less active than intervention services. The recipient may not need “talk therapy”; they instead may need a person who is capable of providing verbal support or their physical presence to make the recipient feel safe.

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Curriculum standards for crisis stabilization services include but would not be limited to:

- Solution focused crisis assessments;
- Crisis communications;
- Intensive, solution focused family interventions;
- Assisting the youth and parent(s)/caregiver(s) in developing coping and behavior management skills, and working collaboratively with any existing service providers to prepare for the youth's return to their home environment; and
- Development of risk management / safety plans.

**Standardized Basic Clinical Competency Training Modules for Unlicensed Staff**

The Louisiana Department of Health (LDH), OBH developed standardized basic training modules for unlicensed providers and direct care staff as an introduction to the key concepts they must be familiar with and competencies they must demonstrate prior to rendering specialized behavioral health services to members of Healthy Louisiana and CSoC.

These modules are available online through the Healthy Louisiana managed care organizations (MCOs), the CSoC Contractor, and LDH. Staff must complete these trainings prior to rendering specialized behavioral health services, and provider agencies are required to submit attestation documentation to the managed care entities with whom they contract.

Training focuses on:

- MH 101 – Introduction to Serious Mental Illness (SMI) and Emotional Behavioral Disorders;
- Crisis intervention;
- Suicide and homicide precautions;
- System of care overview;

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- Co-occurring disorders;
- Cultural and linguistic competency (basic); and
- Treatment planning.

All links to training modules and approved PSR curriculum for adults can be found on the LDH website. Reference Appendix A for links.

### **Licensed Mental Health Professional**

A licensed mental health professional (LMHP) is an individual who is licensed in the State of Louisiana to diagnose and treat mental illness or substance use, acting within the scope of all applicable State laws and their professional license. An LMHP includes individuals licensed to practice independently:

- Medical psychologists
- Licensed psychologists
- Licensed clinical social workers (LCSWs)
- Licensed professional counselors (LPCs)
- Licensed marriage and family therapists (LMFTs)
- Licensed addiction counselors (LACs)
- Advanced practice registered nurses (APRNs)

LPCs may render or offer prevention, assessment, diagnosis, and treatment, which includes psychotherapy of mental, emotional, behavioral, and addiction disorders to individuals, groups, organizations, or the general public by a licensed professional counselor, that is consistent with his/her professional training as prescribed by R.S. 37:1101 et seq. However, LPCs may not assess, diagnose, or provide treatment to any individual suffering from a SMI, when medication may be indicated, except when an LPC, in accordance with industry best practices, consults, and collaborates with a practitioner who holds a license or permit with the Louisiana State Board of Medical Examiners or a Louisiana licensed APRN, who is certified as a psychiatric nurse practitioner. (Reference: Louisiana Mental Health Counselor Licensing Act; Section 1103-).

LMFTs may render professional marriage and family therapy and psychotherapy services limited to prevention, assessment, diagnosis, and treatment of mental, emotional, behavioral, relational, and addiction disorders to individuals, couples and families, singly or in groups that is consistent

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with his/her professional training as prescribed by R.S. 37:1101 et seq. However, LMFTs may not assess, diagnose, or provide treatment to any individual suffering from a SMI, when medication may be indicated, except when an LMFT, in accordance with industry best practices, consults, and collaborates with a practitioner who holds a license or permit with the Louisiana State Board of Medical Examiners or a Louisiana licensed APRN, who is certified as a psychiatric nurse practitioner. (Reference: Louisiana Mental Health Counselor Licensing Act; Section 1103). All treatment is restricted to marriage and family therapy issues.

LACs who provide addiction services must demonstrate competency, as defined by LDH, State law, Addictive Disorders Practice Act and regulations. LACs are not permitted to diagnose under their scope of practice under State law. LACs providing addiction and/or behavioral health services must adhere to their scope of practice license.

APRNs must be nurse practitioner specialists in adult psychiatric and mental health, and family psychiatric and mental health, or certified nurse specialists in psychosocial, gerontological psychiatric mental health, adult psychiatric and mental health and child-adolescent mental health and may practice to the extent that services are within the APRN's scope of practice.

**Resource: First Aid, Cardiopulmonary Resuscitation and Seizure Assessment Training**

Agencies, organizations and facilities are required to ensure staff complete an American Heart Association (AHA) recognized first aid, CPR and seizure assessment training. Staff must renew certifications at least once every two years or as recommended by the AHA. Psychiatrists, APRNs/clinical nurse specialists (CNSs)/physician assistants (PAs), registered nurses (RNs), and licensed practical nurses (LPNs) are exempt from this training. Courses may be found by visiting the AHA website: <http://www.heart.org/HEARTORG/>.

**Resource: Establishing Drug-Free Workplace Programs and Developing Policies**

Agencies, organizations and facilities may refer to the SAMHSA online guide for establishing drug-free workplace programs and developing written policies. This resource may be found at the following link: <http://www.samhsa.gov/workplace/toolkit/develop-policy>.

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**Resource: Behavioral Health Service) Provider License**

Information and regulations associated with the Behavioral Health Service (BHS) license rule may be found on the Louisiana Health Standards Section website available at the following link: <https://ldh.la.gov/index.cfm/page/2990>.

Information and regulations associated with other licenses issued by the Louisiana Health Standards Section may be found under the Programs section on their website at the following link: <http://dhh.louisiana.gov/index.cfm/subhome/32>.