


## COBB COUNTY COMMUNITY SERVICES BOARD

<b>Policy # 8016</b>	<b>Individual and Family Education &amp; Educational Services</b>	<b>Service Delivery</b>
<b>Origination Date: February 1998</b>		
<b>Revision Date: June 2005; March 25, 2006; January 20, 2009, Oct 2, 2012, Jan 24, 2019</b>		
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<b>Approved:</b>  Foster Norman, Executive Director		

### **POLICY:**

It is the policy of the Cobb County Community Services Board to assess and provide individual and family education and training based on the specific needs of the individual to promote recovery, improve or maintain functioning, or manage symptom progression. Individual educational activities will be planned, supported, and coordinated within the mission and scope of care and services.

### **PROCEDURE:**

#### **A. Education**

1. Individual and family education is considered an integral part of providing care and services, and the need for ongoing education is continually assessed and reassessed.
2. Educational needs of the individual and/or family are assessed during the Initial Assessment. Clinical staff utilizing the information from the assessment can assess the need for individual and family education as appropriate to the care provided by the agency.
3. The assessment and reassessment of the individual evaluates the needs, abilities and the individual's readiness to learn. When appropriate, the assessment of learning needs addresses cultural and religious needs, emotional barriers, desire and motivation to learn, physical or cognitive limitations, and barriers to communication. The assessment and reassessment also takes into account the services being provided, use of appropriate organization and community resources and the individual or family's ability to understand and use the information taught.
4. Educational services are considered in all aspects of service provision. This would be during the initial assessment, development of the Plan of Care, and part of the discharge planning.
5. Individuals and, when appropriate, family members will be educated regarding their illness including but not limited to medication, relapse prevention, symptoms and diagnosis and treatment. There are community education groups and there is program specific education as indicated by need and interest of the individual and/or family member(s).
  - i. Family members are informed about the NAMI and courses they may offer. Self-help groups such as Al-Anon, Nar-Anon, and C-Anon.
  - ii. Hartmann Center has weekly multi-family groups, and peer group.
  - iii. Crisis Stabilization Unit has family sessions.
  - iv. Residential and other programs have regular "Family Night".

6. Each department is responsible for identifying staff responsible for providing individual and family education and ensuring the competence of staff that will provide the education. The Agency will provide the necessary tools such as educational materials, staff training and other supports as indicated.
7. The training/teaching methodology may include formal plans, informal teaching opportunities, and demonstration of skill or subject mastery by the individual or family member.
8. Priority topics are decided upon and methods for education and training are implemented and planned at the agency and department. Each department, based on specific needs that have been assessed and prioritized may determine additional priorities for education. Educational topics may include health maintenance, including immunodeficiency syndrome, sex education, nutritional needs, changes to facilitate functional independence in environment, basic safety and life management skills, access to available community resources and natural supports.
9. Accommodations (i.e. libraries, interpreters, audio visuals, books, computers, etc.) are used in the education process when needed by the individuals and/or families.
10. Each department based on its needs and needs of individuals develops the format for the education of individuals and family members. This process is not limited to:
  - i. Educational materials/handouts/brochures,
  - ii. Lectures/video tapes/audio tapes,
  - iii. Psycho-educational groups,
  - iv. Bulletin boards/resources, and,
  - v. Individual Contact
11. Each department is responsible for developing schedules and content/teaching outlines for education topics.

**B. Educational Services:**

1. The physical, cognitive, cultural, social, economic, as well as the strength, needs, abilities, preferences and interests of the individuals are considered when providing appropriate services.
2. The Agency provides necessary educational materials to the individuals and their families and/or custodians.
3. There are available and appropriate community educational resources specific for each program.
  - i. Academic education resources and referrals are provided to individuals and to their families based on age and identified need(s) through ongoing assessment.
  - ii. Identified educational needs that are a focus of treatment are documented on the individual's plan of care with specific goals, interventions, outcomes, and they are continuously reviewed and updated with individual input.
4. In Supportive Employment, if academic training related to a specific employment goal is identified as a need within the individual's vocational profile, staff will coordinate with partner agencies such as VR or Cobb Works to provide such training.
5. During treatment at the Hartmann Center, high school individuals are enrolled in the Marietta City School System. Through a contractual agreement between the two entities, Marietta City Schools provides a certified teacher and paraprofessional to teach onsite. Middle school students are transported to and from a local public school where they attend classes. Students are searched upon return to the Hartmann Center. The

individual's educational records are requested from the transferring school district upon admission.

- i. The treatment team will identify a staff to serve as liaison with the school system to promote communication with the teachers, clinical staff and direct service staff. This liaison will communicate with the treatment team any identified treatment needs, interventions, and outcomes.
- ii. Hartmann establishes, as a part of the schedule, time for individuals to complete any assigned educational activities.