



DirectCourse

ONLINE CURRICULA FOR LIFE IN COMMUNITY

College of Direct Support

2019 DirectCourse Catalog

College of Direct Support (CDS)



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DirectCourse is a collaboration between Elsevier and the University of Minnesota's Research and Training Center on Community Living



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Executive Summary

A global business headquartered in Amsterdam, Elsevier (www.elsevier.com) employs 7,000 people in 25 countries. The Workforce Development Division of Elsevier is responsible for the development and marketing of the College of Direct Support curriculum and all other community-based curricula offered under the DirectCourse banner.

Elsevier, with roots dating back over 400 years, is part of RELX Group PLC, a world publisher and information provider. Operating in the science and medical, legal, academic and business-to-business sectors, Elsevier provides high quality and flexible information solutions to users, with an increasing emphasis placed on the Internet as a means of delivery.

DirectCourse

Our Mission is to Enrich, Educate, and Inspire. DirectCourse was born from a recognized need for reliable, standardized training. With the idea that we all want the best for our loved ones, DirectCourse started as a way to give direct support professionals the training they need to deliver the best support for every individual and family. Today, DirectCourse is proud to bring best practices and the highest training standards across sectors with our university partners.

Together with our content authors, national advisory boards, national editorial boards, and partners, we are a team comprised of parents and families of people with disabilities, former direct support professionals, and researchers; so our content is created for the community, by the community.

Our Learning and Performance Management System

Elsevier Performance Manager (EPM) is a powerful eLearning platform that makes the continuing education process simple to use and administer. EPM provides unrivaled flexibility by enabling self-paced, anywhere/anytime education and single-screen access to all continuing education activities, schedules, and records. Elsevier Performance Manager also streamlines the education management process by providing administrators and staff educators with a range of tools for tracking learner progress, viewing testing results, and customizing continuing education programs to meet individual staff needs. In addition, transcripts and other important documentation necessary to meet accreditation and regulatory requirements are produced and retained in a remote, fail-safe database. The increasingly important role of continuing education in healthcare demands a comprehensive solution that can meet diverse learning needs throughout an organization in an effective, cost-efficient manner. With Elsevier, you'll have access to a vast array of accredited lessons created by the world's largest producer of healthcare educational content. You'll also enjoy the many delivery features, benefits and administrative tools that EPM provides. Taken together, these components represent the most powerful educational solution on the market today.



Course Listing: College of Direct Support (CDS)

College of Direct Support (CDS)

In collaboration with the Research and Training Center on Community Living at the University of Minnesota

Civil Rights and Advocacy

This course was developed to help you understand your role in supporting individuals with disabilities as they stand up for their rights. You will learn what it takes to be an effective advocate for and with the people you support. You will learn about the challenges faced when individuals with disabilities try to exercise their rights. Finally, you will learn what strategies can be used to overcome these challenges.

CE Credits: 0.4 **Contact Hours:** 4.4

Total Lessons: 4

Lesson 1: Your Role in Effective Advocacy (Contact Hours: 1.5)

In this lesson you will learn about your role as an advocate. This includes advocating on behalf of those you support. It also means assisting individuals to advocate for themselves. You will increase your knowledge, improve your skills, and create positive change for those you support. This lesson will help you understand the skills, characteristics, and attitudes needed for effective advocacy. Finally, this lesson will help you understand how important professional boundaries are in supporting the advocacy process.

Lesson 2: History of the Disability Rights Movement (Contact Hours: 1.3)

In this lesson you will learn about the major rights movements that have occurred in our society. This lesson includes information about the issues faced in the disability rights movement. You will learn about some of the successful strategies used. You will learn about the different stages of the disability rights movement. It will also help you to explore how your actions and beliefs affect the rights of those you support.

Lesson 3: Disability Rights and Legislation (Contact Hours: 0.7)

This lesson is about your role as a direct support professional in ensuring the civil rights of the people you support. You will learn about the role of laws, regulations, and courts in protecting civil rights. Major court cases and laws will be covered. This includes the Americans with Disabilities Act (ADA).

Lesson 4: Challenges and Strategies for Exercising Civil Rights (Contact Hours: 0.9)

This lesson is about the challenges an individual with a disability can face when he or she tries to exercise his or her rights. You will learn about how personal factors can impact a person's ability to exercise her or his rights. This lesson will help you identify these factors. It will provide a deeper understanding of how outside factors a person's ability to exercise his or her rights. Finally, this lesson will provide ideas and strategies to help you and the person you support overcome these challenges.



Community Inclusion

This course helps DSPs understand their roles in supporting the inclusion of people with developmental disabilities in the communities in which they live and work. It provides an overview of inclusion and why it is important, and the learner is given strategies for enhancing inclusion of individuals with developmental disabilities.

CE Credits: 0.4 **Contact Hours:** 4.0

Total Lessons: 4

Lesson 1: The DSP Role in Community Inclusion (Contact Hours: 0.9)

Many people with support needs spend a significant portion of their lives segregated from others in their communities. While things have improved in the last several years, full inclusion for many people is still not achieved. This lesson describes inclusion. It helps the learner understand why integration is critical but is not enough. It reviews the benefits and structure of social roles. Direct support professional's roles will need to change in order to achieve more inclusive communities. This lesson briefly reviews some of these changes.

Lesson 2: Matching Community Resources with Individual Interests (Contact Hours: 1.0)

Inclusion is more likely when people are connected to community through their interests. This lesson helps the learner identify people's interests and strengths. Learners are guided in how to discriminate between activities that are likely to lead to inclusion and those that are not. They are provided with information on how to overcome barriers to inclusion.

Lesson 3: Community Bridge-Building and Networking (Contact Hours: 1.0)

Community Bridge Building is a set of methods for helping the community develop capacity to support people with diverse needs. At the same time, the needs of the individual are being met through enhanced connections to others. This lesson covers strategies such as volunteering, frequenting, joining, and networking.

Lesson 4: Natural Supports (Contact Hours: 1.1)

Natural support is a way of describing a natural state of interdependence that is expected in families, neighborhoods, and communities. Some people have been isolated from others. Some have even been separated from families. In these cases, natural supports can be absent. Helping people connect to natural supports helps them experience better lives. It helps them rely less on expensive and segregated special services. It provides richer family lives and communities for all of us. This lesson describes natural supports. It demonstrated how to implement strategies that help people create lives in which natural supports are present.

Cultural Competence

This course is an overview of cultural competence and its importance in daily support to people with disabilities. The learner is helped to understand the key components of cultural competence including: valuing diversity; recognizing one's own culture and the culture of others; and having the resources and ability to adjust one's behavior to meet the needs of the situation. Learners are asked to reflect on their capacities in these areas at different points during the course. The learner is given many opportunities to learn more about their own culture and reflect on the similarities and differences with other cultures.

CE Credits: 0.6 **Contact Hours:** 6.2

Total Lessons: 7



Cultural Competence – Lessons Cont.

Lesson 1: What is Cultural Competence? (Contact Hours: 0.9)

This lesson explains why cultural competence is critical to quality direct support work. The lesson defines terms used in this course including culture, race, ethnicity, diversity, cultural competence, and affiliation. The learner is introduced to five important elements of and a continuum of cultural competence. Through a series of reflections, the learner begins to identify his or her own culture.

Lesson 2: Understanding Your Own Culture (Contact Hours: 0.9)

This lesson helps the learner develop an awareness of his or her own culture through a series of reflections. The learner answers questions about his or her own background. Then, she or he compares these responses to those of people from various backgrounds.

Lesson 3: The Culture of Support Services (Contact Hours: 1.0)

This lesson defines terms used in this course including cultural capital, institutional bias, macro culture and micro culture. Some key values and views that are part of the macro culture of the United States and the service system are reviewed. Learners explore differences in definitions and responses to disability based on culture as well as how cultural competence applies to the cycle of supports. Learners also learn about ways that best practices can be applied without cultural competence.

Lesson 4: The Cultural Competence Continuum (Contact Hours: 0.8)

This lesson explores the six stages of cultural competence in-depth. Each stage is explained and examples are given. The learner identifies where examples fall along the continuum. We also ask the learner to reflect on his or her own level of Cultural Competence.

Lesson 5: Cross-Cultural Communication (Contact Hours: 1.1)

This lesson describes the purpose and methods of communication. Cultural differences in communication patterns are reviewed. Learners will learn strategies for improving cross-cultural communication.

Lesson 6: Cultural Competence in Daily Support (Contact Hours: 0.7)

This lesson helps learners understand how to apply cultural competence throughout the cycle of support services. Learners will explore strategies and methods for adapting or revising assessments and common formats for gathering information from people receiving supports. Ideas for learning more about the norms of specific cultures are explored.

Lesson 7: Direct Support Professional Roles in Culturally Competent Organizations (Contact Hours: 0.8)

This lesson is helpful for the direct support professional who is part of an organization that is seeking to become more culturally competent. The importance of organizational competence is reviewed. The lesson includes ways that the five elements of cultural competence apply to organizations. The learner explores positive ways for direct support professionals to assess the level and support the development of cultural competence within their organization.



Direct Support Professionalism

This course introduces the learner to the importance and benefits of a professional orientation to the DSP role and to the history and status of the professionalism movement. The national movement to professionalize direct support is described. The reasons why professionalism is important, progress that has been made in creating a profession and how DSPs can become part of the professionalism movement are included. An ethical code for DSPs is reviewed along with ways of applying these ethical guidelines in daily practice.

CE Credits: 0.3 **Contact Hours:** 3.4

Total Lessons: 5

Lesson 1: Becoming a Direct Support Professional (Contact Hours: 0.7)

This lesson introduces the learner to the vocation of direct support. It does this by clarifying what direct support professionals do, who they work with, and what settings they work in. The lesson will also address professionalism, first generically then in the context of direct support. It will also discuss the numerous roles direct support professionals play in supporting people. There will also be a brief discussion about how these roles have changed over time.

Lesson 2: Contemporary Best Practices (Contact Hours: 0.7)

There are many characteristics of being a direct support professional. In this lesson, we explore the contemporary best practices. Specifically, this lesson will address best practice approaches to supporting people with disabilities with suggestions on how to integrate them into your practice. Finally, the lesson also identifies ways the direct support professional can expand his or her knowledge of best practices.

Lesson 3: Applying Ethics in Everyday Work (Contact Hours: 0.7)

In providing supports, it is the direct support professional's responsibility to be ethical. In this lesson, we define ethics and explore why ethical practice is important. The lesson also presents the direct support professionals' Code of Ethics. Finally, this lesson provides an overview of common characteristics of ethical dilemmas. It also provides a framework to resolve them.

Lesson 4: Practicing Confidentiality (Contact Hours: 0.7)

This lesson will review the importance for the direct support professional (DSP) to protect confidentiality. The lesson will begin by introducing the learner to confidentiality. It will then describe methods and strategies the DSP can use to ensure confidentiality. Finally, the lesson will describe the consenting procedures and describe common ways confidentiality is breached.

Lesson 5: Working with Your Strengths and Interests (Contact Hours: 0.6)

In this lesson, you will focus on identifying your strengths and interests, discovering ways to use your strengths to support persons with developmental disabilities, and reflecting and developing personal and professional development plans.



Emergency Preparedness

The terrorist attacks of September 11, 2001 and the tragedy wrought by Hurricanes Katrina and Rita in 2005 were shocking. These horrific events have sharpened awareness of the need to prepare for emergencies of many types. Direct support professionals need to understand how to prepare for and respond to both large and small emergencies. You also need to know how to recover from these types of events. It will help you to be informed about the many types of emergencies you could encounter. It will help you identify actions you should take. This course will help you to understand the important role you play in supporting people with disabilities during these times. You will learn about the similarities and differences between pandemics and other emergencies.

CE Credits: 0.5 **Contact Hours:** 4.8

Total Lessons: 4

Lesson 1: What is Emergency Preparedness? (Contact Hours: 1.1)

This lesson provides learners with definitions for the three areas of emergency preparedness. These areas are preparing, responding, and recovering. The lesson describes the role that each area plays in emergency planning. It highlights the importance of updating emergency plans. This means reevaluating plans based on current information. It is important that plans include best practices for safety. It is expected that learners will apply this information in the support setting. Direct support professionals play a key role in emergency preparedness. They minimize risks of emergencies.

Lesson 2: The Role of the Direct Support Professional in Emergency Preparedness (Contact Hours: 1.1)

The lesson will help you understand the essential components of emergency plans. You will learn the importance of reviewing these plans regularly. The lesson also outlines how to create an emergency kit. You will learn what goes into one for your work setting. You will also learn to create a kit that meets the needs of those you support. Finally, this lesson will help you understand some of the critical steps you need to take immediately following an emergency. You will also learn what to do in the days and weeks that follow an emergency. Knowing this information will better prepare you to handle an emergency when and if it arises.

Lesson 3: Defining Disasters and Emergencies (Contact Hours: 1.5)

This lesson helps learners understand various types of emergencies and disasters that can occur. It provides information on common types of emergencies. The lesson also describes disasters that are rarely encountered. It outlines skills that direct support professionals can use to be prepared for these issues. Learners also review action steps to take in response to emergencies and disasters. This lesson gives the learner an opportunity to explore his or her responsibility in emergency preparedness. This learning promotes the safety of the person she or he supports.

Lesson 4: Pandemics (Contact Hours: 1.1)

This lesson focuses on the definition of pandemics. It explains the similarities and differences between this and other types of emergencies. The lesson discusses precautions you should take. It also describes appropriate actions necessary during pandemics. This information is critical in providing safety for the individual you support.



Employment Supports for People with Disabilities

This course reviews employment and employment supports for people with disabilities. It will help you understand the variety of supports available, the importance of identifying and using the preferences of a job seeker, and learning the steps in finding a job.

CE Credits: 0.3 **Contact Hours:** 2.9

Total Lessons: 4

Lesson 1: Introduction to Employment Supports (Contact Hours: 0.8)

This lesson is an introduction to employment services and supports for people with disabilities. It will help you understand the cultural value of work in the United States and how people with disabilities fit into this framework. The lesson covers the various funding options available to people with disabilities to access vocational supports. The history of vocational services and a description of the various program types are examined. The various vocational service terms are defined, as well as the roles of Direct Support Professionals and other key stakeholders.

Lesson 2: Identifying Individual Employment Preferences, Interests, Strengths, and Support Needs (Contact Hours: 0.7)

This lesson will focus on important factors to keep in mind when providing vocational supports to an individual. This lesson will also cover the importance of identifying an individual's vocational strengths and challenges and how they may influence an individual's need for support. Vocational assessments will be reviewed, especially how the results can be analyzed and used.

Lesson 3: Job Opportunities and Job Searching (Contact Hours: 0.7)

This lesson reviews how to research job markets and industries to expand an individual's job search. It discusses ways to contact employers about job leads as well as tools that can aid in the job search process. This lesson also explains ways to increase a job seeker's participation in his or her job search. Lastly, employer incentives are reviewed.

Lesson 4: Applying, Interviewing, and Making Accommodation (Contact Hours: 0.7)

This lesson reviews ways the direct support professional can assist an individual through the application and interview process. It also touches on ways to educate an employer about supported employment services. Lastly, the lesson discusses ways to negotiate employment and develop accommodations.

Everyone Can Communicate

It is important for you, as a Direct Support Professional, to develop and apply skills in understanding, respecting, and supporting people who have communication problems in order to be effective. This course is designed to help you improve your skills in providing communication supports. You will learn about a variety of communication methods. These include speech, gestures and sign, communication boards, devices that "talk", or other forms of sending and receiving information.

CE Credits: 0.7 **Contact Hours:** 6.6

Total Lessons: 5



Everyone Can Communicate – Lessons Cont.

Lesson 1: What is Communication and Why is it Important? (Contact Hours: 1.7)

In this lesson you will learn about the basics of communication. You will learn why communication is so important in everyone's life. You will be introduced to the process and components of communication. The lesson will help you understand the difference between speech, language and communication. You will learn about the different components of communication. The lesson will help you recognize communication barriers and breakdowns that affect understanding. You will learn some of the strategies that help facilitate communication. It will also provide information about the Communication Bill of Rights, and much more.

Lesson 2: How People Communicate (Contact Hours: 1.1)

We all communicate in many different ways about different things and for different reasons. This lesson provides information and exercises to help the learner gain an understanding of all the different ways we all communicate. The learner becomes a good observer of non-speech communication - both typical and individualized. The learner is encouraged to explore myths and biases about non-speech communication. Learning to use naturally-occurring gestures is an important outcome of this lesson.

Lesson 3: The Role of the Direct Support Professional as a Communication Partner (Contact Hours: 1.4)

Direct Support Professionals (DSP) are important communication partners. This lesson recognizes and acknowledges the importance of the DSP as influencing social communication, choices offered, and self-determination. It also looks at how the DSP currently encourages participation, provides opportunities for choice and control, and facilitates community participation.

Lesson 4: Strategies to Enhance Communication (Contact Hours: 1.0)

There are many things you can do as a direct support professional to enhance communication. This lesson introduces effective strategies. It also helps you apply them. Approaches such as modeling, waiting, and contingent responding will increase your ability to communicate with the people you support. This in turn will help you support the empowerment, participation, and self-advocacy of those you support.

Lesson 5: Augmentative and Alternative Communication (Contact Hours: 1.4)

Augmentative and alternative communications (AAC) approaches are effective ways to enhance or augment spoken language. In this lesson you will be introduced to the range and scope of aided and unaided AAC approaches. Your role in AAC selection and implementation of an AAC approach will be introduced. Myths regarding AAC and the development of speech will be addressed.

Functional Assessment

Functional assessment is a tool that helps you learn more about people. It is useful for finding answers to the question of why a person engages in disruptive or harmful behaviors. Often direct support professionals (DSPs) are asked to participate in the process of functional assessment. This course is an overview of functional assessment. DSPs will find it helpful to understand the purpose of functional assessment. It is helpful to be familiar with the way these assessments are completed.

CE Credits: 0.6 **Contact Hours:** 5.7

Total Lessons: 4



Functional Assessment – Lessons Cont.

Lesson 1: Comprehensive Assessment and the Role of the Direct Support Professional (Contact Hours: 1.6)

Comprehensive assessment is the process of pulling together information from a number of sources in order to have a better understanding of a person. The lesson will help direct support professionals use and participate in various assessments. You will learn about the different types of assessments. You will see how assessments done by other professionals can provide information. You will learn about your role as a direct support professional in the assessment process. You will learn how comprehensive assessment is linked to the functional assessment process.

Lesson 2: Strategies for Gathering and Organizing Functional Assessment Information (Contact Hours: 1.4)

This lesson describes and defines the functional assessment (FA) process (sometimes called functional behavioral assessment.) Important terms in FA and its overall purpose are reviewed. DSP roles in the process are reviewed. Methods of collecting information are explained. The learner will be prepared to participate in data gathering activities. Ethical considerations in the FA process are included.

Lesson 3: Understanding Behavior and Participating in the Functional Assessment Process (Contact Hours: 1.6)

As a direct support professional you may work with people who engage in behavior that makes reaching their personal goals difficult. The behavior may interfere with their ability to work, succeed at school, make friends, or take care of themselves. It may cause the person to harm him or herself. It may cause them to harm others. When people experience these types of challenging behavior, they often need assistance from direct support professionals and others. They may need assistance in finding other ways of communicating their needs. They may need to find other ways to meet their needs. It is important for you to understand what a person's behavior is trying to tell you. When you can't, it's time to initiate the functional assessment process. This lesson gives you an overview of principles and concepts of behavior. It will also review roles for direct support professionals in functional assessment.

Lesson 4: Using Functional Assessments and Behavior Support Plans (Contact Hours: 1.1)

The purpose of completing a functional assessment is to create a plan that is likely to help people use more acceptable behaviors to get needs met. In this lesson you will have a chance to read and interact with functional assessments. You will also review and work with some behavior support plans. You learned a lot about functional assessments throughout this course, now you will have a chance to practice using what you learned.

The Health Insurance Portability and Accountability Act (HIPAA)

This course is an overview of the Health Insurance Portability and Accountability Act (HIPAA) and the most current changes to important rules of HIPAA. The course provides information regarding what is protected health information (PHI) under HIPAA. It also supports direct support professionals in understanding their role in protecting it. They will also learn what to do if there is a breach of PHI.

CE Credits: 0.1 **Contact Hours:** 1.2

Total Lessons: 3



The Health Insurance Portability and Accountability Act (HIPAA) – Lessons Cont.

Lesson 1: Introduction to HIPAA (Contact Hours: 0.4)

This lesson provides a brief overview of the current Health Insurance Portability and Accountability Act (HIPAA). It introduces basic terms associated with HIPAA. It describes the important role that direct support professionals (DSPs) play in protecting information. It helps them recognize protected health information (PHI). This lesson also introduces four rules essential to HIPAA. These rules are explored more fully in other lessons.

Lesson 2: The Privacy Rule and Security Rule (Contact Hours: 0.4)

This lesson provides a brief overview of the HIPAA Privacy Rule and the HIPAA Security Rule. It discusses how these rules impact the work of DSPs. This lesson also provides the learner with important ways to protect the health information of the people they support.

Lesson 3: The Breach Notification Rule and Enforcement Rule (Contact Hours: 0.4)

This lesson provides a brief overview of the HIPAA Breach Notification Rule and the HIPAA Enforcement Rule and discusses how these rules impact the work of DSPs. This lesson also provides with a final review of keeping PHI safe.

Hiring Great Direct Support Professionals

Participant-direct services promotes decision-making and independence in supports provided to individuals with disabilities or mental illness and elders, as well as the family members who support them, to hire, dismiss, supervise and train direct support professionals (DSPs). This course provides techniques to recruit, interview, train, and retain DSPs to individuals and/or their family members who employ them. DSPs are referred to by several names, such as personal care attendants (PCAs), homemaker aides, home health aides, direct support workers, and care workers. However, this course references DSPs who provide direct support services.

CE Credits: 0.3 Contact Hours: 2.9

Total Lessons: 7

Lesson 1: Introducing the Hiring Process (Contact Hours: 0.5)

Participant-directed services give you a unique opportunity to hire and train your own direct support professionals. This lesson will help you understand three important steps in the hiring process. These steps include finding, choosing, and keeping great direct support professionals.

Lesson 2: Looking for the Right Direct Support Professional (Contact Hours: 0.4)

Finding a great direct support professional is important. It can help you to meet your needs and goals in life. This lesson will help you look at your needs. It will help you identify the things to look for in the direct support professionals you want to hire. Most people have a definition of what makes a great direct support professional. This lesson will help you understand what makes a great direct support professional in your own life.

Lesson 3: Where to Find Great Direct Support Professionals (Contact Hours: 0.5)

This lesson will help you locate sources where you can find the direct support professionals you need. You will learn how to use inside recruitment sources like family and friends. It briefly covers outside sources as well. You will also learn a little bit about how recruitment bonuses are used to help find direct support professionals.



Hiring Great Direct Support Professionals – Lessons Cont.

Lesson 4: Creating Your Real Story (Contact Hours: 0.3)

This lesson introduces a tool called Your Real Story. This is also referred to as a realistic job preview. This tool can help you decide who is right for the job. You will learn what information you should add to your story so that a person you might hire can get a good idea of what it is like to work for you. You will also have an opportunity to create a real story of your own from a special template in this lesson.

Lesson 5: The Art of Interviewing (Contact Hours: 0.5)

This lesson is about teaching direct support professional how to do the job you hired him or her to do. It offers tips, hints, and strategies you can use to make sure the person knows what to do to support you. You will also learn about adult learners and how they learn best. This will help you to help each person you hire to be successful on the job.

Lesson 6: Teaching Direct Support Professionals the Job (Contact Hours: 0.4)

This lesson is about teaching direct support professionals to do the job. It offers tips, hints and strategies you can use to make sure they know what to do to support you. You will also learn a little about who adult learners are and how they learn best. This will help you help them to be successful on the job.

Lesson 7: Strategies for Keeping Great Direct Support Professionals (Contact Hours: 0.3)

Sometimes providing support to someone can be stressful. Direct support professionals (DSPs) can burnout and leave the job. This lesson is about strategies and techniques that help you keep direct support professionals for a long time. You will learn how to help DSPs avoid stress and burnout. You will also learn about different ways to show appreciation for a job well done.

Home and Community Living

It is important for you, as a Direct Support Professional, to develop and apply skills in understanding, respecting, and supporting people who have communication problems in order to be effective. This course is designed to help you improve your skills in providing communication supports. You will learn about a variety of communication methods. These include speech, gestures and sign, communication boards, devices that “talk”, or other forms of sending and receiving information.

CE Credits: 0.5 **Contact Hours:** 5.4

Total Lessons: 5

Lesson 1: Clothing Care and Laundry (Contact Hours: 1.2)

Assisting with clothing and doing laundry are two tasks that direct support professionals often complete. Just like cooking and cleaning, these frequent household chores keep a household functioning. Clothing care tasks require dexterity, strength, and planning. For this reason, people with disabilities may need extra assistance to complete these tasks. This lesson will help you understand the basics of clothing care and laundry.



Home and Community Living – Lessons Cont.

Lesson 2: Comfortable Living (Contact Hours: 1.0)

People want to be comfortable at home. Direct support professionals (DSPs) play a role in people's comfort. Many people that need support may not be able to fully interact with the environment. They need DSPs to complete many basic chores. Some basic information regarding key areas of comfortable living are reviewed in this lesson. Decorating and organizing spaces to meet people's needs are included. The lesson also covers care of pets and plants.

Lesson 3: Home Maintenance & Upkeep (Contact Hours: 1.0)

Homes require care beyond cleaning to stay in good shape. Direct support professionals may be asked to help with minor maintenance. They may often help with common upkeep. This includes things like seasonal tasks that protect the home. This lesson will provide information about common maintenance activities and describe why they are important. Information about maintaining an energy-efficient home, as well as how to care for lawns and gardens is included. The lesson also addresses ways to prevent or get rid of pests in the home. Finally, it reviews information regarding the proper ways to dispose of recycling and garbage including hazardous waste.

Lesson 4: Maintaining a Clean Home (Contact Hours: 1.2)

For many direct support professionals, helping people keep a clean home is a central duty. Knowing how to clean properly can mean a number of things. Proper cleaning means that you ensure cleaning is done frequently enough, cleaning in ways that reduce the chance of spreading disease, and helping maintain a comfortable home for people. Cleaning is a component of keeping home furnishings in good shape and needs to be done in ways that respect people's preferences. It also means being careful of any sensitivities people may have toward cleaning products. Cleaning schedules are reviewed as a way to ensure tasks are completed.

Lesson 5: Supporting Home Living: The DSP Role (Contact Hours: 1.0)

Many of us need assistance to live in our own homes and communities. This lesson reviews the role of the direct support professional in helping people to maintain a comfortable, clean, and safe home. Learners will explore how providing home living support can differ. It can depend on the needs of the person being supported. It can also depend on the type of living situation. Home living covers many different topics, from cooking to yard maintenance to pet care. Learners will also explore why it is important to be a good neighbor and how to be supportive of the neighborhood. The effect of rules, regulation, laws and policy on home living is addressed. This lesson provides an overview of all areas. Specific details are covered in other lessons.

Implementing Participant-Directed Supports

Most courses in the College of Direct Support provide training based on the roles and responsibilities of direct support professionals. However, this course provides training to individuals who receive supports. It is written in the context of a person who makes decisions about his or her own supports. It also applies to a family member or ally who may be delegated to direct supports for an individual. This course contains nine lessons. Lesson one is focused on understanding participant-directed supports. Lesson two provides an overview of the basic steps to implement participant-directed supports. The other seven lessons contain an in-depth explanation of each step outlined in lesson two about how to achieve and continue participant-directed supports successfully. After completing this course learners will be able to accurately describe participant-directed supports. Learners will also be able to describe and explain the essential steps needed for successful participant-directed supports.

CE Credits: 0.3 **Contact Hours:** 2.7

Total Lessons: 9



Implementing Participant-Directed Supports – Lessons Cont.

Lesson 1: Understanding Participant-Directed Supports (Contact Hours: 0.3)

This lesson provides information about how to work with a case manager. A case manager can assess your need for self-directed supports. You will learn about state rules and regulations that affect access to self-directed supports. You will learn about government based support to a person with a disability. This includes self-directed support options through Medicaid and Medicare. You will learn about how different agencies determine eligibility for services. You will also learn about reassessment if you are found not to be eligible for services.

Lesson 2: Steps to Implementing Participant-Directed Supports (Contact Hours: 0.3)

This lesson provides information about how to put participant-directed supports into action. It presents basic information on this step-by-step process. It explains how to begin the process. It also offers ideas on how to continue in the process successfully.

Lesson 3: Implementing Step 1: Assessment (Contact Hours: 0.3)

In this lesson you will learn about the assessment process in participant-directed supports. You will learn about state rules and regulations that affect access to these supports. You will learn about government assistance to a person with support needs. You will learn about eligibility for services. You will also learn about the right to appeal if you are found not to be eligible for services.

Lesson 4: Implementing Step 2: Identify Resources (Contact Hours: 0.3)

In this lesson you will learn about personal assets. This can include your gifts and talents. It can also include your life experiences. You will learn how to identify who is in your personal networks. You will learn about what supports and items may be paid for through participant-directed services. You will also learn about the role of a support broker.

Lesson 5: Implementing Step 3: Design the Plan (Contact Hours: 0.3)

This lesson will cover the basics of how to design your plan for participant-directed services. It will include how to identify goals. It will cover how to use goals from your person-centered planning process. It will cover how to use support methods from step two of this process for identifying resources. It will address how to put supports and services into action. It will also cover how to gather and use input from your support team.

Lesson 6: Implementing Step 4: Broker the Agreement (Contact Hours: 0.3)

This lesson will focus on how to balance needed supports within your participant-directed services budget. It will help you to learn how a spending plan is developed. This will include the frequency, quality, and length of time for supports. You will learn about who provides supports. You will also learn how to identify your preferences and which of your support needs are most important.

Lesson 7: Implementing Step 5: Organize Supports (Contact Hours: 0.3)

This lesson will go into more depth about how to organize and coordinate the supports you need. It will address how to make sure supports meet your everyday needs. It will also go into detail about the role of the support broker. This includes the support broker's role as a liaison between the person and financial management services.

Lesson 8: Implementing Step 6: Implement Supports (Contact Hours: 0.3)

This lesson will address flexibility in using your supports. Participant-directed services can be used in a way that best fits your current situation. It will address what it means for you to have creativity and choice over supports. It will cover how to use self-determination and person-centered planning to direct and manage your supports. It will also address your responsibility to oversee your supports and their delivery. This includes how you use your funding within state guidelines. It includes using the supports in your plan. It also includes making a report to your support team if problems occur.



Implementing Participant-Directed Supports – Lessons Cont.

Lesson 9: Implementing Step 7: Evaluate (Contact Hours: 0.3)

This lesson will cover evaluation of your services and supports. It will cover whether supports and services are adequate. It will cover how to know if these are helping you to meet your goals. It will cover what to do if goals are not being met. It will cover equity with regard to supports and services. It will also cover evaluating the efficiency of services and supports.

Individual Rights and Choice

In this course, the learner gains knowledge of the rights of individuals with disabilities including a brief overview of relevant laws and their historical roots. It teaches how to balance the right to take risks with the right to be protected from harm, and provides valuable skills in facilitating choice-making by the individuals to whom DSPs provide support. It is recommended that the learner complete the course on Maltreatment of Vulnerable Adults and Children along with this course to better understand rights. While this course discusses many federal laws that concern the rights of individuals with disabilities, state and local communities also have laws that pertain to rights. Learners are encouraged to contact their state or local government representatives and their supervisor to find out about local laws. Agencies are encouraged to use the tailoring options of the CDS to identify state and local laws and information that DSPs should know.

CE Credits: 0.4 Contact Hours: 3.6

Total Lessons: 4

Lesson 1: Overview of Individual Rights (Contact Hours: 1.0)

This lesson will teach about the many aspects of individual rights. It will cover what a right is; definitions of important terms in understanding rights identify where rights come from, and what rights people with disabilities who receive services have.

Lesson 2: Restrictions of Individual Rights (Contact Hours: 1.0)

In this lesson you will learn about how to identify when rights are being restricted. Sometimes certain rights are legally restricted due to a change in the legal status of the person being served. This occurs when the person has been legally determined incompetent to make independent choices. Other times rights are unnecessarily restricted by people in support roles. You will also begin to understand the challenge of balancing risks with rights.

Lesson 3: Overcoming A Past of Barriers, a Future of Risks, Choices, and Solutions (Contact Hours: 0.8)

This lesson describes important historical events in which violations of rights for individuals with disabilities were common. The importance of knowing the history of rights restrictions and barriers for people with disabilities so that history does not repeat itself. It identifies common barriers to individuals being able to express their rights and reviews important pieces of federal legislation and related national events that identify certain rights for people with disabilities.

Lesson 4: Your Role in Supporting Expression of Rights and Facilitating Choice (Contact Hours: 0.8)

As a Direct Support Professional, you have many opportunities to facilitate choice making and to support individuals in expressing their rights. This lesson will teach you valuable knowledge to help you fulfill your crucial roles in the lives of people with disabilities.



Introduction to Developmental Disabilities

This course provides the learner with a background in the history, language, and basic concepts of services for persons with developmental disabilities. In this course the learner reviews the ideas and learns the vocabulary that is important to working within the field of developmental disabilities. This information makes the learner more effective in communicating with others and in understanding the system in which developmental disabilities services are provided.

CE Credits: 0.6 **Contact Hours:** 5.5

Total Lessons: 5

Lesson 1: A Brief History of Developmental Disabilities (Contact Hours: 1.4)

This lesson provides an overview of the treatment of people with disabilities in the last 2000 years. You will learn that up until the most recent years, people with developmental disabilities as a group have been treated very poorly. You will understand why recent changes are so important and why the quality of life people experience today needs to be protected and further developed.

Lesson 2: The Language and Ideas of Best Practices (Contact Hours: 1.1)

You will hear a lot of words that are used differently when you work supporting people with developmental disabilities. Many of these terms are used to reflect the best we know about how to help people have rich fulfilling lives today and tomorrow. This lesson will define “best practices,” and give you an overview of what are today’s “best practices,” and why they are important.

Lesson 3: Terminology and Classification in Developmental Disabilities (Contact Hours: 1.3)

Classifications are commonly used to help professionals quickly and precisely share information and to ensure that the right people are receiving the right services. They can also be used to label and dehumanize. This lesson will help you understand some common classification systems and when and where these terms should be or should not be used. The definition of developmental disability and intellectual disabilities are in this course.

Lesson 4: The Causes of Developmental Disabilities (Contact Hours: 0.8)

There are many causes of developmental disabilities and many conditions related to developmental disabilities. This lesson explains the two most common reasons why people experience developmental disabilities, genetics and environmental causes. It helps DSPs understand when and why it may be important to know a person’s conditions. Lastly it provides practice in using the Internet to research and learn about disabilities.

Lesson 5: Services for People with Developmental Disabilities (Contact Hours: 0.9)

Many people with developmental disabilities receive regular services like everyone else as well as specialized services. This course explains what specialized and generic services are. There is also an overview of the types of specialized services currently available. Information regarding how services are paid for and anticipated changes in the service system as person-centered policy and funding become more common is included.



Introduction to Medication Support

This course is an introduction to supporting people in effectively and safely managing their medications. The course includes information on: working with prescribing health care professionals; proper storage and administration of medications; monitoring for problems reactions to medications; and communication and documentation. The course must meet the needs of multiple and at times conflicting needs of different learners caused by differences in regional laws and the needs of the persons being supported. It has been developed with some unique tools and structures to help the learner with this. This course has been developed with 2 mini-lessons that are highly focused on one set of skills and can be completed more quickly than the full lessons. Learners should take these only as they apply to their needs.

CE Credits: 0.8 **Contact Hours:** 7.5

Total Lessons: 6

Lesson 1: An Overview of Direct Support Roles in Medication Support (Contact Hours: 1.2)

This lesson describes why medications supports are important and possible consequences when medications are not taken properly. The lesson reviews possible roles for direct support professionals, the roles of others and good general habits in medication support.

Lesson 2: Medication Basics (Contact Hours: 1.5)

This lesson describes different types of medications. It describes why people take them. It describes what medication errors are. The lesson reviews health and medication histories and how to complete them. Methods of identifying and tracking problems with medications are taught. It reviews how to avoid errors when taking medications away from home.

Lesson 3: Working with Medications (Contact Hours: 1.3)

This lesson provides an overview of working with medications. Learners practice reading medication labels for both prescription and nonprescription medications. They review the five steps that indicate a medication has been taken properly and practice identifying errors. They learn proper hand-washing and hygiene techniques to follow before working with medications. The lesson also reviews storage and destruction of medications.

Lesson 4: Administration of Medications and Treatments (Contact Hours: 1.7)

This lesson reviews methods for correctly administering medications through five common routes (mouth, eyes, ears, nose, and skin). Methods for preventing errors during administration such as the “triple check” of the label are described. In addition, methods for helping people understand their medications are shared. Information is provided on what to do when people will not take their medications or use them in ways that are not intended.

Lesson 5: Follow-up, Communication, and Documentation (Contact Hours: 1.3)

This lesson reviews the importance of good communication and follow-up. It shows medication-related situations that require communication. Special tools are provided to help learners understand how to get the information from their employers regarding rules about giving medications. The learner reviews and uses a Medication Administration Record and reflects on potential abuse, neglect, and exploitation situations.

Lesson 6: Using Medication References and Resources (Contact Hours: 0.5)

This lesson helps the learner understand why a person may want to check a reference regarding a drug or medication. The lesson describes several different medication resources. Learners are encouraged to reflect on the benefits of and drawbacks to using common references and sources. They are asked to demonstrate the ability to use a reference when necessary.



Introduction to Mental Health and Mental Illnesses

CE Credits: 0.8 **Contact Hours:** 8.3

Total Lessons: 6

Lesson 1: Overview of Mental Health and the Role of the DSP (Contact Hours: 1.1)

The introductory lesson provides the learner with basic background information on mental illness. It includes causes and the importance of timely and accurate diagnosis. The lesson also provides information on how to take an active role in the mental health system while working as a DSP.

Lesson 2: Overview of Common Mental Illnesses, Treatment and Service Options (Contact Hours: 1.4)

This lesson provides history and context for mental illness. Past and future treatments of individuals living with mental illness will be covered. Learners will gain more in depth information on signs and symptoms of various mental illnesses. They will learn about a range of different treatment options and how to access them.

Lesson 3: Psychotropic Medications-Uses and Issues? (Contact Hours: 1.6)

Many individuals living with mental illness take medications as part of their treatment. This lesson provides information about psychotropic medications and how they are used to treat mental illness. It includes a review of common medications. It includes how to monitor for complications that can occur from medication. This lesson also addresses support strategies for medication refusal.

Lesson 4: Supporting People with Mental Health Conditions in the Community (Contact Hours: 1.5)

This lesson reviews the various professionals who work in the mental health field. It also includes information about the formal and informal plans people use to guide support. Information on trauma-informed care and recovery is included. A piece of the lesson is devoted to preventing and managing caregiver burnout.

Lesson 5: DSP Support Strategies (Contact Hours: 1.3)

This lesson provides the DSP specific strategies they can use in daily support. These skills such as active listening and validation can facilitate and building respectful relationships with those they support. The lesson also includes information on positive behavior support, healthy boundaries, and dealing with crisis situations.

Lesson 6: System Issues and Solutions in Mental Health (Contact Hours: 1.4)

This lesson covers system issues that present challenges for individuals living with mental illness, DSPs, families, communities, and professionals. Challenges such as finding holistic assessment, creating person-centered supports, using culturally sensitive interaction, and integrating physical and mental health supports are discussed. The importance of advocacy and continuous improvement are woven throughout the lesson.

Maltreatment: Prevention and Response

Maltreatment of vulnerable adults and children happens every day. Estimates are that more than a million children and adults are maltreated in the US each year. Direct support professionals (DSPs) have an opportunity to help prevent maltreatment. They also are often mandated to report issues of concern. This course will help the learner to understand the factors that influence maltreatment risk. He or she will learn how to nurture protective factors. He or she will learn to manage his or her personal risks. The learner will identify local laws and policies that affect his or her role. He or she will also learn how to identify and respond to situations that are of concern.

CE Credits: 0.8 **Contact Hours:** 7.6

Total Lessons: 19



Maltreatment: Prevention and Response – Lessons Cont.

Lesson 1: Overview of DSP Roles (Contact Hours: 0.4)

This lesson provides an overview of the roles a direct support professional (DSP) plays in preventing and responding to maltreatment. It reviews the legal, ethical, and practice issues a DSP needs to consider. It will also provide the learner with a basic understanding of maltreatment.

Lesson 2: What is Maltreatment? (Contact Hours: 0.4)

This lesson goes into more detail regarding definitions of maltreatment and the direct support professionals (DSPs) legal role. A worksheet and Web links are provided to help the learner research and understand roles based on local laws and policies.

Lesson 3: What is Abuse? (Contact Hours: 0.4)

This lesson goes more in depth regarding definitions of abuse. It provides multiple examples of forms and types of abuse. It will help the learner to discriminate between reportable events and events that are of concern. It also provides ideas for response to both.

Lesson 4: What is Neglect? (Contact Hours: 0.4)

This lesson goes more in-depth regarding definitions of neglect. It provides multiple examples of forms and types of neglect. It will help the learner to recognize his or her risk of neglect. It will also help the learner to understand the take steps to prevent or report neglect with other caregivers.

Lesson 5: What is Exploitation? (Contact Hours: 0.4)

This lesson goes more in-depth regarding definitions of exploitation. It provides multiple examples of forms and types of exploitation. It will help the learner to recognize helpful boundaries in the behavior of direct support professionals to prevent undue influence on those he or she supports.

Lesson 6: Balancing Rights with Protection (Contact Hours: 0.4)

Rights violations can be forms of maltreatment. They also can be a response to fear for a person's safety. This lesson will help the learner to consider the balance between the mandate to protect and the need to respect rights. It will also help the learner to recognize behavior management strategies that increase the risk of maltreatment. Examples include seclusion and restraint.

Lesson 7: The Ethical Role of the DSP (Contact Hours: 0.4)

Maltreatment laws tell direct support professionals what their legal obligations are. Ethics are useful for situations without clear right or wrong answers. This lesson looks at ethics in practice. It also looks at specific situations regarding maltreatment.

Lesson 8: An Overview of Risks for Maltreatment (Contact Hours: 0.4)

Risks of maltreatment go beyond just the caregiver who engages in maltreatment. Community attitudes and support practices also have an influence. This lesson provides the learner with an overview of these issues.

Lesson 9: Characteristics of Caregivers that Affect Risk (Contact Hours: 0.4)

Caregiver traits greatly affect the likelihood of maltreatment. Caregivers who are apathetic or easily frustrated and lack anger management skills are at increased risk. This lesson looks at traits that increase risk. It also reviews strategies for reducing the risk in other caregivers. It will help the learner to understand how to reduce his or her own risk as well.



Maltreatment: Prevention and Response – Lessons Cont.

Lesson 10: Characteristics of Situations that Increase Risk (Contact Hours: 0.4)

Certain environments and situations influence the likelihood of maltreatment. Isolation provides privacy for a person who may maltreat. It also makes it difficult for a person who receives support to report. Environments that rely on punishment in response to challenging behavior increase risk. This lesson will help the learner to consider environments and what he or she can do to decrease risk.

Lesson 11: Characteristics of People Supported that Affect Risk (Contact Hours: 0.4)

A person who is supported is never responsible for maltreatment. It is the caregiver's responsibility to manage any risks. But certain traits in a person can make it more likely that a caregiver will maltreat. Traits that increase the stress of caregiving and reduce the natural rewards are included. This lesson will help the learner to understand how direct support professionals and others can take steps to manage stress and reduce risk.

Lesson 12: Reducing Caregiver Risk of Maltreating (Contact Hours: 0.4)

A caregiver who is at risk for maltreatment has signs. He or she has trouble managing emotions and being appropriately bonded to the people he or she supports. Caregiver incompetence is another risk. Being alert to signs of these risks in themselves and others is important for direct support professionals. This lesson will help the learner to understand the steps to take to manage or reduce these risks.

Lesson 13: Engaging and Supporting Protective Factors in Individuals (Contact Hours: 0.4)

Overprotection, isolation, and lack of engagement are situations that increase a person's risks of being maltreated. Methods of support that encourage listening to a person, engaging him or her in all aspects of their life, and helping the person to make decisions are critical. They help a person to recognize problems. They also help a person to have more ability to speak up and be protected. This lesson will help the learner to understand how to use these methods of support.

Lesson 14: The Role of Documentation and Systems in Prevention (Contact Hours: 0.4)

Putting systems in place to track important information and documentation can reduce a person's vulnerability to maltreatment. This lesson refreshes the learner on good documentation practices. It helps him or her to consider forms of documentation and systems to engage in the areas of maltreatment.

Lesson 15: Engaging and Supporting Protective Factors in Organizations and Communities (Contact Hours: 0.4)

Attitudes in our communities, homes, and organizations make maltreatment more or less likely. This lesson encourages the learner to look at systemic issues and to get involved in change.

Lesson 16: Responding to Potential Maltreatment (Contact Hours: 0.4)

Potential maltreatment is not always easy to recognize. Learners already have reviewed definitions and examples. This lesson will help the learner to consider what this might look like in practice and the steps for responding. The learner will understand how to care for an individual as well as follow reporting laws. Information regarding how to interview a person without leading him or her is included.

Lesson 17: Where to Report Potential Maltreatment (Contact Hours: 0.4)

Reporting potential maltreatment may go beyond protective services. This lesson will help the learner to understand options for reporting. It reviews the roles of internal designees of the employer. It will also help the learner to understand the roles of law enforcement, ombudsmen, and protection and advocacy agencies.



Maltreatment: Prevention and Response – Lessons Cont.

Lesson 18: How to Report Potential Maltreatment (Contact Hours: 0.4)

Reporting maltreatment must be done within certain timeframes. Reports must have enough detail to be helpful. This lesson reviews important details that protective services and others will seek. It will help the learner to understand how to be organized and thorough in reporting.

Lesson 19: Follow-Up to Potential Maltreatment Reports (Contact Hours: 0.4)

Making a potential maltreatment report is often an emotional and draining experience for a direct support professional (DSP). He or she may have many feelings regarding the situation. A DSP may be eager to find out the outcome of an investigation. But he or she may not be informed of the outcome for a variety of reasons. This lesson will help the learner to understand why he or she may not get specifics regarding investigations. It will help the learner to focus on important steps to follow-up over which he or she will have more influence and which are more meaningful.

Personal Care

This course provides information on why grooming and hygiene is an important part of daily life. Grooming and hygiene can reflect a person's well-being and self-esteem. Poor hygiene can lead to poor health. Many direct support professionals help people with grooming and hygiene activities. These include tasks such as helping with dressing, bathing, shaving, or using the toilet. It may also include teaching these skills to children or adults with special needs. Direct support professionals may feel uncomfortable assisting people with grooming and hygiene. Learning to support people with personal care in a sensitive and respectful manner is discussed. It is also important to respect a person's own grooming habits. These are personal and unique, and can be culturally based. Direct support professionals will learn how to find out about people's personal style and preferences. Learners will review methods for completing many grooming and hygiene tasks. This course will also help learners understand health concerns and risks related to personal care.

CE Credits: 0.6 Contact Hours: 5.5

Total Lessons: 5

Lesson 1: Understanding Personal and Self Care (Contact Hours: 1.0)

Personal care is an important part of the direct support professional role. In this lesson you will learn what personal care is and why it is necessary. Learners will explore how to provide personal care assistance in a caring and respectful manner. This includes understanding the balance between health and safety, and individual choice. The ethical and legal responsibilities of the direct support professional will also be discussed.

Lesson 2: Individualized Personal Care Support (Contact Hours: 1.2)

This lesson will help the learner to understand what "individualized" support means. It will describe how to provide individualized personal care support. It will explore how personal differences such as disability, age, culture, and gender may affect grooming and hygiene. Strategies will be provided to make sure that support is based on the needs and preferences of the person supported. Learners will be asked to reflect upon their own attitudes and beliefs about grooming and hygiene. They will learn how these beliefs and attitudes may influence how they assist others with grooming and hygiene. How to prioritize activities when assisting with grooming and hygiene will also be discussed.



Personal Care – Lessons Cont.

Lesson 3: The Basics of Hygiene (Contact Hours: 1.1)

This lesson reviews how to complete a variety of hygiene activities. Instructions for completing bathing routines, personal cleanliness, skin care, nail care, hair care, oral care, and using the toilet are included. Potential health concerns and risks related to these areas are reviewed. Learners are given methods to minimize these risks in the lesson.

Lesson 4: The Basics of Grooming and Dressing (Contact Hours: 1.0)

This lesson reviews how to complete a variety of grooming activities. Instructions for assisting a person to dress, complete hair care, nail care, shaving and other grooming activities are included. Learners will review how to support a person with grooming in a way that reflects personal preferences.

Lesson 5: Oral Care (Contact Hours: 1.2)

Good oral health is critical to overall health. This lesson teaches methods for assisting people to care for their teeth and gums. A section on denture care is provided. Potential health concerns related to poor oral hygiene are reviewed. Strategies for achieving best possible oral health are included.

Person-Centered Planning

This course will help learners understand the foundational concepts and values of Person-Centered Planning and the benefits of this type of planning. The history of Person-Centered Planning is reviewed. The course includes an overview of five different types of planning as they are done today. It includes information and tips on participating meaningfully in a Person-Centered Plan. The course outlines steps that help the direct support professional bring these plans to life. Common challenges to person-centered services are reviewed and the learner is given a chance to learn about and create solutions to these types of challenges.

CE Credits: 0.4 **Contact Hours:** 3.9

Total Lessons: 4

Lesson 1: Foundations of Person-Centered Planning (Contact Hours: 1.1)

This lesson is an overview of person-centered planning. The core concepts and values of this planning approach are reviewed. Some of the key historical events that influenced the development of person-centered planning are reviewed. The lesson contrasts person-centered planning with system-centered planning. It looks at how process and outcomes in these two types of planning differ from each other. Finally, some benefits and challenges of facilitated person-centered planning are reviewed.

Lesson 2: An Overview of Person-Centered Approaches (Contact Hours: 1.0)

Here is a description of the lesson you are starting: This lesson reviews several person-centered planning methods. This overview helps the learner become familiar with different methods. The review includes who developed the method. It identifies some unique characteristics of each one. It is a starting point to helping people find competent facilitators.

Lesson 3: The Person-Centered Planning Process (Contact Hours: 0.9)

This lesson helps the learner prepare to participate in person-centered planning. The lesson describes the role of the direct support professional in this process. Direct support professionals may help in many ways with person-centered planning. They may help educate and prepare others. They may participate in the actual planning event. They may be key people to follow-up on items in an action plan.



Person-Centered Planning – Lessons Cont.

Lesson 4: Bringing Person-Centered Plans to Life (Contact Hours: 0.9)

This lesson helps direct support professionals and others understand barriers and challenges to keeping focused on person-centered supports. It provides strategies for avoiding and overcoming these challenges.

Positive Behavior Support

This course is an introduction to methods of supporting people who engage in challenging behaviors. Strategies that are safe, fair, compassionate, and effective in preventing and reducing problem behaviors are included. The learner is provided with definitions of challenging behavior and basic behavioral terms and principles. The learner will understand more about the history of treatment of people with developmental disabilities and why the person-centered practices at the heart of positive behavior supports are being embraced. The course teaches learners about regulations in the use of behavioral interventions and provides practical information on how to effectively support people who present behavioral challenges.

CE Credits: 0.9 **Contact Hours:** 8.6

Total Lessons: 7

Lesson 1: Understanding Behavior (Contact Hours: 1.5)

Sometimes people use disruptive or harmful behavior. This lesson gives an overview of behavior and what maintains it. It will help you understand what behavior is. It provides a definition of challenging behavior. You will learn some of the terminology used by behavior specialists to describe behavior. This knowledge will help you understand behavior. You will be better able to describe behavior to others. It will help you understand behavior support plans. Finally you will be better able to prevent and respond to challenging behavior.

Lesson 2: Functions and Causes of Behavior (Contact Hours: 1.1)

Most behavior has a purpose. This lesson will help you understand more about identifying the function of challenging behavior. You will learn why identifying the actual function of the behavior is important. You will learn how it is used to create effective supports for changing behavior.

Lesson 3: Understanding Positive Approaches (Contact Hours: 1.3)

There is a long history of trying to shape the behavior of people receiving supports. Unfortunately, choices in the past did not always respect people's rights. It did not always preserve their dignity or safety. This lesson reviews some of the lesson of the past and why changes in approaches are so critical. It helps you know what personal characteristics are helpful in supporting people with behavioral challenges. It helps you understand the purpose of supports.

Lesson 4: Preventing Challenging Behavior (Contact Hours: 1.2)

This lesson teaches you how it implements prevention strategies. It helps you understand how to change things that happen before a behavior occurs. These changes can help the person do better immediately. Changes may be to the environment and expectation. It may include teaching new skills. Selection of new skills and the basics on how to teach them are included.



Positive Behavior Support – Lessons Cont.

Lesson 5: Responding to Challenging Behavior (Contact Hours: 1.2)

Here is a description of the lesson you are starting: This lesson is an overview of responses to challenging behavior. It includes information on how to manage consequences to behavior in ways that make challenging behavior less likely. It also includes basic information on crisis management.

Lesson 6: Behavior Support Plans (Contact Hours: 1.0)

This lesson is an overview of the behavior support plan. Behavior support plans are ways to organize information to help DSPs and others support the person effectively. This lesson helps you understand what to look for in a plan and how to implement plans. It describes the role of the DSP in creating and using these plans.

Lesson 7: Rules, Regulations, Policies, and Rights (Contact Hours: 1.3)

This lesson helps you understand rights restrictions in behavior support. It provides an overview of common restrictions. It gives you strategies for understanding if something is a rights restriction or not. IT explains the different roles people have in protecting other's rights.

Professional Documentation Practices

Documentation is a critical part of direct support work. Good documentation lays the foundation for support services. Documentation helps direct support professionals meet the needs of individuals with disabilities in all setting. In this course you will learn what documentation is and why it is important. The course covers reasons for and basic rules of documentation. You will learn the difference between subjective and objective documentation. In addition you will learn about confidentiality. Finally, it introduces to five common areas where documentation is often required.

CE Credits: 0.3 Contact Hours: 3.2

Total Lessons: 11

Lesson 1: The Purpose and Meaning of Documentation in Direct Support Work (Contact Hours: 0.3)

Documentation is a critical part of direct support work. In this lesson you will learn what documentation is and why it is important to direct support work. You will learn that documentation's purpose, whether in paper form or electronic, is to communicate information.

Lesson 2: Reasons for Documentation (Contact Hours: 0.3)

In this lesson you will learn more about the seven common reasons for documentation. You will begin to explore how documentation can help you provide better supports. You will also learn why it is important to those being supported.

Lesson 3: The Basic Rules of Documentation (Contact Hours: 0.3)

This lesson covers some of the basic rules for documentation. You will learn about rules covering any type of documentation. This includes formal and informal. It also covers both handwritten and electronic documentation.



Professional Documentation Practices – Lessons Cont.

Lesson 4: Documentation and the Direct Support Professional (Contact Hours: 0.3)

This lesson will provide some helpful guidelines for writing effective and useful documentation entries. You will learn to write documentation entries that are clear and concise. You will learn the difference between objective and subjective entries. This will help provide valuable information to other support team members and help improve the quality of supports for the individuals being supported.

Lesson 5: Protecting Confidentiality (Contact Hours: 0.3)

In your work as a direct support professional you will be reviewing a lot of documentation about the person you support. You will need this information to do a good job. Documentation will have private information about the person. This lesson will help you understand your role in protecting the person's private information. You will learn about confidentiality and why this is important to your everyday practice.

Lesson 6: Rights to Privacy (Contact Hours: 0.3)

This lesson explains a person's rights to privacy. It also identifies some common substitute decision makers. These are people who are legally authorized to make decisions for the individual receiving supports. They would also have access to a person's confidential information.

Lesson 7: Release of Information Forms (Contact Hours: 0.3)

This lesson will help you understand what information is needed in order to secure a proper release of information form from a person being supported or their legal surrogate decision maker. You will learn what information should be included on an authorization form. You will also learn about appropriate ways to request information from the person or his or her legal surrogate decision maker.

Lesson 8: Individual Support Plans, Progress, and Personal Goals (Contact Hours: 0.3)

This lesson is about Individual Support Plans. It also covers personal goals and progress reporting. These plans are used to guide the supports and services a person receives. The plans also help individuals reach individual goals, dreams and preferences. You will use these in everyday practice.

Lesson 9: Medical and Health Related Documentation (Contact Hours: 0.4)

Good health is important in everyone's life. As a direct support professional, you need to encourage good health for the people you support. One way to do this is through the completion of medical documentation. In this lesson you will be introduced to medical and health related documentation forms.

Lesson 10: Staff Communication Logs (Contact Hours: 0.2)

Communication on the job is important. You need to be able to communicate with other staff across different shifts and different work days. This helps work places run smoothly. A staff communication log is at the hub of daily staff communications. This lesson is about staff communication logs. The lesson explains what staff communications logs are and how they are used to communicate important information.

Lesson 11: Incident and Accident Documentation (Contact Hours: 0.2)

Accidents and incidents do happen on the job. This lesson will review accident and incident documentation. You will learn what information is needed on an accident and incidents report form.



Safety

Balancing risk, choice, and safety is a big responsibility for direct support professionals. Individuals with intellectual and developmental disabilities have the right to make choices even if these seem risky or unsafe to others. CDS's new Safety course will help learners balance the risks with persons they support as it pertains to safety and handle accidents and incidents as they occur. Each lesson in the course addresses specific safety strategies for various support situations. For instance, learners will learn how to promote safety in different areas of the home, fire prevention and motor vehicle and community transportation safety.

CE Credits: 0.8 **Contact Hours:** 7.6

Total Lessons: 19

Lesson 1: What is Risk (Contact Hours: 0.4)

This lesson explores the risk factors that are common for a person receiving support. It helps you to understand how to minimize risks related to choices. It reviews the different kinds of risks. It also helps you to understand the difference between real risk and perceived risk.

Lesson 2: Balancing Risk with Individual Safety and Choice (Contact Hours: 0.4)

This lesson will explore the concepts of freedom of choice and reasonable risk. It will help you learn how to balance these two things in a safe manner for a person you support. It will explore the concept of informed choice. It will also help you learn how to provide support in a way that promotes personal expression and freedom of choice.

Lesson 3: Personal Safety (Contact Hours: 0.4)

This lesson defines and describes personal safety and why it is important for each person a direct support professional supports. It covers key areas to address with regard to personal safety. It also reviews the responsibilities of the direct support professional with regard to the personal safety of those he or she supports.

Lesson 4: Individual Safety Plans (Contact Hours: 0.4)

This lesson addresses how to assess risks for a person you support. This can be done in different environments. It covers how to manage risk through an individual safety plan.

Lesson 5: Safety in the Kitchen (Contact Hours: 0.4)

It's common for accidents to happen in the kitchen. But it's not hard to avoid many kitchen hazards. Prevention is the key. Safe use of appliances, utensils, and household chemicals is an important part of kitchen safety. There are also many infectious agents and bacteria in the kitchen. One source is raw food. It is important to understand how to handle food safely. Finally, knowing how to clean a kitchen properly is part of good kitchen safety.

Lesson 6: Safety in the Bathroom (Contact Hours: 0.4)

Bathrooms have safety hazards. Accidents are very common. Direct support professionals play a role in promoting bathroom safety and preventing accidents. There are several areas to consider in bathroom safety prevention. Risks can include fall prevention, electrical appliance safety, burn prevention, and poisons. A big safety issue in the bathroom is the risk of slips and falls. Direct support professionals often support people with getting in and out of bathtub or shower. Bathroom transfers and supports need to be handled in safe manner. There are some bathroom safety features and materials that support increased bathroom safety.

Lesson 7: Safety in the Common Area (Contact Hours: 0.4)

This lesson focuses on safety in the common areas. It will include safety strategies. It will demonstrate how to prevent accidents. It will also help you learn how to support cleaning and organizing common areas in the living area of someone you support.



Safety – Lessons Cont.

Lesson 8: Safety in the Bedroom (Contact Hours: 0.4)

Prevention is the key to bedroom safety. A bedroom should be comfortable and well organized. It should promote safety, function, and restful sleep. There are five general areas to consider in bedroom safety planning. This includes good lighting, organization, laundry, communication, and fire safety. It is important to address each of these areas well to ensure that both you and the person you support are safe.

Lesson 9: Safely Enjoying Outdoor Spaces at Home (Contact Hours: 0.4)

In this lesson you will learn about safety in the outdoor areas of the home. This includes common safety hazards found in the outdoor areas. You will learn about safety strategies. You will learn how to prevent accidents. You will also learn about how to assist with the outdoor maintenance of someone you support.

Lesson 10: Fire Prevention (Contact Hours: 0.4)

Fire prevention skills are critical in direct support practice. It is important to understand the dangers and characteristics of fire. Direct support professionals have a responsibility to take action with fire prevention strategies. This lesson will cover the basics of fire prevention when it comes to providing support to a person with a disability.

Lesson 11: Fire Emergency Response (Contact Hours: 0.4)

In the previous lesson you learned about the dangers and characteristics of fire. You also learned how to prevent fires. This lesson will prepare you to respond to a fire emergency. You will learn two important things. One is how to follow the proper procedures when there is a fire. The other is how to handle things after a fire.

Lesson 12: Fire Emergency Plans and Evacuation (Contact Hours: 0.4)

This lesson will help you learn how to prepare for a fire emergency. It will also cover evacuation procedures. It covers all of the key elements of fire emergency plans. It covers using community resources. It also includes how to involve stake holders in the process. All of this will be important to know in your role as a direct support professional.

Lesson 13: Individualized Fire Safety Plans and Skills (Contact Hours: 0.4)

This lesson will help you learn how to effectively prepare for fire emergencies with the individual you support. It includes information on how to assess fire safety risks for individuals. It includes information on how to practice and teach fire safety skills. All of this will be important to know in your role as a direct support professional.

Lesson 14: Community Safety (Contact Hours: 0.4)

This lesson will help you learn about safety awareness in the community. You will learn how to assess risks in many different community settings. You will learn how to evaluate individual needs for different environments. This lesson also addresses your responsibilities for community safety in your role as a direct support professional.

Lesson 15: Vehicle Safety (Contact Hours: 0.4)

The '5 knows' provide information and skills on being a safe driver. Knowing your own strengths and weaknesses when operating a motor vehicle may prevent problems from occurring. You should have a working knowledge of your vehicle. Defensive driving strategies are useful skills that can help prevent accidents before they happen. Understanding each one's needs is an important part of safety. Planning ahead in case of an accident or injury may make reacting to an emergency easier. Distracted driving is a cause of motor vehicle accidents and should be avoided.



Safety – Lessons Cont.

Lesson 16: Community Transportation (Contact Hours: 0.4)

Community transportation can include many different things. This lesson will cover a variety of community transportation options. It will help you learn about why community transportation is important for those you support. It will cover how to be safe when traveling in the community. It will cover how community transportation aids in social interaction. It will also cover the direct support professional's roles and responsibilities for safe community transportation.

Lesson 17: Role of the Direct Support Professional: Accident Prevention, Risk Assessment, and Risk Management (Contact Hours: 0.4)

Balancing risk, choice, and safety is a big responsibility for direct support professionals. This course will help you learn to balance these risks with those you support and to support safety at home and in the community. Each lesson addresses specific safety strategies for various support situations. You will learn how to promote safety in different areas of the home. You will learn about fire prevention and keeping people safe from fire danger. In addition, you will learn about being safe in the community. This includes promoting motor vehicle and community transportation safety. And when accidents or incidents do happen you will learn how to handle these too.

Lesson 18: Following Accident & Injury Policies and Procedures (Contact Hours: 0.4)

Accidents or incidents can happen anywhere and at any time. That is why safety and prevention are so important. You should understand your employer's policies and procedures about accidents, injuries, or incidents. This can be an important step in prevention. Knowing the safe and correct way to handle a situation decreases the likelihood of injury to those you support and yourself. This lesson will cover the importance of following policies and procedures for safety.

Lesson 19: Reporting Incidents and Accidents (Contact Hours: 0.4)

Accidents or incidents will happen. As a direct support professional you have a responsibility to report accidents and injuries you witness. You may also need to make verbal or written accident reports. This might be for things you don't witness. It is important to report an accident or injury objectively. You should use the 5 W's. This includes who, what, where when, why/how. In this lesson you will learn how to make verbal and written reports. You will also learn about the importance of accurate and timely records. This is an important part of preventing future harm.

Supporting Healthy Lives

This course provides an overview of information needed to understand what it takes to lead a healthy life and how to support people with disabilities in making good choices related to their health. It covers the importance of making healthy choices such as eating right and getting the right amount of exercise. It reviews health-related issues across the life span and gives advice on working with health care providers. A lesson on recognizing the signs and symptoms of illness is included along with information on how to take care of someone who is ill.

CE Credits: 0.8 Contact Hours: 8.1

Total Lessons: 6

Lesson 1: Living a Healthy Life (Contact Hours: 1.4)

This lesson explores the overall big picture needed to lead a healthy life. It will define the four basic areas of mind, body, spirit and emotional well-being. In addition, the learner will learn about the common risk factors associated with not living a healthy life and what impact a direct support professional has in their role of supporting someone to choose to live a healthy life.



Supporting Healthy Lives – Lessons Cont.

Lesson 2: Health Through the Age Span (Contact Hours: 1.3)

This lesson explores the medical and nutritional need of everyone during their life span. It will describe some of the barriers to good health and discuss recommended screenings for vision, hearing, health and immunizations needs for all age groups from infants to older adults. It also will provide the learner with printable fact sheets that will help them know how to support someone with disabilities to get the health care they need.

Lesson 3: Individual Health Needs (Contact Hours: 1.3)

This lesson provides information on the components that affect individual health needs like age, family history, culture, and life style choices. It discusses ideas for approaching the individual you support to meet their individual health needs by assisting them to understand health needs, conditions and various diagnoses. The direct support professional must become knowledgeable about and understand health-related areas such as special diets, diabetes, and following recommendations of the health care provider.

Lesson 4: Signs and Symptoms of Illness (Contact Hours: 1.3)

This lesson provides an overview of how to recognize and what to do when someone is ill. It explores ways to develop your observation and assessment skills in order to identify problems that could lead to serious health care problems. It covers the rationale and need for good documentation and communications skills that help the individual being supported get the help they need when they need it.

Lesson 5: Care of Common Health Care Conditions (Contact Hours: 1.4)

This lesson looks at acute and chronic health care conditions and syndromes and provides basic information so the direct support professional will be able to recognize their symptoms. This is not a course on first aid but rather common health conditions that describe various symptoms and recommend specific treatments.

Lesson 6: Working with a Health Care Provider (Contact Hours: 1.4)

This lesson covers the importance of team cooperation and action in getting quality health care for the individuals you support. It explores ways of communicating information to the individual you support and to the health care professional and of advocating for quality care. It provides suggestions for documentation including medical histories, referrals, doctor visits and instructions from the health care provider. It stresses the importance of being organized and getting and receiving information in writing. There are sample forms that can be adapted to meet individual needs and that help you work more effectively with health care professionals.

Supporting Jobs and Careers in the Community

This course will help you understand many of the things that go into successful employment and introduce Direct Support Professionals to many different employment opportunities for those they support. The DSP will learn the importance of matching a person's current abilities and desires to a job he or she will enjoy. You will learn about the skills and knowledge needed to support both the worker and the employer along with the role workplace relationships play in job success.

CE Credits: 0.4 Contact Hours: 4.3

Total Lessons: 4



Supporting Jobs and Careers in the Community – Lessons Cont.

Lesson 1: Successful Community Employment and Retention (Contact Hours: 1.3)

Successful employment takes a lot of planning. Job retention is often a positive result of good planning. This lesson will help you understand your role. You will learn how important it is to support both the workers and employers and the skills needed to support jobs and careers in the community. This lesson describes the vital work skills needed by individuals with disabilities in order to be successful. It is important for you to understand how to support people in building these skills. This lesson will help you understand how to develop and maintain a supportive work environment. This includes building successful relationships.

Lesson 2: Employment Supports and Volunteering (Contact Hours: 1.0)

This lesson's main focus is on volunteering and the role you play in supporting successful volunteer opportunities. People are not always seeking paid employment. There may be many reasons a person wants to volunteer. This lesson will explore these reasons. It will help you learn about and explore resources that can help you to support someone's search for a volunteer job. You will also learn how to use a person's current abilities and desires to match him or her with a good position. Remember that competitive employment is the desired outcome of supported employment activities. Volunteering is a way to gain skills.

Lesson 3: Introduction to Government Benefit Programs (Contact Hours: 0.9)

This lesson will provide an overview of the four major government benefit programs in the United States. It will discuss key features and basic eligibility components. Due to the complexity of these programs, consultation and further education is always needed. As a direct support professional, you should never give advice. You should connect the person and his or her legal representative with the experts. These experts can then help explain the risks and benefits of any changes being considered. This lesson will identify resources for the learner to consider for future use.

Lesson 4: Government Benefit Programs and their Interaction with Work (Contact Hours: 1.1)

Many people that receive government benefits are also employed. The type of benefits a person receives and the rules for these benefits can affect a person's employment. The interaction between benefits and employment is important to understand when providing employment supports. This lesson will help you understand how these programs might affect a person's work decisions, offer specific strategies to assist people in balancing their government benefits and employment, and will outline some important factors to consider when a person is planning to stop receiving government programs.

Supporting Older Adults

Adults with intellectual and developmental disabilities are living longer than they once did. It is important for direct support professionals to understand changes related to aging in order to provide quality supports as people grow older. This course will help you recognize age-related changes. It will help you meet the changing support needs. This knowledge will also help you support a person to maintain their health and connections in the community. It will help you support him or her to live a happy and meaningful life for as long as possible.

CE Credits: 0.7 Contact Hours: 7.3

Total Lessons: 5



Supporting Older Adults – Lessons Cont.

Lesson 1: The Aging of the U.S. Population (Contact Hours: 1.3)

Over the next 40 years, older adults will make up a much larger part of the U. S. population. This lesson identifies the later life concerns of people with disabilities and their families. This lesson discusses how these issues will affect the disability service systems. You will also read about common myths of aging. Finally, this lesson will cover the role that direct support professionals have in supporting people with disabilities who are aging.

Lesson 2: Age-Related Sensory and Physical Changes (Contact Hours: 1.6)

Older adults experience many changes in health. This lesson focuses on physical changes. You will learn about changes related to the five senses. You will learn about changes related to vision and hearing. There is also information about changes in sense of touch, taste, and smell. You will learn how aging affects skin, muscles, and bones. Finally, this lesson focuses on oral health. Direct support professionals have an important responsibility to support older adults through sensory and physical changes. This lesson describes strategies to support a person experiencing these changes. It includes special consideration of older adults with intellectual and developmental disabilities.

Lesson 3: Age-Related Physical and Cognitive Changes (Contact Hours: 1.7)

Older adults experience many changes in health. This lesson focuses on physical and cognitive changes. You will learn about changes related to cardiovascular or respiratory systems. You will learn about changes related to urinary or endocrine systems. You will learn about medication changes and how this affects health. There is also information about behavioral and cognitive changes. Finally, this lesson focuses on mental health. Direct support professionals have an important responsibility to support older adults through these changes. This lesson describes strategies to support a person experiencing these changes. It includes special consideration of older adults with intellectual and developmental disabilities.

Lesson 4: Later Life Planning and Support (Contact Hours: 1.4)

Many people with intellectual and developmental disabilities are living longer. This means them reaching a new stage in life: retirement. This course will give you an overview of how you may be involved in helping with retirement planning. It will alert you to signs people show when they are getting ready for retirement. This course also talks about preparing for the end of life. It will give you an introduction to legal documents that are important for people you support. These documents allow for the people you support to have the most choices on how to live at the end of life.

Lesson 5: Grieving and End of Life Support (Contact Hours: 1.3)

Grief is an experience that affects most people at some point in their lives. As the people you support age, it is likely that you may be supporting a person who experiences the death of a friend or family member. This lesson discusses the stages of grief and how to support people through the grieving process. Many factors will affect how a person experiences grieving. These include a person's age, ethnicity, and religion. Direct support involves providing person-centered supports to a person who is grieving. In this lesson you will learn about end of life services. You will learn how to connect and support a person in these services. This lesson will also discuss how direct support professionals may grieve the loss of a person being supported.



Teaching People with Developmental Disabilities

This course is an overview of the important role that DSPs have in teaching people with developmental disabilities. It provides the learner with a basic understanding of teaching and learning, an important part of the direct support role. It helps the learner move beyond a “caregiving” role to one of being a true supporter and professional. This course helps the learner understand why it is important for all people to learn new things, what motivates people to learn, what teaching strategies help people with developmental disabilities learn, and how teaching and learning can be effectively organized.

CE Credits: 0.4 **Contact Hours:** 4.1

Total Lessons: 4

Lesson 1: Understanding Teaching (Contact Hours: 1.2)

This lesson helps the DSP understand why lifelong learning opportunities are important to people with developmental disabilities; the nature of the teaching relationship; how to choose what to teach; and how to select from possible teaching strategies. There is an emphasis on assuming that people have the ability to learn and to select their own goals for learning, when given the opportunity. This lesson also addresses the need to teach within the context of natural environments and real life experiences.

Lesson 2: Preparing to Teach (Contact Hours: 0.9)

This lesson helps the DSP understand the importance of being prepared to teach. This lesson addresses methods of preparing to teach including: knowing the person and his or her special needs, understanding and using task analysis, and completing environmental assessments.

Lesson 3: Teaching Strategies (Contact Hours: 1.2)

This lesson provides an overview of teaching strategies such as discrimination training, modeling, prompting, and shaping. Information regarding how to use reinforcement is also included.

Lesson 4: Organizing and Applying Teaching Strategies (Contact Hours: 0.8)

This lesson describes the importance of developing a teaching plan, the difference between goals and objectives, and how to incorporate self-determination skills into teaching. Consideration for teaching in inclusive environments is also included.

Understanding Transitions Across the Life Span

In this course, you will learn about life transitions that affect individuals with disabilities. You will learn about common life transitions. You will learn about working with families. You will also learn about services, supports, and the role of the direct support professional plays in supporting individuals experiencing life transitions.

CE Credits: 0.5 **Contact Hours:** 5.3

Total Lessons: 16

Lesson 1: Understanding Transitions (Contact Hours: 0.4)

This lesson will introduce you to transitions that affect everyone’s life. You will learn about the most common transitions we all go through, from taking our first steps to graduating from high school. You will also learn how the transitions that we all experience – from birthdays to education -- may be different for a person with disabilities and his or her family.



Understanding Transitions Across the Life Span – Lesson Cont.

Lesson 2: Understanding Family Transitions (Contact Hours: 0.3)

In this lesson, you will learn about the different transitions families experience together over the course of their life cycle – from birth to walking and birthdays to secondary education -- and how a disability can impact those transitions.

Lesson 3: The Role of Families & Support Professionals (Contact Hours: 0.4)

The learner will learn how family and support professionals play a key role in helping people with disability make successful life transitions.

Lesson 4: Family-Centered and Person-Centered Transition Support (Contact Hours: 0.4)

In this lesson, you will learn about Family-centered Support, a philosophy of care in which the support professionals take their cues from the family. You will also learn about person-centered support and services. You will learn similarities and differences between the two philosophies and how they apply to daily practice.

Lesson 5: Holistic Support for Transitions (Contact Hours: 0.2)

In this lesson, you will learn how to take a holistic approach to supporting families and people with disability as they transition.

Lesson 6: The Impact of Culture on Life Transitions (Contact Hours: 0.3)

In this lesson, you will learn how culturally defined views of disability impact the services and support a person receives and their ability to achieve life transitions.

Lesson 7: Formal Health Services and Supports (Contact Hours: 0.4)

This lesson will briefly introduce you to Formal Services that can be accessed to help individuals with disabilities navigate life stage transitions. In this lesson, you will specifically learn about the many formal health-related services and supports available to people with disabilities.

Lesson 8: Formal Education Services - Preschool to Grade School (Contact Hours: 0.4)

In this lesson, you will learn about formal services and supports in education from preschool to grade school, as well as the role you will play in helping a person with disability access them.

Lesson 9: Formal Education Services - High School to Post Secondary (Contact Hours: 0.3)

In this lesson, you will learn about the different services and supports available to people with disability as they transition into high school and post-secondary school, as well as the role direct support professionals can play in helping them to achieve their goals.

Lesson 10: Types of Formal Housing Services (Contact Hours: 0.4)

In this lesson, we will take a look at the different types of housing services and supports available to people with disability.

Lesson 11: Social Services (Contact Hours: 0.3)

In this lesson, you will learn about one of the most commonly used government support programs. This lesson will help you to learn about programs through Social Security. You will also, learn about other formal supports and services that exist for people in the categories of employment and general assistance.



Understanding Transitions Across the Life Span – Lesson Cont.

Lesson 12: Centers for Independent Living (Contact Hours: 0.2)

This lesson introduces you to informal community supports. In this lesson, you will learn specifically about the Centers for Independent Living (CILs), a long-standing informal, community organization that works to support people with disability by providing a range of services and supports.

Lesson 13: Informal Community Supports and Services (Contact Hours: 0.5)

In this lesson, you will learn about a few community organizations that offer informal services and supports to people with disability.

Lesson 14: Services and Supports: By Life Stages (Contact Hours: 0.4)

Now that you have learned about the many formal and informal services and supports available, this lesson will talk about those services and supports in the context of a person's life stages.

Lesson 15: Services, Supports and Quality of Life (Contact Hours: 0.2)

You have learned a lot about the different formal and informal services and supports. In this lesson you will learn how those services and supports can impact the quality of life for a person with disability.

Lesson 16: The Role of the DSP (Contact Hours: 0.2)

You have learned a lot about the different formal and informal services and supports. In this lesson you will learn the role that you, as a direct support professional will play in helping a person with disability access these services and supports.

Understanding Depression

Depression is a common mental health condition that varies from mild to severe symptoms. It affects people across the lifespan and often occurs with other health conditions. This short course will help you understand more about depression in general. It is a quick overview of the signs, symptoms, and impact of this condition. It describes some potential needs and best support for people living with depression. It includes a specific lesson on people living with intellectual disabilities and depression. Because suicide is highly correlated to depression, there is a lesson on suicide prevention and response. Finally, there is a lesson on resources for learning more about this condition. Upon completing this course, you should have a better ability to recognize and respond to the signs and symptoms of depression. You will have additional resources for further understanding this condition

CE Credits: 0.3 Contact Hours: 2.9

Total Lessons: 5

Lesson 1: What is Depression and What Helps? Contact Hours: 0.6)

Depression is a common mental health condition with symptoms that can range from mild to very serious. This lesson provides a basic overview of depression. It explores signs and symptoms in a variety of contexts. It will help you understand what support may be helpful to a person experiencing depression.



Lesson 2: DSP Roles When People Experience Depression (Contact Hours: 0.6)

Direct Support Professionals (DSPs) work in a variety of settings and with people who have different needs. This lesson helps the learner understand potential DSP roles in supporting someone who is living with depression.

Lesson 3: Co-Occurrence with Intellectual/Developmental Disability (Contact Hours: 0.5))

People living with intellectual and developmental disabilities (IDD) are more likely to experience depression than their peers without disabilities. They are also less likely to receive effective and person-centered options for recovery. This lesson explores some of the unique issues related to depression when it co-occurs with an intellectual or developmental disability. It provides direct support professionals (DSPs) strategies for supporting people with IDD and depression.

Lesson 4: Suicide Prevention and Response (Contact Hours: 0.6)

Suicide is a real risk for people living with depression. Suicide is more likely if the person has other conditions that influence their moods, thoughts, or impulse control. These conditions are many and include brain injury, substance misuse, or other mental illnesses. Suicide rates are much higher than most people realize. Many people wrongly think that very young children, older adults, and people with IDD don't complete suicide. However, no one is immune to these thoughts or actions. This lesson provides an overview of suicide risks and signs. It provides strategies to reduce risk, actions to take before a person attempts suicide, and ways to respond if a person has already attempted or completed a suicide.

Lesson 5: Resources and Where to Learn More About Depression (Contact Hours: 0.6)

The diagnosis and treatment of mental illnesses, including depression, have a complex history. This means that much of what we think we know about depression is not completely accurate. This lesson is meant to help the learner gain a clearer understanding of these issues and how they influence the public conversation about depression and the information available. It is meant to help the learner feel more confident in finding high quality information and locating qualified practitioners. They may use this information for themselves and or assist the people they support.

Universal Precautions

This course is about Universal Precautions required by the Occupational Safety and Health Administration (OSHA). It will teach direct support professionals about universal precautions and infection control. It will review OSHA blood borne pathogens requirements. It covers information on preventing and responding to exposure incidents. It will review information about communicable diseases and what can and should be done to prevent the spread of these diseases.

CE Credits: 0.3 Contact Hours: 3.1

Total Lessons: 11

Lesson 1: Aspects of Infectious Diseases (Contact Hours: 0.3)

This lesson covers all aspects of infectious diseases. An infection can come from touching, eating, drinking, or breathing something that has germs. It can come from an animal or insect bite. It can also be spread by kissing and sexual contact. The four different types of germs include a virus, bacteria, fungus, and a parasite. The body's first line of defense includes the skin, mucous membranes in the nose, tears, and tiny hairs in the nose. It also includes bleeding, peeing, and sweating. The body's second line of defense is the immune system. A vaccine can help to prevent some types of infectious diseases.



Universal Precautions – Lesson Cont.

Lesson 2: Bloodborne Pathogens (Contact Hours: 0.3)

This lesson focuses on bloodborne pathogens. Bloodborne pathogens are viruses, bacteria, or parasites. They are found in blood or body fluids. They can cause disease in humans. The most common examples are HBV, HCV, and HIV. Transmission occurs when a person comes into contact with contaminated blood and body fluids. Direct support professionals are often exposed to these and other potentially infectious materials. Bloodborne pathogen standards require the use of universal precautions in all workplaces. The purpose is to protect workers. As a direct support professional you are responsible for recognizing hazards. It is your role to ensure the safety of those you support.

Lesson 3: Understanding the Infectious Disease Cycle (Contact Hours: 0.3)

This lesson focuses on the infectious disease cycle. There are four stages to the infectious disease cycle. Stage 1: Infectious agents begin their journey with one host often through simple contact. The host can be living or non-living. Stage 2: Once inside a host an infectious agent will multiply and spread. Stage 3: Infectious agents eventually leave the host. A host does not have to display symptoms to pass on a disease. Stage 4: Infectious agents enter or wait for a new host and the cycle begins again.

Lesson 4: Infection Control and Prevention (Contact Hours: 0.3)

This lesson focuses on the use of infection control procedures. Direct support professionals must use infection control procedures. This can prevent infectious agents from spreading. It can help to break the disease cycle. Use general infection control procedures every day. This will reduce the transfer of infectious agents. Use proper protocol when you handle raw food. This will help to prevent contamination and sickness. Personal use items can carry and transfer infectious agents. Follow best practice guidelines when you must handle someone's personal items. Implement a regular cleaning schedule for common use areas to reduce transfer of infectious agents.

Lesson 5: Universal Precautions (Contact Hours: 0.3)

This lesson focuses on universal precaution procedures. General infection control procedures are the ones you use every day. They reduce exposure to common pathogens. Universal precautions should be used when blood or certain body fluids are present. This is an OSHA guideline. This reduces exposure to bloodborne pathogens. Universal precautions include immunizations to protect against contaminated blood or body fluids. They also include an HBV vaccine that is paid for by your employer. Using procedures that will best protect you and the person you support. This includes things like personal protective equipment. It also includes proper hand washing.

Lesson 6: Personal Protective Equipment (PPE) (Contact Hours: 0.2)

This lesson focuses on personal protective equipment (PPE). PPE is an important universal precaution in direct support work. OSHA requires employers to identify and provide PPE that is needed for a specific job. PPE must be used properly by direct support professionals. PPE for direct support professionals includes protective gloves. It includes protective face masks and eyewear. It also includes protective clothing.

Lesson 7: Hand Washing Procedures (Contact Hours: 0.2)

This lesson focuses on the proper way to wash your hands. You should wash your hands before handling clean dishes. Wash your hands after handling raw food or using the toilet. Wash your hands before and after doing any personal care related activities. This includes passing medication. Wash your hands IMMEDIATELY after coming into contact with any body fluid that may contain blood. Use a thorough technique for washing your hands similar to the one outlined in this lesson.



Universal Precautions – Lesson Cont.

Lesson 8: Cleaning and Disinfecting (Contact Hours: 0.3)

This lesson focuses on how to clean and disinfect items and surfaces. You must follow specific steps to clean and disinfect contaminated surfaces. You must follow specific steps to clean and disinfect cooking surfaces and items. You must follow specific steps to contain and clean contaminated laundry.

Lesson 9: Environmental Controls (Contact Hours: 0.3)

This lesson is about the environmental controls that help you reduce and avoid exposures to infectious agents. You will learn how to properly label and store potentially infectious materials. The lesson covers how to handle accidental exposure incidents.

Lesson 10: Accidental Exposure Procedures (Contact Hours: 0.3)

This lesson is about dealing with accidental exposures to bloodborne pathogens. You will learn ways this happens and basic steps you can take if an accidental exposure happens.

Lesson 11: Exposure Control Plans (Contact Hours: 0.3)

This lesson will help you understand what an exposure control plan is and necessary components that keep the workplace safe. You will learn how important it is to know the plan through training and periodic reviews.

Working with Families and Support Networks

Everyone has family and support networks in their lives. These are the people who surround you. These are people with whom you develop relationships. They add quality, meaning and enjoyment that enrich your life. People with disabilities who receive support are not any different. They have families and support networks which are intensely important to the quality of their lives. This course will help you understand the importance of support networks. It will help you develop working partnerships with families and other support networks. You will learn the importance of family and other types of support networks as well as learning what skills are needed to work effectively with both.

CE Credits: 0.3 Contact Hours: 2.9

Total Lessons: 4

Lesson 1: Understanding Support Networks (Contact Hours: 0.7)

This lesson will help explain support networks. It covers the important role they play in the lives of people with disabilities. This lesson will help define support networks. It will help you identify different types of support networks. You will learn about the different roles each member plays in a support network. The lesson will help learners understand how to develop, maintain and expand the support networks of the people they support.

Lesson 2: Family Networks (Contact Hours: 0.9)

This lesson provides information about families. It will help you understand why they are a unique type of support network. You will learn the importance of families. You will learn how the individuals you support define who belongs in their family. You will begin to identify the contributions they make in supporting their family member. This lesson will help you understand how different cultures influence the relationships between people. You will learn how family values, beliefs and history are a part of everyone.



Working with Families and Support Networks – Lesson Cont.

Lesson 3: Creating Partnerships with Support Network Members (Contact Hours: 0.7)

This lesson will help you understand the importance of developing partnerships with support networks. It will help you develop the skills needed for building partnerships with the family members and other support network members of the individuals you support. Finally, it will explore strategies you can implement to create successful partnerships.

Lesson 4: Problem Solving within Support Networks (Contact Hours: 0.6)

This lesson will help you work with family support networks by giving you strategies for solving problems, working through conflicts, and team building. It will help you recognize and make use of the gifts and talents of each member in a support network.

You've Got a Friend

This course explores the importance and meaning of human relationships in the lives of all people, including people of all ages with disabilities. In it the learner reflects on the benefits that healthy relationships bring to people's lives and why they are valuable. The learner identifies the common perceptions and prejudices about people with disabilities that create barriers to social relationships. The learner is taught the common challenges that DSPs face when supporting people in developing and maintaining relationships and specific strategies for overcoming these challenges. In addition, the learner explores family relationships and how to effectively support these special long-term relationships that are so important to people with developmental disabilities.

CE Credits: 0.3 Contact Hours: 3.3

Total Lessons: 4

Lesson 1: The Importance of Relationships (Contact Hours: 0.9)

This lesson explores the common bond of all people--the desire to be connected to others. Learners will identify important benefits that are part of having an active social network and the variety of relationship that make up social networks. Learners will examine their own social network and a social network of someone they support in order to identify some differences that are common between social networks of people receiving supports and the people who support them.

Lesson 2: Barriers, Challenges, and Opportunities for Friendships (Contact Hours: 0.8)

This lesson examines the factors that can make it hard for people to connect with others and some key obstacles that can prevent the development and ability to maintain relationships. These obstacles include such things as the effects of segregation, stigma, poverty, inaccessible accommodations, lack of transportation, and other barriers. Learners will explore some of the common patterns of experience shared by people with disabilities that often make it harder for them to develop a deep and diverse social network. They will learn how person-centered approaches are more effective than deficit based planning in overcoming these barriers to relationships.

Lesson 3: Strategies for Building and Maintaining Relationships (Contact Hours: 0.9)

This lesson will examine the importance of the direct service role in supporting people to build and maintain relationships. It will provide learners with an overview of some tools that direct support professionals (DSPs) can use to facilitate the development and maintenance of relationships and provide opportunities to practice with these tools. Common fears and questions that DSPs and others have regarding the implications of supporting relationships and the risks involved in these relationships.



You've Got a Friend – Lesson Cont.

Lesson 4: Supporting Family Networks (Contact Hours: 0.7)

This lesson provides an overview of the diversity in American family life and examines how culture affects lifestyle. It also focused on the unique issues that families confront when raising a child with a disability. The lesson will introduce learners to a family-centered planning practice (FOCUS). This family centered planning can help direct support professionals to support healthy family relationships and will provide learners with an opportunity to apply this technique.

CDS – College of Frontline Supervision and Management (CFSM)

In collaboration with the Research and Training Center on Community Living at the University of Minnesota

Developing an Intervention Plan

This course teaches learners how to develop an effective plan for employee retention based on analysis of specific needs in their service settings. It teaches learners how to calculate and track turnover and vacancy rates and how to use the results to select the best interventions and monitor progress. It also teaches how to anticipate and overcome barriers and challenges in implementing intervention plans.

CE Credits: 0.4 **Contact Hours:** 4.3

Total Lessons: 4

Lesson 1: Understanding the Intervention Plan (Contact Hours: 1.1)

This lesson reviews the steps and methods of developing an intervention plan designed to stem undesirable turnover and reduce open positions. The lesson reviews why creating a well-developed plan is critical to success. It describes seven steps that ensure a plan is comprehensive. It helps the learner prepare for variables and considerations in each of these steps. This lesson helps the learner understand these issues in the context of both the small consumer-directed situation, as well as large organizations.

Lesson 2: Organizational Assessment Part #1 (Contact Hours: 1.1)

The first part of understanding the scope and the nature of problems related to turnover and vacancy is to gather actual data regarding turnover and vacancy rates. This lesson reviews the retention basics of turnover rates, vacancy rates, and tenure groups. These basics will be used to define the scope of your problem, serve as a guide to further investigation into your problems, and help you understand if you are making progress in solving the problem. Information on how to organize information so that your calculations are accurate and useful is included.

Lesson 3: Organizational Assessment Part #2 (Contact Hours: 1.1)

This lesson helps the learner take the information gathered regarding turnover, tenure, and vacancy, and use it to help decide what additional assessments need to be completed in order to learn enough about the cause of these challenges. Five important areas to assess are reviewed which include: staff satisfaction; met or unmet expectations of new hires; cost-to-benefit ratios of interventions; staff competence; and commonalities among tenure groups. Five methods of assessment and their pros and cons of each are reviewed. These include: direct observation, interviews, focus groups, surveys, and review of existing data (such as may be gathered by Human Resources). A special section on considerations in using and developing surveys is included.



Developing an Intervention Plan – Lesson Cont.

Lesson 4: Developing an Intervention Plan (Contact Hours: 1.0)

You've learned about how to do basic and more advanced assessments of your problems with turnover and vacancy. Now, it's time to actually pull together a real intervention plan based on your situation. Using the Retention Trends that you gathered earlier, you will follow along with a frontline supervisor as she develops and refines her plan over a year. You will be given opportunities to stop and learn more in order to complete your plan as part of the lesson.

Fueling High Performance

This course focuses on reducing turnover among high-potential staff by providing professional development opportunities and by establishing consistent and high performance requirements. It reviews a number of important interventions that give structure and definition to expectations that promote high quality performance.

CE Credits: 0.6 **Contact Hours:** 6.2

Total Lessons: 5

Lesson 1: Competency-Based Training (Contact Hours: 1.4)

This lesson helps learners understand the importance of competency-based training to improving employee performance on the job and reducing turnover due to lack of job skills. The learner will learn about the seven steps to the competency-based training cycle and how to align job descriptions, training, and performance reviews. The learner will understand why it is important to review existing competency sets as part of this process.

Lesson 2: Employee Development (Contact Hours: 0.9)

Employee development is the process of supporting employees in identifying career goals and ensuring opportunities to achieve them. This lesson helps the learner understand why employee development plans are important to retention and recruitment. Methods of ensuring the development plans are built in line with the needs of the employee, the employer, and the people being supported are included. Information regarding the roles of the frontline supervisor's in supporting employee development is also included.

Lesson 3: Teamwork (Contact Hours: 1.2)

This lesson helps the learner understand why teamwork is critical to the effective work environment today. It provides a seven-step process for developing and supporting team growth and renewal. Information on basic communication skills that enhance the ability for team members to work together is included.

Lesson 4: Coaching and Positive Discipline (Contact Hours: 1.4)

This lesson will help the learner understand performance coaching. Performance coaching is a set of methods that supervisors or mentors use to help people enhance or learn skills in the workplace. Performance coaching is also used to deal with problem performance on the part of employees. Learners will review the importance of feedback and communication as well as the steps of performance coaching.

Lesson 5: Employee Participation, Motivation, and Recognition (Contact Hours: 1.3)

This lesson reviews the importance of recognition and participatory management styles in helping to motivate and retain high quality direct support professionals. Methods of identifying and rewarding quality performance are reviewed. Different management styles and their impact on performance and process are reviewed. A review of the goals in the National Alliance of Direct Support Professionals that are directed toward recognition and status of DSPs is also included.



Preparing for the Supervisor's Job in Human Services

This course is an introduction to the role of a frontline supervisor (FLS). It is for direct support professionals (DSPs) or others that might be considering the position. The lessons include a description of the role of frontline supervisors (FLS). It is contrasted with the role of direct support professionals. It includes basic information on four foundational skills critical to supervision. The course outlines both the rewards and the challenges of becoming a frontline supervisor. It asks learners to assess their readiness for a supervisory position. This course is for people who want to make a good decision about whether or not to pursue a supervisory position.

CE Credits: 0.7 **Contact Hours:** 6.9

Total Lessons: 5

Lesson 1: Supervisors and their Roles (Contact Hours: 1.4)

This lesson is an introduction to what it means to be a frontline supervisor (FLS). It provides a realistic preview of the supervisory role. The learner is encouraged to learn more about a specific FLS position that he or she is interested in. The rewards and challenges of being an FLS are outlined. Common responsibilities, activities, and expectations of a FLS are explained. The learner assesses their own current strengths and needs in regards to taking a supervisory position. Using this information the learner is guided in developing a plan for gaining further understanding and skills related to being an FLS. The benefits of finding mentors are explored as one method of guided skill development.

Lesson 2: Professional Relationship Building (Contact Hours: 1.7)

Relationships are critical to the frontline supervisor's job. This lesson reviews the many types of professional relationships and their purpose. Attributes that define healthy professional relationships are reviewed. Strategies are given to the learner for building and nurturing effective professional relationships. Common situations that are challenging for new supervisors in professional relationships are reviewed. Suggestions for methods of approaching these problems are included.

Lesson 3: Understanding Leadership (Contact Hours: 1.4)

Both leadership and management are important, but they are different from each other. Some managers are excellent leaders. Some are not. Healthy organizations encourage the growth of leadership attributes and skills among all employees regardless of their position. However, considering a move into a supervisory position is a good time to reflect on personal leadership potential. This lesson helps the learner understand more about leadership and its connection to the supervisory role. Learners can explore their leadership potential and learn how to apply leadership practices to their current and future positions as employees.

Lesson 4: Communication in a Supervisory Role (Contact Hours: 1.1)

A primary purpose of the supervisory role is to communicate with others. A supervisor is expected to effectively communicate in a number of different situations. This may include working with employees or other professionals. It may include working with the person supported or families. It can also include communicating with community members. Depending on the situation, the people involved have different needs. The supervisor must be able to adjust his or her communication style and methods to meet these needs. This lesson helps the learner understand what is different about communication expectations in the move from being a direct support professional to becoming a supervisor. It also provides information on how to effectively perform and develop skills.

Lesson 5: Supervising Diverse Work Teams (Contact Hours: 1.3)

Workforce diversity is increasing. More than ever before supervisors need to be able to pull together teams who are of different ages and from various backgrounds. While diversity in the workplace has definite benefits, it also has certain challenges. Cultural competence refers to the ability to recognize, respect and work with people from different cultural perspectives. This lesson reviews critical aspects of cultural competence and diversity from the point of view of the frontline supervisor.



Recruitment and Selection

You will not retain the right staff if you cannot find and hire them. This course will help you understand how to bring more potential employees to your door and how to choose the best of those that apply.

CE Credits: 0.3 **Contact Hours:** 3.3

Total Lessons: 3

Lesson 1: Recruitment and Marketing (Contact Hours: 1.0)

This lesson explores how marketing and recruitment strategies can bring in a better quality of applicant and increase the number of applicants overall. The lesson reviews inside and outside recruitment sources. Helps the learner understand the importance of defining what is unique about the employer and/or the position and how to market the employer. PDF forms are included to help the learner apply and share this information with others.

Lesson 2: Realistic Job Previews (Contact Hours: 1.2)

This lesson describes Realistic Job Previews (RJPs) and why they are important to retention. The lesson reviews five key characteristics of RJPs and various delivery methods for RJPs. Learners are given a change to evaluate several complete RJPs by ranking how well each RJP includes the five key characteristics. Learners are provided a worksheet and opportunity to complete an initial plan for their own RJPs. Barriers to development of effective RJPs are reviewed and learners are guided to prepare for these challenges.

Lesson 3: Selection and Hiring (Contact Hours: 1.1)

This lesson introduces learners to five components of the selection process that are useful in selecting high potential employees that are likely to stay. The lesson reviews how to prepare for an interview and how to create and use questions that are most likely to draw out the most important information necessary to make a good selection. Other aspects of the selection process are also reviewed such as using tests, effective screening, and creating a positive environment for the interview. Finally the learner is given tips on how to make the final selection based on the best match to the position.

Training and Orientation

This course reviews the need for assessing employee skills as the foundation of successful training and development programs. The course teaches various components of training and how training practices can influence the retention rates of high-potential staff. Ways to structure training including methods and topics for training are reviewed. Because orientation serves a different purpose than skill training, a separate lesson on orientation practices is included.

CE Credits: 0.5 **Contact Hours:** 5.3

Total Lessons: 5

Lesson 1: Understanding Training (Contact Hours: 1.1)

This lesson provides an overview of training and its purpose. There is a review of training challenges common to community support services and an explanation of why good training is important to the overall success of the organization and quality of services.

Lesson 2: Choosing Training Topics (Contact Hours: 1.0)

This lesson provides an overview of factors that influence choices of training topics for existing and new employees. It provides a description of three industry job analyses, which can assist in identifying training topics. Finally, this lesson provides information to assist learners in locating training resources and opportunities related to topical needs.



Training and Orientation – Lesson Cont.

Lesson 3: Choosing Training Methods (Contact Hours: 1.3)

This lesson helps learners identify common problems with training practices. It describes the needs of adult learners and ways to accommodate various learning styles. Finally, the lesson addresses a variety of effective training methods and important factors to consider when choosing from them.

Lesson 4: Understanding Employee Assessment (Contact Hours: 0.7)

This lesson will help the learner understand employee assessment and its importance. The lesson presents several ways employee assessments can be completed. It describes who should be involved in the process. Finally, this lesson describes how employee assessment can assist in guiding the training of employees.

Lesson 5: Orientation Practices (Contact Hours: 1.2)

This lesson provides an overview of staff orientation and its purpose. It describes ways to determine how poor orientation practices affect employee turnover and how diversity can influence orientation strategies. This lesson identifies strategies to improve orientation. The role of mentoring in orientation is reviewed. Finally, the lesson reviews how the frontline supervisor and/or manager can promote improved orientation of new employees.

Your First Few Weeks and Months as a Supervisor

This course provides an overview of the entry level skills and duties you will need as a new supervisor. It will be very helpful to you during the first few weeks and months on the job. It may also be helpful for more experienced supervisors that have not had formal training in these areas. This course will help to create more satisfied staff. Learners are encouraged to review the course, preparing for the Supervisor's Job in Human Services prior to taking this course. This course will help you to build on the professional development plan that is started in that course.

CE Credits: 0.9 **Contact Hours:** 8.9

Total Lessons: 5

Lesson 1: Stepping into the Supervisory Role (Contact Hours: 1.3)

This lesson provides an overview of the entry level skills and duties you will need as a new supervisor. It will be very helpful to you during the first few weeks and months on the job. It may also be helpful for more experienced supervisors that have not had formal training in these areas. The course training covers a number of areas. This includes delegation and organization. It includes remote supervision, operational management, and planning and running effective meetings. It will also include conflict management and problem-solving. Learners will gain valuable management skills. This will help to create open, organized, and efficient organizations. It will also create more satisfied staff.

Lesson 2: Supervising and Managing Daily Operations (Contact Hours: 2.2)

Supervisors do a lot of things. They need many skills to complete their jobs. The exact details of each job will vary. However, all supervisors share some tasks. A key job of any supervisor is to make sure the people being supervised meet the expectations of the employer. Supervisors must also have basic skills in office work. Today's supervisors must often be able to supervise people who work different hours. They must also supervise people that work in different places. This lesson reviews these basics of supervision and distance supervision. It also provides an overview of related duties. These include finances and staff scheduling. It also includes coordination and maintenance of equipment.

Lesson 3: Planning and Organizing Meetings (Contact Hours: 1.9)

Meetings are a reality of modern work life. Supervisors are responsible for organizing and facilitating meetings. Many people do not like meetings. Signs that meetings are not going well include poor attendance, lack of enthusiasm, and lack of follow-up. This lesson will help you learn to use meetings in constructive ways. You will learn how to use meetings effectively. You will learn how to create positive energy around meetings.

Lesson 4: Time Management, Delegation, and Organizational Skills (Contact Hours: 1.9)

Time management is an important skill in today's busy world. Human service supervisors are responsible for many different tasks. They must respond to the needs of the moment. But they must also not get distracted from completing less urgent, but maybe more important tasks. This lesson helps the human services supervisor learn more about time management. This includes planning, prioritizing, organizing, and delegating..

Lesson 5: Conflict Management, Decision Making, and Problem Solving (Contact Hours: 1.6)

Supervisors get hired to complete a set of tasks. In order to complete these tasks, they must work with many people. They must also deal with unpredictable and sometimes very important situations on a regular basis. Core to being an effective supervisor is the ability to work well with others. Supervisors must also support teams in working together. Supervisors must be able to make good decisions and solve problems as they occur. This lesson reviews basic principles and strategies. These include conflict management, problem-solving, and decision-making.



CDS – Disability Intensive (DIC)

Disability Intensive Courses (DIC) are specialized courses within the College of Direct Support (CDS). These courses focus on one disability and have one long lesson, instead of many lessons like other CDS courses. The course will define and describe the specific disability, along with providing information about the causes, characteristics, and symptoms of the disability. A DIC course will share stories of people who have this disability and his or her family members. This course will help you understand how the specific disability affects people in their daily lives. It helps you understand how co-occurring disorders may affect people with the disability and effective support strategies.

Autism

CE Credits: 0.3 Contact Hours: 2.7

This course is an introduction to the topic of Autism Spectrum Disorders (ASD). Autism was once thought to be a rare disability. However, the number of people with autism is increasing. It is important for direct support professionals (DSPs) to be knowledgeable about these disorders. It is also important to know how they affect people's lives.

Brain Injury

CE Credits: 0.3 Contact Hours: 3.4

This course is an overview of brain injury. It will cover the challenges someone with a brain injury may face. It will help you understand the short and long-term effects of brain injury and cover some of the most common causes of brain injury. It will discuss some of the ways you can prevent brain injuries and help you to understand how brain injury may affect someone's life. This course includes some real life stories of individuals with brain injury and their families while also including the stories of the direct support professionals that provide support. You will also learn about different strategies that can help you support someone with a disability caused by a brain injury.

Cerebral Palsy

CE Credits: 0.2 Contact Hours: 2.3

This disability intensive course will introduce you to cerebral palsy. Cerebral palsy is a very common brain disorder disability affecting body movement. It also affects muscle coordination. Cerebral palsy can begin in infancy, early childhood, or it can be acquired at a later age when a specific part of the brain is injured. It is a permanent condition that does not get worse over time. The common characteristics of cerebral palsy will be identified in this course, along with a description of the main types of cerebral palsy. Finally, it will help you understand some of the typical support needed by someone who has cerebral palsy.

Diabetes

CE Credits: 0.3 Contact Hours: 2.6

This course is about the medical condition known as diabetes. It will help you understand the affect this condition may have on a person's overall health. Diabetes is a condition where the body does not or cannot produce enough insulin, and Diabetes is a condition that can impact all body systems. The hormone insulin is needed to convert sugar and starches into energy. It describes how diabetes may affect a person and his or her family. It discusses support strategies and diabetes resources that can be useful to direct support professionals.



Epilepsy

CE Credits: 0.3 Contact Hours: 2.7

Epilepsy is a condition that may be diagnosed when a person has had two or more unprovoked seizures. It is a complicated medical condition that affects the brain. Its most common symptom is seizures. But it affects different people in different ways. Seeing a seizure can be unsettling. This course will explain how to respond in different types of situations. It will explain epilepsy and the different types of seizures. It will also cover details about the history of epilepsy, causes, and different cultural beliefs. It will provide information on the impact that epilepsy has on people's lives. It will also share how a direct support professional (DSP) can provide care and support for a person with epilepsy.