



DirectCourse
ONLINE CURRICULA FOR LIFE IN COMMUNITY

College of Direct Support

CMS Core Competencies

Intellectual and Developmental Disability Sector

ELSEVIER

rtc on community living
UNIVERSITY OF MINNESOTA
Driven to Discover™

Today's Presenters

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- University of Minnesota, Research and Training Center on Community Living



Agenda

- Brief overview of the DSP workforce
- Overview and purpose of new CMS Core Competencies
- Identify and explore how DirectCourse: College of Direct Support (CDS) supports these competencies via a crosswalk of the curricula



Polling Question

What is your primary job role?

- Direct Support Professional
- Supervisor or Manager
- Administrator
- Training or Human Resources
- Other

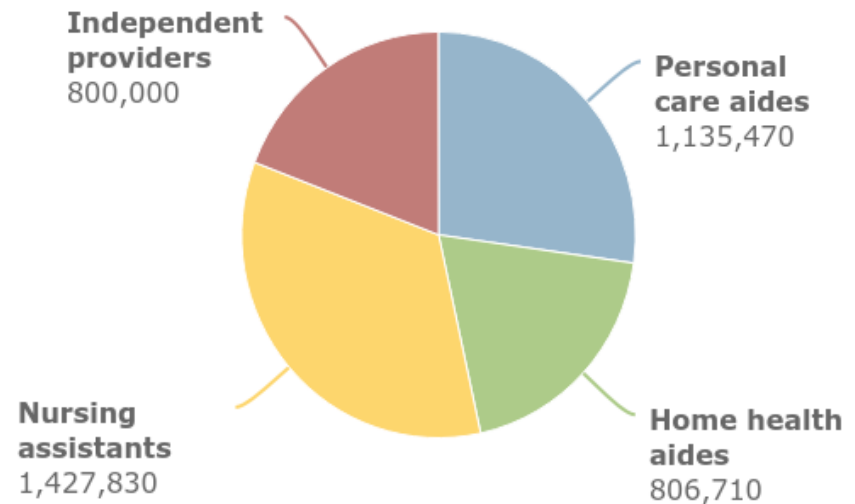


Size of the Direct Service Workforce

- Estimated over 4 million workers in 2013
- Over 3.2 million employed largely by agencies in three occupations
 - Nursing Assistants (1,135,470)
 - Home Health Aides (806,710)
 - Personal Care Aides (820,600)
- An estimated 800,000 independent providers employed in public programs

United States: Size of Direct-Care Workforce, 2013

Total: 4,170,010

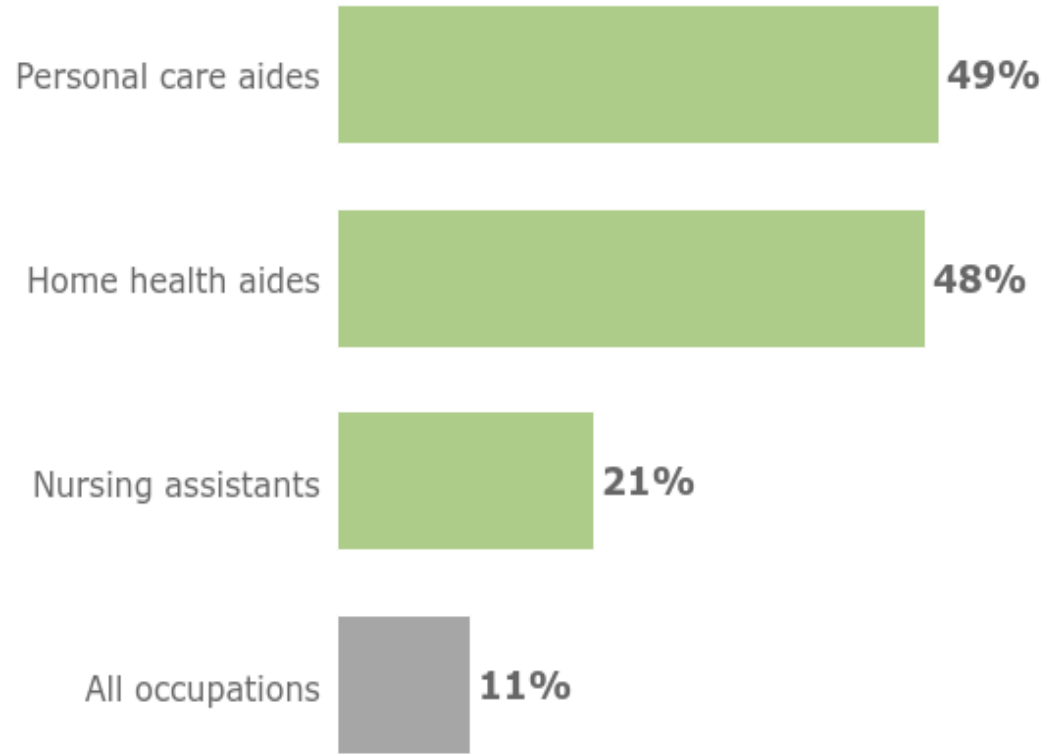


Source: PHInational.org



Occupational Growth Projections

United States: Occupational Growth Projections, 2012-2022



Source: PHInational.org



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LTSS Industry Trends

- Growing trend towards integration of populations in public LTSS programs, particularly Medicaid managed care and programs for Medicare and Medicaid enrollees
- Concerns about service quality
- Increased focus on community integration and person-centered planning and implementation (HCBS)
- More with less – system redesigns



Purpose of Core Competencies

The **DSW Core Competency Set** establishes evidence-based practices for training and employment across LTSS sectors to:

- **Frame competency-based training objectives** to guide the evaluation of existing curriculum or identify need for curriculum development.
- **Develop measures of initial worker skills;** plan for entry-level training and resulting competency development.
- **Cultivate skill development by measuring competencies** within the current workforce and needs for ongoing training.
- **Serve as the foundation of career ladders and lattices** inclusive of a wide variety of DSW roles.



Defining Competencies

KSAs:

The knowledge, skills, abilities that DSPs demonstrate when delivering effective supports.

(O'Neill & Hewitt, 2005)

Interconnected:

Successful completion of most tasks requires the simultaneous or sequenced demonstration of multiple competencies.

(Hoge, Tondora, & Marielli, 2005)

Promote recognition:

The utilization of competencies in the workforce reinforces shared values of DSPs' skills and growth.

(Hoge et al., 2008)



DSW Core Competency Development Phases

Phase I: DSW Competency Inventory

22 Sets inventoried; across main LTSS sectors: Aging, Behavioral Health, Intellectual and Developmental Disabilities, and Physical Disabilities

Phase II: DSW Competency Analysis

Content analysis among 7 nationally recognized competency sets

Phase III: DSW Core Competency Expert Review and Synthesis

Modified Delphi Process with leaders/expert panel to determine core competencies – via online survey methods and in-person workshop



Phase III Stakeholders from all Sectors

- AARP
- Alzheimer's Association
- American Public Human Services Association, Center for Workers with Disabilities
- Annapolis Coalition on Behavioral and Mental Health Workforce
- Department of Education, National Institute of Disability and Rehabilitation Research (NIDRR)
- Department of Labor, Health Care Advancement Program
- US Psychiatric Rehabilitation Association (USPRA)
- Georgetown University Health Policy Institute
- Health Resources and Services Administration, PHCAST
- Human Services Research Institute (HSRI)
- Leading Age
- Linking Employment, Abilities & Potential (LEAP)
- National Association of State Directors of Developmental Disabilities (NASDDDS)
- National Council for Community Behavioral Health Care
- National Resource Center for Participant-Directed Services (NRCPPDS), Boston College
- PHI
- Research and Training Center on Community Living, University of Minnesota
- Rosalynn Carter Institute for Caregiving
- Substance Abuse and Mental Health Services Administration



DSW Core Competency Validation

Final Phase: Validation

Stage 1: National Validation Workshops
Direct Service Workers, Supervisors and Participants Across Sectors

Stage 2: National Validation Survey
Direct Service Workers, Supervisors and Participants Across Sectors

[dsw-core-competencies-phase-III-B-december-2014.pdf](#)



CMS Core Competencies for the Direct Service Workforce: Competency Areas

1. Communication (3)
2. Person-Centered Practices (7)
3. Evaluation and Observation (4)
4. Crisis Prevention and Intervention (7)
5. Safety (5)
6. Professionalism and Ethics (6)
7. Empowerment and Advocacy (5)
8. Health and Wellness (7)
9. Community Living Skills and Supports (4)
10. Community Inclusion and Networking (4)
11. Cultural Competency (5)
12. Education, Training, and Self-Development (3)

www.medicaid.gov/medicaid-chip-program-information/by-topics/long-term-services-and-supports/workforce/downloads/dsw-core-competencies-final-set-2014.pdf



1. Communication (3)

The DSW builds trust and productive relationships with people s/he supports and others through respectful and clear verbal and written communication.

- a. Uses positive and respectful verbal, non-verbal and written communication in a way that can be understood by the individual, and actively listens and responds to him or her in a respectful, caring manner.
- b. Explains services and service terms to the individual being supported and his or her family members.
- c. Communicates with the individual and his or her family in a respectful and culturally appropriate way.



The College of Direct Support (CDS)

Designed to give direct support professionals the knowledge and skills they need to build rewarding careers – and, in turn, to improve the level of support they provide to individuals with intellectual disabilities.

- *Developed by the University of MN, Research and Training Center on Community Living.*
- *Partnering with Elsevier.*
- *Launched in 2004.*

<http://directcourseonline.com/directsupport/core-curriculum/>



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CDS Current Courses

- Autism
- Brain injuries
- Cerebral Palsy
- Civil Rights and Advocacy
- Community Inclusion
- Cultural Competence
- Depression
- Diabetes
- Direct Support Professionalism
- Emergency Preparedness
- Employment Supports
- Epilepsy
- Everyone Can Communicate
- Home and Community Living
- Hiring Great DSP
- Implementing Participant Directed Supports
- Individual Rights and Choice
- Individualizing Personal Care
- Introduction to Developmental Disabilities
- Introduction to Mental Health & Mental Illness



CDS Current Courses

- Introduction to Medication Support
- Maltreatment: Prevention and Response
- Person-Centered Planning and Supports
- Positive Behavior Support
- Professional Documentation
- Safety
- Supporting Healthy Lives
- Supporting Jobs and Careers in the Community
- Supporting Older Adults
- Teaching People with Developmental Disabilities
- Universal Precautions & Infection Control
- Understanding Transitions Across the Life Span
- Working with Families and Support Networks
- You've Got a Friend
- Film For Thought
 - Body and Soul
 - Breaking Shells



CFSM Current Courses

- Training and Orientation
- Fueling High Performance
- Developing a (Workforce) Intervention Plan
- Recruitment and Selection
- Preparing for the Supervisor's Role in Human Services
- Your First Few Weeks and Months as a Supervisor



Polling Question

Which of the following best describes you?

- Current CDS customer
- Seeking information about CDS
- Current CDS customer using On-The-Job Training Assessment to measure competency
- Other



How does CDS meet the core competencies?

DSW Core Competency Areas		College of Direct Support (CDS) <i>Intellectual & Developmental Disabilities</i>
1	Communication	Everyone Can Communicate
2	Person-Centered Practices	Person Centered Planning and supports Implementing Participant-Directed Supports Hiring Great Direct Support Professionals Professional Documentation Practices
3	Evaluation and Observation	Person Centered Planning and Supports (PCP) Functional Assessment (FA) Teaching People with DD (T) Professional Documentation Practices (PD) Cultural Competence (CC)
4	Crisis Prevention and Intervention	Positive Behavior Supports
5	Safety	Safety Emergency Preparedness Universal Precaution and Infection Control Maltreatment: Prevention and Response
6	Professionalism and Ethics	Direct Support Professionals



How does CDS meet the core competencies?

DSW Core Competency Areas		College of Direct Support (CDS) <i>Intellectual & Developmental Disabilities</i>
7	Empowerment & Advocacy	Intro to Individual Rights and Choice Civil Rights and Advocacy Safety
8	Health and Wellness	Supporting Healthy Lives Intro to DD, Disability Focused Courses** Intro to MH & MI Intro to Medication Supports Universal Precautions and Infection Control
9	Community Living Skills & Supports	Home and Community Living Personal and Self-care You've Got a Friend Person Centered Planning & Supports
10	Community Inclusion & Networking	You've Got a Friend Working with Families and Other Support Networks Community Inclusion Employment Supports Supporting Jobs and Careers in the Community
11	Cultural Competency	Cultural Competence
12	Education, Training and Self-Development	Direct Support Professionals Professional Documentation Practices *College of Frontline Supervision and Management

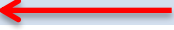







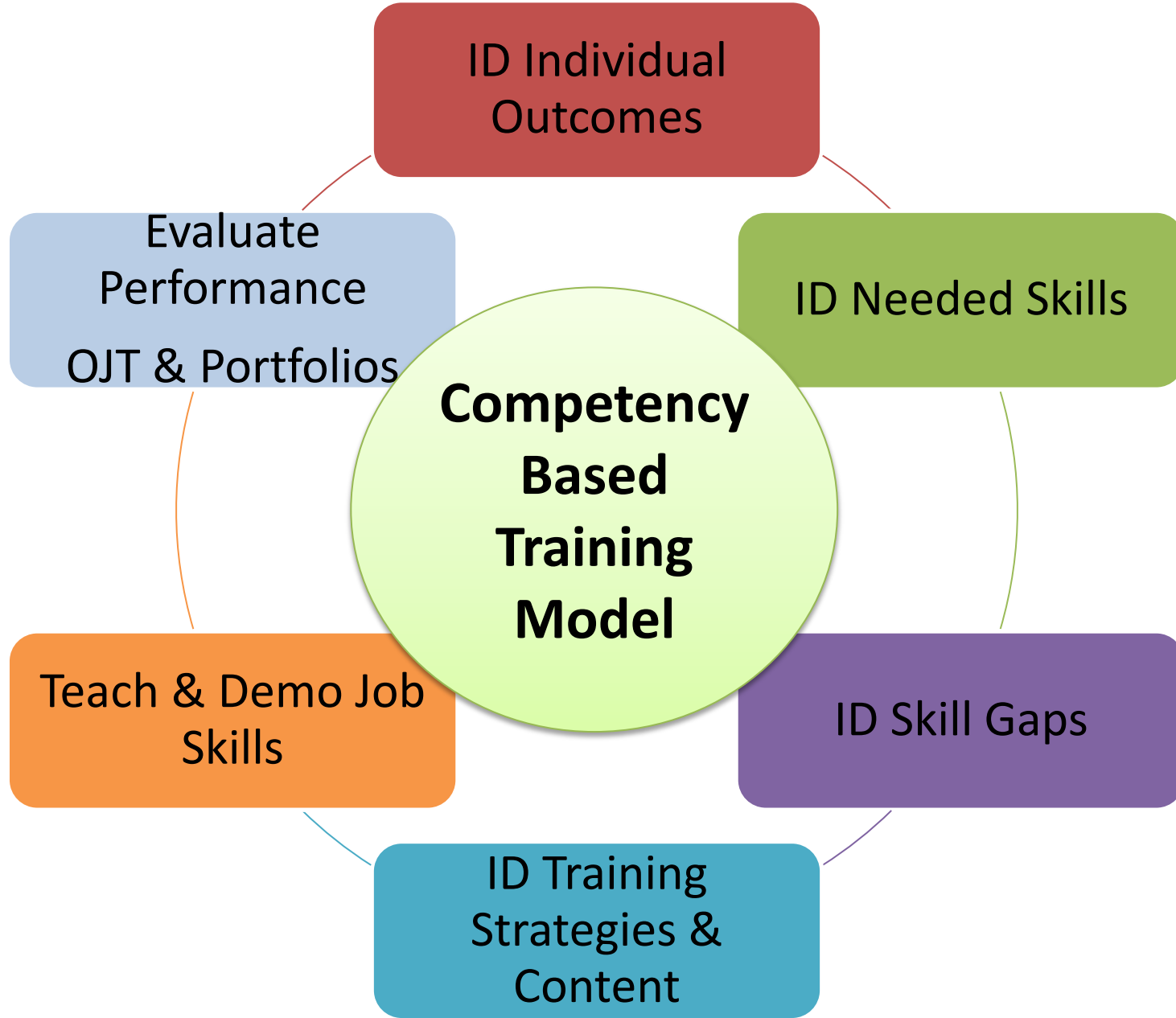
For Example...

8	Health and Wellness	Supporting Healthy Lives (SHL) Intro to DD Disability Focused Courses** Intro to MH & MI Intro to Medication Supports (IMS) Universal Precautions and Infection Control (UP)
a.	Supports the spiritual, emotional, and social wellbeing of the individual.	SHL: L1
b.	Gives medications or assists the individual to take medication while following all laws and safety rules.	IMS: L1, 2, 3, 4
c.	Assists the individual to learn disease prevention and maintain good health.	SHL: L1, 2, 3
d.	Assists the individual to use infection control procedures and prevent illness.	UP: All lessons
e.	Helps the individual make and keep regular health and dental care appointments.	SHL: L2, 6
f.	Helps the individual follow health care plans and use medical equipment as needed.	SHL: L2, 6 IMS: L4
g.	Helps the individual to learn the signs of common health problems and take actions to improve health.	SHL: L4, 5



Universal Precautions and Infection Control

Lesson 1: Aspects of Infectious Diseases	Objective 1: Identify and describe some of the commonly known communicable or contagious diseases and infections.	
Lesson 2: Bloodborne Pathogens	Objective 1: Define bloodborne pathogens and explain the direct support professional's role in preventing transmission.	
Lesson 3: Understanding the Infectious Disease Cycle	Objective 1: Accurately explain the four stages of the infectious disease cycle.	
Lesson 4: Infection Control and Prevention	Objective 1: Describe the importance of infection control procedures and demonstrate daily practices for infection control and prevention.	
Lesson 5: Universal Precautions	Objective 1: Identify universal precautions and when to use them.	
Lesson 6: Personal Protective Equipment	Objective 1: Select and use personal protective equipment effectively.	
Lesson 7: Hand Washing Procedures	Objective 1: Explain when, why, and how to wash his or her hands effectively in order to prevent the spread of infections and pathogens.	
Lesson 8: Cleaning and Disinfecting	Objective 1: Demonstrate how to properly clean and disinfect surfaces and household textiles.	
Lesson 9: Environmental Controls	Objective 1: Identify what forms of environmental controls are available to protect him or her as well as those he or she supports and how to put these into place in the support environment.	
Lesson 10: Accidental Exposure Procedures	Objective 1: Describe accidental exposure to body fluids and blood. He or she will be able to describe how this can happen and the steps to take when accidental exposure takes place.	
Lesson 11: Exposure Control Plans	Objective 1: Identify the key aspects of an exposure control plan for infectious diseases and demonstrate how to implement this in a real life support setting.	



How to Utilize the DSW Core Competency Set?

- Guide the development of cross-sector statewide training requirements
- Collaborate with other agencies in the state about establishing common training policies
- MCO - Use Competency Set to assess capacity of providers in the network
- Independent Providers/Agencies –
 - Consult the set to make revisions to training and orientation
 - Inform all workforce development tools (recruiting – training – performance evaluation – mentoring – recognition)



Next Steps

- Learn more about the DSW Core Competencies and related tools at:
www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Long-Term-Services-and-Supports/Workforce/Workforce-Initiative.html
- Assess your current training (cost, quality, consistency)
- Determine if additional or different training strategies are needed
- Prepare implementation plan for any changes to existing workforce development strategies



To Learn More

To request a demo and learn more about DirectCourse:
College of Direct Support):

<http://directcourseonline.com/directsupport/core-curriculum/>

Learn more about how the entire DirectCourse Suite of Curricula addresses these competencies, including upcoming webinars for the behavioral health and ID/DD sectors:

www.directcourseonline.com/cms-core-competencies



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