

COURSE OUTLINE

Introduction to Direct Support

Course Description

DS 100. Introduction to Direct Support. 6 hours credit. Prerequisite: National Association of Direct Support Professionals (NADSP) Registration. This course will enable the student to meet communication, community living, and participant empowerment skill standards, allowing the student to complete the documentation necessary for NADSP Initial Level—DSP I certification.

Course Relevance

Upon completion of this course, the student will demonstrate skills and knowledge to practice high quality direct support.

Required Materials

Access to The College of Direct Support on-line courses.

Butler Assessed Outcomes

The intention is for the student to be able to

1. Complete the necessary criteria and documentation to qualify for the Initial Level DSP-1 certification.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Communication Skills

1. Reception and interpretation of messages.
 - Through interaction with clients and their family members, the student will be able to understand individual differences in relationships, processing, and communication strengths.

Major Summative Assessment Task(s)

These learning outcomes and the Learning PACT skills will be demonstrated by:

1. Completing the documentation necessary for NADSP Initial Level DSP-I certification, which include proof of student contact hours and a portfolio of work samples that demonstrate competence in 8 of the 15 NADSP competency areas.

Course Content

- I. Skills or Competencies – Actions that are essential to achieve the course outcomes:
 - A. Acquire background information needed to support a client with an intellectual and /or other developmental disability
 - B. Articulate the appropriate vocabulary and communication strategies that will help explain the support system to a client or the client's family

- C. Reflect on a historical perspective of people with disabilities and the supports available to them
- D. Recognize the national movement to professionalize the field of direct support.
- E. Examine accepted best practices and standardized ethical code concepts
- F. Conceptualize how the DSP can be involved in professional organizations.
- G. Implement the Health Insurance Portability and Accountability Act (HIPAA)
- H. Demonstrate the importance of communication in relationship building
- I. Employ key strategies for interpreting verbal and nonverbal communication.
- J. Incorporate augmentative and alternative communication strategies
- K. Discover the importance and meaning of human relationships in the lives of all people
- L. Recognize the value that healthy family and community relationships bring to life
- M. Articulate how prejudice and stigma can get in the way of relationships of clients
- N. Gain critical knowledge of the legal rights of individuals with disabilities
- O. Prepare clients to balance appropriate risk and choice with the right to be protected from harm
- P. Ensure the safety of clients at home and in the community
- Q. Follow OSHA requirements and prevent and respond to safety risks
- R. Assist clients with identifying skills and preferences, exploring job opportunities, completing job applications and making appropriate workplace accommodations
- S. Instruct clients how to make healthy choices about eating and exercising
- T. Interpret health-related issues across the life span and give advice on working with health care providers
- U. Recognize the signs and symptoms of illnesses and how to take care of someone who may be sick
- V. Influence the client's family members to provide critical support so that the client can live at home

Learning Units

- I. Introduction to developmental disabilities
 - A. History
 - B. Language and ideas of best practices
 - C. Terminology and classification
 - D. Causes
 - E. Services for people with developmental disabilities
- II. Direct Support professionalism
 - A. Contemporary best practices
 - B. Ethics in everyday work
 - C. Confidentiality
 - D. Strengths and interests
 - E. Health Insurance Portability and Accountability Act (HIPAA)
- III. Communication
 - A. Definition and importance
 - B. How people communicate

- C. DSP as a communication partner
 - D. Strategies to enhance communication
 - E. Augmentative and alternative communication
- IV. Family connections, friends, love and the pursuit of happiness
- A. Importance of relationships
 - B. Barriers, challenges and opportunities for friendships
 - C. Strategies for building and maintaining relationships
 - D. Family network support
- V. Individual rights and choice
- A. Overview
 - B. Restrictions
 - C. Past barriers, a future of risks, choices, and solutions
 - D. Expression of rights and choices
- VI. Safety at home and in the community
- A. Risks, choice and common sense
 - B. Safety at home
 - C. Fire safety
 - D. Emergency response
 - E. Safety for all occasions
 - F. Motor vehicle safety
 - G. Universal precautions and infection control
 - H. Accident and incident reporting
- VII. Employment supports
- A. Types
 - B. Individual employment preferences, interests, strengths and support needs
 - C. Job opportunities and job searches
 - D. Applications, interviews, and making accommodations
- VIII. Support for healthy living
- A. Healthy life styles
 - B. Health through the age span
 - C. Individual health needs
 - D. Common health care conditions
 - E. Signs and symptoms of illness
 - F. Health care provider relationships
- IX. Home and community living
- A. Clothing care and laundry
 - B. Comfortable living
 - C. Home maintenance and upkeep
 - D. Home cleanliness
 - E. DSP role in home living

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended course outcomes through online learning activities, reading assignments, exams, documentation of hours worked, and portfolio generation.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: written exams, skill proficiency assessments, and other methods of evaluation at the discretion of the instructor.