

COURSE OUTLINE

Direct Support Concepts

Course Description

DS 150. Direct Support Concepts. 6 hours credit. Prerequisite: DS100 with a C or better and National Association of Direct Support Professionals (NADSP) Level I certification. This course will enable the student to meet assessment, community and service networking, facilitation of services, education, training and self-development skill standards allowing the student to complete the NADSP documentation necessary for NADSP Advanced Level—DSP II 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 DSP II 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):

Analytical Thinking Skills

1. Problem solving
 - By applying the skills learned in this course the student will be able to develop an individual learning plan for a client.

Major Summative Assessment Task(s)

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

1. Completing the documentation necessary for NADSP DSP-II certification including proof of student contact hours and a portfolio of work samples that demonstrate competency in developing individual client learning plans.

Course Content

- I. Skills or Competencies – Actions that are essential to achieve the course outcomes:
 - A. Identify abuse, neglect, and exploitation, and how to protect a client
 - B. Document and report suspected abuse

- C. Introduce the DSP advocacy, ombudsman services, and other agencies that deal with abuse and neglect situations
- D. Understand why recording specific activities or events is important
- E. Complete documentation and maintain confidentiality
- F. Discover the fundamentals of teaching and learning
- G. Develop strategies that help a client with an intellectual or other developmental disability absorb information
- H. Organize teaching and learning activities for maximum effectiveness
- I. Identify challenging behaviors and discover their underlying causes
- J. Support positive behaviors and help clients to improve their lives
- K. Develop a historical perspective on person-centered planning
- L. Acquire at least five different types of person-centered planning and procedures to bring these plans to life
- M. Create solutions that solve the most common challenges to person-centered plans
- N. Develop strong working partnerships with families and other support networks
- O. Develop skills to support a client with a disability as the client enters the workforce
- P. Incorporate procedures to match a client's specific abilities and desires with a job the client will enjoy
- Q. Discover how employment and wages may affect government benefits and how to support a client to move toward independence
- R. Discover the effect of common medications used by persons with disabilities
- S. Monitor for adverse reactions to medications
- T. Demonstrate proper storage and administration of medications
- U. Discover and understand the difference between regional laws and how these affect the DSP and the client

Learning Units

- I. Maltreatment of vulnerable adults and children
 - A. Defining abuse, neglect and exploitation
 - B. Prevent abuse, neglect and exploitation
 - C. Report abuse, neglect and exploitation
 - D. Document abuse, neglect and exploitation
 - E. Follow up on reports

- II. Documentation
 - A. Purposes
 - B. Types
 - C. Effective documentation
 - D. Confidentiality

- III. Education of clients with developmental disabilities
 - A. Teaching fundamentals
 - B. Education preparation
 - C. Teaching strategies: organization and application

- IV. Functional assessment
 - A. Comprehensive assessment and the role of the DSP
 - B. Strategies for gathering and organizing functional assessment information
 - C. Using functional assessments and behavior support plans

- V. Person-centered planning and supports
 - A. Foundations
 - B. Approaches
 - C. Process
 - D. Implementation

- VI. Networks
 - A. Family networks
 - B. Support networks
 - C. Partnerships with support network members

- VII. Jobs and careers in the community
 - A. Successful community employment and retention
 - B. Employment supports and volunteering
 - C. Government benefit programs basics
 - D. Government benefit programs and work

- VIII. Medication support
 - A. Direct support roles in medication support
 - B. Medication basics
 - C. Medications and treatments administration
 - D. Follow-up, communication, and documentation
 - E. Medication references

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.