

COURSE OUTLINE

Frontline Supervision of Direct Support Professionals

Course Description

DS 201. Frontline Supervision of Direct Support Professionals. 5 hours credit.
Prerequisite: Students in this course must be currently working as a frontline supervisor (FLS) of direct support professionals (DSPs). This course will enable the student to develop the skills necessary to succeed as a frontline supervisor of direct support professionals. The student will document the skills and knowledge necessary to apply for national certification as a frontline supervisor through the National Alliance for Direct Support Professionals (NADSP) credentialing program.

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 NADSP FLS 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

- Problem solving - Through the skills learned within this course, the student will solve management-based problems and develop a portfolio of projects that will demonstrate abilities as a supervisor within a direct support organization.

Major Summative Assessment Task(s)

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

1. Completing the documentation necessary for NADSP FLS certification including proof of student contact hours and a portfolio of work samples that demonstrate competence in 3 of the 11 NADSP FLS competency areas.

Skills or Competencies

Actions that are essential to achieve the course outcomes:

(The following skills and competencies are taken from the National Frontline Supervisor Competencies at <http://rtc.umn.edu/docs/NationalFrontlineSupervisorComp.pdf>.)

1. Demonstrate excellence in providing culturally appropriate direct support services to participant using person-centered approaches and strategies that support participant to be fully engaged and included in each aspect of his or her daily life, have maximum choice and control, and gain independence.

2. Work with participant and his or her teams to develop a support plan to promote the health, safety, and well-being of participant based on individual preferences and goals.
3. Operationalize participant's individual goals and identified outcomes into a coordinated support plan.
4. Facilitate and support the development and maintenance of participant support networks in partnership with person supported.
5. Enhance professional relations among team members and their capacity to work effectively with others toward common goals by using effective communication skills, facilitating teamwork, and supporting and encouraging growth and professional development.
6. Provide sufficient information about the position through a realistic job preview and conducts effective interviews to promote successful hires of direct support professionals.
7. Coordinate and lead competency-based direct support staff training and professional development activities, including coaching and mentoring.
8. Effectively manage and oversee participant services and supports in group service settings, individual and remote service settings, including compliance with all federal, state, and local rules and regulations, and apply ethical principles related to best practices in services and supports.
9. Promote public relations by educating community members about the rights of people with disabilities, and advocating for and with participant for services and opportunities that promote safe, respected, and valued membership in the community.
10. Share and receive knowledge from others, support coworkers, and actively participate in the life of his or her organization.
11. Respect all unique characteristics of participant by providing culturally appropriate supports and services.

Learning Units

- I. NADSP credentialing
 - A. Competency areas
 - B. Skill statements
 - C. Reflective statements
 - D. Evidence of completion
 - E. Other required components
- II. Portfolio planning
 - A. ePortfolio feature in Canvas
 - B. Folder structure
 - C. URL submission
 - D. Competency areas to be addressed
 - E. Skill statements to be addressed
- III. Preparation for supervising

- A. Supervisors and their roles
 - B. Professional relationship building
 - C. Leadership
 - D. Communication in a supervisory role
 - E. Diverse work team supervision
- IV. Your first few weeks in the supervisor role
- A. Stepping into the supervisory role
 - B. Daily operation of supervising and management
 - C. Meeting planning and organization
 - D. Time management, delegation, and organizational skills
 - E. Conflict management, decision making, and problem-solving
- V. Completion of first work sample
- A. Reflective statement
 - B. Evidence of completion
- VI. Families and support networks
- A. Support networks
 - B. Family networks
 - C. Partnerships with support network members
 - D. Problem-solving within support networks
- VII. DSP turnover and intervention plans
- A. Intervention plans
 - B. Organizational assessment
 - C. Intervention plan development
- VIII. Recruitment and selection of DSPs
- A. Recruitment and marketing
 - B. Realistic job previews
 - C. Selection and hiring
- IX. Completion of second work sample
- A. Reflective statement
 - B. Evidence of completion
- X. DSP training and orientation
- A. Purpose
 - B. Training topics
 - C. Training methods
 - D. Employee assessment
 - E. Orientation practices
- XI. High performance in DSPs
- A. Competency-based training

- B. Employee development
 - C. Teamwork
 - D. Coaching and positive discipline
 - E. Employee participation, motivation, and recognition
- XII. Completion of third work sample
- A. Reflective statement
 - B. Evidence of completion
- XIII. ePortfolio submission to NADSP
- A. Resume
 - B. Communication of support
 - C. Letter of commitment
 - D. Three work samples
 - E. URL

Learning Activities

Learning activities include online learning activities, online self-assessments, reading assignments, discussions of assigned materials, and portfolio generation.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: completion of CDS lessons, scoring of individual portfolio components, and graded discussions.