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# Manual for Orientation Core Competencies Video

**Trainers' Manual**

October 2, 2014

## Instructions for Trainer

**Purpose:** The purpose of this video training program is to provide a graphic, basic orientation to the Code of Ethics and the Core Competencies. By the end of this training, staff will have read the Code of Ethics and the Core Competencies in its entirety and viewed real life scenes that relate to both.

**Video:** This manual is to be used only in conjunction with the "**Orientation Core Competencies Video**".

**Handouts:** The NYS DSP Core Competencies which includes the NADSP Code of Ethics.

**Target Audience:** All newly hired direct support staff should be trained on the Core Competencies and the Code of Ethics as part of their pre-service training. Veteran staff who have been hired before this video was published need to be trained as soon as possible.

**Time Frame:** The recommended time frame is approximately 1 hour but may be longer to accommodate a larger group and extended discussion.

**Follow-up Training:** There is a more in depth video training titled "**Transformation Core Competencies Video**" that staff may receive as they gain more experience in their services. That video shows the difference between being a support professional and a caregiver, and introduces the Empowerment Strategies as well as builds on the Code of Ethics and the Core Competencies. There is also a "**Transformation Core Competencies Video Supervisor Version**". That video trains supervisors on how to better observe and provide feedback to direct support staff on the implementation of the Code of Ethics and Core Competencies in their work supporting individuals to live a better life.

## Introduction

**Say:** Direct Support Professionals, known as DSPs, are the “core” of New York’s system of supports for individuals with developmental disabilities. Their jobs require technical and values-based skills that make life-changing differences in the lives of the individuals they support.

### **What the Core Competencies ARE:**

The Core Competencies adopted by the NYS Talent Development Consortium apply to all DSPs across the state, working at state-operated and voluntary service operations. Coupled with the Code of Ethics for Direct Support Professionals, these values-based competencies and skills are the foundation of person-centered supports for New Yorkers with developmental disabilities.

**The Core Competencies are broken down into seven goal areas** covering all aspects of the individual’s life, while also including the professionalism of direct support. The Orientation Core Competencies Video that you will be seeing provides examples. The seven goal areas are:

- Putting People First
- Building and Maintaining Positive Relationships
- Demonstrating Professionalism
- Supporting Good Health
- Supporting Safety
- Having a Home
- Being Active and Productive in Society

Within each goal, there are competency areas that are defined by specific skills that can be demonstrated by DSPs in their work. These skills include a wide range of technical skills, such as Medication Administration, as well as value based skills, such as advocating with the individual being supported.

In addition to the competencies, there are numerous tools available to help agencies implement the new competencies.

### **What the Core Competencies are NOT:**

The Core Competencies are NOT a training program. The Core Competencies represent the day-to-day valuable work that DSPs perform when serving individuals with developmental disabilities.

### **Why Core Competencies**

These competencies will bring a level of consistency and quality throughout New York State's system. Coupled with the Code of Ethics for Direct Support Professionals, DSPs will understand their partnership with individuals who deserve respect, opportunities for self expression, and involvement in their communities.

## **Start the video - Code of Ethics**

**Stop the video** when the words NADSP Code of Ethics appear on the screen ( just before the scene of the staff person asking if an individual would rather eat fruit than a brownie.)

**Exercise:** Ask for volunteers, one at a time, to read aloud each of the Code of Ethics. Explain that NADSP stands for the National Alliance for Direct Support Professionals and the Code of Ethics is a requirement of all DSPs. Mention that we should work with intent and purpose, always trying to be as ethical as possible in all interactions.

**Say:** You are now going to see a DSP supporting an individual with no apparent health concerns to eat healthier foods. Is she being ethical according to the NADSP Code of Ethics?

**Start the video and end after the scene.**

**Ask:** Is she being ethical according to the NADSP Code of Ethics? (Keep directing the group back to the document.)

**Say:** (After discussion) Overall she is being ethical. Her first allegiance is to the individual, she is supporting his physical well being, she is treating him with respect, speaking adult to adult rather than parent to child, she is trying to build a good relationship, and she is acknowledging his right to self determination. The only issue where she could be more ethical is in supporting his emotional well being. Note the look on his face. He is not pleased being reminded to eat healthier while he is eating a brownie. Perhaps the direct support staff and the individual might agree to have her remind him before the snack, not while he is already eating.

## **Goal 1: Putting People First**

**Start the video and stop it after** Goal 1: Putting People First appears on the screen followed by the scene in the drugstore (before Goal 2).

**Exercise:** Ask participants to read Goal 1 and identify anything they read that was demonstrated in the video clip at the drug store.

**Helpful hint:** Note that the staff stood behind the individual at the checkout counter. The staff was correctly in the support position rather than on the side of the individual which is the caregiver position. The individual asked for help with the staff behind her. The staff person did make a mistake by telling the individual that the items did not match and she should go to the counter for help. Rather, she should have asked the individual, "Do you think the two deodorants are the same?" and "What should you do if you can't find an item in the store?" Always try to ask the individuals being supported rather than do the thinking for them. Don't be the brain of the person supported.

**Say:** All DSPs will need to demonstrate proficiency in every competency detailed in Goal 1. New direct support staff's competencies are delineated for 3 month attainment and veteran staff's competencies are written for an annual (12 months) evaluation which includes the 3 month set of Competencies.

**Ask:** Are there any of the Competencies that are not part of your regular job responsibilities?

**Say:** The answer is no. All the competencies in this goal area were reviewed and validated by DSPs. They are all an essential part of every DSP's daily work.

## **Goal 2: Building and Maintaining Positive Relationships**

**Start the video and stop it after** Goal 2: Building and Maintaining Positive Relationships appears on the screen followed by the scene in the grocery store (end before Goal 3).

**Exercise:** Ask participants to read Goal 2 and find anything they read that was demonstrated in the video clip at the grocery store.

**Helpful Hint:** Try to take a step back and let the individuals do as much as possible for themselves. Try to encourage a good relationship between the individuals and community workers.

**Say:** All DSPs should be able to demonstrate proficiency in every competency detailed in Goal 2; new direct support staff's competencies are delineated for 3 month attainment and veteran staff's competencies are written for an annual 12 month evaluation which includes the 3 month set of Competencies.

**Ask:** Are there any of the Competencies that are not part of your regular job responsibilities?

**Say:** The answer is no. All the competencies in this goal area were reviewed and validated by DSPs. They are an essential part of every DSP's daily work.

### **Goal 3: Demonstrating Professionalism**

**Start the video and stop it after** Goal 3: Demonstrating Professionalism appears on the screen followed by the scene of two staff resolving a problem (end before Goal 4).

**Exercise:** Ask participants to read Goal 3 and identify anything they read that was demonstrated in the video clip of the two staff resolving a problem.

**Helpful Hint:** Even though you will often work in informal settings, you are a professional and need to behave as such. In this scene, the male staff respectfully and privately discussed proper work behavior with his colleague, and correctly pointed out that cell phone use while working is not permitted unless it is an emergency. Note that the female staff did not get defensive.

**Say:** All DSPs should be able to demonstrate proficiency in every competency detailed in Goal 3; new direct support staff's competencies are delineated for 3 month attainment and veteran staff's competencies are written for an annual 12 month evaluation which includes the 3 month set of Competencies.

**Ask:** Are there any of the Competencies that are not part of your regular job responsibilities?

**Say:** The answer is no, all the competencies in this goal area were reviewed and validated by DSPs. They are an essential part of all DSP's daily work.

## **Goal 4: Supporting Good Health**

**Start the video and stop it after** Goal 4: Supporting Good Health appears on the screen followed by the scene in the program where the direct support staff is teaching portion control (end before Goal 5).

**Exercise:** Ask participants to read Goal 4 and identify anything they read that was demonstrated in the video clip at the program discussing portion control.

**Helpful hint:** Staff should not only teach healthy habits but also should be a role model by not bringing unhealthy foods into the service site where individuals have chosen or have healthy eating goals.

**Say:** All DSPs should be able to demonstrate proficiency in every competency detailed in Goal 4 that applies to their work responsibilities; new direct support staff's competencies are delineated for 3 month attainment and veteran staff's competencies are written for an annual 12 month evaluation which includes the 3 month set of Core Competencies.

**Ask:** Are there any of the Core Competencies that may not be part of your regular job responsibilities?

**Say:** The answer is perhaps. All the competencies in this goal area were reviewed and validated by DSPs. Some of the competencies were not part of some staff's work responsibilities, but many were. You need to have your supervisor specify what applies to your work.

## **Goal 5: Supporting Safety**

**Start the video and stop it after** Goal 5: Supporting Safety appears on the screen followed by the scene in the program where staff are running a fire drill (end before Goal 6).

**Exercise:** Ask participants to read Goal 5 and identify anything they read that was demonstrated in the video clip at the program running a fire drill.

**Helpful hint:** Safety is always paramount. Staff must understand and abide by all mandated safety procedures that may vary for specific individuals. If anything is not

clear or if you have safety concerns, speak to your supervisor as soon as possible, and follow your agency's procedures.

**Say:** All DSPs should be able to demonstrate proficiency in every competency detailed in Goal 5 that applies to their work responsibilities; new direct support staff's competencies are delineated for 3 month attainment and veteran staff's competencies are written for an annual 12 month evaluation which includes the 3 month set of Competencies.

**Ask:** Are there any of the Competencies that are not part of your regular job responsibilities?

**Say:** The answer is perhaps. All the competencies in this goal area were reviewed and validated by DSPs. Some of the competencies were not part of some staff's work responsibilities, but many were. You need to have your supervisor specify what applies to your work.

## **Goal 6: Having a Home**

**Start the video and stop it after** Goal 6: Having a Home appears on the screen followed by the scene in the program where the staff person and the individual are preparing a fruit salad (end before Goal 7).

**Exercise:** Ask participants to read Goal 6 and identify anything they read that was demonstrated in the video clip where the direct support staff and the individual are preparing a fruit salad.

**Helpful hint:** It is important to remember that while we may work in individuals' homes, they live there. Therefore, be respectful of their homes as you would want someone to be respectful of your home. Also, as you just saw in the video, take advantage of informal times to teach such as when preparing food with individuals.

**Say:** All DSPs should be able to demonstrate proficiency in every competency detailed in Goal 6 that applies to their work responsibilities; new staff's competencies are delineated for 3 month attainment and veteran staff's competencies are written for an annual 12 month evaluation which includes the 3 month set of Competencies.

**Ask:** Are there any of the Competencies that are not part of your regular job responsibilities?

**Say:** The answer is perhaps. All the competencies in this goal area were reviewed and validated by DSPs. Some of the competencies were not part of some staff's work responsibilities, but many were. You need to have your supervisor specify what applies to your work.

## **Goal 7: Being Active and Productive In Society**

**Start the video and stop it after** Goal 7: Being Active and Productive in Society appears on the screen followed by the 2 scenes showing individuals being active and productive in their communities.

**Exercise:** Ask participants to read Goal 7 and identify anything they read that was demonstrated in both video clips.

**Helpful hint:** Did you notice that the staff supported the individual to push the apartment button rather than doing it for him? That is being a support professional and not a caregiver or a custodian. Also, did you see the pride and evident high self-esteem shown by the individual when he got his first pay check? That is a great example of supporting an individual, rather than just taking care of him.

**Say:** All DSPs should be able to demonstrate proficiency in every competency detailed in Goal 7 that applies to their work responsibilities; new direct support staff's competencies are delineated for 3 month attainment and veteran staff's competencies are written for an annual 12 month evaluation which includes the 3 month set of Competencies.

**Ask:** Are there any of the Competencies that are not part of your regular job responsibilities?

**Say:** The answer is perhaps. All the competencies in this goal area were reviewed and validated by DSPs. Some of the competencies were not part of some staff's work responsibilities, but many were. You need to have your supervisor specify what applies to your work.

### **Ending**

**Say:** You have now learned what is written in the Code of Ethics and the Core Competencies, as well as viewed real life scenes that depict them. They are both tools to help you better support individuals with disabilities. Later, you will be receiving a more comprehensive training on how to best utilize the Code of Ethics and the Core Competencies in your on-going work. If you are a newly hired direct support staff, at the end of your probationary/traineeship period, you will be evaluated on the initial competencies. At the end of each year, all staff will be evaluated on all applicable competencies. With practice and feedback from your supervisor, you will become an

ethical and competent direct support staff and be evaluated as such. Today was the first step. Keep learning and growing!!

**Start video:** Play till end.