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COLLEGE OF DIRECT SUPPORT

AN INTERNET-BASED COLLEGE FOR DIRECT SUPPORT PROFESSIONALS

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Why CDS?

- DSP workforce crisis
- Changing DSP and FLS roles & responsibilities
- Geographic dispersion
- Inadequate/poor DSP training
- Lack of career paths
- Offers a new option
- Cost effective
- Asynchronous (anytime, anywhere)

CDS meets CDCS

- Option for people who direct their own supports
- Consumer direction, choice, empowerment and family focused supports are core values embedded in CDS
- Cost efficient (approx. \$1.00 per lesson per learner)
- Forty-two hours of training in phase one
- Possibility to customize lessons based on individual people (Powerpoint is the best option)

Collaborative Project

- Sertoma Center - Knoxville, TN
- Institute on Community Integration,
University of Minnesota
- MC Strategies, Inc.

Funded By

- Federal Department of Health and Human Services
 - Administration on Developmental Disabilities
 - Title III: program for Direct Support Workers Who Assist Individuals with Developmental Disabilities

Multimedia Solutions

- Higher retention (over 50% better)
- Can track hours
- Consistency in delivery format
- Individualized for the learner
- Flexibility in time and place (on demand)
- More interesting and engaging
- Improves computer literacy

CDS commitment to quality

- Record-keeping capacity by learner/agency
- Ease of use
 - Instructions and support to the learner
 - Instructions and support to trainers/educators
- Best use of this mode
- Self-reflective and highly interactive
- User-directed
- Competency based
 - Learning objectives
 - Pre/post
 - OJT assessment
 - Portfolio

CDS Commitment to “Realness”

- Real people
 - Faces, videos
 - Voices, stories & experiences
 - People who receive services, families, DSPs, case managers, leaders
- Situations & scenarios
 - Problem-solving focus
 - Realistic “stuff” DSPs encounter

CDS Commitment to Professional Role

- Positive & Respectful
- High expectations of DSP role
- Presumes ability to learn
- Values contributions to communities and society

CDS organizational framework

- 14 Competency Areas
- 36 Courses
 - 22 introductory
 - 14 advanced
- Lessons
 - 3-8 per course
 - 20 - 40 minutes in length
- Total of 42 hours computer training phase one

QuickTime™ and a
Photo - JPEG decompressor
are needed to see this picture.

CDS Phase One Content

- Introduction to DD
 - Historical perspectives
 - Contemporary principles of service delivery
 - Basic terminology and acronyms
 - Services to people with DD
 - Defining DD
 - Common causes of DD and related conditions
- Safety at Home and in the Community
 - Risks, choice and common sense
 - Safety at home
 - Fire safety
 - Responding to emergencies
 - Safety in the community
 - Vehicle safety
 - Universal precautions and infection control
 - Accident and incident reporting

Phase One Content (cont...)

- Supporting People with Developmental Disabilities
 - Identifying and capitalizing on teaching moments
 - Understanding and using task analysis
 - Teaching strategies
- Rights and Choices
 - Human, legal and civil rights and their protections
 - Understanding human rights committees
 - DSP role in helping people understand and express their rights
 - Consumer-directed supports, choice and decision-making
 - Rights restrictions

Phase One Content (cont...)

- **Maltreatment of VA and Children**
 - What is abuse, neglect and exploitation?
 - Preventing abuse, neglect and exploitation
 - Reporting abuse, neglect and exploitation
 - Documenting suspected abuse, neglect & exploitation
- **Supporting Healthy Lives**
 - Living healthy lives
 - Care for common health conditions
 - Signs & symptoms of illness
 - Preventative medical and dental services
 - Finding and working with health providers
 - Documenting and following up on health and safety issues

Phase One Content (cont...)

- Community participation
 - Supporting involvement in community groups & orgs
 - Identifying, exploring and matching community resources with people
 - Community bridge building & networking
 - Natural supports
- Positive Approaches to Challenging Behavior
 - What is challenging behavior?
 - Positive approaches to challenging behavior
 - Assessment methods and behavior plans
 - Preventing challenging behaviors
 - Responding to challenging behaviors
 - Rules, regulations, policies and rights

Phase One Content (cont...)

- **Documentation & Record Keeping**
 - Purposes of documentation
 - Types of documentations
 - Effective documentation
 - Confidentiality of information and record keeping
- **Social and Relationship Skills**
 - Supporting the development of relationships
 - Social norms and individuality
 - Developing social skills, courtesies and etiquette
- **Direct Support Professionalism**
 - What is a professional and what is the direct support profession?
 - Identifying DSP interests and skills
 - Ethical standards of DSP practice
 - Confidentiality
 - Professional conduct of the DSP

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There are over 4 million Americans with developmental disabilities. Over 750,000 people provide important support services.

Welcome to the first online college for direct support staff.

high quality > comprehensive > on-demand > anytime > anywhere

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Gen X and the “Net” Gen: Are we meeting their training needs?

“Although some of today’s workers resent the need to always be “connected,” future employees will flourish with constant Connectivity”

**Johnathan Zittrain, Executive Director
Berkman Center for Internet and Society
Harvard law School**