

Training Objectives

As a result of participating in this segment of training, learners will be able to:

1. Illustrate at least 2 ways to build relationships that involve respect, value or equity
2. Point out attributes of cultural competencies (being aware and respectful of the many differences between people)
3. Explain the value of cultural competency in working with individuals you are supporting
4. Identify attributes of professional behavior in the work setting as a direct support professional
5. Differentiate behaviors as acceptable in either this work role or at a friend's home
6. Classify behaviors of appropriate professional boundaries
7. Define the expectations of a direct support professional role
 - a. Cell phones
 - b. Internet use
 - c. Photos
 - d. Eating food from the household
 - e. Borrowing clothes
 - f. Buying yourself a coffee when supported individual is getting a coffee
 - g. Recognizing and respecting the culture of the individual being supported
 - h. Staying after work to continue watching a show or game
8. Identify requirements that must be completed prior to performing specific nurse-delegated tasks
9. Recognize at least 3 boundaries to use in specific, challenging scenarios
10. Define grief and loss;
 - i. Describe common losses an individual and long-term care worker may experience;
 - ii. Identify common symptoms associated with grief and loss;
 - iii. Describe why self-care is important during the grieving process; and
 - iv. Identify beneficial ways and resources to work through feelings of grief and loss
11. Examine options for debriefing regarding work
12. Give examples of self-care
13. Construct an action plan for self-care when working in this role

Estimated Time

2 hours to 2 hours and 45 minutes; depending on the number of participants and outgoing nature of the class

Supplies

- Laptop or computer connected to a projector/monitor
- External speakers for laptop or computer
- Internet access
- Paper and pens for participants
- Fat, colorful markers
- Ball of yarn (optional activity for opener)
- Cut strips/cards of the specific, challenging scenarios for role playing activity (see final page of this Facilitator Guide)
- Some sort of indicators of Yes and No for each participant (these may be green and red paper, or index cards with YES and NO hand printed on them, etc.)
- Direct Support Professional (DSP) Toolkit per participant

<p>Preparation before training</p>		<p>Print a Facilitator Guide, and DSP Toolkits necessary for each staff. Ensure each participant has a pen.</p>
<p>Opening: Engaging Activity (3 minutes, depending on the size of the group)</p>		
<p>Say</p> 		<p>Welcome to Washington State’s DSP Residential Services Training. Since we are going to spend close to 40 hours together, let’s spend a few minutes building some relationships with one another. Please take a piece of paper and fold it in thirds [show them]. With a marker, write your name on it so that it shows up on both sides when the triangle sits on the table in front of you.</p> <p>Please cover ground rules for your location. (This may include where the restrooms are, breaks, cell phone expectations, food/beverage, etc.)</p>
<p>Immerse (15 minutes)</p>		
<p>Activity</p> 		<p>Common Connections</p> <p>Invite participants to view the keywords on the screen and think about which 3 items (out of 5 items) they will choose to share about themselves with the group. (Key words: Family, Work Experience, Places You’ve Lived, Traditions, Hobbies)</p> <p>Ask for a volunteer to go first. Explain that as each person begins to share about themselves they must place their name tent in front of them (indicating they have shared).</p> <p>As all people in the room listen, after at least 3 facts have been shared, any person may then indicate (by raising a hand) how one of the facts relate to themselves. That person then places his name tent in front of him and shares at least 3 facts about himself with the group. Everyone listens, and when another person is ready to “connect” to a fact shared, that person places her name tent on the table for all to share and begins</p>

		<p>telling 3 facts about herself. This continues until all people have placed their name tents on the table for all to see, and have shared about themselves.</p> <p>Be sure that you as the training facilitator also join in the sharing process. You may want to consider being the 2nd person to share, so you can demonstrate the “connecting” process.</p> <p>OPTION: Include a ball of yarn that begins with the first person. When the 2nd person begins to “connect” and share, the end of the yarn remains with person number 1, and the ball of yarn is given/tossed to the 2nd person. This continues, so that each person that shares hangs on to a part of the same string of yarn. (This visual representation of the many “connections” in the room will be referenced in the next activity.)</p>
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Teach and Train (5 minutes)

<p>Say</p> 		<p>Take a look at the words on the screen. How many of these were referenced in facts that were shared by people in this room?</p> <p>Discuss and point out how these things were dealt with in respectful ways. For example, if someone shared something that may be rather unique from the norm in the group, how was it handled in order to help the person feel valued?</p> <p>Or, if (as the trainer) you needed to redirect language to be more appropriate or culturally sensitive, draw attention to this here ... in a very delicate manner.</p>
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<p>Ask</p> 		<p>How would demonstrating value for the differences between the people in this room, the people you will work with, and the people you will support help you build relationships?</p>
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<p>Note</p>		<p>Note to Facilitator: Cultural Competency describes our knowledge, value, appreciation, and respect for those with whom we interact (individuals served, personnel, families/caregivers and other stakeholders). This includes their race, ethnic group, age, sexual orientation, socioeconomic status, communities, beliefs, values, preferences, practices, and skills.</p>
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Immerse (5 minutes)		
Say		Let's watch how some new employees learn expectations for their roles at work.
Show	 	Show video <i>Orientation Game</i> (1:46) depicting scenes to cover some of Objectives 4, 5, 6, 7 & 8.
Teach and Train (5 minutes)		
Ask		Discuss the following concepts through dialogue. <ol style="list-style-type: none"> 1. What are some attributes of professional behavior in the work setting as a direct support professional? 2. How might some behaviors be acceptable in your friend's home but not in the home of someone you support?
Immerse (20 minutes)		
Say	 	Now it's our turn to play the <i>Orientation Game</i> and classify some behaviors of appropriate professional boundaries.
Toolkit		First we will take a few minutes to read and mark our own votes on the <i>Orientation Game</i> in the Toolkit section of this chapter. Then we will use similar rules to those we just saw in the video as we play our own orientation game.
Activity		<p>We will use similar rules to those we just saw in the video. Hand out the Yes/No paddles of some sort, and ensure participant understand the rules.</p> <p>The <i>Orientation Game</i> – Read the following items below and allow time for participants to hold up their answer whether they believe that “Yes,” or “No” is the proper response to the scenario.</p> <ol style="list-style-type: none"> 1. You should give your phone number to people you support so they can contact you when you're not on shift. <p><i>Answer: No, your personal time is for you to unwind and those you support may not have great judgment skills to discern when or how often is appropriate to call. Furthermore, you may work with someone who could use this information against you.</i></p>

		<p>2. Posting pictures of the people you work with on your Facebook page is a great way to help them meet new friends. <i>Answer: No, this is a HIPAA violation. If the person you support has their own Facebook page you might be tasked with helping them read or create posts.</i></p> <p>3. Your lunch was forgotten at home today and you're hungry. You know the person you support has a personal stash of cashews. If you just take a handful no one will notice. <i>Answer: No, if someone has a personal snack set aside it is clearly special to that person. Typically, those we support are buying their own food with their own funds. Become familiar with the rules and policies regarding staff meals if you work in a setting that encourages family style dining.</i></p> <p>4. You're out hiking with someone you support when the weather shifts and it begins to rain. You have an extra jacket but the company has a "no loaning or borrowing" policy. Should you lend her the jacket? <i>Answer: Yes, the health and welfare of those you support should always be the first consideration. If you find yourself in an unusual situation you may need to consider the spirit of the policy rather than the language of the policy.</i></p> <p>5. While out running errands, the person you support decides to stop for coffee. Since you are a little short on cash you borrow some of their spending cash to pay for your coffee, too. This allows you both to sit down for a nice break. <i>Answer: No, if you're short on funds order a glass of ice water. It is never okay to ask those you support to buy you goods or services. If "going out for coffee" or any other activity is part of a person's set goals there may be funds available to cover staff's expenses. Familiarize yourself with the plans and policies and be proactive to set up successful integration in the community.</i></p> <p>6. Growing up in England you have never celebrated the Thanksgiving holiday. There are only two people living in the home where you work so it seems foolish to buy them a whole turkey to celebrate a single day. You decide to buy lunchmeat and make turkey and cranberry sandwiches. <i>Answer: No, we are in the business of supporting people to live enriched lives based on their choices, values and beliefs. Our personal judgment should not affect our support.</i></p> <p>7. The game is tied and there are only 10 minutes left on the clock. Your scheduled shift is over and you're off the clock so you sit down with the guys you support to watch the end of the game. <i>Answer: No, this is shift work and at the end of your shift it is time to go. Exceptions may be made if you are specifically invited and arrangements have been made with your supervisor.</i></p>
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<p>Apply - Demonstrate Learning Application to Real Work (35 minutes)</p>		
<p>Say</p> 		<p>Let's apply some of these expectations of the DSP role in what may be actual scenarios in your work. Sometimes you may be faced with specific, challenging situations. We will have the opportunity to read a scenario card in a small group, and then act it out. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.</p>
<p>Activity</p>		<p>Place people in small groups of 2 or 3 (depending upon the size of the class and of the roles to play in each scenario; ideally, each person will play a role). Provide a few minutes for teams to prepare their role-play.</p> <p>Set Ground Rules for the Role Plays:</p> <ol style="list-style-type: none"> 1. We will focus on listening and watching each group's role-play. 2. We will be prepared to discuss or provide feedback to help us learn.
<p>Note</p>		<p>Note to Facilitator: Because people may be tempted to continue to plan their own role-play while other groups present, consider asking all participants to return to their seats (so they are not sitting with their team).</p> <p>OPTIONS: If your class is above 12 people, consider having two groups separate in different locations to present scenarios. Your physical location will determine if you can facilitate and oversee both groups with teams presenting so you can provide input.</p> <p>If your class has only 2-3 people in it, you may want to have them role-play multiple scenarios.</p> <p>See copies of Scenarios below for your reference, AND be sure to note</p>

	<p>the key questions following each to help guide your debrief.</p> <p>Role Play Scenarios for CH 1 DSP Roles, Self-Care & Boundaries COPY & CUT TO GIVE TO PARTICIPANT GROUPS</p> <p>1. Dinner Time; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.</p> <p>You are serving dinner for individuals, including one person who is dependent on staff to feed him. Because he has a very rigid schedule with his meds, he must eat at a certain time. You are going to feed him right now. Your coworker is going to help his roommates get their food and they are anxiously waiting. Just as your coworker starts to help serve the food, her phone rings and she reaches into her pocket to answer. The conversation sounds heated and inappropriate and goes on for longer than it should. Meanwhile, the individuals waiting to eat start to get anxious, rocking back and forth, humming loudly, and clapping their hands. Although your coworker is familiar with the outbursts which have occurred when meal time is postponed, she is oblivious right now to the increasing signs of anxiety which have previously lead into acting out behavior like throwing objects to the floor (including plates of food), hitting at others, and damaging property. As a newer staff you may feel it isn't your place to tell her to get off the phone and back to the task at hand.</p> <p>What are the professional boundaries being crossed?</p> <p>2. Vegetarian; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.</p> <p>You are a vegetarian who used to cook in a vegan restaurant. The restaurant closed and you are now working in a supported living home with people who like to eat meat. The expectation is that all of the individuals and staff work together to create healthy menus to enhance the health and lives of the people who live there. The menus have been designed as recommended by a nutritionist, and most meals contain some form of meat. You tell your supervisor, "I don't cook meat for a number of reasons, but I will prepare tofu and beans for protein." Your supervisor replies, "You don't have to eat it, just cook it for others."</p> <p>What are some professional boundaries that are being crossed and what are the outcomes of potentially violating those boundaries?</p>
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	<p>3. Smoke; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.</p> <p>Wesley is out of cigarettes. He’s also out of spending money. Staff told him earlier in the day that he could use some grocery money this evening to pick up a pack of cigarettes tonight. He has been asking you and the other staff to lend him “just one” and promising that this will be the last one he ever borrows. He notices a neighbor out smoking on the porch, which contributes to him becoming agitated, pacing the floor, circling you and clenching his fists. You are trying to figure out what to do, knowing full well that you have a pack of cigarettes poking out of your shirt pocket.</p> <p>What can you say and do to support him? What are some professional boundaries your team may need to review?</p> <p>4. When A Puppy Visits; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.</p> <p>Donna is a new coworker who brought her tiny puppy to work today in Belle’s home. Donna’s husband dropped her off on his way to work and will pick her up after her shift ends in 8 hours. It is winter and the temperature outside is well below freezing. Donna explains that due to the age of the puppy, she can’t leave it home alone. Belle is afraid of dogs. She begins to yell and pace. Donna tries to reassure Belle that her dog won’t hurt her, but Belle is continuing to escalate, getting louder, pacing faster.</p> <p>What can you do to support Belle and your coworker? What boundaries have been crossed? What can you do about the dog being at work today?</p> <p>5. Snow Work Day; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.</p> <p>Randy is confused about what time he should catch the bus for work. Frequently he gets up early and is ready to go an hour earlier than necessary. This morning Randy is angry that your coworker is not letting him leave for work now and has threatened to beat up anyone who tries to stop him from leaving. To add injury to insult there are six inches of new snow which means even though the bus will pick him up at 8:30, it</p>
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		<p>will likely be late. You know Randy could go outside to wait, but it is icy and windy out there and Randy has a habit of taking off his coat outside. Your coworker calls her boyfriend who has a black belt in martial arts, to see if he can give Randy a lift. After all, with the snow and bad road conditions, he will likely get to work on time, anyway. Your coworker’s boyfriend says he is willing to come over and take Randy to work, and he is not worried about Randy’s threats.</p> <p>What boundaries are being crossed? How do you handle your next steps?</p> <p>6. Ritzy; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.</p> <p>Your coworker Stella agreed to work extra hours tonight, even though it means she’ll be leaving later than originally planned to go to her best friend’s bachelorette party. To help her save time she brought her make-up, heels, and a short dress to get ready and change into before signing out for the evening. During the last hour of your shift, the people you support are watching a rented DVD, you are doing all the evening shift documentation, and Stella is getting ready to go in one of the bedrooms that contains a big mirror. (Stella asked the individual if she could use the room and got permission from her.)</p> <p>What boundaries are being crossed? How could this be handled better handled?</p>
<p>Teach and Train (15 minutes)</p>		
<p>Toolkit</p>		<p>YOUR ROLES AS DSPs</p> <p>Ask participants to turn in their Toolkits to the chapter with content about their Roles as DSPs. Discuss these facts below.</p>
<p>Ask</p>		<p>Ask how they saw these roles in action during the role-plays. The goal of your job is to enrich a person’s life, as defined by the individual you support.</p> <ul style="list-style-type: none"> • The individuals you support will determine the specifics of your job. Your roles will include: <ul style="list-style-type: none"> ○ Partner - Supporting individuals in leading independent lives and participating in and contributing to the community. ○ Resource - Finding creative and fun ways to help individuals learn meaningful skills to increase independence, and providing them with information to make informed choices for themselves.

		<ul style="list-style-type: none"> ○ Teacher - Teaching new skills to help people achieve independence in their own lives. ○ Ambassador - Connecting to the individual’s community, connecting individuals with developmental disabilities with others, such as neighbors, friends, and community members. ○ Advocate - Supporting individuals in exercising their rights and responsibilities. ○ Encourager - Seeking to understand the likes, dislikes, hopes, and goals of the individuals you support, and cheering individuals on as they make progress toward their life goals. ○ Provider - Giving instruction and support in areas of health and safety, and in competencies of daily living skills. <ul style="list-style-type: none"> ● All of the roles you play have a common focus on supporting individuals to live the lives they desire. ● It is easy to get roles confused. You are not the boss or their parent. <p>Teaming with Others to Support Individuals</p> <ul style="list-style-type: none"> ○ Another important role that you play is that of a team member. ○ As a DSP, you are a member of multiple teams. ○ Working as a team is often better than working alone. ○ Sharing information and ideas with team members leads to creative planning and problem solving.
Note		Note to Facilitator: As you guide the debrief from a role play the group observed, draw their attention to the fact that there is nothing about “controlling” those we support.
Ask		Proper Attire for DSPs When we consider appropriate attire for DSPs, how might your dress help you fulfill your “Role” that we have discussed?
Toolkit		Encourage participants to review their Toolkit and the Roles noted there. After reading each bullet point below, invite dialogue about the Role(s) that are supported by fulfilling each. <ul style="list-style-type: none"> ● You should dress in a manner that can safely and comfortably support a variety of home living activities. ● Your attire should not call attention to you or set you apart from the

		<p>person you are supporting. Refer to your agency’s dress policy for specific guidelines. For example, review proper attire for supporting individuals in the community protection program.</p>
<p>Activity and Teach and Train (10-15 minutes)</p>		
<p>Say</p>		<p>Let’s take a look at some issues a professional person is having with Boundaries in the workplace. Do the expectations of professional boundaries change between a bank teller and a direct support professional?</p>
<p>Show</p>		<p>Show <i>Bank Teller</i> Video (1:20)</p>
		
<p>Say</p>		<p>There were a number of things in this video that may have been perceived as offensive. So let’s take a look at the important things about <i>Maintaining Professional Boundaries</i>.</p>
<p>Toolkit</p>		<p>Fill in the blank exercise located in CH 1 Toolkit. Maintaining Professional Boundaries – The answers for the Toolkit activity are in bold and underlined below.</p> <ol style="list-style-type: none"> 1. Be <u>Present</u> - Begin and end shifts as they are scheduled to help maintain a good balance between work life and home life. 2. Avoid Special <u>Favors</u> – A friendly staff is different than a friend. Following individual plans and company policies provides clear expectations for everyone involved. 3. <u>Social Media</u> Consideration – Sharing any work related information on personal social media sites is problematic and potentially illegal. 4. Keep <u>Physical</u> Contact Professional – A handshake, high-five or a pat on the shoulder models socially appropriate greetings. 5. <u>Borrowing</u> is Never Acceptable - Do not give or lend money, clothing or any personal items to or from those who live where you work. 6. Personal <u>Opinions & Beliefs</u> Belong in Your Personal Life – Be respectful of other people’s religious, political and social beliefs. Keep your personal beliefs private. 7. Engage in Polite <u>Professional Conversations</u> - Complaining about job duties and co-workers or the use of profanity creates a hostile working and living environment. 8. <u>Appearances</u> Do Matter – Closed toe shoes, clean, casual clothing covering the torso and thighs, provide a measure of

		<p>protection and reflect your professional attitude.</p> <p>9. Know Where to Go –Consider who to speak with for a crucial conversation regarding co-workers, practices, or personal issues that may impede your ability to provide support.</p> <p>Discuss boundaries when it comes to appropriate options for DSP’s to debrief from work.</p>
Note		Note to Facilitator: This is an important topic to discuss as it will provide a natural transition to the topic of Self-Care.
Immerse (5 minutes)		
<p>Say</p> 		Stress from work happens in most jobs. Being a DSP comes with challenges and pressures that may leave you stressed – and if not dealt with, could lead to burn out.
Ask		What can a stressed person look like? What behaviors might you see from someone who is overwhelmed with challenges from work? Responses may include: poor emotional control, inability to listen to others, expressing negativity about your role or work, inability to see the big picture, allowing or permitting an unsafe or unclean work environment, low ability to problem solve, etc.
Say		In order to prepare you for your work as a DSP, and to equip you to remain healthy and able to confidently do your job, let’s learn some strategies for Self-Care.
Teach and Train (8-10 minutes)		
<p>Say</p> 		Each of us have areas of our life that are important to us. What are some parts of your life that are priorities to you?
		Capture these on the whiteboard as people offer suggestions. Remember to value all concepts shared – even if some are very different than yours.
Toolkit		Invite participants to turn to the page in their Toolkit and use <i>the Bank of Life Areas of Importance</i> and begin to write down the top areas of importance in their lives now (as opposed to a different time period or age in their lives).

<p>Activity</p>		<p>Provide participants 4-5 minutes to work in their Toolkit to complete the identification of the areas of their lives that are currently most important to them, as well as to indicate which areas they feel they are living as they desire.</p> <p>Invite people to share about an area they wrote down as currently being most important to them.</p>
<p>Note</p>		<p>Note to Facilitator: Sometimes when asking for personal information to be shared in the training room, it may help for you as the trainer to go first and model the level of authenticity and vulnerability that is appropriate.</p> <p>OPTION: If you have a large group, you may want to ask people to get in groups of 3 and share, rather than completing this activity as one group.</p>
<p>Immerse (5 minutes)</p>		
<p>Toolkit</p>   <p>Activity</p> 		<p>Invite participant to craft an Action Plan for self-care in their Toolkit.</p> <p>Inform participants that this activity is a personal one and that they will not be asked to share. This is their opportunity to develop a plan of action to take just one area of current importance in their lives and set plans in motion to make improvements they want to see.</p> <p>Provide 4-5 minutes for people to complete their Action Plan.</p>
<p>Apply- Demonstrate Learning Application to Real Work (3-5 minutes)</p>		
<p>Ask</p>		<p>How could our awareness and assessment of what is personally important to us help us in our roles as DSPs?</p> <p>Responses may include a variety of behaviors related to characteristics of a professional attitude.</p> <ul style="list-style-type: none"> • A positive attitude about your role with the individual you support • Treat the individual and team members with dignity and trust • Objectivity and the ability to look at the big picture • Active listening • Use of your talents, experience, and creativity to address issues • Control of your emotions • Assurance of a safe and comfortable environment

		<ul style="list-style-type: none"> The ability to separate your personal life from your professional life
<p>Say</p>		<p>We bring our whole selves to work each day. That is why it is important for us to each take care of ourselves! In another chapter (Positive Behavior Support) we will learn specific strategies for how to remain objective, calm and supportive. And that will build upon our knowledge and habits of Self-Care.</p> <p>Our awareness of the differences in what we all (in this room) find to be areas of importance in our lives provides a framework for how to acknowledge and respect this diversity. It also prepares us for being aware that the people we support will most likely hold a variety of areas of importance in their lives that are different than ours. And our role includes respecting and valuing that.</p>
<p>Immerse (8-10 minutes)</p>		
<p>Ask</p> 		<p>Please do not raise your hand, but how many of us have experienced grief or loss where you felt like the earth crumbled in your hands?</p>
<p>Note</p>		<p>Note to Facilitator: If you are comfortable briefly sharing an appropriate experience of grief in your life, this may be valuable to help participants connect with the reality of grief and loss. It is NOT recommended that you ask people to share personal experiences of grief or loss.</p> <p>Dialogue and guide the conversation to stay on topic as the lists of answers (below) are verbally generated.</p>
<p>Ask</p>		<p>What are some common types of grief and loss that people experience in life?</p> <p>Some examples may include: death, divorce, loss of dream, health, relocating, when friendships change, etc. Drive home the fact that PEOPLE (staff and those we support) all face different types of grief or loss.</p>

		<p>What are common symptoms associated with grief and loss? Some examples may include: depression, crying, lack of emotion, over-eating or under-eating, excessive drinking, withdrawing from typical activities, reckless behavior, denial, excessive exercise, sleeping excessively, becoming a recluse, insomnia, perfectionism, blaming, suicide ideation, promiscuity, etc.</p>
Teach and Train (8-10 minutes)		
Say		<p>You and I deal with grief in loss in life. The people we support also face grief and loss in life. It is important that our Self-Care is in place to help us navigate grief and loss effectively.</p> <p>Let's consider some beneficial ways and resources to work through feelings of grief and loss. Please use your Toolkit and circle the strategies, resources, and ways to effectively deal with loss and grief that you believe may work for YOU.</p>
Toolkit		<p>Give participants just 1-2 minutes to complete this activity in their Toolkit.</p>
Activity		<p>Invite participants to share at least one item that they circled or wrote in on their Toolkit for how to effectively deal with loss and grief. If a few would like to add why they chose it that is great.</p>
Note		<p>Note to Facilitator: Information is provided below for you (as the Trainer) in understanding the value of some of these strategies.</p> <p>Local Support Groups Support Groups bring people together to share success and sadness, hope, and encouragement recognizing a person is not the only one suffering or recovering from a loss.</p> <p>Health Care Doctors may find it clinically necessary to help jump start serotonin or to help maintain a healthy level of serotonin to manage depression.</p> <p>Counseling There are a number of different styles of counseling to help a person resolve ongoing issues with grief or loss.</p> <p>Spiritual Guidance A spiritual leader can lead prayers and listen, provide comfort and</p>

	<p>guidance during a personal crisis.</p> <p>Yoga Yoga is a form of exercise that can help people with physical and mental balance, strength, and personal centering.</p> <p>Exercise Doing strength building, playing on a team, blowing off steam with physical exertion are all healthy acts that help to recover and rebuild after setbacks.</p> <p>Friends The best friends are those who listen without judgment, love without expectations, and will sit quietly when that is what is needed most</p> <p>Red cross The Red Cross and other local help groups respond to house fires and natural disasters with supports to keep people safe during crises and recovery.</p> <p>Creativity Painting, drawing, coloring, cooking playing drums or musical instruments, singing etc. all use the creative parts of the brain which help recovery.</p> <p>Hotlines Mental Health Hotlines are there in the moment to listen and provide immediate support during emergency and suicidal ideation.</p> <p>Volunteer Opportunities The opportunity to Volunteer takes the mind off of personal loss and allows us to give to others, which in turn is uplifting.</p> <p>Note to Facilitator: If you are pressed for time, or the group is overly talkative and open you may want to not ask for people to share what they circled in their Toolkit for this activity. Rather, you might find it more expedient to say something like this to transition from the activity. “I could see that most of us found at least one item to circle. What is important is that we all know a variety of coping strategies exist for ourselves to deal with loss and grief in healthy ways. And as we support people who may also experience grief and loss in their lives, these same strategies may be beneficial.</p>
<p>Reflection & Celebration (2 minutes)</p>	

<p>Say</p> 		<p>Let's put our hands in the air together and give ourselves a round of applause! We have completed our learning for Chapter 1!</p>
<p>Activity</p>		<p>Please administer the test at the end of this chapter.</p>
<p>Note</p>		<p>Note to Facilitator: As a learning tool it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure that each participant has marked the correct answer. When you review the test with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified.</p> <p>Due to the confidential nature of the tests in this course, please collect and shred all upon completion.</p>
<p>Activity</p>		<p>Please administer the assessment at the end of this chapter.</p>
<p>Note</p>		<p>Note to Facilitator: Please review the objectives in the Toolkit on the first page with participants. Ask participants to circle the objectives for this chapter in which they believe they need more clarity. Allow for question and answer dialogue to ensure that all of the objectives have been met.</p> <p>Hand out the assessment for this chapter to each participant. End of chapter assessments should take approximately 10 minutes.</p> <p>As a learning tool, it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure that each participant has marked the correct answer. When you review the assessment with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified.</p>

		Due to the confidential nature of the assessments in this course, please collect and shred all completed assessments.
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**Role Play Scenarios for CH 1 DSP Roles, Self-Care & Boundaries
COPY & CUT TO GIVE TO PARTICIPANT GROUPS**

1. Dinner Time; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.

You are serving dinner for individuals, including one person who is dependent on staff to feed him. Because he has a very rigid schedule with his meds, he must eat at a certain time. You are going to feed him right now. Your coworker is going to help his roommates get their food and they are anxiously waiting. Just as your coworker starts to help serve the food, her phone rings and she reaches into her pocket to answer. The conversation sounds heated and inappropriate and goes on for longer than it should. Meanwhile, the individuals waiting to eat start to get anxious, rocking back and forth, humming loudly, and clapping their hands. Although your coworker is familiar with the outbursts which have occurred when meal time is postponed, she is oblivious right now to the increasing signs of anxiety which have previously lead into acting out behavior like throwing objects to the floor (including plates of food), hitting at others, and damaging property. As a newer staff you may feel it isn't your place to tell her to get off the phone and back to the task at hand.

2. Vegetarian; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.

You are a vegetarian who used to cook in a vegan restaurant. The restaurant closed and you are now working in a supported living home with people who like to eat meat. The expectation is that all of the individuals and staff work together to create healthy menus to enhance the health and lives of the people who live there. The menus have been designed as recommended by a nutritionist, and most meals contain some form of meat. You tell your supervisor, "I don't cook meat for a number of reasons, but I will prepare tofu and beans for protein." Your supervisor replies, "You don't have to eat it, just cook it for others."

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3. Smoke; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.

Wesley is out of cigarettes. He's also out of spending money. Staff told him earlier in the day that he could use some grocery money this evening to pick up a pack of cigarettes tonight. He has been asking you and the other staff to lend him "just one" and promising that this will be the last one he ever borrows. He notices a neighbor out smoking on the porch, which contributes to him becoming agitated, pacing the floor, circling you and clenching his fists. You are trying to figure out what to do, knowing full well that you have a pack of cigarettes poking out of your shirt pocket.

4. When A Puppy Visits; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.

Donna is a new coworker who brought her tiny puppy to work today in Belle's home. Donna's husband dropped her off on his way to work and will pick her up after her shift ends in 8 hours. It is winter and the temperature outside is well below freezing. Donna explains that due to the age of the puppy, she can't leave it home alone. Belle is afraid of dogs. She begins to yell and pace. Donna tries to reassure Belle that her dog won't hurt her, but Belle is continuing to escalate, getting louder, pacing faster.

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5. Snow Work Day; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.

Randy is confused about what time he should catch the bus for work. Frequently he gets up early and is ready to go an hour earlier than necessary. This morning Randy is angry that your coworker is not letting him leave for work now and has threatened to beat up anyone who tries to stop him from leaving. To add injury to insult there are six inches of new snow which means even though the bus will pick him up at 8:30, it will likely be late. You know Randy could go outside to wait, but it is icy and windy out there and Randy has a habit of taking off his coat outside. Your coworker calls her boyfriend who has a black belt in martial arts, to see if he can give Randy a lift. After all, with the snow and bad road conditions, he will likely get to work on time, anyway. Your coworker's boyfriend says he is willing to come over and take Randy to work, and he is not worried about Randy's threats.

6. Ritzy; In your small group, prepare a 2-minute role play demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.

Your coworker Stella agreed to work extra hours tonight, even though it means she'll be leaving later than originally planned to go to her best friend's bachelorette party. To help her save time she brought her make-up, heels, and a short dress to get ready and change into before signing out for the evening. During the last hour of your shift, the people you support are watching a rented DVD, you are doing all the evening shift documentation, and Stella is getting ready to go in one of the bedrooms that contains a big mirror. (Stella asked the individual if she could use the room and got permission from her.)