



Washington State's RESIDENTIAL SERVICES CURRICULUM 4TH EDITION

FACILITATOR GUIDE

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INTRODUCTION TO WASHINGTON STATE'S RESIDENTIAL SERVICES CURRICULUM 4TH EDITION FACILITATOR GUIDE

Welcome to Washington State's Residential Services Curriculum! You have this Facilitator's Guide in order to provide consistent, thorough, and effective training of staff.

The training has been designed with the adult learner in mind. Because of this, you will notice the following concepts are considered in the design of this training:

- Adults need to know why they need to learn something before undertaking to learn it.
- Adults have a self-concept of being responsible for their own decisions, for their own lives.
- Adults arrive at a formal training event with a great deal of life experiences and knowledge.
- Adults are motivated to learn things they believe will help them be able to cope effectively, perform tasks, or deal with problems in their real-life situations.

(Knowles, 1998)

We also believe that all people need to be respected, and that adults learn most easily when they are communicated and interacted with in respectful ways in the learning environment.

Additionally, a variety of learning styles have been acknowledged throughout the activities and resources within each chapter of this curriculum. Following the Facilitator Guide ensures that all learners experience segments of learning that are engaging and "easy" for them to learn because it appeals to the strengths of their natural learning style(s).

As you facilitate this training, you have a great opportunity to model compassion, respect, appropriate, and professional behavior. Remaining focused on effectively modeling your interaction with participants provides an example of the same level of respect and care that you anticipate staff will use with individuals supported.

There are **four components to the resources** provided to you in this curriculum:

1. **Facilitator's Guide (Order code: FFDSHS162)**
2. **Participant Toolkit and Fundamentals (Order Code: FFDSHS163)**
3. **Visuals per Chapter** with videos embedded and found on <https://www.dshs.wa.gov/node/10621/>
4. **Chapter Assessments**

1. Facilitator's Guide

There are a number of facts in your **Facilitator's Guide** to help you gain the most from it as a tool to help you succeed in delivering this training.

Objectives	Training objectives have been crafted to clarify for you, as well as for participants, exactly what is to result from the training for each chapter. Chapter assessments are written to evaluate whether or not the objectives have been reached.
Estimated Time	Depending upon the number of participants in your training group, a time range estimating the duration of training the chapter's content is provided. Additionally, each segment of content in the chapters include an estimated duration. This will help you plan your training day including breaks, lunch, and your anticipated schedule.
Supplies	The materials required for each chapter are listed. Be sure you have prepared and have all supplies on hand.
Opening: Engaging Activity	Each chapter's content opens with an engaging activity designed to "hook" participants and/or stir some curiosity to learn about the topic. These may be very simple, but they are strategically included in each chapter to infuse your training day(s) with vitality.
Immerse	This training was built around the "Designing Training Framework" (© 2012, Brandi Maynard, PhD, & Heidi Scott, PhD), which provides an easy-to-use approach to instructional design. In this model, a series of system feedback loops are used which generally begin with immersing learners in an experience. This experience provides a shared reference for all participants. (It also gives participants a hook on which to "hang their learning.")
Teach and Train	Sections of each chapter's Facilitator's Guide have content that may be clear to you but new to participants. Hence, you will need to teach and train. Typically, these Teach and Train segments follow an "Immerse" portion. Sometimes there are a number of these cycles in a chapter. Become familiar with the content in these sections so you can guide dialogue, and accurately respond to questions.
Apply-Demonstrate Learning Application to Real Work	This training was developed to equip staff to provide excellent support to individuals in the residential setting. Therefore, each chapter includes opportunities for participants to demonstrate their understanding of concepts with application to their real work and responsibilities. Generally, this follows Immerse and the Teach and Train segments; it may loop a number of times in longer chapters with a great deal of content. These are the sections of each chapter that drive home the meaning of the content. This increases the likelihood that the "training sticks" and will effect the participants' approach to similar, on-the-job situations.
Reflection & Celebration of	This training was geared to highly impact the knowledge, skills, and behaviors of staff who attend. Often, providing opportunities

Participants’ Discovery on the Topic	for Reflection are overlooked in training. Yet, reflecting on what we have learned, and perhaps sharing some personal “take away” related to the content and how we perceive this impacting us in our work helps drive success in the training. At the close of each chapter, there should be a great deal of learning to celebrate!
 Say	This icon is used in Facilitator Guides to indicate specific language you will want to use. These are often written to help you smoothly launch an activity, or drive home specific content.
 Ask	The question mark is an icon used in Facilitator Guides to help you ask the right questions. Often, great training requires facilitators to ask the right questions rather than just talking about the right answers. These specific questions will help keep the training on track to reach the objectives.
 Activity	All of the chapters’ Facilitator Guides include a number of activities. These are meant to immerse participants in the learning process. These activities are also provided to reach a variety of learning styles. This icon is your prompt that participants will be “doing” something.
 Note	Often there are specific notes to facilitators provided in the chapters’ Facilitator Guides. These may prepare you to field content-related questions, or provide quick ideas on how to effectively facilitate the section.
 Toolkit	All of the Facilitator Guides reference a variety of times you will want participants to turn to a certain page in their Toolkit. This icon provides you clarity on what content area they are turning to, as well as information on what the learners are to do in their Toolkits.
 Show	This icon in Facilitator Guides gives you a description (name) and duration of a video. You will want to become familiar with each video. You can maximize learning through discussion in the class following each clip. The videos are typically short and provide a brief break for you. As they play, take a moment to review your Facilitator Guide. This will help you focus the discussion.
Options	Sometimes there are Options provided in the Facilitator Guides. Being aware of these prior to live training will be a benefit to you. The size of your group may impact which options you believe will be best for your group.
Thumbnails of Visuals 	Thumbnails of visuals are provided throughout your Facilitator Guides. Some of the thumbnails of visuals are used in activities, others indicate a video, and some are simply placeholders. These give you a visual cue to advance the presentation. The thumbnails of videos will become very helpful as you become familiar with the videos. As the training facilitator, you always have the prerogative to advance over visuals if you choose (or if you forgot to use them in all of the chapter’s content). You will access all videos through the link to visuals provided on the state’s website.

2. Participant Toolkit and Fundamentals

Participant Toolkit:

The participant **Toolkit** has two sections. The first section includes chapter pages intended to provide active learning in the classroom. These pages relate to the content you will be training, and when completed in class, will also provide learners with a reference tool. When prompted in your Facilitator Guide, have participants turn to specific content in their Toolkits. You will need to use these resources.

Additionally, every Toolkit provides a section of the chapters' **Fundamentals**. There are a few chapters where participants will be asked to use the chapter's corresponding "Fundamentals" section for activities. For all participants, this summary of Fundamentals will be a valuable resource and a "quick guide" to information broken into chapter topics. Some learning styles will depend upon being able to read this type of summary of content to help cement their learning.

3. Visuals (including videos) per chapter:

Links to visuals, including videos, are provided on the state's website for each chapter of this curriculum. You will want to become familiar with the visuals and videos so that you are equipped to leverage each in your training. These may be accessed from this site:

<https://www.dshs.wa.gov/node/10621/>

Use Google Chrome to display all slides. For optimal video performance and playback, you will need to use Google Chrome over Internet Explorer, Firefox, or Safari. If you are using a state or agency owned computer and do not have Google Chrome currently installed, please consult your IT professional(s) in order to get the browser installed on your computer. Please go to www.Google.com/chrome to download. Other sites may add malwear.

Other things to note:

Video Closed Captioning activates the subtitles that are embedded within each video. Once you've turned on the closed captioning for the first video, it will automatically activate for the rest of the videos in the presentation. To turn on closed captioning, look for the CC icon located to the lower right hand corner of the video.



Click it and select English (United States).

This will activate the rest of the CC for all videos.

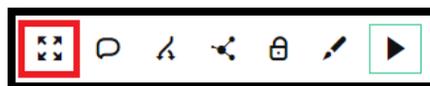
Navigating slide

by using the left and right arrow keys on the forward and backward. RIGHT arrow moves LEFT arrow moves you backward.



visuals can be done keyboard to move you forward and

Viewing slides in full screen can be activated by clicking the expanding icon located below the slides.



4. End-of-Chapter Assessments are provided for you to administer upon completion of each chapter. These have been designed to evaluate whether or not the participant has met Chapter's Training Objectives. Be sure to use the results from each chapter's assessment to guide any follow-on learning or dialogue during the remainder of your training. (And you will collect and shred all completed assessments following each training you provide.)

Evaluations are a necessary part of providing good training. As trainers we can learn from our students/participants and improve their learning experience. If you provide the Residential Services Curriculum in its entirety please have participants complete an evaluation form. If you are using chapters individually, please complete evaluations at the end of each chapter.

Best practices in your training include:

Preparation – There is no substitute for preparation. Take the time needed to become familiar with all the training material provided to help you and help your participants succeed!

Advance preparation of any handouts that are not included in the Toolkit will keep you on task and not running to the printer. Find some cartoons to use on the tables as participants arrive or note some activity to engage them from the minute they walk in the door. Preparing easel sheets by using pencil before anyone arrives makes you look very smart! You can go over the pencil marks with markers and no one is the wiser that you had the drawing or information already prepared.

Ground Rules – Determine ahead of time what Ground Rules you will establish at the beginning of your first training. For example, when will participants be welcomed to use their phones? How do you want participants to handle needing to use the restroom at times that are not formal break times? Think through your expectations and how you will invite ideas from participants. Consider what will help this group’s learning experience, and be able to share your expectations.

Greeting participants – Be early enough to have all materials prepared so that you are able to warmly greet each participant individually when he or she enters the training room. Try to learn their names. Decrease learner anxiety through a friendly environment.

Music – If possible (which it should be), plan to have background music playing as participants enter the training room and get comfortable as they wait for the training to begin.

Breaks are to be given at your discretion. The training has been designed to be as experiential and active as possible. Provide restroom breaks as appropriate.

Provide examples of people (using a pseudonym or only initials) in your agency who may have challenges in the areas being trained, as appropriate. As appropriate and fitting, share real-work situations you are aware of that the new DSP’s you are training may face in supporting an individual (due to specific needs). This may help new staff retain their learning as they anticipate application in the work setting.

Best Practices for Teaching Methods – When learning a new skill practice needs to happen in a real situation. If the skill requires water and soap, those tools need to be available in the learning environment. Practice with other participants needs to take place before practice with an individual. Our goal needs to be skilled staff providing support, not learning a skill with the individual. Once the skill is mastered, the participant is ready to work with the individual they are supporting. They will learn to be flexible and to support in the appropriate teaching methods necessary for that individual.

Snacks, Ibuprofen, Water, Tums, etc. – Having items like these on hand may make the difference in allowing participants to comfortably learn.

FUN! One of the most exciting things about adult learners is that they like to have fun while learning.

Please follow the principles of best teaching practices. Participants will be given the opportunity to see skills modeled, to practice with guidance and to independently perform the skills tasks. Participants learning new skills need the opportunity to practice in a safe environment before performing tasks with or for an individual that we support.

Skills for the Home Care Aide Certification Examination – DDA Group Home staff are required to take the full 15 chapters of this course. Chapter 15 addresses the skills needed for the exam and skills demonstration. Please ensure that

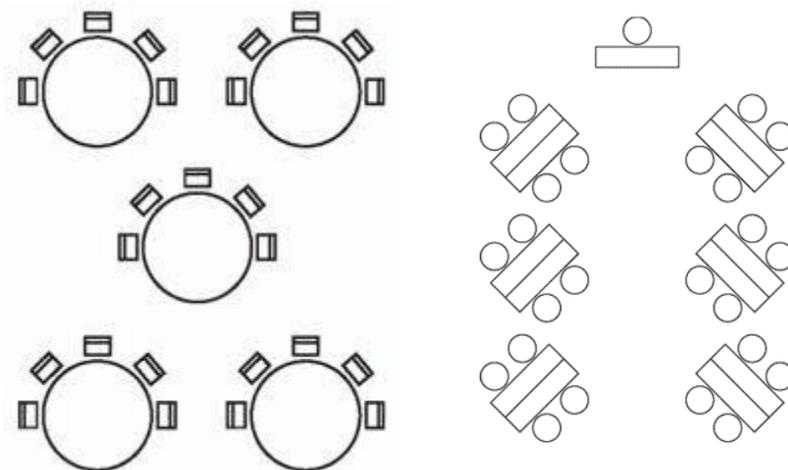
you are using the correct certificate template indicating that all 15 chapters were trained and staff is ready for the exam. This will reduce confusion for the Department of Health.

All other Community Residential Service Businesses (CRSB) staff are NOT required to train Chapter 15 or the skills as they are outlined. However, as a facilitator practicing Best Practice, you may go to Chapter 15 to find skills related to S.W.I.P.E.S., hand washing, gloving, shaving, medication assistance and other skills that may fit into your population. Please feel free to pull from the skills chapter and enhance your staff learning by practicing the skills outlined in the appropriate chapter that you want to address them in. These skills are best practices for all staff.

Chapter 15, as well as each individual chapter in this course, may be used for Continuing Education and has their own CE code. They may not be used for CE's until 120 days of employment have been completed.

Continuing training for participants preparing to take the Prometrics Exam will require you to be VERY familiar with all contents of Chapter 15. Please be advised that gathering the materials required for training this chapter may take some time.

Room set up – Consider using one of these diagrams to guide how your training room is set up.



This will allow for easier pairing and small groupings for activities. Add some kinesthetic “fiddlers” to each table, post it notes, pens, paper and other materials as outlined in each chapter before you get started. Make it colorful and useful – not things just to clutter the tables.

We hope you enjoy the experience of preparing and delivering effective training. May your preparation, and the delivery of this training, benefit you in equipping staff to succeed in their work as Direct Support Professionals.

Knowles, Malcom, (1998). The adult learner: the definitive classic in adult education and human resource development, Houston, TX, Gulf Publishing Company.

Residential Services Curriculum 4th Edition
Supporting Individuals With Disabilities in Community Residential Settings
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Residential Services Curriculum
Supporting Individuals With Disabilities in Community Residential Settings
OBJECTIVES

CHAPTER 1: DSP (Direct Support Professional) STAFF ROLES, SELF- CARE, and BOUNDARIES

LEARNING 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

CHAPTER 2: OVERVIEW OF DEVELOPMENTAL DISABILITIES

LEARNING OBJECTIVES

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

1. Recall the historical treatment of people who have disabilities
2. Recognize criteria of the definition of developmental disabilities
3. Differentiate characteristics of specific developmental disabilities
4. Justify the “Principal of Normalization”
5. Defend the right to self-advocacy and self-determination
6. Discriminate between harmful labeling of people and People First language
7. Share one strategy for demonstrating respect or ideas for community participation of individuals we support

CHAPTER 3: RESIDENTIAL SERVICE GUIDELINES & INDIVIDUAL SERVICES

LEARNING OBJECTIVES

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

1. Identify the Residential Service Guidelines
2. Defend the value of each of the six Residential Service Guidelines
3. Relate the importance of the Residential Service Guidelines to their lives (as staff) and to the lives of those we support
4. Create a dramatization of the qualities of a meaningful life, using a variety of mediums
5. Balance health and safety versus power and choice in problem solving scenarios

CHAPTER 4: INTRODUCTION TO POSITIVE BEHAVIOR SUPPORT (PBS)

LEARNING OBJECTIVES

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

1. Name 4 functions of behavior
2. List at least two examples of triggers (antecedents)
3. Examine the categories of setting events (physical/medical, environmental, social/psychological)
4. Summarize the purpose of a functional assessment
5. Identify environmental elements that support positive behavior
6. Distinguish between natural consequences
7. Identify why punishment is unacceptable
8. Identify conditions that create potential power struggles
9. Role play active (reflective) listening skills
10. Provide examples of how dignity and respect are reflected in daily interactions
11. Recognize the stages of the escalation cycle and what types of interventions might be appropriate at each stage

CHAPTER 5: EFFECTIVE COMMUNICATION

LEARNING OBJECTIVES

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

1. Demonstrate 5 different types of communication.
2. Apply active listening
3. Demonstrate ethical and respectful interactions with people who have developmental disabilities

CHAPTER 6: HABILITATION SKILLS

LEARNING OBJECTIVES

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

1. Apply the Visual, Auditory, Kinesthetic (VAK) learning styles to themselves
2. Describe the importance of relationship-building skills when creating a successful learning environment
3. Identify conditions to develop a trusting rapport
4. Apply 3 specific teaching techniques in a given instructional situation
5. Apply teaching strategies for people with developmental disabilities
6. Name two teaching strategies
7. Demonstrate three methods of teaching for people with developmental disabilities

CHAPTER 7: INDIVIDUAL INSTRUCTION AND SUPPORT PLANS FOR INDIVIDUALS

LEARNING OBJECTIVES

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

1. Recognize the difference and use of an Individual Service Plan ISP (state's assessment) and an Individual Instruction and Support Plan IISP (agency's plan to support person)
2. Recall attributes of the IISP
3. Debate the merits of at least 3 key elements of interactive planning by explaining the value of each element, or the loss that would occur if the element were not included in the planning
4. Recognize sections or domains of an Individual Instruction and Support Plan (IISP)
5. Generalize the broad range of activities that may be considered when developing individual plans
6. Distinguish between what is "important to" the individual and what is "important for" the individual
7. Recount the process from which interactive plans are developed

CHAPTER 8: NUTRITION AND DIETARY GUIDELINES

LEARNING OBJECTIVES

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

1. List the basic food groups
2. Find at least 1 benefit of each food group based on the guidelines of the USDA (ChooseMyPlate.gov)
3. Construct what counts for serving sizes of common foods using visuals and/or manipulatives
4. Take part in creating balanced & complete menu plans on the Weekly Menu Plan form
5. Distinguish at least 3 important aspects of menu planning for someone with Diabetes
6. Defend how menu planning for someone with Diabetes would be integrated into a sample Weekly Menu Plan
7. Demonstrate how to read labels for nutrition value per portion size
8. Identify 3 ways to involve supported individuals in the menu planning process
9. Recommend at least 3 benefits of hydration
10. List 2 symptoms each of poor nutrition and dehydration, when and whom to report symptoms of concern
11. Distinguish different categories of fats
12. Recognize ideal sodium intake levels
13. Contrast empty and nutrient-rich calories
14. Associate careless food handling with the potential for foodborne illness
15. Illustrate 4 safe food handling practices
16. Generalize the purpose of a grocery store layout
17. Prepare a shopping list based on a created Menu Plan

CHAPTER 9: HEALTHCARE / HEALTH MANAGEMENT

LEARNING OBJECTIVES

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

1. Explain the correlation between clean environments and the decrease of communicable diseases
2. Defend the state's requirement for annual physical and dental exams
3. Predict outcomes of maintaining healthy habits versus unhealthy habits
4. Recognize signs and symptoms of illness or injury
5. Differentiate between acute and chronic illnesses
6. Identify and document changes in health conditions
7. Determine suitable response for an individual's symptoms as they relate to their health history
8. Practice health care advocacy in designated scenarios
9. Prepare and organize to make the most of the professional health care visit
10. Identify steps to preventing high risk health problems

11. Classify common age related health conditions for early detection and treatment
12. Explain the DSPs legal and ethical response to a DNR or a POLST
13. Give examples of 3 key practices to manage the chronic healthcare condition of seizures; (for example: complete seizure log, provide first aid support during seizure, assure medications are taken, provide appropriate supervision when swimming, bathing, or eating)
14. Describe 3 key strategies to manage the chronic healthcare condition of diabetes (for example: following doctor's orders for blood sugar levels, adapting menu plans, provide preventative professional healthcare measures, encourage exercise and activity)
15. Explain 3 ways to manage the chronic healthcare condition of mental illness (for example: manage medications effectively, respond with empathy, seek professional services as appropriate)
16. Name 3 key strategies to manage the chronic healthcare condition of substance abuse (for example: encourage financial responsibility, offer alternative activities, access community resources like AA or NA, educate about long-term consequences of substance abuse)
17. Examine feeding skills for management of speed (how soon should another bite be offered), size (is the person able to take the bite size), consistency (as blended, pureed, or small bites may be necessary for successful eating), posture (is the person sitting at eye level with individual being fed), and ideas on how to teach someone to feed him or herself with potential adaptive equipment

CHAPTER 10: MEDICATION MANAGEMENT

LEARNING OBJECTIVES

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

1. Recall 5 Rights of Medication (Person, Medication, Dose, Time, Route)
2. Summarize the **PLUS** Individual Rights: (Right to privacy, Right documentation, Right to refuse, Right to know what they are taking and why, Right date)
3. Explain Washington nurse delegation requirements that *may be* required before medication administration
4. Use the 5 Rights to compare the Medication Administration Record (MAR) with medication container prescription label (blister pack, bubble packs, bottles, etc.)
5. Demonstrate assistance with medications checking 5 rights three times
6. Role-play medication assistance to ensure dignity and respect for privacy and the right to refuse
7. Role-play calling the pharmacy or doctor for a medication error or question

8. Identify potential consequences of medication errors including to whom it must be reported:
 - a. Giving meds that are discontinued
 - b. Giving meds that should have been held per pharmacy or doctor directive
 - c. Giving meds that were already given but not signed off
 - d. Not following one or more of the 5 Rights
9. Translate components of and documentation on a Washington state standardized MAR
10. Practice documentation on a Washington state standardized MAR
11. Explain protocol of documentation on the MAR for a medication error of any of the 5 Rights
12. Contrast differences between a PRN (“pro re nata,” or as needed) and a routine medication
13. Recognize appropriate medication storage containers and disposal methods
14. Recite at least 3 resources for gaining information on the purpose and side effects of medications
15. Report health concerns regarding medication side effects to the proper people
16. Select the appropriate definitions for specific medication terminology

CHAPTER 11: EMERGENCY PROCEDURES

LEARNING OBJECTIVES:

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

1. Distinguish proper response to emergent medical issues
2. Illustrate 5 fire prevention steps
3. Indicate up to 10 ways to prevent falls
4. Mime the proper use of a fire extinguisher using the P.A.S.S. acronym
5. Predict appropriate fire response i.e., when to “put out the fire or get out?”
6. Indicate 4 appropriate questions to ask following a disaster to discern next steps
7. Describe at least 3 strategies when responding to an earthquake
8. Explain what constitutes a missing person when that person has a developmental disability
9. Express typical, key steps for reporting a missing person with a developmental disability (regardless of agency protocol)
10. Generalize how to locate emergency disaster supplies
11. Memorize “The Four Ps:” Prepare, Plan, Practice, Perform to minimize the impact of an environmental emergency and maximize the response
12. Recall at least two elements of each of “The Four Ps:” Prepare, Plan, Practice, Perform

13. Give 2 examples for how to prevent and/or respond to drowning in both bathing and recreational activities
14. Judge up to 2 effective methods of handling poisons and cleaning supplies
15. Describe 2 of the 6 principles basic to risk management
16. Identify personal responsibilities related to risk management in the role of a direct support professional
17. Give examples of at least 5 practices that can reduce the risk of injury to both staff and supported individuals
18. Restate when to involve law enforcement in the case of an emergency

CHAPTER 12: PERSONAL CARE SKILLS AND SUPPORT LEARNING OBJECTIVES

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

1. Demonstrate ethical behavior in providing personal care in regards to:
 - a. respect
 - b. physical and emotional well-being
 - c. confidentiality
 - d. responsibility
 - e. self-determination
 - f. right of refusal
2. Prioritize at least 3 key facts related to supporting individuals with personal care tasks in the areas of:
 - a. hand-washing
 - b. daily care- grooming, dressing, hair care, shaving
 - c. foot and toe nail care
 - d. fingernail care
 - e. toileting hygiene and incontinence care
 - f. bathing guidelines
 - g. oral hygiene
 - h. skin care and integrity- pressure sores, use of sunscreen
3. Demonstrate best practice for teaching teeth brushing, flossing, and rinsing or denture care
4. Rationalize the purpose for establishing protocols for removal of body hair with disposable razors, electric razors, tweezers, depilatories, waxing, scissors, and professional services
5. Identify best tools and practices for fingernail and toenail hygiene
6. Explain the importance of having a process for checking bathing water temperature
7. Defend the rights of people to use professional salon services for haircuts, permanents, coloring, etc.

8. Infer 5 or more conditions that contribute to pressure ulcers IE: skin tears, dehydration, lack of movement, poor circulation, certain medications, diabetes, paralysis and lack of feeling
9. List at least 4 proactive steps to prevent skin ulcers and maintain skin integrity
10. Explain where pressure points are, what to watch for when monitoring for pressure sores, and to whom concerns are reported
11. Discuss bathing protocols to encourage individuals to wash themselves as much as is possible, including learning to use assistive devices that promote independence
12. Offer methods to provide safety for people who could have a seizure while bathing or collapse into bath water
13. Dramatize respectful and understandable language when providing assistance with bowel and bladder routines and assisting in the changing of soiled briefs
14. Correlate how food and liquid intake results in bowel and bladder functioning
15. Explain the need for toileting routines including documenting if appropriate, and following protocols if routines are not met
16. Discuss proper wiping techniques and the hand washing that follows
17. Acknowledge some women will need assistance with menses care but likely it will be female DSPs supporting women while male DSPs will more likely be supporting men when possible
18. Dramatize 4 important steps in effective lifting and/or transferring

CHAPTER 13: CONFIDENTIALITY (HIPAA)

LEARNING OBJECTIVES

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

1. Give a definition for HIPAA
2. List at least 5 pieces of protected information that can be used to identify a person
3. Summarize what to do in 3 out of 4 situations to safeguard communication and information (verbal, written, or electronic)
4. Explain “need to know” concept related to HIPAA
5. Describe how to use release of information and consent forms
6. Describe the role of a Necessary Supplemental Accommodation (NSA) representative
7. Compare different types of guardianship
8. Identify a guardian’s duties regarding protected health information
9. Classify the methods through which Protected Health Information can be transferred
10. Identify penalties for violation of HIPAA policy whether intentional or accidental

CHAPTER 14: MANDATORY REPORTING

LEARNING OBJECTIVES

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

1. Define abandonment, abuse, neglect, injury of unknown origin, exploitation, and financial exploitation
2. Recognize signs of abuse, neglect, self-neglect, and financial exploitation
3. Explain the legal requirement as a mandatory reporter to report abandonment, abuse, neglect, exploitation, and financial exploitation of a child or vulnerable adult
4. Defend agencies' policies and procedures regarding staffs' responsibility of abuse reporting requirements
5. Differentiate between Residential Care Services (RCS), Complaint Resolution Unit (CRU), Child Protective Services (CPS), and Adult Protective Services (APS) within DSHS
6. Demonstrate how to report abuse, and to whom
7. Distinguish when additional authorities must be notified and further documentation is required
8. Identify consequences for staff, agency, and supported individuals of failure to report abuse or neglect

CHAPTER 15: REVISED FUNDAMENTALS OF CARE (RFOC) Out Takes

LEARNING OBJECTIVES

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

1. Demonstrate the practice of common care.
2. Demonstrate the use of SWIPES
3. Demonstrate the proper technique for:
 - a. washing hands
 - b. glove use and protective equipment
 - c. feeding an individual
 - d. helping a person to walk
 - f. provide fingernail and hand care
 - g. provide footcare
 - h. help a person with a weak arm to dress
 - i. apply a knee high elastic stocking
 - j. provide passive range of motion to
 1. shoulder
 2. knee
 3. ankle
 - k. provide perineal care
 - l. provide catheter care
 - m. transfer a person from a bed to a wheelchair
 - n. turn and reposition a person in bed to from prone to side

- o. assist a person in bed with a bath
- p. shave a person
- q. assist a person to take medications
- r. assist a person with mouth care
- s. denture care