



# Oregon

Kate Brown, Governor



**Oregon Department of Human Services**

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## **Oregon Department of Human Services**

### **ORS 430.216 Legislative Report**

June 15, 2021

House Bill 2442 (2019) directs the Department of Human Services (ODHS) to submit a biennial report on the safety of individuals receiving developmental disability services. This report was prepared by the Office of Developmental Disabilities Services (ODDS) within ODHS.

#### **Average Turnover of Direct Care Workers in Service Settings**

In 2016, ODDS started to participate in the National Core Indicators (NCI) Staff Stability Survey. NCI is a collaboration of participating states, Human Services Research Institute, and the National Association of State Directors of Developmental Disabilities Services. Agency providers were asked to complete the survey using calendar year 2019 data. In addition to other valuable information, the survey provides data on average staff wages and turnover rates and allows for comparable analysis across the participating states. The Staff Stability Survey is conducted each year (link: <https://www.nationalcoreindicators.org/staff-stability-survey/>).

Based on the survey data, in 2019 average annual turnover among Direct Support Professionals (DSPs) in Oregon was 49.4%. It is important to note the methodology used for calculations of the turnover rates was changed between the 2016 and 2017 reports.

There are no central data sources for determining the average turnover rates for Personal Support Workers (PSWs) in self-directed in-home services provided through Support Service Brokerages or Community Developmental Disability Programs. Therefore, turnover information on this particular group of direct care workers is not available.

#### **Summary of the Training Provided by the Department or Its Contractors to Direct-care Workers in Service Settings**

The Department, through the Office of Developmental Disabilities Services, has contracts with Oregon Technical Assistance Corporation (OTAC) – a program of

Arc Oregon to provide mentoring and training to workers. This training is intended to increase understanding of diverse behavioral challenges, and teach proactive strategies to minimize behaviors; develop individual support plans; and implement person-centered support strategies. These contracts are a major source of training provided to direct care staff.

Oregon developed a standardized Individual Support Plan (ISP) for use in all settings. This ISP took the place of eleven (11) unique ISPs, which were designed based on the service setting. Extensive training occurred throughout the state in 2015-2016 for residential and employment service providers, foster care providers, family members, and Services Coordinators and Personal Agents, on providing case management services.

Further details on training and technical assistance activities are available in [Appendix A](#), and include location of training and the numbers of those participating.

## **Summary of the Core Competencies Required of Direct Care Workers in Service Settings by the State for Licensing or Certification**

### *Adult Foster Care for Individuals with Developmental Disabilities*

Oregon Administrative Rule ([OAR Chapter 411, Division 360, section 120](#)), Adult Foster Care Home for Individuals with Developmental Disabilities, describes the Department's training requirements for Adult Foster Care providers of individuals with developmental disabilities.

The Department has developed a standardized training curriculum all adult foster care providers for individuals with developmental disabilities are required to complete prior to working unassisted. Additionally, provider competencies are monitored during site visits by Community Developmental Disability Program staff and during Department licensing visits. Refer to [Appendix B](#) for details on the Basic Training Course. Training opportunities for Adult Foster Care Providers are listed online at:

<http://www.oregon.gov/DHS/SENIORS-DISABILITIES/PROVIDERS-PARTNERS/Pages/afh-training.aspx>

As a part of the collective bargaining agreement between the State and Adult Foster Care providers, there are efforts to improve the availability of training opportunities for providers. The collective bargaining agreement can be viewed at:

<http://www.oregon.gov/das/HR/CBA/SEIU%20Non%20State%20Adult%20Foster>

[%20Care%20Home%20Providers%2015-19.pdf](#)

Also included in [Appendix C](#) is the statement of intent on training included in that agreement.

*24-Hour Residential Services for Children and Adults with Developmental Disabilities*

[OAR 411-323-0050](#), Agency Certification and Endorsement to Provide Developmental Disabilities Services in Community-Based Settings, describes the Department's general qualifications, including training requirements, for staff delivering services to individuals with intellectual or developmental disabilities.

Providers are required by [OAR 411-325-0025](#), 24-Hour Residential Programs and Settings for Children and Adults with Intellectual or Developmental Disabilities, to develop and maintain a core competency training plan consistent with the Department's Oregon Core Competencies. Staff are required to meet the qualifications and demonstrate competency in the areas identified by the competency-based training plan.

The Core Competencies are currently formatted into two tiers: Tier 1 and Tier 2. Tier 1 consists of twenty-seven (27) modules which must be completed within two (2) months a staff's start date and before the staff works unassisted. Tier 2 consists of eighteen (18) modules and must be completed within three (3) months of the staff's start date.

Refer to [Appendix D](#) for a detailed description of the core competencies.

**Summary of the Average Wages of Direct Care Workers in Service, Presented by Type of Services Provided.**

Data for the average wage of direct support professionals (DSPs) in service settings is derived from the NCI Staff Stability Survey, containing input of agency providers reflecting the calendar year 2019 information.

Based on the NCI report, the average wage for DSPs for agency providers across all services for calendar year 2019 was \$14.59.

Direct care to individuals with developmental disabilities can also be provided through the Medicaid State Plan personal care program and K-Plan state plan option. Providers paid for this service are Personal Support Workers (PSWs) and are paid a rate established through the Collective Bargaining Agreement with SEIU. View the full contract at:

[https://seiu503.org/wp-content/uploads/2017/09/SEIU\\_Non-State-OHCC-2019-21-](https://seiu503.org/wp-content/uploads/2017/09/SEIU_Non-State-OHCC-2019-21-)

[FINAL-SIGNED.pdf](#)

There are no central data sources for determining the average rates paid to PSWs in self-directed in-home services authorized through Support Service Brokerages or Community Developmental Disability Programs. The pay rate ranges from \$14.00 to \$49.49 per hour and is a part of the Collective Bargaining Agreement with SEIU.

An example of the full array rate ranges for in-home services can be found at: <http://www.dhs.state.or.us/spd/tools/dd/cm/ODDS-Expenditure-Guidelines.pdf>

**The Number of Complaints of Abuse Filed as Required by ORS 430.765 and Received by the Department under ORS 430.743, Reported by Type of Allegation.**

2019 Allegations Closed		Abuse Type									
Service Type	Results	Abandonment	Death	Financial Exploitation	Neglect	Physical Abuse	Involuntary Seclusion	Wrongful Restraint	Sexual Abuse	Verbal Abuse	Grand Total
Adult Foster Care	Substantiated	0	0	7	26	6	0	0	0	11	50
	Not Substantiated	0	0	8	23	14	8	6	8	29	96
	Closed w/out abuse determination	0	0	1	4	0	0	0	1	1	7
	<b>Totals</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>53</b>	<b>20</b>	<b>8</b>	<b>6</b>	<b>9</b>	<b>41</b>	<b>153</b>
Group Home	Substantiated	0	0	37	77	5	0	3	2	7	131
	Not Substantiated	0	0	9	107	21	9	12	2	39	199
	Closed w/out abuse determination	0	0	3	3	1	0	1	1	0	9
	<b>Totals</b>	<b>0</b>	<b>0</b>	<b>49</b>	<b>187</b>	<b>27</b>	<b>9</b>	<b>16</b>	<b>5</b>	<b>46</b>	<b>339</b>
Supported Living	Substantiated	0	0	4	2	3	0	0	1	1	11
	Not Substantiated	0	0	6	8	1	0	0	1	2	18
	Closed w/out abuse determination	0	0	3	0	1	0	0	1	2	7
	<b>Totals</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>36</b>
Other, including In-Home	Substantiated	1	0	36	13	29	1	2	8	18	108
	Not Substantiated	3	0	25	44	58	2	6	13	38	189
	Closed w/out abuse	0	0	18	4	27	0	0	11	13	73

	determination										
	<b>Totals</b>	<b>4</b>	<b>0</b>	<b>79</b>	<b>61</b>	<b>114</b>	<b>3</b>	<b>8</b>	<b>32</b>	<b>69</b>	<b>370</b>
Grand Total		4	0	157	311	166	20	30	49	161	898
Total Substantiated		1	0	84	118	43	1	5	11	37	300
Substantiation Rate		25.0%	0.0%	53.5%	37.9%	25.9%	5.0%	16.7%	22.4%	23.0%	33.4%

**Number of Direct Care Workers in Service Setting Who were Subject to Criminal or Civil Action Involving an Individual with a Developmental Disability**

<b>All Substantiated Results Involving Direct Care Workers in a Service Setting</b>				
Service Type	Total Substantiated Allegations	Named Staff Perpetrator Duplicated	Named Staff Perpetrator Unduplicated	Named Staff Perpetrator Referred to LEA Unduplicated
DD Adult Foster Care	50	50	41	4
Group Home	131	116	82	5
Supported Living	11	9	9	1
Other, including In-Home	108	80	80	30
<b>Grand Total</b>	<b>300</b>	<b>255</b>	<b>212</b>	<b>40</b>

**Number of Deaths, Serious Injuries, Sexual Assaults and Rapes Alleged to have Occurred in Service Settings**

Substantiated Allegations <sup>1</sup>			
Service Type	Injury	Sexual Abuse	Death
DD Adult Foster Care	1	0	0
Group Home	8	0	4
Supported Living	0	1	0
Other, includes In-Home Clients	1	6	0
Grand Total	10	7	4

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<sup>1</sup> The data above reflects the number of substantiated allegations that involved a serious injury either through physical abuse or neglect; any sexual abuse where a sexual assault or rape of a consumer may have occurred; and neglect investigations in which a consumer died.

**Schedule of All License Fees and Civil Penalties Established by Rule Pursuant to ORS 441.995, 443.455, and 443.790***Adult foster care for individuals with developmental disabilities*

[OAR 411-360-0050](#) Adult Foster Home for Individuals with Developmental Disabilities, describes the license application and fees. Licensing fees are **Currently \$50.00 per bed**, for each individual service recipient.

[OAR 411-360-0260](#) reflects the conditions under which a provider may be subject to civil penalty, including the parameters of the financial limits a provider may be assessed.

*24-hour residential services for children and adults with developmental disabilities*

The Department complies with the licensing fee schedule currently identified in ORS 443.415 (2)(a) and (b) for residential training homes and residential training facilities. Fees are currently \$50.00 for a residential training home, which is a 24-hour residential program serving five or fewer individuals in the same residence, and \$60.00 for a residential training home, which is a 24-hour residential program serving six or more individuals in the same residence.

[OAR 411-325-0460](#) reflects the conditions under which a provider may be subject to a civil penalty.

For more information, please contact:

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503-983-0445



**Appendix A: Training**

<b>2019-2020 Trainings provided by OTAC – A Program of the Arc Oregon with funding provided through ODHS ODDS</b>			
Event Title	Event Date/Time	Location	# of Participants
Person Centered Thinking for Services Coordinators/Personal Agents	Jan 16-17, 2019, 9:00 am - 4:30 pm	Portland	8
Oregon ISP for Provider Organizations & Foster Providers	Jan 23, 2019, 12:30 pm - 4:30 pm	McMinnville	24
Oregon ISP for Services Coordinators & Personal Agents	Jan 30, 2019, 9:00 am - 4:30 pm	Portland	25
Oregon ISP for Services Coordinators & Personal Agents	Feb 13, 2019, 9:00 am - 4:30 pm	Salem	16
Oregon ISP for Provider Organizations & Foster Providers	Feb 14, 2019, 12:30 pm - 4:30 pm	Oregon City	37
Oregon ISP for Provider Organizations & Foster Providers	Feb 20, 2019, 12:30 pm - 4:30 pm	Aloha	14
Who Controls the Money? Understanding the role of Representative Payees and Organizational Payees	Feb 21, 2019, 1:00 pm - 2:30 pm	WEBINAR	129
Oregon ISP for Provider Organizations & Foster Providers	Mar 6, 2019, 9:00 am - 1:00 pm	Roseburg	24
Oregon ISP for Provider Organizations & Foster Providers	Mar 7, 2019, 9:00 am - 1:00 pm	Klamath Falls	32
Person Centered Thinking for Services Coordinators/Personal Agents	Mar 13-14, 2019, 9:00 am - 4:30 pm	Eugene	24

<b>2019-2020 Trainings provided by OTAC – A Program of the Arc Oregon with funding provided through ODHS ODDS</b>			
Event Title	Event Date/Time	Location	# of Participants
Oregon ISP for Provider Organizations & Foster Providers	May 23, 2019, 1:00 pm - 5:00 pm	Pendleton	28
Oregon ISP for Services Coordinators & Personal Agents	May 24, 2019, 9:00 am - 5:00 pm	Pendleton	13
Oregon ISP for Provider Organizations & Foster Providers	May 28, 2019, 9:00 am - 1:00 pm	Woodburn	23
Person Centered Thinking for Services Coordinators/Personal Agents	Jun 4-5, 2019, 9:00 am - 5:00 pm	Beaverton	8
Oregon ISP for Provider Organizations & Foster Providers	Jun 13, 2019, 9:00 am - 1:00 pm	Astoria	20
ISP Change Form Webinar	Jun 17, 2019, 2:00 pm - 3:00 pm	WEBINAR	26
Oregon ISP for Services Coordinators & Personal Agents	Jun 26, 2019, 8:30 am - 4:30 pm	Salem	8
Oregon ISP for Provider Organizations & Foster Providers	Jun 27, 2019, 12:30 pm - 4:30 pm	Salem	34
Oregon ISP Webinar	Jun 27, 2019, 10:00 am - 11:00 am	WEBINAR	46
Oregon ISP for Services Coordinators & Personal Agents	Aug 13, 2019, 9:00 am - 5:00 pm	Oregon City	9
Oregon ISP for Provider Organizations & Foster Providers	Aug 23, 2019, 9:00 am - 1:00 pm	North Bend	4
Oregon ISP for Provider Organizations & Foster Providers	Sep 26, 2019, 9:00 am - 1:00 pm	Woodburn	33
Oregon ISP for Provider Organizations	Sep 30, 2019, 12:30 pm -	Eugene	27

<b>2019-2020 Trainings provided by OTAC – A Program of the Arc Oregon with funding provided through ODHS ODDS</b>			
Event Title	Event Date/Time	Location	# of Participants
& Foster Providers	4:30 pm		
Oregon ISP for Provider Organizations & Foster Providers	Oct 21, 2019, 12:30 pm - 4:30 pm	Newport	19
Oregon ISP for Services Coordinators & Personal Agents	Oct 22, 2019, 9:00 am - 5:00 pm	Newport	12
Oregon ISP for Provider Organizations & Foster Providers	Oct 24, 2019, 9:00 am - 1:00 pm	Grants Pass	19
Person Centered Thinking for Services Coordinators/Personal Agents	Oct 24-25, 2019, 9:00 am - 5:00 pm	Pendleton	9
Oregon ISP for Services Coordinators & Personal Agents	Nov 5, 2019, 9:00 am - 5:00 pm	Eugene	14
Person Centered Thinking for Services Coordinators/Personal Agents	Nov 18-19, 2019, 8:30 am - 4:30 pm	Medford	7
Person Centered Thinking for Services Coordinators/Personal Agents	Dec 3-4, 2019, 9:00 am - 5:00 pm	Woodburn	12
Oregon ISP for Services Coordinators & Personal Agents	Dec 12, 2019, 9:00 am - 5:00 pm	Portland	25
Oregon ISP for Provider Organizations & Foster Providers	Dec 13, 2019, 9:00 am - 1:00 pm	Portland	24
Oregon ISP for Provider Organizations & Foster Providers	Jan 15, 2020, 12:30 pm - 4:30 pm	Eugene	20
Oregon ISP for Services Coordinators & Personal Agents	Jan 29, 2020, 9:00 am - 5:00 pm	Salem	15
Oregon ISP for Provider Organizations & Foster Providers	Feb 26, 2020, 12:30 pm - 4:30 pm	McMinnville	38

<b>2019-2020 Trainings provided by OTAC – A Program of the Arc Oregon with funding provided through ODHS ODDS</b>			
Event Title	Event Date/Time	Location	# of Participants
Oregon ISP for Services Coordinators & Personal Agents	Feb 27, 2020, 9:00 am - 5:00 pm	McMinnville	7
Oregon ISP for Services Coordinators & Personal Agents	Apr 9, 2020, 9:00 am - 4:00 pm	Online Facilitated Training	18
Online Oregon ISP for Provider Organizations & Foster Providers	May 6, 2020, 1:00 pm - 4:30 pm	Online Facilitated Training	15
Online Oregon ISP for Provider Organizations & Foster Providers	May 7, 2020, 8:30 am - 12:00 pm	Online Facilitated Training	13
Online Oregon ISP for Services Coordinators & Personal Agents	May 13-14, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	18
Online Oregon ISP for Services Coordinators & Personal Agents	Jun 10-11, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	9
Online Oregon ISP for Provider Organizations & Foster Providers	Jun 25, 2020, 9:00 am - 12:30 pm	Online Facilitated Training	11
Online Oregon ISP for Provider Organizations & Foster Providers	Jun 29, 2020, 1:00 pm - 4:30 pm	Online Facilitated Training	11
Online Oregon ISP for Services Coordinators & Personal Agents	Jul 8-9, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	17
Online Oregon ISP for Provider Organizations & Foster Providers	Jul 14, 2020, 1:00 pm - 4:30 pm	Online Facilitated Training	18
Online Oregon ISP for Provider Organizations & Foster Providers	Jul 16, 2020, 9:00 am - 12:30 pm	Online Facilitated Training	22
Online Oregon ISP for Provider Organizations & Foster Providers	Aug 5, 2020, 9:00 am - 12:30 pm	Online Facilitated Training	17
Online Oregon ISP for Services	Aug 11-12, 2020, 9:00 am -	Online Facilitated	19

<b>2019-2020 Trainings provided by OTAC – A Program of the Arc Oregon with funding provided through ODHS ODDS</b>			
Event Title	Event Date/Time	Location	# of Participants
Coordinators & Personal Agents	12:00 pm	Training	
Online Oregon ISP for Provider Organizations & Foster Providers	Aug 17, 2020, 1:00 pm - 4:30 pm	Online Facilitated Training	17
Online Oregon ISP for Services Coordinators & Personal Agents	Sep 23-24, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	18
Identifying Risk Using the ONA Risk Report- A webinar for SC/PAs who support people in In-Home settings	October 6, 2020, 1:00 pm - 2:30 pm	Webinar	321
Oregon ISP for Provider Organizations & Foster Providers	Nov 12, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	17
Oregon ISP for Services Coordinators & Personal Agents	Nov 18-19, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	20
Online Oregon ISP for Provider Organizations & Foster Providers	Nov 30, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	12
Online Oregon ISP for Provider Organizations & Foster Providers	Dec 3, 2020, 1:00 pm - 4:00 pm	Online Facilitated Training	21
Online Oregon ISP for Services Coordinators & Personal Agents	Dec 9-10, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	16
Online Oregon ISP for Provider Organizations & Foster Providers	Dec 17, 2020, 9:00 am - 12:00 pm	Online Facilitated Training	25

Total number of attendees in this reporting period: 1488

These training opportunities were delivered under one ODHS|ODDS-funded contract:

- **Contract #160954 – Training and Technical Assistance**
  - Active through June 30, 2021

## **Appendix B**

The Basic Training Course for Adult Foster Care providers for individuals with developmental disabilities is comprised of the following modules:

- Module 1 – Introduction to Foster Care
- Module 2 – Hiring Staff and being an Employer
- Module 3 – Facility Standards Module 4 – Medication Management
- Module 5 – Medication Management Fatal Four (Aspiration, Dehydration, Constipation, Seizures)
- Module 6 – Documentation
- Module 7 – Individual Support Plans
- Module 8 – Working with Challenging
- Behaviors Module 9 – Abuse Reporting and Investigations
- Module 10 – Safety

The full training manual can be viewed at:

<https://www.oregon.gov/DHS/PROVIDERS-PARTNERS/LICENSING/IDD-FOSTER-HOMES/Documents/AFH%20Training%20Manual.pdf>

## Appendix C

### LETTER OF AGREEMENT - JOINT CONTRACT TRAINING

The Parties have a mutual interest to ensure that key staff and partners with AFH program responsibility share mutual knowledge and perspectives on the terms of the Collective Bargaining Agreement. To that end, after the Collective Bargaining Agreement is ratified, the intent of the Parties is to collaborate to present training to the key staff and partners.

### STATEMENT OF INTENT – TRAINING

#### Section 1. Training Initiative.

A. It is the intent of the Parties to the Collective Bargaining Agreement to continue the Adult Foster Home (AFH) Training Committee with goals and responsibilities outlined below. The Training Committee shall continue a subcommittee for OHA with a minimum of three (3) OHA providers to address specific areas of concern. The training committee may appoint additional subcommittees for other specific program areas. The Training Committee may disband subcommittees by consensus decision. The AFH Training Committee shall consist of the following members:

1. A minimum of five (5), and up to ten (10) with mutual agreement, representatives from ODHS/OHA Central and field offices, who bring specific program knowledge and expertise related to the services provided by Foster Care Providers covered under this Collective Bargaining Agreement (CBA).
2. A minimum of five (5), and up to ten (10) with mutual agreement, representatives from SEIU/AFH.
3. Two (2) representatives from other community-based care Provider groups, e.g. ALF's, RCF's, group homes, homecare, residential treatment facilities, or private pay adult foster homes, not already represented by SEIU/AFH.

B. Based on a shared understanding that quality training enhances skills and improves services provided to residents, the Committee shall have the following broad training goals:

1. Continue to improve and streamline the process for approval of AFH training and/or continuing education unit requirements, including identifying categories of qualified community partners pre- approved to provide training.



2. Continue to explore opportunities to work with agencies and community partners to provide more comprehensive training and alternative methods to deliver training to AFH Providers.
3. Continue to explore methods to make training opportunities to AFH Providers more accessible, such as on-line course study, CD/video/audio curriculum and in-classroom settings.
4. Communicate approved training opportunities through multiple methods, including an identified ODHS/OHA website.
5. Continue to invite other appropriate partners, as necessary or as requested by the committee members, to attend the meeting(s) to provide their expertise on training-related topics/issues.
6. Explore free and low-cost on-line training options that meet mandated annual continuing education (training) requirements. Within twelve (12) months of implementation of this Agreement the Committee shall work to achieve the following goals and outcomes:
  - a) Maintain the minimum number of required hours/courses available for free on-line (twelve (12) hours for APD, DD and twelve (12) hours for OHA (including the eight (8) required areas). Some courses may meet the requirements for all three (3) program areas.
  - b) Evaluate the options for converting current non-digital training to an on-line format. The Agency will convert the current Agency self-study modules to an on-line format within this twelve (12) month period. The Agency will review and update the self-study content as needed during this process.
  - c) Discuss appropriate disclaimers to post on the ODHS/OHA website to ensure Providers understand that repeat classes may not meet requirements and that the posted 'approved' classes meet the minimum requirements only and may not reflect Agency endorsement.
  - d) Discuss and make recommendations regarding the frequency in which certain courses may be repeated.
  - e) Develop a plan to keep at least the minimum amount (as referenced in 6(a) above) of free on-line training opportunities posted on the ODHS/OHA website.
  - f) Will consider developing online or self-study training related to the most

common licensing deficiencies.

- C. The results of the committee's work, including recommendations, shall be sent to the Oregon Department of Human Services (ODHS) Administrators and Oregon Health Authority Administrators (OHA). If ODHS or OHA decides to implement any portion of the committee's recommendations, it will strive to give prior notice to the committee members.
- D. ODHS/OHA, in coordination with the Training Committee, shall complete the following:
  - 1. Develop criteria and implement a form for Providers to record training that does not need prior approval;
  - 2. ODHS/OHA will keep the Training Committee informed on its progress to implement the Training program.
- E. ODHS/OHA and SEIU Local 503 may jointly participate in developing grant opportunities, including any funds available through federal programs.

**Appendix D***2019/2020 Core Competency Requirements for SCs/PAs*

<b>Module</b>	<b>Competency Statement &amp; Learning Objectives</b>	<b>Instructional &amp; Assessment Expectation(s)</b>
<b>101: Introduction to Tier 1</b>	Begin Tier 1 by launching this online module. It will introduce you to the core competencies expectations. When you finish all of the online and local requirements for Tier 1, return to this module to acknowledge that you have completed all of the training requirements of Tier 1.	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>
<b>102: What It Means to Provide Good Case Management (Part 1)</b> <b>103: What It Means to Provide Good Case Management (Part 2)</b>	Introduction to the role of case management. Understand: <ul style="list-style-type: none"> <li>• The basics of effective communication skills including active listening and conveying accurate information in a manner that can be understood by the person receiving services, families, and others;</li> <li>• Basic professionalism and courtesy. This includes timeliness, respectful communication, returning phone calls and emails in a timely manner, and providing good customer service;</li> <li>• How to maintain an impartial point of view when giving options, explaining services, etc. This includes having an awareness of when your own personal values may be influencing your capacity to act impartially;</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Training on your organization's expectations; policies, and procedures; personal safety on the job.</li> <li>• Reading: Tip sheet on stress and burnout</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<ul style="list-style-type: none"><li>• Case management provides information and referral.</li><li>• Develop an awareness of available resources (including services offered by the local CDDP and/or brokerage(s)) and be able to connect people to resources as needed. This may also include awareness of local organization database or other information and referral tools, awareness of other service agencies including DSO, SSA, VR, schools, etc., and awareness of ODHS Staff Tools website;</li><li>• Case management requires long-term vision combined with the ability to focus on immediate needs of the person;</li><li>• The concept of “nothing about me without me” and the importance of including the person in planning;</li><li>• Basic team facilitation skills, including problem solving, action planning, and leading a meeting;</li><li>• Basic conflict resolution;</li><li>• The importance of time management and prioritization within your job;</li><li>• Case management must maintain professional boundaries;</li><li>• Organization’s policies regarding accepting</li></ul>	

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	gifts, relationships, and use of social media; <ul style="list-style-type: none"> <li>• Organization's policies addressing your personal safety while on the job;</li> <li>• Role within the scope of your organization's policies addressing your personal safety while on the job;</li> <li>• Role within the scope of your organization's when confronted with illegal activity.</li> </ul>	
<b>104. Rights, Complaints, and Being a Proponent</b>	Rights: <ul style="list-style-type: none"> <li>• Understand that basic civil and human rights are extended equally to persons served within the Oregon I/DD system.</li> <li>• Understand that the people you support have the same civil and human rights as all citizens unless restricted through court action (such as guardianship)</li> <li>• Be aware that other circumstances may limit an person's rights such as ISP team decisions, civil court commitment, parole or probation, and Psychiatric Security Review Board (PSRB) decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Reading: Oregon Administrative Rules related to Individual Rights, Complaints, Notification of Planned Action, and Contested Case Hearings for Developmental Disability Services</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Rights:</p> <ul style="list-style-type: none"><li>• Able to identify rights possessed by persons in service beyond basic human and civil rights, including but not limited to, the choice of residence and place of employment, freedom of movement, and freedom of communication and association.</li><li>• Understand and be able to explain rights people have, including the ability to choose/change case management, choose where to live, where to work, refuse services, refuse medications or treatments, choose health care and other professional service providers, confidentiality of personal information, and private communication (including personal mail and access to a telephone).</li><li>• Understand and be able to explain that utilizing publicly funded services includes cooperating with certain monitoring requirements.</li><li>• Understand the case management role in informing of rights and obtaining required documentation.</li></ul>	<ul style="list-style-type: none"><li>• Online course only</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Complaints and Being a Proponent:</p> <ul style="list-style-type: none"> <li>• Understand the resources a person has when rights are violated, services are denied, or when a person is dissatisfied with the quality of services. This includes the policies and processes for complaints and appeals.</li> <li>• Understand and be able to explain the complaints and appeals processes of the Oregon I/DD system.</li> <li>• Awareness that provider organizations have their own complaint policies in place.</li> <li>• Understand the case management role to assist the person in addressing an issue as needed.</li> <li>• Understand and be able to explain the complaints and appeals processes of your organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Training on your organization's complaint policies.</li> <li>• Oral demonstration: Demonstrate understanding of your organization's complaint policies.</li> </ul>
<b>105. Person Centered Language</b>	<ul style="list-style-type: none"> <li>• Understand and use person centered language in all interactions.</li> <li>• Understand how to speak of the person first, then the disability only when necessary.</li> <li>• Understand how to emphasize abilities, not limitations.</li> <li>• Understand that defining a person by his/her disability can contribute toward incorrect perceptions and create additional barriers to overcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>106. Case Management and Provider Qualification</b>	<p>Case Management Qualifications; understand:</p> <ul style="list-style-type: none"> <li>• Need to meet the qualification requirements for providing case management services, including acquiring necessary training as needed.</li> <li>• Qualification requirements for providing case management services.</li> <li>• Initial and ongoing training requirements for case management per Oregon Administrative Rule (OAR).</li> <li>• Initial and ongoing training requirements for case management per your organization's policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Learn your organization's expectations for initial and ongoing training.</li> <li>• Reading: Oregon Administrative Rules: Community Developmental Disability Programs; Support Services For Adults With Intellectual Or Developmental Disabilities</li> </ul>
	<p>Qualified Providers:</p> <ul style="list-style-type: none"> <li>• Be able to explain the types of service providers in OR and understand the qualifications required of each.</li> <li>• Understand and be able to explain various types of providers of service, including in-home services, employment and residential provider organizations, foster homes, personal support workers, independent contractors, general business providers, and others.</li> <li>• Understand that there are rules that govern providers of service.</li> <li>• Know where to locate the most current OARs</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Reading: ODHS Criminal Records and Abuse Check Rules</li> </ul>



Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	and rule interpretation guidelines.	
<b>107: Introduction to Person Centered Practices</b>	<ul style="list-style-type: none"> <li>• Understand the principles of person centered practices and how they are used by case management.</li> <li>• Understand the importance of using person centered practices to gather meaningful information about a person's needs, preferences, and goals.</li> <li>• Have a basic awareness of person centered thinking skills, including understanding the importance of digging deeper to learn more meaningful details about the person's preferences and support needs, problem solving, learning about relationships in the person's life, and ways of recording learning.</li> <li>• Have a basic awareness of person centered planning and how it can be used to identify what's happening in a person's life, the person's goals and dreams, as well as make long and short-term plans for the future. This may include exposure to processes such as Essential Lifestyle Planning (ELP), Discovery processes used in career development, PATH/MAPs, etc.</li> <li>• Understand the concept of identifying what is important to (dreams and personal preferences)</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Reading: Handout of various available person centered planning approaches</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>and what is important for (health and safety needs) a person and the value of striving toward a balance between them.</p> <ul style="list-style-type: none"><li>• Know how to gather detailed information from various perspectives including the person, guardian, family, paid providers, and others that the person identifies.</li><li>• Understand tools that can help gather detailed information and record various perspectives.</li><li>• Able to recognize and look past barriers or constraints when listening to what is important to the person.</li><li>• Understand that services and supports are flexible and responsive to a person's identified needs and preferences.</li></ul>	

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>108: Seeking the Person's Perspective</b>	<ul style="list-style-type: none"> <li>• Understand case management's role to ensure the person's perspective is sought and know that it is critical in planning.</li> <li>• Learn how to identify needs, strengths, and interests using open ended questions.</li> <li>• Recognize dignity of the person and family first and foremost.</li> <li>• Recognize situations where it may be necessary to ask questions in different ways to get more information, even after someone has indicated a reluctance to share information.</li> <li>• Understand that case management is a "proponent:" one who does not serve as an advocate for the person, but rather as one who ensures the person's perspective is sought and used to direct planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>
<b>109: Conflict of Interest</b>	<ul style="list-style-type: none"> <li>• Able to recognize conflict of interest, explain it to others, and take action when necessary.</li> <li>• Understand the definition of conflict of interest provided by ODDS.</li> <li>• Able to explain the definition and examples of conflict of interest to others.</li> <li>• Understand the case management role in addressing conflict of interest with the ISP team when it is present.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>110: Reporting Serious Incidents</b>	<ul style="list-style-type: none"><li>• Understand case management's role in completing or reviewing documentation for serious events, including incident reports, death notifications, and CAM reporting.</li><li>• Able to identify serious incidents that trigger the need to complete additional documentation and follow-up.</li><li>• Able to locate and complete the required documentation for identified serious incidents within expected timelines.</li></ul>	<ul style="list-style-type: none"><li>• Online course</li><li>• Local training: Learn how to complete required forms.</li><li>• Physical demonstration: Demonstrate ability to successfully complete required forms.</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>111: Oregon ISP Process (Part 1): Planning Overview and Natural Supports</b>	<ul style="list-style-type: none"><li>• Purpose of the ISP: Understand the purpose of the Individual Support Planning (ISP) process.</li><li>• Understand the purpose and importance of planning and how it relates to the person directing his/her own life.</li><li>• Understand that the ISP is crafted following a person centered process. Information is gathered about what is important to the person (preferences and goals) and what is important for the person (support needs) and that information is used to drive all services that are provided under the plan.</li><li>• Understand the importance of keeping the plan current throughout the year by making changes as directed by the person or the ISP team</li><li>• Understand a person's rights when it comes to his/her ISP, as well as the case management's role in ensuring a person has been informed of those rights in a way that can be understood.</li></ul>	<ul style="list-style-type: none"><li>• Online course only</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Role of Identified ADL/IADL Needs in Planning:</p> <ul style="list-style-type: none"><li>• Understand how Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) support needs are identified and how this directly informs planning.</li><li>• Understand what ADL and IADL support needs are and how they are identified.</li><li>• Understand how the person's preference, or what is important to the person, informs how ADL and IADL support needs are addressed.</li><li>• Understand the case management role of addressing support needs and incorporating them into the ISP.</li><li>• Understand the importance of considering ADL and IADL support needs necessary for the person to accomplish goals that are important to him/her.</li></ul>	<ul style="list-style-type: none"><li>• Online course only</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Natural Supports:</p> <ul style="list-style-type: none"><li>• Understand the definition and importance of natural supports, how they are considered when planning, and the role case management can play in promoting development of natural supports.</li><li>• Understand that "Natural Supports" or "Natural Support System" is defined as the resources available to a person from the person's relatives, friends, significant others, neighbors, roommates, and the community. Services provided by natural supports are resources that are not paid for by the Department.</li><li>• Understand the importance of natural supports and their role in improving the quality of a person's life.</li><li>• Understand the importance of identifying and strengthening natural supports that are available to a person.</li><li>• Understand tools and resources that can help expand a person's available natural supports (e.g. Relationship map).</li></ul>	<ul style="list-style-type: none"><li>• Online course only</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>112: Oregon ISP Process (Part 2): ISP Team, Values, and Self Determination</b>	<p>ISP Team:</p> <ul style="list-style-type: none"> <li>• Understand the definition of an ISP team and the role the team plays in planning with the person and delivery of services.</li> <li>• Understand the role that each member of the team plays within the ISP team.</li> <li>• Understand the makeup of the ISP team according to Oregon Administrative Rule (OAR).</li> <li>• Understand the role of the person receiving services and other members within the ISP team.</li> <li>• Understand the role of case management on the team, including as team facilitator and the authorizing authority for funded services.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Reading: Oregon Administrative Rules related to Individual Support Planning</li> </ul>
	<p>ISP Values &amp; Self Determination:</p> <ul style="list-style-type: none"> <li>• Understand the values that drive the Individual Support Planning (ISP) process.</li> <li>• Understand the concept of self-determination and be able to facilitate the ISP process to ensure the person is the leader of his/her plan. Demonstrate ability to identify and support a person's choice preferences.</li> <li>• Understand the concept of self-direction and how it relates to the person exercising self-determination in terms of directing his/her own</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>



Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>services.</p> <ul style="list-style-type: none"><li>• Understand the importance of supporting people to be productive through engaging in income-producing work or contributing to their household and community. Recognize how the Employment First policy influences planning.</li><li>• Understand the importance of supporting people to be as independent as possible, considering cultural and family dynamics, the person's preferences, goals, strengths, and needs.</li><li>• Understand the importance of supporting people to be actively involved members in their communities, while having access to the same services and resources as people without disabilities.</li><li>• Understand the importance of active engagement to the community as a whole and the role of case management. Consider the benefits of active engagement, combating loneliness, developing a strong social network, and recognizing the person's own definition of active involvement.</li></ul>	

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>113: Choice Advising</b>	<ul style="list-style-type: none"><li>• Understand the case management role in choice advising.</li><li>• Understand the definition and importance of choice advising, including deciding who provides case management services.</li><li>• Understand the importance of providing information about the array of options available to a person in a manner that is impartial, and as such that the person will not be compelled to elect services offered through any particular agency.</li><li>• Understand case management's role in informing a person (and guardian/designated representative, if applicable) of available services, including but not limited to in-home supports, comprehensive service settings, family support, employment/pre-vocational supports, waiver supports, and state plan services.</li><li>• Understand and able to fulfill case management's role in informing a person (and guardian/designated representative, if applicable) of the risks and appropriateness of service options chosen.</li><li>• Understand and able to fulfill case management's role in choice advising for</li></ul>	<ul style="list-style-type: none"><li>• Online course</li><li>• Reading: ODHS Policy Transmittals related to Choice Advising</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	transition-age adolescents and families, including but not limited to employment options, rights and risks associated with decision making as an adult, state plan services, as well as guardianship/alternative, service setting, and case management options.	
<b>114: CMS and Stewardship of Public Funds</b>	<p>CMS Funds:</p> <ul style="list-style-type: none"> <li>• Have a basic understanding of the system of delivering services funded by the Centers for Medicare &amp; Medicaid Services (CMS).</li> <li>• Understand that Oregon Health Authority (OHA) is the designated Medicaid authority in Oregon and oversees waiver and state plan operations.</li> <li>• Understand ODDS' responsibility in assuring compliance to waiver and state plan operations.</li> <li>• Understand case management responsibility in delivery and oversight of waiver and state plan services.</li> <li>• Understand the purpose of the K Plan.</li> <li>• Understand the purpose of the Home and Community Based waivers.</li> <li>• Understand and be able to explain to people and family members the basic concepts of funding of I/DD services in Oregon.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Stewardship:</p> <ul style="list-style-type: none"><li>• Understand resourceful stewardship of public funds, and how case management must ultimately answer to the taxpayer.</li><li>• Understand the case management role in promoting resourceful stewardship of public funds.</li><li>• Awareness of other public funded agencies, community organizations, family networks, and other generic programs that offer services to people with I/DD.</li><li>• Understand the importance of strengthening a person's natural networks to reduce reliance on waiver or state plan funded services.</li><li>• Understand that services cannot be paid for with waiver, K Plan or state plan funds when a different department or agency has responsibility to provide it. Waiver and state plan funds are the "last dollar" used.</li><li>• Able to explain that being eligible for case management services does not automatically make someone eligible for other I/DD services.</li><li>• Able to identify specific services which may be purchased with waiver or state plan funds when other agencies also have an involvement in providing services.</li></ul>	<ul style="list-style-type: none"><li>• Online course only</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>115: Values and History</b>	ODHS Core Values: <ul style="list-style-type: none"> <li>• Be familiar with the Core Values of ODHS.</li> <li>• Know the ODHS Core Values of Integrity, Stewardship, Responsibility, Respect and Professionalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Reading: ODHS Core Values</li> </ul>
	Values & History, understand: <ul style="list-style-type: none"> <li>• Other values within the Oregon I/DD system.</li> <li>• State and federal regulations/programs for people with I/DD are based upon universal human rights and constitutional liberties granted to all.</li> <li>• Principles of Self-Determination and the importance of seeking the person's choice in guiding the planning process.</li> <li>• Least restrictive environment is preferred for both children and adults.</li> <li>• Systems exists to support people with behavior challenges (Oregon Intervention System (OIS) and Positive Behavior Intervention and Support) which values positive approaches and prohibits punitive actions in behavioral strategies.</li> <li>• Awareness of historic lawsuits and settlement agreements that have impacted services in Oregon, including the Staley agreement.</li> <li>• Awareness of the historical use and closure of</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	institutions in Oregon.	
<b>116: Confidentiality</b>	<p>Confidentiality:</p> <ul style="list-style-type: none"><li>• Understand the case management responsibility to follow confidentiality standards and be able to cite specific examples of situations that are deemed confidentiality violations.</li><li>• Demonstrate ability to prevent breaches in confidentiality.</li><li>• Understand case management's role in maintaining strict confidentiality standards and complying with HIPAA requirements.</li><li>• Demonstrate understanding confidentiality expectations through completing a scenario-based assessment.</li><li>• Understand your organization's policies and participate in training on confidentiality and HIPAA.</li></ul>	<ul style="list-style-type: none"><li>• Online course</li><li>• Local training: Learn your organization's confidentiality expectations; training on confidentiality offered by ODDS to foster providers.</li><li>• Reading: Oregon Administrative Rules related to Confidentiality; ODHS Privacy Practices</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>117: Qualifying Encounters and Professional Documentation</b>	<p>Qualifying Encounters:</p> <ul style="list-style-type: none"><li>• Understand requirements for documented, qualifying encounters for people receiving state plan or waiver services.</li><li>• Understand case management's role in delivering and documenting required qualifying encounters.</li><li>• Understand what is meant by "qualifying encounters."</li><li>• Understand the minimum contact requirements (qualifying encounters) for case management, in terms of content and timeliness.</li><li>• Know that some contacts occur that are not considered qualifying encounters.</li><li>• Understand the requirements for documenting qualifying encounters.</li><li>• Be able to complete qualifying encounters accurately.</li></ul>	<ul style="list-style-type: none"><li>• Online course</li><li>• Local training: Guidance on completing qualifying encounters.</li><li>• Physical demonstration: Demonstrate ability to complete qualifying encounters accurately.</li><li>• Reading: ODDS Technical Guide</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Professional Documentation:</p> <ul style="list-style-type: none"> <li>• Be able to use basic professional writing skills in all documentation.</li> <li>• Understand professional documentation principles including accuracy, objectivity, brevity, and clarity.</li> <li>• Demonstrate use of person-centered language when writing and ensure the person's voice is represented accurately and clearly.</li> <li>• Be able to effectively complete required written documentation per your organization's documentation practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Organization's documentation practices.</li> <li>• Physical demonstration: Demonstrate ability to effectively complete required written documentation.</li> </ul>
	<p>Record Keeping Systems:</p> <ul style="list-style-type: none"> <li>• Know the specific forms and/or electronic record-keeping systems that are necessary to complete required documentation.</li> <li>• Be familiar with the ODHS forms website.</li> <li>• Receive training and demonstrate competency in completing documentation according to your organization's policies and/or procedures.</li> <li>• Know the key forms required for use by case management at your organization and how to locate guidance for completing and submitting them. Specific forms include 0337, Level of Care, and others needed for your specific job responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Training on completing required forms; organization's policies and/or procedures around documentation.</li> <li>• Physical demonstration: Demonstrate ability to complete required forms and documentation.</li> </ul>



Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>118: Oregon's Employment First Policy</b>	<ul style="list-style-type: none"><li>• Understand the case management role in carrying out Oregon's Employment First policy.</li><li>• Understand Oregon's Employment First policy, including the Executive Order and Employment First team at ODHS, and that your role is to promote Employment First.</li><li>• Understand the case management role in completing the Career Development Plan within the ISP.</li><li>• Awareness of the Discovery process for someone on a path to employment.</li><li>• Awareness that conversations about planning toward employment begin in childhood.</li><li>• Awareness of other employment-related agencies (including VR) and the case management role in coordinating with them.</li></ul>	<ul style="list-style-type: none"><li>• Online course</li><li>• Reading: Oregon's Employment First Policy</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>119: Eligibility</b>	<ul style="list-style-type: none"> <li>• Understand basic eligibility standards for services funded through the Office of Developmental Disability Services (ODDS).</li> <li>• Understand the relationship between eligibility determination and Level of Care.</li> <li>• Understand what case management needs to know about how someone is determined eligible.</li> <li>• Understand case management's role when someone is determined ineligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Understand your organization's process for determining eligibility (including working with a local eligibility specialist, if applicable).</li> <li>• Oral demonstration: Able to successfully identify how eligibility is determined</li> </ul>
<b>120: Record Keeping</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Understand case management's role in adhering to the organization's record keeping requirements.</li> <li>• Understand the organization's record keeping requirements and know what you are expected to do to implement them.</li> </ul>	<ul style="list-style-type: none"> <li>• Local training: Learn your organization's expectations for record keeping.</li> <li>• Physical demonstration: Demonstrate understanding of your organization's record keeping requirements.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>121: Emergency Response</b>  <i>Local only</i>	<ul style="list-style-type: none"><li>• Understand your organization's plans in place to mitigate risk and be able to respond as required in case of emergency.</li><li>• Awareness of types of natural disasters that may occur in your area and how to connect people with appropriate resources to help them in an emergency.</li><li>• Understand your personal responsibility within your organization is if a disaster occurs, including understanding emergency procedures, where to report, and who to call.</li><li>• Awareness of OARs regarding emergency preparedness per service element.</li><li>• Awareness of specific emergency plans for service providers in your area.</li><li>• Awareness of emergency procedures and/or preparedness plans for each person served. Be able to ask "do you have a plan?" or "do you want a plan?" when needed.</li></ul>	<ul style="list-style-type: none"><li>• Local training: Awareness of your organization's disaster and emergency preparedness plans and your role.</li><li>• Oral demonstration: Demonstrate understanding of your organization's plans.</li><li>• Reading: Oregon Administrative Rules regarding emergency preparedness</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>122: Abuse Reporting</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and ability to follow the mandatory abuse reporting process.</li> <li>• Understand the case management role in providing protective services and assisting with abuse investigations as directed by ODDS.</li> <li>• Able to identify examples of abuse, neglect, and exploitation.</li> <li>• Able to explain the mandatory reporting requirements and process for reporting.</li> <li>• Complete required training for case Management produced by the Office of Adult Abuse Prevention and Investigation (OAAPI).</li> </ul>	<ul style="list-style-type: none"> <li>• Local training: Complete training module and quiz published by OAAPI or follow your organization's expectations.</li> <li>• Reading: Oregon Administrative Rules regarding abuse reporting</li> </ul>
<b>123: Level of Care</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Understand Level of Care (LOC), why it is completed, and the case management responsibilities related to it.</li> <li>• Able to describe significance of Level of Care (LOC), the relationship of LOC to accessing services, and its link to plan development.</li> <li>• Understand expectations for who is responsible to complete LOC and when.</li> <li>• Understand expectations to review LOC and responsibilities for assuring that a person's LOC remains accurate and current.</li> </ul>	<ul style="list-style-type: none"> <li>• Other training provided by ODHS/ODDS</li> <li>• Local training: Local procedures for requesting or conducting an ONA to meet annual LOC requirements</li> <li>• Physical demonstration: Able to successfully complete the Level of Care.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>124: Needs Assessment</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Able to objectively complete a Needs Assessment.</li> <li>• Understand that remaining objective is essential while completing an assessment that is specific to the eligible person's support needs.</li> <li>• Able to complete a needs assessment that is specific to the person's support needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Other training provided by ODHS/ODDS</li> <li>• Physical demonstration: Able to successfully complete a Needs Assessment.</li> </ul>
<b>125: Basic High Risk Issues</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Awareness of basic serious, high-risk issues that are commonly encountered in this field.</li> <li>• Awareness of the "fatal four" risks, including aspiration/choking, dehydration, constipation, and seizures.</li> </ul>	<ul style="list-style-type: none"> <li>• Other training provided by ODHS/ODDS</li> </ul>
<b>201: Introduction to Tier 2</b>	<p>Begin Tier 2 by launching this online module. When you finish all of the online and local requirements for Tier 2, return to this module to acknowledge that you have completed all of the training requirements of Tier 2.</p>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>
<b>202: Individual Support Planning: Services, Desired Outcomes, Risks, and Ancillary Supports</b>	<p>Services:</p> <ul style="list-style-type: none"> <li>• Understand that a plan must include the types of services to be furnished, the amount, frequency and duration of each service, and the type of provider to furnish each service.</li> <li>• Understand that the plan must itemize specific services to be delivered, including frequency, timelines and the chosen provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Training on completing an ISP.</li> <li>• Physical demonstration: Demonstrate ability to complete an ISP.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<ul style="list-style-type: none"> <li>• Understand that the plan must identify the funding source for all supports provided, including Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) supports.</li> <li>• Understand Oregon's ISP process.</li> <li>• A person's ISP must be revised at least annually. It is case management's role to ensure that planning happens in accordance with required timelines.</li> <li>• Understand how Level of Care and the needs assessment lead to the ISP.</li> <li>• Understand the case management role in ensuring that the ISP meets any requirements defined by the funding source(s). Example: K plan services provided must meet requirements as approved by CMS for Oregon's 1915 (k) plan.</li> <li>• Be able to complete an ISP according to the requirements of Oregon's ISP process.</li> </ul>	
	<p>Desired Outcomes:</p> <ul style="list-style-type: none"> <li>• Understand and be able to fulfill the case management role in facilitating the development of meaningful and measurable outcomes within a person's Individual Support Plan (ISP).</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Physical demonstration: Demonstrate ability to complete action plans with meaningful, measurable outcomes.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<ul style="list-style-type: none"> <li>• Able to facilitate conversations that result in meaningful outcomes driven by the balance between what is important to and for a person.</li> <li>• Able to identify what is important to and for the person regarding independence, dignity and well-being so that plans can focus on the person getting the life he/she chooses.</li> <li>• Recognize the importance of thinking about long-term goals as well as short-term planning needs.</li> <li>• Understand the importance of including a plan for evaluating progress toward accomplishing the identified meaningful and measurable outcomes.</li> <li>• Awareness of person centered tools that can help identify goals, dreams, or things to work on (e.g. PATHs, MAPs, relationship maps, etc.).</li> <li>• Able to use information gathered while planning with the ISP team to write meaningful, measurable outcomes into the ISP.</li> </ul>	
	<p>Risks:</p> <ul style="list-style-type: none"> <li>• Understand the case management role of identifying risks and following through to ensure that appropriate supports are offered.</li> <li>• Understand the risk assessment tool used in</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Physical demonstration: Able to complete ISP showing identification of risks and plans in place to address the risk.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Oregon's ISP and the case management role in completing it.</p> <ul style="list-style-type: none"><li>• Understand the importance of having a plan and a back- up plan to address identified risks present in the person's life.</li><li>• Be familiar with various types of support documents, including protocols, safety plans, behavior support plans, staff interaction guidelines, procedures, and more.</li><li>• Understand the person's right to direct how risks are addressed. Ensure the person and families are offered information about risks and choices in an accessible and meaningful way.</li><li>• Understand case management's requirement to meet reporting standards: identified individual risk and safety considerations are addressed taking into account the person's informed and expressed choices.</li><li>• Know when to ask for help from your supervisor or from ODDS.Be able to complete the ISP showing identification of risks and plans in place to address risks.</li></ul>	



Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Ancillary Supports:</p> <ul style="list-style-type: none"> <li>• Able to connect people to various ancillary supports that may be useful when planning and include in the ISP when necessary.</li> <li>• Awareness of common mental health issues and basic understanding of indicators that further evaluation may be needed.</li> <li>• Awareness of various identified ancillary services (below) and when they may be beneficial to people.</li> <li>• Able to connect people to ancillary services as needed. <ul style="list-style-type: none"> <li>○ Speech pathology, OT/PT, nursing services</li> <li>○ Mental Health support services such as counseling, psychiatric services, substance abuse treatment and prevention, trauma-informed services</li> <li>○ Positive Behavior Intervention and Supports and the role of a behavior specialist or behavior consultant· ODDS'</li> <li>○ Assistive Technology Discussion Tool and resource guide</li> </ul> </li> <li>• Be able to discuss scenarios when ancillary supports may be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Oral demonstration: Discussion with colleague about scenarios when ancillary supports may be effective.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>203: Guardianships and Informed Consent</b>	<p>Guardianships:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the key differences between various types of legal guardianships and their specific scopes of authority over a person's choice.</li> <li>• Have a basic understanding of guardianship proceedings and how a guardianship is assigned.</li> <li>• Understand the legal definition of "incapacitated person." ORS 125.060 through ORS 125.080.</li> <li>• Have a basic understanding of the key differences between various types of legal guardianships, their scopes and limitations of authority over a person's choice.</li> <li>• Have an awareness of what a health care representative is, when it can be helpful, how one can be appointed, and how to connect with the required training provided by ODHS.</li> <li>• Have an awareness of what a representative payee is, when it can be helpful and how one can be appointed (Link to SSA).</li> <li>• Understand that conflicts sometimes arise between what the person wants and what the guardian directs. When this happens, it may be helpful to discuss the issue with your</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Reading: Guardianship handbook from Disability Rights Oregon.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	supervisor for guidance.	
	<p>Informed Consent:</p> <ul style="list-style-type: none"><li>• Understand what informed consent means and case management's role in obtaining it.</li><li>• Understand the definition of informed consent as it pertains to ODDS.</li><li>• Understand case management's role in obtaining and documenting informed consent from the person around matters of choosing services, planning, and other situations where informed consent is required.</li><li>• Understand options available if a person is determined unable to give informed consent.</li><li>• Able to help assess whether a person's ability to give informed consent needs to be adjudicated.</li></ul>	<ul style="list-style-type: none"><li>• Online course</li><li>• Oral demonstration: Demonstrate ability to help assess whether a person's ability to give informed consent needs to be adjudicated.</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>204: Balancing Risks and Choice</b>	<ul style="list-style-type: none"> <li>• Understand the importance of respecting a person's choice and offering alternatives to risky behavior.</li> <li>• Have a basic understanding of person centered approaches to risk (article provided).</li> <li>• Understand the importance of having a plan in place for checking in when a person is engaging in risky behavior.</li> <li>• Be able to explain options and offer to connect the person with alternatives to risky behavior.</li> <li>• Awareness of other agencies that offer services that the person may choose to access. Understand your core responsibilities in addressing risk and where case management may exercise judgment or creativity in providing options or recommending action.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Conversation with supervisor about responsibilities to address risk.</li> <li>• Reading: Thinking about Risk by Michael Smull</li> </ul>
<b>205: Monitoring, Follow up, and Ensuring Honesty</b>	<p>Monitoring:</p> <ul style="list-style-type: none"> <li>• Understand the case management responsibilities associated with monitoring, including routine monitoring tasks, frequency, documentation requirements, triggers for increased monitoring, and the importance of following up when action is necessary.</li> <li>• Understand the purpose of monitoring and the required tasks associated with it, including monitoring progress toward outcomes of ISPs</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Local conversation about expectations when monitoring.</li> <li>• Physical demonstration: Participate in monitoring visits with supervisor or colleague and receive feedback.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>and services being delivered.</p> <ul style="list-style-type: none"><li>• Understand the required minimum monitoring frequencies.</li><li>• Understand concept of “closing the loop” and the importance of following up to seek improvement and resolution of identified issues.</li><li>• Understand tools that can be used to assist with monitoring.</li><li>• Demonstrate ability to identify, communicate, document, and follow-up on issues found during monitoring.</li><li>• Understand the responsibilities for monitoring of individual finances.</li><li>• Understand expectations when monitoring and able to demonstrate monitoring with supervisor or colleague.</li></ul>	

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Following Up with Providers:</p> <ul style="list-style-type: none"><li>• Understand case management responsibilities when providers are not meeting expectations.</li><li>• Understand the role of case management as it relates to licensing and regulatory oversight of providers.</li><li>• Understand the role of case management in following up on provider licensing citations when required.</li><li>• Be familiar with situations when observations must be reported to the Office of Licensing and Regulatory Oversight.</li><li>• Understand the case management role in seeking improvement and resolution of identified areas of concern.</li><li>• Be able to demonstrate understanding of how to respond when providers are not meeting expectations.</li></ul>	<ul style="list-style-type: none"><li>• Online course</li><li>• Local training: Conversation with supervisor about situations where supervisor wishes to be notified.</li><li>• Oral demonstration: Demonstrate understanding of how to respond when providers are not meeting expectations.</li></ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Ensuring Honesty and Integrity:</p> <ul style="list-style-type: none"> <li>• Understand the responsibilities inherent in ensuring honesty and integrity from assessment through planning and delivery of services.</li> <li>• Understand what constitutes Medicaid fraud.</li> <li>• Understand the importance of honesty and integrity in all case management tasks.</li> <li>• Understand the case management role when fraud or unethical behavior is suspected or observed.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>
206: Transitions	<ul style="list-style-type: none"> <li>• Understand case management's role in facilitating various types of transitions.</li> <li>• Understand the case management role in ensuring continuity of care when facilitating transitions.               <ul style="list-style-type: none"> <li>○ Transition point: Starting school. Specific issues to be aware of, typical timelines, etc.</li> <li>○ Transition point: Preparing for future employment. Know that planning toward employment begins in childhood. Additional planning continues around age14. Discovery processes and gathering information about the person's abilities and choices.</li> <li>○ Transition point: Leaving school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Training on your organization's transition checklist or procedures, if applicable.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	<p>Specific issues to be aware of, typical timelines, etc. Diploma, alternative diplomas or certificates, etc.</p> <p>Transitioning to work or life after school. Using information gathered through a discovery process to find a job.</p> <ul style="list-style-type: none"> <li>○ Transition point: Changing providers. Specific issues to be aware of, typical timelines, etc.</li> <li>○ Transition point: Moving between CDDP and Brokerage services. Specific issues to be aware of, typical timelines, etc.</li> <li>○ Transition point: Changing counties. Specific issues to be aware of, typical timelines, referral process, transition checklist, etc.</li> <li>○ Transition point: Retirement, leaving work. Specific issues to be aware of, typical timelines, how to plan, etc.</li> <li>● Understand your organization's transition checklist or procedures, if applicable.</li> </ul>	



Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>207: Cultural Sensitivity</b>	<ul style="list-style-type: none"> <li>• Understand basic cultural sensitivity as it applies to the role of case management.</li> <li>• Awareness that case management will interact with a diverse population.</li> <li>• Know what training your organization provides in cultural competency and complete this.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training: Your organization's cultural competency training.</li> <li>• Oral demonstration: Conversation with supervisor or colleague about specific cultural considerations at your organization.</li> </ul>
<b>208: eXPRS Plan of Care</b> <i>Local only</i>	<ul style="list-style-type: none"> <li>• Knowledge of the case management role in eXPRS Plan of Care.</li> <li>• Understand the case management role in eXPRS Plan of Care.</li> <li>• Understand your organization's procedure for inputting information into eXPRS Plan of Care.</li> </ul>	<ul style="list-style-type: none"> <li>• Local training: Learn your organization's procedure for inputting information to eXPRS Plan of Care. Learn ODDS expectations for information inputted to eXPRS Plan of Care.</li> <li>• Physical demonstration: Demonstrate understanding of procedures for inputting information into eXPRS Plan of Care.</li> </ul>
<b>TIER 1</b>		
<b>DSP 101: Introduction to Core Competencies</b>	Launch of the Online training module. Introduction to the online core competency training structure and timelines for completion of training tiers.	<ul style="list-style-type: none"> <li>• Online course.</li> <li>• Participants will return to the DSP 101 module to verify completion of Tier 1 trainings.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 102: Rights: Mandatory Abuse Reporting</b>  <i>Local training or OTIS online course- ODHS/OHA – OTIS- Mandatory Abuse Reporting</i>	Complete mandatory abuse training prior to providing any direct support supervision. <ul style="list-style-type: none"> <li>• Understand role as a mandatory abuse reporter.</li> <li>• Following course completion, staff will be able to:               <ul style="list-style-type: none"> <li>○ Explain mandated reporting requirements</li> <li>○ State examples of abuse, neglect, and exploitation</li> <li>○ Describe ways to protect a person's rights</li> <li>○ Described actions to take when someone's rights are being violated.</li> </ul> </li> </ul>	<a href="https://ilearn.oregon.gov/ContentDetails.aspx?id=9266429E68904701BEDC2C150C499844">Online module https://ilearn.oregon.gov/ContentDetails.aspx?id=9266429E68904701BEDC2C150C499844</a>
<b>DSP 103: Basic Civil and Human Rights</b>	This course covers: <ul style="list-style-type: none"> <li>• Basic rights</li> <li>• The rights of individuals with I/DD</li> <li>• Circumstances which may limit a person's rights</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 104: Confidentiality Standards</b>	Direct Support Professionals' (DSP) responsibility to follow confidentiality standards. <ul style="list-style-type: none"> <li>Type of information that must be kept confidential.</li> <li>HIPAA requirements regarding Protected Health Information (PHI)</li> <li>Ways to prevent the release of confidential information.</li> </ul>	<ul style="list-style-type: none"> <li>Online course</li> <li>Local training on organization confidentiality policy and procedures</li> <li>Demonstrate ability to follow organization's confidentiality procedures</li> </ul>
<b>DSP 105: Complaints</b>	<ul style="list-style-type: none"> <li>Complaint processes used in the I/DD system.</li> <li>DSP role in assisting a person to make a complaint.</li> </ul>	<ul style="list-style-type: none"> <li>Online course</li> <li>Local training on organization complaint policy and procedures</li> <li>Demonstrate ability to follow organization's complaint procedures</li> </ul>
<b>DSP 106: Dignity, Respect, and Person-Centered Language</b>	The importance of: <ul style="list-style-type: none"> <li>Treating people with respect regardless of disability.</li> <li>Talking about people and their abilities rather than disabilities.</li> <li>Using positive techniques while communicating.</li> <li>Not labeling people as part of a disability group.</li> <li>Understanding how mood, attitude, and actions affect people supported.</li> <li>Encouraging supported people to speak for</li> </ul>	<ul style="list-style-type: none"> <li>Online course</li> <li>Demonstrate ability to interact with people with dignity and respect while listening and responding with empathy.</li> <li>Demonstrate ability to use person-centered language in all interactions.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
	themselves.	
<b>DSP 107: Medical Information</b>  <i>Local only</i>	Be aware of basic medical information for each supported person: <ul style="list-style-type: none"> <li>• Know the location of medical information for each supported person.</li> <li>• Become familiar with basic medical information for each supported person, including information about allergies, diagnoses, treatments, and medications.</li> </ul>	<ul style="list-style-type: none"> <li>• Local training on how to locate medical information for supported persons.</li> <li>• Demonstrate ability to locate medical information for supported persons.</li> </ul>
<b>DSP 108: Understanding Common, Serious Health Risks</b>	<ul style="list-style-type: none"> <li>• Serious, high-risk issues that are common in the I/DD field, including aspiration/choking, constipation, dehydration, seizures, diabetes, pica, and other issues</li> <li>• General preventative measures for high-risk issues</li> <li>• How to respond when a serious high-risk issue occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> </ul>
<b>DSP 109: Adaptive Equipment</b>	<ul style="list-style-type: none"> <li>• What adaptive equipment is and how it may benefit a person</li> <li>• Examples of adaptive equipment</li> <li>• How to use and maintain equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on responsibilities related to any adaptive equipment used by supported persons.</li> <li>• Demonstrate understanding of responsibilities related to any adaptive equipment present for each supported person.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 110: Infection Control Techniques</b>	<ul style="list-style-type: none"> <li>• When to use bloodborne pathogen procedures</li> <li>• Proper techniques and procedures when dealing with blood or other bodily fluids</li> <li>• Reporting and addressing exposure incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on bloodborne pathogens, including locating and using equipment.</li> <li>• Demonstrate ability to locate and properly use equipment in the workplace.</li> <li>• Optional reading includes Oregon OSHA materials.</li> </ul>
<b>DSP 111: Medication Administration and Documentation</b>	<p>Basic information about:</p> <ul style="list-style-type: none"> <li>• Administering medications;</li> <li>• Recording medication administration</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training with hands-on practice administering medication and documenting administration.</li> <li>• Demonstrate ability to appropriately and accurately administer medications and document administration.</li> </ul>
<b>DSP 112: First Aid and CPR</b>  <i>Local only</i>	<p>Staff must complete training and skill demonstration to obtain a First Aid and CPR certification. Staff must:</p> <ul style="list-style-type: none"> <li>• Be certified by a qualified instructor</li> <li>• Be able to identify emergency situations that would require the use of information learned in a First Aid and CPR class.</li> </ul>	<ul style="list-style-type: none"> <li>• Local training</li> <li>• Demonstrate abilities and successfully complete First Aid and CPR training from a qualified instructor and obtaining certification.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 113: Methods of Support and Non-Physical Intervention</b>	<ul style="list-style-type: none"> <li>• Staff responsibility to follow proactive procedures as instructed</li> <li>• Environmental behavior supports</li> <li>• Recognizing and responding to signs of distress</li> <li>• Identifying situations as potentially harmful</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>
<b>DSP 114: Safe Body Mechanics</b> <i>Local only</i>	<p>Demonstrate ability to use recognized safe body mechanics throughout the workday:</p> <ul style="list-style-type: none"> <li>• Know when and how to use proper lifting techniques</li> <li>• Know when and how to use assistive lifting devices</li> <li>• Demonstrate a variety of appropriate body mechanics in a variety of situations</li> <li>• Complete training on assistive lifting devices prior to use (when needed)</li> </ul>	<ul style="list-style-type: none"> <li>• Local training on safe body mechanics while lifting along with any specific lifting devices within job duties.</li> <li>• Reading includes Safe Body Mechanics tip sheet.</li> </ul>
<b>DSP 115: Safely Handling, Preparing, and Storing Food</b>	<ul style="list-style-type: none"> <li>• Safe food handling procedures</li> <li>• Food storage techniques</li> <li>• Safe food preparation techniques</li> <li>• When and how to dispose of food</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Recommended reading includes Oregon Health Authority, “Public Health: Food Safety Tips for the Public”</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 116: Safety Equipment</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Locate and understand how to use safety equipment in the work environment.</li> <li>• Locate first aid kits, fire extinguishers, and other emergency equipment. Additional items may include OSHA clean up kits, emergency telephone numbers, program emergency preparedness plan, fire safety evacuation plans, etc.</li> <li>• Understand how to use emergency equipment in the workplace and assistive devices use for evacuation.</li> <li>• Identify and use personal protective equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Local training includes physical tour of site and demonstration of proper equipment use.</li> <li>• Physical demonstration of identification and proper use of safety equipment and person protective equipment in the workplace.</li> </ul>
<b>DSP 117: Safe Equipment Operation</b>  <i>Local only</i>	<p>Demonstrate ability to safely operate any equipment or machinery expected to be used to perform job duties:</p> <ul style="list-style-type: none"> <li>• Know which equipment to use</li> <li>• Receive training on how to use equipment</li> <li>• Demonstrate ability to safely operate equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Local training on equipment or machinery in the workplace.</li> <li>• Demonstrate ability to safely operate equipment or machinery.</li> </ul>
<b>DSP 118: Managing Hazardous Chemicals Safely in the Work Environment</b>	<p>Basic information about environmental modifications for safety:</p> <ul style="list-style-type: none"> <li>• Importance of a safe working environment</li> <li>• Handling chemicals and cleaners safely and storing them properly</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on specific environmental modifications in place for safety.</li> <li>• Demonstrate knowledge of specific environmental modifications in place for safety.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 119: Responding to Emergency Situations</b>	<ul style="list-style-type: none"> <li>• Who to call for help in an emergency, including where to find contact information</li> <li>• Evacuating and “shelter-in-place”</li> <li>• Emergency exits and staging areas</li> <li>• Emergency notification information</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on specific emergency situations for each supported person, local emergency plans, and emergency preparedness plans.</li> <li>• Demonstrate understanding of emergency situations for each supported person, local emergency plans, and emergency preparedness plans.</li> </ul>
<b>DSP 120: Basic Components of an ISP</b>	<ul style="list-style-type: none"> <li>• Basic components of the ISP</li> <li>• Staff role in gathering information and implementing an ISP</li> <li>• Basic documentation requirements</li> <li>• The role of an ISP team</li> <li>• The importance of including people in decision about their life and providing information to supported persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> </ul>
<b>DSP 121: Becoming Familiar with each ISP</b>  <i>Local only</i>	Become familiar with the ISP for each supported person.	<ul style="list-style-type: none"> <li>• Local training includes basic awareness of the contents of the ISP for each supported person.</li> <li>• Oral demonstration of basic awareness of the contents of the ISP for each supported person.</li> </ul>



Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 122: Support Documents</b>  <i>Local only</i>	Demonstrate understanding of responsibility to follow all support documents in place for each supported person: <ul style="list-style-type: none"> <li>• Identify and follow all support documents for supported persons</li> <li>• Understand the basic types and contents of each support document</li> <li>• Know when and where to document information or changes related to support documents</li> </ul>	<ul style="list-style-type: none"> <li>• Local training on specific support documents in place for each supported person.</li> <li>• Demonstrate ability to follow support documents in place for each supported person.</li> </ul>
<b>DSP 123: Guardianship and Health Care Advocates</b>	<ul style="list-style-type: none"> <li>• The role of a DSP in interacting and communicating with guardians (with consideration for organizational policies and procedures)</li> <li>• What is a health care advocate</li> <li>• The scope of a health care advocate's authority</li> <li>• DSP responsibilities when interacting with a person's health care advocate</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on any specific guardianship and/or health care advocate appointments in place for supported persons.</li> <li>• Demonstrate understanding of guardianship appointments in place (if any) and DSP responsibilities for interacting with guardians.</li> <li>• Demonstrate understanding of the purpose of the health care advocate's role.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 124: Court Restrictions</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Identify any court restrictions in place for supported persons and know the extent of restrictions.</li> <li>• Know any court-mandated conditions in place for supported persons</li> <li>• Know staff role in interactions and communication in regards to the conditions or restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Local training on DSP role relating to any court-mandated conditions or restrictions on supported persons.</li> <li>• Demonstrate understanding of DSP role relating to court-mandated conditions on supported persons.</li> </ul>
<b>DSP 125: Organizational Mission and Values</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Locate the mission and values statement of the organization</li> <li>• Know that the organization has a mission statement</li> <li>• Locate the organization's mission and values statement</li> </ul>	<ul style="list-style-type: none"> <li>• Local training on how to locate the organization's mission and values statements.</li> <li>• Demonstrate ability to locate mission and values statements.</li> </ul>
<b>DSP 126: Policies and Procedures</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Locate organization policies and procedures</li> <li>• Know the policies and procedures that directly relate to people with I/DD who receive services and supports</li> <li>• Identify policies and procedures that relate to rights, complaints, etc.</li> <li>• Identify situations when a DSP would need to refer to these policies</li> </ul>	<ul style="list-style-type: none"> <li>• Local training to locate policies and procedures.</li> <li>• Demonstrate ability to locate organization policies and procedures.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 127: Incident Report Requirements</b>	<ul style="list-style-type: none"> <li>• What an incident report is</li> <li>• How to identify situations that require an incident report</li> <li>• How to respond to incidents and document information</li> <li>• Serious incident types and other incidents that must be reported</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training includes practice completing required incident report documentation and notifying others as needed.</li> </ul>
<b>TIER 2</b>		
<b>DSP 201: Introduction to Tier 2</b>	Launches Tier 2 training module	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Once all Tier 2 training has been completed, DSPs will return to the DSP 201 course to acknowledge all training requirements have been met.</li> </ul>
<b>DSP 202: Preventing Abuse, Neglect, and Exploitation</b>	Strategies to: <ul style="list-style-type: none"> <li>• Prevent exploitation</li> <li>• Prevent abuse and neglect</li> <li>• Understand the difference between putting a person at risk and the person putting themselves at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> </ul>
<b>DSP 203: Legal Guardianships</b>	<ul style="list-style-type: none"> <li>• Different types of legal guardianships</li> <li>• Decisions guardians can and cannot make, depending on the type of guardianship appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 204: Supporting Personal Preferences</b>  <i>Local only</i>	Demonstrate knowledge of personal preferences of each supported person: <ul style="list-style-type: none"> <li>• Know where to locate information about a person's preferences</li> <li>• Know how to effectively communicate with supported people to get to know them</li> </ul>	<ul style="list-style-type: none"> <li>• Local training learning where to locate information about each supported person's preferences.</li> <li>• Demonstrate knowledge of personal preferences of supported persons.</li> </ul>
<b>DSP 205:Self-Determination and Making Choices</b>	Supporting people to: <ul style="list-style-type: none"> <li>• Make decisions about their own lives and the responsibilities that accompany choices</li> <li>• Make meaningful choice and understand the consequences of choices</li> <li>• Have opportunities for choice in daily activities</li> <li>• How to best communicate choices</li> <li>• Balancing what is important to and for a person</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Demonstration through discussion about the importance of supporting people to make decisions about their own lives.</li> <li>• Discussion about ways of offering choice specific to people in a way that works for each supported person.</li> </ul>
<b>DSP 206: Supporting People to Increase Independence</b>	<ul style="list-style-type: none"> <li>• The importance of independence</li> <li>• How to provide information for a person's ISP in regards to independence</li> <li>• The use of person-centered skills to assist people to be as independent as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on specific support needs towards increasing a person's independence based on preferences, skills, and abilities.</li> <li>• Demonstrate ability to support people to be independent according to the strategies in the person's ISP.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 207: Supporting People to be Productive Citizens</b>	<ul style="list-style-type: none"> <li>• The value of people being productive, contributing members of their community</li> <li>• A person's disability does not define ability</li> <li>• DSP role in identifying ISP outcome that promote productivity</li> <li>• Oregon's Employment First Policy</li> <li>• Career development and the DSP's role</li> <li>• Skills that encourage people to be involved in working, their household, and community activities</li> <li>• Person-centered skills to discover what a person wants to do</li> </ul>	<ul style="list-style-type: none"> <li>• Online training</li> <li>• Local training on specific support needs and ISP goals that promote productivity for each supported person.</li> <li>• Demonstrate ability to support people to be productive according to support strategies and the person's preferences.</li> </ul>
<b>DSP 208: Supporting People to be Active Members of Their Communities</b>	<ul style="list-style-type: none"> <li>• The importance of integration</li> <li>• DSP role in implementing integration goals</li> <li>• How to support people:               <ul style="list-style-type: none"> <li>○ In preferred and typical activities</li> <li>○ To succeed in jobs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training about specific support needs for each supported person to be active members of their community.</li> <li>• Demonstrate ability to support people to be active members of their community in accordance with the supported person's ISP and preferences.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 209: Effective Communication Skills and Strategies</b>	<ul style="list-style-type: none"> <li>• Methods for communicating with supported persons, including:               <ul style="list-style-type: none"> <li>• Active listening skills</li> <li>• The difference between expressive and receptive language</li> <li>• Unspoken communication</li> </ul> </li> <li>• The importance of communication preferences, teamwork, forms of expression, and communication devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training about specific communication support needs and strategies for supported persons and general communication techniques.</li> <li>• Demonstrate ability to effectively communicate with supported persons and co-workers.</li> </ul>
<b>DSP 210: Introduction to Employment Services in Oregon</b>	<p>All people, regardless of ability, can work, if they choose to and can achieve integrated employment.</p> <ul style="list-style-type: none"> <li>• DSP role in supporting a person to get or keep a job</li> <li>• Terms related to employment services</li> </ul>	<ul style="list-style-type: none"> <li>• Online course only</li> </ul>
<b>DSP 211: MARs and Medication Side Effects</b>	<p>Understand the physician's order generates information for the Medication Administration Record (MAR) and the importance of being aware of medication side effects.</p>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training practice looking up side effects.</li> <li>• Demonstrate ability to locate side effect information.</li> </ul>

Module	Competency Statement & Learning Objectives	Instructional & Assessment Expectation(s)
<b>DSP 212: Responding to Non-Emergency Changes in Health</b>	<ul style="list-style-type: none"> <li>• Recognizing how to implement appropriate action when responding to a non-emergency change in health</li> <li>• When to record non-emergency changes in health and how to report</li> <li>• When to communicate potential health concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on how to respond to non-emergency health issues.</li> <li>• Demonstrate ability to respond to general non-emergency health issues.</li> </ul>
<b>DSP 213: Responding to Person-to-Person or Person-to-Property Incidents</b>	<ul style="list-style-type: none"> <li>• Information about understanding emergency safety situations</li> <li>• What is a reasonable response in emergency situations</li> <li>• Considerations when it comes to safety and asking for help</li> <li>• Information about notification requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on supports necessary for each supported person as outlined in specific support documents.</li> <li>• Demonstrate understanding of supports necessary for each supported person.</li> </ul>
<b>DSP 214: Supporting Relationships and Other Actions Directed by an ISP</b>	<p>The importance of:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Using a relationship map</li> <li>• Following supports and desired outcomes in each person's ISP</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Reading: "Importance of Belonging" by David Pitonyak</li> <li>• Local training on specific strategies in place to support building and maintaining positive relationships in the lives of supported persons.</li> <li>• Demonstrate ability to follow specific strategies in place to support building and maintaining positive relationships in the lives of each supported person.</li> </ul>

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<b>DSP 215: Basic Principles of Person-Centered Practices and Planning</b>	<ul style="list-style-type: none"> <li>• Person-centered practices and skills used regularly</li> <li>• Concepts to be familiar with while working as a DSP</li> <li>• Skills used to problem solve and assist in developing desired outcomes</li> <li>• Identify situations that can include supported persons to use preferred communication methods</li> <li>• Supports that focus on needs, preferences, and are personalized</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> </ul>
<b>DSP 216: Supporting the Mission and Values of the Organization</b>  <i>Local only</i>	<ul style="list-style-type: none"> <li>• Describe the mission and value statements of the organization.</li> <li>• Identify how daily work supports the organization's mission and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Local training about the organization's mission statement and values and how the daily work of DSPs supports these statements.</li> <li>• Demonstrate by describing the organization's mission statement and values and how the DSP's daily work supports them.</li> </ul>
<b>DSP 217: Documentation Standards</b>	<ul style="list-style-type: none"> <li>• Basic documentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Local training on local organization documentation practices and procedures.</li> <li>• Demonstrate ability to follow organization's documentation practices and procedures.</li> </ul>



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<b>DSP 218: Intent of Oregon Administrative Rules (OARs)</b>  <i>Local only</i>	<ul style="list-style-type: none"><li>• Understand the intent of applicable OARs and how to access them.</li><li>• Understand the connection between OARs and the organization's policies and procedures.</li></ul>	<ul style="list-style-type: none"><li>• Local training on how to access OARs and the intent of the application of OARs in the organization's practices and procedures.</li><li>• Demonstrate ability to locate applicable</li><li>• Reading: Applicable OARs based on the services and supports provided.</li></ul>