



South Carolina Department of Disabilities and Special Needs

Direct Support Professional Training Program

SC DSP

STANDARDS AND COMPETENCIES

TRAINING REQUIREMENTS

South Carolina Direct Support Professional Training Program –SC DSP

Competencies for South Carolina Basic DSP, South Carolina Initial Competency DSP and South Carolina Advanced Competency DSP

South Carolina Department of Disabilities and Special Needs (DDSN) is a state agency whose mission is to assist people with disabilities and their families through choice in meeting needs, pursuing possibilities and achieving life goals; and minimize the occurrence and reduce the severity of disabilities through prevention. DDSN provides oversight to providers who serve individuals with disabilities. These providers employ Direct Support Professionals (DSPs) who care for these individuals.

Programs seeking to offer training to students to become certified as a SC-DSP must provide instruction in the areas prescribed in this document. These areas correspond to the national and state best practice guidelines, and standards and competencies as outlined in SC DDSN Directive 567-01-DD. DDSN will oversee the approval of training programs and provide guidelines for standardization of programs across the state. DDSN will also oversee the testing of individual candidates seeking certification through a DDSN administered comprehensive exam. Candidates must demonstrate completion of the required hours of coursework and have successfully completed the required practicum hours to meet eligibility to sit for the examination. A passing score of 80% is required on this exam for a SC DSP credential to be awarded by DDSN. Students who have met these requirement will be awarded a DSP according to the level of certification demonstrated.

To view the National Association for Direct Support Professional Standards: <https://nadsp.org/competency-areas-text/>

To view the Center for Medicaid Services Direct Care Worker Standards: <https://www.medicaid.gov/sites/default/files/2019-12/dsw-core-competencies-final-set-2014.pdf>

To view the SC Department of Disabilities and Special Needs Minimum Training requirements: <https://ddsn.sc.gov/sites/default/files/Documents/Quality%20Management/Current%20Directives/567-01-DD%20Attachment%20-%20Website%20%28Revised%20102416%29.pdf>

To view the SC Department of Education Health Science Standards: <https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/career-clusters/health-science-education/health-science-clinical-study-updated/>

DDSN will award three (3) levels of credentialing based on the meeting of minimum requirements for each of the levels listed below. DDSN will recognize the SC Basic DSP, the SC Initial DSP and the SC Advanced DSP. The course content and requirements for each of these are listed in the matrix which follows.

The (3) three levels are as follows:

South Carolina Basic DSP: (Minimum of 70 hours total)

60 Hours of Classroom Instruction in Minimum requirement areas outlined in the following matrix labeled **B for basic.**

10 Hours of approved, supervised Practicum Experience

South Carolina Initial DSP: (Minimum of 86 hours total)

60 Hours of classroom instruction in minimum requirement areas outlined and 10 hours of supervised practicum experience **PLUS:**

16 Hours of approved medication technician training program (primary instructor must be an RN trainer; candidate must provide certificate indicating successful completion)

South Carolina Advanced DSP: (Minimum of 110 Hours total)

60 Hours of classroom instruction in minimum requirement areas/ 10 hours of practicum **PLUS:**

16 Hours of medication technician training/Supervised medication pass requirements met (candidate must provide proof of successful completion of the requirement)

8 Hours of Defensive Driving training from an approved program

16 hours of approved Crisis prevention training

	<ul style="list-style-type: none"> • Autism Spectrum Disorder (ASD, Asperger’s Syndrome, etc.) • Traumatic Brain Injury (TBI) • Head and Spinal Cord Injury • Related Disabilities (RD) such as Cerebral Palsy (CP), Down Syndrome, etc.) • Common abbreviations and terms related to disabilities • Review a history of disability in the United States • Understand how disability affects a person’s life • Consider inviting a self-advocate to share personal experiences and/or make presentation (optional but encouraged) 			
3	<p>Empowerment and Advocacy: Develop an understanding of Individual rights, know basic human rights, and consumer rights and false claims recovery</p> <ul style="list-style-type: none"> • Understand person first language and disability etiquette • Understand all people have rights and know basic human rights • Assist individuals in exercising rights in day-to-day interactions and choices • Understand the function of Human Rights Committee and requirement for due process <p>Assists individuals in making decisions for themselves</p> <ul style="list-style-type: none"> • Assist person(s) supported to develop strategies to make informed choices, follow through on responsibilities and taking risks • Understands Guardianship and Supported Decision Making <p>Understand HIPPA/Confidentiality policies to include:</p> <ul style="list-style-type: none"> • Privacy and security of information and records of people served by DDSN (SC and Federal Law- HIPPA- intent, purpose, necessity to maintain compliance, legal penalty for non-compliance) • Written Release of Information requirements (signed by individual or guardian, verbal release only in emergency situations, unless required by law) to release confidential records • Individual’s rights to access their records (and their parent if under age 18, or their legal guardian if appointed) 	1,2,8,12/ 1,5,6,7,11	3,5,6	<p>Rights, Due Process</p> <p>Consumer Supervision</p> <p>Confidentiality/ HIPPA</p>

	<ul style="list-style-type: none"> Understand and explain how to maintain confidentiality in conversations and on the phone <p>Understand False Claims Recovery</p> <ul style="list-style-type: none"> Understand False Claims Act and penalties for violation Understand how to report Medicaid fraud 			False Claims Recovery
2	<p>Demonstrate understanding of the Prevention of Abuse, Neglect and Exploitation to include:</p> <ul style="list-style-type: none"> Definition of Abuse Types of abuse How and to whom to report suspected abuse Responsibilities as a mandated reporter Penalties for perpetrating abuse Penalties for failure to report abuse Demonstrate knowledge of ways to prevent abuse (e.g. walk away, go to supervisor, etc.) Define and know how to report a critical incident. Define a critical incident Know how to report critical incident Know actions to take in the event of a critical incident 	8/5,6	5,6	Prevention of Abuse, Neglect and Exploitation Critical Incidents
4	<p>Demonstrate and understanding of OSHA guidelines and Workplace safety guidelines as they apply for the DDSN Provider to include:</p> <ul style="list-style-type: none"> Review of provider safety manual Understand purpose of OSHA regulations Understand Universal precautions Hazard Communication Plan to handle chemicals in the workplace appropriately Exposure Control Plan Operate tools and machinery in workplace safely 	7,8/5	7	OSHA Guidelines Workplace Safety

3	<p>Demonstrate knowledge of Employee safety, Fire Safety and Disaster planning to include:</p> <ul style="list-style-type: none"> • Review of Work Place Safety Practices • Safe Consumer lifting • Safe Consumer transfers • Identifying an emergency and protocol for emergency notification • Fire Safety- prevention, extinguishing, drills • Disaster Preparedness- plans, responses, drills and evacuation 	7,8,12,15/5	7	Work Place Safety, Fire Safety/ Disaster Preparedness
5	<p>Demonstrating knowledge related to Consumer Health</p> <ul style="list-style-type: none"> • Review of the DSP role in maintaining consumer health • Understand signs and symptoms of illness and seizures • Seizure Protocol: Care and Documentation • Skin Care and Repositioning • Falls (prevention and protocol) • Symptoms and Response to Injury • Understanding where to locate relevant health care information for consumers being supported • Understanding and recognizing possible side effects of medications on individuals supported • Diabetes- Prevention, symptoms and treatment • Modified Diets- types, interventions, swallowing protocol and assessment • Hydration Program- needs, risks and protocol • Consumer suicide prevention- recognizing signs of suicidal behavior and protocol • Health Related Equipment/ Physical Management- Lifting, turning, positioning using recognized safe body mechanics and equipment • Communication Aids (Dynavox, Assistive Technology) 	2,3,5,6,10,15/1,3,4,5,8	3,4,7,10	<p>Signs and Symptoms of Illness and Seizures</p> <p>Physical Management (turning, positioning, body mechanics etc.)</p> <p>Recognizing and Responding to Suicidal behavior</p>

6	<p>Obtaining Certification for CPR and First Aid</p> <ul style="list-style-type: none"> • Certification class must meet the certification requirements as defined by nationally recognized organizations (e.g. American Red Cross, American Heart Association, National Safety Council) 	7,15/ 5,12	7,10,12	First Aid CPR
2	<p>Understanding Documentation, uses of Therap and basic Cyber Security Training</p> <ul style="list-style-type: none"> • SC Cybersecurity basic topics • Overview of Therap Documentation system- fact sheet, t-log, GEA, Medication errors, health tracking, skills training • Documentation Tips/Deadlines 	7,11,12,15 /3,12	11	Employee Annual training requirement
2	<p>Demonstrating general knowledge related to Lifting, Transfers and Passenger Assistance</p> <ul style="list-style-type: none"> • Vehicle Maintenance, Inspections and checklists • Driver’s responsibilities • Use vehicle lifts appropriately • Secure individuals who use wheelchairs in van safely • Demonstrate appropriate Q-Straint Use 	6,12,15/ 5		Lifting, Transfers & Passenger Assistance
5	<p>Understanding importance and methods for skills training</p> <ul style="list-style-type: none"> • The mission of the agency is teaching independence • The role of the DSP in skills training • Define functional skills/vocational skills/problem-solving skills/social skills/communication and self-advocacy skills • Define age appropriate skills • Demonstrate use of effective teaching techniques • Identify natural and appropriate times to teach a skill • Define and identify a variety of instructional prompts • Understand graduated prompt system/fading, Use of cues/reinforces, Use of wait time 	1,2,3,5,6, 12/1,3,9	9	Skills training

	<ul style="list-style-type: none"> • Understand a task analysis of skills and use of visual schedules/modeling/hand over hand • Understand Documentation Requirements 			
3	<p>Understand Consumer Supervision and Personal Care</p> <ul style="list-style-type: none"> • Assist individuals in completing personal care (i.e. hygiene and grooming) • Explain the importance of privacy and respect when completing personal care activities • Understand and be able to balance supervision needs of an individual with their rights and personal choice • Understand that supervision plans must be developed to address supervision needs through the day and evening, including meals and baths. • Understand staff responsibility to provide appropriate supervision to people based on their individual plan. 	1,3,5,6,8,13,15/ 2,3,5,6,7,9 10	7,10,12	Consumer Supervision/ Personal Care
4	<p>Understand Person Centered Planning (PCP), Person Centered Thinking and Personal Outcome Measures</p> <ul style="list-style-type: none"> • Understand person centered thinking • Understand person centered planning • Understand the importance of community inclusion • Understand self-determination • Understand the importance of providing individuals with choices in day to day life • Familiar with Personal Outcome Measures and importance of assisting people in recognizing their interests, preferences and goals • Understand assessment process, objective development • Implement individualized plan based on the person’s preferences, needs and interested using various instructional strategies and techniques • Complete documentation accurately and consistently. 	1,3,4,,5,6,8,9,12,13,14/ 2,3,7,9,10,11		Planning Process/Person Centered Planning and Personal Outcome Measures
2	<p>Communication with People with Disabilities</p> <ul style="list-style-type: none"> • Understand the NJC Communication Bill of Rights 	1,2,6,13/ 1,6	2	Rights and Due Process

	<ul style="list-style-type: none"> • Use positive and respectful verbal, non-verbal, written and other communications in a way that can be understood by the person • Use active listening techniques and responses • Communicate with person (s) supported and his or her family in a respectful and culturally appropriate way • Understand alternative and augmentative communication (ACC) and learn the AAC used by person (s) supported 			
2	<p>Community Inclusion</p> <ul style="list-style-type: none"> • Understand the CMS Final rule and importance of a right to a community life • Support person(s) to connect with friends, family and neighbors to be included in their community of choice • Encourage and assist person to develop relationships leading to meaningful social/work roles of choice. • Promote the role of natural supports in planning and providing services and supports in the community. • Help the person transition between services, supports, and staff and adapt to new settings and situations 	1,2,4,5,6,9 ,13,14,15/ 2,6,7,8,10 11		Person Centered Planning/ Rights and Due Process
1	<p>Cultural Competency</p> <ul style="list-style-type: none"> • Respect the cultural needs and preferences of the individual • Seeks to learn about different cultures to provide better support and services • Recognizes own biases and avoids letting them interfere with work relationship 	1,11/ 1,11	6	
2	<p>Building Friendships/Relationships</p> <ul style="list-style-type: none"> • Understanding the role of friendships and relationships for emotional well-being for all people • Understanding Circles of support • Understand strategies to encourage individuals supported to appropriately seek out and develop friendships and peer relationships 	1,13/ 1,2,10	9	

	<ul style="list-style-type: none"> • Know how to encourage and assist individuals in communication with parents/family and friends (e.g. phone calls, texts, letters) • Understand how to assist the individual in planning for community activities and events (e.g. making reservations, staff needs, materials, accessibility, transportation) • Understanding the importance of respecting personal and professional boundaries with all people being supported regardless of the individual relationships you have with the individuals 			
1	<p>Education, Training and Self-Development</p> <ul style="list-style-type: none"> • Understanding the role of the DSP to complete on-going training to develop skills and seek certifications • Understand how to seek feedback from many sources and use this feedback to improve work performance and skills 	7/6,12		Employee Annual training requirements
5	<p>Understanding basic Behavior Management and Crisis Management strategies and how to implement</p> <ul style="list-style-type: none"> • A,B,C's of behavior (model for understanding behavior) • Understand and define antecedents, behavior and consequences • Understand how to collect data using the A,B, C model • Demonstrate a basic understanding of behavior modification and Applied Behavior Analysis (ABA) • Understand how to follow a Behavior Intervention plan for an individual • Understand Positive Behavior Support (PBS)- definition and how to help individuals use replacement skills • Understand basic Crisis Prevention- to include: building healthy relationships, identifying triggers, basic de-escalation techniques, responding to crisis situations-procedures and protocol (for non-certified staff and certified staff) <p>*** Approved Crisis Prevention Training can be substituted for this requirement (8 hours)</p>	2,3,10,12/ 1,3,4,		<p>*Advanced DSP requires a DDSN approved crisis management training program</p> <p>An overview of behavior management will be allowed for the Basic DSP.</p>

1	<p>Understanding practices related to Consumer Funds and Personal Property</p> <ul style="list-style-type: none"> • Role of the DSP in managing consumer funds • Familiar with the policies regarding the handling of consumer funds • Assist and supervise consumers in financial matters according to policy • Assist individuals in maintaining and keeping up with personal property • Understand the requirements and importance to inventory personal property • Understand what Representative Payee Status is • Understand penalties for failure to maintain procedures 	1,8,12/ 1,6,7		Consumer Funds
	<p><u>These components are for the Initial and Advanced DSP programs and are not required for the basic DSP.</u></p> <p><u>ADD ON AREAS</u></p>			
16	<p><u>Medication Technician Certification (required for Initial and Advanced Certifications)</u></p> <ul style="list-style-type: none"> • Demonstrate successful completion of One Little Pill training program or SCDDSN medication technician program • DDSN has specific approved programs and guidelines which are outlined in Directive 603-13-DD • Curriculum Requirements are outlined in the DDSN directive 603-13-DD Attachment A 	6,15/8	I, A	Medication Technician Certification
16	<p><u>Approved Crisis Management Training</u></p> <ul style="list-style-type: none"> • Staff members (professional or paraprofessional) who provide direct support/services or supervise those who provide direct supports/services must be certified in the system chosen before performing the skill (outlined in DDSN Directive 567-01-DD) 	10/4	A	Approved Crisis Prevention Curriculum

	<ul style="list-style-type: none"> • DDSN requires when those supported are present and under the supervision of staff, at least one staff member who is certified in the chosen system must be present. By present, staff who are certified must, at a minimum, be within five (5) minutes response time of any who are not certified. Certified staff must be clearly identified and known to non-certified staff • Approved Curricula are found on Attachment 1 of DDSN Directive 567-04-DD 			
8	<p><u>Defensive Driving- National Safety Council or comparable</u></p> <ul style="list-style-type: none"> • 8 hours Defensive Driving Course will be required if transporting a DDSN individual or employee has a need to drive a state vehicle. This must be obtained within 60 days of employment or the next scheduled DDC session, but no later than six (6) months after the date of employment. 		A	Defensive Driving (National Safety Council)