DSP Training Needs Survey

Please check up to three areas in which you feel the greatest need for training

____ 1. Household Management   ____ 8. Advocacy
____ 2. Facilitation of Services   ____ 9. Community and Service Networking
____ 4. Organizational Participation   ____ 11. Communication
____ 5. Documentation   ____ 12. Crisis Intervention
____ 7. Assessment   ____ 14. Vocational, Educational, and Career Support

Please select the top three areas in each Competency Area in which you feel the need for training:

Competency Area 1

Household Management (Mark up to three priorities)

____ A. Plan and coordinate shopping for consumer’s personal needs
____ B. Meal planning
____ C. Purchasing groceries and supplies
____ D. Meal preparation, food storage, and safe use of kitchen equipment
____ E. Individual financial planning, banking, budgeting
____ F. Completing audits of individual consumer’s funds
____ G. Household budgeting, planning, and maintaining accurate accounts
____ H. Assist consumers in household routines
____ I. Help create and maintain individual’s living space
____ J. Household maintenance
____ K. Schedule maintenance tasks performed by others
____ L. Help to arrange consumer transportation by others
____ M. Provide transportation

Competency Area 2

Facilitation of Services (Mark up to three priorities)

____ A. Understand individual plan process
____ B. Contribute to individual plan by knowing consumer needs
____ C. Professional relationships with team members
____ D. Follow ethical standards
____ E. Written and spoken communication
____ F. Write goals and objectives for individual plan with individual’s input
____ G. Implementing the individual plan
____ H. Address challenging behaviors appropriately
____ I. Record and summarize consumer program data
____ J. Discuss plan outcomes with individuals and team members
Competency Area 3

Health and Wellness (Mark up to three priorities)

___ A. Administer and chart medications
___ B. Monitor and report medication errors
___ C. Understand medications and their interactions
___ D. Discuss side effects of psychotropic medications with individual
___ E. Order medications and medical supplies and record their receipt
___ F. Package medications for activities and destroy outdated medications
___ G. Monitor and document illnesses
___ H. Read and complete health care notes
___ I. Serve nutritious meals, feeding individuals as indicated
___ J. Monitor for medication side effects
___ K. Complete psychotropic medication reviews and reports
___ L. Communicate medical information to the support network
___ M. Implement first aid and safety procedures
___ N. Provide a safe environment
___ O. Educate individual on medical issues
___ P. Encourage use of personal safety practices
___ Q. Conduct fire, disaster, and severe weather drills
___ R. Schedule and follow-through on health appointments
___ S. Assist individuals with personal hygiene care
___ T. Secure and assist in using adaptive equipment and therapies
___ U. Implement health and medical treatments

Competency Area 4

Organizational Participation (Mark up to three priorities)

___ A. Apply organizational mission and priorities to job
___ B. Follow organizational policies and procedures
___ C. Know laws that govern service delivery
___ D. Participate in performance reviews and career development
___ E. Represent the agency in a positive manner
___ F. Promote sensitivity to other cultures, gender, religion, and disability

Competency Area 5

Documentation (Mark up to three priorities)

___ A. Complete daily logging and charting
___ B. Complete incident reports in a timely fashion
___ C. Read and write relevant information in the staff log book
___ D. Maintain confidentiality in documentation and communication

Competency Area 6

Consumer Empowerment (Mark up to three priorities)

___ A. Honor consumer choices
___ B. Encourage informed choices
___ C. Assist individual in long and short term planning
___ D. Introduce new community experiences
___ E. Promote individual’s participation in support services
___ F. Use effective problem-solving strategies
___ G. Provide information and support on sexuality and dating
____ H. Encourage self-advocacy
____ I. Provide information on civil and legal rights

**Competency Area 7**

*Assessment (Mark up to three priorities)*

____ A. Know assessment processes used to discover consumer needs
____ B. Understand the history and characteristics of the individual
____ C. Understand the characteristics of various disabilities, diseases, and conditions
____ D. Assess and convey consumer preferences, vulnerability, and supervision needs
____ E. Discuss assessment findings and recommendations with individual

**Competency Area 8**

*Advocacy (Mark up to three priorities)*

____ A. Assist and advocate for consumer when barriers are present
____ B. Express desires of individual to family, co-workers
____ C. Assist consumer in accessing the community
____ D. Advocate for individual choices/preferences
____ E. Identify and address violation of individual rights
____ F. Reports suspected abuse and neglect
____ G. Identifies individual rights and consequences of violation
____ H. Educate the community on supporting the individual

**Competency Area 9**

*Community and Service Networking (Mark up to three priorities)*

____ A. Assist in planning and participating in community activities
____ B. Support individuals during community activities
____ C. Understand behavioral, health, and supervision needs of consumer
____ D. Secure religious supports and plan vacations
____ E. Maintain information on community resources
____ F. Maintain positive working relationships with other service organizations

**Competency Area 10**

*Building and Maintaining Friendships and Relationships (Mark up to three priorities)*

____ A. Promote community integration
____ B. Facilitate friendships
____ C. Assist in communication with family members
____ D. Assist in communication with health care professionals
____ E. Respect choice in and monitor safety in individual relationships

**Competency Area 11**

*Communication (Mark up to three priorities)*

____ A. Communicate effectively adapting to individual style
____ B. Use alternative and/or augmentative communication devices
____ C. Use appropriate modes of communication with individual
____ D. Use active respectful listening skills
____ E. Communicate in a culturally sensitive manner
____ F. Use understandable language
Competency Area 12

*Crisis Intervention (Mark up to three priorities)*

___ A. Respond appropriately to crises situations
___ B. Understand the vulnerabilities of the individuals
___ C. Know appropriate vulnerable adult reporting procedures
___ D. Monitor and report crises situations and incidents
___ E. Follow policies and procedures for various crises situations
___ F. Complete appropriate paperwork for crisis situations
___ G. Follow individual plans for use of aversive or deprivational procedures

Competency Area 13

*Professionalism (Mark up to three priorities)*

___ A. Interact in a professional manner
___ B. Complete assigned work in a timely manner
___ C. Respond to stressful situations in professional manner
___ D. Present a positive role model for consumers
___ E. Find additional information on disability-related issues
___ F. Know of professional organizations and industry resources
___ G. Be familiar with professional ethics

Competency Area 14

*Vocational, Educational, and Career Support (Mark up to three priorities)*

___ A. Identify consumer vocational preferences
___ B. Identify vocational service options
___ C. Advocate with service provider for consumer
___ D. Assist consumer in identifying, applying, and maintaining job
___ E. Assist individual in planning for transition in life stages
___ F. Understand and work with the educational system on individual’s behalf

*Code of Ethics (Mark up to three priorities)*

___ A. Person-Centered Supports
___ B. Promoting Physical and Emotional Well-Being
___ C. Integrity and Responsibility
___ D. Confidentiality
___ E. Justice, Fairness, and Equity
___ F. Respect
___ G. Relationships
___ H. Self-Determination
___ I. Advocacy

This survey was adapted by Pat Salmi and Sherri Larson, Research and Training Center on Community Living, University of Minnesota from the Residential Supports version of the Community Support Skill Standards.