



STATE OF NEW YORK  
DEPARTMENT OF LABOR

APPENDIX A

DIRECT SUPPORT PROFESSIONAL

D.O.T. CODE 195.367-900

O\*NET CODE 21-1093.00

This training outline is a minimum standard for Work Processes and Related Instruction. Changes in technology and regulations may result in the need for additional on-the-job or classroom training.

WORK PROCESSES

Approximate Hours

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| A. | <u>Introduction to the Direct Support Role and Orientation to the Workplace</u>  | 400 – 600 |
| 1. | <u>Orientation to the Role of the Direct Support Professional</u>  |           |
| a. | Learning job descriptions and requirements;  |           |
| b. | Learning expectations and needs of individual(s) receiving support;  |           |
| c. | Overview and fulfillment of employer's philosophy of support service;  |           |
| d. | Reviewing history of employer;   |           |
| e. | Reviewing employer policy and procedures;  |           |
| f. | Developing coworker, mentor, and supervisory relationships. Working with employer's networks (for DSP's directly employed by service participant)  |           |
| g. | Providing access to mentor's supervisors, employee assistance program and other support structures;  |           |
| h. | Overview of upcoming regular and specialized social and other employer events.   |           |
| 2. | <u>Overview of Specialized and Technical Knowledge Unique to the Work Environment</u>  |           |
| a. | Learning the characteristics of the individual(s) served. Consideration of diagnostic issues, e.g., (overview of Developmental disabilities, behavioral health, child development/welfare, fragile elders, substance abuse, traumatic brain injury, at-risk youth, rehabilitative health), co-occurring, i.e. developmental disabilities and mental health disorders and/or substance abuse and mental health disorders. |           |
| b. | Learning the terminology necessary for the work environment.   |           |

2. Overview of Specialized and Technical Knowledge Unique to the Work Environment – continued
  - c. Operating and maintaining any specialized equipment (adaptive technology, communication devices, breathing or nutritional support equipment, etc.);
  - d. Learning health and medical concerns unique to the work environment, including the support of medication administration, awareness management of health concerns of people receiving support;
  - e. Introducing role of specialists/consultants supporting service participant(s) in the work environment.
  
3. Employee and Service Participant Safety in the Support Environment
  - a. Learning about blood borne pathogens/universal precautions/infection control;
  - b. Practicing safety in lifting, transferring and positioning customized to service participant(s);
  - c. Recognizing and correcting hazards in the workplace;
  - d. Assessing individualized risk of service participant(s);
  - e. Responding to emergencies;
  - f. Recognizing reasonable risk and making common sense in keeping with agency policy;
  - g. Care and maintenance of wheelchairs, walkers and other adaptive equipment;
  - h. Fire safety.
  
4. Implementing Ethical and Professional Practice
  - a. Putting Direct Support Professional ethics into practice;
  - b. Exploring career and educational paths associated with the work environment;
  - c. Becoming a culturally competent practitioner;
  - d. Identifying and mastering team work and collaboration skills;
  - e. Communicating effectively with others;
  - f. Observing rules of confidentiality;
  - g. Practicing creative problem solving;
  - h. Understanding and fulfilling the employer’s mission.
  
- B. Contemporary Best Practices in Community Support (Customized for unique support environment/special population) 200 – 400
  1. Developing individualized planning strategies;
  2. Focusing on participant-defined life outcomes;
  3. Integrating formal and informal supports;
  4. Eliciting, respecting and actively supporting participant choices and preferences.
  5. Welcoming individuals chosen by the participant into the circle of support;
  6. Facilitating inclusion and engagement in community and

- B. Contemporary Best Practices in Community Support (Customized for unique support environment/special population) – continued  
neighborhood life;
7. Promoting appropriate valued social roles sought by the service participant such as: student, church member, friend, homeowner, career professional, income enhancement, quality health care, parent, spouse, family member, etc.;
  8. Promoting typical life patterns and conditions that enhance quality of life including enhancement, a comfortable home, quality health center, relaxation and recreation, career and educational advancement and connection to social and family (where appropriate) networks.
- C. Advocacy, Supporting, Empowerment and Recognition, Prevention and Reporting of Abuse, Neglect and Exploitation 200 – 400
1. Promoting empowerment and self-confidence of service participants to speak out for themselves and others;
  2. Defining common forms of abuse, neglect and exploitation;
  3. Mastery of abuse prevention strategies;
  4. Reviewing state and employer requirements and protocols regarding mandated and other reporting of abuse, neglect and exploitation;
  5. Examining common challenges facing victims of abuse, neglect or exploitation
  6. Examining common challenges to human, civil and legal rights for this (special population);
  7. Educating service participants regarding abuse, neglect and exploitation and providing strategies for prevention;
  8. Applying theory of direct support ethical code to everyday experience.
- D. Wellness Issues (Customized to work setting or special population) 400 – 600
1. Learning and practicing CPR and other First Aid techniques;
  2. Administering medication and supporting self-administration where appropriate;
  3. Applying principles of good nutrition, food handling and proper meal preparation;
  4. Offering preventive health and dentistry;
  5. Responding to common health concerns;
  6. Responding to individual health needs (issues pertinent to special population, people receiving support, etc.);
  7. Exploring childhood diseases;
  8. Monitoring for medication side effects-specific to medications people in the support environment are using;
  9. Lifting, transferring, and body positioning (or other specialized support based on workplace or special population);

- D. Wellness Issues (Customized to work setting or special population) – continued
10. Implementing safety in environmental, personal and driving conditions;
  11. Identifying health resources, judging quality and coordinating/communicating with health care practitioners;
  12. Supporting service participants in understanding and participating in routine and special health care screening and treatment;
  13. Characteristics of a healthy lifestyle.
- E. Communications 400 – 600
1. Implementing effective and appropriate communication skills;
  2. Implementing basic counseling skills;
  3. Following basic team communication skills and facilitation structures;
  4. Developing effective, efficient, and timely documentation;
  5. Using alternative communication devices;
  6. Obtaining interpreters when needed;
  7. Effectively using technology related to communication (i.e. computer skills)
- F. Teaching and Supporting Others 800 – 1,000
1. Practicing methods of learning preferences, choices and goals of people receiving support;
  2. Teaching strategies, principles of reinforcement, relationships, task analysis and prompting, positive feedback and natural times to teach;
  3. Teaching skills customized to the individuals in the support environment (e.g. teaching daily living skills, self-care, teaching work skills, working with children and youth, leisure and recreation skills, etc.);
  4. Recognizing unacceptable use of disciplinary procedures in teaching.
- G. Crisis Prevention and Management 600 – 800
1. Developing awareness of the individual needs of service participants;
  2. Becoming familiar with crisis typical or common to the support environment and the service participants and prevention and intervention strategies specific to individuals and circumstances;
  3. Becoming familiar with procedures for prevention and intervention in atypical crisis including securing the safety of all involved, and the means of obtaining emergency assistance;
  4. Implementing standard operating procedures following a crisis including communication with parties involved to better

G. Crisis Prevention and Management – continued

- understand the situation; documenting in accordance with standard operating procedures and reviewing and refinement of prevention procedures when necessary;
- 5. Becoming familiar with statutes and regulations regarding the use of potential aversive management practices including physical restraints, seclusion and time-out;
- 6. Fulfilling all statutory or regulator skills certifications in crisis prevention and management (e.g. Mandt, CPI or other program that may be agency or state-specific);
- 7. Becoming familiar with principles of positive behavior support;
- 8. Handling and managing conflict to ensure effective resolution.

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Total hours 3,000 – 4,000

*Apprenticeship work processes are applicable only to training curricula for apprentices in approved programs. Apprenticeship work processes have no impact on classification determinations under Article 8 or 9 of the Labor Law. For guidance regarding classification for purposes of Article 8 or 9 of the Labor Law, please refer to <http://www.labor.state.ny.us/workerprotection/publicwork/PDFs/Article8FAQS.pdf>.*

## APPENDIX B

### DIRECT SUPPORT PROFESSIONAL

#### RELATED INSTRUCTION

##### Safety

General (including Fire, Electrical, Chemical Safety; OSHA Hazard Communication Standard; Disaster Preparedness Plan)  
Occupational (including Universal Precautions and other Infection Controls; Blood-borne and Air-borne Pathogens; Proper Lifting Techniques)  
First Aid and CPR (6.5 hours every 3 years)

##### Trade Science and Theory

Observation of At-Risk Patients on Constant Basis  
Violence Prevention  
Knowledge of Alcoholism and Substance Abuses  
Basic Knowledge: Physical and Pharmacological Effects  
Introduction to Human Sexuality  
Introduction to Abnormal Psychology  
Introduction to Child Development  
Introduction to Special Population Needs  
Nutrition Skills  
Overview of Current Counseling Theories  
Developing Short and Long-term Progress Goals for Clients  
Principles of Adult Learning  
Leading and Facilitating Group Discussion  
Time Management  
Crisis Intervention and Prevention  
Americans with Disabilities Act Overview  
Human Growth and Development (to include the entire life span)  
Geriatrics, Death and Dying  
Assessment; Clinical Evaluation; Treatment Planning; Case Management; and Patient, Family and Community Education  
Treatment Planning, Clinical Record keeping, and Discharge Planning  
Case Management and Referral  
Cultural Diversity  
Sensitivity Awareness as Related to People with Disabilities  
Professional and Ethical Responsibilities  
Confidentiality/Legal Issues/Documentation  
Basic Writing Skills  
Basic Computer Skills  
Stress Management  
Listening Skills  
Compassion Fatigue  
Teaching Activities of Daily Living and Other Skills  
Community and Human Services

Direct Support Professional Related Instruction – continued

Budget and Income Management  
Communication Techniques  
Sexual Harassment Prevention Training (3 hours minimum)  
Other Related Courses, as necessary

A Minimum of 144 Hours of Related Instruction is Required for Each Apprentice for  
Each Year.