



A Collaborative Approach for Improved Outcomes

Demonstrating Professionalism Trainer's Manual



Instructions

This manual is designed to be used with the video for Goal 3 of the NYS DSP Core Competencies. The manual will guide you on how to teach the class. It includes when to pause the video, what questions to ask or statements to make (printed in italics) and also what exercises to utilize.

Intended Audience: All staff whose job responsibilities include supporting people with ID/DD to be active and productive in the community.

Time Frame: Approximately 2 hours but size of group or amount of discussion can alter the time required to complete the class.

Handouts:

- The DSP Core Competencies in Goal 3 and related Examples Tasks
- Video: Goal 3: Demonstrating Professionalism Handout

Start Video and continue playing until the pause button appears.

Introduction: *Being a Direct Support Professional (DSP) requires performing one's duties as a professional. Goal 3 has a number of competencies, skills and example tasks that define professional behavior regardless of the work setting. Example tasks may vary according to specific job responsibilities.*

The purpose of this video is to train staff on how to demonstrate professional behavior when serving people with developmental disabilities in a variety of settings. You will see a number of scenes highlight some of the challenges DSPs may encounter when trying to remain professional in the face of challenges.

There are no simple answers to the complex problems shown. Rather, much thought and judgment are required to deal with issues that may not have obvious answers.

Activity: *I need volunteers to read aloud an entire competency, skill and example tasks for each of the competencies H through N. After each competency is read, please ask any questions or concerns you may have. Who would like read the first competency with the corresponding skills and example tasks.*

Scene 1: Dealing with Challenges in the Community

Start Video: play until pause button appears.

What would you do?

Have you experienced this or something similar in your work?

What did you do or what could you have done?

Start Video: play until pause button appears.

Don't engage with the man in an argument. Why?

After hearing from the group, assert: *You don't know this person, and escalating the situation might cause more insults or a physical confrontation.*

Do let the man go ahead of you and buy his coffee. Once he has left, the DSP should find a quiet place to speak privately with the person being supported to make sure that she is OK and understands that the man has no right to treat her that way.

Start Video: play until pause button appears.

Which competencies, skills and example tasks should guide the DSPs actions? Have the group refer to the DSP Competencies Goal 3 handout.

Competency J, Skill 2, 0-3 months, task b. *When the DSP recognizes that an individual is being discriminated against, he/she is able to serve as an ally to the individual by intervening to stop the inappropriate comments or actions against the individual.*

Start Video: play until pause button appears.

Was the situation serious enough to contact the supervisor?

When would the situation warrant involving the supervisor?

Start Video: play until pause button appears.

DSPs should report this type of incident to the supervisor because a person was mistreated by a community member. They should discuss how the DSP handled the situation.

Remember, it is the responsibility of you, the DSP, to always demonstrate professionalism as written in the Core Competencies.

Scene 2: Keeping Your Emotions In Check

Start Video: play until pause button appears.

What would you do?

Have you experienced this or something similar in your work?

What did you do or what could you have done?

Start Video: play until pause button appears.

Don't: *Further engage the person*

Why?

- *The person is not in danger of harming himself or others*



- *The DSP might lose his temper, say something emotionally damaging, or even physically hurt the person.*

Either of these two actions would constitute abuse.

Do: *Take a long step back. Think about what your next step should be before acting.*

Start Video: play until pause button appears

Which competencies, skills and example tasks should guide the DSPs actions?

Competency N, Skill 1, 0-3 months, Code of Ethics: A DSP's primary allegiance is to the person receiving support, and the DSP supports the physical, emotional and personal well-being of the person receiving services

Start Video: play until pause button appears.

Was the situation serious enough to contact the supervisor?

When would the situation warrant involving the supervisor?

Start Video: play until pause button appears.

Since the DSP has become upset and is starting to get angry at the person, immediate support is needed.

Remember, it is the responsibility of you, the DSP, to always demonstrate professionalism as written in the Core Competencies.

Scene 3: Dealing with a Negative Colleague

Start Video: play until pause button appears.

What would you do?

Have you experienced this or something similar in your work?

What did you do or what could you have done?

Start Video: play until pause button appears.

Don't: *Get into a heated argument or speak "down" to your colleague*

Do: *Have a gentle but persuasive discussion with the other DSP about the benefits of the training. She might suggest they discuss the training together with their supervisor.*

Start Video: play until pause button appears.

Which competencies, skills and example tasks should guide the DSP's actions?

Competency L, skill 3, 3-12 months, a. Demonstrates the ability to learn and apply new and innovative techniques.

Start Video: play until pause button appears.

Was the situation serious enough to contact the supervisor?

When would the situation warrant involving the supervisor?

Start Video: play until pause button appears.

Sometimes staff may not like a training because they don't like how the training was taught, the overall style of the trainer, or the material covered. However, if the DSP's negative attitude causes the DSP not to implement the training plans, the other DSP must report the problem to their supervisor.

Remember, it is the responsibility of you, the DSP, to always demonstrate professionalism as written in the Core Competencies.

Scene 4: Being Overwhelmed

Start Video: play until pause button appears.

What would you do?

Have you ever experienced this or something similar in your work?

What did you do or what could you have done?

Start Video: play until pause button appears.

Don't: *Refuse or neglect to complete paperwork or other work responsibilities*

Why?

- *Accurate and timely documentation is need for successful implementation of services.*
- *Documentation is required for payment of delivered services*

Do: *Request a meeting with your supervisor where there is enough time to discuss your concerns and together create a plan to get your job done effectively and efficiently.*

Start Video: play until pause appears.

Which competencies, skills and example tasks should guide the DSP's actions?

Start Video: play until pause button appears.

Competency K, skill 1, 0-3 months, c. Documentation is thorough, including data where required, baseline information, etc.; d. Documentation is done on time, according to agency policy.

Start Video: play until pause button appears.

Was the situation serious enough to contact the supervisor?



When would the situation warrant involving the supervisor?

Start Video: play until pause button appears.

DSPs have a responsibility to notify their supervisor when they are having difficulty completing job duties as assigned.

Remember, it is the responsibility of you, the DSPs to always demonstrate professionalism as written in the Core Competencies.

Scene 5: Dealing with an Unprofessional Colleague

Start Video: play until pause button appears.

What would you do?

Have you experienced this or something similar in your work?

What did you do or what could you have done?

Start Video: play until pause button appears.

Don't: *Get into an argument with another DSP in front of the people being supported.*

Do: *Speak privately in a calm manner with the other DSP about acting unprofessionally,*

Do: *Perform as a professional when you are at work.*

Being a professional means:

- *Arriving for work on time*
- *Dressing appropriately*
- *Keeping personal issues separate from your work life*
- *Not using a cell phone for personal calls or texts*
- *Being mindful not to share sensitive personal information with individuals being supported*

Start Video: play until pause button appears.

Which competencies, skills and example tasks should guide the DSPs actions?

Competency I, skill 1, 0-3 months, a. Demonstrates courtesy to others and contributes to a positive team atmosphere; b. Complies with agency regulations and policies related to dress, confidentiality, professional appearance and use of electronic devices; c. Arrives at work on time, limits use of unscheduled absences, accurately signs in and out; d. Continuously engages in productive activity while at work e. Is open to doing things in a variety of ways; f. Serves as a positive role model and team member; g. Respects personal and professional boundaries

Start Video: play until pause button appears

Was the situation serious enough to contact the supervisor?

When would the situation warrant involving the supervisor?

Start Video: play until pause button appears.

It is the professional obligation of any DSP to ensure that other DSPs are acting professionally on the job. If a co-worker is acting unprofessionally, except in the case of abuse, first try to speak to the other DSP. If the other DSP continues to act unprofessionally, their supervisor should be informed of the problem.

Remember, it is the responsibility of you, the DSP, to always demonstrate professionalism as written in the Core Competencies.

Scene 6: Working with Families

Start Video: play until pause button appears.

What would you do?

Have you experienced this or something similar in your work?

What did you do and what could you have done?

Start Video: play until pause button appears.

Don't: *Engage in a heated discussion with a family member, whether or not in the presence of the person you support.*

Do: *Find a calm, private time to discuss the problem with the family member.*

Why:

- *A potential source for the disagreement regarding work responsibilities is the lack of a clear agreement between the family and the agency. The agency needs to make clear what is acceptable or unacceptable work for the DSP to perform.*
- *If there is a specific task that might fall between the cracks of acceptability, then the supervisor should make that decision.*

Start Video: play until pause button appears.

Which competencies, skills and example tasks should guide the DSPs actions?

Competency H, skill 1, 3-12 months, a. Is able to empathize and effectively communicate with family and friends of the individual.

Start Video: play until pause button appears

Was the situation serious enough to contact the supervisor?

When would the situation warrant involving the supervisor?



Start Video: play until pause button appears.

If the DSP and family member cannot come to a resolution within the contract or agreement, she should reach out to her supervisor. The supervisor must make clear what is acceptable or unacceptable work for the DSP to perform.

If there is a specific task that might fall between the cracks of acceptability, then the supervisor should make that decision.

Remember, it is the responsibility of you, The DSP, to always demonstrate professionalism as written in the Core Competencies.

Summary Exercise – Role Playing the Six Scenes

As a summary of the entire training, break into small groups and role play one of the six scenes. Each group will role play a scene based upon how they recommend a DSP should handle the situation,

- *Rude person in the community*
- *Trying not to lose temper after be spit on*
- *Negative staff complaining about training*
- *Not enough time to complete paperwork*
- *Colleague acting unprofessionally*
- *Family asking for chores done that might not be in the DSPs contract*

Start Video: play until pause button on screen

Thank you for your professionalism and adhering to the Core Competencies and the Code of Ethics

You make a difference in the quality of life for people with developmental disabilities every day.