

Core Competency Standards for Community Residential and Vocational Services in Nova Scotia, 2003-2004

Core Competency Curriculum

March 2004



WCNS

NSRAA

ARC/RRCs



Core Competency Standards for Community Residential and Vocational Services in Nova Scotia

March 2004

Project of the Health Care Human Resource Sector Council

Core Competency Curriculum Materials Prepared by:

Tom Gunn, Faculty, Human Services – Residential & Vocational Services, Nova Scotia Community College

Vicki MacKinnon, Faculty, Human Services – Residential & Vocational Services, Nova Scotia Community College

Debbie Wheeler, Faculty, Human Services – Residential & Vocational Services, Nova Scotia Community College

Core Competency Standards for Community Residential and Vocational Services in Nova Scotia

March 2004

This Curriculum package was developed as part of a project funded by the Health Care Human Resource Sector Council.

The package contains Goals, Learning Outcomes, Learning Activities, Reference Resources, Instructor Qualifications, Recommended Time for Workshops, and Checklists for the following core competency topics:

- Philosophical Foundations
- Documentation
- Fire and Life Safety
- Medication Awareness
- Crisis Intervention
- Individualized Planning
- Behavioural Supports
- First Aid and CPR
- Health and Personal Care

It is expected that the Philosophical Foundations workshop would be the first core competency offered in this group. Following the Philosophical Foundations workshop, the other workshops may be offered in any order. They are designed to be offered in various settings by different instructors. The format and content will foster consistency, accessibility and portability of training within the community residential and vocational sector.

The material may be copied for the use of educators and students.

PHILOSOPHICAL FOUNDATIONS

Goal:

This workshop will introduce participants to the principles of inclusion and full citizenship as they pertain to persons with disabilities in Canada.

Learning Outcomes:

Upon completion of this workshop the participant will:

- 1. Describe the impact of the Charter of Rights and Freedoms on persons with disabilities in Canada.**
 - 1.1 Describe the concept of full citizenship for persons with disabilities.
 - 1.2 Discuss the implications for the Residential and Vocational sector.
 - 1.3 Discuss the importance of inclusive decision making.
- 2. Reflect on positive stories of inclusion and mutuality.**
 - 2.1 Listen to voices and read stories from the disability community.
 - 2.2 Share stories of mutuality and lessons learned.
 - 2.3 Discuss our common humanity.
- 3. Explore models of effective practice.**
 - 3.1 Examine various types of agencies and service delivery models.
 - 3.2 Discuss national trends in regards to effective practice.
 - 3.3 Identify various types of agencies within Nova Scotia.
- 4. Explore important advocacy organizations.**
 - 4.1 Discuss the concept of advocacy.
 - 4.2 Describe various types of advocacy organizations in Canada.

- 4.3 Examine the difference between advocacy organizations and service providers.
- 4.4 Discuss common elements between advocacy and service provision.

Learning Activities:

- 1. Short quiz on key concepts in the Charter and the document *In Unison*.
- 2. Sharing of inspirational stories.
- 3. Verbal or written narrative on the meaning of Citizenship.
- 4. Short presentation or web search on CMHA, People First and CACL including their Mission and Purpose.

Reference Resources for Philosophical Foundations:

Background Material (included in this document)

www.cmha.ca
www.cacl.ca
http://socialunion.gc.ca/In_Unison2000/index.html
www.peoplefirstofcanada.ca

Instructor Qualifications:

A person with a disability, or a panel of people with disabilities, who are actively engaged in self-advocacy and influencing social policy change to promote inclusion.

A person who is at a supervisory level, who has had a minimum of five years support experience in this field, and has a Human Services Residential Vocational diploma and/or an undergraduate degree or equivalent.

Recommended Time for Philosophical Foundations Workshop:

This workshop is designed to be completed in an eight hour day. The day includes an hour lunch break, a fifteen minute break in the morning and a fifteen minute break in the afternoon.

Background Information for Philosophical Foundations Workshop

Introduction

The Residential and Vocational sector, funded by the Department of Community Services, is the largest Human Services Sector in Nova Scotia. In 2002 there were approximately 3000 Residential spaces available for people with disabilities and 1500 vocational spaces. Over 4000 people are currently working in this field.

In 2001 the Department of Community Services (DCS) established new training standards for all new staff hired to work in this field. All existing staff were required to complete a series of core competency training workshops. All new staff required a two-year diploma in Residential and Vocational Services or a university degree in the social sciences plus core competency training workshops.

The situation for people with disabilities in Canada is rapidly changing. This short module will give staff an overview of some of the important philosophical approaches to supporting persons with disabilities today.

Inclusion

Canadians share basic values that help define us as a nation. These include a commitment to inclusion - welcoming everyone to participate fully in society.

The vast majority of Canadians believe that persons with disabilities should be supported in their efforts to be active in their communities and society. Yet we still have a long way to go to fulfill this goal. (In Unison 2000, p.5)

Canadian Context

During the 1960s and 1970s, provincial programs enabled the expansion of community-based supports for persons with intellectual disabilities and mental health concerns. Governments assisted some individuals to move from institutional care to their community. In Nova Scotia, volunteers and family members began to create not-for-profit organizations to establish group homes and vocational centers for their loved ones.

In 1982, the *Charter of Rights and Freedoms* recognized that people with disabilities have equal status and equal rights with all Canadians. The Charter of Rights and Freedoms supersedes all provincial policies and laws affecting people with disabilities. The Charter has had, and continues to have, a profound impact on government policy in regards to persons with disabilities.

Encouraged by the Equality Provision of the Charter, people with disabilities along with their families and friends, became more active and vocal concerning their place as equal citizens in Canada. They pressured government to do away with systemic barriers that prevent full inclusion and that segregate people in settings that are not inclusive. In response to these concerns, the federal government supported and funded programs that enabled provinces to close institutions and create community-based options.

In 1997 the Government of Canada in partnership with CACL and People First of Canada launched the *Community Inclusion Initiative*. Within a couple of years, the Government of Canada and all provincial/territorial governments signed *In Unison 2000* promising to make real change in public policy for people with disabilities.

Full Citizenship

The concept of citizenship is central to disability issues. Citizenship is the inclusion of persons with disabilities in all aspects of Canadian society — the ability of a person to be actively involved with their community. Full citizenship depends on equality, inclusion, rights and responsibilities, and empowerment and participation.

A person is able to exercise full citizenship when they do not face barriers that significantly reduce their ability to participate fully in their community. Persons with disabilities and their advocates have argued that ensuring full citizenship is not just the right thing to do, but is also a matter of fundamental rights under Canada's Charter of Rights and Freedoms. (In Unison 2000, p. 7)

The Citizenship approach recognizes that as citizens of Canada, each person is unique. People with disabilities do not want to live their lives as patients under a medical model of care, but are entitled to community based supports and services that are person centered. Support staff is expected to have the skills required to support the individual's personal goals and their active involvement within the community. Life planning is for the betterment of the person being served and not simply to fulfill agency and staff requirements.

The Charter of Rights and Freedoms

The Equality provision of the Charter has had an incredible impact on government policy concerning persons with disabilities in Canada. The Charter supersedes all federal and provincial laws and policies.

Charter of Rights and Freedoms

Equality Rights

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Reference Resources for Background Information for Philosophical Foundations:

In Unison 2000
Human Resource Development Canada
140 Promenade du Portage
Phase IV, Level 0
Hull, Quebec K1A 0J9
Fax: (819) 953-7260

http://socialunion.gc.ca/In_Unison2000/index.html

Checklist for Philosophical Foundations Competency

Instructors and students: Please initial each learning outcome to show that all topics have been covered.

Learning Outcome	Instructor	Student
1. Describe the impact of the Charter of Rights and Freedoms on persons with disabilities in Canada.		
1.1 Describe the concept of full citizenship.		
1.2 Discuss the implications for the residential and vocational sector.		
1.3 Discuss the importance of inclusive decision making.		
2. Reflect on stories of inclusion and mutuality.		
2.1 Listen to voices and read stories of the disability community.		
2.2 Share stories of mutuality and lessons learned.		
2.3 Discuss our common humanity.		
3. Explore models of effective practice.		
3.1 Examine various types of agencies and service delivery models.		
3.2 Discuss national trends in regards to effective practice.		
3.3 Identify various types of agencies within Nova Scotia.		
4. Explore important advocacy organizations.		
4.1 Discuss the concept of advocacy.		
4.2 Describe various types of advocacy organizations in Canada.		
4.3 Examine the difference between advocacy organizations and service providers.		
4.4 Discuss common elements between advocacy and service provision.		

Instructor Signature _____ Initial _____ Date _____

Student Signature _____ Initial _____ Date _____

Agency Signature _____ Date _____

DOCUMENTATION

Goal:

The participant will be introduced to concepts of assessment and documentation that are respectful, appropriate and person-centered. Particular attention will be paid to concepts of citizenship, human rights and freedom of information. Participants will appreciate how clear and appropriate documentation is a required skill for anyone working within human service agencies.

Learning Outcomes:

Upon completion of the training the participant will:

- 1. Discuss basic concepts and issues in regards to respectful and appropriate documentation.**
 - 1.1 Discuss the need for appropriate terminology.
 - 1.2 Discuss documentation that reflects objective behavioral reporting.
 - 1.3 Discuss legal, ethical and moral implications of documentation.
 - 1.4 Discuss confidentiality and privacy issues.
 - 1.5 Discuss the need for consent and freedom of information.
 - 1.6 Discuss importance of producing legible, clear documentation.
- 2. Discuss procedures for safeguarding of information and documentation.**
 - 2.1 Discuss the importance of good record keeping and filing.
 - 2.2 Discuss issues of access to confidential files.
 - 2.3 Discuss issues of access to information.
- 3. Discuss tools for assessment in the residential and vocational sector using a person centered approach.**
 - 3.1 Discuss the importance of gathering information from all concerned.

- 3.2 Discuss the dangers inherent in information from only one source.
- 3.3 Discuss various tools used for life planning and assessment.
- 3.4 Discuss legal issues in relationship to the charter and the concept of citizenship.
- 3.5 Discuss site specific standards for documentation of assessments.

Self-Directed Learning Activities:

Participants will keep a daily journal for 7 days, which documents their work experiences, personal reflections and/or significant personal events (that participants are comfortable sharing). Attention will be paid to neatness, legibility, grammar and spelling.

Participants will submit a one page summary report, which clearly and concisely summarizes all the key points of their 7 day journal. The report will be assessed in regards to accuracy and legibility.

Participants will complete a detailed Incident Report based on a verbal case study. The Incident Report should reflect the concept of citizenship and human rights and demonstrate the input of the person being supported.

Participants will become aware of the various policies and procedures in their agency for filing incident reports, grievances, complaints, health concerns, etc., and will file actual sample reports with the instructor using the proper documentation.

Participants will do an assessment and evaluation of the core competency workshops.

Reference Resources for Documentation:

Department of Community Services Documents

Individual Agency documents, policies and procedures

Galambos, D. (1995). Planning to Have a Life. Oakville, ON: Sheridan College.
ISBN 1-895070-71-6

Instructor Qualifications:

A person who is at a supervisory level, who has had a minimum of five years support experience in this field, and has a Human Services - Residential & Vocational Services diploma or an undergraduate degree or equivalent.

Recommended Time for Documentation Workshop:

The workshop may be delivered as a 3-hour workshop. In addition to this, participants will be expected to complete the self-directed learning activities.

Checklist for Documentation Competency

Instructors and students: Please initial each learning outcome to show that all topics have been covered.

Learning Outcomes	Instructor	Student
1. Discuss basic concepts and issues in regards to respectful and appropriate documentation including:		
1.1 The need for appropriate terminology.		
1.2 Documentation that reflects objective behavioural reporting.		
1.3 Legal, ethical and moral implications.		
1.4 The need for consent and freedom of information.		
1.5 The importance of producing legible clear documentation.		
2. Discuss procedures for safeguarding of information and documentation including:		
2.1 Importance of good record keeping and filing.		
2.2 Issues of access to confidential files.		
2.3 Issues of access to information.		
3. Discuss tools for assessment using a person-centered approach including:		
3.1 The importance of gathering information from all concerned.		
3.2 The dangers inherent in information from only one source.		
3.3 Various tools used for life planning and assessment.		
3.4 Legal issues in relationship to the Charter and the concept of citizenship.		
3.5 Site specific standards for documentation of assessments.		
Self-Directed Learning Activities Including:		
Daily journal for 7 days & Summary Report		
Detailed Incident report		
File Sample Agency reports		
Assessment of the Workshop		

Instructor Signature _____ Initial _____ Date _____

Student Signature _____ Initial _____ Date _____

Agency Signature _____ Date _____

FIRE AND LIFE SAFETY WORKSHOP

Goal:

The participant will be introduced to the basic concepts of life safety as they relate to the prevention of, or the response to, hazardous conditions. The participant will be introduced to safe food handling, fire and life safety, Workplace Hazardous Materials Information System (WHMIS) and Occupational Health and Safety (OH&S).

Learning Outcomes:

Upon completion of this workshop the participant will:

- 1. Explore what safety is and why it is important for the person supported, their family, friends, support staff, and management.**
 - 1.1 Discuss and define safety.
 - 1.2 Discuss possible risks to the safety and well being of the person supported, their family, friends, employees and management.
- 2. Discuss the basic principles of safe food handling.**
 - 2.1 Discuss the four general types of food hazards including biological, physical and chemical hazards as well as allergens.
 - 2.2 Discuss safe food practices in regards to the following: shopping, storing, handling, preparing and serving.
 - 2.3 Identify roles and responsibilities in protecting food from contamination and deterioration.
- 3. Discuss the principles of fire prevention, fire and disaster planning and evacuation.**
 - 3.1 List general fire prevention strategies.
 - 3.2 Define and discuss Emergency Measures Planning in relation to:
 - fire prevention
 - fire safety
 - disaster planning such as floods, storms, bomb threats, power

- outages
- evacuation planning

- 3.3 Describe the roles and responsibilities of employees and management in:
 - fire prevention
 - fire safety
 - disaster plan and procedure
 - evacuation plan
- 3.4 Discuss the importance of the various aspects of a fire and disaster evacuation plan.
- 3.5 Identify the roles and responsibilities of the person supported in fire prevention and safety, as well as in an evacuation plan.
- 3.6 Create an action plan in regards to practicing the routines, roles and responsibilities in a fire and/ or disaster evacuation.
- 3.7 Identify appropriate documentation required in relation to fire prevention, as well as fire, disaster and evacuation plan practice.
- 3.8 Identify different types of fire extinguishers and demonstrate their proper use.

4. Discuss the importance of Workplace Hazardous Materials Information Systems and Occupational Health and Safety.

- 4.1 Define Workplace Hazardous Materials Information Systems (WHMIS).
- 4.2 Discuss the Occupational Health and Safety Act and how it applies to the setting.
- 4.3 List the three general headings used by WHMIS for hazardous materials.
- 4.4 Identify the six symbols identified by WHMIS legislation to identify hazardous material.
- 4.5 List safety measures to prevent injury, illness or death in relation to hazardous materials.
- 4.6 Identify their roles and responsibilities in identifying, storage and use of chemicals that are hazardous materials.
- 4.7 Identify policies and procedures in relation to documentation about Occupational Health and Safety and hazardous materials.

Learning Activities:

1. In small groups, examine Case Studies, produced by the facilitator, and identify the hazards and corrective measures in relation to safe food handling. After the initial discussion share your case and recommendations with the larger group.
2. Create an emergency plan from a fictitious case. The case study should be reflective of the work setting of the participants.
3. In small groups examine the various types of fire extinguishers. Where possible, practice use of the fire extinguishers.
4. While using the guidelines from WHMIS, produce a clear label for a product used in the work setting.

Reference Resources for Fire and Life Safety:

www.gov.ns.ca/enla/ohs

www.gov.ns.ca/nsaf/foodsafety

www.gov.ns.ca/enla/psafe/index.htm

WHMIS and OH&S are available as an on-line course with Nova Scotia Community College

Instructor Qualifications:

This workshop should be broken down into components with each component having specific qualifications.

Safe Food Handling learning objectives should be facilitated by a person in a supervisory level, who has had a minimum of five years support experience in this field and has a Human Services – Residential & Vocational Services diploma or an undergraduate degree in addition to the Safe Food Handlers' Certificate. Where the participants have regular responsibility for preparation of food, it is recommended the participants successfully complete the Food Handlers' Certificate course offered by the Department of Agriculture and Fisheries.

Fire Prevention, Fire Planning and Disaster Planning should be carried out by a member of the fire department (could be volunteer department) with a minimum of five years experience in fire fighting, who is certified at a minimum as a First Responder.

WHMIS and OH&S learning objectives should be facilitated by a person in a supervisory level, who has a minimum of five years support experience in this field and a Human Services – Residential & Vocational Services diploma or an undergraduate degree in addition to current certification completed for WHMIS and OH&S training.

Recommended Time for Fire and Life Safety Workshop:

In order to cover the very basic outline in the learning objectives, the participants would need a minimum of 8 hours for the training.

Workshop Recommendations:

It is recommended that staff members receive the certification for Food Handlers' offered by Department of Agriculture and Fisheries when their responsibilities include preparation of food for others whether in a personal capacity for individual consumption or professional capacity such as retail supplier. It is an 8 hour course which is offered to the general public but can be arranged for groups.

It is recommended that WHMIS and OH&S training be offered to the level of certification which is an 8 hour course, for each employee and recertification available every two years.

Fire Prevention, Fire Planning, Disaster Planning and Evacuation training needs to be offered annually to ensure the safety and well being of all involved in the agency.

Checklist for Fire and Life Safety Competency

Instructors and students: Please initial each learning outcome to show that all topics have been covered.

Learning Outcome	Instructor	Student
1. Explore what safety is and why it is important for the person supported, their family, friends, support staff, and management.		
1.1 Discuss and define safety.		
1.2 Discuss possible risks to the safety and well being of the person supported, their family, friends, employees and management.		
2. Discuss the basic principles of safe food handling.		
2.1 Discuss the four general types of food hazards including biological, physical and chemical hazards as well as allergens.		
2.2 Discuss safe food practices in regards to the following: shopping, storing, handling, preparing and serving.		
2.3 Identify roles and responsibilities in protecting food from contamination and deterioration.		
3. Discuss the principles of fire prevention, fire and disaster planning and evacuation.		
3.1 List general fire prevention strategies.		
3.2 Define and discuss Emergency Measures Planning in relation to: - fire prevention - fire safety - disaster planning such as floods, storms, bomb threats, power outages - evacuation planning		
3.3 Describe the roles and responsibilities of employees and management in - fire prevention - fire safety - disaster plan and procedure - evacuation plan		
3.4 Discuss the importance of the various aspects of a fire and disaster evacuation plan.		
3.5 Identify the roles and responsibilities of the person supported in fire prevention and safety, as well as in an evacuation plan.		
3.6 Create an action plan in regards to practicing the routines, roles and responsibilities in a fire and/ or disaster evacuation.		

3.7 Identify appropriate documentation required in relation to fire prevention, as well as fire, disaster and evacuation plan practice.		
3.8 Identify different types of fire extinguishers and demonstrate their proper use.		
4. Discuss the importance of Workplace Hazardous Materials Information Systems and Occupational Health and Safety.		
4.1 Define Workplace Hazardous Materials Information Systems (WHMIS).		
4.2 Discuss the Occupational Health and Safety Act and how it applies to the setting.		
4.3 List the three general headings used by WHMIS for hazardous materials.		
4.4 Identify the six symbols identified by WHMIS legislation to identify hazardous material.		
4.5 List safety measures to prevent injury, illness or death in relation to hazardous materials.		
4.6 Identify their roles and responsibilities in identifying, storage and use of chemicals that are hazardous materials.		
4.7 Identify policies and procedures in relation to documentation about Occupational Health and Safety and hazardous materials.		

Instructor Signature _____ Initial _____ Date _____

Student Signature _____ Initial _____ Date _____

Agency Signature _____ Date _____

MEDICATION AWARENESS

Goal:

This workshop will introduce non-medical personnel to the concepts of: standardized safe practices, roles, responsibilities, policies, and procedures for supporting person-centered medication administration and management.

Learning Outcomes:

Upon completion of this workshop the participant will:

- 1. Describe the roles and responsibilities of staff when administering medication.**
 - 1.1 Discuss the ethics of medication use.
 - 1.2 Discuss conditions under which you may assist/support individuals with their medication.
 - 1.3 Identify the types of assistance available.
 - 1.4 Identify relevant information necessary to safely administer medications.
 - 1.5 Identify the “7” rights of drug administration (person, medication, purpose, dose, time, method, and documentation).
 - 1.6 Discuss participant’s responsibility to maintain current medication information.
 - 1.7 Identify medication education resources available to your agency.
 - 1.8 Discuss staff policies as they relate to your role and agency.
 - 1.9 Discuss the legal implications and accountability of medication administration.

- 2. Introduce different drug classifications.**
 - 2.1 Discuss various drug classes as they relate to the body systems, i.e. the heart and cardiovascular system, digestive system, bones, joints, and muscles, lungs and respiratory system, and the central nervous system.

2.2 Discuss why the various types of drugs may be used.

3. Identify some common drugs used in the Residential and Vocational sector.

3.1 Discuss the sub- classifications and alternate usage of some medication.

3.2 Discuss drug therapeutic effect, side effect, adverse reaction, contraindications (foods, other drugs, activities) and drug toxicity.

3.3 Understands the role of assessment in relation to taking medication.

3.4 Identify specific effects, side effects, reactions, and toxicity as they relate to the individuals supported.

3.5 Identify relevant information and methods of reporting medication related information.

4. Identify what drugs are.

4.1 Discuss prescription, over-the-counter (OTC), supplements and vitamins, herbal/natural, and social/recreational drug patterns.

4.2 Identify the medication education necessary for supporting the individual, family and staff.

4.3 Identify differences between generic and brand name drugs as it relates to the individual.

4.4 Discuss potential dangerous interactions related to herbal medicines and prescription and non- prescription medication.

5. Discuss the importance of person-centered observation and assessment as an ongoing responsibility of the support worker.

5.1 Discuss the need for assessment as it relates to administration of medication.

5.2 Recognize what observations are relevant to the individual as they relate to the medication administered.

5.3 Review reports and documents relevant to medication administration.

6. Discuss policies and procedures relevant to your agency as they relate to safe medication administration and storage, the use of “prn’s”, self - administration and medication errors.

- 6.1 Identify and discuss the specific policy and procedure required to perform the task.
- 6.2 State where and how relevant policies and procedures can be accessed.

Learning Activities:

- 1. Agency specific terminology matching game.
- 2. Identify medication references: “How, where, and who will you contact?”
- 3. Research the medications of the individuals you support and write them down highlighting the action, adverse reaction, side effects and signs and symptoms of toxicity.
- 4. Create a “reference recipe box” for the medications used in your community based setting.
- 5. Play “Name this policy”.
- 6. Play a game of medication Jeopardy.
- 7. Do a short anatomy and physiology lesson including the body systems identified.

Reference Resources for Medication Awareness:

Most current edition of the CPS

Health Professional’s Drug Handbook. Prentice Hall
www.prenhall.com/drugguide

Canadian Medical Association Prescription and OTC Drugs for Canadians,
Readers Digest ISBN 0-88850-750-X

www.cahm.com
www.nami.org
www.mentalhealth.com

Instructor Qualifications:

A Registered Nurse, Pharmacist or Physician.

Recommended Time for Medication Awareness Workshop:

This workshop should be delivered in no less than 8 hours.

Agency Orientation:

In addition to the core competency, there should be a solid orientation within the specific agency for each participant responsible for medication administration. The orientation should include outcomes such as:

- Identify the classification of drugs used in your agency.
- Demonstrate competent medication administration for the agency.
- Demonstrate competent documentation according to the agency policies and procedures as it relates to medication administration and management.

Checklist for Medication Awareness Competency

Instructors and students: Please initial each learning outcome to show that all topics have been covered.

Learning Outcome	Instructor	Student
1. Describe the roles and responsibilities of staff when administering medication.		
1.1 Discuss the ethics of medication use.		
1.2 Discuss conditions under which you may assist/support individuals with their medication.		
1.3 Identify the types of assistance available.		
1.4 Identify relevant information necessary to safely administer medications.		
1.5 Identify the “7” Rights of drug administration (person, medication, purpose, dose, time, method, and documentation).		
1.6 Discuss participant’s responsibility to maintain current medication information.		
1.7 Identify medication education resources available to your agency.		
1.8 Discuss staff policies as they relate to your role and agency.		
1.9 Discuss the legal implications and accountability of medication administration.		
2. Introduce different drug classifications.		
2.1 Discuss various drug classes as they relate to the body systems, i.e. the heart and cardiovascular system, digestive system, bones, joints, and muscles, lungs and respiratory system, and the central nervous system.		
2.2 Discuss why the various types of drugs may be used.		
3. Identify some common drugs used in the Residential and Vocational sector.		
3.1 Discuss the sub- classifications and alternate usage of some medication.		
3.2 Discuss drug therapeutic effect, side effect, adverse reaction, contraindications (foods, other drugs, activities) and drug toxicity.		

Learning Outcome**Instructor****Student**

3.3 Identify specific effects, side effects, reactions, and toxicity as they relate to the individuals supported.		
3.4 Identify relevant information and methods of reporting medication related information.		
4. Identify what drugs are.		
4.1 Discuss prescription, over – the – counter (OTC), supplements & vitamins, herbal/natural, and social/recreational drug patterns.		
4.2 Identify the medication education necessary for supporting the individual, family and staff.		
4.3 Identify differences between generic and brand name drugs as it relates to the individual.		
4.4 Discuss potential dangerous interactions related to herbal medicines and prescription and non- prescription medication.		
5. Discuss the importance of person- centered observation and assessment as an ongoing responsibility of the support worker.		
5.1 Discuss the need for assessment as it relates to administration of medication.		
5.2 Recognize what observations are relevant to the individual as they relate to the medication administered.		
5.3 Review reports and documents relevant to medication administration.		
6. Discuss policies and procedures relevant to your agency as they relate to safe medication administration and storage, the use of prn's, self -administration and medication errors.		
6.1 Identify and discuss the specific policy and procedure required to perform the task.		
6.2 State where and how relevant policies and procedures can be accessed.		

Instructor Signature _____ Initial _____ Date _____

Student Signature _____ Initial _____ Date _____

Agency Signature _____ Date _____

CRISIS INTERVENTION

Goal:

The participants will be introduced to a safe, non-aversive behavioural support program designed to de-escalate a crisis and prevent injury.

Learning Outcomes:

Upon completion of this workshop the participant will:

1. Review preventative techniques.

- 1.1 Identify the behaviour levels that contribute to the development of a crisis and choose an appropriate staff intervention to de-escalate and prevent injury.
- 1.2 Identify useful nonverbal techniques which can help to prevent acting out behaviour.
- 1.3 Use verbal techniques to de-escalate behaviour.
- 1.4 Demonstrate principles of personal safety to avoid injury if behaviour escalates to a physical level.
- 1.5 Provide for the care, welfare, safety and security of all those who are involved in a crisis situation.

2. Review nonviolent physical crisis intervention and team intervention.

- 2.1 Develop team intervention strategies and techniques.
- 2.2 Recognize the importance of attitudes and professionalism in responding effectively to individuals supported.
- 2.3 Demonstrate physical support techniques to be implemented as a last resort due to dangerous behaviour.
- 2.4 Discuss the importance of care, welfare, safety and security of all those who are involved in a crisis situation.

3. Explore the application of nonviolent crisis intervention and learning opportunities.

- 3.1 Apply the material covered in training to “real life” situations.
- 3.2 Discuss how to use the time after a crisis (postvention) as a learning opportunity and a step toward prevention of future crises.
- 3.3 Discuss models for action after an incident that will bring about closure, debriefing, and re –establishment of positive relationships with the individuals involved.
- 3.4 Discuss facilitation of care, welfare, safety and security of all those who are involved in a crisis situation.

Learning Activities:

Learning activities are included in the manuals from MANDT and NVC I for the trainers.

Reference Resources for Crisis Intervention:

www.mandtsystems.com

www.crisisprevention.com

Instructor Qualifications:

Where possible, a person who has current certification as an instructor for the MANDT or NVC I programs. Whenever possible it is encouraged to have an instructor who embraces the philosophical foundations of the field.

Recommended Time for Crisis Intervention Workshop:

This workshop is required to be delivered over 16 hours (2 days). Recertification of the training should be at a minimum once every two years.

Checklist for Crisis Intervention Competency

Instructors and students: Please initial each learning outcome to show that all topics have been covered.

Learning Outcome	Instructor	Student
1. Review preventative techniques.		
1.1 Identify the behaviour levels that contribute to the development of a crisis and choose an appropriate staff intervention to de – escalate and prevent injury.		
1.2 Identify useful nonverbal techniques which can help to prevent acting out behaviour.		
1.3 Use verbal techniques to de – escalate behaviour.		
1.4 Demonstrate principles of personal safety to avoid injury if behaviour escalates to a physical level.		
1.5 Provide for the care, welfare, safety and security of all those who are involved in a crisis situation.		
2. Review nonviolent physical crisis intervention and team intervention.		
2.1 Develop team intervention strategies and techniques.		
2.2 Recognize the importance of attitudes and professionalism in responding effectively to individuals supported.		
2.3 Demonstrate physical support techniques to be implemented as a last resort due to dangerous behaviour.		
2.4 Discuss the importance of care, welfare, safety and security of all those who are involved in a crisis situation.		
3. Explore the application of nonviolent crisis intervention and learning opportunities.		
3.1 Apply the material covered in training to “real life” situations.		
3.2 Discuss how to use the time after a crisis (postvention) as a learning opportunity and a step toward prevention of future crises.		
3.3 Discuss models for action after an incident that will bring about closure, debriefing, and re-establishment of positive relationships with the individuals involved.		
3.4 Discuss facilitation of care, welfare, safety and security of all those who are involved in a crisis situation.		

Instructor Signature _____ Initial _____ Date _____

Student Signature _____ Initial _____ Date _____

Agency Signature _____ Date _____

INDIVIDUALIZED PLANNING

Goal:

The participants will be introduced to the basic philosophy and concepts of person-centered planning, as it relates to full citizenship and inclusion.

Learning Outcomes:

Upon completion of this workshop the participant will:

- 1. Review the Canadian concept of Full Citizenship and Full Inclusion.**
 - 1.1 Explore the values and aspects of Canadian citizenship that are important to them personally.
 - 1.2 Discuss the concepts of full inclusion and full citizenship as outlined in the document "*In Unison 2000*".
 - 1.3 Discuss how the Charter of Rights and Freedoms impacts people with disabilities.
 - 1.4 List some of the more active advocacy groups in Canada.

- 2. Discuss what is meant by individual life planning and associated terminology. (e.g. Individual Educational Plan, Individual Modified Plan, Individual Vocational Plan, Individual Support Plan, Individual Personal Plan).**
 - 2.1 Define life planning.
 - 2.2 Define the associated terminology such as: Individual Education Plan, Individual Modified Plan, Individual Vocational Plan, Individual Support Plan, and Individual Personal Plan).
 - 2.3 Identify the differences between each associated term.
 - 2.4 Discuss the importance of a holistic approach (including all parts of the person, for example, but not limited to, physical, emotional, social, spiritual, sexual, and intellectual).

3. Discuss the basic components of life planning including hopes for the future, goals and objectives, assessment and evaluation.

- 3.1 Identify the various forms of communication and supports needed to enable an individual to explore their hopes for the future.
- 3.2 Discuss the importance of setting goals.
- 3.3 Identify the goals and objectives.
- 3.4 Identify how an individual would go about working towards their goals
 - what resources are needed
 - who will be in the support network.
- 3.5 Identify the necessity for timelines for reviewing the process.
- 3.6 Discuss what constitutes success.
- 3.7 Discuss the process of identifying when goals are met or changed.
- 3.8 Discuss the evaluation of success.

4. Discuss the importance of life planning for the individual and his/her family, friends, staff and the agency.

- 4.1 Define motivation.
- 4.2 Identify what motivates a person to participation in life planning.
- 4.3 Identify the roles each noted individual or group plays in the life planning process.
- 4.4 List the benefits of life planning for the individual, his/her family, friends, staff members and supporting agency.
- 4.5 Identify the implications of not participating in life planning.

5. Discuss your agency's life planning process for individuals, including the policy, procedures and documentation.

- 5.1 Identify the approach to planning and terminology used.
- 5.2 Demonstrate the key elements of appropriate documentation required.

- 5.3 Discuss the ongoing process for updating and / or changing individual plans relevant to changing circumstances.

Learning Activities:

The first learning activity would be based on a fictitious case study created by the instructor. This case study would act as the underpinnings of the group learning activities. In order to make the exercise as realistic as possible it is necessary to incorporate a team approach in this activity. All life planning will use a team perspective therefore it is necessary to foster a comfort in team work from the introduction of the concepts of life planning.

1. Participants will identify three hopes for the future or dreams that the person hopes to realize.
2. Identify one hope for the future or dream the group will work on today.
3. Identify a goal that could be achieved within a year that will help the person work towards their dream.
4. Write a clear goal statement for the identified goal.
5. Identify family, friends, supports, and strategies to help the person achieve the goal.
6. Discuss how participants will know if they were successful in achieving this goal within the time period.

The presenter would be at liberty to embellish the case study as the activities occurred. An example would be in the part of the activity where the group would identify three hopes or dreams; the presenter could have the group examine how a support person could identify hopes and dreams with a person who is non-verbal as well as a person who could articulate their hopes and dreams.

The second learning activity is agency based and would involve a discussion of how the agency's life planning process supports a person – centered approach.

The third learning activity is to participate as an observer in a person – centered planning session in their employment setting.

Reference Resources for Individualized Planning:

In Unison 2000

ISBN: 0-622-29512-9

Or http://socialunion.gc.ca/In_Unison2000/index.html

Galambos, D. (1995). Planning to Have a Life. Oakville, ON: Sheridan College.
ISBN 1-895070-71-6

Canada's Community Inclusion Initiative 2003
Canadian Association for Community Living

Older Parents Caring for Adult Sons and Daughters with Disabilities
Atlantic Region Issue Paper
NS Centre on Aging, MSVU. July 2003

Instructor Qualifications:

A person who is at a supervisory level, who has had a minimum of five years support experience in this field, and has a Human Services - Residential & Vocational Services diploma or an undergraduate degree or equivalent.

Recommended Time for Individualized Planning Workshop:

This workshop is designed to be completed in an eight hour day. The day includes an hour lunch break, a fifteen minute break in the morning and a fifteen minute break in the afternoon.

Checklist for Individualized Planning Competency

Instructors and students: Please initial each learning outcome to show that all topics have been covered.

Learning Outcome	Instructor	Student
1. Review the Canadian concept of Full Citizenship and Full Inclusion.		
1.1 Explore the values and aspects of Canadian citizenship that are important to them personally.		
1.2 Discuss the concepts of full inclusion and full citizenship as outlined in the document "In Unison 2000".		
1.3 Discuss how the Charter of Rights and Freedoms impacts people with disabilities.		
1.4 List some of the more active advocacy groups in Canada.		
2. Discuss what is meant by individual life planning and associated terminology. (e.g. Individual Educational Plan, Individual Modified Plan, Individual Vocational Plan, Individual Support Plan, Individual Personal Plan)		
2.1 Define life planning.		
2.2 Define the associated terminology such as: Individual Education Plan, Individual Modified Plan, Individual Vocational Plan, Individual Support Plan, Individual Personal Plan).		
2.3 Identify the differences between each associated term.		
2.4 Discuss the importance of a holistic approach (including all parts of the person, for example, but not limited to, physical, emotional, social, spiritual, sexual, intellectual).		
3. Discuss the basic components of life planning including: hopes for the future, goals and objectives, assessment and evaluation.		
3.1 Identify the various forms of communication and supports needed to enable an individual to explore their hopes for the future.		
3.2 Discuss the importance of setting goals.		
3.3 Identify the goals and objectives.		
3.4 Identify how an individual would go about working toward his or her goals - what resources are needed; - who will be in the support network.		
3.5 Identify the necessity for timelines for reviewing the process.		
3.6 Discuss what constitutes success.		
3.7 Discuss the process of identifying when goals are met or changed.		

3.8 Discuss the evaluation of success.		
4. Discuss the importance of life planning for the individual and his/her family, friends, staff and the agency.		
4.1 Define motivation.		
4.2 Identify what motivates a person to participation in life planning.		
4.3 Identify the roles each noted individual or group plays in the life planning process.		
4.4 List the benefits of life planning for the individual, his/her family, friends, staff members and supporting agency.		
4.5 Identify the implications of not participating in life planning.		
5. Discuss your agency's life planning process for individuals, including the policy, procedures and documentation.		
5.1 Identify the approach to planning and terminology used.		
5.2 Demonstrate the key elements of appropriate documentation required.		
5.3 Discuss the ongoing process for updating and / or changing individual plans relevant to changing circumstances.		

Instructor Signature _____ Initial _____ Date _____

Student Signature _____ Initial _____ Date _____

Agency Signature _____ Date _____

BEHAVIOURAL SUPPORTS

Goal:

This workshop will introduce the participant to the philosophy and concepts of person-centered behavioural support. The workshop will encourage positive relationships that are based on respect, dignity, and participation in decision-making. It will assist participants in recognizing how their behavior, attitudes, and values impact on interactions with the people they support.

Learning Outcomes:

Upon completion of this training the participant will:

- 1. Explore the need to create and support an environment where people are treated with dignity and respect.**
 - 1.1 Discuss the importance of privacy and confidentiality.
 - 1.2 Discuss the importance of giving people a voice in the decisions affecting their lives.
 - 1.3 Discuss the effect of labels, discrimination and stereotypes.
 - 1.4 Explore and discuss models of collaborative decision-making.
 - 1.5 Recognize how one's own attitudes, values, and beliefs impact on the approach to behavioural supports.
- 2. Explore the difference between aversive and non-aversive behaviour supports.**
 - 2.1 Explore some theories and practices of behavioural supports.
 - 2.2 Discuss ethical issues related to punishment, restraint and other types of aversive behavioural strategies.
 - 2.3 Discuss Citizenship and acceptable practices as they relate to behavioural supports.
 - 2.4 Explore coaching as one example of a positive model of behaviour change.
 - 2.5 Explore other types of non-aversive behavioural supports.

3. Discuss the various roles in implementing a behavioural support strategy.

- 3.1 Discuss the various roles of professionals such as: general practitioner, psychiatrist, psychologist, and social workers.
- 3.2 Discuss the roles of agency staff.
- 3.3 Discuss the importance of clear language, identifying target behaviours and consistency of approach.
- 3.4 Discuss appropriate documentation and communication.
- 3.5 Discuss the importance of following agency policy and procedures.

Learning Activities:

- 1. General discussion on participants' experience of discipline and punishment in the school system and how approaches have changed.
- 2. Identify Target Behaviour - exercises or games.
- 3. Explore positive models of behaviour change in sports and what are the key elements in good coaching.
- 4. Role-playing the delivery of unclear and clear messages.

Reference Resources for Behavioural Supports:

www.behavior.org/autism

www.gentlelearning.nl

<http://web.utk.edu/~gwynne/maslow.HTM>

<http://socialunion.gc.ca/In Unison2000/index.html>

<http://canada.mandtsystem.com>

Instructor Qualifications:

Instructors will have had a minimum of five years support experience in this field, be at a supervisory level, and possess a Human Services – Residential & Vocational Services diploma and/or an undergraduate degree or equivalent.

Recommended Time for Behavioural Supports Workshop:

This workshop is designed to be completed in an eight hour day. The day includes an hour lunch break, a fifteen minute break in the morning and a fifteen minute break in the afternoon.

Checklist for Behavioural Supports Competency

Instructors and Students: Please initial each learning outcome to show that all topics have been covered.

Learning Outcome	Instructor	Student
1. Explore the need to create and support an environment where people are treated with dignity and respect		
1.1 Discuss the importance of privacy and confidentiality.		
1.2 Discuss the importance of giving people a voice in the decisions affecting their lives.		
1.3 Discuss the effects of labels, discrimination and stereotypes.		
1.4 Explore and discuss models of collaborative decision making.		
1.5 Recognize how one's own attitudes, values and beliefs impact on the approach to behavioural supports.		
2. Discuss the difference between aversive and non-aversive behavioural supports.		
2.1 Explore some theories and practices of behavioural supports.		
2.2 Discuss ethical issues related to punishment, restraint and other types of aversive behavioural strategies.		
2.3 Discuss citizenship and acceptable practices as they relate to behavioural supports.		
2.4 Explore coaching as one example of a positive model of behaviour change.		
2.5 Explore other types of non-aversive behavioural supports.		
3. Discuss the various roles in implementing a behavioural support strategy.		
3.1 Discuss the various roles of professionals.		
3.2 Discuss the roles of agency staff.		
3.3 Discuss the importance of clear language.		
3.4 Discuss appropriate documentation and communication.		
3.5 Discuss the importance of following agency policy and procedures.		

Instructor Signature _____ Initial _____ Date _____

Student Signature _____ Initial _____ Date _____

Agency Signature _____ Date _____

FIRST AID AND CPR

Goal:

The participants will be certified in Standard First Aid and Level C Cardiopulmonary Resuscitation.

Learning Outcomes:

Upon completion of this workshop the participant will successfully complete the objectives outlined in the predetermined curriculum for the courses offered by St. John Ambulance or Red Cross for the Standard Level First Aid and the Level C CPR.

It is recommended that the training incorporate, within the parameters of the course, the following areas as a minimum:

- Emergency Scene Management
- Shock, unconsciousness and fainting
- Artificial Respiration for adult and child
- Choking
- Severe Bleeding
- Head / spinal and pelvic injuries
- Wound Care
- Eye injuries
- Burns
- Poison, bites and stings
- CPR level C
- Medical concerns (e.g. seizures)

Learning Activities for First Aid and CPR

Learning activities are included in the manual from Red Cross and St. John Ambulance for the trainers.

Reference Resources for First Aid and CPR:

<http://stjohnambulance.ns.ca>

<http://www.redcross.ca>

Instructor Qualifications:

A person who has current certification as an instructor for St. John Ambulance or Red Cross programs. Whenever possible it is encouraged to have an instructor who embraces the philosophical foundations of the field.

Workshop Recommendations for First Aid and CPR:

This workshop is required to be delivered over 16 hours (2 days). Recertification of the Standard First Aid training should be at a minimum once every three years.

Recertification of the CPR Level C should be annually.

Acknowledgement of the completion of the course requirements and specific lesson take the form of a copy of the certification offered after completion of the specific program. A copy of the certification must be kept in the participants personnel file. Copying of the certification and forwarding to the employer is the responsibility of the participant.

HEALTH AND PERSONAL CARE

Goal:

The participants will be introduced to current concepts of health and personal care. The participant will be aware of the importance of providing support that promotes positive self-esteem, self-determination and interdependence in a caring, professional manner.

Learning Outcomes:

Upon completion of this training the participant will:

- 1. Discuss rights, dignity, respect, and privacy of the individual as they relate to personal care.**
 - 1.1 Recognize how personal values impact on supporting activities of daily living.
 - 1.2 Discuss self- determination and self managed care.
 - 1.3 Identify ways to maintain dignity, respect, and privacy while delivering personal care.

- 2. Discuss personal wellness, as it relates to self and others.**
 - 2.1 Discuss and define health (consider all dimensions physical, mental, and spiritual).
 - 2.2 Discuss the determinants of health. (NS Department of Health)
 - 2.3 Discuss healthy lifestyle as it relates to stress management, nutrition, exercise, cultural diversity, and personal choice.
 - 2.4 Discuss proper body mechanics when providing personal care.
 - 2.5 Recognize the need to report and record changes in the individual's health.
 - 2.6 Discuss standard precautions.
 - 2.7 Discuss approaches to personal wellness and how they impact on the approach to others.

Learning Activities:

1. Participants will identify the workplace environment and the relevant personal care procedures and equipment that are required for the site. This could be done as a brainstorming exercise.
2. Provide the “Determinants of Health” handout and have participants discuss in groups, aspects of health and wellness (i.e. nutrition, exercise, education, employment, culture, personal health practices etc.) as it relates to them and service delivery.
3. Group work or role-playing on dignity and respect. “Putting yourself in the service users place”

Reference Resources for Health and Personal Care:

Healthy People, Healthy Communities: Using the Population Health Approach in Nova Scotia www.gov.ns.ca/health/publichealth

Department of Health document: Standard Precautions

Instructor Qualifications:

A person at a supervisory level who has had a minimum of five years support experience in this field.

Recommended Time for Health and Personal Care Workshop:

This workshop is designed to be completed in an eight hour day. The day includes an hour lunch break, a fifteen minute break in the morning and a fifteen minute break in the afternoon.

Agency Specific Recommendations:

In addition to the core competency workshop each agency should:

- 1.1 Identify and discuss equipment used in the workplace as it relates to supporting personal care.
- 1.2 Identify physical assessment tools used by your agency.
- 1.3 Demonstrate standard precautions.
- 1.4 Demonstrate proper body mechanics and back care.

Checklist for Health and Personal Care Competency

Instructors and Students: Please initial each learning outcome to show that all topics have been covered.

Learning Outcome	Instructor	Student
1. Discuss rights, dignity, respect, and privacy of the individual as they relate to personal care.		
1.1 Discuss self- determination and self managed care.		
1.2 Identify ways to maintain dignity, respect, and privacy while delivering personal care.		
1.3 Recognize how personal values impact on supporting activities of daily living.		
2. Discuss personal wellness, as it relates to self and others.		
2.1 Discuss and define health (consider all dimensions physical, mental, and spiritual).		
2.2 Discuss the Determinants of Health (NS Department of Health).		
2.3 Discuss healthy lifestyle as it relates to; stress management, nutrition, exercise, cultural diversity, and personal choice.		
2.4 Discuss proper body mechanics when providing personal care.		
2.5 Recognize the need to report and record changes in the individual's health.		
2.6 Discuss standard precautions.		
2.7 Discuss approaches to personal wellness and how they impact on the approach to others.		

Instructor Signature _____ Initial _____ Date _____

Student Signature _____ Initial _____ Date _____

Agency Signature _____ Date _____