Developmental Disabilities Services

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Number: APD-AR-17-008
Issue date: 1/27/2017

Topic: Developmental Disabilities

Due date: 1/27/2017

Subject: Core Competency Training Requirements for Direct Support Professionals

Applies to (check all that apply):

- All DHS employees
- Area Agencies on Aging
- Aging and People with Disabilities
- Self Sufficiency Programs
- County DD Program Managers
- ODDS Children’s Residential Services
- Child Welfare Programs
- County Mental Health Directors
- Health Services
- Office of Developmental Disabilities Services (ODDS)
- ODDS Children’s Intensive In Home Services
- Stabilization and Crisis Unit (SACU)
- Other (please specify): Oregon Rehabilitation Association; CPAO; Office of DD Licensing; Regional Offices

Action required: Oregon’s Core Competency training for Direct Support Professionals (DSPs) is in the DHS iLearn system. This is required training for all new and existing DSPs working in 24-hour residential and supported living programs within the field of intellectual and developmental disabilities.

Core Competency training consists of a mix of online and local training sessions. See the attached Core Competency list to determine which modules you will find online in the iLearn system and which you will complete locally through your agency. The training focuses on the basics of providing personalized supports to people receiving services based on the values and philosophies of person centered practices.

The Office of Developmental Disabilities Services recognizes that 24-hour service providers have developed agency specific core competency training for their staff since 2000. Integrating the new core competency modules into existing agency training systems will take some thoughtful consideration and time.

The core competencies are organized under specific modules called Tier 1 or Tier 2. There are 27 modules within Tier 1 that cover such topics as rights; values; person centered language, safety and planning. Tier 1 trainings must be completed within 2
months of the start date of work, and before working unassisted. There are 18 advanced training modules identified within Tier 2. Tier 2 trainings must be completed within 3 months of the start date of work.

To accommodate a transitional period, all existing DSPs and those hired before April 1, 2017 must complete all Tier 1 and Tier 2 Core Competency training modules by June 30, 2017.

DSPS hired April 1, 2017 or after must complete Tier 1 trainings within 2 months of their start date of work and before working unassisted and complete Tier 2 trainings within 3 months of their start date of work.

Completion of Tier 1 and Tier 2 Core Competency modules will meet the annual 12 hours of in-service training requirements.

Your agency is responsible for tracking completion of Core Competency training sessions. This includes local and online trainings. Training completed in the iLearn system is captured in individual transcripts, which can be saved and printed and placed into personnel files. See the attached document called “How do I check my transcripts/training records?” for assistance. 24-Hour and Supported Living agencies must maintain evidence of completion of core competency training in each DSP’s personnel file.

Agency directors, house managers and DSP supervisors are encouraged to review all the Core Competency materials to remain current with what staff is learning.

Attached is a summary of requirements as well as a list of the competencies. Also included is “DD Partner instructions” to help you with the DHS iLearn system.

Agencies should review and update their training policies to reflect these changes.

Definitions:
Local Training: Training provided by a trainer or supervisor at your agency or a course developed and trained by someone outside of the agency (e.g. First Aid/CPR).

Online course: Core Competency training modules for DSPs located in the DHS/OHA iLearn at https://ILEARN.OREGON.GOV Reading materials, videos and resources are included. An online quiz is required for each module. Passing a module requires 85% correct answers. iLearn tracks the courses passed by each DSP and records them within each person’s transcript.

Physical demonstration: Showing a skill, task, or concept to a trainer or supervisor.

Reading: Reading materials found in the Resources tab of some modules. Your
organization may require other reading materials as well.

Tier 1 training: 27 modules covering basic information on rights, value and dignity, respect, person centered language, health, safety and planning.

Tier 2 training: 18 modules on more advanced topics

Verbal presentation: Successfully explaining a skill, task or a concept to a trainer or supervisor.

Working unassisted: New Direct Support Professionals are required to complete the Tier 1 modules before working unassisted with people receiving services. Existing Direct Support Professionals hired before April 1, 2017 are exempt from the requirement of completing Tier 1 training before working unassisted.

**Reason for action:** The Office of Developmental Disabilities Services requires basic competency based training for those providing direct support to people with intellectual and developmental disabilities. Required training of basic online coursework provides a common understanding of expectations of Direct Support Professionals in their work.

**Field/stakeholder review:**  Yes  No

**If yes, reviewed by:** Representatives of the I/DD provider community

*If you have any questions about this action request, contact:*

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Marilee Bell</th>
</tr>
</thead>
<tbody>
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<td>Phone:</td>
<td>503-947-5262</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:Marilee.bell@state.or.us">Marilee.bell@state.or.us</a></td>
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This guide provides details about the required core competencies for Direct Support Professionals. Each competency statement and its learning objectives are provided, along with the expected training requirements and methods for assessing competency.

**Definitions**

- **Local training**: Training provided by a trainer/supervisor at the organization or a curriculum developed and trained by an outside entity (e.g. First Aid/CPR).
- **Online course**: Training which the learner completes on the DHS Learning Center, [https://ilearn.oregon.gov/](https://ilearn.oregon.gov/) under the course number listed. Online courses include content to be read, videos, resources, and an online quiz to be completed by the learner. In order to complete the module, the included quiz questions must be answered with at least 85% accuracy. Successful completion of each module is tracked within the learner’s transcript inside the DHS Learning Center.
- **Oral demonstration**: Demonstrating competency by explaining a skill, task, or understanding of a concept to another person.
- **Physical demonstration**: Demonstrating a skill, task, or understanding of a concept while observed by trainer or supervisor.
- **Reading**: In most cases, recommended reading materials are provided in the Resources tab of the related online course. Your organization may direct you to other reading materials as well.
Throughout this document, items shaded in light gray indicate local training or assessment expectations.
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DSP Core Competencies Tier 1: *Before working unassisted and within 2 months of start date*

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</table>
| 101. Introduction to Tier 1 | Begin Tier 1 by launching this online module. It will introduce you to the core competencies expectations.  
When you finish all of the online and local requirements for Tier 1, return to this module to acknowledge that you have completed all of the training requirements of Tier 1. | **Online course only**                               |       |

**102. Rights: Mandatory Abuse Reporting**  
Complete mandatory abuse training prior to providing any direct support supervision. Understand role as mandatory abuse reporter.  
1. Able to explain the mandated reporting requirements and process, including suspected abuse, neglect, or exploitation.  
2. Able to state examples of abuse, neglect, and exploitation.  
3. Describe ways to protect a person's rights.  
4. Describe actions to take when someone's rights are being violated. "When in doubt, report.”

**Local training:** Training resources available through the Office of Adult Abuse Prevention & Investigation (OAAPI).

**103. Rights: Basic Civil and Human Rights**  
**Basic rights:** Identify basic civil and human rights that are held by all people regardless of ability.  
1. Understand that all people in the United States have the same civil and human rights unless restricted (through court action such as guardianship).  
2. Able to identify examples of basic human and civil rights such as right to be free from abuse, access to education, fair trial, right to vote, and other rights within our constitution.

**Online course only**

**Additional rights:** Identify rights of people who receive Intellectual/Developmental Disability (I/DD) services.  
1. Understand that people who receive I/DD services have rights, beyond the basic civil and human rights, while receiving services. Examples include: choice of where to live; ability to refuse services; where person wants to work/type of employment services; confidentiality of personal information; protection from abuse and neglect; private communication (including personal mail and access to a telephone); and freedom from unauthorized restraints.  
2. Understand the reason(s) behind the additional rights and that they are located in state statute.

**Online course only**
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| 104. Rights: Confidentiality Standards | Understand the DSP’s responsibility to follow confidentiality standards and be able to cite specific examples of situations that are deemed confidentiality violations.  
1. Understand DSP responsibility to follow confidentiality standards.  
2. Understand HIPAA (Health Insurance Portability and Accountability Act) requirements around confidentiality and be able to state examples of practices that meet HIPAA requirements regarding confidentiality of medical information.  
3. Able to recognize examples of violations of confidentiality and ways to prevent the release of confidential information. | Online course | Local training: Training on organization confidentiality policy and procedures.  
Oral demonstration: Demonstrate ability to follow organization’s confidentiality procedures. |
| 105. Rights: Complaints | Understand the complaint procedure and its uses for people you support.  
1. Know the reason the complaint policy and procedure is in place.  
2. Understand how and when to support a person to file a complaint.  
3. Know your organization's policy and procedures in place for assisting a person to file a complaint. | Online course | Local training: Training on understanding the complaint policy and procedure of your organization.  
Oral demonstration: Demonstrate ability to follow the complaint policy and procedure of your organization. |
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| **106. Value: Dignity, Respect, and Person Centered Language** | **Dignity and respect:** Demonstrate dignity and respect to all people you support.  
1. Able to address people by name and talk to the person (rather than about them).  
2. Identify how your own moods, attitudes, and actions impact people you support.  
3. Understanding of the use of eye contact when communicating with someone.  
4. Understanding the importance of treating and speaking with people you support as an equal. Patronizing is unacceptable.  
5. Use eye contact as appropriate for the person and the situation when communicating with someone.  
6. Demonstrate treating and speaking with someone you support as an equal. (Patronizing or talking down to a person is unacceptable.)  
7. Demonstrate listening and responding with empathy.  
8. While providing direct support, demonstrate treating the person with respect regardless of any disability he/she may have. | **Online course** | **Physical demonstration:** Demonstrate ability to interact with people with dignity and respect while listening and responding with empathy. |
| | **Person centered language:** Use person centered language in all interactions.  
1. Understand the importance of encouraging person you support to speak for him/herself.  
2. Understand how to speak of the person first then, if necessary, the person’s disability.  
3. Understand the importance to not label people as part of a disability group, and emphasize abilities, not limitations, of any person.  
4. Able to speak of the person first then, only if necessary, the person’s disability.  
5. Able to not label people as part of a disability group.  
6. Emphasize abilities, not limitations, of any person. | **Online course** | **Oral demonstration:** Demonstrate ability to use person centered language in all interactions. |
| **107. Health: Medical Information** | **Be aware of basic medical information for each person you support.**  
1. Know the location of medical information for the people you support.  
2. Familiarize yourself with basic medical information for each person you support, including information about allergies, diagnoses, treatments, and medications. | **Local training:** Training on how to locate medical information for people you support. | **Oral demonstration:** Demonstrate ability to locate medical information for people you support. |
# DSP Core Competencies Tier 1: Before working unassisted and within 2 months of start date

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| **108. Health:** Understanding Common, Serious Health Risks | Demonstrate understanding of common, serious health risks.  
1. Be familiar with common, serious high-risk issues that are commonly encountered in this field. (This will include, at a minimum, aspiration/choking, constipation, dehydration, seizures, diabetes, and pica.)  
2. Understand what to do to prevent common, serious high-risk issues.  
3. Understand how to respond when a common, serious high-risk issue occurs. | Online course only |       |
| **109. Health:** Adaptive Equipment | Demonstrate awareness of and understand how to use and maintain any adaptive equipment used by each person you support.  
1. Understand what adaptive equipment is and benefits for people.  
2. Understand the importance of the use and maintenance of adaptive equipment.  
3. Show examples of various types of adaptive equipment.  
4. Give examples of various types of adaptive equipment found in the setting you work such as DynaVox or other speech generating devices, Hoyer Lift (swing lift), iPad, wheelchair, hearing aids, and more.  
5. Understand what adaptive equipment is and how it may benefit a person.  
6. Understand what adaptive equipment is present for any person you support, how to use and maintain it, and how to get it fixed when necessary. Understand that the use and maintenance is done respectfully. | Online course | Local training: Training on responsibilities related to any adaptive equipment present for each person you support.  
Physical demonstration: Demonstrate understanding of responsibilities related to any adaptive equipment present for each person you support. |
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| **110. Health: Required Infection Control Techniques** | Recognize the risks associated with contact with blood and other bodily fluids, and be able to use required infection control techniques.  
   1. Identify situations where bloodborne pathogen (BBP) procedures must be used.  
   2. Explain how to report and address exposure incidents.  
   3. Understand proper techniques and procedures when dealing with blood or other bodily fluids.  
   4. Understand proper glove use and hand washing techniques, while properly disposing of contaminated materials.  
   5. Demonstrate proper techniques and procedures when dealing with blood or other bodily fluids.  
   6. Demonstrate proper glove use and hand washing techniques.  
   7. Know how to properly dispose of contaminated materials, including gloves.  
   8. Know location of BBP kits at each location. Know what equipment is included and how the kit is maintained. | Online course | Local training: Training on bloodborne pathogens, including locating and properly using specific BBP equipment present in the workplace.  
   Physical demonstration: Demonstrate ability to locate and properly use specific BBP equipment present in the workplace.  
   Optional reading: Oregon OSHA materials, available for download in the Resources tab in DSP module 110 |
| **111. Health: Medication Administration and Documentation** | Demonstrate accurate medication administration and documentation.  
   1. Able to administer and document medication administration as per organization's policy and procedure.  
   2. Complete required documentation accurately. | Online course | Local training: Hands-on practice administering medication properly and documenting.  
   Physical demonstration: Demonstrate ability to appropriately and accurately administer medications and document. |
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| **112. Safety: First Aid and CPR** | Able to obtain First Aid and CPR certification.  
   1. Be certified by a Qualified Instructor.  
   2. Identify emergency situations that would require the use of information learned in a First Aid and CPR class. | Local training: First Aid/CPR Training opportunity provided. | Local only |
| **113. Safety: Methods of Support and Non-physical Intervention** | Identify methods of support and non-physical intervention to use with all the people you support.  
   1. Identify proactive measures and responsibility to implement/follow.  
   2. Understand that you must always follow any procedures & protocols present for a specific person.  
   3. Identify the environmental factors that affect a person's behavior and know different methods to provide support without any physical intervention.  
   4. Demonstrate use of appropriate body language, tone of voice, listening skills, redirection, etc. to maintain safety.  
   5. Able to correctly identify situation as potentially harmful.  
   6. Seek assistance from others, if needed. | Online course only | Online course #___ |
| **114. Safety: Safe Body Mechanics** | Demonstrate ability to use recognized safe body mechanics throughout the workday.  
   1. Know that any lifting requires proper lifting techniques and know the proper lifting technique for situations within your job.  
   2. Use proper body mechanics while lifting. Know when and how to use assistive lifting devices.  
   3. Able to demonstrate using appropriate body mechanics in a variety of situations such as with people, devices, objects, and moving around/sitting in chair.  
   4. When applicable, complete training on assistive lifting devices prior to use. | Local training: Training on safe body mechanics while lifting along with any specific assistive lifting devices within job duties. Reading: Safe Body Mechanics (tip sheet), available for download in the Resources tab in DSP module 101. | Local only |
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| **115. Safety: Safely Handling, Preparing, and Storing Food** | Demonstrate ability to use safe procedures when handling, preparing, and storing food.  
1. Use appropriate food handling procedures (for example: clean area, clean utensils, avoids cross contamination of meats and other foods).  
2. Demonstrate ability to prepare food safely (hot foods hot, cold foods cold, wash hand often, etc.).  
3. Use appropriate food storage techniques (for example: clean containers, label and date contents).  
4. Appropriately sanitize surfaces and utensils after use.  
5. Know when and how to dispose of food (when is food spoiled or bad; when to dispose of particular food based on food handling standards). | **Online course** | **Recommended reading:** Oregon Health Authority, Public Health: Food Safety Tips for the Public, link available in Resources tab of online module. |
| **116. Safety: Safety Equipment** | Locate and understand use of safety equipment present in the work environment.  
1. Locate first aid kit(s), fire extinguisher(s), and other emergency equipment, if any. Additional items may include:  
   - OSHA cleanup kits  
   - The number of fire extinguishers and locations in the home, worksite, and/or program vehicle(s)  
   - Emergency telephone number list  
   - Program’s written preparedness plan  
   - Fire safety evacuation plans  
   - Assistive devices used for evacuation (if applicable per any person’s needs)  
2. Understand how to use emergency equipment present in the workplace.  
3. Identify personal protective equipment and its use requirements. | **Local training:** Physical tour of site and demonstration of proper equipment use.  
**Physical demonstration:** Physical demonstration of identifying and properly using safety equipment and personal protective equipment present in the workplace. |-------|
| **117. Safety: Safe Equipment Operation** | Demonstrate ability to safely operate any equipment or machinery expected to be used to perform job duties.  
1. Know which types of equipment or machinery are expected to be used to perform job duties.  
2. Receive training on how to safely use all equipment expected to be used to perform job duties.  
3. Demonstrate ability to safely operate all equipment expected to be used to perform job duties. | **Local training:** Training on equipment or machinery present in the workplace.  
**Physical demonstration:** Demonstrate ability to safely operate equipment or machinery in the workplace. |-------|

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### DSP Core Competencies Tier 1: Before working unassisted and within 2 months of start date

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| 118. Managing Hazardous Chemicals Safely in the Work Environment | Identify specific environmental modifications in place for safety.  
   1. Identify areas and/or situations that could jeopardize a person's safety.  
   2. Understand how to notify the appropriate person responsible to assist with a particular safety or environmental concern.  
   3. Properly store equipment and objects.  
   4. Identify safe handling and storage techniques for chemicals, cleaners, and sharps (etc.) and the storage requirements for those chemicals, cleaners, sharps and other items identified.  
   5. Demonstrate understanding of the reason for responsibility of maintaining an environment free of hazards.  
   6. Give examples of what to do when finding an unsafe environment. | Online course  
Local training: Training on specific environmental modifications in place for safety.  
Oral demonstration: Demonstrate knowledge of specific environmental modifications in place for safety. | |
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| **120. Planning:** Basic Components of an ISP | Describe the purpose and basic components of an Individual Support Plan (ISP) and be familiar with the role of the ISP team.  
1. Able to identify the basic components of an ISP and how they apply to supporting the person. This includes the interests and support needs of a person and strategies to support a person to achieve his/her goals.  
2. Understand the role of the ISP team.  
3. Understand the importance of including the person in decisions about his/her life, ISP, and supports.  
4. Understand your role in implementing the ISP and documenting action taken as required. This includes the skill of recognizing when something is not working or needs to be discussed with your supervisor or someone else. | Online course only |     |
| **121. Planning:** Become Familiar with each ISP | Be familiar with the ISP for each person you support.
1. Familiarize yourself with the ISP in place for each person you support. | Local training: Basic awareness of the contents of the ISP for each person you support.  
Oral demonstration: Demonstrate basic awareness of the contents of the ISP for each person you support. |     |
| **122. Planning:** Support Documents | Demonstrate understanding of responsibility to follow all support documents in place for each person.
1. Be able to identify and follow all support documents currently in place for each person you support.
2. Understand the basic contents of any support document, including preventative measures, signs and symptoms of a problem occurring, and steps to take when a problem is observed.
3. Know how and where to document information and/or changes related to any support document.
4. Understand that some common support documents may address health or medical risks, dietary support needs, financial supports, safety considerations, behavior or other support needs. | Local training: Training on specific support documents in place for each person you support.  
Physical demonstration: Demonstrate ability to follow support documents in place for each person you support. |     |
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| **123. Planning: Guardianship and Health Care Representatives** | Guardians: Identify who has a legal guardian and the scope of the guardianship in the person’s life.  
   1. Understand your role for interactions and communication with guardian(s) based on organization policies and/or procedures.  
   2. For each person you support, know who has an appointed guardian, who the guardian is, and the scope of the guardianship. | Online course | **Local training:** Training on specific guardianship (if any) appointments in place for each person you support and DSP responsibilities for interacting with guardian(s).  
**Oral demonstration:** Demonstrate understanding of specific guardianship (if any) appointments in place for each person you support and DSP responsibilities for interacting with guardians. |
| **Health Care Representatives:** | Health Care Representatives: Understand who has a health care representative and the scope of the appointment.  
   1. Have a basic understanding of what a health care representative is.  
   2. Understand your responsibilities for interacting with any identified health care representatives.  
   3. Demonstrate understanding of your responsibilities for interacting with any identified health care representatives.  
   4. Know who has a health care representative, the reason for this appointment (if ISP team appointed), and how it affects decision making with the person. | Online course | **Local training:** Identify specific health care representative (if any) appointments in place for each person.  
**Oral demonstration:** Demonstrate understanding of the purpose the health care representative (if any) plays in the life of each person you support and a general understanding of a health care representative. |
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<td><strong>124. Planning: Court Restrictions</strong>&lt;br&gt;Local only</td>
<td>Identify any court restrictions in place for each person you support, not including guardianship, and know the extent of the restrictions.&lt;br&gt;1. Know any court-mandated conditions or restrictions that may affect a person you support.&lt;br&gt;2. Know your role for interactions and communication based on organization policy/procedures in regards to these conditions or restrictions.</td>
<td><strong>Local training:</strong> Training on your role relating to any court-mandated conditions or restrictions involving anyone you support.&lt;br&gt;&lt;br&gt;<strong>Oral demonstration:</strong> Demonstrate understanding of your role relating to any court-mandated conditions or restrictions involving anyone you support.</td>
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<td><strong>125. Organizational Mission and Policies: Mission and Values</strong>&lt;br&gt;Local only</td>
<td>Locate the mission and values statement of the organization.&lt;br&gt;1. Know that the organization has a mission/mission statement.&lt;br&gt;2. Able to locate the organization’s mission and values statements.</td>
<td><strong>Local training:</strong> Training on how to locate the organization’s mission and values statements.&lt;br&gt;&lt;br&gt;<strong>Physical demonstration:</strong> Able to locate the organization’s mission and values statements.</td>
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<td><strong>126. Organizational Mission and Policies: Policies and Procedures</strong>&lt;br&gt;Local only</td>
<td>Locate organization policies and procedures.&lt;br&gt;1. Know the policies and procedures that directly relate to people with intellectual/developmental disabilities (I/DD) who receive services and supports.&lt;br&gt;2. Able to identify the policies and procedures that are related to other competencies such as rights, complaints, etc.&lt;br&gt;3. Identify situations when you would need to refer to these policies.</td>
<td><strong>Local training:</strong> Training to locate organization policies and procedures.&lt;br&gt;&lt;br&gt;<strong>Physical demonstration:</strong> Demonstrate ability to locate organization policies and procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>127. Organizational Mission and Policies: Incident Report Requirements</strong>&lt;br&gt;Online course</td>
<td>Identify when an incident report is required and timelines for completion.&lt;br&gt;1. Understand how to respond to incidents and document information in the method required by the organization.&lt;br&gt;2. Understand how to identify situations that require an incident report.&lt;br&gt;3. Know the reporting requirements for different types of incidents and who to notify (and by when).&lt;br&gt;4. Document incidents according to organizational policies and procedures.</td>
<td><strong>Online course</strong>&lt;br&gt;&lt;br&gt;<strong>Local training:</strong> Practice completing required incident report documentation and notifying others as needed.</td>
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</tbody>
</table>
### DSP Core Competencies Tier 2: Within 3 months of start date

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<tr>
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</table>
| 201. Introduction to Tier 2 | Begin Tier 2 by launching this online module.  
When you finish all of the online and local requirements for Tier 2, return to this module to acknowledge that you have completed all of the training requirements of Tier 2. | Online course only | |

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</table>
| 202. Rights: Preventing Abuse, Neglect, and Exploitation | Identify ways to prevent abuse, neglect, and exploitation of people you support.  
1. Identify strategies to prevent exploitation in regards to the people you support.  
2. Identify strategies to prevent abuse and neglect in regards to the people you support.  
3. Know the difference between putting a person at risk and the person putting him/herself at risk; and the ways to prevent abuse, neglect, and/or exploitation in those cases.  
4. Examples of strategies presented include:  
   - Paying attention to what co-workers are doing.  
   - Immediately reporting inappropriate actions to supervisor before it reaches abuse.  
   - Not overworking/not accepting too much overtime (knowing own limitations/burn out can cause abuse).  
   - Making sure the environment is safe.  
   - Understanding the person and his/her plans/support documents as well as how the day has gone; and the communication with other staff and at shift changes.  
   - Reviewing and updating your own stress-management plan regularly. | Online course only | |
## DSP Core Competencies Tier 2: Within 3 months of start date

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<td><strong>203. Rights: Legal Guardianships</strong></td>
<td>Understanding the key differences between various types of legal guardianships and their specific scopes of authority over a person's choice. 1. Know that someone either has a guardian or he/she does not have a guardian; &quot;own guardian&quot; is a misnomer. 2. Know that there are a variety of types of guardianship appointments. 3. Know that specific decisions guardians can and cannot make depend on the type of their guardianship appointment. 4. Curriculum includes details such as:  - If a person has full guardianship over a person, s/he...  - provides consent on behalf of the person;  - assures the person receives appropriate medical care;  - assures the person resides in least restrictive setting; and  - provides for care, treatment, support, etc. as designated.  - A medical guardian is only to make medical decisions for the person, not financial decisions.</td>
<td>Online course only</td>
<td></td>
</tr>
<tr>
<td><strong>204. Values: Supporting Personal Preferences</strong></td>
<td>Demonstrate knowledge of personal preferences of each person you support. 1. Know where to locate information about a person's preferences. 2. Know how to effectively communicate with people you support in order to get to know them.</td>
<td>Local training: Learn where to locate information about each person's preferences. Time spent with each of the people you support is the best way to get to know them. Oral demonstration: Demonstrate knowledge of personal preferences of people you support.</td>
<td>Local only</td>
</tr>
</tbody>
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**DSP Core Competencies Tier 2: Within 3 months of start date**

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</table>
| **205. Values: Self-Determination and Personal Responsibilities / Supporting People to Make Choices** | **Self-Determination:** Understand the importance of self-determination and personal responsibility.  
1. Understand that self-determination is about making one's own choices, learning to effectively solve problems, as well as taking control and responsibility for one's own life. It is about being in charge, but it is not necessarily the same thing as self-sufficiency or independence.  
3. Know that practicing self-determination also means one experiences the consequences of making choices.  
4. Understand the importance of supporting people to make decisions about their life; to have opportunities for choices in daily activities; and to assure personal values do not influence the people you support.  
5. Recognize the importance of supporting people to make decisions about their own lives, and the responsibilities accompanying those decisions.  
6. Recognize the importance of supporting people to have opportunities for choice in daily activities such as meals, clothes, buying things, and other activities.  
7. Recognize how your personal values can influence another person's choice, and describe ways to understand another person's values that differ from your own.  
8. Your role in recognizing and supporting a person’s self-determination and self-direction.  

**Making choices:** Demonstrate skills that increase a person's ability and opportunities to make choices.  
1. Understand what it means to offer choices.  
2. Understand that in order for people to make a meaningful choice, they must be presented with meaningful options. For example, "do you want a ham sandwich or a chicken sandwich?" are not meaningful options to a person who is a vegetarian.  
3. Understand the importance of taking into account a person's communication style while presenting choices or offering options.  
4. Understand the importance of balancing what is important to and for the person when talking to the person about possible consequences, so he/she can make an informed choice. Understand that someone may need additional time to make an informed choice.  
5. Demonstrate offering meaningful choices to people.  
6. Demonstrate the ability to offer choices taking into account a person’s communication style.  
7. Demonstrate the ability to balance what is important to and for the person. | **Online course** | **Oral demonstration:** Discussion about the importance of supporting people to make decisions about their own lives. | **Online course** | **Oral demonstration:** Discussion about ways of offering choices specific to people you support in a method that works for that person. |
### DSP Core Competencies Tier 2: Within 3 months of start date

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<tr>
<td><strong>206. Values: Supporting People to Increase Independence</strong></td>
<td>Understand the importance of and demonstrate skills that support people toward increasing independence. &lt;br&gt; 1. Understand the concept and importance of independence. Curriculum to include concepts such as:  &lt;br&gt; • The increase in quality of life that occurs when a person is more independent, and  &lt;br&gt; • DSP support begins only at the point where the person needs it.  &lt;br&gt; 2. Understand that the level of independence or dependence does not indicate a person's value or worth.  &lt;br&gt; 3. Understand person centered skills to assist people to be as independent as possible.  &lt;br&gt; 4. Know how to use person centered skills to assist people to be as independent as possible.  &lt;br&gt; 5. Identify specific goals within the ISPs for the people you support that promote their independence.  &lt;br&gt; 6. Demonstrate the ability to support increasing a person's independence in any area of his/her life.</td>
<td>Online course</td>
<td><strong>Local training:</strong> Training on specific support needs towards increasing a person's independence based on his/her preferences, skills, and abilities.  &lt;br&gt; <strong>Physical demonstration:</strong> Demonstrate ability to support people to be independent according to support strategies identified within the ISP and the person's preferences.</td>
</tr>
</tbody>
</table>

<p>| <strong>207. Values: Supporting People to be Productive Citizens</strong> | Understand the importance of supporting people to be productive citizens and demonstrate skills that can increase a person's productivity. &lt;br&gt; 1. Understand the value of people being productive, contributing members of their community, and recognize that a person's disability does not define his/her ability to be productive.  &lt;br&gt; 2. Understand Oregon's Employment First policy. Know that Oregon is an Employment First state and that employment is the first option discussed and offered.  &lt;br&gt; 3. Understand how person centered skills can help discover what a person wants to do by asking thoughtful questions and making careful observation.  &lt;br&gt; 4. Know how a career development plan is addressed for each person you support and understand your role in supporting its implementation.  &lt;br&gt; 5. Identify specific goals within the ISPs for the people you support that promote productivity.  &lt;br&gt; 6. Demonstrate skills that encourage people to be involved in work, their household, and community activities.  &lt;br&gt; 7. Demonstrate person centered skills that can help discover what a person wants to do by asking thoughtful questions and making careful observations. | Online course | <strong>Local training:</strong> Training on specific support needs and ISP goals that promotes productivity for each person you support.  &lt;br&gt; <strong>Physical demonstration:</strong> Demonstrate ability to support people to be productive according to support strategies identified within the ISP and the person's preferences. |</p>
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</table>
| **208. Values: Supporting People to be Active Members of their Communities** | Understand the importance of and demonstrate skills to support people to be active members of their communities.  
1. Understand the importance of integration. Curriculum to include concepts such as:  
   - The differences between "integration" and "inclusion"  
   - Community resources are for everyone.  
   - Community activities occur around a person’s interests.  
   - People have adequate transportation and accessibility to community resources.  
   - Employment options are vast, depending on skills, strengths, and interest and not dependent on a person’s disability.  
   - The importance of building relationships and natural networks of support  
   - The increase in quality of life that occurs when integration is present  
   - Regular contact with other people in their community/town/city is typical.  
2. Know how to use person centered skills to assist people to be as integrated as possible. This may include being aware of what is important to and for the person, being able to record learning in a thoughtful way, and being able to offer meaningful options.  
3. Identify specific goals within a person's ISP that promote integration and demonstrate understanding of your role in implementing them.  
4. Demonstrate ability to support people in a variety of preferred and typical activities.  
5. Demonstrate ability to support people to succeed in their jobs. Residential staff assists people to be successful in their job as well as employment staff. | **Online course** | **Local training:** Training about specific support needs and ISP goals for each person you support to be active members of their communities.  
**Physical demonstration:** Demonstrate ability to support people to be active members of their community according to support strategies identified within the ISP and the person's preferences. |
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</table>
| 209. Values: Effective Communication Skills and Strategies | Demonstrate effective communication skills and strategies.  
1. Recognize the difference between expressive and receptive language.  
2. Understand the importance of using eye contact the person’s name.  
3. Understand the communication that is unspoken.  
4. Know techniques to be effective with active listening skills including paraphrasing.  
5. Identify and use effective communication styles and techniques when supporting people. Identify how each person you support communicates, as well as the person’s strengths and needs around communication.  
6. Use techniques to be effective with active listening skills.  
7. Use appropriate eye contact and the person’s name.  
8. Demonstrate skills that allow adequate time for a person to respond.  
9. Demonstrate sensitivity to communication that is not spoken.  
10. Know the assistive communication devices used by any person you support.  
11. Practice and contribute to effective team communications, by providing suggestions and/or recommendations on how to help someone communicate more effectively, knowing structured activities that promote a person's involvement and communication, recognizing and responding to various forms of communication (spoken and unspoken), and responding to a person in a way he/she understands. | Online course  
Local training: Training about specific communication support needs and strategies for each person you support, and general communication techniques.  
Oral demonstration: Demonstrate ability to effectively communicate with all people you support and your co-workers. | | | | | |
| 210. Values: Introduction to Employment Services in Oregon | Have a basic understanding of employment services in Oregon.  
1. Recognize that all people, regardless of ability, can work if they choose to. In Oregon, we believe all people with I/DD can achieve integrated employment.  
2. Understand your role in helping people find and keep a job based on their abilities and choices.  
3. Have a basic awareness of terms related to employment services (e.g. Employment Services, employment specialist, Discovery, career development plan, Employment First policy, etc.).  
4. Understand how you can support people to get or keep a job. This includes seeking to understand a person's abilities and choices and being an active contributor to planning by sharing information you observe. | Online course only | | | | | |
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| 211. Health: MARs and Medication Side Effects | Describe the intent of each medication or treatment listed on a person's Medication Administration Record (MAR) and locate information about possible side effects.  
1. Know the connection between a physician's order and the Medication Administration Record (MAR).  
2. Know the physician's order generates the information for the MAR.  
3. Understand why awareness of potential side effects is important.  
4. Identify purpose of each medication/diagnosis associated with medication.  
5. Demonstrate ability to look up medication side effects. | Online course | Local training: Practice looking up medication side effects.  
Physical demonstration: Demonstrate ability to locate potential side effects for medications. |
| 212. Health: Responding to Non-Emergency Changes in Health | Understand how to identify and respond to non-emergency changes in health.  
1. Recognize how to implement appropriate action when responding to a non-emergency change in health.  
2. Know when to record non-emergency changes in health, such as changes in activity level, skin color, communication, etc.  
3. Communicate potential health concerns to others (e.g. other service providers) as needed and appropriate.  
4. Once observed, report changes in health to appropriate people. | Online course | Local training: Training on how to respond to general non-emergency health issues.  
Oral demonstration: Demonstrate ability to respond to general non-emergency health issues. |
| 213. Safety: Responding to Person-to-Person or Person-to-Property Incidents | Understand how to respond to person-to-person or person-to-property incidents by acting to protect the person and others from harm.  
1. Be able to respond appropriately when presented with an emergency situation.  
2. Understand notification requirements.  
3. Identify supports necessary for each person as outlined in specific support documents.  
4. Properly identify documentation requirements. | Online course | Local training: Training on supports necessary for each person as outlined in specific support documents.  
Oral demonstration: Demonstrate understanding of supports necessary for each person as outlined in specific support documents. |
## DSP Core Competencies Tier 2: Within 3 months of start date

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| 214. Planning: Supporting Relationships and Other Actions Directed by a Person’s ISP | **Relationships:** Understand any supports in place for each person you support to build and maintain important relationships in his/her life.  
1. Understanding of a relationship map in identifying people within a person’s life.  
2. Understand the importance of relationships in a person’s life.  
3. Know who is involved in the lives of people you support and to what capacity. Tools like a relationship map can be helpful in identifying these people.  
4. Know when family is involved in the person’s life and the role you play in supporting those relationships.  
5. Know any specific steps in the ISP or support documents of people you support intended to support relationships. | **Online course**  
**Reading:** Importance of Belonging by David Pitonyak  
**Local training:** Training on specific strategies in place to support building and maintaining positive relationships in the lives of each person you support.  
**Oral demonstration:** Demonstrate ability to follow specific strategies in place to support building and maintaining positive relationships in the lives of each person you support. | **Notes** |
| | **Goals:** Understand how to follow the identified supports and personal goals included in the ISP for each person you support.  
1. Understand why it is important to follow identified supports and personal goals for each person you support.  
2. Understand the importance of communicating possible changes to a person’s plan.  
3. Understand how to follow the identified supports and personal goals included in the ISP for each person you support.  
4. Understand who to talk to if changes are needed to the person's plan. | **Online course**  
**Local training:** Training on how to implement the specific support needs and personal goals described within each person's ISP.  
**Physical demonstration:** Demonstrate ability to implement the specific support needs and personal goals described within each person's ISP, including proper documentation. |
## DSP Core Competencies Tier 2: Within 3 months of start date

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| 215. Planning: Basic Principles of Person Centered Practices and Planning | Identify basic principles of person centered practices and planning with people.  
1. Know that person centered practices use skills to discover and problem-solve with a person, while person-centered planning uses those skills to develop a plan with action to help guide a person's life in the method he/she wants.  
2. Know a person is directly involved in the planning process to the fullest extent possible.  
3. Able to solicit a person's voice (using his/her preferred method of communication) for input into any situation about his/her life.  
4. Know that services and supports are organized around a person's unique needs, preferences, and goals.  
5. Know that services and supports are flexible and responsive to a person's needs, preferences, and goals.  
6. Know how to listen to a person and truly hear what is being communicated (in words and/or actions).  
7. Understand the concept of identifying what is important to someone, what is important for someone, and the importance of seeking balance between these points.  
8. Identify situations in which something that is important for a person must be addressed, without losing sight of what is important to him/her.  
9. Understand the skill of asking what is working and what is not working to help the ISP team take action.  
10. Be familiar with the concept of "nothing about me, without me." Understand that a person, regardless of ability or perceived capacity, is included in decision making about his/her life. | Online course only | |
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| **217. Organizational Mission and Policies: Your Organization’s Documentation Standards** | Demonstrate ability to consistently follow your organization's documentation standards.  
1. Understand basic documentation skills, including writing the person's name; writing the complete date; keeping confidentiality (of others people, too); and completing documentation to be legible, clear, specific to the situation, objective, and fact based.  
2. Able to complete documentation according to organization's policies and procedures, including timeliness and format.                                                                 | Online course                                                                                                                                                                                                                               | **Local training:** Training on local organization documentation practices and procedures.  
**Physical demonstration:** Able to successfully follow organization's documentation practices and procedures.                                                                 |                                                                       |
| **218. Organizational Mission and Policies: Intent of Oregon Administrative Rules (OARs)** | Understand the intent of applicable Oregon Administrative Rules (OARs) and how to access them.  
1. Understand how to access OARs related to the service providing.  
2. Understand the intent of applicable OARs.  
3. Understand the connection between OARs and organizations policies and procedures.                                                                                   | **Local training:** Training on how to access OARs and the intent of applicable OARs within the organizations' policies and procedures.  
**Oral demonstration:** Demonstrate ability to locate applicable OARs and their intent.                                                                                   | **Reading:** Applicable OARs based on the specific services and supports provided |
How do I check my transcripts/training records?

DHS|OHA Learning Center vs. iLearnOregon

Compare your **Learning Center training records** to your **iLearnOregon transcript** to make sure all your courses transferred.

**Learning Center**

Once in the Learning Center, click **Training Records**. All your courses and curriculums, both completed and started, are shown on a single list, including Outside Training that you added to the transcript.

**iLearnOregon**

In iLearnOregon, click **Transcript**. All your courses and curriculums, both completed and started, are on a single list called **All My Learning**, including Outside Training (which iLearn calls Self Reported Learning). You also have the option to see just part of your transcript by selecting one of the buttons: Curriculums, Self Reported Learning, Certifications and Self Reported Certifications.

What do the transcripts look like?

Once in the Learning Center, click **Training Records**. All your courses and curriculums, both completed and started, are shown on a single list, including Outside Training that you added to the transcript.
Core Competency Requirements for Direct Support Professionals

Who

- Direct Support Professionals working within 24-hour residential and supported living programs. ODDS employment team is working on core competency training for direct support professionals working in employment settings.

What

- The new Oregon Core Competencies will take the place of previously required competency training requirements

- All Tier 1 training modules are to be completed within 2 months of the start date of work
  
  - There are a total of 27 modules organized under the categories of Rights; Value: Dignity, Respect and Person Centered Language; Health; Safety; Planning; and Organizational Mission and Policies
  
  - 9 training modules are “local training only” which is provided by a trainer or supervisor at the organization, or through a curriculum developed and trained by an outside entity.
    
    - Mandatory Abuse Training (OAPPI)
    - Basic medical information of each person supported by DSP
    - First Aid and CPR certification
    - Understanding Safe Body Mechanics required throughout a workday
    - Ability to safely operate equipment or machinery expected to be used in work
    - Familiarity with each person’s ISP being supported
    - Understanding of the Support Documents for each person supported
    - Identification and understanding of carrying out any court restrictions that may apply to people being supported
    - Knowledge of organization’s policies and procedures

- All Tier 2 training modules are to be completed within 3 months of the start date of work
  
  - There are a total of 18 modules organized under the same categories identified above.
  
  - 3 training modules are local training only.
- Values: Supporting Personal Preferences
- Supporting the Missions and Values of the Organization
- Intent of Oregon Administrative Rules

  o Several of the modules require both online and local training.

- The Core Competency modules are located in the DHS iLEARN electronic learning system. Information about accessing, building a profile and locating the core competencies can be found at http://www.oregon.gov/DHS/BUSINESS-SERVICES/iLearnResources/iLearn%20Instructions%20for%20DD%20Partners.pdf. It is also attached.

  - Agencies will need to review their existing training policies and make sure they are updated to reflect the current changes.

**When**

- To accommodate a transitional period from existing core competency requirements to the new requirements, all existing DSPs and those hired before April 1, 2017 must complete all Tier 1 and Tier 2 Core Competency training modules by June 30, 2017.

- DSPS hired April 1, 2017 or after must complete Tier 1 trainings within 2 months of their start date of work and before working unassisted and complete Tier 2 trainings within 3 months of their start date of work.
DD Partner Instructions for:

- Brokerages
- Community Developmental Disability Programs
- Service Providers
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How to create a new account ............................................................................................................. 9
iLearnOregon (iLearn) is the new training site replacing the Department of Human Services (DHS) Learning Center in 2016. This guide provides information for Developmental Disabilities (DD) Partners who access trainings through the DHS Office of Developmental Disabilities Services. This includes staff at Brokerages and Community Developmental Disability Programs (CDDP) and Service Providers.

Website: https://ilearn.oregon.gov/

**First-time Login Instructions**

If you used the Learning Center before 6/24/2016, a user account has been created for you in iLearn. For example, you may have previously used the Learning Center to register for the SC/PA conference. If this is the case, your Login ID for iLearn will be the same one you used in the Learning Center. The first time you log in to iLearn, use the temporary password “temp1234” and then set up your permanent password.

If you have not used these systems, you can create an account on the iLearn homepage by clicking on “Create Account” in the upper right-hand corner of the website. Go to page 9 for further instructions on creating a new account.

Use the table below for more information on getting started in iLearn. If you have more than one account, email dhs.training@state.or.us to have them combined.

<table>
<thead>
<tr>
<th>Type of user</th>
<th>iLearn Login</th>
<th>iLearn Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you used the Learning Center before 6/24/2016.</td>
<td>Use your Learning Center login.</td>
<td>temp1234 (all lowercase)</td>
</tr>
<tr>
<td>If you created a Learning Center account after 6/24/2016.</td>
<td>You will need to create a new account in iLearn.</td>
<td>You will need to create a new account in iLearn.</td>
</tr>
<tr>
<td>If you don’t have a Learning Center account.</td>
<td>You will need to create a new account in iLearn.</td>
<td>You will need to create a new account in iLearn.</td>
</tr>
<tr>
<td>If you’ve used iLearn before.</td>
<td>Use your iLearn login ID.</td>
<td>Use your iLearnOregon password.</td>
</tr>
</tbody>
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**NOTE:** Learning Center training records will move to iLearn in November of 2016.
Update your iLearnOregon Account

Once you’ve logged in to iLearn, follow these instructions to update your account.

**Open Your Account Page**

1. Follow this link to access iLearn [https://ilearn.oregon.gov](https://ilearn.oregon.gov) and log in.

2. On your Learning Home page, click on *My Account*. It’s under your name on the upper right of the screen.

**Password change**

3. Follow these steps to change your password.
   - **NOTE:** You’ll be asked to change your password the first time you log in.

4. Click on *Edit Password*

5. In the new window, enter your current password. Then enter your new password and click the *Save* button.
Update Name and Email Address

1. On the **User Information** box from the My Account page, click the **Edit** button.

2. In the new screen, update your **First** and **Last** name.

   **NOTE:** This is how your name appears on training records, sign-in sheets and certificates.

3. Update your **Email Address** and click the **Save** button.

Turn on Messages

iLearn can send you training messages. Examples:

- When you’ve signed up for a training
- Training is cancelled or the location has changed
- An instructor needs to email you
- You were on a waitlist and are now registered

**NOTE:** You need to turn on email messages and enter an email address in your profile.

1. On the **Preferences** box from the My Account page, click the **Edit** button.

2. In the new screen, **check** the box next to **Send messages to my email address (as shown in my profile)** and click the **Save** button.
Update Work Information

Make sure you have access to training offered by the Department of Human Services. Update your Work Information.

1. On the Work Information box from the My Account page, click the Edit button.

2. In the new screen, Click on Select under Organization.

3. In the new screen, type Human Services in the Find Organization box and click the Search button. Select Department of Human Services Partners and click Save.

4. You will now be back in the Work Information box. Click Save again.
NOTE: The rest of the Work Information section is optional. If you fill out Company, Company Address etc., make sure you update it if you change jobs.

Do not enter your Manager’s name; this is for State employees only.

Set Password Questions

If you forget your iLearn password, you can reset it on the login page by clicking Forgot your password?

iLearn will ask you to answer your security questions. Be sure to set the security questions the first time you log in. If you forget your username or password, you can also contact the Service Desk at 503-945-5623 or dhs.servicedesk@state.or.us.

1. Log into iLearn.

2. On your homepage, click on My Account. It’s under your name on the upper right of the screen.

3. Click on Edit Security Questions.

4. For each of the drop downs, choose one Question to answer. Type the answer to each question in the matching answer box. When you’re finished, click Save.
How to find a course

Search the Learning Catalog

You can search for courses in iLearn from (1) the search box on your Learning Home homepage or (2) the Browse Learning Catalog search box on the Learning Catalog menu.

1. From either tab, use the search box to enter the course name, course number or keyword and click the Search button.

   - Using All Words makes it easier to find what you need.

2. This will bring up a list of all content in iLearn that matches your search. Click any item to find out more information and register.
NOTE: Classes offered by the Department of Human Services all begin with *DHS*. All ODDS courses should follow the title convention: *DHS – DD – Course Name*. Searching for the exact phrase keyword “DHS – DD” will yield all of the courses offered by ODDS.

DD Course examples

Below are two examples of DD trainings that are available for partners.

1. **DD QA Case Management Services Training**
   To find in-person classroom style Quality Assurance case management trainings for Services Coordinators and Personal Agents, search for keyword, “I/DD”.

2. **DD Core Competency Online Training Modules**
   To find online eLearning Core Competency training modules for Services Coordinators and Personal Agents, search for keyword “SC/PA”. There are additional Core Competency modules designed for Direct Service Providers. Search for these using keyword, “DSP”.

How to create a new account

1. Go to the iLearn website: [https://ilearn.oregon.gov](https://ilearn.oregon.gov)

2. On the iLearn login page, click **Create New Account**. This will take you to the User Information page.
Complete the User Information page using the information below.

Type: Not a State Employee
First Name: Your first name
Last Name: Your last name
Email: Your e-mail address (each email account can only be used for one account in iLearn)
Login ID: Choose a Login ID… it must be a least 6 characters and cannot contain spaces or characters such as /, @, or &.
Job Title: Leave blank
Organization: Select Human Services, Department of

Another drop-down menu will appear for Partners. Select your partner organization; choose Department of Human Services Partners.
Manager: Leave blank

3. Click the green Submit button. You have created a new account. You will receive an email with a temporary password. The temporary password in this email is only valid for 24 hours. Please log in and update your password promptly.

Congratulations on getting started with iLearn!

For password resets or help retrieving your Login ID, contact the DHS Service Desk at 503-945-5623 or dhs.servicedesk@state.or.us.

For further assistance using the iLearn system, please email dhs.training@state.or.us.