

### Outline of Minimum Requirements for Curriculum

| Module                  | Staff Must Demonstrate Knowledge/Understanding of the MINIMUM COMPETENCIES listed below.   | Pre-service | Before Performing Skill | Within 45 Days | Skills Recheck          | ID/RD, Community Supports and HASCI Waivers Caregiver – (Prior to providing service) |
|-------------------------|--|-------------|-------------------------|----------------|-------------------------|--|
| Mission, Vision, Values | <ul style="list-style-type: none"> <li>• Mission, vision and values of the employing organization</li> <li>• Role in the agency’s mission</li> </ul>   |             |                         | X              |                         |  |
| Confidentiality, HIPAA  | <ul style="list-style-type: none"> <li>• Privacy and security of information and records of people served by DDSN is protected by SC state laws and Federal laws</li> <li>• Confidential records may not be accessed without a written release of information form signed by the person or their legally authorized representative, unless required by law</li> <li>• Verbal release of information should not be done, except under emergency situations</li> <li>• The person (and their parents if they are a minor) has the right to access their records</li> <li>• Intent and purpose of HIPAA</li> <li>• Necessity to be compliant with HIPAA requirements</li> <li>• Penalties for failure to comply with HIPPA regulations</li> </ul> | X           |                         |                | Annual                  | X  |
| First Aid               | <ul style="list-style-type: none"> <li>• Obtain first aid certification</li> </ul>   | X           |                         |                | Red Cross or comparable | X  |

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| CPR   | <ul style="list-style-type: none"> <li>• Obtain certification in CPR</li> </ul>  | X |  |  | Red Cross or comparable |   |
| Prevention of Abuse, Neglect and Exploitation | <ul style="list-style-type: none"> <li>• Definition of abuse</li> <li>• Types of abuse</li> <li>• How and to whom to report suspected abuse</li> <li>• Responsibilities as a mandated reporter</li> <li>• Penalties for perpetrating abuse</li> <li>• Penalties for failure to report abuse</li> <li>• Demonstrate knowledge of ways to prevent abuse (e.g., walk away, go to supervisor, etc.)</li> </ul>   | X |  |  | Annual                  | X |
| Critical Incidents                            | <ul style="list-style-type: none"> <li>• Definition of a critical incident</li> <li>• How to report critical incidents</li> <li>• Actions to take in the event of a critical incident</li> </ul>   | X |  |  | Annual                  |   |
| Consumer Supervision                          | <ul style="list-style-type: none"> <li>• Supervision needs of each person must be assessed and a plan established to meet the needs</li> <li>• Supervision needs of a person must be balanced with their rights and personal choice</li> <li>• Supervision plans must be developed to address supervision needs through the day and evening, including meals and baths</li> <li>• Staffs responsibility to provide appropriate supervision to people based on their individual plan</li> </ul> | X |  |  | Annual                  | X |

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| Signs and Symptoms of Illness and Seizures      | <ul style="list-style-type: none"> <li>Recognize signs/symptoms that person may be ill (e.g., dehydration, constipation, etc.)</li> <li>Take appropriate action according to agency medical protocol</li> <li>Recognize seizure activity</li> <li>Take actions /interventions necessary according to seizure protocol</li> <li>Understand and recognize possible side effects of medications of people supported</li> <li>Know where to locate relevant health care information for people supported</li> </ul> | X |  |  |        | X (May be waived if responsible party considers caregiver competent) |
| Recognizing and responding to suicidal behavior | <ul style="list-style-type: none"> <li>Recognize suicidal behavior</li> <li>Respond appropriately to suicidal behavior</li> </ul>   | X |  |  |        |  |
| OSHA Guidelines, Work place safety              | <ul style="list-style-type: none"> <li>Understand purpose of OSHA regulations</li> <li>Work place health and safety</li> <li>Blood born pathogens</li> <li>Universal precautions</li> <li>Handle chemicals in the work place appropriately</li> <li>Operate machinery/tools in workplace safely</li> </ul>  | X |  |  | Annual |  |
| Fire Safety/Disaster Preparedness               | <ul style="list-style-type: none"> <li>Identify emergency</li> <li>Locate and follow Evacuation plan</li> <li>Locate emergency notification information including who is to be</li> </ul>   | X |  |  | Annual | X (may be waived if responsible party considers caregiver competent) |

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|--|---|--|--|--|--------|--|
|  | <p>informed of an emergency and in proper order</p> <ul style="list-style-type: none"> <li>• Familiar with potential local disasters</li> <li>• Learn location of disaster preparedness plan</li> <li>• How to implement</li> <li>• Conduct fire and other emergency drills according to agency policy</li> </ul>                                     |  |  |  |        |  |
| Consumer Funds   | <ul style="list-style-type: none"> <li>• Familiar with policies regarding the handling of consumer funds</li> <li>• Assist and support consumers in financial matters according to policy</li> </ul>  | X  |  |  |        |  |
| Medication Assistance  | <ul style="list-style-type: none"> <li>• Administer medications/treatments accurately and in accordance with agency policy</li> <li>• Check Physician's orders</li> <li>• Record medication administration in log</li> <li>• Know common medications prescribed for the individuals supported and identify their interactions/side effects</li> </ul> | X  |  |  | Annual |  |
| Physical Management (turning, positioning, body mechanics, etc.) | <ul style="list-style-type: none"> <li>• Lift, turn, position an individual using recognized safe body mechanics</li> <li>• Follow generalized or individualized protocol</li> <li>• Use assistive lifting devices (such as back belts, etc.)</li> <li>• Position individuals safely in chairs and wheel chairs based on their individual</li> </ul>  | X (Regional Centers/Community ICFs/ID), other environments where population served would require such skills |  |  |        |  |

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|  | support plans  |   |   |   |                     |  |
| Active Treatment and ICF/ID Regulations  | <ul style="list-style-type: none"> <li>Familiar with and knows how to apply ICF/ID regulations</li> <li>Understands concept and requirement for Active Treatment</li> </ul>  | X (Regional Centers/Community ICFs/ID Only) |   |   |                     |  |
| Lifting, Transfers & Passenger Assistance  | <ul style="list-style-type: none"> <li>Use vehicle lifts appropriately</li> <li>Secure people who use wheelchairs in van safely</li> <li>Know consumer's individual needs while riding in van (e.g., behavior management, safety)</li> <li>Know what equipment is stored in van and how to use it</li> </ul> |   | X |   |                     |  |
| Personal Care  | <ul style="list-style-type: none"> <li>Assist individuals in completing personal care (e.g., hygiene and grooming) activities</li> </ul>   |   | X |   |                     |  |
| Defensive Driving (National Safety Council )   | <ul style="list-style-type: none"> <li>Pass defensive driving course</li> </ul>  |   | X |   | Curriculum Specific |  |
| Approved Crisis Management Curriculum<br>(See 567-04-DD: Preventing and Responding to Disruptive Behavior and Crisis Situations and attachment for approved curriculum ) | <ul style="list-style-type: none"> <li>Successfully complete training in an approved crisis management curriculum</li> </ul>   |   | X |   | Curriculum Specific |  |
| Person Centered Planning and Personal Outcome Measures   | <ul style="list-style-type: none"> <li>Understand person centered planning</li> <li>Understand importance of community inclusion</li> <li>Understands self</li> </ul>  |   |   | X |                     |  |

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|                             | <ul style="list-style-type: none"> <li>determination</li> <li>Understand importance of providing people with choices in day-to-day life</li> <li>Familiar with Personal Outcome Measures and importance of assisting people in recognizing their interests, personal preferences and goals</li> </ul>       |  |  |   |        |  |
| Rights, Due Process         | <ul style="list-style-type: none"> <li>Understand all people have rights</li> <li>Know basic human rights</li> <li>Understand requirement for due process</li> <li>Assist people in exercising rights in day-to-day interactions and choices</li> <li>Assist people in advocating for themselves</li> </ul> |  |  | X | Annual |  |
| Understanding Disability    | <ul style="list-style-type: none"> <li>Develop basic understanding of disability</li> </ul>   |  |  | X |        | X (May be waived if the responsible party considers caregiver competent) |
| Personal Property Inventory | <ul style="list-style-type: none"> <li>Assist people in maintaining and keeping up with personal property</li> <li>Understand requirement to inventory personal property</li> <li>Completes inventory according to agency policy</li> <li>Documents inventory appropriately</li> </ul>                      |  |  | X |        |  |
| Facilitation of Services    | <ul style="list-style-type: none"> <li>Understand individual service planning process</li> <li>Understand assessment process and how goals and</li> </ul>   |  |  | X |        |  |

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|---|--|--|--|---|--|--|
|   | <ul style="list-style-type: none"> <li>objectives are developed</li> <li>• Implement individualized plan based on the person's preferences, needs, and interests using various instructional strategies and teaching techniques</li> <li>• Record necessary documentation accurately and consistently</li> </ul> |  |  |   |  |  |
| Supervisor's On- the Job Training Checklist | <ul style="list-style-type: none"> <li>• Specific to job and population served</li> </ul>  |  |  | X |  |  |

Pre-service – before working directly with people who receive services

Curriculum specific – time requirement specified by the curriculum you are using

SAMPLE