Restructuring Training Requirements for Providers of Adult Day Services

General Provider Training (Rule 5123:2-2-01)	Section 1/Initial Orientation (OPRA/OSCB Proposal)	Sections 2 & 3 (OPRA/OSCB Proposal)	Ongoing Training

Prior to providing services, complete 8 hours of training that addresses:
1. Overview of serving individuals with developmental disabilities
  • Characteristics of individuals with developmental disabilities
  • Service planning/team process/communication
  • Best practices
  • Resources for additional information and assistance
2. Provisions governing rights of individuals set forth in sections 5123.62 to 5123.64 of the Revised Code
  • Review of each right as written in statute
  • Examples that demonstrate how the rights are exercised in the everyday life of a person with a development disability, with emphasis on:
    o Dignity and respect – principles of the Positive Culture Initiative
    o Privacy
    o Decision-making – principles of self-determination, consent for services and treatment
    o Advocacy – relationship to guardians and personal representatives
    o Financial management – relationship to payees
    o Confidentiality
3. Overview of basic principles and requirements of providing HCBS waiver services
  • Responsibilities of a provider
  • Medicaid and waivers
  • Monitoring and oversight of services
  • Submission and payment of claims (billing)
  • Resources for additional information and assistance
4. Requirements of rule 5123:2-17-02 relating to incidents adversely affecting health and safety
  • Categories of major unusual incidents (MUI) with emphasis on the most common: unplanned hospitalizations, misappropriation, physical abuse, neglect, medical emergencies, and known injury
  • Reporting responsibilities – MUI, unusual incident, trends and patterns
  • Immediate response
  • Prevention plans
  • Role of Investigative Agent
  • Abuser Registry
  • DODD Alerts
	Prior to spending unsupervised time with individuals, either complete the PATHS Certificate of Initial Proficiency program OR complete training that addresses:
	1. Organizational background of the agency provider
	  • Mission, vision, values, principles, and goals
	  • Organizational structure/table of organization
	  • Key policies, procedures, and work rules
	  • Ethical and professional conduct and practice including how to address potential conflicts of interest
	  • Working effectively with families and other team members
	  • Guidance on potential conflicts of interest
	2. Understanding developmental disabilities
	  • Functional definition of developmental disability
	  • Common causes of developmental disabilities
	  • Characteristics of most common developmental disabilities
	  • Lower incidence disabilities
	  • Definition of mental illness; dual diagnosis
	  • Eligibility and entrance criteria (site/program specific)
	3. History and evolution of the developmental disabilities service delivery system
	  • Early role of institutions and impact of deinstitutionalization movement
	  • Evolution of community residential support services from ICFMR and group homes to supported living
	  • Medicaid's role in service delivery system, including waivers and ICFMR
	  • How services are funded; importance of county boards in funding services
	  • Evolution of adult day services including competitive, supported, and sheltered employment and vocational training programs and social/leisure/recreational day activity options
	4. Components of quality care for individuals with developmental disabilities
	  • Interpersonal relationships and trust
	  • Cultural/personal sensitivity and "people first" language
	  • Importance of communication; how we use behavior to communicate
	  • Person-centered thinking and practices; how individual needs are assessed and ISPs developed
		A mentor will be assigned and immediately accessible to the new employee.
		
		During the first year of employment, complete:
		1. On-the-job training specific to each individual he/she serves that addresses:
		  • The individual's preferences and strengths
		  • The individual's diagnoses and related needs
		  • The individual's care needs including nutrition, diet and mealtime support, restroom assistance, mobility needs, lifting, and general supervision/support requirements
		  • Medication administration and delegated nursing, as applicable
		  • ISP requirements including skill development goals, and service/support activities
		  • Teaching techniques and related documentation requirements
		  • Management of the individual's funds and related documentation requirements
		2. Other training specific to the type of adult day services being provided:
		  • Federal and state requirements regarding payment of sub-minimum wages
		  • Description of self-employment, sheltered employment, supported employment, and competitive employment programs
		  • Opportunities in the local community to access and promote volunteerism, socialization, recreation, and leisure pursuits, including low cost and no cost activities
		  • Planning and organizing age-appropriate activities
		  • Programs that enhance school-to-work transition
		  • Retirement planning and supports
			Annually complete job-related training that enhances the employee's skills and competencies and addresses:
			  • Provisions governing rights of individuals set forth in sections 5123.62 to 5123.64 of the Revised Code (Rule 5123:2-2-01 and OPRA/OSCB Proposal)
			  • Requirements of rule 5123:2-17-02 relating to incidents adversely affecting health and safety and DODD Safety Alerts issued during the year (Rules 5123:2-2-01 and 5123:2-17-02 and OPRA/OSCB Proposal)
			  • Requirements relative to direct service staff role in behavior support (OPRA/OSCB Proposal)
			
			The agency provider shall:
			  ▪ Maintain a syllabus and materials utilized to complete training.
			  ▪ Identify a mechanism to assess employees' competency in areas of training.
			  ▪ Develop a written plan identifying training priorities for each employee which shall be updated on an annual basis and identify who is responsible for providing the training and projected timelines for completion of the training.
			(OPRA/OSCB Proposal)

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5. Universal precautions for infection control, including hand washing and the disposal of bodily waste
  • Infection control
  • Prevention of contact with blood and body fluids
  • Blood borne pathogens
 	
Hold valid certification in First Aid and CPR.
 	
Anyone responsible for implementing a behavior support plan must receive training in the plan components prior to implementation of the plan.
	• Role and responsibilities of team members including individual, family, guardian, SSA, program manager, QMRP, and direct service personnel
	• Record-keeping including progress notes and incident/accident reports
	5. Health and safety
	  • Signs/symptoms of illness/injury and procedure for response
	  • Building/site-specific emergency response plans
	  • Program-specific transportation safety
	6. Positive behavior support
	  • Key principles of positive intervention culture
	  • Role of direct service staff in creating positive culture
	  • General requirements for behavior support plans and intervention strategies and direct service staff role including documentation
	  • Behavior Support Review and Human Rights Committees
	  • Crisis intervention techniques		