

END OF YEAR REPORT FOR THE DIRECT SUPPORT PROFESSIONAL TRAINING (DSPT) PROGRAM **FISCAL YEAR 2006-07**

Background

In its 1997 review of the Home and Community-Based Services Waiver, the Centers for Medicare and Medicaid Services (CMS) identified a need for training for direct care staff working in CCFs. As a result, in 1999, DDS implemented the Direct Support Professional Training (DSPT) program. The training is based upon minimum core competencies staff must have to ensure the health and safety of individuals with developmental disabilities. The training requirement includes 70 hours of training to be completed within the first two years of employment in a Community Care Facilities. To implement this training, DDS developed a collaborative program with the California Department of Education (CDE).

Highlights

- Ongoing revisions are made to the DSPT to ensure quality services to individuals with developmental disabilities.
- The latest revision of the curriculum was implemented in 2004 and resulted in the addition of extensive material on oral health and risk management, and the addition of medication skill checks in both years of the training.
- The next revision of DSPT curriculum, scheduled for implementation in September 2008, will include:
 - updated videos on: hand washing & gloving, and assisting with the self administration of medications
 - choice making curriculum, developed by the Department's Consumer Advisory Committee
 - more material on mental health conditions and psychotropic medication management
- Starting September 1, 2007, challenge test students are now required to demonstrate through a skill check their proficiency in assisting with the self-administration of medications.
- In FY 2006-2007, a continuous quality management system was implemented that provides quantitative quality assurance data. The system measures consistency and overall quality of teaching, effectiveness of the written curriculum, and student satisfaction. These full reports can be viewed on the DDS website: [DSPT Student Satisfaction Survey](#) and [DSPT Classroom Observation Report](#).
- The DSPT has been approved by the Department of Social Services to meet continuing education requirements for CCF Adult Residential Facility (ARF) and Residential Care Facilities for the Elderly (RCFE) administrator re-certification.
- DSPT hours meet regional center requirements for continuing education for direct support professionals and Community Care Licensing (CCL) requirements for CCF administrators.
- Through the classroom experience, the DSPT offers DSPs hands on, personalized instruction and the opportunity to network with and learn from the experiences of other DSPs.
- Instruction is provided to address all adult learning styles. The curriculum includes written curriculum, PowerPoint graphics, group and individual exercises, role plays, videos, quizzes, and skill checks.
- Procedures are periodically reviewed and revised in order to maintain the security and integrity of testing and training results.

Statistics

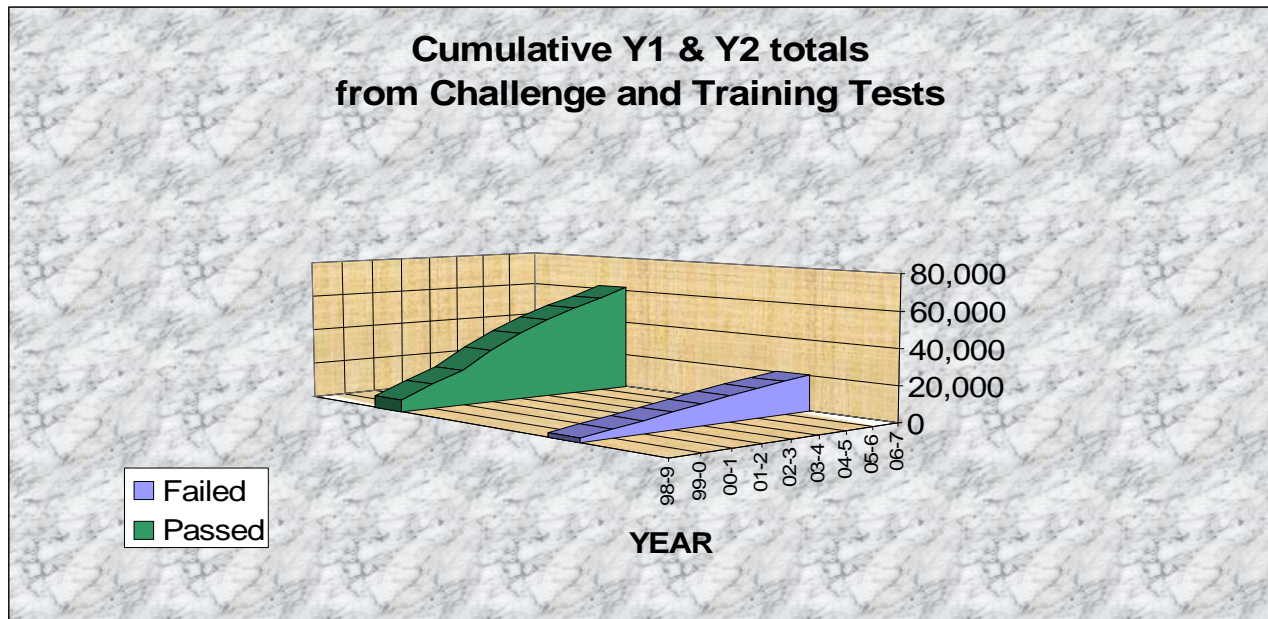
- 34 Regional Occupational Centers and Programs (ROCPs) offer the training through CDE. ROCPs employ approximately 100 trainers with backgrounds in education, health care, and direct service.
- In FY 05/06 a total of 4,748 DSPs completed the DSPT requirement. Data for FY 06/07 shows a total of 5,624 DSPs completed the DSPT requirement.*

DSPT Testing and Training Data

Training Year	FY 05/06	FY 06/07
Year 1 Challenge	587	662
Year 2 Challenge	405	611
Year 1 Training	2,319	2,821
Year 2 Training	1,437	1,530
GRAND TOTALS	4,748	5,624

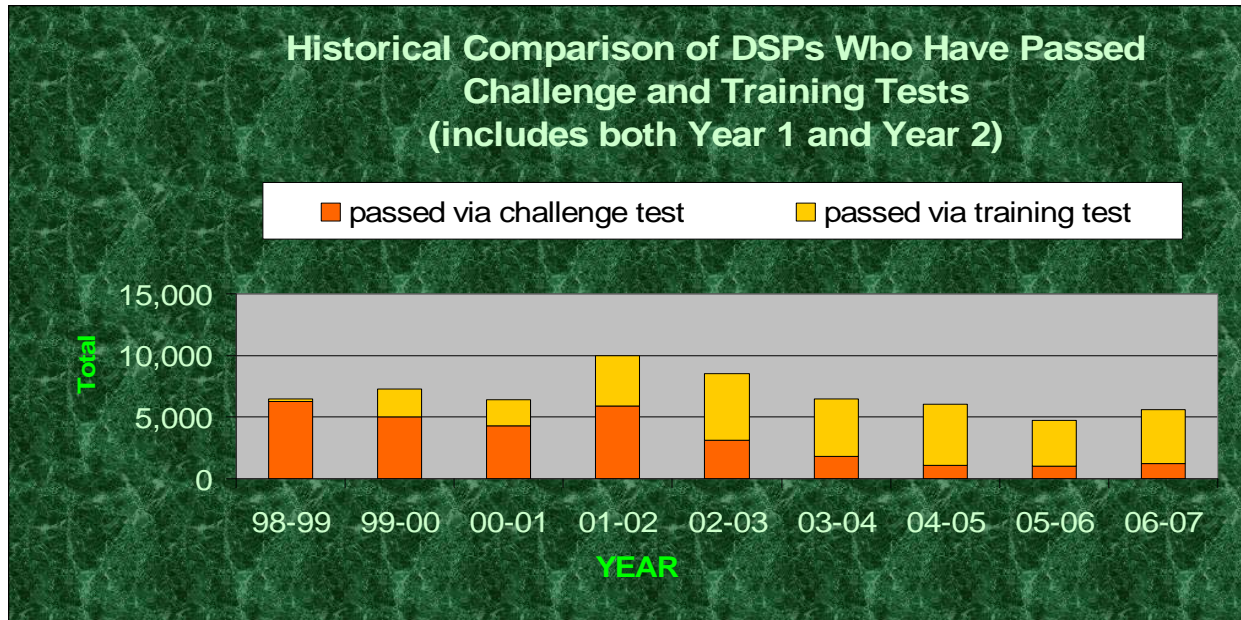
4,748 + 5,624 = 10,372

- Since FY 98-99 a total of 61,688 DSPs have successfully completed the training requirement for Year 1 and Year 2; approximately 20,000 individuals have not passed tests.*

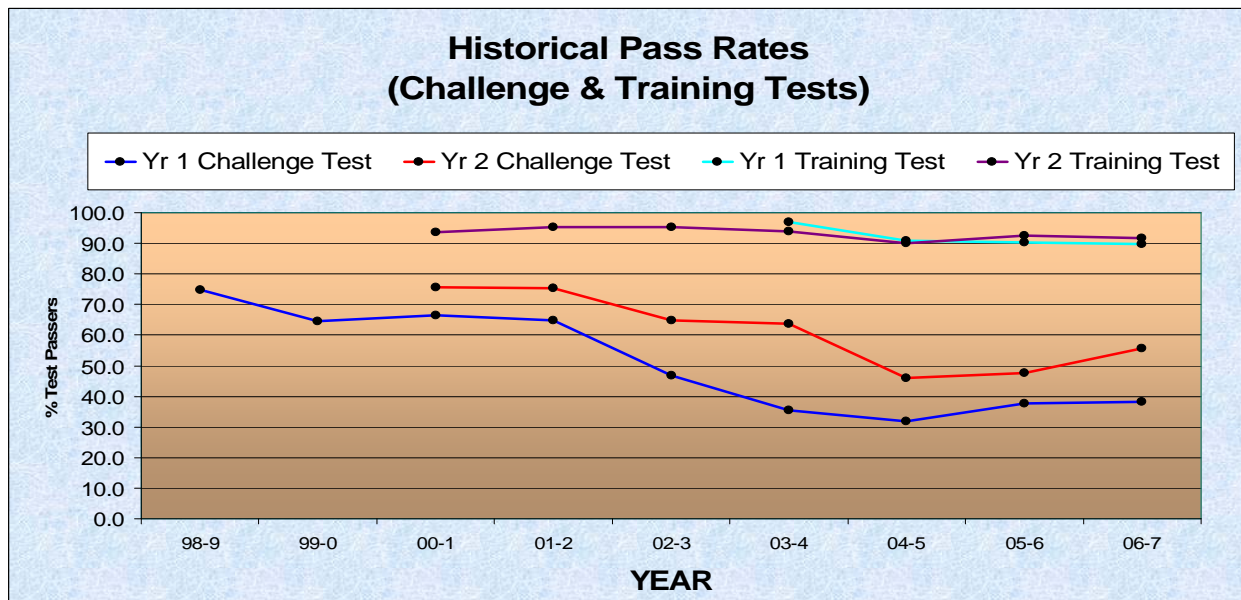


* these totals represent all who have passed/failed Challenge or Training tests for either Year 1 or Year 2. Because individuals must pass tests associated with both years to successfully meet the requirement, refer to Year 2 totals for an accurate sense of those who have become fully DSPT certified.

- Since FY 2002-2003, more DSPs have met the DSPT requirement by taking the Training course than have taken the Challenge test.



- Trends reflect a significantly higher pass percentage among people who have gone through the training classes than those who have taken the Challenge Tests.



DSPT Student Satisfaction Survey

An analysis completed by the WestEd Center for Prevention and Early Intervention in September 2007 (*data collected Nov. 2006 – May 2007*) concluded that DSPs generally feel satisfaction with approach and contents of the DSP Training; there is only a slight difference in the levels of satisfaction reported by Year One and Year Two students.

- In September 2007, an analysis of DSPT Student Satisfaction Survey data was completed (data collected from November 2006 through June 2007). There were 1,259 participants in the study.
 - 83% of respondents were DSP line staff; 17% CCF administrators
 - 76% received training in a classroom setting, 19% at a CCF, 5% at other facilities
- The survey assessed a variety of quality measures including:
 - overall quality and effectiveness of the training
 - adequacy of facilities and location
 - impressions of trainer's abilities
 - helpfulness of training materials
- 98.7% of respondents indicated Agreement or Strong Agreement that they were satisfied with the training overall

DSPT Classroom Observations

An analysis completed by the WestEd Center for Prevention and Early Intervention in September 2007 evaluated DSPT classroom environments, instructional materials, and curriculum content delivery from the period October 2006 through January 2007.

- Classroom Observation results for FY 2006-07 indicate overall high satisfaction with curriculum delivery as implemented by instructors, with training ratings of 2.6 to 3 on a 3-point scale
- In terms of implementing instructional strategies that utilize adult learning principles, instructors received uniformly high ratings
- Observers generally remarked that classrooms were well-equipped and arranged to facilitate interaction
- Goals for sessions were adequately communicated, learning was guided, and quizzes and skill checks were used appropriately