DELAWARE HEALTH AND SOCIAL SERVICES

Division of Developmental Disabilities Services

Office of Professional Development

College of Direct Support Bulletin
Spring 2017

Introduction
Friends and Colleagues this is the Winter/Spring edition of the College of Direct Support (CDS) Bulletin. The Office of Professional Development (OPD) publishes this Bulletin at regular intervals to inform and educate CDS users regarding updates to the College of Direct Support, as well as to provide information regarding what's going on in the DDDS Office of Professional Development.

As of March 31, 2017, there are a total of 4,232 individuals enrolled in Delaware's College of Direct Support that represents DDDS and its provider agencies. There have been approximately 206,113 lessons assigned and 124,965 lessons completed. Please remember that any comments or questions are welcome as we always strive to provide you with useful information while continuing to improve your training experience.

Please remember to share this Bulletin with your staff. From time to time OPD receives a comment or question that was previously addressed in a Bulletin. Our staff is happy to address any question regarding the CDS or our Division. In order to have the time to respond to your needs, OPD respectfully requests that you review previous Bulletins prior to contacting our staff with a concern. You may find the previous Bulletins on the DDDS website in the Office of Professional Development Section: http://www.dhss.delaware.gov/dhss/ddds/training.html

Training Compliance Solution
Providers raised an issue about staff that work for you who are not required to complete training on the CDS, but are being counted in compliance reporting. The following information is being provided as a solution to this issue: If a provider has assigned employees a logon ID for the CDS, but that employee does not complete CDS training, they should be entered into a department with the prefix "TNR" (i.e., Training Not Required). For example, if a provider has all of their Administrative personnel in a department called "Admins", the provider should change the name of the department to "TNR-Admins". This will indicate to DDDS that these staff should not be included in the compliance reporting. To change the name of a Department, or to create a new Department, log on as Administrator and follow the directions in the attached task guide.

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Create_Edit.docx

Delaware Training Modules
Due to the dedicated work of Leslie Hailey and Nina Licht the lessons noted below are now included in each of the job-specific modules. As a result of the lessons inclusion into the noted modules, OPD was able to reduce the over-all the number of lessons in each of the job-specific modules by removing a significant number of the "Maltreatment" lessons, which are now in the DDDS lessons. However, it should be noted that several Maltreatment lessons remain in the modules because they cover information that is not currently contained in the DDDS lessons. DDDS is in the process of revising the Abuse Reporting (PM#46-related) policy. When that is complete, we will revise the lessons as appropriate and incorporate the information from the remaining Maltreatment lessons, which will then be removed from the modules.

When the job-specific modules are assigned to staff, they are also assigned these DDDS-specific lessons. No additional action is required to assign the DDDS-specific lessons.

If a learner is not able to successfully complete one of the DDDS-specific modules, it must be re-assigned in order for the learner to try the test again. Previous instructions were to archive/reassign the whole job-specific module and adjust the due date accordingly. However, in order to make this process easier, DDDS has created global modules that contain each individual lesson, so E-Learner Administrators will now be able to re-assign **only** the lesson that the learner needs to retake by assigning one of these modules. **E-Learner Administrators must remember to adjust the due date when assigning these modules so that the learner remains in compliance with training due dates.**

The Global Modules that contain the individual DDDS-specific lessons are:

G-DDDS-Abuse Reporting 2016
G-DDDS-Confidentiality HIPAA 2016
G-DDDS-Inclusion DHSSPM70 2016
G-DDDS – Orientation 2016 revised
G-DDDS Rights Complaints 2016

College of Front-Line Supervision and Management
During our most recent visit with Elsevier some of you had questions about the Front-Line Supervision and Management series. In order to be responsive to your needs the attached PDF document was created to provide the current course catalog for the College of Front-Line Supervision and Management. After reviewing the information we hope that agencies find the trainings a useful tool in developing their talent; and as a way to move staff from direct support positions into supervisory or management roles.

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Front-Line Supervisi

Maltreatment Lesson Update

All the GLOBAL modules have been edited to remove all Maltreatment lessons EXCEPT the following four:

Characteristics of Caregivers that Affect Risk of Abuse
Characteristics of Situations that Affect Risk of Abuse
Characteristics of People Supported that Affect Risk of Abuse
Engaging and Supporting Protective Factors in Individuals

These lessons will remain in all Global modules until such time as DDDS revises the Abuse Reporting materials on the CDS. Lynda Lord is in the process of re-writing the policy (it will be called the "Community Occurrence Policy") and after she is finished, we will work to revise the materials, upload them to the CDS, and include the information that is currently in the remaining Maltreatment lessons so that we can remove them as well. For now, there are 4 Maltreatment lessons in addition to the DDDS Abuse Reporting course that remain in all modules.

Electronic Record

When DDDS "goes live" with the new electronic record, in addition to the training each employee will receive, materials will also be made available on the College of Direct Support via the self-enrollment option. Employees will be able to assign themselves training materials *as needed* for the tasks they want to complete while they are on the job-site. The plan is for training materials to be divided into modules by job type (i.e., Direct Support Professional, Case Management, Nursing, BAs, etc.) and staff will be able to assign themselves the module and/or lessons that they want to review any time they need a refresher about how to navigate and use the new electronic record. Attached is a task guide for using the Self-Enrollment option in the College of Direct Support.

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LLAM Update

LLAM Changes:
Over-the Counter Form - Replaces Standing Medication Order Form. Agency can get this signed when the current SMO form expires.

Pre-Requisite Math Test - Question and Answer for #s 9 and 10 were changed to decrease confusion.

LLAM Pre-Requisite Checklist - Math passing score corrected to read 80% instead of 85%.

Medication Administration Competency Document - To be used in place of 4 page med pass sheets located in LLAM curriculum.

Please contact Sharon Bertin directly at Sharon.Bertin@state.de.us with any questions regarding the LLAM curriculum.

LLAM Training and AWSAM Substitution
The LLAM training is provided once a month in Kent and New Castle County and class size has been extended from 20 to 30 participants. Initial LLAM training is three consecutive days from 9:00 a.m. until 4:00 p.m. Recertification LLAM training, which is not being offered at this time will be provided over two consecutive days from 9:00 a.m. until 4:00 p.m. Agencies are urged to schedule their staff as soon as possible for upcoming trainings and submit verification of CPR training and passing grade on the math test. A checklist for this purpose was previously e-mailed to all provider agencies.

Technology Terms
The OPD unit receives questions regarding ways to bring a presentation, meeting, or training to a larger audience with the intent to post on our website. Based on these communications it was determined that these definitions might assist us and our communications.

Webinar- is primarily an educational tool (although they also serve a useful marketing purpose), and uses 2-way communication. It usually means that it is live, rather than recorded because that interaction is important. This includes functionality such as sharing of computer desktops, applications, PowerPoint, chat and polling to create interactivity and get audience feedback.

Webcast- a presentation delivered over the web that is more "broadcast" (one-way to the audience) than interactive. This difference from webinars matters because webcasts can be to larger audiences and can be recorded and replayed. Some tools encourage you to pre-record your presentations before sending them out into the world. These often contain the same basic functions as webinars, but tend to be less interactive so rely less on audience feedback.

Web-meetings - are simply meetings held on the web using collaborative communication and 2-way audio (and sometimes video). They use webinar type technology, but tend to be smaller, interactive and rely on two-way communication to be truly effective for brainstorming, sharing critical team information and training. These also include collaboration tools that capture notes, share documents and allow input from multiple people at the same time.

Videoconferencing- as the name implies, these tools rely on visual contact between the presenter and the audience. They can range from the high end high-definition to low-tech using simple webcams. These tools are best used for small meetings where looking each other in the eye is important.

Teleconferences - used to be known as conference calls. They are decidedly low-tech since it's just a telephone and the information is all audio. Visual references, documents etc. need to be handled individually if everyone is to follow along. Sometimes, this is all you need.

Virtual conferencing - is becoming more and more common. This type of presentation, currently used mostly for large events because of its learning curve and up-front investment, combines elements of all of the other tools. Participants are given an avatar and can move throughout the room interacting by chat, voice, view recordings and live presentations.

CDS Advisory Committee Meeting

The next Committee meeting will be held this month, a date will be forthcoming. During the most recent meeting on February 24th the Committee decided to form a working group to be coordinated by Leslie Hailey to evaluate the training requirements and review the training modules and lessons.

Groups will begin meeting in early April to make the following recommendations:

1) Make a recommendation, to include justification, as to which trainings (or training types) should be face-to-face
2) Make a recommendation, to include justification, as to which CDS Lessons/Modules should be included for the work group's service type (residential, day, clinical) in both "New Hire" and "Recertification" menus
3) Make recommendations as to what features should be required/requested if/when DDDS seeks to issue an RFP for a new Electronic Learning Management System (ELMS)
4) Make any other recommendations with respect to training required by, or provided by or through DDDS or OPD

Elsevier Updates

During Elsevier's most recent visit their representatives were asked many questions. The following questions and answers were the most frequently discussed:

Q: When DDDS pulls reports, how are they able to see learners that share their transcript with other agencies?
A: All administrators that have been granted manager zone access to view learners that work at multiple agencies will use the "Manager Zone Report" to obtain learner details on what has been assigned and completed.

Q: Is there a way to assign individual lessons without having to assign an entire module?
A: All e-learning (CDS/CES/CRCI lessons, linked content, checklist, and discussions) that you would like to assign to your learners must be created in a module before you make any assignments to your learners. A module may consist of one lesson or as much e-learning content as the administrator would like to assign at once.

Q: When we share transcripts can we see ontrack materials too?
A: Yes. The learner transcript will consist of ALL training that has been assigned to the learner by all the agencies where the learner is enrolled.

Q: How are agencies using OJT (on the job training assessments)?
A: OJT statements are observable measures of skill that a person can demonstrate. You can find these assessments on the lesson information page of the content. An active checklist of these statements can be assigned to learners and their skills mentor or supervisors. A record of the observations outcome can then be recorded in the learner's transcript.

Q: Is there a way for the agency to track how long it takes for an employee to complete a lesson?
A: There is no report that will give you the timeframe it took a learner to complete a lesson. Each lesson is associated with contact hours. This is the best way to gauge how long it will take the employee to complete the lesson. Another best practice would be for the administrator to complete the module first and gauge how long they would give their employees to complete the training.

Q: Can an agency be notified when an employee becomes inactive with the other agency?
A: The direct course site does not trigger a notification to be sent to administrators that inactivate employees. Most reports in the reports analytics manager give you the filtering option to show inactive learners if you need to capture this information.

E-Learner Training provided by Elsevier in Delaware – October 2017
Representatives from Elsevier will be returning to Delaware in October 2017 to meet with agency representatives (e-learner administrators) and any DDDS staff who are interested in learning more about the College of Direct Support. Once a definite date has been determined the information will be provided to the providers. Attendees will also have the opportunity to ask questions of Elsevier representatives. During this upcoming visit there will be a basic overview for those who are newer to CDS and then a more advanced version of their presentation. Please provide your Elsevier questions to Greg at greg.sweeney@state.de.us   Mark your calendars now.

We're hoping to make the format slightly different from last year. We'll be running the program as a Webinar with training locations in Dover at the Board of Elections Conference Room and at Fox Run.

OPD e-mail Resources

DDDS_OPD_Questions@state.de.us   (For General Training Questions)

The OPD e-mail account DDDS_OPD_Questions@state.de.us which can be found on our OPD web page is a general mailbox for your questions, comments and additional communications, other than training registration requests. OPD Staff have access to the e-mail address and will regularly monitor it in order to respond to your e-mails within 24 to 48 hours, during regular business days. Please go to the last line on our web page to utilize this resource.

DDDSTAPDRegistration@state.de.us   (For Online Training Registrations)

Anyone needing to schedule training may do so in person, by phone or by registering on-line. Requests via phone should be made to Greg Sweeney at (302) 836-2108. In order to register for a class on-line, please use the link above and complete the request form. However, registering by e-mail does not guarantee a seat in the class. Response e-mails will be sent to e-mail registrants that will provide confirmation, wait list or deny a learner's registration.

<u>Frequently Questions and Answers</u>

1. Does the ontrack system have a notice or tickler system that would make the e-learner administrator aware that a yearly training is due?

A: No.

2. Is Mandt training taken with one agency transferable to another agency until the certificates' expiration date?

A: Yes. A Mandt certificate belongs to the person who earned it and is valid until its expiration date.

3. Is there a "coming due" or "overdue" report that exists in the OnTrack system? And can a trigger be added to internal training courses?

A: Yes, the name of the report that will show learners that have completed the ontrack item is the "Ontrack Completion Report." The system will remind the learner 30 days before their ontrack item is due, but the system does not trigger a reminder email to the learner.

4. If lessons are reassigned, and have a red x with a date that indicates the lessons are past due will the reassignment remove the archived lessons that were completed?

A: If a lesson or module is removed or reassigned it will not remove the indication that the lesson was completed in the past.

5. Do providers have the ability to identify all their employees - even those that are employed with other agencies- so that a complete and accurate report can be generated?

A: Yes, if you have a learner that is employed with another agency you will need to request manager zone access from Carl Wexler for that learner and you will be able to see the following reports reflected in your "Manager Zone" reports section of the EPM.

Learner Status Report- Displays a list of your direct reports by facility and department and their overall progress towards completion of Classes and Events, eLearning, and Ontrack items. Additional drill-downs provide more detailed learner activity information.

6. We understand that providers may add as many internal agency specific trainings as desired. Will those internal courses be entered in the same manner as the CPRFA and Mandt courses?

A: Yes.

Best Practices

1. When creating learners in the CDS system it is a requirement to put the learner's Hire Date.

2. When a learner leaves your agency make sure their learner ID is made inactive. This will help keep the site clean and your agency's reports will be more accurate.

3. Module Completion Report – When looking to see which learners are in compliance, this report will give you a list of all the learners that have completed the modules you have selected from the report.