

## SYLLABUS

**Program Title:** DSPATHS (Direct Support Professional Advancement through Training and Education in Human Services) Certificate Program

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**Program Description:** The DSPATHS Certificate Program provides rigorous, comprehensive training and experience-based learning for Direct Support Professionals (DSPs) to augment the skills of seasoned professionals and develop skill sets for individuals new to human services or to direct care.

The DSPATHS Certificate Program is designed to create a competency-based and credentialed career path for Direct Support Professionals. DSPATHS will support students to find a career in this high-demand field. Each student who successfully completes the Certification of Initial and Advanced Proficiency class sessions and achieves a passing grade on program assessments will receive a DS PATHS Certificate.

**Program Objectives/Student Learning Outcomes:** The DSPATHS program provides a high-quality, state-licensed training Program for individuals to enter this field and strengthen the direct support, human services workforce in Broward County, South Florida and the state as a whole, ultimately improving the quality of support offered to children and adults with disabilities. The program incorporates classroom instruction to offer practical application of skills. The certificate program provides students the opportunity to:

1. Build skills necessary for persons working with individuals with developmental disabilities (DD) and other specialized care needs.
2. Enhance the direct support occupational image and profile with a state recognized professional certificate program.
3. Encourage increased commitment of workers to the field and their jobs.
4. Improve longevity/tenure in the critical frontline human/social services direct support workforce.

By the end of the **DSPATHS** program, students must be able to demonstrate the following performance objectives in 15 competency areas:

**Area 1: Participant Empowerment**

Enhance the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

**Area 2: Communication**

Knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.

**Area 3: Assessment**

Knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

**Area 4: Community and Service Networking**

Knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

**Area 5: Facilitation of Services**

Knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

**Area 6: Community Living Skills & Supports**

Match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

**Area 7: Education, Training & Self-Development**

Identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

**Area 8: Advocacy**

Knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

**Area 9: Vocational, Educational & Career Support**

Knowledgeable about the career and education related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

**Area 10: Crisis Prevention and Intervention**

Knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

**Area 11: Organizational Participation**

Familiar with the mission and practices of the support organization and participates in the life of the organization.

**Area 12: Documentation**

Aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.



**Area 13: Building and Maintaining Friendships and Relationships**  
Support the participant in the development of friendships and other relationships.

**Area 14: Provide Person Centered Supports**  
Facilitate what is important to the person, which requires continual listening and learning in alliance with the person, their family and friends.

**Area 15: Supporting Health and Wellness**  
Promote the health and wellness of all consumers.

**Program Requirements:** The DSPATHS Certificate program is 160 classroom clock hours.

**Program Outline:** The Instructor to student ratio is 1:5-10. Students in this program are all adult learners and do not require extra instructional support. The below listed course numbers are made up of numbers and letters that represent the name of the program and the sequence of the courses as delineated by the Ohio Alliance of Direct Support Professionals (OADSP). Arc Broward follows the OADSP course numbering system to assign courses in accordance with DS PATHS program requirements. The OADSP course numbering system is designed to identify courses and differentiate the level of study. Note that courses are numbered sequentially and assigned a letter prefix depicting the program title.

- CIP 100: Introduction and Welcome to DSPATHS (4 clock hours)
- CIP 101: Overview of Developmental disabilities (4 clock hours)
- CIP 102: Understanding Developmental Disabilities (4 clock hours)
- CIP 103: Ethics on the front line (4 clock hours)
- CIP 104: Supporting health and safety (4 clock hours)
- CIP 105: Providing personal care with dignity (4 clock hours)
- CIP 106: The Direct support professional as a teacher (4 clock hours)
- CIP 107: Individual service planning and self-determination (4 clock hours)
- CIP 108: Fundamentals of effective documentation (4 clock hours)
- CIP 109: Providing behavioral supports and principles of positive intervention culture (4 clock hours)
- CIP 110: Unusual incidents, major unusual incidents, and incident report writing (4 clock hours)
- CIP 111: Interpersonal communication (4 clock hours)
- CIP 112: Community living skills and supports: Making it happen (4 clock hours)
- CIP 113: Self-determination supporting individuals in achieving their dreams and goals (4 clock hours)
- CIP 114: The professional of direct support in disability services (4 clock hours)
- CIP 115: Team dynamics and communication (4 clock hours)
- CIP 116: Utilizing augmented alternative communication system (4 clock hours)
- CIP 117: Supporting a person to identify and achieve vocational goals (4 clock hours)
- CIP 118: Introduction to Autism spectrum disorders (4 clock hours)
- CIP 119: Facilitating and supporting community inclusion (4 clock hours)
- CAP 201: Participant Empowerment Part 1 (4 clock hours)
- CAP 202: Participant empowerment Part 2 (4 clock hours)

- CAP 203: Overview of entitlement benefits title II and title XVI work incentives part\_1 (4 clock hours)
- CAP 204: Overview of entitlement benefits title II and title XVI work incentives part 2 (4 clock hours)
- CAP 205: Overview of entitlement benefits title II and title XVI work incentives part 3 (4 clock hours)
- CAP 206: Crisis intervention (4 clock hours)
- CAP 207: Understanding and utilizing assessment\_(4 clock hours)
- CAP 208: Advocacy and promoting self-advocacy and self-determination (4 clock hours)
- CAP 209: Facilitation of services (4 clock hours)
- CAP 210: Supporting Successful Community living part\_1 (4 clock hours)
- CAP 211: Supporting Successful Community living part 2 (4 clock hours)
- CAP 212: Promoting community service and networking (4 clock hours)
- CAP 213: Teaching strategies for excellent direct support practice part I (4 clock hours)
- CAP 214: Teaching strategies for excellent direct support practice part II (4 clock hours)
- CAP 215: Organization participation (4 clock hours)
- CAP 216: Education, training, and self-determination (4 clock hours)
- CAP 217: Team conflict resolution and problem solving (4 clock hours)
- CAP 218: Direct support professional as a leader Part I (4 clock hours)
- CAP 219: Direct support professional as a mentor Part II (4 clock hours)
- CAP 220: Vocational, education, and career support (4 clock hours)

**Evaluation Standards/Course Grading Policy:** Arc Educates has established satisfactory academic progress (SAP) standards for students who apply for and/or receive institutional aid. SAP is a measure of whether a student is progressing adequately toward completion of his or her course of study. It is determined in terms of class quiz scores, final exam score and class attendance.

Student Academic Progress (SAP) standards apply to all students enrolled in the program. SAP is reviewed at designated times per program session, regardless of a student's receipt of financial aid. The reviews will minimally include the Director, the Instructor and the student and will occur after the completion of the 40, 80, 120 and 160 hours.

The Director, or his/her designee will document the review on the "Satisfactory Academic Progress" form which will be signed by all in attendance. The form will be maintained in the student's central record.

The following benchmarks are required to earn a CERTIFICATE:

- ✓ The student is required to make quantitative progress toward program completion. To be making satisfactory academic progress, a student must attend at least 85% of the scheduled class hours on a cumulative basis (136 class hours/17 days present or 3 day absent).
- ✓ The student must complete at least 85% of the required homework assignments. Homework assignments are graded for completion only.

- ✓ The student's academic average is reviewed to determine **qualitative progress**. Students must maintain an average of 75% on weekly written quizzes (for CAP) as well as a minimum average grade of 75% on the mid term exam. The minimum required is 75% at mid-term and Students will be given up to two attempts to achieve a passing score on the exam.

Final grades will be based on the student's performance in the following activities:

ACTIVITY	WEIGHT
Mid-term Exam (CIP)	40%
Class Quizzes (75% average) for CAP portion only	40%
Homework Completion (submit 85% of homework assignments)	10%
Attendance - % of classes attended (% must be 85% or higher)	10%
<b>TOTAL</b>	<b>100%</b>

Incomplete grades are not given. Course work repeated may adversely affect a student's academic progress in terms of the maximum time frame.

Students who withdraw from the program will receive a grade of 0% in each class interrupted by the withdrawal. All interrupted classes must be repeated upon readmission to the program.

***Warning/Probation/Dismissal***

If a student fails to meet the cumulative 85% attendance, 85% homework completion and/or 75% mid-term grade and 75% average on quizzes during a review period, he/she will be notified in writing that he/she is being placed on warning and the steps necessary to be removed from warning status. Students will receive attendance or academic counseling, from the School Director, as appropriate, when they are placed on warning.

If a student who has received a warning fails to meet the cumulative 85% attendance, 85% homework completion, 75% on the mid-term and 75% average on quizzes during a subsequent period, he/she will be notified in writing when he/she is being placed on probation and the steps necessary to be removed from probation status. Students will receive attendance or academic counseling, from the Director, as appropriate, when they are placed on probation.

If the student who has been placed on probation fails to meet the cumulative 85% attendance, 85% homework completion, 75% on the mid-term and/or 75% average on quizzes during a subsequent period, he/she will be dismissed from the current program session. Upon dismissal for failing to maintain SAP, the Director will provide written notification to the student as to the recommended reentrance date.

Upon dismissal for failing to maintain SAP, the Director will provide written notification to the student as to the recommended reentrance date. The student must inform the Director of Arc Educates of any changes to that timeline in writing prior to the recommended reentrance date.

If the student is unable to start at the next program session start date, he/she will be required to reapply for the program at a later date, complete all sessions including those previously taken and sign a new Student Enrollment Agreement upon re-entrance to the program including new program session dates and estimated completion timeline.

### **Appeal Process**

A student may submit a written appeal of his/her dismissal within five calendar days of their receipt of the dismissal notice to the Vice President. The appeal must be accompanied by the documentation of the mitigating circumstance that have prevented the student from attaining satisfactory academic progress and evidence that changes have occurred to allow the student to now meet standards of satisfactory academic progress. Only extraordinary circumstances will be considered, such as death or severe illness in the immediate family. Before the appeal may be granted, a written academic plan must be created with the student which identifies a viable activities for the student to successfully complete the program within the maximum timeframe allowed. The result of the appeal (granted or denied) will be made within 5 business days and must be catalogued in the Student Transcript and provided to the student in writing.

If the appeal is granted, she/she will be placed on probation at the start of the session, and will be required to attain satisfactory progress. Failure to do so will result in permanent dismissal.

### **Maximum Time Frame:**

All program requirements must be completed within the normal 10 month program length, according to the Academic Calendar. Students who can not complete the program within the normal program length will be administratively withdrawn. Students will be advised of the conditions under which they can officially reapply for participation at a future date and will be required to complete the entire application/ enrollment process. Refunds will be issued in accordance with the Cancellation and Refund Policy.

### **Assessment/Grading of Student Achievement**

Instructors will assess student performance, both formatively and summatively throughout the program, and to submit a final grade. At the completion of the program, the Instructor will convert percentages in accordance with Satisfactory Academic Progress policy/procedures into a final letter grade, according to the conversion chart below. In the chart below, each letter grade is equated to a point range and a percentage range.

Letter Grade (post-secondary programs)	Course Average	Grade Point Value (post-secondary programs)	Description
A+	96 - 100	4.0	
A	90 - 95	4.0	Excellent
B+	85 - 89	3.5	
B	80 - 84	3.0	Very Good
C+	75 - 79	2.5	
C	70 - 74	2.0	Satisfactory
D+	65 - 69	1.5	
D	60 - 64	1.0	Pass
F	Below 60	0.0	Fail



### **Graduation Requirements**

Students are eligible for graduation when they have successfully fulfilled the stated requirements of an academic award. Requirements for graduation include the following:

- Successful completion of the student's final Satisfactory Academic Progress period.
- A minimum grade/grade point average of at least C/2.0.

The Director will notify students of the determination in writing.

**Attendance Policy:** Students are expected to maintain excellent attendance practices to help develop the skills, knowledge, attitude and behavior necessary to succeed in post-secondary education and employment.

Minimum standards of attendance for completion/graduation have been determined and are consistent with sound education and any applicable attendance requirements of state, federal, accreditation, and/or professional licensing agencies. A student must attend at least 85% of the scheduled class hours on a cumulative basis (160 class hours/17 days present or 3 days absent) during the course. No more than 2 consecutive days may be missed.

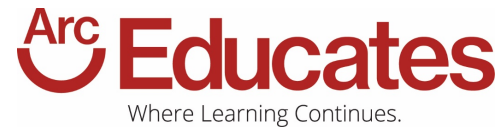
Students will be given a reasonable amount of time to complete any work missed during an absence or request one on one instruction to review the material. Make up time must match what the student missed in terms of same content, time and delivery. Instructors will document this activity, refer to Policy/Procedures Make Up Policy for additional details.

Students are expected to arrive on time for classes, and three late arrivals will be considered an absence. Under no circumstances is any student permitted to leave the grounds without proper approval. Instructors may grant approval for early dismissals and are encouraged to inform the Director once a student has two early dismissals. Three early dismissals will be considered an absence.

Attendance issues affect Satisfactory Academic Progress (SAP) and will be reviewed and documented during SAP meetings. Refer to Policy/Procedure SAA 800a – c for additional details. Guardians will be notified in writing when students have demonstrated attendance problems.

Attendance policies will be communicated to students via the Student Catalog and Syllabus which are provided during orientation and available on the website.

A student who is in violation of the Attendance Policy will not receive credit for the courses in which he/she is enrolled, and will be denied the opportunity to continue his/her program. This decision will be made by the Director and documented in the student's file.



**Special Accommodations:** Arc Educates complies with the Americans with Disabilities Act and strives to ensure that no individual with a disability is deprived of the opportunity to participate in the program solely on the basis of that disability. Arc Educates will provide reasonable accommodations for students with disabilities. Reasonable accommodations may include priority seating, enlargement of notes, handbooks on CD, testing accommodations, and/or assisting with lifting, depending on the student's documentation and specific functional limitations.

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