

HUMAN RESOURCE SERVICES



Employer:



Position: Developmental Disability Services, Direct Support Professional

Location: 9380 Gerwig Lane Columbia, MD 21046

OJT hours: Monday- Friday, 10:00 am-2:00 pm, but can be flexible between hours of 8:00am to 3:00pm)

Related Instruction: DDA required trainings and National Association of Direct Support Professional

Rate of Pay: \$10.10

Job Description: Direct Support Professionals (DSP's) are the front-line staff working directly with adults diagnosed with a Developmental Disability. As one of the most important positions, a DSP supports individuals with increasing the quality of life, and ensuring growth and independence.

JOB TITLE: Direct Support Professional--Apprentice

JOB CLASSIFICATION:

STATUS: Non- Exempt

SUPERVISOR: Coordinator

QUALIFICATIONS: Interest in the field and willingness to learn. Ability to relate well to staff, individuals, board members, and all relevant stakeholders of different races, ethnicities, genders, sexual orientation, socioeconomic background, and religions required.

RESPONSIBILITIES/LEARNING OBJECTIVES UNDER THE SUPERVISION OF DSP MENTOR/SUPERVISOR:

A. Individual Service Responsibilities

1. Maintain thorough understanding of person-centered thinking and individualized services.
2. Learn and understand intervention strategies that are developed and implemented in accordance with the individual plan, behavior modification plan, and/or the needs of the individual.
3. Learn and understand how to observe for signs of neglect, maltreatment, or violation of rights and take immediate action to remedy the situation.
4. Encourage individuals to be as engaged in all aspects of his/her daily life
5. Support and encourage community based activities and services, including but not limited to education, recreation, and employment opportunities.
6. Learn how to identify individual preferences and needs, and ensure service planning and implementation are designed to meet those needs.
7. Participate in the development of engaging, person-centered activities that focus on increasing independence and skill development
8. Learn how to use positive behavior support strategies, develop, implement, and monitor support plans designed to teach self-management and promotes wellness, recovery and crisis prevention with a person being supported engaged in challenging or risky behavior.
9. Assist with planning and coordination of activities and outings based on individual need/ plan.
10. Learn how to identify crisis or potential crisis situations and intervene to facilitate best possible outcome; maintain calm demeanor throughout therapeutic interventions.
11. Learn how to utilize MANDT and Positive Behavior Supports in accordance with Humanim trainings and individual's plans
12. Assist in making recommendations for individuals to be referred to different service areas based on performance, preferences, attendance, quality of work and needs
13. Assist with daily living skills based on individual need; to include activities such as cleaning, cooking, hygiene, tutoring/ school work, budgeting, banking, and any other skill related to increasing independence.

14. Assist with rudimentary daily living skills based on individual need to include activities such as toileting, showering, dressing, lifting, transferring, and any other basic activities as needed.
15. Supports individuals with the development of friendships and other relationships
16. Assist with planning and coordination of activities and outings based on individual need/ plan, including building motivation and reinforcement strategies
17. Maintain, protect, and share knowledge of assigned individuals as appropriate.

B. Agency/Team Cohesion

1. Actively participate in intra- and inter-departmental team meetings.
2. Maintain collaborative professional relationships with individuals and all support team members, follow ethical practices (e.g. confidentiality, informed consent, etc.) and recognize personal limitations.
3. Encourage cooperation from all staff members with other departments within the agency.
4. Attend all pertinent team/agency meetings, trainings, and activities.
5. Attend supervision meetings with supervisor
6. Implement and monitor department/agency policies and procedures.
7. Coordinate with all other departments and programs (e.g. Individual Advocate, Transportation, Employment Services, Admissions, etc.) as needed
8. Assist in the development and implementation of programming and person-centered activities for the individuals

C. Communication and Documentation

1. Learn how to maintain all program operations and individual's records in compliance with state and federal regulations as directed by the program.
2. Learn how to complete and/or approve incident reports as needed within 24 hours of occurrence.
3. Learn how to maintain communications with individual's team; document contacts as appropriate.
4. Notify supervisor and team members of changes of individual's goals, preferences, employment status, etc. in a timely manner.

D. Professional Work Habits

1. Employ effective strategies for problem solving, decision making and conflict management
2. Demonstrate sensitivity and respect for the opinions, perspectives, customs and individual difference of others, and

- actively seek opinions and ideas
- 3. Complete duties with integrity by staying focused on the individual being supported, being honest, showing respect towards others at all times, and completing tasks in a timely and effective way.
- 4. Provide proper notice of lateness or absence; follow procedures for requesting time off.
- 5. Maintain positive, professional work behavior with supervisory staff, co-workers, individuals, families, funders, employers, and the community
- 6. Convey a professional image when representing Humanim at the agency and in the community.
- 7. Successfully complete all required training on time.
- 8. Follow all departmental and agency policies and procedures
- 9. Maintain all emergency and safety requirements

E. Transportation

- 1. Understand and follow all procedures for use of HUMANIM vans.

F. Physical Requirements

- 1. Provide services at multiple locations throughout the community.
- 2. Participate in the cleaning/ maintenance/ inspection of Humanim facilities to assure with reasonable standards of cleanliness as dictated by funding source, regulations, and Humanim as well as meet all licensing requirements.
- 3. Use physical restraint only when such intervention is part of an approved Behavior Management Plan, during emergencies, or during times when safety is an issue and only by staff with current MANDT certification as regulated by COMAR.
- 4. Maintain a variety of postures (bending, kneeling, standing, lifting, running, stair climbing) as situations arise.

G. Other duties as assigned

- 1. Seek out and attend elective training / professional development activities.
- 2. Understand and abide by National Alliance for Direct Support Professionals (NADSP) Code of Ethics
- 3. Participates in the organization's continuing learning on issues of racial equity and equity in general.

All positions at Humanim are to encourage supported employment for those people we serve who have expressed an interest in such employment, including consumers with long term mental illness. To that end, every

employee will promptly refer any consumer with an interest in obtaining supported employment to appropriate Vocational Staff and will actively participate as needed in the Evidence-Based Practice in supported employment initiative/model.

APPROVED BY:

Employee Printed Name_____

Employee Signature _____Date_____

Please submit the following items:

✓ **Completed Application**

Please print clearly!

✓ **Resume, which includes:**

- a. Education (including any courses/programs that support your qualifications and interest in position.
- b. Awards and honors
- d. Extracurricular activities
- e. Any employment information
- f. Volunteer work/community service
- g. Interests and skills

✓ **Two recommendation forms**

Recommendations should come from:

- a. Within school setting (teacher, coach, school counselor)
- b. An individual in the community (employer, extracurricular activity outside of school)
- c. A relative is acceptable ONLY if he or she has supervised you in a paid work setting.



Name:					
	(Last)	(First)	(Middle Initial)		
Home Address:					
City, State, Zip:					
Age:		Birth Date:			
High School:		Grade:		Graduation Date:	
Email:		Cell Phone #			
Do you have your driver's license?		Yes	<input type="checkbox"/>		
if no, answer below		No	<input type="checkbox"/>		
Do you have your learner's permit?		Yes	<input type="checkbox"/>		
		No	<input type="checkbox"/>		
Do you have reliable transportation to the employment site?		Yes	<input type="checkbox"/>		
		No	<input type="checkbox"/>		
Number of classes needed to meet graduation credits?		Two	<input type="checkbox"/>	Four +	<input type="checkbox"/>
		Three	<input type="checkbox"/>		
Check here to indicate the following materials are included with this application:					
<input type="checkbox"/> Two Recommendation forms		<input type="checkbox"/> Résumé			
Interest Area(s):					
Student Signature:			Date:		
Parent Signature:			Date:		



Apprenticeship Maryland Academy
Recommendation Form

Student Name:	
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Employability Skills	Above Average	Average	Below Average
Attendance/ Punctuality			
Works well with others			
Meets deadlines			
Completes work independently			
Accepts constructive criticism			
Willingness to follow instructions			
Initiative/ Motivation			

Please provide comments and/ or examples to support your ratings in the space below:

Name _____ Relationship to Applicant _____

Title _____ Business/School _____

Signature _____ Date _____



Apprenticeship Maryland Academy
Recommendation Form

Student Name:	
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