

About this Standard

Training and development directly benefit service providers and employees because they increase knowledge, service efficiency, competency and effectiveness. This, in turn, improves job satisfaction and retention, and produces better outcomes for individuals accessing service.

Service providers have an obligation to ensure that direct support staff are appropriately trained to the individuals they support. Training may include formal instruction or informal orientation.

Service providers also need to follow best practice. For example,

- they will ensure that everyone who works as part of their human resources complement and provides direct supports to individuals (i.e., employees, volunteers,¹ subcontractors) will have access to all required training for that position or role
- all training will align with recognized industry standards, such as those identified through the Community Disability Services Job Profiles²

- See Appendix *Employee Training and Development*
- See *Additional Workplace Learning* for a list of additional training opportunities for staff

Training that workers must receive to competently and safely work with individuals

- Training that is specific to the individuals'
 - physical and mental health (e.g., congenital and temporary conditions, changes in their conditions, changes due to aging)
 - specific diagnosis (e.g., Fetal Alcohol Spectrum Disorder, Cerebral Palsy)
 - complex behaviours (i.e., co-existing developmental disability and mental illness; multi-system involvement such as Justice, Health and Addictions)
- Safety training that is specific to
 - the individuals' physical environment and personal needs (e.g., permanent or temporary conditions that affect balance, depth perception, swallowing)
 - staff's physical workspace and personal safety

Mandatory training for all direct support staff

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| <ul style="list-style-type: none"> ➤ First Aid and Cardiopulmonary Resuscitation (CPR) ➤ Medication Administration ➤ Non-Violent Crisis Intervention (or equivalent) | } | Training that must be taught by a qualified professional or credible organization |
| <ul style="list-style-type: none"> ➤ <i>Abuse Prevention and Response Protocol</i> ➤ Positive Behaviour Supports (or equivalent) ➤ Universal Precautions | } | Training that can be taught through other means |

¹ Volunteers who provide assistance such as helping out in a fundraising event, do not need the same training as staff

² The *Community Disability Services Job Profiles* were developed under the Workforce 2010 initiative and are a result of input from focus groups representing service providers, parents, academic institutions and self-advocates. They define the roles, responsibilities and preferred qualifications for jobs in the Community Disability Sector.

Specialized training

- ACDS' Complex Support Needs Review outlines the mandatory training requirements to support individuals with complex behavioural and medical needs
 - Training for complex behavioural needs must include topics that address the individuals' specific behaviours of concern (e.g., socially inappropriate behaviour, aggression, wandering, delirium)
 - Training for complex medical needs must include topics relevant to the individuals' medical diagnosis (e.g., diabetes, seizure disorder, G-tube)
- Safe Bathing is required for staff who provide residential support to individuals who have been assessed to need help with bathing
- Training on sensitive topics, like
 - cultural and spiritual differences
 - grief associated issues
 - end of life care
 - intimate relationships
 - gender choices
 - personal care
 - personal space
- Training for dual diagnosis with behavioural challenges
 - Conflict Resolution
 - Harm Reduction
 - Trauma Informed Care
 - Suicide Prevention
 - Mental Health First Aid
- Advanced Crisis Intervention and Prevention is needed for staff who support our highest risk individuals (i.e., individuals with multiple diagnosis and multiple system involvement)

Taking the training is only the first part of the process. The second part is having an assessment process to determine competency or proficiency; employees must be able to retain the knowledge they gained from the material they were trained on and, in particular, all the mandatory training outlined in CET.

Despite the many benefits of having a diverse workforce (e.g., being able to serve individuals with similar backgrounds), diversity can also create challenges in ensuring that the training and experience of all employees meet industry standards (e.g., perceptual differences and language barriers).

Therefore, training and/or orientation needs to

- include information and approaches that are beneficial for mainstream employees
- be customized to include the specific and varied needs of a diverse workforce, including volunteers and subcontractors
- be provided within suitable timeframes (e.g., three months) to better prepare employees to perform their duties as defined by their written roles and responsibilities

CET Accreditation Level 2 is available for organizations that want to strive for a higher level of excellence. For this standard, Level 2 looks for processes that draw upon industry standards to identify skills and competencies and that foster ongoing employee development.

Documentary Evidence that supports this Standard

- List of minimum standards of education and training for each position that aligns with industry standards
- List of mandatory learning requirements for employees who work with individuals with complex needs
- Orientation checklist for employees

- Staff Training Record or Master Training List that shows list of training completed, including dates of completion, proficiency assessments completed, recertification requirements and any additional training completed
- Planning documents show that training is included
- Employee goals show that training is addressed

Standard 41: *The service provider promotes training and development*

Organizational Framework Level 1 Indicators

1. The written minimum standards of education and training for each position meet industry standards
2. The service provider sets mandatory learning requirements for employees who work with individuals with complex needs
3. Orientation and workplace learning is used to support employees to perform their jobs as defined by their written roles and responsibilities
4. The service provider assesses what its employees have learned after taking training, as well as how they apply this knowledge in their work
5. The service provider assesses what its employees have learned after taking **mandatory courses**, as well as how they apply this knowledge in their work
6. The service provider ensures that its employees'
 - a. mandatory training is current and up-to-date
 - b. formal educational requirements are current and up-to-date
7. Workplace learning and development
 - a. is included in the planning process
 - b. has resources allocated for it
 - c. has time allocated for employees to participate
8. The service provider assesses what additional education its employees need and implements a plan to address it

Standard 41: *Staff are supported in relation to training and development*

Quality of Service Indicator

1. Staff are competent and have the skills to implement the training that they have received to support individuals accessing service