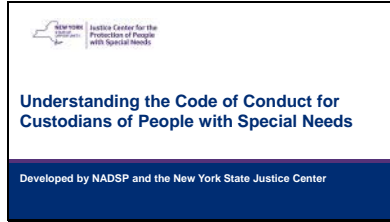


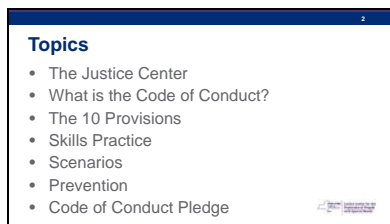
Slide 1



Welcome to Understanding the Code of Conduct (COC) for Custodians training, an interactive training for custodians who sign the code of Conduct. We will use the term Direct Support Professional (DSP), or whatever term is appropriate for your agency, throughout the training in place of the term, custodian, as it stated in the COC.

This training was developed in conjunction with the National Alliance of Direct Support Professionals, NADSP. NADSP is a national non-profit whose mission is to elevate the status of direct support professionals by improving practice standards; promoting system reform; and advancing their knowledge, skills and values. NADSP regularly provides guidance to the Justice Center and supports the work of custodians across New York State.

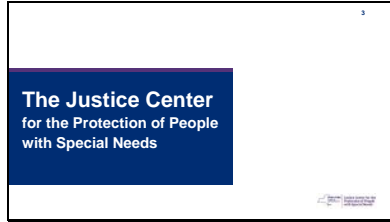
Slide 2



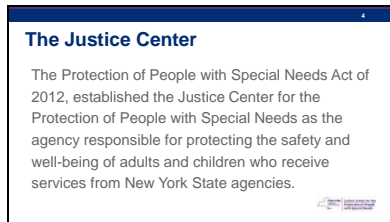
Topics to be covered are:

- The Justice Center
- What is the Code of Conduct
- The 10 Provisions
- Skills Practice
- Scenarios
- Prevention
- Code of Conduct Pledge

Slide 3



Slide 4



Read slide.

Brief history of establishment of the Justice Center

- consistent definitions of abuse and neglect and consistent investigation and consequences
- centralized place to report abuse & neglect
- establish a Staff Exclusion List (SEL) and Criminal Background Check (CBC)
- prevent future abuse
- provide resources for direct support professionals, families and people with disabilities

Slide 5

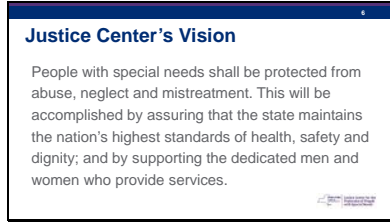


Those six agencies, who provide services and who are within the jurisdiction of the Justice Center include:

- Office for People with Developmental Disabilities
- Office of Mental Health
- Office of Addiction Services and Supports
- Office of Children and Family Services
- Department of Health
- State Education Department

Approximately 1 million adults and children receive care from certain facilities and provider agencies that are licensed, operated or certified by these six state oversight agencies.

Slide 6

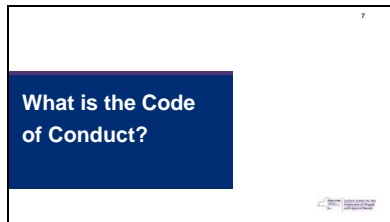


Have someone read the slide and ask for thoughts.

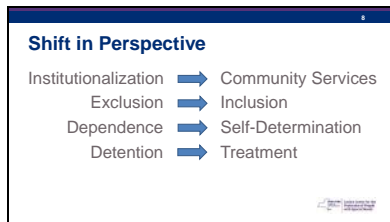
Key points

- Protect from abuse and neglect
- Support the dedicated direct support professionals (training, guidance documents, resources on website, annual code of conduct award)

Slide 7



Slide 8

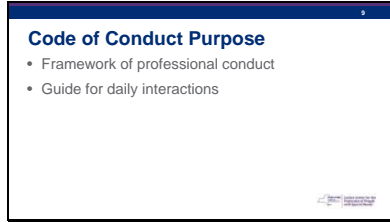


There has been a shift in perspective for how services are provided.

We have moved to a more self-directed, self-determined approach where individuals are involved with their own life decisions.

The code of conduct supports this shift.

Slide 9



9

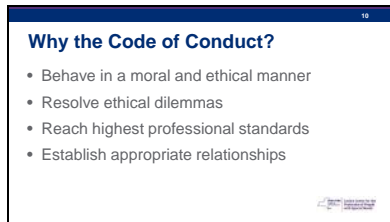
Code of Conduct Purpose

- Framework of professional conduct
- Guide for daily interactions

Behavioral Health Support Services

The code of conduct is a framework of professional conduct, a resource to guide you in your daily interactions with those you support.

Slide 10



10

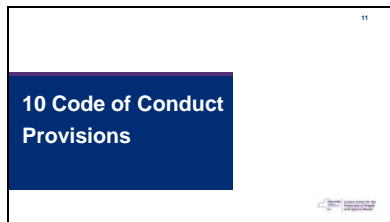
Why the Code of Conduct?

- Behave in a moral and ethical manner
- Resolve ethical dilemmas
- Reach highest professional standards
- Establish appropriate relationships

Behavioral Health Support Services

Supporting individuals with special needs is not a job that comes with straight-forward instructions or directions. The individuals you support have preferences, dreams and plans, just like you. The code of conduct serves as a framework for professional conduct that is intended to help you navigate the moral and ethical dilemmas that may develop as you provide necessary services while accommodating, supporting and advocating with individuals with special needs while maintaining appropriate boundaries.

Slide 11

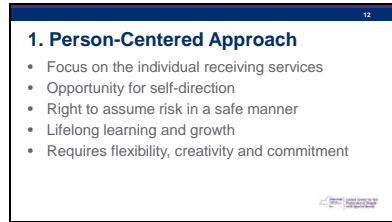


11

10 Code of Conduct Provisions

Behavioral Health Support Services

Slide
12

A rectangular box with a blue header containing the text "1. Person-Centered Approach" and a small number "12" in the top right corner. Below the header is a bulleted list of four items. In the bottom right corner, there is a small logo for "The Center for Community Health Improvement".

1. Person-Centered Approach

- Focus on the individual receiving services
- Opportunity for self-direction
- Right to assume risk in a safe manner
- Lifelong learning and growth
- Requires flexibility, creativity and commitment

My primary duty is to the people who receive supports and services from this organization. I acknowledge that each person of suitable age must have the opportunity to direct his or her own life, honoring, where consistent with agency policy, their right to assume risk in a safe manner, and recognizing each person's potential for lifelong learning and growth. I understand that my job will require flexibility, creativity and commitment. Whenever consistent with agency policy, I will work to support the individual's preferences and interests.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What does Person-Centered mean?
- Discuss the complexity of this provision
- How to help people we support make good choices.
- Difficult balance between risk and choice.
- Share examples when staff were flexible and creative.

Slide
13

A rectangular box with a blue header containing the text "2. Physical, Personal & Emotional Well Being" and a small number "13" in the top right corner. Below the header is a bulleted list of three items. In the bottom right corner, there is a small logo for "The Center for Community Health Improvement".

2. Physical, Personal & Emotional Well Being

- Promote the physical, emotional and personal well-being
- Protect from abuse and neglect
- Reduce risk of harm

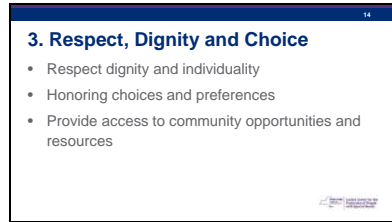
I will promote the physical, emotional and personal well-being of any person who receives services and supports from this organization, including their protection from abuse and neglect and reducing their risk of harm to others and themselves.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What does Promote mean?
- Can you guarantee or control everything?
- What does reduce risk of harm mean?
According to Whom?
- What are ways your agency reduces risk of harm?

Slide
14



I will respect the dignity and individuality of any person who receives services and supports from this organization and honor their choices and preferences whenever possible and consistent with agency policy. I will help people receiving supports and services use the opportunities and resources available to all in the community, whenever possible and consistent with agency policy.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What does dignity mean?
- Discuss what choice means.
- How can you include the individual in making choices?
- Is there always a choice? i.e. safety issue
- Share example of collaborating with other staff in how to best support the individual.

Slide
15



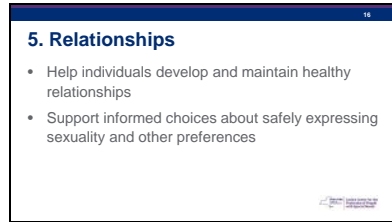
I will help people receiving supports and services realize their rights and responsibilities, and, as consistent with agency policy, make informed decisions and understand their options related to their physical health and emotional well-being.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What does Self-Determination mean?
- Share program/facility specific factors that must be considered.

Slide
16



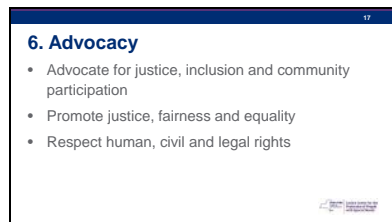
I will help people who receive services and supports from this organization maintain or develop healthy relationships with family and friends. I will support them in making informed choices about safely expressing their sexuality and other preferences, whenever possible and consistent with agency policy.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What is a healthy relationship?
- Importance of professional boundaries, i.e. Facebook friends?
- Share example of supporting informed choices and sexuality.

Slide
17



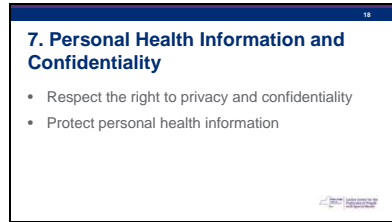
I will advocate for justice, inclusion and community participation with, or on behalf of, any person who receives services and supports from this organization, as consistent with agency policy. I will promote justice, fairness and equality, and respect their human, civil and legal rights.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What is the difference between advocating for and advocating with?
- Share examples of advocating and promoting equality.

Slide
18



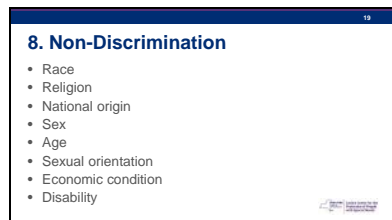
I understand that persons served by my organization have the right to privacy and confidentiality with respect to their personal health information and I will protect this information from unauthorized use or disclosure, except as required or permitted by law, rule, or regulation.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What information should be considered private? Who needs to know?
- Goes beyond HIPPA to respect for personal information, i.e. medications.
- Share examples of when you struggled with this provision.

Slide
19



I will not discriminate against people receiving services and supports or colleagues based on race, religion, national origin, sex, age, sexual orientation, economic condition or disability.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What is discrimination?
- Share how personal judgment and values could interfere with this provision.

Slide
20



20

9. Integrity, Responsibility and Professional Competency

- Reinforce the values of your organization
- Maintain your skills and competency
- Seek advice of supervisors and colleagues
- Do not misrepresent your professional qualifications
- Demonstrate model behavior to all

Missouri Department of Social Services

I will reinforce the values of this organization when it does not compromise the well-being of any person who receives services and supports. I will maintain my skills and competency through continued learning, including all training provided by this organization. I will actively seek advice and guidance of others whenever I am uncertain about an appropriate course of action. I will not misrepresent my professional qualifications or affiliations. I will demonstrate model behavior to all, including persons receiving services and supports.

Discuss as appropriate the services you provide in accordance with your agency policies and procedures. Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

- What are the values of your organization?
- Share examples of the value of shared decision making.
- How do you maintain your skills and competency?

Slide
21



21

10. Reporting Requirements

- Legal obligation to report all allegations of abuse, neglect or significant incidents
- Immediately upon discovery to the Justice Center

1-855-373-2122

Missouri Department of Social Services

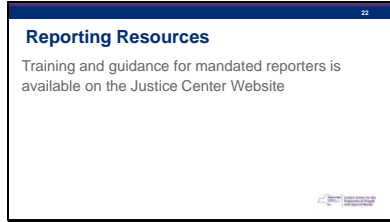
As a mandated reporter, I acknowledge my legal obligation under *Social Services Law* § 491, as may be amended from time to time or superseded, to report all allegations of reportable incidents immediately upon discovery to the Justice Center's Vulnerable Persons' Central Register by calling 1-855-373-2122.

Use experiences or examples to demonstrate this provision and how it supports both staff and service recipients.

Recommended Talking Points:

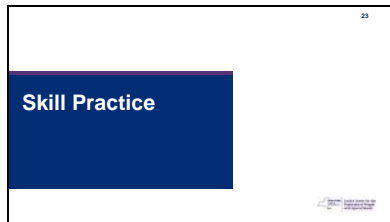
- Who has made a report to the Justice Center?
- Share the Mandated Reporter online training from the Justice Center website.
- Discuss agency internal protocol for reporting.

Slide
22



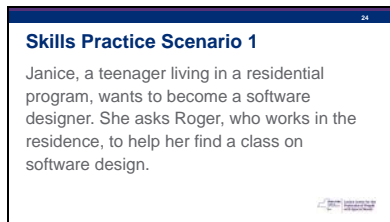
On the Justice Center website, there is a recorded mandated reporter training video as well as various guidance documents.

Slide
23



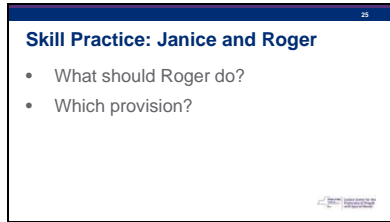
Choose one or more scenarios, or create your own, to allow for discussion, based on your agency and persons receiving services that you work with. Discussions should highlight how the code of conduct provides a framework in decision making for the custodian.

Slide
24



Ask for a volunteer to read the scenario.

Slide
25



Skill Practice: Janice and Roger

- What should Roger do?
- Which provision?

Ask:

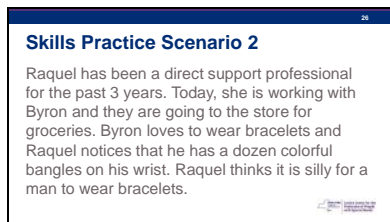
- What should Roger do?
- Which provision?

Answer:

Provision #1: Person-Centered Approach

It is Roger's duty to recognize each person's potential for lifelong learning and growth. He recognizes that Janice has set a goal for herself and assists her in her search for classes. In doing so, Roger is supporting Janice's goals

Slide
26

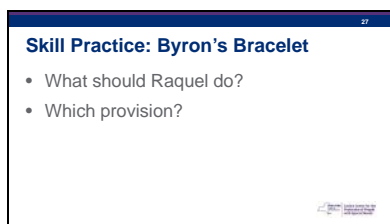


Skills Practice Scenario 2

Raquel has been a direct support professional for the past 3 years. Today, she is working with Byron and they are going to the store for groceries. Byron loves to wear bracelets and Raquel notices that he has a dozen colorful bangles on his wrist. Raquel thinks it is silly for a man to wear bracelets.

Ask for a volunteer to read the scenario.

Slide
27



Skill Practice: Byron's Bracelet

- What should Raquel do?
- Which provision?

Ask:

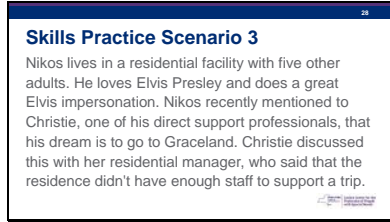
- What should Raquel Do?
- Which provision?

Answer:

Provision #3. Respect, Dignity and Choice

Raquel must respect the individuality of any person receiving services and supports. Wearing bracelets in public is Byron's choice to make—the bracelets reflect his preferences and individuality. Raquel must recognize his right to make this choice and support it

Slide
28



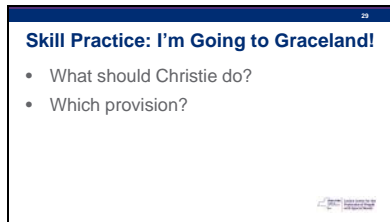
Skills Practice Scenario 3

Nikos lives in a residential facility with five other adults. He loves Elvis Presley and does a great Elvis impersonation. Nikos recently mentioned to Christie, one of his direct support professionals, that his dream is to go to Graceland. Christie discussed this with her residential manager, who said that the residence didn't have enough staff to support a trip.

© 2014 Pearson Education, Inc. All rights reserved. Pearson Education, Inc. is not responsible for the content of this slide.

Ask for a volunteer to read the scenario.

Slide
29



Skill Practice: I'm Going to Graceland!

- What should Christie do?
- Which provision?

© 2014 Pearson Education, Inc. All rights reserved. Pearson Education, Inc. is not responsible for the content of this slide.

Ask:

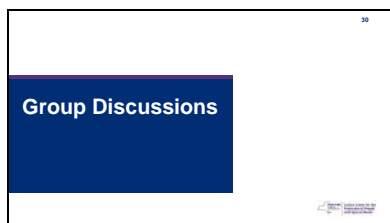
- What should Christie do?
- Which provision?

Answer:

Provision # 6. Advocacy

By signing the Code of Conduct, Christie pledged to advocate with Nikos for his inclusion and participation in community activities, such as vacations to Graceland. While achieving that dream may be challenging, Christie has the responsibility of advocating with Nikos to her facility for him to have an opportunity to go on the trip.

Slide
30

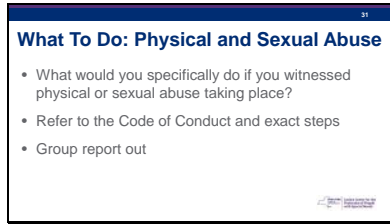


Group Discussions

© 2014 Pearson Education, Inc. All rights reserved. Pearson Education, Inc. is not responsible for the content of this slide.

Optional discussions and activities.

Slide
31



31

What To Do: Physical and Sexual Abuse

- What would you specifically do if you witnessed physical or sexual abuse taking place?
- Refer to the Code of Conduct and exact steps
- Group report out

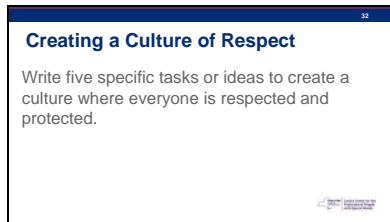
University of North Carolina at Chapel Hill
Center for Gender and Sexuality Studies

Divide participants in groups and ask:

- What would you specifically do if you witnessed physical or sexual abuse taking place?
- Refer to the Code of Conduct and exact steps.

Have groups report out.

Slide
32



32

Creating a Culture of Respect

Write five specific tasks or ideas to create a culture where everyone is respected and protected.

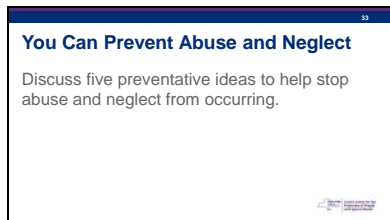
University of North Carolina at Chapel Hill
Center for Gender and Sexuality Studies

Divide participants in groups and ask them to:

Write five specific tasks or ideas to create a culture where everyone is respected and protected.

Have groups report out.

Slide
33



33

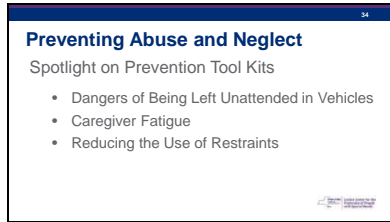
You Can Prevent Abuse and Neglect

Discuss five preventative ideas to help stop abuse and neglect from occurring.

University of North Carolina at Chapel Hill
Center for Gender and Sexuality Studies

As a group discuss ideas to help stop abuse and neglect from occurring.

Slide
34

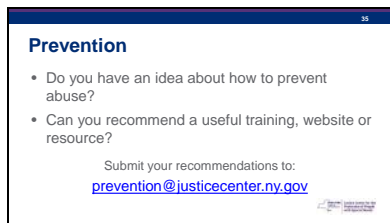


The Justice Center pursues various measures to prevent abuse and neglect before it occurs. To assist individuals, family members and provider agency staff, the Justice Center developed “Spotlight on Prevention toolkits” that provide facts, best practices and resources to promote abuse-free environments.

For example, one Toolkit focuses on the dangers of leaving service recipients unattended in vehicles. The toolkit includes case studies, an infographic poster, video gallery, and fact sheets for drivers, provider agencies and individuals receiving services, and their families. A vehicle hang tag, which reminds drivers to “Look Before You Leave” a vehicle, was made available free of charge.

In addition to the toolkits, a variety of prevention resources can be found on the Justice Center website.

Slide
35

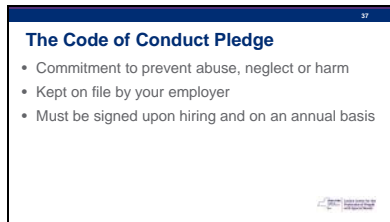


The Justice Center welcomes suggestions on policies and practices to prevent abuse. Suggestions can be sent via email to: prevention@justicecenter.ny.gov . Emails sent to this address will not be shared with outside entities.

Slide
36



Slide
37

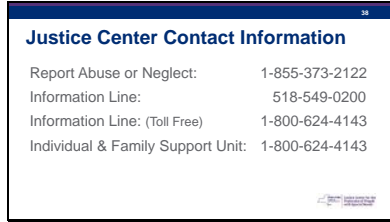


In addition to the ten provisions, the Code of Conduct includes a pledge that must be signed by any individual who has or will have regular and direct contact with persons receiving services from facilities or providers under the jurisdiction of the Justice Center. The signed pledges are kept on file by your employer and are not maintained by the Justice Center.

The pledge must be signed on an annual basis, providing you an opportunity to review the provisions and renew your commitment to prevent abuse, neglect or harm towards any person with special needs

In signing the Code of Conduct pledge, you agree to abide by the ten provisions and pledge to prevent abuse, neglect, or harm toward any person with special needs. Custodians must report incidents in accordance with the applicable laws, regulations, and policies of the applicable State Oversight Agency.

Slide
38



38

Justice Center Contact Information

Report Abuse or Neglect:	1-855-373-2122
Information Line:	518-549-0200
Information Line: (Toll Free)	1-800-624-4143
Individual & Family Support Unit:	1-800-624-4143

NEW YORK STATE JUSTICE CENTER FOR THE PROTECTION OF PEOPLE WITH SPECIAL NEEDS

To report abuse or neglect, call 1-855-373-2122.

The Justice Center maintains a distinct toll-free Information and Referral or I&R line, which is 1-800-624-4143, 8:30 to 4:30, Monday-Friday.

The Individual and Family Support Unit is staffed Monday through Friday from 9:00 a.m. until 5:00 p.m. and can be reached at 1-800-624-4143.

We encourage you to have more detailed discussions with your employer about the content of this training and how the Code of Conduct provisions apply to you and your daily interactions with those you support.

Thank you for participating in this training and thank you for choosing a challenging and rewarding career supporting individuals with special needs.

Slide
39



39

Conditions of Use

- ◆ Permission to copy, use, and distribute materials contained in this training, is hereby granted without fee for personal, private and educational purposes.
- ◆ Significant changes to the content of this training and/or the reproduction of materials for profit or any commercial use is strictly forbidden without specific permission from the NYS Justice Center for the Protection of People with Special Needs. Contact the Division of Training at jctraining@justicecenter.ny.gov to discuss modifications.
- ◆ Any reproduction or distribution of these materials must expressly credit the NYS Justice Center for the Protection of People with Special Needs in a prominent way to inform any recipient as follows: *From the NYS Justice Center for the Protection of People with Special Needs. Available from [provide link to webpage on Justice Center Web site]; accessed [date, month, year].*

NEW YORK STATE JUSTICE CENTER FOR THE PROTECTION OF PEOPLE WITH SPECIAL NEEDS