Module 1: Advocacy and Rights

Explain why using “People First” language is important:

After watching the video on the case scenarios, which video uses People First language and actions?
1. Scenario A
2. Scenario B

The scenario that used People First language showed that People First language is important because it: (select 6 correct answers)
1. Actively includes the individual
2. Describes the client’s clinical diagnostic functioning level
3. Respects the person’s preferences
4. Uses the language the person prefers
5. Is capabilities based—talks about what the person can do.
6. Shares control with the person.
7. Clearly spells out all the person’s deficits and limitation.
8. Explains needs that are relevant to the situation.

Demonstrate use of person-centered language when speaking to or about an individual, and also in written reports and assessments. Select the terms that are person-centered (these terms are taken from the scenario videos A and B):
A. “Confined to a wheelchair”
B. “Uses a wheelchair”
C. “Uses a speech synthesizer to communicate”
D. “Cannot speak”
E. “Speak for him since he can’t speak”
F. “Would you like me to introduce you or would you like to introduce yourself?”
G. “Really very healthy”
H. “Suffers from”
I. “He is at the level of a little kid”
J. “Jose knows and does a lot of things he can be proud about”
The following statements below explain how a disability can affect individual’s quality of life. Out of the paired statements, select the example that illustrates how a disability could affect Jose’s quality of life when Jose is treated in a person-centered and People First way:

Financial Equality
A. “If Jose did get a job, he’d lose his benefits—he can’t own anything.”
B. “Jose wants to get a better paying job so he can take a cruise.. [and] get benefits counseling to be sure he keeps his health care benefits”

Access to Relationships
A. “Jose has a lot of friends that he hangs out with at People First, at the coffee shop, at church, at his job, and over the computer.”
B. “Because he can’t get around in the community, Jose’s only friends are staff who are paid to support him.”

Community Involvement
A. “Jose's assistant, Sam, helps Jose schedule Sun Van, which has a wheelchair lift, to get to places. Sometimes it’s a drag when Sun Van is late.”
B. “Because Jose’s confined to a wheelchair, he can’t get around in the community.”

Work and/or Educational Opportunities
A. “He was just passed through school because he was not able to make the grades. School just doesn’t work for Jose! He can never get a job…”
B. “Jose wants to get a better paying job.. Jose will just need some accommodations for his wheelchair and for his communication—and an assistant to help him during eating on breaks and to use the bathroom—right, Jose? … DVR may pay for Jose to take a course a the community college to help him get the skills for the job he wants.”

Explain the Code of Ethics for Case manager Conduct. The examples below are taken from the case scenarios A and B videos. Select the examples where the Case Manager is not behaving in a moral, ethical, or legal way (select 3):
1. “Jose has asked that you shake his right hand when you leave”
2. “… so be really nice to Jose and speak for him since he can’t speak.”
3. “He has slipped down in his chair to where his back is completely bent.”
4. “‘Jose, are you still in a comfortable position in your wheelchair?”
5. “Because Jose’s confined to a wheelchair, he can’t get around in the community.”
6. “Jose and I schedule Sun Van, which has a wheelchair lift, to go places.”
Module 1: Advocacy and Rights (Continued)

Note Case Manager’s legal/regulatory responsibilities related to confidentiality:

Note rights about which case Managers must inform individuals and their families/guardians:

Explain the Dispute Resolution Process:

Define Abuse, Neglect and Exploitation (or Misappropriation):

What do you do if you suspect Abuse, Neglect or Exploitation?
Module 2: Health and DDW Standards

List three reasons why a good medical history is important:

List five possible interview sources for obtaining a medical history when the individual cannot supply this information themselves:

What are nine important elements of the medical history:

Describe how you would obtain a medical history from/on an individual with a severe I/DD:

List two sources where you can find information about specific I/DD:
Module 2: Health and DDW Standards (Continued)

List two sources where you can find information about chronic conditions:

List five possible interview sources for obtaining a medical history when the individual cannot supply this information themselves:

Who is responsible for completing the Health Assessment Tool (HAT)? How often must it be completed?

What scores on the HAT “trigger” the need to review the tool thoroughly with the agency nurse?

Describe how you might learn about: the purpose of medication; the correct dosage of medication for the individual; and potential interactions or side effects (Include one or more resources):
Module 2: Health and DDW Standards (Continued)

List two things to look for when reviewing an individual’s MAR:

Define Advance Directives, Power of Attorney, and Surrogate Health Decision Maker:

List two resources that can assist individuals and their families/guardians in making difficult healthcare decisions:
Module 3: Behavioral Supports

List three examples of what an individual may communicate their behavior:

Give an example of a factor that may negatively affect an individual's behavior for each of the following areas:

Physical Health -

Mental Health -

Environmental Health -

Sensory -

Communication Skills -

Life Skills -
Module 4: Community Connections

Explain the importance of networking with a variety of local resources:

Describe the concept of inclusion:

What is the Case Manager’s role in promoting inclusion?

Identify two common community access barriers and solutions to address each:

Identify two resources for educating people served regarding appropriate and safe expression of their sexuality:

Describe a strategy for identifying important relationships in a person’s life, and describe two strategies for assisting individuals to build relationships:
Module 5: Communication

List the three components of the participatory approach to supporting communication:

Describe the concept of the participatory approach:

List at least four reasons/outcomes why it is important to support communication of the individuals we serve and what are the expected results of using augmentative communicative devices:

Explain the purpose of augmentative communication devices:

True or False, and why - It is acceptable for an individual's communication support/device/aid to be withheld from their use at home until have demonstrated competency?
Module 6: Quality Assurance

List the components of ongoing standard case notes:

State four required components of quarterly reports related to the ISP:

List key medical information to be kept in Case Manager’s record:

List the four key elements (major categories) when monitoring service delivery, with two examples of things to look for under each category:
Identify one situation when it is appropriate to contact each of the following with a quality concern:

Developmental Disability Supports Division Regional Office -

Developmental Disability Supports Division Central Office -

Division of Health Improvement -

Pre-Admission Screening Annual Resident Review -

Utilization Review -

Developmental Disabilities Planning Council -

Adult Protective Services/Child Protective Services -
Module 8: Team Facilitation

List meeting preparation activities necessary to assure the effective participation of all team members, including medical practitioners: