

You've Got a Friend: Supporting Family Connections, Friends, Love and the Pursuit of Happiness

DSP Name:

Mentor's Name:

Date(s) of Portfolio Review:

Total Mentoring Time:

On-the-Job Competencies

Instructions: For *each* lesson select three (3) topics to discuss. With your mentor, discuss and check off the (3) topics as you complete them. Include comments with regard to your discussion and ideas to your shared observation as to how you used what you've learned on the job.

Date Lesson Completed:

Total Time:

Lesson 1: The Importance of Relationships	
<input type="checkbox"/>	<ul style="list-style-type: none"> Discuss why relationships are important for all people.
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe how you developed a relationship map for a person you support, distinguishing intimate and distant relationships.
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe ways you contribute observations, in planning or other support meetings, about the extent and depth of the focus person's social network.
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe why relationships are important for all people and gives several examples of the benefits of having an active social network.
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe possible ethical dilemmas when DSPs and people being supported become friends, and methods for effectively handling these dilemmas.
<input type="checkbox"/>	<ul style="list-style-type: none"> Discuss the importance of respecting personal and professional boundaries with all people being supported regardless of individual relationships you have with the individuals.
<input type="checkbox"/>	<ul style="list-style-type: none"> Identify the most important relationships in the lives of those being supported.
<input type="checkbox"/>	<ul style="list-style-type: none"> Discuss how you contribute to planning and support opportunities by contributing professional observations about the extent and depth of the person being supported's social network.

Comments:

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Date Lesson Completed:

Total Time:

Lesson 2: Barriers, Challenges, and Opportunities to Making Friends	
<input type="checkbox"/>	<ul style="list-style-type: none">Describe barriers to intimacy for the people you support. (e.g., lack of privacy, low frequency of interactions, etc.)
<input type="checkbox"/>	<ul style="list-style-type: none">Describe personal strengths, positive attributes and goals that people you support would bring to a relationship.
<input type="checkbox"/>	<ul style="list-style-type: none">Describe barriers to relationships for people being supported and discuss solutions and strategies for overcoming those barriers.
<input type="checkbox"/>	<ul style="list-style-type: none">Discuss why privacy is important for intimacy and share how you can provide regular opportunities for privacy for the people you support and his or her friends.
<input type="checkbox"/>	<ul style="list-style-type: none">Discuss support opportunities for the people you support to experience valued roles, increased dignity, and reduced stigma.
<input type="checkbox"/>	<ul style="list-style-type: none">Discuss barriers to closeness for the people you support. (e.g., lack of privacy, low frequency of interactions, etc.)

Comments:

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Date Lesson Completed:

Total Time:

Lesson 3: Strategies for Building and Maintaining Relationships	
<input type="checkbox"/>	<ul style="list-style-type: none">Discuss how your behavior and choice of dress while providing supports reflects on the perceptions that others have of the individuals being supported. Discuss appropriate dress options and behavior for the job.
<input type="checkbox"/>	<ul style="list-style-type: none">Describe your role and responsibility in fostering and sustaining positive relationships on a daily basis
<input type="checkbox"/>	<ul style="list-style-type: none">Describe the strengths, interests, positive attributes of the people you support as they relate to developing and sustaining relationships.
<input type="checkbox"/>	<ul style="list-style-type: none">Describe how you can be a positive presence in the neighborhoods and settings where supports are provided. Discuss the importance of dressing and grooming appropriately to the situation, interacting respectfully with members of the community and others with whom the people you support have contact.
<input type="checkbox"/>	<ul style="list-style-type: none">Discuss the characteristics of positive social relationships: (mutual interest or desire, valued roles, reciprocity, intimacy, frequency, integration, inclusion, proximity).
<input type="checkbox"/>	<ul style="list-style-type: none">Describe how you have assisted an individual you support foster, maintain or grow his/her social network over the past 6 months.
<input type="checkbox"/>	<ul style="list-style-type: none">Describe how you have participated in a strengths based planning effort, identifying opportunities to develop friendships with at least one person he or she supports.
<input type="checkbox"/>	<ul style="list-style-type: none">Describe how you have provided direct and instrumental support to at least one person to assume a valued role in his/her community.
<input type="checkbox"/>	<ul style="list-style-type: none">Discuss the DSPs role in supporting the person to foster and sustain positive relationships on a daily basis.

Comments:

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Date Lesson Completed:

Total Time:

Lesson 4: Supporting Family Networks	
<input type="checkbox"/>	<ul style="list-style-type: none"> Discuss possible stressors related to family involvement and identify strategies and resources that may relieve those stresses (e.g. connecting family with respite services).
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe how you help people being supported maintain contact with family members as desired and through a variety of means. (i.e., phone calls, letters, visits, etc.)
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe important aspects of the personal culture and identity of the people being supported, including favorite foods, preferences in worship, and roles and activities that are part of the family identity.
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe your knowledge of the family members that are important to the person being supported.
<input type="checkbox"/>	<ul style="list-style-type: none"> Discuss ideas about how you can assist an adult you support to negotiate and advocate for him or herself, when there is conflict between the family and the person being supported. Share ideas about how you can maintain partnership partnerships between you, the person, and the family in times of disagreement.
<input type="checkbox"/>	<ul style="list-style-type: none"> Discuss the importance of greeting and interacting with family members appropriately and responds to their questions or concerns professionally with compassion and understanding.
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe ways to use person centered and family centered approaches to identify opportunities to support an individual and his/her family relationships.
<input type="checkbox"/>	<ul style="list-style-type: none"> Describe how you participate in agency review of practices and make recommendations to change practices which interfere with family relationships (e.g. advocates to eliminate a "call before visiting" policy; provides transportation to family members to visit, etc.)

Comments:

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Portfolio Assignments/Work Samples

Instructions: *Complete at least one (1) of the listed assignment options. Share your ideas with and discuss project outcomes with your mentor. If applying for NADSP certification, complete the Summary Statement to describe your learning. Attach completed assignments to portfolio.*

Option 1: Building Relationships

NADSP Competency: Facilitation of Relationships

Complete a relationship map for a person you support. Determine the strengths and weaknesses of the person's social network. Have a discussion with the person and those closest to him/her about his/her strengths, interests, great characteristics, personal goals and personal barriers. Work with this group to develop creative approaches to support the person to create enhance current relationships and create new ones. Implement these strategies and document what works and doesn't work with regard to each.

In a reflective essay describe the strengths and weaknesses of the person's social network prior to supporting him to develop more relationships and discussion you had with the person and those closest to him/her, what was learned in the discussion, what approaches were discussed and how they were implemented. Include a summary about how you can use this same process to help others enhance existing friendships and make new friends.

Option 2: Community Resource Directory

NADSP Competency: Community and Service Networking

Create an annotated resource directory of social organizations, events, or other places to go to meet people. Annotations should include a description of the events, organizations, and places to go, list possible characteristics of people that may be interested in them, and describe the physical and environmental accessibility of each place.

Use the resource directory to help a person you support find a place to meet people with shared interests. Create a photo essay (or written essay) of the person assuming a valued role in the life of his/her community. Include a reflective essay about the actions you took to assist the person in matching interests with places in the community, supporting the person in contributing to the group or event, and supporting the person to meet others and maintain those relationships.

Option 3: Family Cultural Event

NADSP Competency: Facilitation of Relationships

Help a person you support organize and/or fully participate in an event that is meaningful to the family and their family culture, such as hosting Easter Dinner, celebrating the Sabbath, attending an ethnic festival, or helping to organize a family reunion. Include photos of the person and his/her family taking part in the event and write a reflective summary about what you did to facilitate the family get-together, how you felt about the process, if the outcome was what you had expected, and what you learned from the experience.

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Option 4: DSP Choice (Create your own activity and title)

NADSP Competency: (Choose one of the 15 NADSP Competency Areas to focus on)

Develop a work sample that demonstrates your hands-on work in community human services. Include in your portfolio any materials you have used or developed, any relevant video or pictures you may have taken to show your accomplishments, a brief written summary of the activity, and a personal reflection. The work sample you create must accomplish the following:

- Focus on what you've learned in the *You've Got a Friend* Module found in the College of Direct Support;
- Be completed on-the-job to improve the life/lives of people you support and/or increase your professionalism;
- Demonstrate mastery of one (1) of the competency areas outlined by NADSP (See Appendix A); and
- Demonstrate Best Practice.

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Summary Statement *(Only required if applying for NADSP certification)*

Name:

Title of Work Sample:

Describe the challenge, issue or goal addressed by this sample:

Describe your plan for addressing the challenge, issue, or goal:

Identify the steps you actually took to complete this work sample:

Describe the outcome or result of your actions (the steps you took):

Describe how the skill standards for this competency area are shown in the work sample:

Briefly describe what you learned from completing the work sample:

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Please sign in the spaces below.

This Direct Support Professional has successfully completed the coursework and displayed competency on the job as it relates to You've Got a Friend.

Direct Support Professional

Mentor

Supervisor/Agency Approval