

RPMI PROFESSIONAL CURRICULUM FRAMEWORK

Residential Services Workforce Certification Program

(RSWCP)

Credential Awarded: RPMI Certified Residential Services Professional (RCRSP)

Program Length: 40-60 Contact Hours | Recommended Standard Track: 50 Hours

Delivery Format: Blended SCORM LMS with Optional Instructor-Led Reinforcement

Standards Orientation: Designed in alignment with DDS and CMS-informed residential service expectations

Issuing Institution

Residential Program Management Institute (RPMI)

Catalog Curriculum Document



1. Formal Course Description Page

Program Title

Residential Services Workforce Certification Program (RSWCP)

Course Description

The Residential Services Workforce Certification Program is a competency-based professional curriculum designed to prepare frontline and emerging supervisory personnel for safe, ethical, person-centered practice in residential and community-based service environments. The program develops applied capability in human rights protection, person-centered support implementation, health and safety oversight, behavioral support, documentation integrity, compliance reporting, team collaboration, and foundational leadership.

Structured for use in onboarding, workforce standardization, and foundational certification pathways, the curriculum reflects the operational expectations commonly associated with Department of Developmental Services systems and CMS-informed home and community-based service quality principles. The program supports agencies in building a workforce that is audit-conscious, regulation-aware, and prepared to deliver dignified, high-quality residential supports.

Program Purpose

To develop a highly competent residential services workforce equipped with the knowledge, skills, judgment, and ethical foundation required to deliver compliant, person-centered, safe, and high-quality care in accordance with DDS and CMS-aligned service expectations.

Program Profile

Issuing Institution	Residential Program Management Institute (RPMI)
Credential Awarded	RPMI Certified Residential Services Professional (RCRSP)
Program Category	Pre-service and in-service workforce certification
Primary Audience	DSPs, residential counselors, program coordinators, assistant program managers, and newly hired human services staff
Instructional Modality	Blended learning: SCORM-based LMS delivery with optional facilitated instruction
Platform	Moodle or other SCORM-compliant learning management system
Recommended Duration	40-60 contact hours; recommended standard track: 50 hours
Assessment Model	Module quizzes, applied scenarios, case analysis, final examination, optional practicum validation
Delivery Use Cases	Onboarding, annual reinforcement, certification preparation, and workforce advancement
Standards Orientation	DDS-informed residential practice and CMS-oriented person-centered service quality principles

Program Goals

1. Deliver person-centered supports that uphold dignity, autonomy, community inclusion, and informed choice.
2. Perform residential responsibilities in accordance with DDS expectations and CMS-informed service quality principles.
3. Maintain safe and healthy residential environments through sound health, safety, infection control, and emergency response practices.
4. Complete documentation and reporting accurately, timely, and in accordance with compliance requirements.
5. Recognize, prevent, and appropriately respond to abuse, neglect, exploitation, incidents, and rights concerns.
6. Implement basic behavioral support approaches and respond effectively during escalation or crisis situations.
7. Demonstrate professionalism, ethical judgment, communication competence, and role-appropriate boundaries.
8. Function effectively within residential teams and understand the expectations associated with leadership development and career progression.

2. Credit and Contact Hour Table

The table below presents the recommended instructional hours for the standard program track. Hours may be adjusted within the approved 40-60 hour range to accommodate organizational onboarding models, discussion depth, or supplemental skills validation activities.

Mod.	Module Title	Hours	Credit Eq.*	Assessment
1	Foundations of Residential Services Practice	5	0.5	Quiz + scenario
2	Person-Centered Care, Human Rights, and Community Inclusion	8	0.8	Quiz + case analysis
3	Health, Safety, Wellness, and Clinical Support Fundamentals	10	1.0	Quiz + safety application
4	Documentation, Compliance, Confidentiality, and Reporting	8	0.8	Quiz + note/report exercise
5	Behavioral Support, Trauma-Informed Practice, and Crisis Response	10	1.0	Quiz + case study

Mod.	Module Title	Hours	Credit Eq.*	Assessment
6	Ethics, Professionalism, Communication, and Cultural Responsiveness	5	0.5	Quiz + judgment scenario
7	Leadership Foundations, Team Coordination, and Career Pathways	4	0.4	Quiz + development plan

Total Recommended Standard Track Hours: 50 | Credit Equivalent: 5.0

*Credit equivalent is presented only as an internal catalog convention based on 10 contact hours = 1.0 non-degree continuing education unit equivalent. It does not imply academic degree credit unless separately approved by a sponsoring institution or accrediting authority.

3. Competency Domains

A. Person-Centered and Rights-Based Care	Supports dignity, autonomy, rights protection, individualized service implementation, and meaningful community inclusion.
B. Health, Safety, and Clinical Awareness	Addresses environmental safety, infection prevention, wellness support, emergency readiness, and staff health observation responsibilities.
C. Compliance, Documentation, and Reporting	Builds competency in compliant documentation, incident reporting, confidentiality, and audit-ready recordkeeping.
D. Behavioral Support and Crisis Management	Develops foundational capability in positive support, trauma-informed practice, de-escalation, and crisis response.
E. Ethics, Professionalism, and Cultural Responsiveness	Reinforces ethical conduct, communication competence, professional boundaries, and inclusive practice.
F. Leadership Foundations and Team Collaboration	Introduces shift accountability, coordinated teamwork, and early leadership expectations in residential settings.

4. Module Specifications and Learning Objectives

Module 1. Foundations of Residential Services Practice

5 Contact Hours

Module Purpose: To establish the foundational understanding required for effective practice in residential systems, including service purpose, staff roles, residential models, and operational accountability.

Learning Objectives

- Define the purpose and function of residential services within a DDS-oriented or comparable human services system.

- Distinguish among common residential service models, including group living and supported living environments.
- Describe the responsibilities and boundaries of DSPs, residential counselors, and support staff.
- Explain how residential services contribute to quality of life, health, safety, and community participation.
- Identify appropriate escalation pathways when a concern falls outside one's role or authority.

Indicative Topics: Residential service systems; staff roles; settings and service models; scope of practice; team structure; introductory compliance and quality concepts.

Assessment: Module quiz and scenario-based application exercise.

Module 2. Person-Centered Care, Human Rights, and Community Inclusion

8 Contact Hours

Module Purpose: To prepare staff to deliver supports that protect dignity, uphold rights, reflect individualized preferences, and promote inclusion in home and community life.

Learning Objectives

- Apply person-centered principles in daily residential interactions and support routines.
- Interpret the staff role in implementing the Individual Support Plan or equivalent service plan.
- Protect privacy, dignity, choice, and informed decision-making in routine service delivery.
- Recognize and report indicators of rights violations, abuse, neglect, or exploitation.
- Support community integration in ways that align with individual preferences and least restrictive practice.

Indicative Topics: Person-centered planning; ISP implementation; rights and dignity; informed choice; abuse and neglect prevention; mandated reporting; cultural responsiveness; community participation.

Assessment: Knowledge quiz and applied case analysis on rights, dignity, and person-centered decision-making.

Module 3. Health, Safety, Wellness, and Clinical Support Fundamentals

10 Contact Hours

Module Purpose: To ensure staff possess practical health and safety knowledge necessary to support individuals in residential settings while maintaining prevention awareness and response readiness.

Learning Objectives

- Identify common health and safety risks in residential environments and respond according to policy.
- Apply safe support practices for activities of daily living, hygiene, nutrition, and environmental upkeep.
- Use infection prevention and control practices consistently and appropriately.
- Recognize significant changes in condition and communicate concerns promptly through proper channels.
- Describe staff responsibilities during emergencies, evacuations, and urgent events.

Indicative Topics: Health observation; ADL support; hygiene and nutrition; environmental safety; infection control; medication awareness; emergency response; fire safety; disaster readiness.

Assessment: Knowledge quiz, environmental safety scenario review, and optional skills validation.

Module 4. Documentation, Compliance, Confidentiality, and Reporting

8 Contact Hours

Module Purpose: To strengthen documentation habits and reporting accuracy so staff can create defensible records, support service continuity, and meet internal and external compliance expectations.

Learning Objectives

- Produce clear, factual, objective, and timely progress documentation.
- Differentiate observation from opinion, assumption, or unsupported conclusion.
- Complete incident reports accurately and in accordance with reporting timelines and escalation procedures.
- Maintain confidentiality in verbal, written, and electronic communication.
- Demonstrate foundational readiness for review, audit, and supervisory oversight.

Indicative Topics: Progress notes; service documentation; incident reporting; confidentiality; HIPAA-informed practice; electronic records; audit readiness; documentation risk areas.

Assessment: Documentation quiz, progress note writing exercise, and incident report evaluation.

Module 5. Behavioral Support, Trauma-Informed Practice, and Crisis Response

10 Contact Hours

Module Purpose: To equip staff with foundational competence in understanding behavior, implementing support strategies, reducing escalation, and responding appropriately during crisis situations.

Learning Objectives

- Explain basic behavior principles, including antecedents, behavior patterns, and consequences.
- Implement approved support strategies consistent with a Behavior Support Plan or equivalent guidance.
- Use proactive, preventive, and de-escalation techniques to reduce escalation.
- Apply trauma-informed principles during challenging interactions.
- Respond to behavioral crises using approved safety and reporting protocols.

Indicative Topics: Behavior basics; ABC model; positive support; BSP implementation; trauma-informed care; emotional regulation support; de-escalation; crisis procedures; post-incident documentation.

Assessment: Module quiz, applied behavioral case study, and optional supervisor-observed validation.

Module 6. Ethics, Professionalism, Communication, and Cultural Responsiveness

5 Contact Hours

Module Purpose: To reinforce the professional identity, communication discipline, and ethical judgment expected of residential personnel in regulated service environments.

Learning Objectives

- Demonstrate conduct consistent with professional and ethical expectations in residential practice.
- Maintain appropriate boundaries with individuals, families, coworkers, and supervisors.
- Communicate respectfully and effectively across shifts, teams, and stakeholder groups.
- Respond professionally to disagreement, stress, and conflict in the workplace.
- Apply culturally responsive approaches in support interactions and workplace communication.

Indicative Topics: Code of conduct; ethical decision-making; professional boundaries; team communication; family communication; accountability; conflict management; inclusive practice.

Assessment: Quiz and professional judgment scenario analysis.

Module 7. Leadership Foundations, Team Coordination, and Career Pathways

4 Contact Hours

Module Purpose: To orient staff to the operational and leadership expectations that strengthen team effectiveness, retention, and advancement within residential services.

Learning Objectives

- Describe the leadership behaviors expected of dependable residential staff.
- Demonstrate understanding of shift accountability, follow-through, and coordinated teamwork.
- Identify how frontline staff contribute to quality improvement and compliance culture.
- Recognize entry-level supervisory expectations and readiness indicators.
- Develop an initial professional growth plan within the human services field.

Indicative Topics: Leadership fundamentals; shift responsibility; teamwork; time management; escalation judgment; quality improvement; career pathways; development planning.

Assessment: Quiz and short professional development plan.

5. Assessment, Progression, and Certification Standards

Assessment Framework

- Formative assessment includes module quizzes, scenario-based activities, reflection prompts, and applied documentation exercises.
- Summative assessment includes a comprehensive final examination and a multi-domain case study or equivalent capstone exercise.
- Organizations may add supervisor validation, field observation, or documentation review as a practicum-based enhancement.
- Recommended module passing threshold: 70 percent. Recommended final cumulative passing threshold: 75 percent.

Certification Requirements

- Completion of all required modules and assigned learning activities.
- Achievement of the minimum cumulative passing standard established by RPMI or the implementing organization.
- Successful completion of the final examination.
- Satisfactory completion of any required instructor-led, practicum, or supervisor-verified elements where applicable.

6. Institutional Quality, Governance, and Alignment Statement

The RSWCP is designed as a professional workforce curriculum aligned with the operational expectations of regulated residential service environments. It is intended to support provider onboarding, workforce standardization, quality assurance preparation, and service delivery consistency across person-centered residential programs.

The curriculum is grounded in broad DDS-informed and CMS-oriented practice expectations, including rights protection, person-centered planning, community integration, health and safety vigilance, documentation integrity, incident reporting discipline, and least restrictive service delivery. It is not a substitute for jurisdiction-specific legal mandates, agency-specific policy training, state-required certifications, or clinically licensed instruction that may be separately required.

Continuous Improvement Expectations

- Annual review of curriculum content for policy and standards alignment.
- Periodic review of assessment validity, learner performance patterns, and completion rates.

- Use of supervisory feedback, audit findings, and incident trends to inform content revision and retraining priorities.
- Maintenance of current module materials, case examples, documentation standards, and reporting guidance.

7. Catalog Implementation Notes

Recommended Delivery Window	Intensive onboarding model: 2-3 weeks; standard onboarding model: 30-45 days; hybrid development model: up to 90 days.
Recommended Instructional Assets	SCORM modules, facilitator guides, participant workbook, case packet, quick-reference tools, exam bank, supervisor validation checklist, and certificate template.
Faculty Profile	Facilitators should possess experience in residential services, quality assurance, training, or frontline supervision, with demonstrated familiarity with person-centered and compliance-based practice.
Intended Program Outcomes	Workforce consistency, stronger documentation quality, improved safety awareness, better rights protection, and clearer staff readiness for residential practice.
Credential Use	The RCRSP may be used as an RPMI workforce certification, onboarding completion benchmark, or foundational prerequisite for advanced residential training tracks.

Formal Program Statement: The Residential Services Workforce Certification Program represents RPMI’s institutional commitment to preparing a professional residential workforce capable of delivering ethical, person-centered, safe, and accountable services. Through a structured competency-based curriculum, the program advances workforce readiness across the essential domains of residential practice and supports provider excellence in service delivery, compliance integrity, and quality outcomes.