

Senate Bill 1534 Training Workgroup

Meeting Notes – October 25, 2018

Present:

Name	Representing
Jenny Cokeley	OHCC
Chrissy Fuchs	ODDS Policy
Rachel Hansen	SEIU
Rebecca Hill	Creating Opportunities
Anna Keenan Mudrick	Community Access Services
Jessica Langsford	APD Field Office
Traci Lerner	APD Policy
Roberta Lilly	OHCC
Gordon Magella	Disability Rights Oregon
Ruth McEwen	OHCC and GCSS
Cheryl Miller	OHCC
Shelly Reed	ODDS Policy
Zoe Richerson	Community Pathways
Katie Rose	Oregon Support Services Association
Brian Rudiger	SEIU
Marilyn Schuster	OHCC - DD/MH Committee
Rebecca Sexton	ODDS
Brian Sornson	SAIF
Leslie Sutton	Oregon Council on Developmental Disabilities
David Scott Vining	OHCC

Subgroup Debrief

Three subgroups met to have more in-depth conversations about curriculum development, testing, and OHCC certifications. The subgroups made recommendations for the SB 1543 training workgroup's consideration.

Curriculum development

The goal of the group was not to develop the curriculum, but to make sure when curriculum is developed, it includes certain key concepts related to:

- Person-centered philosophy
- Community inclusion
- Helping individuals meet personal goals
- Consumer rights
- Information about the LifeCourse framework
- Worker roles and responsibilities
- Program core beliefs and values

Subgroup recommendation: Approve detailed key concepts.

Testing Subgroup

The goal of this group was to discuss and recommend a framework for testing. The group identified the objective of testing is to have a well-qualified workforce that is able to demonstrate the core competencies defined in the training curriculum. Through testing, metric standards can be established and evaluated that look at:

- Training outcomes
- Workers' level of understanding
- Effectiveness of training
- Effectiveness of assessments
- Progress over time

Subgroup recommendations:

- Use the term “assessment” instead of “testing.”
- Define mastery as achieving learning objectives based on competencies.
- Create assessments based on CMS Direct Service Workforce Core Competencies:
 - Communication
 - Person-centered practices

- Evaluation and observation
- Crisis prevention and intervention
- Safety
- Professionalism and ethics
- Empowerment and advocacy
- Health and wellness
- Community living skills and supports
- Community inclusion and networking
- Cultural competency
- Education, training, and self-development
- Create assessments that focus on problem solving and applying what the individual has learned to specific scenarios.
- Instead of a pass/fail concept, different levels of mastery could be acceptable based on the specific subject matter or competency.
- All competencies carry equal weight.
- Assessments for continuing education requirements are not required unless the training already has it incorporated into the curriculum (e.g. Oregon Care Partners).
- Do not require return skill demonstration.
- Assessments are not required for orientation.
- Allow testing out of core training as an option. Only allow one opportunity to test out of the training. If an individual is unable to pass the test, core training is required.

The subgroup was divided on these issues:

- Whether one master assessment would be used or an assessment after each training.
- The consequences if someone did not pass an assessment or take the assessment by the deadline.
- How many times someone could retake an assessment.

OHCC Certifications and Training Requirements

The goal of this group was to determine if workers who have OHCC certifications need to meet SB 1534 training requirements. The Oregon Home Care Commission offers various certifications that require between 20-96 hours of coursework, continuing education, assessments, and CPR/First aid certification. OHCC certifications include:

- Professional Development Certification
- Enhanced HCW
- Enhanced PSW
- Exceptional PSW (also requires OIS-G certificate)
- Community Health Worker

Subgroup recommendation:

Since OHCC certifications require 20-96 hours of course work and continuing education, core training and continuing education for SB 1534 would not be required.

If a worker does not have an OHCC certification, orientation, core training, and continuing education are required. A worker could “test-out” of the core training, but orientation and continuing education are required. If a worker does not pass the assessment, completing core training is required.

Outstanding topics requiring large group discussion:

- Should “testing out” of core training be an option?
 - If so, under what circumstances?
- Assessments
 - Should there be one master assessment or assessments after each training?
 - What are the consequences if someone does not take or pass an assessment?
 - How many times can an individual retake an assessment?

Next steps:

- Prepare final recommendations for workgroup review.
- Present final recommendations to SB 1534 Steering Committee for consideration.
- Incorporate final recommendations into rule language and convene a rule advisory committee.

Discussion:

(1) Review of curriculum key concepts:

- Katie Rose commented that the principles of self-determination should be added to the person-centered philosophy section. Leslie Sutton added that the definition of self-determination is addressed in Oregon Administrative Rule and Oregon State Statute. Katie and Leslie will send Jenny Cokeley information to add to the section.
- Shelly Reed requested that under community inclusion, reference to “the community they choose” be changed to “their community they choose.”
- Jenny Cokeley asked the group whether all the rights detailed in the individual/consumer rights section should be kept, specifically around service planning, decision notices, etc. (key concepts #22-33). Leslie Sutton commented that there was a focus group several years ago and individuals did not have a strong understanding of using their rights. She added that the information is helpful to know when supporting people and helping them access services. The comment was made that we need to educate all people supporting the person and this helps to ensure individuals’ rights are honored. Brian Rudiger added that partnered with this idea is the acknowledgement that the worker’s role is as a provider of supports, not as an advocate.
- Jenny Cokeley asked the group if the specific concepts under the LifeCourse framework should be included in core training. The group commented that it could be a hand-out and that the concepts could be weaved throughout core training. Chrissy Fuchs commented that this is more about an overarching framework and beliefs. Katie Rose commented that Oregon is committed to using this concept and it makes sense to include it for PSWs. The concepts are in plain language. She recommended that the lead-in to this topic be what it is and what Oregon is doing with LifeCourse. Leslie Sutton added that it helps one see the big picture and to see a person as more than services. Ruth McEwen recommended that this information be shared with consumers, too. The group was interested in learning more about LifeCourse and Jenny Cokeley will schedule a time for a demonstration.
- Under program core beliefs, Ruth McEwen commented that workers need awareness of what these words mean, “empower” in particular.

(2) Jenny Cokeley asked whether the six training topic areas listed in SB 1534 should be used in Oregon administrative Rules with the understanding that the specific training and orientation topics the training workgroup identified would be included in the curriculum. The group was in agreement. Roberta Lilly commented that she thought “preventing fraud, abuse, and neglect” should be listed as a mandatory training topic in Oregon Administrative Rule.

(3) The option to “test out” of core training:

- Leslie Sutton commented we said that training includes what’s important (e.g. the purpose of support, meeting goals, etc.). Why would we allow someone to test out of something that is critical? Leslie added that testing out is not allowed for other professions - why would we allow HCWs and PSWs to test out?
- Shelly Reed asked how someone could test out of softer skills that are not tangible (understanding self-determination, community inclusion, etc.).
- Marilyn Schuster commented that if someone can demonstrate competency, they should be allowed to test out of core training.
- Rachel Hansen commented that there is a difference between orientation and core training topics. Orientation is required for everyone and includes a lot of the core training topics.
- Katie Rose commented that testing out is not value added. Core training is an opportunity to for new information. She added that testing out doesn’t seem consistent with direct services, especially since workers will be alone with people in their own homes.
- Brain Rudiger commented he has mixed feelings about what the right answer would be. With respect to testing out, he shared that some workers have been doing this work for years, others may have medical licensure with a lot of experience, and others may be parents who are providers.
- Leslie Sutton compared mandatory training with other professions, such as attorneys. She stated that attorneys do not get to test out of classes even if they know the information.
- Rebecca Sexton shared that she is not in favor of testing out.
- Katie Rose commented that some staff are frustrated that people who have worked somewhere the longest are the ones who need the training the most. It is better to over-train people since there have been no training requirements for many years. Anna Keenan Mudrick agreed with this sentiment and added that it is important to retrain everyone regularly. The comment was made that testing accessibility is an issue for testing out.
- Rachel Hansen commented that it is a big burden to ask workers to go through training if they already have the skills, knowledge, and abilities.
- Shelly Reed commented that maybe there could be a compromise. She gave the example that medication safety and universal precautions are easy to demonstrate competency and one could test out of training hours for those topics. A person could test out of X number of hours, but be required to take X number of hours.

- Rachel Hansen commented that continuing education is still required, even if someone is able to test out of core training. She voiced the concern about the number of workers in the current workforce and that the burden of training is intense. She added that parent providers would push back pretty hard (re: mandatory training and testing).
- Brian Sornson commented that people may take a chance of testing out – “I’m just going to go for it.” They may choose the right buttons instead of knowing the information.
- Rebecca Sexton asked, “Why is this a law,” and then answered that we want people to have mastery. She added that there is just as a big of a burden to establish a testing out process. She would rather use the resources to train people.
- Marilyn Schuster commented that people are more likely to get new ideas from continuing education.
- Chrissy Fuchs stated that certain things could be tested out of. She added that it is a big lift for everyone to receive 12 hours of training. She added there must be a balance.

Outstanding Agenda Items:

- Should there be one master assessment or assessments after each training?
- How many times, if any, can an individual retake an assessment?
- What are the consequences if someone doesn’t pass an assessment?