

SB 1534 Training Workgroup – Curriculum Key Concepts

<b>Person- centered philosophy</b>	<b>Key Concepts</b>
<p>While providing person-centered services and supports, workers must follow the Task List or Service Provider Agreement and maintain professional boundaries.</p> <p>Information about self-determination can be found at:</p> <p><a href="http://www.self-determination.com/index.php/self-determination">http://www.self-determination.com/index.php/self-determination</a></p> <p>Refer to OAR 411-317-0000(179) and ORS 427.101(8).</p>	<p>1. People are the experts on their own services and should be supported using the principles of Self-Determination. Self Determination means a philosophy and process by which individuals are empowered to gain control over the selection of services and supports that meet their needs. Principles include:</p> <ul style="list-style-type: none"> <li>• <b>Freedom:</b> To decide how one wants to live their lives;</li> <li>• <b>Authority</b> (or control): Over a targeted amount of dollars;</li> <li>• <b>Support:</b> To organize resources in a way that are life enhancing and meaningful to the individual;</li> <li>• <b>Responsibility:</b> For the wise use of public dollars and recognition of the contribution individuals with disabilities can make in their communities;</li> <li>• <b>Confirmation:</b> Of the important role that self-advocates must plan in a newly redesigned system.</li> </ul>
	<p>2. Workers’ role is not to make decisions for an individual, but to provide support to the individual to make their own choices and pursue their goals. Workers’ role is not to place restrictions or discipline the person they are supporting. It’s not “if” they can do something, it’s “how” and “when.”</p>
	<p>3. Communicate verbally and non-verbally in a way that is encouraging, non-judgmental, honest, and using the individual’s preferred communication style.</p>
	<p>4. It is important to understand, recognize, and honor differences (culture, race, religion, age, etc.).</p>

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5. Individuals have the right to make mistakes and learn from those mistakes.
6. Individuals decide how and when their supports are provided based on their preferences, goals, and needs.
7. IDD services are based on the goals and aspirations of the person in services, and as such, they are about building skills and capability.
8. Do not “do for” people who have goals to learn to do it for themselves. Most times, a PSW will be asked to move beyond supervision to support skill acquisition.

<b>Community inclusion</b>	<b>Key Concepts</b>
<p>Self-directed. Individuals are part of their community and can go anywhere, just like everyone else (school, work, church, etc.).</p> <p>Understanding barriers, identifying support needs, and working to find solutions (transportation; setting things up to be able to do the activity; research the environment to see if things need to be adjusted).</p>	<p>1. Workers must have the ability to adapt interaction as needed and modify activities so an individual can participate in an activity in a way the individual desires.</p>
	<p>2. Recognize an individual has the right to access any part of their community they choose, just like anyone in the community (work; attend school; participate in activities, etc.).</p>

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<p><b>Helping consumer meet personal goals</b></p>	<p><b>Key Concepts</b></p>
<p>Addressed under person-centered philosophy. PSWs complete progress notes on how they helped individuals meet goals.</p>	

<p><b>Individual/Consumer rights</b></p>	<p><b>Key Concepts</b></p>
<p>1-6 taken from OAR chapter 411, division 4 rules: Home and Community-Based Services and Settings and Person-Centered Service Planning (APD and ODDS)</p> <p>7-33: Taken from OAR chapter 411, division 318 Individual Rights (based on ORS 427.107(a) through (q)).</p>	<p>1. Individuals have the right to privacy, dignity, respect, and freedom from coercion and restraint.</p> <p>2. Individuals have the right to individual initiative, autonomy, self-direction, and independence in making life choices.</p> <p>3. Individuals have the right to choose services and supports and who provides the services and supports.</p> <p>4. Individuals have the right to drive their person-centered service planning process.</p> <p>5. Individuals have the right to achieve optimum physical, mental, and social well-being and independence.</p>

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<p>6. Individuals have the right to seek employment and work in competitive integrated employment settings; engage in greater community life; control personal resources; and receive services in the greater community.</p>
<p>7. Individuals have the right to be free from abuse or neglect and to report any incident of abuse or neglect without being subject to retaliation.</p>
<p>8. Individuals have the right to be free from seclusion, unauthorized training or treatment, and personal, chemical, and mechanical restraints.</p>
<p>9. Individuals have the right to be assured that medication is administered only for the clinical needs of the individual as indicated by a health care provider.</p>
<p>10. Individuals have the right to individual choice for an adult to consent to or refuse treatment unless incapable and then an alternative decision maker must be allowed to consent to or refuse treatment for the adult. For a child, the parent or guardian of the child must be allowed to consent to or refuse treatment.</p>
<p>11. An individual has the right to informed, voluntary, written consent prior to receiving services, except in a medical emergency or as otherwise permitted by law.</p>
<p>12. Individuals have the right to informed, voluntary, written consent prior to participating in any experimental programs.</p>
<p>13. Individuals have the right to a humane service environment that affords reasonable privacy and the ability to engage in private communications with people chosen by the individual through personal visits, mail, telephone, or electronic means.</p>

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<p>14. Individuals have the right to visit with legal and designated representatives, family members, friends, advocates, legal and medical professionals, and others chosen by the individual, except where prohibited by court order.</p>
<p>15. Individuals have the right to participate regularly in the community and use community resources, including recreation, developmental disability services, employment services, school, educational opportunities, and health care resources.</p>
<p>16. For individuals less than 21 years of age, they have the right to access to a free and appropriate public education, including a procedure for school attendance or refusal to attend.</p>
<p>17. Individuals have the right not be required to perform labor, except personal housekeeping duties, without reasonable and lawful compensation.</p>
<p>18. Individuals have the right to manage his or her own money and financial affairs unless the right has been taken away by court order or other legal procedures.</p>
<p>19. Individuals have the right to keep and use personal property and have a reasonable amount of personal storage space.</p>
<p>20. Individuals have the right to food, housing, clothing, medical and health care, support services and training.</p>
<p>21. Individuals have the right to seek a meaningful life by choosing from available services and enjoying the benefits of community involvement and community integration in a manner that is most integrated, considering the preferences and age of the individual.</p>
<p>22. Individuals have the right to an individualized written plan for services created through a person-centered planning process,</p>

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services based upon the plan, and periodic review and reassessment of service needs.
23. Individuals have the right to ongoing participation in the planning of services, including the right to participate in the development and periodic revision of the plan for services, the right to be provided with an explanation of all service considerations in a manner that ensures meaningful individual participation, and the right to invite others chosen by the individual to participate in the plan for services.
24. Individuals have the right to request a change in the plan for services and a reassessment of service needs.
25. Individuals have the right to a timely decision upon request for a change in the plan for services and a reassessment of service needs.
26. Individuals have the right not to be involuntarily terminated or transferred from services without prior notice, notification of available sources of necessary continued services, and exercise of a complaint procedure.
27. Individuals have the right to advance written notice of any action that terminates, suspends, reduces, or denies a service or request for service, notification of available sources of necessary continued services, and a hearing to challenge an action that terminates, suspends, reduces, or denies a service or request a service.
28. Individuals have the right to be informed at the start of services and annually thereafter of the rights guaranteed by this rule, the contact information for the protection and advocacy system described in ORS 192.517(1), and the procedures for filing

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	<p>complaints, reviews, hearings, or appeals if services have been or are proposed to be terminated, suspended, reduced, or denied.</p> <p>29. Individuals have the right to be encouraged and assisted in exercising all legal, civil, and human rights.</p> <p>30. Individuals have the right to exercise all rights set forth in ORS 426.385 and 427.031 if the individual is committed to the Department.</p> <p>31. Individuals have the right to be informed of and have the opportunity to assert complaints as described in OAR 411-318-0015 with respect to infringement of the rights described in this rule, including the right to have such complaints considered in a fair, timely, and impartial complaint procedure without any form of retaliation or punishment.</p> <p>32. Individual have freedom to exercise all rights described in this rule without any form of reprisal or punishment.</p> <p>33. Individuals have the right to be informed that a family member has contacted the Department to determine the location of the individual, and to be informed of the name and contact information of the family member, if known, as provided under ORS 430.212 and OAR 411-320-0090.</p>
<p><b>LifeCourse framework</b> www.lifecoursetools.com</p>	<p><b>Key Concepts</b></p> <p>1. All people have the right to live, love, work, play and pursue life aspirations in their community.</p> <p>2. Families have access to and choices about the supports they need (awareness).</p>

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3. People with disabilities have skills, dreams, and feelings like everyone else and belong with their families. A person’s family is defined by them.
4. It’s important to help people have positive, healthy experiences, adequate support, and ample opportunity to learn and make mistakes so they can have better outcomes later in life.
5. It’s important to have a vision for a good life, and have opportunities, experiences, and supports to move the life trajectory in a positive direction.
6. There is more to supporting people with disabilities than just health and safety, which has been the main focus of services and supports. The conversations need to change to talk about life outcomes – are they going to have a job? Who will love them? Who is going to be there for them when I can’t?
7. People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life.
8. Supports address all facets of life and adjust as roles and needs of all family members change.
9. Individuals and families access an array of integrated supports to achieve the envisioned good life.
10. Individuals and families are truly involved in policy making, so that they influence planning, policy, implementation, evaluation and revision of the practices that affect them.

<b>Program core beliefs</b>	<b>Key concepts</b>
	1. APD Mission Statement: The Department of Human Services Aging and People with Disabilities program assists seniors and

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<p>people with disabilities of all ages to achieve well-being through opportunities with community living, employment, family support and services that promote independence, choice, and dignity.</p>
<p>2. APD Vision: Oregon’s older adults, people with disabilities and their families have easy access to services, supports and early interventions that help maintain independence, wellbeing, honor choice, respect cultural preferences and uphold dignity.</p>
<p>3. APD Goals: Safety (older adults and people with disabilities feels safe and are in control of their lives), accessibility (Oregonians can easily access services and supports to meet their needs), equity (services and supports are delivered through a lens of service equity and are person centered), innovation (programs are innovative, preventative and high-quality), collaboration (nationally recognized system designed through broad collaboration and engagement of staff, consumers and stakeholders).</p>
<p>4. ODDS Mission Statement: Our developmental disabilities community comes together to provide services, supports, and advocacy to empower Oregonians with intellectual and developmental disabilities to live full lives in their communities.</p>
<p>5. ODDS Vision Statement: People and families access quality supports that are simple to use, responsive to their strengths, needs, and choices while they live and thrive as valued members of their community.</p>

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<p><b>6. ODDS values: We fulfill our mission and carry out our responsibilities adhering to the following values:</b></p> <ul style="list-style-type: none"><li>• Choice, self-determination and person-centered practices</li><li>• Children and families together</li><li>• Health, safety, and respect</li><li>• Community inclusion and community living</li><li>• Strong relationships</li><li>• Service equity and access</li></ul>
<p><b>7. DHS Mission: Help Oregonians in their own communities achieve safety, wellbeing, and independence through services that protect, empower, respect choice, and preserve dignity.</b></p>
<p><b>8. People are capable of making decisions about their own lives including care, treatments, how to manage money, and where to live.</b></p>
<p><b>9. Promote independence with compassion and empower people to make choices.</b></p>
<p><b>10. The work homecare and personal support worker do is important on how it effects the rest of the state (investing in people, helping people stay as safe and independent at home and in their communities, etc.) If it wasn't for the work they do, individuals would be in facilities or be isolated at home without the support and services they may need.</b></p>
<p><b>11. To empower means to encourage and support the ability of someone to do something. It's helping make someone stronger and more confident, especially in controlling their life and claiming their rights.</b></p>

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<b>Homecare and personal support worker roles and responsibilities</b>	<b>Key concepts</b>
Curriculum developer must meet with subject matter experts from ODDS, APD, and HSD.	1. Workers need to be flexible because of constant changes in rules, regulations, policies, procedures, and systems (things change overnight).
	2. Understand the need, benefits, and value of on-going training.
	3. Responsible to understand and follow the Provider Enrollment Agreement/Provider Enrollment Application and Agreement.
	4. Understand the importance and necessity of following the Task List.
	5. Have the ability to perform authorized services, as directed by the employer.
	6. Understand the important and necessity of following the Service Agreement.
	7. Read the HCW Guide and sign the HCW Guide Acknowledgement Form.
	8. Comply with all program rules.
	9. Understand what to do in an emergency (who to contact and when).
	10. Understand the employer/employee relationship.

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11. Respect that the individual receiving services and supports is the homecare or personal support worker's employer and directs authorized services and supports.
12. Understand who to contact regarding different issues (consumer safety; emergencies; payment issues; benefits, etc.) – consult subject matter experts.
13. How to work with family members who are interfering with the independence and choices of the consumer (understanding family dynamics and how to navigate – when to contact the case management entity; following agreed upon services while respecting family dynamics).
14. Family members understanding their roles as Medicaid providers (family member role versus paid provider role).
15. How to work as a team with other professionals, as directed by the employer (others providing services and supports).
16. Understand and maintain confidentiality (includes employer and family members).
17. Understand their role as a mandatory reporter.
18. How to recognize, prevent, and respond to undue influence that negatively impacts individuals receiving services and supports.
19. Professionalism – (good boundaries; respectful communication; integrity; honesty; good hygiene/grooming; reliable; providing person-centered services and supports; able to take direction; make good decisions)