

Senate Bill 1534 Training Workgroup

Meeting Notes – November 9, 2018

Present:

Name	Representing
Jenny Cokeley	OHCC
Sarah Edwards	SEIU
Kris Eisenman	OHCC
Chrissy Fuchs	ODDS Policy
Rachel Hansen	SEIU
Chelas Kronenberg	ODDS Policy
Jessica Langsford	APD Field Office
Traci Lerner	APD Policy
Gordon Magella	Disability Rights Oregon
Ruth McEwen	OHCC and GCSS
Cheryl Miller	OHCC
Shelly Reed	ODDS Policy
Judi Richards	Advocate/NWSDS Advisory
Zoe Richerson	Community Pathways
Brian Rudiger	SEIU
Deb Satterfield	APD – Provider Relations
Marilyn Schuster	OHCC - DD/MH Committee
Brian Sornson	SAIF
Scott Spencer	APD Policy
Lindsay Vanderworker	APD Policy
David Scott Vining	OHCC
Mike Volpe	Consumer Advocate
Marsha Wentzell	OHCC Commissioner

Workgroup recommendations were reviewed.

Consensus was reached on:

- Core training topics;
- Orientation topics;
- Combined orientation for HCWs and PSWs;
- Using the general training topics from SB 1534 for Oregon Administrative Rules;
- Incorporating key concepts into the core training curriculum;
- Allowing those with OHCC certifications to forgo core training and continuing education requirements under SB 1534, but requiring them to take a refresher orientation and meet ongoing certification requirements;
- The objective of assessments is to have a well-qualified workforce that is able to demonstrate the core competencies defined in the training curriculum;
- Establish and evaluate data to inform future decision making related to training outcomes, workers' level of understanding, effectiveness of training, effectiveness of assessments, and progress over time;
- Using the term assessment in place of testing;
- Define mastery as achieving learning objectives based on competencies;
- Create assessments based on CMS Direct Service Workforce Core Competencies;
- All competencies carry equal weight for assessments;
- Instead of a pass/fail concept, different levels of mastery could be acceptable based on the subject matter or competency;
- Assessments for continuing education trainings are not required unless the specific training already incorporates it into the curriculum;
- If skill demonstration is identified as valuable and feasible within given resources, consider it an addition to training;
- Assessments are not required for orientation; and
- Assessments are required for core training and the number of assessments required will be determined after the curriculum is created.

Unable to reach consensus on:

- The option to allow individuals to test out of core training;
- The consequences of not meeting training or testing requirements – defer to a separate workgroup with subject matter experts;

- The number of times an individual can retake an assessment – defer to industry standards and experts to determine; and
- Creating assessments that focus on problem solving and applying what the individual has learned to specific scenarios – defer to an expert on how to accomplish this or recommend other options that evaluate competency.

Discussion:

Combined orientation for HCW/PSW: Ruth McEwen asked why we would have separate orientations if we are working towards having universal provider numbers. Brian Rudiger agreed. Sarah Edwards commented that it would be an operational burden to have two orientations. Ruth commented that some people want to be an HCW and PSW. Cheryl Miller shared that both orientations have been presented at recruitment events. Judi Richards commented that it is good for each of them to know the other exists and they may want to become both provider types. Cheryl stated that there is no harm in HCWs learning about progress notes. Chelas Kronenberg stated that it is a benefit to combine orientations. Marsha Wentzell commented that this may encourage people to sign up as both types of workers.

Test-Out option: Marsha Wentzell commented that it is important to have the ability test out and added that having people restart at the beginning would be counter-productive (used the example of someone having enhanced certification or who are medical professionals). Gordon Magella shared that his organization is hearing from the DD community and policy, that there is a strong consensus that there shouldn't be a test out option. There is always value in a refresher and learning new things. He added that he has heard from a consumer-advocate that long term PSWs may need the training the most. Mike Volpe commented that he is in support of the test out option. He added that people who have worked solely with him for the past eight to 15 years should have the option of testing out. He commented that he heard what Gordon said and he thinks Gordon has some valid arguments, but he still feels that it's not necessary for people who have been working with him for a long time. He shared that he may not feel as strongly about testing out for people do not work solely for him. Marsha Wentzell commented that maybe there should be one class for people who test out that covers person-centeredness. Rachel Hansen commented that the terminology being used for testing out is misleading. She stated that workers would not be testing out of demonstrating competency or a skill set. She stated that she thinks about it as demonstrating competency and how to make the sure the workers have the ability to do the job. She added that it is hard to test for soft skills. Rachel commented that there is something to be said for people who have done this work for a long time and asked how we

can reduce the burden of testing workers -is there a way to make sure everyone is on the same page? Brian Rudiger stated that he has gone back and forth and struggles with this issue. He feels like this is a challenging issue. He added that he tends to think if we were talking about 70 hours of training, the importance of testing out would be higher. In his current opinion, the ability to test out isn't as crucial as it would be if the hours were higher. Brian commented that the steering committee should think carefully about what should be in rule and what can be adjusted based on how things roll out. Marilyn Schuster commented that she likes the idea of requiring a class on person-centeredness if there is a test out option. She commented that she is in favor of testing out. Gordon Magella posed the question, "What does the individual being supported want?" He shared that self-advocates want workers to have this training. The fear of designing a system that is too complicated was expressed. The comment was made that a professionalized workforce and shared training establishes a standard. Having common training for everyone is important. Cheryl Miller commented that training is subject to collective bargaining.

Assessments based on problem solving and applying what the individual has learned: Sarah Edwards commented that this may not be what an expert would recommend, and we should be flexible. Mike Volpe commented that he doesn't want to rule out too many people from being workers and doesn't want to make it more difficult for them. Judi Richards commented that the concern was voiced early on that we did not want to make it too difficult or overwhelming. She added that we do want competent people. The comment was made that it is fine to have this as a recommendation and an expert could determine what to do, keeping in consideration what stakeholders want.

Skill demonstration: Cheryl Miller stated that skill demonstration is important. She added that some consumers, as the employer, require training for their workers, such as enhanced certification. Chelas Kronenberg commented that demonstrating skills outside of the classroom setting becomes challenging. Cheryl responded that not every class requires skill demonstration. Chrissy Fuchs commented there may be some skills that we would want to have demonstrated.