



Training Action Area

Working Group - August 11, 2023



Welcome & Agenda

- Overview
- Review Umbrella Terminology and Definition
- Action Item: Indiana Core Competency Set
 - Discuss Competency-Based Approach
 - Review CMS Competencies
 - Review other state approaches
 - Discuss Indiana core competency set

Indiana Direct Service Workforce Plan

Goal

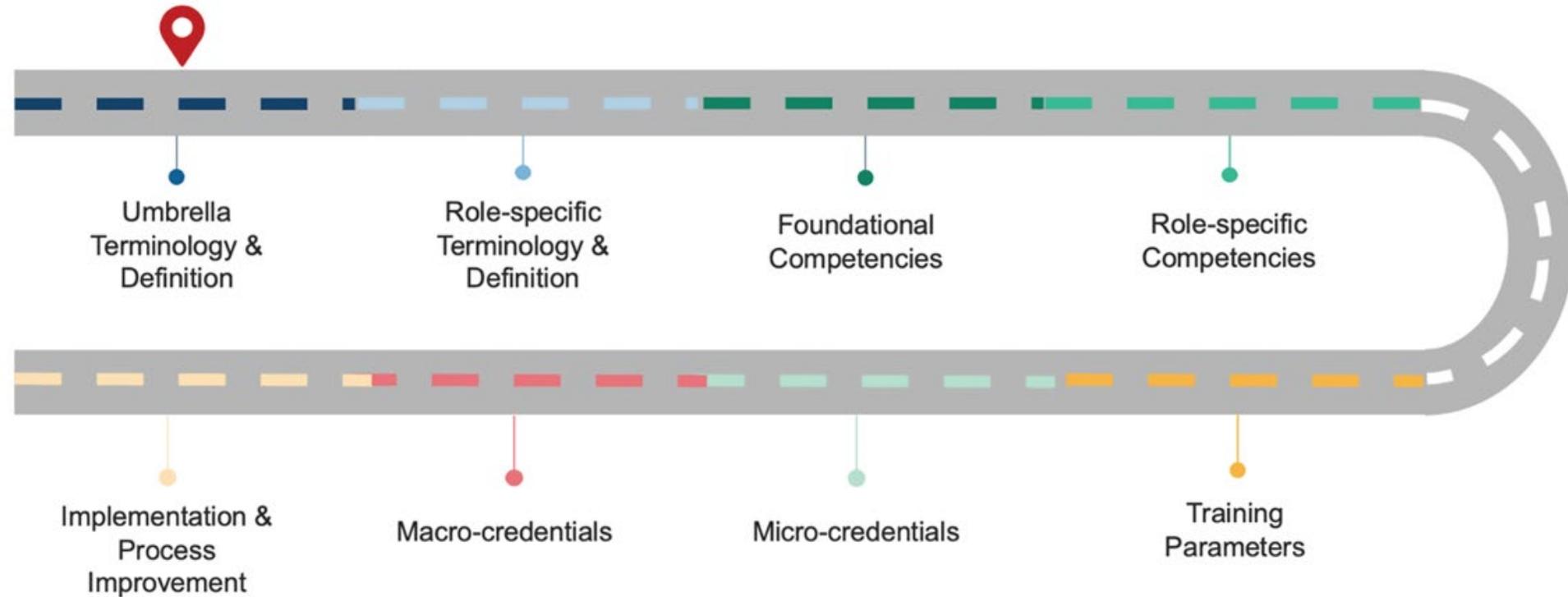
- To improve workforce retention, ensure quality of LTSS services and support the well-being of the workforce and the individuals they serve.

Three Action Areas

- Wages and benefits
- Promotion and planning
- **Training and pathways**



Training and Pathways: Road Map



Important Caveat



FSSA DDRS is legislatively required to pursue an RFP to operate the training program

(a) Before January 1, 2024, the division shall issue a request for proposals in compliance with IC 5-22-9 seeking bids to operate the training program with the established standards determined under section 3 of this chapter. (b) The division shall make every effort to contract with a vendor from the request for proposals issued under subsection *a* not later than January 1, 2025. (c) A vendor selected under subsection *b* must begin operating the training program before July 1, 2025.



Review Previous Action Group Meeting Discussion



Title - Follow Up

Initial Proposed Terminology

Home & Community Based Services Professional (HCBS Professional)

- **Action Group Feedback:**
 - The proposed term is too complex, should be kept simple
 - Should avoid vague terms like "community"
 - The words "support" and "professional" are preferred
 - The aging community tends to prefer the term "caregiver"
 - "Care" is not a word that is popular with the DSP community
- **Other Suggested Terms:**
 - Community Living Supports Partner
 - Client Service Professional
 - Professional Support Assistant

New Proposed Title



Proposed working title for today's discussion:

Community Living Support Professional

Community Support Professional

HCBS Support Professional



Definition - Follow up

- **Initial Proposed Definition:** A paid caregiver who provides person-centered HCBS to an older adult or to a person with a physical, intellectual or developmental disability across a range of qualified settings. Services and supports provided by an HCBS professional may include, but are not limited to: Assistance with activities of daily living, assistance with instrumental activities of daily living, accompaniment and queueing/coaching to achieve the individual's identified goal for maximum, optimal independence, productivity and community integration. This term shall exclude certified nurse aides and qualified medication aides.
- **Action Group Feedback:**
 - Incorporate the words advocacy, value, and professional
 - Replace the words paid caregiver, assistance with, services, and coaching
- **Suggested Terms:**
 - "Supportive guidance to achieve the individuals' identified goals of optimal independence"
 - "A professional that supports...maximum independence"
 - "A paid professional that partners with an older adult or persons with..."



New Proposed Definition

New proposed working definition:

A paid professional who partners with an older adult or a person with a physical, intellectual or developmental disability, enabling person-centered, home & community-based supports across a range of qualified settings. These supports may include but are not limited to: facilitating activities of daily living and instrumental activities of daily living, accompaniment and the supportive guidance to achieve the individuals' identified goals of optimal independence, productivity and community integration. This term shall exclude certified nurse aides and qualified medication aides.



Core Competencies



Action Item: Indiana Core Competency Set

- **Objective:** To establish high-quality, evidence-based, statewide minimum “core” training competencies
- **Background:** The Action Group met in June 2023 to provide feedback and input on a working term and definition for the unlicensed roles providing supports in home and community-based settings. For the purposes of this document, this group of workers is referred to as “[insert].” FSSA has a vision of ensuring all [insert term]s serving any population under an HCBS waiver have the same competencies and training. In order to do so, exploration of other state and federal approaches to those core competencies are reviewed and included.



Indiana House Bill 1342

- (a) The division shall consult with stakeholders who do not have a conflict of interest to do the following:
- 1) Establish standards of a competency-based training curriculum for direct support professionals.
 - 2) Develop procedures to improve incident reporting concerning direct support professionals.
- (b) The training curriculum established under this section must include a tiered approach to training that consists of the following:
- 1) General education and training in providing direct support to individuals with intellectual disabilities or developmental disabilities with the issuance of a certificate upon successful completion of a standardized test.
 - 2) Specialized subcategories of additional direct support professional training to allow for advanced learning and enable career growth in the provision of direct support services



Competency-Based Approach

Term	Definition	Example
Competency	The state of proficiency of a person to perform the required practice activities to the defined standard. This incorporates having the requisite competencies to do this in a given context. Competence is multidimensional and dynamic. It changes with time, experience, and setting.	The standard set and expected to successfully do a job/set outcomes.
Competencies	The abilities of a person to integrate knowledge, skills, and attitudes in their performance of tasks in a given context. Competencies are durable, trainable and through the expression of behaviors, measurable.	The behaviors displayed that meet the standards/outcomes.
Competency-based curriculum	A curriculum that emphasizes the complex outcomes of learning rather than mainly focusing on what learners are expected to learn about in terms of traditionally defined subject content. In principle, such a curriculum is learner centered and adaptive to the changing needs of students, teachers and society. It implies that learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills, and attitudes to situations they encounter in work environments.	The teaching and training materials focused on self-development in creating behaviors/outcomes.



Methodology

- Identify Federal CMS Direct Service Workforce Core Competency Initiatives
- Identify competency definition and skill statements
- Identify exemplar states with foundational curricula
- Match individual state competencies to broad CMS competency categories

CMS Competencies for Discussion



- 1) Communication
- 2) Community inclusion and Networking
- 3) Community Living Skills and Supports
- 4) Crisis Prevention and Intervention
- 5) Cultural Competency
- 6) Education, Training, and Self-Development
- 7) Empowerment and Advocacy
- 8) Evaluation and Observation
- 9) Health and Wellness
- 10) Person-Centered Practices
- 11) Professionalism and Ethics
- 12) Safety



Competency Definitions

Competency	Definition
Communication	Builds trust and productive relationships with people s/he supports, co-workers, and others through respectful and clear verbal and written communication.
Community Inclusion and Networking	Helps individuals to be a part of the community through valued roles and relationships and assists individuals with major transitions that occur in community life.
Community Living Skills and Supports	Helps individuals to manage the personal, financial, and household tasks that are necessary on a day-to-day basis to pursue an independent, community-based lifestyle.
Crisis Prevention and Intervention	Identifies risk and behaviors that can lead to crisis and uses effective strategies to prevent or intervene in the crisis in collaboration with others.
Cultural Competency	Respects cultural differences and provides services and support that fit with an individual's preferences.
Education, Training and Self-Development	Obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.

Competencies and Definitions



Competency	Definition
Empowerment and Advocacy	Provides advocacy and empowers and assists individuals to advocate for what they need.
Evaluation and Observation	Closely monitors an individual's physical and emotional health, gathers information about the individual, and communicates observations to guide services.
Health and Wellness	Plays a vital role in helping individuals to achieve and maintain good physical and emotional health essential to their well-being.
Person-Centered Practices	Uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals.
Professionalism and Ethics	Works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.
Safety	Attentive to signs of abuse, neglect, or exploitation and follows procedures to protect an individual from such harm. S/he helps people to avoid unsafe situations and uses appropriate procedures to assure safety during emergency situations.



For Today: Working Group Discussion

Step 1: After reviewing the CMS Competencies for Direct Service Workers and seeing how those were adopted by states, are there any competencies that are “no-brainers” that should be included in Indiana’s foundational competency set for **[insert role term]**?

Step 2: Are there any competencies that may be appropriate but require additional research or discussion?

Step 3: Are there any competencies that should not be included? Are there any competencies that are missing from the federal list?



Next Steps

- Future working groups meetings will occur to review state approaches to defining competencies and building objectives/skill statements
- Competency definitions and objectives will be utilized in RFP development process to provide additional context to guide curricular build out from potential vendors