INDIANA HOME & COMMUNITY SUPPORT PROFESSIONALS (HCSP) TRAINING RFP: SCOPE OF WORK DRAFT EXCERPT

A Home and Community Support Professional (HCSP) Training RFP scope of work excerpt is available here in draft form ahead of the RFP release required by House Enrolled Act 1342. This excerpt has been assembled for the benefit of stakeholders who have supported the design of this program from the outset. Developing a SoW for a new program that will be subject to competitive procurement necessarily requires materials be kept confidential and free from the influence of potential bidders, but at the same time the State wishes to show clear examples of how the stakeholder design inputs have translated into actual contract language. Broadly, this material reflects requirements that will be placed on an HCSP Training vendor. The excerpt is not necessarily reflective of a full Scope of Work but includes requirements relevant to stakeholder information sharing sessions and expressed topics of interest. Interested stakeholders should note this is one, draft component of implementing the requirements of HEA 1342, but is not reflective of all components of the legislation nor final state of a future HCSP training program.

Additionally, please note that references in the excerpt to "the State" mean FSSA and references to "the Contractor" mean the HCSP Training vendor that would enter into a contract with FSSA.

General Responsibilities Deliverables

Table 1. Summary of Activities and Deliverables

No.	Deliverable	Objective	Details
1.	Learning Management System	Develop, maintain and provide user support for a state-wide LMS system with the capacity to support a blended learning environment and student progress tracking	• Ability to upload from multiple sources any document and attachments
2.	Foundational Training Curriculum and Electronic Testing	Develop and maintain an introductory curriculum, training materials and competency assessment for HCSP students in an e-learning environment.	• No more than 8 hours • Based on the core competencies and content areas detailed in this RFP • Training materials can be made available for optional offline classroom learning
3.	Foundational Competency Assessment	Develop web-based testing(s) that evaluate learners' understanding and retention of the foundational training modules.	• Upon successful completion, the LMS should generate a certification which can be downloaded/saved by the learner.
4.	Fundamentals Training Curriculum	Develop and maintain a skills-based curriculum, training materials and competency assessment for HCSP students in both an e-learning environment and offline classroom setting	• No more than 8 hours • Based on the core competencies and content areas detailed in this RFP
5.	Fundamentals Competency Assessment	Develop web-based testing(s) of foundational training concepts and a skills demonstration rubric/ checklist to support in-person competency demonstration	• Upon successful completion, the LMS should generate a certification which can be downloaded/saved by the learner.
6.	Medication Administration Training Curriculum	Develop and maintain a medication administration curriculum, training materials and competency assessment for HCSP students in both an e-learning environment and offline classroom setting	• No more than 8 hours • In alignment with Indiana requirements outlines in 460 IAC 6-14-4
7.	Medication Administration Competency Assessment	Develop web-based testing(s) of foundational training concepts and a skills demonstration rubric/checklist to support in-person competency demonstration	• Upon successful completion, the LMS should generate a certification which can be downloaded/saved by the learner.

8.	Training Registry	Centralize and maintain a database to track training completion credentials and collect and report on participant activities and other pertinent information	• Collect and report on the student information/activities detailed in this RFP. • Develop an automated reminder system of renewal and continuing education requirements. • Ability to upload from multiple sources any document and attachments • User report builder with custom fields
9.	Micro-Credential Curricula	Identify and create additional learning opportunities for HCSPs, aligned with the needs of consumers, and other career pathways for HCSPs, that will enhance statewide systems	• Repository of available trainings with integrated web-based tests

General Responsibilities

For the purposes of this document, a Home and Community Support Professional (HCSP) is defined as: A trained professional who supports and partners with an older adult or a person with a disability to provide person-centered supports across a range of home and community-based settings. These supports may include but are not limited to: facilitating personal and household daily living activities and accompaniment and the support to achieve the individuals' identified goals, such as independence and community integration.

Curriculum Development & Maintenance

The Contractor shall work with DDRS, direct service workers, consumers, their families, caregivers, support personnel, and services providers to develop a state standardized training for HCSPs that addresses the legislative requirements in [House Enrolled Act 1342](#), improves service quality, and enhances the HCSP workforce. All services provided must support FSSA and DDRS's Mission, Vision and Values.

The Contractor shall develop curriculum mapped to four general concepts:

1) Foundations: This curriculum category includes foundational principles that govern the delivery of home and community-based services. Foundations curriculum shall be delivered through web accessible e-learning modules, with HCSPs' knowledge assessed through online competency exam(s). The objective of this curriculum is to provide HCSPs with a shared understanding of the values, principles, and thinking behind home and community-based support work. This curriculum is not as aimed at specific direct service skill development as subsequent curricula and trainings (see below).

2) Fundamentals: This curriculum category addresses fundamental knowledge which provides HCSPs with skills to fulfill their regular responsibilities. Fundamentals curriculum shall be delivered through web accessible e-learning or classroom setting-based modules, with HCSPs' knowledge assessed through online competency exam(s). The objective of this curriculum is skill building.

3) Medication Administration: While some high-level medication-related concepts shall be included in the Foundations and Fundamentals curriculum, some HCSPs will require additional medication administration coursework. This curriculum shall provide HCSPs with skills to safely administer medications if needed. Medication Administration curriculum shall be delivered through web accessible e-learning modules, classroom modules, or a combination of both modalities. The Contractor shall provide a skills demonstration checklist and an online competency exam. The Medication Administration will consist of stand-alone module(s) that can be delivered separately from the Foundations and Fundamentals trainings.

4) Micro-credentials (Badges): In addition to the core training curricula, the Contractor shall develop and make available additional modules that support the advanced learning of HCSPs in certain specialized, State-required topics. Beyond the minimum topics (see Appendix), the Contractor may offer additional micro-credentials, subject to review and approval by the State. These trainings shall be provided through a web-based LMS and must provide individuals with proof of completion within the learner's record.

Required Core Competencies

In alignment with FSSA's commitment to stakeholder engagement, DDRS has convened a number of individuals to participate in a Training Action Area, where feedback was provided on the core competencies that an HCSP should demonstrate within their role. At a minimum, individuals seeking registration as HCBPs will be required to complete appropriate training in the following core competencies, which the State has identified in partnership with the Training Action Area workgroup:

- Community Inclusion and Networking
- Communication
- Community Living Skills and Supports
- Crisis Prevention and Intervention
- Cultural Competency
- Education, Training, and Self-Development
- Empowerment and Advocacy
- Evaluation and Observation
- Health and Wellness
- Person-Centered Practices
- Professionalism and Ethics
- Safety

The Contractor shall use the above competencies as a framework for building out the four training curricula and modules described in "Curriculum Development and Maintenance." However, the specific content areas (and depth of the content) will vary by curriculum category. The content that must be included in each section of the curricula are outlined in the Appendix. The Contractor shall develop curricula in the form of modules, which must be submitted to the State for review and approval. Although each of the identified content areas must be included in the curricula, the module build-out may not necessarily align directly with the specific competency categories and/or category titles listed above.

Core Competency Testing and/or Training Needs Assessment

The Contractor shall develop web-based testing(s) to assess learners' competency for the each of the curricula categories. The testing shall be delivered in an appropriate frequency and format to successfully evaluate comprehension. The Contractor shall develop a testing approach that assesses an individual's knowledge and understanding of these concepts and suggest an appropriate expectation for passing score(s), subject to State approval, for both mid-course tests and overall competency assessment exams. In the event of learners not successfully passing the testing(s) on the first try, the Contractor shall develop policies and procedures to enable an appropriate number of retake attempts for learners to demonstrate learned knowledge and provide education remediation to enhance learner comprehension.

In addition to the web-based testing, the Contractor shall prepare a competency checklist to support in-person skills demonstration performed by providers or consumer-employers.[1] In the event of HCSPs who do not demonstrate proficiency, the Contractor shall propose a process to support re-training achievement of proficiency, dependent on the knowledge gap.

Table 2. Curriculum Category, Modality, and Testing

Curriculum Category	Training Delivery Modality	Competency Testing	Proof of Competency
Foundations	Web-based	Electronic testing	Automatically updated in LMS
Fundamentals	Web-based or Classroom	Electronic testing	Automatically updated in LMS
Medication Administration	Web-based or Classroom	Electronic testing and Competency check-list	Automatically updated in LMS and Manual upload of physical certificate
Micro-credentials	Web-based	Electronic testing	Automatically updated in LMS

Common Principles Among Other Direct Service Roles

The Foundations Curriculum shall incorporate foundational elements that also apply to related direct service roles, such as certified nurse aide and home health aide. As such, the knowledge gained from this curriculum may be directly applicable to skills development required for other direct service roles. As part of the curriculum development process, the Contractor must demonstrate how they plan to reference shared principles from other direct service roles within each component of the HCSP curriculum (as applicable).

Training Specifications

Audience

The Foundations and Fundamental curricula for HCSPs will be delivered to individuals providing supportive services under the following Medicaid programs (unless an individual holds an individual license that supersedes the HCSP role, such as Licensed Practical Nurse):
- HCBS Waivers:
  - Aged & Disabled Waiver
  - Traumatic Brain Injury Waiver
  - Community Integration and Habilitation Waiver

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[1] Examples of a competency checklist include: Alaska Behavioral Health Aide/Practitioner Knowledge & Skills Checklist and Virginia Developmental Disabilities DSP and Supervisor Competencies Checklist

- o [Family Supports Waiver](#)
- Indiana PathWays for Aging

Cadence

Both the Foundations and Fundamentals training shall be developed to support initial one-time training. However, the curricula must be available for individuals to review as a refresher or for reference after initial completion.

Additionally, HCSPs may be required to re-take certain modules on a regular frequency (i.e. annually) to stay in good standing or as directed by a consumer/employer. For example: currently, direct care staff under 460 IAC 6-16-3(4) are required to annually receive the following training:

  (A) Protection of individual rights, including protection against abuse, neglect, or exploitation.
  (B) Incident reporting.
  (C) Medication administration if the provider administers medication to an individual.

The Contractor must support HCSPs in meeting recompletion and recertification training requirements, including ensuring that specific content areas can be accessed and delivered separately from initial training series and that the date and completion of retraining in specific content areas is denoted when completed within a learner's record. In addition to the above content areas required by 460 IAC 6-16-3(4), the Contractor shall work with the State to identify other appropriate modules that can be isolated for completion on a recurring frequency and updated registry documentation.

Format

The Contractor shall develop the various curricula components in a modality that aligns with the format outlined in Table 2 "Curriculum Category, Modality, and Testing". In total, the time to completion of the Foundations, Fundamentals, and Medication Administration curricula shall be no more than 24 hours in length.

In addition to the curricula, the Contractor shall develop web-based testing(s) that evaluate learners' understanding and retention of the training modules. Upon successful completion of web-based testing(s), the LMS should generate an HCSP certification which can be downloaded/saved by the learner immediately upon completion of the course, or any time after. The Contractor shall also develop a competency checklist to support in-person skills demonstration for Fundamentals and Medication Administration trainings.

All training materials must be available electronically to the State and other state-identified audiences to print and/or have unlimited access to resources (i.e. manuals, power point handouts and slides, tests, etc.) for in-person/classroom training sessions.

Training Completion Tracking/Training Registry, Certification Issuance

The Contractor shall develop a registry for tracking completion of training and for issuance of a certification of completion after successful testing. This must result in an update to the learner's profile that is accessible on-demand by the State in both an individual and aggregate (all learners) format to support real-time monitoring of workforce reporting. The following fields should be included in this registry for each learner:

- Publicly accessible learner fields
  - o Learner ID
  - o Learner Name

- Unique Learner Identifier to be used for verification of individual, in compliance with all applicable privacy clauses
- Initial HCSP Certification: Date when learner successfully completes both Foundations and Fundamental Training and testing
- Medication Administration: Date of certification, PDF/.jpeg proof of training completion
- (External trainings) Course Name, Data of Entry/Upload, Expiration Date (If applicable), PDF/.jpeg proof of training completion
- Additional publicly accessible learner fields may be included, based on feedback from State as to which modules would be required annually
- Fields included in learner profile (username and password protected) in addition to above:
  - Email address
  - Phone number
  - Street address
  - City
  - State
  - Zip code
  - Record of all courses taken and testing results (including micro-credentials)
- Fields hidden to public but accessible to State
  - Learner Date of Birth
  - Email address
  - Phone number
  - Street address
  - City
  - State
  - Zip code
  - Foundations course enrollment date
  - % progress
  - Examination score
  - Number of attempts
  - Fundamentals course enrollment date
  - Examination score
  - Number of attempts

The registry must include the following functionality for State access and reporting:
- Capability to export data located in learner's record in formats such as: text files, csv, comma delimited, and rtf.
- Capability for learners or other administrators to upload proof of external trainings (ex: CPR, First Aid, Core A/B).
- Maintain training history on active and inactive learners.

Unless noted above, this registry shall be accessible by the public to enhance transparency in HCSP training, support service quality, and ensure HCSP compliance with training requirements. This training registry also supports HCSPs by acting as a learning record and reducing unnecessary duplication of previous training with new employment.

Supporting HCSP Career Lattice Advancement

The Contractor shall support the identification and creation of pathways for HCSPs; alignment with the needs of consumers, regional labor market, and with other existing pathways; and the enhancement of the regional

and statewide system. At a minimum the Contractor must utilize at least one of the following elements in delivering this scope of work:

- Partnering with community-based organizations to align college/career readiness curriculum and set up pathways into HCSP roles
- Identifying new or emerging opportunities for HCSPs to obtain certificates, professional development credentials, or other stackable credentials
- Creating a comprehensive 'career map' for HCSP roles with on and off ramps to other educational pathways and methods for promoting understanding of these pathways within the direct service workforce
- Creating and promoting alignment with other educational institutions, e.g. vocational technical schools.

Appendix

Competencies and Content for Foundational Curriculum

Table 3. Competencies and Content for Foundational Curriculum

Competency	Content Area
Communication	- Communicating with family members - Communication tools - Components of effective communication - Culturally appropriate communication - Effective communication styles - Effective listening - Various forms of communication, including verbal and non-verbal communication or other forms (such as assistive technology) - Understanding individual preferences for communication and being able to utilize their preferred form
Community Living Skills and Supports	- Defining activities of daily living - Implement and coordinate service plan - Providing support - role and responsibility of a Home and Community Support Professional - Understanding "Community" not a place
Crisis Prevention and Intervention	- Crisis intervention, as appropriate - Identify behavior supports to prevent crises and promote health and safety - Report any incidents, i.e. mandatory reporting - Trauma-informed Care - Understand and implement trauma informed care
Cultural Competency	- Broad definition of culture - Cultural awareness - How background impacts beliefs and behaviors - How beliefs and behaviors impact decisions for support - How you can be mindful of the importance of each consumer's culture and religion and how it impacts their daily life
Education, Training, and Self-Development	- Boundaries - Understanding importance of self-care
Empowerment and Advocacy	- Power of attorney and guardian - Rights of the individual and how to support their rights - Supports self-advocacy (Doing with, not for), including for various populations
Evaluation and Observation	- Documenting - Emphasis on the person-centered nature of any evaluation and observation-related activity - Purpose and importance of observing and reporting - Recognizing changes in condition and reporting to appropriate resource
Health and Wellness	- Discuss importance of proper hand hygiene - Promoting health and wellness - Providing and defining health services including physical, mental/behavioral, and/or emotional health. - Social determinants of health - Standard precautions with infection - Understanding medication assistance support and administration - What is an allergic reaction and how to respond - Basic nutrition

Person-Centered Practices	– Individualized support plans – Learning about people – Person-centered philosophy – Supporting people – Understand that the first priority is to support the goals of the individuals receiving care and how to have all functions flow from that priority – Use of person-centered tools to support skills – Valuing people
Professionalism and Ethics	– Adult and child abuse – Advance directive – Behaving professionally and ethically – Client rights – Complies with laws, regulations policies, and ethical codes – Confidentiality (HIPAA) – Distinction between law and ethics – DNR – Ethical principles – Legal terms and definitions – Professional boundaries – Rights of Home and Community Support Professional – When and how to report violations
Safety	– Debriefing and reporting safety incidents – Definition, identifying the signs of (recognizing), and reporting or responding to abuse, neglect, self-neglect and financial exploitation – Dignity of Risk – Falls – Fire, safety, and emergency procedures – First aid and choking – Injury prevention – Medical emergencies (identifying, responding, and reporting) – Potential safety issues related to the client-provider relationship – Typical hazards in the home – What to do when injuries and emergencies happen

Competencies and Content for Fundamentals Curriculum

Table 4. Competencies and Content for Fundamentals Curriculum

Competency	Content Area
Community Inclusion and Networking	– Conduct outreach and engagement – Organize and plans group activities (as appropriate for individual) – Connecting to community resources – Support the individual to transition between services, navigate, and adapt to life changes, including moving into a home and community setting – Encourage and assist individuals in connecting with others – Assist the individual with developing and maintaining family, friend, neighbor, community relationships
Community Living Skills and Supports	– Supporting Meal Preparation and Menu Planning – Role in spending and budgeting
Crisis Prevention and Intervention	– Supporting the identification of risk factors, as appropriate – Monitor, evaluate situations – Utilize de-escalation strategies to minimize conflict – Identifies and connects to resources and services to support individual goals – Supporting the recognition risks, as appropriate
Cultural Competency	– Application of culturally appropriate services
Evaluation and Observation	– Problems, deficits and stressors – Assists in identifying personal values, goals and priorities – Assessing strength, personal & family resources, and individual needs – Understand assessments and how they are used by care teams
Health and Wellness	– Care implications and conditions – Medications: Monitor side effects, and recognize and prevent dangerous medication interactions
Person-Centered Practices	– Identifies recommended goals and services – Making plans personal and tailored to the individuals and their goals
Safety	– Supporting the dignity of risk – Assess situations to determine potential safety risks and mitigating those risks where possible

Competencies and Content for Medication Administration Curriculum

Table 5. Competencies and Content for Medication Administration

Content Area
Standard Precautions
Communicable Disease
Inflammation & Infection
When to notify Nurse or Physician regarding common ailments
Vital Signs
Fatal Five (aspiration, dehydration, constipation, seizures, sepsis)
Developmental Disabilities and Dementia
Fundamentals of Pharmacology
Components of a Medication Order
Principals of Medication Administration
Documentation
PRN & OTC Medications
Medication Errors
Psychotropic Medications

Competencies and Content for Micro-credentials

Table 6. Competencies and Content for Micro-credentials

Content Area (must include content listed below, but can include additional content)
Grief and end-of-life issues
Trauma (specialized)
Alzheimer's/dementia
Behavior disorders
Autism
Sexuality and disabilities/aging
Mental Health
Supervision/Management