

Project Title: **Affordable Care Act: Personal and Home Care Aide State Training Program**

Organization Name: **California Community College, BOG**

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Brief description of the project: *The California Partnership for Standards-Based Personal Care Training and Certification* project has as its objective the creation of a standardize competency-based curriculum leading to completion certification for personal care aides (PCA) to be offered in three (3) identified California community colleges and two (2) long-term care (LTC) workforce institutes that are partnering for this grant. The goal during the grant period is to train close to 1,000 participants through the three years of The California Partnership for Standards-Based Personal Care Training project. Trained PCA's will be encouraged to use their training and experience to pursue career ladder options for additional certification as HHA, CNA, MA or LVN. The goal for the post grant period is to encourage the adoption of the Personal and Home Care Aide State Training (PHCAST) curriculum in all 112 California Community Colleges and other long-term care workforce institutes in California as well as partner with other grant sponsored organizations doing similar work. Organizations collaborating as partners in the grant are: California Community Colleges Chancellors Office; Pasadena City College; Mt. San Antonio College; Mission College; North Orange County Community College District – School of Continuing Education; IHSS Consortium/Training Academy for Personal Caregivers and Assistants (TAPCA); and California Association for Health Services at Home (CAHSAH). An initial goal for the project was to develop a California State certification model with the potential to be adopted as the state recognized California certification training for this group of workers. Pursuing state certification proved to be challenging. Certifying a new group of workers requires statutory authority and responsibilities. In budget challenged California, it is difficult to find sponsorship and funding to create a new program or process.

Work Plan Progress Summary

1) Overview of Grant Year One

- **Map Existing Curricula:** During the first grant year, CA PHCAST conducted a thorough review and comparison of three existing curricula. The three curricula compared include:

- *In Home Support Services Training*- offered by Mt. San Antonio College;
- *Providing Personal Care Services to Elders and People with Disabilities: A Model Curriculum for Direct-Care Workers* – Developed by PHI National and offered by TAPCA
- *Home Health Care Aide Training* (on-line) – offered by CAHSAH

The work group agreed on including training materials addressing all 10 core competencies identified in original PHCAST grant RFP. A resulting gap analysis confirmed that all core competencies were addressed. Additionally the curricula were compared against recommended competencies identified by the Department of Labor. As a result two additional competencies were recommended for inclusion to successfully train a home care worker for employment in a home or assisted living facility.

- **Develop Model Curriculum:** During the first grant year, CA PHCAST adopted a 25 module model curriculum for Personal and Home Care Aides based on PHI National's ***Providing Personal Care Services to Elders and People with Disabilities: A Model Curriculum for Direct-Care Workers***.

The model curriculum is based on the ten core competencies identified in the RFP process, including:

- Role of the Direct Care Worker
- Consumer Rights, Ethics and Confidentiality;
- Communication, Problem Solving and Relationship Skill;
- Individualized Personal Care Skills According to Consumer Preference and Service Plan;
- Individualized Health Care Support According to Consumer Preference and Service Plan;
- In-Home and Nutritional Support According to Consumer Preference and Service Plan; Infection Control;
- Safety and Emergencies;
- Apply Knowledge to the Needs of Specific Consumers;
- Self-Care
- Basic Restorative Skills.

Based on Department of Labor recommendations, CA PHCAST developed modules to cover two additional competencies which have been incorporated into the training-Client Service Excellence (customer services) and Job Readiness Skills.

The CA PHCAST team completed development of a recommended orientation program. Prior to training, a candidate must attend the orientation program that includes a ***Comprehensive Adult Student Assessment System*** (CASAS) reading assessment , personal interview, verification of citizenship or residency status , overview of

course requirements and expectations, and information relating to job outlook and pay.

- **Evaluation:** CA PHCAST program included collaboration with the University of California at San Francisco's (UCSF) Center for the Health Professions. UCSF evaluation team adopted a pre-/post-test design to assess the relative effectiveness of the training intervention. The pre-test involves a sample of workers trained using existing homecare curricula at TAPCA and Mt. San Antonio College. Data on 259 pre-test subjects was collected. This group of trainees trained prior to the implementation of the CA PHCAST model curriculum forms the basis of the comparison group. In addition, this project has been approved for study by UCSF's Committee on Human Research.

Other year one activities included development of project advisory committee; implementation of curriculum; and investigation into the development of a certification process.

2) Overview of Grant Year Two

- **Training Implementation:** CA PHCAST's first pilot training class began September 12, 2011 at North Orange County Community College District School of Continuing Education. Between September of 2011 and the end of June, 2012 CA PHCAST has conducted 21 pilot trainings across four sites and have trained over 415 participants. The classroom training sites include Mt. San Antonio College in Walnut CA; NOCCCD School of Continuing Education in Anaheim, CA; Mission College in Santa Clara, CA; and Training Academy for Personal Caregivers and Assistants (TAPCA) in San Francisco, CA. Participants in the program are required to pass 10 written assessments and demonstrate 10 preselected skills. Though a state certification exam is not available to participants, a certificate of completion is provided for students to use in securing employment or to share with current employers. Trained PCA's are also encouraged to use their training and experience to pursue career ladder options for certification such as HHA, CNA, MA or LVN. The on-line curriculum was developed and delivered by California Association for Health Services at Home (CAHSAH) in Sacramento.
- **Development of Written Assessments:** The curriculum selected by the CA PHCAST grant team, is based on the open source curriculum developed by PHI (Paraprofessional Healthcare Institute) for personal care aides, plus the addition of two modules addressing job readiness and customer service. The written assessments were developed as competency exams built around the specific curriculum adopted by the CA PHCAST program. To ensure that the assessments are a fair test of the student's competency, it was decided that the CA PHCAST team would contract with PHI to develop the written assessments. By using the authors of the curriculum to develop the assessments, the program is assured that tests address the materials presented in the training;

the assessments use the same terminology and are written at the same reading level as the curriculum; and reference scenarios are familiar to students.

- **Administration of skill demonstrations:** The CA PHCAST course requires the training and practice of ten selected skills. Initially the program required that a participant demonstrate and pass all ten skills at the end of the training period. After the training was offered in three sites, it was determined that the time required to have all participants demonstrate 10 skills was excessive and in order to remain close to the 100 hour course time limit a change in process was required. Effective with classes trained from November 2011, students prepare to demonstrate all 10 skills but are only required to demonstrate five skills randomly selected by the instructor from the following ten skills.
 - Washing hands
 - Putting on and taking off gloves
 - Helping consumers to eat
 - Assisting a consumer to take a shower
 - Assisting a consumer to use a toilet
 - Making an empty bed
 - Making an occupied bed
 - Assisting a consumer to dress
 - Assisting a consumer to use a bed pan
 - Assisting a consumer to use a urinal
- **Develop on-line curriculum for distance learning option:** First year curriculum development focused on classroom delivery. For grant year two, the CA PHCAST team began adapting the PCA curriculum to an on-line format. The intent was to provide a distance learning option appropriate for learners who may be currently employed and unable to commit to a classroom schedule or to individuals who are located some distance from learning facilities.

On-line curriculum development for the CA PHCAST team was led by grant partner, California Association for Home Services at Home (CAHSAH). After significant investigation, CAHSAH selected Blackboard as the learning management system for the on-line training, allowing for CA PHCAST to marry the concepts of synchronous and asynchronous training. It also allows for students to interact with each other and with a faculty member. Elements of the training are:

- Instructor led
- A start and end date with a 3 month window
- Opportunity for students to be on-line with the instructor and rest of class for webinars and group presentations and discussions at certain times during the training.
- Opportunities for students to work assignments independently allowing students to accommodate work schedules or other time constraints
- Written assessments can be on-line

- Current plans include final skill demonstrations to be conducted at the end of the training. These will be conducted in-person at predetermined sites, most likely the current classroom training sites.

On-line training was launched October 29, 2012 and the first class will conclude mid-January 2013.

- **Evaluation:** Through collaboration with the University of California at San Francisco's (UCSF) Center for the Health Professions, the CA PHCAST grant team adopted a pre-/post-test design to assess the relative effectiveness of the training intervention. During grant year two, participants in each pilot training class were asked to complete a pre training survey at the start of training and a post training survey at the completion of training. Six months after completion of the training program, completers receive an email with links to an on-line survey that determines if the participant is working in the health care field and assesses the value of the training to their current employment. All surveys are administered by project directors who successfully completed Human Subjects training and the project was approved for study by UCSF's Committee on Human Research.

Other year two activities included development of process for written exams and creation of a centralized database of participants.

3.) Plans for Grant Year Three

- **Continue to pilot classroom training in 4 grant sites:** For grant year two CA PHCAST estimates 458 students will have attended the PCA classroom training in three community college sites and one Long Term Care workforce site. These four sites are poised to continue to offer the curriculum and the program is targeting the training of an additional 440 students in the third and final year of the original PHCAST grant period.
- **Implement on-line curriculum for distance learning option:** On-line training providing a distance learning option was launched in October of 2012. The training content is the same as covered in the classroom version but the teaching methods and format are different. Hands on skill demonstration for the on-line students will be conducted at the end of the training period at selected sites. Students will need to travel to those sites and spend one day being assessed. Passing these demonstrations is required for course completion. The CA PHCAST grant team plans 3 course cycles for on-line training resulting in 75-90 students trained.
- **Continue Collection of Pre and Post Training Data:** The CA PHCAST grant program will track all trainee participation through the end of the grant program in September of 2013. Participants who complete training by the end of December 2012 will have the

opportunity to complete Pre, Post and Six Month Follow-Up training surveys. Participants between January 1, 2013 and June 2013 will receive pre and post training surveys but will not have an opportunity to complete a Six Month Follow Up survey. After June 2013 the evaluation team will focus on data analysis.