OHCC Training Curriculum Review

Submission process

1. Proposed curriculum and supplemental materials (i.e. instructor notes, handouts, training guides, etc.) must be submitted to the OHCC Curriculum mailbox for consideration: OHCC.Curriculum@dhsoha.state.or.us
    a. OHCC will notify the training partnership in advance of any changes to the submission process.
2. The training partnership may submit proposed training curriculum incrementally for review.
3. The following must be submitted for review:
    a. Summary document, outline, or crosswalk that clearly identifies:
        i. Which core competencies are covered in the training;
        ii. How the content and learning objectives support each core competency; and
        iii. Where and how each core competency is covered in the training (i.e. module, slide, activity, handout, etc.).
    b. All training materials, including instructor notes, handouts, training guides, and other supplemental materials provided during the training.

Submission and review timelines

1. Proposed curriculum submitted by the 10th of the month will be reviewed at the next regularly scheduled, monthly Commission meeting.
2. Proposed curriculum submitted after the 10th of the month will be reviewed at the following regularly scheduled, monthly Commission meeting.
3. The Commission will approve, request revisions, or deny curriculum no more than 10 days after the curriculum is presented by the training partnership at the Training and DD/MH Committee meeting.

4. The Commission will approve, request additional revisions, or deny curriculum no more than 30 days after the revised curriculum is submitted.

Internal process

1. OHCC staff will review the curriculum and complete a checklist to evaluate whether it meets the standards determined by the Commission.
2. The curriculum will be reviewed by the internal review committee (Training and Development Specialists with OHCC, ODDS policy, APD policy, OHA) to identify any concerns, recommend potential revisions, or recommend approval. Subject matter experts will be invited to review the curriculum as needed (e.g. adult protective services, Oregon Board of Nursing, Medicaid Fraud Control Unit, etc.).
3. The internal review committee may invite the training partnership to provide an overview, clarify information, and answer questions, if needed.
4. OHCC staff will notify the training partnership in writing whether the curriculum requires revisions or clarification or is denied.
5. OHCC staff will present a summary of the curriculum at the monthly Commission meeting with a recommendation to approve the final version of the curriculum.
6. OHCC staff will notify the training partnership of the approval or denial in writing.
7. OHCC staff will maintain files that include curricula, checklists, and notifications sent to the training partnership.

Standards

1. Training objectives are:
   a. Clearly defined and identify competencies that will be covered.
   b. Descriptive of the specific skills or knowledge the learner will gain by taking the course.
   c. Relevant to the workforce and within the scope of services provided by the workforce.

2. Training curriculum supports identified training objectives.
3. Training curriculum includes required topics listed in OAR 418-020-0035:
   a. Safety and emergency measures.
   b. Understanding requirements for providers paid with Medicaid funds.
   c. Providing person-centered services.
   d. Understanding how to support the physical and emotional needs of the individual receiving services.
   e. Managing medications.
   f. Providing personal care and assistance with activities of daily living.
4. Training curriculum for orientation includes required topics listed in OAR 418-020-0020 (3)(c):
   a. Abuse and mandatory reporting.
   b. Confidentiality.
   c. Consumer rights.
   d. Medication safety.
   e. Preventing Medicaid fraud.
   f. Providing person-centered services.
   g. Universal precautions and infection control.
   h. Worker requirements, roles, and responsibilities.
5. Stakeholder training recommendations are considered and incorporated into the curriculum.[1]
6. Training curriculum meets CMS Core Competencies training standards, as applicable to specific training topics:
   a. **Communication:** HCW/PSW builds trust and productive relationships with people they support, co-workers and others through respectful and clear verbal and written communication.
   b. **Person-centered practices:** HCW/PSW uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals.
   c. **Evaluation and observation:** HCW/PSW closely monitors an individual's physical and emotional health, gathers

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[1] Stakeholder recommendations can be found in the SB 1534 Training Workgroup Recommendations report dated November 15, 2018.

information about the individual, and communicates observations to guide services.

d. **Crisis prevention and intervention:** HCW/PSW identifies risk and behaviors that can lead to a crisis and uses effective strategies to prevent or intervene in the crisis in collaboration with others.

e. **Safety:** HCW/PSW is attentive to signs of abuse, neglect, or exploitation and follows procedures to protect an individual from such harm. They help people to avoid unsafe situations and use appropriate procedures to assure safety during emergency situations.

f. **Professionalism and ethics:** HCW/PSW works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.

g. **Empowerment and advocacy:** HCW/PSW provides advocacy and empowers and assists individuals to advocate for what they need.

h. **Health and wellness:** HCW/PSW plays a vital role in helping individuals achieve and maintain good physical and emotional health essential to their well-being.

i. **Community living skills and supports:** HCW/PSW helps individuals to manage personal, financial, and household tasks that are necessary on a day-to-day basis to pursue an independent, community-based lifestyle.

j. **Cultural competency:** HCW/PSW respects cultural differences and provides services and supports that fit with an individual's preferences.

k. **Training and development:** HCW/PSW obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.

7. Training curriculum does not contradict DHS or OHA policies, Oregon Administrative Rules, or state or federal laws. OHCC will notify the training partnership of any changes to policy, rule, or law that requires modification of training or supplemental materials.

8. Training curriculum and supplemental materials are culturally appropriate, use culturally sensitive language, and acknowledge cultural norms.
9. Training materials are accessible in an individual's preferred language.
10. Training curriculum and supplemental materials meet plain language standards:
    a. Uses everyday words that convey meaning clearly and directly; avoids jargon.
    b. Uses present tense and the active voice.
    c. Uses short, simple sentences.
    d. Defines only those words that cannot be properly explained or qualified in the text.
    e. Uses type of a readable size (14-point font preferred).
    f. Uses layout and spacing that separate paragraphs and sections of the document from each other.
    g. Strives to meet a sixth-grade reading level or lower.
11. Training curriculum accommodates different learning styles.

Online training standards

1. Online trainings must adhere to Web Accessibility Initiatives (WAI) standards and Web Content Accessibility Guidelines (WCAG) 2.0 or higher, and meet all Level AA requirements. Guidelines are found at http://www.w3.org/WAI/standards-guidelines/wcag/. Additional information can be found in the Quick Reference Guide on the site.
2. Online course content must adhere to all copyright, fair use, and licensing requirements. The course must clearly state the copyright and licensing status of all non-original content, including videos and music, with written permission for use. Fair use standards include the following prohibitions:
    a. Denying credit to the original author or creator.
    b. Using non-profit content in commercial activity or for-profit product.
    c. Using written content, videos, and/or images produced by others as the majority or your course, i.e. the percentage of your online course that is original is less than the percentage that was produced by other sources.

d. Using the work for others for repeated or long-term use.
3. Online courses must include detailed reference pages.
4. Formatting must meet basic standards of readability by using subheadings, short sentences, bullets, graphics, and white space for ease of reading.
5. Online courses must begin with a complete overview of course content, including instructions on course functionality and navigation.
6. Online courses must list the specific skills and/or knowledge the learner will have as a result of taking the course.
7. Online courses must follow self-paced learning models that require the learner to read, view, or listen to educational materials with interactive checkpoints and activities prior to a final test.
    a. The learner should not be able to proceed through the course without engaging and successfully completing the activities.
    b. Examples of interactive activities and checkpoints include, but are not limited to:
        i. Scenarios with multiple responses and a best response
        ii. Case studies with multiple responses and a best response
        iii. Multiple choice quizzes
        iv. True/false checkpoints
        v. Drop and drag matching activities
        vi. Fill in the blank activities
        vii. Chat and email options
8. Online courses should include downloaded resources such as guides or handouts that reinforce course comprehension and learning.

Quality assurance

1. DHS and OHCC may audit online and in-person trainings at their discretion to ensure trainings are satisfactory. This includes, but is not limited to, reviewing training evaluations.
2. If DHS or OHCC determines there is a deficiency in the quality of the training provided, the training partnership will be notified in writing of the findings. The training partnership shall submit a plan of action to remedy any deficiencies within 30 days of receipt.