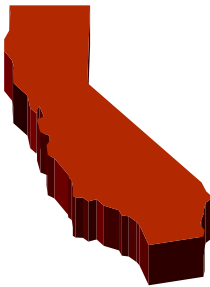




## Personal and Home Care Aide State Training (PHCAST) Demonstrations: Updates on Grantee Progress September 2012

### California Partnership for Standards-Based Personal Care Training



California PHCAST has developed a 25-module standardized competency-based curriculum for personal care aides (PCAs). The curriculum, which is based on PHI's *Providing Personal Care Services to Elders and People with Disabilities: A Model Curriculum for Direct Care Workers*, covers 10 core competencies, job readiness and customer service skills. Through June of 2012, there have been 21 pilot trainings at three community colleges and one long-term care workforce institute. In Year 2, 460 PCA students will complete the training. In Year 3, California expects to provide classroom

training to an additional 440 students.

In addition, in Year 3, the training curriculum will be tested by 75-90 students in an online format. The online curriculum is being developed and delivered by the California Association for Health Services at Home.

After exploring statewide certification, the California Partnership had decided to offer graduates of the PCA training a certificate of competency and completion, which can be used to secure employment. Trained PCAs are also encouraged to use their training and experience to pursue career ladder options for certification, including Home Health Aide, Certified Nursing Aide, and Licensed Vocational Nurse.

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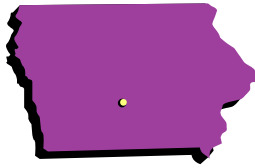
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[www.mtsac.edu/instruction/continuinged/accreditation/2012/ihss\\_curriculum.pdf](http://www.mtsac.edu/instruction/continuinged/accreditation/2012/ihss_curriculum.pdf)

## Iowa PHCAST



The Iowa PHCAST project, led by the Iowa Department of Public Health (IDPH), is piloting a new and innovative career pathway for the direct care workforce that was developed by the legislatively-directed Direct Care Worker Advisory Council. Upon completion of the PHCAST project, it is anticipated that a state credentialing board will oversee and implement regulation of the profession and issue credentials. The PHCAST grant is providing the funding necessary to develop the competencies and curriculum, pilot the training, develop the IT system for credentialing and tracking the workforce, and evaluate outcomes of the pilot to inform implementation of the eventual statewide credentialing system. The training targets new and incumbent direct care professionals (DCPs) working in a variety of settings with elders and people with disabilities. Six pilot sites, including community colleges and employers in each of two regions, are contracted with IDPH to deliver training, collect data, and implement mentor programs.

The Curriculum Director is leading development of the Core, Home and Community Living, Instrumental Activities of Daily Living, Personal Support, and Personal Activities of Daily Living modules. The modules have been completed and approximately 55 instructors have been trained to deliver the training to participating DCPs. As of September 2012, the pilot trainings have enrolled 166 DCPs. Once participants have successfully completed training, eligible DCPs will apply for the two advanced training credentials being piloted: Community Living Professional and Personal Support Professional. Successful completers of the credentialing exams will receive an interim credential that will be fully recognized by the state Board of Direct Care Professionals once it is established.

### **For more information, contact:**

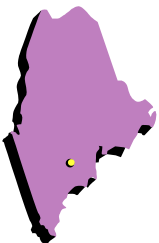
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## Maine's Direct Service Worker Training Program (MDSWTP)



With funding from HRSA, the MDSWTP is working to improve worker mobility across job settings by creating a core training and certification that enables cross-training and career progression for multiple categories of direct service workers serving multiple populations. MDSWTP has developed a 50-hour competency-based, coordinated training program that prepares participants for specialized instruction in any of three entry-level direct service positions.

These three positions provide support to elders and people with disabilities, persons with severe and persistent mental illness, and persons with intellectual disabilities. In Year 2, MDSWTP's pilot program trained and certified 52 people through face to face training in six locations across this large rural state. The project will conduct two more pilot offerings in Year 3 of the grant.

MDSWTP is also expanding access to job training by offering workers the option of completing the core curriculum, along with specialized modules in blended formats, on-line. The launch of an on-line curriculum with the mental health specialty module is planned for the winter of 2013. MDSWTP is also expanding its web portal to include new tools and resources for workers and employers, such as information on career options, qualifications and training requirements, with the goal of supporting workers' success and retention.

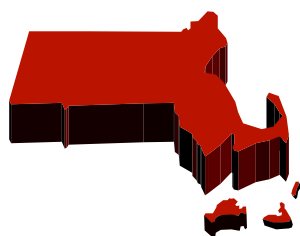
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## Massachusetts PHCAST



The goal of the MA PHCAST project is to build and sustain a quality workforce to provide direct care in the home. The program has developed a core curriculum, called the *ABCs (Acquiring Basic Core Competencies) for Direct Care Workers*, which consists of 13 stackable core competency modules that provide the opportunity for direct care workers to advance along a career lattice. Other program activities include expanding the training to support worker-specific skill development; collaborating with community partners and Head Start programs to reach underserved populations; diversifying training settings, including community colleges, to ensure a more sustainable education-to-career path; and exploring a new or realigned state certification.

In Year 2, MA PHCAST trained 63 personal care assistants (PCAs) and 435 personal care homemakers, translated all learning materials into Spanish, Haitian Creole, and Portuguese (Brazilian), and produce orientation and skills videos to enhance recruitment strategies, reduce worker turnover, and support positive learner outcomes. In Year 3, the project will provide bilingual trainings to 90 PHCAST participants with limited English speaking and reading abilities. In addition, the program will offer continuing education opportunities to

support the development and career pathway for 300 PHCAST certificate recipients trained in Year 2. Continuing education training modules include a range of modules addressing issues such as Alzheimer's, person-centered care, asthma and home care, safe transfers of obese and overweight consumers, LGBT elders and consumers, abuse and neglect, and care and comfort of the dying. MA PHCAST has also developed a 4.5 hour fundamentals training, drawing on the *ABCs* curriculum, for respite volunteers, consumers, and informal caregivers.

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**Michigan PHCAST: Building Training ... Building Quality**



Michigan's Building Training... Building Quality (BTBQ) project is training 1700 personal care aides serving participants in the MI Choice Home and Community-Based waiver program. Specifically, the project is developing, implementing, and evaluating a curriculum based on PHI's model personal care services curriculum. A group of regional experts and multi-disciplinary stakeholders were recruited to identify core competencies and revise the curriculum to ensure alignment with the state's person-centered philosophy. The Michigan BTBQ core curriculum consists of 22 modules that address all identified core competencies. In-service trainings are also being developed and tested on three topics: Prevention of Adult Abuse and Neglect, Dementia, and Home Skills.

Michigan is dividing trainees into a control and treatment group to effectively evaluate the impact of the training. Core training began in June 2012 and will continue through June 2013, with 400 PCAs receiving training. In addition, 1300 PCAs will be trained in the three in-service topics.

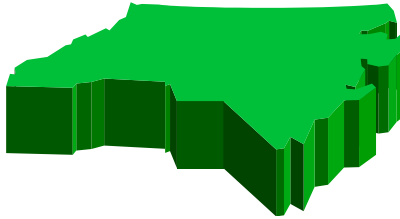
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## North Carolina PHCAST



North Carolina's PHCAST goal is to develop, pilot, implement, and evaluate a four-phase comprehensive training and competency program for direct-care workers. The four-phase approach provides a progression of knowledge, skills, and competencies, beginning with an introduction to direct-care, and moving through basic skills, certified nurse aide (CNA) training, and a home care nurse aide specialty. The curricula and teaching modalities are grounded in the realities of direct-care work and provide a highly interactive, adult learner-centered experience.

Delivered through high school and community college programs, pilot training for Phases I (Introduction to Direct Care), II (Direct Care Basics) and IV (Home Care Nurse Aide Specialty) have been completed with 250 trainees. Phase III (Nurse Aide I) curricula revisions are completed and the revised curriculum will be implemented in all community colleges and proprietary training programs by Fall 2013. Students who have completed Phase IV and are listed on the North Carolina Nurse Aide Registry have also been added to the Home Care Nurse Aide Registry.

North Carolina is encouraging its home care providers to recruit graduates of Phase II training, and to adopt specific training modules for in-service training. The training can be used by providers to meet NC NOVA criteria, a state designation for high-quality providers.

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