





# **HHR – Opportunities for Innovation & Flexibility**

# Sarina Corsi

Senior Consultant, BC Care Aide & Community Health Worker Registry



## BC Care Aide & Community Health Worker Registry

### Role and Mandate:

1. To protect vulnerable patients, residents and clients
2. **To establish and improve standards of care for this group of health care providers**
3. To promote professional development for care aides and community health workers (HCAs) and to assist these workers in identifying career opportunities

[www.cachwr.bc.ca](http://www.cachwr.bc.ca)



1. Identify potential solutions to address system level challenges.
2. Identify opportunities for continuing care sector to make more effective and efficient use of a current supply of appropriately skilled health care workers.



Gauguin, Paul. (1897). *Where Do We Come From? What Are We? Where Are We Going?* Boston, MA: Museum of Fine Arts

## Three Questions:

Where have we come from?

Where are we now?

Where are we going?



## Resident Care Attendant / Home Support / Health Care Assistant Articulation Committee

Spring and Fall Meetings of key stakeholders to discuss education and workforce trends, including:

- *Public Educators*
- *Private Educator Representative (BC Career Colleges Association)*
- *Ministry of Health & Ministry of Advanced Education, Skills & Training*
- *Private Training Institutions Branch (formerly Private Career Training Institutions Agency)*
- *Health Authority Practice Leads*
- *Union Representative (Hospital Employees Union)*
- *Directors of Care Group*
- *BC Care Providers Association*

2005: *“Inadequate training and concerns...”*

*“Need to identify English language skills expectations for application and graduation – supervisors having to reteach essential skills...”*

*“Facilities are struggling for staff and the industry is in crisis. ...”*

*“Graduates are not applying to home support....”*

*“All graduates must meet the same criteria. Private college programs must be exactly the same as the public colleges.”*

*“How do we increase the image/profile of the HS/RCA worker so that this is viewed as an attractive career option?”*

Excerpts from *2005 Articulation Committee Meeting Minutes – Resident Care Attendant / Home Support / Health Care Assistant* <http://www.bccat.ca/articulation/health/hca>



*2006-2008: “Not enough care workers available.”*

*“Complexity of care is increasing...”*

*“Recruitment and retention of CHW is a crises situation.”*

*“Language issues re. spoken and written English.”*

*“ESL Workers – struggling with weak English skills...”*

*“Frustration of health authority in evaluating programs...”*

*“Who is going to mandate programs to use the Provincial Curriculum (2008)?”*

*“...at a regular gathering of employers they discuss issues with private college graduates – lack of practice readiness and ESL communication issues...”*

*Excerpts from 2006 - 2008 Articulation Committee Meeting Minutes – Resident Care Attendant / Home Support / Health Care Assistant*

<http://www.bccat.ca/articulation/health/hca>



- Insufficient supply of HCAs, particularly in home support
- Lack of consistency in training / graduate outcomes
- English ability of those graduating from programs / working in sector huge area of concern

### HEALTH CARE ASSISTANT RECRUITMENT



### 2008-2009:

- BC Cares province-wide awareness campaign worked to increase enrolment rates at participating colleges.
- BC Government's initiative to add 5,000 new beds to the continuing care sector
- Program seat funding initiative – added over 1000 new HCAs
- ***Challenge area of note:*** Shortage of Clinical Instructors to supervise practice education components\*



- Alongside the formation of the Registry in 2010, a multi-stakeholder, Health Care Assistant Education Standards Committee was established to develop the standards and processes for HCA program recognition.
- HCA program recognition through the BC Care Aide & Community Health Worker Registry (the Registry) supports the shared interests of all stakeholders for improving the standards of care for vulnerable people, particularly BC seniors.



## Health Care Assistant Program Recognition

Starting in spring 2014, all BC HCA programs were assessed to ensure their compliance with minimum standards in the areas of:

- ❖ Facilities & Resources
- ❖ Instructional Staff Qualifications
- ❖ Student Program Entry Policies
- ❖ Curriculum and Program Outcomes
- ❖ Stakeholder Consultation/Continuous Improvement



## Health Care Assistant Program Recognition

The process ensures that HCA programs offered by private and public institutions in BC are delivering a consistent level of education by:

- Following the provincial curriculum
- Training with minimum standards in place
- Graduating competent, entry-level HCAs

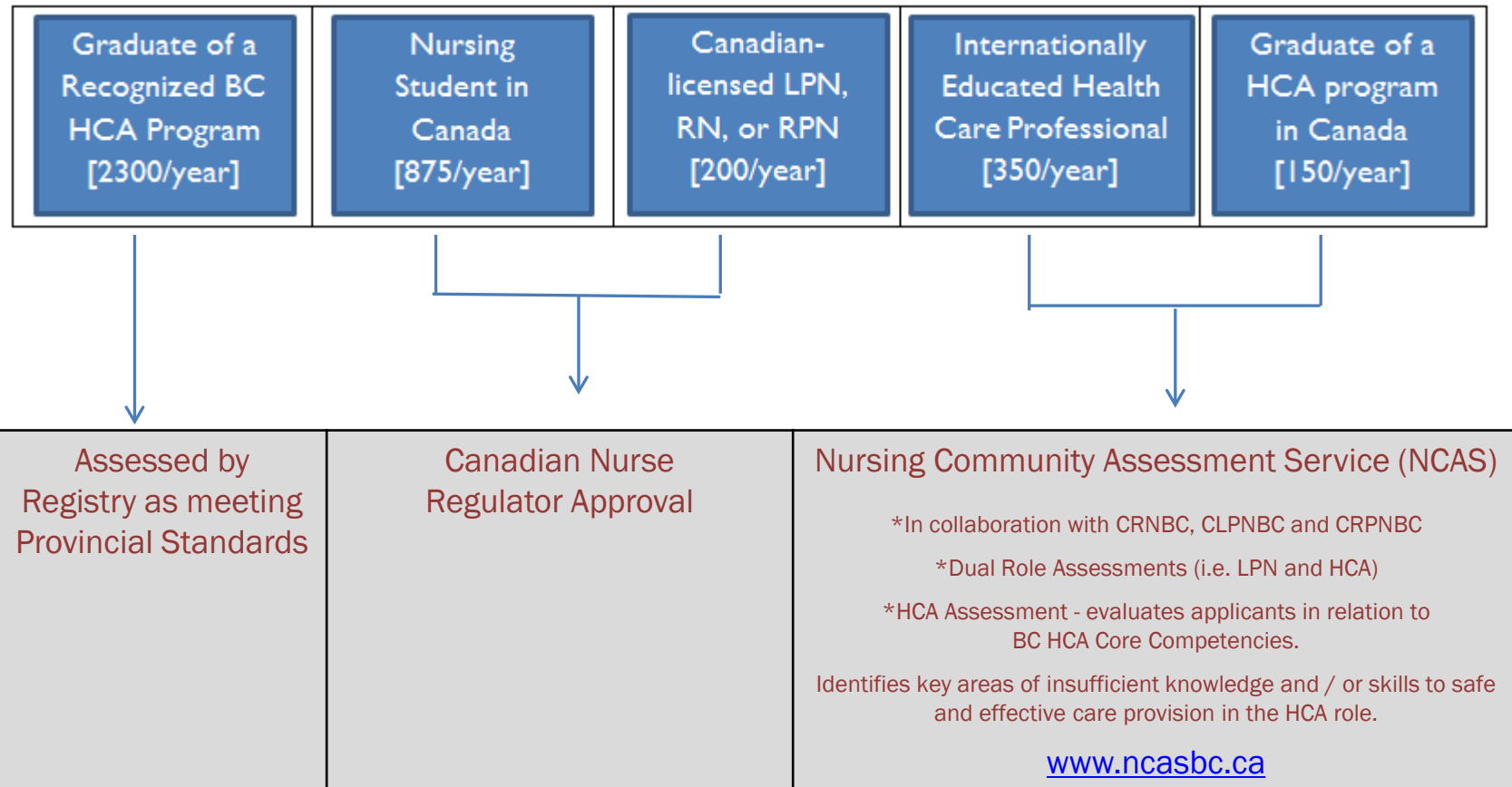
<https://www.cachwr.bc.ca/Educators.aspx>



Students from recognized BC HCA programs apply for and are directly eligible for registration upon graduation.

A regularly updated list of recognized HCA Programs is featured on the BC Care Aide Registry website at: [www.cachwr.bc.ca](http://www.cachwr.bc.ca)

## APPLICANT CATEGORIES





## Directed Education Pathways to Registration Upgrading to Ensure Safe, Effective, Competent Care

POST NCAS – Education Upgrading Pathways	Candidate Outcomes
<b>Direct Registration</b>	3%
<b>Targeted modules</b> (i.e. Dementia Care, Violence Prevention, Medication Basics for HCAs, Body Mechanics / Client Mobility, Infection Prevention)	27.5%
<b>Full Provincial Curriculum courses</b> (i.e. HCA Introduction to Practice, Personal Care & Assistance)	8.5%
<b>HCA Upgrade Program</b> (in pilot) – Comprehensive theory review (online), lab skills and practice consolidation	45%
<b>HCA Program, Full or Access</b>	16%
	100%

80%

## Into the Future – Opportunities for Flexibility & Innovation



- More programs / courses offered in part-time, weekend formats
- More programs using online and video-conferencing learning platforms
- Further ESL support / incentives and creative ways of supporting students, i.e. online ESL
- Partnerships with immigrant organizations (facilitated entry to HCA / HCA ESL Programs)
- Program partnerships – allowing for collaboration with employers in rural / remote areas
- Financial support for candidate upgrading (i.e. employer bursaries)

## In Summary & Looking Ahead



- ☑ Consistency in training amongst BC HCA Educators
- ☑ Minimum English competency requirements
- ☑ Improved graduate outcomes
- ☑ Competency assessment process / streamlined upgrading pathways
- ☑ Potential for collaboration / partnerships



# Q & A