Consumer-Employer Training Guide: Being a Successful Employer
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Consumer-Employer Training Guide:
Being a Successful Employer

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Introduction

The Oregon Home Care Commission offers a special program with the sole focus of helping you be successful as your homecare or personal support worker’s employer. Most people do not have experience being an employer. As a participant, you will receive tools, resources and support to be the best employer you can be. Being an effective employer will help ensure the in-home services you receive will accomplish what’s important to you.

This training manual is for individuals who receive Medicaid or Oregon Project Independence funded in-home services through Aging and People with Disabilities (APD) or the Office of Developmental Disabilities Services (ODDS). Those who hire workers to help them at home are commonly referred to as consumers or consumer-employers. Homecare workers (HCWs) serve seniors and people with disabilities; personal support workers (PSWs) serve children and adults with intellectual or developmental disabilities or who are experiencing mental illness. HCWs and PSWs are also referred to as workers or employees throughout this manual.

This manual is for individuals who receive services either through APD or ODDS. You will see the following terms specific to each program:

**Common terms related to APD consumer-employers:**

- Case manager
- Task list
- Job description
- Service plan
- Homecare worker (HCW)

**Common terms related to ODDS consumer-employers:**

- Services coordinator
- Personal agent (PA)
- Job description
- Personal support worker (PSW)
- Individual support plan (ISP)
- Service agreement
- Employer of record (EOR)
You will learn about:

- Understanding your individual support plan (ISP) or task list;
- Creating job descriptions;
- Finding employees;
- Interviewing and checking references;
- Selecting the best employee for the job;
- Creating an employment agreement;
- Training, supervising and communicating effectively with employees;
- Making sure the help your employee provides is up to your standards;
- Maintaining employment records;
- Scheduling and tracking authorized hours worked;
- Warning signs of an unacceptable employee;
- Making your home a safe place for you to live and your employee to work;
- Avoiding fraud and abuse.

We hope you find the information in this guide helpful and refer back to it from time to time.

Thank you for participating in this consumer-employer training program.
Understanding your role as an employer

You are the employer of a homecare worker (HCW) or a personal support worker (PSW). This means you have the right to hire, fire, schedule work, supervise and direct your employee. Simply put, you’re in charge. You get to decide who helps you, what he or she helps you with and how. Of course, family, friends or other members of your support system may help you with any or all of these activities.

Please consider doing the following tasks:

1. Use the Registry to find a worker
2. Interview applicants
3. Check references
4. Select a worker
5. Create a schedule for your worker
6. Let your worker know what and how to do things
Before you hire a worker:

- Discuss your service needs with your case manager, personal agent or services coordinator.

- If you receive services through Aging and People with Disabilities (APD), create a service plan and task list with your case manager.

- If you receive Office of Developmental Disabilities Services (ODDS) help through a county office or brokerage, create an individual support plan (ISP) and service agreement that can be used to create a job description.

- Work with a consumer-employer training consultant to learn how to use the Registry and prepare to hire someone.
Employer responsibilities

Finding and hiring a worker:

Use the Registry to find a worker.
- The Registry is located at www.or-hcc.org.
- The Registry is a matching system. It connects you with workers who match what you’re looking for in a worker.
- When using the Registry, be specific when selecting the types of services you would like a worker to provide, when you would like someone to work and if you prefer a non-smoker.

Interview applicants.
- Interview to make sure you like the person.
- In this guide, you will find a comprehensive list of interview questions you may want to ask applicants.

Check references
- Check references by talking to people who have hired the worker in the past.
- Make sure the worker has an active provider number and is approved to work before you hire him or her.

Select a worker.
- Tell your case manager, personal agent (PA) or services coordinator (SC) who you want to hire.
- If required, fill out all the needed paperwork to hire someone.
After you hire your worker:

- If you receive in-home services through APD:
  - Review your task list with your HCW.
  - Create a job description for your HCW to follow.
  - Tell your HCW your goals and what is important to you.
  - Let your worker know your expectations and house rules.

- If you receive in-home services through ODDS:
  - Work with your personal agent or services coordinator to write down what you and your PSW agree to, such as start and end times each day, tasks your ISP says the PSW can do, and things he or she needs to know to safely do his or her job.
  - Sign the service agreement with your PSW.
  - Create a job description for your PSW to follow.
  - Tell your PSW your goals and what is important to you.
  - Let your worker know your expectations and house rules.

Schedule when your employee works:

Create a schedule for your worker.

- Set the days and times you want your HCW or PSW to work.
- Tell your worker how you want to be notified if he or she can’t come to work or will be late.

- Have a plan for when your HCW or PSW can’t come to work.
- Approve your employee’s paid time off request and find a worker to cover.
- Notify your case manager, services coordinator or personal agent if your workers change shifts.
Oversee your worker:

**Train your worker.**
- Let your HCW or PSW know what things you want him or her to do and exactly how you want them done.
- Watch your HCW or PSW do a task to make sure he or she is doing it the way you want.
- Ask your case manager, personal agent or services coordinator for resources (e.g., community health RN, home health or behavioral support specialist) to help train your worker on more complicated tasks.

**Supervise your worker.**
- Make sure your HCW or PSW is doing everything on the task list or service agreement.
- Let your worker know what could happen if he or she does not do better.

**Provide feedback to your worker about his or her job performance**
- Let your worker know when he or she is doing a good job.
- Let your worker know if there are things he or she can do better.

**Keep track of the hours your employee works.**
- Have your HCW or PSW sign in and out each day he or she works.
- Add up the hours your HCW or PSW works to make sure he or she is not working more hours than approved by the case manager, services coordinator or personal agent.
- If approved to provide transportation, ask your worker to write down the mileage at the beginning and end of each trip.
Approve your worker’s timesheet.
- Check the dates and time before you approve the time your worker is turning in for payment.
- Only sign a timesheet once it has been completely and correctly filled out.

Dismissing a worker:

Let your worker go if you no longer want him or her to work for you
- Let your case manager, personal agent or services coordinator know of your plan to let your worker go.
- Let your HCW or PSW know you don’t need him or her to work with you any longer.

- Approve your worker’s final timesheet.
- Let your case manager, personal agent or services coordinator know right away if you are letting your worker go because he or she did something wrong, such as claim hours he or she didn’t work, was mean to you or did something illegal.
- Find a new worker from the Registry at www.or-hcc.org. Your training consultant can help you run a list or post a help wanted ad on the Registry.

Homecare and personal support workers
In order to be an approved homecare or personal support worker, an individual must:
- Meet Department of Human Services enrollment criteria;
- Complete an application packet;
- Pass a background check (criminal and abuse history);
- Sign a provider enrollment agreement;
- Attend a mandatory orientation; and
- Complete a new background check and provider enrollment agreement at least every other year.
Mandatory homecare and personal support worker orientation

During the mandatory orientation, workers will receive important information about:

- What it means to be an employee;
- The roles and expectations of being a worker;
- Professional boundaries;
- How to communicate effectively;
- Being a mandatory reporter of abuse and neglect;
- Being safe;
- Following universal precautions;
- How and when to get paid; and
- Oregon Home Care Commission trainings and certifications.

Homecare and personal support workers’ requirements:

- Provide only the services authorized on the task list or service agreement.
- Help only the person listed on the task list or service agreement.
- Provide quality services based on what the employer wants and what’s important to the employer.
• Only work the hours he or she has been authorized to work.
• Truthfully and accurately claim the time he or she works.
• Act like a professional by:
  » Showing up on time and ready to work;
  » Dressing nicely and being well groomed;
  » Treating the employer and the employer’s family respectfully;
  » Doing what the employer directs him or her to do; and
  » Maintaining boundaries.
• Keep information about employers and their families private.
• Practice universal precautions to prevent the spread of disease.
• Maintain a valid driver’s license and necessary auto insurance if he or she provides transportation.
• Contact their employers’ case manager, personal agent or services coordinator if he or she notices any changes in his or her employers’ service needs or hours.
• Immediately report abuse.
• Follow all Medicaid rules.
• Keep his or her provider number in good standing.
Determining your needs
Knowing what you need is the first step to becoming a successful employer. You should first determine what you want your employee to do in order to hire the right person.

What are your goals for your life?
Knowing what your goals are will help you identify how your employee can help you. Some examples of goals are:
- I want to stay involved in my community.
- I want to live at home.
- I want to stay active.

What are your needs?
Once you determine your goals, you are ready to decide exactly what you need your employee to do and when. Some examples of needs are:
- I need someone to help me every day to get out of bed, get dressed and make breakfast.
- I need help driving around my community.

Note:
Homecare or personal support workers often use their own cars to take their employers to appointments, but you may choose to have your employee drive your car. Whatever you decide, check your insurance policy to see what it will and won’t cover. Insurance coverage varies from company to company, so contact your agent or insurance company if you have questions. If your employee is driving as part of the job, make sure you verify that he or she has a valid driver's license. Some workers live in other states and work in Oregon. If the employee is driving his or her own car, verify the person’s insurance.
Think about your day as a way of determining what you need, starting from the time you wake up until you go to bed. You may even want to write down your needs. Also, as you perform your daily activities, think about what you would like to do that you aren’t doing or could use help to do. Write down your schedule of days, times and locations where you need help. Once you decide what you would like help with and when, you will have a clear picture of whether you will need to hire one or more employees. You will also know whether someone will need to work on weekends, or whether employees will need to work a split shift.

**What worker attributes are most important to you?**

What is important to you when picking a homecare or personal support worker? Here are some examples of possible priorities:

- It’s important to me to have an honest worker.
- It’s important to me that my worker comes to work on time every day.
- It’s important to me that my worker is someone I can get along with.
- It’s important to me that my worker does what I ask rather than what that person wants to do.

**What qualifications do you want your worker to have?**

Here are some examples of preferences:

- I prefer a worker who has experience working in people’s homes.
- I prefer a worker who is trained and continues to take ongoing training classes with the Oregon Home Care Commission.
- I prefer a worker who has good, solid references.

Fill out Appendix 1: Figuring Out What I Need worksheet with this information. This same checklist will help you navigate through the interview process and a post-hire evaluation. Be sure that you fill out this form to reflect all your needs, even if some of them are being met by someone else. This allows your worker to know that he or she may be asked to perform those tasks in the future if other support is unavailable. It can also help him or her gain valuable insight into your abilities and needs.

The worksheet will tell you what to search for on the Registry to find a worker that best fits you. On page 14 is an **example** of a completed worksheet. **Go to Appendix 1 for a blank worksheet to fill out.**
### Figuring Out What I Need

Fill out the blank worksheet below. This will tell you what to search for on the Registry when looking for a worker. The information will also help you create your want ad.

#### Goals *

**What are your goals?**
1. I want to stay involved in my community.
2. I want to stay active.
3. I want to stay at home.
4. I want to continue working.
5. 

#### Needs †

**What do you want help with?**
1. I need help every day to get out of bed, get dressed, and make breakfast.
2. I need help getting to and from work and places I enjoy going in the community.
3. I need help planning meals and going to the grocery store.
4. 
5. 

#### Priorities ‡

**What’s important when picking a worker?**
1. It’s important to me that I choose my worker.
2. It’s important to me that my worker does things the way I like them done.
3. It’s important to me that my worker supports my goals.
4. It’s important to me that my worker helps me accomplish what is important to me.
5. 

#### Preferences §

**What qualifications do you want in a worker?**
1. I want a worker that has similar interests as I do.
2. I want a worker who has a valid driver’s license and a clean driving record.
3. I want a non-smoking female worker to help me with my personal care.
4. I want a worker who is talkative and energetic.
5. CPR and first aid certification.
Goals note:
• When you use the Registry, you would search for someone who can work the days and times you like to go out and who can provide transportation and help while in the community.

Needs note:
• When you use the Registry, you would search for someone who can work every day (or have two providers) who can assist in the mornings with:
  » Mobility and movement;
  » Dressing;
  » Meal preparation.

Priorities note:
• You can ask questions during the interview that will help you figure out if this person has the skills and abilities you are looking for based on what’s important to you.

Preferences note:
• When you use the Registry, you would search for a worker who is:
  » Female;
  » A non-smoker;
  » Able to perform specific personal care tasks;
  » Has CPR certification.

For more help with using the Registry, call 1-877-867-0077 or contact your training consultant.
Attributes to look for in your worker

You are embarking on a new adventure — one that takes a lot of thought and planning. It’s important to find a worker you feel comfortable with who can meet your specific needs.

This can feel overwhelming at times. To make this process easier, we have included some helpful tips on choosing the right worker for you.

Is this the right worker for me?

The choice is up to you!

Personality

Everyone’s personality is unique. It’s about how that individual fits with your and your family members’ personalities. You may want to look for a worker whose personality complements your own. Some people like working with someone who is “all business” while others prefer a more sociable worker. Look for a willingness to serve, a good attitude, and the patience and flexibility to meet challenges when they arise throughout the day. The person should be willing to provide the services you request. It’s the person’s attitude toward work that matters most.

Experience and willingness to learn

You may want to consider the worker’s level of experience when making your hiring decision. Some workers will have more experience than others. However, you may find a worker with less experience who is willing to learn, eager to improve skills, and passionate about the work and the people he or she serves. Consider what qualities are most important to you. Is it more important to have someone who has years of experience but has a particular way of doing things? Or do you want someone with less experience who is motivated to learn the way you want things done? When looking for a worker on the Registry, you may want to search for those who have taken certain trainings. You can also suggest that your worker attend certain trainings. The Oregon Home Care Commission offers more than 25 free trainings for workers.

Reliability

Having a worker you can count on is important, especially when it comes to getting the help you need when you need it. When checking references, ask about the applicant’s punctuality and attendance. When interviewing a potential worker, ask if he or she has reliable transportation or a plan of how to get to work, particularly when there is bad weather. It is always a good idea to have a backup plan in case a worker calls in sick or has a family emergency. Please refer to “How to develop a backup plan” in “Chapter 3: The hiring process.”
Accountability

Accountability is a very important attribute and one that helps build a trusting relationship. People who will not admit to past mistakes and, instead, place blame may not be open to feedback. Mistakes are learning opportunities. When interviewing, ask potential workers about a past mistake at work, what they did to resolve it and what they learned from it. You may also want to look for a worker who is forgiving and understanding.

Honesty

You need to be able to trust the person you invite into your home and into your life. Honesty is having integrity and being sincere, truthful, accountable and honorable. It’s not just about what someone says but about the person’s actions, too. Can you trust this person to:

• Show up to work when he or she is supposed to;
• Only claim time actually worked;
• Handle your medications safely;
• Respect your home and belongings; and
• Give you receipts after shopping?

Can you trust this person to help you stay independent and safe at home and in the community? When checking references, ask the person whether the applicant was trustworthy and honest. Trust your instincts.

The job description

Rules and expectations

Creating a job description is important because it lets your worker know what services that person needs to perform and how you want these services performed. It’s a tool you can use to communicate your expectations. If you do not allow anyone to handle the family heirlooms such as china, glassware or pictures – state that these are off limits and not to be used nor handled. Also be clear about what is expected; for example, when you say you have lunch at noon, do you mean right at noon or is there flexibility?
Creating a job description

**Review your service plan, individual support plan or task list**
The first step of writing a job description is to review your service plan, individual support plan or task list. From the Registry, you identified tasks you would like assistance with and a general schedule you would like your worker to follow.

**Duties**
This first section covers the duties the employee agrees to perform as instructed. Fill this out before you meet with your worker. Be sure to include all the duties you listed in your service plan or individual support plan.

**Be specific**
The job description allows you to be more specific. For instance, if your service plan or individual support plan indicates you would like help with bathing, the job description describes how you would like this completed and when. It should reflect your preferences.

**Here are some examples:**
- Be present in the bathroom for safety while I shower on Monday, Wednesday and Friday mornings after breakfast.
- Assist with towel drying after showers and applying lotion to my legs.
- Prepare breakfast around 9 a.m. and lunch around 1 p.m. Do not add salt to meals. On Fridays, prepare meals I can reheat on the weekends.
- The following housekeeping duties are to be provided daily: making my bed, putting dirty clothes in the hamper, washing breakfast and lunch dishes, disinfecting countertops in the kitchen, and sweeping the kitchen floor.
- The following housekeeping duties are to be completed on Fridays: change bed linens, clean out the refrigerator, dust knick-knacks in the living room, clean the toilet and vacuum.
- Wash clothes on Friday and fold clothing immediately after removing clothes from the dryer so they do not wrinkle.
- Fill my med-minder box every Monday and reorder medications through the pharmacy by the 23rd of each month.
- Drive me to “Supercuts” the first Monday of the month after lunch.
Include the specific schedule

The service plan or ISP includes days of the week and general timeframes the worker is to work. The job description allows you to be more specific.

<table>
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<tr>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td>8:30 a.m.–1:30 p.m.</td>
<td>8:30 a.m.–1:30 p.m.</td>
<td>8:30 a.m.–1:30 p.m.</td>
<td>8:30 a.m.–3:30 p.m.</td>
<td>Off</td>
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If you want the employee to work an occasional weekend or be available on certain holidays, include that in the job description as well.

The job description is also where you would indicate your expectation about schedule changes or requests for days off. This is to protect you and the worker.

Here are some examples:

• You must request time off in writing a minimum of two weeks in advance.

• You must request schedule changes a week in advance.

Rules and expectations

The job description is an excellent place to indicate what your rules and expectations are when it comes to your worker and the services he or she provides. You can include broad rules and specifics related to your situation.

Here are some examples:

• Texting is prohibited during work hours unless it is an emergency.

• You may not bring guests to my home unless I invite them.

• You must call two hours in advance if unable to report to work.

• You must provide your own food and beverages for breaks and lunch.

• You must provide receipts when purchasing items on my behalf.

• Please do not handle the fine china.

• You must have a valid driver’s license and a clean driving record.

• You must show proof of motor vehicle insurance if using your personal vehicle during working hours.

• You may not smoke in my home or any time during working hours.
Hiring and managing workers

Advantages of hiring a worker from the Registry include:

- All workers on the Registry have passed a background check.
- You can select the worker most compatible with your preferences and needs.
- You are more likely to specify how you want services provided.
- It may be easier to replace an unsatisfactory worker.

When hiring a worker from the Registry, make sure you review each potential worker’s profile and personal statement.

Responsibilities as an employer

As an employer, it is your responsibility to:

- List the tasks you need your worker to complete;

- Use the Oregon Home Care Commission online Registry to find potential workers, or place a help wanted ad on the Registry;

- Interview and hire a worker from the Registry;
• Set duties and train your employees on, for example, house rules, where important items are located, and how you like to manage your home;

• Decide if the worker is right for you;

• Set your employee’s schedule in advance and review time sheets to ensure they are correct;

• Supervise your employee’s daily activities (Tip: Keep track of the time your worker spends on activities, attendance habits and ability to complete tasks);

• Tell the worker what to help you with and how you would like things done. An HCW can only do things listed on his or her task list and a PSW can only do things listed in his or her individual support plan;

• Assess the accuracy and quality of your employee’s work;

• Ensure a safe work environment by removing hazardous furniture or other objects;

• Develop an emergency backup plan in case your worker is not available. (Tip: Talk with your family and friends to see if they are available to help you if your worker is absent, or find a second worker that can be called on short notice.)

**Note:**

Consultants can provide tools and resources to help you successfully meet these responsibilities.
Hiring steps

The following steps will help you move through the hiring process:

- **Step 1:** Create a help wanted ad on the Registry or call workers from the referral list.
- **Step 2:** Interview applicants.
- **Step 3:** Check references.
- **Step 4:** Develop a backup plan.
- **Step 5:** Accept or decline applicants.
- **Step 6:** Prepare for your worker.

If you need any help creating a profile in the Registry, please contact the Commission or a training consultant.

**Step 1: Create a help wanted ad on the Registry**

Your ad should first tell prospective employees something about you. It should also describe the type of person you want to work with including qualifications, experience, education, certifications, skills and personality traits. It should be informative, easy to read and concise. It should also tell prospective workers who they would report to, what you need and when you need it.

**Steps to create a help wanted ad:**

1. **Before creating your ad, consider:**
   - What do people like most about me?
   - What do I like most about me?
   - What are my hobbies, organizations, interests or a fun fact about me?
   - What is my personality?
   - What is unique about my home?

   **Examples:**
   “I am friendly, easygoing and love reading sci-fi and playing dominoes.”
“I am an organized person who loves fishing and family gatherings. My home is full of Russian history.”

2. Follow this by a short description of why you are seeking a worker.

   Examples:
   • I use a wheelchair. • My sight is impaired. • I recently had a heart attack.

3. Describe the type of help and the schedule/work hours you need.

   Example:
   “I need assistance from 9 a.m. to 11 a.m. every day getting out of bed, getting dressed and making breakfast.”

4. Create a detailed description of your ideal worker including personality traits, qualifications, experience, education, certifications and skills.

   Example:
   “I am interested in a professional who is organized, caring, patient, confident and experienced with caring for someone at home. Prefer completion of first aid/CPR as well as a high school diploma and a current driver’s license with insurance.”

5. Safety first!

   Be sure not to include your full name or address in an ad; you may want to create a separate email address for this purpose. You can request a training consultant to sit with you during interviews and give you feedback about the interview process.

6. An example of a final ad looks like this:

   “My name is Judy. I am an organized person who loves fishing and family gatherings. My home is full of unique Russian history of which I am very proud! I use a wheelchair and am seeking help from 9 a.m. to 11 a.m. every day getting out of bed, getting dressed and making breakfast. I am interested in a professional who is organized, caring, patient, confident and experienced with caring for someone at home. Desire completion of first aid/CPR as well as a high school diploma and a current driver’s license with insurance.”
Hiring steps (continued)

Step 2: Interview applicants

Most people do not have experience interviewing and hiring someone. Below you will find some tips to use during the interviewing process. Keep in mind that you will be using some of the applicants as part of your backup plan. As you interview, create a list of potential workers and use this as the source of workers for your backup plan. Refer to Step 4: Develop a backup plan.

Telephone screening

When hiring a worker, conduct a telephone screening prior to an in-person interview. This can help you reduce the number of individuals you need to meet in person.

Since you will be inviting someone into your home, you will want to do a pre-screening so you can get a feel for the potential applicant and determine if he or she can meet your needs. Explain what you need from a worker, the schedule and your expectations. If the individual can’t work the hours you need or does not have the experience you desire, there is no need to invite the person for a formal interview.

You may also wish to ask about the person’s experience, personality and references. Ask applicants only questions that help you make a hiring decision. Know how the information will be used to make the decision; do not ask for information that will not or should not be used in the hiring decision.

The in-person interview

After you have had the telephone interview and have decided you would like to meet a few of your applicants, schedule an in-person interview for each of them. Be sure to follow these interview tips:

- If possible, have a friend or family member join you during interviews to give you a second opinion, but also for safety. A training consultant can also join you during the interview.

- When you call to set up interviews, ask candidates to bring information they will need to complete a written application, including names and phone numbers of references.
• Try to make the person comfortable, but stay businesslike. You are giving each other first impressions.

• Introduce yourself the way you wish to be addressed. If you have someone with you, such as a family member or friend, explain who will be conducting the interview.

• Let the person see your task list or the job description.

• Ask your prepared questions and record (or have someone else record) the person’s answers. A training consultant can help you record the information.

• You may really like a candidate (and need to hire someone soon) and be tempted to offer the job during the interview. This is not recommended. It is important to first check references. You can call the person and offer the job after you check references.

• Avoid asking questions regarding age, race, national origin, gender, sexual orientation, religion, disability or marital status. Do not ask whether the person has children or plans to have children.

Interview tips
• During the interview, use your senses. What do you see, hear or smell?
  » What is the person’s body language saying?
  » Does he or she act interested in the questions you are asking?
  » Look for how the person responds when you describe your situation.
  » Does the person maintain eye contact?
  » Does he or she seem engaged through the whole interview?
  » Is the candidate speaking to you or mostly to your family member or friend?
  » Is he or she wearing clean and appropriate clothing?
  » Is the person speaking in a courteous and respectful manner?
Hiring steps (continued)

- What kind of impression are you getting? Does the person:
  - Seem knowledgeable about what he or she is discussing?
  - Effectively interact with you?
  - Appear able to sit still and pay attention?
  - Seem flexible?
  - Arrive on time?
  - Seem to have a personality that works for you?
  - Seem to handle stress well?

- Start with broad questions that encompass more than caregiving and give you a general sense of the person.
  - Look for patterns or trends in answers – Are the person’s answers negative regardless of the question? Does the person appear genuinely interested in working with people?

- Above all, trust your instincts. If something doesn’t feel right, it may not be.

Interview questions to ask applicants

**General questions**

Why are you interested in this job? Why should I hire you?
How do you feel about caring for someone with a disability?
Do you have references?
Why did you leave your last job?
When are you available to start working?
Are you comfortable with pets?
Do you have a valid driver’s license and clean driving record?
What are your expectations if I hire you?
How do you like to get feedback?
How do you manage stress?
Caregiving questions

What do you like about being a worker?
What do you find is the hardest part of working in the home or the community with a consumer?
What is your caregiving experience?
What classes or training have you had to prepare for this work?
Are you willing to take trainings through the Oregon Home Care Commission?
Do you have your professional development certification through the Oregon Home Care Commission?
Are you uncomfortable with any of the tasks in the job description? If you received training, would you be willing to assist with that task?
Are you able to assist with ________ (your specific need)?
What would you say your strengths are as a worker?

Problem solving

What would you do in an emergency while helping me?
Give me an example of a difficult situation you handled while caregiving.
Describe how you interact with people whose communication style is different from yours.
Tell me about a time you made a mistake and how you corrected it.
Talk about a time when you worked with someone whose personality was very different from yours.

Flexibility

Are you available on-call/weekends/evenings? Any restrictions?
Are there days/times you are absolutely unable to work?
How much notice do you need for a schedule change?
Are you able to work on short notice?
Are you available in emergencies?
How do you get to work?

After the interview

It’s a good idea to check references before offering a job and wait 24 hours before offering the job to the chosen applicant. Trust your instincts about the applicant and consider the applicant’s strengths or challenges. Envision the person in your home. Will you feel comfortable with him or her providing care for you?
### Question 1:
Why are you interested in this type of job?

**Notes:**
Describes herself as being a natural caregiver and feels it is her calling. Enjoys working in people's homes and helping people to be as independent as possible. Spoke very passionately about helping others.

### Question 2:
Why did you leave your last job?

**Notes:**
Employer moved out of state with his daughter. Otherwise, would still be working with him. Respected his confidentiality and did not share any personal information.

### Question 3:
What are your expectations if I hire you?

**Notes:**
Open communication; clear instructions; mutual respect; advance notice for schedule changes; time to learn.
| Question 4: | How do you manage stress? |
| Notes: | Thinks of things she is grateful for; takes a quick break to calm down and refocus; practices yoga; reads. |

| Question 5: | What do you like about being a caregiver? |
| Notes: | There is always something to learn from others; great satisfaction in helping others; knows she makes a difference; loves helping others meet their goals. |

| Question 6: | What is your caregiving experience? |
| Notes: | Has been helping others in their homes for the past fifteen years. Has worked as a homecare worker and personal support worker for the past ten years. |

| Question 7: | What classes or trainings have prepared you for this kind of work? |
| Notes: | Has taken many trainings through the Oregon Home Care Commission. She showed me a list of all the trainings she has taken. |
Question 8:
Are you uncomfortable with any of the tasks in the job description?

Notes:
No. Has experience doing all of the tasks I need help with. She says she will have to learn the specifics on how I like things done.

Question 9:
Give me an example of a difficult situation you handled while caregiving.

Notes:
Worked for a man who had difficulty managing his diabetes — didn't want to follow the diet recommended by the nutritionist. Talked to him about his preferences and what was important to him. Offered to help him find other recipes. Recognized it was ultimately his decision.

Question 10:
Describe how you interact with people whose communication style and personality is different from yours.

Notes:
Recognizes everyone is unique and is one of the reasons she likes working with others. States open communication is important. Doesn't take anything personally — people are sometimes upset, sad, happy, etc. Prefers to get to know one another right away.

Question 11:
Tell me about a time you made a mistake and how you corrected it.

Notes:
Burned dinner. Apologized for the mistake and took responsibility. Didn't become defensive. States accountability is important to her. Learned from the mistake and was more careful.
Question 12:

Are there days/times you are absolutely unable to work?

Notes:

Her schedule is pretty open Monday-Friday during the days and evenings. Would need advance notice to work on the weekends due to other obligations.

Question 13:

Besides following my task list/job description, do you prefer verbal or written instructions on how I would like you to do things?

Notes:

For more complicated tasks, prefers instructions in writing. Otherwise, verbal instructions are fine.

Question 14:

What do you think past employers would say about you?

Notes:

They would say she is friendly, personable, a good communicator, reliable, and a hard worker. During interview, she was very friendly and had a positive attitude. It was obvious she really likes helping people in their homes.

Make sure to thank the person interviewing for talking with you.
Step 3: Check references

All workers on the Registry have passed a background check that checks for abuse allegations as well as criminal history. In order to stay active on the Registry, they must renew their background check and provider enrollment agreement every two years.

In addition, it is important for you to complete reference checks because they will help reinforce that you have selected the right applicant to hire. Reference checks should validate what you have observed in the interview about the applicant, such as:

- Applicant was engaged throughout the interview.
- Applicant appeared to have a positive attitude.
- Applicant arrived on time for the interview.

The applicant should provide you with the phone numbers and email addresses of references at the time of interview.

Things to consider:

- What are the applicant’s strengths and weaknesses?
- Would you rehire the applicant?

We suggest checking at least two or three references to make sure each reference check has a positive outcome. Introduce yourself and explain why you are calling. Don’t forget to say that the applicant referred you.

In some cases the person giving the reference might not have agreed to be a reference. This is probably not a good sign and you should remove this applicant from your potential worker list. See the reference check form on page 33 for sample questions. You will find a blank Reference Check form in Appendix 4B.

After the reference check

- Did the person giving the reference sound nervous?
- Do any of the reference check responses not feel quite right?
- You can tell a lot simply from how a person’s voice makes you feel, which is why we recommend the phone interview rather than exchanging emails. Rely on your own gut instinct, and know that each phone call will help you make the best possible decision.
<table>
<thead>
<tr>
<th>Question 1:</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>How long did you employ the applicant?</td>
<td>Jenny worked with Kelly for five years.</td>
</tr>
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<tr>
<th>Question 2:</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>What kind of services did the applicant provide?</td>
<td>Jenny helped with housekeeping, laundry, making meals, picking up medications from the pharmacy, bathing, dressing, and moving around the house.</td>
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<table>
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<tr>
<th>Question 3:</th>
<th>Notes:</th>
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</thead>
<tbody>
<tr>
<td>Why did the applicant leave? Would you hire the applicant again?</td>
<td>Kelly moved in with her daughter last month and no longer needed a homecare worker. Kelly states that she would rehire Jenny.</td>
</tr>
</tbody>
</table>
Question 4:
What are the applicant's strengths?

Notes:
Jenny is very dependable and reliable. She was always on time and did not miss any work. She is organized and uses her time well. I enjoyed when Jenny was around because she was always positive and friendly. Jenny communicates very well.

Question 5:
What do you respect most about the applicant?

Notes:
Jenny has a very good work ethic and tries to do her best at all times. She is honest and ethical.

Question 6:
In what area(s) could the applicant improve?

Notes:
Jenny can sometimes be a perfectionist and spends a little longer than she needs to on some tasks.

Question 7:
How does the applicant handle stressful situations?

Notes:
Jenny works very well under pressure and stays calm and collected. She helped Kelly stay calm, too, by being reassuring and patient.
Question 8:
Can the applicant work independently or does she need specific directions?

Notes:
Jenny followed the task list and asked questions when she needed a little more information - how Kelly liked things done and when. Jenny always had good suggestions on how to do things more efficiently and always asked Kelly first if she was interested in hearing them.

Question 9:
Does the applicant have good communication skills?

Notes:
Jenny communicates well. She actively listens and if she doesn't understand something, she asks questions to make sure she understands. She always showed a lot of empathy and understanding.

Question 10:
How would you describe the applicant's ability to get along well with others.

Notes:
Jenny is very friendly and personable. She gets along well with everyone, even Kelly's daughter who could sometimes be negative.

Question 11:

Notes:
Make sure to thank the person giving the reference for talking with you.

You can get this document in other languages, large print, braille or a format you prefer. Contact Oregon Home Care Commission at 1-877-867-0077 or email OHCC.ERC@dhsoha.state.or.us. We accept all relay calls or you can dial 711.
Step 4: Develop a backup plan

It is important for your peace of mind and safety to be prepared in advance if your primary worker is unable to come to work. This will help ease anxiety and ensure continuity of services. Here are some suggestions:

- Interview several workers at a time. After you select your primary worker, you may want to ask other suitable candidates if they would be willing to serve as backups.

- Keep a list of backup workers with their contact information readily available. Make sure they are qualified to work with the Medicaid in-home programs you participate in and have finished the enrollment process. You may want to check in with them on a regular basis to make sure they are still able and willing to be available on short notice.

- Keep an updated calendar of when each worker can work.

- Be aware of what services will need to be covered by a backup worker. Keep your service plan, individual support plan or job description and worker job description up-to-date so a backup worker is able to easily understand your service needs and your expectations.

- Ensure that any backup workers have the skills and abilities to address your service needs. Keep in regular contact with workers so they are informed of any updated service needs.

- Search for a worker on the Registry who is available on short notice. Workers who are willing to work on short notice have selected this as a referral option.

- Ask your case manager, personal agent or services coordinator for information about available resources and community options that may be available in an emergency.

- Use the backup plan worksheet (see page 93 and 94) and keep it in a handy place in case you need it right away.

- Notify your case manager, services coordinator or personal agent if there is a change to your backup plan.
### Backup Plan

**Name:** Mike Jones  
**Phone number:** 503-123-4567  
**Provider number:**  
**Paid support:** Yes  
**Natural support:** No  

<table>
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<tr>
<th>Availability</th>
<th>Days</th>
<th>Time of day</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>Sunday</td>
<td>10:00–5:00</td>
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<td>Tuesday</td>
<td>10:00–5:00</td>
<td></td>
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<tr>
<td></td>
<td>Monday</td>
<td>10:00–5:00</td>
<td>Jenny is available on short notice on the weekends, but may not be available during the week.</td>
</tr>
</tbody>
</table>

**Name:** Jenny Jones  
**Phone number:** 999-999-9999  
**Provider number:**  
**Paid support:** No  
**Natural support:** Yes  

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<tr>
<th>Availability</th>
<th>Days</th>
<th>Time of day</th>
<th>Notes</th>
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<tr>
<td></td>
<td>Monday</td>
<td>10:00–5:00</td>
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</table>
Step 5: Accept or decline applicants.

Ready to make a job offer?

• Accepting applicants

You have chosen a candidate! Now you need to notify the person and ensure that the arrangements you discussed in the interview are still agreeable.

• Calling to make the offer

When calling to offer the position, it is important to repeat what you and the applicant discussed in the interview. This ensures that the applicant understood the obligations of the job, the pay rate and the terms of employment. You should:

» Tell the applicant that you are prepared to offer him or her the position, but would like to first review the work schedule and job expectations.

» Repeat the expected work schedule that you spoke about in the interview. Get a verbal approval of that from the worker that he or she is still willing to work those dates and times.

» Tell the applicant which holidays or days the person has off. Again, get a verbal approval.

» Review your policy on sick day notice, planned absence notices, emergencies and lateness policies (for example, call ahead if you’re going to be five minutes late or more, and absences will need to be planned at least one week in advance so I can find someone to cover you).

» If the person will be driving you in his or her car, verify that the person has insurance that will cover that responsibility.

» Once you have hired a worker, please contact your case manager, services coordinator or personal agent so your provider can be approved to work for you.
• Declining applicants

It is time to let the other applicants know that they were not chosen. You would generally send a letter or email. If you decide to call the applicant, you can use the information below as a script. There are two types of letters that you may want to consider sending.

• To decline an applicant

For whatever reason, this person may not have been qualified or there was a schedule or personality mismatch.

Here’s a sample letter that you could use:

Thank you for your interest in the in-home provider position. I am pleased that you have contacted me regarding possible employment and allowed me the opportunity to review your experiences and qualifications.

Unfortunately, at this time your skills and schedule of availability do not match my needs and I am unable to offer you employment.

Thank you for your interest.

Sincerely,
[Your name]

• Declining an applicant with potential

Did you have applicants you would consider for a job in the future, as part of your backup plan or if you need to replace a worker? Here’s a suggested letter to decline the person while making it clear you may call someday to see if he or she may be interested in a position:

Thank you for your interest in the in-home provider position. I am pleased that you contacted me regarding possible employment and allowed me the opportunity to review your experiences and qualifications.

Unfortunately, at this time your skills and schedule of availability do not match my current needs and I am unable to offer you employment.

However, I would like to keep your name and number on file for future reference, in case your schedule or my needs change.

Thank you again for your interest and the time invested in applying and interviewing for this position.

Sincerely,
[Your name]
Building a successful working relationship

It is a good idea to keep track of what worked and what did not work when training your worker. This will make it easier to onboard future workers.

Before your worker begins working with you, review the job description, service plan, individual support plan or task list with him or her to ensure your worker fully understands what is expected. At the end of this chapter, you will find an example of a completed job description. Appendix 3 has a blank job description list for you to complete.

The job description states, in writing, what you expect. There should be no surprises. It’s also an opportunity to answer questions and receive feedback. Both you and your worker should sign the job description. The worker signs it to verify he or she accepts the terms. It is a great way to ensure the worker understands what you expect of him or her. You can refer back to this form if there is ever confusion over roles.

**Breaks**

State when the regular time for breaks occurs and how long those breaks are to be. It is Oregon state law to provide a 10–15-minute break for every four hours worked and at least a 30-minute lunch break. Make sure your workers do not claim time for breaks and lunch. They are not paid for that time.

**Cell phone policy**

If you do not want your worker answering his or her cell phone except on regular breaks, state it clearly in writing in this agreement.

**Employer privacy**

You have a right to privacy. Be sure to convey any off-limits areas to your worker when he or she is first hired. Likewise, your worker has the right to privacy during scheduled breaks and when not in your home. Refer to the boundaries section of this guide if needed.

You have a right to keep areas of your home, belongings and personal information private. Secure your personal information such as Social Security number and insurance policies in a private area or in a locked storage box.

Remember to never give a worker your bank account, Social Security, Oregon Trail or other credit cards or number(s). If your worker goes grocery shopping for you, he or she can get an Oregon Trail Card in his or her name to buy groceries on your behalf.
Job Description

Please attach your service plan, individual support plan, task list or service agreement for an explanation of services.

Employer or representative name: Robert Consumer  Date: March 13, 2017
Employee name: Jenny Homecare Worker  Date: March 13, 2017
Hours per week: 25  Start date: March 13, 2017

Rules and expectations:
• Come to work on time and accurately report hours worked. I will review hours daily.
• Do not bring guests or pets to work.
• Remain professional. No discussions about personal problems or money issues.
• Perform all tasks how and when I want them done. See specific job duties below.
• No smoking in my home or any time during working hours.
• I value open, honest communication. Ask questions and let me know about concerns right away.
• No texting during work hours unless it is an emergency.

Specific job duties:
• Prepare breakfast at 8:30 a.m. and lunch at 12:30 p.m. Follow the menus I prepare.
• Drive me to the grocery store in my car every Wednesday and help me shop.
• Sweep and mop the kitchen floor on Mondays and Fridays.
• Wash, dry and fold my laundry every Tuesday.
• Make my bed daily.
• Vacuum the living room on Mondays and Fridays.
• Help me get out of bed and dressed by 8:00 a.m.

Schedule

<table>
<thead>
<tr>
<th>Days</th>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
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</tr>
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<tr>
<td>Hours</td>
<td>8a.m.-1p.m.</td>
<td>8a.m.-1p.m.</td>
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<td>8a.m.-1p.m.</td>
<td>8a.m.-1p.m.</td>
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</table>

Employer or representative signature: Robert Consumer  Date: 3-13-17
Employee signature: Jenny Homecare Worker  Date: 3-13-17

You can get this document in other languages, large print, braille or a format you prefer. Contact Oregon Home Care Commission at 1-877-867-0077 or email OHCC.ERC@dhsoha.state.or.us. We accept all relay calls or you can dial 711.
Boundaries

Once you have found the right worker for you, it is important to go through a new hire orientation. The goals are to set firm boundaries, establish a rapport with your worker and set the tone for your professional relationship.

Your in-home worker is usually an employee and not a member of your family. It is important that you establish rules in the beginning of your employment relationship.

Avoid topics like:

- Personal information;
- Life events;
- Financial situations;
- Personal life issues.

It is considered unprofessional to divulge such information to your employee, as it would be in any job. It is important to remember that your worker helps you in daily living activities; that is the person’s job and does not indicate a personal relationship. Make sure that you and your worker are clear about what is OK to discuss and what is not. Stay firm with your established boundaries.

It is also important to establish clear boundaries with others in your life. You may be fortunate to have family and friends to help with some of your daily tasks and needs. You may want to talk with them about planning, hiring and working with your employee(s).

Conflicts can arise between workers and important people in your life. You should make sure that friends and family members know who is supervising your employee. If a friend or family member feels your employee’s work performance is not adequate, that person should discuss the issue with you. The family member or friend should not directly intervene with your worker. Although family members’ and friends’ issues usually arise from concern for you, they should respect the boundary agreement you have with your worker.
Many employers start out wanting to consider workers as friends or members of the family and come to regret this. If you don’t set boundaries, you may find yourself spending a lot of time listening to the worker’s problems. As a result, you may start making allowances for excessive absences or poor work performance on this basis. It may be difficult to provide constructive feedback to a worker you have come to think of as a friend. You may feel betrayed or abandoned when a worker with whom you have become too close quits or when the quality of the person’s work declines. Likewise, especially if you don’t see many other people besides your employee, you may be tempted to share too many details about your life unrelated to the employee’s job duties. A worker may interpret this as an invitation to offer unsolicited advice, or otherwise cross the line of what is an appropriate relationship with an employer.

Many employers find it helpful to maintain or restore relationships with people besides their workers and health providers.

**Try reactivating involvement in things like:**

- A faith-based organization;
- A social or civic organization;
- Clubs;
- Hobbies you enjoy.

If you are unable to attend regular services or meetings, phone someone involved in these activities and explain your current situation. Emphasize that you are open to visitors. This will often result in renewed contacts.

Your health may permit occasional visits for activities, often including:

- Meals at community or senior centers;
- House guests or visitors.

Pursuing hobbies and interests, even on a limited basis, can also help you have a life apart from the working relationship with employees.

It’s a good idea, early in your relationship, to lay out off-limit topics with your employee or employees.
These topics may include, for example:

- Intimate relationships;
- Religion;
- Politics; and
- Social issues.

**Tips to help you communicate successfully with your worker:**

**Be engaged**

Give your worker your complete attention. Here are some ideas to help you stay engaged while talking to your worker:

- Maintain eye contact and use non-verbal indicators that you are listening, such as nodding or shaking your head and smiling.
- Use verbal indicators you are listening such as “very good,” “yes” or “indeed.”
- Remember to turn off your devices so you are fully engaged in the conversation. It’s important to avoid normal distractions with things outside of the conversation. For example, put your phone on silent or mute, turn off your television or radio, and put your computer on sleep mode.

**Pay attention to body language and emotions**

It’s important to be aware of a person’s body language and emotions during your conversation. This will give you a lot of feedback on how the worker is responding (or not responding) to what you are saying. Here are some things to look for:

- Look at the worker’s posture. Are the person’s arms crossed? Crossed arms may indicate he or she is not open to what you are saying or is defensive. Is the person rolling his or her eyes when talking to you? This may indicate the person does not agree with what you are trying to communicate. It is also a sign of disrespect.
- Does the worker avoid eye contact when you are talking? This may indicate the person is intimidated, uncomfortable with the situation or not interested in communicating with you at that moment.
- Your and the worker’s tone of voice is another very important thing to keep in mind. Is it excited, happy, sad, concerned or frustrated? Are either of you yelling, crying or speaking in a raised voice?
• Something else to be aware of is word choice. Is the worker using inappropriate language or calling you by a pet name? What words are you using when talking to your worker?

• Is the worker talking to you or at you?

**Practice active listening**

Actively listening to someone is very important and can make or break a working relationship between you and your worker. There is a big difference between hearing and listening.

• A major part of active listening is checking for understanding and restating questions being asked. For example, “I hear you are concerned for my safety while taking a shower” or “I understand you have a question on how I would like my whites washed and dried.”

• A common mistake made is not allowing the person to finish asking a question because you have already been thinking of the answer before truly knowing what the question is. Let the worker finish, then address the question or concern.

**Build teamwork**

Keep in mind that you and your worker are a team with the goal of helping you stay at home as independently and safely as possible. Finding common ground and building rapport with your worker help build teamwork.

• Use words such as “we,” “us,” “we’re,” “our” and “ourselves” that show you see the worker as part of your team.

• Look for ways to connect with your worker by finding common interests.

• Ask for suggested resolutions to any concerns the person may have.

**Provide feedback**

Providing constructive feedback can be difficult. Sometimes it can be well received, and other times it may not go as well. This can depend on your approach. Feedback is a gift. Here are some suggestions:

• Make a point to give feedback on a regular basis. For instance, meet once a week during your worker’s first month. Once you are both comfortable, meet once or twice a month. This allows your worker to know exactly how well he or she is doing and how to improve.

• Set clear expectations. For example, “I like my eggs cooked over-easy,” “The spare bedroom is off limits” or “I prefer my baths before lunch.”
• Always begin feedback with things the worker is successfully doing before moving on to opportunities to improve. For example, “You do an amazing job on the dishes. You are always on time to work. I noticed you could be more engaged while you’re here by not texting during your shift.”

• You should work together to find resolutions to concerns when they come up. Develop an action plan for your worker to follow. For instance, if the concern was that your clothes were always wrinkled when your worker did the laundry, you could say, “I have a concern my laundry isn’t being done correctly. My clothes are always wrinkled. Do you have any ideas on how to fix this?” Working together, you develop an action plan that as soon as your clothes are dry, your worker will remove them from the dryer and either hang them or immediately fold them.

### Make “I” versus “you” statements

Why is this important?  How you sound and what you say can affect the flow of a conversation. It can put some people on the defensive when you use “you” statements. Here are some tips and examples:

• “You” statements can negatively affect conversations. Such statements can often sound like blame or accusations. For example, “You make me feel upset when you don’t get the dishes done soon after a meal” or “You are not paying attention to the road when we drive to the doctors.” Using these statements can shut down communication.

• “I” statements can be beneficial if used in the correct way because you are conveying a feeling, not making an accusation. Examples include, “I feel like I’m not being heard. Can we talk?” or “I feel this room could be more organized.”

• One thing to keep in mind is how some “I” statements can be disguised as an accusation and will not help with communication. For example, “I feel angry when you interrupt me.” Instead try, “I feel upset when I am not listened to.”

To communicate successfully with your worker, be open-minded, consistent and positive.

After all, you are on the same team.
Communicating successfully with your worker

You communicate with your family members and friends, as well as people you may come into contact with on a daily basis. We all know that communicating can be difficult, and some days may be easier than others. However, you can communicate successfully and may be using skills you don’t even realize you’re using.

Discussing emergencies

It is important to hope for the best and plan for the worst. Your worker will probably feel more comfortable knowing in advance what is expected in an emergency.

Talk to your worker about these emergency plans

- What sort of medical emergencies the worker might meet and what should be done. For example, if you have a history of seizures, should the worker be trained in a safe procedure? Or should she or he call 911?

- Any of your medications with side effects that could negatively affect you.

Weather and natural disasters

- Discuss backup plans for the worker if weather makes it difficult to come to work.

- Discuss escape routes out of your home in case of a fire or natural gas leak.

- Keep a duffle bag or backpack (which is now available with wheels) that has enough medicines, personal care products and basic food in it for at least 72 hours. This is for cases of evacuation. Tell your worker where you store this bag.

- Keep at least 72 hours of emergency bottled water in case the water is contaminated.

- In case of an earthquake, if you cannot exit the home, get to the nearest sturdy doorway. This part of your home is likely to be the most reinforced.

Pet maintenance and emergencies

Your pets are an important part of your independent life. If you don’t already, you should have an emergency plan in case you cannot care for your animals yourself. Develop and discuss a plan with your neighbors, friends and relatives for how to care for your pet in case of an emergency that requires you to be away from home (for example, if you are at a hospital).

Have a plan to transport your pets to veterinary treatment when you are absent or cannot transport them yourself. Your worker will be unable to help care for your pet.
Rewarding your worker for a job well done

When appropriate, it is important that your worker know you appreciate that he or she is doing a good job and positively affects your life. Below are some examples of how to show your appreciation:

• Write a thank you note.

• Provide a letter of reference explaining the person’s particular strengths.

• Simply say thank you.

Inappropriate ways of rewarding (avoid these!)

• Don’t purchase gifts for the worker. Most workers are instructed to decline these gifts.

• Don’t give money to the worker. Like gifts, money is not an appropriate way to reward.

• Don’t offer to make dinner or offer drinks to the worker.

• Don’t offer to do things for the worker, such as driving the person or storing things at your home. If your worker is requesting any of these things as an additional payment or reward, please contact your case manager, personal agent or services coordinator right away.

Evaluations

Initial and performance evaluations

Congratulations on hiring your worker. You can use the Initial Evaluation form to evaluate your worker after he or she has worked for you for a couple of weeks. Then use the Performance Evaluation form for ongoing evaluations. These evaluation forms will help you decide if the worker is a great fit for you or if improvement is needed. Please contact a consultant, if you need help. The following in an example of a completed evaluation.
# Initial Evaluation

Use this form to evaluate your worker after approximately two weeks of work. It will help you decide if your worker is a good fit for you.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<td><strong>Experience and training</strong></td>
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<td>Worker has experience.</td>
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<td>Worker is willing to learn.</td>
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Initial Evaluation  
SDS 4407A (05/2018)
What is working well?

Comments here:

Lillian is punctual and has only been late once in the last 2 weeks. It was due to an unforeseen circumstance. Lillian is learning well, pays attention to my needs and respects me and the employer/employee relationship. She is friendly and personable. She wants to do a good job.

Are there areas for improvement?

Comments here:

Lillian sometimes does not plan her tasks well and tires herself out by repeating tasks. Lillian has, on three occasions, misunderstood my needs and has completed tasks in a way that was different from the way I wanted them completed. We have talked about this and she is open to change. I suggested she take the "Working Together" training.

What is the caregiver's improvement plan?

Comments here:

Lillian has requested a one week notice when possible whenever there are changes to the schedule. Lillian and I will work together to schedule her tasks efficiently so that she doesn't tire herself out repeating tasks. Lillian and I have agreed that frequently revisiting the task list/job description together will help us both. It helps Lillian to write down specifically how I would like things done.

Employer signature: Robert Consumer Date: 3-5-2017

Provider signature: Lillian Homecare Worker Date: 3-5-2017
Performance Evaluation

You can use this tool to evaluate your worker on an ongoing basis. Some people choose to do this quarterly. It’s a way to provide feedback to your worker about his or her performance – what is going well and areas for improvement. Please contact the Oregon Home Care Commission toll-free at 1-877-867-0077 or your training consultant if you need help.

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Performance Evaluation

SDS 4408A (05/2018)
### What is working well?

**Comments here:**

Lillian is punctual and has only missed 2 days due to illness in the last 3 months. Lillian learns well, pays attention to my needs and respects me and the employer/employee relationship.

### Are there areas for improvement?

**Comments here:**

Lillian is working on responding to change. Lillian and I are working on planning her tasks so she doesn't tire herself out. Lillian is improving, but still needs to slow down and listen to my needs.

### What is the worker’s improvement plan?

**Comments here:**

I will continue to give Lillian 1 week notice whenever possible when there are changes on the task list. Lillian and I are still working together to schedule her tasks efficiently so that she doesn't tire herself out. I have given Lillian permission to slow down and listen to me whenever she doesn't understand the written task list. Lillian and I will continue to revisit the task list together.

**Employer signature:** Robert Consumer  
**Date:** 3-19-2016

**Provider signature:** Lillian Homecare Worker  
**Date:** 3-19-2016

---

You can get this document in other languages, large print, braille or a format you prefer. Contact Oregon Home Care Commission at 1-877-867-0077 or email OHCC.ERC@dhsoha.state.or.us. We accept all relay calls or you can dial 711.
Be alert to possible problems

It’s important to hire the worker that is the best match for you and who has the qualities and standards you value. Even after interviewing and checking references, you may hire a worker whose behavior and service quality are unacceptable. Please remember, as an employer, you may fire your worker at any time.

If you notice any of the warning signs below, please contact your case manager, personal agent or services coordinator to report your concerns so we may address the issue. The Oregon Home Care Commission is committed to having workers on the Registry who are qualified and professional.

Signs of poor professional boundaries

- Not respecting how and when you want things done;
- Being bossy and taking over;
- Being argumentative;
- Telling you what you “should” do;
- Asking to borrow money or your belongings;
- Talking to you about personal problems (for example, family issues, health problems, financial worries);
- Trying to make you feel guilty, especially if you are not doing what the person wants you to do;
- Constantly complaining or being negative;
- Bringing uninvited guests to your home (for example, children or friends);
- Bringing uninvited pets to your home;
- Spending more time on a cell phone than helping you with daily chores;
- Not correcting behaviors after you note them;
- Late arrivals, early departures, last minute cancellations;
- Frequently changing the schedule;
- Not following the service plan;
• Asking you to approve the person’s timesheet even though the person did not work all the hours claimed (this is fraud);

• Using your belongings without permission (for example, phone, television, refrigerator, car or computer);

• Asking to use your car for the individual’s personal use;

• Purchasing groceries or items from the store based on what the person likes rather than what you have requested;

• Sharing your information with others without your permission (this can also include talking to your family or physician);

• Asking to take one of your pain medications;

•Arriving to work smelling of alcohol or marijuana;

• Not following your house rules.

**Signs a worker may not have adequate skills or abilities**

**The worker:**

• Does not consistently provide services;

• Makes the same mistakes over and over;

• Is not able to perform a simple task after being taught many times;

• Even after frequent instruction, does not improve service quality;

• Is unable or unwilling to follow directions;

• Frequently forgets to help you with your medications or makes frequent mistakes while helping you take your medications;

• Frequently burns or undercooks your meals;

• Shows erratic behavior or mood state.

**Other concerning warning signs**

• Your worker is late to work several times a week.

• Evidence exists of illegal drug use in your home (contact the police).

• You see signs the worker has been drinking alcohol while on the job.

• Neighbors report that something is awry.

• Your odometer has extra unauthorized miles.
You should immediately report signs of abuse to:
1-855-503-SAFE (7233)

Signs of abuse you should immediately report:

If anyone — including family, friends, acquaintances or strangers — is abusive toward you or others, please report this to the Department of Human Services right away.

Signs of abuse include:

- Using derogatory names, phrases or profanity toward you;
- Ridiculing, harassing, coercing, humiliating, scaring or threatening you (using “or else” statements);
- Being intimidating;
- Not allowing you to see your friends or family;
- Not allowing you to do the things you want to do, such as watch the TV show you like or making you go to bed at a time you don’t choose;
- Using your phone for long distance calls;
- Eating your food without permission;
- Borrowing or taking your money, belongings, medications or other assets;
- Using your credit or debit card;
- Unexplained withdrawals from your checking or savings accounts;
- Missing checks or money;
- Disappearance of valuable items;
- Missing medications;
- Convincing you to name the worker as your beneficiary;
- Forging your signature or asking you to validate time he or she did not work;
- Putting you at risk by not showing up for work, quitting without notice or leaving you unattended when you require assistance;
- Any kind of physical force (striking, hitting, slapping, shoving, restraining, being rough, etc.);
- Inappropriately touching you, making sexual remarks or threats, or fondling;
- Not giving you medications as ordered;
- Leaving you in one position too long;
- Denying you food/liquids, eyeglasses or dentures.
Warning signs of possible abuse

As a family member or friend, you may become concerned about a loved one. You may suspect he or she is a victim of abuse, either at home or in the community, even if the person does not tell you. Below, you will find a list of warning signs that may indicate possible abuse. If you have questions or would like to report abuse to the Department of Human Services, call 1-855-503-SAFE (7233). You can use this number to report abuse of a child, senior or person with a disability.

Indicators of possible financial abuse

• Unexplained withdrawals from checking or savings accounts;
• Sudden changes in banking practices;
• Sudden transfer of assets;
• Changes in your loved one’s legal or financial status;
• Unusual contributions to charities;
• Addition of new names on bank signature cards or checks;
• Abrupt changes in your loved one’s will or other financial documents;
• Bank statements no longer being sent to your loved one’s home;
• Unpaid bills despite having adequate resources.

Indicators of possible emotional or verbal abuse

• A troubling change in your loved one’s behavior or mood (for example, increased depression, agitation or confusion);
• Development of new phobias and fears;
• Persistent signs of being upset prior to the worker’s arrival (for example, pleading with you not to leave);
• Hyper-vigilance on the part of your loved one;
• Undue concern with what the worker (or another person with whom your loved one has contact) wants;
• Passivity or becoming extremely withdrawn and non-communicative;
• Showing fear in the presence of the suspected abuser or deferring to the suspected abuser.
Indicators of possible physical abuse

- Bruises, fractures, burns, welts, lacerations or “impossible” injuries (for example, dislocated elbow in someone who cannot get out of bed);
- Open wounds, cuts or puncture marks;
- Sprains or dislocations;
- Broken eye glasses or frames;
- Signs of being restrained;
- Irregularity in keeping follow-up appointments;
- Repeated visits to different doctors;
- Delays in seeking medical treatment;
- Comments about the person being accident-prone or causing self-inflicting injuries;
- Untreated injuries and injuries at various stages of healing;
- Force-feeding.

Indicators of possible neglect

- Evidence of dehydration or malnutrition;
- Exposure injuries (for example, hypothermia);
- Unanswered phone calls or a constant busy signal;
- Absence of necessities in the home, including food, water or heat;
- Development of bedsores;
- Not giving medications as ordered;
- Not providing required assistance;
- Withholding medications.

Indicators of possible sexual abuse

- Genital, urinary or anal irritation, discharge, bleeding, itching, bruising, scarring, pain or infection;
- Presence of a sexually transmitted disease;
- Pregnancy;
- Torn, stained or bloody underclothing or bedding;
- Suspect appears overly protective or dominant.
Terminating a worker

Terminating a worker is never easy, but may be necessary when the person is not working out for you.

- Have a family member or friend with you when you terminate the worker. This will give you support for a difficult conversation. A training consultant can be with you when you talk to your worker about letting him or her go.

- Let the person go on the last day of his or her work week at the end of the shift so that you will have a few days before a new worker starts.

A training consultant can be with you when you talk to your worker about letting him or her go.

**Note:**

Please contact your case manager, personal agent or services coordinator when a worker is no longer working for you.

Please remember to immediately validate the worker’s final time card or voucher.
Your safety is a top priority

It is a good idea to plan for emergencies and share this information with your worker and support system. As an employer it is important to balance your personal preferences in the home with the need to provide a safe work environment for your homecare or personal support worker.

There is a lot of good information in publication DHS 9063, “Safety Manual for Homecare Employers.” You can ask your training consultant, case manager, personal agent or services coordinator for a copy.

To help you plan, your consumer-employer training consultant can review the APD 4414 Emergency Planning Checklist and the APD 4415 Emergency To-go Checklist with you (see Appendix 5 and Appendix 6).

You can also use the APD 4417 Household Safety Checklist to make sure your home is safe for you and your worker (see Appendix 7).
Oregon Home Care Commission

The commission is responsible for ensuring the quality of homecare services. It also addresses the needs of persons with developmental disabilities and mental illnesses as well as family members and personal support workers.


Aging and Disability Resource Connection (ADRC) of Oregon

When you are looking for information about services to address aging or disability needs, the Aging and Disability Resource Connection (ADRC) of Oregon can help you learn about local public and privately paid options. The ADRC has trained professional staff that can help you and your family with immediate needs or help plan for the future.

1-855-673-2372  |  www.adrcoforegon.org/consite/index.php

Association of Oregon Centers for Independent Living (AOCIL)

AOCIL is an Oregon statewide association representing a network of seven accredited centers for independent living (CILs). AOCIL’s mission is to lead the consumer-driven Independent Living Movement by supporting centers for independent living and engaging in systems advocacy, community education, and the development of collaborative partnerships. AOCIL values the basic human rights of dignity, equality, inclusion and independence for all people with disabilities.

www.aocil.org

Autism Now: The National Autism Resource and Information Center

The National Autism Resource and Information Center will be a dynamic and interactive, highly visible and effective central point of quality resources and information for individuals with autism spectrum disorders (ASD) and other developmental disabilities, their families and other targeted key stakeholders.

www.autismnow.org

Community Developmental Disabilities Programs (CDDP)

Select your county to find your local CDDP office.

www.oregon.gov/dhs/DD/Pages/county_programs.aspx


**Employment First**

Employment First is based on the presumption that working age adults and youth with intellectual or developmental disabilities (I/DD) can work in jobs fully integrated in the community. Integrated employment includes typical workplace settings where there are regular opportunities for meaningful interaction with coworkers without disabilities and/or customers or the general public. This can also include self-employment. The employment of individuals with I/DD adds to the diversity of the workforce and general enrichment of communities.

[employment.first@state.or.us](mailto:employment.first@state.or.us)

**Federal Drug Administration**

[www.fda.gov](http://www.fda.gov)

**Internal Revenue Service (IRS)**

Hours of operation: **Monday–Friday, 7 a.m.–7 p.m. your local time**

**Medline Plus**


**National Council on Patient Information and Education**

[www.talkaboutrx.org](http://www.talkaboutrx.org) | [www.learnaboutrxsafety.org](http://www.learnaboutrxsafety.org)

**National Fire Protection Association**

[www.nfpa.org](http://www.nfpa.org)

**Oregon Association of Area Agencies on Aging and Disabilities**

This is one of the leading voices advocating for seniors and persons with disabilities in Oregon.  
[503-463-8692](tel:503-463-8692) | [www.o4ad.org/index.html](http://www.o4ad.org/index.html)

**Oregon Council of Developmental Disabilities**

The Oregon Council on Developmental Disabilities is made up of self-advocates, family members, representatives of advocacy organizations and community organizations that provide services and supports to people with developmental disabilities. Our members also include representatives of state agencies that receive federal funding on behalf of people with developmental disabilities. The Governor appoints our members for up to two consecutive
four-year terms. Council members work together to determine the goals and objectives in our five-year state plan, allocate funds to state plan activities and review our progress annually. The Council is supported by seven full-time staff charged with implementing the state plan.

503-235-0369 | www.ocdd.org

Oregon Department of Revenue

Oregon Department of Veterans’ Affairs (ODVA)
The Oregon Department of Veterans’ Affairs (ODVA) continues to build better lives for military veterans, spouses and their families living in Oregon. ODVA can help veterans with a range of issues from obtaining earned medals and military awards to filing claims for education benefits.

503-373-2000

Oregon Family Support Network
Oregon Family Support Network (OFSN) provides support groups, education and advocacy to families. The children, youth and families they work with have complex challenges resulting from mental or behavioral health disorders, poverty, domestic violence, homelessness, disconnection from family, untreated mental health and addiction issues, and profound traumatic experiences.

503-363-8068 | www.ofsn.org

Oregon Project Independence (OPI)
Oregon Project Independence (OPI) serves individuals who are 60 years of age or older or who have been diagnosed with Alzheimer’s disease or a related disorder. They meet the requirement of our long-term care services priority rule and are not receiving Medicaid long-term care services except SNAP (food stamps), Qualified Medicare Beneficiary or Supplemental Low-Income Medicare Beneficiary Program benefits.

503-945-5811 | www.oregon.gov/DHS/SENIORS-DISABILITIES/LTC/Pages/index.aspx

Oregon Self Advocacy Coalition


Vision: OSAC brings together self-advocates to have a unified voice about issues that affect their lives. OSAC supports local self-advocacy groups to take action in their communities.

www.askosac.org
**Oregon Supplemental Income Program (OSIP)**

The intent of the OSIP and related OSIP Medical program is to provide low-income aged and disabled Oregonians with cash and medical benefits through a state and federally funded program that offers financial, acute and long-term care. Those that qualify can get help to select a managed care provider and, in the case of placement outside their home setting, a choice in care options.

503-945-5811 | www.dhs.state.or.us/spd/tools/program/osip/a.htm#01

**Public Partnerships LLC (PPL)**

PPL is the fiscal intermediary for individuals who receive services from a personal support worker. PPL will issue paychecks to and withhold state and federal taxes for each worker. Staff will answer your and your worker’s questions about enrollment, timesheets, payments and more.

Customer service phone: 1-888-419-7705

Customer service TTY (language line): 1-800-360-5899

Customer service correspondence email: PPLORFMAS@pcgus.com | www.publicpartnerships.com/programs/Oregon/fmas

**Support Services Brokerages**

People served by the Office of Developmental Disabilities Services may receive their services through one of these brokerages.

www.oregon.gov/DHS/SENIORS-DISABILITIES/DD/Pages/Support-Services-Brokerages.aspx
## Figuring Out What I Need

Fill out the blank worksheet below. This will tell you what to search for on the Registry when looking for a worker. The information will also help you create your want ad.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your goals?</td>
<td>What do you want help with?</td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>5.</td>
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</table>

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s important when picking a worker?</td>
<td>What qualifications do you want in a worker?</td>
</tr>
<tr>
<td>1.</td>
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<td>5.</td>
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</tbody>
</table>
Initial Evaluation

Use this form to evaluate your worker after approximately two weeks of work. It will help you decide if your worker is a good fit for you.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
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<tbody>
<tr>
<td><strong>Punctuality</strong></td>
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<td>Worker comes to work on time.</td>
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<td>Worker has experience.</td>
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<th>Are there areas for improvement?</th>
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<td>Comments here:</td>
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Employer signature: ___________________________  Date: ________________

Provider signature: ___________________________  Date: ________________
You can use this tool to evaluate your worker on an ongoing basis. Some people choose to do this quarterly. It’s a way to provide feedback to your worker about his or her performance – what is going well and areas for improvement. Please contact the Oregon Home Care Commission toll-free at 1-877-867-0077 or your training consultant if you need help.

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Use the boxes below for statements that are important to you.
What is working well?
Comments here:

Are there areas for improvement?
Comments here:

What is the worker’s improvement plan?
Comments here:

Employer signature: ___________________________ Date: ________________

Provider signature: ___________________________ Date: ________________

You can get this document in other languages, large print, braille or a format you prefer. Contact Oregon Home Care Commission at 1-877-867-0077 or email OHCC.ERC@dhsoha.state.or.us. We accept all relay calls or you can dial 711.
Job Description

Please attach your service plan, individual support plan, task list or service agreement for an explanation of services.

Employer or representative name: ___________________________ Date: ___________________________
Employee name: ___________________________ Date: ___________________________
Hours per week: ___________________________ Start date: ___________________________

Rules and expectations:

• ___________________________
• ___________________________
• ___________________________
• ___________________________
• ___________________________

Specific job duties:

• ___________________________
• ___________________________
• ___________________________
• ___________________________
• ___________________________

Schedule

<table>
<thead>
<tr>
<th>Days</th>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
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<tbody>
<tr>
<td>Hours:</td>
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Employer or representative signature: ___________________________ Date: ___________________________
Employee signature: ___________________________ Date: ___________________________

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Find us on Facebook

550 Capitol St., NE
Salem, Oregon 97301
1-877-867-0077
Intentionally left blank: back of *Job Description*
Question 4:

Notes:

Question 5:

Notes:

Question 6:

Notes:

Question 7:

Notes:
Question 8:

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Question 9:

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Question 10:

Notes:

Question 11:

Notes:
Question 12:

Notes:

Question 13:

Notes:

Question 14:

Notes:

Make sure to thank the person interviewing for talking with you.
Reference Check

Applicant name: ___________________________ Date: ___________________________

Person I talked with: ___________________________ Phone: ___________________________

Question 1:

Notes:

Question 2:

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Question 3:

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Question 4:

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Question 5:

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Question 6:

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Question 7:

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Question 8:

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Question 9:

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Question 10:

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Question 11:

Notes:
Question 12:

Notes:

Question 13:

Notes:

Question 14:

Notes:

Make sure to thank the person giving the reference for talking with you.
Emergency Planning Checklist

Be responsible and be prepared! By being prepared and staying informed, you can prevent or reduce harm to yourself, your family members and loved ones, or persons for whom you advocate.


Survival supplies kit: You need a survival supply kit that will provide for your needs for at least three days and up to 10 days. Consider two kits: In one kit put everything you will need to stay where you are and survive on your own for a period of time. The other kit should be a lightweight smaller version that you can take with you if evacuation from your place of residence is necessary. Be sure to bring this kit with you. The kit should be stored in a sturdy, easy-to-use container, and include the following recommended items:

Basic supply kit: Be sure to bring this kit with you. This kit should be stored in a sturdy, easy-to-use container, and include the following recommended items:

- **Food** (label and date; use compact lightweight food that does not require refrigeration, cooking or preparation; store in plastic bags)
- **Water** (one gallon per person for each day; include enough for pets and sanitation; label and date; or purchase bottled water)
- **First-aid kit** (keep one kit in your home and one in your car) including medications and medical supplies for at least five to seven days (glasses or contact lens, eye wash, hearing aid batteries, etc.; over-the-counter supplies, e.g., aspirin, fever/pain relievers, anti-diarrhea medication, emetic [to induce vomiting], antacids, two- to three-inch sterile gauze pads, sterile roller bandages, adhesive bandages, antiseptic spray, hydrogen peroxide, rubbing alcohol, petroleum jelly, latex gloves, scissors, tweezers, safety pins)
- **Wear a medical emblem** (bracelet or necklace noting diagnosis, e.g., “Diabetes,” “Dialysis,” “Hemophilia”) if applicable
- Manual can opener, utility knife
- Cell phones, phone chargers
- Emergency contact names and numbers
- **Identification** (photocopies of identification, driver's license, Social Security card, Medicare card, other health insurance information, credit cards)
- Cash and coins
### Basic supply kit (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sanitation-related items</strong></td>
<td>soap and water or alcohol-based hand sanitizer, bathroom tissue, facial tissue, paper towels, dust mask, garbage bags, bleach, incontinence supplies, garbage bags, plastic ties, etc.; basic personal hygiene items such as toothbrush, toothpaste, denture needs, soap, shampoo, feminine products, wipes</td>
</tr>
<tr>
<td>Portable, battery-powered radio or weather radio, plus extra batteries</td>
<td></td>
</tr>
<tr>
<td>Flashlight, extra batteries</td>
<td></td>
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<tr>
<td>Blankets, towels, inflatable pillows, air mattresses, sleeping bags</td>
<td></td>
</tr>
<tr>
<td>Extra clothing (depending on weather, include waterproof coats, ponchos, boots, warm coats, gloves, sturdy shoes, heavy socks, hat, mittens, scarf)</td>
<td></td>
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<tr>
<td>Wrench/pliers to turn off utilities</td>
<td></td>
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<tr>
<td>Eye glasses</td>
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<tr>
<td>Whistle, air horn or other noisemaker to signal for help</td>
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</tbody>
</table>

### Other recommended supply kit items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Important documents in a waterproof container</strong></td>
<td>photocopies of birth certificate, marriage certificate, medical condition, allergies, prescription needs including glasses, serial number for pacemaker, immunization records, stocks, bonds, bank accounts, deeds, title, mortgage papers, will, advance directives, power of attorney</td>
</tr>
<tr>
<td><strong>Extra copies of prescriptions</strong></td>
<td>ask your doctors, and let them know they are for your emergency kit</td>
</tr>
<tr>
<td><strong>Special equipment</strong></td>
<td>you will need, such as a transfer board and/or other assistive device including hearing aids with extra batteries</td>
</tr>
<tr>
<td>Plastic measuring cups, paper or plastic plates, plastic spoons, forks, knives</td>
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</tr>
<tr>
<td>Maps (state and local), compass</td>
<td></td>
</tr>
<tr>
<td>Paper, pencils, pens</td>
<td></td>
</tr>
<tr>
<td>Tape (duct/masking)</td>
<td></td>
</tr>
<tr>
<td>Tool kit (hammer, screw driver, pliers, wrench, utility knife, rope)</td>
<td></td>
</tr>
<tr>
<td><strong>Ice chest</strong></td>
<td>if your medications need to be cold (keep ice trays filled in your freezer in case you need ice)</td>
</tr>
<tr>
<td><strong>Candles and matches in a waterproof container</strong></td>
<td>Note: do not use matches if there is a gas leak, chemical exposure, oxygen tank or any other condition or substance that would make a flame dangerous</td>
</tr>
<tr>
<td><strong>Fire extinguisher</strong></td>
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</tbody>
</table>
### Emergency plan:

Write down and discuss with your family, friends and worker what you will do when a disaster occurs. Do not just depend on one person. Include a minimum of three people in your network. Ask a variety of questions, such as:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>If there were no power, what would I need to stay safely at home?</td>
</tr>
<tr>
<td>2.</td>
<td>If the roads were blocked for several days and no one could reach my neighborhood, who close by would check on me?</td>
</tr>
<tr>
<td>3.</td>
<td>How could I make sure that I would have enough food and medicines if something happened unexpectedly?</td>
</tr>
</tbody>
</table>

Give at least one member of your family a key to your house or apartment.

Consider all potential hazards that could affect your area, such as:

- Weather emergencies
- Floods
- House fires or wild fires
- Chemical spill/release
- Radiation exposure *(nuclear)*
- Pandemic, etc.

Your plan should consider an interruption of necessary utilities, supplies, transportation and access to your family or worker. Become familiar with the emergency plans of your community, worker and workplace(s) of household members. Plans must be regularly reviewed and updated.

Health care planning: Discuss your emergency plans with your health care provider(s).

In-home services: Ask your case manager, services coordinator or personal agent the following questions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>How will services continue to be delivered during and after a disaster?</td>
</tr>
<tr>
<td>2.</td>
<td>Could a homecare worker or personal support worker stay with you <em>(e.g., at your home, evacuation route or medical needs shelter)</em> during a disaster? <em>(Some medical need shelters may require an aide for people with disabilities.)</em></td>
</tr>
</tbody>
</table>
3. During many disasters, large areas lose electrical power. Discuss with your worker and/or family members what you will need to do if you need electricity for medical equipment, keeping medicine cold, air conditioning, warmth and other affected circumstances.

Pets/service animals: Have a safe place planned for your pets. Generally, only service animals are allowed in an emergency shelter.

- Be sure to get your pet or service animal’s food, medications, food and water bowls, cat litter, kennels, collars, rabies tags, leashes (include favorite toy and plastic bags for clean-up).

- Call your vet or humane society for more help on how to care for your pets during a disaster.

Evacuation: Some disasters may require that you evacuate your residence. Plan for where you will go if you do have to evacuate. Consider the following:

1. Who will be responsible for assisting you in evacuating?

2. What transportation method will you use in evacuating?

3. What route will you take? Do you know alternate routes in case roads are closed or damaged?

4. Who is your emergency point of contact, if you are separated from your family?

5. Post emergency contact numbers near all phones. Pre-program emergency numbers if your phone has auto-dial capability.
### Emergency plan: Evacuation (continued)

6. Plan how you will have the equipment or supplies that you will need if you evacuate.

#### Evacuate if told to do so, and leave as early as possible.

- Get cash before evacuating. Banks and ATMs may be closed after the disaster.
- Fill your car with gas and check your oil and tires before evacuating. Make sure you have jumper cables, a jack and a spare tire.
- Lock your home and unplug small appliances. Call your utility company to learn how to turn off utilities properly, and ask what is required to have them turned on again.
- If possible, evacuate to the home of family or friends outside the affected emergency area. Next check out a motel or hotel in an area outside the affected emergency area. As a last resort, go to a public shelter. Remember: shelters are emergency locations and not designed for comfort.

#### Be ready to give brief, clear and specific instructions and directions to rescue personnel, either orally or in writing.

- For example, say or write these instructions:
  - “Please take my [oxygen tank, wheelchair, gamma globulin from the freezer, insulin from the refrigerator or communication device].”
  - “I am blind/visually impaired. Please let me grasp your arm firmly.”
  - “I am deaf. Please write things down for me.”
- Choose one or two contacts that do not live in the area, where people can call in their locations and leave messages, so members can find each other.
- Contact your community resources so you and/or your family members know where the medical needs emergency shelter is located and any requirements, such as caregivers to accompany persons with certain disabilities.
- Consider how you will get to the emergency shelter. Public transportation and taxis may not be available.
- Take your emergency supply kit with you, so your family and/or workers will have the necessary supplies at the shelter.
- If you normally use an electric wheelchair, obtain a manual wheelchair as a backup.
- Be sure to let the shelter know if you use a service animal, and if the animal needs time to adjust.

#### Be considerate and helpful to others in the shelter.

- Remain in the shelter until the local authorities say it is safe to leave.
### Emergency Plan: Evacuation (continued)

**Shelter in Place** *(i.e., a place near to or where you are when a sudden emergency — such as a tornado, earthquake, chemical release — occurs):* If you are planning or instructed to shelter in place during an emergency, consider the following:

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<tbody>
<tr>
<td>Make sure you and all your family members are aware of your shelter-in-place location, and have a designated alternate location if you cannot get home.</td>
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<tr>
<td>Close and lock/board windows and doors.</td>
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<tr>
<td>Turn off ventilation systems, water and gas.</td>
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<tr>
<td>Seal gaps under windows and doors.</td>
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</table>

**Shelter accommodations for special medical needs:** Consider the following accommodations or additional items that may be necessary at a shelter:

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<tbody>
<tr>
<td>Sign language interpreter</td>
<td></td>
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<tr>
<td>Personal aide</td>
<td></td>
</tr>
<tr>
<td>Sign indicating, “I read others' lips”</td>
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<tr>
<td>Text telephone (TTY)</td>
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<tr>
<td>Large print materials</td>
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<td>Braille materials</td>
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<tr>
<td>Recorded materials</td>
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<tr>
<td>Someone to read and explain information to me</td>
<td></td>
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<tr>
<td>Communications device (e.g., augmentative communication device, work or picture board, artificial larynx)</td>
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</table>

**Disease control and prevention:** During a disaster, follow basic disease control and prevention techniques, including:

- Wash your hands using soapy water or hand sanitizer for 10–15 seconds before eating, drinking or preparing food. Wash your hands after changing incontinent undergarments, going to the bathroom or coming in contact with any of the following items that may carry disease:
  - Coughs, sneezes, blood, pus, urine, and other body fluids from people and animals
  - Food that has not been properly cleaned or handled, or has come in contact with unclean surfaces or raw meat or juices, or has not been stored at the right temperature or in protective containers
  - Unpurified water
  - Animal and/or insect bites or scratches, handling live or dead animals
  - Dirty nails, sharp rusty edges and other items that can pierce or scrape the skin
  - Clothing, dishes, beddings and other objects contaminated with body fluids, dirt, flood water and other potential carriers of disease
Disease control and prevention (continued)

- Keep cuts, scrapes or wounds clean. If the injured area becomes red, swollen or hot to the touch, or if you develop a fever, see your health care provider.
- Rinse fruits and vegetables well; use soap or disinfectant to clean areas where you have placed or cut raw meat.
- If food has been cooked or refrigerated, do not eat if it has been left at room temperature for more than two hours.
- Cook ground poultry to an internal temperature of 165 degrees Fahrenheit and poultry parts to 170 degrees Fahrenheit to kill avian flu virus. Cook eggs thoroughly.

Emergency preparedness drills: Periodically review and discuss your emergency plan and supplies with your family members, case manager, services coordinator or personal agent, and health care provider.

Emergency plan review: Review your emergency plan each year or during peak disaster seasons. Consider the following:

- Review your needs and update your survival kit as you and/or your family members’ needs change.
- Review and update all contact information.
- Review and update all medical information (an easy way to have a list of medicines ready for an emergency is to put a copy of the drug information that comes with your prescription in a plastic bag; replace the copies each year or when your prescription changes).
- Review and update important documents and information.
- Change stored food and water supplies, and label each item by the date stored.

Notes:

This handout was adapted from the “Emergency Planning Checklist: Recommended Tool for Persons With Medical Needs Living At Home, Their Family Members, Guardians and Caregivers,” prepared by the Centers for Medicare and Medicaid Services, U.S. Department of Health and Human Services.

You can get this document in other languages, large print, braille or a format you prefer. Contact Oregon Home Care Commission at 1-877-867-0077 or email OHCC.ERC@dhsoha.state.or.us. We accept all relay calls or you can dial 711.
Intentionally left blank:
back of *Emergency Planning Checklist*
## Emergency To-go Checklist

### Items needed

- ID card *(driver's license or state ID)*
- Social Security card
- Medical card(s)
- Birth certificate
- Public transportation tokens/passes, if applicable
- Cell phone and cell phone charger
- Purse/wallet
- Money
- Credit/debit/EBT cards
- Clean clothes
- Emergency button/alarm, if applicable
- Medic Alert bracelet, if applicable
- Available medical records
- Legal papers, if applicable
- Medications
- Important phone numbers and email addresses
- Medical emergency information card
- Hygiene supplies (hairbrush, toothbrush, toothpaste)
- Comfort items (water, snacks, favorite item)
- Eyeglasses
- Hearing aid with extra batteries
- Mobility or assistive devices (walker, cane, wheelchair, etc.)
- Pet and service animal emergency kit
- Portable oxygen, if needed

### Other items

- 
- 

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Intentionally left blank: back of *Emergency To-go Checklist*
# Household Safety Checklist

## Emergency planning
- Emergency phone numbers posted near the phone
- Escape and alternate routes planned
- Emergency ladders for upper floors *(if applicable)*

## Housekeeping
- Floors, landings and stairs free of debris
- Dresser, desks and file cabinet drawers closed when not in use
- Floor free of tripping hazards such as telephone cords, electrical extension cords and boxes
- Items stored on shelves within reach and in a manner to prevent falling; heavy objects on lower shelves
- Water heater thermostat set below 120 degrees

## Walking areas
- Clutter-free and without obstructions
- Carpets and door mats free of tripping hazards
- No loose throw rugs

## Lighting
- Sufficient lighting in all areas
- Light switch near doorway of each room
- Working flashlights available and ready to use
- Extra batteries for flashlights
- Nightlights

## Fire safety
- Smoke detectors checked on: *(every 6 months)*
- Fire extinguishers checked on: *(once a year)*
### Chemical safety
- Gloves used while handling chemicals labeled “Danger” or “Caution”
- Household cleansers and medications are appropriately labeled and stored

### Electrical safety
- Bathrooms have a ground fault circuit interrupter (GFCI)
- Extension cords free of fraying, not used permanently
- Electrical devices (*heater, blow dryer, etc.*) away from sinks and bathtubs
- Heating pads not used while sleeping

### Firearm safety
- Ammunition and guns (*if any*) locked away; trigger locks in use

### Outside hazards
- Sidewalks, stairs and steps clutter-free; any ice, snow, leaves removed promptly

### Animal safety
- Service animals/pets under control and out of way of worker

### Other
- 
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<tbody>
<tr>
<td>Phone number:</td>
<td>Paid support:</td>
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<tr>
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<th>Time of day</th>
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<td>Days</td>
<td>Sunday</td>
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<td>Time of day</td>
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Notes:

**Backup Plan**

Appendix 8: Backup Plan
Appendix 8 | Backup Plan

Remember to talk with your case manager, services coordinator or personal agent about your backup plan. You can find a worker available on short-notice on the Registry (www.or-hcc.org). Before they begin working, make sure to notify your case manager, services coordinator or personal agent.

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<th>Name:</th>
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Paid support: | Yes | No |
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Natural support: | Yes | No |

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<th>Days</th>
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