

# Clinical Workforce Development Spring 2022 Webinars Repository

June 2022

## Introduction to the Publication

The purpose of this publication is to highlight resources that present relevant information to inform health centers' decisions about their choices of resources to use and share within their organizations.

For more information, please visit [chc1.com/nca](https://chc1.com/nca) to access resources and receive updates on our upcoming free technical and training opportunities.

**Community Health Center, Inc. (CHC)** serves as the **National Training and Technical Assistance Partners (NTTAP)** for Clinical Workforce Development funded by the **Health Resources and Services Administration (HRSA)**.



Resources and Past Webinars



The NTTAP provides free training and technical assistance to health centers across the nation through national webinars, learning collaboratives, activity sessions, trainings, research and publications.

## Spring 2022 Webinars

In Spring 2022, **NTTAP (National Training and Technical Assistance Partners)** hosted nine national webinars focused on comprehensive care, HIV prevention, health professions training, postgraduate residency and fellowship programs, and team-based care.

### ► Comprehensive Care: Listening Sessions

**Overview:** This webinar addresses strategic initiatives to engage staff across all disciplines in listening sessions and how to utilize this discipline-based feedback to create actionable projects to improve discipline-specific workflows.

**View webinar at:** <https://bit.ly/2022-NTTAP-Comp-Care>

#### Takeaways:

- Communicate expectations and listening session structure
- Develop reporting tool to keep track, manage and update on feedback to explore key themes
- Continue to offer ongoing opportunities for staff to provide feedback to Senior Leadership
- Department Listening Session Process Part 1 (See Figure 1)

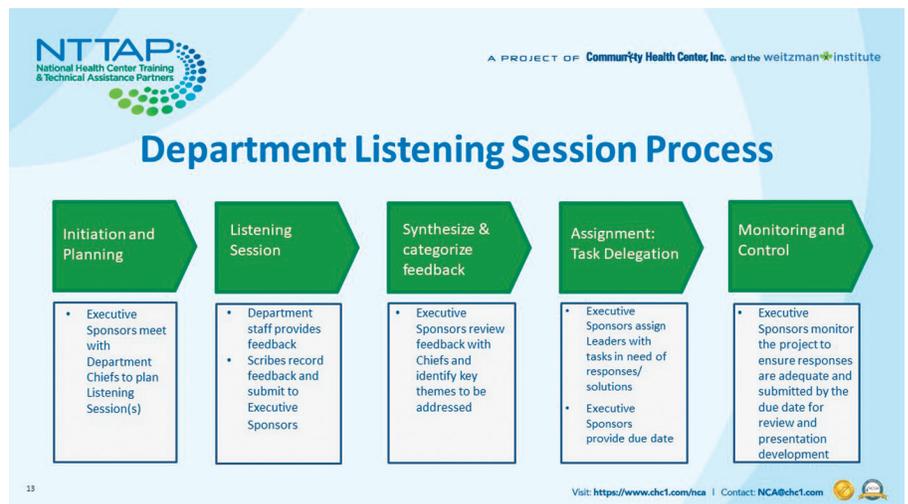


Figure 1. Department Listening Session Process

#### Notable Participant Live Feedback:

- *“Sheer brilliance of content, clear and succinct presentation.”*
- *“I liked the emphasis on doing what worked best for the department as far as scheduling. I also liked the respond to negative or no feedback from leadership.”*

See highlights from this webinar on next page.

Highlights from  
**“Comprehensive  
 Care: Listening  
 Sessions” Webinar  
 held May 5, 2022.**

**What's the Value?**

- Mechanism to engage the workforce
- Offering staff a feedback forum following intense pandemic phases
- Builds and reinforces trust between leadership and staff
- Identifies opportunity for improvement
- Potential long-term impact on retention

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**Department Listening Session Buy-in and Accountability**

- Listening Sessions are collaborative
  - Continue to loop leaders in every piece of the presentation – Can't do it without the leader from the top
- Ensure leaders respond to feedback in an authentic and realistic way
  - Have robust conversations and understanding of the workforce and where it needs to be when sessions are completed

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► **Integrating HIV Prevention into Primary Care**

**Overview:** This webinar discusses best practices for integrating HIV prevention (e.g. HIV testing, PrEP [pre-exposure prophylaxis] and linkage to care) into primary care within the context of enhancing clinical workforce development.

**View webinar at:** <https://bit.ly/2022-NTTAP-HIV-Prev>

**Takeaways:**

- Implementation
  - Provider education, training, and support
  - Flag target populations at patient visits, e.g. through dashboards
    - Age groups for HIV screening, STI screening (chlamydia <25 women)
    - Sexual orientation/Gender identity (SOGI) information
    - Sexual risk assessments
    - Positive STIs
    - Positive substance use screening
- Integration of PrEP
  - PrEP training and protocols for providers including sex positive approaches
    - Identify PrEP champions
    - ECHO support, mentorships
  - Task shifting/sharing in clinical teams
    - PrEP navigator for support; nurse visits; medical assistant screenings
  - Use of Electronic Medical Records (EMRs), dashboards, data pulls
  - System of linkage to PrEP and to HIV care
    - Create playbooks; communicate with all involved staff; use internal and external resources

**Notable Participant Live Feedback:**

- *“You made the subject matter easy and gave me confidence that I would be able to provide appropriate care.”*
- *“PrEP Program implementation breakdown simplified.”*

Highlights from  
**“Integrating HIV  
 Prevention into  
 Primary Care”  
 Webinar held  
 April 14, 2022.**

**Who Should We Be Testing?**

- All patients 13-64 years of age, at least once
  - U.S. Preventive Services Task Force recommends starting at age 15
- Any patient suspected of acute HIV infection
- Pregnant women
- Patients with TB
- Patients seeking STI treatment and attending STI clinics
- Patients with HBV/HCV

22 CDC MMWR Sept 26, 2006

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**What is Treatment As Prevention?**

A person with HIV who takes HIV medicine as prescribed and gets and stays virally suppressed or undetectable can stay healthy and has effectively no risk of sexually transmitting HIV to HIV-negative partners.

23 <https://www.cdc.gov/hiv/nah/et/index.html>

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## ▶ Integrating HIV Education

**Overview:** This webinar discussed how to educate Nurse Practitioners who have completed Community Health Center, Inc.'s NP Residency or NPs who have significant experience as a Primary Care Provider on the integration of specialty care for key populations, including HIV care, Hepatitis C management, medication-assisted treatment for opioid use and other substance use disorders, sexually transmitted disease (STI) screening and management, and lesbian, gay, bisexual, transgender, questioning, intersex, asexual (LGBTQIA+) health, including hormone replacement therapy and gender affirming care.

**View webinar at:** <https://bit.ly/2022-NTTAP-HIV-Edu>

### Takeaways:

- Identify the needs/gaps
  - Include people of lived experience
- Include HIV education in all medical/clinical curricula
- Build up competencies in related key populations care
  - HCV, substance use disorders, LGBTQIA+ health, homelessness
- Promote continuing education for providers
  - Webinars, grand rounds, conferences, CME
- Build an internal workforce pipeline
  - Recruit medical staff with interest or expertise to create/demonstrate demand
  - Fellowship
- Find and/or provide opportunities to train staff
- Project ECHO®
  - Find one to join that works for your clinic

### Notable Participant Live Feedback:

- *"The type and amount of information provided about the program details, requirements and also the sharing of ideas and how to start or extend these programs in other organizations was fantastic."*
- *"Great information provided, lots of wonderful resources and knowledge."*

### Highlights from "Integrating HIV Education" Webinar held April 28, 2022.

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### Training the Next Generation: CHC Experience

- Need for HIV prevention and treatment services grew across CHC sites.
- Need for treatment of overlapping disciplines/co-morbidities emerging.
  - Hepatitis C (HCV), Hepatitis B (HBV), Substance Use Disorder (SUD)/Medication for SUDs, LGBTQIA+ Health, Transgender Health, STIs
- Ryan White-funded HIV clinical team, small and present at a few sites.
- Center for Key Populations – provides direct care and serves as trainer/consultant for agency.
  - Project ECHO (Extension for Community Healthcare Outcomes)
  - Nurse Practitioner Fellowship in HIV and Key Populations

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### Fellowship Evaluation Tool

Competency Domains Assessed

- Patient Care
- Knowledge for Practice
- Practice-Based Learning & Improvement
- Interpersonal and Communication Skills
- Professionalism
- System-Based Practice
- Interprofessional Collaboration
- Personal & Professional Development

1	2	3	4	5	NA
Novice - Observes, performs selected skills, knowledge, attitudes	Advanced Beginner - Needs direct supervision, developing skills, knowledge, attitudes	Competent - Needs occasional supervision, periodically developing skills, knowledge, attitudes	Proficient - Able to perform without supervision, advanced skills, knowledge, attitudes	Expert - Able to recognize when Authority for skills, knowledge, attitudes	
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## ▶ Developing a Postdoctoral Psychology Residency Program in Community Health

**Overview:** This webinar discusses how your health center can establish its own postdoctoral clinical psychology residency program by considering program structure, design, curriculum, the supervisor's role, required resources, and the benefits of sponsoring an in-house formal postdoctoral clinical psychology residency training program.

**View webinar at:** <https://bit.ly/2022-NTTAP-Postdoc>

### Takeaways:

- Answer the question: *What are your drivers for starting a postgraduate program?*
- Learn the essential elements of a postgraduate program
  - Association of Psychology Postdoctoral and Internship Centers (APPIC)/American Psychology Association (APA) standards
  - State licensing requirements
- Assess your own resources (physical, human, financial)
- Secure board, leadership, and clinical buy-in

See additional content and highlights from this webinar on next page.

## Takeaways (continued):

- Develop financial and strategic plan including potential partners
- Costs and benefits:
  - Direct and indirect costs
  - Return on Investment: immediate and longer term
  - Benefits beyond the financial return

## Notable Participant Live Feedback:

- *“Helpful ideas about how to get started with developing a formal postdoctoral program.”*
- *“I liked how the program was organized and I very much liked the overview of the residency year and the section on lessons learned. Very informative presentation.”*

## Highlights from “Developing a Postdoctoral Psychology Residency Program in Community Health” Webinar held March 29, 2022.

**What Psychologists add to a Behavioral Health Team**

- Readiness to practice post graduation
- Skilled in psychological assessment
- Research skills which may apply to QI work
- Likely to have had Evidence Based Treatment (EBT) training and experience
- In depth and intensive, often in specific areas (health psychology)

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**A year in the life of the CHCI Postdoctoral Residency Residents Arrive!**

**September**

- Joint residency orientation with shared training and tracks for each specialty
- Saturday brunch with supervisors, residents, and significant others/spouses
- Individual and group training goals set
- Shadow medical staff and supervisors
- Start seeing clients (ramp up starting with intake, transfers and warm-handoffs):
  - Didactic seminar
  - Individual and group supervision
  - Reflective journal

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## Assessing Health Center Readiness to Train Health Professionals

**Overview:** This webinar discusses how to use the Readiness to Train Assessment Tool (RTAT™), developed by HRSA-funded National Training and Technical Assistance Partners (NTTAP) at Community Health Center, Inc., to support health centers’ strategic workforce planning through the lens of health professions training (HPT).

View webinar at: <https://bit.ly/2022-NTTAP-RTAT>

## Takeaways:

- Decisions cannot happen in silos. Create a working group to bring together key stakeholders (HR, clinical leaders, IT) and to complete RTAT with again.
- Write down what they are interested in improving to determine what they are ready to tackle.
- The RTAT is designed to take again and again—can download the PDF on our website ([www.chc1.com/RTAT](http://www.chc1.com/RTAT)), create survey, and follow instructions on how to aggregate the data.
- The Seven Subscales of the RTAT—representing seven areas of readiness at the organization (See Figure 2).

## Notable Participant Live Feedback:

- *“I liked the information on how to access facility readiness for student training.”*
- *“I liked the flow of the presentations and information.”*

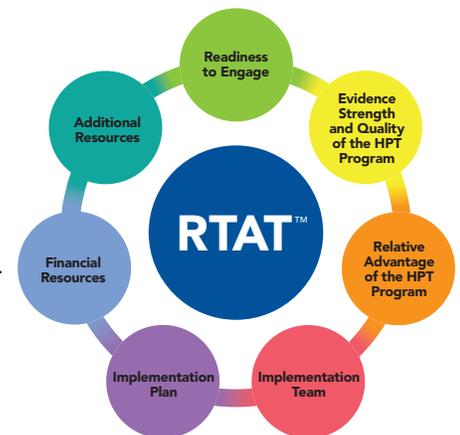


Figure 2. The Seven Subscales of the RTAT

## Highlights from “Assessing Health Center Readiness to Train Health Professionals” Webinar held April 27, 2022.

**Essential components to organizing and supporting safe, high quality, satisfying, and productive educational and training experiences**

- Identify your wishes and priorities
- Identify your capacity
- Identify your infrastructure requirements

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**Scaling Up: Making It Work Assemble a team and a coach**

- Create a process map of the student experience from start to finish
- Develop a comprehensive “playbook” to solidify the program and process to use as a base for continual improvement
- Working towards creating a strong quality improvement infrastructure including coaches

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## Health Professions Student Training

**Overview:** This webinar discusses best practices for health centers to train the next generation as they welcome students back to their clinics. Topics include student training for RN students, how your organization can support capstone projects, and academic partnerships to bolster these efforts.

**View webinar at:** <https://bit.ly/2022-NTTAP-HPT>

### Takeaways:

- Benefits of the Project ECHO® Model (See Figure 3)
  - Increased knowledge and confidence to manage complex chronic conditions in primary care
  - Increased patient access to evidence-based treatments
  - Increased provider satisfaction and retention
- Dedicated Education Units (DEU)
  - Capitalize on experiential learning
  - Frontline staff as direct preceptors and experts
  - Faculty involved to assist with knowledge integration
  - Defined process/competency

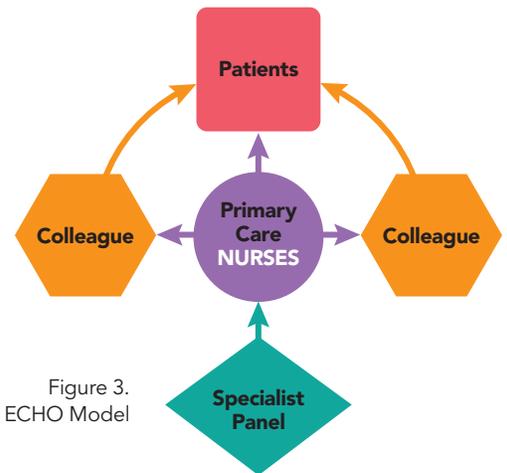


Figure 3.  
The Project ECHO Model

### Notable Participant Live Feedback:

- *"I liked learning about more opportunities to support staff and students."*
- *"I enjoyed how the presentation brought the primary care nursing education from the practice partner perspective."*

Highlights from  
"Health Professions  
Student Training"  
Webinar held  
May 17, 2022.

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### Dedicated Education Unit (DEU) Competencies

CHCI PC RN Role
Quality and Safety Education for Nurses (QSEN) DEU Competencies
American Academy of Ambulatory Care Nursing (AAACN) The Care Coordination and Transition Management (CCTM) Curriculum

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### QSEN DEU Competencies (continued)

Knowledge/Skills/Attitudes

- Patient-Centered Care
- Teamwork and Collaboration
- Evidence-Based Practice
- Quality Improvement
- Safety
- Informatics

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## Quality Improvement Strategies in a Team-Based Care Environment

**Overview:** This webinar addresses building a quality improvement infrastructure within team-based care as it is an organizational strategy that will establish a culture of continuous improvement across departments and improve quality in all domains of performance.

**View webinar at:** <https://bit.ly/2022-NTTAP-QI>

### Takeaways:

- QI is not a department
- Data-driven care is a building block of primary care and team-based care
- Builds on unique context of individual staff in specific clinical units in a larger organization
- Elevates skill level of staff, ownership of improvement and practice, team-ness
- Uses trained coaches to guide staff

### Notable Participant Live Feedback:

- *"Focusing on the team-based approach, and not relating QI to a department."*
- *"I liked the examples and breakdowns of the different strategies on the models for improvement."*

See additional content and highlights from this webinar on next page.

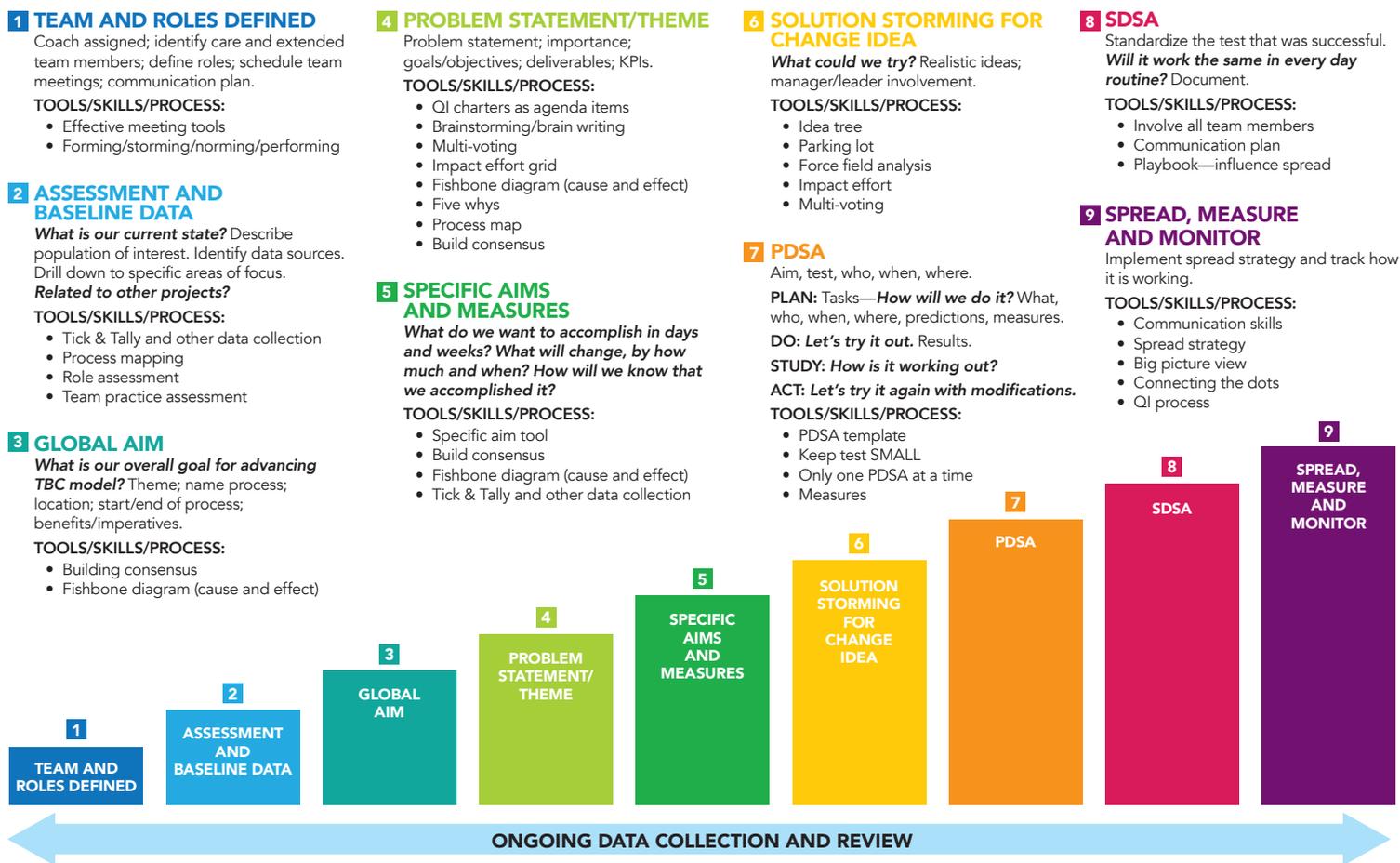


Figure 4. Quality Improvement Ramp

Highlights from “Quality Improvement Strategies in a Team-Based Care Environment” Webinar held March 24, 2022.

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**What are we improving? Measuring?**  
Crossing the Quality Chasm (2001)

- Efficiency
- Safety
- Effectiveness
- Equity
- Patient-centeredness
- Timeliness

Source: Institute of Medicine, Crossing the Quality Chasm: A New Health System for the Twenty-first Century (Washington: National Academy Press, 2001).  
<https://www.nap.edu/catalog/10027/crossing-the-quality-chasm-a-new-health-system-for-the>  
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**Why CHCI uses it**

- Data-driven, team oriented
- QI happens where the work happens
- QI is done by the people who do the work
- Builds on unique context of individual staff in specific clinical units in a larger organization
- Elevates skill level of staff, ownership of improvement and practice, team-ness
- Uses trained coaches to guide staff
- Structured, systematic “mental model” for how to improve

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## ► Chiropractic Specialists as Part of Health Center Teams

**Overview:** This webinar discusses the value of chiropractic treatment as a primary care intervention and the role of chiropractic specialists in the primary care team and how to integrate chiropractic services into your program.

**View webinar at:** <https://bit.ly/2022-NTTAP-Chiro>

### Takeaways:

- Health center workforce programs might consider partnerships with schools of chiropractic medicine and chiropractic residencies.
- Embracing Chiropractic Care gives health centers an opportunity to address the fundamental problem of acute and chronic pain, and the increasing burden of pain medications.
- The Federally Qualified Health Center (FQHC) Chiropractic Resident experience provides interprofessional consultation with primary care providers, Primary Care Providers with an in-house non-pharmacological treatment provided by a chiropractic specialist, and the best and most appropriate evidence-based patient-centered care.

See additional content and highlights from this webinar on next page.

