

Fostering a Health Care Workforce Able to Address Current and Emerging Needs

Session 1 - Overview and Issues

March 11, 2020



This session will be recorded and available for you to share with your team.

Please alert Danielle of any technical challenges with Webex through the chat box feature.

SDOH Academy Core Competencies Learning Collaborative Series

1. Improve Access to Quality Health Care and Services: Health Centers; PCAs; and HCCNs will develop the capacity to **improve access to SDOH services** and health needs.
2. Foster a Health Care Workforce Able to Address Current and Emerging Needs: Health Centers; PCAs; and HCCNs will understand and **build the workforce capacity** needed to address SDOH.
3. Enhance Population Health and Address Health Disparities through Community Partnerships: Health Centers; PCAs; and HCCNs will understand and build capacity to address SDOH through **partnerships and system delivery transformation**.
4. Understand **Emerging Issues**: Health Centers; PCAs; and HCCNs will obtain a clearer understanding of issues in relation to SDOH.

2020 Topics Addressing Social Determinants of Health:

1. Humanizing Your Enabling Services Data for Patient Care

- February 12 and 26: 2 - 3:30pm Eastern Time

2. Fostering a Health Care Workforce Able to Address Current and Emerging Needs

- March 11 and 25: 2 - 3:30 pm Eastern Time

3. Reducing Health Disparities through Community Partnerships

- April 8 and April 22: 2 - 3:30 pm Eastern Time

4. Equitable Preparedness for Vulnerable Populations

- May 20 and June 3: 2 - 3:30 pm Eastern Time

About the 2020 SDOH Academy Learning Collaboratives

- **Target Audience:** Staff from health centers, primary care associations, and health center-controlled networks are encouraged to participate.
- **Time Commitment:** Each learning collaborative includes two 90-minute sessions that offer a 60-minute training followed by 30 minutes of office hours, where participants can get coaching and ask specific questions. You can choose to participate in one or both of a collaborative's sessions.
- **Registration:** Use the link at the end of this presentation or in the chat box to register for each session you plan to attend. And yes, you can participate in more than one collaborative!
- **Recordings:** All trainings are recorded and will be available afterward under the "SDOH Trainings" tab on the SDOH Academy website.

SDOH Academy Faculty



2020 Steering Committee



2020 Additional Faculty



Today's Session

Presented by:



(he, him, his)

Cei Lambert, Program
Manager
**The Fenway Institute,
The National LGBT
Health Education Center**



(she, her, hers)

Colleen Velez
**The Corporation for
Supportive Housing**



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Sabrina Edgington,
Director, Learning and
Curriculum Design
**Association of Clinicians
for the Underserved**

Learning Objectives

1. Understand the importance of **community health workers** and **LGBTQIA+ cultural competence** in healthcare settings, and appreciate that this competence is part of productive workplace
2. Identify strategies for **training, recruiting, and retaining staff who are able to serve the LGBTQIA+ community**
3. Learn strategies to **recruit, retain, train, and support community health workers**
4. Learn how to **cultivate buy-in for workplace improvement in the service of caring for sexual and gender minority patients** across all tiers of healthcare administration including board, c-suite, front-desk staff, and clinicians

Brief Session Evaluation

Please complete the brief follow up survey that will be **launched immediately following this session** and also will be emailed to participants.

Office Hours

After the webinar, presenters will stay online for 30-minutes



Preparing Your Healthcare Workforce to Provide Excellence in LGBTQIA+ Care

Cei Lambert, Program Manager
The National LGBT Health Education Center



NATIONAL LGBT HEALTH
EDUCATION CENTER

A PROGRAM OF THE FENWAY INSTITUTE



WHY LGBTQIA+ COMPETENCY?

LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other sexual and gender minority people) are increasingly accessing healthcare, particularly at community health centers.

In the past, LGBTQIA+ people have struggled to find their needs met at any health center, and many sexual and gender minority people still struggle to access competent care.

Having a comprehensive strategy for training, recruiting, and retaining staff who are able to serve the LGBTQIA+ community is critical for all health centers.



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Recruitment



- **Job Postings and Advertising**
 - Add language specifically stating that you are seeking employees with LGBTQIA+ competence and with a desire to learn about the community
 - Include your center's Equal Opportunity Employment statement that has language protecting gender identity, gender expression, and sexual orientation.
- **Recruitment Sources**
 - Utilize existing platforms for recruiting LGBTQIA+ identified professionals:
 - www.outpronet.com
 - www.campuspride.jobs.com
 - www.hrc.org/resources/lgbt-recruitment
 - www.glma.org
- **Interviews and Hiring**
 - Candidates should express understanding of and a desire to serve the LGBTQIA+ community and other marginalized groups
 - A candidate may not have experience serving LGBTQIA+ people explicitly, but they should have a strong desire to learn
 - Decide how to gauge if an employee is learning, and make these expectations clear in the interview

- **Professional Development Opportunities**

- Make sure providers are given support and resources to pursue further learning about the needs of LGBTQIA+ patients
- Know who on your staff is an LGBTQIA+ champion, and help support that person in educating and training staff.



Supporting an LGBTQIA+ champion in your workforce means giving that person time, space, and compensation for training and mentoring others. If more work is asked, more tangible support must be given!

Training, Continued



- **Mentorship**

- If appropriate support is provided to mentors, a mentorship program for clinicians can be extremely effective
- Mentorship may also be available from outside agencies. One model for group-based mentorship is the ECHO virtual-learning model. The National LGBT Health Education Center provides several ECHO programs, including one focused on transgender and gender diverse healthcare issues:

www.lgbthealtheducation.org/transecho/

- **Training for All Staff**

- Providing excellent care for anyone, including LGBTQIA+ people, requires that all staff at a health center receive training. Administrators, front-desk staff, clinicians, board members, executives... all of these individuals should be provided with basic LGBTQIA+ concepts, an understanding of LGBTQIA+ health disparities, and how to work with sexual and gender minority people using cultural humility and care.

Retention



In *Recruiting, Training, and Retaining LGBTQ-Proficient Clinical Providers: A Workforce Development Toolkit* by the National LGBT Health Education Center, it is noted that “A recent survey by the Human Rights Campaign found that approximately 20% of LGBTQ people in the workplace had searched for a different job because they did not find their employer to be welcoming and accepting, whereas 25% stayed in a job *primarily* because the environment was accepting of LGBTQ people”

It is critical for leadership to set the tone for the health center by communicating the center’s diversity and inclusion commitments.

Not only should patients who are LGBTQIA+ feel welcome and supported at the clinic; the staff should also feel fully supported and protected by written policies.

Other Preparations



Create Family and Medical Leave policies that are LGBTQIA+ inclusive



Make sure employee health insurance programs cover gender affirming care



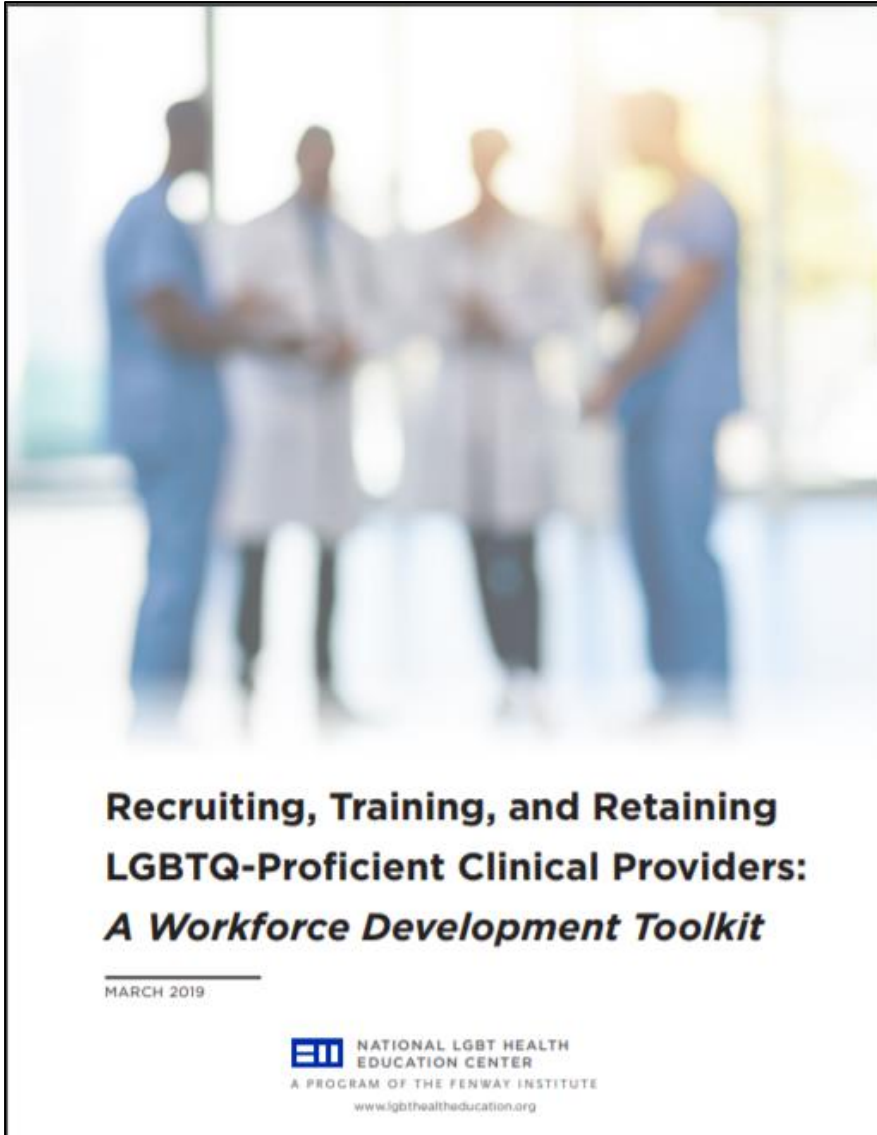
Encourage the creation of LGBTQIA+ employee affinity groups



Partner with local organizations to celebrate LGBTQIA+ holidays and community



Acknowledge that marginalizing social structures may have placed LGBTQIA+ candidates for jobs at a disadvantage



All Content in these slides is from
Recruiting, Training, and Retaining
LGBTQ-Proficient Clinical
Providers: A Workforce
Development Toolkit.
(March 2019)

Available at the National LGBT
Health Education Center
<https://www.lgbthealtheducation.org/>

Questions?

Incorporating CHWs Who Have Experienced Homelessness Into Care Teams



CSH is a touchstone for new ideas and best practices, a collaborative and pragmatic community partner, and an influential advocate for supportive housing



TRAINING AND EDUCATION



LENDING



POLICY REFORM



CONSULTING & TECHNICAL
ASSISTANCE

Understanding the Target Population: Data Sources

Populations Facing Homelessness

- Homeless point-in-time (local)
- Annual Homeless Assistance Report (national/local)
- Continuum of Care Reports (local)
- System Maps (local)
- Housing Inventory serving the homeless (local)

Health Care Considerations

Health Conditions and Services

UDS (national/local)
Community Health
Needs Assessment
(local)

Homelessness and Health



Top 5 Diagnoses (2018 UDS)

HCH	Overall Patients	Homeless Patients	Agricultural Worker/Dependents	Accessible/Public Housing
	Universal	HCH	MHC	PHPC
	Overweight and obesity	Overweight and obesity	Overweight and obesity	Overweight and obesity
	Hypertension	Hypertension	Hypertension	Hypertension
	Diabetes mellitus	Depression and other mood disorders	Diabetes mellitus	Diabetes mellitus
	Depression and other mood disorders	Anxiety disorders including PTSD	Anxiety disorders including PTSD	Depression and other mood disorders
	Anxiety disorders including PTSD	Tobacco use disorder	Depression and other mood disorders	Anxiety disorders including PTSD

Replicated from Building Pipeline of CHW with Lived Experience LC 2020; NHCHC

Benefits of Lived Experience in Peer and CHW Positions



For Clients

- Reinforces belief in resilience and recovery
- Empathy for client's experience
- Breaks down barriers
- Support and
- Health education
- Builds self-sufficiency

For Peer

- Skill Building
- Helping is Healing
- Role Model and self-esteem
- Team building
- Meaningful employment and earning power

For HC and Community

- Builds rapport with providers
- Voice for Community
- Understanding SDOH and community needs
- Connections to community resources
- Workforce potential

Community Health Workers

Skills

- Communication
- Cultural and linguistic competence
- Education
- Facilitation
- Professional Conduct
- Relationships Building
- Ability to acquire Program Specific knowledge
- Technology adaptable

Qualities

- Empathy
- Resourcefulness
- Persistence
- Flexibility
- Leadership ability/potential
- Personal strength and courage
- Ability to connect
- Creativity
- Compassion
- Dependability
- Organized
- Problem solving

Roles for Peers and CHWs



Role	Sub-Roles
Outreach	<ul style="list-style-type: none">a. Recruitment of individualsb. Informing individualsc. Representing your organization at community events
Advocating	<ul style="list-style-type: none">a. Identifying community needs and resourcesb. Advocating for clients and communitiesc. Empowering communities to pursue their own desired policy change
Coaching and Social Support	<ul style="list-style-type: none">a. Motivating people to access care and servicesb. Supporting behavior changec. Facilitating community-based support groups
Screening and Referrals	<ul style="list-style-type: none">a. Information collectionb. Individual and Community Assessments for SDOHc. Resource links and referrals

Roles for Peers and CHWs



Role	Sub-Roles
Cultural Mediation	<ul style="list-style-type: none">a. How to use health and social service systemsb. Community perspectives and cultural normsc. Health literacy and cross-cultural communication
Culturally Appropriate Health Education	Health promotion, disease prevention, and health condition management that is culturally and linguistically appropriate
Care Coordination, Case Management and System Navigation	<ul style="list-style-type: none">a. Providing assistance and coordination over timeb. Making referrals and providing follow-upc. Helping to address barriers to serviced. Care system navigation
Evaluation	<ul style="list-style-type: none">a. Data collectionb. Assisting in interpreting resultsc. Sharing results and findings
Building Capacity to Address Issues	<ul style="list-style-type: none">a. Building individual and community capacityb. Training with CHW peers and among networks

Questions?

Q?

A.



A project of the Association of Clinicians for the Underserved

www.chcworkforce.org

Teaser!

Join us March 25 for in-depth applications



Learn strategies to **recruit, retain, train, and support community health workers**

Learn how to **cultivate buy-in for workplace improvement in the service of caring for sexual and gender minority patients** across all tiers of healthcare administration including board, c-suite, front-desk staff, and clinicians.

Next Session - March 25th

Fostering a Health Care Workforce Able to Address Current and Emerging Needs

- Session 2 - Implementation Strategies
- Wednesday, March 25, 2020 @ 2:00 - 3:30 PM EST
- Register here: <https://sdohacademy.com/collaboratives>

Brief Webinar Evaluation

- Please complete the brief follow up survey that will be launched immediately following this session and also will be emailed to participants through Webex.



Contact Us

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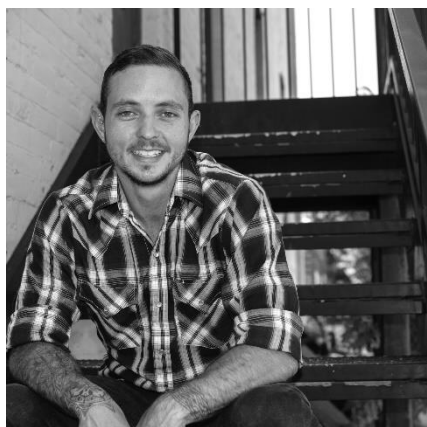
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Thank you!

<https://sdohacademy.com/collaboratives>



Office Hours



(he, him, his)

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THANK YOU!!

