Allied Health Advisory Group

December 5th, 2016  9:30-11:30am
UMass Medical School, Shrewsbury Campus
Facilitator: Geoff Vercauteren
Director of Healthcare Workforce Development

Allied Health Advisory Group
Introductions

- Welcome

- Please say your
  - Name
  - Title
  - Organization
Updates from DHE

- Pat Crombie, Project Director - MAAC
  - Overview of 3rd Annual Healthcare Summit
Celebrate MAAC’s 5 year story!

• MA official designation as an Action Coalition Fall 2011.

• Leadership team built on existing foundation - DHE’s Nursing & Allied Health Initiative ongoing since 2005

• Created goals, teams and recruited volunteers

• Launched MAAC statewide during a two day site visit with Sue Hassmiller

• One of nine states awarded the RWJF Academic Progression in Nursing (APIN) award twice in 2012 & 2014

• Focus on accelerated progression pathways, diversity, academic partnerships, employer practices, faculty, competencies and scope of APRN practice
Outcomes: Academic Progression

- Accelerated Pathways for ADNs and LPNs
- MA DHE Nursing Education Transfer Policy
- Diversity Advisory Group
- MAAC Diversity & Inclusion Plan
- LPN Promotional Video, Pathways Brochure
- Employer Advisory Group - ONL Board
- Survey of Employer Practices Supporting Academic Advancement for Incumbent Nurses
- Business Case for BSN in post acute settings
Outcomes: Competencies

- Competencies Implementation Surveys & Reports 2014 & 2016
- MA Nursing Core Competency Toolkit
- Review and Revision of RN Core Competencies
- **New LPN Core Competencies**
- *Outreach to Long Term Care and Home Care*
- Presentations, Webinar, Articles and Consultations
Outcomes: Faculty Issues

- Comprehensive Report: Faculty Challenges in MA
- Centralized Clinical Faculty Database
- Clinical Faculty Orientation Program
- Survey and Report of MA Faculty
- Workload Issues
- Faculty Workload Manuscript approved for publication
More Outcomes

- Convened Advanced Practice Nurses Specialty Groups
- Published a comprehensive report on the Advanced Practice Nurse in MA
- One of nine states twice awarded the RWJF Academic Progression in Nursing (APIN) grant
- Model of Public and Private partnership
- Legislative Outreach Efforts
- Held 3 Annual Statewide Healthcare Workforce Summits
A New Era in Health Care

Coordinated Care at Home and in Community

- Improved Quality
- Increased Access
- Lower Costs
- Better Population Health

Person- and Family-Centered Care
What Does This Mean for Providers?

- Payment and Reimbursement Tied to Value-Based Measures
  - Prevention and wellness
  - Improved outcomes for people with chronic conditions
  - Reduced readmissions
A Culture of Health

RWJF Goal: We, as a nation, will strive to create a culture of health enabling all in our society to lead healthy lives, now and for generations to come.
Building a Culture of Health

**RWJF Vision**: *Improving Health for All*

- Places well-being at the center of every aspect of life
- Communities flourish and individual thrive
- Enables everyone in our diverse society to lead healthier lives – now and for generations to come
CULTURE OF HEALTH
Underlying Principles

1. Good health flourishes across geographic, demographic, and social sectors
2. Attaining the best health possible is valued by our entire society
3. Individuals and families have the means and the opportunity to make choices that lead to the healthiest lives possible
4. Business, government, individuals, and organizations work together to build healthy communities and lifestyles
5. No one is excluded
CULTURE OF HEALTH
Underlying Principles

6  Everyone has access to affordable, quality health care because it is essential to maintain, or reclaim, health

7  Health care is efficient and equitable

8  The economy is less burdened by excessive and unwarranted health care spending

9  Keeping everyone as healthy as possible guides public and private decision-making

10 Americans understand that we are all in this together
MAAC Future Directions

Refocus, Regroup & Recruit

• Academic progression
  • Clinical Placements, Interprofessional Education, Residency Programs
• Competencies
  • Focused Promotion of Competency Integration, Toolkit for Practice, Interprofessional Competencies
• Scope of APRN Practice
  • Building Coalitions within/beyond Nursing
• Sustainability Plan
  • Fund Development, Scholarships, Grants
• Building Healthy Communities
Learn more & get involved!

• For more information about the MA Action Coalition (MAAC) please visit our website at www.campaignforaction.org/state/Massachusetts and the DHE website at www.mass.edu/nursing

• Get involved and provide leadership

• Questions? Comments? Suggestions?
Learning and Sharing

- **Announcement**: Patricia Yu, *Director of Policy and Research*, MA Executive Office of Elder Affairs

- **Changing Role of Medical Assistants**: Karen Shack, *Senior Program Manager*, Commonwealth Corporation
Changing Role of Medical Assistants

- Scope of Work for Medical Assistants
- Certification or Registration; options, process, cost.
- Employer Panel:
  - What is the primary reason for your practice/office making these changes in role of MAs?
  - What were biggest skill gaps for MAs?
  - How was training delivered to your MAs? What were biggest challenges?
  - What 2-3 things you would recommend to other providers who are considering upskilling their MAs?
  - How do you know you were successful; what were your success indicators?
Changing Role of Medical Assistants

- College/Trainer Panel:
  - Describe the new or enhanced curricula you have developed
  - Credit or non-credit courses?
  - Describe delivery mode: Face to face, web based, hybrid
  - Describe the most effective way you got input from employers on skill needs
- College staff; peer sharing opportunity (post event)
- Would you participate?
Training Resources and Internship Networks (TRAIN) Grant Program
$1.2 million championed by Sen. Karen Spilka and awarded to 5 community colleges:
- Bristol Community College
- Bunker Hill Community College
- Holyoke & Springfield Tech Community Colleges
- Mount Wachusett Community College
- Quinsigamond Community College

Designed to serve long-term unemployed
- Stipends to cover costs (travel, supplies, etc.)
- Wrap around services; Job-search and pre-employment skills
- Connections with CBOs, OSCCs and employers

All are running healthcare programs
Awardee Programs

- All funds must be spent out by June 30\textsuperscript{th}, 2017

- Bunker Hill Community College
  - 14 hour workplace readiness
  - Choice: Pharm Tech; EMT or CNA
  - 36 served

- Holyoke & Springfield Tech Community Colleges
  - HHA; PCA; OSHA-10 Certifications; National Career Readiness Certificate preparation and testing; CPR
  - 64 served; 14 weeks
Awardee Programs

- Mount Wachusett Community College
  - Stackable model: First Aid and CPR → CNA → either job placement or post-CNA training in: Acute Care Training, Home Health Aide Training (HHA), and Care of the Client with Complex Needs.
  - 20 served
Bristol Community College

- Carmen Aguilar, Dean, Center for Workforce and Community Education
  - 135 hours (32 clinical): CNA/HHA/CPR
  - Literacy and English-language development; career readiness; occupational training; flexible course schedule
  - 30 served
Kathie Manning, Dean, Workforce Development and Community Education

- Career Ready 101 → NCRC Bronze → CNA (120 hours)
- Worcester CONNECT - Significant services through wide range of community partners
- 30 served
Leanne Winchester, Project Director, Massachusetts AHEC

Interim Report on the “Scaling Efforts to Advance the Direct Care Workforce” grant
A Statewide Approach to Increasing Education and Career Opportunities for Direct Care Workers and Supervisors
Consortium Partners

- Massachusetts Department of Higher Education
- University of Massachusetts Medical School
- Bristol Community College
  - University of Massachusetts Dartmouth
- Greenfield Community College
- MassBay Community College
- Middlesex Community College
- Northern Essex Community College
- Quinsigamond Community College
- Partnership for a Skilled Workforce
- Home Care Aide Council
- Mass Senior Care

State Partners

- Executive Office of Elder Affairs
- Massachusetts Department of Public Health
- Executive Office of Labor and Workforce Development
Direct Care Workforce Development Projects

PHCAST
- Acquiring Basic Core Competencies *ABCs for Direct Care Worker*
- Continuing Education/Professional Development modules
- PCA Fundamentals

ABCs to NA Bridge
A 90-hour nurse aide bridge curriculum for PHCAST trained workers

DHE Scaling Efforts
Priority 1:
Direct Care Worker Pathways
Priority 2:
Transferable Training
Priority 3:
Development of Core Competencies
Priority 4:
Leadership Training
Timeline

DHE Scaling Efforts Direct Care Worker Training Consortium


- Conduct PHCAST TOT
- Priority 1
- Review existing ABCs curricula
- Updated ABCs curricula
- Priority 2
- Review bilingual ABCs to ESOL bridge program
- Create coaching/mentor program for LEP
- Priority 3
- Review existing NA bridge curricula
- Update NA Bridge curricula
- Align Senior CNA
- Develop 5 credit CNA/HHA coursework
- Develop How To Manual for Colleges
- Non-credit CNA to general health sciences; AS to BS
- Priority 4
- Review supervision module
- Update supervision module
- Create hybrid model
Priority 1: Direct Care Worker Pathways

- Review and update existing curriculum that train direct care workers.
- Integrate the updated curriculum into respective training/education structures.

Outcomes: Expansion of the ABCs for DCW core competency curriculum to align with training requirements for DPH feeding assistant and unit assistants (pre-CNA)
<table>
<thead>
<tr>
<th>PHCAST ABCs for DCW</th>
<th>Updates Added to ABC’s for DCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Orientation</td>
<td>Specific to Home Care</td>
</tr>
<tr>
<td>1. Roles</td>
<td>Add Feeding Assistant</td>
</tr>
<tr>
<td>2. Communication</td>
<td></td>
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<tr>
<td>3. Culture &amp; Diversity</td>
<td></td>
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<tr>
<td>4. Health Care Support</td>
<td>Food/ fluid intake</td>
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<tr>
<td>5. Infection Control</td>
<td></td>
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<tr>
<td>6. Basic Restorative</td>
<td></td>
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<tr>
<td>7. Personal Care</td>
<td></td>
</tr>
<tr>
<td>8. Nutritional Skills</td>
<td>Food/ Fluids, signs of dehydration</td>
</tr>
<tr>
<td>9. Housekeeping</td>
<td>Resident’s room</td>
</tr>
<tr>
<td>10. Consumer Needs Specific</td>
<td>Care &amp; comfort of the dying</td>
</tr>
<tr>
<td>11. Safety</td>
<td>Seizures, choking (Heimlich), bleeding</td>
</tr>
<tr>
<td>12. Ethics, Rights, Confidentiality</td>
<td>Resident’s rights</td>
</tr>
<tr>
<td>13. Life Skills</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
<td><strong>60 (44 knowledge/ 11 lab)</strong></td>
</tr>
</tbody>
</table>
Priority 2: Transferable Training

- Review current PCA-CNA ESOL model for providing workforce training to limited English speakers.
- Identify methods within existing state models by which current PCA/CNA training could be enhanced to provide support for ESOL population.
- Add a mentoring and success coaching component to existing Bridge to Health Care Careers program to remove academic and life barriers that prevent students from enrolling in three key health care degrees and certificates: Nurse Assistant, Medical Assistant and Licensed Practical Nurse (LPN).
Success Coach
taken from UTx Austin - Learning and study Strategies Inventory (LASSI) Model

Goal: To remove academic and life barriers that prevent students from enrolling in three key degree and certificates: NA, MA, LPN


Intrusive coaching model introduced during admission; weekly 1:1 meetings over 10-12 month period

10/14 students completed QCC’s Bridge to Health Care Program
- Two (20%) entered LPN program
- One (10%) entered MA program
- Four (40%) entered CNA program
- Three (30%) didn’t advance due to personal issues:
  - Homelessness; immigration; medical
Priority 3: Development of Core Competencies

• Enhance the existing educational ladder to ensure the inclusion of efficiencies and removing duplications.
• Develop a crosswalk between the existing non-credit CNA/HHA training to future academic certificate or degree programs.
• Develop a complementary “How to Manual” to provide guidance to other colleges seeking to replicate the education to career pathways.
Supporting DCWs to Advance Along a Career Lattice

### Direct Care Worker Career Lattice – Wages and Education Requirements in Massachusetts

<table>
<thead>
<tr>
<th>No Education</th>
<th>Training Provided by Employer</th>
<th>High School Diploma or Equivalent</th>
<th>Postsecondary Non-Degree Award</th>
<th>Associate’s Degree</th>
<th>Bachelors Degree</th>
<th>Master’s Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respite volunteer</td>
<td>Respite Worker</td>
<td>Community Health Worker</td>
<td>Cardiovascular Tech</td>
<td>Mental Health Counselor</td>
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<tr>
<td>Companion</td>
<td>Personal Care Attendant</td>
<td>Pharmacy Tech</td>
<td>EMT/ Paramedic</td>
<td></td>
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<tr>
<td>Homemaker</td>
<td>*40 hr training by agency</td>
<td>Substance Abuse and Behavioral Disorder Counselors</td>
<td>Surgical Tech</td>
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<tr>
<td>Informal Caregiver</td>
<td>Personal Care Homemaker*</td>
<td>Licensed Practical Nurse</td>
<td>Registered Nurse (RN)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Peer Specialist</td>
<td>Peer Specialist</td>
<td>Certified Nursing Assistant</td>
<td>RN BSN</td>
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<tr>
<td></td>
<td></td>
<td>Medical Assistant</td>
<td></td>
<td>Nurse Practitioner</td>
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<td></td>
<td></td>
<td>Medical Interpreter</td>
<td></td>
<td>Nurse Specialist</td>
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<td></td>
<td></td>
<td>Medical Transcriptionist</td>
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<td>Nurse Manager</td>
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<td>Physical Therapy Assistant</td>
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<td></td>
<td>Dental Assistant</td>
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<td>Dental Hygienist</td>
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<tr>
<td>Hourly (H) and Annual (A) Wages of May 2014</td>
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</tbody>
</table>

* Required

MA PHCAST Grant Project T82HP20523 funded by Department of Health and Human Services (DHHS).

<table>
<thead>
<tr>
<th>Certificate Programs</th>
<th>Credit</th>
<th>Non-credit</th>
<th>Associate Degrees</th>
<th>Bachelor's Degree Articulation Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Attendant</td>
<td>Nursing Assistant</td>
<td>Emergency Medical</td>
<td>Radiologic Tech</td>
<td>Radiologic Imaging (Regis College) A: $50,500</td>
</tr>
<tr>
<td>Medical Coding/Billing</td>
<td>H: $17.84 A: $42,830</td>
<td></td>
<td>Dental Hygiene</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Diagnostic Medical Sonography</td>
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<td></td>
<td></td>
<td></td>
<td>Dental Assisting</td>
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<td></td>
<td>Dental Laboratory Technician</td>
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<td></td>
<td></td>
<td></td>
<td>Medical Assistant</td>
<td></td>
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</table>
# Greenfield Community College Franklin County Allied Health Career Pathway

<table>
<thead>
<tr>
<th>Training Provided by Community Partners</th>
<th>Postsecondary Non-Degree Award</th>
<th>Associate’s Degree</th>
<th>Bachelors Degree</th>
<th>Partnerships with other Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridge to Health Care Careers (Ctr. For New Americans and The Literacy Project)</td>
<td><em>Non-credit or Credit</em></td>
<td><em>Credit</em></td>
<td><em>Credit</em></td>
<td></td>
</tr>
<tr>
<td>Home Health Aide H: $13.78 A: $28,570</td>
<td>Medical Office Administration H: $20.57 A: $42,600</td>
<td>General Health Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Care Homemaker (PWCROST)</td>
<td>Paramedic H: 18.12 A: $37,700</td>
<td>Medical Office Mgt. A: $48,34 A: $100,300</td>
<td></td>
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</tr>
<tr>
<td>Personal Care Attendant H: $4.14 A: $25,370</td>
<td>Licensed Practical Nurse H: $26.12 A: $54,300</td>
<td>RN to BSN (w/ Ems College)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ON LINE ONLY Medical Coding/ Billing H: $17.84 A: $42,830</td>
<td>Health Career Explorations</td>
<td>Speech &amp; language Pathologist (w/ Ems College) A: $80,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICD-10 for ICD-9 Coders</td>
<td>Medical Assistant H: $27.58 A: $36,600</td>
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<tr>
<td></td>
<td>Physical Therapy Asst. (w/ BCC or NWCC) A: $57,800</td>
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</tbody>
</table>
Priority 4: Leadership Training

- Update existing three hour supervision training
- Develop a hybrid model with an online component to support employers and supervisor needs.
- Align with nursing continuing educational unit (CEU) requirements.
Fundamentals of Supervision

- Ongoing development....
  - Core modules and optional modules

**Delivery Options:**
- Online
- Hybrid
- Face to Face
Expected Outcomes

1. Updated PHCAST ABCs for Direct Care Worker curriculum that bridges into a standardized nurse’s aide curriculum, then further bridges into a General Health Sciences Associates degree program

2. A mentoring and success coaching component that enhance QCCs Bridge to Health Care Careers program

3. A course articulation for the bridged programs that could provide credits towards a four-year Health Sciences bachelor’s degree

4. A How To Manual that can be adapted and utilized at colleges throughout the Commonwealth who wish to implement PHCAST and develop a healthcare educational and career pathway for Direct Care Workers

5. An updated, 4 hour supervisor training: Competency Based Leadership for DCW supervisors, delivered in-person and a web-based delivery option

6. Up to 60 trained facilitators in community colleges, long term care, and home and community based settings
Questions, Comments, other Considerations
Leanne Winchester, MS RN  
Project Director  
Direct Care Workforce Development  
EOHHS/ELD/UMMS MassAHEC  
One Ashburton Place, 5th floor  
Boston, MA 02108  
(617) 573-1823  
Leanne.Winchester@state.ma.us
AHAG Strategic Planning

FY2017 - 2018
Review of Planning Method

- From 6/13/16 meeting
- 2 exercises: Discussion question and SWOT analysis
- Results - Six themes
Planning Our Future Work: 6 Themes

- Theme 1: Core Competency Development *
- Theme 2: Developing Career and Educational Pathways *
- Theme 3: Career Awareness
- Theme 4: Making the Business Case/Data Collection *
- Theme 5: Meeting Structure and Membership
- Theme 6: Engaging Legislators and Increasing Financial Support *

* Aligned with AHAG priorities
Review of 9/26 Discussion

- Theme 1: Core Competency Development
- Currently happening:
  - Regional employer focus groups for feedback on CNA/HHA curricula
  - Activity funded through “Scaling Efforts” grant
    - Curriculum alignment with PCA & C.N.A./HHA
    - Utilize competency-based education based on PHCAST
    - Making an aligned, competency-based curriculum
Review of 9/26 Discussion

- What more needs to be done?
  - Better align CC’s efforts around core competencies at a statewide level
  - What will it take for the system to move towards an aligned curriculum?
    - Key competencies could form the basis of the core-knowledge any healthcare worker needs to know, and be able to move them through to other HC programs
  - What should we focus on for short term? For long-term?
    - Table the conversation on what an aligned curriculum looks like until MCC is done with their modeling (funded through the Scaling Efforts grant)?
Theme #2: Developing Career and Educational Pathways

What is currently happening in this space? (limited list):

- GPSTEM - guided pathways work
- WIOA – Regional pathways planning for WIBs; focused on ‘pathways’ for services, training, education, careers
- UMMS - Expansion of career lattice
- DHE –
  - “Direct Care Worker” grant with Worcester State University giving C.N.A.s an option to return to school and bridge to college
  - “Scaling Efforts” grant: Priority 1: Direct Care Worker pathways
DHE, GPSTEM, UMMS have been working on a career lattice

Meet with WIBs; Meet with colleges; Validate with employers

Create pathways relevant for that region

Roll up to system-wide
Building Pathway Maps

- Overall Pathway (state-wide)
  - Regional Pathway
    - College-specific Pathways
  - Regional Pathway
    - College-specific Pathways
  - Regional Pathway
    - College-specific Pathways
  - Regional Pathway
    - College-specific Pathways
Career Lattice Project

- Aligning curricula internally and externally and across a wider field (voc schools, universities, training programs, etc.)
- Looking at best practices and scaling across multiple regions
- Making UMMS career lattice widely available to other stakeholders: Career Centers; Voc Tech schools; etc.
- Continue to work with GPSTEM for alignment of these efforts; partner in efforts where possible to reduce duplication of work.
Discussion

- How else do we align our efforts around career and educational pathways?
- How should we align these efforts with WIOA?
- How do we avoid duplication of efforts?
- What should the AHAG be doing in this space?
  - What is our role?
    - With no funds to distribute, what else can we be doing?
Discussion:

- What more needs to be done in this area? Is it a question of scale and funding for bringing to scale or something else?
- What will success look like in this area?
- Should the system have aligned educational pathways regionally or statewide? What would that look like?
- What should we focus on for short term? For long-term?
Next Steps

- Record and organize feedback and report back to group
- Create action plan based on feedback today
- Share project plan and timeline
- Implement suggested activities
Next Meetings

- **Friday, March 17th**, 9:30 – 11:30am, 333 South Street Shrewsbury 🍀

- **Friday, June 9th**, 9:30 – 11:30am, 333 South Street Shrewsbury

- Others to be scheduled for after June
Thank you sincerely for your time and dedication!!!