



Effective Communication Strategies for Building Leadership Support for HP-ET Programs

Tuesday, December 12, 2023

3:30-4:30pm Eastern / 12:30-1:30pm Pacific

**The Weitzman Institute is Committed to
Justice, Equity, Diversity & Inclusion**



At the Weitzman Institute, we value a culture of equity, inclusiveness, diversity, and mutually respectful dialogue. We want to ensure that all feel welcome. If there is anything said in our program that makes you feel uncomfortable, please let us know via email at nca@chc1.com

National Training and Technical Assistance Partners

Clinical Workforce Development

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

Team-Based Care



- Fundamentals of Comprehensive Care
- Advancing Team-Based Care

Training the Next Generation



- Postgraduate Residency and Fellowship Training
- Health Professions Training

Emerging Issue



- HIV Prevention

Advancing Health Equity



Preparedness for Emergencies and Environmental Impacts on Health



Speakers

- Amanda Schiessl, MPP
 - Deputy Chief Operating Officer, Project Director/Co-Principal Investigator, Community Health Center, Inc.
- Meaghan Angers
 - Project Manager, National Training and Technical Assistance Partners (NTTAP), Community Health Center, Inc.

Objectives

1. Identify essential components of a health professions student training program.
2. Review the purpose of the Readiness to Train Assessment Tool (RTAT) through a brief recap from a previous [session](#).
3. Identify strategies for gaining leadership support, conducting stakeholder analysis, and writing an effective communication plan.

Health Professions Training

- Any formal organized education or training undertaken for the purposes of gaining knowledge and skills necessary to practice a specific health profession or role in a healthcare setting.
- Types of HPT programs (e.g., shadowing, rotations, affiliation agreements, accredited or accreditation-eligible programs)
- At any educational level (certificate, undergraduate, graduate, professional and/or postgraduate)
- In any clinical discipline

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**



Nurse Manager, Patrick Murphy, with Quinnipiac University DEU Nursing Students



CHC/NIMAA Inaugural Medial Assistants

Uniform Data System (UDS) Data on Health Professions

- From 2022 UDS data, 82.53% of responding health centers (n=1,370) provide health professional education/training that is hands-on, practical clinical experience; 84.11% (n=1,339) do so in partnership with educational and postgraduate institutions and 20.21% sponsor their own programs.
- Among health centers there is an urgency and demonstrated effort to grow their own in response to the projected workforce shortages.

Readiness to Train Assessment Tool (RTAT)

- As part of HRSA's Health Professions Education & Training (HP-ET) initiative, Community Health Center (CHC), Inc., a HRSA-funded National Training and Technical Assistance Partner (NTTAP), received funding to develop a tool to help health centers assess and improve their readiness to engage in health professions training programs.
- Creating this tool required extensive literature review to create the framework/subscales and that process gave us expertise at to what health professions training is and made us realize there was no clear definition of HPT before creating this tool



Access the tool:

<https://www.chc1.com/rtat/>

Survey Overview

- The Readiness to Train Assessment Tool (RTAT) is a **41-item, 7-subscale validated survey instrument** that measures health centers' degree of readiness and motivation to engage with Health Profession Training (HPT) Programs.
- **Organizational readiness** is defined by RTAT as *'the degree to which health centers are motivated and capable to engage with and implement HPT programs.'*
- Based on the mean RTAT scores, three levels of readiness are assigned: (1) developing readiness, (2) approaching readiness, and (3) full readiness.

Subscales of the RTAT



1. Readiness to engage (8 items)
2. Evidence strength and quality of the HPT program (4 items)
3. Relative advantage of the HPT program (4 items)
4. Financial resources (3 items)
5. Additional resources (3 items)
6. Implementation team (4 items)
7. Implementation plan (15 items)

RTAT Menti Activity

Readiness to Engage Question #1

- At our health center: - Our mission, vision and values towards health professions training are well-communicated and shared.
 - 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree

RTAT Menti Activity

Readiness to Engage Question #2

- At our health center: - Collaboration is encouraged.
 - 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree

RTAT Menti Activity

Readiness to Engage Question #3

- At our health center: - Engaging with health professions training is a high priority.
 - 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree

RTAT Menti Activity

Readiness to Engage Question #4

- At our health center: - Engaging with health professions training is compatible with our organizational culture.
 - 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree

RTAT Menti Activity

Readiness to Engage Question #5

- At our health center: - Engaging with health professions training is feasible and appropriate in the life of the organization at this time.
 - 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree

RTAT Menti Activity

Readiness to Engage Question #6

- Leaders and managers have taken steps to encourage staff to engage with health professions training.
 - 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree

RTAT Menti Activity

Readiness to Engage Question #7

- Staff are well-informed about the progress of existing and/or planned health professions training programs.
 - 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree

RTAT Menti Activity

Readiness to Engage Question #8

- Our health center is able to leverage our external relationships to support health professions training program implementation.
 - 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree



Understanding your Results and Next Steps

Scoring and Subscales

- The scores can be used to assign one of three levels of readiness for each
 1. Survey item
 2. Subscale
 3. Overall scale levels by obtaining their mean (average) scores

Likert Scale	Mean Score	READINESS
Strongly Agree	5	Ready
Agree	4.00-4.99	
Neutral	3.00-3.99	Approaching Readiness
Disagree	2.00-2.99	Developing Readiness
Strongly Disagree	1.00-1.99	

Medical

1. RN Students: Pre-Licensure
2. NP Students: Pre-Licensure as NP/APRN
3. NP Postgraduate/Post Licensure: NP Residents or Fellows
4. Certified Nurse Midwifery: Pre-Licensure as CNM
5. Physician Assistants: Pre-Licensure
6. Medical Students: Pre-Licensure
7. Medical Residents
8. Medical Fellows
9. Medical Assistant Students
10. Other

Dental

1. Dental Students: Pre-Licensure
2. Dental Residents: Pre-/Post Licensure
3. Dental Fellows
4. Dental Assistant Students
5. Dental Hygienists: Pre-Licensure
6. Other

Clinical Disciplines with Health Professions Training Programs

Behavioral Health and/or Substance Abuse

1. Psychiatry MD/DO Residents
2. Psychiatry MD/DO Fellows
3. Psychiatric/Mental Health Nurse Practitioners: Pre-Licensure
4. Psychiatric/Mental Health Nurse Practitioners: Post Licensure Residents and Fellows
5. AA/BA/Paraprofessionals
6. Master Level Clinicians (MSW, LPC, MA, LDAC, Other)
7. Substance Abuse Counselors: Master's Level
8. Substance Abuse Counselors: Paraprofessional/Non-Licensed
9. Psychologists: Predoctoral Interns
10. Psychologist: Predoctoral Externs
11. Psychologist: Postdoctoral Residency
12. Other

Other

1. Chiropractic Students: Pre-Licensure
2. Chiropractic Residents: Post-Licensure
3. Registered Dietitian: Pre-Licensure
4. Community Health Workers
5. Other

Using the RTAT

Results can be used to inform:

- Determinations of individual health center readiness to engage with HPT programs
- Determinations of readiness at various levels for the purposes of evaluation and support such as at the state/regional level
- Development of effective T/TA at the level of state, regional and national

Next Steps Road Map

1. Create a working group to bring together key stakeholders (HR, clinical leaders, IT)
2. Complete the Readiness to Train Assessment (RTAT) with your organization
3. Determine health professions pathway
4. Deeper dive into replicable models, best practice, and partnership opportunities
5. Assess your organization's capacity and infrastructure
6. Designate a champion for this initiative
7. Develop a plan and a team to go from planning to implementation

Download a PDF of the RTAT tool!

<https://www.chc1.com/rtat/>

Instructions on How to Use the Readiness to Train Assessment Tool™

The *Readiness to Train Assessment Tool™ (RTAT™)* is a survey instrument that allows health centers to assess their organization's readiness to engage in health professions training (HPT) programs. For the purposes of *RTAT*, we broadly define **Health Professions Training (HPT)** as any formal organized education or training, undertaken for the purposes of gaining knowledge, and skills necessary to practice a specific health profession or role in a healthcare setting.

Health centers may provide health professions training at any educational level (certificate, undergraduate, graduate, professional and/or postgraduate) and in any clinical discipline. Some examples of types of **Health Professions Training Program(s)** are below:

- Established affiliation agreements with academic institutions to host students
- Formal agreements with individual students
- Directly sponsoring accredited or accreditation-eligible training programs (across all disciplines and education levels)

Conducting a Stakeholder Analysis & Developing a Communication Plan



Background

- December 7th, 2023: Training the Next Generation: Best Practices for Gaining Leadership Support and Implementation Planning
 - This webinar discussed foundational knowledge for building your health center's health professions education and training (HP-ET) programs. Additionally, it briefly covered communication planning and stakeholder analysis, along with best practices, tools for leadership support, and effective implementation planning.
 - [Recording](#) & [Slides](#)

Guiding Principles for Organization Communication and Education

Why is the organization
launching a HP-ET
program?

What does the
HP-ET program look
like?

How will the HP-ET
program intersect with
your work?

Why do you need a plan to engage and communicate with stakeholders?

- Control the narrative: drive the story of the work you are doing by being proactive; don't leave it to others to guess.
- Communicate on a regular basis with stakeholders in different parts of your organization
- Make sure that the group implementing the innovation shares a consistent message
- Anticipate and address concerns, questions and challenges.

Step 1. Identify stakeholders

A stakeholder is someone/some department who has something to gain or lose when change is introduced.

- Who is currently involved in the work that will change?
- Who currently oversees this work? Who currently is accountable for the outcomes of the work?
- Who will be affected by changing how this work is done and how? New roles? New workflows? New responsibilities?
- What departments or sites need to be involved? Who are their leaders and how to you get to them? (Site Directors, HR, IT, etc.)
- What is the opinion of the stakeholders regarding the planned change: Against? Supportive? Doesn't matter one way or the other.



Table 1. Example of identifying stakeholders

<u>Stakeholder</u>	<u>Strongly against</u>	<u>Moderately against</u>	<u>Neutral</u>	<u>Moderately supportive</u>	<u>Strongly supportive</u>
<u>Providers</u>				<u>C</u>	<u>D</u>
<u>IT</u>		<u>C</u>		<u>D</u>	
<u>HR</u>			<u>C D</u>		
<u>Nursing</u>			<u>C</u>		<u>D</u>
<u>Reception</u>	<u>C</u>			<u>D</u>	
<u>Other stakeholder</u>					

C= current position D= desired position Who do you need to influence in what direction?

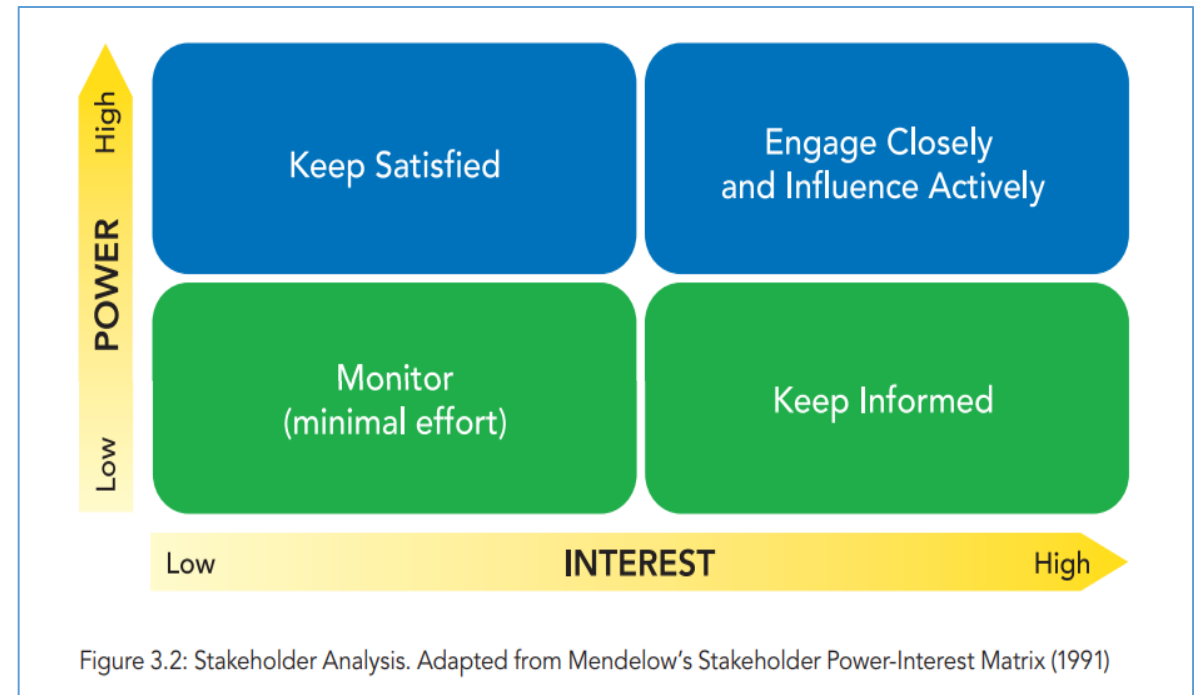
Step 2. Analyze the position of stakeholders relative to their interest and power.

Interest

Measures to what degree the stakeholder is likely to be affected by the project and what degree of interest or concern they have in or about it

Power

Measures the influence they have over the project and to what degree they can help achieve or block the desired change



Step 3. Communication plan: Who, what, when, where, why, how

COMMUNICATION PLAN FOR IMPORTANT PROJECT

DATE: November 2023

PROJECT LEAD: Mrs. Peacock

Who: Stakeholder	Why communicate with this person?	What: Message(s) for this person	Who: Who in your project group is in the best position to communicate with this person?	When and how often?	How: What venues or media will be used?
Mr. Green, CEO	Has invested in time for us to meet. Will need their support to implement the innovation.	Assure them that we are using time well. Update on progress of group, lessons learned from other groups, ideas for implementation and application. Keep good energy.	Colonel Mustard, Director of Big Department and Project Lead	Monthly meeting of directors. One-on-one meetings as appropriate to request resources as needed or ask advice.	Oral report monthly but written report added to meeting minutes.



Final Suggestions

- Managing up: communicating with someone above you in leadership
- Be clear about expectations
- Manage their expectations about your work
- Manage the relationship between this leader and your work group
- Leaders often move on to the next BIG Thing and suddenly promised resources disappear
- Leaders want things to move more quickly and are convinced they have the solutions—you need to explain how your group works and why
- Your boss has a boss: don't leave your boss out on a limb
- Speak with one voice and stay on message
- Don't gossip or complain about your work group: it erodes trust
- Ask for advice, suggest solutions



Questions?




Wrap-Up

Health Professions Student Training Learning Collaborative

- Free six-month participatory experience designed to support health centers in supporting participating organizations in establishing a sustainable and effective model for training students.
- Outcomes of the learning collaborative:
 - Standardized the learner experience across all departments and promoted interdisciplinary learning across the health center (e.g. uniform application and onboarding process, IT system access).
 - Created tools to evaluate student capacity and effectiveness of the training program.
 - Developed a standardized affiliation agreement template for academic partners
- For more information/questions, please reach out to Meaghan Angers (angersm@mwhs1.com) or click [here](#)!

Training the Next Generation



The illustration shows a presentation screen with a brain, a stethoscope, a bar chart, and a pill. Below the screen are five silhouettes of people.

- **Postgraduate Residency and Fellowship Training**
- **Health Professions Training**

Comprehensive & Team-Based Care Learning Collaborative

- Free eight-month participatory experience designed to provide knowledge, tools, and coaching to support health centers and look-alikes in improving a UDS measures by implementing a model of team-based care
- Outcomes of the learning collaborative:
 - Identified a clinical team to work on a quality improvement project
 - Improved UDS measures, such as hypertension, cancer screenings, etc.
 - Implemented pre-visit planning and morning huddles
 - Integrated behavioral health with warm welcomes/handoffs
- For more information/questions, please reach out to Meaghan Angers (angersm@mwhs1.com) or click [here](#)!

Team-Based Care



- **Fundamentals of Comprehensive Care**
- **Advancing Team-Based Care**

Explore more resources!

National Learning Library: Resources for Clinical Workforce Development

National Learning Library



CHC has curated a series of resources, including webinars to support your health center through education, assistance and training.

[Learn More](#)



The National Training and Technical Assistance Cooperative Agreements (NCAs) provide free training and technical assistance that is data driven, cutting edge and focused on quality and operational improvement to support health centers and look-alikes. Community Health Center, Inc. (CHC, Inc.) and its Weitzman Institute specialize in providing education and training to interested health centers in Transforming Teams and Training the Next Generation through:

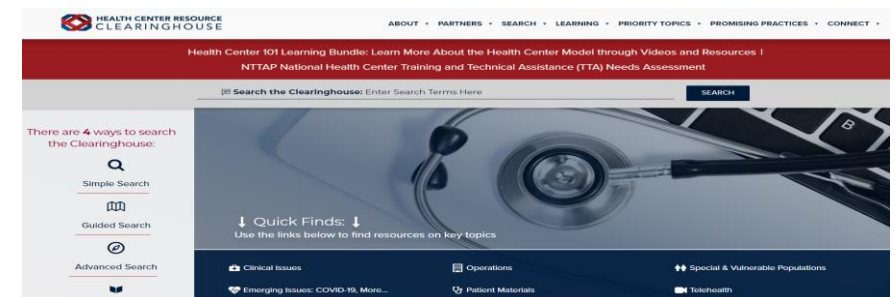
National Webinars on advancing team based care, implementing post-graduate residency training programs, and health professions student training in FQHCs.

Invited participation in Learning Collaboratives to advance team based care or implement a post-graduate residency training program at your health center.

Please keep watching this space for information on future sessions. To request technical assistance from our NCA, please email NCA@chc1.com for more information.

<https://www.weitzmaninstitute.org/ncaresources>

Health Center Resource Clearinghouse



<https://www.healthcenterinfo.org/>

Contact Information

For information on future webinars, activity sessions, and learning collaboratives: please reach out to nca@chc1.com or visit <https://www.chc1.com/nca>