

50 Years of Indian Health Leadership



NPAIHB

COMMUNITY HEALTH AIDE PROGRAM (CHAP)

**CHAP Implementation and the
Future of Health Care Delivery in
Indian Country**

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CHAP Project Director

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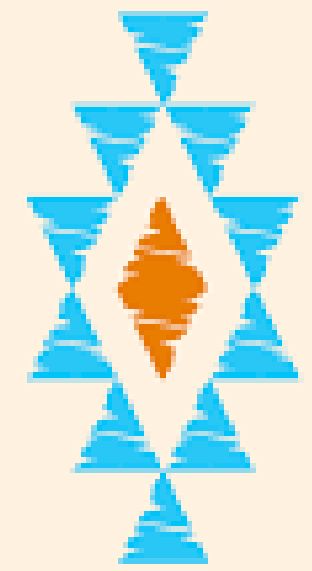
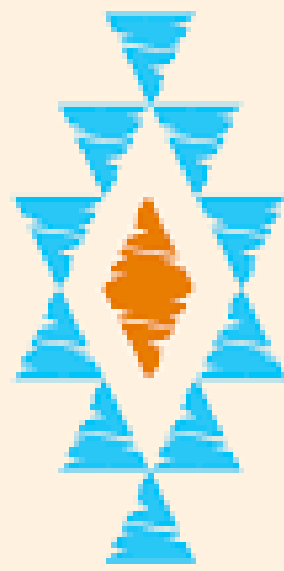
Tribal Community Health Provider Project Director

Yakaiyastai Gorman-Etl

(Diné/ Cheyenne)

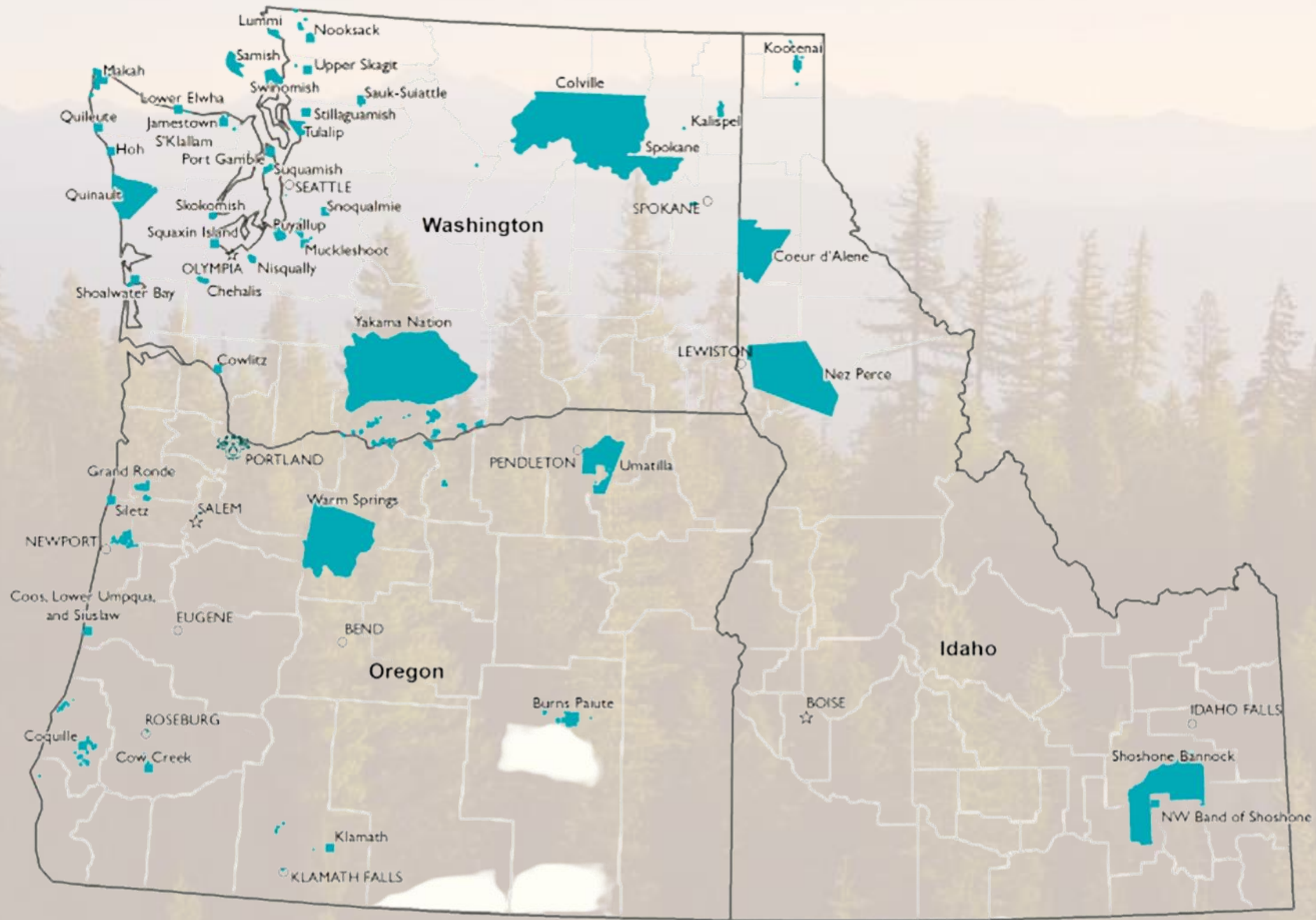
Behavioral Health Program Coordinator





NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD

- Established in 1972
- Non-profit tribal advisory organization serving the 43 federally recognized tribes of Oregon, Washington, and Idaho.
- Each member tribe appoints a Delegate via tribal resolution, and meets quarterly to direct and oversee all activities of NPAIHB.
- NPAIHB Delegates create and update a strategic plan, which contains four main functional areas:
 - Health promotion and disease prevention
 - Legislative and policy analysis
 - Training and technical assistance
 - Surveillance and research
- NPAIHB houses a tribal epidemiology center (EpiCenter), several health promotion disease prevention projects, and is active in Indian health policy.



NORTHWEST CHAP:

Tribal Community Health Provider Project (TCHPP)

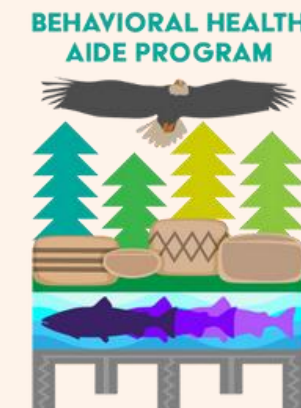
ESTABLISHED IN 20XX



**Dental Health
Aide/Therapist
(DHA/T)**



**Behavioral Health
Aide/Practitioner
(BHA/P)**



**Community Health
Aide/Practitioner
(CHA/P)**



CHAP DISCIPLINES

DENTAL HEALTH AIDE/THERAPIST (DHA/T)

DHAs are primary oral health care professionals that can provide clinical dental treatment, patient education and preventative services.



BEHAVIORAL HEALTH AIDE/PRACTITIONER (BHA/P)

BHAs are counselor's, health educators, and advocates. BHAs help address individual and community-based health needs such as alcohol, drug and tobacco abuse and mental health. BHAs use a combination of Western and traditional-based practices to provide care.

BEHAVIORAL HEALTH AIDE PROGRAM



COMMUNITY HEALTH AIDE/PRACTITIONER (CHA/P)

CHA/Ps are certified primary and emergency care clinicians who have close cultural ties and connections to the communities they serve. They work within the tribal health and human systems and practice under the supervision of a licensed clinical provider.



Nome, AK Aug 2022

A stylized map of Alaska in light blue with several yellow stars scattered across it. The text 'ALASKA CHAP ORIGINS' is overlaid on the map in a bold, dark blue, sans-serif font.

ALASKA CHAP ORIGINS

1950'S ORIGINATED IN RESPONSE TO TB EPIDEMIC

<https://akchap.org/>

1960'S INDIAN HEALTH SERVICE (IHS) ESTABLISHES THE COMMUNITY HEALTH AIDE PROGRAM (CHAP) IN ALASKA (THIS ONLY INCLUDED MID-LEVEL MEDICAL PROVIDERS WHO WERE COMMUNITY HEALTH AIDES).

1970'S CONGRESS AMENDS THE INDIAN HEALTH CARE IMPROVEMENT ACT (IHCIA) TO AUTHORIZE THE CHAP (PL 94-437).

1990'S ALASKA COMMUNITY HEALTH AIDE PROGRAM CERTIFICATION BOARD FORMALIZED

2000'S DENTAL HEALTH AIDE AND BEHAVIORAL HEALTH AIDE PROGRAMS CREATED AND CERTIFIED

2020 NATIONALIZATION OF THE CHAP PROGRAM

<https://www.ihs.gov/chap/background/>



Why do we need Health Aide Providers?

1

EXISTING HEALTHCARE SYSTEM FAILS

2

CLINICS ARE UNDERSTAFFED AT ALL LEVELS

3

UNIQUE OPPORTUNITY FOR TRIBES TO IMPROVE CURRENT HEALTH AND EDUCATION SYSTEM

4

AI/AN CITIZENS PROVIDING CARE FOR THEIR OWN PEOPLE IN THEIR OWN COMMUNITIES



DENTAL HEALTH AIDE PROGRAM



The mission of the Native Dental Therapy Initiative is to connect tribal communities with innovative approaches to address AI/AN oral health disparities, to remove barriers impeding the creation of efficient, high quality, modern dental teams and to provide opportunities for AI/AN people to become oral health providers.

DHATs are highly-trained primary oral health care providers. Part of a dentist-led team, they have a narrow scope of practice, focusing on routine and preventive services which include simple extractions and restorations. There are 2 levels of Primary DHAs that focus on outreach and prevention, 2 levels of Expanded function DHAs that work alongside advanced providers to provide restorative care and DHATs who are primary oral health care providers with the ability to diagnose and treatment plan within their limited scope and can provide restorative care alongside prevention.



We Are Healers

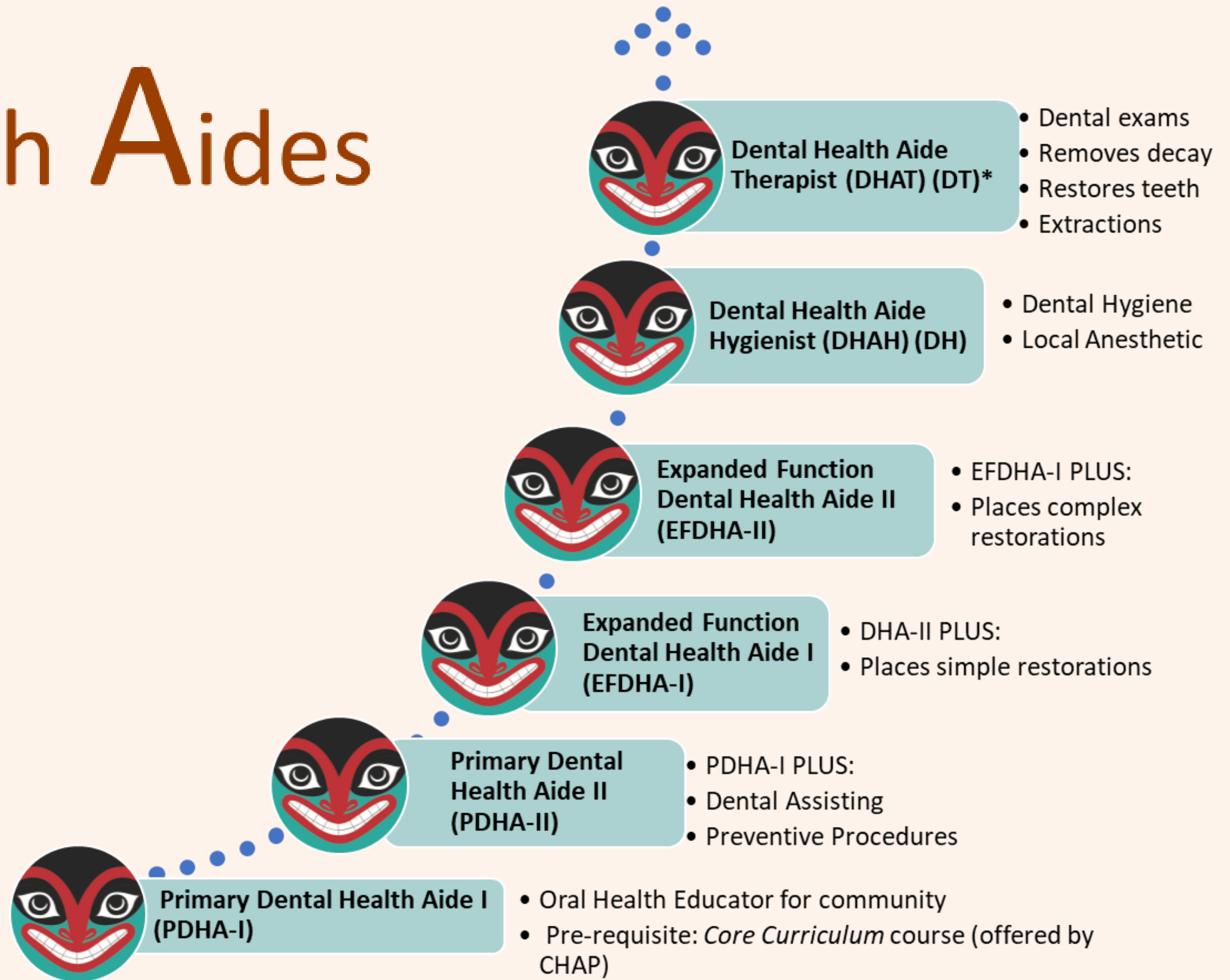
<https://vimeo.com/24086427>

TRISHA PATTON (YUP'IK) - DENTAL 5 HEALTH AIDE THERAPIST INSTRUCTOR
PRACTITIONER

Dental Health Aides

A series of accessible oral health careers

Working in Indian Health Service and Tribal Communities





SKAGIT VALLEY COLLEGE

Skagit Valley College and the Swinomish Tribe collaborate to create *dəxˈwɪx̣ˌayəbus* – Washington Dental Therapy Education Program

- 12 students per cohort
- Program duration: 28 months
- Program cost: ~\$175,000 per student
- Total for 3 academic years, Includes living expenses
- Partial scholarships available



DHAT STUDENT SUCCESSES

12 Students from the Northwest are currently serving Tribal communities throughout Oregon and Washington as Dental Health Aide Therapists

NORTHWEST TRIBAL BHA EDUCATION PROGRAM



WHO CAN BE A BHA?

- **NATURAL HELPERS & ADVOCATES**

that crave to tie in cultural activities into their day to day work

- **COUNSELORS**

good listeners, empaths, aunties/uncles, storytellers

- **COMMUNITY/TRIBAL MEMBERS**

homegrown collective committed to serving a Tribal community

- **HOLISTIC CAREGIVERS/HEALERS**

who would like to utilize Tribal traditional practices

COMMUNITY PREVENTION ACTIVITIES

- Sobriety pow wows
- Community potlucks
- Community smudge
- Recognition walks
 - MMIW
 - Suicide awareness
 - Domestic violence and/or sexual assault
- Community parades
- Culture classes such as:
 - Ribbon skirt making, moccasin making, beading, basket weaving, fish net making, totem carving, salmon/deer/elk/berry canning

HEALTH EDUCATION

- Parenting classes
- Anger management classes
- Prevention topics - violence, alcohol and drug, bullying
- Mental health promotion
- Self-care practices
- Managing stress - yoga, exercise, meditation, gardening
- Conscious Discipline, Native STAND, Wellbriety, Sons and Daughters of Tradition, 49 Days of Ceremony

SCREENING & ASSESSMENT

- Gathering information using appropriate screening tools and forms
 - Asking the right questions
 - Being personable
 - Nonjudgmental
 - Provide a comfortable environment
 - make the client feel safe
- Assess and identify client needs
 - Determining if their needs fall under BHA scope
 - Make appropriate referral if needs are beyond BHA scope
 - Link to appropriate services

CASE MANAGEMENT & REFERRALS

- Address resource needs that need to be met
- work with integrated care team which may include a primary care provider, certified mental health or chemical dependency counselor, peer support specialist or mentor, community health representative, etc.
- Service link and referral to meet unmet needs or expanded care.

EARLY INTERVENTION, CRISIS INTERVENTION & POSTVENTION

- Early Intervention:
 - Early intervention prevents the onset of delinquent behavior and supports the development of a youth's assets and resilience
 - bullying prevention programs
 - mentoring programs
 - afterschool recreation program
- Crisis Intervention
 - Time-limited using a specific psychotherapeutic approach to stabilize clients in crisis
- Postvention

ACADEMIC INSTITUTIONS



- Private university in Toppenish, Washington near Yakama Nation
- **Behavioral Health Aide Certificate**
- Semester-Based
- Mostly in-person classes with some online sessions
- 2 year program



NORTHWEST
INDIAN COLLEGE
Xwlemi Elk>Tul>Neww Squl



- Tribal College on Lummi reservation in Bellingham, Washington
- **Associate in Technical Arts in Behavioral Health Aide**
- Quarter/Term-based
- Mostly online courses
- 2 year program

Northwest Indian College

Founded in 1973 as the Lummi Indian School of Aquaculture, a single-purpose training program developed to prepare technicians for employment in Indian-owned and operated fish and shellfish hatcheries throughout the United States and Canada.

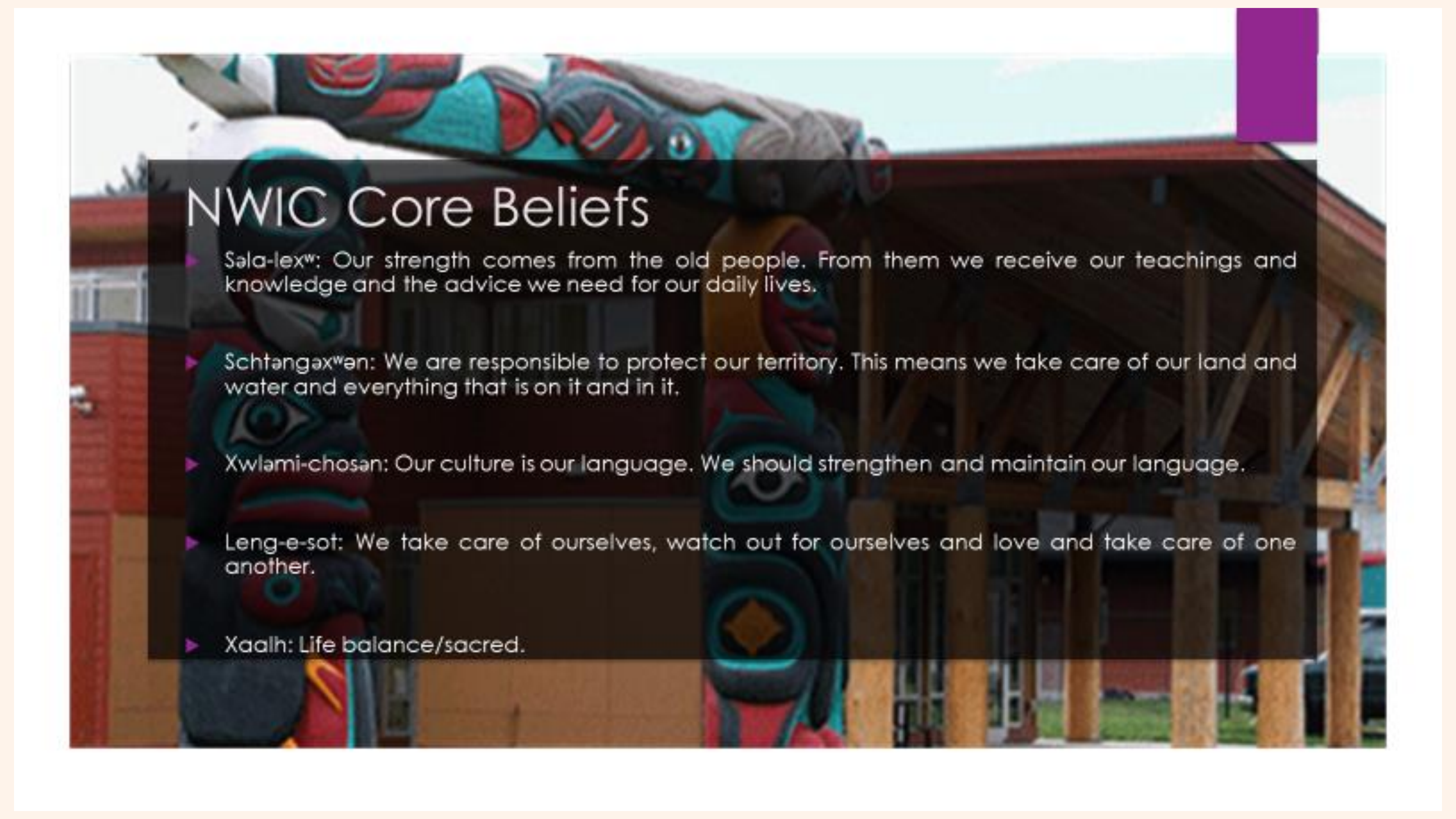
Today, it is a Tribal College that offers Associates degrees transferable to any 4 year university; Bachelor's degrees in Native Environmental Sciences, Tribal Governance and Business Management, Chemical Dependency, and many others

Mission Statement

- ▶ *Through education, Northwest Indian College promotes Indigenous self-determination and knowledge.*

Vision Statement

- ▶ *We are committed to our students, the Tribes we serve, and advancing Tribal sovereignty for the protection and enhancement of our homelands and future generations.*



NWIC Core Beliefs

- ▶ Sala-lex^w: Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.
- ▶ Schtangax^wen: We are responsible to protect our territory. This means we take care of our land and water and everything that is on it and in it.
- ▶ Xwlami-chosan: Our culture is our language. We should strengthen and maintain our language.
- ▶ Leng-e-sot: We take care of ourselves, watch out for ourselves and love and take care of one another.
- ▶ Xaalh: Life balance/sacred.



Program Catalog Description

The Behavioral Health Aide Associates of Technical Arts embodies a holistic competency-based instruction, with emphasis in clinical instruction and skills, awareness of cultural influences, emphasis on a positive learning environment, and respect for the unique needs of the adult learner while promoting self-directed leadership, communal responsibility, indigenous value, ethics and responsibility. The Behavioral Health Aide Associates of Technical Arts Degree reflects the nature of enhancing quality Tribal Health Care to create diverse economic opportunities within Tribal Communities.



Teaching Model

The Behavioral Health Aide Associates in Technical Arts brings sustainable health practices to indigenous people with emphasis on trauma informed clinical diagnosis as well as creating cultural pathway for positive cultural reorientation to reinforce connection to family, community, and cultural norms.

Behavioral Health Aide Program Overview

- Approximately 24 months minimum to completion of BHA I & BHA II under Behavioral Health Aide Program- ATA

NWIC Foundational Courses	15 Credits
NWIC Required Courses ATA Transfer	30 Credits
NWIC BHA Core Requirements	57 Credits
Total	98 Credits

- Hybrid/ Online Degree Program: Associates in Technical Arts (98 Credits)
 - Includes Requirements for Associates Degree (Direct Transfers Degree to Washington State Colleges/Universities)
 - Core Requirement Courses for Behavioral Health Aid I & II
 - HUMS Courses aligning with NPAIHB Standards & Procedures for Certifications: Behavioral Health Aide I & Behavioral Health Aide II

Behavioral Health Aide Program Overview cont.

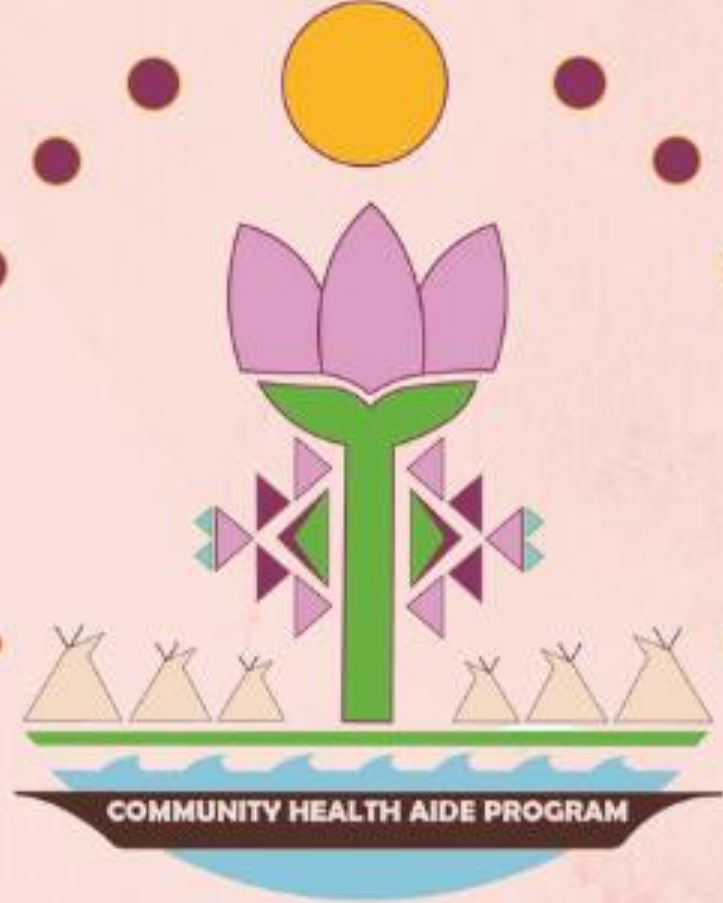
- Outreach with Local Cultural Department in support to Cultural Orientation & Holistic understanding of Community & Core Beliefs
 - Students are asked to reach out to their cultural departments in their respective tribe or region to connect what they are learning in the courses
 - Students learn how to introduce themselves in their language as a part of cultural protocol and connecting to their tribal communities and other tribes
- Degree Plan aids student if they are interested in NWIC C.A.R.E Program
 - Additional 2 years for a Bachelors Degree in Community Advocates and Responsive Education
 - Additional Certifications if Student chooses: Washington State Certification in Substance Use Disorder (1-2 additional quarter with NWIC)

NORTHWEST

COMMUNITY HEALTH AIDE PROGRAM

INITIATED 2022





COMMUNITY HEALTH AIDE/PRACTITIONER

Community Health Aide Practitioners (CHA/P) are certified primary and emergency care clinicians who have close cultural ties and connections to the communities they serve.

In Oregon, Washington, and Idaho, they are community members of American Indian/Alaska Native communities who attend CHA/P educational programs approved by the Portland Area CHAP Certification Board and work within the tribal health and human systems. A CHA/P practices under the supervision of a licensed clinical provider, such as a physician or advanced practice provider (PA, NP). Basic education for a CHA/P includes didactic learning, skills practice, and clinical time providing patient care with the guidance of an advanced practice provider or physician.

NW CHA/P DEVELOPMENT



Grants and Funding



Development of
CHA/P curriculum



Creating program
around NW Tribal
healthcare delivery
needs through
assessment

STEPS TO CHA/P DEVELOPMENT

1. Outreach and education to NW Tribal leaders
2. Development of advisory workgroups
3. Funding – work is fully grant funded
4. Adapting Alaska CHA standards and procedures to the NW
5. Collaboration with higher education institution(s) and Tribal learning sites to offer CHA program
6. CHA curriculum development and program accreditation
7. CHA education staffing plan
8. CHA student recruitment and orientation
9. Integration of the CHA role into Tribal health systems and state programs for Medicaid reimbursement
10. Advanced Practice Provider supervision support and training and CHA continuing education

Levels of CHA/P

Levels	Training, Field Hours & Encounters	General Scope of Practice	Milestones
CHA I	Session 1 <ul style="list-style-type: none"> ● 160 hours of education ● 60 hrs of clinical time ● 20 patient encounters ● Post session learning needs (PSLN) ● Post session checklist 	<ul style="list-style-type: none"> ● Medical Histories ● Physical exams ● Vital Signs ● Basic specimen collection for labs 	<ul style="list-style-type: none"> ● CHA can see patients in clinic ● Apply for CHA I certification through the certification board
CHA II	Session 2 <ul style="list-style-type: none"> ● 160 hours of education ● 200 hrs of clinical time ● 60 patient encounters ● PSLN ● Post session checklist 	<ul style="list-style-type: none"> ● Medical Histories ● Acute care ● Physical Exams ● Medication management ● Wound Care ● Adolescent health ● Sick child care 	<ul style="list-style-type: none"> ● CHA can take call independently ● Can work alone in a clinic ● May have standing orders to treat simple conditions without reporting to provider
CHA III	Session 3 <ul style="list-style-type: none"> ● 160 hours of education ● 200 hrs of clinical time ● 60 patient encounters ● PSLN ● Post session checklist 	<ul style="list-style-type: none"> ● Medical Histories ● Reproductive health ● Newborn care ● Family planning ● Prenatal care ● Well child care 	<ul style="list-style-type: none"> ● Well child visits ● Prenatal visits ● Postpartum care
CHA IV	Session 4 <ul style="list-style-type: none"> ● 160 hours of education ● 200 hrs of clinical time ● 60 patient encounters ● PSLN ● Post session checklist 	<ul style="list-style-type: none"> ● Medical Histories ● Chronic care of major systems ● Clinical management ● Chronic wound care 	<ul style="list-style-type: none"> ● Finished all session training ● Eligible for community health aide related degrees by accredited higher education institution
CHP	Preceptorship <ul style="list-style-type: none"> ● 1-2 weeks of education ● 30 hrs supervised direct patient care ● 15 patient encounters as primary provider ● Preceptorship critical skills list 	<ul style="list-style-type: none"> ● Team leadership ● Mentorship and support to all CHA levels 	<ul style="list-style-type: none"> ● Eligible for Community Health Practitioner (CHP) certification



PARTNERSHIP IS KEY

Tribal Engagement in all areas of development



PORTLAND AREA CHAP CERTIFICATION BOARD

Advisory Workgroups



Tribal Community Health Provider Project

43 Northwest Tribes

BHA Advisory Workgroup

Dental Ed. Workgroup

CHAP Advisory Workgroup

Portland Area CHAP Certification Board

Portland Area IHS

CHAP TAG

Behavioral Health Aide

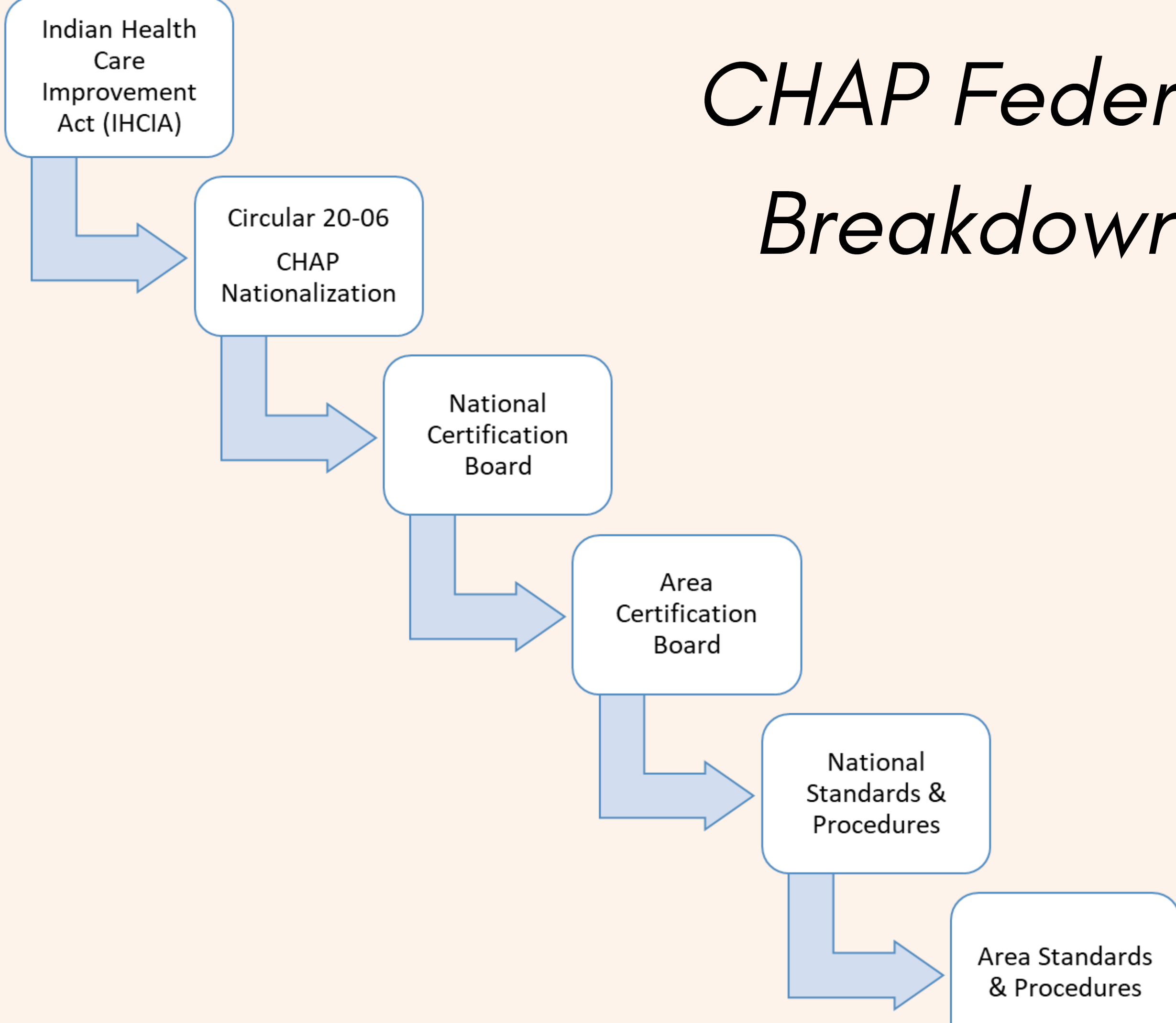
Dental Health Aide

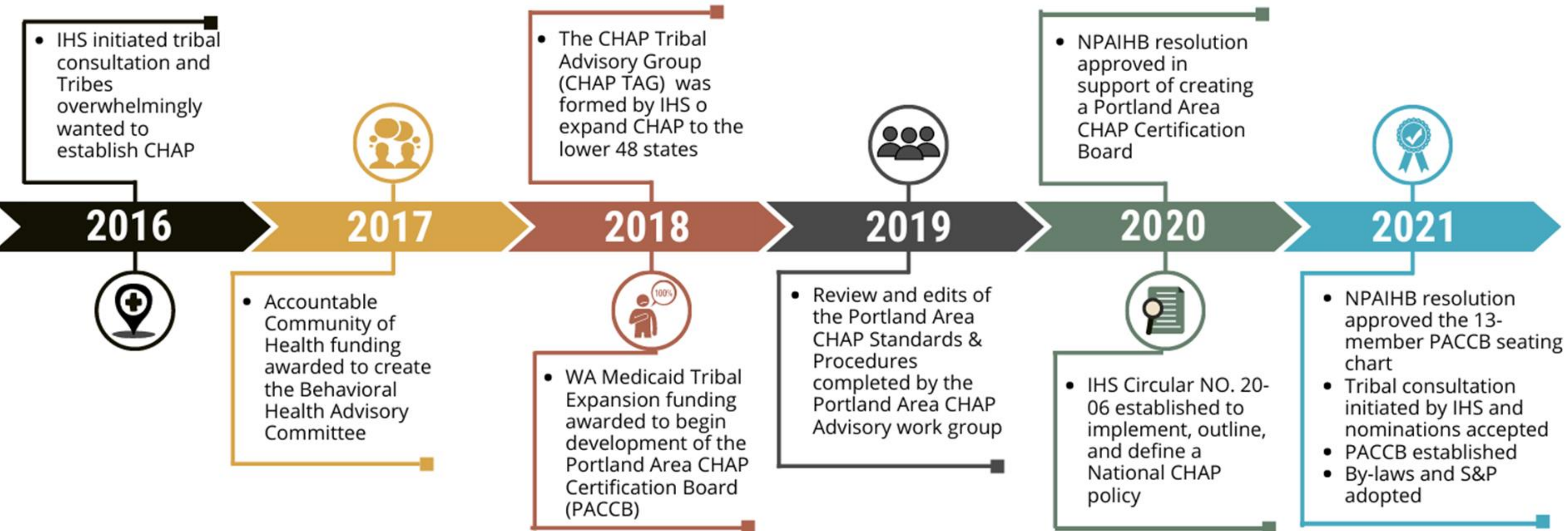
Community Health Aide





CHAP Federal Breakdown





Goals of the Portland Area CHAP Certification Board

CERTIFY HEALTH AIDE PROVIDERS

Certification
application review
and
recommendation of
Tribal BHA/Ps,
DHA/Ts, and
CHA/Ps;

CERTIFY HEALTH AIDE EDUCATION PROGRAMS

Certification of all
Tribal education
and training
programs created
for BHA/Ps, DHA/Ts,
and CHA/Ps;

CERTIFY HEALTH AIDE CONTINUING EDUCATION UNITS

Certification of all
Tribal education
and training
programs created
for BHA/Ps, DHA/Ts,
and CHA/Ps;

ADDRESS DISPARITIES AND STRUCTURAL RACISM

Address health
disparities within the
Tribal Health System
(THS) by review and
recommendation of
individual, education
programs and
continuing education.



OUR COMMON GROUND

We can and should “grow our own” providers, create jobs in our communities, and establish and support an education system that breaks down barriers to training health professionals from tribal and other underrepresented communities.

CHARIMAN CLADOOSBY, SWINOMISH TRIBE

Tribal Community Health Provider Project: Advancing Tribal Health Aids Among the Northwest

Sampson-Samuels

N.P.A.I.H.B.
(NORTHWEST PORTLAND AREA INDIAN HEALTH BOARD)

NON-PROFIT

SERVES 43 TRIBES IN
- OREGON
- WASHINGTON
- IDAHO

DELEGATE FROM EACH TRIBE

CULTURALLY AWARE PROVIDERS

SAFE CARE

C.H.A.P. MATTERS

EXTENDS REACH

TAILORED PROGRAMS

DECREASE TRAVEL

C.H.A.P. EXPANSIONS UNDERWAY

ELDER GATHERINGS

BENEFITS + RESOURCES AVAILABLE TO STUDENTS

BHA EDUCATION PROGRAM

NORTHWEST INDIAN COLLEGE

HERITAGE UNIVERSITY

CERTIFICATION BOARD IS NOW AVAILABLE

C.H.A.P.
(COMMUNITY HEALTH AIDE PROGRAM)

BEHAVIORIAL

DENTAL

COMMUNITY

STARTED IN ALASKA

APPLIED TO N.P.A.I.H.B.

PROVIDERS UNDERSTOOD TRIBAL CULTURE

WHO DO B.H.A. SERVE

ALL AGES

TRIBAL COMMUNITIES

ENTIRE COMMUNITIES

BHA 1-4

T.C.H.P.P.
(TRIBAL COMMUNITY HEALTH PROVIDER PROJECT)

LOGOS DEVELOPED BY TRIBAL ARTISTS

DENTAL D.H.A.T.

PORTLAND APPLIED C.H.A.P.

APPLICATION PORTLAND

B.H.A. BEHAVIORIAL HEALTH AIDE

COMMUNITY MEMBERS

NATURAL HELPERS

WHO CAN BE A B.H.A.

LIVED EXPERIENCES

GOOD LISTENERS



WHY CHAP MATTERS

- Addressing structural racism and Tribal sovereignty in all levels of the work
- Proven history of safe, quality care in Alaska for over 50 years
- Uniquely developed for NW Tribes using the Alaska model
- Tribes can tailor their programs to their needs
- Increases AI/AN local workforce and creates career paths
- Home grown, culturally knowledgeable and respected providers
- Competency based, skilled providers who increase access to care
- Extend the reach of services into hard to access areas
- Creates wrap around care and referral services for Tribes



QUESTIONS?

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