



**NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD**
Indian Leadership for Indian Health

Northwest Tribal Community Health Provider Programs:

Building a Bridge from Community Health Representative to
Community Health Practitioner, Behavioral Health Aide
Practitioner, Dental Health Aide, or Dental Health Aide Therapist



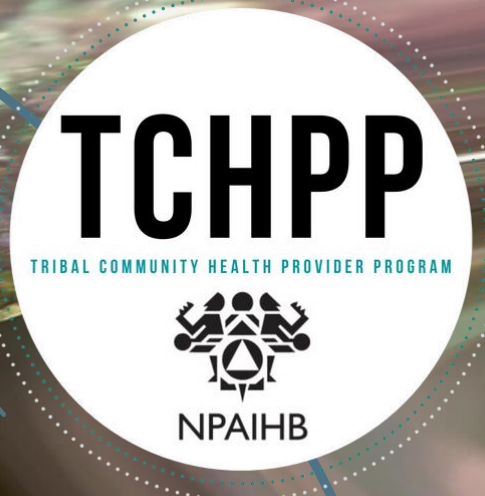
Carrie Sampson Samuels
(Umatilla/WallaWalla/Cayuse)
Community Health Aide
Program Director



Sarah Cook-Lalari
(Lummi)
Behavioral Health Aide
Program Director



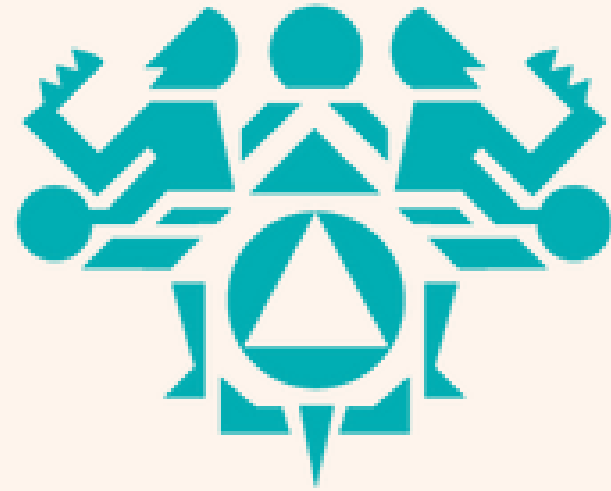
Kari Kuntzelman
(Chickasaw)
Dental Health Aide
Education Specialist





Objectives

- 1) About the Tribal Community Health Provider Program
- 2) Overview of Dental Health Aide/Therapists
- 3) Overview of Behavioral Health Aide/Practitioners
- 4) Pathway for Community Health Representatives to Community Health Aides to Community Health Practitioners
- 5) Certification Development
- 6) Join us! CHAP Symposium Invite

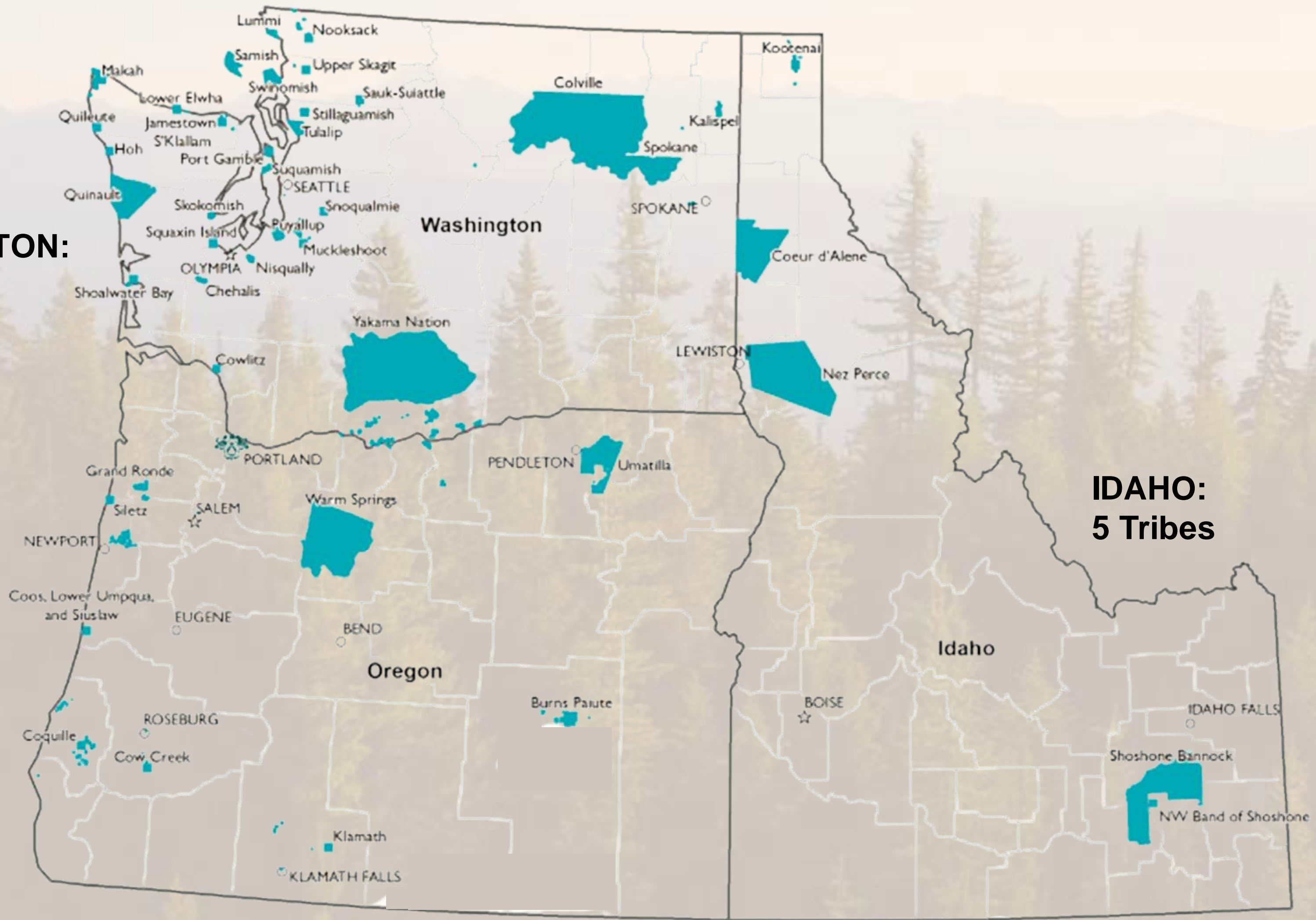


NORTHWEST PORTLAND AREA INDIAN HEALTH BOARD

Indian Leadership for Indian Health

- 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.

**WASHINGTON:
29 Tribes**



**IDAHO:
5 Tribes**

**OREGON:
9 Tribes**

NORTHWEST CHAP:

Tribal Community Health Provider Program (TCHPP)

ESTABLISHED IN 2015



Dental Health Aide/Therapist (DHA/T)



Behavioral Health Aide/Practitioner (BHA/P)



Community Health Aide/Practitioner (CHA/P)



Community Health Aide Program (CHAP) Disciplines

DENTAL HEALTH AIDE /THERAPIST (DHA/T)

DHATs are highly-trained primary oral health care providers that have a narrow scope of practice, focusing on routine and preventive services which include simple extractions and restorations. DHAs focus on outreach and prevention and work with advanced providers to provide restorative care.



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.



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.





Why CHAP

- CHAP was developed to sit outside state regulatory environments to give tribes and tribal health programs the ability to tailor both the education and regulation of providers in their communities
- The current system of health care has been failing tribal citizens for centuries – CHAP is an opportunity for tribes to shape a system of provider education and regulation to truly meet their needs
- CHAP addresses important social determinants of health such as education attainment and financial security
- CHAP was designed to circumvent structural barriers to education and healthcare that tribal communities have worked hard to overcome



Historical Trauma and Lack of Culturally Competent Providers

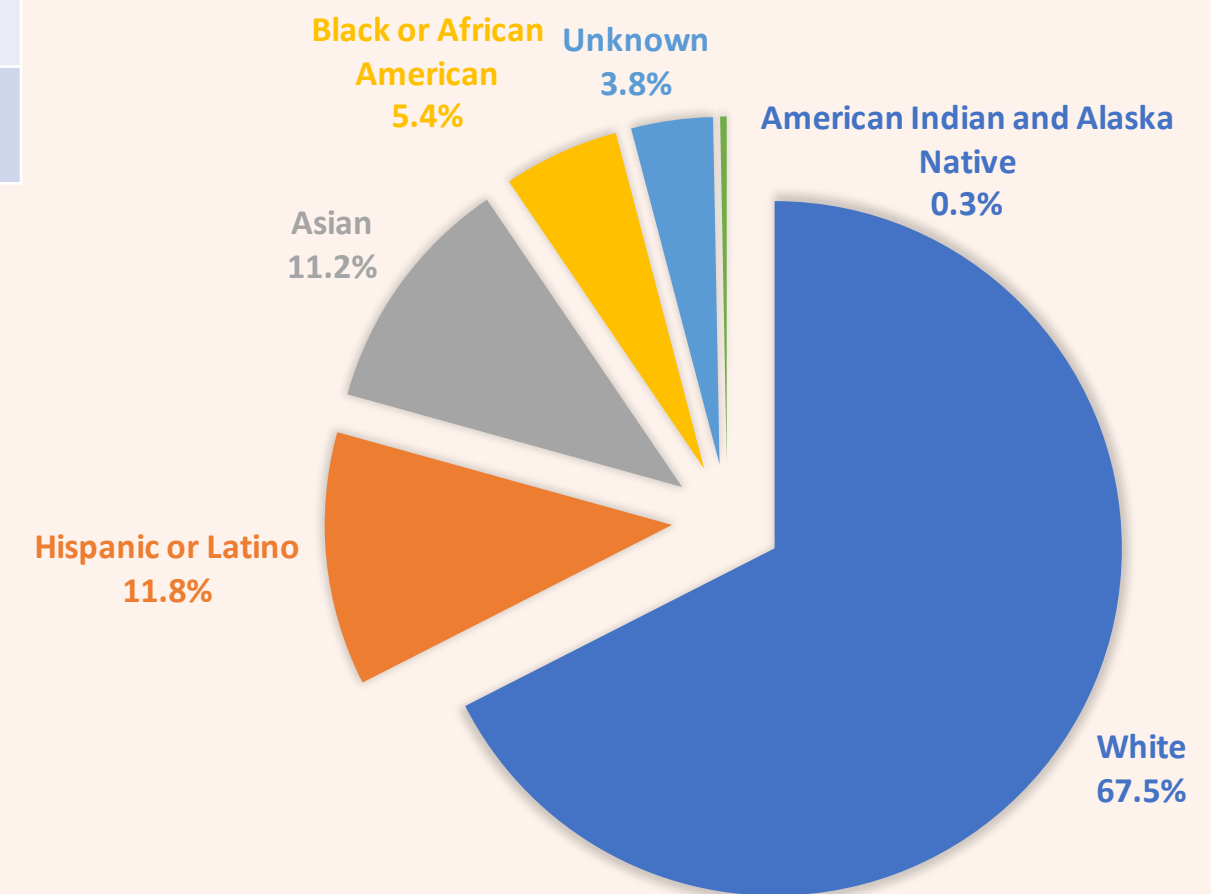
Dentists in the US by Race	
Native American	0.1%
Asian/Pacific Islander	7%
Black/African American	3.5%
Hispanic/Latino	3.5%
White/Caucasian	86%

Source: American Dental Association, Bureau of Health Professions, HRSA

Therapists in the US by Race	Percentages
White	76.4%
Asian	10.6%
Hispanic or Latino	6.3%
Black or African American	4.1%
Unknown	2.2%
American Indian and Alaska Native	0.4%

Source: <https://www.crossrivertherapy.com/therapist-statistics>

Out of the estimated 5.2 million **American Indians and Alaska Natives (AI/ANs)** in the U.S., about 3,400 are physicians, just **0.4% of the physician workforce**, according to a 2018 AMA Council on Medical Education report, “Study of Declining Native American Medical Student Enrollment.”



PHYSICIANS ASSISTANTS BY RACE

Source: <https://www.zippia.com/physician-assistant-jobs/demographics/>

Nome, AK Aug 2022



ALASKA CHAP ORIGINS

1950'S ORIGINATED IN RESPONSE TO TB EPIDEMIC

<https://akchap.org/>

1990'S ALASKA COMMUNITY HEALTH AIDE PROGRAM
CERTIFICATION BOARD FORMALIZED

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).

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

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

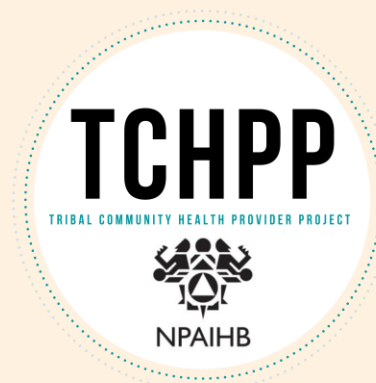
2020 NATIONALIZATION OF THE CHAP PROGRAM

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

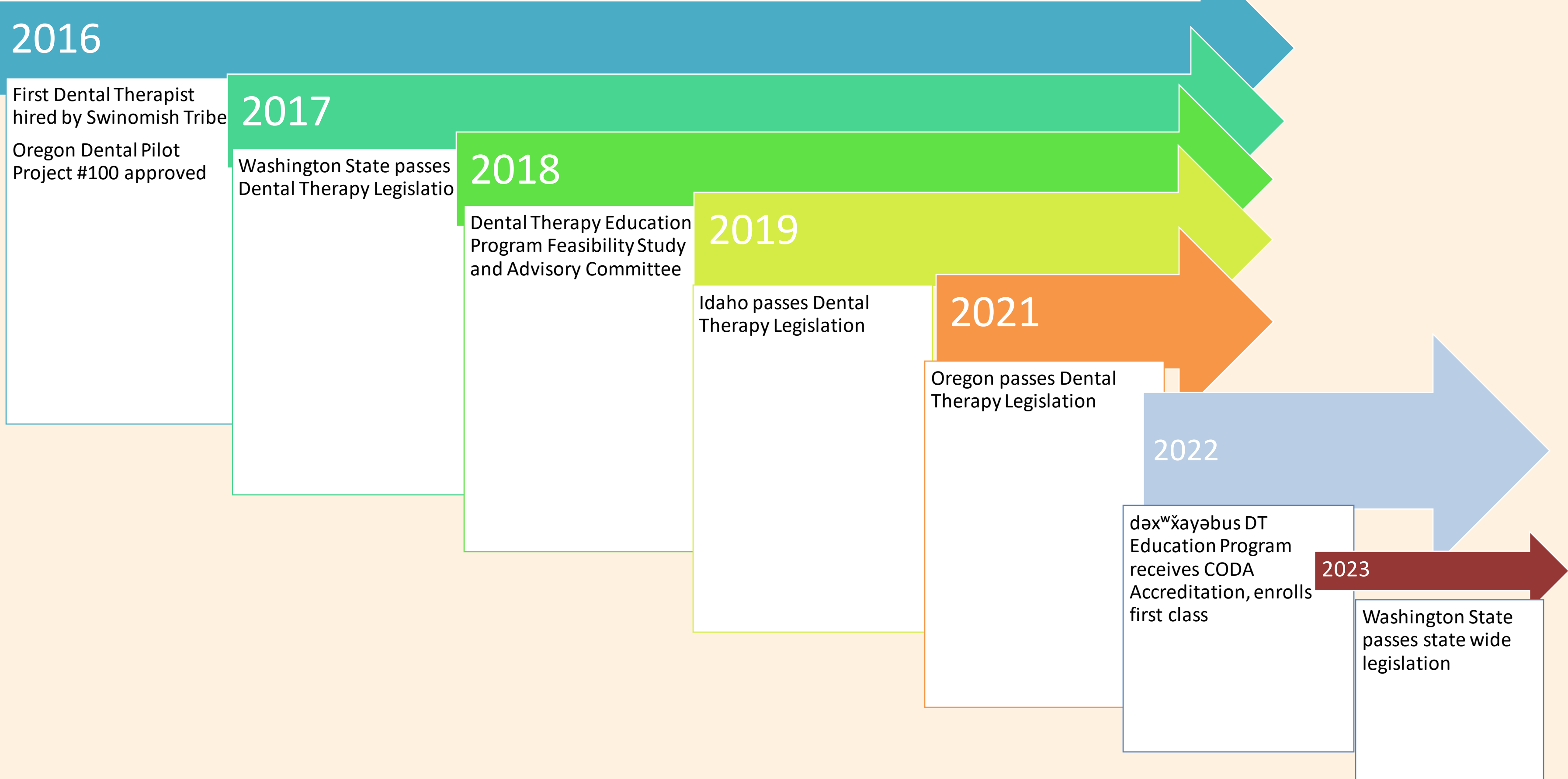
Dental Health Aide Program



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Dental Therapy timeline in WA, OR, ID





Skagit Valley College - 2019



Swinomish Dental Clinic - 2019



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Program Overview



SKAGIT VALLEY COLLEGE

Skagit Valley College and the Swinomish Tribe collaborate to create
dəxˈwˌx̣ˈayəbus - Washington Dental Therapy Education Program

DENTAL THERAPY PROGRAM LOCATIONS

The Dental Therapy program at SVC is offered at the Mount Vernon Campus and Swinomish Indian Tribal Community (SITC) Dental Clinic.

- Mount Vernon Campus – 2405 E College Way, Mount Vernon, WA 98273
- SITC Dental Clinic – 17395 Reservation Rd., PO Box 332, La Conner, WA 98257

- 12 Student per cohort
- Program duration: 28 months



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First Year

Fall Quarter

- DT 101 - Fundamentals of Dental Therapy I **Credits: (4)**
- DT 111 - Dental Therapy Lab I **Credits: (2)**
- DT 131 - Oral Health Education I **Credits: (2)**
- CSS 103 - First Quarter Experience **Credits: (2)**
- CMST& 210 - Interpersonal Communication: D **Credits: (5)**

Total Credits: 15

Winter Quarter

- DT 102 - Fundamentals of Dental Therapy II **Credits: (1)**
- DT 112 - Dental Therapy Lab II **Credits: (1)**
- BIOL& 170 - Human Biology **Credits: (5)**
- ENGL& 101 - English Composition I **Credits: (5)**
- HMATH 100 - Math for Health Professions **Credits: (5)**

Total Credits: 17

Spring Quarter

- DT 113 - Dental Therapy Lab III **Credits: (4)**
- DT 132 - Oral Health Education II **Credits: (2)**
- DT 142 - Anatomy, Physiology, Head & Neck, and Pathology **Credits: (3)**
- DT 144 - Cariology and Minimally Invasive Dentistry **Credits: (3)**
- DT 156 - Hygiene and Periodontology **Credits: (3)**

Total Credits: 15

Summer Quarter

- DT 114 - Dental Therapy Lab IV **Credits: (7)**
- DT 133 - Oral Health Education III **Credits: (2)**
- DT 135 - Diagnosis and Treatment Planning **Credits: (3)**
- DT 143 - Preclinical Operative **Credits: (5)**

Total Credits: 17

Second Year

Fall Quarter

- DT 200 - Introduction to Clinical Care **Credits: (4)**
- DT 210 - Dental Therapy Skill Consolidation **Credits: (3)**
- DT 221 - Professional Dental Therapy Practice I **Credits: (3)**
- DT 261 - Pharmacy and Medical/Dental Emergency **Credits: (4)**
- DT 265 - Local Anesthesia **Credits: (2)**

Total Credits: 16

Winter Quarter

- DT 201 - Advanced Dental Therapy Concepts I **Credits: (2)**
- DT 211 - Dental Therapy Clinic I **Credits: (4)**
- DT 222 - Professional Dental Therapy Practice II **Credits: (2)**
- DT 231 - Community Oral Health Programs I **Credits: (2)**
- DT 235 - Advanced Diagnosis and Treatment Planning **Credits: (3)**
- DT 240 - Oral Health Education IV **Credits: (2)**

Total Credits: 15

Spring Quarter

- DT 202 - Advanced Dental Therapy Concepts II **Credits: (2)**
- DT 212 - Dental Therapy Clinic II **Credits: (6)**
- DT 223 - Professional Dental Therapy Practice III **Credits: (2)**
- DT 232 - Community Oral Health Programs II **Credits: (2)**
- DT 241 - Community Rotations I **Credits: (4)**

Total Credits: 16

Summer Quarter

- DT 203 - Advanced Dental Therapy Concepts III **Credits: (2)**
- DT 213 - Dental Therapy Clinic III **Credits: (6)**
- DT 224 - Professional Dental Therapy Practice IV **Credits: (3)**
- DT 242 - Community Rotations II **Credits: (4)**
- DT 280 - Digital Health Communications **Credits: (2)**

Total Credits: 17



Third Year

Fall Quarter

- DT 295 - Preceptorship Credits: (14)

Total Credits: 14



Marissa Gardner, DHAT, LDT, Oregon, 2019



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Process and Implementation of DHA/Ts in the Portland Area

1. Portland Area Standards and Procedures
2. Dental Academic Review Committee
3. Approval of curriculum
4. Identifying eligible community members/individuals
5. Curriculum development and implementation
 - a. Train-the-trainers



NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD
Indian Leadership for Indian Health

Portland Area Community Health Aide Program Certification Board – Standards and Procedures
AMENDED [3/30/2022]

Article 30. Standards for Dental Health Aides

History:

Sec. 2.30.010. Supervision of Dental Health Aides.¹

- (a) **Generally.** The supervision of a dental health aide may be general, indirect, or direct, as defined in section 2.30.010(b) [supervision of DHAs; (definitions of levels of supervision)], provided that:
 - (1) the person providing the supervision must satisfy the criteria provided under section 2.10.010(a)(9) [initial qualifications; general requirements (supervision & day-to-day direction)];
 - (2) the dental health aide must be supervised at whatever level of supervision is required for the specific care being provided;
 - (3) a dentist or dental health aide therapist providing supervision may impose a higher level of supervision on the dental health aide than that provided in this article; and
 - (4) when a dental health aide therapist requires supervision, the supervision must be provided by a dentist.
- (b) **Definitions of Levels of Supervision.** For the purposes of this article:
 - (1) "Direct supervision" means the dentist or dental health aide therapist in the dental office personally diagnoses the condition to be treated, personally authorizes the procedure, and before dismissal of the patient evaluates the performance of the dental health aide;
 - (2) "General supervision" means the dentist or dental health aide therapist has authorized the procedures and they are being carried out in accordance with standing orders issued to a specific dental health aide; and
 - (3) "Indirect supervision" means a dentist or dental health aide therapist is in the facility, authorizes the procedures via the standing orders, and remains in the dental facility while the procedures are being performed by the dental health aide.

History:

Sec. 2.30.020. Scope of Practice Prior to Certification as a Dental Health Aide.

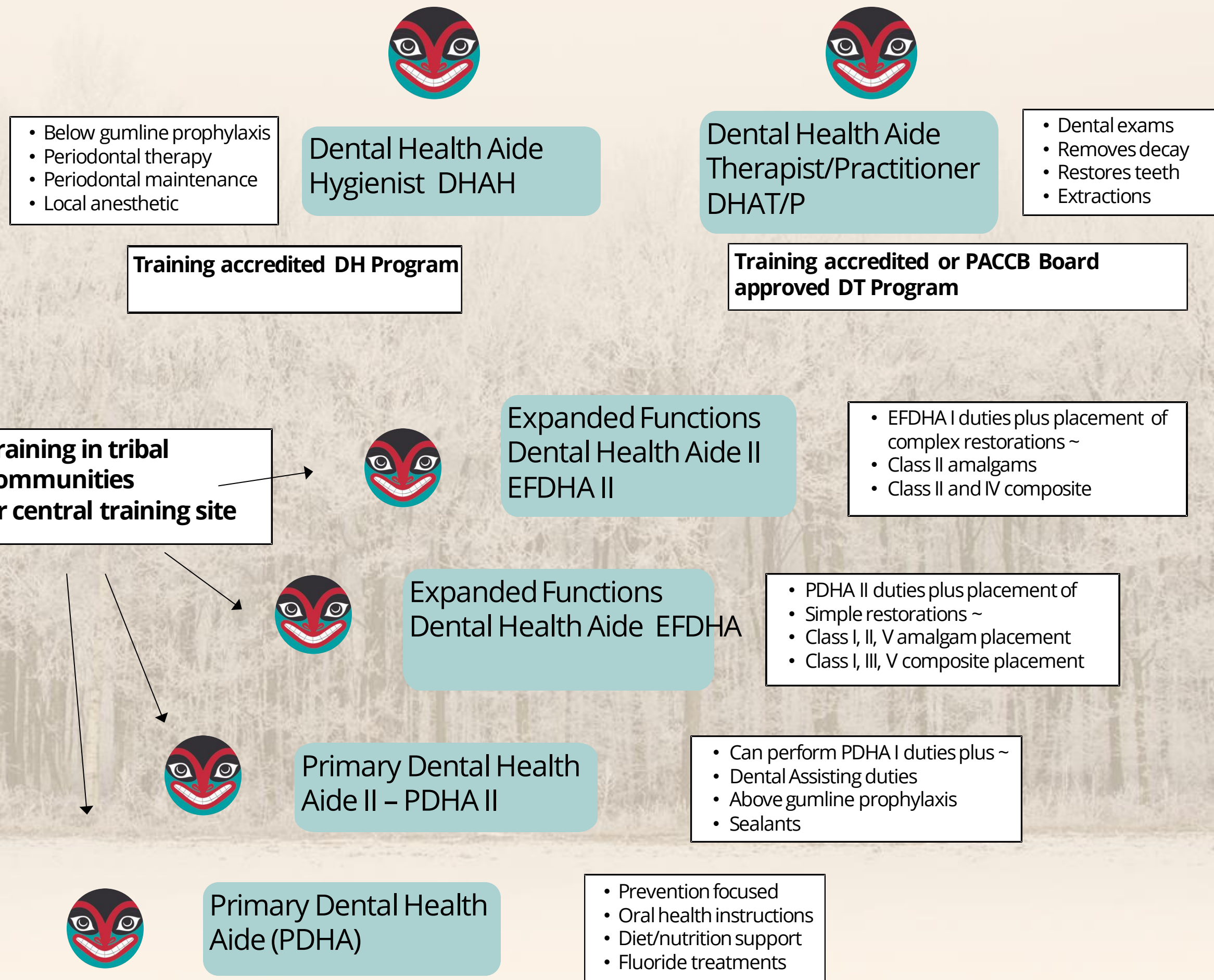
- (a) **Minimum Requirements.** A person who satisfies the requirements of subsection 2.30.020(b) [scope of practice prior to certification as a DHA; (employment)] may perform services of a certified dental health aide prior to being certified under this article to the extent the services are performed:
 - (1) as part of training required for certification;
 - (2) as part of a required preceptorship under sections 2.30.100(b) [PDHA I training & education requirements; (preceptorship)], 2.30.220(c)(1)(B) [sealant requirements; training, education & preceptorship; (sealants during training)] or (c)(2) [sealant requirements; training, education & preceptorship; (preceptorship)], 2.30.230(d) [dental prophylaxis requirements; (preceptorship)]; 2.30.240(c)(1)(D) [dental radiology requirements; training, education & preceptorship; (radiographs during training)] or (c)(2) [dental radiology requirements; training, education & preceptorship; (minimum number radiographs)], 2.30.250(c) [dental assistant function requirements; (training, education & preceptorship)], 2.30.260(d) [ART requirements; (preceptorship)], 2.30.270

DHA Timeline



The Dental Health Aide Program

- A series of accessible oral health careers
- Working in Indian Health Service and Tribal Communities
- All types of DHAs are supervised by a dentist or DHAT
- Federally certified dental providers



Future Plans

- DHA Education - Future Plans
- Partnerships
 - Tribes
 - Education institutions
- Career pathways
 - Youth (high school)
 - Adult
- Indigenized curriculum
- Instructor development
- Degree attainment options



Careers in Dentistry course-HS student



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ADTA conference

DENTAL THERAPY:

UNITY FOR ORAL HEALTH INNOVATION

OCTOBER 5-7, 2023

RENAISSANCE WATERFORD

6300 WATERFORD BLVD, OKLAHOMA CITY, OK



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NORTHWEST PORTLAND AREA INDIAN HEALTH BOARD



BEHAVIORAL HEALTH AIDE (BHA) EDUCATION PROGRAM

BEHAVIORAL HEALTH
AIDE PROGRAM



BEHAVIORAL HEALTH AIDE PROGRAM



The Behavioral Health Aide Program's Advisory Workgroup awarded the Pacific Northwest Tribes artwork to Corey Begay (Dine'). Corey is a talented graphic designer and artist. He currently works with the Northwest Portland Area Indian Health Board's Adolescent Behavioral Health Program as a multi-media artist where he curate's graphics, campaigns, and logos for projects We R Native, THRIVE, and many others. He is well respected and a well networked artist throughout Indian Country.

Pacific Northwest Tribes

The meaning/story behind the logo design I have created was to encompass representation from the Northwest tribes in Idaho, Oregon, and Washington. Let's start from the bottom, I created roots as a visual to represent the high plains tribes for food, medicine, and many other things.

The next layer up is water from the major rivers to the smaller rivers and water sources throughout the Northwest giving life to many things including salmon. The three salmon inside the water I wanted it to represent the three states as well. Third is the land, a resource for tools, travel, material, etc. and has provided Northwest tribes with everything needed to carry on life, culture, and wellness.

The baskets are a small representation of that as they are viewed under the trees. Lastly is the eagle, the eagle blesses our paths, our travels, and our lifestyles to keep us going in a healthy direction. Within the illustration the eagle is overlooking all of the other elements and continues to bless the land

~ Corey Begay

What is a Behavioral Health Aide?

A Behavioral Health Aide (BHA) is an advocate, health educator, teacher, community resource and counselor working in a Tribal community to provide culturally appropriate care and behavioral health support. BHAs are a homegrown collective supporting their communities through healing, counseling, and incorporating Traditional knowledge into practice.

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



<https://heritage.edu/>



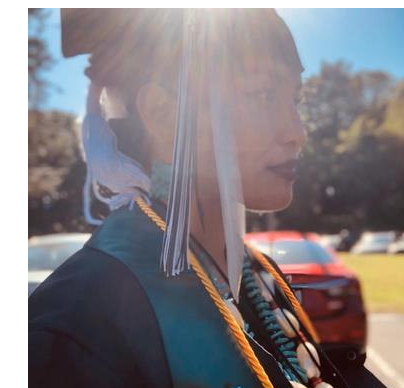
Dr. Maxine Janis
Associate Professor/BHA Coordinator
janis_m@heritage.edu

- 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 Elh>Tal>Nexw Squi

www.nwic.edu



Yakaiyastai Gorman-Etl
Behavioral Health Program Coordinator
yngorman@nwic.edu

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

VISUAL REPRESENTATION OF YOUR 2 YEAR BHA EDUCATIONAL PATHWAY



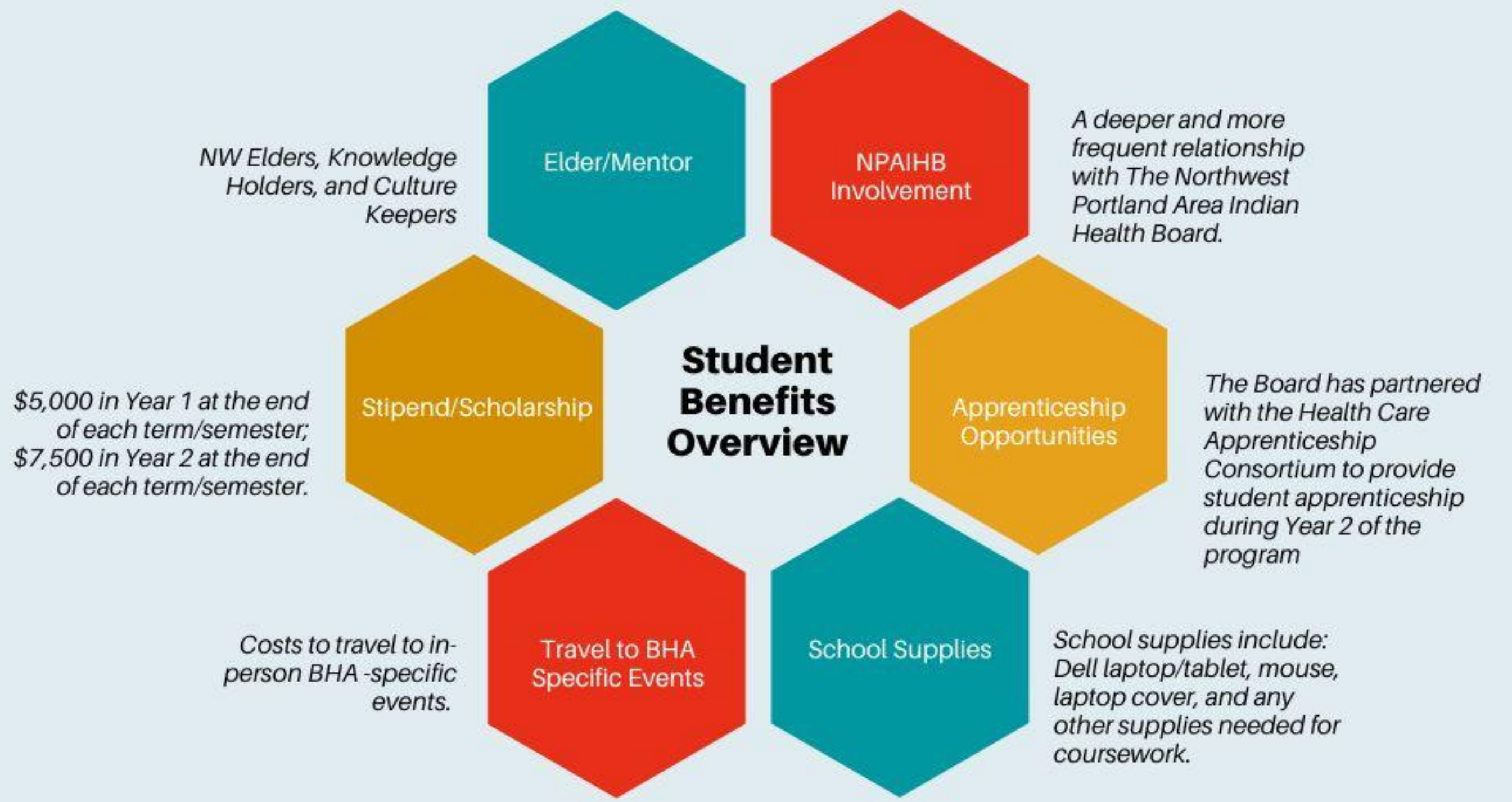
BHA Route : 2023-2025

Those working for an outside entity need to have a signed contract with a local Tribe to complete work experience hours through their mental health or behavioral health department

An additional SUDPT Certification is available to you for an additional semester through Heritage University and NWIC



*Note: PACCB stands for Portland Area CHAP Certification Board
BHA stands for Behavioral Health Aide
SUDPT stands for Substance Use Disorder Professional Trainee



The above shows the benefits of being a part of the Behavioral Health Aide cohort that is affiliated with the Northwest Portland Area Indian Health Board.

Technical assistance is provided to Tribes and Tribal Health Organization who would like to know more about program benefits.

For those interested in this relationship with the Board, students must: take part in monthly check-ins with the BHA Student Support Coordinator; submit grades, class schedules, tuition ledgers & other school related documents; and self-identify a mentor.

Funding is available on a first come, first serve basis and as funding time period allows.



**NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD**

WWW.TCHPP.ORG

2016

- Community Health Aide Program expanded to include other IHS areas.

2018

- NPAIHB established a BHA Advisory Workgroup tasked with initiating the development of the BHA program for the lower 48.

2019

- HRSA, grant received to aid in the funding of the BHA development tasks
- First two BHA students begin academic journey.

2020

- BHA Student Support Coordinator hired.
- HU and NWIC begin accreditation process.

2021

- Yakama Nation cohort begins program at ANTHC

2022

- NW BHA Cohort 1 commences at NWIC and HU

2023

- NW BHA Cohort 2 begins at NWIC and HU
- PACCB approves to recommend the approval of Alaska's curriculum

Anticipated Objectives

NPAIHB in partnership with our academic institutions, and the vision of our 43 tribes will strive towards the enhancement of our BHA programs.

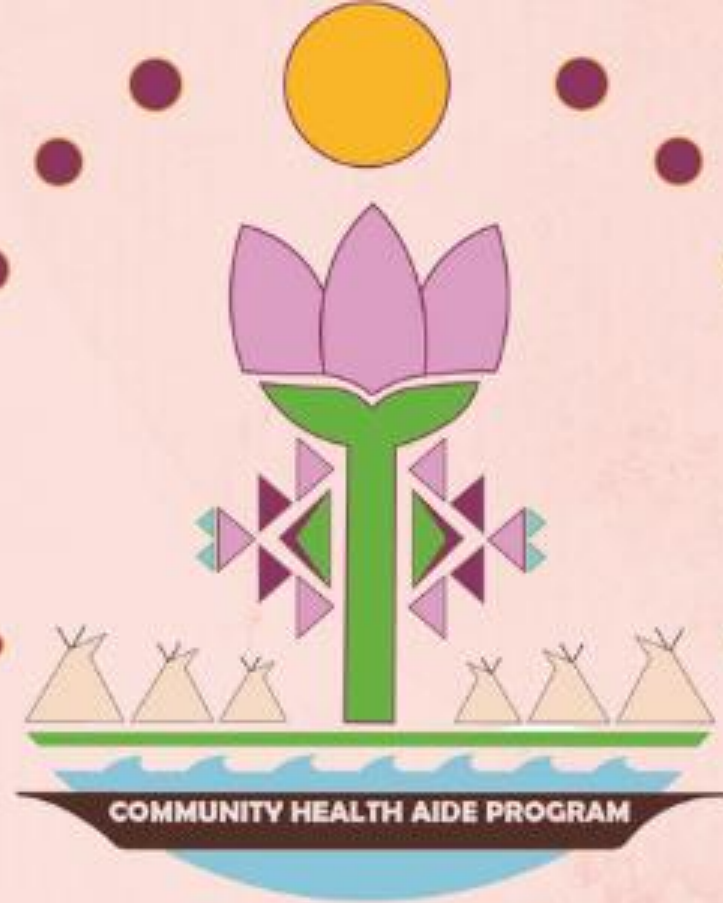
- **Development of BHA III and BHA P curriculum.**
- **Implementation of level III and practitioner program.**

NORTHWEST

COMMUNITY HEALTH AIDE/PRACTITIONER 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.



CHA/P Timeline

2021

- Community Health Aide/Practitioner funding received through IHS CHAP TPI
- Staff onboarded

2022

- TCHP Advisory Workgroup established
- CHA/P sections of Standards and Procedures review
- Curriculum experts onboarded, curriculum development initiated
- NW CHA/P needs assessment
- Tribal Training pilot sites identified

2023

- Curriculum and eCHAMP development
- Seating of academic review committee
- Training Site preparation
- Finalize CHA/P sections of S&P

2024

- Training implementation, student completion of CHA I/II training
- Development of CHA/P degree track
- Training site quality assurance review

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 Community Health Aide Training

- 1) Community Health Representative (CHR)
- 2) Community Health Aide (CHA)
- 3) Community Health Practitioner (CHA/P)



Northwest Community Health Representative Training

- Training Outline:
 - BLS with skills
 - 48 hours of core education
 - 48 hours of advanced education
 - 48 hours of skills/clinicals
- Total: 144 hours total to earn a Certificate of Completion

Scope of Work:

- Take vital signs
- Transport patients to and from appointments
- Help patient's fill out medical forms
- Work with case managers/care coordinators to get referrals for patients
- Home checks for Elders (medication box filling, fall precaution checks)
- Telephone check-ins on home detox patients to include gathering intake
- Community education on opiate addiction and training families on how to use Nasal Narcan
- Community education on alcohol addiction and services to help in the community
- Counsel patients on how to use metered-dose inhalers
- Counsel patients on how to use blood glucose monitors and track blood sugars
- Counsel teens on safe sex habits: how to use a condom, education on birth control options
- Provide disease prevention and health promotion education materials at community events and gatherings

1)

Community Health Representative (CHR)

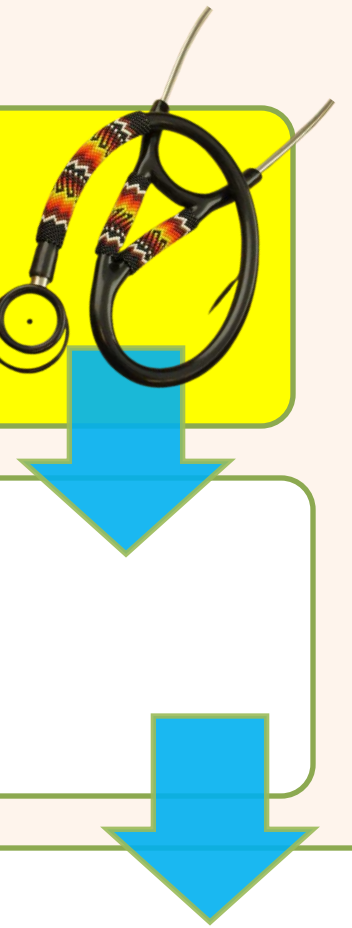


2)

Community Health Aide (CHA)

3)

Community Health Practitioner (CHA/P)

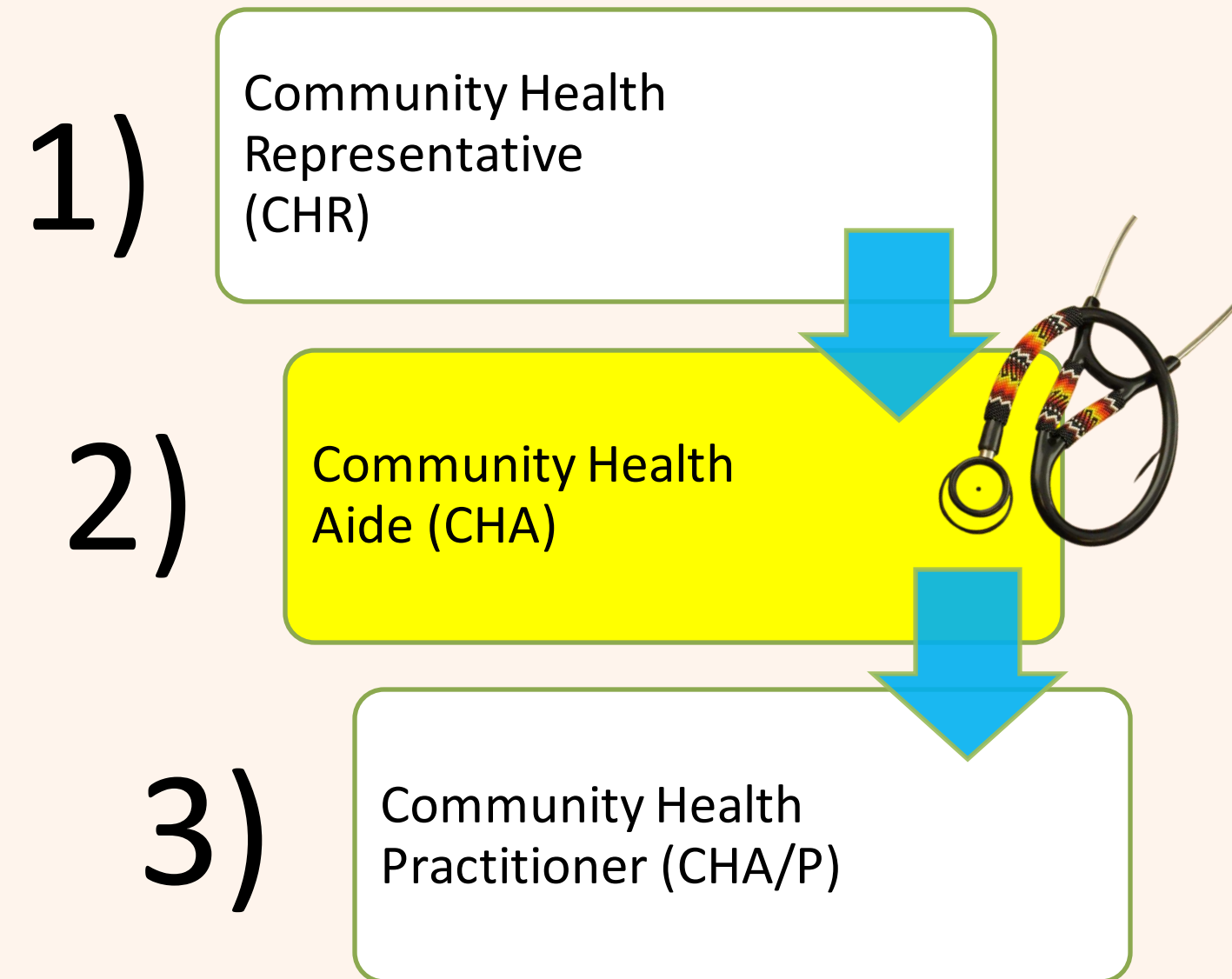


Northwest Community Health Aide Training

- Training Outline:
 - 320 hours of didactic training
 - 200 hours clinicals
 - 80 patient encountersTotal: 520 hours total to earn a CHA Certificate

Scope of Work:

- See acute care patients
- Triage basic emergency patients
- See diabetic patients: diabetes chronic care visits to include foot care maintenance
- See hypertensive patients: chronic care visits to include BP checks
- See chronic care asthma patients: To include metered dose inhaler education
- STI screening and treatment
- Elder Screening
- Recheck visits



Northwest Community Health Practitioner Training

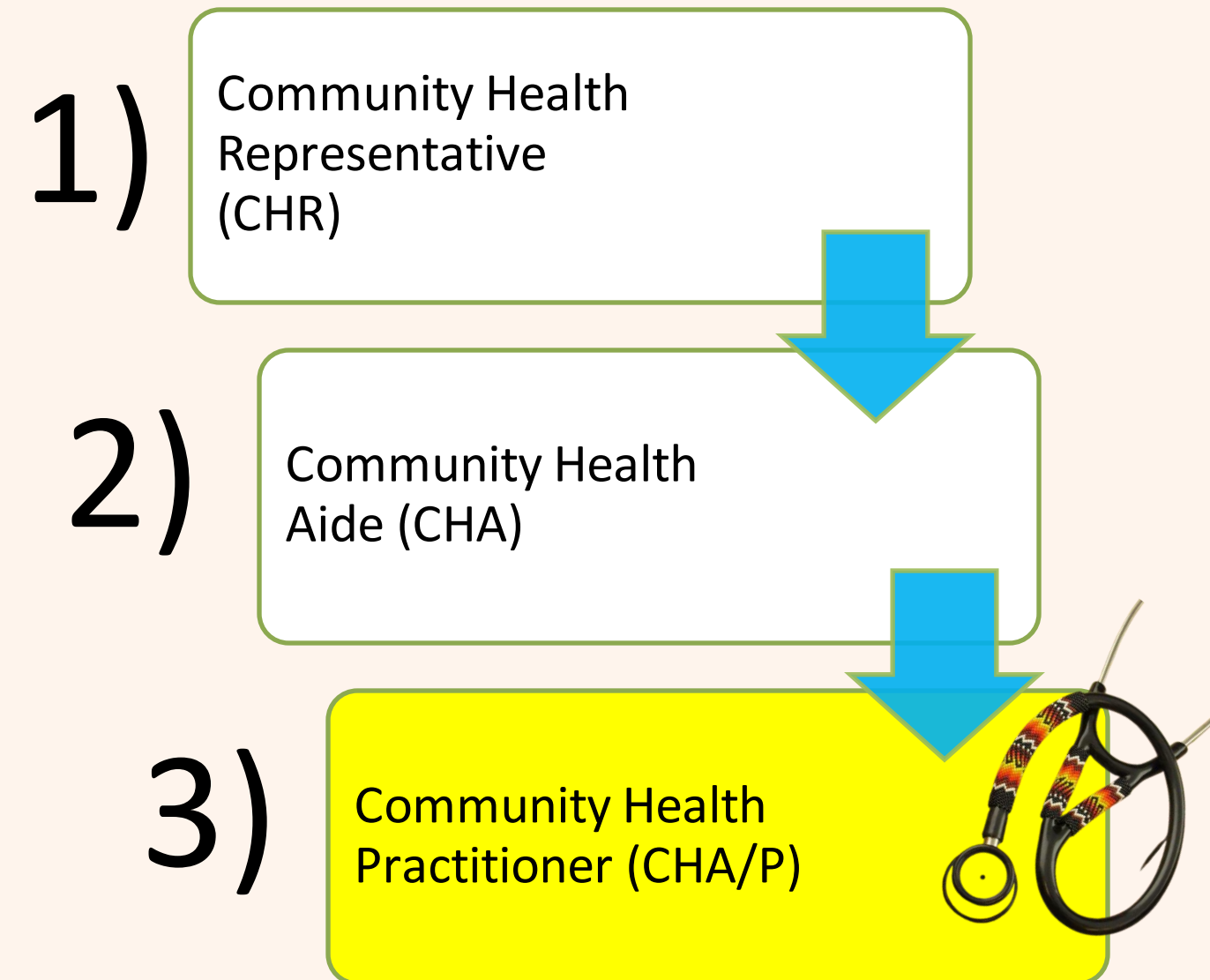
- Training Outline:

- 320 hours of didactic training
- 400 hours clinicals
- 132 patient encounters

Total: 720 hours total to earn a Community Health Practitioner Certificate

- Scope of Work:

- See return prenatal patients
- See well child patients
- See Addiction Medicine patients
- Preventative health: Pap Smears, CBE
- Elder Care
- Emergent Care



Unique Features of the CHA/P Role

- Trained on the medical model of History, Physical Exam, Assessment, Plan.
- Make assessments, not diagnoses.
- Use the Electronic Health Aide Manual (eHAM) for every patient visit.
- Dispense but do not prescribe medications.
- They can be expected to work after hours, weekends, holidays.
- They can be expected to see patients in clinics with:
 - Physicians
 - Advanced Practice Providers
 - Other CHAPs
 - Sole Providers



Comparison to Medical Providers

	<u>Physicians</u>	<u>Nurse Practitioners & Physician Associates</u>	<u>Community Health Aide Practitioners</u>
Practices under their own license	Yes	Yes	No
Visit length	15-30 minutes	15-30 minutes	1 hour
Training in Primary Care, Emergency Medicine, Women's Health/Prenatal Care, Elder Care, Pediatrics.	Yes	Yes	Yes
Certification requires Continuing Medical Education	~ 100 hours every two years	~ 100 hours every two years	~ 40 hours every two years
Take call	Yes	Yes	Yes
Work in clinic alone	Yes	Yes	Yes
Services can be billed with Medicare and Medicaid	Yes	Yes	Yes
Services can be billed with third party insurances	Yes	Yes	Some
Administers Vaccinations	Yes	Yes	Yes
Education	HS Diploma Bachelor's Degree Medical Degree Varying residency Certification/Board Exam(s)	HS Diploma Bachelor's Degree Master's or Doctoral Degree Varying residency Certification/Board Exam(s)	HS Diploma 6-8 grade reading/math proficiency 3 training sessions Post Session pt visit # & type req't 2 Week Preceptorship/Cert Exam
Medication privileges	Prescribes	Prescribes	Dispenses
Diagnostic skills	Make Diagnoses	Make Diagnoses	Make Assessments
Performs sports physicals	Yes	Yes	No
Interprets complex labs (CBC, CMP, HgA1c, etc.)	Yes	Yes	No
Interprets basic labs (UA, Pregnancy Test, Rapid Strep or Flu Test, etc.)	Yes	Yes	Yes
Performs pap smears	Yes	Yes	After additional training with supervising physician



Comparison To Members of Healthcare Team

	<u>Medical Assistant</u>	<u>Nurse</u>	<u>Community Health Aide Practitioner</u>
Takes Vital Signs	Yes	Yes	Yes
Pushes IV Meds	No	Yes	No
Places Urinary Catheters	No	Yes	No
Draws Blood	Yes	Yes	Yes
NG Tubes	No	Yes	No
Patient Education	Yes	Yes	Yes
Required Continuing Medical Education	No	Yes	Yes
Administers Vaccinations	Yes	Yes	Yes
Interpret Simple Labs (UA, Pregnancy Test, Blood Sugar, etc)	Some	Yes	Yes
Interpret Complex Labs (CBC, CMP, HgbA1c, etc)	No	Some	No
History Taking Skills	Basic	Nursing Model	Medical Model
Physical Exam Skills	Basic	Nursing Model	Medical Model
Diagnostic Skills	No	Nursing Model	Assessments
Education	HS Diploma One semester program	HS Diploma AD, BS, MS Board Certification	HS Diploma 6-8 grade reading/math proficiency 4 training session 3-4 weeks each Post Session pt visit # & type req't 2 week preceptorship/cert exam



CHAP Skill Sets

- Acute Care visits
- Basic Chronic Care visits
- Well and Sick Child visits
- Elder Care clinic and home visits
- Wound Care visits
- Prenatal Care visits
- STD clinics
- Vaccination clinics
- Extending clinic hours
- Providing on call services
- Seeing after hours acute visits/phone consultation to reduce ER visits

Skills not covered in Basic Training for CHAPs But Can Be Added to Scope

- Complex suturing, such as buried stitches.
- Urinary catheterization.
- Fundoscopy.
- Digital blocks, toenail removal, freezing warts.
- Telemedicine.
- Tympanometry.
- Vaginal speculum exam.
- Pap smear.

Skills not covered in Basic Training for CHAPs, Cannot Be Added to Scope

- Pushing IV meds.
- NG tubes.
- Interpreting ECGs.
- Intubation.
- Microscopy (e.g. wet mounts).



Clinic and Community Benefits from CHA/P's

- Increase patient access to healthcare in Tribal communities
- Reduce workload on other healthcare providers that may focus time on more complex patient issues and quality improvement efforts
- New possibilities for clinic offerings with additional staffing
 - Additional services
 - Extended hours
- Increased likelihood of filling open healthcare provider positions in community
- Improved continuity of care in the community
- Recruit and train from within:
 - Creating jobs in communities will economically benefit the region
 - Career opportunities with advancement options keep talent in communities
- Community members are able to remain in their communities for the majority of their training
- Community benefits of being cared for by a fellow community member

FRAMEWORK FOR NW TRIBAL-BASED COMMUNITY HEALTH AIDE/ PRACTITIONER (CHA/P) TRAINING



Logistics



Training will be hybrid: web-based didactic and in-person skills

- Secure space and lab/skills equipment
- Secure web based equipment

Identify THO point of contact

Provide CHAP training to clinic staff

Formal Processes



Establish Memorandum of Understanding with Tribal site and NPAIHB

Resolution from Tribal leadership

Mutually agreed timeline for training

THO initiates funding agreement discussion with IHS area office

Student Recruitment

THO to recruit 2 students and 1 alternate

- Employed as entry level staff member within the tribal health organization
- Be a Tribal or community member
- Have a high school diploma or equivalent and minimum of 8th grade reading and math



CHA/P Curriculum

Curriculum components are outlined in the Portland Area Standards & Procedures

Curriculum development with subject matter experts, anticipated completion Aug 2023

Utilize NW CHA/P needs assessment to prioritize curriculum subjects



Certification Framework

Member of THO participates on regulatory bodies - Academic Review Committee, etc.

Portland Area CHAP Certification Board reviews and approves training site

Portland Area CHAP Certification Board reviews and approves provider certification



Indian Health Care Improvement Act (IHCIA)

The cornerstone legal authority for the provision of health care to American Indians and Alaska Natives, was made permanent when President Obama signed the bill on March 23, 2010, as part of the Patient Protection and Affordable Care Act.

https://www.ihs.gov/sites/ihcia/themes/responsive2017/display_objects/documents/home/USCode_Title25_Chapter%2018.pdf

Circular 20-06 CHAP Nationalization

To implement, outline, and define a National Community Health Aide Program (CHAP) policy for the contiguous 48 states. The policy encompasses community-based provider selection, culturally tailored care and curriculum, and competency-based education. The policy is also inclusive of health aides as part of a team of healthcare providers focused on providing effective, efficient, and patient-centered care, consistent with the structure of the Alaska CHAP. This policy implements the statutory requirements of the Indian Health Care Improvement Act (IHCIA) that apply to CHAPs operated by the Indian Health Service (IHS) and Indian Self-Determination and Education Assistance Act (ISDEAA) contractors outside of Alaska.

<https://www.hhs.gov/guidance/document/indian-health-circular-20-06>

National Certification Board

The NCB is a federal board chaired by the IHS Chief Medical Officer (CMO) or his or her delegate and may be comprised of Federal and Tribal representatives from each ACB. Functions of the NCB and board composition are addressed in the Standards and Procedures.

Area Certification Board

The ACBs are federal certification boards located in the contiguous 48 states and may be comprised of Federal and Tribal representatives. Their membership must include at least one federal representative appointed by the respective IHS Area Director. The ACB establishes board composition in its standards and develops the procedures of each respective board to certify individuals as their respective provider types.

National Standards & Procedures

Adopted in part from the Alaska CHAPCB Standards and Procedures to outline the minimum program standards for all CHAP provider types operating outside of Alaska. The National CHAP Standards and Procedures include, but are not limited to, the minimum training, training equivalency, supervision, and scope of practice requirements.

Area Standards & Procedures

At a minimum, the Area Standards and Procedures must include the National CHAP Standards and Procedures and may have additional supplemental requirements above and beyond the national standards that are specific to the cultural considerations of the region, community specific needs, as well as the health care delivery system.



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.

Countless hours invested by many.

Here are some examples of NPAIHB's efforts, activities, and policies in place:

Community Health Aide Program Advisory Workgroup

Behavioral Health Aide Advisory Workgroup

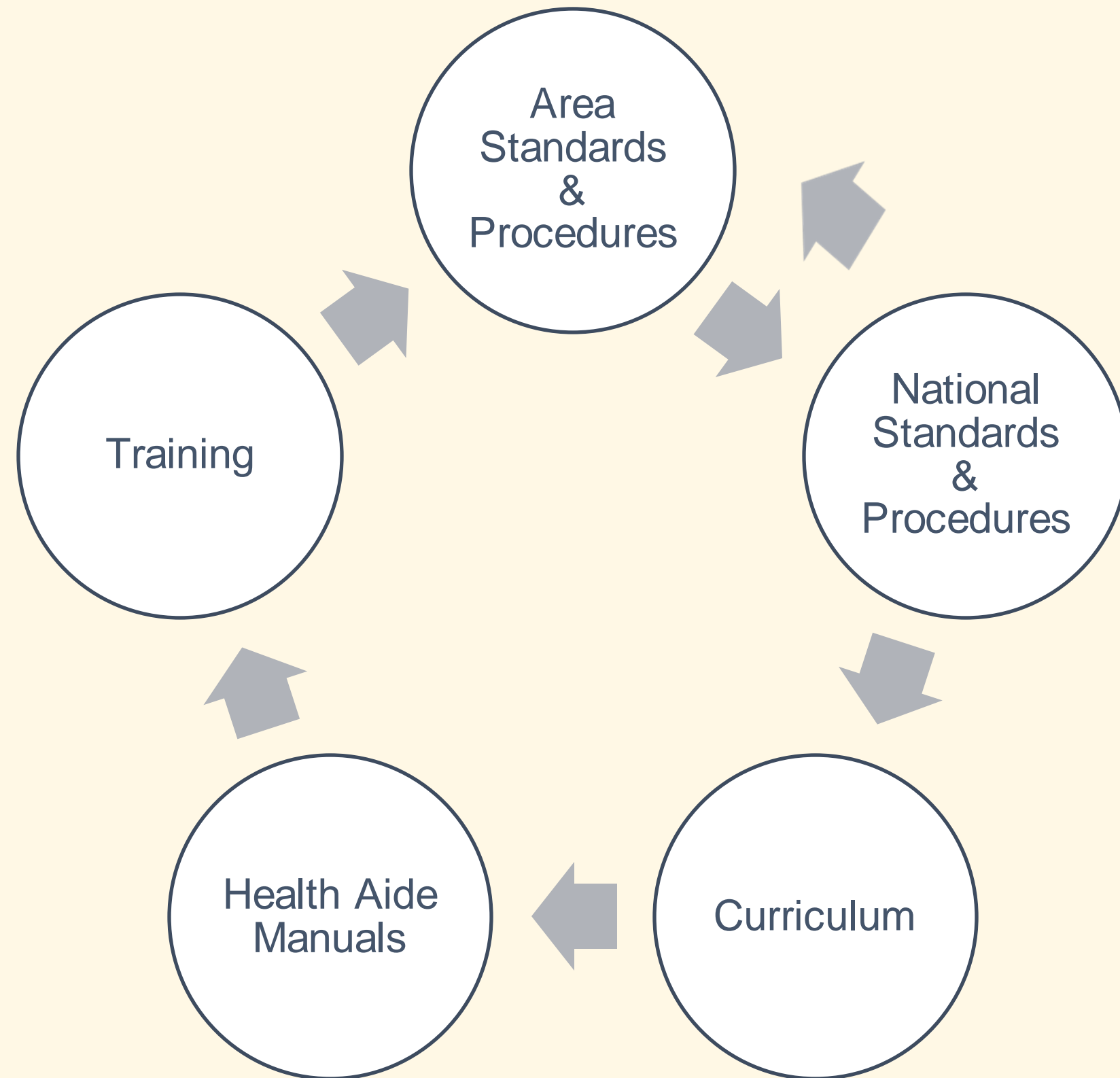
dəx^wχāyəbus – Dental Therapy Education Program Committee

Tribal Community Health Provider Advisory Workgroup

Dental Health Aide Advisory Workgroup



Cycle of Program Development





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.

CHAIRMAN CLADOOSBY, SWINOMISH TRIBE



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 60 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

Save the Date!



TCHPP.ORG

COMMUNITY HEALTH AIDE PROGRAM
(CHAP) SYMPOSIUM
NORTHERN QUEST RESORT AND CASINO
SPOKANE, WA
JUNE 13-15, 2023

For Ongoing, Updated
Information

VISIT OUR WEBSITE



www.TCHPP.org



QUESTIONS?

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