

# Culturally Competent Direct Care: Meeting the LTSS Needs of Diverse Dually Eligible Beneficiaries

## Credit Information

- If you are a **social worker in a National Association of Social Workers (NASW) state** and would like to receive CE credits through NASW for this event or a **nurse** looking to obtain CNE credits through **the California Board of Registered Nursing**, please complete the pre-test posted here:  
<https://www.surveymonkey.com/r/directcareworkerpre>
  - You will also be required to complete a post-test; a link to this test will appear at the end of the presentation.
- For more information about obtaining CE credit for **social workers in non-NASW states, psychologists, PAs, nurses (NP, APRN, RN, LPN), pharmacists, marriage and family counselors, etc.** via the Centers for Medicare & Medicaid Services Learning Management System, please visit:  
[https://resourcesforintegratedcare.com/sites/default/files/CC\\_Culturally\\_Compentent\\_Direct\\_Care\\_Previewinar\\_Continuing\\_Education\\_Credit\\_Guide.pdf](https://resourcesforintegratedcare.com/sites/default/files/CC_Culturally_Compentent_Direct_Care_Previewinar_Continuing_Education_Credit_Guide.pdf)

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July 25, 2019

# Culturally Competent Direct Care: Meeting the LTSS Needs of Diverse Dually Eligible Beneficiaries



# Overview

- This session will be interactive (e.g., polls and interactive chat functions), with 45 minutes of presenter-led discussion, followed by 20 minutes of a panel discussion, followed by 25 minutes of audience Q&A.
- Video replay and slide presentation are available after each session at: <https://www.resourcesforintegratedcare.com>.

# Accreditation

- **Individuals are strongly encouraged to check with their specific regulatory boards or other agencies to confirm that courses taken from these accrediting bodies will be accepted by that entity.**
- The American Geriatrics Society has been approved by the California Board of Registered Nursing to provide continuing education.
- The American Geriatrics Society is accredited by the National Association of Social Workers (NASW) to provide continuing education for social workers.
- The Centers for Medicare & Medicaid Services (CMS) is accredited by the International Association for Continuing Education and Training (IACET) for Continuing Education Units (CEU).

# Continuing Education Information

If You Are A:	Credit Options	Requirements
<b>Option 1: National Association of Social Workers</b>		
Social Worker	<p>The National Association of Social Workers designates this webinar for a maximum of 1 Continuing Education (CE) credit hour.</p> <p><b>Please note:</b> New York, Michigan, and West Virginia do not accept National CE Approval Programs for Social Work. New Jersey, Idaho, and Oregon do not recognize NASW National Approval.</p>	<ol style="list-style-type: none"> <li>1. Complete the pre-test at the beginning of the webinar</li> <li>2. Complete the post-test with a score of 80% or higher by <b>midnight, July 26<sup>th</sup>, 2019</b></li> </ol>
Nurse	<p>The American Geriatrics Society designates this program eligible for 1 nursing contact hour through the California Board of Registered Nursing</p>	<ol style="list-style-type: none"> <li>1. Complete the pre-test at the beginning of the webinar</li> <li>2. Complete the post-test with a score of 70% or higher by <b>midnight, July 26<sup>th</sup>, 2019</b></li> </ol>
<b>Option 2: Centers for Medicare &amp; Medicaid Services (CMS)</b>		
Other	<p>The Centers for Medicare &amp; Medicaid Services (CMS) is evaluating this activity for continuing education (CE) credit. The number of credits awarded will be calculated following the activity based on the actual learning time. Final CE information on the amount of credit will be available to participants within the Learning Management System (LMS) after the live activity.</p>	<p>Complete the post-test through CMS' Learning Management System with a score of 80% or higher by <b>midnight, August 12, 2019</b></p>

# Support Statement

- This webinar is supported through the Medicare-Medicaid Coordination Office (MMCO) in the Centers for Medicare & Medicaid Services (CMS) to help beneficiaries dually eligible for Medicare and Medicaid have access to seamless, high-quality health care that includes the full range of covered services in both programs. To support providers in their efforts to deliver more integrated, coordinated care to dually eligible beneficiaries, MMCO is developing technical assistance and actionable tools based on successful innovations and care models, such as this webinar.
- To learn more about current efforts and resources, visit Resources for Integrated Care at: <https://www.resourcesforintegratedcare.com>.

# Introductions

- **MariaElena Del Valle**

Workforce Innovations Consultant, PHI



- **Andrew Adams**

Chief of Staff, Homebridge



- **Melanie Morehead**

Specialized Training Coordinator, Homebridge



# Learning Objectives

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1. Recognize the diverse needs and preferences of dually eligible beneficiaries for culturally sensitive direct care services, such as communication, food, and physical touch
2. Identify strategies direct care workers can use to meet the cultural and linguistic needs, values, and preferences of diverse beneficiaries
3. Identify the key elements of training direct care workers in cultural competence



# Webinar/Outline Agenda

- Poll Questions
- Cultural Competence Among Direct Care Workers
- Supporting a Culturally Competent Direct Care Workforce
- Panel Discussion
- Audience Q&A
- Evaluation

# Cultural Competence Among Direct Care Workers



**MariaElena Del Valle**

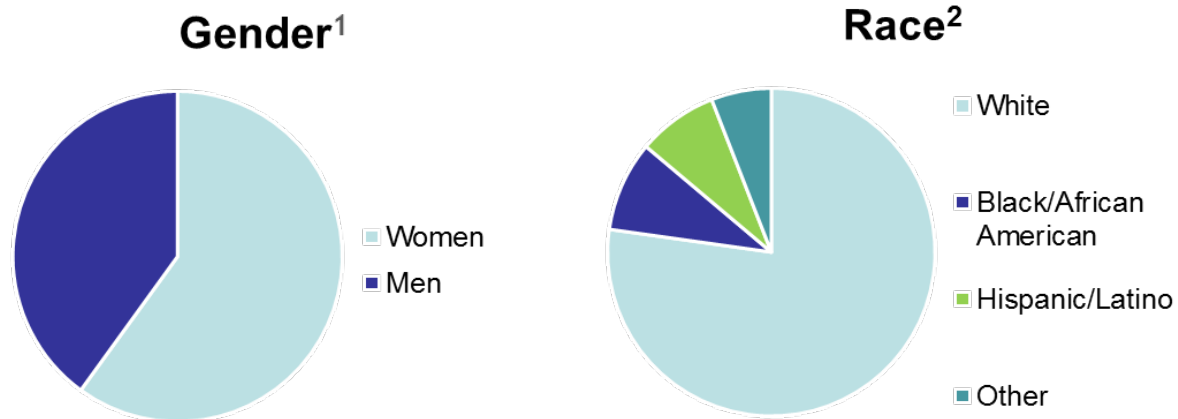
Workforce Innovations  
Consultant, PHI



# Diversity of Population Using LTSS

More than 15 million Americans use long-term services and supports (LTSS)<sup>1</sup>

- People with disabilities (18-64): 7.7 million<sup>1</sup>
- Older adults (65+): 7.2 million<sup>1</sup>
- Nearly 6 million dually eligible beneficiaries rely on LTSS<sup>3</sup>



1. AARP. (2017). Fact Sheet: Long-Term Support and Services. Retrieved from <https://www.aarp.org/content/dam/aarp/ppi/2017-01/Fact%20Sheet%20Long-Term%20Support%20and%20Services.pdf>

2. AARP. (2018). Across the States: Profiles of Long-Term Services and Supports. Retrieved from <https://www.aarp.org/content/dam/aarp/ppi/2018/08/across-the-states-profiles-of-long-term-services-and-supports-full-report.pdf>

3. Centers for Medicare and Medicaid Services (2019). Fact Sheet: People Dually Eligible for Medicare and Medicaid. Retrieved from [https://www.cms.gov/Medicare-Medicaid-Coordination/Medicare-and-Medicaid-Coordination/Medicare-Medicaid-Coordination-Office/Downloads/MMCO\\_Factsheet.pdf](https://www.cms.gov/Medicare-Medicaid-Coordination/Medicare-and-Medicaid-Coordination/Medicare-Medicaid-Coordination-Office/Downloads/MMCO_Factsheet.pdf)

# About the Direct Care Workforce

- 4.4 million direct care workers (DCWs), including nursing assistants/aides, home health aides, and personal care aides, provide personal care services to meet the needs of the population receiving LTSS in the United States<sup>4</sup>
  - 2.1 million home care workers<sup>4</sup>
  - 600,000 nursing assistants in nursing homes<sup>5</sup>
  - 1.8 million workers in other settings<sup>4</sup>

4. PHI. (2018). Understanding the Direct Care Workforce. Retrieved from <https://phinational.org/policy-research/key-facts-faq/>

5. PHI. (2017). U.S. Nursing Assistants Employed in Nursing Homes: Key Facts. Retrieved from <https://phinational.org/wp-content/uploads/2017/07/phi-nursing-assistants-key-facts.pdf>

# Diversity of the Direct Care Workforce



87%  
Women



60%  
People of Color



25%  
Immigrants

# Cultural Competence in LTSS

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- Cultural competence is the ability to provide high-quality, person-centered care for and with those who may be different from you
- Growing diversity within the population using LTSS and within the direct care workforce increases opportunities for cross-cultural interactions in LTSS settings
- These interactions often involve a variety of factors, including
  - Race/ethnicity
  - Language
  - Religion
  - Gender and sexual orientation

# Examples of Cultural Competence in LTSS

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- In order to provide culturally competent care, direct care workers need to be able to meet individuals' needs and preferences related to concerns such as:
  - Communication
  - Food
  - Physical touch
  - Holidays

# About PHI

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- PHI works with LTSS providers to provide training to the direct care workforce, including trainings related to cultural competence
  - PHI has 25 years of experience working side-by-side with direct care workers and their clients
  - PHI offers the tools necessary to create quality jobs and quality care, including:
    - Training
    - Research, Policy, Analysis
    - Advocacy
    - Curriculum Design



# Training DCWs in Cultural Competence

- PHI has created two training programs related to cultural competence:
  - Homecare Aide Workforce Initiative (HAWI): Specialty Training for Home Care Workers – Raising Cultural Awareness to Improve Person-Centered Care. Training modules include:
    - **Exploring our relationship to culture:** sharing examples through personal stories from participants' own cultures
    - **Respecting an individual's unique perspective:** identifying differences within cultures and avoiding generalizations
    - **Key skills to demonstrate respect for differences:** using verbal and nonverbal communication (e.g., body language)
    - **Applying our learning:** using communication skills to build trust, showing respect, and managing challenging or confusing situations

# Training DCWs in Cultural Competence (con't)

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- PHI Coaching Approach to Communication®. Modules in this training cover key skills to demonstrate respect for differences, including:
  - **Active listening:** listening from the speaker's perspective
  - **Paraphrasing:** to affirm to the speaker that you are listening, and to clarify information
  - **Pulling back:** "pausing for the cause" puts attention back on client to allow for emotional control of the situation and an opportunity for learning
  - **Asking effective questions:** closed questions for critical information, open questions to learn more about the client

# Importance of Cultural Competence in LTSS: Scenario 1

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- **Client:** “Carmen, when you’re at the drug store can you buy hair conditioner for me?”
- **Carmen (direct care worker):** “You’ll need a deep conditioner—you have what my mom would call ‘Bad Hair’”
- What’s happening in this scenario?
  - Poll

# Importance of Cultural Competence in LTSS: Scenario 2

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- Jessica, a home care worker, is going to meet a new client, Mrs. Singh, for the first time. When Jessica gets to Mrs. Singh's home, she opens the door. She introduces herself, smiles, and steps in. Suddenly, Mrs. Singh starts yelling, "You are so rude! Get out!"
  
- What's happening in this scenario?
  - Poll

# Learning Path to Cultural Competence

- In the previous examples, a direct care worker worked to resolve their confusion related to a cultural difference or misunderstanding using the *Learning Path to Cultural Competence*



Awareness

Responsiveness

Competency

# Learning Path to Cultural Competence



- Scenario 1:
  - **Awareness:** Carmen realized that she had offended her client, and wanted to work towards resolving the situation
  - **Responsiveness:** Carmen demonstrated respect by asking to meet with her client to try to resolve the misunderstanding and resulting hurt feelings
  - **Competency:** Client met with Carmen and agreed to re-establish a working relationship, and Carmen now has a better understanding of her client's culture, needs, and preferences

# Learning Path to Cultural Competence



- Scenario 2:
  - **Awareness:** Jessica learned that it is against Mrs. Singh's religion to wear shoes in the house
  - **Responsiveness:** Jessica spoke with Mrs. Singh to learn more about her religion, and how she can better respect her cultural norms
  - **Competency:** Jessica now knows that she should bring slippers, or shoes that have never been worn outside, and leave them at Mrs. Singh's house

# Supporting a Culturally Competent Direct Care Workforce



**Andrew Adams**

Chief of Staff, Homebridge





# About Homebridge



For over 30 years, Homebridge has provided home care and supportive services to clients throughout the Bay Area, trained thousands of caregivers, and partnered with hospitals to safely transition patients home.



# Homebridge Client Population

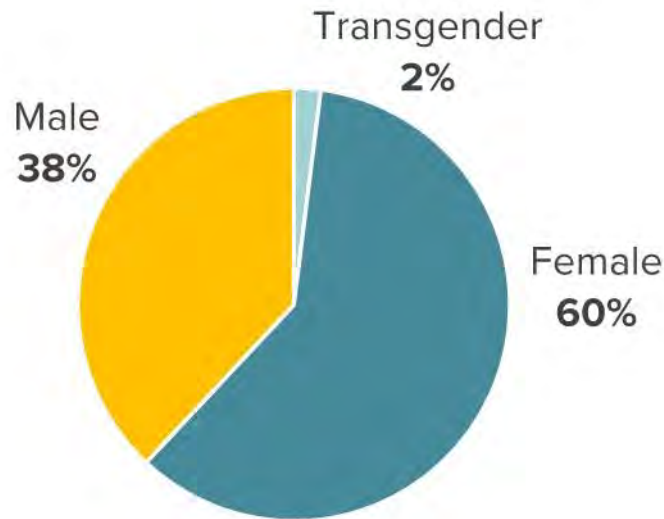
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- Homebridge provides home care services to 1,500 individuals, 75% of whom are dually eligible
- About half of Homebridge's client population is under 60

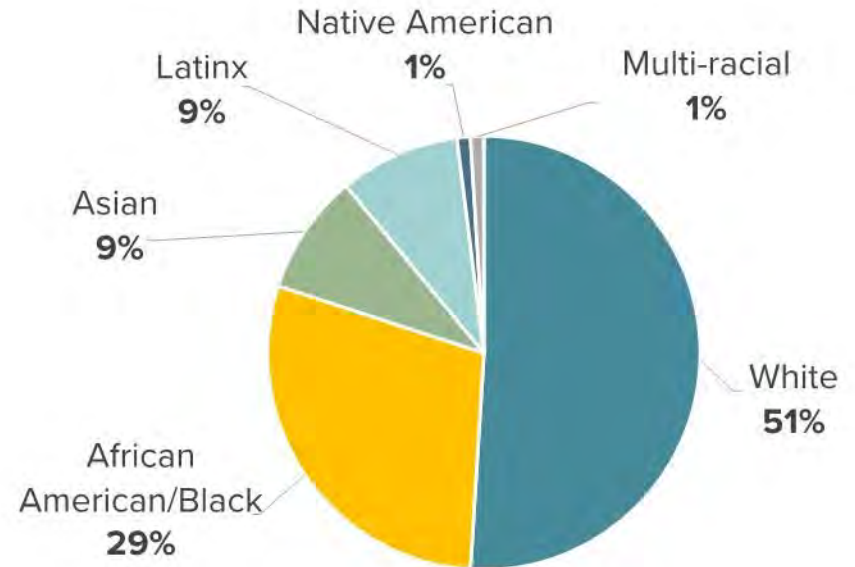
# Diversity of the Homebridge Client Population

- Homebridge's clients are mostly female, and about half belong to a racial/ethnic minority group

**Gender Identification of Client Population**



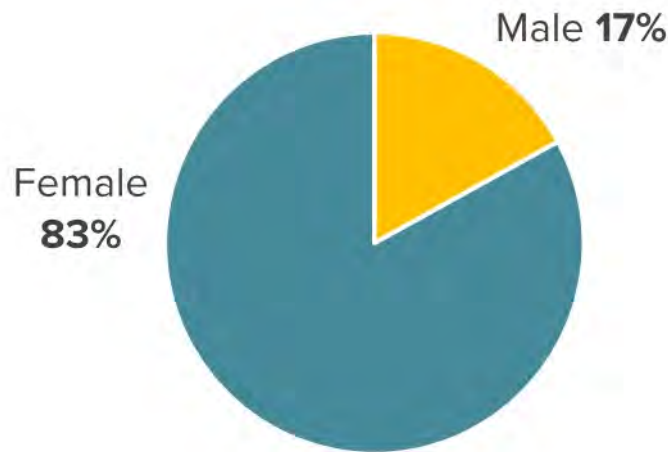
**Race/Ethnicity of Client Population**



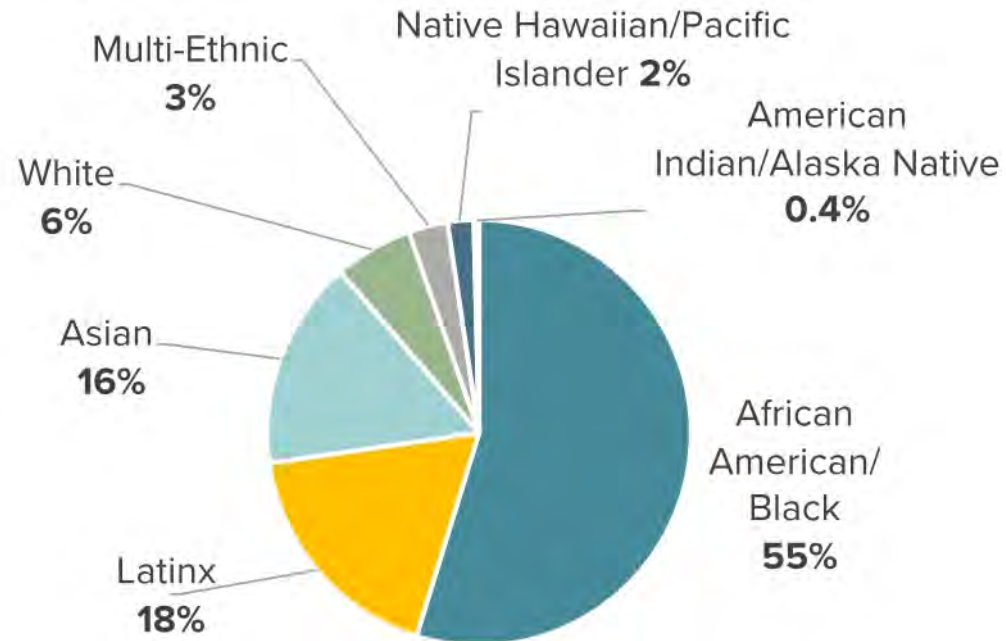
# Diversity of the Homebridge Direct Care Workforce

- Homebridge employs 350 caregivers (direct care workers)
- Most Homebridge caregivers are female, and nearly all belong to a racial/ethnic minority group

**Gender Identification of Caregivers**



**Race/Ethnicity of Caregivers**



# Recruiting and Retaining a Diverse Caregiver Staff

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- Accessibility
  - Marketing materials, applications, and position descriptions in multiple languages
  - Supervisors and team members speak over 25 languages
  - Fair and flexible scheduling
- Honoring lived experiences
  - Target population with barriers to employment
  - Fair change employer
  - Reflective of our client population/communities
  - Use of preferred name and pronouns

# Recruiting and Retaining a Diverse Caregiver Staff (con't)

- **Barrier Removal**
  - Computers and phones are provided for applications, updating care plans, etc.
  - No driver's license required
  - Shift options to accommodate long commutes
  - Low barrier to entry for employment qualification (part-time options, pre-paid transit card, etc.)
- **Staff Development**
  - Employee referral program
  - Peer mentorship
  - Pre-employment professional development workshops
  - Ongoing coaching opportunities for employees new, or recently returning, to the workforce
  - Continuous training opportunities (including specialized trainings on hoarding, handling challenging situations, how to report abuse, substance abuse, and understanding mental illness) offered in English, Spanish, and Cantonese
  - Small care teams, allowing for caregivers to operate in a variety of roles and learn new skills



# Career Development Opportunities for Caregivers

- Skills Training and Employment Pathways (STEPS)
  - Caregivers are promoted through each step of the training program in order to learn new valuable skills and to increase earning potential
  - Training programs facilitate promotion from *Caregiver* to *Support & Retention Coordinator* and *Care Supervisor* roles
    - 100% of *Support & Retention Coordinators* and 25% of *Care Supervisors* are former *Caregivers*
  - Results in better staff retention, ability for caregivers to take on more complex caseloads, and higher quality client care
- Caregivers also have access to Workforce Development Coaches, who provide:
  - Career advice and resume development
  - Referrals to supports and resources to address barriers
  - School/College referrals
  - Support for stress management and self care
  - Peer mentorship

# Training Caregiver Staff in Cultural Competence

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- Training is held on-site, and built on inclusivity and adult-centered learning principles
  - This means including direct experience in trainings, opportunities to reflect and generalize on that experience, and applying learning
  - Includes peer-to-peer learning and sharing of a variety of experiences
- Classes are offered in Chinese, English, and Spanish
- Modules develop soft skills necessary for cultural competence, including respecting differences, conflict resolution, and communication



# Training Caregiver Staff in Cultural Competence (con't)

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- Training begins by defining culture and ethnocentrism, and also covers diversity and cultural competence
- Training modules cover:
  - Understanding and awareness of one's own cultural worldview
  - Attitudes towards cultural differences
  - Knowledge of cultural practices and worldviews
  - Cross-cultural skills
  - Importance of cultural competence in understanding, communicating with, and effectively interacting with people across cultures

# Training Caregiver Staff in Cultural Competence – Examples

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- Homebridge caregivers are trained to care for diverse clients in a variety of ways, including how to:
  - Determine their client's preferred name and pronouns, and to update care plans as needed
  - Balance the need for client confidentiality and comply with Health Insurance Portability and Accountability Act (HIPAA), while respecting cultural norms around family involvement in healthcare-related decision-making
  - Respectfully ask questions about cultural preferences (e.g., food, physical touch, customs and rituals), while maintaining professional boundaries

# Assessing Client Satisfaction and Outcomes

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- HomeBridge conducts client assessments once every 1-4 months to ensure that client needs and preferences are being met appropriately
- Quote from client:
  - *“Homebridge really understands me. Before Homebridge, I had providers who didn’t speak my language, didn’t respect my decisions, and didn’t try to know me. My caregiver is absolutely wonderful and has saved me from having to move from my home.”*

# Panel Q&A Session



# Panel Discussion: Training



Melanie, Specialized  
Training Coordinator,  
Homebridge



Andrew, Chief of Staff,  
Homebridge



MariaElena, Workforce  
Innovations Consultant,  
PHI

# Panel Discussion: Understanding Client Needs and Preferences



Melanie, Specialized Training  
Coordinator, Homebridge

# Panel Discussion: Client Examples



Melanie, Specialized  
Training Coordinator,  
Homebridge



Andrew, Chief of Staff,  
Homebridge



MariaElena, Workforce  
Innovations Consultant,  
PHI

# Questions

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# Additional Resources

- For more information on the direct care workforce, visit PHI at [www.PHInational.org](http://www.PHInational.org)
- For more information on culturally competent Long-Term Services and Supports (LTSS), visit:
  - <https://www.resourcesforintegratedcare.com/concepts/cultural-competency/culturallycompetentLTSS>
- Visit <https://resourcesforintegratedcare.com/> to view previous webinars and obtain continuing education credit

# Thank You for Attending!

- The video replay, slide presentation, and a summary of the Q&A will be available at: [https://resourcesforintegratedcare.com/CulturalCompetency/2019\\_CC\\_Webinar/Direct\\_Care\\_Workforce](https://resourcesforintegratedcare.com/CulturalCompetency/2019_CC_Webinar/Direct_Care_Workforce)
- If you are applying for CNE or NASW CE, you must complete the post-test in order to receive credit: <https://www.surveymonkey.com/r/directcareworkerpre>
- For more information about obtaining CMS CEs, NASW CEs, or CNEs please visit: [https://resourcesforintegratedcare.com/sites/default/files/CC\\_Culturally\\_Competent\\_Direct\\_Care\\_Prewebinar\\_Continuing\\_Education\\_Credit\\_Guide.pdf](https://resourcesforintegratedcare.com/sites/default/files/CC_Culturally_Competent_Direct_Care_Prewebinar_Continuing_Education_Credit_Guide.pdf)
- Questions? Please email [RIC@lewin.com](mailto:RIC@lewin.com)
- Follow us on Twitter at [@Integrate\\_Care](https://twitter.com/Integrate_Care) to learn about upcoming webinars and new products!

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- Your feedback is very important! Please take a moment to complete a brief evaluation on the quality of the webinar. The survey will automatically appear on the screen approximately a minute after the conclusion of the presentation.
- We would also like to invite you to provide feedback on other RIC products as well as suggestions to inform the development of potential new resources:  
<https://www.research.net/r/MVGNWVJ>

# Sources and Citations

1. AARP. (2017). Fact Sheet: Long-Term Support and Services. Retrieved from <https://www.aarp.org/content/dam/aarp/ppi/2017-01/Fact%20Sheet%20Long-Term%20Support%20and%20Services.pdf>
2. AARP. (2018). Across the States: Profiles of Long-Term Services and Supports. Retrieved from <https://www.aarp.org/content/dam/aarp/ppi/2018/08/across-the-states-profiles-of-long-term-services-and-supports-full-report.pdf>
3. Centers for Medicare and Medicaid Services (2019). *Fact Sheet: People Dually Eligible for Medicare and Medicaid*. Retrieved from [https://www.cms.gov/Medicare-Medicaid-Coordination/Medicare-and-Medicaid-Coordination/Medicare-Medicaid-Coordination-Office/Downloads/MMCO\\_Factsheet.pdf](https://www.cms.gov/Medicare-Medicaid-Coordination/Medicare-and-Medicaid-Coordination/Medicare-Medicaid-Coordination-Office/Downloads/MMCO_Factsheet.pdf)
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5. PHI. (2017). U.S. Nursing Assistants Employed in Nursing Homes: Key Facts. Retrieved from <https://phinational.org/wp-content/uploads/2017/07/phi-nursing-assistants-key-facts.pdf>
6. PHI. (2018). The Direct Care Workforce: 2018 Year in Review. Retrieved from <https://phinational.org/wp-content/uploads/2018/12/Direct-Care-Workforce-Year-in-Review-2018-PHI.pdf>