AHeaD with CHWs in COVID-19 ECHO

Training session will begin at 9:00 AM EST

Project ECHO is an All Teach, All Learn community. We follow a first-name basis to ensure everyone feels valued in a welcoming learning environment.

Please keep your microphone muted when not speaking.

Microphones

9:00-9:30 Module 1
9:30-9:45 Module 2
9:45-10:00 Module 3
10:00-10:30 Q&A

Agenda

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*Please note that ECHO sessions are recorded for educational and quality improvement purposes. By participating in each session, you are consenting to be recorded.

Disclosures

- *Project ECHO® collects registration, participation, questions/answers, chat comments, and poll responses for some teleECHO® programs. Your individual data will be kept confidential. These data may be used for reports, maps, communications, surveys, quality assurance, evaluation, research, and to inform new initiatives.*
- *This training was funded through a Patient-Centered Outcomes Research Institute (PCORI) Eugene Washington PCORI Engagement Award (EAIN 00129).*

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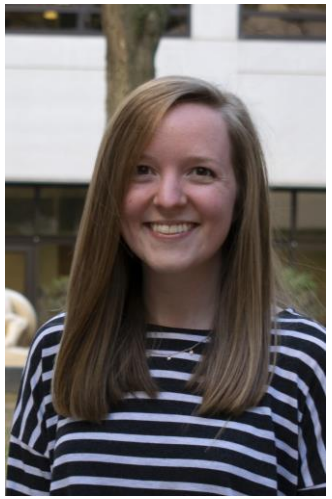

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REACH

PENNSYLVANIA AHEC
EASTCENTRAL / NORTHEAST
Area Health Education Centers

Literacy Council of Reading-Berks

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Penn State Racial and Ethnic Approaches to Community Health (REACH) Team

Diana Rodriguez, CHW

Madeline Bermudez, CHW

Andrea Murray, MPH

Jennifer Kraschnewski, MD, MPH

William Calo, PhD, JD

Betsy Aumiller, DEd

Evelyn Soledad Marin

REACH

Community Health Worker (CHW) Training: *Community Engagement in the Context of COVID-19*

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Agenda

- Module 1: Motivational Interviewing during COVID-19
- Module 2: Myth-busting
- Module 3: Creative Community Engagement Strategies
- Questions & Answers

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Knowledge Check

CHWs and COVID-19

Share	Connect	Assist
Share reliable information	Connect patients to local resources	Assist to break down barriers to health

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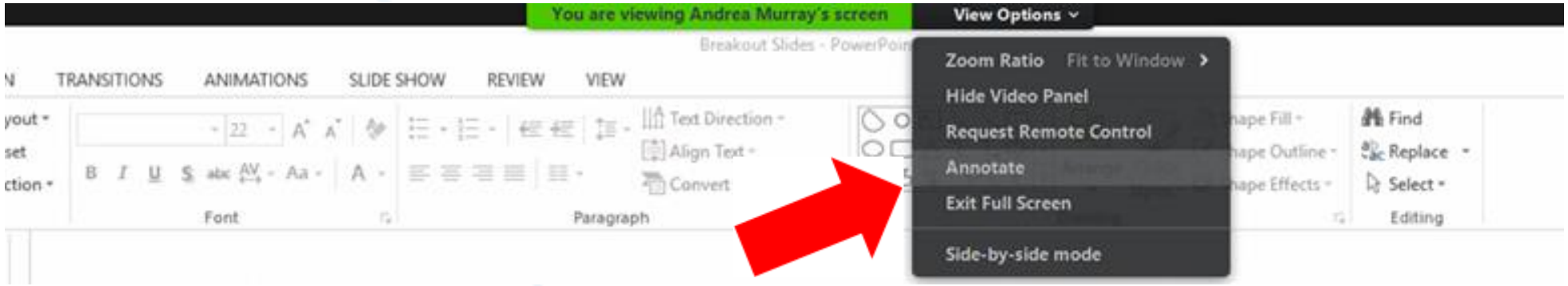
Barriers to Health during COVID-19

Large Group Activity



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Module 1: Motivational Interviewing

Module Outline

- Review spirit and principles of MI
- Recognize basic skills of MI
- Understand how to utilize tools of MI
- Learn how to negotiate an action plan

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What is Motivational Interviewing (MI)?

A collaborative conversation style for strengthening a person's own motivation and commitment to change

Working through (with) Ambivalence to Facilitate Change

Miller & Rollnick, 2012

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Ambivalence

- A normal part of the change process
- May need to be uncovered
- Easy to get stuck in ambivalence
- Goal: explore both sides and strengthen reasons supporting change

Spirit of MI

- Collaboration/Partnership
- Evocation
- Acceptance
- Compassion

Collaboration/Partnership

- Sharing Power
- Dual Expertise
- Cultural Humility
  - 1 hr webinar on Approaching Clients with Cultural Humility from National Council on Aging

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Evocation

- Inviting the client's views about:
  - Barriers to change
  - Reasons to change
  - Possible solutions and pathways to change
- Inviting self-exploration

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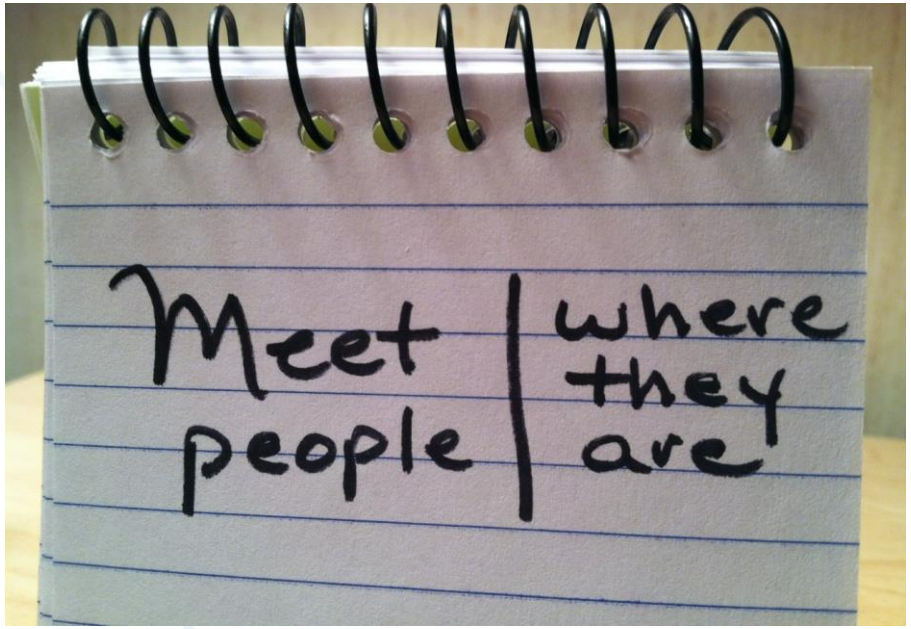
Acceptance



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Compassion

- Focusing on the client's needs
- Promoting the client's welfare

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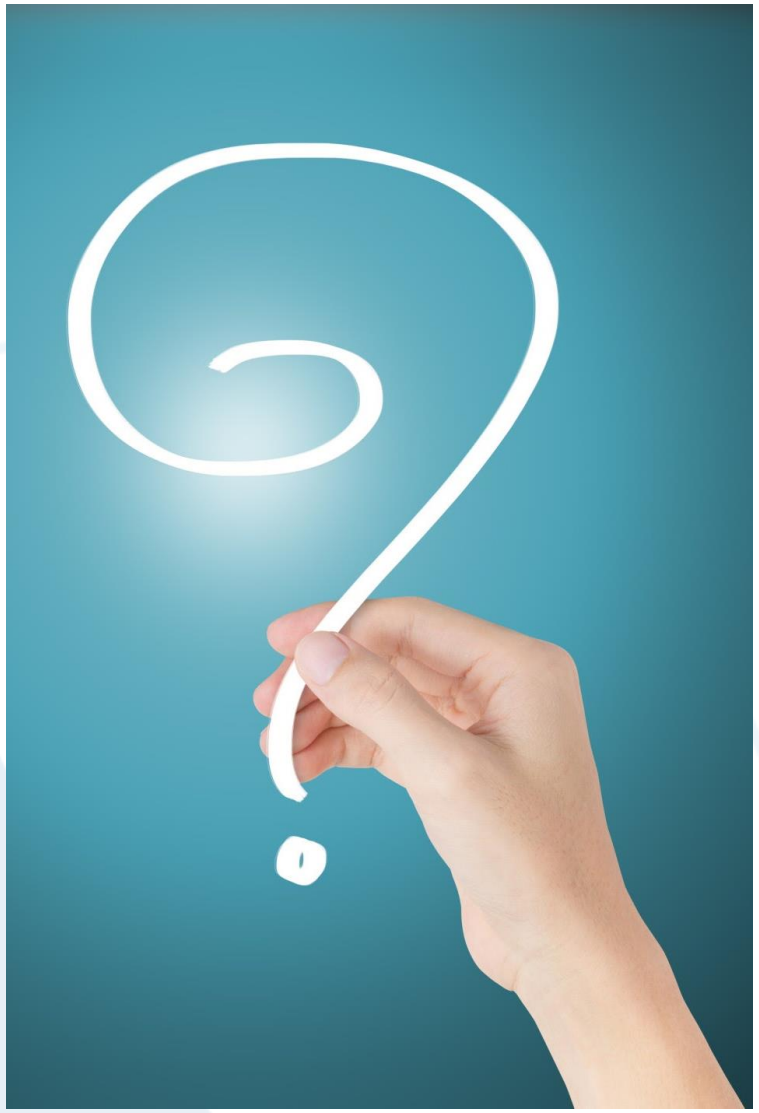
MI Non-Adherent = What to AVOID:

Advising	• Advising about behavior change without asking permission
Confronting	• Confronting or arguing the patient
Ordering	• Giving the patient orders

Basic Skills of MI (OARS)

- Open Ended Questions
- Affirmations
- Reflective Listening
- Summarization



Open Ended Questions

- Can’t be answered “yes” or “no”
- Use client’s own words
- Have few assumptions
- Ask one question

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Affirmations

- “You are really putting effort into thinking about this.”
- “You are working hard at quitting.”
- “It took a lot for you to get here today.”

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Reflective Listening

- Demonstrate listening
- Limit questions
- Capture change talk
- Roll with resistance

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Summarization

"Let me see if I understand what you've told me so far…"

"Ok, this is what I've heard so far…"

"Anything you want to correct or add?"

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Role Play Video

1. Open Ended Question
2. Affirmations
3. Reflective Listening
4. Summarization

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YouTube Video - Listening to a Client's Priorities

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Role Play Video Recap

1. Open Ended Question
2. Affirmations
3. Reflective Listening
4. Summarization

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Tools of MI

- Importance Ruler
- Confidence Ruler
- Decisional Balance Matrix

Formally Assessing Readiness to Change

The Importance / Confidence Ruler

How **important** is it for you to engage in self management/activity at this time? (or smoking/drinking levels)

If you decided right now to make changes to your activity levels, how **confident** are you that you would succeed?

The response can elicit CHANGE TALK

	Not Changing Behavior	Changing Behavior
Pros	**Box 1**: What is something good that could come from *not* taking this action?	**Box 4**: What is something good that could come from taking this action?
Cons	**Box 2**: What is something bad that could come from *not* taking this action?	**Box 3**: What is something bad that could come from taking this action?

Decisional Balance Worksheet

Planning for Action

FOCUS ON CONCRETE PLANS

WHAT IS THE CLIENT SAYING ABOUT WHAT THE PLAN MIGHT BE?

ASK PERMISSION BEFORE GIVING INFO

ELICIT CLIENT'S COMMITMENT TO CHANGE

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Why is MI Relevant During COVID-19?

- Chronic stress can erode typical resilience
- May lead to increased risk factors with mental health, chronic health and substance use issues
- Access to care reduced during quarantine
- Health & safety precautions may be viewed as a personal infringement or an unnecessary adjustment. Being told to take an action can lead to defensive behavior

Continued Education in MI

Motivational Interviewing Network of Trainers (MINT)	www.motivationalinterviewing.org Training events, resources, member forum
Center for Integrated Primary Care, UMass Medical School	www.umassmed.edu Online Certification and trainings
Kaiser Permanente	https://kphealtheducation.org/brief-negotiation-roadmap/ Brief Negotiation Roadmap – free training

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Module 1: Knowledge Check

Motivational Interviewing

Module Summary

Spirit and principles of MI

Skills of MI

Utilization of MI tools

Action plan negotiation

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Module 2: Myth-Busting

Module Outline

- Discuss common myths and misconceptions
- Review tips for addressing myths
- Explore resources for myth-busting

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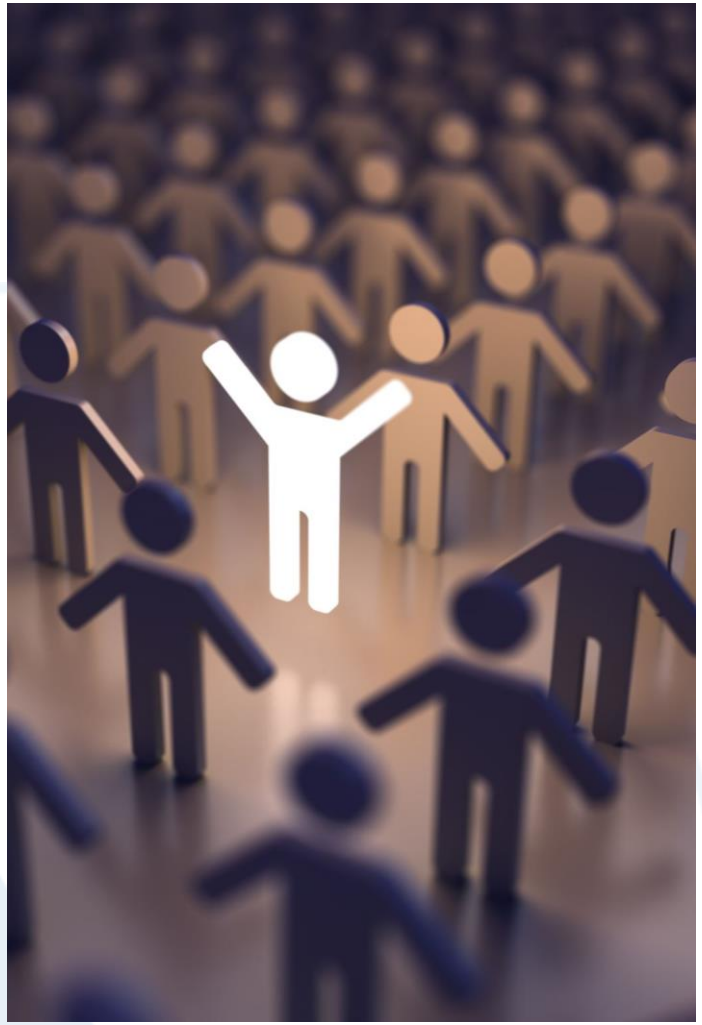


Myth-busting

- Myths: widely held but false ideas or beliefs
- Myths make it hard for community members to sort facts from fiction, and can lead to fear and mistrust
- Digital and social interactions make myths even easier to spread

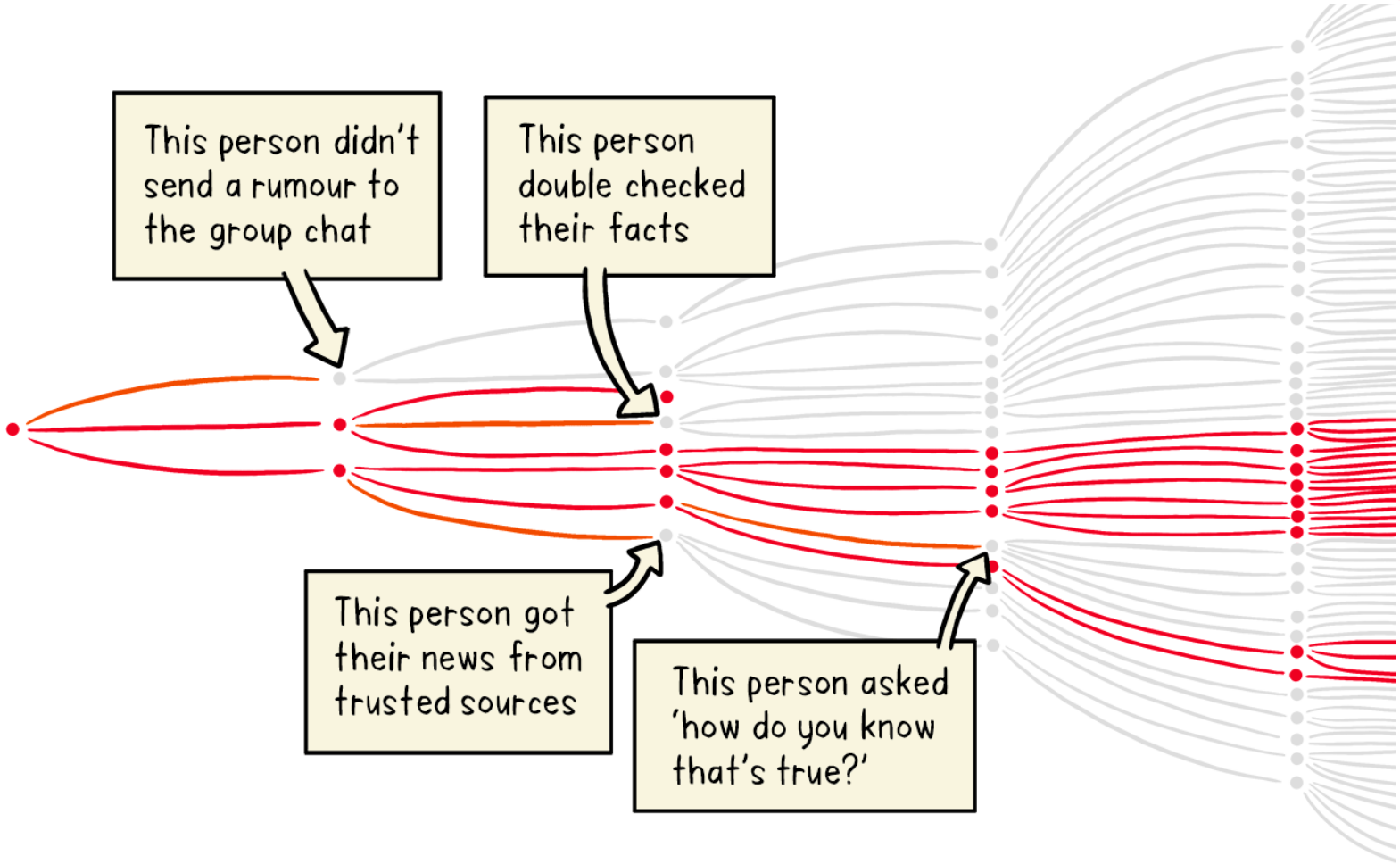
Common COVID-19 Myths

- **MYTH**: COVID-19 doesn’t exist – it was invented to control/scare you.
- **MYTH**: The flu vaccine can increase your chance of getting COVID-19.
- **MYTH**: The COVID-19 vaccine can give you COVID-19.
- **MYTH**: The flu vaccine will prevent you from getting COVID-19.
- **MYTH**: The COVID-19 vaccine will insert a government chip into you.
- **MYTH:** The COVID-19 vaccine will be a way to import mind control and "zombie-ism"

Tips for Addressing Myths

- **Listen** first to what people have to say before sharing what you know
- **Introduce** yourself, your organization, and what you do in the community
- **Engage** in conversation rather than just tell people what to do
- **Explain** few, clear and simple messages to the community in the language they prefer and avoid technical terms
- **Ask** questions to check for levels of understanding
- **Be honest** when you don't know something and tell the community you will find an answer and get back to them

Source: COVID-19 Key Tips and Discussion Points, IFRC, Unicef, WHO



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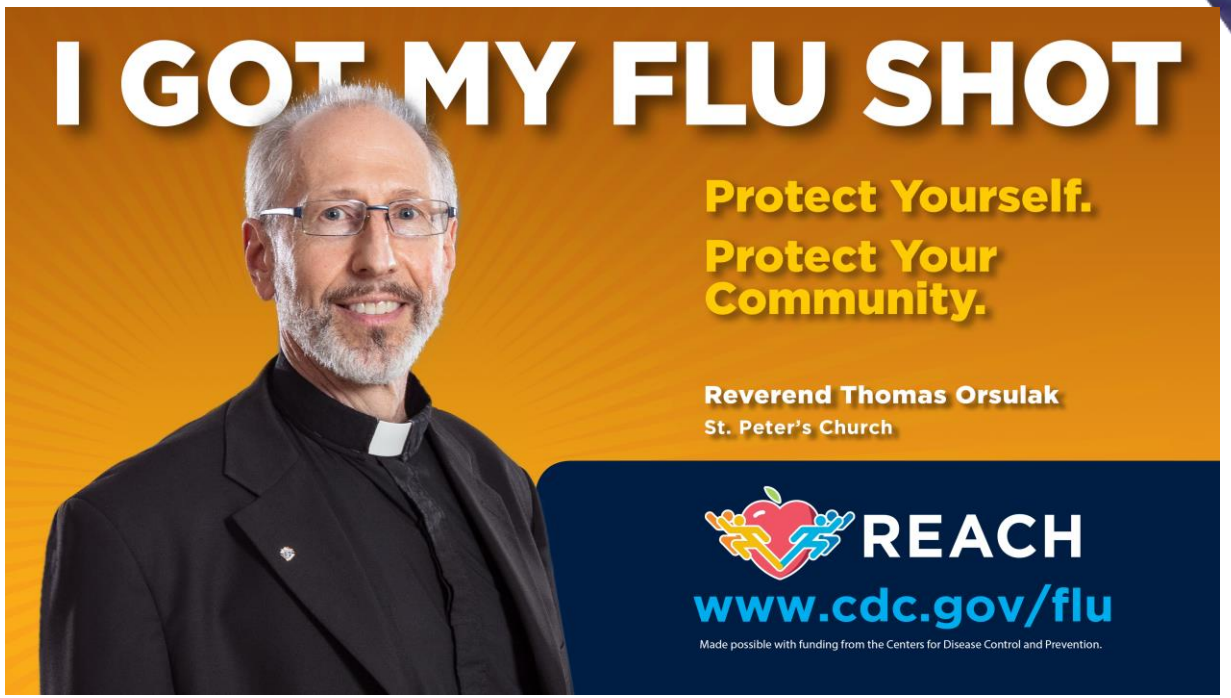
Source: Coronavirus disease (COVID-19) advice for the public: Mythbusters, WHO

Tell a New Story



Penn State REACH: [Flu Vaccine Community Champion Campaign]

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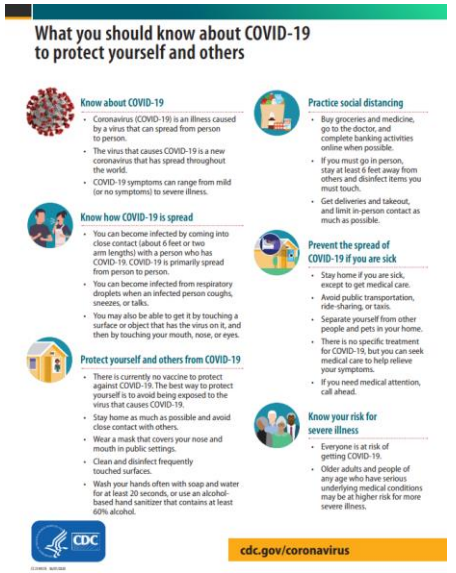
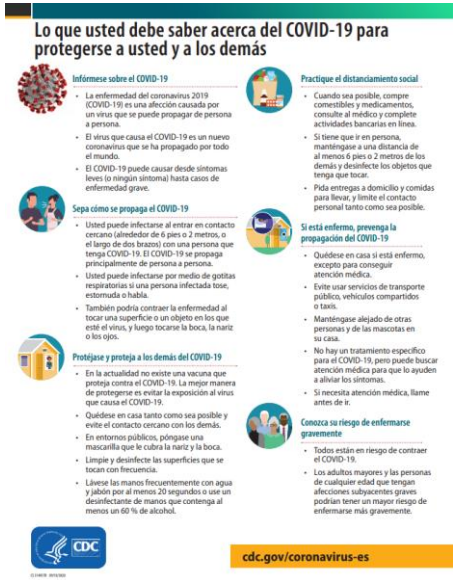
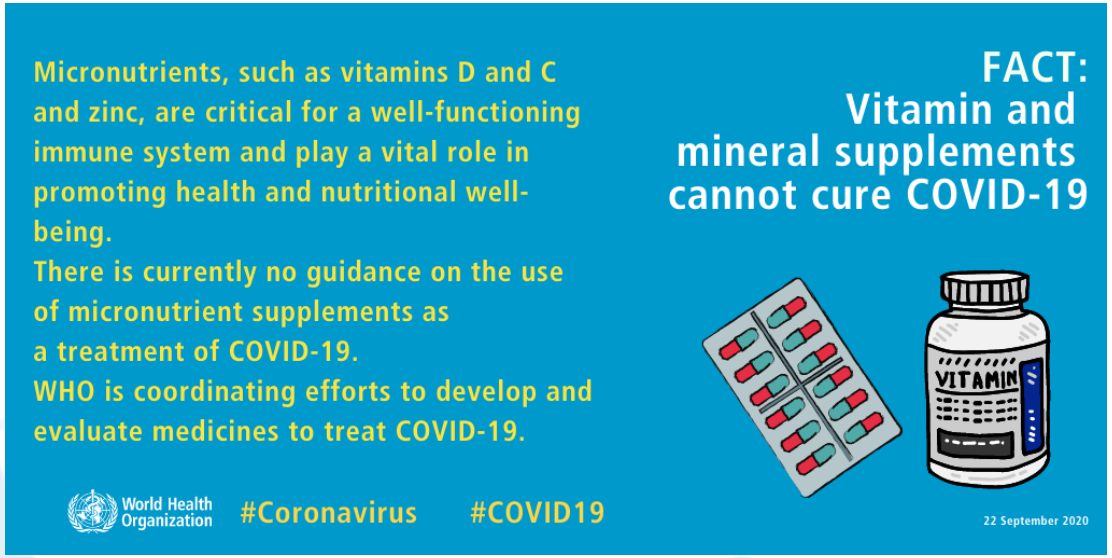
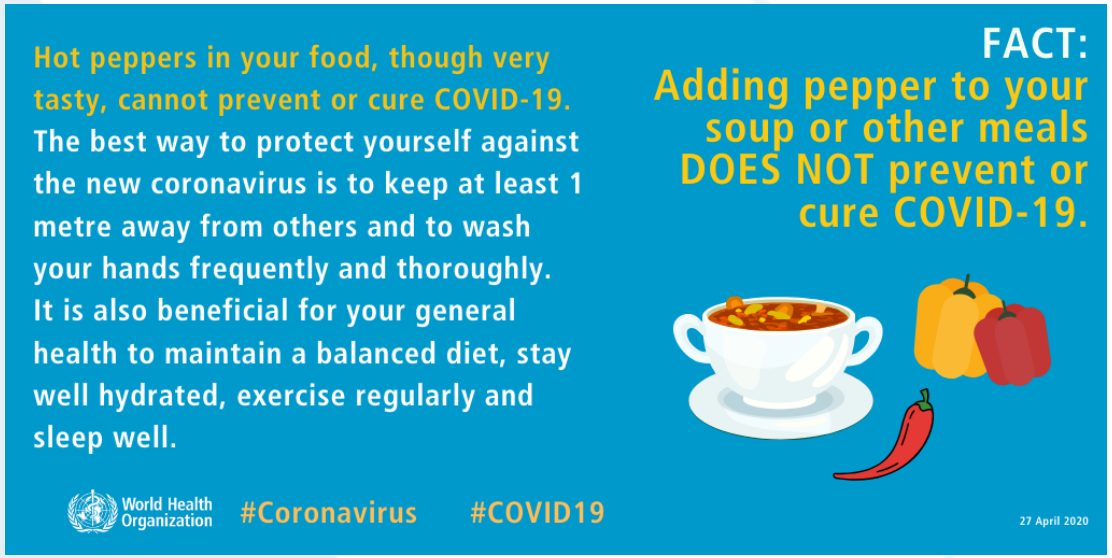
CDC Resources

- CDC COVID-19 Fact Sheets
  - English
  - Spanish
- Stop the Spread of Rumors
- Busting Myths and Misconceptions about COVID-19 Vaccination
- Similarities and Differences between Flu and COVID-19









World Health Organization

- **Coronavirus disease (COVID-19) advice for the public: Myth-busters**
  - English
  - Spanish

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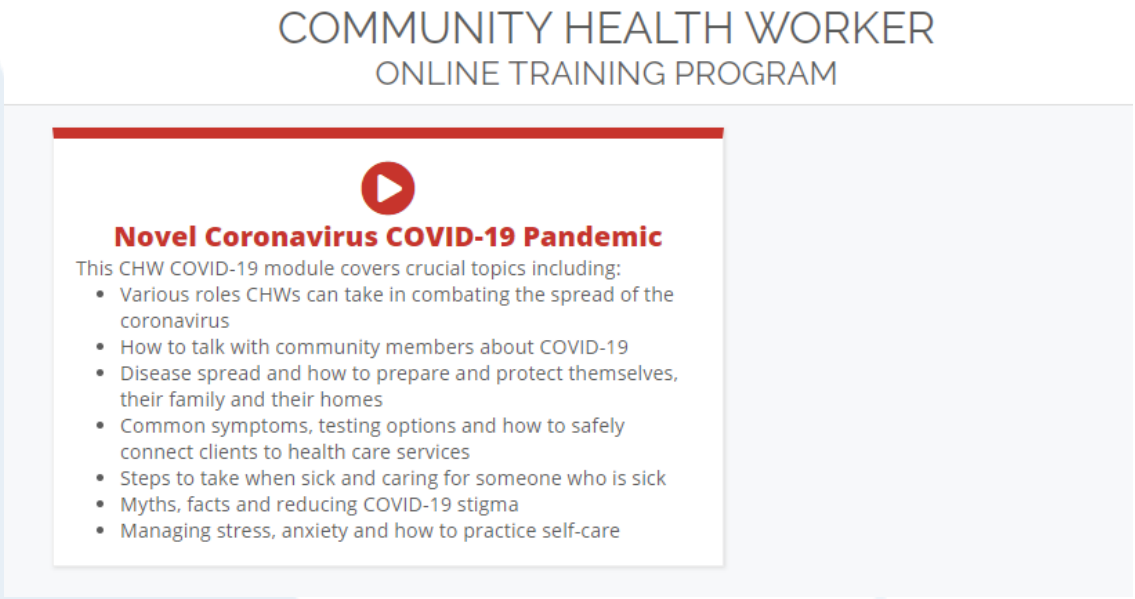
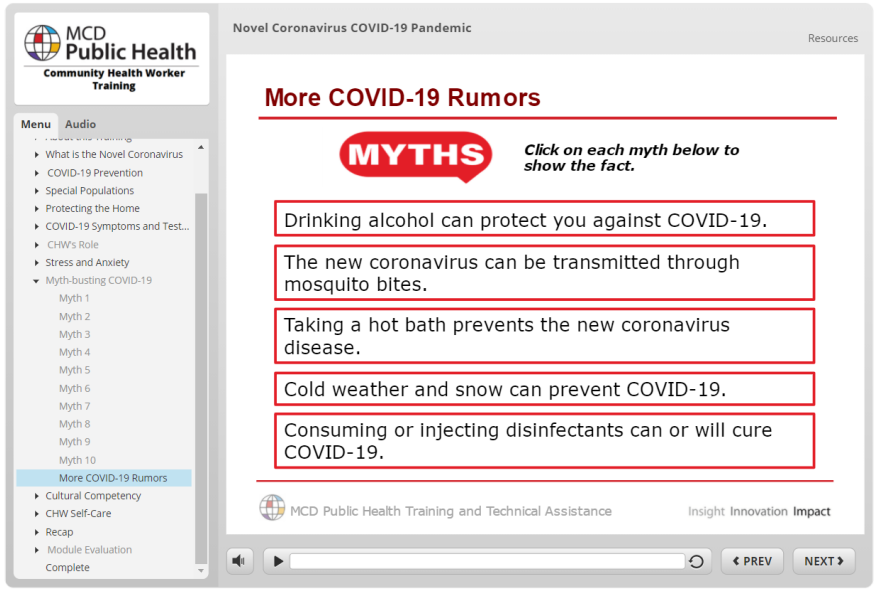
Community Health Worker Online Training Program for COVID-19

- MCD Public Health Training and Technical Assistance
- Free online training with a module on myth-busting during COVID-19





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Module 2: Knowledge Check

Scenario

CHW Marla read a post on Facebook today that warned of the dangers of ordering food from Chinese restaurants. The poster, Marla's cousin, cited an unknown source as saying Wuhan Flu was intentionally designed to spread through food in order to infect maximum numbers of Americans.

Do you agree or disagree with the following statements?

1. Marla should block her cousin and ignore the post because it's none of her business what her family posts on Facebook.
2. To help the situation, Marla could send a private message to her cousin with a link from a reliable source about the likelihood of food borne transmission. She can attach the comment "I can see how this might concern you, I was curious about this topic as well!"
3. People perpetuate myths because they have fears and lack of reliable information.

Module 2: Role Play

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Myth-Busting

Module Summary

COMMON MYTHS AND MISCONCEPTIONS

TIPS FOR ADDRESSING MYTHS

RESOURCES FOR MYTH-BUSTING

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Module 3: Creative Community Engagement Strategies

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Creative Community Engagement Strategies

Module Outline

- Review resources for community engagement:
  - Cloud-based Telecommunication Platforms
  - Graphic Medicine
  - Whatsapp
  - Gamification
  - Social Media
  - Telephonic Options
- Discuss tips for adjusting client intake practices

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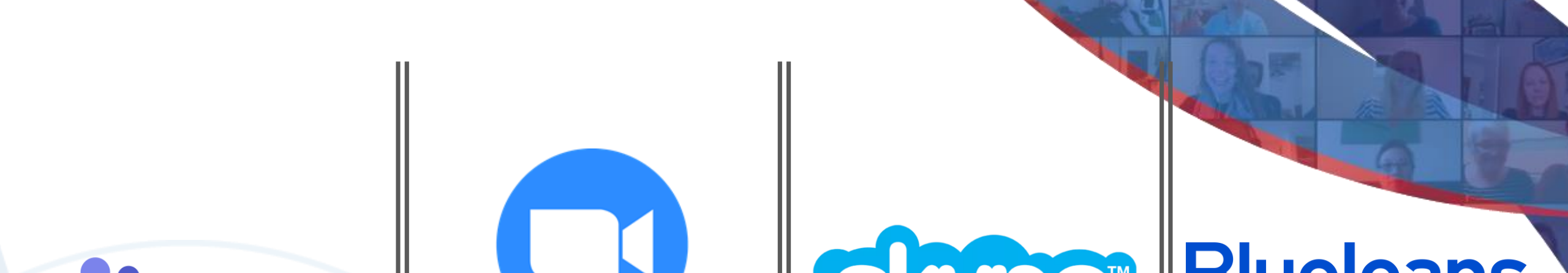
Community Engagement Resources

- There are a variety of creative solutions for staying connected with the community during the COVID-19 pandemic.
- Refer to organization's current use of resources and platforms.
- Discuss potential resources with supervisor/management to understand what is accepted for use.



Microsoft Teams

zoom

skype™

BlueJeans by Verizon

Cloud-based Telecommunication Platforms

Zoom

- Can be used for virtual meetings, webinars, etc.
- Variety of packages available depending on your organization's needs
- Can be HIPAA compliant (depending on purchase package)
- Special features: Whiteboard, annotations, polls, breakout rooms

Cloud-based Telecommunications Platforms - Tutorials

- Zoom tutorials
- BlueJeans tutorials
- Microsoft Teams tutorials
- Skype tutorials

Graphic Medicine

- Graphic Medicine is the use of comics and drawings to communicate healthcare concepts and information
  - Humorous, informational, & relatable
- Graphic Medicine Comics
  - English Blog
  - Spanish Blog
  - COVID-19 Comics
- Post cards can inform, engage, and encourage

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WhatsApp

- Mobile and Instant messaging, calling, and video chat application
- Commonly used among Hispanic/Latinx populations
- Create community-based groups to disseminate information
- Create virtual care groups between CHWs
- Not HIPAA compliant
- Tutorial to download and use WhatsApp

Gamification

- Use gaming techniques such as rewards and challenges to engage clients or community members
- Can be done virtually through audio, video, or asynchronous
- Trivia Games and COVID-19 Bingo
  - Kahoot!: https://kahoot.com (Requires phone & laptop)
  - Local Radio Station: Quizzes where clients can call in

Social media

- Facebook, YouTube, Instagram, Snapchat, & Twitter - outlets to stay connected with social media users
  - Message community members individually or participate in/create community groups
  - Create events or disseminate updates/information
- Facebook/YouTube live
  - Live broadcasting to share information & reach larger audiences and clients
  - Creating a live stream for YouTube
    - English Guide PDF
    - Spanish Guide PDF
  - Creating a live stream for Facebook

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Telephonic Options

- Phone Tree
  - Reach people with limited access to technology or who aren't likely to engage in digital spaces
  - Call to share simple, clear messages, or to understand what community members need or do not understand
- COVID-19 Hotline
  - Create a hotline to provide individuals with access to correct and localized information in their preferred language
  - Can help address myths, misconceptions, or specific questions that people may be afraid to ask

Source: Community Engagement with Digital and Social Media Platforms, USAID

Client Assessment Intake Processes

- Evaluate pre-COVID-19 assessment tools to ensure accurate and necessary data is being captured
- Pre-COVID-19 phone assessments may not need to be adjusted. Be sure to allow space for additional concerns from clients.
- Pre-COVID-19 in-person assessments should be telephonic if possible. Assess questions to be sure they are appropriate for phone conversation and do not need visual confirmation (ex: show me how you use your inhaler)

Tips for Adjusting Intake Processes

1

Keep questions simple and in plain language

2

Minimize number of questions & let patient know how long the assessment will take

3

Consider using a virtual background with or without a green screen when using platforms like Zoom (tutorial)

4

Consider utilizing mini polls at beginning & end of virtual visits

- Short check for understanding questionnaire or a poll created on Zoom (tutorial)

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Module 3: Knowledge Check

Creative Community Engagement Strategies

Module Summary

RESOURCES FOR COMMUNITY ENGAGEMENT

ADJUSTING CLIENT INTAKE PRACTICES

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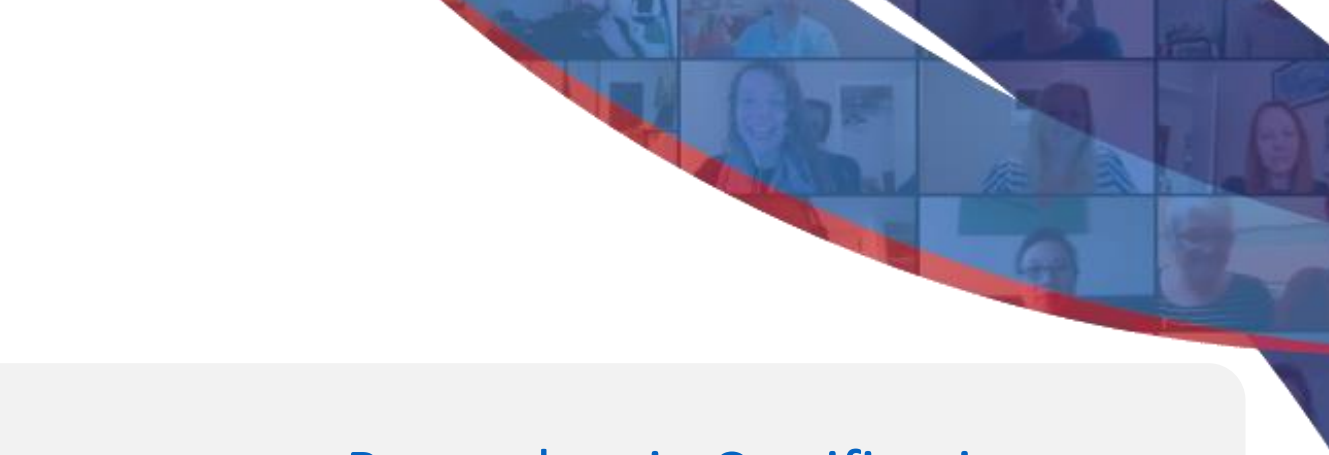
PA Certified Community Health Worker (CCHW)



[Pennsylvania Certification Board Training Accreditation Application]

[CCHW Content Outline & Standards]

Training Resource Guide

AHeaD with CHWs in COVID-19 ECHO

Resource Guide

Motivational Interviewing Resources

- Approaching Clients with Cultural Humility Webinar, National Council on Aging
- Readiness Ruler
- Decisional Balance Worksheet
- Motivational Interviewing Network of Trainers (MINT)
- Center for Integrated Primary Care, UMass Medical School
- Kaiser Permanente Brief Negotiation Roadmap Training

Myth-Busting Resources

World Health Organization

- English Myth-Busting Resources
- Spanish Myth-Busting Resource

CDC COVID-19 Resources

- English CDC COVID-19 Fact Sheet
- Spanish CDC COVID-19 Fact Sheet
- Stop the Spread of Rumors
- Busting Myths and Misconceptions about COVID-19 Vaccination
- Similarities and Differences Between Flu and COVID-19

CHW Online Training Program

- Free COVID-19 Myth-Busting Module

Community Engagement Resources

Virtual Meeting Platform Tutorials

- Zoom
  - Zoom Polls
  - Virtual Backgrounds
- BlueJeans
- Microsoft Teams
- Skype

Graphic Medicine

- English Medical Blog Comics
- Spanish Medical Blog Comics
- COVID-19 Comics

Gamification

- Kahoot!

Livestream and Social Media Platforms

- Youtube Live
- Facebook Live
- WhatsApp

Additional Resources

- American Cancer Society Guidance on Cancer Screening During COVID-19
- Pennsylvania (PA) Certified CHW Information – PA Certification Board Website
- National Association of CHWs COVID-19 Resource Hub

This project was funded through a Patient-Centered Outcomes Research Institute (PCORI) Eugene Washington PCORI Engagement Award (EAIN 00129).

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ctsi.psu.edu/echo

COVID-19 Information Session

12/22 12pm EST

SPECIAL COVID-19 INFORMATION SESSION

COVID-19 VACCINE: SAFETY & ROLLOUT INFORMATION

COVID-19 VACCINE: SAFETY & ROLLOUT INFORMATION

The Penn State College of Medicine Division of General Internal Medicine invites you to attend an interactive and virtual COVID-19 vaccination information session to address pressing questions about the virus as well as the safety and rollout of a vaccine.

Please join us on Tuesday, December 22, 12 noon EST. Our team of experts will provide updates on the COVID-19 vaccine (different vaccines, testing, and how they work), who is to be immunized first, and offer strategies to weigh the risks/benefits of experiences (particularly holidays). Attendees are encouraged to bring their own questions for our experts.

This information session will be done via video conferencing through zoom, which can be accessed through your phone or at your desk. It will be recorded and available for distribution.

Scan our QR code with your smartphone camera
or register here: https://qrco.de/COVIDVaccine

SCAN ME

Meet the Experts:

Andreas N. Achilleos, MD
Assistant Professor of Medicine

Paul M. Haidet, MD, MPH
Distinguished Professor of Medicine, Humanities, and Public Health Science

Jonathan J. Nunez, MD
Assistant Professor of Medicine

Leslie Parent, MD
Professor of Medicine, Microbiology and Immunology

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Questions & Comments

THANK YOU!

References

1. Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford Press.
2. *COVID-19 Key Tips and Discussion Points*. IFRC, Unicef, World Health Organization. https://www.unicef.org/media/65926/file/COVID-19:%20Key%20tips%20and%20discussion%20points%20for%20community%20workers%20and%20volunteers.pdf.
3. *Coronavirus disease (COVID-19) advice for the public: Mythbusters.* World Health Organization. https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters
4. *Community Engagement with Digital and Social Media Platforms*. USAID.