

Teaching Career Advancement Skills for Healthcare Workers

The Health CareeR_x Academy's
HPOG-UP Program Pilot

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STUDY OF CAREER ADVANCEMENT & QUALITY JOBS IN HEALTHCARE

- A Health Professions Opportunity Grant-University Partnership (HPOG-UP) project
- Goal: Create and pilot an evidence-based curriculum for advancement in the healthcare industry

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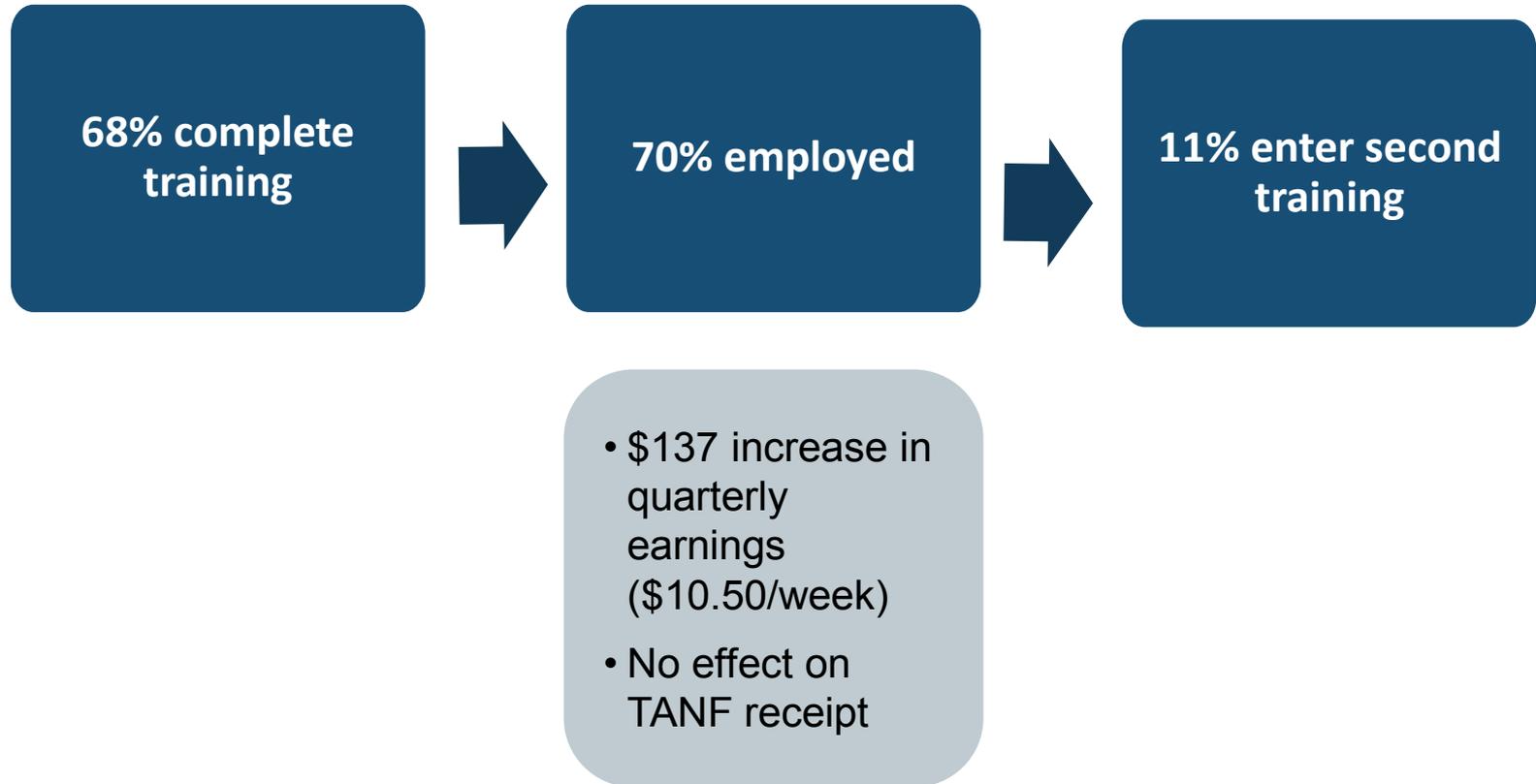
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AGENDA

- Background
- The Curriculum
- Implementation
- Assessment & Plans for Evaluation

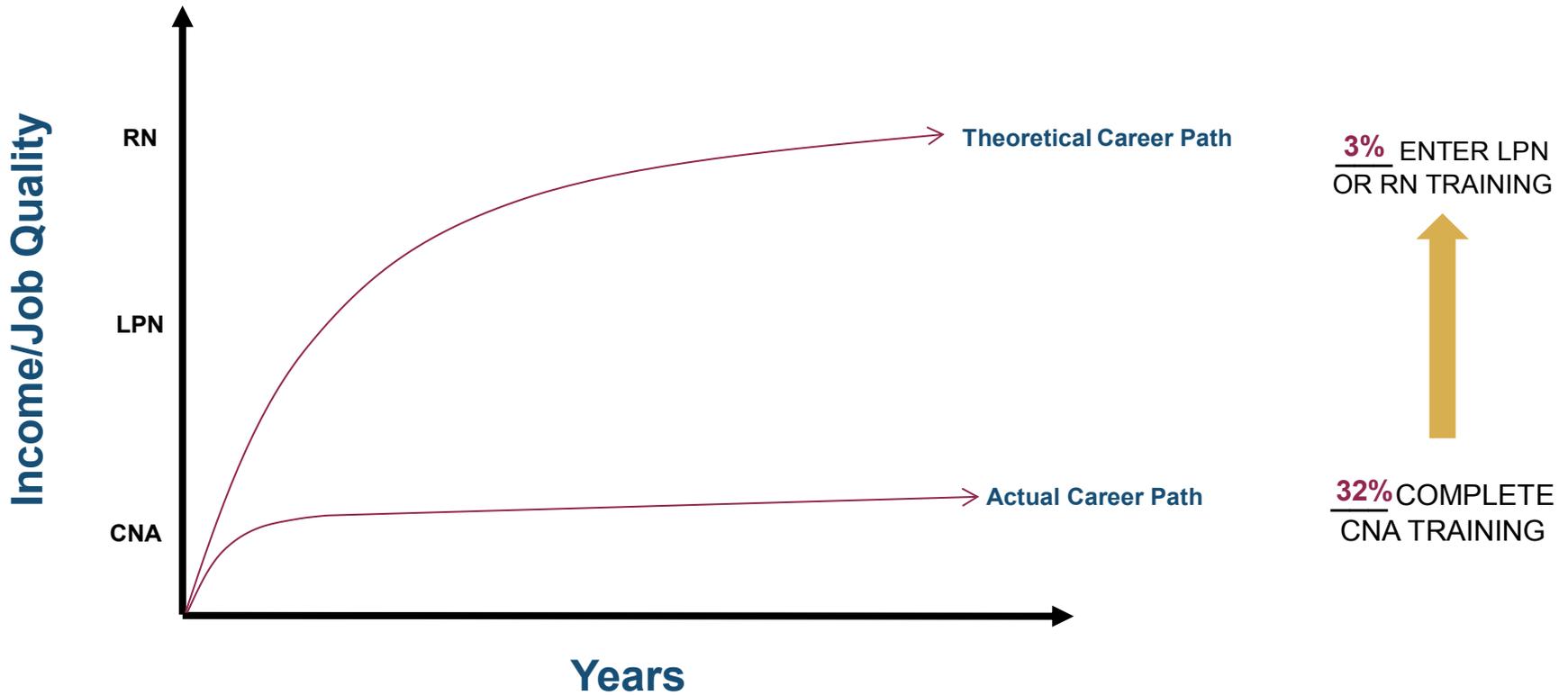
ENTRY BUT NO ADVANCEMENT^{1,2}



Entry but no Advancement: Speaker Notes

- HPOG is very effective at getting people into one training and an entry-level healthcare job. More than 2/3 of participants completed a healthcare training. Of these, 70% got jobs. However, the employment rate for HPOG participants is the same as the control group's. So, HPOG did not have an effect on employment overall, just on employment in healthcare.
- These jobs make about \$12 or \$13 an hour, which is not enough to make ends meet for most. The hope is that this first job acts as a foot in the door to a healthcare career, and leads to better job opportunities in the future.
- The evidence shows that this hope is not really being realized. 15 months into the program, those in HPOG are making about \$10 a week more than those in the control group, so working in healthcare does not have a huge payoff. And they are not getting off of TANF any faster than those in the control group.
- We also know that in order to get a better job in healthcare, most people will need to get another credential. However, at 15 months, only 11% have entered a second training.

CAREER PATHWAYS³



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Career Pathways: Speaker Notes

- We hope for a career pathway to look like this (CLICK): sharp increase early on, and as people get closer to their target job, things level off.
- Many HPOG participants come in saying they want to get their CNA, then LPN, then RN. That would look like this (CLICK)
- However, we find that in reality, many struggle to make it past CNA. We saw in the last slide that only 11% enter a second training. We do not yet know completion rates for these trainings. And these will not all be training in LPN and RN. In fact, many will be additional short-term trainings such as PCT that might have only a small effect on job quality.

QUESTIONS FOR AUDIENCE

- Can you guess how many HPOG participants go to CNA training as their first training? (CLICK to reveal answer) 32% of HPOG 1.0 participants completed CNA training, and about $\frac{3}{4}$ of these got jobs, making \$12 or \$13 an hour.
- Of those who completed CNA training, how many do you think went onto start LPN or RN programs? (CLICK to reveal answer) 3% went on to start LPN or RN programs, and 1% got an associate's degree. Those who did get a higher credential had higher employment rates.

EXPLAINING CAREER PATHS

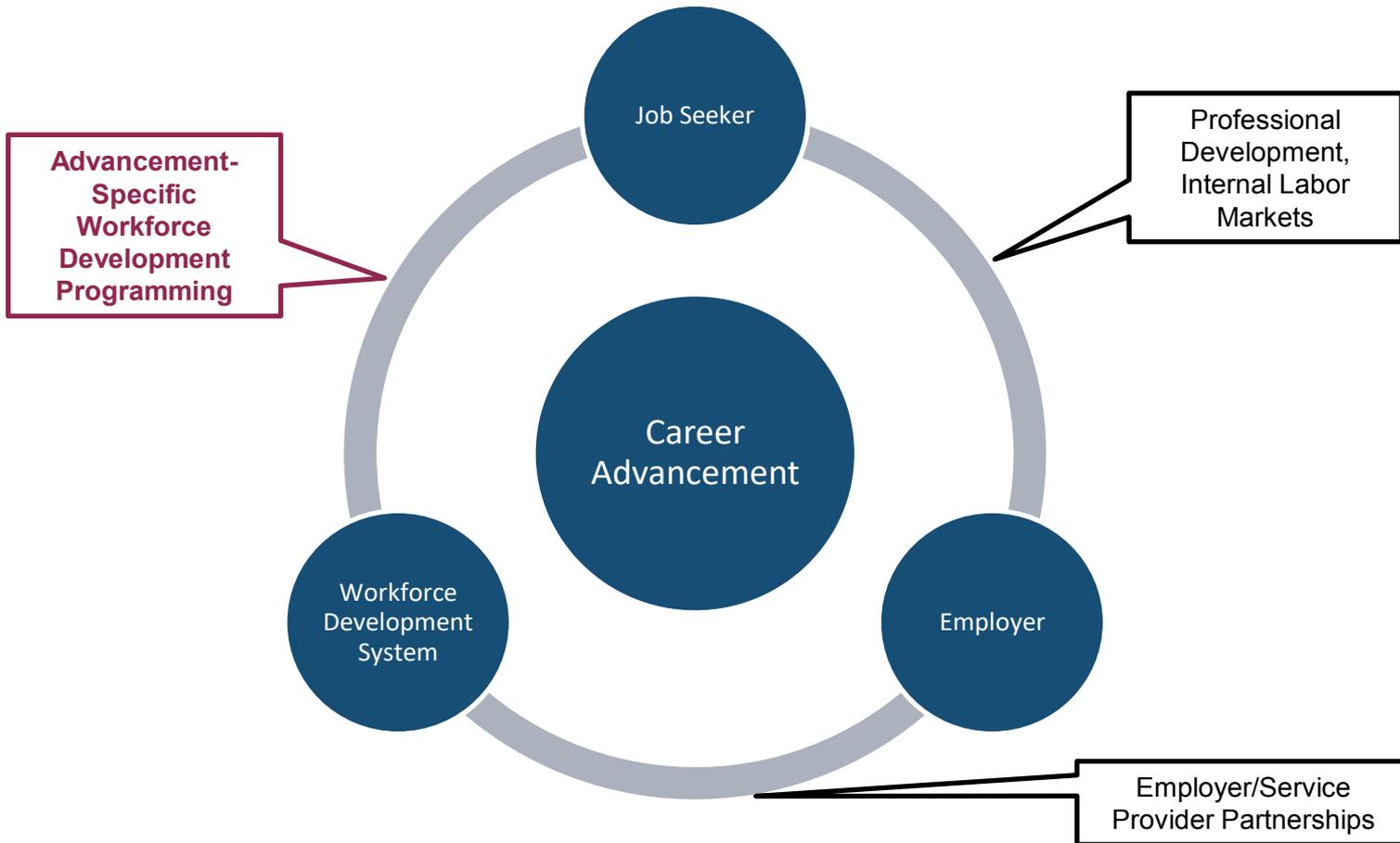
- The larger workforce system is centered on entry, not advancement: the “foot in the door” model
- However, employer-based career ladders are no longer the norm

Explaining Career Paths: Speaker Notes

Why is this happening? The larger literature on workforce development and labor markets shows two important reasons:

- The workforce system is based on an assumption that if someone gets their foot in the door, they will be able to advance up a career ladder on their own. But this is largely not the case.
- Employers no longer have well-developed internal career ladders or professional development programs. Many folks are starting out in home care, which is often per diem contract work, so there is no real internal labor market at all.

WHOSE RESPONSIBILITY IS IT?



Whose Responsibility Is It: Speaker Notes

So, how are entry-level workers going to advance? Whose responsibility is it to support their advancement?

- How many people think it's the job seeker's/employer's/etc. responsibility?
- We suggest that there are three legs to this stool, and everyone has a part to play. As employers take on less of this responsibility, we think that the workforce development system can play a bigger role in supporting advancement, by creating advancement-specific programming for job seekers. This programming will help those not yet working and incumbent workers in entry-level jobs to advance toward their career goals.

GENERATING AN EVIDENCE BASE

- How do HPOG participants define advancement?
- What barriers to advancement do they face? (e.g., gaps in knowledge)
- What opportunities for advancement exist with local employers?

Generating an Evidence Base: Speaker Notes

Moving on to the curriculum.

Our research project conducted research to understand HPOG participants' career pathway stories, and used this research to create an advancement curriculum that is being piloted at the Health CareerRx Academy. We started with these questions. We did interviews with HPOG 1.0 participants from the Health CareerRx Academy to get answers.

(RE)DEFINING CAREER ADVANCEMENT

Career advancement includes changes in:



What is career advancement?

 <p>Hours</p> <p>Moving from part-time to full-time, from per diem to permanent, from inconsistent to consistent schedules, and to a schedule that works best with people's lives.</p>	 <p>Pay</p> <p>Increases in hourly wage or in hours worked; both contribute to pay increases.</p>	 <p>Benefits</p> <p>Moving to a job or workplace with benefits, such as paid time off and affordable employer-based health insurance.</p>	 <p>Commute Time</p> <p>Finding a job closer to home, which reduces transportation costs and allows for more time with family.</p>	 <p>Responsibility and Self-Fulfillment</p> <p>Moves that create a more satisfying work experience, such as jobs that offer more responsibilities or the ability to specialize.</p>
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These can all be achieved without a change in job title.

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(Re)defining Career Advancement: Speaker Notes

QUESTION FOR AUDIENCE:

What do you think advancement is?

(CLICK) Our research revealed that for HPOG participants, advancement does not necessarily mean a change in job title, e.g., from CNA to LPN. It can mean staying in the same job but in a workplace that provides better job quality in some way. And what people think of as better job quality depends on their individual experiences. So, in helping someone to plan their career paths beyond entry, it is important to listen to their priorities. (distribute Handout 1)

Thinking of advancement as improving job quality, without necessarily moving to a new or higher-status job title, makes advancing a bit easier. People can make lateral moves that achieve improvement incrementally, instead of having to tackle a leap like the one from CNA to LPN all at once.

PASSPORT TO CAREER ADVANCEMENT



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Passport to Career Advancement: Speaker Notes

Introduce the workshops:

The *Passport to Career Advancement* is a series of workshops designed to support Health CareRx Academy participants to plan their careers, thinking about the steps they will take from their first healthcare jobs to their target jobs. These workshops are timed to take place at entry in to the Health CareRx Academy and at important milestones along their journey, until they have worked in their first job for about a year and are ready to move on to a better job. Each gets a passport when they enter the program, and it gets stamped every time they attend a workshop (CLICK). Once their passport is fully stamped, they get a gift card (CLICK x4).

Here is a summary of all the workshops, which we will go through now (distribute [Handout 2](#)).

I. NAVIGATING THE ROAD THROUGH YOUR NEW CAREER

- Learn what makes a job a better job
- Find out the benefits of working in different environments,
- Learn how to overcome barriers, and
- Make a plan for career advancement

Navigating the Road through your New Career: Speaker Notes

The first workshop is Navigating the Road through Your New Career. It starts with the facilitator saying the following:

Your first job in health care may not necessarily be your dream job. Achieving a high quality, well paid job in health care is a long-term process that involves weighing your own priorities and goals with the opportunities available to you. This workbook and workshop are designed to help you navigate through your health career, by:

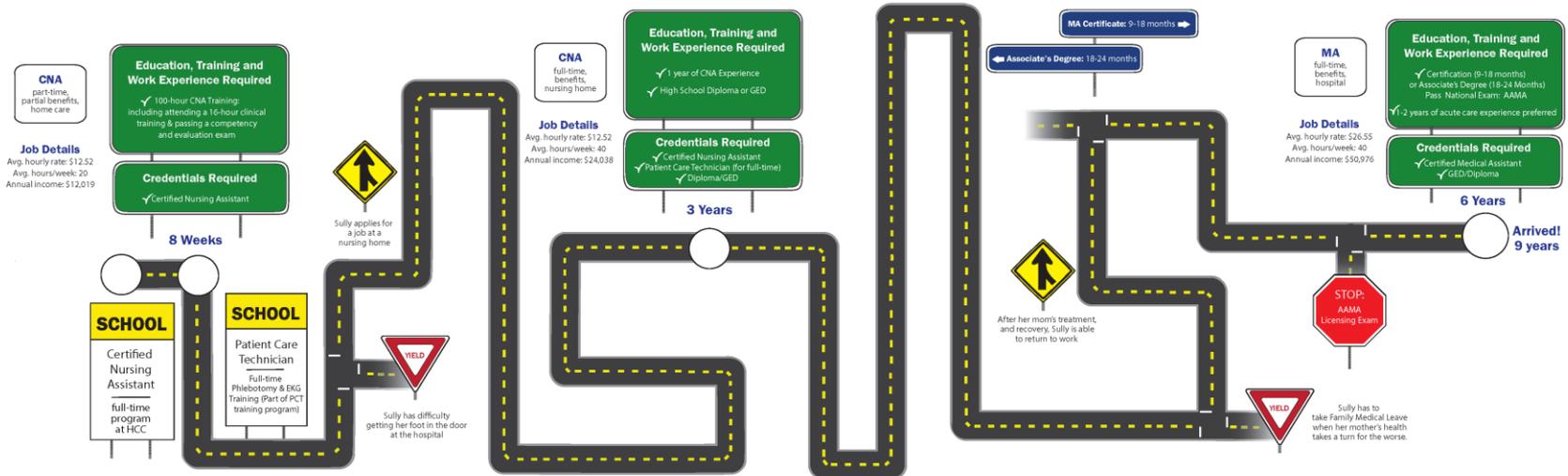
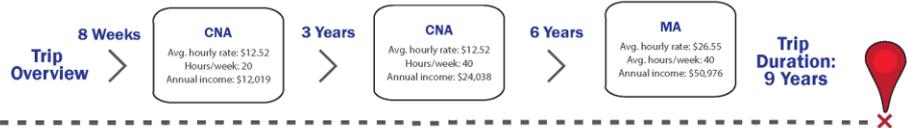
- *learning from others that have been where you are,*
- *identifying what makes a job a good job for you, and*
- *mapping out the small steps along your career pathway that will lead to your goals.*

This workshop takes place during the required Foundation Skills Workshop Week, in order to get participants thinking about their full career trajectory (and not just their first job) from the very beginning.

CAREER MAPS

Sully's Career Map: Certified Nursing Assistant to Medical Assistant

Ever since my mom was cared for by CNAs, I've been interested in becoming one. How can I navigate this road to make a job work for my life, interests and goals?



Career Maps: Speaker Notes

This workshop uses a mapping exercise to help participants think through the ups and downs of their career pathways. We use the road metaphor as a framework. We created maps of six fictional participants, along with narratives of their career paths. Participants go through these carefully. With each person, they discuss the following questions:

- What was her starting point? What barriers did she overcome just to get there?
- What decisions did she have to make? Did these come earlier or later in her story?
- What support did she need to get to the final point on her map?
- Other than wages, how were the later jobs better than her first?
- What roadblocks did she face? What did she do?
- How is this career path similar to or different from what you want to achieve?

Sully is a fictional person. She starts out as a part-time CNA working in home care. Then she transitions to a full-time CNA position in a nursing home, with better pay and benefits. From there, she goes back to school to get her MA certificate, and becomes an MA in a hospital. Along the way, she has to leave work to take care of her mother, and she gets PCT certification but is unable to find work as a PCT so has to take a CNA job instead.

People connect with her story – they choose people who are relevant to them. Having stories that reflect their own lives is helpful.

MAPPING EXERCISE

's Career Map: _____ to _____

What motivates me to work in healthcare?

○ -----

What skills and experience do I already have that will help me?

Where am I starting?

Trip Overview > **Time** > **Job:** _____
 Avg hourly rate: _____
 Hours/week: _____
 Annual Income: _____

> **Time** > **Job:** _____
 Avg hourly rate: _____
 Hours/week: _____
 Annual Income: _____

> **Time** > **Job:** _____
 Avg hourly rate: _____
 Hours/week: _____
 Annual Income: _____

Trip Duration: _____ 

Job Details: _____

Education, Training, and Work Experience Required

Credentials Required

Years/months

Job: _____
 Time: _____
 Benefits: _____
 Location: _____

Job Details: _____

Education, Training, and Work Experience Required

Credentials Required

Years/months

Job: _____
 Time: _____
 Benefits: _____
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Job Details: _____

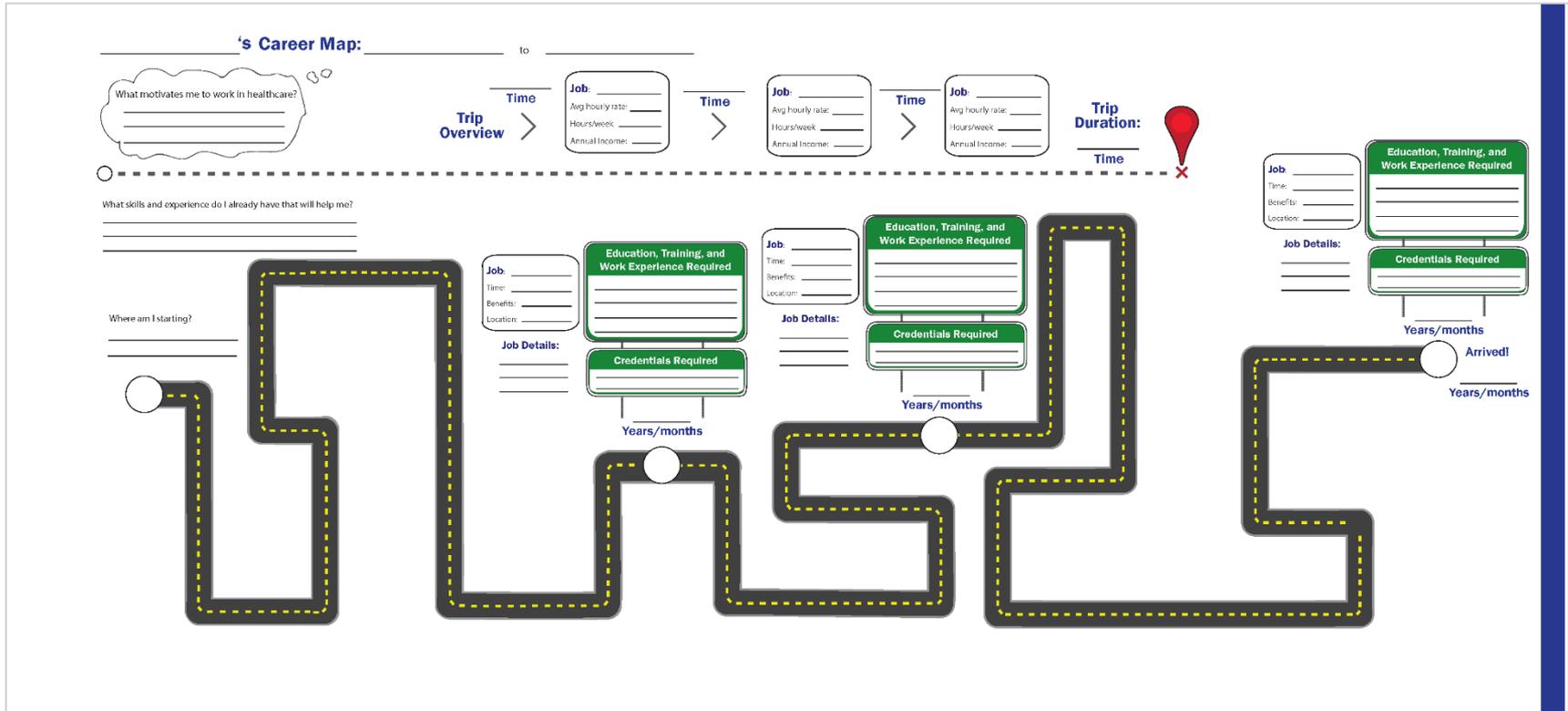
Education, Training, and Work Experience Required

Credentials Required

Years/months

Arrived!

Years/months



Mapping Exercise: Speaker Notes

After reading other people's stories and maps, participants make their own maps, thinking about a possible healthcare career journey from their first job to their target job. This is a time for quiet reflection, when participants can focus on doing their own pathways. People love this exercise. It is interactive, and participants get stickers to add to their maps, to put in potential barriers (yield signs) and resources used to overcome them (merge signs). They also get information sheets about healthcare jobs and associated trainings (distribute [Handout 3](#)).

QUESTIONS FOR AUDIENCE

What do you think people might put in for yield and merge signs? I.e., barriers and resources used to overcome them?

If you were a participant, what might you put in for a first job and a target job? [Nordia to improvise what the steps would be in between, using the pages from the workbook]

II. STARTING A NEW JOB

- Understand all the basics of starting your new job in healthcare:
- Decode your offer letter
- Negotiate your salary, scheduling options, payroll
- Learn how to make a decision if you get more than one offer

Starting a New Job

Part of the Health Career_x Academy's new
Passport to Career Advancement workshop series



April 4th, 5:00-6:30 pm **April 18th, 11:00-12:30 am**

Whether you're starting a new job in healthcare or in another industry, this workshop will give you important information to help you understand your offer letter, getting onto payroll, health benefits and more!

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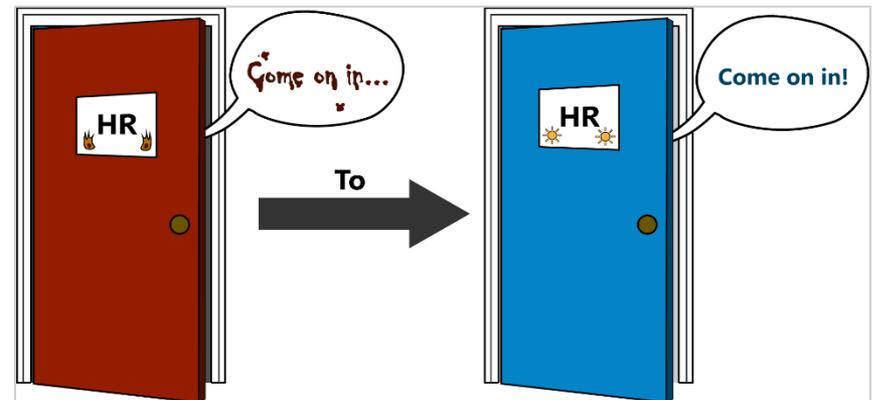
Starting a New Job: Speaker Notes

This packet contains samples and explanations of most of the documents you will need to know about in order to get hired, start getting paid, and access employer-provided benefits. Keep in mind that these are only examples. Other than the federal and state documents (the I-9, W-4, and W-2), the documents that your employer uses may look different from those included in this packet.

We take for granted that anyone can fill out these documents and understands their employment contract, but if this is your first job or you are new to the US, it can be hard. We do this at Job Club, which meets twice a month (one daytime, one evening). It is delivered by Employment Specialists, and employers are sometimes also there to answer questions. We have a disclaimer that we are not tax professionals!

III. MAKING YOUR EMPLOYER WORK FOR YOU

- Learn how your workplace's HR can support your career growth, including:
- How your job's policies and benefits can provide opportunities
- How you can take advantage of these opportunities
- How HR can help you mediate conflict and unfair situations



Making Your Employer Work for You: Speaker Notes

Now that you have a job, it's time to start thinking about how to continue on your journey. Your Career Counselor and Employment Specialist have been great resources in helping you get to this point. Once you are working, your employer's Human Resources (HR) department can also be a great resource. Often people think of Human Resources as just being the Hiring and Firing folks. But really, HR does far more than hiring and firing. So, this workshop is to help you learn to use HR to your advantage!

IV. BETTER JOB WORKSHOPS

Searching for a Better Job

- Explore what exactly a good job means how a job can be a better job
- Learn how to get a better job, including how to search for a job while working
- Overcome the fears can get in the way of career advancement

Getting Your Next Job

- Learn how to translate the skills and experience you have gained in your first healthcare job into to getting your next job
- Write an effective resume for advancing your career
- Learn interview techniques that will help you stand out

Better Job Workshops: Speaker Notes

These workshops are intended for participants who have been in their first jobs for some time and are ready to move on. In the first workshop, they revisit their maps to remind themselves of their next step, and to assess whether this plan still makes sense. Then they learn about where to look for jobs, both in their workplaces and outside, and how to carve out time for their job search. In the second workshop, they work on their resumes and learn how to feature the clinical skills attained in their first jobs.

IMPLEMENTATION

CHALLENGES

- Training facilitators in new material
- Integrating both materials and over-arching advancement message into existing programming
- Getting people to come to the elective workshops

SOLUTIONS

- Dedicated staff training, detailed facilitators' guides
- Provide materials with advancement images to staff and participants (stickers, magnets, workbooks)
- Regular follow-up meetings with full staff
- Marketing/publicity plan and attendance incentives
- Provide childcare and transportation

Implementation: Speaker Notes

The curriculum was revealed in several steps which allowed us to tweak/adjust what we were doing along the way. Some of the challenges we encountered centered around the minutia of the content delivery and getting participants to show up to the elective workshops.

Through this process, what was encouraging was that the overall message was well received.

PARTICIPANTS' ASSESSMENT

Participants' Assessments of Navigating the Road through Your New Career Workshop

Average Scores, 1=Strongly Disagree, 5=Strongly Agree (N=29)



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Participants' Assessment: Speaker Notes

At the end of the *Navigating the Road* workshop day, facilitators administered a brief evaluation of the day to participants. These evaluations showed great enthusiasm for the workshop. Most notably, participants expressed strong support for the statement that they would recommend the workshop to someone seeking a healthcare career (average score 4.89 out of 5, see Figure 1), suggesting that the content was particularly useful in thinking about developing a career in healthcare. In addition, these results show that this content was new to participants (average score 4.82 out of 5).

Responses to the evaluation's open-ended question corroborate these high assessments of the workshop. Text responses to the question, "What did you like most about the workshop day?" included the following:

"Hands on and it made me think about my path past/present/future"

"It taught me how to map out my career"

"Very helpful; the roadmap encouraged me"

"I like doing the career map"

"Easy to understand"

EVALUATION

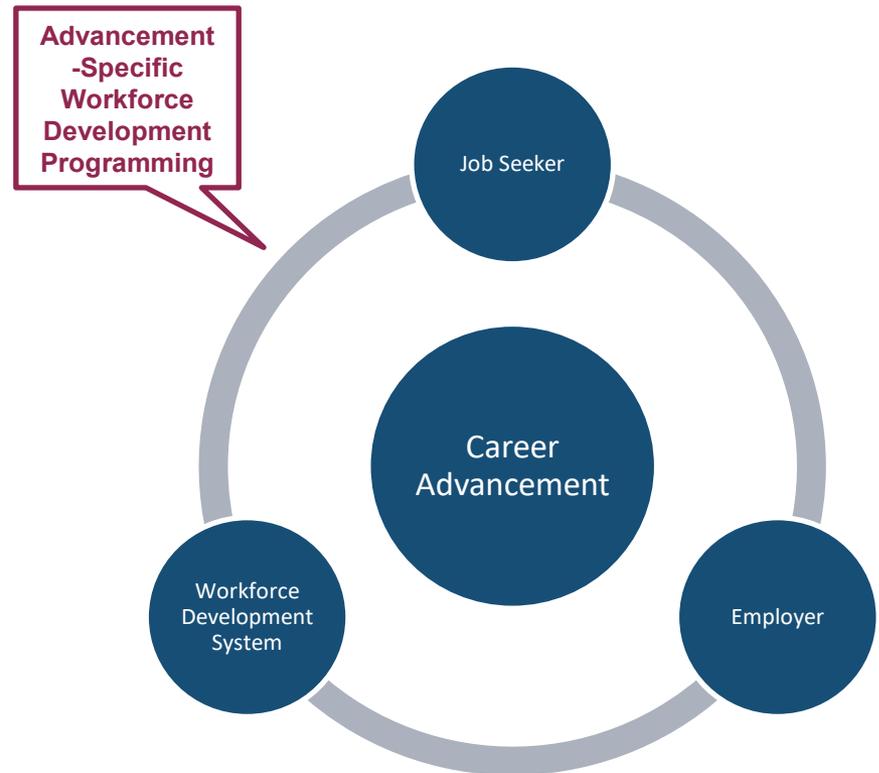
- Survey of HPOG participants curriculum to detect differences in knowledge of and attitudes about advancement
 - Comparison group: pre-advancement curriculum rollout
 - Treatment group: those in advancement curriculum
- Results expected in December 2019

Evaluation: Speaker Notes

We are planning a quasi-experimental evaluation. Given the short timeline, we cannot examine actual differences in employment outcomes. We designed a survey that asks about attitudes toward advancement, career plans, and sources of career planning information.

CONCLUSION

- Advancement past the entry level is critical to moving toward financial stability
- Workforce development can include knowledge and skills necessary to navigate the workplace and to advance along a career path



Conclusion: Speaker Notes

So what does it all mean, especially to workforce development professionals like us and programs like HPOG? Well, it means that we have to be intentional in our messaging of career advancement. HPOG can help a participant start the process of entering the healthcare space, however, the model of linear career progression is now outdated. The population we serve do not necessarily have the tools to define advancement for them nor the knowledge of how to navigate the changing landscape of career advancement. Since advancement past the entry level is critical to moving toward financial stability, we have to equip them with the tools and skills necessary to make that transition.

THANK YOU!

FOR MORE INFORMATION, CONTACT

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- Nordia Savage, MSW, nsavage@workplace.org

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Thank You: Speaker Notes

QUESTION FOR THE AUDIENCE

- How would you incorporate advancement programming into your existing program?

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2. Werner, A., Koralek, R., Roy, R., Schwartz, D., Collins, A., Loprest, P., & Stolte, A. (2016). *Descriptive implementation and outcome study report: National implementation evaluation of the Health Profession Opportunity Grants (HPOG) to serve TANF recipients and other low-income individuals*. (OPRE Report No. 2016-30). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, US Department of Health and Human Services.
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