



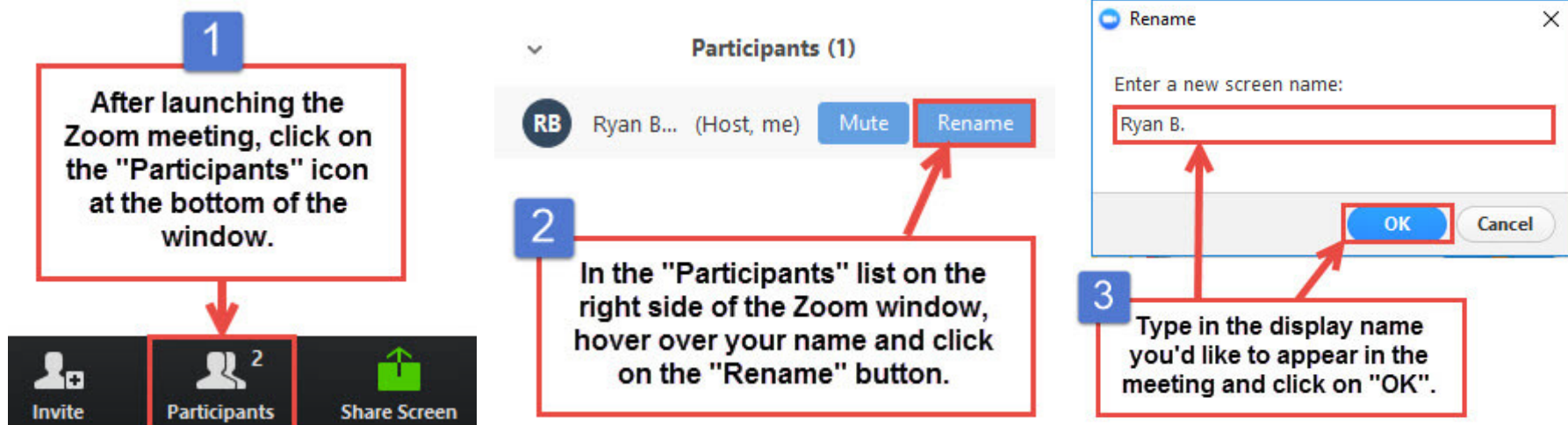
MOSES/WEITZMAN
Health System

Health Profession Student Training Learning Collaborative

Session One: February 6th, 2024

Get the Most Out of Your Zoom Experience

- Please keep yourself on MUTE to avoid background/distracting sounds
- Use the CHAT function or UNMUTE to ask questions or make comments
- Please change your participant name to your full name and organization
 - “Meaghan Angers CHCI”



1
After launching the Zoom meeting, click on the "Participants" icon at the bottom of the window.

2
In the "Participants" list on the right side of the Zoom window, hover over your name and click on the "Rename" button.

3
Type in the display name you'd like to appear in the meeting and click on "OK".

Session 1 Agenda

3:00 – 3:15	Introduction to CHCI, Collaborative Expectations, & Structure
3:15– 3:30	Team Introductions: Part I
3:30 – 3:45	Overview of Effective HPS Training Program, Playbook Guide, & Learning Collaborative Deliverables
3:45 – 4:00	Team Introductions: Part II
4:00 – 4:25	Play 1 and 2: Partnerships
4:25 – 4:30	Q & A, Next Steps, Evaluation



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Community Health Center Inc. and NTTAP Introduction

Learning Collaborative Faculty

Margaret Flinter, APRN, PhD, FAAN

- Co-PI, NTTAP
- CHCI's Senior Vice President/Clinical Director

Amanda Schiessl, MPP

- Co-PI & Project Director, NTTAP

Victoria Malvey

- Interprofessional Student Specialist

Bianca Flowers

- Project Manager, NTTAP

Meaghan Angers

- Project Manager, NTTAP

National Training and Technical Assistance Partners Clinical Workforce Development

Provides free training and technical assistance to health centers across the nation through national webinars, learning collaboratives, activity sessions, trainings, research, publications, etc.

Team-Based Care



- Fundamentals of Comprehensive Care
- Advancing Team-Based Care

Training the Next Generation



- Postgraduate Residency and Fellowship Training
- Health Professions Training

Emerging Issue



- HIV Prevention

Advancing Health Equity



Preparedness for Emergencies and Environmental Impacts on Health



Moses Weitzman Health System Affiliates



MOSES/WEITZMAN
Health System



Community
Health Center, Inc.

the national institute for
nimaa
medical assistant advancement


ConferMEDTM
Connecting Primary Care to the Future

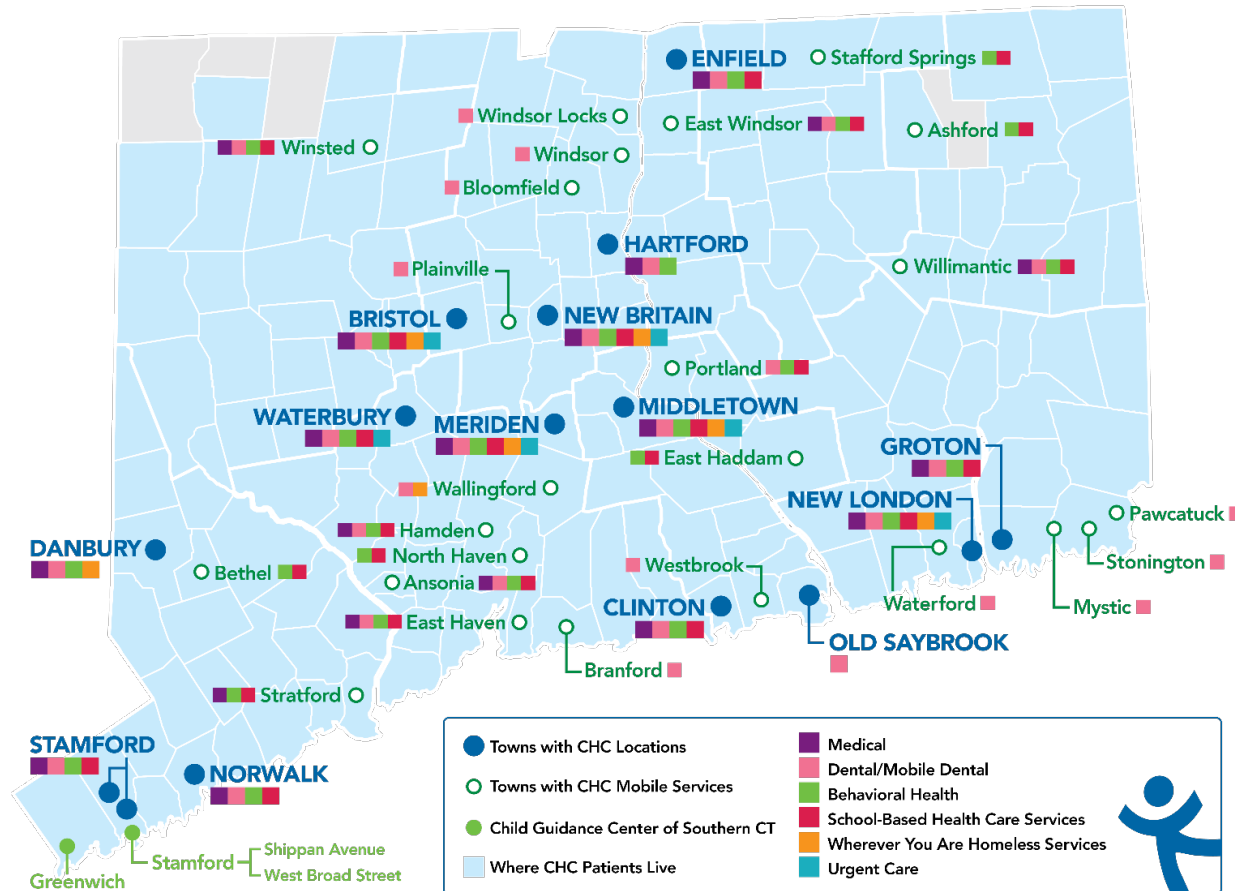


CONSORTIUM
FOR ADVANCED PRACTICE PROVIDERS



Community Health Center, Inc.

Locations and Service Sites in Connecticut



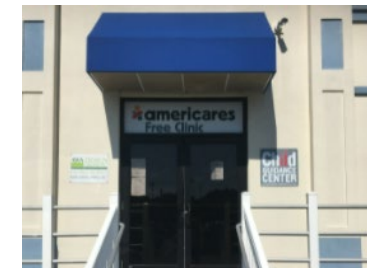
CHC Profile:

- Founded: May 1, 1972
- Staff: ~1,200
- Total Patients Served: 102,275
- Clinical Sites across CT: 19
- SBHCs across CT: 180+
- Students & Residents/year: 390
- Three Foundational Pillars:
 1. Clinical Excellence
 2. Research & Development
 3. Training the Next Generation

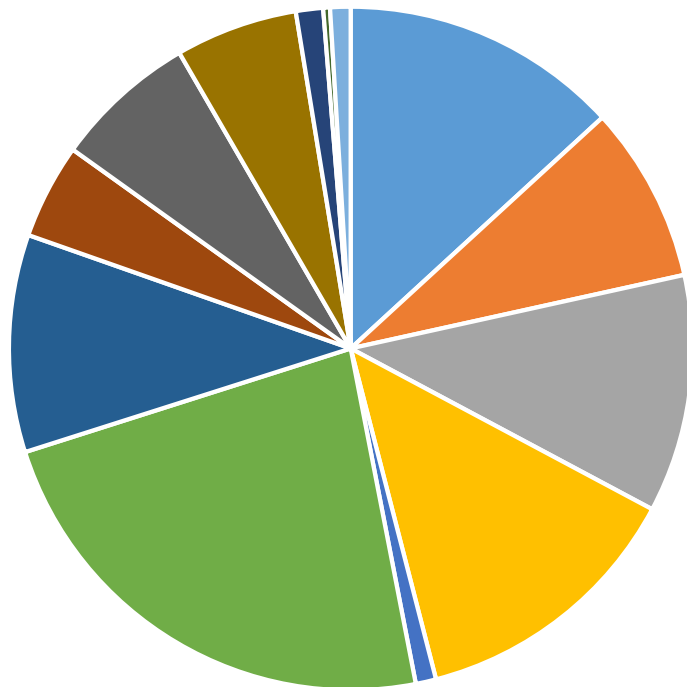
Community Health Center, Inc.



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CHC Student & Resident Overview: 2023



- behavioral health
- dietitian
- medical assistant
- dental assistant
- undergraduate nursing
- nurse practitioner
- chiropractic
- medical resident
- non-clinical
- psychiatry resident
- dental hygiene
- medical
- dental resident

- 311 Students and Residents completed their placements at CHC in 2023
- Student disciplines include non-clinical research, resident, and medical
- Placements primarily onsite, with some remaining hybrid/remote
- As of Fall 2023, began to implement stipends for NP and MD students



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Collaborative Structure & Expectations

Welcome to the Health Professions Student Training Learning Collaborative!

- The Health Profession Student Training Learning Collaborative is a 6-month participatory learning experience offered by the National Health Center Training and Technical Assistance Partners (NTTAP) for Clinical Workforce Development, funded by the Health Resources and Services Administration, and hosted by Community Health Center, Inc. (CHCI) in Middletown, CT.
- The Collaborative is designed to provide transformational strategies and coaching support to help health centers evaluate, replicate, and sustain a health profession student (HPS) training program.

Objectives of the Learning Collaborative

- (1) Use assessment of their current readiness to train health profession students to identify areas for process improvement
- (2) Use quality improvement concepts and skills with coaching support to systematically establish a sustainable health professions student training program
- (3) Contribute to the learning among participating health centers by engaging in Learning Collaborative activities

Learning Collaborative Structure

- Six 90-minute Learning Collaborative video conference sessions
- Bi-weekly calls between coach mentors and practice coach
- Bi-weekly team workgroup meetings
- Use Online Moodle Learning Network (Share Your Work, Resources, etc.)

Learning Session Dates	
Learning Session 1	Tuesday February 6 th
Learning Session 2	Tuesday March 5 th
Learning Session 3	Tuesday March 26 th
Learning Session 4	Tuesday April 16 th
Learning Session 5	Tuesday May 14 th
Learning Session 6	Tuesday June 11 th

Conditions of Success

- **Attendance** at collaborative learning sessions and engagement in weekly coach/mentor calls
- **Engagement** in work between sessions that included protected time to meet as a team, trust and respect.
- **Commitment** of trained coaches to improving their skills and helping teams achieve results
- **Support** of practice leadership for time, resources, spread and sustainability

Coach Mentor and Team Coach Role

Role of Coach Mentor

Amanda Schiessl & Victoria Malvey

- Meet with Team Coaches bi-weekly to discuss progress
- Work directly with Team Coach to identify successes and work through challenges/barriers.
- Mentors Team Coach on how to run an effective meeting for their team and develop their coaching skills
- Be available for individual sessions with Team Coaches for specific team and program development

Role of Team Coach

- Teach team how to prepare and facilitate effective meetings
- Provide coaching support between and during weekly internal team meetings
- Participate in bi-weekly Zoom calls with Coach Mentors to discuss progress, challenges, and stuck points.
- Help team follow timelines, complete assignments, and progress reporting
- Share team's progress with the Coach Mentor and other Team Coaches during collaborative sessions

Team Coach Role

- **Help and support** teams working together to use new skills , achieve their aims, document their work
- **Help** teams complete assessments and action period assignments to stay on track
- **Help** teams run effective weekly team meetings and facilitate teamwork



Bi-Weekly Coach Mentor Meetings

- **CHCI Coach Mentor Role: Amanda Schiessl & Victoria Malvey**
 - Provide support and resources for developing coaching and improvement skills
 - Assess progress and address challenges, help teams stay on track
 - Provide individual support as needed



2024 Cohort

Five Rivers Health Centers	Ohio
Jessie Trice Community Health Center	Florida
Northshore Health Centers	Indiana
Sun Life Health	Arizona
SWLA Center for Health Services	Louisiana
Tepeyac Community Health Center	Colorado
Thundermist Health Center	Rhode Island
Upper Great Lakes Family Health	Michigan
Wellspace Health	California

Team Introductions – Part 1

Order of Introductions	
1	Five Rivers Health Centers
2	Jessie Trice Community Health Center
3	Northshore Health Centers
4	Sun Life Health
5	SWLA Center for Health Services

- Name of your practice, size, etc.
- Names and positions of participating team members
- Goals for the learning collaborative





**Five Rivers Health Centers
and
Ohio Association of
Community Health Centers**

Five Rivers Health Centers



- Rebecca Dupras
- Clinical Nurse Educator
- Goal for this educational opportunity is: To improve the current on-boarding process for Health Professions Students. To forge enhanced relationships with area programs that we partner with in student intern and externships. To explore the options of implementing our own training program for Medical Assistants.

Ohio Association of Community Health Centers

- Carrie Farquhar
- Director of Workforce Development
- Goal for this educational opportunity is: To improve the current HP-ET statewide program that OACHC administers and to be effective in planning for additional HP-ET programs we are developing.





JESSIE TRICE COMMUNITY HEALTH SYSTEM

Health Professions Student Training Learning Collaborative

Arianne Cordon-Duran, MD
Acordon-duran@jtchs.org
305-805-1700
www.JTCHS.org

ABOUT JTCHS...

Jessie Trice Community Health Center, Inc. (JTCHC) is one of Miami-Dade County's preeminent federally qualified community healthcare centers, governed by a remarkably dedicated Board of Directors (51% of the members are users of the medical services) and a diverse, incredibly talented, committed family of providers and staff.

The Jessie Trice Community Health Center, Inc. is a Florida 501 (c) 3, not-for-profit, Federally Qualified Health Center, which has been serving Miami-Dade County since 1967. The target population is the uninsured and underinsured, 95% of which live at or below the Federal Poverty Level of 200%.



THE TEAM

Dr. Jocelyn Lawrence:
Dr. Arianne Cordon-Duran
Gladys Opong-Tetteh, PhD
Chantal Herron

Chief Medical Officer / DIO
Physician / Program Director
Program Coordinator
Medical Student Coordinator

GOALS FOR THE COLLABORATIVE

- **Mainstream processes related to medical student rotations at the organization (i.e., on-boarding, evaluations, policies)**
- **Have similar processes in place for developing residency**
- **Train educators and staff on these processes**



NorthShore
HEALTH CENTERS

Our Team

Amanda Trojanowski – Business Operations Manager

Lauren Marciniak – Senior Director of Business Operations

Madeline Palichuk – Employment Manager

Meaghan McArdle – Director of Employee Relations

Miranda Redlark – Director of Executive Administration

Raquel Hall – Executive Administrative Assistant

Our Goals

- Create a student program that allows the influx of students into NorthShore easily.
- Establish a way to track students, their documents, and the time they will be at NorthShore.
- Create a process of evaluation so that students can be considered for hire at NorthShore after completing their student program.
- Create good communication channels for the program between students, providers, and administration.



Sun Life Health

HEALTH STARTS HERE

Sun Life Education Admin Staff



Camena Johnson, BHA
Education Department Assistant



Matthew Bertsch, PharmD, 340B ACE, CPEL
Director of Education/Pharmacy

About Sun Life Health

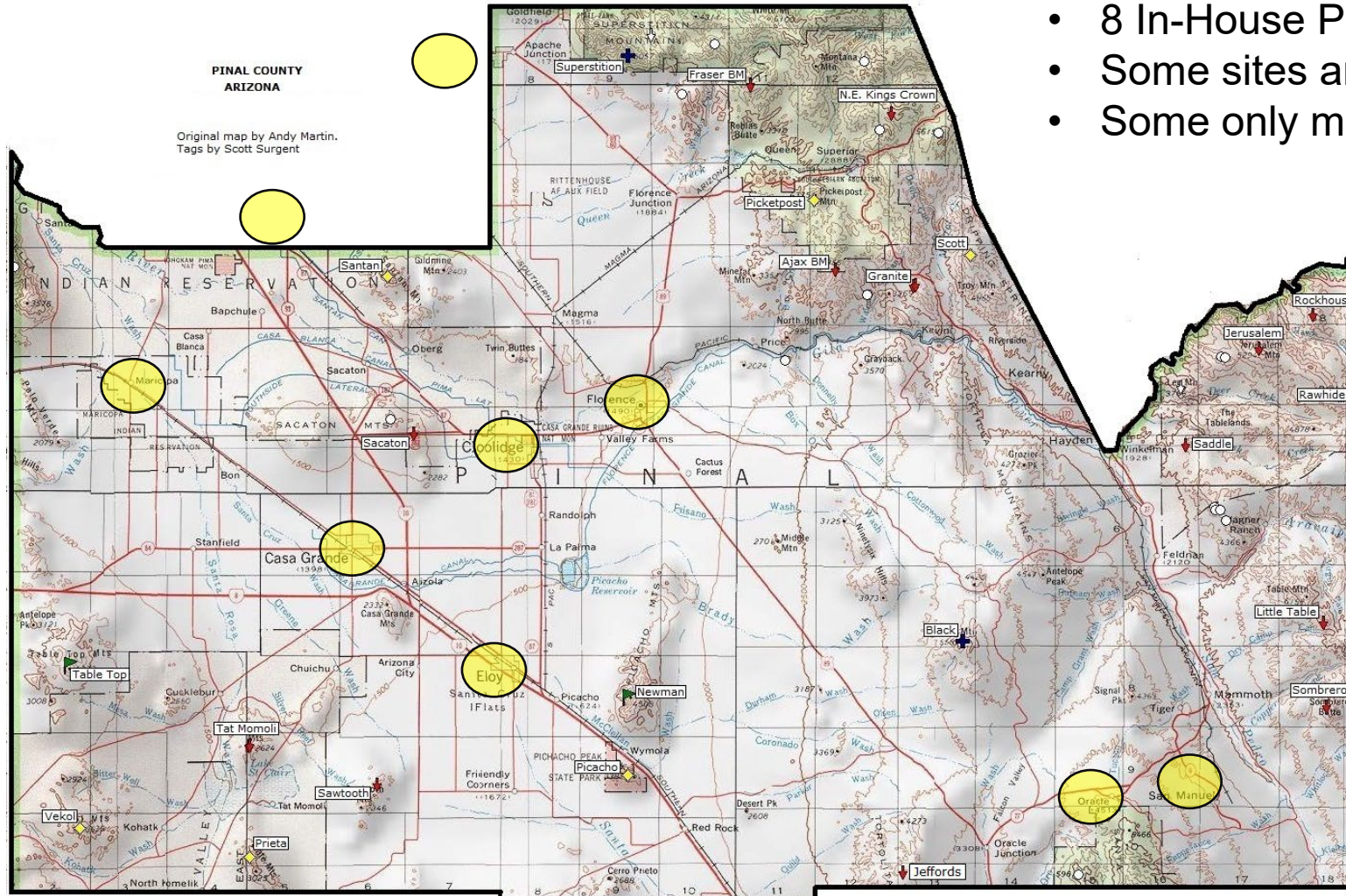
- FQHC and HRSA grantee
- For over 40 years, Sun Life Health has been an integral part of providing health, wellness education and resources to the community, as well as playing an active role in improving the overall economic development of Pinal County.
- In 1976, Sun Life Family Health started with one small office in Pinal County, staffed with one full-time and one part-time physician providing 12,000 patient visits per year. Today, as a non-profit Community Health Center Sun Life serves over 47,000 patients, 30 percent of whom are children.
- Born out of the Community Health Center Movement that had been sweeping the country in effort to bring accessible, high quality and culturally effective healthcare to all people. We have an unflinching concern for the well-being of our patients, as we provide the best possible experience for every person that walks through our doors. This mission is echoed most in the following quote from the late health center movement leader, Wilford A. Payne (1945-2016).



About Sun Life Health

- 14 Locations
- 8 In-House Pharmacies Owned by Sun Life
- Some sites are over 100 miles apart
- Some only medical or pharmacy in town

Pinal County, AZ



34



Pillars of Education

- **Education of Future Healthcare Workers**
 - Residencies
 - Clinical and Nonclinical Rotations
 - Development of training programs
- **Education of Ourselves/Employees**
 - Development and standardization of clinical training and internal workforce development programs
 - Support internal training initiatives
- **Education of Our Patients**
 - Standardization of Patient Education materials
 - Development of additional initiatives around patient education
- **Education of the Community**
 - Engage with the community to host educational events and seminars
 - Development of additional initiatives around community education



Goals of Participation

- Meet likeminded organizations and gain insight into how they are operating their training programs.
- Discover best practice models for tracking and onboarding student learners.
- Discover best practices for retaining students as staff.
- Implement models learned to enhance Sun Life's Education Department.

HEALTH PROFESSIONS STUDENT TRAINING LEARNING COLLABORATIVE SWLA CENTER FOR HEALTH SERVICES

Team Members:

Organization leadership representation- **Paulette Lofton, MBA**

Designated coach to lead the team through the work of the Collaborative- **Dr. Latonia Miller-Harrison**

Direct oversight by the organization's Director of Risk and Corporate Compliance- **Sharon Dunbar, MSN RN**
Quality Improvement- **Andre' St. Julien, BSN, RN**

Human Resources- **Germaine Breaux, MS**

Representation regarding the "Models to Train the Next Generation:

- Nurse Practitioner Residency and Fellowship Training Programs- **Latoya Granger, APRN, FNP-BC**
- Behavioral Health: Students, Externs, and Residents- **Shannon Vallair, LPC-S**
- Administrative Fellowship- **Crystal Decuir MSN, RN-BC**
- Medical Assistants: Serving as Externship Organization- **Crystal Decuir MSN, RN-BC**
- RN and MA student training programs- **Crystal Decuir MSN, RN-BC**

GOALS

SWLA Center for Health Services' goals for participation in the Collaborative are as follows:

1. Identify the resources and tools required to implement an evidence-based training program for various members of the healthcare community.
2. Develop a student-trained collaborative that is invaluable and a sustainable link between students, health care professionals, community health centers, academic institutions, community organizations, and the community.
3. Cultivate a student-trained program that provides service learning for students to gain practical experience in an interdisciplinary setting and cultural competence to increase access to culturally appropriate health services.
4. Create a comprehensive health training program to serve as a pipeline for health professionals.



Overview of an Effective HPS Training Program



Strategic Workforce Planning

- CHC has followed three common pathways:
 1. Establishing relationships with academic partners for pre-licensure training
 2. Sponsoring program for postgraduates (MD, NP, PA, Post Doc), and
 3. Incorporating opportunities for certificate level training (MA).



Health Center Team Accomplishments

- Developed a standardized affiliation agreement template for academic partners with direct oversight by the organization's Director of Risk and Corporate Compliance
- Standardized the learner experience across all departments and promoted interdisciplinary learning across the health center (e.g. uniform application and onboarding process, IT system access)
- Created tools to evaluate student capacity and effectiveness of the training program
- Successfully implemented a playbook and passed it off to the incoming Student Coordinator
- Equipped learners to be interested in a career in a community health setting



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Essential components to organizing and supporting safe, high quality, satisfying, and productive educational and training experiences

Identify your **wishes and priorities**

Identify your **capacity**

Identify your **infrastructure requirements**



Nurse Manager, Patrick Murphy, with Quinnipiac University DEU Nursing Students



CHC/NIMAA Inaugural Medial Assistants



Scaling Up: Making It Work

Assemble a team and a coach

- Create a process map of the student experience from start to finish
- Develop a comprehensive “playbook” to solidify the program and process to use as a base for continual improvement
- Working towards creating a strong quality improvement infrastructure including coaches



CHC Clinical microsystem goes to work on designing a system



MOSES/WEITZMAN
Health System

Healthcare Students Playbook

Purpose: Tool to promote a highly organized, streamlined, and efficient process that supports the needs of the organization, the academic/training institutions, and the students

YOUR
ORGANIZATION'S
LOGO HERE

YOUR ORGANIZATION'S NAME

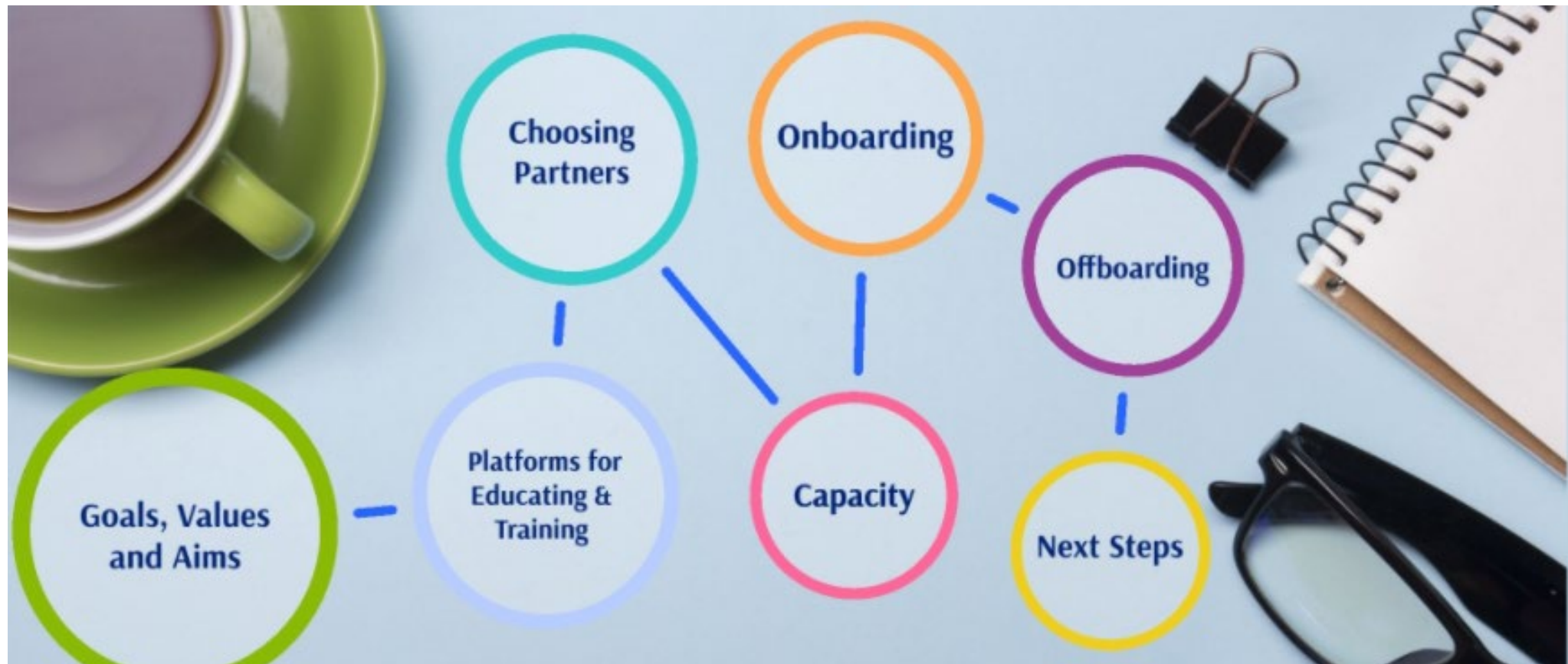
EDUCATION AND TRAINING FOR THE NEXT GENERATION

**Healthcare
Students
Playbook**





Learning Collaborative Road Map





Team Introductions – Part 2

Order of Introductions	
6	Tepeyac Community Health Center
7	Thundermist Health Center
8	Upper Great Lakes Family Health
9	Wellspace Health

- Name of your practice, size, etc.
- Names and positions of participating team members
- Goals for the learning collaborative





Tepeyac Community Health Center is a non-profit community health center in Denver, CO, that has provided affordable and accessible integrated care for more than 25 years.

Our team's goal is to build meaningful and sustainable health professions student training programs to continue Tepeyac's rich history of caring for underserved families and individuals with love, humor, and humility.

Many Services - One Location

At Tepeyac Community Health Center, we offer a wide range of services including primary care, dental, behavioral health, maternal and women's health, pediatrics and a variety of health promotion.



Physical Health



Behavioral Health



Dental Health



Pediatrics



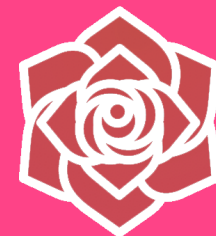
Pregnancy & Women's Health



Health Promotion & Education

Inspiring health, wellbeing, and humanity in our community, through all of life's stages.

Tepeyac Community Health Center
2101 E. 48th Ave
Denver, CO 80216



Tepeyac's Core Team



Gina Middleton
HR Manager – Opportunity Now
Team Coach



Erika Delgado
HR Coordinator - Opportunity Now



Mili Vazquez Pereira
Senior Director, People & Culture



Amber Mozet
HR Manager



THUNDERMIST HEALTH CENTER



Woonsocket, RI



Warwick, RI



Wakefield, RI

Thundermist Student Trainee Programs & Partnerships



Medical Students



UG Nursing
Graduate Nursing



UG Nursing
UG Social Work
Graduate Social Work
Community Health Workers



Medical Assistants
Dental Assistants
Dental Hygienists



Dental Medicine Students

Learning Collaborative Team



Claire Haynes, BSN, RN is the Senior Director of Clinical Initiatives, with over 12 years of dedicated service as a staff nurse at Thundermist. Over the past 9 years, she has held leadership positions, supporting site nurses and medical assistants as Director/Senior Director of Nursing. Following challenges brought on by COVID-19, Claire's role has evolved to focus significantly on workforce development including efforts to sustain staffing levels and establish new pathways for the recruitment and development of medical assistants and nurses.



Jennifer Gaviria MSW, LICSW is the Director of Behavioral Health Workforce Development at Thundermist, bringing over 7.5 years of dedicated service to the organization. Since 2019, she has successfully overseen and mentored cohorts of 6-8 Bachelor of Social Work (BSW) and Master of Social Work (MSW) students, contributing significantly to their professional growth. Jennifer is committed to enhancing the internship program by streamlining processes and prioritizing sustainability for a lasting impact on Thundermist's behavioral health initiatives.



Andrew Jarbeau is the Associate Vice President of Human Resources, previously the Director of Talent Acquisition. Since starting at Thundermist 1.5 years ago, Andrew has been instrumental in developing recruitment strategies resulting in significant organizational growth. He has redesigned a loan repayment guarantee program and implemented a technology platform allowing employees access to loan forgiveness. Andrew is committed to prioritizing impactful employee retention and recruitment strategies.

Amy Weinstein is the Director of Workforce Development at Thundermist. Amy began in her newly created role one year ago to manage a Congressional Appropriation grant which provided training, certification and degree attainment to Dental & Medical Assistants; RN's and Behavioral Health professionals. Amy's role has evolved to sustain, grow and develop workforce programs organization-wide with a focus on developing partnerships and creating career pathways for employees and community members.



UPPER GREAT LAKES
FAMILY HEALTH

Shelby Santti, Program Director and Danielle
Taseris, Human Resources Director



UPPER PENINSULA REGIONAL CENTER
MICHIGAN AREA HEALTH EDUCATION CENTER

INTRODUCTION

Upper Great Lakes Family Health Center (UGL) is a Federally Qualified Health Center in Michigan's rural and medically underserved Upper Peninsula including 12 clinics in 10 different locations offering primary care, behavioral health, pediatrics, women's health, senior health, dental, sports injury, and school-based services.

The Upper Peninsula Area Health Education Center (UP AHEC) is a Health Resources Services Administration (HRSA) grant funded organization in which UGL is the host partner.

- Community Based Student Education
- Workforce Development
- Pipeline Programs
- Recruitment/Retention

Goals? To learn ways in which we can improve our already existing health professions student training program

EVERYONE deserves
to be seen.



WELLSPACE
— HEALTH —

Everybody deserves to be seen, no matter who you are, where you come from, where you work or what place you call home.



WELLSPACE HEALTH
We see YOU.



WellSpace Institute

WellSpace Institute is a non-profit training and education institute created to uplift historically disenfranchised communities through healthcare workforce programs and initiatives. WellSpace has successfully graduated students from its healthcare leadership program, medical assistant certificate program, and Community Health Worker certificate program.



Mission

Achieving regional health through high quality comprehensive care.

WellSpace Health Team

- Tina Frushour, Health Professions Manager
- Jessica Poage, Administrative Assistant to Medical Directors

WellSpace Institute Programs

- FNP Clinical Practicum
- Preceptorship Programs
- Extern Placements
- Intern Placements
- **Coming Soon: NP/PA Fellowship Program**



Plays 1 and 2: Partnerships



Playbook Overview

Play 1: Partnership Approval and Communications with Schools

Play 2: Affiliation Agreement Management

Play 3: Student Capacity

Play 4: Initiating the Onboarding of a Student

Play 5: Communication with Student

Play 6: Student is Trained

Play 7: Student Arrives

Play 8: Student Documentation and Reporting

Play 9: Off-boarding



Choosing Partners

- Your current state:
 - Respond to individuals requests via varied pathways
- Future state recommendations:
 - Identify one individual to respond to all application questions and requests (e.g. Executive Assistant, HR Coordinator)
 - Determine who will assess and review school affiliation requests (e.g. group of stakeholder leaders who determine strategic value of each relationship)



Restructuring Communication with Partners

- Begin to prepare existing partnerships on the new process
- Prepare to collaborate with contact personnel at academic institution to complete forms, contract/agreement or addendums in regards to existing partnerships and new
- Work with clinical leadership team to determine current and future site capacity to accommodate placements overall to make determinations on affiliations



Communication Plan: Lateral and Vertical

- **Purpose:** To keep stakeholders apprised of and engaged in your work
 - Most clinical entities in the organization will be affected by the presence of students, trainees, interns and/or residents: you need their support
 - Who, what, when, where, why, how (template on the Weitzman Education Platform)



Strategy Around Partnership Review and Approval

Decision to affiliate with university can be based on some of the following:

- ❖ Geography
- ❖ Ranking
- ❖ Strategic partnership
- ❖ Capacity for requested discipline
- ❖ Current staff alumni
- ❖ Willing and available preceptors
- ❖ Contributions to pipeline
- ❖ Ability to contribute stipends/compensation for students



Best Practices for Communicating with Academic Partners

- ✓ Maintain clear and constant communication on expectations on capacity and possibility for placements
- ✓ Continue to respond accordingly to all application questions including providing updates
- ✓ An affiliation agreement creates the foundation to accept requests for placement – NOT committing to placements



Recommended Components to Include in Affiliation Agreement

- Start/end date
- School assumes responsibility to assure infection control/immunization/health statement requirements are met
- Termination procedure
- Contact information
- Liability insurance
- Emergency process
- Student's learning objectives (Very important to have these objectives on file to ensure appropriate response to supplemental learning opportunities)
- Confidentiality/privacy
- Stipend/compensation information (if applicable)



Affiliation Agreement Management & Addendums

- Development of a process, system and location for affiliation agreement storage
- Ensure affiliation agreements are up to date
- Organization Template for Clinical and Non Clinical Affiliation Agreements & Addendums



Key Takeaways

- ✓ Structured and efficient communication
- ✓ Process for strategic decision making
- ✓ Effective affiliation agreements that outline the responsibilities of each partner
- ✓ Organized processes for maintaining and storing affiliations
- ✓ Development of a strong foundational process that is maintained overtime



Questions?



Next Steps

Agenda items for your meetings during this action period

- Meet with key stakeholders to discuss play 1 and 2 in the HPS Training Playbook Guide
- Complete the *Organizational Readiness to Implement Change (ORIC)* and *Readiness to Train Assessment (RTAT)*
- Draft a Goal, Value and Aim Statement

Assignments

- Review and adapt the affiliation agreement template
- Draft and submit plays 1 and 2

CME and Resource Page
Access Code: HPS2024



[https://education.weitzmaninstitute.org/
content/nttap-health-professions-
student-training-learning-collaborative-
2024](https://education.weitzmaninstitute.org/content/nttap-health-professions-student-training-learning-collaborative-2024)

NTTAP Contact Information

Amanda Schiessl

Project Director/Co-PI

Amanda@chc1.com

Bianca Flowers

Project Manager

flowerb@chc1.com

Meaghan Angers

Project Specialist

angersm@chc1.com

REMINDER: Complete evaluation in the poll!

Upcoming Coach Calls:

Tuesday February 13th and Tuesday February 27th

Next Learning Session is **Tuesday March 5th!**

Explore more resources!

National Learning Library: Resources for Clinical Workforce Development

National Learning Library



CHC has curated a series of resources, including webinars to support your health center through education, assistance and training.

[Learn More](#)



The National Training and Technical Assistance Cooperative Agreements (NCAs) provide free training and technical assistance that is data driven, cutting edge and focused on quality and operational improvement to support health centers and look-alikes. Community Health Center, Inc. (CHC, Inc.) and its Weitzman Institute specialize in providing education and training to interested health centers in Transforming Teams and Training the Next Generation through:

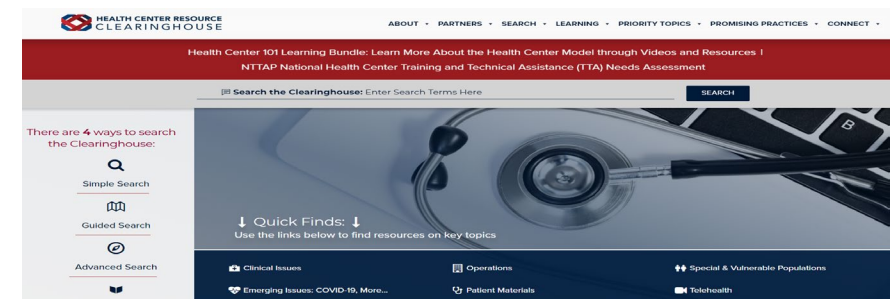
National Webinars on advancing team based care, implementing post-graduate residency training programs, and health professions student training in FQHCs.

Invited participation in Learning Collaboratives to advance team based care or implement a post-graduate residency training program at your health center.

Please keep watching this space for information on future sessions. To request technical assistance from our NCA, please email NCA@chc1.com for more information.

<https://www.weitzmaninstitute.org/ncaresources>

Health Center Resource Clearinghouse



<https://www.healthcenterinfo.org/>