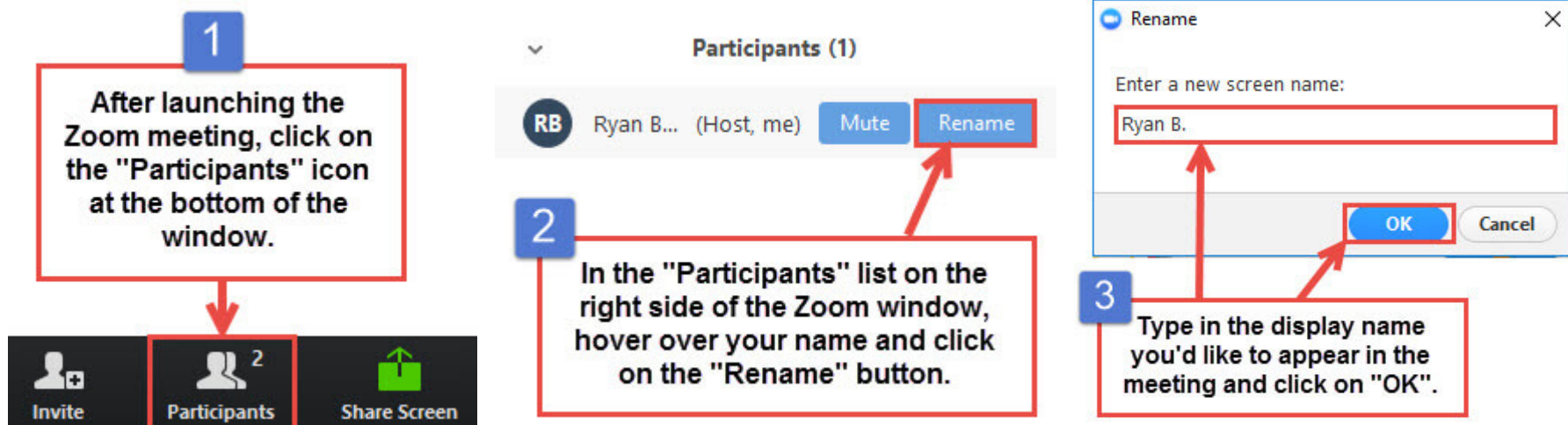


# Health Profession Student Training Learning Collaborative

Session Two: Tuesday March 5<sup>th</sup>, 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”



## Session 2 Agenda

3:00 – 3:05	Introduction to CHCI, Collaborative Expectations, & Structure
3:05– 3:30	Presentation from Alluvion Health
3:30 – 3:35	Team Introductions
3:35 – 3:45	Session 1 Recap and Team Reports
3:45 – 4:25	Play 3: Capacity
4:25 – 4:30	Q/A and Wrap-Up

# 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



# 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 the Weitzman Education Platform to access resources and receive CME credit

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

## 2024 Cohort

Five Rivers Health Centers	Ohio
Jessie Trice Community Health Center	Florida
Northshore Health Centers	Indiana
Primary Health Care, Inc.	Iowa
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



# Presentation from Alluvion Health

Leesha Ford, MSN, RNC-OB, CNE





# Team Introduction



# Health Professions Student Training Learning Collaborative

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Primary Health Care, Inc.



# The Team

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Kirstin Bounds: Training Coordinator and Team Coach

Jenny Brown: Chief Human Resources Officer

Rachael Miller: Credentialing Director

Lisa Thang: Recruitment and Retention Director

Amanda Wagoner: Talent Acquisition Partner

Johanna Fernandez Rodriguez: Talent Acquisition Partner

# Team Goals

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- Identify specific areas for process improvement in our student onboarding
- Develop a playbook for PHC's student onboarding and engagement
- Create a job description for Student Coordinator





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# Session 1 Recap



## 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

## Health Center Team Progress

- 2 organizations have drafted their play 1 and 2
- Beginning to have conversations with leadership to understand current partnerships and direction the organization wants to move to
  - Excitement, support, and engagement surrounding formalizing the process
  - Taking the time to secure champions and engage a team
- Drafting and formalizing mission / vision

# Team Reports





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# SWLA Center for Health Services (SWLA) Team Report

## **What it was like to sit down with your team and complete Play 1 and 2?**

Our committee met to discuss and clarify the information needed for each play. After identifying the specific departments for information gathering, the departmental leaders met individually with the project lead to discuss additional details of requested information. Next, the departmental leaders submitted the requested information. The project lead created the first draft of Plays 1 and 2. Thereafter, the draft was submitted to the committee for review and feedback. After consideration of feedback, changes were made and additional information was included. The final draft was submitted to the NTTAP team.

## **Were there any highlights or key findings from this experience?**

This exercise is allowing SWLA to compile its' current processes, from various departments, used to administer the health professions student training program in one succinct document. Various departments play a critical role in assisting potential health profession students with, program acceptance, onboarding, school and SWLA compliance, and training regarding the program. One succinct document promotes more efficiency and effectiveness regarding SWLAs health profession student training program. Moreover, compiling policies allows for additional opportunities to review and amend policies as needed.



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# Five Rivers Health Centers Team Report

## **What it was like to sit down with your team and complete Play 1 and 2?**

I am really a team of one, so I completed Play 1 and 2 by myself. I sent a copy to Carrie and received great feedback. I also had our director of our People Department (HR) look at everything and she made some great recommendations also. I have made some changes to the wording that I used.

## **Were there any highlights or key findings from this experience?**

One highlight for me is that I now have letters that I can just copy and paste and send to people who are requesting information and I do not have to re-invent the letters each time I send a reply to someone.

## **Did you or are you encountering any challenges and barriers?**

Since I am the only one working on the plays at Five Rivers, time to work on the projects has been a challenge. Carrie was a huge help at proofing my work.

## **Anything else that was interesting from your discussion!**

Once again as a party of one, there was no team discussion. I did use our director of the people department preview both plays to make sure they aligned with our mission and values and processes.



# Play 3: Capacity



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# Learning Collaborative Road Map





# 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



# Aspects of Assessing Organizational Capacity

- ✓ Assess and approve your organization's clinical staff on their availability to precept
- ✓ Maintain an available preceptor capacity report
- ✓ Communicate with available preceptors regarding their interest
- ✓ Assess secondary review for available space, day(s) of the week
- ✓ Formally match preceptors to students

# Using the Readiness to Train Assessment Tool (RTAT) to understand capacity

**Additional Resources Subscale:** The following resources are available and sufficient to implement and carry out the health professions training program: Staff (e.g., interested and qualified preceptors/ supervisors).

- Use results from this subscale to determine readiness
  - Full Readiness [4.00-5.00] – begin outreach to preceptors
  - Approaching Readiness [3.99-3.00) – need to discuss with leadership further to assess readiness
  - Developing Readiness [1.00-2.99] – may need to determine a different program to invest in



## Who is available to precept?

- Assess and approve your organization's clinical staff on their availability to precept
  - Do you have a list of clinical staff to review?
  - Who will review/approve?
  - Who will maintain this list?





## Report of All Eligible Preceptors

Years of Service	FTE %	Business Title	Location
16	100	Behavioral Health Clinician - Licensed SBHC	Middletown High School
13	100	Behavioral Health Clinician - Licensed SBHC	Nathan Hale Elementary School
9	100	Behavioral Health Clinician - Licensed SBHC	Vance Village Elementary School
8	100	Behavioral Health Clinician - Licensed SBHC	Emmett O'Brien Technical High School
16	80	Behavioral Health Clinician - Licensed	Community Health Center of Middletown
26	100	Behavioral Health Clinician - Licensed SBHC	Pulaski Elementary School
23	100	Behavioral Health Clinician - Licensed SBHC	Woodrow Wilson Middle School
20	100	Behavioral Health Clinician - Licensed SBHC	Roger Sherman Elementary School



## What is the criteria for availability?

- Review of below factors when considering availability
  - Performance (e.g. unlocked notes every week)
  - Other commitments (e.g. leadership role, faculty positions)
  - Personal factors (e.g. in school, personal leave)
  - Fit for teaching/training
  - Length of time in organization
- Ensure that you have someone at the table who can provide this information (e.g. leadership/supervisors)
- Ensure preceptors understand time commitment (e.g. one semester)



# Creating a Spreadsheet of Available Preceptors

Site	Discipline	Notes / Requests
New Britain	Medical	
Clinton	Medical	
Middletown	Medical	
Danbury	Medical	Monday & Tuesday only
Wilcox Technical High School	Medical	Monday, Wednesday, Friday only
Lincoln Middle School	Medical	
John Barry Elementary School	Medical	
Groton	Medical	Yale
Middletown High School	Medical	Yale PNP
Meriden	Medical	One day / week
Woodrow Wilson Middle School	Medical	
Stratford High School	Medical	Yale
Waterbury	Behavioral Health (PMHNP)	
Middletown	Behavioral Health (PMHNP)	Yale
New London	Behavioral Health (PMHNP)	Student must be in their final year
Norwalk	Behavioral Health (PMHNP)	Yale
Meriden	Behavioral Health (PMHNP)	Yale



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# Identifying willing and available preceptors



Malvey, Victoria

Corridon, Jennifer

Fall 2023 Student

Hi Jenn,

Hope you've been well! I can't believe we are already in February.

As we start preparing for fall 2023, I wanted to check in on your thoughts for taking a PMH student this fall. As always, there is no obligation for this. If you have any interest in working with a student, please let me know.

Thanks in advance for your time and consideration!

Warm regards,  
Victoria

## Email to Assess Preceptor's Initial Interest



## VERY IMPORTANT – Conducting Secondary Review

- Although you may have a willing and available preceptor, a quality student training experience requires –
  - Adequate space on site (e.g. desk, set-up, parking)
  - Adequate training time to EHR
  - Set up in systems (e.g. email, EHR accounts)
  - Equipment (e.g. laptop)
  - Adequate onboarding to organization



## Once you've secured willing and available preceptors...

- Assessing credential, experience and clinical interests to prepare for match with academic affiliations
- Identify preceptor preferences
- Prepare communication to preceptors early in advance on student details
- Assist in facilitating interview process (if applicable)
- Keep On-Site Directors, Operations Managers, and Clinical Leadership involved in conversation

# Willing and Available Preceptors Assigned to Academic Affiliation Requests



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Clinton				
Discipline	School	Supervisor	Hours	Number of Students
Medical - NP	UConn	Elizabeth Dmowski	1 day / week	1
Medical - NP	Yale	Katherine Davis	1 day / week	1
Danbury				
Discipline	School	Supervisor	Hours	Number of Students
BH - Psychiatry	Yale	Tichianaa Armah	1 day / week	1
Medical - NP	UConn	Larissa Camano-Selca	1 day / week	1
Nursing BSN	WCSU	Lucy Golding	1 day / week	1
Groton				
Discipline	School	Supervisor	Hours	Number of Students
Medical - NP	Yale	Anandhi Baleswaren	1-2 days / week	1
Hartford				
Discipline	School	Supervisor	Hours	Number of Students
Medical - CLIC	Uconn	Catherine Wiley	.5 day / week	1
Meriden				
Discipline	School	Supervisor	Hours	Number of Students
Medical - NP	UConn	Tonya Smith	1 day / week	1
Medical - NP	UConn	Andrew Yim	1 day / week	1
Nursing BSN	SHU	Natalie Bycenski	1 day / week	4
Medical - CLIC	UConn	Dipak Patel	.5 day / week	1
Medical - CLIC	UConn	Kishore Kumar	.5 day / week	2
Medical - CLIC	UConn	Yesu Kumar Matta	.5 day / week	1
Medical - CLIC	UConn	Faraj Ghabag	.5 day / week	1

# Negotiations with Academic Affiliations

- Working with clinical leadership to match available and willing preceptors with the academic affiliation requests
- Juggling organization priorities, preceptor preferences and academic affiliation requests
- Finalizing the number of placements that the organization can accommodate for the requested affiliation agreements
- Notify the academic institutions of available placements only after internal communication and confirmation has occurred
  - Availability subjective to organization's providers and willingness, not to school's demands on capacity



## Student Assignment to Slots

- Receiving names associated with slots from academic institutions
- Send Welcome email to students (Cc preceptor, site coordinator and On-Site Director)
- Inform students of onboarding requirements and instructions for submission
- Keep spreadsheet of student name and materials received and still pending
- Keep student, site coordinator, and preceptor informed if start date is changed
- Request associated syllabus/curriculum to share with preceptors
- Communicate information to preceptors prior to assigning student slot



# Questions?



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## Next Steps

### Agenda items for your meetings during this action period

- Meet with key stakeholders to present play 1 and 2 in the HPS Training Playbook Guide
- Review Play 3 in the HPS Training Playbook Guide
- Draft process map for play 3

### Assignments

- Submit rough draft of play 3
- Google Drive Link:  
[https://drive.google.com/drive/folders/1l8mFwbFw2-2Z\\_QgmndDL\\_a1Dcsmr08HX](https://drive.google.com/drive/folders/1l8mFwbFw2-2Z_QgmndDL_a1Dcsmr08HX)

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 March 12<sup>th</sup>

Next Learning Session is **Tuesday March 26<sup>th</sup>**!

# 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](#)

### **CLINICAL WORKFORCE DEVELOPMENT** Transforming Teams, Training the Next Generation

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;

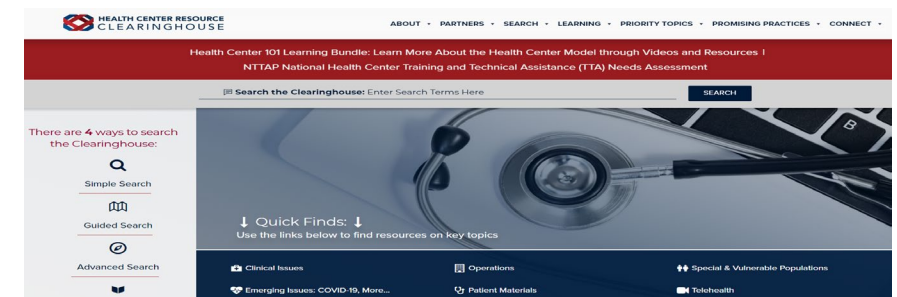
**National Webinars** on advancing team based care, implementing post-graduate residency training programs, and health professions student training in FQHCs.

**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](mailto:NCA@chc1.com) for more information.

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

## Health Center Resource Clearinghouse



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