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Postgraduate Nurse Practitioner Residency & Fellowship Program Learning Collaborative

Session Five: Tuesday March 5th, 2024

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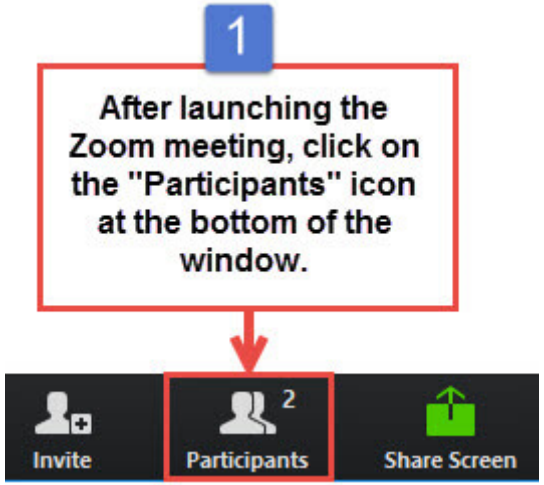
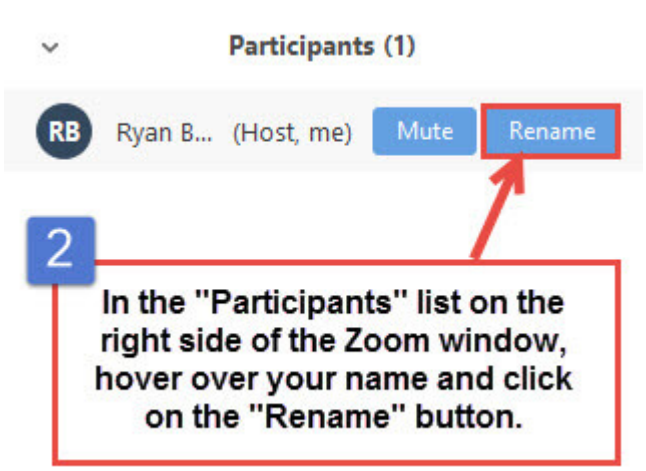
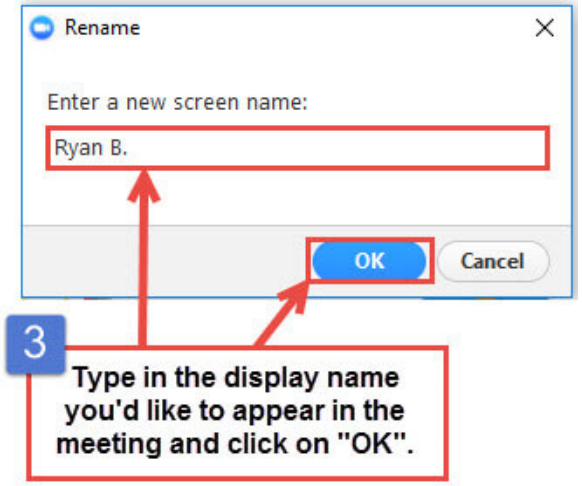
Get the Most Out of Your Zoom Experience

- 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"







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Session 5 Agenda

1:00 – 1:05	Introduction and Agenda
1:05 – 1:40	Evaluation of the residency program & resident learner
1:40 – 1:50	Orientation
1:50 – 2:00	Graduation
2:00 – 2:15	Introduction to Accreditation
2:15 – 2:25	Questions?
2:25 – 2:30	Wrap-Up and Evaluation

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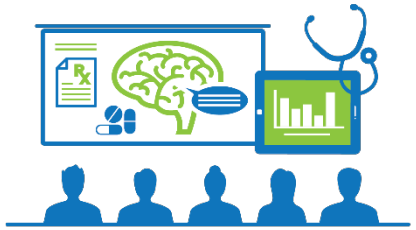
National Training and Technical Assistance Partners
Clinical Workforce Development

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 Faculty

Margaret Flinter, APRN, PhD, FAAN

- Co-PI, NTTAP
- CHCI's Senior Vice President/Clinical Director
- Director Emeritus, WI, Senior Investigator
- Founder of America's first nurse practitioner residency program

Kerry Bamrick, MBA

- Executive Director, Consortium for Advanced Practice Providers
- Coach Mentor

Charise Corsino, MA

- Program Director, NP Residency Programs
- Coach Mentor

Nicole Seagriff, DNP, APRN, FNP-BC

- Clinical Program Director

Kathleen Thies, PhD, RN

- Consultant, Researcher
- Evaluation Faculty

Amanda Schiessl, MPP

- Co-PI & Project Director, NTTAP

Bianca Flowers

- Project Manager, NTTAP

Meaghan Angers

- Project Manager, NTTAP

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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 (Share Your Work, Resources, etc.)

Learning Session Dates	
Learning Session 1	Tuesday November 21st
Learning Session 2	Tuesday December 19th
Learning Session 3	Tuesday January 16th
Learning Session 4	Tuesday February 13th
Learning Session 5	Tuesday March 5th
Learning Session 6	Tuesday April 2nd

2023-2024 Cohort

Bartz-Altadonna Community Health Center	California
Charles B. Wang Community Health Center	New York
Chase Brexton Health Care	Maryland
Community Clinic Association of Los Angeles County (CCALAC)	California
Crossing Healthcare	Illinois
Hope Christian Health Center	Nevada
Klamath Health Partnership	Oregon
Nasson Health Care	Maine
Neighborhood Outreach Access to Health	Arizona
Peninsula Community Health Services	Washington
Penobscot Community Health Center, Inc.	Maine
Primary Health Network	Pennsylvania
WellSpace Health	California
Wheeler Health	Connecticut

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Let's Review

Session 1

Program Drivers
Mission/Vision
Resource Assessment
Support from Leadership/ Board of Directors
Overview of Program Structure

Session 2

Value of Academic Clinical Partnerships
Overview of Program Structure
Key Program Staff and Responsibilities
Using the Progress Checklist

Session 3

Preceptors, Mentors, & Faculty
Marketing and Recruitment
Reviewing Candidate Applications
Interviewing & Selecting Candidates

Session 4

Finances, ROI, and Sustainability
Program Policies and Procedures
Contracts/ Agreement
Curriculum Development

Session 5

Evaluation of the Postgraduate Residency Program
Evaluation of the Resident Learner
Orientation
Graduation
Introduction to Accreditation by the Consortium

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Evaluation – Postgraduate Residency Program

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Purpose of Evaluation

- ✓ Be anchored in your program's mission
- ✓ Integrated throughout the Program – from recruitment to graduation
- ✓ Create explicit expectations for trainee
- ✓ Document programmatic success and challenges
- ✓ Foster improvement positive growth, creativity and innovation

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Characteristics of Good Evaluation

- Systematic formative (on-going) and summative (final) data collection
- Designed before the program begins
- Clearly communicated to all program participants
- Bi-directional
- Overall program review
- Identify strengths and opportunities for improvement

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Questions Guiding the Evaluation Process

- **What** will be evaluated?
- What **criteria** will be used to judge program performance?
- What **standards of performance** on the criteria must be reached for the program to be considered successful?
- What **evidence** will indicate performance on the criteria relative to the standards?
- What **conclusions** about program performance are justified based on the available evidence?

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Evaluation Process: How Do You Do It?

Steps in Evaluation

1. Engage stakeholders
2. Describe the program
3. Focus the evaluation design
4. Gather credible evidence
5. Justify conclusions: Analyze, synthesize and interpret findings, provide alternate explanations
6. Feedback, follow up and disseminate: Ensure use and share lessons learned

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Evaluation – General Guidelines

Must use an **objective**, **systematic** and **cumulative** evaluation process that is based on the Program's **core elements**, **competencies** and **curriculum components**

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Core Evaluation Components

1. Assessing the Postgraduate Trainee
2. Organizational Evaluation
3. Clinical Faculty Evaluation
4. Ongoing Program Evaluation

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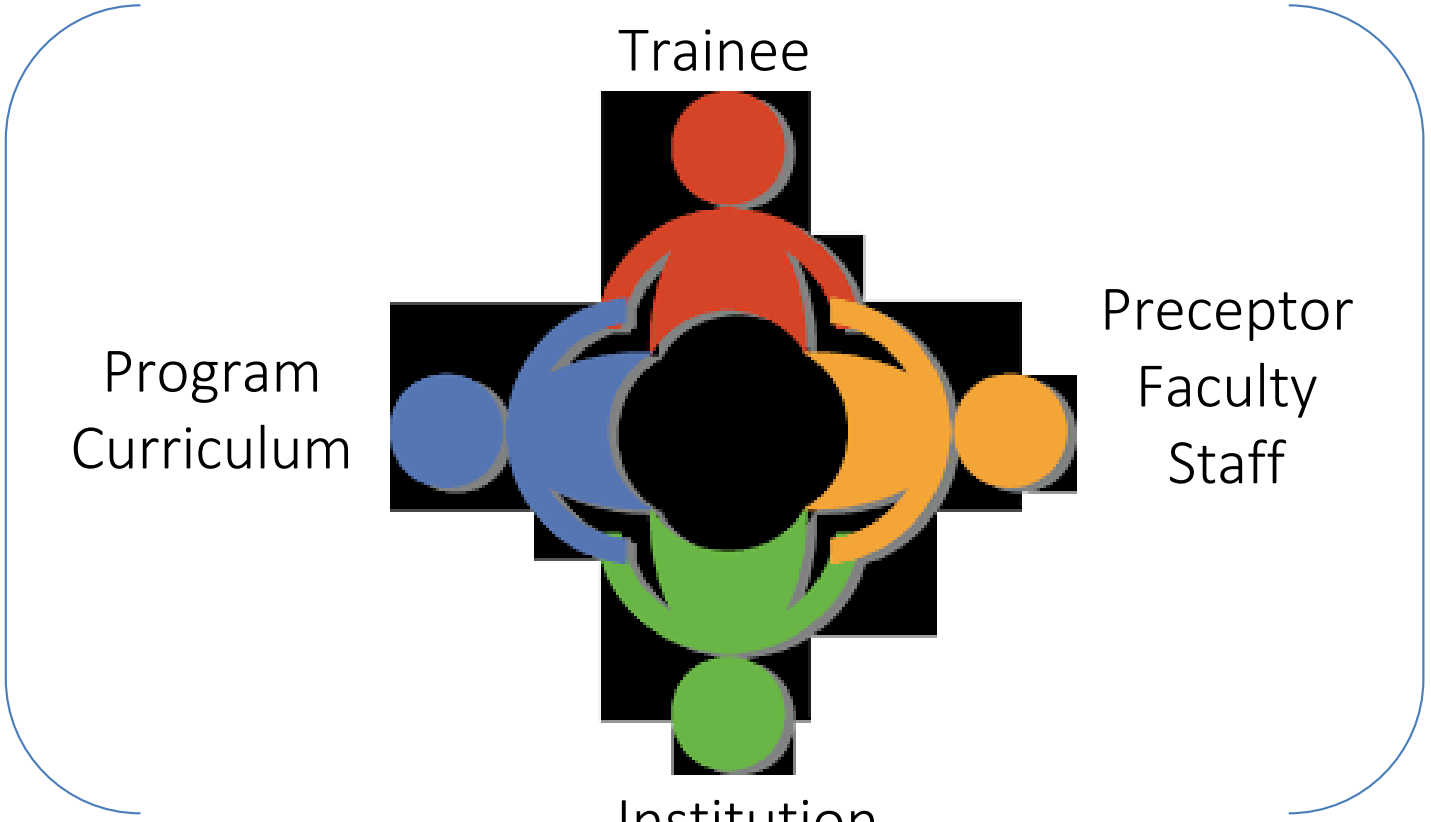
Fitting the Pieces Together: Program Evaluation

Overall Program



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Evaluating the Postgraduate Trainee

- Assess the performance and development of each trainee
- Periodic, objective assessment focused on core competencies in clinical and professional areas
- Include identification of deficiencies or performance concerns
- Develop clear process for promptly identifying and addressing trainee's issues including a performance improvement plan with measurable outcomes

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The Postgraduate Trainee

- Trainee's self-assessment of competency
- Trainee's evaluation of all core program components:
  - Preceptors for continuity and specialty clinics
  - Weekly didactic sessions, etc.
- Preceptors' assessments of the trainee's performance
- Trainee's reflective self assessment of their experience
- Final programmatic evaluation
- Assist the trainee in assembling the assessment elements
  - Learning portfolio
  - Coaching sessions

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Clinical Faculty Evaluation

- Established process to regularly evaluate all clinical faculty, including preceptors and didactic faculty
  - Evaluators include (but not limited to) trainees and program director
- Have clear process for promptly identifying and addressing any faculty performance issues including performance improvement plan with measurable outcomes

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Organizational Evaluation

- The Program must review and assess the operational impact of the Program on the overall organization and evaluate for improvements or efficiencies in the business operations
  - Financial
  - Administrative
  - Operational
- A documented process for initial and on-going evaluation of all sites used for trainees' clinical practice experiences
  - The site itself (resources provided, staff, etc.)
  - The trainee's experience at the site
- Recommend Residency Advisory Committee

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Ongoing Program Evaluation

Established process

Periodic, at least annual evaluation

Suggested areas to document the findings

Postgraduate trainee completion rates; withdrawals or dismissals

Postgraduate trainee evaluations of core program elements

- Preceptor evaluations of trainees' performance
- Graduate employment data
- Alumni satisfaction
- Employer satisfaction (if possible)
- Program staff turn over

Suggested areas for documentation of evaluation process and subsequent action plan - Identified strengths and weaknesses, opportunities for improvement

- Structural or content program adjustments to address areas needing improvement
- Evidence of improvement resulting from implementation of action plan

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Evaluation – Didactic Learning Objectives

- ✓ Know the characteristics of good evaluation
- ✓ Understand the process of evaluation
- ✓ Understand the connection with curriculum
- ✓ Understand how the accreditation standards serves as a foundation for program development

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Importance of Evaluation

- Helping to clarify program plans
- Links the curriculum to outcomes
- Improving communication among participants and partners
- Gather feedback needed to improve and be accountable for program outcomes/effectiveness
- Gain insight about best practices and innovation
- Determine the impact of the program
- Empower program participants and contribute to organizational growth

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Conclusion – 5 Basic Steps to Program Evaluation

1. Use the accreditation standards as a roadmap
2. Develop a written plan linked to program curriculum
3. Collect data
4. Analyze data
5. Communicate and improve

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Evaluation – Resident Learner

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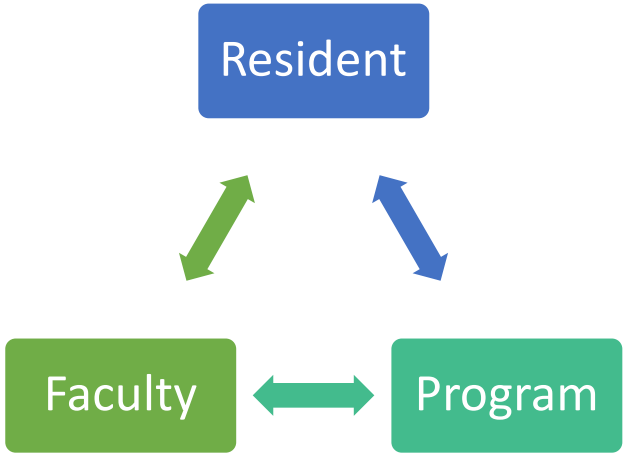
Evaluations – What We Evaluate

Competency Domains

- Patient Care
- Knowledge for Practice
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice
- Inter-professional Collaboration
- Personal and Professional Development
- Technology and Telehealth*
- Diversity, Equity, and Inclusion*

** New competency domains 2023 Accreditation Standards*

- Evaluation is planned, ongoing, and bi-directional
- Regular assessments of NP Residents
- Resident evaluation of program including experiences and preceptors
- Ongoing internal program evaluation



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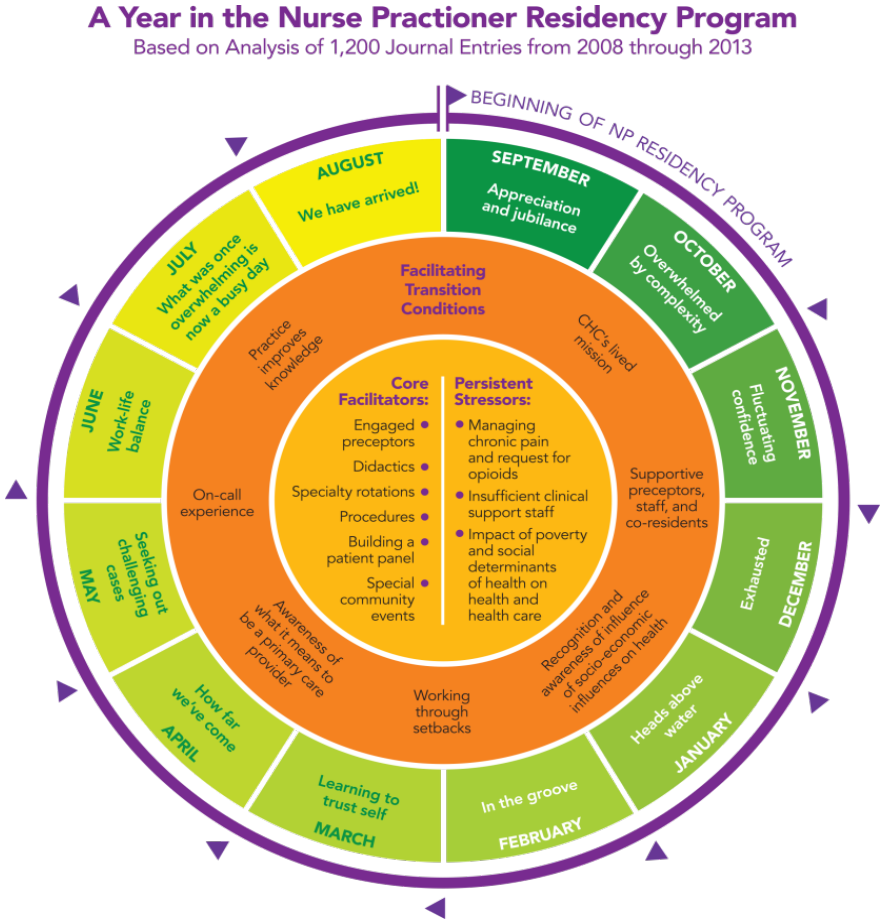
Residency Experience and Outcomes

- Focus on managing complex patients, expert use of data, specialty training in priority areas, full scope of practice, and preparing for careers as PCP.
- Develop a panel of approximately 300-400 patients/1,000 visits
- Portfolio of clinical procedures commonly seen in primary care
- Quality Improvement project focused on improvement within practice setting



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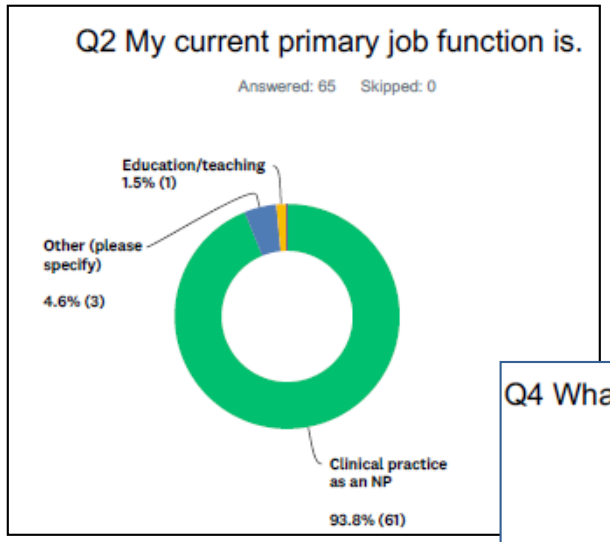
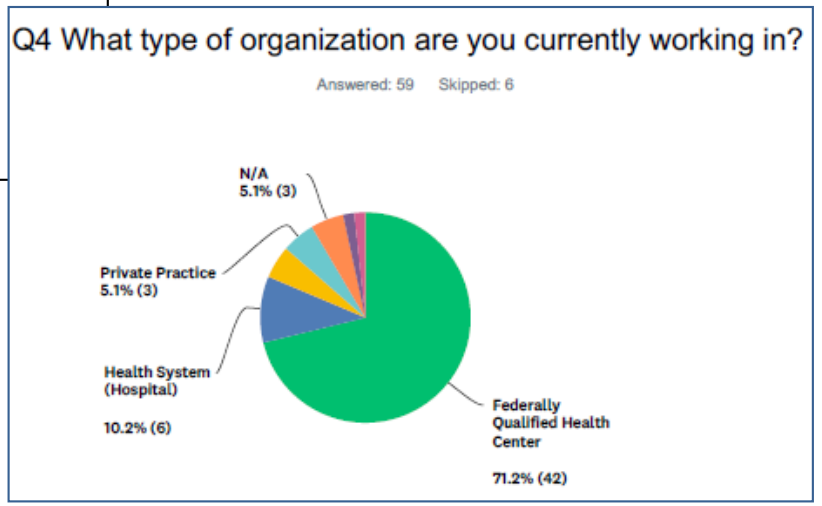
Evaluation of Program – Alumni

- ✓Demonstrate achievement of program goals and objectives
- ✓Provides overall outcome measures for your training program
- ✓Recommend collecting annual data on your cohort of alumni





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Residency Program Management & Evaluations

There are many strategies for approaching program management and evaluations:

- Microsoft products - Word, Excel, One Note
- Survey monkey, Qualtrics, My Evaluations
- Larger Platform- Medical Education Management Software (Med Hub/New Innovations)
- Allows for greater program management capabilities

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Factors to Consider When Choosing Program Management Tools

- Does your organization have any existing education management software/residency management software?
- How large is your program?
- Are you looking for a free resource or do you have the budget to purchase a platform?
- What are your priorities in a system – having a single system? Simplicity? Automation?

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Questions?

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Orientation

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Orientation

Intensive orientation

- To the PROGRAM
- To the ORGANIZATION
- To the SITE
- To the COMMUNITY

The basics

- Takes place over the course of 3 to 4 weeks
- Includes both organizational and clinical trainings
- Completed in person at the service delivery site

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Employee Orientation

- Residents should go through your normal employee orientation that all new staff go through
- Will cover organizational trainings, policies and procedures, technical training
- Coordinate with your HR team to know what they cover in orientation – reduce any redundancies between program and employee orientation
- Should include intensive EMR training

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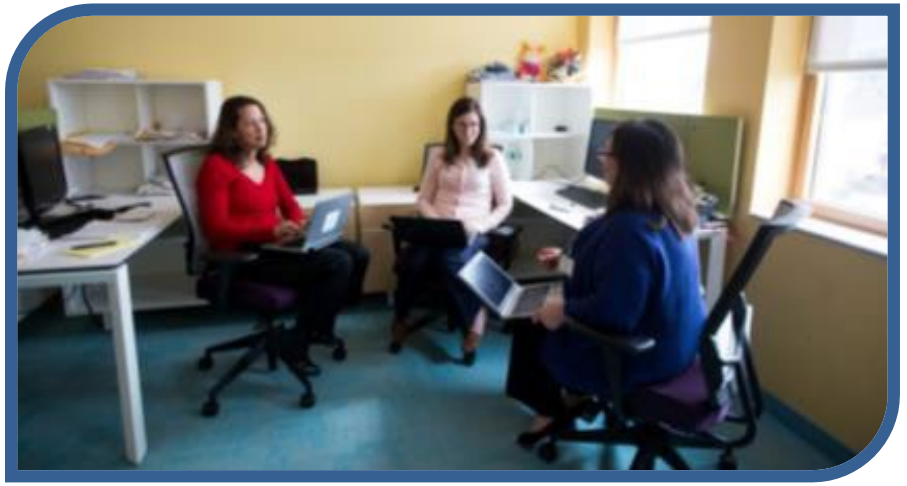
Site Orientation

Shadowing all positions on staff

- Front desk staff
- Nurse, Medical Assistant, PCP
- Behavioral Health
- Dental
- Other services: nutritionist, pharmacist, diabetes educator lactation consultant



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Community Orientation

- Introduction to UDS data
- Community Tours – meetings with community leaders and key stakeholders
- Community Immersion Excursion – walking tour of community
- Community Event

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Graduation

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Graduation Planning

- Start planning early
- Assemble a team
- Create a task list with timeline
- Document everything

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Graduation Planning Considerations

3-4 Month Check-list

- Set a date and time
- Send Save-the-Date
- Budget
- Venue
- Guest List
- Food
- Begin thinking about Program & Gift

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6 - 8 Week Check-List

- Collect RSVPs
- Continue working on Program

1-2 Week Check-List

- Confirm with all vendors/contributors (caterer, photographer, venue)
- Send reminders to all guests
- Finalize program/event briefing and confirm with all contributors

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Sample Program

Nurse Practitioner Residency Graduation
Class of 2017-2018
Sample Event Briefing

Coordinator Contact:
Time:
Location:
Purpose:

5:30-6:30-	Cocktail reception on the roof
6:30pm-	Salads & Buffet
6:45pm-	Master of Ceremonies welcomes everyone
6:50 PM:	Vice President – Welcome & remarks
	Chief of Nursing – Brief Remarks
	Chief Preceptor – Brief Remarks

7:15pm - Emcee will invite the residents and preceptors from each site to come up. A preceptor from each site will introduce each resident. Residents will have the opportunity to say a few words. Gifts and certificates will be presented.

Site A: Resident 1 & Resident 2
Site A Preceptors: Preceptor 1, Preceptor 2, Preceptor 3, Preceptor 4

- Preceptor 1 introduces Resident 1; presents certificate/gift. Resident 1 will say a few words.
- Preceptor 2 introduces Resident 2; presents certificate/gift. Resident 2 will say a few words.

Site B: Resident 1 & Resident 2
Site B Preceptors: Preceptor 1, Preceptor 2, Preceptor 3, Preceptor 4

- Preceptor 1 introduces Resident 1; presents certificate/gift. Resident 1 will say a few words.
- Preceptor 2 introduces Resident 2; presents certificate/gift. Resident 2 will say a few words.

7:45 – Master of Ceremonies will play short video montage

8:00 – Event ends

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Sample Certificate

The Board of Directors and Officers of

Community Health Center, Inc.

Confer upon

Natalie Ball

MSN, APRN, FNP-BC

This certificate of completion of

The Family Nurse Practitioner

Postgraduate Residency Training Program

Awarded at Community Health Center this thirtieth day of August, 2018

Mark Masselli, President & CEO

Margaret Flinter, SVP & Clinical Director

Gary Reid, Chairman of the Board

Timeline Example

Category	Task	Deadline	Assigned To	Status	Comments
Venue	Research Venues	1 month ago	Program Coordinator [insert name]	Complete	
	Visit Venue A	1 month ago		Complete	
	Visit Venue B	1 month ago		Complete	
	Send down payment Venue A	This week	Program Coordinator [insert name]	In Process	
	Sign contract venue A	This week			
	Confirm venue and set-up	1-2 weeks prior to event	Program Coordinator	Not Started	
Invitations/Attendees	Email residents to see who plans to have family attend	2-4 weeks	Program Coordinator	Not Started	
	Collect RSVPs	6 weeks	Program Coordinator	Not Started	
	Invite internal preceptors				
	Invite MAs and Nurses from each site				
	Invite external specialty providers				
	Finalize Guest List	1 week prior to event			
Menu	Coctail				
	Buffet				
Program	Invite preceptors to speak				
	Invite residents to speak				
	Create event brief (find last years agenda on shared drive)				
	Email event brief to all speakers	1-2 days before event			
Certicates and Gifts	Order 10 frames				
	Confirm Resident Credentials for Certificates (DNP, FNP-BC, NP-C)				
	Create Certificates				
	Get signatures from leadership (i.e. CEO and Chairman of Board)		Executive Assistant [insert name]		
	Frame certificates				
	Order gift				
	Gift and framed photo in a gift bag with tissue paper				
Photography/Videography	Identify photographer		Communications Coordinator [insert name]		
	Confirm photographer	1 week prior to event			

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After the Event

- Debrief – Meet with key individuals to celebrate successes and review lessons learned for next time.

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NP Residents' Portfolio

Residents receive a portfolio that includes all of their patient visit data, as well as all of their reflective journals.

- Number of visits
- Number of procedures
- Panel size
- Breakdown of patient by age, common conditions, etc.
- Reflective Journals
- Evaluation data
- CME and QI certificates

CONSORTIUM
FOR ADVANCED PRACTICE PROVIDERS
Setting the standard for postgraduate training

Anchoring Your Program Around the Accreditation Standards

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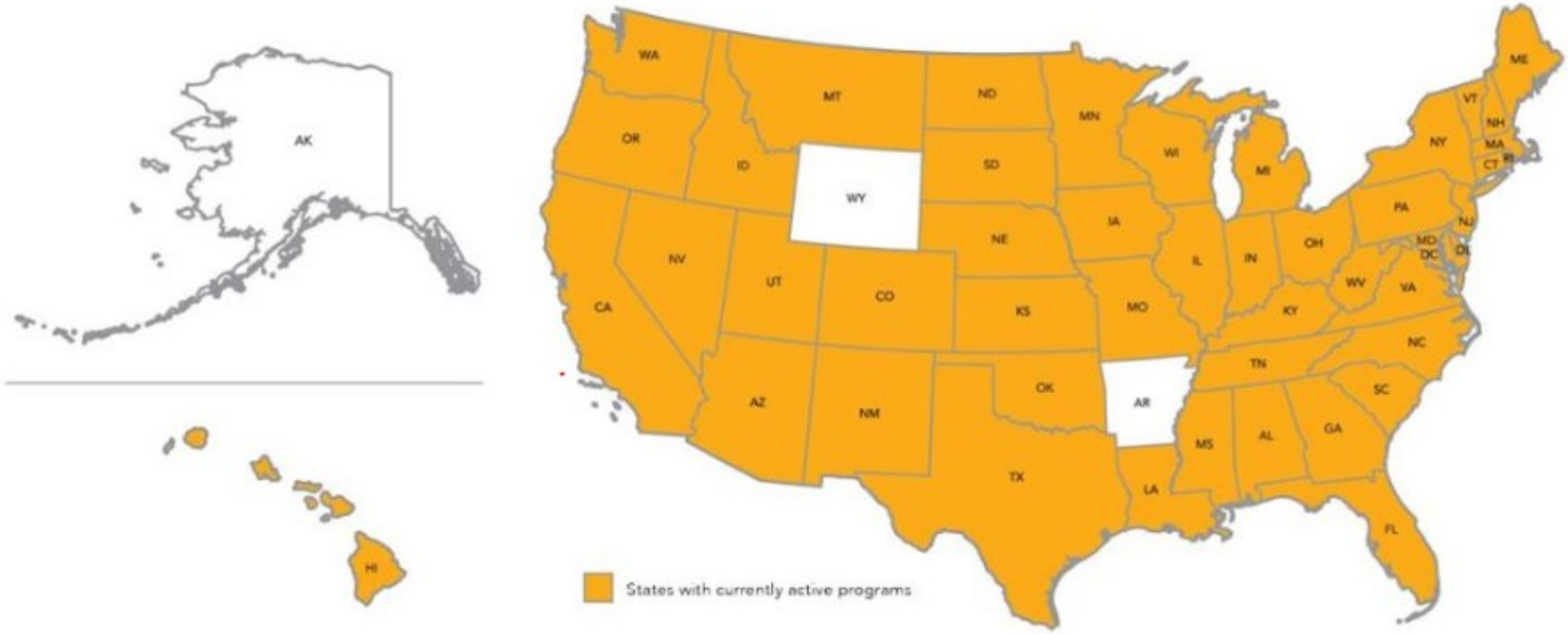
History of the Consortium

Setting the standard for postgraduate training

- **2010:** **Convened as informal consortium** in 2010 by 4 FQHC-based postgraduate NP training programs
- **2013:** **Identified accreditation as a goal** early on; no available existing sources of accreditation at the time; committed to developing program that is eligible for US Dept. of Education Federal recognition
- **2013–2015:** **Accreditation Standards**: authored by 10 NP nationally recognized expert authors—written by NP program directors for NP program directors; Self Study Guide
- **2015:** CHCI formally **incorporated a new 501c3, the NNPRFTC**, to advance the postgrad NP training movement, including developing of accreditation program
- **2016:** **Accreditation action for first 2 programs**
- **2017-Present:** **17 accredited programs, others in the pipeline**
- **2019:** **U.S. Department of Education Petition for Federal Recognition as an Accreditor**
- **2020:** **3 programs received renewal of accreditation. Awaiting US Dept. of Education on next step in the recognition process.**
- **2022:** **The consortium receives Federal Recognition by the United States Department of Education**
- **2023- Consortium Name Change, 2023 Accreditation Standards Released and Expansion of Scope petition submitted to the U.S. Department of Education.**
- **2024- Expansion of Scope Approval to become Federally recognized for NP/PA Postgraduate Training Programs**



APP Postgraduate Training Programs
Total 500+ Programs Nationally (continues to grow)

Accreditation Defined

External, independent review of a health care training program against nationally-accepted Standards and its own policies, procedures, processes, and outcome (AAAHC)

- Peer-reviewed, voluntary program evaluation
- Practice-based determination of adherence to National Standards
- National acknowledgement of quality

Benefits of Accreditation

Consortium's Standards Driving Excellence in Program Design

Standard 1: Mission, Goals, Objectives

Standard 2: Curriculum

Standard 3: Evaluation

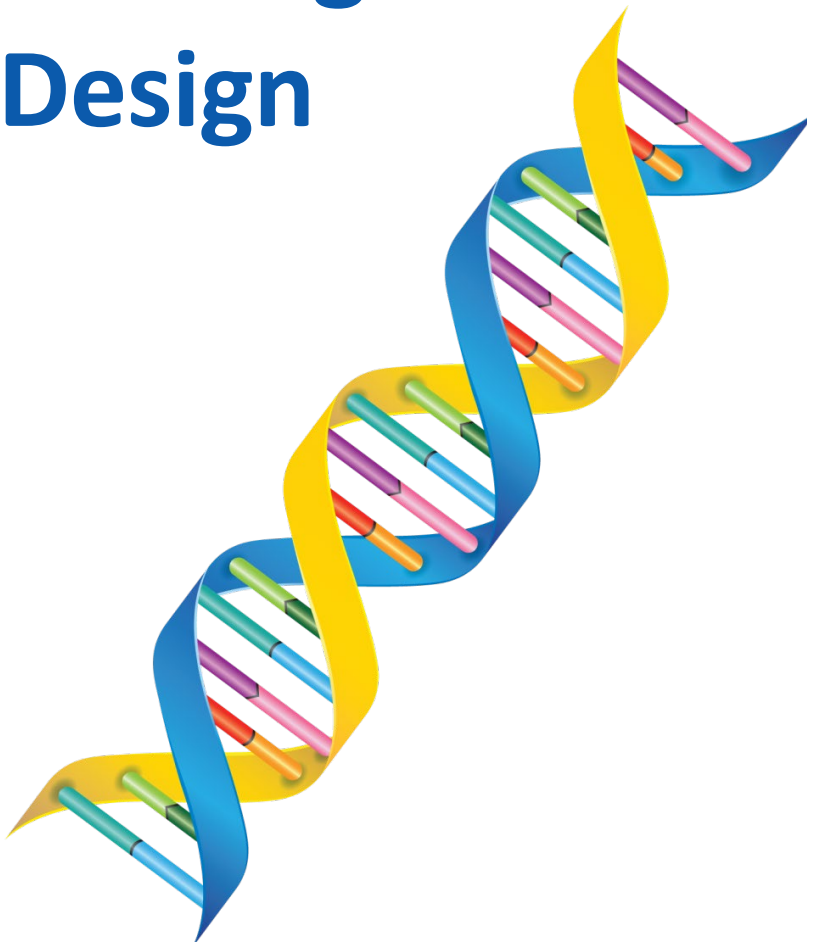
Standard 4: Program Eligibility

Standard 5: Administration

Standard 6: Operations

Standard 7: Staff

Standard 8: Postgraduate Trainee Services



- Recruitment and retention of PCPs are crucial in patient care

- **To educate and retain NPs**

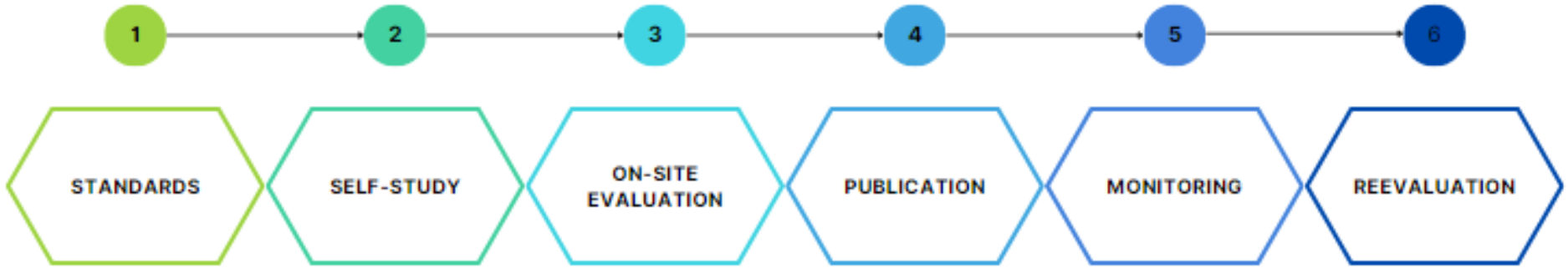
- **Prepare NPs for post-graduate autonomy**
- **Improve confidence and competence**
- **Improve job satisfaction**

- **Specific objectives within general goals**

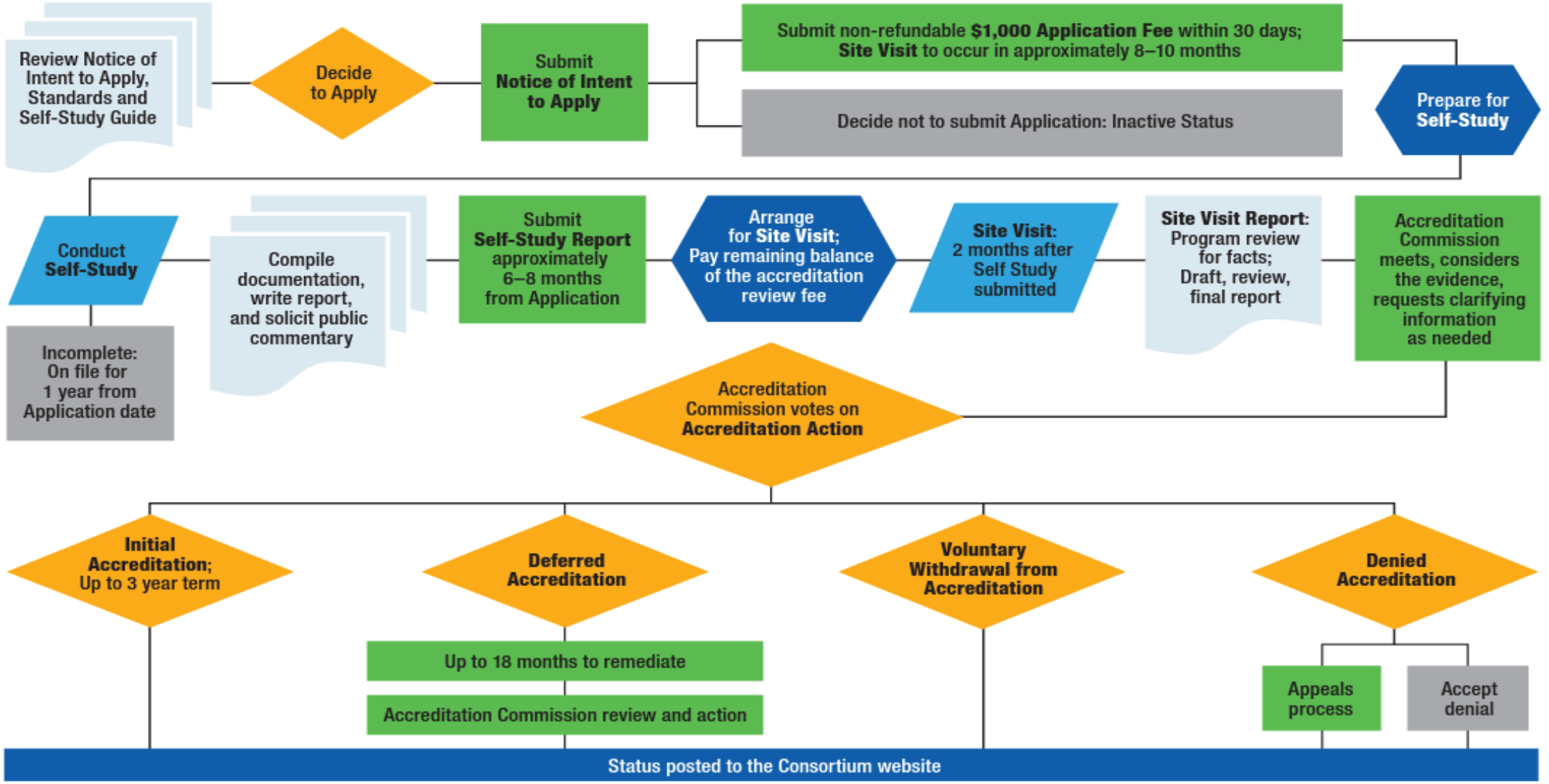
- **Detailed curriculum**

US. Department of Education Accreditation Process

- 6 Major Steps



Accreditation Process



Consortium Accreditation Sample Timeline

General Timeframe, Application to Decision (10-12 months)

- Intent to Apply
- Application
- Self Study: internal program evaluation
- 1.5 day On-site Visit: external program evaluation (completed by 2 trained site visitor peers (educator, administrator, clinician)
- Site Visit Report: reviewed by program, submitted to Accreditation Commission for accreditation consideration
- Decision: Accredited, Deferral, or Denial of Accreditation
- Posted to Consortium website
- Annual and Interim Reports

Extensive technical support available throughout the process

Consortium Accreditation Costs

Total Cost: $10,000

- $1,000 non-refundable application fee
- $9,000 review fee: due prior to the site visit (discounted fee schedule for Federal Programs)
- For programs with multiple tracks:
  - $10,000 plus $6,500 for each additional track (possible travel costs)

Consortium Accreditation

Accreditation Awarded for 3 Years

- First award is retroactive to current class
- Eligible for continuing Accreditation if Standards continue to be met
- Receive Consortium for Advanced Practice Providers seal, which can be displayed on all communications, in accordance with the Consortium policies and procedures

Accreditation Anchors Program Development

Accredited Programs

- As of March 2024: Consortium has accredited 34 APP Postgraduate Training Programs with several in the pipeline pursuing accreditation.

- View Accredited Programs here: https://www.apppostgradtraining.com/accreditation/accreditation-status-and-public-commentary/

2024 Annual Conference

https://www.apppostgradtraining.com/2023/11/07/save-the-date-for-the-annual-conference/

https://vimeo.com/851295345/4cfb0e9473

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Questions?

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Wrap-Up

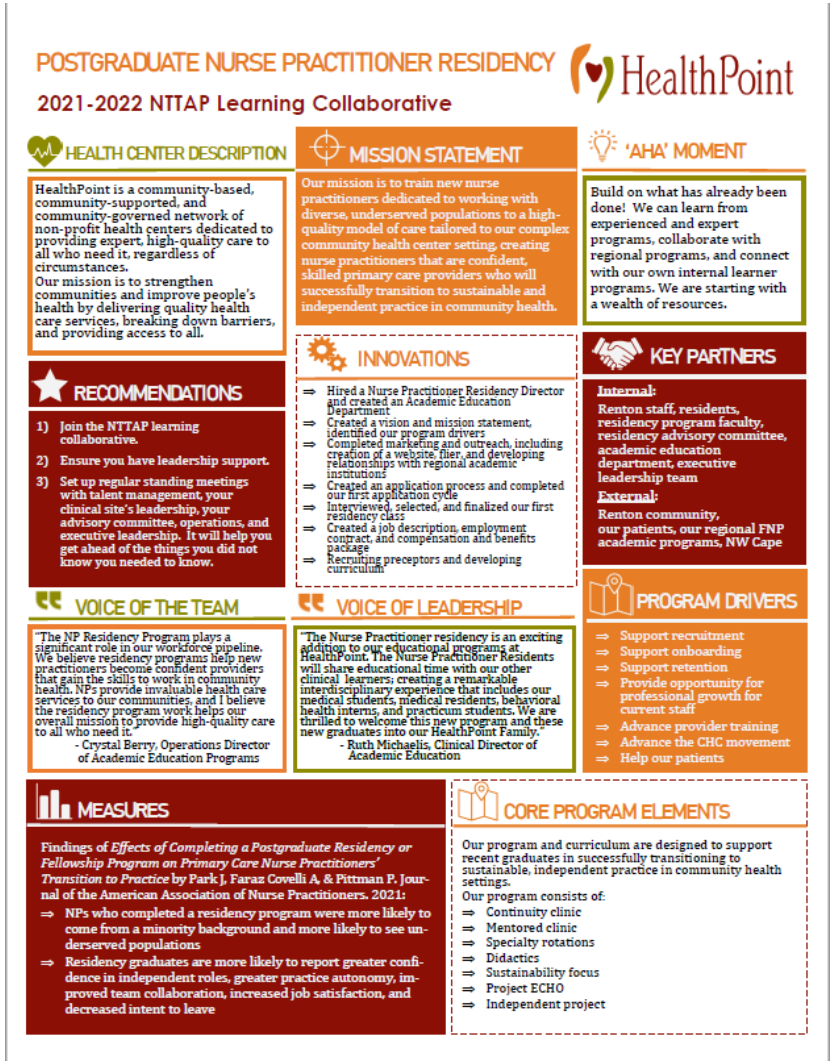
NTTAP
National Health Center Training & Technical Assistance Partners
Clinical Workforce Development
A PROJECT OF
Community Health Center, Inc.
and the weitzman institute

MOSES/WEITZMAN Health System

Showcase Overview

- Due Date: Monday March 18th
- Showcase Date: Tuesday April 2nd
- Team coaches will be sent a template, including:
  - Innovations*
  - 'Aha' Moments*
  - Recommendations to others*
  - Aim Statement
  - Measures/Impacts
  - Key Partners
  - Quote from leadership
  - Quote from team member
  - Process Map or other visuals (i.e. photos, graphs)

*Required



POSTGRADUATE NURSE PRACTITIONER RESIDENCY

HealthPoint

2021-2022 NTTAP Learning Collaborative

HEALTH CENTER DESCRIPTION

HealthPoint is a community-based, community-supported, and community-governed network of non-profit health centers dedicated to providing expert, high-quality care to all who need it, regardless of circumstances.
Our mission is to strengthen communities and improve people's health by delivering quality health care services, breaking down barriers, and providing access to all.

MISSION STATEMENT

Our mission is to train new nurse practitioners dedicated to working with diverse, underserved populations to a high-quality model of care tailored to our complex community health center setting, creating nurse practitioners that are confident, skilled primary care providers who will successfully transition to sustainable and independent practice in community health.

'AHA' MOMENT

Build on what has already been done! We can learn from experienced and expert programs, collaborate with regional programs, and connect with our own internal learner programs. We are starting with a wealth of resources.

RECOMMENDATIONS

1) Join the NTTAP learning collaborative.
2) Ensure you have leadership support.
3) Set up regular standing meetings with talent management, your clinical site's leadership, your advisory committee, operations, and executive leadership. It will help you get ahead of the things you did not know you needed to know.

INNOVATIONS

⇒ Hired a Nurse Practitioner Residency Director and created an Academic Education Department
⇒ Created a vision and mission statement, identified our program drivers
⇒ Completed marketing and outreach, including creation of a website, flier, and developing relationships with regional academic institutions
⇒ Created an application process and completed our first application cycle
⇒ Interviewed, selected, and finalized our first residency class
⇒ Created a job description, employment contract, and compensation and benefits package
⇒ Recruiting preceptors and developing curriculum

KEY PARTNERS

Internal:
Renton staff, residents, residency program faculty, residency advisory committee, academic education department, executive leadership team
External:
Renton community, our patients, our regional FNP academic programs, NW Cape

VOICE OF THE TEAM

"The NP Residency Program plays a significant role in our workforce pipeline. We believe residency programs help new practitioners become confident providers that gain the skills to work in community health. NPs provide invaluable health care services to our communities, and I believe the residency program work helps our overall mission to provide high-quality care to all who need it."
- Crystal Berry, Operations Director of Academic Education Programs

VOICE OF LEADERSHIP

"The Nurse Practitioner residency is an exciting addition to our educational programs at HealthPoint. The Nurse Practitioner Residents will share educational time with our other clinical learners; creating a remarkable interdisciplinary experience that includes our medical students, medical residents, behavioral health interns, and practicum students. We are thrilled to welcome this new program and these new graduates into our HealthPoint Family."
- Ruth Michaelis, Clinical Director of Academic Education

PROGRAM DRIVERS

⇒ Support recruitment
⇒ Support onboarding
⇒ Support retention
⇒ Provide opportunity for professional growth for current staff
⇒ Advance provider training
⇒ Advance the CHC movement
⇒ Help our patients

MEASURES

Findings of *Effects of Completing a Postgraduate Residency or Fellowship Program on Primary Care Nurse Practitioners' Transition to Practice* by Park J, Faraz Covelli A, & Pittman P. Journal of the American Association of Nurse Practitioners. 2021:

⇒ NPs who completed a residency program were more likely to come from a minority background and more likely to see underserved populations
⇒ Residency graduates are more likely to report greater confidence in independent roles, greater practice autonomy, improved team collaboration, increased job satisfaction, and decreased intent to leave

CORE PROGRAM ELEMENTS

Our program and curriculum are designed to support recent graduates in successfully transitioning to sustainable, independent practice in community health settings.
Our program consists of:
⇒ Continuity clinic
⇒ Mentored clinic
⇒ Specialty rotations
⇒ Didactics
⇒ Sustainability focus
⇒ Project ECHO
⇒ Independent project

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Deliverables

- ✓ Continue to work on Progress Checklist
- ✓ Showcase presentation

Google Drive

https://drive.google.com/drive/folders/1WgVbObv-KgPfz5UyKgSuXsWj09Skq1pp?usp=sharing

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Reminders

Coach Calls:

- **Tuesday March 12th 1:00pm Eastern / 10:00am Pacific
- Tuesday March 26th 1:00pm Eastern / 10:00am Pacific

Session 6: Tuesday April 2nd 1:00pm Eastern / 10:00am Pacific

CME and Resource Page

Access Code: PGR2023

https://education.weitzmaninstitute.org/content/postgraduate-nurse-practitioner-np-residency-and-npphysician-associate-pa-training-programs

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REMINDER: Complete evaluation in the poll!

Next Learning Session is **Tuesday April 2nd!**

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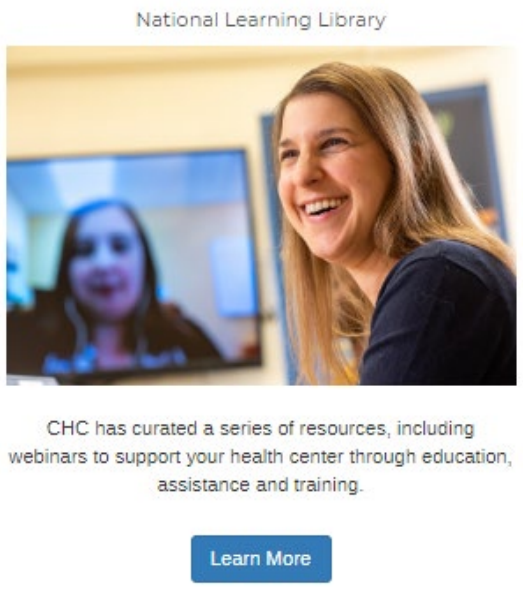
Explore more resources!

National Learning Library:
Resources for Clinical Workforce Development



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.

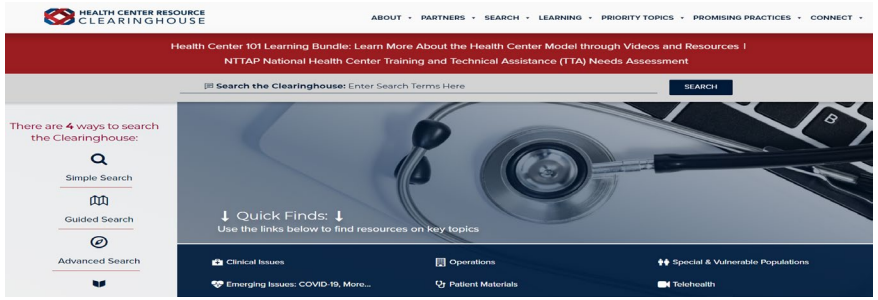
Invited participation in Learning Collaboratives to advance team based care or implement a post-graduate residency training program at your health center.

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

https://www.weitzmaninstitute.org/ncaresources

Health Center Resource Clearinghouse

HEALTH CENTER RESOURCE CLEARINGHOUSE



https://www.healthcenterinfo.org/