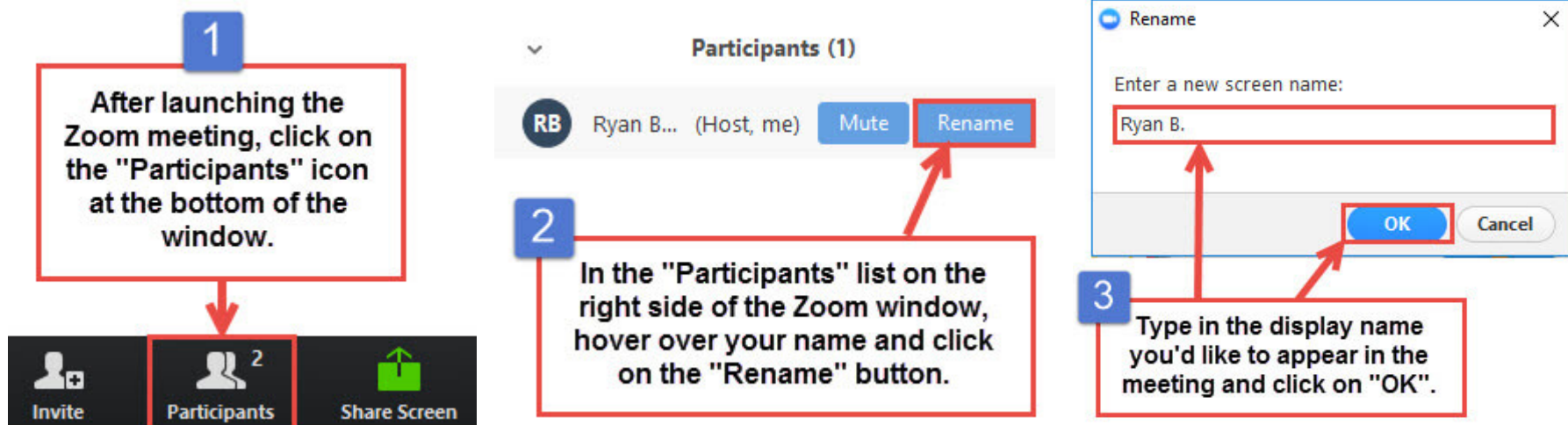


# Health Profession Student Training Learning Collaborative

Session Five: Tuesday May 14<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”



**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 5 Agenda

3:00 – 3:05	Welcome & Introduction
3:05 – 3:35	Connecticut Area Health Education Center (AHEC) Spotlight
3:35 – 4:00	Medical Assistants: Serving as an Externship Organization
4:00 – 4:25	Plays 8-9: Off-Boarding – Collecting Data, Post-Surveys & Reporting
4:25 – 4:30	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



# Connecticut Area Health Education Center (CT AHEC)

Overview on AHECs, Establishing Partnerships for  
Health Professions Training, and Value of Partnerships

**The Who, What and How**



# Speakers

- Petra Clark-Dufner, Director, CT AHEC
- Cecil Tengatenga, Associate Director, CT AHEC
- Dariene DuBois-Plante, Administrative Officer, CT AHEC
- Julia Levin and Elizabeth Suschana, UConn SOM Class of 2026, 2025 Urban Health/AHEC Scholars



# Overview on AHECs

## Authorized by Section 751 of the PHS Act

Purpose...to develop and enhance education and training networks with communities, academic institutions and community-based organizations. In turn these networks seek to increase diversity among health professionals, broadening the distribution of the health workforce, enhance health care quality, and improve health care diversity to rural and underserved areas and populations.

- Federal “home” – Bureau of Health Workforce, Health Resources Services Administration
- Congressional FY23 appropriation - \$47M – proposed level funding FY24
- Funding secured through 5-year competitive grant application
- 57 AHEC programs nationally from Micronesia to Florida
- Each AHEC has a Program Office and regional centers, 75% federal funding passed onto centers

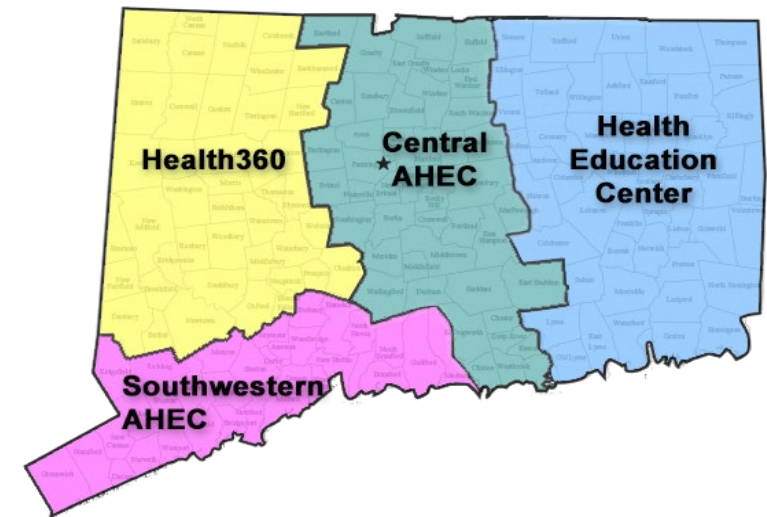
# Establishing Partnerships for HP Training

- Shared vision and goals
- Respectful collaboration
- Strategic partnerships
- A pulse and focus on local need



# AHEC Training – CT AHEC Network

- Program Office located at UConn Health Center, Farmington, CT
- Reports to UConn SOM Associate Dean for Primary Care
- 4 independent 501(c)3 AHEC Regional Centers
- Early adopter interprofessional education and collaborative practice
- Integration of CHWs and Medical Interpreters
- 20,000+ learners and consumers engaged annually



# Examples of Signature Programs

- Health Career Recruitment Pipeline Programs
  - Public Health Ambassadors, Biomedical Engineering Discovery, CT Junior Science
  - Youth and Collegiate Health Service Corps
- Health Profession Student CBET
  - Community Health Worker Training (CHW)
  - Living Well with HIV, STRIVE, IPE Student Clinics, Home & Community Care program
- Continuing Education/Continuing Medical Education
  - Pain Management, Lupus, STD, etc.
  - Primary Care Career Advising & Mentoring Program, Primary Care: A team-based sport



# AHEC Learner Types & Core Requirements

- AHEC Scholars (2 years/40 didactic and clinical hours, minimum 2 years)
- Community-Based Experiential Training (CBET) in community-based training activities
- Continuing Education/CME for health and public health professionals
- Health careers awareness/pipeline programs (9th-12th graders)

## Core HRSA requirements:

- ✓ Community-based training
- ✓ Health careers recruitment
- ✓ Field placements or preceptorships
- ✓ IPE education and training with focus on primary care
- ✓ Continuing education and information dissemination for health professionals
- ✓ Program evaluation
- ✓ Public health careers exposure for youth

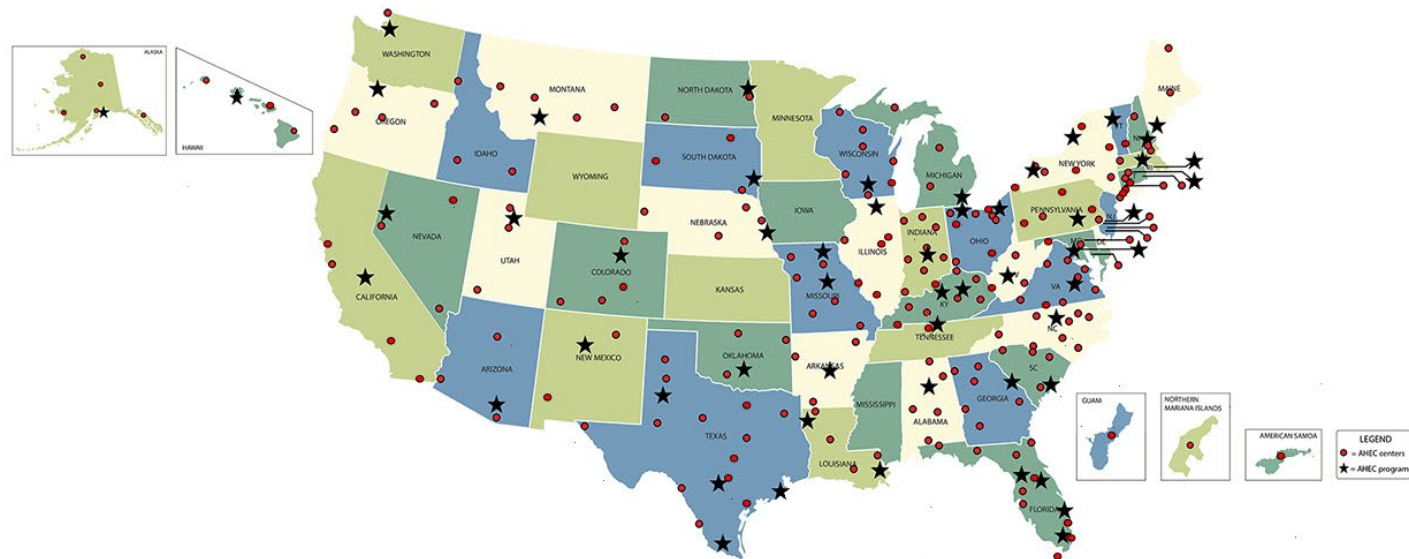
# Student Perspective

- Urban Service Track/AHEC Scholars Program
  - 2-year formal curriculum -> focus underserved communities
  - Emphasis on community service & training
  - Unique leadership opportunities



# AHEC Resources

- CT AHEC <https://health.uconn.edu/connecticut-area-health-education-center-network/>
- National AHEC Organization (NAO) [www.nationalahec.org](http://www.nationalahec.org)







MOSES/WEITZMAN  
Health System

# Questions?

# Medical Assistants: Building an Education-Based MA Recruitment Strategy

Ali Murray, Director of Business & Partnership Development



## Polling Questions

- Are you interested in taking MA Students?
- Do you currently take MA students?
- Are you a current partner with NIMAA?



## The Need for MA Training

- MA employment predicted to grow by 18% from 2020 to 2030, faster than other occupations (Bureau of Labor Statistics, 2021).
  - 104,400 openings annually, net growth of 132,600 jobs over 10 years
- Educational preparation for MAs varies from on-the-job training to apprenticeships to certificate programs. Time and costs vary.
  - For-profit certificate programs can be relatively short, but very expensive
  - Community college programs are more affordable, but can take 1 - 2 years
  - Registered apprenticeships = 2,000 hours
  - OTJ training



# Why MA Training Needs to Evolve

Better meet needs of  
primary care practices

Keep training  
affordable

Prepare MAs for team-  
based primary care

Increase  
equity into  
education  
and  
employment

Meet workforce  
needs in  
underserved  
communities





# The National Institute for Medical Assistant Advancement (NIMAA)

- Launched in 2016 as an **affordable distance-learning option** to prepare MAs to work in health centers within a **high-performing model of team-based primary care**.
- National 8-month distance-learning program in collaboration with EO partners
- Concurrent externship throughout the program
- Collaborative recruitment model
- Accreditation / Academic rigor





## NIMAA's Curriculum

Traditional MA Training	Team-Based Care Concepts
<ul style="list-style-type: none"><li>• Rooming patients</li><li>• Taking vital signs</li><li>• Teach-back at the end of visits</li><li>• Communication skills</li><li>• Agenda setting</li><li>• Goal setting</li><li>• Self-management support</li><li>• Venipuncture</li><li>• Quality improvement</li></ul>	<ul style="list-style-type: none"><li>• Working in an inter-professional team</li><li>• Integrated team-based primary care</li><li>• The MA role in care coordination</li><li>• Health coaching</li><li>• Motivational interviewing</li><li>• Population health</li><li>• Management of a large panel</li><li>• Social determinants of health</li></ul>



# Why Partner with NIMAA

## Benefits to Health Centers:

- Develop a “grow your own” work force pipeline
- MAs are for patient-centered, team-based care in a value-based environment

## Benefits to MAs:

- Extensive externship experience
- Prepared to deliver patient-centered, team-based care
- Become more integrated and integral team members







# Consideration for Successful Externships



- Engaged leadership and teams
- How to get the MA you need/want
- Staff capacity to implement the program
- Ability to build/support strong preceptors
- MA career ladder opportunities
- Career pathways into and beyond MA role



# UpSkillNIMAA

## Courses

- Inter-professional Team-Based Care
- Quality Improvement and Making the Data Count
- Introduction to Run Charts
- Professionalism and Effective Communication
- Immunizations
- Immunizations for New Vaccinators
- Introduction to Health Coaching
- Community Health Workers in Primary Care
- Exam Preparation (coming soon)



# Benefits of UpSkilling

Provides continuing education for career ladders/pathways

Promotes team integration

Helps build capacity for preceptors and other staff

Provides additional staff retention tool

Levels the training playing field



MOSES/WEITZMAN  
Health System

# Questions?

# Plays 8-9: Off-Boarding

Collecting Data, Post-Surveys, & Reporting



# 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**



# Off-Boarding

## Key Elements:

- Collect the data, use it and report on it
- Student and preceptor experience
- Post Experience Surveys
- Reporting data to clinical leadership





# Play 8: Student Documentation & Reporting



# Capturing Evaluation Before Student Leaves

- Compile student survey response to ensure vital information is collected for reporting and tracking of students
  - Keep Organized
  - Develop accurate archive
- Ensure that all student files are compliant
- Verify all student supervision logs are accounted for



# Template for Student Documentation and Reporting

Student Name	School	Discipline	Degree	Site	Preceptor	Anticipated Rotation Dates	Onsite / Remote
Amanda Schiessl	CCSU	Behavioral Health	LMFT	East Windsor Middle School	Dariush Fathi	8/31/2020 - 5/1/2021	On-site

\*Encourage collecting contact information for students (e.g. email)



# Tracking Students During Placement

- Track students currently completing placement within organization
- Report to Leadership regularly to update on student specific information
- Crucial to assessing ongoing capacity



# Play 9: Off-Boarding



# Off-Boarding

- Critical part of the student training program in order to maintain positive relationships with the students and academic partners
- Responsibilities are as follows:
  - Collect equipment from the student
  - Terminate student access to assigned site or remote platforms
  - Collect feedback from student regarding their experience
  - Organize feedback and present to leadership team
  - Assigning outstanding EHR documentation to supervisor



## Steps for Successful Survey Sample

- Distribute survey to student's academic email within one month of the student's last day of their placement
  - CC Program Coordinator or Field Instructor on communication as well
  - Communicate the importance of survey completion to all parties involved, to encourage a response
- Follow up on any pending off-boarding items (equipment, preceptor evaluations, etc.)
- Ensure no double barreled questions for surveys

Please rate each of the following statements on a five-point scale where (1) is Very Poor and (5) is Excellent.

	Very Poor (1)	Below Average (2)	Average (3)	Above Average (4)	Excellent (5)
The communication with CHCI prior to starting the experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The onboarding to company policies and regulations prior to the experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The formal welcome that you received to CHCI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training provided on CHCI technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The equipment provided to complete your placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities access and space for the experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The degree to which your experience met the learning objectives established by your college/university for this experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The attention of the preceptor/supervisor to your needs as a student/trainee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The off-boarding and exit process (evaluation, wrap up, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Based on your experience as a student/trainee, please identify your level of agreement on the following statements:

	Disagree	Neutral	Agree	Not Applicable
I was trained to a high performing model of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained the opportunity to increase my confidence and competence in my area of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided the opportunity to be exposed to the needs of underprivileged populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would consider CHC as a place to work/practice following completion of my education and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend CHC to my friends and colleagues as a place to work/practice/train	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced a high quality, educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Survey Results from Summer 2023

Question	Very Poor	Below Average	Average	Above Average	Excellent	No response
The degree to which your experience is currently meeting the learning objectives established by your college/university for this experience	0%	1%	16.90%	15.40%	66.10%	0%
The attention of the preceptor/supervisor to your needs as a student/trainee	0%	0%	9.80%	12.70%	74.60%	2%



# Questions?

# Next Steps

## Agenda items for your meetings during this action period

- Meet with key stakeholders and present plays 4 – 7
- Review play 8 and 9 in the HPS Training Playbook Guide
- Draft process map for play 8 and 9

## Assignments

- Submit rough draft of plays 8 and 9
- Submit showcase presentation
- 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)



# Showcase Overview

- Due Date: Wednesday May 29<sup>th</sup>
- Showcase Date: Tuesday June 11<sup>th</sup>
- 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

<p><b>HEALTH CENTER DESCRIPTION</b></p> <p>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.</p>	<p><b>MISSION STATEMENT</b></p> <p>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.</p>	<p><b>'AHA' MOMENT</b></p> <p>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.</p>
<p><b>RECOMMENDATIONS</b></p> <ol style="list-style-type: none"> <li>1) Join the NTTAP learning collaborative.</li> <li>2) Ensure you have leadership support.</li> <li>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.</li> </ol>	<p><b>INNOVATIONS</b></p> <ul style="list-style-type: none"> <li>⇒ Hired a Nurse Practitioner Residency Director and created an Academic Education Department</li> <li>⇒ Created a vision and mission statement, identified our program drivers</li> <li>⇒ Completed marketing and outreach, including creation of a website, tier, and developing relationships with regional academic institutions</li> <li>⇒ Created an application process and completed our first application cycle</li> <li>⇒ Interviewed, selected, and finalized our first residency class</li> <li>⇒ Created a job description, employment contract, and compensation and benefits package</li> <li>⇒ Recruiting preceptors and developing curriculum</li> </ul>	<p><b>KEY PARTNERS</b></p> <p><b>Internal:</b>        Renton staff, residents, residency program faculty, residency advisory committee, academic education department, executive leadership team</p> <p><b>External:</b>        Renton community, our patients, our regional FNP academic programs, NW Cape</p>
<p><b>VOICE OF THE TEAM</b></p> <p>"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 helps our overall mission to provide high-quality care to all who need it."        - Crystal Berry, Operations Director of Academic Education Programs</p>	<p><b>VOICE OF LEADERSHIP</b></p> <p>"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</p>	<p><b>PROGRAM DRIVERS</b></p> <ul style="list-style-type: none"> <li>⇒ Support recruitment</li> <li>⇒ Support onboarding</li> <li>⇒ Support retention</li> <li>⇒ Provide opportunity for professional growth for current staff</li> <li>⇒ Advance provider training</li> <li>⇒ Advance the CHC movement</li> <li>⇒ Help our patients</li> </ul>
<p><b>MEASURES</b></p> <p>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, &amp; Pittman P. Journal of the American Association of Nurse Practitioners. 2021:</p> <ul style="list-style-type: none"> <li>⇒ NPs who completed a residency program were more likely to come from a minority background and more likely to see underserved populations</li> <li>⇒ 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</li> </ul>	<p><b>CORE PROGRAM ELEMENTS</b></p> <p>Our program and curriculum are designed to support recent graduates in successfully transitioning to sustainable, independent practice in community health settings.</p> <p>Our program consists of:</p> <ul style="list-style-type: none"> <li>⇒ Continuity clinic</li> <li>⇒ Mentored clinic</li> <li>⇒ Specialty rotations</li> <li>⇒ Didactics</li> <li>⇒ Sustainability focus</li> <li>⇒ Project ECHO</li> <li>⇒ Independent project</li> </ul>	

## 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 April 23<sup>rd</sup> & May 7<sup>th</sup>

Next Learning Session is **Tuesday June 11<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:

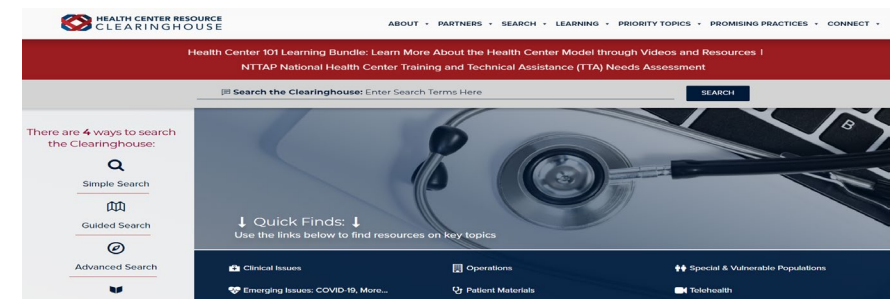
**National Webinars** on advancing team based care, implementing post-graduate residency training programs, and health professions student training in FQHCs.

**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/>