Developing Curriculum in Line with Accreditation: Best Practices for Advanced Practice Provider (APP) Postgraduate Training Programs

Monday November 4th, 2024 1:00 PM Eastern

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The Weitzman Institute is Committed to Justice, Equity, Diversity & Inclusion

At the Weitzman Institute, we value a culture of equity, inclusiveness, diversity, and mutually respectful dialogue. We want to ensure that all feel welcome. If there is anything said in our program that makes you feel uncomfortable, please let us know via email at nca@chc1.com

MORE THAN WHAT WE DO. IT'S WHO WE DO IT FOR.

We are a first-of-our-kind system of affiliates brought together by a common goal: To solve health inequity for the most underserved communities among us. Through primary care, education and policy, we've already bridged the gap for over 5 million people. And we're just getting started.

Learn More at mwhs1.com

MOSES/WEITZMAN Health System
Always groundbreaking. Always grounded.

Community Health Center, Inc.
A leading Federally Qualified Health Center based in Connecticut.

ConferMED
A national eConsult platform improving patient access to specialty care.

The Consortium for Advanced Practice Providers
A membership, education, advocacy, and accreditation organization for APP postgraduate training.

National Institute for Medical Assistant Advancement
An accredited educational institution that trains medical assistants for a career in team-based care environments.
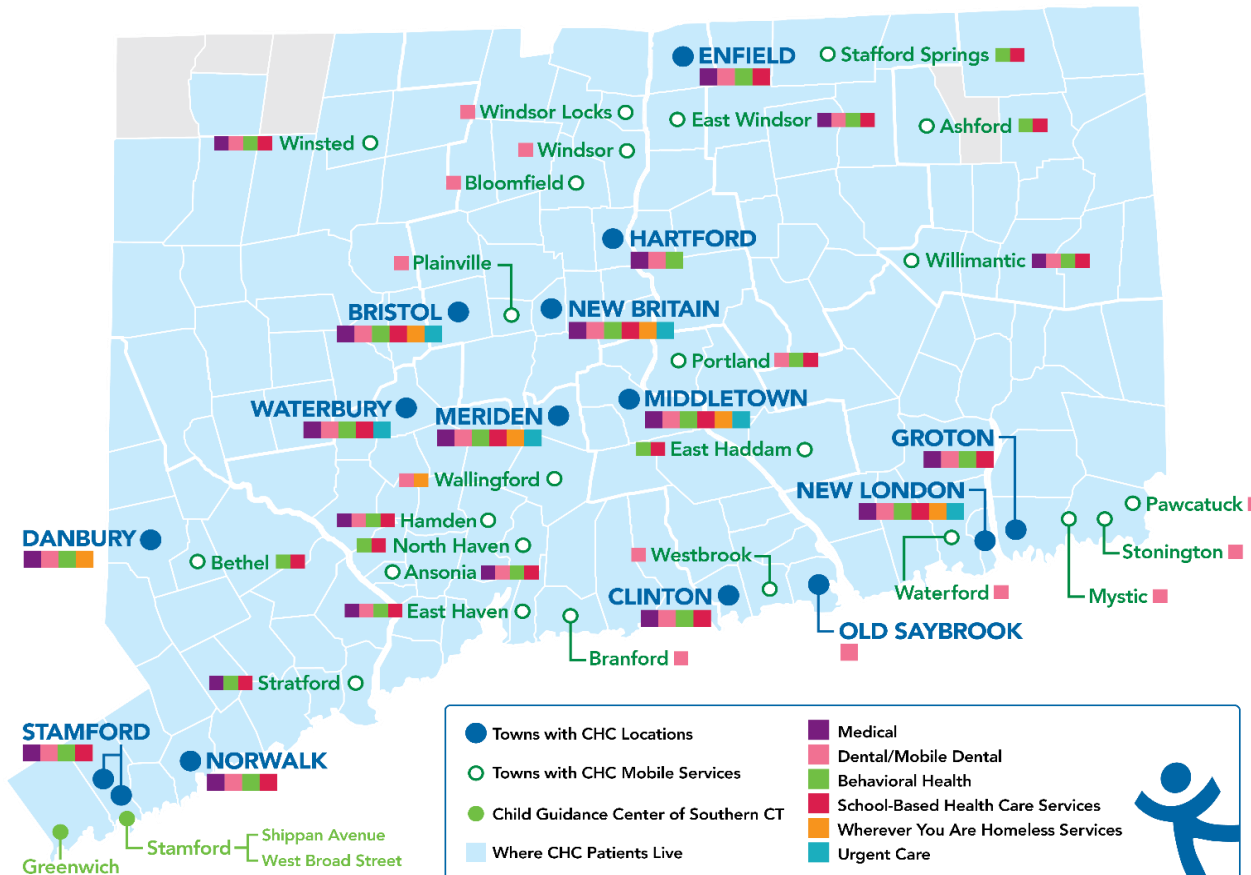
The Weitzman Institute
A center for innovative research, education, and policy.

Center for Key Populations
A health program with international reach, focused on the most vulnerable among us.

Locations & Service Sites

Community Health Center, Inc.

THREE FOUNDATIONAL PILLARS

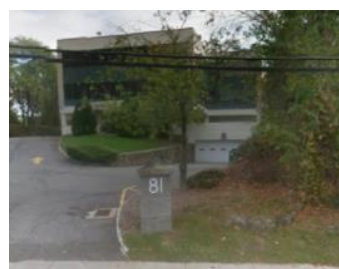| 1 Clinical Excellence	2 Research and Development	3 Training the Next Generation

Profile

- Founding year: 1972
- Annual budget: $140M
- Staff: 1,140
- Active Patients: 150,000
- SBHCs across CT: 153
- Students/year: 14,522

Year	2021	2022	2023
Patients Seen	99,598	102,275	107,225

Map

ENFIELD, Stafford Springs, Windsor Locks, East Windsor, Ashford, Winsted, Windsor, Bloomfield, HARTFORD, Willimantic, Plainville, BRISTOL, NEW BRITAIN, Portland, WATERBURY, MERIDEN, MIDDLETOWN, East Haddam, GROTON, Wallingford, NEW LONDON, Pawcatuck, Hamden, North Haven, Stonington, Ansonia, Westbrook, Waterford, Mystic, DANBURY, Bethel, East Haven, CLINTON, Branford, OLD SAYBROOK, Stratford, STAMFORD, NORWALK, Stamford, Shippan Avenue, West Broad Street, Greenwich

Legend:
- ● Towns with CHC Locations
- ○ Towns with CHC Mobile Services
- ● Child Guidance Center of Southern CT
- Where CHC Patients Live
- Medical
- Dental/Mobile Dental
- Behavioral Health
- School-Based Health Care Services
- Wherever You Are Homeless Services
- Urgent Care

National Training and Technical Assistance Partners (NTTAP)
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

Accreditation Overview

Standard 2: Curriculum

Accreditation Defined

- External, independent review of a health care training program against nationally-accepted standards and its own policies, procedures, processes and outcomes
  - Peer-reviewed, voluntary program evaluation
  - Practice-based determination of adherence to National Standards
  - Public recognition of excellence
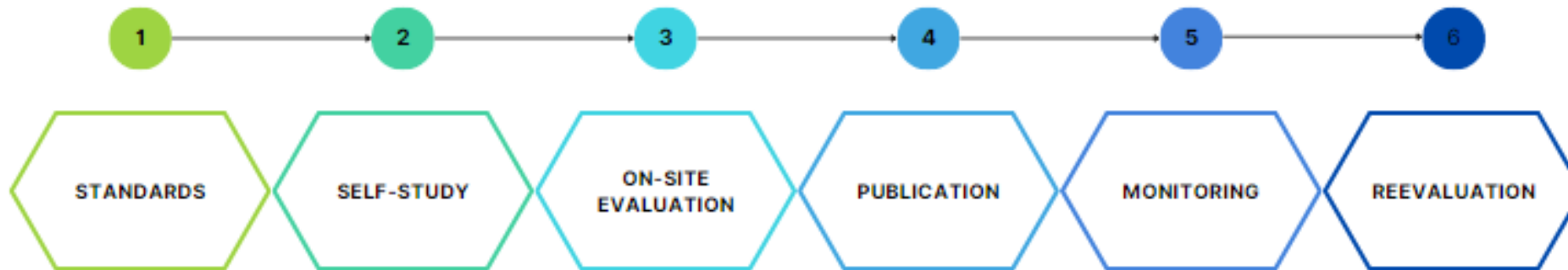 - National acknowledgement of quality

Benefits of Accreditation

Consortium Accreditation Process

*Consistent with the accreditation process and requirements set by the U.S. Department of Education

- 6 Major Steps

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

Consortium for Advanced Practice Providers
Standard 2: Curriculum

- Clinically based practice and patient care experience

- Regularly scheduled didactic sessions

- System-based learning and quality improvement

- Population-based health focus

- Technology

- Equity and social justice

- Leadership and professional development

- Social Determinants of Health (SDOH)

- Certificate of Completion

Consortium for Advanced Practice Providers Competency Domains

1. Patient-centered Care

2. Knowledge for Practice

3. Practice-Based Learning and Improvement

4. Interpersonal and Communication Skills

5. Professionalism

6. Systems-Based Practice

7. Interdisciplinary Collaboration

8. Personal and Professional Development

9. Technology and Telehealth

10. Diversity, Equity, and Inclusion

https://www.apppostgradtraining.com/wp-content/uploads/2023/02/Accreditation-Standards-2023.pdf

Curriculum – A Guide Through the Maze

Standard 2: Curriculum
9 Elements and 10 Competencies

Elements	Competencies
• Clinical-based Care and Patient Care Experiences	• Patient Care
• Regularly scheduled didactic sessions	• Knowledge for Practice
• Systems based learning and quality improvement	• Practice-based Learning and Improvement
• Population-based health focus	• Interpersonal and Communication Skills
• Technology	• Professionalism
• Equity and Social Justice	• Systems-based Practice
• Leadership and Professional Development, especially in interprofessional practice	• Interdisciplinary Collaboration
• Social Determinants of Health	• Personal and Professional Development
• Certificate of Completion	• Technology and Telehealth
	• Diversity, Equity, and Inclusion

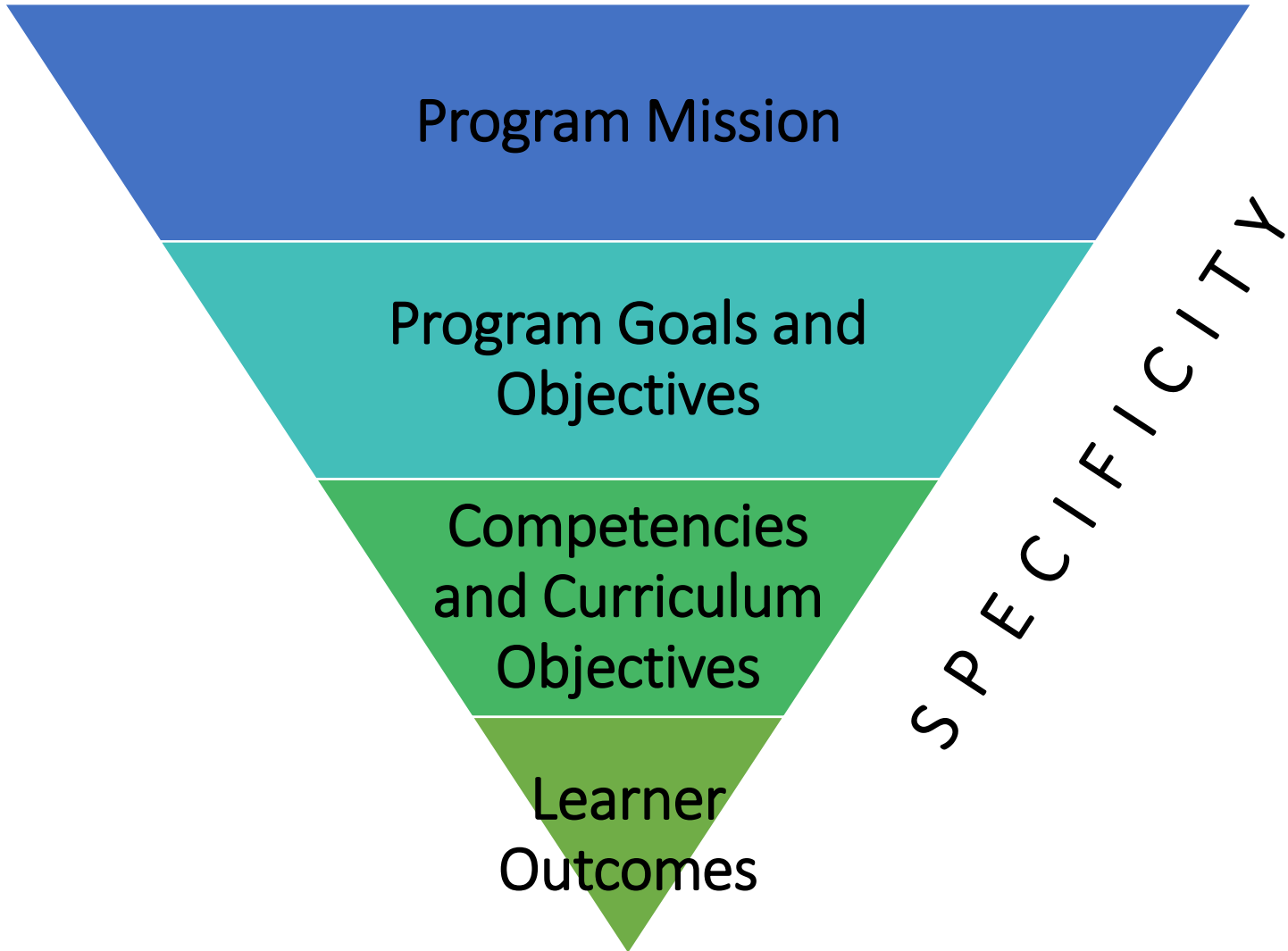# Consortium for Advanced Practice Providers
The Standards

- Standard 1 – Mission, Goals and 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

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Curriculum Development: Program Goals and Objectives

Core Elements of a Postgraduate NP/PA Training Program

NTTAP
National Health Center Training & Technical Assistance Partners
Clinical Workforce Development
A project of Community Health Center, Inc. and the MOSES/WEITZMAN Health System

12 Months Full-time Employment	Training to Clinical Complexity and High Performance Model of Care team-based care, inter-professional collaboration, integrated care, data driven QI ,expert use of technology	Full Integration into Home Site and Organization

Clinical Based Training Experiences (80% of time)	Education (20% of time)
• **Precepted Continuity Clinics** (40%); Develop and manage a panel of patients with the exclusive and dedicated attention of an expert preceptor. • **Specialty Rotations** (20%); Experience in core specialty areas most commonly encountered in primary care focused on building critical skills and knowledge for primary care practice. • **Mentored Clinics** (20%); Focused on diversity of chief complaints, efficiency, and acute care working within a variety of primary care teams.	• **Didactic Education** - High volume and burden topics most commonly seen in primary care. • **Project ECHO** – Case-based distance learning in high complexity issues like chronic pain, treating HIV, Hepatitis C, and MOUD • **Quality Improvement Training** - Training to a high performance QI model, including frontline process improvement, collecting and reviewing data, and leadership development

Goals and Objectives: Program Level

- **Program Goals:** broad, long-term
  - What the <u>program</u> aims to achieve as its end point.
  - Not intended to be measured; must clearly lead to objectives and outcomes that are measurable
- **Program Objectives**
  - The specific activities, strategies, actions, content the program will offer to achieve the program goals
  - Measurable
- **Curricular elements:** Types of activities, used to meet the Program Objectives, e.g., clinical rotation, didactics, seminars.

Putting it Together

Program Goal #2	SUPPORT the achievement of competence, confidence, and mastery in all domains of primary care that are needed to serve as a full scope, primary care provider in a complex FQHC setting……
Program Objective(s) for Goal #2	1. Establish and meet targets for each NP resident panel for diversity of patients by age, gender, clinical complexity and challenges, and cultural diversity 2. Require residents to complete rotations in 10 specialty areas 3. Require accomplishment in a specified number of clinical procedures by each resident
Curricular Element linked to Objective	1. Clinical-based practice and patient care experiences
Curriculum objective at the competency level	1. Clinical Learning Objective for curriculum element precepted clinic: Provide patient-centered care that is compassionate, valued, appropriate and effective for the treatment of health problems and the promotion of health (competency #1)
Learner outcome	*1.* Assess for, diagnose, treat and manage over time common medical conditions experienced in primary care (subdomain of competency #1): Hypertension, diabetes…..

Curriculum Development:
Elements and Learning Objectives

Developing Learner Goals and Objectives

❖ Common conditions to assess your trainees during precepted clinic

❖ List of procedures for your trainees to develop competency in

❖ Specialty Rotations learning objectives

❖ Didactic sessions and corresponding learning objectives

❖ Other educational components to assess

Common Conditions to Assess Learner

Hypertension	Chronic Pain	Hepatitis C
Diabetes	COPD	Alcoholism
Depression	Chronic renal failure	Substance use
Obesity	Heart failure	Women's Health
Asthma	HIV	MAT

Example of Procedures for Learner

PROCEDURE	TARGET #
IUD	10
NEXPLANON	5
EKG INTERPRETATION	20
JOINT INJECTIONS	10
BIOPSY	10
SUTURING	10

Didactics

Topic	Presenter	Credentials	Title	Learning Objectives
Performing the Pre-Op Physical	Dan Wilensky	MD	Chief Preceptor and Medical Consultant to NP residency, CHC Clinician	1. Gain comfort with the pre-op consultation 2. Learn recognized language for the progress note 3. Be able to decide on testing 4. Anticipate lesser-considered issues and their implications

Activity on Didactics
7 minutes

- Make a list of internal resources that you could use for didactics

- What is your wish list of didactics?

- Can you think of a provider at your practice that would be willing to teach on that topic? (e.g. pharmacist, HIV specialist)

- Report Out: 3 minutes

Didactics Topics Examples

Pediatric Asthma	Pediatric Development	Women's Health	CKD
Diabetes	Pre-op Physicals	Dermatology	Common Pediatric Topics
Adult Psychiatry	CHF	Polypharmacy	Transgender Care
Jaundice	Dementia	Orthopedics	Vicarious Trauma
On-Call	Cardiac Ischemic	Myofascial Pain	Osteoporosis
Treating Trauma	Lab Values	Difficult Patient Encounters	ADHD
Hepatitis C	COPD	Smoking Cessation	How not to mess up and own it when you do
Hepatitis B	MAT	Transitions from resident to provider	Health Equity

Specialty Rotations

- Identify your rotations
  - Start with internal resources
  - External "wish list" – tap into your community contacts
- Create outlines and learning objectives
- Plan out rotations for the year
- Start with 1 quarter at a time

Adult Psychiatry	Healthcare for the Homeless
Child and Adolescent Psychiatry	Center for Key Populations
Women's Health	Urgent Care
Pediatrics	School Based Health Center
Orthopedics	Newborn Nursery

Developing Learning Objectives Specialty Rotations

❖Each specialty rotation should have its own specific learning objectives

❖What are the clinical knowledge and skills you want your trainees to obtain by participating in the rotation

❖Tie in competency domains when possible

❖Use objectives to build your evaluation

<u>Example outline for specialty rotation objectives</u>

1. Perform comprehensive history and physical exam
2. Know the appropriate screening and diagnostic tests to order including…
3. Identify clinical situations when appropriate to order a consult or e-consult
4. Know the appropriate medications commonly used in (specialty) including…
5. Assess for, diagnose, treat and manage common medical conditions experienced in (specialty) including…
6. Perform clinical procedures commonly seen in (specialty) including…

Example: Healthcare for the Homeless Specialty Rotation

Overview

The rotation is a 4 week longitudinal experience in health care for the homeless. During this rotation residents will have the opportunity to work within homeless shelters and domestic violence shelters to provider comprehensive primary care to a highly complex and vulnerable patient population.

Learning Objectives:
- Perform relevant history and physical exam understanding the complex health problems associate with the homeless experience
- Know the appropriate screening tests to order
- Understand and utilize the role of government, social agencies, health service providers and community resources in providing services to persons experiencing homelessness and under-housing
- Provide cost effective treatment plans while being sensitive to patients housing status, social and economic resources, and ensure treatment compliant
- Assess for, diagnose, and treat common medical conditions experienced by the homeless population including mental health, substance abuse, infectious diseases, wound and skin infections, Understand various social determinants of health that can impact the patients health and well-being, including the connection between health, housing and poverty

Activity on Specialty Rotations
7 Minutes

- Make a list of internal resources that you could use for rotations?

- What is your wish list of external rotations?

- Report Out: 3 minutes

Specialty Rotation Schedule

	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY
Resident 1	CKP	OBGYN	WYA.	PSYCH	NEW-BORN	PEDS	SBHC	ORTHO	URGENT CARE	CHIRO
Resident 2	ORTHO	CKP	OBGYN	WYA	PSYCH	NEW-BORN	PEDS	SBHC	CHIRO	URGENT CARE

Education: Resources

Education (20% of time)
• **Didactic Education** - High volume and burden topics most commonly seen in primary care. • **Project ECHO** – Case-based distance learning in high complexity issues like chronic pain, treating HIV, Hepatitis C, and MOUD • **Quality Improvement Training** - Training to a high performance QI model, including frontline process improvement, collecting and reviewing data, and leadership development

- What day(s) will education occur on?

- Who will be your faculty? And what topics do you want covered?

- What other educational resources do you have access to internally?

- What other educational resources would you like to potentially use?

Other Ideas for Educational Content

- Resident case presentations

- Journal club

- Peer-share-teach

- Office Hours

- On-line Learning Platforms

  - ECG Academy

  - Medical Spanish

  - Prim-Med NP/PA Bootcamp

- Skills training

- LARC training

- Self-directed Learning

- Partnerships

  - Medical Residency

  - Other local NP Residencies

  - Academic Partner

Questions?

Wrap-Up

Explore more resources!

National Learning Library:
Resources for Clinical Workforce Development

Health Center
Resource Clearinghouse

https://www.weitzmaninstitute.org/ncaresources

https://www.healthcenterinfo.org/

Contact Information

For information on future webinars, activity sessions, and learning collaboratives: please reach out to nca@chc1.com
or visit https://www.chc1.com/nca