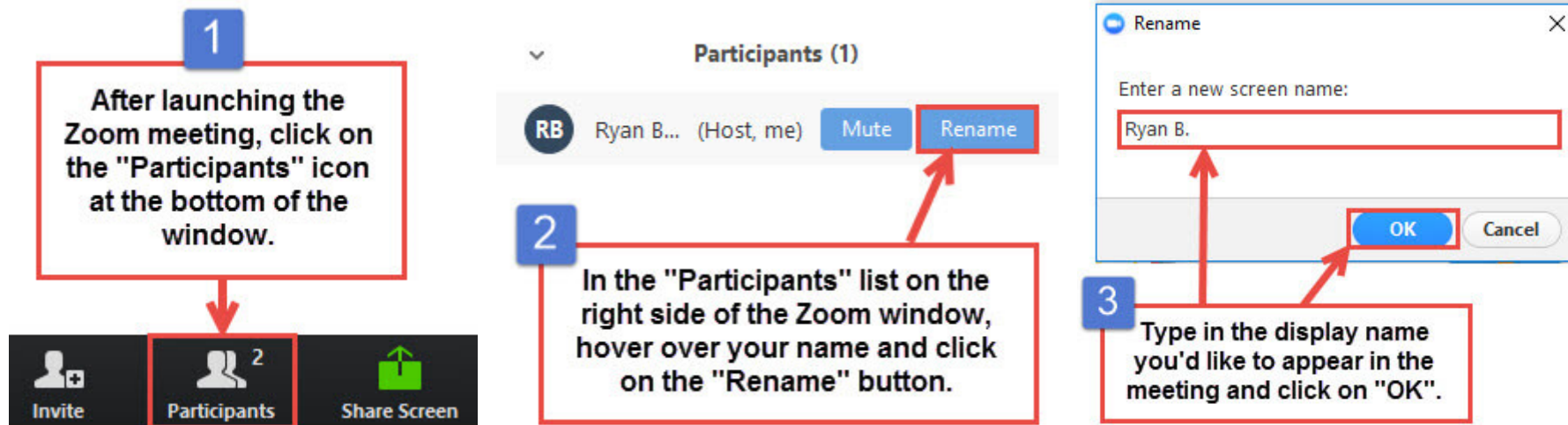


# Postgraduate NP and/or PA Training Programs Learning Collaborative

Session Five: Tuesday February 11<sup>th</sup>, 2025

# 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 5 Agenda

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

# Learning Collaborative Faculty

Margaret Flinter, APRN, PhD, FAAN

- Co-PI, NTTAP
- CHCI's Senior Vice President/Clinical Director
- 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, CHCI Postgraduate NP Residency Program
- Coach Mentor

Amanda Schiessl, MPP

- Chief of Staff, MWHS
- Co-PI & Project Director, NTTAP

Meaghan Angers

- Senior Program Manager, NTTAP

Bianca Flowers

- Program Manager, NTTAP



**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](https://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



## THREE FOUNDATIONAL PILLARS

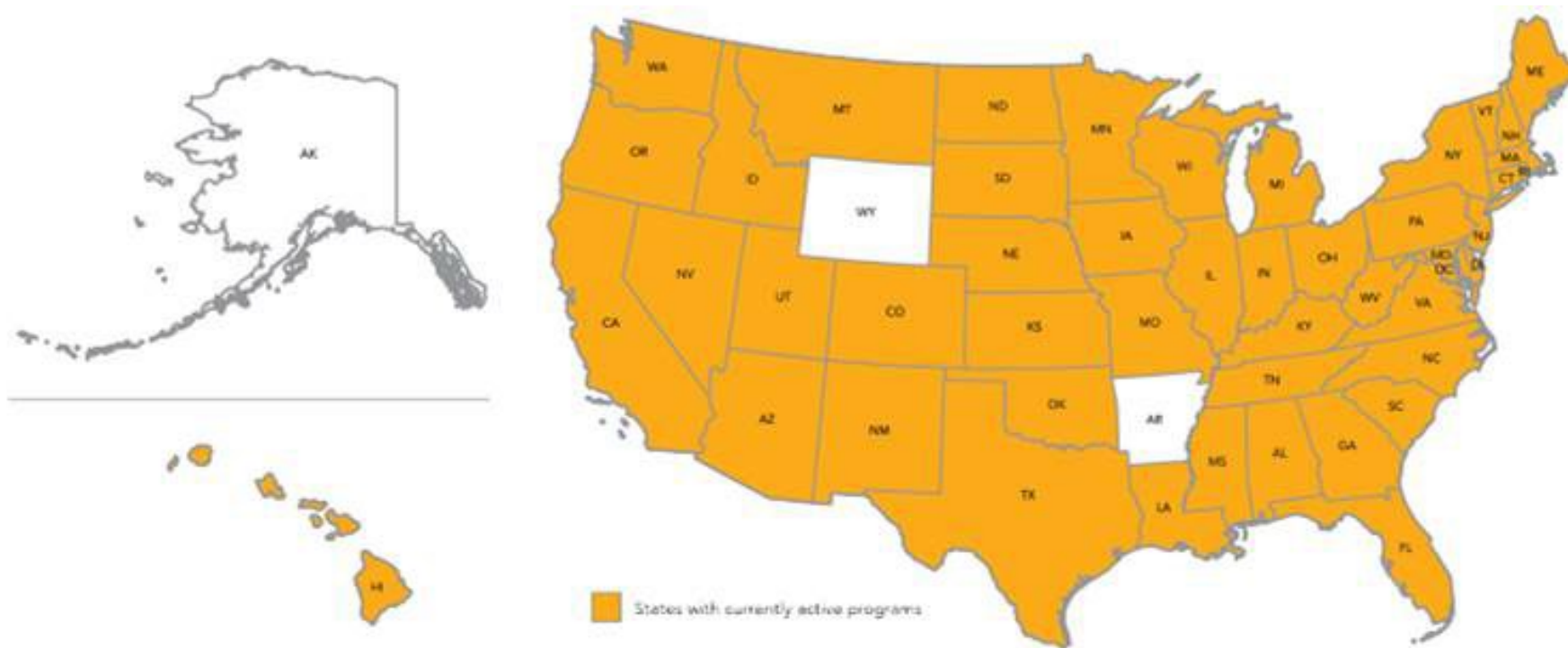
1	2	3
Clinical Excellence	Research and Development	Training the Next Generation

## Profile

- Founded: **May 1, 1972**
- Staff: **1,400**
- Active Patients: **150,000**
- Patients CY: **107,225**
- SBHCs across CT: **152**

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

## Primary Care, Psychiatric/MH and Specialty Postgraduate Training Programs – Total: 548 Programs Nationally





# 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





# Learning Collaborative Structure

- Six 90-minute Learning Collaborative video conference sessions
- Bi-weekly 60-minute calls between coach mentors and team coach
- Internal team workgroup meetings
- Access resources via the [Weitzman Education Platform](#)
- Use [Google Drive](#) to share your work

Learning Session Dates	
Learning Session 1	Tuesday October 8 <sup>th</sup>
Learning Session 2	Tuesday November 12 <sup>th</sup>
Learning Session 3	Tuesday December 10 <sup>th</sup>
Learning Session 4	Tuesday January 21 <sup>st</sup>
Learning Session 5	Tuesday February 11 <sup>th</sup>
Learning Session 6	Tuesday March 11 <sup>th</sup>

## 2024-2025 Cohort

Alivio Medical Center	Chicago, Illinois
Arkansas Primary Care Association	North Little Rock, Arkansas
Blue Ridge Community Health Services, Inc.	Hendersonville, North Carolina
Brockton Neighborhood Health Center, Inc.	Brockton, Massachusetts
Children's Primary Care Medical Group	San Diego, California
Esperanza Health Center	Philadelphia, Pennsylvania
Family Health Centers of San Diego	San Diego, California
Greater Philadelphia Health Action, Inc.	Philadelphia, Pennsylvania
Indian Health Service Headquarters	Rockville, Maryland
Marin Community Clinic	Novato, California
ND Systems Inc.	Fairbanks, Alaska
Ozark TriCounty Healthcare Consortium dba ACCESS Family Care	Neosho, Missouri
Tennessee Primary Care Association	Nashville, Tennessee
Umpqua Community Health Center dba Aviva Health	Roseburg, Oregon

# Evaluation – Postgraduate Resident

# 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



# 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



# 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?



# 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



# 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**



# Core Evaluation Components

Assessing the  
Postgraduate  
Trainee

Organizational  
Evaluation

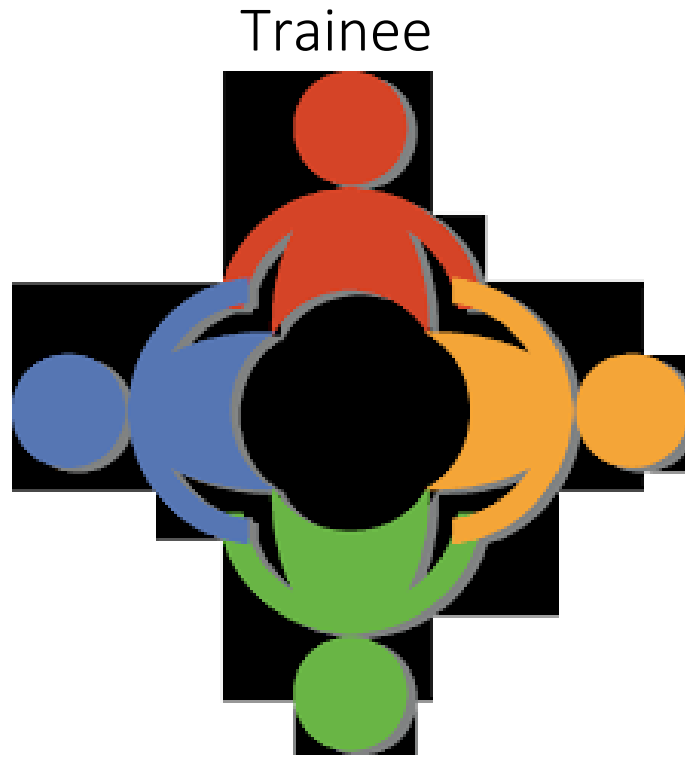
Clinical Faculty  
Evaluation

Ongoing  
Program  
Evaluation

# Fitting the Pieces Together: Program Evaluation

Overall  
Program

Program  
Curriculum



Preceptor  
Faculty  
Staff

Institution

# 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

# 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



# 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

# 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
- Residency Advisory Committee – required for accreditation

# Ongoing Program Evaluation

- Established process
- Periodic, at least annual evaluation
- Postgraduate trainee completion rates; withdrawals or dismissals

- 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

# 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

# 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



# Evaluation – Postgraduate Residency Program

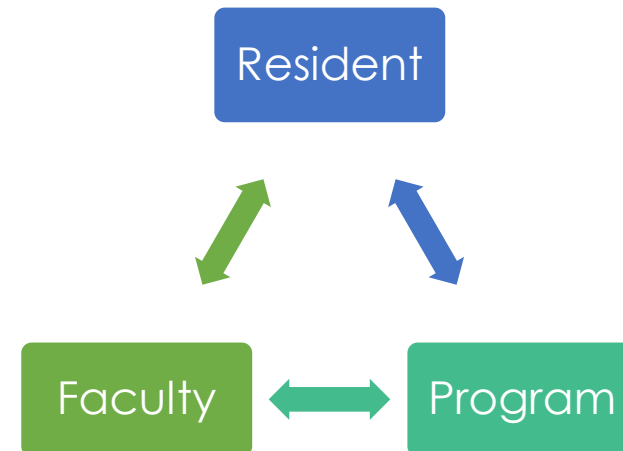
# Evaluations – What We Evaluate

## Competency Domains



\* 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



# Residency Experience and Outcomes

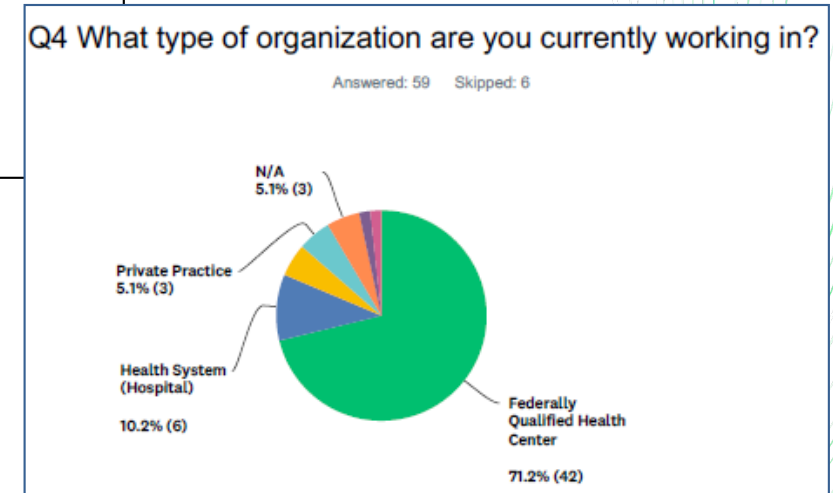
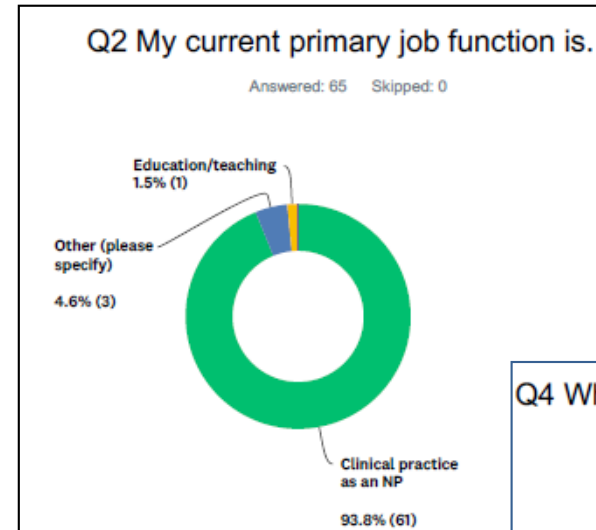
- Focus on managing complex patients, expert use of data, specialty training in priority areas, full scope of practice, and preparing for careers as PCP.
- Develop a panel of approximately 300-400 patients/1,000 visits
- Portfolio of clinical procedures commonly seen in primary care
- Quality Improvement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

**A Year in the Nurse Practitioner Residency Program**  
 Based on Analysis of 1,200 Journal Entries from 2008 through 2013



# 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



# 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



# 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?

# Questions?

# Orientation

# Orientation Overview

## 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





# 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

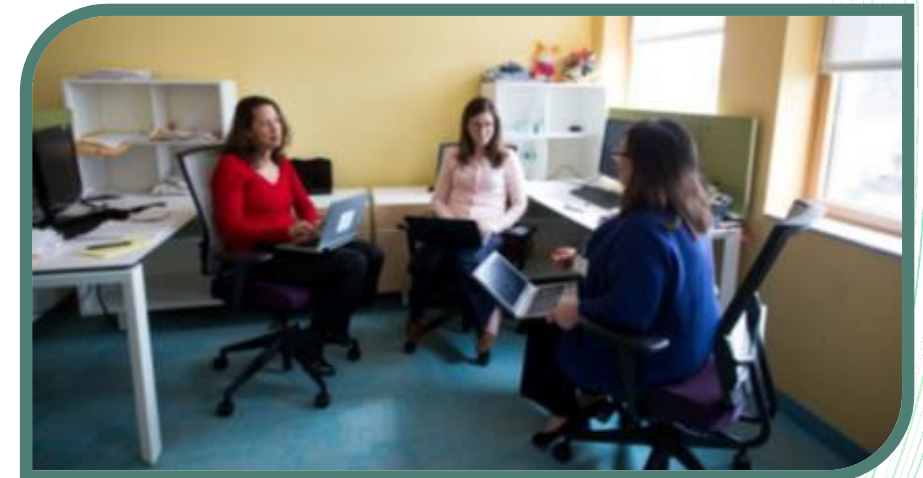




# Site Orientation

## Shadowing all positions on staff

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



# Community Orientation

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



# Graduation



# Graduation Planning Overview

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



# 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





## 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

# 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

# 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 Flintner, 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			
Certificates 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			



## After the Event

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





# 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

# Questions?



**CONSORTIUM**

FOR ADVANCED PRACTICE PROVIDERS

*Setting the standard for postgraduate training*

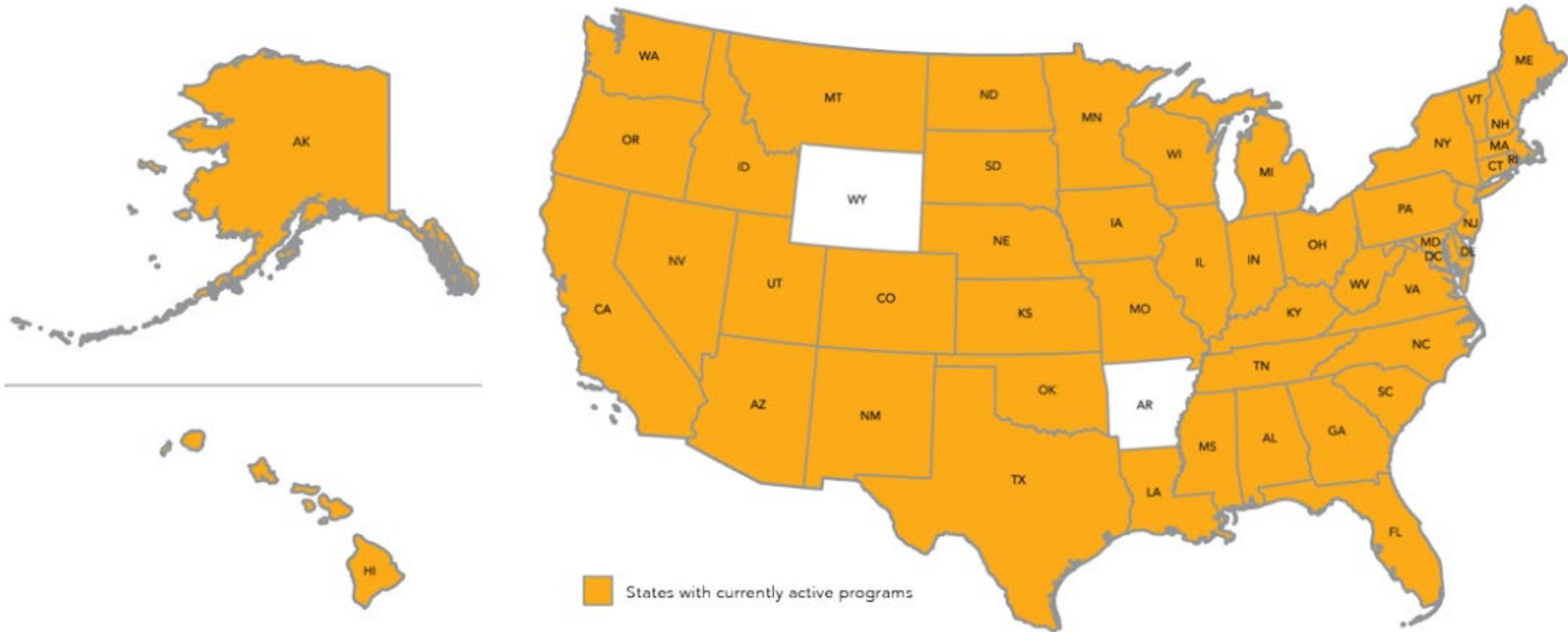
# Anchoring Your Program Around the Accreditation Standards

# 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 549 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)

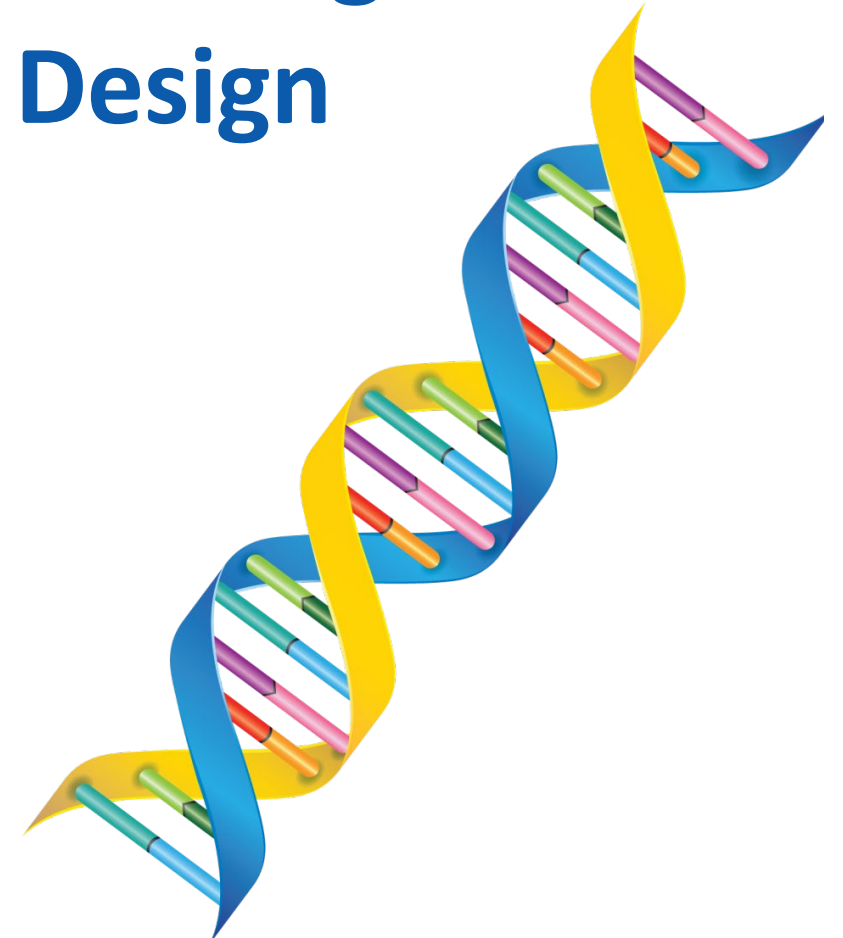
- ◆ Peer-reviewed, voluntary program evaluation
- ◆ Practice-based determination of adherence to National Standards
- ◆ National acknowledgement of quality

# 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

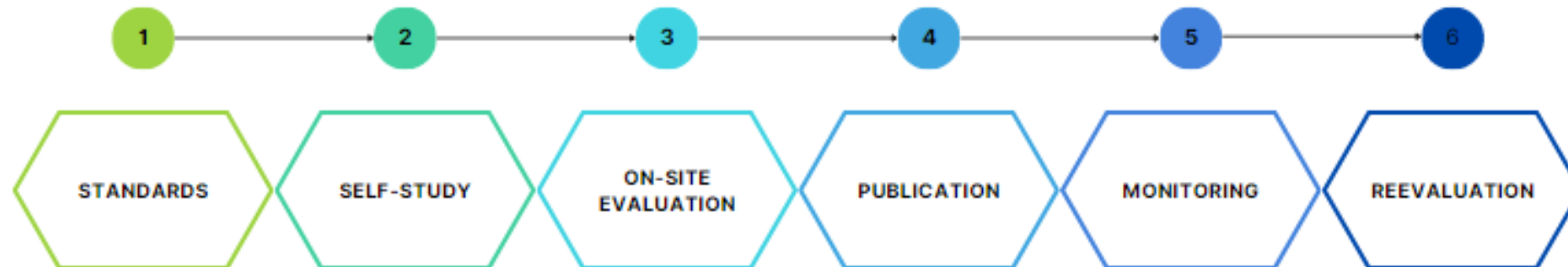
- Improve job satisfaction

- Specific objectives within general goals

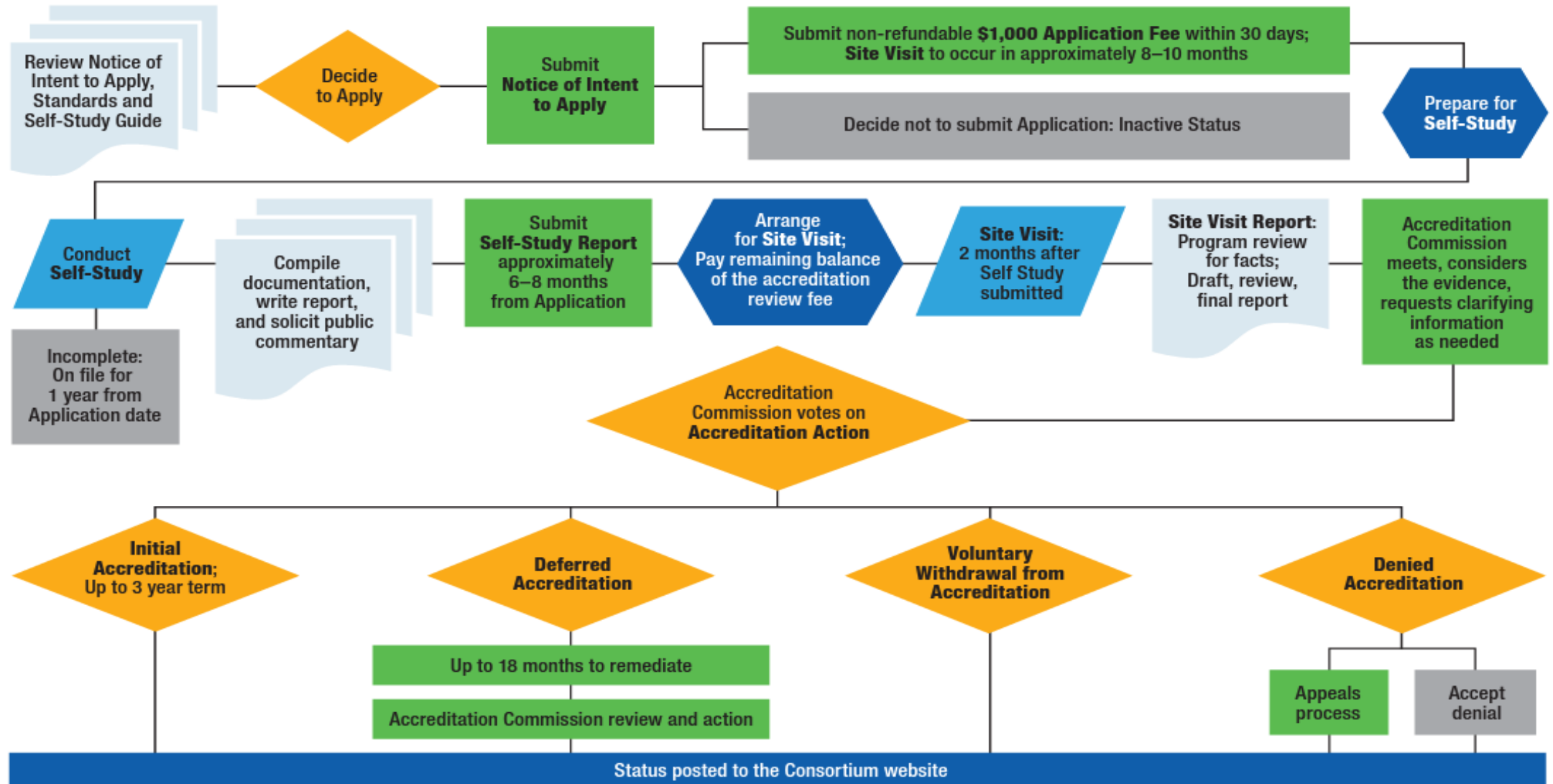
- Detailed curriculum

# US. Department of Education Accreditation Process

## ◆ 6 Major Steps







# 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: \$11,000**

- ◆ \$1,000 non-refundable application fee
- ◆ \$10,000 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)

# Accreditation Anchors Program Development

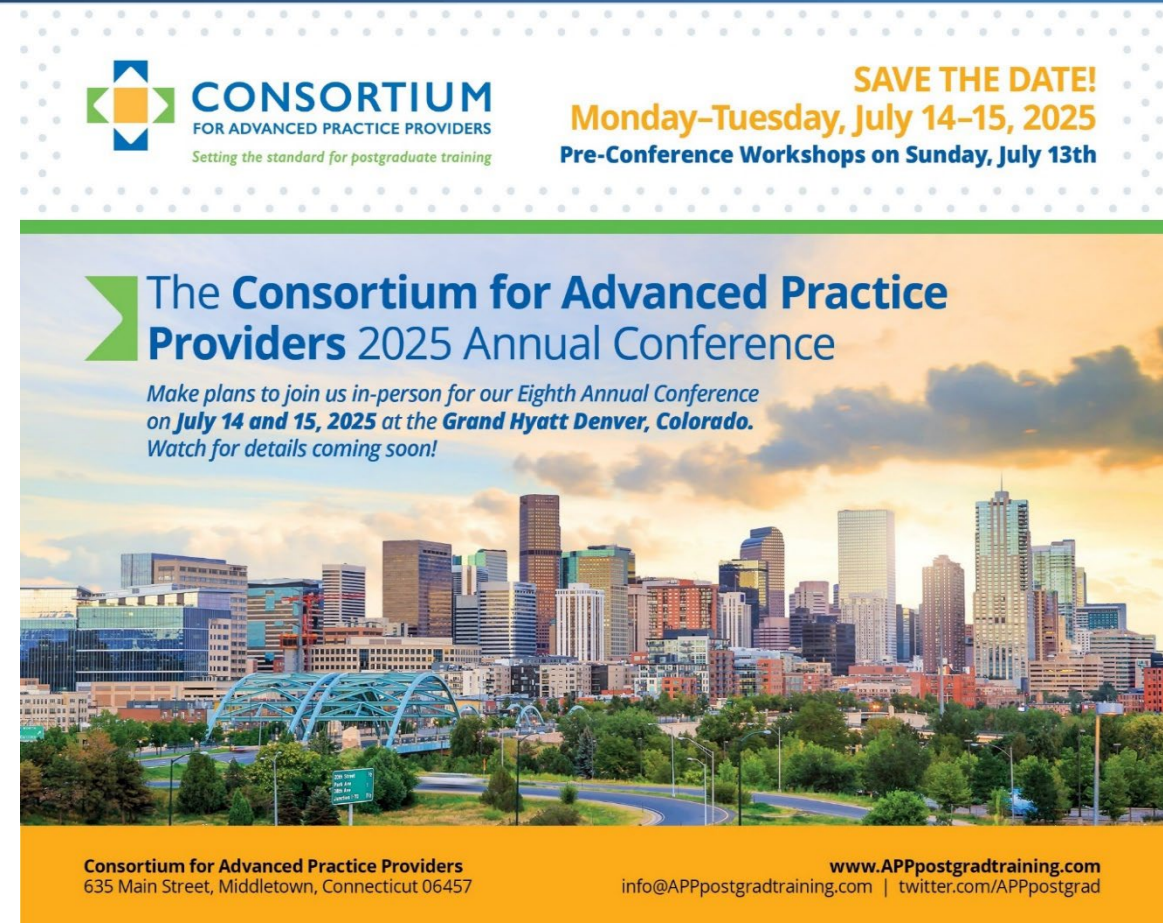


# Accredited Programs

- ◆ As of February 2025: Consortium has accredited 37 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/>



- ◆ Mark your calendars and “Save the Date”!
- ◆ Dates: July 13 – 15, 2025
- ◆ Location: Grand Hyatt Denver, CO
  - Pre-Conference Workshop Offerings on 07/13
    - APP Leadership Workshop
    - Administration and Operations Workshop
    - Preceptor Development and Training Workshops
  - 2 Day General Conference on 07/14 – 07/15



The Consortium for Advanced Practice Providers 2025 Annual Conference

Make plans to join us in-person for our Eighth Annual Conference on **July 14 and 15, 2025** at the **Grand Hyatt Denver, Colorado**. Watch for details coming soon!

**SAVE THE DATE!**  
**Monday–Tuesday, July 14–15, 2025**  
**Pre-Conference Workshops on Sunday, July 13th**

Consortium for Advanced Practice Providers  
635 Main Street, Middletown, Connecticut 06457

[www.APPpostgradtraining.com](http://www.APPpostgradtraining.com)  
[info@APPpostgradtraining.com](mailto:info@APPpostgradtraining.com) | [twitter.com/APPpostgrad](https://twitter.com/APPpostgrad)

Link to the 2024 conference highlights video:

<https://vimeo.com/1002782981/a40432e368?share=copy>

# Questions?

# Wrap-Up



# Showcase Overview

- **Showcase Template Due Date:** Friday February 28<sup>th</sup>  
*Please let me know if you need an extension.*
- **Showcase Presentation Date:** Tuesday March 11<sup>th</sup>
- **Showcase Purpose**
  1. Tell the story of your health center's work during this learning collaborative in a clean, crisp, visual format
  2. Generate reflection among you and the other team members about your involvement in this learning collaborative
  3. Share your work in future meetings with other health center staff including leadership and external stakeholders such as the health center board, community partners, and funders

**WELLSPACE HEALTH**

**POSTGRADUATE NP & NP/PA TRAINING PROGRAMS**  
2023-2024 NTTAP Learning Collaborative

<b>HEALTH CENTER DESCRIPTION</b> <p>WellSpace Health has provided care and support to individuals and families throughout the Sacramento region since 1953. Our focus has always been to offer a full range of quality medical care, dental care for children and adolescents, mental health and behavioral health services to underserved populations. We do this by placing ourselves within the communities we serve and employing outstanding healthcare professionals who are devoted to our mission.</p>	<b>AIM STATEMENT</b> <p><b>Mission:</b> Achieving regional health through high quality comprehensive care.   <b>Vision:</b> WellSpace Institute will offer an inter-professional Family Nurse Practitioner/Physician Assistant Fellowship Program. The program is a collaborative 12 month fellowship that will provide clinical training to recently graduated nurse practitioners and physician assistants, within 12 months of completion of an accredited program. Our fellows will have supported learning experiences in adult primary care, continuity practice, immediate care, pediatrics, women's health, specialty care, behavioral health and substance use disorder treatments. In addition, there is a focus on achieving health equity, leadership development, and quality assessment and improvement.</p>
<b>KEY PARTNERS</b> <p><u>Internal:</u> CMO, Operations Leadership, Human Resources   <u>External:</u> Samuel Merritt's and WellSpace Health's NP Clinical Practicum program</p>	<b>PROGRAM DRIVERS</b> <ul style="list-style-type: none"> <li>⇒ Recruitment</li> <li>⇒ Retention</li> <li>⇒ Improved provider job satisfaction</li> </ul> <p>Desired outcomes for this program include job satisfaction of fellows as well as current healthcare providers who participate in the education process. Upon graduation the fellows will be prepared to confidently deliver high quality, evidence - based, culturally competent and compassionate primary care with a focus on addressing needs of complex patients in the underserved community.</p>
<b>CORE PROGRAM ELEMENTS</b> <p>The WellSpace Health APP Fellowship Program is 12-month, full time employment and training opportunity structured as follows:</p> <ul style="list-style-type: none"> <li>• 2 days precepted clinic</li> <li>• 1 day mentored clinic</li> <li>• 1 day specialty care</li> <li>• 1 day learning activities (didactic sessions, reflections, meetings, feedback, Project ECHO, and individual performance improvement project)</li> </ul> <p>There is a 1-year employment commitment required after completion of the program. The program will launch fall 2024 with 6 fellows.</p>	<div> <div> <b>VOICE OF THE TEAM</b>  <p>This program is practice changing:   <b>Training, Access, Retention, and Revenue</b>  — Alyssa Spencer, Associate Medical Director of Primary Care and Clinical Quality</p> </div> <div> <b>'AHA' MOMENT</b>  <p>The resource commitment to develop and implement a fellowship program while maintaining existing position responsibilities.</p> </div> </div>
<b>APP Postgraduate Fellowship Patient Ramp Up</b> 	<b>INNOVATIONS</b> <ul style="list-style-type: none"> <li>• Understanding of the value of education initiatives to create a highly competent workforce and increase workforce retention</li> <li>• Allocating time for providers involved in the initiative to dedicate to program implementation</li> <li>• Generating support across organization of the value and ROI of the fellowship program</li> <li>• Engaging clinicians in supporting the work and provide increased work satisfaction</li> </ul>
<p>Created a program model and budget that is supported by leadership and demonstrates program success and longevity.</p>	<b>RECOMMENDATIONS</b> <ul style="list-style-type: none"> <li>⇒ Establish standing meetings to work on the project with the project team</li> <li>⇒ Ensure organizational leadership supports providing the time needed to establish a fellowship</li> <li>⇒ Budget for development and implementation early in the process</li> </ul>

# Deliverables

- ✓ Continue to work on Progress Checklist
- ✓ Work on Showcase Presentation

**Access the Google Drive to  
upload deliverables:**





## Next Steps

- **Coach Calls**
  - Tuesday February 18<sup>th</sup> 1:00pm Eastern / 10:00am Pacific
  - Tuesday March 4<sup>th</sup> 1:00pm Eastern / 10:00am Pacific
- **Session 6:** Tuesday March 11<sup>th</sup> 1:00pm Eastern / 10:00am Pacific
  - Showcase Presentation
- Register for the [Weitzman Education Platform](#) to receive CME, resources, and more!



# Health Professions Student Training Learning Collaborative Overview

- Free six-month participatory experience designed to provide knowledge, tools, and coaching support to help health centers and look-alikes implement an effective and sustainable health professions student training program.
- The goal for the learning collaborative is dedicated time for your organization to draft your own **Health Professions Student Training Programs Playbook** for your organization to follow when operating student training programs.
- Participating health centers are asked to identify a team to focus on the implementation of their health professions student training playbook.
  - Suggested team members include: Human Resources, Education Department, Operations, Medical Director(s), Administrative
  - Team members may differ dependent on the organization's staffing
- Begins Friday February 14<sup>th</sup>, 2025
- To express interest or for questions, please reach out to Meaghan Angers ([angersm@mwhs1.com](mailto:angersm@mwhs1.com))

# 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

### **HEALTH CENTER RESOURCE CLEARINGHOUSE**

 **HEALTH CENTER RESOURCE  
CLEARINGHOUSE**

[ABOUT](#) • [PARTNERS](#) • [SEARCH](#) • [LEARNING](#) • [PRIORITY TOPICS](#) • [PROMISING PRACTICES](#) • [CONNECT](#)

Health Center 101 Learning Bundle: Learn More About the Health Center Model through Videos and Resources |  
NTTAP National Health Center Training and Technical Assistance (TTA) Needs Assessment

[Search the Clearinghouse:](#) Enter Search Terms Here

[SEARCH](#)

There are 4 ways to search the Clearinghouse:



[Simple Search](#)



[Guided Search](#)



[Advanced Search](#)



↓ Quick Finds: ↓  
Use the links below to find resources on key topics

[Clinical Issues](#)

[Operations](#)

[Special & Vulnerable Populations](#)

[Emerging Issues: COVID-19, More...](#)

[Patient Materials](#)

[Telehealth](#)

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

## Contact Us!

**Amanda Schiessl**

*Program Director/Co-PI*

[Amanda@mwhs1.com](mailto:Amanda@mwhs1.com)

**Meaghan Angers**

*Senior Program Manager*

[angersm@mwhs1.com](mailto:angersm@mwhs1.com)

**Bianca Flowers**

*Program Manager*

[flowerb@mwhs1.com](mailto:flowerb@mwhs1.com)

**REMINDER:** Complete evaluation in the poll!

Next Learning Session is **Tuesday March 11<sup>th</sup>**!