

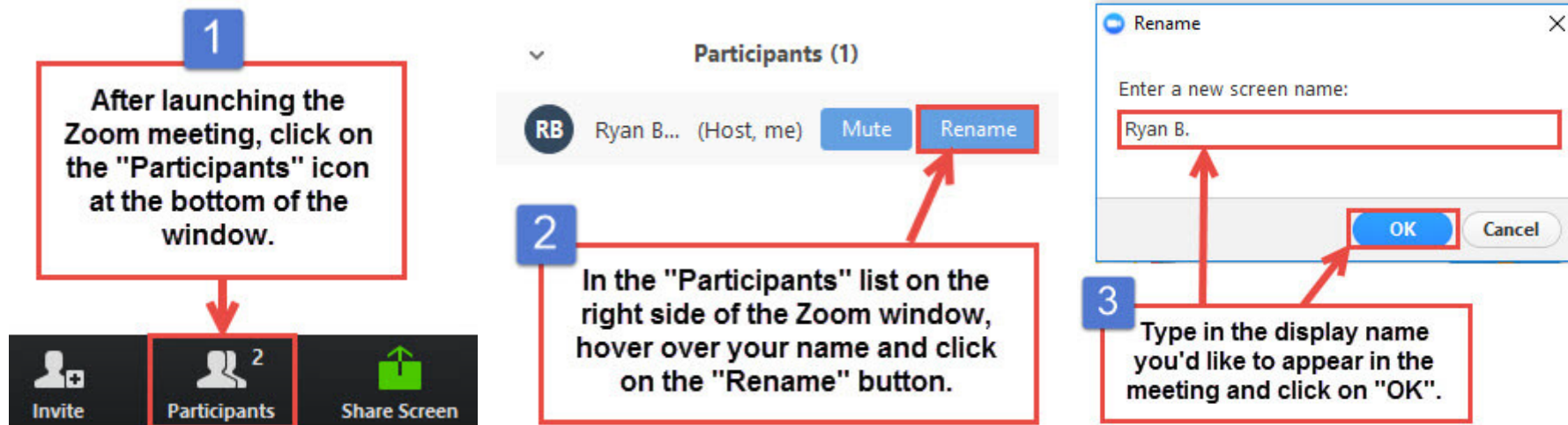
Health Professions Student Training Learning Collaborative Learning Session 3

Friday April 11th, 2025

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$550,000 with 0% financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit [HRSA.gov](https://www.hrsa.gov).

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 3 Agenda

2:00-2:05pm	Welcome
2:05-2:10pm	Team Reports
2:10-2:45pm	Behavioral Health Training Programs: Students, Externs, & Residents
2:45-3:25pm	Plays 4-7: Onboarding <ul style="list-style-type: none">• Communication with Students: Information Technology
3:25-3:30pm	Q/A, Wrap Up, and Evaluation

Learning Collaborative Faculty

Margaret Flinter, APRN, PhD, FAAN

- Co-PI, NTTAP
- CHCI's Senior Vice President/Clinical Director

Amanda Schiessl, MPP

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

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Locations & Service Sites



THREE FOUNDATIONAL PILLARS

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

- 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

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, activity sessions, learning collaboratives, trainings, publications, etc.

To learn more, visit weitzmaninstitute.org/nca

Learning Collaborative Structure

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

Learning Session Dates	
Learning Session 1	Friday February 14 th
Learning Session 2	Friday March 14 th
Learning Session 3	Friday April 11 th
Learning Session 4	Friday May 9 th
Learning Session 5	Friday May 30 th
Learning Session 6	Friday June 20 th

2025 Learning Collaborative Cohort

CASSE Community Health Institute	Louisiana
Community Care of West Virginia	West Virginia
Good Samaritan Family Health Center Inc.	Indiana
Holyoke Health Center	Massachusetts
MCR Health	Florida
Primary Care Health Services, Inc.	Pennsylvania
Roanoke Chowan Community Health Center	North Carolina
Tuolumne Me-Wuk Indian Health Center	California
Umpqua Community Health Center dba Aviva Health	Oregon
Unity Health Care	Washington DC

Team Report

Good Samaritan Family Health Center Inc. Team Report

What it was like to sit down with your team and complete the beginning plays of the playbook (Plays 1-3)?

We talked about different scenarios and different levels of students and how it would be handled. It made us aware of several issues.

Were there any highlights, innovations, and/or key findings from this experience?

Yes, we recently learned our hospital is placing med students without our prior knowledge. We had a good foundation to start with and we are now fine-tuning our processes moving forward.

Did you or are you encountering any challenges and barriers?

Yes, employees not being open to being preceptors. Communication is also a big challenge. Historically, students have been able to contact our employees individually for rotation requests or to serve as a preceptor. Although we are a young organization, we are trying to streamline and process requests through our Student Coordinator.

Anything else that was interesting from your discussion!

Looking at the whole student process and streamlining it across all disciplines – including the suggestion to add preceptor information to job descriptions.

Behavioral Health Training Programs: Students, Externs, & Residents

Dr. Tim Kearney, Chief Behavioral Health Officer

Polling Question

- Do you have a behavioral health training program at your organization?
 - Yes
 - No
 - Unsure
- Have you thought about starting a behavioral health training program at your organization?
 - Yes
 - No
 - Unsure

Overview of Behavioral Health Landscape

Clinical Providers:

- **Therapists**
 - Social worker, marriage and family therapist, counselor, psychologist, drug and alcohol counselor
- **Medication providers**
 - Psychiatrist, psychiatric nurse practitioner, prescribing psychologists
- **Level of licensure**
 - Licensed Independent Practitioners (LIP)
 - Licensed to Practice Under Supervision
 - Student or Resident Under supervision of appropriately credentialed LIP

Behavioral Health Student Training Levels

Externship

- Still in training program prior to receiving degree
- In placement as part of their training
- Each discipline has a different variation

Internship

- Completed all training with the exception of dissertation
- Nationally competitive program
- APA Accredited internship
- Analogous to second year placement for MA level

Postdoctoral Residency

- Completed training and received PhD, for licensure, need a year under supervision before exams
- APPIC
- APA Accredited Postdoc Residency program
- Psych nursing and MA level residency

Considerations in Selecting Training Students vs. Post Graduates

Students

- ✓ Student program builds a relationship with local programs and community partnerships.
- ✓ Promotes relationships for engagement in residency programs or being hired on as staff.
- ✓ GPE and BHWET
- ✓ Typically no salary.
- ✓ Follows academic year.

Post Graduate Trainees

- ✓ Less intensive supervision.
- ✓ Resident can carry larger case load, take on a wider range of responsibilities.
- ✓ Hired as employees.
- ✓ 12 month program.
- ✓ Informal residencies

Considerations in Program Design Students vs. Post Graduates

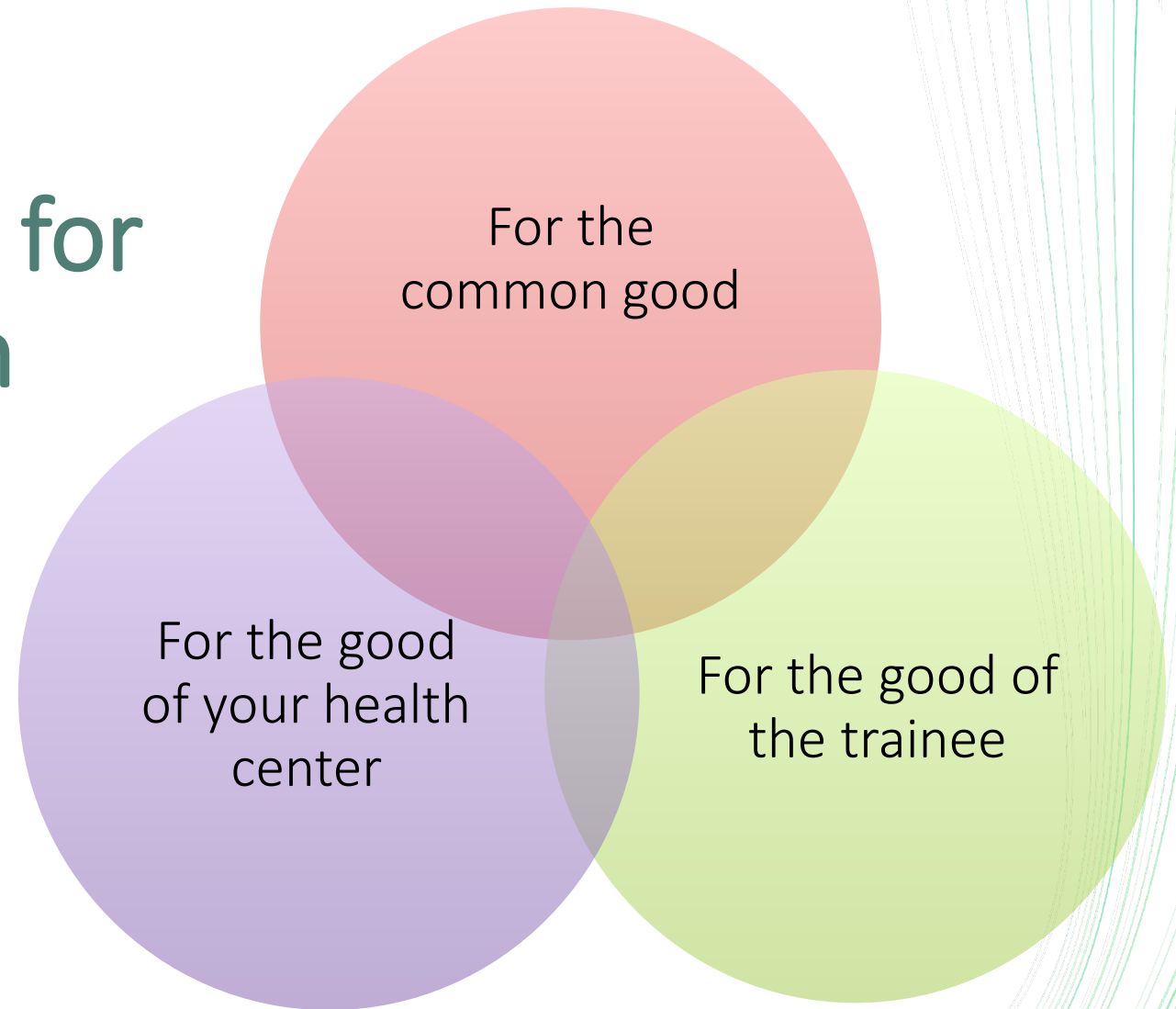
Students

- ✓ Fewer hours.
- ✓ Prioritization of face-to-face time.
- ✓ Selective didactic programming.
- ✓ School requirements
- ✓ Shorter placement

Post Graduate Trainees

- ✓ Tailoring training to training goals.
- ✓ Promoting leadership opportunities.
- ✓ Increased breadth of training.
- ✓ External accreditation and licensing standards
- ✓ Last year(s) prior to licensure

What are your drivers for a behavioral health training program?



For the Common Good

To develop staff to address behavioral health needs of our clients,
particularly using those trained to an integrated model of primary care and
behavioral health



For the Good of Your Health Center

- Influx of new energy and enthusiasm with the most recent evidence based knowledge
- Increased staff satisfaction
 - Professional development:
 - ❖ Learning to supervise
 - ❖ Increasing skill of clinical teaching
 - Recognition of skill
 - Passing on knowledge
 - Improved retention
- Increased access for clients
- Opportunity to build a strong talent pool from which to hire through training pipeline
- May generate income based on billing



For the Good of the Trainee

- Prepares trainees to work with complex patient populations in an FQHC setting
- Builds confidence within a clinical setting to become an independent clinician with enhanced treatment abilities and leadership skills
- Learn by doing and introject a picture of the role of a behavioral health provider in an integrated care setting that informs professional self image at the start of a career
- Prepares the student for the next steps in professional development
- Increases competitiveness in the job market for those who do not remain at their training site by providing a broad clinical exposure



The Road to Developing a Student Training Program

- Answer the question: What are your drivers for a behavioral health training program?
- Identify requirements of training: discipline/level
- Assess your own resources (physical, human, financial)
- Secure board, leadership, and clinical buy-in
- Develop financial and strategic plan including potential partners
- Costs and benefits:
 - Direct and indirect costs
 - Return on Investment: immediate and longer term
 - Benefits beyond the financial return



Elements of a Training Program

Didactic Series

Group and
individual
supervision

Leadership
training
opportunities

Additional
training
opportunities

Clinical exposure
and scaffolding

What We Have Learned

- The importance of collecting data
- Trainees improve processes and systems by providing feedback to staff about workflow issues
- Supervision training is needed
- One day per week for didactics, supervision, and cohort activity is invaluable
- Be very clear about expectations and what you can and cannot offer
- Formal training contract with schools (for those still in grad school)
- Formal training contract with trainee including agency expectations, training goals, conflict resolution steps, and early termination standards.

Additional Resources

Team-Based Primary Care in Health Centers | [Book](#)

Implement Behavioral Health Training Programs to Address a Crucial National Shortage in Community Health Care Settings

This webinar discussed the considerations of sponsoring an in-house training program across all educational levels, including the benefits, program structure, design, curriculum, supervisors' role, and required resources. Experts provided participants with examples from practicum and postdoctoral level training programs to help them gain confidence in developing a behavioral health training pathway.

[Slides](#) | [Video](#)

Developing a Postdoctoral Residency Program in Community Health

Learn how your health center can establish its own postdoctoral clinical psychology residency program. This webinar addressed considerations such as program structure, design, curriculum, the supervisor's role, required resources, and the benefits of sponsoring an in-house formal postdoctoral clinical psychology residency training program.

[Slides](#) | [Video](#)

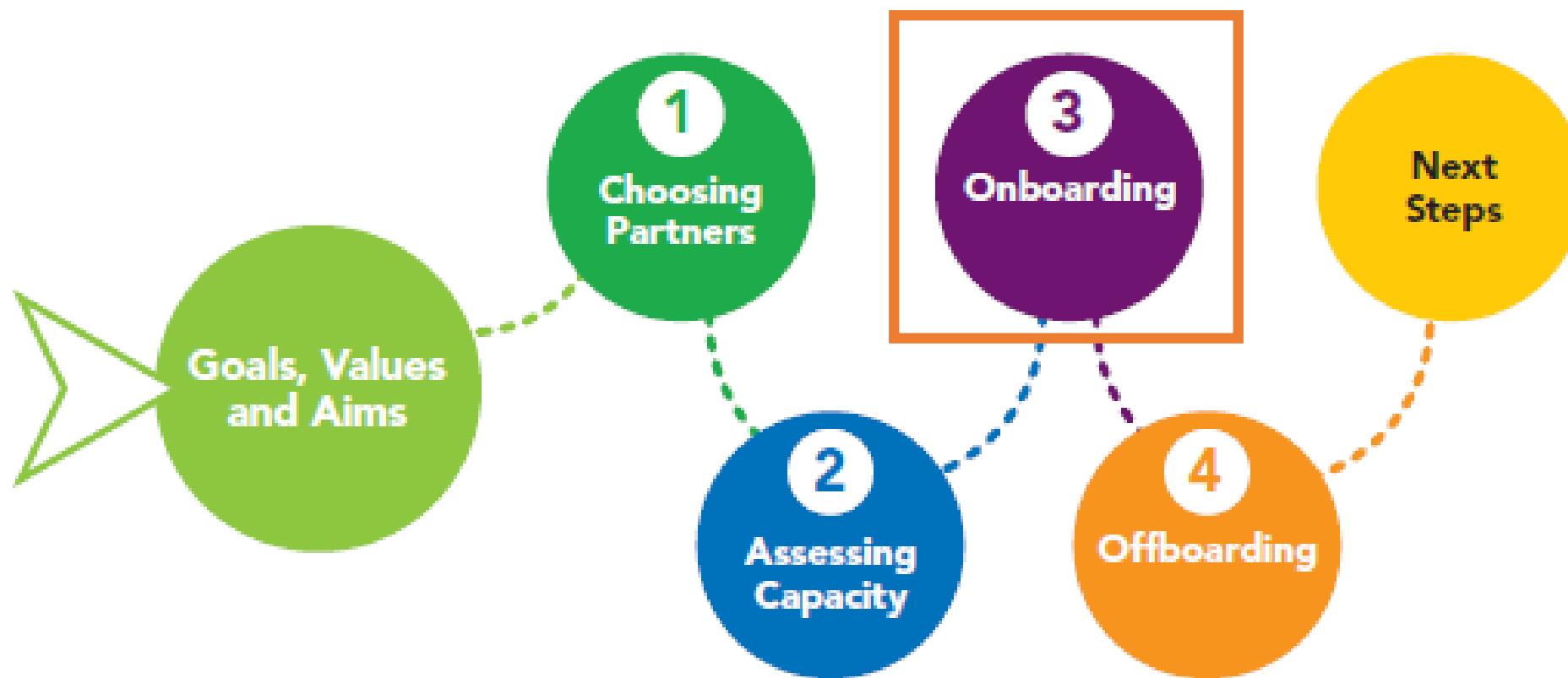
Upcoming Webinar: Optimizing the Role of Integrated Behavioral Health Providers in Health Centers

- **Description:** Join Behavioral Health experts from CHCI for an informative 60-minute webinar on the role of integrated behavioral health providers in health centers. This webinar will discuss best practices for optimizing integrated behavioral health including the electronic health record, physical and virtual co-location, and timely warm handoffs. Through a practical case study, Dr. Kearney, Chief Behavioral Health Officer, will explore the importance of PHQ-9 and other screening tools in team-based care settings to refer medical patients to behavioral health services. Participants will gain knowledge and strategies to enhance their health center's integrated behavioral health care model.
- **When:** Tuesday, April 29th, 2025
- **Time:** 1:00 - 2:00pm Eastern / 10:00 - 11:00am Pacific
- **Register Here:** <https://education.weitzmaninstitute.org/content/webinar-%E2%80%93-advancing-team-based-care-optimizing-role-integrated-behavioral-health-providers>

Questions?

Play 4 – 7: Onboarding

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

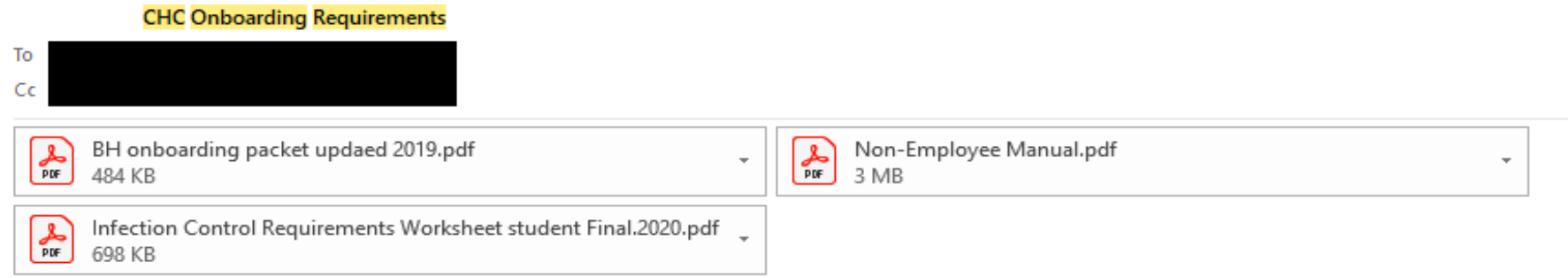
Play 8: Student Documentation and Reporting

Play 9: Off-boarding

Onboarding: Key Elements

- Communication
- Human Resources
- Information Technology
- Training
- Facilities and Operations

Play #4: Initiating the Onboarding of a Student



Good Morning Taylor,

I hope this email finds you well. Below are the onboarding requirements for you to start your placement with Dr. Fathi this year.

1. We will need you to complete the paperwork found at this [link](#) in order to begin your placement at CHC. The attached manual will help you complete the paperwork.
2. Please complete this Behavioral Health Packet and scan the copy directly to me at cunninj@chc1.com. The DCF check can take a few weeks to process, so please be sure to submit this at your earliest convenience.
3. Proof of vaccinations, including flu, MMR, TB, Varicella, and a Physical within the last year that certifies you as healthy and free of

Play #5: Communication with Students

Effective communication from the initial point of contact is key to a quality student experience

- Formally welcome and communicate onboarding details to the student(s)
- Ensure all onboarding paperwork is completed prior to beginning placement
- Orientate students to company rules and regulations, including HIPAA regulations
- Initiate onboarding process with Information Technology, Facilities and Training

Welcome Email Example

Good Afternoon,

I hope this email finds you well. Below are the onboarding requirements for you to start your placement with *enter preceptor name here* this *enter semester here*.

1. *Onboarding paperwork information*
2. *Discipline specific paperwork (e.g. background checks for behavioral health)*
3. *Vaccination information*
4. *HIPPA training information*
5. *Discipline specific onboarding information*
6. *Information on logging in securely from personal desktop*
7. *Technical training information*

Feel free to reach out if you have any questions, welcome to *enter organization name here*.

Sincerely,

Important Onboarding Best Practices

- Email student and school representatives – include student preceptor on communications as well
- Incorporate students into existing HR processes if possible (e.g. contingent worker onboarding)
- Strive to schedule health record training as close to start date as possible
- Remember details like dress code, ID badges, parking, directions, etc.
- Add the students to the internal distribution list

Managing Expectations with Student/Affiliations

- A student's ability to begin placement is contingent on a variety of factors (e.g. infection control, background checks, IT set up, technical training). It is important to effectively communicate with preceptors, academic partners and the students about their progress towards completion.
- Once a student has satisfied all requirements, communication to all key players should be initiated.
- For virtual placements, supervisors can determine start dates once requirements are satisfied.
- For in-person placements, it is important to discuss start dates with operations, leadership and preceptors to ensure compliance with all COVID-19 guidelines.

Play 5: Communication with Students – Information Technology (IT)

Lisa Houle, IT Support Coordinator,
Moses/Weitzman Health System

Information Technology (IT) for Students

- Ensure a process/pathway for communicating necessary information to IT is established
 - Preceptor identifies the students technological needs and proceeds with IT process for account and equipment set ups
 - Access/needs varies based on discipline, remote/onsite, preceptor etc.
- Work together with IT to determine the necessary time needed to set up accounts and hardware
 - Note: We request a 2-week notice to set up accounts and hardware properly.
- Maintaining and managing IT equipment (e.g. keep them secure, no stickers, no liquids or foods near them)
- Provide instructions for VPN access

Student Laptop Process

- For students logging in remotely from their own laptop, the training team coordinates a time for students to meet with them for Electronic Health Record (EHR) training.
- Ensure students are able to access their account successfully with their account prior to their placement.
- Students are required to keep laptops on-site – they are not able to take them.
 - For on-site student laptops, ensure there is a standardized sign-in and sign-out process.
- Preceptor goes through HR Business Partner to submit termination tickets to IT, so students do not have account access beyond the final date of their placement.

IT Support

- We do provide IT Support to students via email and/or phone – same process as staff.
- Once the user is established (e.g. logged in, has laptop), they can call the service desk for support as needed.
- **Verification process** for all employees, including students, should be in place so they can be vetted before receiving IT support.

Questions?

Play #6: Student is Trained

- Training on the electronic health record policies, standards, and functions of your organization and appropriate clinical discipline is important to setting the foundation for the student experience.

Play #6: Key Steps

- Identify the appropriate training needs for each student
- Account for access needs to effectively train but ensure appropriate conversations with IT on access
- Collaborate with the appropriate departments to identify the next available technical training

Play #6: Key Steps

- Utilize existing training schedule and opportunities to abbreviate for students (e.g. attend first hour of three hours employee training)
- Coordinate with student(s) regarding accommodating training prior to start
- Providing students with dates/times and ensure that they understand that if unable to attend will impact start date
- Do not accommodate one offs

Play #7: Student Arrives or Begins Virtually

IMPORTANT: Assure that key personnel/departments have been notified in advance, and all equipment/space is prepared for student arrival.

- Coordinate appropriate facilities access (e.g. badges) and space (e.g. desk, chair) for student prior to arrival
- Communication details to the student (e.g. time, parking)
- Ensure student has all details, access and training on joining remote prior to start
- Communicate with site operations and clinical leadership
- Ensure that the site has appropriate equipment for the student

Key Takeaways

- Prior to the student's start date, conduct a final checklist, including:
 - ✓ Coordinate appropriate facilities access (e.g. badges) and space (e.g. desk, chair) for student prior to arrival
 - ✓ Ensure HIPAA training has been completed
 - ✓ Schedule EHR training (if appropriate for student role)
 - ✓ Communicate details to the student (e.g. time, directions/parking, dress code, student laptop process)
 - ✓ Notify the site operations and clinical leadership
 - ✓ Add the student to internal distribution lists.

Questions?

Wrap-Up

Action Items

Agenda items for your team meetings:

- Meet with key stakeholders to review and present Play 3
- Draft Plays 4 – 7

Deliverables

- Draft and submit Plays 4 – 7

Access the Google Drive to
upload deliverables:



Next Steps

- **Team Leader Check-In Calls**
 - Friday April 18th 2:00pm Eastern / 11:00am Pacific
 - Friday May 2nd 2:00pm Eastern / 11:00am Pacific
- **Session 4:** Friday May 9th 2:00pm Eastern / 11:00am Pacific
- Register for the [Weitzman Education Platform](#) to receive CME, resources, and more!



Weitzman Education Platform

Weitzman Education Platform – this will serve as the platform to receive CE credits for each learning session and access recordings/slide decks/resources:

- Register for the course here: <https://education.weitzmaninstitute.org/content/nttap-health-professions-student-training-learning-collaborative-2025>
- Access Code: HPS2025
- If you do not have an account, follow these instructions:
<https://education.weitzmaninstitute.org/user/register>
 - Choose a username, password (save it somewhere safe so you can continue to use it!), and fill out some basic user information.
 - Click Create New Account.
 - If you encounter any technical difficulties, please reach out to myself or submit a ticket.

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 for more information.

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

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

2025 Health Center Workforce Summit

- The **2025 Health Center Workforce Summit** is presented by CHCI, the Association of Clinicians for the Underserved (ACU) STAR² Center, and the National Association of Community Health Centers (NACHC).
- The **2025 Health Center Workforce Summit**, *Building a Workforce for 2025 and Beyond*, is an opportunity for health centers, look-alikes, health center-controlled networks (HCCNs), primary care associations (PCAs), and other partners to come together to share and elevate best practices that address workforce challenges and needs. The focus of the **2025 Health Center Workforce Summit** will seek to improve workforce well-being; support recruitment, and retention; enhance and implement sustainable workforce pathways to train the next generation of professionals; and strengthen emergency preparedness. A combination of presentations, large group discussions, and break out groups will be used to share innovative workforce models and practices, build community, and leverage resources that contribute to successful workforce strategies.
- **When:** Wednesday May 7th and Thursday May 8th from 12:00 - 5:00pm Eastern / 9:00am - 2:00pm Pacific

[Register Here:](#)



Contact Us!

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REMINDER: Complete evaluation in the poll!

Next Learning Session is **Friday May 9th**!