

Health Professions Student Training Learning Collaborative

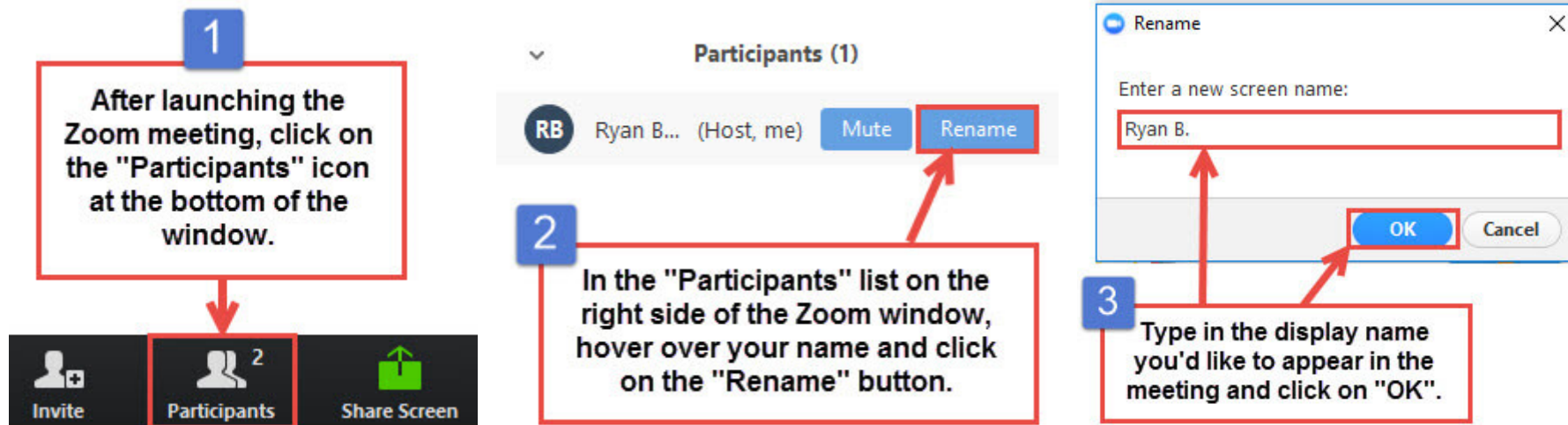
Learning Session 5

Friday May 30th, 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 5 Agenda

2:00-2:05pm	Welcome and Introductions
2:05-2:30pm	Building an Education-Based Medical Assistant Recruitment Strategy
2:30-3:00pm	Administrative Fellowship
3:00-3:15pm	Plays 8-9: Off-Boarding – Collecting Data, Post-Surveys, & Reporting
3:15-3:20pm	Play 10: Payments [if applicable]
3:20-3:30pm	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

Meaghan Angers

- Senior Program Manager, NTTAP

Bianca Flowers

- Project Manager, NTTAP

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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.



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The Consortium for Advanced Practice Providers

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National Institute for Medical Assistant Advancement

An accredited educational institution that trains medical assistants for a career in team-based care environments.

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Center for Key Populations

A health program with international reach, focused on the most vulnerable among us.

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
- SBHCs across CT: 152

Year	2022	2023	2024
Patients Seen	102,275	107,225	104,917

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, trainings, publications, etc.

To learn more, visit <https://www.weitzmaninstitute.org/nca>

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Learning Collaborative Structure

- Six 90-minute Learning Collaborative video conference sessions
- Bi-weekly 60-minute calls between mentors and team leaders
- 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

Building an Education-Based Medical Assistant (MA) Recruitment Strategy

Ali Murray, Director of Business & Partnership Development,
The National Institute for Medical Assistant Advancement (NIMAA)

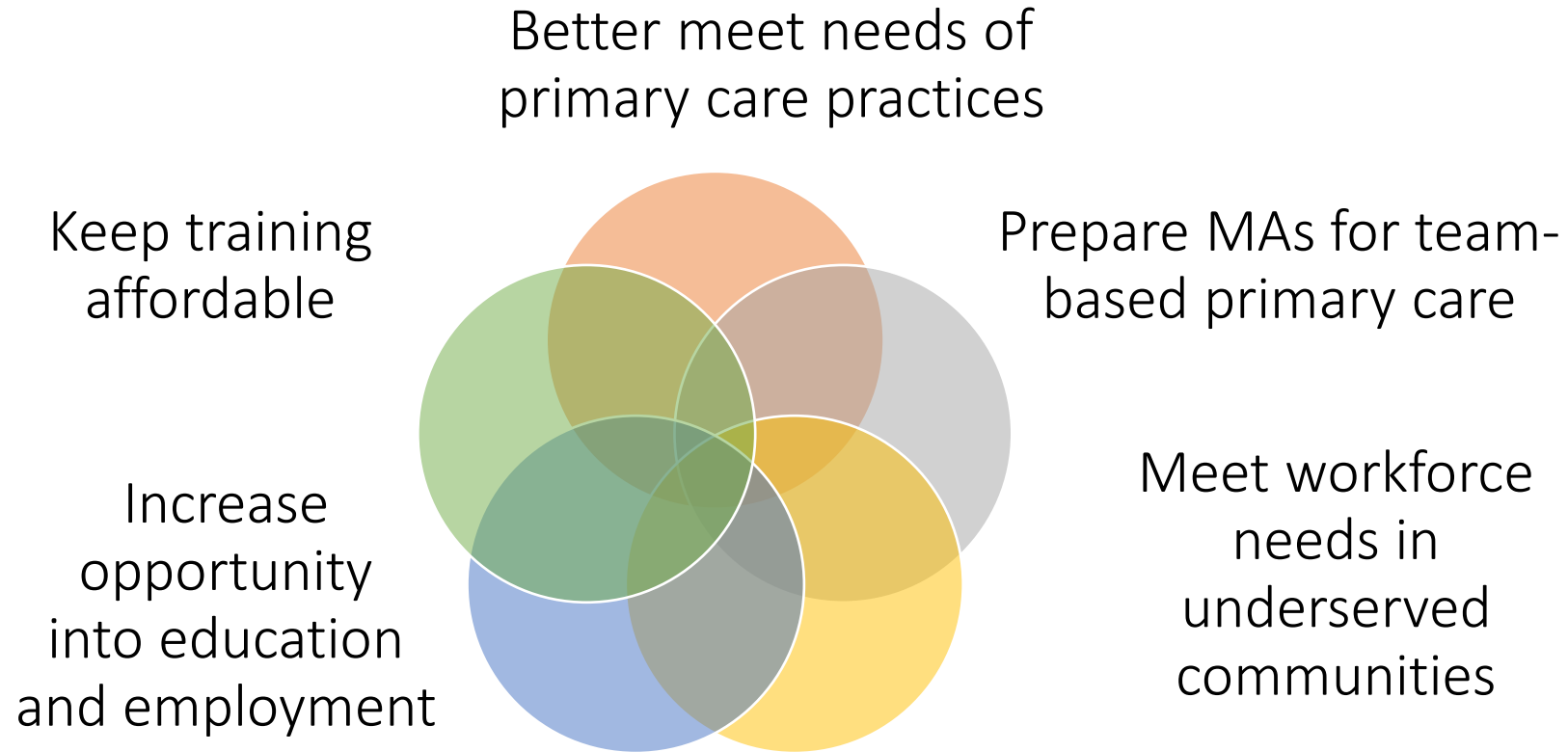
Polling Questions

- Are you interested in taking medical assistant students?
 - Yes, No, Unsure
- Do you currently take medical assistant students?
 - Yes, No, Unsure
- Are you a current partner with The National Institute for Medical Assistant Advancement (NIMAA)?
 - Yes, No, Unsure

The Need for Medical Assistant (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
 - On the Job (OTJ) training

Why MA Training Needs to Evolve?



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

Why Partner with NIMAA?

Benefits to Health Centers:

- Develop a “grow your own” workforce pipeline
- MAs are prepared 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
- 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

Questions?

Administrative Fellowship

Barrie Berger, Administrative Fellow

Polling Question

- Do you have an administrative fellowship program at your organization?
 - Yes
 - No
 - Unsure
- Have you thought about starting an administrative fellowship program at your organization?
 - Yes
 - No
 - Unsure

What is an Administrative Fellowship?

- A program typically administered by healthcare organizations to train master's-level, post-graduate students on the management and delivery of healthcare services.
- Program lengths vary between six months and two years, with most programs offering of a one year curriculum.
- While postgraduate fellowships are not required, a majority of healthcare focused graduates pursue fellowship opportunities.



Why should I consider establishing an Administrative Fellowship?

Succession planning

New backgrounds,
skillsets, and
perspectives

Training the next
generation

What should I consider before establishing an Administrative Fellowship?

- How much access is my agency willing to grant the fellow? (e.g. leadership, sensitive info)
- General fellowship or specialized fellowship?
How many?
- What experiences do I want to ensure my fellow is exposed to?
- How long will it take for fellow to gain this experience?



What should I consider before establishing an Administrative Fellowship?

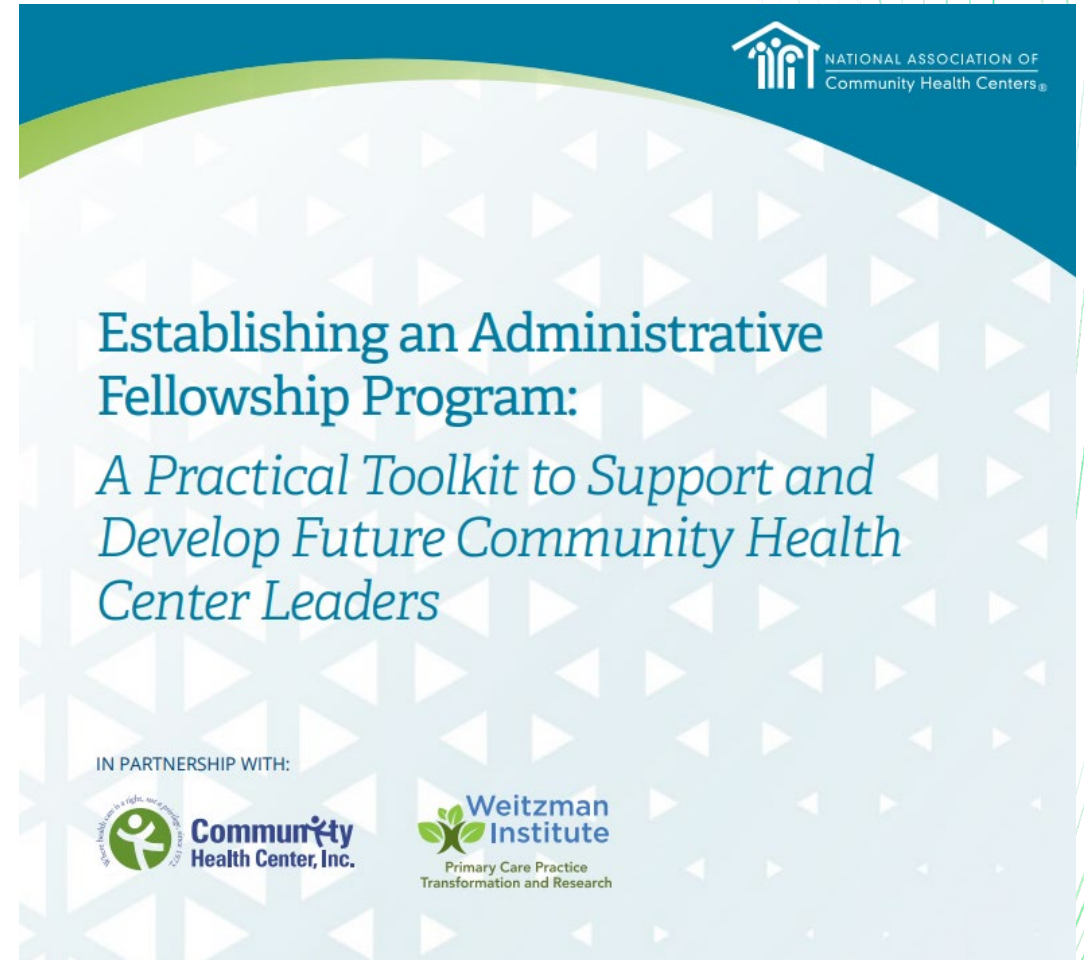
- Who will serve as fellowship director?
- Who will serve as rotational or project leads?
- Will my fellow rotate departments or work on an all-encompassing strategic projects?
- Will my agency support fellows in their search for full-time opportunities or create positions for them post fellowship?

CHCI's Experience

- Fellow perspective:
 - Why did you choose a fellowship? Why a fellowship at an FQHC specifically?
 - How was your overall fellowship experience?
 - What was your visibility and access to leadership?
 - What are the hours and stress level of a fellowship?
 - What advice would you give to future fellowship preceptors?

Establishing an Administrative Fellowship Program: A Practical Toolkit to Support and Develop Future Community Health Center Leaders

[Link to Download Toolkit!](#)

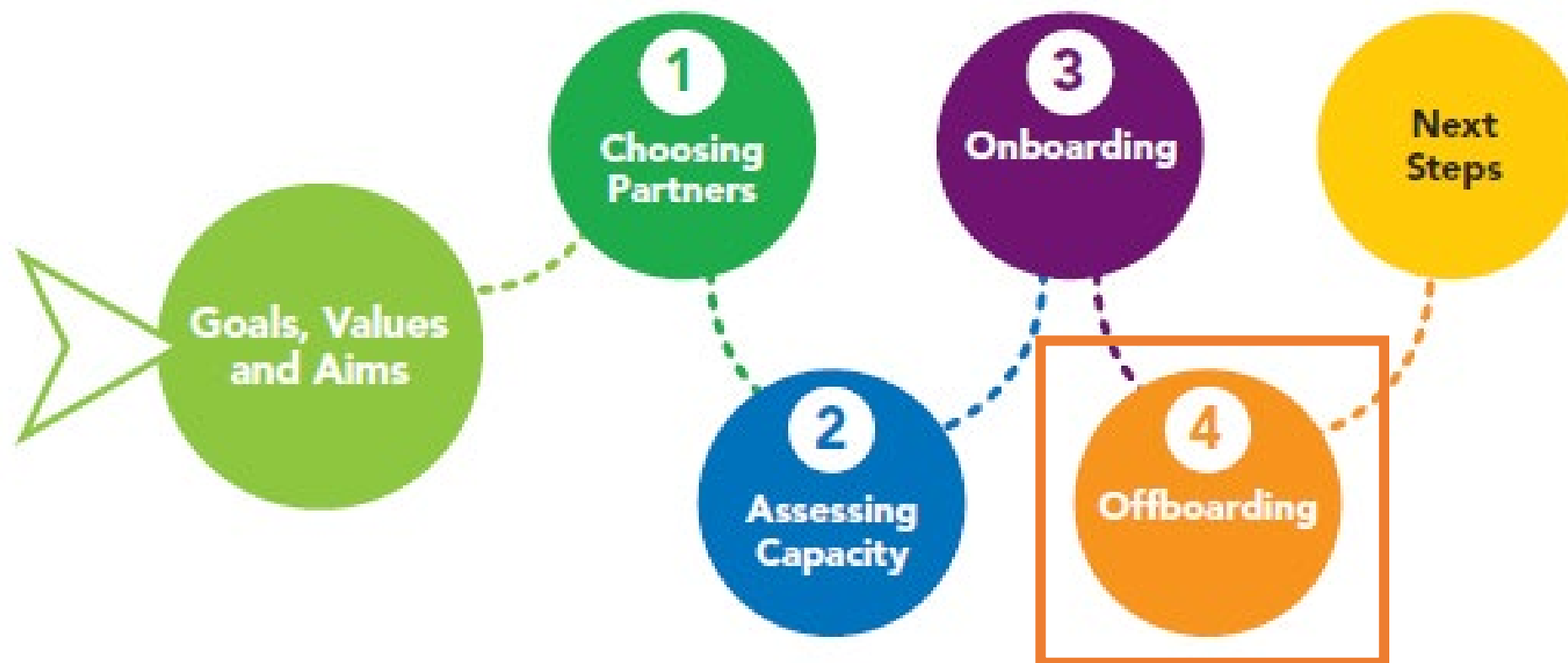


Questions?

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

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

Student Documentation & Reporting Overview

- As the student completes their experience – ensure any needed documentation and/or reporting is completed.
- This information is vital for continual organizational improvement.
- Key Steps:
 - Interprofessional Student Coordinator monitors submission of supervision reports by students, if applicable.
 - Regularly scheduled presentations of the ‘Student & Trainee’ committee will occur on a quarterly basis to review students/schools, report on pressing student matters, and update the committee on new and upcoming ventures in student-facing needs.

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 & Reporting

Student Name	School	Discipline	Degree	Site	Preceptor	Anticipated Rotation Dates	Onsite / Remote
Amanda Schiessl	CCSU	Behavioral Health	LMFT	East Windsor Middle School	Darius 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 Overview

- Off-boarding is a critical part of the student training program in order to maintain positive relationships with the students and academic partners.
- Off-boarding responsibilities include:
 - Notify the appropriate department of students' departure
 - Terminate students' access to the clinical sites, to the EHR, and/or other remote platforms
 - Collect equipment that belongs to your health center from the student
 - Collect feedback from student, and faculty if appropriate, regarding their experience at your health center either through surveys or discussions.
 - Organize feedback and present to leadership team to evaluate your program and improve as needed
 - Assign outstanding EHR documentation to supervisor

Steps for Successful Survey Distribution

- Distribute survey to student's academic email within a week of the student's last day of their placement at your organization
 - 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
- Be sure to share results with your leadership and make improvements where needed

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

Statement	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"/>

Statement	Very Poor (1)	Below Average (2)	Average (3)	Above Average (4)	Excellent (5)
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:

Statement	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 CHCI 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 CHCI 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"/>

Sample Survey Results from CHCI

- Fall 2023 Semester: Evaluation sent to 95 students/residents with a response rate of ~53% (n=50).
 - Respondents were from the following disciplines: NP students, MA students, Dental Hygiene students, Chiropractic students, MD students, and MSW students.
- Most respondents marked “above average” or “excellent” to the below questions:

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%	2%	10%	24%	62%	1
The onboarding to company policies and regulations prior to the experience	2%	4%	14%	28%	50%	1
The equipment provided to complete your placement	2%	10%	24%	14%	40%	5

Sample Survey Results from CHCI Cont.

- Last Spring 2023, 20% of respondents rated our equipment as “very poor” or “below average.” Specifically, from dental hygiene students (5 total).
- This Fall 2023, only 12% of respondents rated the equipment as “very poor” or “below average”. Specifically, from dental hygiene students (3 total).
- Overall, less “very poor” and “below average” ratings than usual responses, averaging at around 0-12% rating for each question – strong improvement from previous semesters!

Play 10: Payments [if applicable]

Payments Overview

- The designated school contact person will communicate with the Student Coordinator at CHCI regarding payment for a student placement.
- The Student Coordinator will advise that the payment be made to CHCI as predetermined in the agreement.
- Payments are to be received within 6 months of the student ending their clinical rotation at CHCI.

Payments Key Steps

- Student Coordinator emails the school representative to confirm students, hours, and dates of rotations completed.
- Student Coordinator is responsible for ensuring that payments received are consistent with language on respective school contracts.
- Once confirmation of amount owed is made, Student Coordinator is responsible for tracking receipt of all payments via communications with Accounting Team.
- Student Coordinator will report to clinical leadership expected and actual amounts received for each Fiscal Year.
- Payments should never be made directly to the preceptor.

Final Thoughts!

Establishing a health professions training program will create clinical workforce pathways and provide clinical staff with the opportunity to teach. Investing in the time and efforts to create an efficient, quality experience for students to train to a high performing model of care, to increase their confidence and competence, as well as to train to the needs of underserved populations will positively impact the primary care workforce. A student who joins your clinical workforce pathway will be prepared to care for a panel of patients, serve as a preceptor or faculty member, and ultimately become a future leader of your organization.

Questions?

Wrap-Up

Showcase Overview

- **Showcase Template Due Date:** Friday June 6th
Please let me know if you need an extension.
- **Showcase Presentation Date:** Friday June 20th
- **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

HEALTH PROFESSIONS STUDENT TRAINING 2024 NTTAP Learning Collaborative



HEALTH CENTER DESCRIPTION

Five Rivers Health Centers is a group of centers with multiple locations in Montgomery County and Greene County Ohio. We have achieved Patient Centered Medical Home status and offer a wide variety of services. These services include Family Health, Women's Health, Internal Medicine, Pediatrics, Dental, Behavioral Health, dietician, medical/legal partnership, Adult Psychiatry, and Clinical Pharmacy. We also have specialty clinics including HIV, sports medicine, podiatry, optometry, and an in-house pharmacy at two of our locations with the option for patients to also have their medications delivered to their home for free. We also have a robust Healthy Start program.



AIM STATEMENT

Five Rivers Health Centers is committed to providing an exceptional educational experience for the health profession student. These students may include clinical and non-clinical students. It is the goal of Five Rivers Health Centers to provide a concise and comprehensive on-boarding experience for these students. By June 20th, 2024 Five Rivers will create a streamlined, comprehensive and standardized process for onboarding these students.



PROGRAM DRIVERS

To help train and recruit future healthcare professionals from all levels of education, including career technical schools and high schools to post-graduate students by providing a wide range of experiences to help serve our underserved population. In all levels of learning the students are experiencing integration of care and comprehensive care.



KEY PARTNERS

- Internal**
- Executive team members
 - People Department Employees
 - Clinical Nurse Educator
 - Clinical Managers Staff preceptors.
- External**
- Academic partners from multiple schools, students
 - Members of the OACHC that partnered with me.



VOICE OF THE TEAM

Having a Playbook that I can now refer to has made a real impact on how I manage the onboarding and offboarding process. It is much easier now that I have a plan that I have shared with all departments involved and everyone that plays a role in the process.
— Rebecca Dupras RNC-LRN, Clinical Nurse Educator



INNOVATIONS

- ⇒ Standardized the onboarding and off-boarding process for students for all Five Rivers Centers so that the process is the same at all sites.
- ⇒ Standardized the onboarding letter template that is sent to the students and their respective schools.
- ⇒ Standardized the orientation process for all students that will be completing an intern/externship for Five Rivers Health Centers



'AHA' MOMENT

How much easier the process becomes when there is a standardized process with reusable letter templates and file templates for each student and school.



RECOMMENDATIONS

- Identify the team and set meeting dates and times from the start.
- Come up with a list of topics to be discussed at each meeting and who is responsible for the information that is due at that meeting.
- Establish clear responsibilities for each person and what part of the process that person is responsible for.

Action Items

Agenda items for your team meetings:

- Meet with key stakeholders and review/discuss Plays 8-9 and Play 10 [if applicable]
- Continue to use QI skills and tools to refine playbook

Deliverables

- Draft and submit plays 8 and 9, and play 10 if applicable.
- Prepare showcase for Session 6; Send template to: angersm@mwhs1.com

Access the Google Drive to
upload deliverables:



Next Steps

- **Team Leader Check-In Calls**
 - Friday June 6th 2:00pm Eastern / 11:00am Pacific
 - Friday June 13th 2:00pm Eastern / 11:00am Pacific
- **Session 6:** Friday June 20th 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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Contact Us!

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REMINDER: Complete evaluation in the poll!

Next Learning Session is **Friday June 20th!**