Webinar on
Health Professions Student Training

Tuesday, May 17, 2022

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National Training and Technical Assistance Partnership
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

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Objectives

The webinar will:

- Describe how to support student training for RN students' capstone projects.

- Address academic partnerships to support these efforts.

- Inform health centers on best practices for training the next generation as they welcome students back to their clinics.

Health Professions Training

- Any formal organized education or training undertaken for the purposes of gaining knowledge and skills necessary to practice a specific health profession or role in a healthcare setting.

- Types of HPT programs (e.g., shadowing, rotations, affiliation agreements, accredited or accreditation-eligible programs)

- At any educational level (certificate, undergraduate, graduate, professional and/or postgraduate)

- In any clinical discipline

National Institute for Medical Assistant Advancement – NIMAA (Established 2016)

- Training medical assistants specifically for advanced team-based primary care practices, creating a workforce pipeline
  - 8-month Medical Assistant diploma program – prepares students for national credentialing exams (CMA, CCMA, RMA)
  - National accredited
    - Currently enrolling students in 14 states
    - Authorized in 8 more states, including California
- Admission requirements
  - High-school diploma or equivalent
  - 18 years old by the end of the program
  - Reside in a state where NIMAA has status to operate
- UpSkill courses for traditionally trained MAs. Ongoing skill building for professional development and advancement

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NIMAA (continued)

- Core Components
  - Traditional MA content + team-based care content
  - Externship experience begins Day 1, fully concurrent with academics
    - Clinical partners recruited first, then students recruited from within their communities
  - Accessible
    - Distance delivery model, high-touch instruction via Moodle, simulation, Zoom and a variety of learning tools
    - $6,000 tuition + $785 fees – far lower than private programs
- Revenue/Funding
  - Tuition, health workforce grants, founder support (CHC)
  - NIMAA business model can include employer tuition sponsorship, apprenticeship models, and third-party student support
- Outcomes to date
  - 205 graduates, 46 clinical partners.
  - 2020-2021 program year outcomes: 89% retention, 86% credentialing exam pass, 81% placement

Behavioral Health Students

- Academic affiliates including Springfield College, University of Hartford, Central CT State University, Fordham University, Yale University

- Psychiatric Mental Health Nurse Practitioner, Master's Social Work, Licensed Clinical Social Work, Marriage & Family Therapy, Clinical Mental Health Counseling & Psychology Doctorate

  - Academic year placements

  - 43 students in 2021-2022 AY

- Hybrid/remote placements

  - Access to clinical applications eCW/Centricity

    - Bomgar accounts for telehealth opportunities

  - Outcome expectation: patient interaction without supervision. Students begin program working closely with supervisor during patient care; eventually, students take on patient visits on their own. Supervisors still approve/review visit notes prior to submitting.

Clinical Students: Dental Hygiene

- Tunxis Community College affiliate

  - Yearly, reoccurring program

  - New London, New Britain, Middletown 675 sites

  - 36 students in 2021-2022 academic year

- Students perform shadowing opportunities with patients as scheduled

- Access to clinical applications eCW/Centricity

- Onsite placements only, no telehealth needed/provided

  - Onsite Dental Director and Hygienists supervise

 - Tunxis Dental Faculty scheduled onsite as needed

Clinical Students: BSN Nursing

- Academic affiliates including University of Connecticut & Western CT State University

  - Reoccurring for spring, summer, fall semesters

  - BSN students complete clinical hours for onsite shadowing, vitals, medication administration

  - 29 students 2021-2022 academic year

- Shadow with onsite nurses, supervisors listed as Nurse Managers for respective sites

- Onsite placements, telehealth limited

- Access to clinical applications eCW/Centricity

Nurse Practitioner Student Population (NP)

- Coordinated through Inter-professional Student Specialist and academic affiliate of student

- Semester-long placements
  - 1-2 days/week
  - Working with single provider as preceptor - NP/Physician

- Variety of educational affiliates including Yale University, Sacred Heart University, Fairfield University & University of Connecticut
  - 47 NP students in 2021-2022 academic year

- PATH to PCNP Grant Students: **P**rovide **A**cademic **T**ransformational **H**elp for disadvantaged nursing students **to** become **P**rimary **C**are **N**urse **P**ractitioners

  - Capstone nursing students

  - 270 hours, 14 weeks

  - 9 NP students, grant-funded & CHC instructor led

  - Reoccurring, instructor identified as needed w/ Mary Blankson

# CHCI's Team-Based Care Model
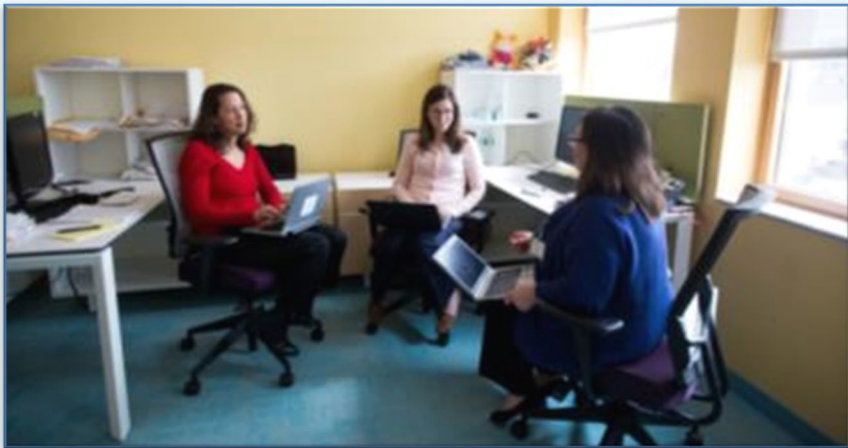
Description of the Problem

- Academic curricula for baccalaureate nursing students is lacking with regard to:
  - Primary Care
  - PCMH/Value-Based Care
  - The role of the PC RN
- This has led to knowledge gaps that impact:
  - Transitions of Care/Intraprofessional Partnership
  - Care Management/Chronic Disease Management
  - Workforce Decisions

The Project ECHO® Model

Benefits

- Increased knowledge and confidence to manage complex chronic conditions in primary care

- Increased patient access to evidence-based treatments

- Increased provider satisfaction and retention

- Reduction in unnecessary imaging and other laboratory services

- Reduction in overuse/misuse of specialty, surgical, and procedural services

- Reduction in inappropriate medication usage
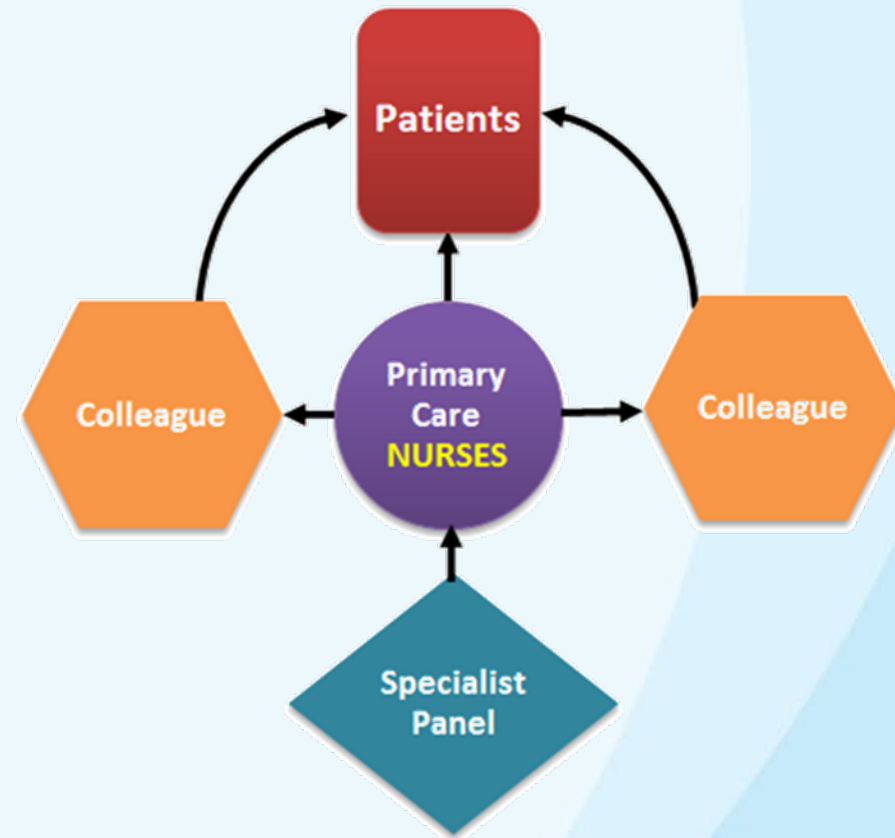
Project ECHO Complex Care Management

- First session on 9/24/15
- Duration: 2 hours; 1 didactic and ~2 cases
- All 12 sites involved – Approx. 35 nurses
- Faculty consists of:
  - Chief Nursing Officer
  - Medical Provider
  - Pharmacist
  - Behavioral Health Provider
  - Registered Dietician
  - Access to Care Coordinators

What is a DEU?

- Background
- Capitalize on Experiential Learning
- Frontline Staff as Direct Preceptors and Experts
- Faculty involved to assist with knowledge integration
- Defined Process/Competency

DEU Competencies

CHCI PC RN Role

QSEN DEU Competencies

AAACN CCTM Curriculum
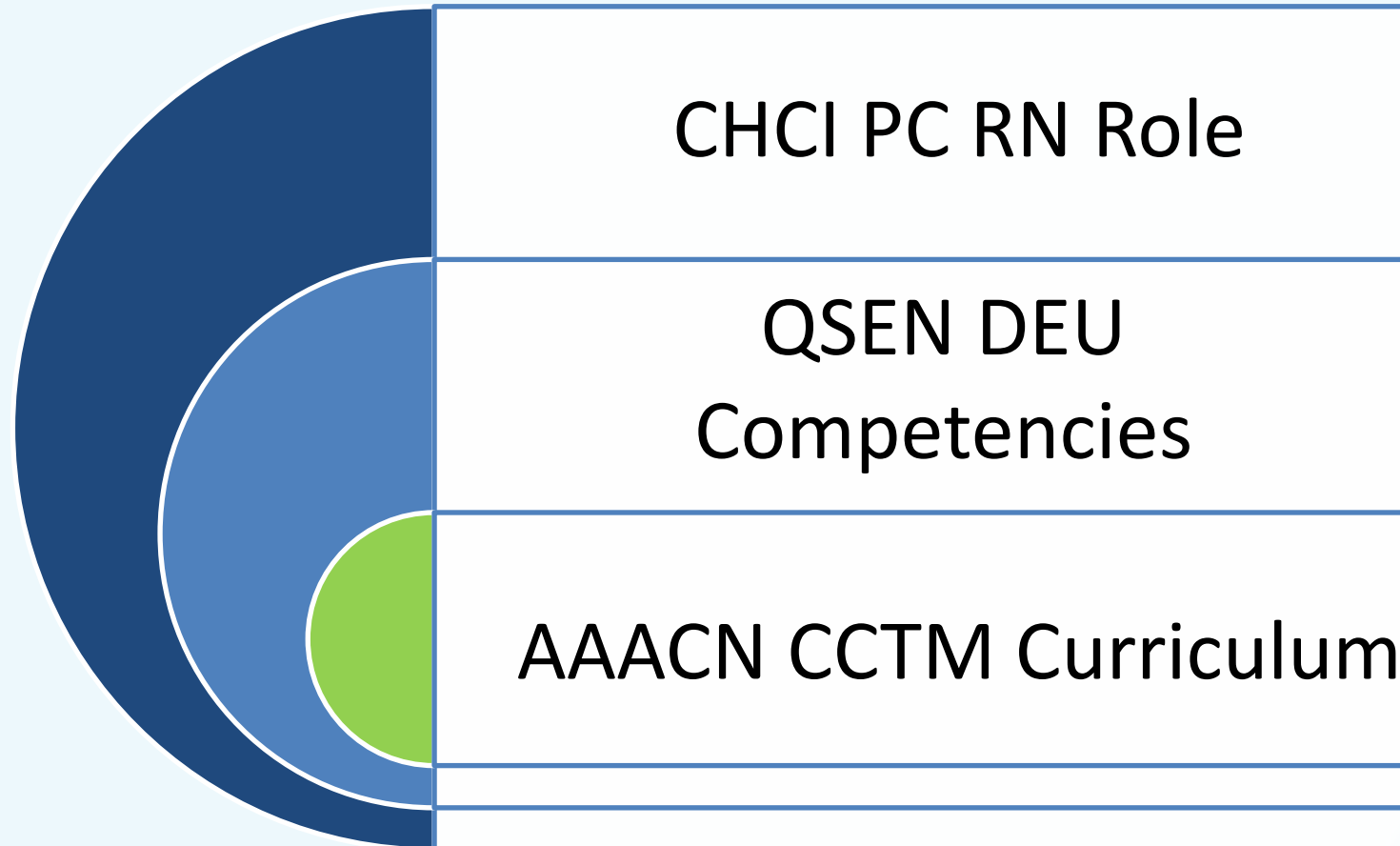
QSEN DEU Competencies (continued)

Knowledge/Skills/Attitudes

- Patient-Centered Care
- Teamwork and Collaboration
- Evidence-Based Practice
- Quality Improvement
- Safety
- Informatics

A day in the life…

- Mentorship
- Validation (Assigning Value)
- Autonomy
- MOUD Groups
- Hep C/HIV medication adherence
- Supporting Care Coordination/ Care Management
  - D/C planning
  - Connecting w/ PCP
  - "Just one conversation w/ discharge RN"

"By failing to prepare, you are preparing to fail." ~B. Franklin

Focus Group Themes

Understanding the role of the Primary Care Nurse

- "I've done ten-fold more patient education here than I ever had on a hospital floor"

- The nurse was "not treating the diagnosis" but "treating the whole person".

Interdisciplinary Care Team

- "It was cool to see the nurse's role in primary care as well as the inter-professional unit and team"

- "Its important that we ensure that we get the most out of what they have here. We got super lucky and we were just chitchatting with that guy in mental health and we just jumped on his Suboxone group, which was a really cool experience for us, so I think mandating that into the curriculum would be great."

- It amazed them to observe "each pod and seeing how they work together as a team" and communicated so well across disciplines

Exposure to Diverse Patient Populations

- "There are a lot of vulnerable populations that attend the community health centers, and seeing that they are treated equally and given the same support and care as they should be is really awesome."

- They also were 'exposed to so much more diversity…. because the people that walk through these doors are coming from all different walks of life"

Areas for Improvement

Preceptor rotation

- Other challenges they reported were that the preceptors were not from CHC and did not know how things worked there, 'so they don't know the site, they don't know where anything is, they don't have access to anything.' (Yr. 1)
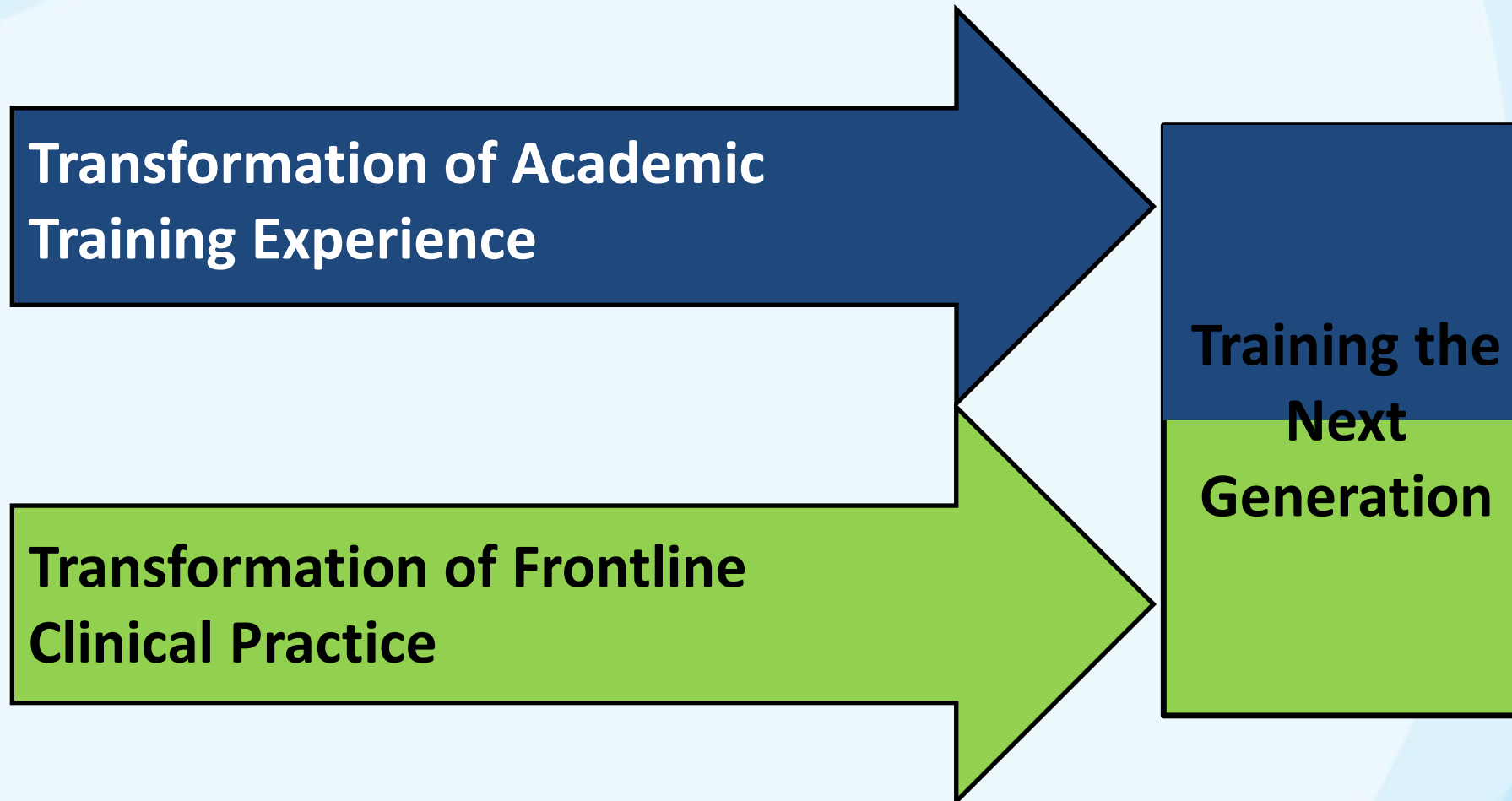
Communication

- Between academic and clinical staff (e.g., assignments, onboarding, student competencies, etc.) (Yr. 1 & 2)

Use of "down time"

- The reality of cancelled appointments and its impact on student observation (Yr. 1 & 2)

Current Model

Transformation of Academic Training Experience

Transformation of Frontline Clinical Practice

Training the Next Generation

Desired Model

Transformation of Academic Training Experience Informed by Frontline Clinical Practice

Training the Next Generation

Capstone Experiences: Context

- Combatting Myths
    - "You are not a real nurse unless you work in a Hospital first"
    - Primary care is where nurses go when they want to "slow down" because they have "done their time" in acute care
- PC RN job market
    - Thriving and Diverse!
    - Many go to nursing school already knowing they want to enter practice in primary care or other ambulatory services
    - Many see roles in primary care as stepping stones to who they want to be as a Nurse Practitioner, and ways of progressing in the field of nursing

Capstone Experiences: Partnership

- University Partner Buy-in
  - They see the value of ambulatory roles as an entry point to practice
  - They see primary care as a valued portion of the care continuum for any nurse regardless of where they choose their entry to practice
  - They have a vetting process to identify students interested in primary care for an entry point to ensure they are being proactive in assigning capstone experiences
- Clinical Site Buy-in
  - They have developed roles of the PC RN already in place (available preceptors)
  - They are interested in creating a potential pipeline for their own staff
  - They have interested Nursing Leaders to serve as clinical faculty

Capstone Experience

- Student Experience
  - Pre/Post Conference designed/executed by primary care faculty (possibly from the clinical site)
  - Capstone projects focused on primary care/public health issues
  - Identification of unique experiences (population or service-line focused)
    - Homeless
    - Telehealth/Triage
    - Farm workers (mobile clinics)
    - MOUD
    - Population Health/Value Based Arrangements
    - Others

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Questions

Contact Information

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