



Welcome

We will begin shortly...

Training the Next Generation: Health Professions Student Training in FQHCs

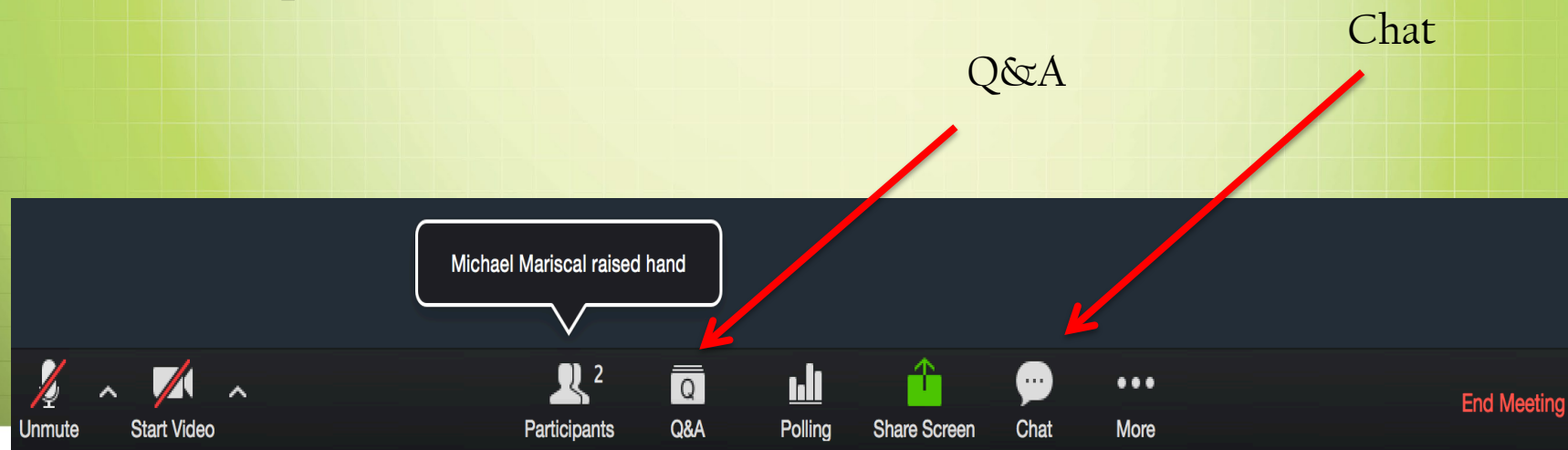


From Affiliation to Action: Proven Strategies to Enhance your Ability
to Host Health Professions Students

June 28th, 2018

Get the Most Out of Your Zoom Experience

- Use the Q&A Button to submit questions!
- Live tweet us at @CHCworkforceNCA
- Recording and slides are available after the presentation on our website within one week
- View past webinars at www.chcl.com/nca



The Community Health Center, Inc. and its Weitzman Institute provides education, information, and training to interested health centers on:

Transforming Teams

- National Webinars on the team based care model
- Invited participation in Learning Collaboratives to launch team based care at your health center

Training the Next Generation

- National Webinar series on developing Nurse Practitioner and Clinical Psychology residency programs and successfully hosting health profession students in health centers
- Invited participation in Learning Collaborative to implement these programs at health center

Community Health Center, Inc.

- ⊙ Founding year: 1972
- ⊙ Primary care hubs: 14; 204 sites
- ⊙ Staff: 1,000
- ⊙ Patients/year: 150,000
- ⊙ Specialties: onsite psychiatry, podiatry, chiropractic
- ⊙ Specialty access by e-Consult

Elements of Model

- ⊙ Fully Integrated teams and data
- ⊙ Integration of key populations into primary care
- ⊙ Data driven performance
- ⊙ “Wherever You Are” approach

Weitzman Institute

- ⊙ QI experts; national coaches
- ⊙ Project ECHO®— special populations
- ⊙ Formal research and R&D
- ⊙ Clinical workforce development

CHC Locations in Connecticut



THREE FOUNDATIONAL PILLARS

1
Clinical
Excellence

2
Research
and
Development

3
Training
the Next
Generation

Today's Objectives:

1. Learn how Area Health Education Centers (AHECs) can support community-based interdisciplinary training programs, and the resources available to health centers through their local AHEC on creating strategic partnerships with academic programs
2. Learn about the elements of the teaching arrangements that can enhance your ability to accept health profession students within the medical, behavioral health, nursing, and dental disciplines
3. Learn best practices for developing formal agreements with each academic training partner

"HEALTH CENTERS DEVELOPING AND ENHANCING THEIR TEACHING
AGREEMENTS WITH
ACADEMIC INSTITUTIONS"
The Role and Function of AHECs

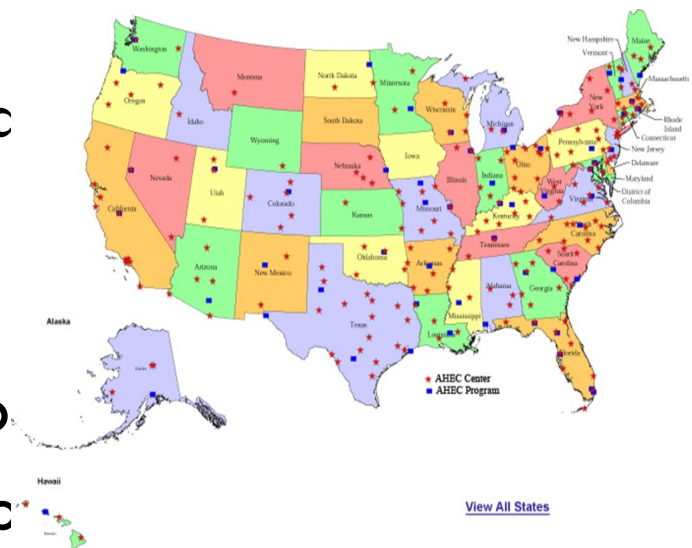


*Creating Partnerships in
Health Care Access and
Education*



The National AHEC System

- Authorized by Congress in 1972 to take the resources of Academic Institutions into underserved communities (rural and underserved urban)
- Model:
 - ▣ An AHEC Program Office at a Medical or Nursing School
 - ▣ One or more Area Health Educators Centers throughout the state
- Geography:
 - ▣ 47 states; the District of Columbia
 - ▣ From Guam to Maine; Florida to Alaska



Connecticut AHEC System

- Funded in 1996
 - Mix of Federal, State and Private
- Program Office at UConn SOM
- Centers:
 - Hartford
 - Waterbury
 - Willimantic and Norwich
 - Shelton
- Statewide Reach
- 2016-2017: 24,886 Participants

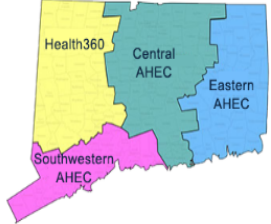
UConn HEALTH

Connecticut Area Health Education Center Network

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[Education](#)
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AHEC Regional Centers

There are four AHEC regional offices in Connecticut, which together provide statewide coverage. Each center serves a distinct area of the state. The Connecticut AHEC Program Office administers the AHEC program in Connecticut.



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<p>Southwestern AHEC</p> <p>Health360 (formerly Northwestern AHEC) Location: Waterbury Areas Served: Greater Waterbury, Greater Danbury and Litchfield County</p>	<p>Eastern AHEC, Inc. primary location: 55 Main Street Norwich, CT 06360</p> <p>Also: 872 Main Street Willimantic, CT 06226</p> <p>Phone: 860-465-3281 Fax: 860-724-2568 Web: www.easternahec.org</p> <p>Meredith Ferraro, M.S., P.T. Executive Director Email: mferraro@swtahec.org</p> <p>Michele Scott, MSOL Executive Director Email: scott@easternahec.org</p>

AHEC
Connecticut Network

About AHEC

News

AHEC Outcomes

Regional Centers

Biomedical Engineering (BME) Program

Collegiate Health Service Corps

CT Junior Science and Humanities Symposium

H.O.T Guide Website (HealthCareersInCT.com)

Interprofessional Education

Medical Interpreter Certification Website

Migrant Farm Worker Clinics

National Primary Care Week

PCCAMP Website

Undergraduate Programming

Urban Service Track / AHEC Scholars Program

Staff

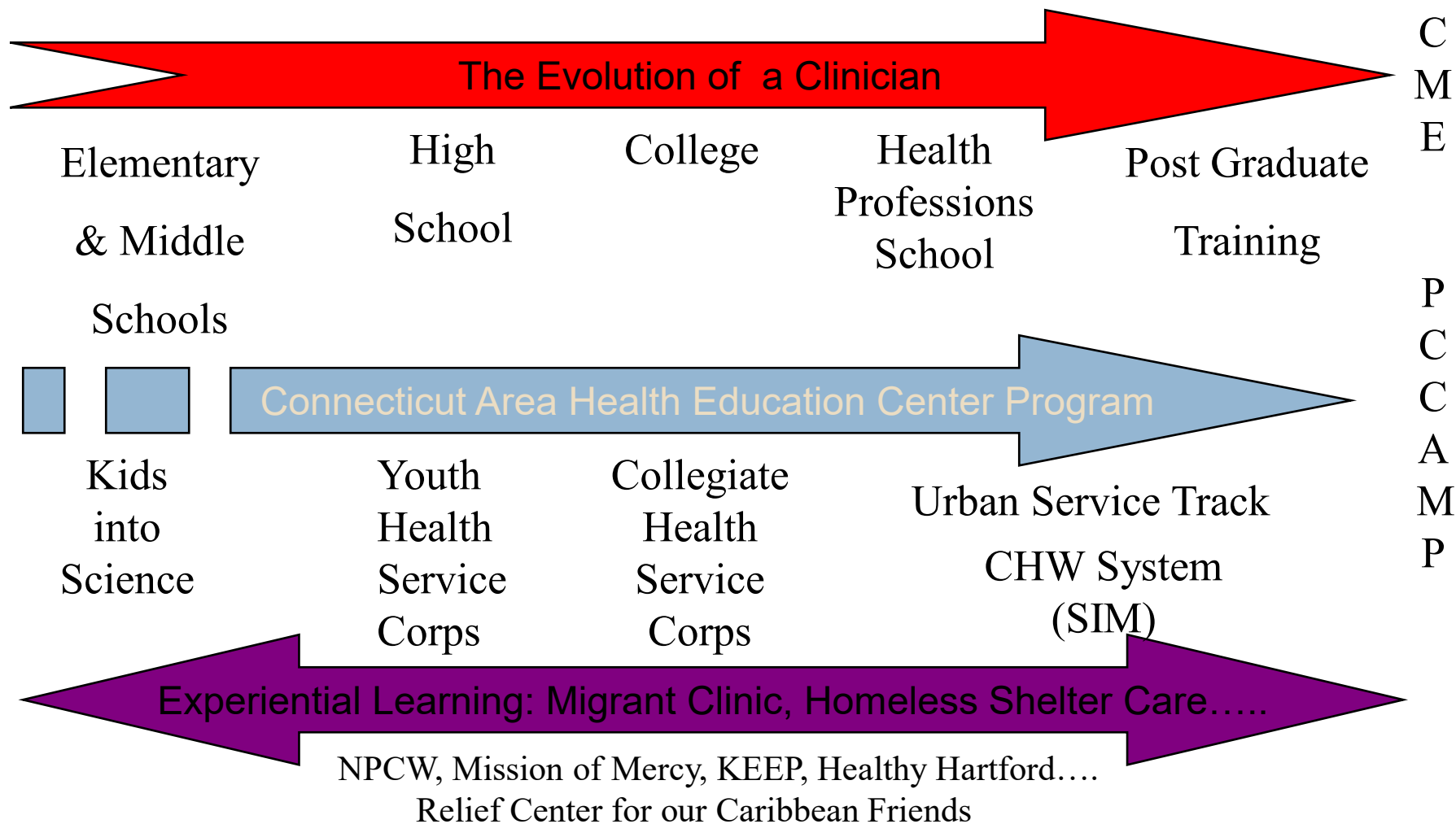
Directions

Contact Us

Last page update: September 5, 2017

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Creating Caregivers for the Underserved: The Continuum of Development



The Why: From the Academic Institution's Perspective

- Transformation of the Healthcare Delivery System:
 - ▣ It's no longer just inpatient
- Transformation of Health Professions Education: Ambulatory Education
 - ▣ LCME requirements
 - ▣ Competition for sites with other schools and other professions
- The imperative (LCME) to teach:
 - ▣ Health Disparities and Equity
 - ▣ Population Health
 - ▣ Interprofessional Team-based healthcare delivery
 - ▣ Health Systems Science

The Why: From the FQHC's Perspective

- Health Care Transformation: Chasing the bus
- Recruitment and Retention: Do your clinicians want to teach?
- Keep up with how medicine is changing
- Grow your own: if students have a good experience, they will return!
- Money: the cost of education and possible revenue (\$s)
- A Learning Culture
- The Student as value added:
 - Hotspotting: the complex or failure to thrive patient
 - Huddle Prep
 - EMR
 - Quality Improvement and patient safety
 - IPE: Student teams...
- Get creative!

The Imperative

- Training of today's health professions students to address the quadruple aim
- Address new care delivery models
- Patient engagement and safety
- Taking Health Professions Education outside of the hospital and clinic walls.



CT AHEC:

If you've seen one AHEC, you've seen one AHEC

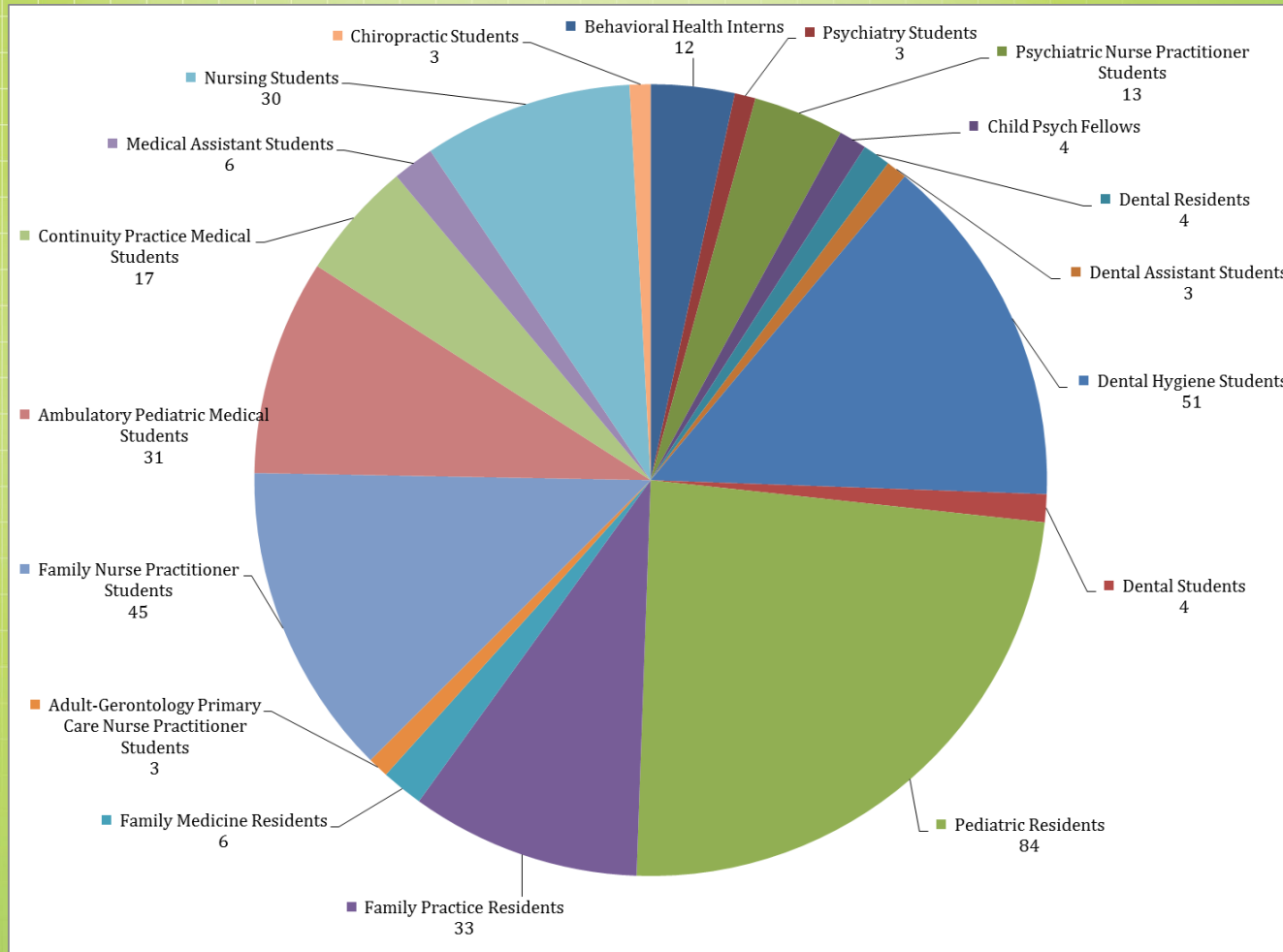
CT AHEC offers health professions trainees:

- Training and exposure to curriculum and role models providing direct care to vulnerable underserved populations
- Involvement with stakeholders promoting a culture of health and wellness
- Opportunities for scholarship that include quality improvement and team-based care
- Advocacy and leadership training





CHC, Inc. Fiscal Year Student Report, 2016-2017



Medical Student Training

CHC, Inc. Examples

Student Continuity Practice Medical Students

- Half day each week
- Three year program
- Paired with physician

Ambulatory Pediatric Medical Students

- Groups of five medical students
- Monthly Rotation
- Pediatric Site

Resident Training

CHC, Inc. Example: Resident Innovations Day

- Quarterly half-day sessions
- 15 residents in each session
- Hosted by Chief Medical Officer and Chief Quality Officer
- Topics include:
 - TBC Model of Primary Care
 - Financing
 - Technology

Sample Schedule:

8:00am- Introduction
8:15am -Financing models in Primary Care
9:15am- Technology in Primary Care
9:50am- Tour of Facility
10:20am- Technology in Primary Care II
10:50am- Care Team Models in Primary Care
11:35am- Q&A
11:45 -Departure

Dental Student Training

CHC, Inc. Examples

Advanced Education in General Dentistry Residency Program

- Residents rotate one day a week
- Full year rotation
- Community Health Rotation
- Paired with a CHC Dentist

Community College Community Health Rotation

Dental Hygiene Students

- About 50 student rotate through CHC sites on Tuesday nights and Saturday mornings annually
- Two year rotation at CHC
- Accompanied by Faculty members

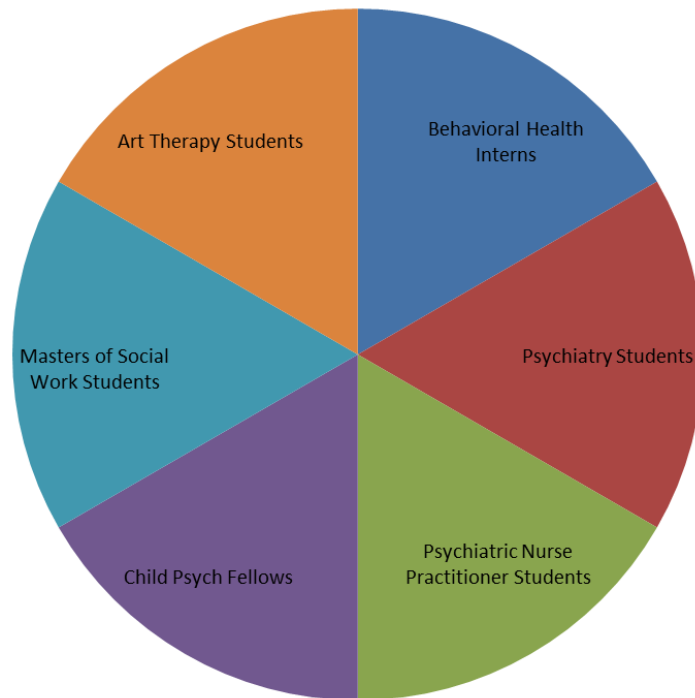
Dental Assistant Students

- One week, full day placements
- Paired with Dentist

Exposure to team-based care model and high-performing model of primary care

Behavioral Health Student Training

CHC, Inc. Examples



- Extensive types of behavioral health student placements and needs
- Longer commitments
- Minimum of second year student with one year clinical experience
- Coordinate interviews with potential preceptors

Nursing Student Training

CHC, Inc. Example: Dedicated Education Unit

- Senior-level nursing students
 - 7-13 week rotations
 - Nurse managers
 - Front line RNs
- Defined PC RN Competencies



Sample Schedule

- 8:30AM-4PM
- Project ECHO CCM Participation
- Clinical time with preceptors/nurses
 - Provider Visit Support
 - Independent Visits
 - Clinical Tool review
 - Triage
 - CCM Process
 - Population Management
- Post-clinical conference

Formal Partnerships with Academic Institutions

CHC, Inc. Example 1- Dyads of FNP and PMHNP Students

Focuses on providing coordinated clinical practicums for dyads of FNP and PMHNP students

Students complete two clinical days per week

- One free clinical day
- One collaborative day with dyad partner
 - Students meet as a dyad before the clinical day to review their providers' panels to identify patients that may have integrated care needs. The dyad presents their preceptor with potential interventions and care plans

CHC, Inc. Example 2- Primary Care Nurse Practitioner Training

Focuses on supporting preceptors by implementing a preceptor training program and enhancing services to preceptors

- Expand academic faculty support of nurse practitioner student-preceptor dyads in the clinical setting
- Employ Student Coordinator as a resource to preceptors and students through the overall experience
- Access to CME supported through for preceptors
- Additional feedback opportunities to ensure program improvement and hopefully improve other programs



Healthcare Students Playbook

EDUCATION AND TRAINING FOR THE NEXT GENERATION

Healthcare Students Playbook



Purpose: Tool that promotes a highly organized, streamlined, and efficient process that supports the needs of your organization, the academic/training institutions, and the students.

- Essential elements of the agreement
- Factors you might consider in determining to accept a school

- Start/end date or Evergreen
- School assumes responsibility to assure Infection control/immunization/health statement requirements are met
 - Student
 - Faculty (if coming on-site at CHC)
- Termination procedure
- Contact information
- Liability insurance
- Emergency process
- Student's learning objectives
- Confidentiality/Privacy

- Decision to affiliate with university can be based on some of the following:
 - Geography
 - Ranking
 - Strategic partnership
 - Capacity for requested discipline
 - Current staff/alumni
 - Willing and available preceptors
 - Capacity
 - Contributions to pipeline

Upcoming 2019 Webinar Series!

Series of webinars on how to effectively implement a health professions student training program in a health center setting

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Questions!