Health Professions Student Training Webinar: Assessing Organizational Capacity

Tuesday May 2nd, 2023

3:30-4:30pm Eastern / 12:30-1:30pm Pacific

Continuing Education Credits

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A comprehensive certificate will be available after the end of the series, Summer 2023.

Disclosure

- With respect to the following presentation, there has been no relevant (direct or indirect) financial relationship between the party listed above (or spouse/partner) and any for-profit company in the past 12 months which would be considered a conflict of interest.

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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

Speakers

- Amanda Schiessl, MPP, Deputy Chief Operating Officer, Project Director/Co-Principal Investigator, Community Health Center, Inc. (CHCI)

- Victoria Malvey, MS, Inter-professional Student Specialist, Community Health Center, Inc. (CHCI)

Objectives

1. Describe how to identify capacity in order to support health professions students

2. Discuss how to identify faculty and their roles and responsibilities

3. Review best practices and tools for understanding capacity, including how to use the Readiness to Train Assessment Tool (RTAT™)

Essential components to organizing and supporting safe, high quality, satisfying, and productive educational and training experiences

Identify your wishes and priorities

Identify your capacity

Identify your infrastructure requirements

Nurse Manager, Patrick Murphy, with Quinnipiac University DEU Nursing Students

CHC/NIMAA Inaugural Medial Assistants

Aspects of Assessing Organizational Capacity

✓Assess and approve your organization's clinical staff on their availability to precept

✓Maintain an available preceptor capacity report

✓Communicate with available preceptors regarding their interest

✓Assess secondary review for available space, day(s) of the week

✓Formally match preceptors to students

Which faculty members are willing to work with students?

- Assess and approve your organization's clinical staff on their availability to precept:
  - ➢Do you have a list of clinical staff to review?
  - ➢Who will review/approve?
  - ➢Who will maintain this list?

What is the criteria for availability? Who decides?

- Review of below factors when considering availability
  - Performance (e.g. unlocked notes every week)
  - Other commitments (e.g. leadership role, faculty positions)
  - Personal factors (e.g. in school, personal leave)
  - Fit for teaching/training
  - Length of time in organization
- Identify leadership who can provide this information and make final decision on availability
- Ensure preceptors understand time commitment (e.g. one semester)

Identifying Willing and Available Faculty

Email to Assess Preceptor's Initial Interest

Creating a Spreadsheet of Available Faculty

Site	Discipline	Notes / Requests
New Britain	Medical	
Clinton	Medical	
Middletown	Medical	
Danbury	Medical	Monday & Tuesday only
Wilcox Technical High School	Medical	Monday, Wednesday, Friday only
Lincoln Middle School	Medical	
John Barry Elementary School	Medical	
Groton	Medical	Yale
Middletown High School	Medical	Yale PNP
Meriden	Medical	One day / week
Woodrow Wilson Middle School	Medical	
Stratford High School	Medical	Yale
Waterbury	Behavioral Health (PMHNP)	
Middletown	Behavioral Health (PMHNP)	Yale
New London	Behavioral Health (PMHNP)	Student must be in their final year
Norwalk	Behavioral Health (PMHNP)	Yale
Meriden	Behavioral Health (PMHNP)	Yale

VERY IMPORTANT – Conducting Secondary Review

- Although you may have a willing and available faculty, a quality student training experience requires:
  - ➢ Adequate space on site (e.g. desk, set-up, parking)

  - ➢ Adequate training time to EHR

  - ➢ Set up in systems (e.g. email, EHR accounts)

  - ➢ Equipment (e.g. laptop)

  - ➢ Adequate onboarding to organization

Adequate Space
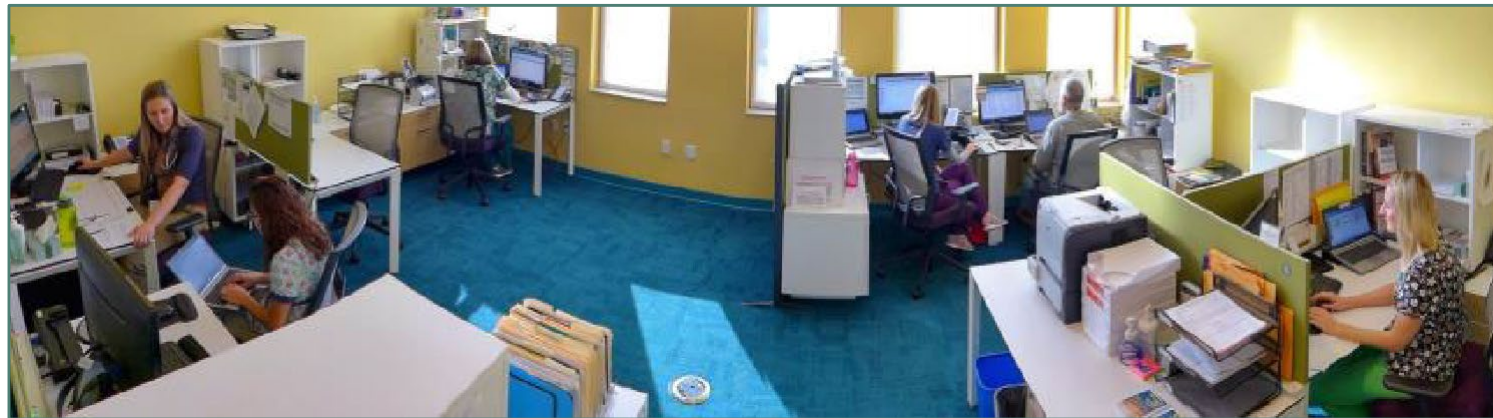
Adequate Training Time to EHR

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5 Cinco De Mayo
9am-5pm New Hire Orientation	10am-3:00pm, New Hire Orientation	10am-11:30am, New Hire Orientation	8am-5pm - CCS/PSA Equipment Setup	8am-3pm - PSA/CCS Training: Novo
			8am-12pm-EHR, S #1- All Clinical	8am-12pm-EHR, S #2-CHC BH Therapist
		1pm-2pm - Benefits- All Employees	8am-12pm-EHR, S #1- All Dental	8am-12pm-EHR, S #2- Nurse
		Telehealth Introduction, 3:00pm-4:00pm-Med & BH		8am-12pm-EHR, S #2- MA & LPN PS

Set Up in Systems

Equipment

Laptops

Headsets

Keyboards

Mouse

Badges

Adequate Onboarding to Organization

- Human Resources Packet
  - ➤ Emergency contact information
  - ➤ Addresses
  - ➤ Signing off on HIPAA information

- Active shooter/medical emergency/evacuation plan documentation

Once you've secured willing and available faculty...

- Assessing credential, experience and clinical interests to prepare for match with academic affiliations

- Identify faculty preferences

- Prepare communication to preceptors early in advance on student details

- Assist in facilitating interview process (if applicable)

- Keep On-Site Directors, Operations Managers, and Clinical Leadership involved in conversation

Willing and Available Faculty Assigned to Academic Affiliation Requests

Clinton				
Discpline	**School**	**Supervisor**	**Hours**	**Number of Students**
Medical - NP	UConn	Elizabeth Dmowski	1 day /week	1
Medical - NP	Yale	Katherine Davis	1 day /week	1

Danbury				
Discpline	**School**	**Supervisor**	**Hours**	**Number of Students**
BH - Psychiatry	Yale	Tichianaa Armah	1 day / week	1
Medical - NP	UConn	Larissa Camano-Selca	1 day / week	1
Nursing BSN	WCSU	Lucy Golding	1 day / week	1

Groton				
Discpline	**School**	**Supervisor**	**Hours**	**Number of Students**
Medical - NP	Yale	Anandhi Baleswaren	1-2 days / week	1

Hartford				
Discpline	**School**	**Supervisor**	**Hours**	**Number of Students**
Medical - CLIC	Uconn	Catherine Wiley	.5 day / week	1

Meriden				
Discpline	**School**	**Supervisor**	**Hours**	**Number of Students**
Medical - NP	UConn	Tonya Smith	1 day / week	1
Medical - NP	UConn	Andrew Yim	1 day / week	1
Nursing BSN	SHU	Natalie Bycenski	1 day / week	4
Medical - CLIC	UConn	Dipak Patel	.5 day / week	1
Medical - CLIC	UConn	Kishore Kumar	.5 day / week	2
Medical - CLIC	UConn	Yesu Kumar Matta	.5 day / week	1
Medical - CLIC	UConn	Faraj Ghabag	.5 day / week	1

Negotiations with Academic Affiliations

- Working with clinical leadership to match available and willing preceptors with the academic affiliation requests

- Juggling organization priorities, preceptor preferences and academic affiliation requests

- Finalizing the number of placements that the organization can accommodate for the requested affiliation agreements

- Notify the academic institutions of available placements only after internal communication and confirmation has occurred

  - ➢ Availability subjective to organization's providers and willingness, not to school's demands on capacity

Student Assignment to Slots

- Receiving names associated with slots from academic institutions

- Send Welcome email to students (Cc preceptor, site coordinator and On-Site Director)

- Inform students of onboarding requirements and instructions for submission

- Keep spreadsheet of student name and materials received and still pending

- Keep student, site coordinator, and preceptor informed if start date is changed

- Request associated syllabus/curriculum to share with preceptors

- Communicate information to preceptors prior to assigning student slot

Faculty Roles and Responsibilities

Be dedicated to teaching and supporting the trainees during your assigned precepted sessions:

- ➢ Utilize leadership skills by assisting in and

- ➢ providing direction, when needed, for all aspects of patient care

- ➢ Employ teaching strategies during the sessions

- ➢ Review notes and help to understand the importance
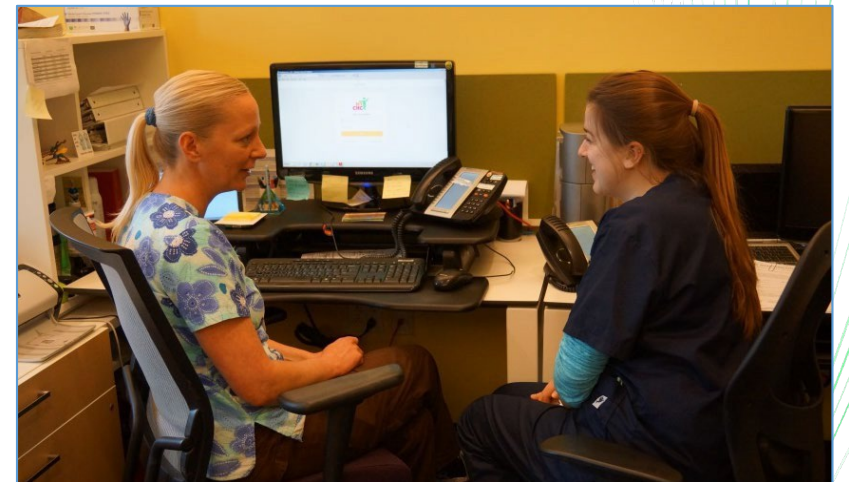
Faculty Roles and Responsibilities

- Discuss clinical issues and support the organizations model for providing integrated care

- Assistance in time management skills of balancing a panel and other clinical demands (example: phone calls, paperwork, urgent results)

- Provide direct patient care in the event that a trainee falls behind in the schedule or needs assistance

Best Practices for
Clinical Observation and Feedback Form

History

- Introduces self and explains role
- Avoids interrupting and appropriately leads the visit
- Uses a logical sequence of questions
- Uses an appropriate level of detail in questioning

Physical Exam

- Explains to family and/or patient what they are doing
- Matches sequence of exam to cooperation level
- Elicits accurate and complete findings
- Demonstrates correct technique for all portions of observed exam
- Performs efficient exam that is targeted to the chief clinical compliant and initial different diagnoses

Communication

- Conveys support, concern, and respect verbally and non-verbally
- Uses appropriate medical language for the patient's level of understanding
- Uses an interpreter appropriately
- Provides relevant and accurate information to the patient and family

Best Practices for Clinical Observation and Feedback Form

Describe something that the trainee identified that they did well and why it worked.

Describe something that you as the observer identified was done well and why it worked.

Describe something you and the trainee identified that they could continue to work on.

Preceptor Panel

Jennifer Corridon
DNP, PMHNP-BC

- Psych NP (PMHNP) at CHC and has been here for almost 5 years now.
- Precepted RNs and PMHNP students her entire career as a RN & PMHNP.
- At CHC, she precepts PMHNP students from Fairfield University and Yale University.

Lindsay Tsopelas Marmaras,
MSN, APRN, FNP-C

- Family Nurse Practitioner at Community Health Center, Inc. for the past four years.
- Completed a 1-year NP Residency Program at CHC after her graduate nursing education, and has been precepting both NP students and residents since shortly after her completion this program.
- Serves as a Clinical Telehealth/Simulation Specialist, creating clinical simulation experiences for NP Residents.

Questions?

The Readiness to Train Assessment Tool (RTAT) is a 41-item, 7-subscale validated survey instrument that measures health centers' degree of readiness and motivation to engage with Health Profession Training (HPT) Programs.

- Organizational readiness is defined by RTAT as the degree to which health centers are *motivated and capable* to engage with and implement HPT programs.
- Based on the mean RTAT scores, three levels of readiness are assigned: (1) *developing readiness*, (2) *approaching readiness*, and (3) *full readiness*.

Survey item level of agreement (Likert scale level)	Mean RTAT Score	Readiness Level
Agree (4) - Strongly Agree (5)	4.00-5.00	Full Readiness
Neutral (3) - Agree (4)	3.00-3.99	Approaching Readiness
Strongly Disagree (1) - Disagree (2) - Neutral (3)	1.00-2.99	Developing Readiness

Using the RTAT to Understand Capacity

Additional Resources Subscale: The following resources are available and sufficient to implement and carry out the health professions training program: Staff (e.g., interested and qualified preceptors/ supervisors).

- Use results from this subscale to determine readiness
  - ➢Full Readiness [4.00-5.00] – begin outreach to preceptors
  - ➢Approaching Readiness [3.99-3.00) – need to discuss with leadership further to assess readiness
  - ➢Developing Readiness [1.00-2.99] – may need to determine a different program to invest in

Activity Session:
Using the RTAT to Assess Organizational Capacity

Tuesday, June 6, 2023

3:00-4:00pm Eastern / 12:00-1:00pm Pacific

Explore more resources!

National Learning Library:
Resources for Clinical Workforce Development

https://www.weitzmaninstitute.org/ncaresources

Health Center
Resource Clearinghouse

https://www.healthcenterinfo.org/

Contact Information

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