



**COLORADO PLATEAU**  
CENTER FOR HEALTH PROFESSIONS  
AT NORTH COUNTRY HEALTHCARE

**DEVELOPING A CULTURE OF TEACHING: EMBEDDING HEALTH PROFESSIONS  
EDUCATION INTO THE FABRIC OF A COMMUNITY HEALTH CENTER**

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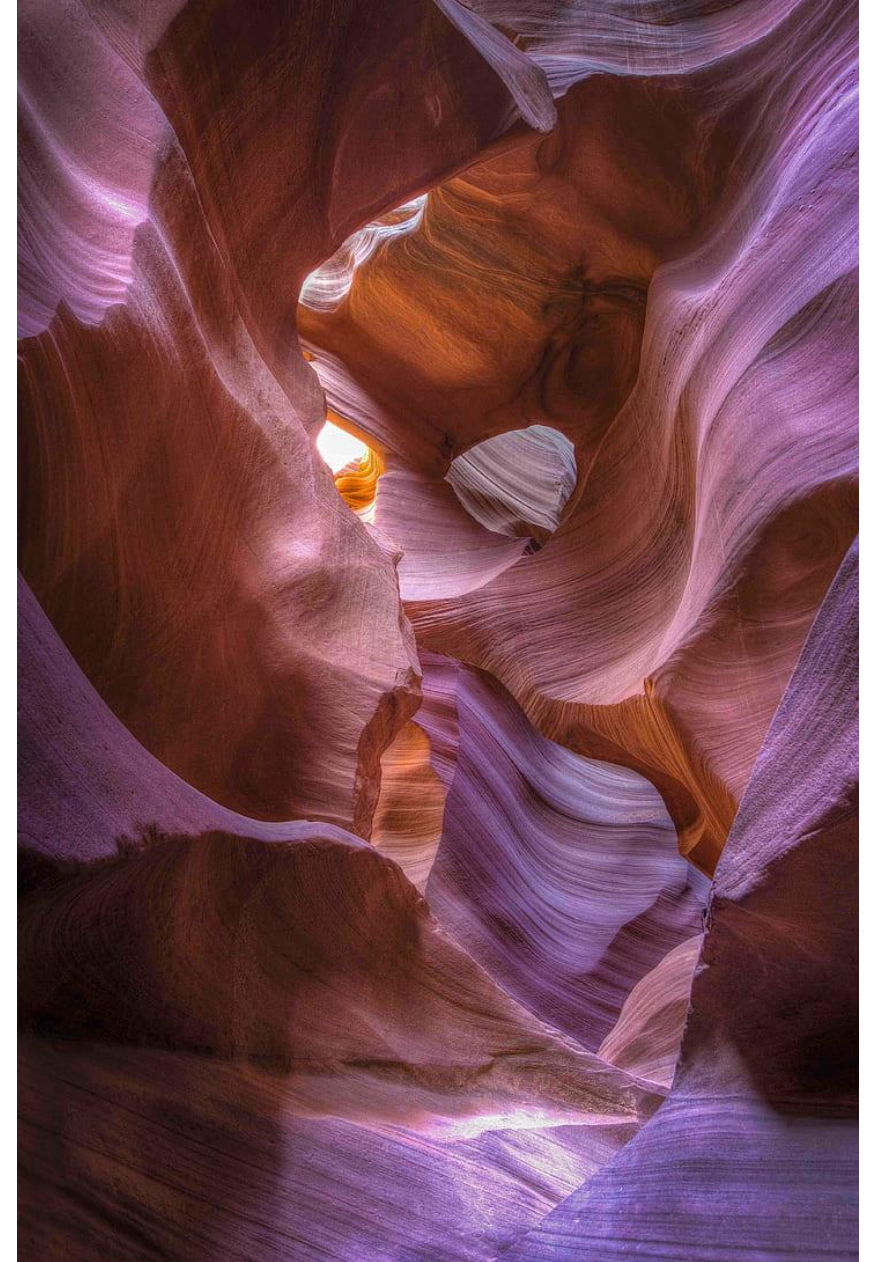
ARIZONA RURAL HEALTH CONFERENCE | JUNE 4-5, 2024

# DISCLOSURE

- We have no real or potential conflicts of interest to disclose in relation to this presentation.

# NORTH COUNTRY HEALTHCARE

- Federally Qualified Health Center (FQHC)
- 11 communities across northern AZ from CA to NM borders
- Comprehensive primary care including OB/Gyn, behavioral health and dental
- 340B pharmacy
- Community health programs
- Embedded Area Health Education Center





**COLORADO PLATEAU**  
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*Northern Arizona's AHEC*

**Mission**

The Colorado Plateau Center for Health Professions exists to improve the health of rural and underserved communities in northern Arizona by building, training and strengthening the health workforce.

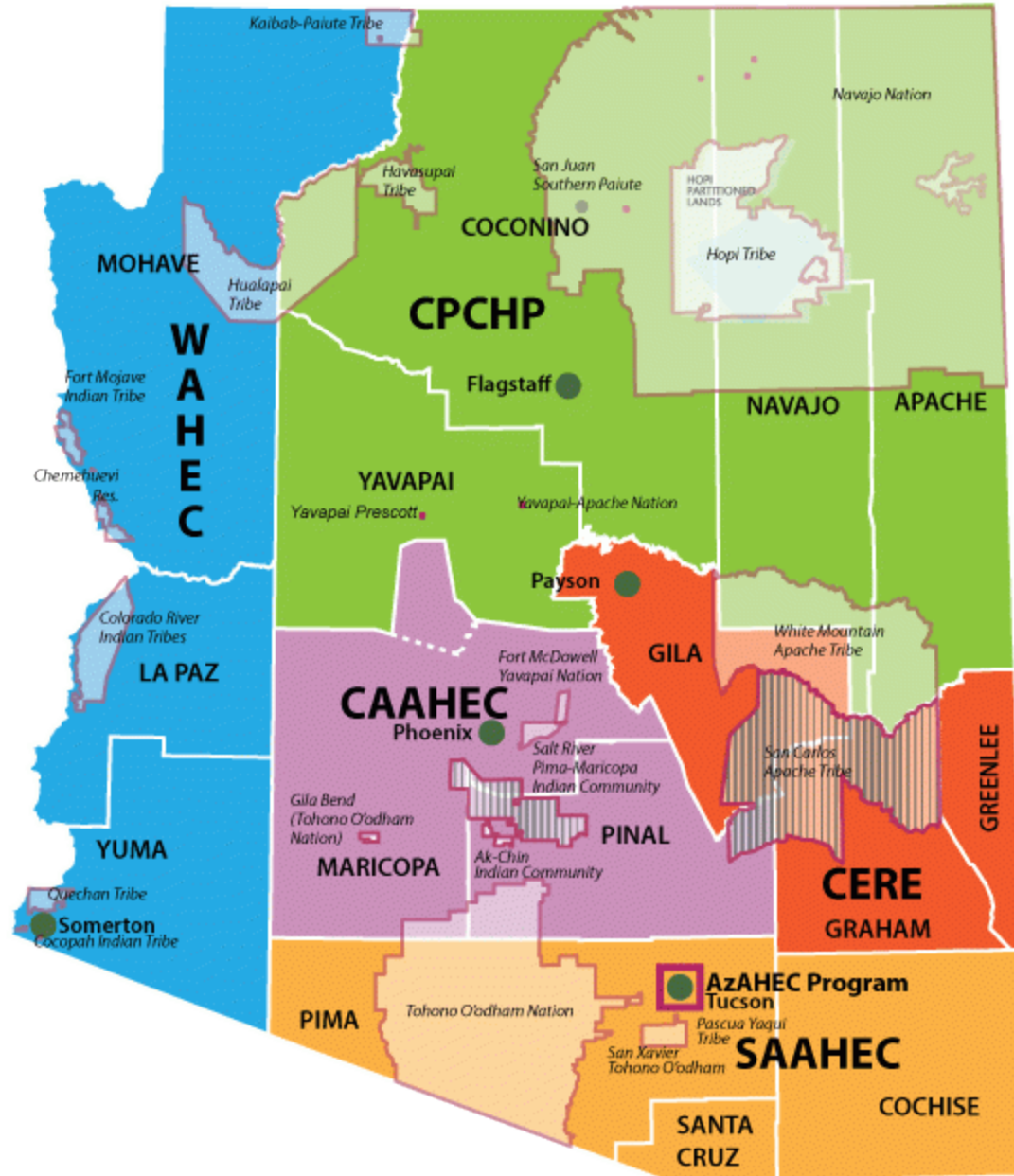
In northern Arizona we are painfully aware of the current **health workforce shortages**, especially in **rural and underserved areas**.

At the Colorado Plateau, we know that there are two proven ways to fill this gap:

- Recruit rural youth into healthcare careers so they return to serve their communities
- Train healthcare students and residents in the communities where we need them to practice

## HISTORY

- **1987** – Northern Arizona Area Health Education Center (NAHEC) Founded
- **1996** – Flagstaff Free Clinic and NAHEC merged to become North Country Community Health Center
- Teaching Health Center

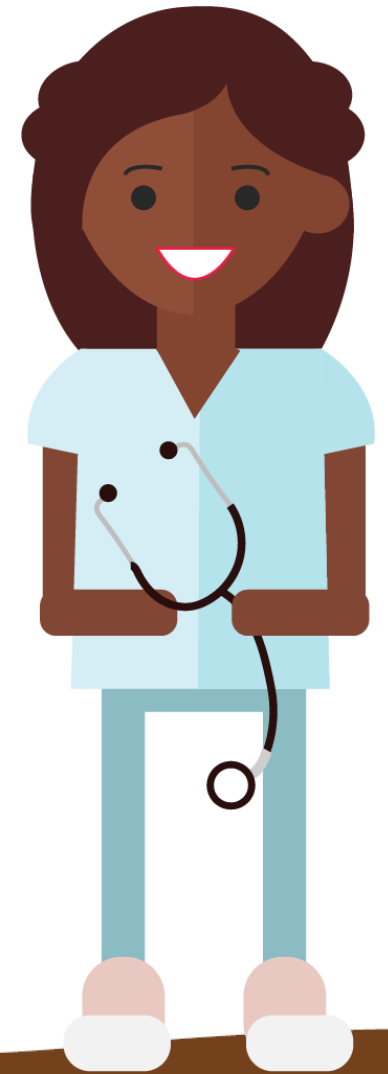


# FY22-23 Participation

	Participants	Experiences/ Events	Contact Hours	This Time Last Year
<b>Community Health Education Events</b>	<b>1,032</b>	<b>21</b>	<b>25,417</b>	<b>n/a</b>
<b>Continuing Education</b>	<b>1,402</b>	<b>77</b>	<b>8,521</b>	<b>3,506</b>
<b>Youth Career Preparation (total)</b>	<b>587</b>	<b>40</b>	<b>20,301</b>	<b>14,845</b>
High School Programs	109	10 clubs	8,772	2,675
Girls on the Run	370	27 teams	11,100	11,270
Health Career Events	108	3	429	900
<b>Health Professions (total)</b>	<b>364</b>	<b>908</b>	<b>114,866</b>	<b>103,882</b>
Medical Resident (MD or DO)	14	140	27,840	19,310
Medical Student (MD or DO)	48	444	37,030	38,380
Advanced Practice Nurse/NP	21	25	5,214	4,006
Nursing/Nurse Midwife	24	24	511	566
Physician Assistant	17	26	7,860	540
Physical Therapy	23	23	958	1,675
Public Health	137	144	22,265	25,060
Dentist	10	10	1,624	2,510
Dental Hygiene	26	27	1,138	1,102
Pharmacy	9	9	1,896	2,052
Pharmacy Resident	2	2	4,000	3,332
Medical Assistant	7	7	1,200	2,060
Behavioral Health/Social Work	8	8	1,270	750
Other	19	19	2,060	1,675



- **2010 - PGY-I Community Based Pharmacy Residency**
- **2020 - The NARBHA Institute Family & Community Medicine Residency Program**
- **2023 - NYU Langone AEGD Dental Residency**
- **Coming 2027 – Psychiatry Residency Program**



**COMMUNITY-BASED RESIDENCY PROGRAMS**





WHAT ARE THE BENEFITS OF A CLINICAL TRAINING PROGRAM?

GRADUATING RESIDENTS PRACTICE IN:	TEACHING HEALTH CENTERS	TRADITIONAL HOSPITAL TRAINING
Primary care	<b>86%</b>	<b>23%</b>
Underserved communities	<b>62%</b>	<b>26%</b>
Rural areas	<b>31%</b>	<b>5%</b>
Community health centers	<b>29%</b>	<b>2%</b>

Data from the American Association of Teaching Health Centers, [www.aathc.org](http://www.aathc.org)

**OUR WHY:**  
**THE TEACHING HEALTH CENTER DIFFERENCE**



2023 Residency Graduates

# BENEFITS OF A CLINICAL TRAINING PROGRAM



Recruitment! NCHC has recruited many learners to work for us



Residents and faculty bring the newest evidence-based practices



Learners can lead research and quality improvement projects



Teaching is rewarding for clinicians and other staff



WHAT DO YOU NEED FOR A SUCCESSFUL CLINICAL TRAINING PROGRAM?

# ELEMENTS OF A SUCCESSFUL PROGRAM



- **Executive Champion**
- Community Buy-In
- Demonstrated Need
- **Funding**
- **Leadership Commitment**
- **Stakeholder Engagement & Communication**
- Space and Time

# NORTH COUNTRY HEALTHCARE'S MODEL

## Chief Executive Officer Champion

- Dr. Anne Newland

## AHEC History

- Dedicated education department including Clinical Training Coordinator
- Grant funding for education

## Teaching Incentive Pay for Clinicians

- Not grant funded

NORTH  
COUNTRY  
HEALTHCARE'S  
MODEL

## 2021-2023 Strategic Initiative

### Education Moves the Mission

1. Launch Colorado Plateau Center for Health Professions Brand
2. Expand Residency Programs
3. Develop a Culture of Teaching

# CPCHP BRAND LAUNCH: STAKEHOLDER ENGAGEMENT

## External

- Coloradoplateauchp.org website design
- Rebranding across the internet & with community partners

928.522.1065

info@coloradoplateauchp.org

moving the mission at North Country HealthCare

Search



K-12

COLLEGE & GRAD

RESIDENCY

RESEARCH/QI

CONTINUING EDUCATION

ABOUT

NEWS

**Creating healthier communities in  
northern Arizona by building, training and  
strengthening the health workforce.**



# CPCHP BRAND LAUNCH: STAKEHOLDER ENGAGEMENT

## Internal

- Connecting NCHC to CPCHP logo
- Engage employees in every role in the teaching mission
  - National Health Center Week Campaign
  - Employee Video
  - New Employee Orientation Revision
  - Collateral: Why are We A Teaching Health Center?

IN HONOR OF NATIONAL HEALTH CENTER WEEK  
AUGUST 7-13, 2022

 **COLORADO PLATEAU**  
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presents

## SUPPORTING EVERY STEP OF THE HEALTH CAREER JOURNEY

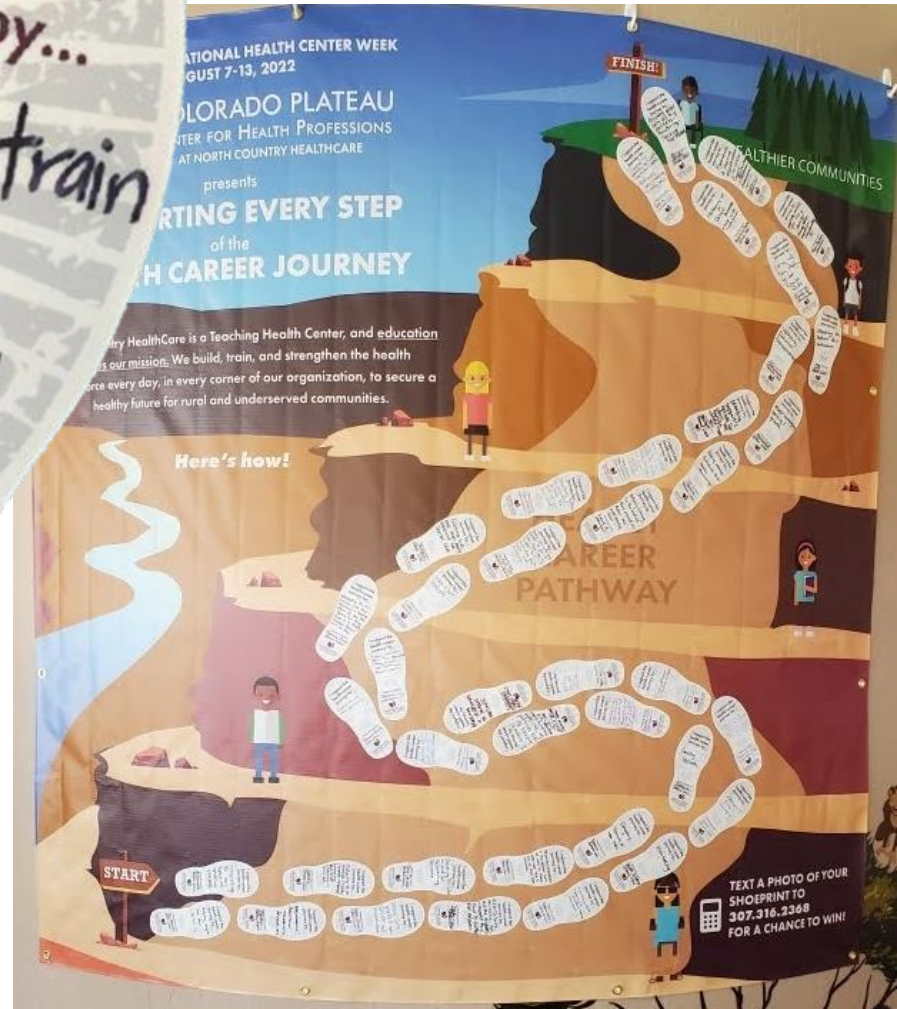
North Country HealthCare is a Teaching Health Center, and education moves our mission. We build, train, and strengthen the health workforce every day, in every corner of our organization, to secure a healthy future for rural and underserved communities.


*Here's how!*

HEALTH CAREER PATHWAY

# NATIONAL HEALTH CENTER WEEK

- Each employee filled out a **shoeprint** with their contribution to the health career journey and stuck it to their clinic's **banner**
- **Video** highlighting employee contributions shared at All Hands meeting
- **Education visits** to each team
- Matching **t-shirts** for all employees





COLORADO PLATEAU

General Health Professions

of CITY/COUNTY HEALTHCARE

# DEVELOPING A CULTURE OF TEACHING



## Leadership Commitments

Decision-making  
Collaboration across teams



## Improved Communication

Education Moves the Mission Moment  
Materials on Intranet



## Preceptor Support

Geographic Training Strategy  
Preceptor Development & Appreciation

# LEADERSHIP COMMITMENTS

- 1** At North Country HealthCare, we embrace being a Teaching Health Center (THC).
- 2** We make it easy for clinicians to teach.
- 3** Expectations for teaching are clear and consistent.
- 4** Organizational teaching commitments are intentional and mission-aligned.
- 5** Accreditation requirements are prioritized.
- 6** Teaching curricula and schedules are designed with patient needs and access to care as a top priority.
- 7** Teaching accomplishments are celebrated frequently.
- 8** Teaching is conducted in an inter-professional way, incorporating learners of multiple disciplines effectively.
- 9** Teaching improves the quality of our care and our clinicians.

# IMPROVED COMMUNICATION

- Education Moves the Mission Moment of the Month
  - Rotating theme on topics relevant to clinical teams
- Cross-Departmental Strategic Initiative Workgroups
- Better Student Onboarding
  - Easy-to-find Schedules
  - Revised Checklist
  - Expansion of Stakeholders Included

## Education Moves the Mission Moment of the Month - Diversifying the Health Workforce

### Diversifying the Health Workforce

The health workforce doesn't fully represent the rural and underserved communities of northern Arizona, and having healthcare providers and staff who come from the same communities as our patients can help improve the quality of care.

In 2023, North Country HealthCare received a grant from the [Direct Relief Fund for Health Equity](#) to help address this gap in our region. Direct Relief works to prepare health professionals in resource-poor areas to face the challenges of caring for those in need. The grant, which goes through 2024, funds three strategies: youth health career programs, scholarships, and workforce development opportunities.



Two students dissect pig hearts during the fall 2023 Future Faces of Family Medicine program

### Youth Health Career Programs

Future Faces of Family Medicine and the Tuba City Regional Health Care High School Exploration Program target northern Arizona high school students from minority or disadvantaged backgrounds who are interested in pursuing a health career after graduation. The goal of both programs is to offer health career exploration and hands on experiences to these students, emphasizing rural and medically underserved health care in the process.

Upon successful completion of a program, students are eligible to apply for a \$3500 scholarship to be used toward a two-or-four-year health related degree.

To date, we have supported 21 students between the two programs and these numbers will only increase with our spring and summer sessions still to come.

Know a high school student who might be interested? Contact the Youth Health Careers Program Coordinator, Sarah Frain, at [sfrain@nchcaz.org](mailto:sfrain@nchcaz.org).

### Workforce Development Opportunities

The funding from Direct Relief will also provide opportunities for North Country HealthCare employees to seek advanced training in medical interpreting and clinical support roles.

- **Medical Interpreting:** Providing an in-person, trained medical interpreter in the patient's first language is the gold standard for patient care. This program will allow NCHC to support current employees to become trained interpreters.
- **Clinical Support Roles:** We seek to grow clinical support employees from within the organization. This program will provide support for tuition

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## PRECEPTOR SURVEY & FOCUS GROUPS

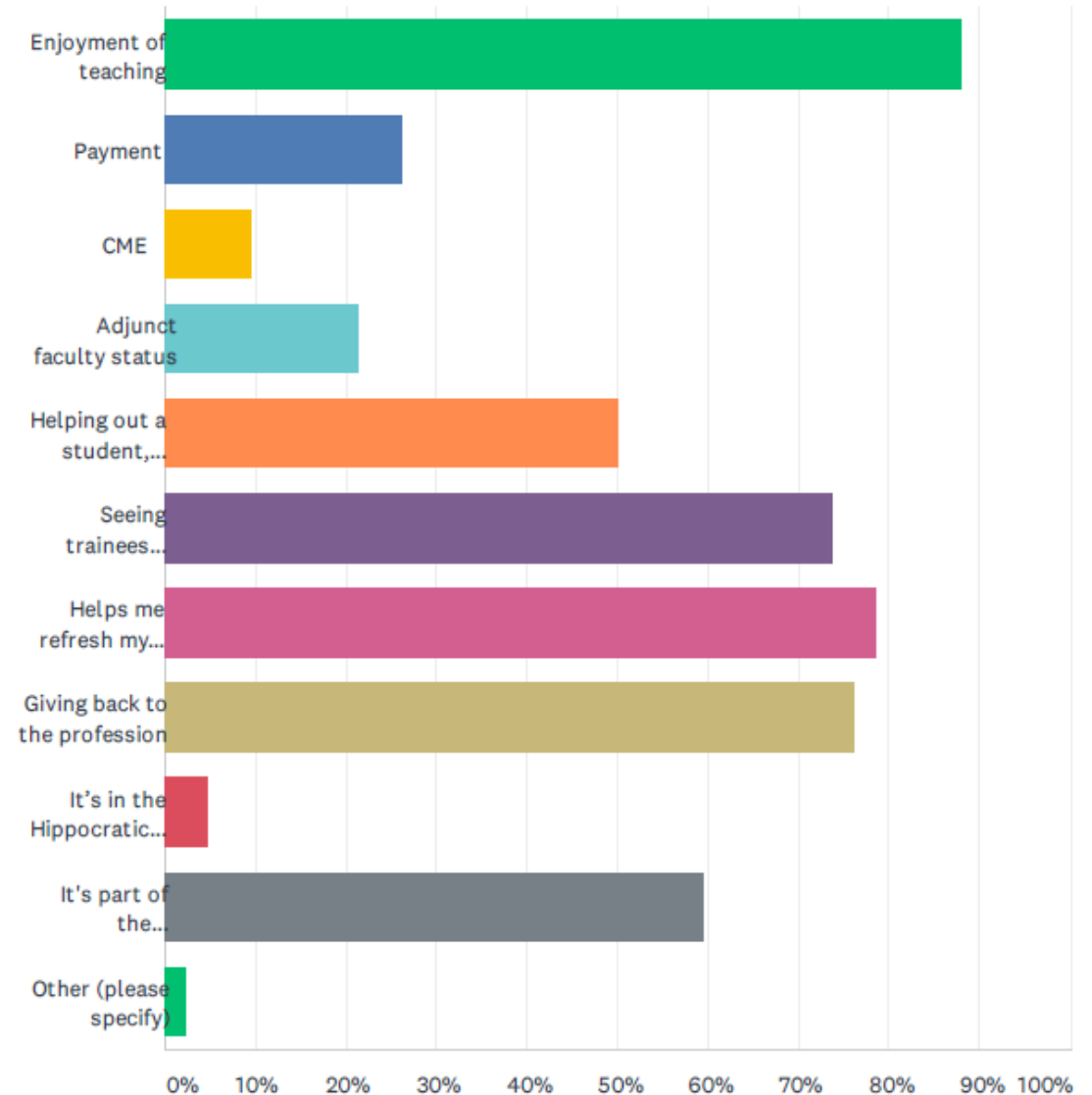
- Conducted as part of the Education Moves the Mission Strategic Initiative to gather feedback about precepting and the teaching culture
- Sent survey to 132 staff, 44% response rate
- Survey was open May 4-28, 2021
- Focus Groups Conducted Summer 2021

# CURRENT PRECEPTORS

- 42 respondents (72%)
- **Motivation** for teaching (intrinsic)
  - Enjoyment of teaching (88%)
  - Helps me refresh my knowledge (79%)
  - Giving back to profession (76%)
  - Seeing trainees progress (74%)
  - It's part of the NCHC mission (60%)

## Q10 What motivates you to teach? (Select all that apply)

Answered: 42 Skipped: 16



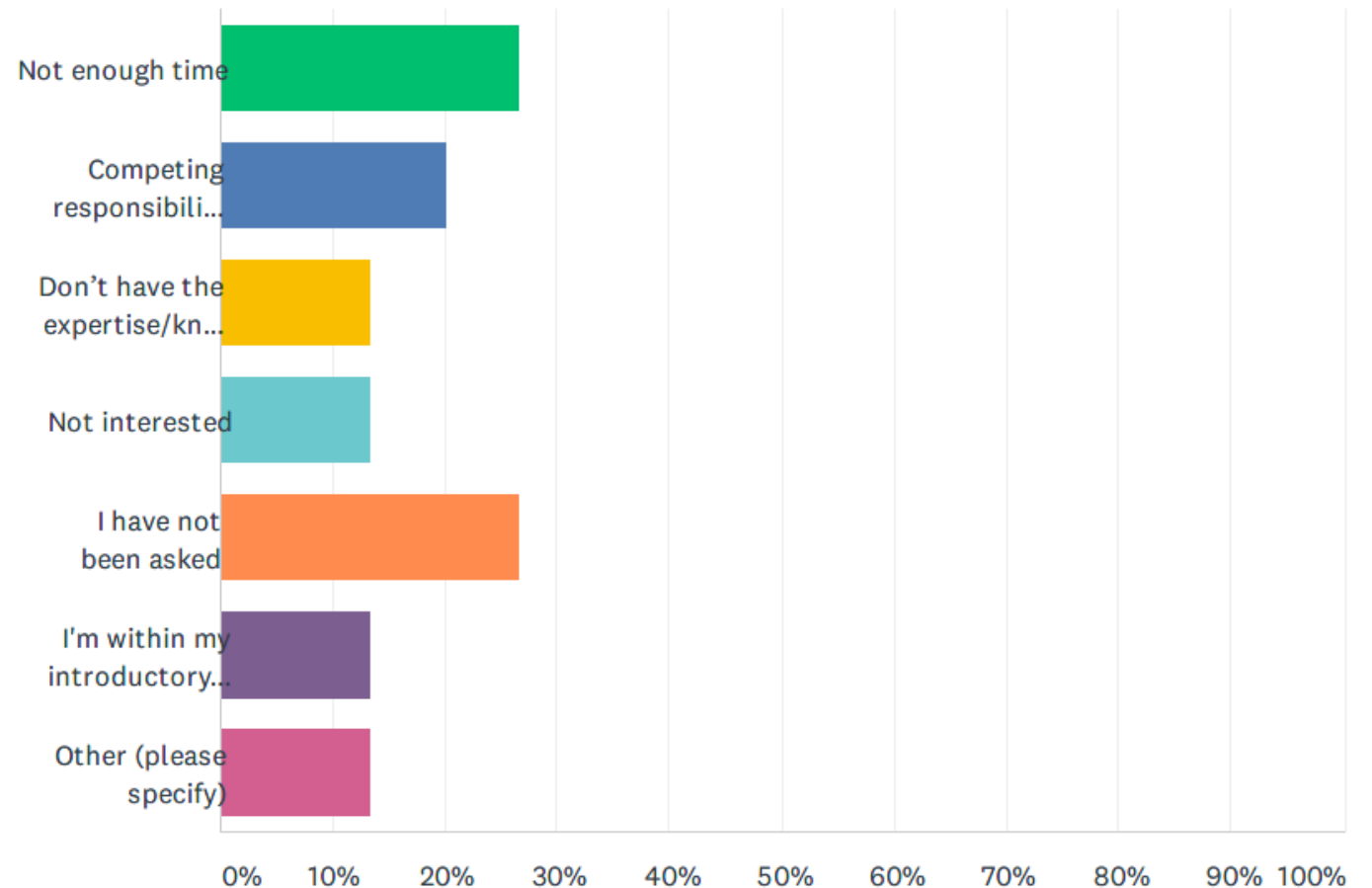


# NOT CURRENT PRECEPTORS

- 16 respondents (28%)
  - 9/15 said they were interested (60%)
- What prevents you from teaching?
  - Not enough time (27%)
  - Have not been asked (27%)
  - Competing responsibilities (20%)
  - No expertise/knowledge (13%)
  - Not interested (13%)
    - 2 people

## Q13 What prevents you from teaching? (Select all that apply)

Answered: 15 Skipped: 43



## RESOURCES TO SUPPORT TEACHING

Rank	Current Preceptors	Non-Preceptors
1	Protected time (76%)	Protected time (53%)
2	Payment/stipend (59%)	Payment/stipend (53%)
3	Clearer expectations of preceptor (55%)	CME (40%)
4	Clearer expectations of learner (52%)	Clearer expectations of preceptor (40%)
5	Training (52%)	Clearer expectations of learner (33%)
6	CME (40%)	Training (33%)

# PRECEPTOR FOCUS GROUPS

## Positive Themes

- Able to hire strong staff from programs rotating at NCHC (**recruitment potential**)
- Health Professions Coordinator **communicates very well with preceptors and students**
- North Country does an excellent job of **exposing students to rural settings**
- Students get a **well-rounded view** of community health
- Preceptors **find value in teaching** as a way to give back

## Negative Themes

- Challenges with ensuring **all staff aware of upcoming students**
- Challenges with evaluation of the rotation (as a whole, of the student, and of the preceptor) due to **lack of post-rotation survey**
- Not enough appropriate **physical space** to work with students
- Only some providers precept so they are in high demand, and **division of labor may be unbalanced**
- **Too many students on too many days** – negatively affects patient care

# PRECEPTOR SUPPORT – GEOGRAPHIC TRAINING STRATEGY

- Annual Education Plan Reviewed by Leadership
- Sharing the Teaching Burden across Sites
  - Minimizing Flagstaff Commitments
  - Enhancing opportunities in satellite clinics
  - Engaging satellite preceptors in other ways (AHEC Scholars Mentor)

### January

- Determine how many rotations needed in OB, FM, Peds for medical students and residents
- Present strategic plan to high level management

### February

- Mock up FM, Peds, OB schedule for residents and students and present to clinic leads/managers

### April/May

- Finalize student & resident schedules
- Send to clinic leads/managers
- UACOMP LIC schedule

### July

- Confirm ATSU mentors for 2nd year students (4 hrs/week for 16 weeks)
- Work with NAU RN and PT programs for fall semester one day shadowing experiences

### December

- Work with NAU RN and PT programs for spring semester one day shadowing experiences

### August

- Meet with 8 RHPP ABOR programs on their needs and our ability to assist.
- MD, PA, PT, NP, Pharm
- Contact preceptors individually w/requests

	Pediatrics								
	AY 23-24 actual (plan)				AY 24-25 planned				Change Y-O-Y
	Flag	Winslow	LHC	TOTAL	Flag	Winslow	LHC	TOTAL	
ATSU MS3	3 (3)	3 (3)	0 (2)	6 (8)	3	2	1	6	-2
ATSU MS4	0 (0)	0 (0)		0 (0)	2*	1*		3	+3
FM PGY1	4 (4)			4 (4)	4			4	0
FM PGY2	8 (8)			8 (8)	8			8	0
FM PGY3	0 (0)			0 (0)	0			0	0
LIC	1 (1)			1 (1)	0			0	0
UACOM		1 (1)		1 (1)		3		3	+2
<b>Total</b>	<b>16 (16)</b>	<b>4 (4)</b>	<b>0 (2)</b>	<b>20 (22)</b>	<b>18</b>	<b>6</b>	<b>1</b>	<b>26</b>	<b>+3*</b>

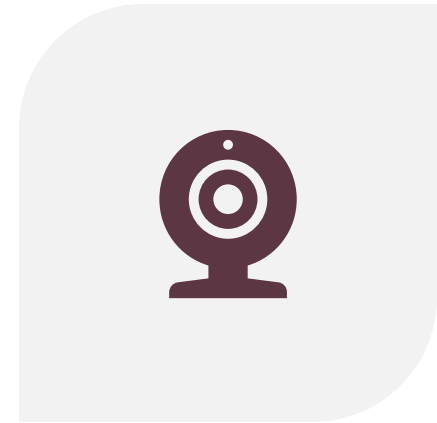
# PRECEPTOR DEVELOPMENT



PRECEPTOR TOOLKIT



ACCESS TO JOURNAL  
ARTICLES



LIVE & RECORDED  
TRAINING

# Preceptor Toolkit

## Learner Overview by Discipline

### 4th year Dental Students (ATSU)

Students come with sound knowledge of dentistry and varying clinical experience. Students go by "student doctor \_\_\_\_" or "intern doctor \_\_\_\_".

#### Expectations for 4th year students

- Complete limited exam on their own and report on findings
- Basic restorative and surgical procedures
- Proficiency in notes



### Student Chart Documentation Guide

- Students huddle with preceptor/resident at the beginning of the clinic session to determine which patients are appropriate to see and provide the documentation in the electronic health record.
- Once the patient arrives or is virtually roomed, the MA generates an encounter and note. This note can be opened by the student to document in directly.
- The student conducts the visit and staffs the patient with the preceptor/resident.
- The clinician repeats the history and physical.
- The student will document the agreed upon assessment and plan.
- Once the note is completed, the student must add at the end of the note in the Comments section:
  - "Documentation has been prepared at the direction of and in conjunction with signed Clinician. Signed [MED STUDENT NAME], MS3"



North Country HealthCare is a **Teaching Health Center**, and education moves our mission. We build, train, and strengthen the health workforce every day, in every corner of our organization, to secure a healthy future for rural and underserved communities.

#### WHAT IS A TEACHING HEALTH CENTER?



Teaching Health Centers (THCs) are community-based primary care training sites like community health centers committed to preparing health care professionals to serve the needs of the community, particularly low-income, rural and underserved populations.

#### WHY ARE WE A TEACHING HEALTH CENTER?

Being a Teaching Health Center brings many benefits to our communities. There is a severe shortage of primary care providers in northern Arizona. When we train students, we help to know the unique needs of our region are met through practice. It's also a recruitment mechanism – each year, students and staff who completed a portion of their training at our center are more likely to return to our community.

#### HOW DO WE DO IT?

Through our education arm, the Colorado Plateau Center for Health Professions leads a wide range of educational programs at every step of the health career journey. These programs are integrated throughout the organization. For more information, visit our website at [www.colorado-plateau.edu](http://www.colorado-plateau.edu).



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#### Contact List for Preceptors

ROLE	NAME	EMAIL
<b>Clinical Training Coordinator</b>		
<ul style="list-style-type: none"> <li>Main point of contact for NCHC Preceptors</li> <li>Leads student scheduling and onboarding</li> <li>Compiles teaching incentive information</li> </ul>	Alicia Tosie	<a href="mailto:atosie@nchcaaz.org">atosie@nchcaaz.org</a>
<b>Health Professions Program Manager</b>		
<ul style="list-style-type: none"> <li>Oversees Clinical Training Coordinator and annual training strategy for NCHC</li> </ul>	Courtney Madsen	<a href="mailto:cmadsen@nchcaaz.org">cmadsen@nchcaaz.org</a>
<b>Family Medicine Residency Program Coordinator</b>		
<ul style="list-style-type: none"> <li>Leads scheduling and onboarding of FM resident clinical experiences</li> </ul>	Beth Baillargeon	<a href="mailto:bbailargeon@nchcaaz.org">bbailargeon@nchcaaz.org</a>
<b>Family Medicine Residency Program Director</b>		
<ul style="list-style-type: none"> <li>Oversees all FM resident clinical experiences</li> <li>Main point of contact for FM resident issues</li> </ul>	Sarah Coles, MD	<a href="mailto:scoles@nchcaaz.org">scoles@nchcaaz.org</a>
<b>ATSU Coordinator to medical students</b>	Maria Smith	<a href="mailto:mmith@nchcaaz.org">mmith@nchcaaz.org</a>
<b>ATSU clinical experiences J med student</b>	Chad Taylor, DO B. Reeser, MD 2nd year students	<a href="mailto:chadtaylor@nchcaaz.org">chadtaylor@nchcaaz.org</a> <a href="mailto:benjaminreeser@nchcaaz.org">benjaminreeser@nchcaaz.org</a>
<b>Family Medicine Residency Program</b>	Kurt Mueller, MD	<a href="mailto:kmuller@nchcaaz.org">kmuller@nchcaaz.org</a>
<b>Family Medicine Residency Program clinical experiences family resident</b>	Kimberly Chen	<a href="mailto:kchen@nchcaaz.org">kchen@nchcaaz.org</a>
<b>Family Medicine Residency Program student clinical</b>	Bruce Wilcox	<a href="mailto:bwilcox@nchcaaz.org">bwilcox@nchcaaz.org</a>
<b>Family Medicine Residency Program medical education</b>	Marica Martinic	<a href="mailto:mmartinic@nchcaaz.org">mmartinic@nchcaaz.org</a>

## Preceptor Best Practices

### Getting Started

- Take a moment to recognize and welcome learners and clarify how you'd like to have them involved. Ask learners what they'd like to see and do during their time with you.

- Use the One Minute Preceptor® model:

- Get a commitment:** "What do you think is going on with the patient?"
- Probe for Evidence:** "What led you to this conclusion?"
- Teach General Rules:** Give evidence-based principles and information.
- Reinforce What was Right:** Give specific examples of good work and what effect it had.
- Correct Mistakes:** Give specific examples of errors and how that might change future behavior.

\*Laminated One Minute Preceptor cards can be obtained from the education department.

### Integrating Learners into Your Day

- Consider having your learner present in front of the patient. This minimizes a patient's wait time, omissions, and need to repeat information.
- Focus on 1-2 patients to discuss teaching points in depth rather than every patient.
- Have learners write visit notes. Offer feedback on their organization, thoroughness, and problem-solving logic. Include the note as part of your final documentation (see chart documentation procedure).



- Consider having learners identify and look up basic pathophysiology or

# Access to Journal Articles

## Access to Journal Articles

*Expedite your research using our curated list of public databases, including database descriptions, search tips, and a form for requesting full texts of journal articles.*

### Instructions

#### Choose your database

Click on the database links below or to the right side of this page to access their contents.

- The [Cochrane Library](#) is a collection of databases that contain high-quality, independent evidence to inform healthcare decision-making.
- [CORE](#) is the world's largest open access research aggregator. This means it works as a search engine for open access research published by organizations from around the world, all of which is available for free.
- [Google Scholar](#) is a search engine that allows users to search for academic resources and scholarly literature such as abstracts, full-text articles, theses, books, and more from across

#### Full Text Access Request Form

If you are unable to locate a full text article through the public databases linked below, you may complete this form to request a full text article be retrieved for you by a faculty member.

 [Full Text Access Request Form](#)



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## PRECEPTOR APPRECIATION

- Add Points of Contact throughout the Year
  - Annual Appreciation Breakfast
  - Preceptor of the Year Awards
  - Branded Items
  - Clinic Visits
- Thank You Cards
  - Directly from Students
  - From the Education Team



# LESSONS LEARNED



Space Issues



Hospital Training Partner Engagement



Everything Takes Money & Time



Dissolving Residency Planning Committee



Juggling Our Many Hats



HOW CAN YOU  
GET STARTED?

## INSTITUTIONAL RESOURCES

- Teaching incentives
- CME Accreditation
- Time (admin for teaching)
- Interprofessional Teams
- Executive Champion
- Medical School & other institutional Partnerships





# QUESTIONS?

[WWW.CPCHP.ORG](http://WWW.CPCHP.ORG)

[MMARTINIC@NCHCAZ.ORG](mailto:MMARTINIC@NCHCAZ.ORG)