

Evaluation of a Learning Collaborative to Implement Postgraduate Nurse Practitioner Residency Programs in Health Centers

weitzman institute

is the national research, education, and policy arm of the

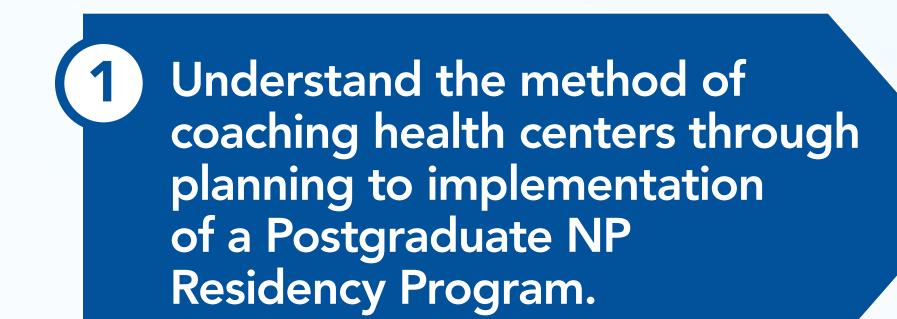


Authors: **Kerry Bamrick**, MBA, Executive Director of the Consortium for Advanced Practice Providers; **Charise Corsino**, MA, CHCI Postgraduate Nurse Practitioner Residency Program Director; **Meaghan Angers**, Project Manager, CHCI NTTAP; **Bianca Flowers**, MPH, Project Manager, CHCI NTTAP | Weitzman Institute, Moses/Weitzman Health Center, Middletown, CT

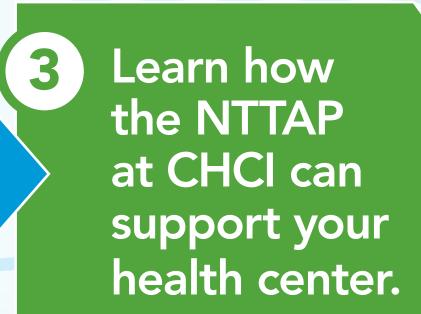
Abstract Summary

Since 2016, Community Health Center, Inc.'s (CHCI's) National Training and Technical Assistance Partners (NTTAP) has offered a learning collaborative to move participating health centers from planning to implementation of Postgraduate Nurse Practitioner (NP) Residency Programs. This learning collaborative provides health center teams with a roadmap and coaching on how to implement the formal training program, including program drivers, program structure, recruiting, and evaluation. This poster shares the health center experience and outcomes from this training and technical assistance opportunity.

Learning Objectives

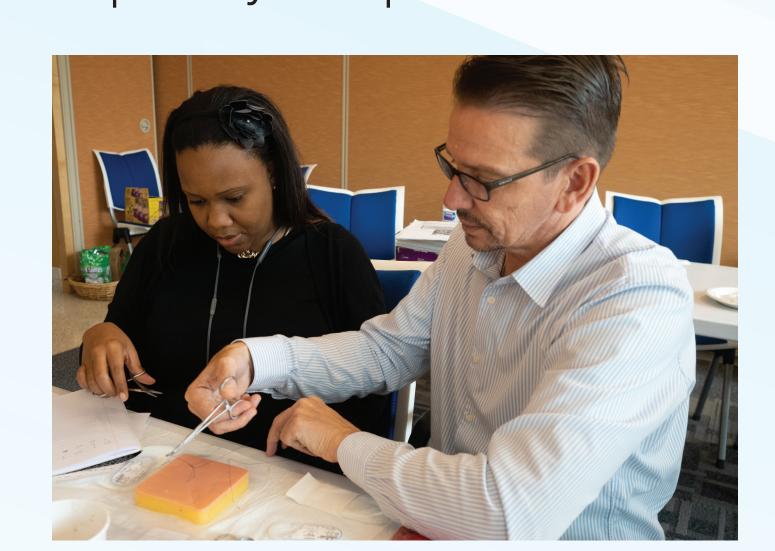


Gain insight into the principal observations and qualitative impact of participating in a learning collaborative.

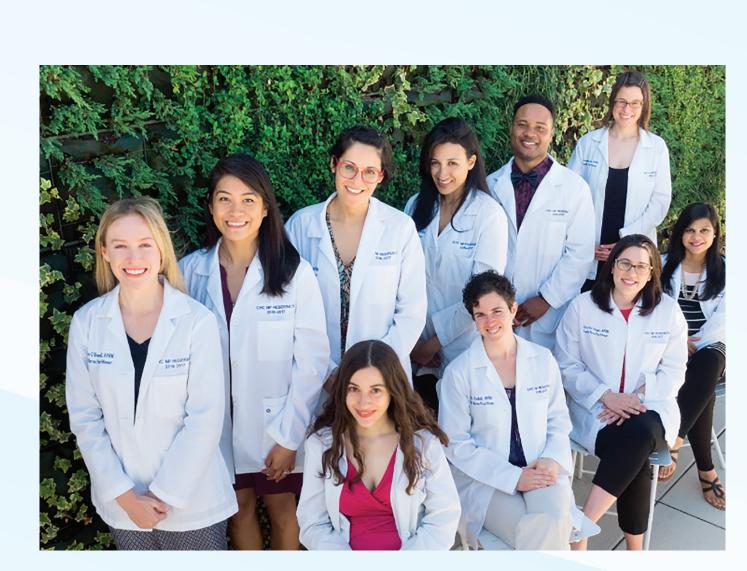


Needs Assessment

Implementing Postgraduate Nurse Practitioner (NP) Residency and Fellowship Programs in United States' health centers provides an opportunity to train new NPs to a high performance model of care. Nationally, across all physician specialities in the U.S., there is a projected shortage of 81,180 full-time equivalent (FTE) physicians. However, workforce projections through 2035 demonstrate an excess of nurse practitioners (NP) and physician assistants (PA), which will mitigate the shortage, but only if these health professionals are fully prepared for practice in the challenging setting of health centers. New graduates often lack training in settings that welcome vulnerable populations, and therefore are often overwhelmed by the complexity of the patients that health centers serve. Investing in formal training programs presents the opportunity to support new graduates with confidence and competence at a high-level of performance, not just to fill a job vacancy. There is also a demonstrated sustained impact of postgraduate NP residency training programs on alumni practice and careers. A recent study of CHCI alumni demonstrates that 57% of participating alumni (n=65) are still practicing as primary care providers in health centers².







In 2007, CHCl founded the country's first formal residency training program for family NPs. CHCl's formal training program has grown to include tracks for psychiatric mental health NPs, adult gerontology NPs, and pediatric NPs. In 2015, CHCl was funded by the Health Resources and Services Administration (HRSA) as the organization responsible for NTTAP on Clinical Workforce Development. Under this funding, CHCl developed training and technical assistance to support health centers in their journey to build Postgraduate NP Residency and Fellowship Programs, including dozens of national webinars and activity sessions, a book, and a learning collaborative with intensive coaching support.

This learning collaborative opportunity is designed to efficiently move participating health centers from planning to implementation. Postgraduate NP Residency Programs require dedicated staff members to build the program, including program drivers, program structure, and didactic curriculum. It also requires buy-in from stakeholders (e.g., leadership team, board of directors, key organizational departments) as it involves extensive resources with a strong return on investment.

Method and Objectives of Learning Collaborative

Method of Coaching Health Centers Through Planning to Implementation of a Postgraduate NP Residency Program

- Learning Collaborative Structure:
 - Monthly learning session for 6-months
 - Bi-weekly coaching calls with experts in the field
 - Course syllabus
 - Online learning network
 - Ongoing support post-learning collaborative

Postgraduate NP Residency Learning Collaborative—Learning Session Overview Program Drivers Developing a Mission/Vision Statement for the Program Resource Assessment Support from Leadership/Board of Directors: How to Present the Case for a Postgraduate Residency Program Program Structure Key Program Staff and Responsibilities Value of Academic Clinical Partnerships Preceptors, Mentors, and Faculty: Roles and Responsibilities

LearningSession 3MarkCont

Marketing and RecruitmentContracts/Agreements

- Applications, Interviews, and Selecting Candidates
 Finances, Sustainability, and Return on Investment
- Learning
 Session 4
 Introduction to Accreditation by the Consortium
 Program Policies and Procedures
 - Curriculum Development Part 1:
 - Core Components of Curriculum and Program Structure
- Learning
 Session 5
- Curriculum Development Part 2: Learning Objectives and Learner Outcomes
 Evaluation of the Postgraduate Residency Program and
- Resident LearnerOrientationGraduation
- Learning Session 6
- Health Center Team Showcases

Objectives of Postgraduate NP and Fellowship Residency Programs Learning Collaborative

Prepare for program accreditation.

Evaluate postgraduate resident learner outcomes and the impact of the postgraduate residency program.

Develop the structure and curriculum for a postgraduate residency program.

Identify the operational and administrative activities that support a postgraduate residency program.

Identify the clinical and financial resources required to support a postgraduate residency program.

Build the case for starting a postgraduate residency program in their organizations.

Principal Observations

Since 2016:



- **Barriers for implementation** as identified by health centers—buy-in from stakeholders, including:
- Competing priorities
- Financial resources
- Staff to support residents (e.g., preceptors, administrative support)
- In the last project period (2020–2023), evaluation scores for learning sessions were on average:
 - **3.55**/5.00 for **behavior change**
 - **3.81**/5.00 for **confidence**
 - **4.14**/5.00 for **satisfaction**
- In the post-collaborative evaluation from **cohorts 2021–2022 and 2022–2023**, the learning collaborative **overall was rated a 3.74**/4.00 (n=38).
- By the end of the collaborative, participants identified their confidence:
 - **2.92**/3.00 (n=38) to **build the case for implementing** a Postgraduate NP Residency Program;
 - 2.92/3.00 (n=38) for developing the structure and curriculum; and
 - **2.68**/3.00 (n=38) for **program accreditation**.

Overall Value and Impact

- The most effective participating organizations are those who plan to launch within one year of participating as they are able to apply knowledge and completed deliverables in real-time.
- Organizations that do not plan to launch within one year of participation are able to use the resources provided to prepare for the time, commitment, leadership support, and funding needed to begin a postgraduate NP residency program.
- Participating in the learning collaborative allows organizations to consider workforce clinical pathways and the infrastructure needed to host all types of health professions student training programs across all disciplines and educational levels. From there, organizations may choose to participate in a Health Professions Student Training Learning Collaborative offered by CHCI to strengthen and develop standardized policies and procedures for training the next generation.

Citations

- 1. Retrieved from https://tinyurl.com/BHW-PhysicianProjections
- 2. Hart AM, Seagriff N, Flinter M. "Sustained Impact of a Postgraduate Residency Training Program on Nurse Practitioners' Careers." Journal of Primary Care & Community Health. 2022;13. doi:10.1177/21501319221136938

For More Information

Questions? Please contact our team at nca@chc1.com!

Interested in joining the learning collaborative?
Reach out to Meaghan Angers at angersm@mwhs1.com

Moses/Weitzman Health System | Weitzman Institute www.weitzmaninstitute.org; www.chc1.com/nca