Legislative Commission on Primary Care Workforce Issues

April 25, 2019 2:00-4:00pm at the NH Hospital Association –Conference Room 1, 125 Airport Road, Concord

Call in information:

(267) 930-4000
Participant Code: 564-395-475

Agenda

2:00 - 2:10 Welcome and Introductions – Laurie Harding – Chair, NH Commission on Primary Care Workforce Issues

2:10 – 3:00 Endowment for Health Funding Conversation - Yvonne Goldsberry, PhD

3:00 – 3:45 Rivier University Project REEP (Registered Nurse Enhanced Education for Primary Care) - Emily Sheff, MS, RN, FNP-BC

3:45 - 4:00 Legislative Update

Next meeting: Thursday May 23, 2:00-4:00pm
TO: Members of the Commission and Guests

FROM: Danielle Weiss

MEETING DATE: April 25, 2019

Members of the Commission:
Laurie Harding – Chair
Alisa Druzba, Administrator, Rural Health and Primary Care Section – Vice-Chair
Rep. Polly Campion, NH House of Representatives
Stephanie Pagliuca, Director, Bi-State Primary Care Association
Mike Auerbach, New Hampshire Dental Society
Mary Bidgood-Wilson, ARNP, NH Nurse Practitioner Association
Kristina Fjeld-Sparks, Deputy Director, NH AHEC
Jeanne Ryer, NH Citizens Health Initiative
Trinidad Tellez, M.D., Office of Minority Health & Refugee Affairs
Scott Shipman, MD, Director, Primary Care Affairs and Workforce Analysis, AAMC
Bill Gunn, NH Mental Health Coalition
Diane Castrucci, NH Alcohol & Drug Abuse Counselors Association

Guests:
Leslie Melby, NH Medicaid
Paula Smith, SNH AHEC
Anne Marie Mercuri, QI Nurse – Maternal and Child Health Section, DPHS
Thomas Wold, Portsmouth Regional Hospital
Barbara Mahar, New London Hospital
Sue Fulton, Endowment for Health
Yvonne Goldsberry, Endowment for Health

Meeting Discussion:

2:00 - 2:10 Welcome and Introductions – Laurie Harding – Chair, NH Commission on Primary Care Workforce Issues

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3:00 – 3:45 Rivier University Project REEP (Registered Nurse Enhanced Education for Primary Care) - Emily Sheff, MS, RN, FNP-BC

Refer to presentation “Project REEP.”
Legislative Update

Next meeting: Thursday May 23, 2:00-4:00pm
PROJECT REEP

Successes and Challenges in Year 1

April 25th, 2019
Project REEP (Registered Nurse Enhanced Education for Primary Care) Objectives

- Objective 1: Revise Rivier curriculum and implement new curriculum with juniors in the nursing program
- Objective 2: Enhance community health training for Rivier faculty
- Objective 3: Create the Rivier Preceptor Fellowship Program
- Objective 4: Create longitudinal clinical rotations and place Rivier BSN juniors in community-based, longitudinal clinical experiences each spring of the cooperative agreement.
- Objective 5: Engage practice partners in a community advisory board
Objective 1: Revise Rivier curriculum and implement new curriculum with juniors in the nursing program

- NSG406: Family and Community Health Nursing
- NSG302: Policy, Politics and the Nursing Profession
- NSG201: Mental Health Nursing
- NSG350: Community and Mental Health
Poverty Simulation

1= Strongly reflects what I know, 3=Does not reflect what I know, 4=Don’t know

Series1  Series2
Student Work Experience

Work Experience with MUCs

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<th>Category</th>
<th>None</th>
<th>Some</th>
<th>Considerable</th>
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</thead>
<tbody>
<tr>
<td>Elderly/Genetic (n=61)</td>
<td>2%</td>
<td>37%</td>
<td>61%</td>
</tr>
<tr>
<td>Different Cultures (n=60)</td>
<td>7%</td>
<td>75%</td>
<td>18%</td>
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<tr>
<td>Limited English (n=59)</td>
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<td>66%</td>
<td>14%</td>
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<td>Mental Disorders (n=59)</td>
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<td>71%</td>
<td>12%</td>
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<tr>
<td>Co-occurring Disorders (n=61)</td>
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<td>57%</td>
<td>20%</td>
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<td>Alcohol Use/Abuse (n=61)</td>
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<tr>
<td>Drug Use/Abuse (n=60)</td>
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<td>12%</td>
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<td>Poverty/Low Income (n=60)</td>
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<td>48%</td>
<td>1%</td>
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<td>52%</td>
<td>8%</td>
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<tr>
<td>Veterans and Military (n=58)</td>
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<td>47%</td>
<td>10%</td>
</tr>
<tr>
<td>Rural (n=58)</td>
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<td>47%</td>
<td>6%</td>
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<tr>
<td>Immigrant (n=58)</td>
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<td>45%</td>
<td>5%</td>
</tr>
<tr>
<td>Food Insecurity (n=59)</td>
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<td>36%</td>
<td>7%</td>
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<tr>
<td>Migrant Farmworkers (n=58)</td>
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<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>Refugee (n=57)</td>
<td>81%</td>
<td>18%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Knowledge and Attitude Scales

Sources:
Self-Efficacy

**Clinical Nursing Skills**

- Apply safety principles to prevent injury to patients, self, other healthcare workers and the public: 20% Not at all confident, 32% Somewhat confident, 29% Confident, 39% Very confident
- Take action in potentially abusive situations to protect self, patients, and colleagues from injury: 66% Not at all confident, 30% Somewhat confident, 3% Confident, 1% Very confident
- Apply the Code of Ethics to address ethical dilemmas: 61% Not at all confident, 47% Somewhat confident, 10% Confident, 2% Very confident
- Report a near miss in care: 41% Not at all confident, 47% Somewhat confident, 10% Confident, 2% Very confident
- Complete your assessments in a timely manner following agency protocol: 43% Not at all confident, 43% Somewhat confident, 8% Confident, 2% Very confident
- Manage multiple nursing interventions and seek appropriate consultation when needed: 49% Not at all confident, 44% Somewhat confident, 7% Confident, 1% Very confident
- Use the appropriate assessment tools and techniques for each body system: 52% Not at all confident, 48% Somewhat confident, 6% Confident, 4% Very confident

# Community Health Training

- **Objective 2:** Enhance community health training for Rivier faculty

<table>
<thead>
<tr>
<th>Training Topic</th>
<th>Learning Objectives</th>
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</table>
| Community Management of Chronic Disease       | 1. Describe self-management programs and their value in the community  
2. Identify strategies to engage patients in managing their chronic disease (Include CHW, CDSMP and other evidence based programs- DPP, PTC, Tai chi, Matter of Balance, Better Breathing, etc.)  
3. Discuss nursing’s role in chronic disease management (care coordination etc.)                                                                    |
| Antibiotic Stewardship in the Community      | 1. Overview of antibiotic stewardship  
2. Discuss the 4 Core elements of outpatient antibiotic stewardship (Leadership Commitment, Action, tracking and reporting, education/expertise for clinicians and patients)  
3. Describe resources to address 4 Core Measures                                                                                                         |
| Team based care and quality                  | 1. Describe the tenets of team-based care.  
2. Distinguish between quality improvement and quality assurance  
3. Discuss how team based care can be applied to quality initiatives in the community setting.                                                            |
| Chronic Care Model                           | 1. Discuss the chronic care model  
2. Identify a range of chronic care management activities  
3. Describe the value of the chronic care model from a patient’s perspective.                                                                             |
| Framework for Quality Improvement            | 1. Discuss role of quality in healthcare (definitions, history)  
2. Describe different approaches to quality (PSCA, LEAN, etc.)  
3. Use theories and models as part to support your quality improvement efforts.                                                                                |
| Equity                                        | 1. Discuss demographics of NH  
2. Distinguish between Equity and Equality  
3. Discuss strategies for using an equity lens                                                                                                               |
| SBIRT/Narcan Training                         | 1. Describe history of opioids  
2. Explain substance misuse challenges in NH.  
3. Discuss the three major components of SBIRT  
4. Describe why using SBIRT is important.  
5. Outline the internal workflow to screen patients in primary care. - use of NARCAN                                                                          |
| Achieving Adolescent Wellness through Preventive Care | 1. Increase knowledge on the importance of annual wellness visits for adolescents.  
2. Increase awareness of risk factors prominent in the adolescent population.  
3. Incorporate communication skills learned to encourage adolescents to attend annual wellness visits.                                                      |
### Objective 3: Create the Rivier Preceptor Fellowship Program

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| Integrating the Learner in the Busy Practice | 1. Identify five steps in integrating learners into the office  
2. Share time-saving and efficiency-enhancing hints from other preceptors for each of these steps  
3. Help you identify and encourage you to share your own helpful hints |
| Effective Preceptor                   | 1. Review the characteristics of the effective clinician.  
2. Apply the qualities that characterize effective clinical care in defining the characteristics of the effective preceptor.  
3. List and discuss characteristics of the effective preceptor as indicated by research.  
4. Explain the concept of becoming a connoisseur of excellent teaching. |
| Setting Expectations                  | 1. Go through the process of setting expectations with a learner.  
2. Share specific tasks in this process with others in your office.  
3. Identify your own expectations of a learner on a given rotation |
| Difficult Learning Situation, Prevention | 1. Help you to develop skill in the early detection of potential problems.  
2. Review a strategy for the prevention of problem interactions.  
3. Encourage you to incorporate prevention skills and techniques into your teaching routine. |
| Difficult Learning Situation, Management | 1. Demonstrate skill in the early detection of potential problems.  
2. Describe an organized approach to the assessment and initial management of challenging teacher/learner interactions.  
3. Be able to apply that model approach in the management of difficult learning situations. |
| Feedback                              | 1. Review the defining characteristics of feedback  
2. Identify barriers that prevent preceptors from giving more feedback.  
3. Outline an approach to giving effective feedback.  
4. Explore how feedback can be incorporated into the busy office setting. |
| Evaluation                            | 1. Review characteristics of evaluation and discuss why it is important.  
2. Discuss pitfalls in the evaluation process.  
3. Outline a practical system for effective evaluation. |
| Teaching Styles, Learning Styles      | 1. Use a teaching style questionnaire to assess your teaching style preferences.  
2. Discuss the principles of adult learning  
3. Review how different styles promote assessment and teaching of knowledge, attitudes and skills.  
4. Develop a strategy for using a learning style questionnaire in your teaching. |
| 1-Minute Preceptor                    | 1. List the Steps of the One-Minute Preceptor model of clinical teaching.  
2. Explain how each step fosters effective and efficient teaching.  
3. Demonstrate understanding of the One-Minute Preceptor on a sample student presentation.  
4. Integrate the One-Minute Preceptor model into your clinical teaching. |
Objective 4: Create longitudinal clinical rotations and place Rivier BSN juniors in community-based, longitudinal clinical experiences each spring of the cooperative agreement.
Mid-semester Check in

- Student feedback (n=41)
  - Mental Health Awareness
  - Hospice and home health care
  - Communication
  - Poverty and homelessness
  - Resources and programs

“I learned from this clinical experience that residents who live in a community with limited resources are more at risk for developing a health condition.”

“One thing I learned from this clinical experience is community health nursing and nursing practice within a home or community setting gives you the chance to provide holistic care to a patient. When in the home, you are able to assess their everyday needs rather than their acute needs that you would assess in the hospital setting.”
HRSA Evaluation Questions

Successes and Challenges

- Poverty Simulation
- Academic-Clinical Partners
- Clinical Placement Availability
- Preceptor Fellowship
- Student Feedback
  - *Increase patient interaction opportunities*
  - *Improve course organization*
  - *Increase exposure to different types of patients*
  - *Decrease repetitive assignments*
  - *Increase focus on mental health*
YEAR 2
Planning Ahead
Academic-Clinical Partnerships

- Class size increasing
- Availability of clinical partners
- Ways to ease burden on clinical partners

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THANK YOU!

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