



# A Roadmap to Expanding Health Professions Education and Training Programming in Indiana Health Centers

Prepared for the Indiana Primary Health Care Association

Prepared by the Bowen Center for Health Workforce Research and Policy // October, 2021

Created by the Bowen Center for Health Workforce Research & Policy in partnership with the Indiana Primary Health Care Association.

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# EXECUTIVE SUMMARY

The health care workforce is the foundation of the health care delivery system. Having sufficient workforce capacity to serve underserved communities or populations is critical. Health centers are essential service points for health care in medically underserved areas. Although many populations and communities are dependent on health center services, health centers nationally have experienced challenges with workforce recruitment and retention. In a recent report, it was identified that 95% of all community health centers reporting at least one clinical vacancy, and 69% are recruiting for a family physician.<sup>1</sup>

In response to workforce challenges and in alignment with organizational missions to serve their community and train the next generation of the health workforce, many health centers engage in **Health Professional Education and Training (HPET)** as a means of enhancing the training and skills of health professions students while also supporting workforce recruitment and retention efforts. As a part of HPET engagement, many health centers serve as training sites for health professions students of all types, with a particular emphasis on occupations that are in high-demand. High-demand occupations consist of wide range of specialties and offer unique services pertinent to serving underserved communities.

For many health centers, HPET engagement provides strategic advantages. Health centers serving as training sites can share health center culture and mission with health professional students eager to explore future career opportunities. Many students may choose to become employed at their training site after completing their academic program. Additionally, health centers who provide health education training may also have access to federal funding that can be used to support preceptors, students, and other staff who contribute to learner training. Financial support may also be available for health centers not currently involved in HPET but considering developing a program. There are also a number of resources available both nationally and within the state to support HPET program development or active programs, including the Indiana Area Health Education Center (AHEC) services, Indiana WorkOne Centers, and the Indiana Primary Health Care Association (IPHCA). Further details regarding how these organizations may provide support can be found throughout the roadmap.

The purpose of this project is to understand the landscape of health professions demand and HPET programming in Indiana, and support Indiana health centers as they consider HPET programming opportunities. The document provides support for health centers seeking to answer the following questions:

- What data are available to support health centers' prioritization of health profession for HPET development or expansion?
- What strategies or financial resources might be available to support a business case for HPET involvement?
- How have other health centers implemented HPET programming?
- How could relationships be established with students or academic institutions?
- How can health center staff be engaged in HPET and supported throughout the process?
- How can health center-based HPET be evaluated?

Health centers are committed to serving their communities and ensuring they have the workforce to do so. HPET program engagement has proven to be a strategic and valuable asset to health centers that are looking to expand their health workforce and fill gaps among high-demand health professions. Leveraging available resources to support HPET program development or expansion may reduce cost or administrative burden associated with HPET engagement. This roadmap document provides health centers with relevant and actionable information on health workforce demand, health center-based HPET models, and available administrative and financial resources. The strategies presented within the roadmap may be helpful for health centers at any stage of HPET program involvement to create HPET programming goals, develop a workplan, or implement or expand current programming.

<sup>1</sup> Staffing the Safety Net: Building the Primary Care Workforce at America's Health Centers. 2016. [http://nachc.org/wp-content/uploads/2015/10/NACHC\\_Workforce\\_Report\\_2016.pdf](http://nachc.org/wp-content/uploads/2015/10/NACHC_Workforce_Report_2016.pdf)

# BACKGROUND

Health centers across the United States are involved in HPET programming. Health center HPET programming can take many forms, from providing training and development opportunities to existing staff to administering or partnering in the training of pre-professional students. Pre-professional training initiatives provide health centers with an opportunity to contribute to preparing the future health care workforce with the skills that are needed for practice, as well as enhancing students understanding of serving underserved populations and communities. In some cases, pre-professional HPET programming also serves as a pipeline for staff recruitment for health centers.

## FEDERAL INITIATIVE TO SUPPORT EXPANSION OF HPET IN HEALTH CENTERS

There is a national movement towards expansion of HPET programming in health centers. The Health Resources & Services Administration has initiated a multi-year project with State and Regional Primary Care Associations to support expanded workforce training for health centers.<sup>2</sup>

- Year 1 (7/1/2020-6/30/2021): The first year of the project was dedicated to the development and administration of the readiness to Train Assessment Tool (RTAT).<sup>3</sup> The primary focus of this tool is assessing a health center's readiness to engage in HPET programming through a number of lenses (financial resources, staff support, perceived advantage of engagement, implementation plan, etc.). The RTAT survey was administered by IPHCA to all health centers in Indiana. Results were received by CHC, Inc. and non-identifiable responses are available to states/regions for planning.
- Year 2 (7/1/2021-6/30/2022): Year 2 of the project centers on health centers' development of strategic workforce plans which include advancing HPET programming. As a part of this step, potential barriers to development and implementation of these plans should be identified and addressed.
- Year 3 (7/1/2022-6/30/2023): The final year of the project will be dedicated to implementation of the strategic workforce plans. In order to implement these plans, health centers will need to identify and develop relationships and partnerships with key stakeholders, including academic partners and resources to support and sustain HPET.

## INDIANA HPET INITIATIVES

Pre-professional HPET programming is demonstrated to be a worthwhile initiative for many Indiana health centers, resulting in mission fulfillment, expansion of services or service lines, and a pipeline for staff recruitment. In order to support expansion of pre-professional HPET programming in Indiana health centers, the Indiana Primary Care Association (IPHCA) partnered with the Bowen Center for Health Workforce Research and Policy on the Roadmap for HPET in Indiana Health Centers project (Roadmap Project). This project seeks to support HPET expansion by providing actionable information to inform related planning within Indiana health centers. The project had four aims:

- 1) Review of national trends and seminal resources on HPET programming at health centers;
- 2) Understand the landscape of occupations in demand and current HPET programming at Indiana health centers;
- 3) Identify the landscape of resources and stakeholders available to support HPET programming development and implementation; and,
- 4) Develop a Roadmap to serve as a resource to Indiana health centers as they consider opportunities to develop or expand HPET programming.

## SUMMARY

The timing and development of the Indiana HPET Roadmap document has been strategically aligned with federal initiatives support the expansion of HPET in health centers. This document demonstrates the case for HPET development/expansion through sharing the global need for additional workforce among Indiana health centers, provides health centers with inspiration of successful HPET models occurring in other health centers, and serves as a repository of academic, administrative, and financial resources that may be available to support HPET program development in Indiana health centers. It is intended to be a resource to Indiana health centers for the development of strategic workforce plans.

<sup>2</sup> State and Regional Primary Care Association Cooperative Agreements Workforce Funding. Health Resources & Services Administration. Available at: <https://bphc.hrsa.gov/program-opportunities/pca/workforce-funding-overview>

<sup>3</sup> More information about the RTAT tool is available at: <https://www.chc1.com/rtat/>

# OVERVIEW OF INDIANA HEALTH CENTERS

In alignment with federal initiatives to expand HPET in health centers, the Roadmap Project focused on Indiana health centers that are designated by the Health Resources & Services Administration (HRSA) as a Health Center Program Grantee (Grantee) or Federally Qualified Health Center Look-Alike (FQHC Look-Alike).<sup>4</sup> As of January 1st, 2021, Indiana had 27 Grantees and 10 LA Grantees, many of which operate multiple clinical and administrative sites.<sup>5</sup> Throughout the remainder of the report, Indiana Grantees and FQHC Look-Alikes are collectively referred to as “Indiana Health Centers.”

## ABOUT GRANTEES AND FQHC LOOK-ALIKES

Both Grantee and FQHC Look-Alikes<sup>6</sup> are community-based health center providers that provide comprehensive primary care services in underserved areas. However, Grantees receive federal funding through HRSA Health Center Program to provide care and are eligible for several other benefits that are not extended to FQHC Look-Alikes. While FQHC Look-Alike sites do not receive funding, they follow similar requirements as specified by HRSA. Both organization types are required to provide care on a sliding fee scale based on patients’ ability to pay and operate under a governing board that includes patients.

## ABOUT INDIANA COMMUNITY MENTAL HEALTH CENTERS (CMHCS)

In addition to the federal designation for health centers as Grantees or Look-Alike sites, the State of Indiana has a designation for community mental health centers (CMHCs). CMHCs are organizations designated by the state to provide comprehensive mental health service delivery for a specified geographic service area.<sup>7</sup> There is one CMHC per specified geography. Currently, all specified geographic areas within the state have a designated CMHC. Therefore, the state is not accepting new CMHC applicants.<sup>8</sup> It is important to note that CMHCs may receive dual designation as either an Grantee or FQHC Look-Alike. In fact, Indiana has six Grantees and four FQHC Look-Alikes that are dually designated as CMHCs. As CMHCs, these Indiana health centers are required to provide a suite of mental health services.<sup>9,10</sup> Designation as a CMHC provides access to a separate funding mechanism through the Indiana Medicaid Rehabilitation Option.<sup>11</sup> CMHC designation status may also enable additional access to grant funding through the Substance Abuse and Mental Health Services Administration (SAMHSA).

<sup>4</sup> Note: There is a process in place for designation by the Indiana Department of Health, Division of Chronic Disease, Primary Care, and Rural Health for State Community Health Center status in order to access funds associated with the State Community Health Center Operating Grant. However, state designated community health centers were outside of the scope of this project.

<sup>5</sup> Information obtained from the HRSA Data Downloads page at: [https://data.hrsa.gov/DataDownload/DD\\_Files/Health\\_Center\\_Service\\_Delivery\\_and\\_LookAlike\\_Sites.xlsx](https://data.hrsa.gov/DataDownload/DD_Files/Health_Center_Service_Delivery_and_LookAlike_Sites.xlsx)

<sup>6</sup> Section 1905(I)(2)(B) of the Social Security Act.

<sup>7</sup> Definitions and certification requirements for Indiana CMHCs can be found at 440 Indiana Administrative Code Articles 4-4.1 at <http://iac.iga.in.gov/iac/title440.html>

<sup>8</sup> Information on CMHC designation available at: <https://www.in.gov/fssa/dmha/for-providers/provider-certification-and-licensure/>

<sup>9</sup> This suite of services includes “(1) Inpatient services. (2) Residential services. (3) Partial hospitalization services. (4) Outpatient services. (5) Consultation-education services. (6) Community support program” to the following target populations “(1) Seriously mentally ill. (2) Seriously emotionally disturbed children and adolescents. (3) Alcohol and other drug abusers. (4) Older adults.” per 440 IAC 4-3-1.

<sup>10</sup> Section 1913 (c) of the Public Health Services Act.

<sup>11</sup> More information about the Indiana Medicaid Rehabilitation Option program can be found in the associated provider reference module at: <https://www.in.gov/medicaid/providers/files/medicaid-rehabilitation-option-services.pdf>

## INDIANA HEALTH CENTERS BY DESIGNATION STATUS

	Federal Designation through the Health Resources & Services Administration		State Designation through Indiana Division of Mental Health & Addiction
Health Center Name	Grantee	FQHC Look-Alike	CMHC
219 Health Network, Inc.		✓	
Adult And Child Mental Health Center Inc		✓	✓
Aspire Health Center		✓	✓
Centerstone of Indiana, Inc.		✓	✓
Community HealthNet, Inc	✓		
Echo Community Health Care	✓		
Edgewater Systems for Balanced Living, Inc.		✓	✓
Family Health Center of Clark County, Inc	✓		
Greene County Health, Inc.		✓	
Hamilton Center Inc		✓	
HealthLinc, Inc.	✓		
HealthNet, Inc.	✓		
Heart City Health Center, Inc.	✓		
Indiana Health Centers, Inc.	✓		
Jane Pauley Community Health Center, Inc.	✓		
Knox/Winamac Community Health Centers, Inc		✓	
Lifespring Inc.	✓		✓
Maple City Health Care Center	✓		
Meridian Health Services Corp	✓		✓
Neighborhood Health Center, Inc		✓	
Neighborhood Health Clinics (d.b.a Neighborhood Health) , Inc.	✓		
NorthShore Health Centers, Inc.	✓		
Open Door Health Services, Inc.	✓		
Porter Starke Services Inc. (d.b.a. Marram Health Center) Inc	✓		✓
Purdue University (d.b.a. North Center Nursing Clinics)	✓		
Raphael Health Center	✓		
Riggs Community Health Center, Inc.	✓		
Shalom Health Care Center, Inc	✓		
Southern Indiana Community Health Care Inc	✓		
Southlake Community Mental Health Center, Inc. (d.b.a. Regional Health Systems)	✓		✓
The Health and Hospital Corporation of Marion County (d.b.a. Eskenazi Health Center)	✓		
Tulip Tree Health Services of Gibson County, Inc.	✓		
Valley Professionals Community Health Center, Inc.	✓		
Wabash Valley Health Center, Inc.	✓		
Well Care Community Health, Inc.	✓		
WindRose Health Network, Inc.	✓		

Note: Health Centers that do business under another name are represented by the acronym d.b.a.

## SERVICES PROVIDED DIRECTLY BY INDIANA HEALTH CENTERS

### What are health center service requirements?

The following primary health services are required to be provided by health centers, “either through the staff and supporting resources of the center or through contracts or cooperative arrangements.”

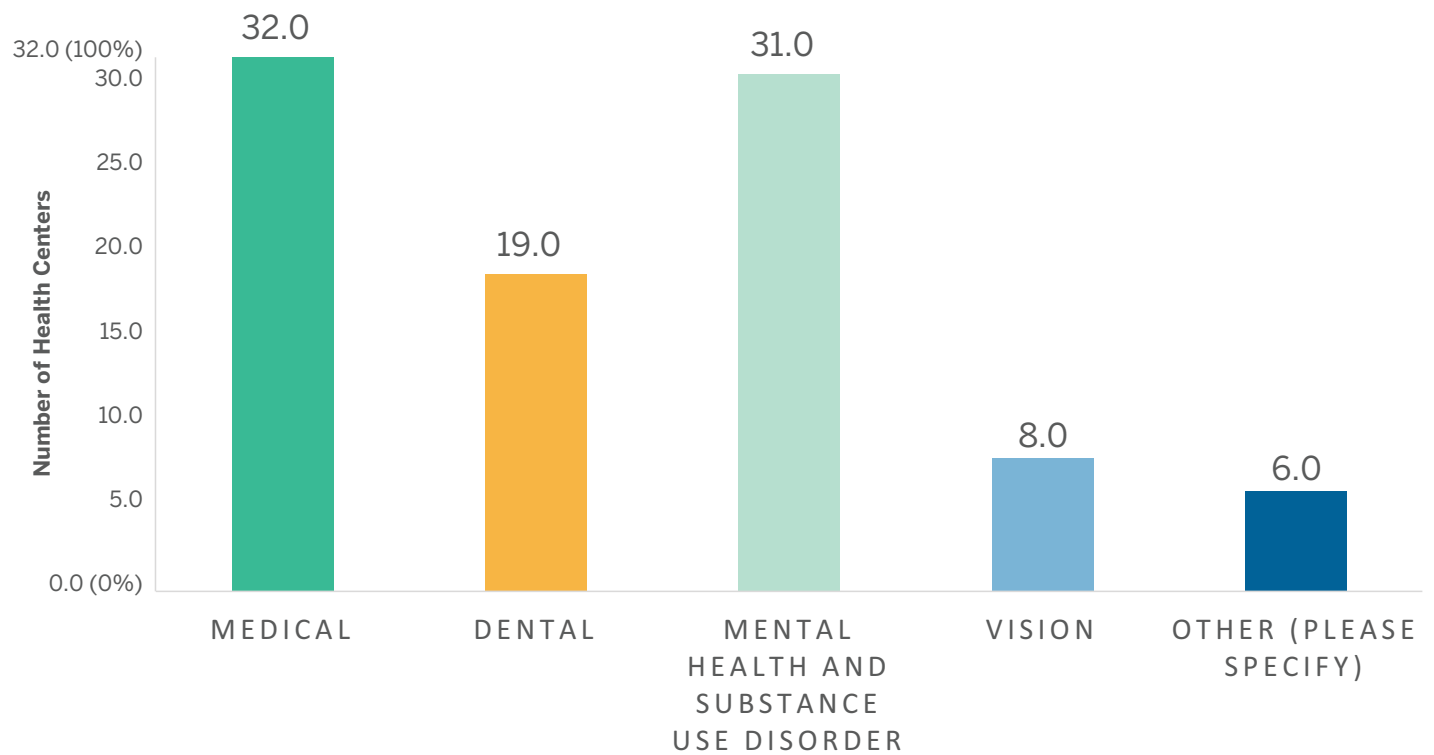
- i. “basic health services which, for purposes of this section, shall consist of—
  - health services related to family medicine, internal medicine, pediatrics, obstetrics, or gynecology that are furnished by physicians and where appropriate, physician assistants, nurse practitioners, and nurse midwives;
  - diagnostic laboratory and radiologic services;
  - preventive health services, including—
    - (aa) prenatal and perinatal services;
    - (bb) appropriate cancer screening;
    - (cc) well-child services;
    - (dd) immunizations against vaccine-preventable diseases;
    - (ee) screenings for elevated blood lead levels, communicable diseases, and cholesterol;
    - (ff) pediatric eye, ear, and dental screenings to determine the need for vision and hearing correction and dental care;
    - (gg) voluntary family planning services; and
    - (hh) preventive dental services;
    - emergency medical services; and
    - pharmaceutical services as may be appropriate for particular centers;
- ii. referrals to providers of medical services (including specialty referral when medically indicated) and other health-related services (including substance use disorder and mental health services);
- iii. patient case management services (including counseling, referral, and follow-up services) and other services designed to assist health center patients in establishing eligibility for and gaining access to Federal, State, and local programs that provide or financially support the provision of medical, social, housing, educational, or other related services;
- iv. services that enable individuals to use the services of the health center (including outreach and transportation services and, if a substantial number of the individuals in the population served by a center are of limited English-speaking ability, the services of appropriate personnel fluent in the language spoken by a predominant number of such individuals); and
- v. education of patients and the general population served by the health center regarding the availability and proper use of health services.”

Reference: Section 330 of the Public Health Service Act. Available at: <https://www.nachc.org/wp-content/uploads/2018/05/Section-330-statute-as-of-March-2018-Clean.pdf>

The types of services provided within a health center likely influence the types of HPET programming that the organization may be engaged in. Although health centers are required to provide comprehensive primary health services, they may do so through direct service delivery within the health center or through contracts or cooperative agreements with external entities or community partners. As a part of the project, a survey was distributed to all 37 Indiana health centers' executive leadership to determine which services are provided directly by the health center. Of the 37 health centers, 32 responded. Results are found in the diagram on the subsequent page.

All 32 (100.0%) health centers reported providing medical care, followed by 31 (96.8%) health centers reporting providing mental health and substance use disorder services. A smaller portion of health centers provide dental (n=19, 59.3%) services and vision services (n=8, 25.0%). “Other services” was an open-text field; respondents reported categories such as chiropractic care, podiatry, etc.

### WHAT SERVICES DOES YOUR HEALTH CENTER PROVIDE DIRECTLY?



Note: Respondents include 32 health centers out of 37 total health centers in Indiana

# AN OVERVIEW OF THE PROJECT

The Roadmap Project was a multi-phase project with various activities accomplished within each phase. An overview of each phase and corresponding activities is presented below. Additional information, including detailed methodology, can be found in the Appendix.

Phase Description	Primary Activities
<b>Phase I:</b> Review of national trends and seminal resources on HPET programming at health centers	<ul style="list-style-type: none"> <li>• Seminal resource review: <a href="#">HRSA State and Regional Primary Care Association Cooperative Agreements Workforce Funding opportunity</a></li> <li>• Additional resource review, including: peer-reviewed literature, white papers, RTAT Survey</li> <li>• HPET Framework creation, reviewed by the National Association of Community Health Centers</li> </ul>
<b>Phase II:</b> Understand the landscape of occupations in demand and current HPET programming at Indiana health centers	<ul style="list-style-type: none"> <li>• Qualtrics survey to obtain health center executive perspective on high-demand health professions, active HPET programming, and identifying point-of-contact for additional information</li> <li>• Key informant interviews with select health centers</li> </ul>
<b>Phase III:</b> Identify the landscape of resources and stakeholders available to support HPET programming development and implementation	<ul style="list-style-type: none"> <li>• Academic program inventory created for all public and independent (i.e. private, nonprofit) institutions with assistance from the Indiana Commission for Higher Education</li> <li>• Key informant interviews with select academic institutions and academic-employer resources</li> </ul>
<b>Phase IV:</b> Roadmap Development	<ul style="list-style-type: none"> <li>• Information from the previous three phases was synthesized within this document</li> </ul>

# PRESENTING A CASE FOR EXPANDED HPET: THE LANDSCAPE OF HEALTH PROFESSIONS DEMAND

## OBTAINING INPUT FROM INDIANA HEALTH CENTERS ON HIGH-DEMAND PROFESSIONS AND CURRENT HPET PROGRAMMING

A survey was distributed to all 37 health centers to obtain the executive leadership perspective on the occupations that are in high-demand within health centers and the types of HPET that their health center is currently involved in. The leadership of 32 of the 37 Indiana health centers provided this information by responding to the following questions:<sup>12</sup>

- Which professions/occupations are in high-demand at your health center? (Question guidance: Which positions are you having trouble filling or recruiting? Which positions have high turnover?)
- For which professions/occupations is your health center engaged in health professions education or training?

Of note, for both questions, respondents were provided a pre-determined list of health occupations that was sourced from the 2020 UDS Appendix F Question 2 health professional list.<sup>13</sup>

<sup>12</sup> Note: Detailed methodology is found in [Appendix A](#). The full survey and response options can be found in [Appendix B](#).  
<sup>13</sup> 2020 UDS Tables. Available at: <https://bphc.hrsa.gov/sites/default/files/bphc/datareporting/pdf/2020UDSTables.pdf>

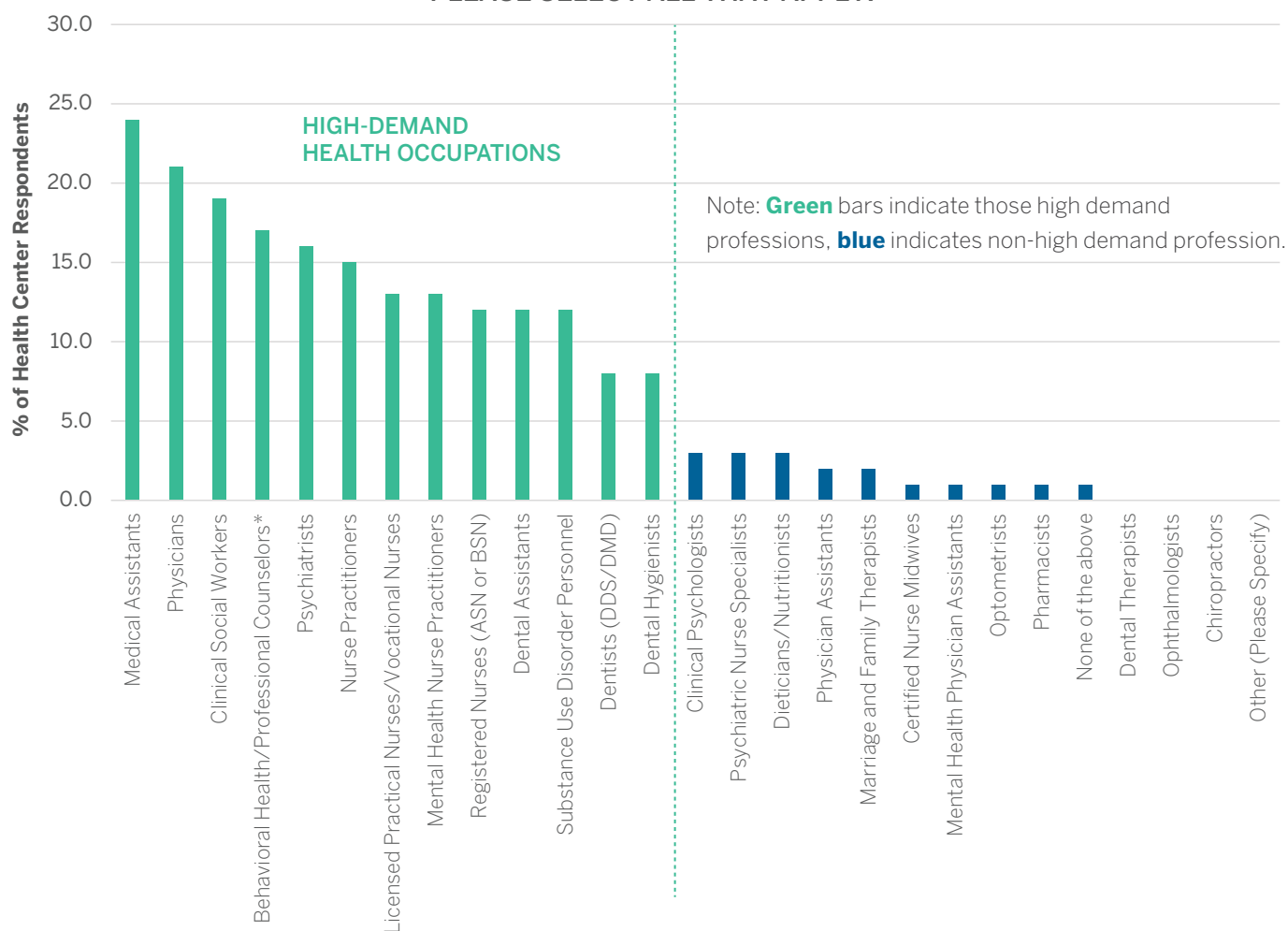


## HIGH-DEMAND HEALTH PROFESSIONS REPORTED BY INDIANA HEALTH CENTERS

Among the health centers executives that reported their top high-demand occupations, more than 25% indicated the following 13: medical assistants, physicians, clinical social workers, behavioral health counselors, psychiatrists, nurse practitioners, licensed practical nurses (LPNs), mental health nurse practitioners, registered nurses (RNs), dental assistants, substance use disorder personnel, dentists, dental hygienists. Medical assistants were the top high-demand health occupation, with 24 health centers reporting that they currently need more medical assistants.

### HIGH-DEMAND HEALTH OCCUPATIONS

WHICH OF THE FOLLOWING PROFESSIONS/OCCUPATIONS ARE IN  
HIGH-DEMAND AT YOUR HEALTH CENTER?  
PLEASE SELECT ALL THAT APPLY.



The information provided in the chart above is also provided in the table below.

Which of the following professions/occupations are in high-demand at your health center?			
Considered <b>high demand</b> for the purpose of this project?	Count	Health Professions	# of Health Centers
Yes	1	Medical Assistants	24.0
Yes	2	Physicians	21.0
Yes	3	Clinical Social Workers	19.0
Yes	4	Behavioral Health/Professional Counselors*	17.0
Yes	5	Psychiatrists	16.0
Yes	6	Nurse Practitioners	15.0
Yes	7	Licensed Practical Nurses/Vocational Nurses	13.0
Yes	8	Mental Health Nurse Practitioners	13.0
Yes	9	Registered Nurses (ASN or BSN)	12.0
Yes	10	Dental Assistants	12.0
Yes	11	Substance Use Disorder Personnel	12.0
Yes	12	Dentists (DDS/DMD)	8.0
Yes	13	Dental Hygienists	8.0
No	14	Clinical Psychologists	3.0
No	15	Psychiatric Nurse Specialists	3.0
No	16	Dieticians/Nutritionists	3.0
No	17	Physician Assistants	2.0
No	18	Marriage and Family Therapists	2.0
No	19	Certified Nurse Midwives	1.0
No	20	Mental Health Physician Assistants	1.0
No	21	Optometrists	1.0
No	22	Pharmacists	1.0
No	23	None of the above	1.0
No	24	Dental Therapists	0.0
No	25	Ophthalmologists	0.0
No	26	Chiropractors	0.0
No	27	Other (Please Specify)	0.0
Note: Responses from 32 health centers who completed the Qualtrics survey. *Behavioral Health Counselors and Professional Counselors were combined into one category after Qualtrics Survey responses were finalized because these terms are interchangeable within Indiana's occupational regulatory environment.			

## CURRENT HPET PROGRAMMING REPORTED BY INDIANA HEALTH CENTERS

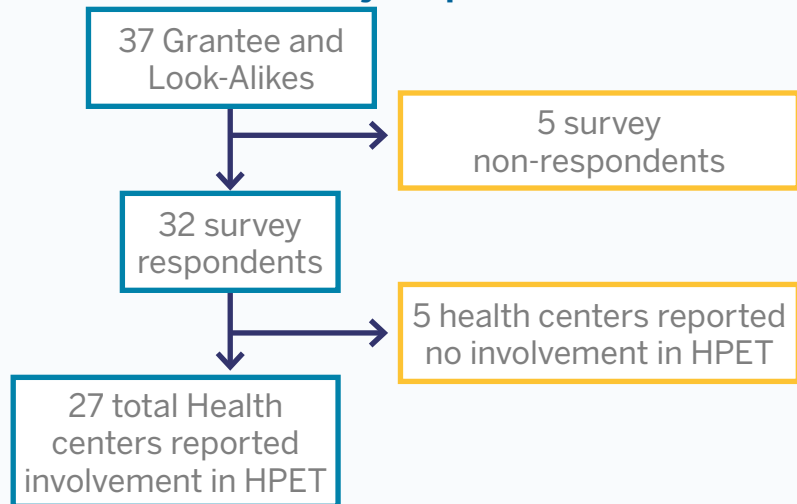
In total, 27 health centers of the 32 health centers that provided information reported some level of involvement in HPET programming. Of those that report engagement in HPET programming, the health professions learners they work with included: nurse practitioners (n=26), medical students (n=19), medical assistants (n=16), medical residents (n=14), and clinical social workers (n=11).

**Interestingly, the top three health professions that health centers report as “high-demand” are also in of the top five health profession learner types for which health centers are engaged in HPET programming (medical assistants, physicians, and clinical social workers).**

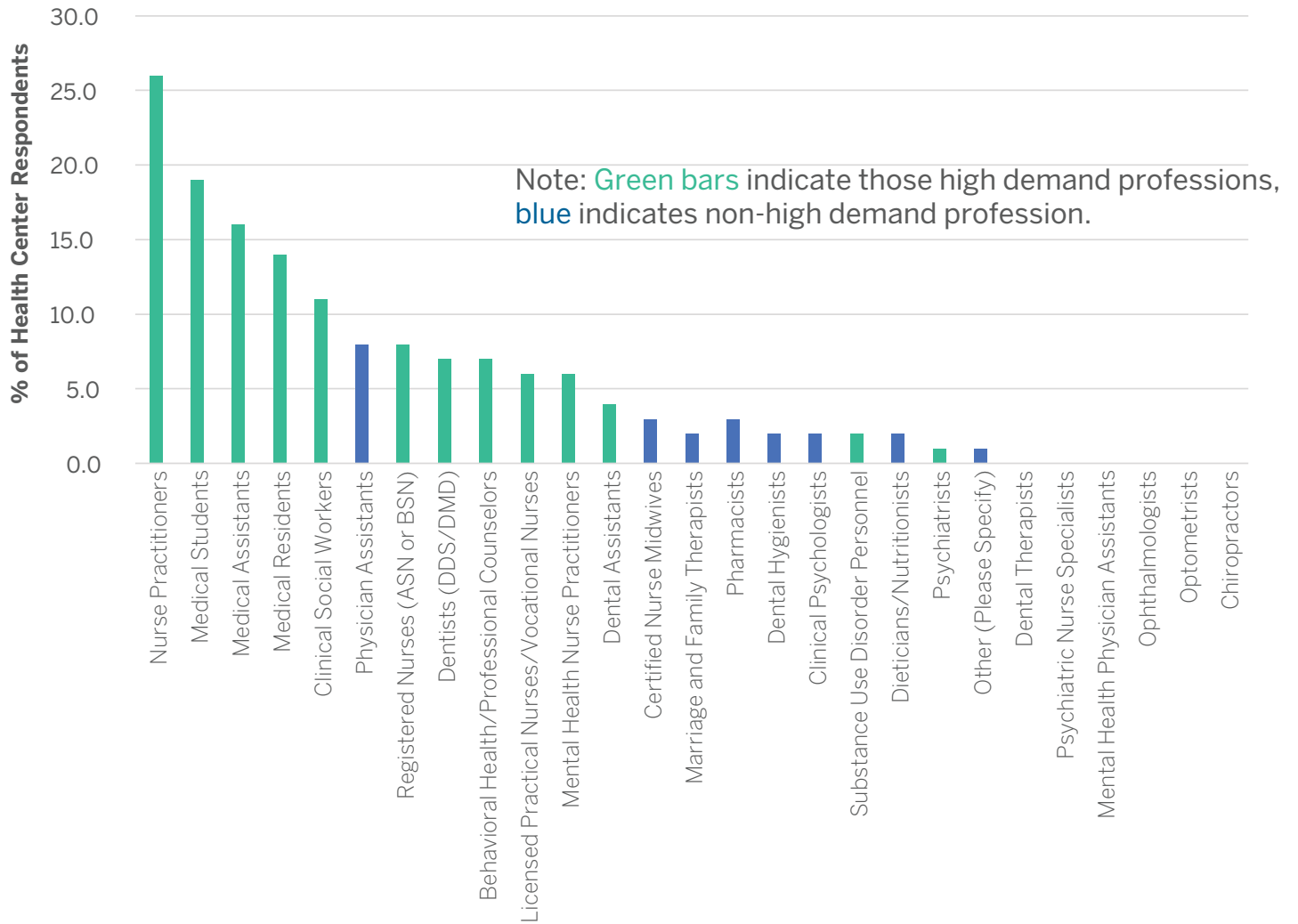
### COVID-19 and Health Center HPET Programming

Health center responses regarding high-demand occupations and existing HPET programming were collected in Spring 2021, at a time where many health centers were supporting response to the COVID-19 pandemic. As a result, it is likely that the pandemic caused disruptions to routine HPET programming and associated clinical experiences for students. In order to capture a more accurate picture of routine HPET programming, the question to health center leaders was tailored to request responses regardless of any potential disruptions related to COVID-19. For example, they were asked to consider what their HPET programming was routinely like, prior to the pandemic.

### Health Center Executive Survey Responses



To the best of your knowledge, for which of the following **health professions student** types (Pre-Graduate/Post-Graduate) is your health center engaged in training regardless if health professions training has been put on pause due to COVID-19?



The information provided in the chart above is also provided in table-format below.

To the best of your knowledge, for which of the following health professions student types (Pre-Graduate/Post-Graduate) is your health center engaged in training regardless if health professions training has been put on pause due to COVID-19?	
Health Profession	# of Health Centers
Nurse Practitioners	26.0
Medical Students	19.0
Medical Assistants	16.0
Medical Residents	14.0
Clinical Social Workers	11.0
Physician Assistants	8.0
Registered Nurses (ASN or BSN)	8.0
Dentists (DDS/DMD)	7.0
Behavioral Health/Professional Counselors	7.0
Licensed Practical Nurses/Vocational Nurses	6.0
Mental Health Nurse Practitioners	6.0
Dental Assistants	4.0
Certified Nurse Midwives	3.0
Marriage and Family Therapists	2.0
Pharmacists	3.0
Dental Hygienists	2.0
Clinical Psychologists	2.0
Substance Use Disorder Personnel	2.0
Dietitians/Nutritionists	2.0
Psychiatrists	1.0
Other (Please Specify)	1.0
Dental Therapists	0.0
Psychiatric Nurse Specialists	0.0
Mental Health Physician Assistants	0.0
Ophthalmologists	0.0
Optometrists	0.0
Chiropractors	0.0
I am not certain	0.0
*Duplicate entries were consolidated. Responses from 27 health centers who reported providing HPET programming in the Qualtrics survey.	

# INSPIRING POTENTIAL HPET ENGAGEMENT: SUCCESSFUL MODELS OF HPET PROGRAMMING IN INDIANA HEALTH CENTERS

Of the 27 Indiana health centers that reported recent engagement in HPET programming, 27 reported HPET programming for at least one high-demand health profession. As a part of the project, key informant interviews were held with health centers that reported engagement in HPET programming for a high-demand health profession. The purpose of the key informant interviews was to obtain additional qualitative information from the health centers with successful HPET programming, to serve as case studies and provide inspiration for other health centers interested in developing or expanding HPET programming. In identifying health centers for key informant interviews, a number of considerations were taken, including: diversity in size/volume, geographic location, rurality, and dual designation- Grantee/CMHC status. The following health centers were interviewed to obtain additional information on their HPET programming:

Health Center Name	Health Center Administrative Office Location	Grantee/CMHC Status	Professions of Focus for Key Informant Interview
Aspire	Noblesville, IN	FQHC Look-Alike/ CMHC	<ul style="list-style-type: none"> <li>• Clinical Social Workers</li> <li>• Behavioral Health Professional Counselors</li> </ul>
Eskenazi	Indianapolis, IN	Grantee	<ul style="list-style-type: none"> <li>• Medical Residents</li> <li>• Medical Assistants</li> </ul>
HealthLinc	Valparaiso, IN	Grantee	<ul style="list-style-type: none"> <li>• Medical Assistants</li> </ul>
Heart City Health	Elkhart, IN	Grantee	<ul style="list-style-type: none"> <li>• Dental Assistants</li> </ul>
NorthShore	Portage, IN	Grantee	<ul style="list-style-type: none"> <li>• Dental Assistants</li> <li>• Clinical Social Workers</li> <li>• Nurse Practitioners</li> </ul>
Open Door Health Services	Muncie, IN	Grantee	<ul style="list-style-type: none"> <li>• Clinical Social Workers</li> <li>• Behavioral Health Professional Counselors</li> </ul>
Porter Starke	Valparaiso, IN	Grantee/CMHC	<ul style="list-style-type: none"> <li>• Dental Hygienist</li> <li>• Dental Assistants</li> </ul>
WindRose Health Center	Trafalgar, IN	Grantee	<ul style="list-style-type: none"> <li>• Family medicine medical residents</li> <li>• Nurse practitioners</li> <li>• Physician assistants</li> </ul>

Health center staff were provided with a brief list of questions in advance of the scheduled interview time. The full key informant interview tool is provided in Appendix C, and summarized below:

- What were the driving factors that influenced your health center's initial involvement or development of HPET programming?
- Please describe your organization's experience in implementing HPET programming, in terms of:
  - Relationships with academic institutions/training programs
  - Financial sustainability
- What challenges have you experience and how they have been overcome?
- What factors would you say have been critical to success?
- Is there any advice you have for health centers that are considering HPET programming?

## A FRAMEWORK FOR ASSESSING HPET IMPLEMENTATION

Using the knowledge base created by the national and seminal resources reviewed in Phase I of the project, an HPET Framework diagram was created in order to conceptualize and visualize HPET models implemented by health centers. The HPET Framework is presented below and includes the following three components:

- **Health Center Engagement:** This continuum conceptualizes the extent to which health centers are engaged in training of this health profession. Each category on this continuum was informed by the definitions of “training partner” and “sponsor” as described within the UDS Appendix F.<sup>14</sup> This concept can be described more simply as “the entity that ‘owns’ the learner,” with Training Partners only serving as a partner in the learner’s training, and Sponsors serving as the primary entity responsible for the learners training. Sponsor and Training Partner distinctions were further classified by the volume or level of training provided by the health center under these distinctions (minimal training vs. majority/all).
  - **“Training partner”** as defined in the UDS is: “A training site partner delivers focused, time-limited education and/or training to learners in support of a comprehensive curriculum hosted by another health profession education provider (e.g., month-long primary care dentistry experience for dental students).”
  - **“Sponsor”** as defined in the UDS is: “a sponsor hosts a comprehensive health profession education and/or training program, the implementation of which may require partnerships with other entities that deliver focused, time-limited education and/or training (e.g., a teaching health center with a family medicine residency program).”
- **Intensity of Time Commitment/Relationship Built with Each Student:** This continuum captures the amount of time that student learners spend with the health center. The sub-categories were developed based on common clinical experiences for students.
- **Funding/Administrative Support of HPET:** This continuum classifies the type of support the health center receives for its engagement in HPET. The following sub-categories are presented:
  - **Health center covers full direct costs of HPET:** This sub-category describes any programming that is fully supported by the health center, including any “grow-your-own” health professions training the health center provides.
  - **Health center does not receive any funding or administrative support for HPET (engagement in HPET is in-kind):** This sub-category describes any programming where the health center provides HPET support to learners from outside institutions without any monetary or administrative support.
  - **Third party entity offers funding or administrative support to HPET:** This sub-category describes any programming that is supported by external, non-academic parties, such as a scholarship or stipend from a rural health organization to support clinical placements, or an Indiana Area Health Education Center office providing administrative support for clinic scheduling and liaising with students.
  - **Academic institution receives funding directly;** health center receives funding through contract: This sub-category applies to any funding that originates at the academic institution and is provided to the health center in a formal mechanism, such as through affiliation agreements or contracts. An example of this model would be any preceptor stipends that are included within the student’s tuition that is provided directly to the health center or preceptor.
  - **Health center receives funding directly:** This sub-category describes any funding mechanism where the health center receives direct funding (likely through a federal grant or local award) to support HPET. Examples of this sub-category include Teaching Health Center funding, or Indiana Department of Workforce Development Employer Training Grants. A summary of the key informant interviews, including the administrative characteristics of the organizations, can be found on the subsequent pages. Below is a summary of themes from the key informant interviews that are also reflected within the summaries.

<sup>14</sup> 2020 UDS Tables, Appendix F. Available at: <https://bphc.hrsa.gov/sites/default/files/bphc/datareporting/pdf/2020UDSTables.pdf>



A summary of the key informant interviews, including the administrative characteristics of the organizations, can be found on the subsequent pages. Below is a summary of common challenges and successful response strategies reported by the health centers that are also reflected within the key informant interview summaries.

Common Challenge	Successful Response Strategies
<b>Not enough staff to engage in HPET or serve as clinical preceptors</b>	<b>WindRose</b> found that those who agree to precept do so because of their professional mission and commitment to training students. Targeting preceptor recruitment among those mission-oriented staff has been a successful strategy.
	<b>Eskenazi</b> found that hiring like-minded individuals who value teaching methods and enjoy offering learners new skillsets are often times the best staff/preceptors to hire for long-term commitment.
	<b>HealthLinc</b> has created a pipeline for current staff to move into more advanced positions, including precepting roles. This provides opportunities for internal growth and development rather than outsourcing external employees.
	<b>NorthShore</b> has worked with their partnering academic institutions to ensure that all clinical preceptors can recognize their contribution to clinical training of students with the title designation of “adjunct preceptor” on their resumes. Additionally, during interviews for clinical staff, NorthShore’s Chief Medical Officer ensures prospective staff understand the organizational value placed on HPET programming and expectation for clinical staff to support related programs.



<b>Prioritizing retention of students after they have completed their pre-certificate/graduate requirements</b>	<b>NorthShore</b> identified that student learners have a high interest in post-graduate employment because of the unique types of services offered at their health center, including: art programs, music programs, cooking classes and one-on-one counseling experience.
	<b>Marram Health</b> has found that students that have been hired post-graduation experience smoother transitions to employment as compared to recent graduates with no former experience at Marram Health or other health centers.
	Commonly, students come to health centers looking for an experiential opportunity to fulfill student needs. <b>HealthLinc</b> concluded that although this proved to be a beneficial experience to students, many times the students were not a great “fit” for the organization. Ensuring students are a good fit before they are placed at the health center has been identified by HealthLinc as a successful strategy to enhance retention rate post-graduation. As such, HealthLinc created a process where the organization interviews potential learners prior to providing HPET programming opportunities on-site. This has specifically been implemented for their MA training model, where HealthLinc hires individuals with no training or experience and provides opportunities for MA training.
<b>Lack of administrative support or streamlined on-boarding process for learners</b>	<b>Heart City</b> utilizes external support from the Northeast Indiana Area Health Education Center (NEI-AHEC) hosted by Ball State University. The NEI-AHEC coordinates students' clinical placements.
	<b>Eskenazi</b> has created a streamlined system for new hires which consists of internal onboarding staff that supports on-boarding duties.
	<b>Open Door</b> has created a structured onboarding process, including electronic medical record training, that has made enhanced onboarding of student learners.
	<b>Marram Health</b> has created a standardized policy and procedure manual that is provided to students during onboarding
<b>Long-term financial sustainability of HPET programming</b>	<b>HealthLinc</b> is currently utilizing Indiana Department of Workforce Development <a href="#">NextLevel Jobs Workforce Ready Grants</a> to support costs associated with providing MA training. These funds help the organization support internal employees in their academic endeavors while retaining them as part-time employees at a full-time benefit rate.
	<b>Eskenazi</b> is currently utilizing the American Rescue Plan Act grant provided by the Health Resources and Services Administration to provide support to medical residents training.
	<b>Aspire</b> leverages opportunities provided by dual certification (as a CMHC and FQHC Look-Alike) to obtain reimbursement for behavioral health students that are hired and trained within the organization.
	<b>WindRose</b> has implemented partnerships with academic institutions that provide preceptor stipends to encourage sustainability of preceptor availability.
	<b>Open Door</b> has utilized students to extend the service line; students provide more testing services to patients than the organization was able to provide before hosting students. Additionally, because doctoral-level behavioral health students are able to bill for services, HPET programming related to these learners is financially supported through costs recuperated through reimbursement.

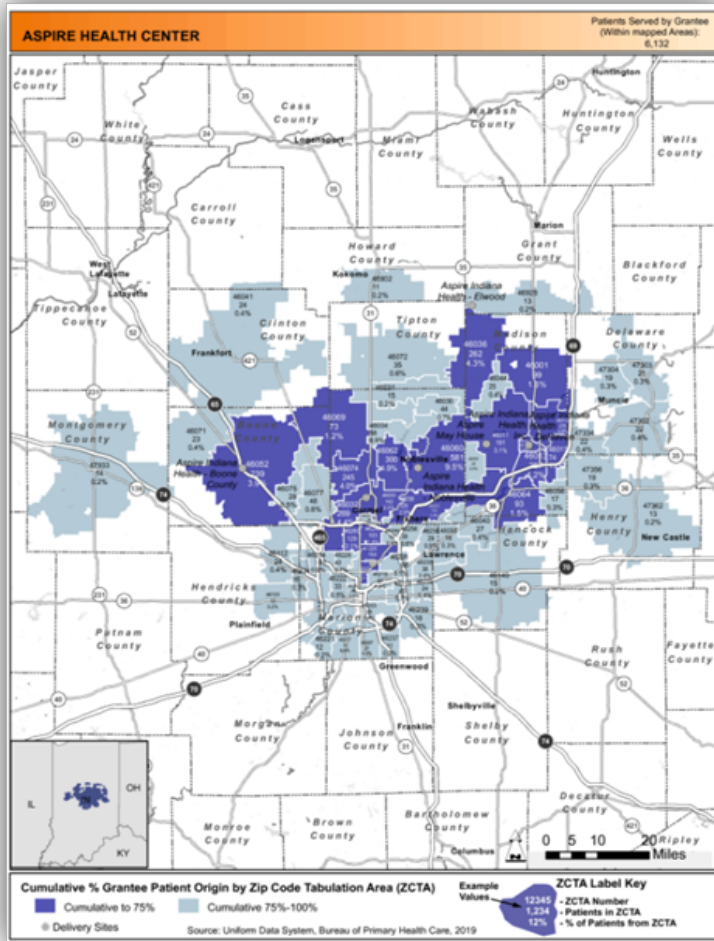


### How can health centers use the information on “Successful Models of HPET at Indiana Health Centers”?

If a health center is interested in developing or expanding HPET, it may be helpful to review a successful model at an Indiana health center that is similar in characteristics (size, geography, services) or that is engaged in HPET programming for learners of a similar profession. Understanding what strategies were implemented, key challenges, and lessons learned may enable health centers develop high-success strategies from Day 1. Additionally, these HPET models and their health center leadership may serve as important colleagues and knowledgeable points of contact to serve in peer-mentoring roles between health centers.

# MAXIMIZING DUAL-DESIGNATION STATUS TO SUPPORT HPET FINANCIAL SUSTAINABILITY

## ASPIRE HEALTH CENTER



### ADMINISTRATIVE CHARACTERISTICS OF THE ORGANIZATION

- Administrative Location: Noblesville, IN
- Locations: <sup>15</sup> 1 administrative office, 11 clinical locations
- Service Area: <sup>16</sup> Primarily Hamilton, Boone, Madison, Grant, and Marion Counties
- Total Patients Served in 2019: 6,426
  - % Medical Patients: 66.78%
  - % Dental Patients: 0.00%
  - % Mental Health Patients: 87.96%
  - % Substance Use Disorder Patients: N/A
  - % Vision Patients: N/A
  - % Enabling Services Patients: N/A
- Costs (2019):
  - Total Health Center Cluster: N/A
  - Total Cost: \$11,912,240
  - Total Accrued Cost per Patient: \$1,853.76

**Interviewee:** Barbara Scott, *Chief Executive Officer* and Sarah Gonzalez, *Director of Clinical Training and Development*. Interviewed July 28th, 2021.

<sup>15</sup> Information obtained from HRSA Data Downloads, available at: <https://data.hrsa.gov/data/download>

<sup>16</sup> Administrative information obtained from Health Center Program Data, available at: <https://data.hrsa.gov/tools/data-reporting/program-data?grantNum=LALCS31260>

## HPET MODEL DESCRIPTION(S):

Aspire Health Center is a network of clinics located in the northern portion of the greater Indianapolis area. Aspire holds both FQHC Look-Alike and state community mental health center (CMHC) status. The organization is engaged in HPET programming for ten health professions: medical students, nurse practitioners, medical assistants, professional counselors, psychiatrists, clinical social workers, marriage and family therapists, mental health nurse practitioners, substance use disorder personnel, and clinical psychologists. Because of Aspire's dual designation and focus on both primary and behavioral health, this interview focused on Aspire's engagement with learners in two high-demand behavioral health professions: clinical social workers, and professional counselors (behavioral health counselor).

### CLINICAL SOCIAL WORKERS AND BEHAVIORAL HEALTH PROFESSIONAL COUNSELORS:

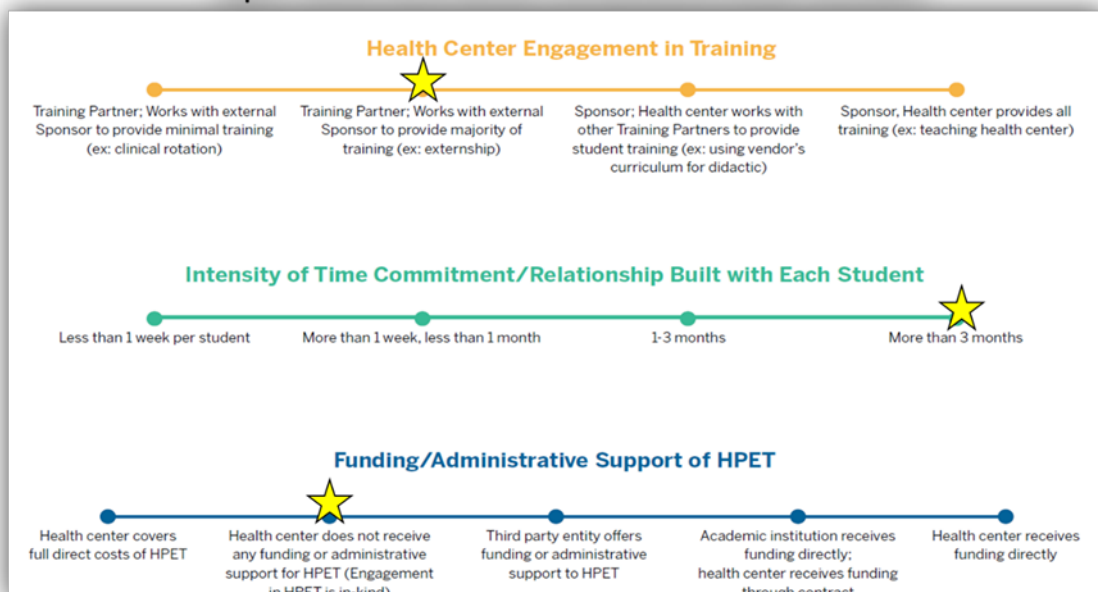
- Aspire health center is dedicated to training clinical social workers and other master's level behavioral health professionals. Students training for these professions complete similar training and precepting experiences. Aspire accepts up to 15 students for clinical experience within a year. Many students who receive training at Aspire return to be hired on after finishing their academic programs. Aspire partners with a number of academic institutions, including: Purdue Global, Indiana University, and Butler University for behavioral health professional counselor students and clinical social worker students.

## What are Community Mental Health Centers (CMHCs)?

CMHC is a facility-status created by the Centers for Medicaid and Medicare Services that provides mental health services as "a distinct and organized intensive ambulatory treatment service offering less than 24-hour-daily care other than in an individual's home or in an inpatient or residential setting."<sup>1</sup> CMHCs in Indiana must be certified by the Division of Mental Health and Addiction.<sup>2</sup> CMHC status enables clinics to access Indiana Medicaid carve-out funding for behavioral health services through the Medicaid Rehabilitation Option.<sup>3</sup>

1. Section 1861(ff)(3)(B) of the Social Security Act. Available at: [https://www.ssa.gov/OP\\_Home/ssact/title18/1861.htm](https://www.ssa.gov/OP_Home/ssact/title18/1861.htm)
2. Information about CMHC certification can be found at: <https://www.in.gov/fssa/dmha/for-providers/provider-certification-and-licensure/>
3. More information about Medicaid MRO services can be found at: <https://www.in.gov/medicaid/providers/clinical-services/medicaid-rehabilitation-option-mro/>

### Aspire: Clinical Social Workers and Behavioral Health Counselors



## OVERALL HPET IMPLEMENTATION FINDINGS

**Commitment to HPET Programming:** Aspire Health Center consider HPET programming is part of their health center's mission "to make health and well-being a reality" and health center leadership believes that the health workforce is "both our greatest threat and greatest opportunity over the next decade." Workforce development is recognized as an organizational priority, and is included as a component of their latest strategic plan. Aspire is a unique health center because they are dually-designated as both an FQHC Look-Alike and a state-designated CMHC. Because of their dual designation and associated dual suite of services (in both primary care and behavioral health), Aspire has the staffing infrastructure necessary to support extensive HPET programming. This infrastructure includes a full-time role for a Director of Clinical Training that is dedicated to supporting clinical training (developing and sustaining academic partnerships and affiliation agreements, creating clinical training plans, developing clinical preceptor staff, etc.).

**Sustaining Academic Partnerships:** Aspire Health Services has partnered with several local academic institutions, including Purdue Global, Indiana University, and Butler University. Many of these programs reached out to Aspire Health to form a partnership to provide clinical experience for their students. Aspire has also had success in recruiting student learners and forming partnerships with academic institutions through job fairs at Universities.

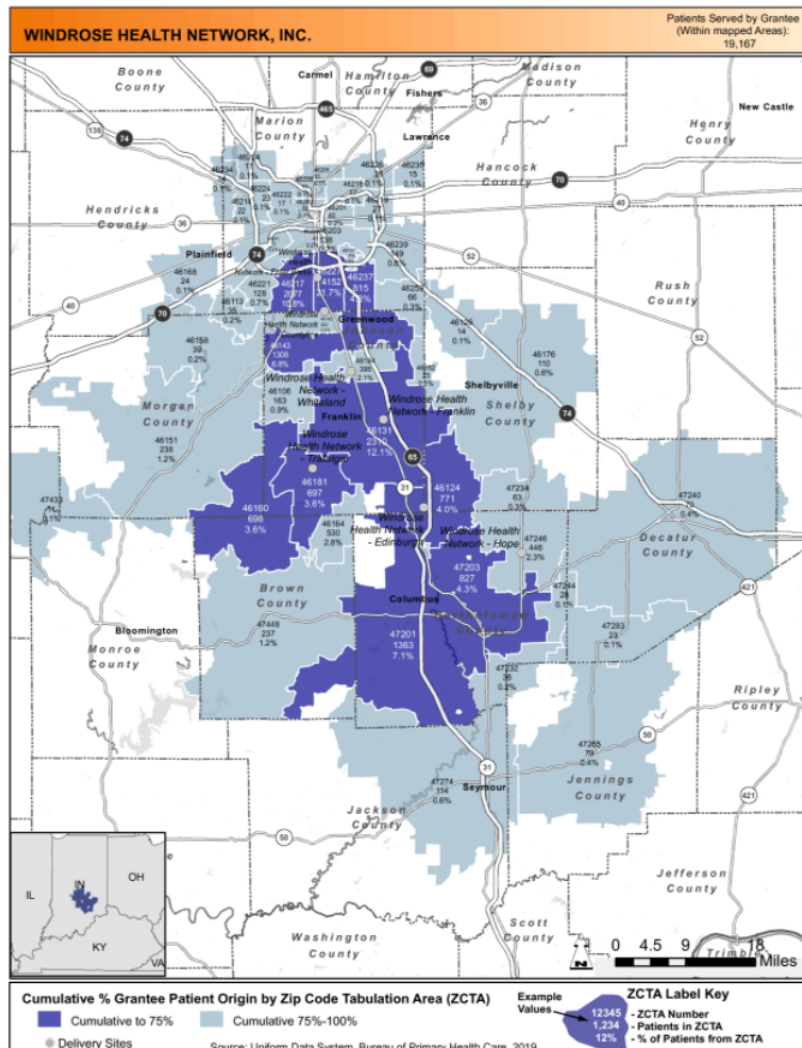
**Funding HPET Programming:** The majority of staff members that serve as preceptors for learner clinical training are not provided a financial incentive for the training support they provide. However, in the staff hiring process, Aspire clearly communicates to prospective staff members that HPET programming is an organizational commitment and a priority for staff members. To minimize the burden associated with time commitment required to engage in student training, Aspire Health has utilized many of the program directors to serve as preceptors because program directors have less expectations for patient care delivery/schedules compared to other clinical staff. As such, HPET programming has less of a financial impact from a staff productivity standpoint. In general, Aspire does not provide financial stipends for training interns. However, they recently received a behavioral health grant that enabled them to provide stipends for behavioral health interns. Student interns do provide valuable services for which they are able to receive some level of reimbursement. Because of their CMHC-status, they are able to bill for services provided by students under MRO funding as "qualified" providers using an intern modifier, which enables 50% reimbursement compared to a full "qualified provider."

**Challenges of an HPET program and Factors Critical to Success:** The greatest challenge Aspire has come across when developing an HPET program is finding enough supervision for students. In general, a small percentage of students continue their career at Aspire after completing training. In order to expand HPET programming, there needs to be higher retainment of students through recruitment initiatives and targeted hiring of like-minded individuals who value the HPET mission of the health center. However, they have seen their dually-designated CMHC status as a factor that has been critical to the success of their behavioral health HPET programming. This dual-status has enabled reimbursement for the services provided by qualified student interns.

**Future HPET Programming:** Aspire Health hopes to expand their HPET programming by enhancing retention and hiring among student learners. They also hope to expand relationships between Grantees and Grantee-CMHC hybrids for developing HPET collaboration to address preceptor/supervisor shortages. They also would love to expand HPET programming to support special populations when a need is identified (they have done this previously for deaf therapists to support their patient population with hearing impairments).

# EXECUTIVE LEADERSHIP SERVING AS HPET CHAMPION AND COORDINATOR

## WINDROSE HEALTH NETWORK, INC.



### ADMINISTRATIVE CHARACTERISTICS OF THE ORGANIZATION

- Administrative Location: Trafalgar, IN
- Sites:<sup>17</sup> 1 administrative office, 6 clinical locations
- Service Area:<sup>18</sup> Primarily Southern Marion, Johnson and Bartholomew Counties
- Total Patients Served in 2019: 19,493
  - % Medical Patients: 99.70%
  - % Dental Patients: 0.00%
  - % Mental Health Patients: 6.79%
  - % Substance Use Disorder Patients: 0.35%
  - % Vision Patients: 0.0%
  - % Enabling Services Patients: 0.0%
- Costs (2019):
  - Total Health Center Cluster: \$2,811,423
  - Total Cost: \$19,168,644
  - Total Accrued Cost per Patient: \$983.36

**Interviewee:** Scott Rollett, WindRose Health CEO (Interviewed 7/20/21), champion of all HPET programming at WindRose

<sup>17</sup> Information obtained from HRSA Data Downloads, available at: <https://data.hrsa.gov/data/download>

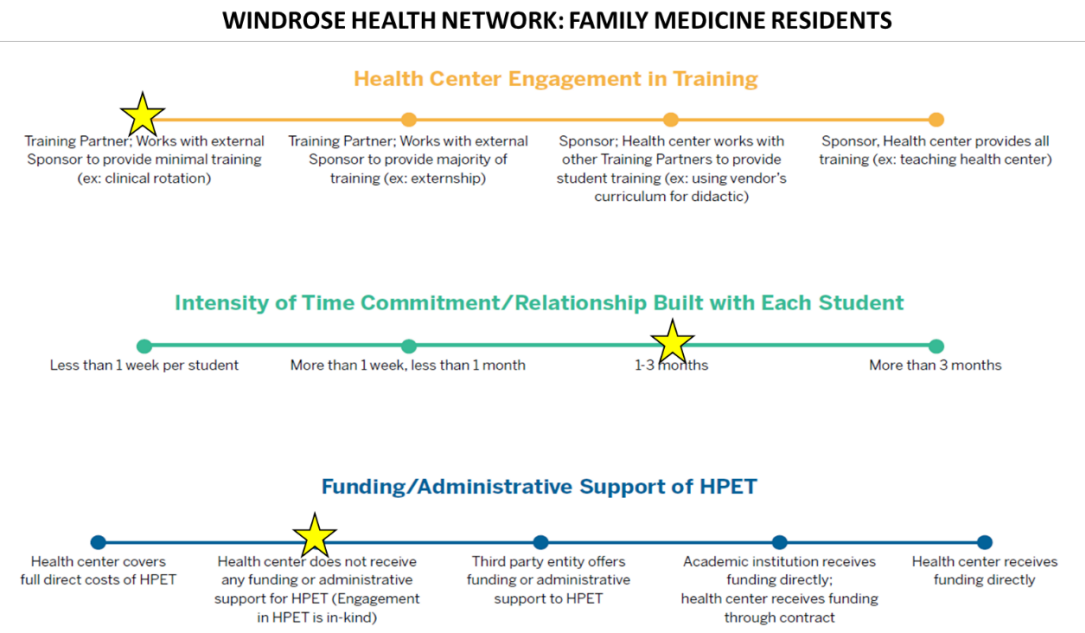
<sup>18</sup> Administrative information obtained from Health Center Program Data, available at: <https://data.hrsa.gov/tools/data-reporting/program-data?grantNum=H80CS02456>

HPET MODEL DESCRIPTION(S):

WindRose is engaged in HPET programming for four high-demand professions: Family Medicine residents, nurse practitioners, physician assistants, and licensed clinical social workers. The interview focused on WindRose’s HPET engagement in the first three professions, as the interviewee shared that WindRose’s engagement in LCSW training was sporadic and not as established as the other professions.

MEDICAL RESIDENTS (FAMILY MEDICINE):

- WindRose partners with the Indiana University School of Medicine Family Residency program to provide community-based clinical rotations (approximately 1 month in length) for family medicine residents. WindRose is engaged in residency clinical rotations because they want to provide a health center community-based experience for physicians. WindRose does not receive any funding to support training, but an IU residency coordinator assists with clinical placements. However, hosting medical residents is seen by the health center as additive, as they are able to extend service delivery frequency and obtain PPS rate for the services delivered.

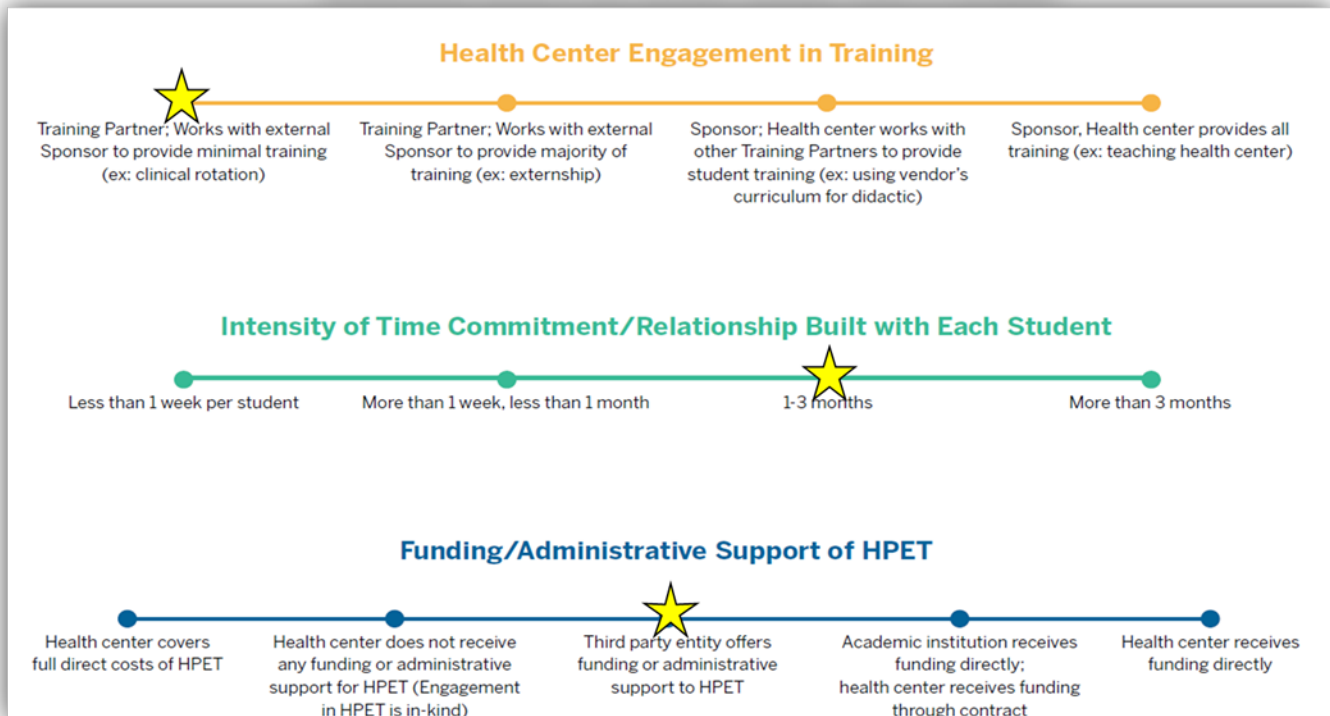




## NURSE PRACTITIONERS (NP):

- WindRose provides clinical rotation opportunities (approximately 12 weeks in length) for NP students at University of Indianapolis, Indiana University, Purdue, Indiana Wesleyan, and various other schools. However, the University of Indianapolis directly pays clinical preceptors \$500 per student, per rotation. No funds are exchanged between the University and WindRose. The NP students generally require a lot of preceptor time in order to learn and review skills. As such, hosting NP students is not considered additive to service line productivity or revenue. The aforementioned preceptor stipend is not generally motivating to providers; those that agree to precept do so because of their professional mission and commitment to training students and enhancing readiness of NP students to transition to practice.

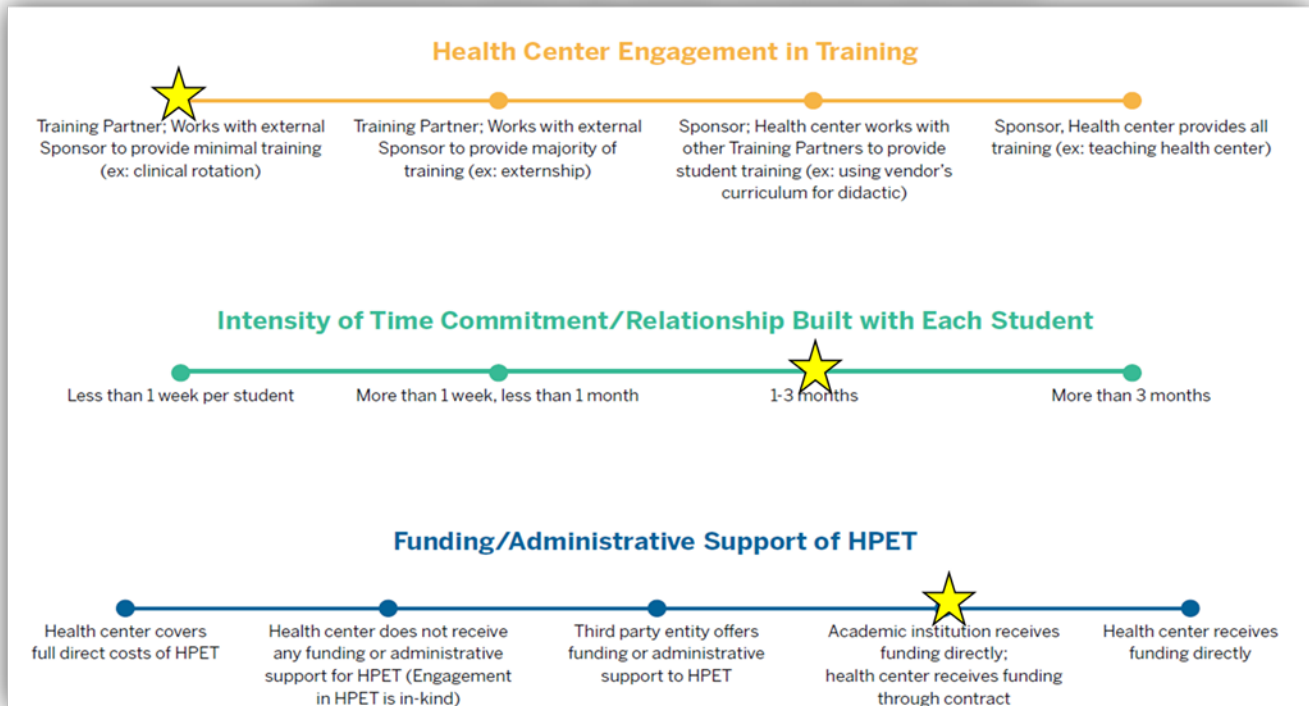
### WINDROSE HEALTH NETWORK: NURSE PRACTITIONERS



## PHYSICIAN ASSISTANTS

- WindRose provides clinical rotations (approximately 30 days for family medicine rotations and 14 days for pediatric rotations) for PA students at Franklin College. Franklin College provides funding support to clinical preceptors. Franklin College makes payments to WindRose under a formal arrangement, and WindRose distributes these funds directly to the clinical preceptors. Franklin College funds about 65% of the provider cost, while WindRose covers the other 35% to providers. WindRose does not retain any of the funding received from Franklin College. Hosting PA students is not considered additive to clinical productivity or revenue. The preceptor stipend is not generally motivating to providers; those that agree to precept do so because of their professional mission and commitment to training students and enhancing readiness of PA students to transition to practice.

### WINDROSE HEALTH NETWORK: PHYSICIAN ASSISTANTS





## OVERALL HPET IMPLEMENTATION FINDINGS

**Commitment to HPET Programming:** WindRose Health is committed to providing student learners with a rich community-based experience. Hosting student learners may act as a recruitment tool for hiring well-prepared health professionals who have experience working with a complex patient population, and more specifically, experience working in a health center.

**Sustaining Academic Partnerships:** Although they are a smaller health center, WindRose Health has established relationships with several local academic institutions to host student learners. The strongest and longest standing relationship is with the Indiana University School of Medicine Family Medicine Residency Program, but they have partnered with other practitioner programs as well. WindRose Health is committed to enhancing these students' readiness for practice by providing clinical opportunities, as well as better preparing students to serve underserved populations. WindRose Health has been approached by countless academic program programs and students (primarily NP) requesting clinical experience placement. Relationship-building with academic partner has come easy, mostly because many academic institutions have reached out to WindRose for support of HPET for their student learners. However, WindRose has been selective on relationships developed with academic institutions in order to ensure it is a mutually beneficial arrangement. WindRose's CEO is personally committed to the HPET mission of WindRose and supports implementation through negotiating relationships with academic institutions, coordinating placement of students, and personally providing onboarding training to each student that trains at WindRose.

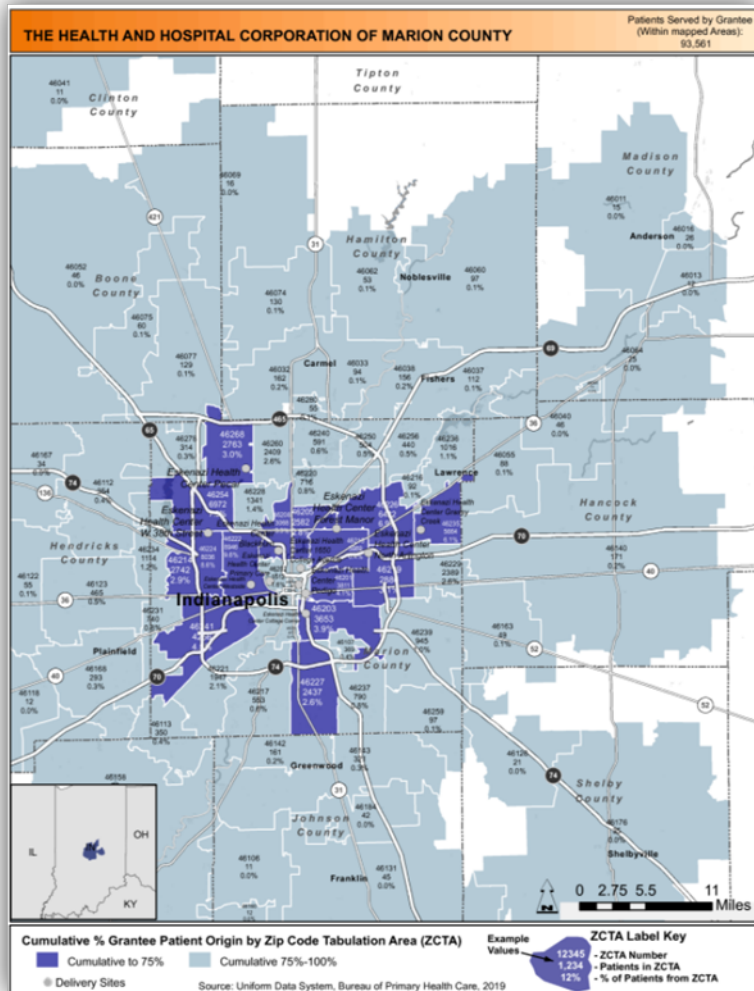
**Funding HPET Programming:** In general, WindRose receives very little funding to support HPET programming. Although some programs pay nominal stipends to preceptors, the center's engagement in HPET programming is generally a net negative relationship. WindRose's clinical providers are paid on a performance-based salary model and time spent precepting generally negatively impacts clinical productivity. However, it seems that most providers see engagement in HPET as a personal and professional mission and interest. Engagement in HPET of medical residents is an exception; during their time with WindRose, residents are able to operate as provider extensions and therefore are able to bill through service delivery and PPS rate.

**Challenges of an HPET program:** WindRose believes the greatest challenge of engagement in HPET programming is the demand placed on the clinical preceptors. Depending on the type of student trained, there may be a negative impact on staff productivity in order to accommodate training. Additionally, coordination of HPET programming is considered a major challenge. Coordinating student placement, shifts, and onboarding students on organizational policies and the electronic medical record system is a large responsibility and one that is championed by the Center's Chief Executive Officer. Funding has also been a barrier in expanding HPET programming to support other health professionals. The funding opportunities offered through HRSA is only temporary and cannot support HPET programming long-term.

**Future HPET Programming:** Eventually, WindRose would like to have a training site for all type of health professionals so that it may provide learners with an in-depth slower paced learning environment. HPET programming is time consuming, and ROI is low from a financial standpoint. Any future health centers considering starting an HPET program will need to be prepared to go "all in" with leadership, staff commitment, and funding support.

# BUILDING EXTENSIVE, MULTI-OCCUPATION PARTNERSHIPS WITH LOCAL ACADEMIC INSTITUTIONS:

THE HEALTH AND HOSPITAL CORPORATION OF MARION COUNTY (D.B.A. ESKENAZI HEALTH CENTER)



## ADMINISTRATIVE CHARACTERISTICS OF THE ORGANIZATION

- Administrative Location: Indianapolis, IN
- Sites:<sup>19</sup> 0 non-clinical administrative office sites, 11 clinical locations
- Service Area:<sup>20</sup> Primarily Marion County
- Total Patients Served in 2019: 94,283
  - % Medical Patients: 95.38%
  - % Dental Patients: 7.52%
  - % Mental Health Patients: 11.97%
  - % Substance Use Disorder Patients: 1.52%
  - % Vision Patients: 4.34%
  - % Enabling Services Patients: 4.43%
- Costs (2019):
  - Total Health Center Cluster: \$2,897,033
  - Total Cost: \$54,660,326
  - Total Accrued Cost per Patient: \$579.75

**Interviewee:** Dr. Saura Fortin *Chief Medical Officer* and Donna Burks *Chief Nursing Officer*. (Interviewed July 21st, 2021)

<sup>19</sup> Information obtained from HRSA Data Downloads, available at: <https://data.hrsa.gov/data/download>

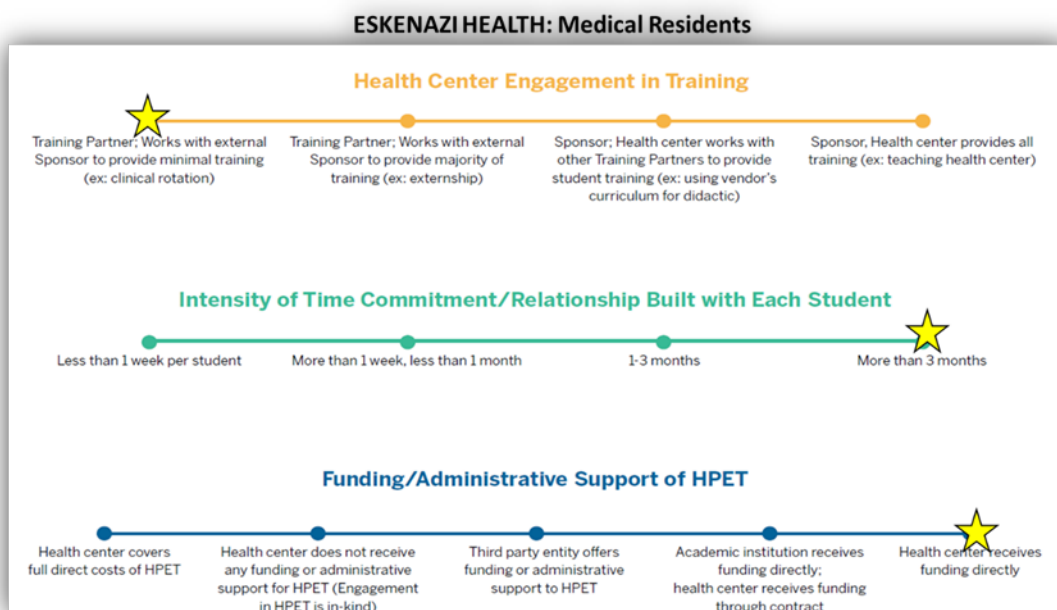
<sup>20</sup> Administrative information obtained from Health Center Program Data, available at: <https://data.hrsa.gov/tools/data-reporting/program-data?grantNum=H80CS25436>

## HPET MODEL DESCRIPTION(S):

The Health & Hospital Corp of Marion County (Eskenazi Health) is engaged in HPET programming for four health professions: medical students, medical residents, physician assistants, nurse practitioners, and medical assistants. Eskenazi considers HPET programming a critical component of their mission and a part of the culture of their organization. As a Center, they are dedicated to health professions education/training, professional development, and innovation. As such, precepting hours are considered as a component of any staffing plans. The interview focused specifically on Eskenazi's HPET engagement on two of the top in-demand professions: medical residents and medical assistants.

### MEDICAL RESIDENTS (FAMILY MEDICINE):

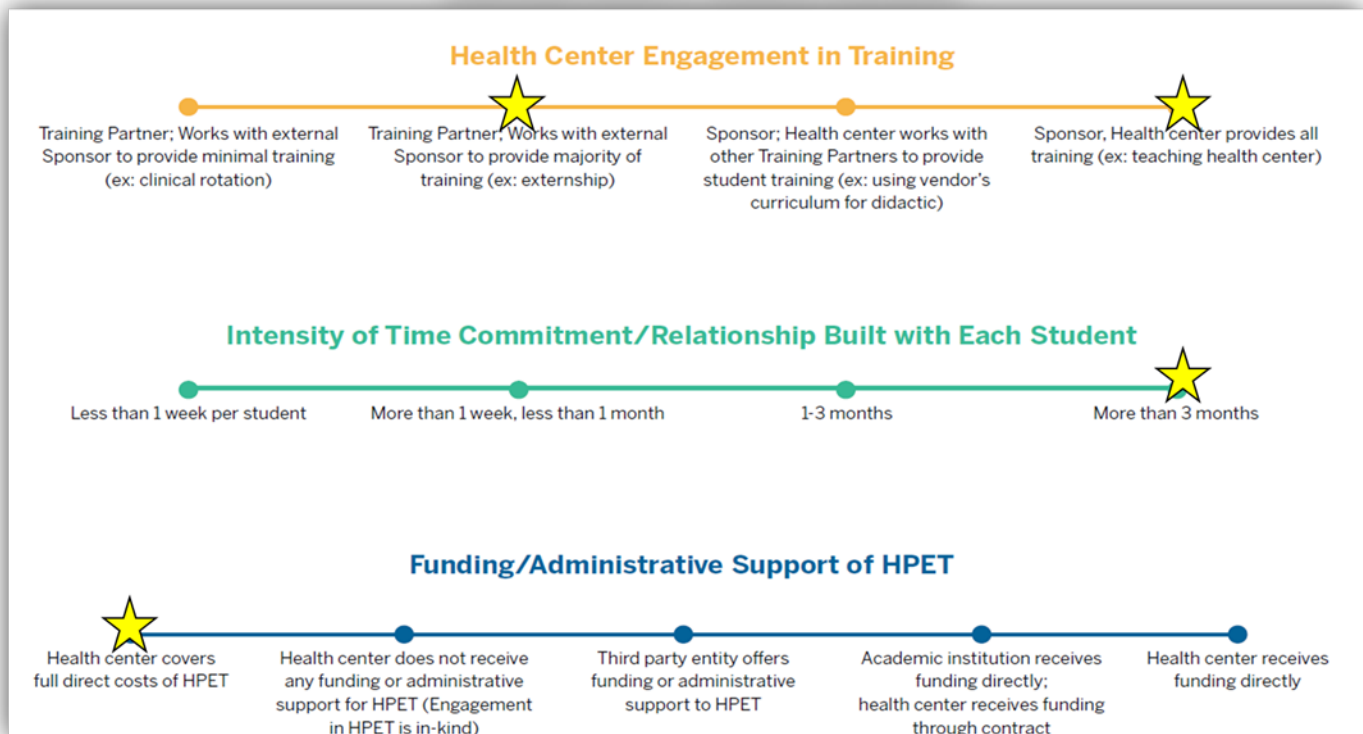
- The chief medical officer (CMO) works directly with the Indiana University School of Medicine (IUSM) Family Medicine residency director to cultivate relationships and opportunities for clinical placement of family medicine residents at their Center. The CMO reports on the number of clinics/clinic hours completed and other GME requirements directly to the IUSM residency director. Eskenazi's training for medical residents is supported through an American Rescue Plan Act grant provided by the Health Resources and Services Administration.



## MEDICAL ASSISTANTS (MA):

- Similar to many health centers, Eskenazi considers Medical Assistants (MAs) to be a high-demand occupation, even citing that “MAs are considered the new nursing.” Eskenazi considers these front-line health personnel as the first “rung” on the career progression ladder to registered nursing. Eskenazi is committed to both hiring trained MAs and growing MA capacity from the ground up. Regardless of background training and experience, all new hires attend a two-week orientation and a one month on-boarding process. Eskenazi created a handbook with competency checkoffs that were created to support preceptors’ readiness assessment for medical assistant trainees. Eskenazi considers the first few months of onboarding essential to the success of all MA new hires. As such, a survey is sent to all new hires (including MAs) at 30-, 60-, and 90-day intervals to obtain the perspective of the new hire and address any outstanding questions. Dedicated staff members are available to follow-up with respondents and provide resources to support new hires. Additionally, all MAs meet with a risk manager monthly to enhance their training and performance.

### ESKENAZI HEALTH: Medical Assistants



## OVERALL HPET IMPLEMENTATION FINDINGS

**Commitment to HPET Programming:** As Indiana's oldest public healthcare system, Eskenazi has played a role in serving the health and wellbeing of those living in the Indianapolis community since 1859. The organization's mission is to "promote and protect the health of everyone in the community and provide health care to the underserved." Eskenazi has created a workplace culture that is always "in learning mode" and open to innovate. Innovation and growth are organization-wide commitments that have impacted their training programs and resulted in the development of health profession pathways and pipelines. Additionally, to foster the organization's mission, Eskenazi believes in hiring like-minded individuals who value teaching methods and enjoy offering learners new skillsets through HPET programming.

**Sustaining Academic Partnerships:** Eskenazi Health serves the greater Indianapolis metropolitan region and therefore has formed strong partnerships with several academic institutions in the area. For residents, medical students, and nursing students, Eskenazi has formed partnership agreements with Indiana University. Additionally, Eskenazi has been successful in creating an internal MA program that allows for them to grow their MA workforce in-house or provide organization-specific skills to MAs that were trained elsewhere. Eskenazi does not require their MAs to have clinical experience and many times partners with programs such as Goodwill of Central & Southern Indiana for potential MA candidates.

**Funding HPET Programming:** In recent years, Eskenazi's engagement in HPET programming has been considered a net positive relationship. Resident physicians are administratively "owned" by Indiana University School of Medicine which helps cover the cost of malpractice insurance and other expenses residents may incur. Overall, most other HPET workforce initiatives are supported by grant funding. Currently, Eskenazi is utilizing funding from the American Rescue Plan (ARP) Funding for Health Centers,<sup>21</sup> to support costs associated with personnel and training during the COVID-19 response. Additionally, Eskenazi has had an operating margin within recent years, which enables slightly more flexibility with use of funds dedicated to HPET.

**Challenges and Success of an HPET program:** A common challenge for health centers who are new to HPET programming is administrative tasks and on-boarding of new employees. Eskenazi has proudly created a streamlined system for new hires that consists of onboarding staff that support this process. Support staff are available for any new hire questions and support all new hires early on in their career journey. Eskenazi closely monitors all new hires on provider performance, including patient satisfaction and other measurements to ensure new hire success. For example, support staff will reach out to new-hires with 30 – 60 – 90-day surveys that ask for their personal view on areas in which they want to improve. Based on these findings onboarding or education staff will follow up with new hires to provide resources that will help enhance their performance. This level of HPET staffing support is likely able to be achieved because of the relative size and strength of the organization compared to other health centers in the State.

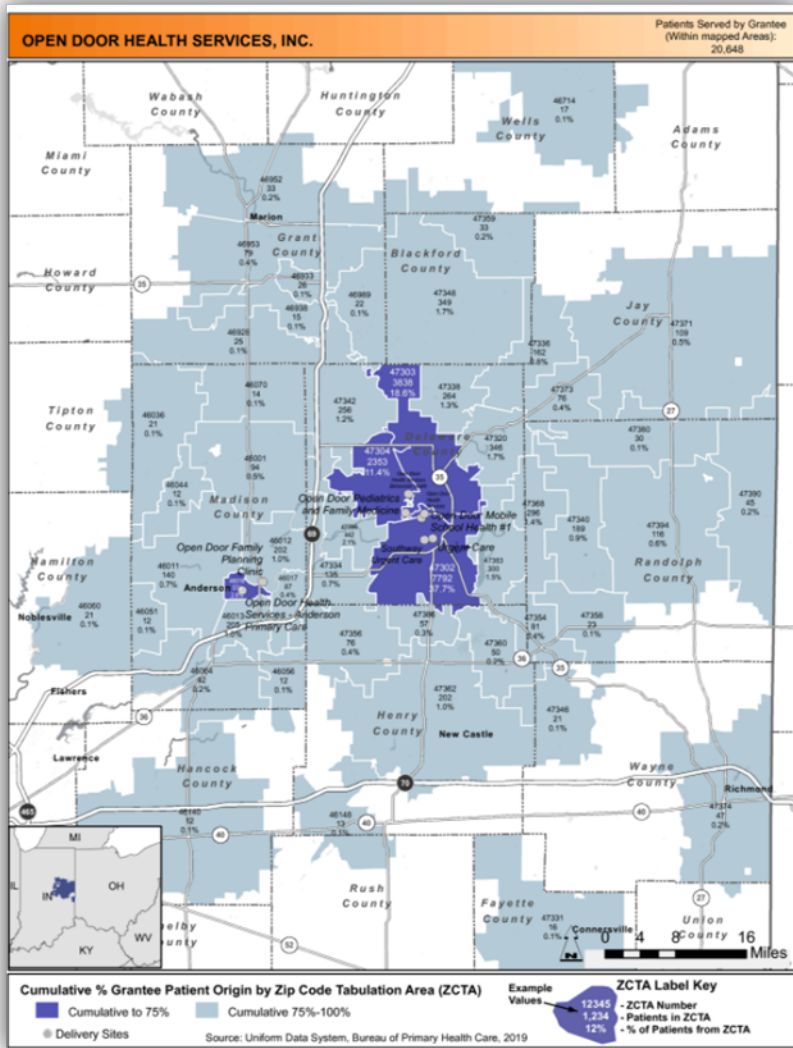
**Future HPET Programming:** Eskenazi has plans to expand their training opportunities for in-demand professions through the development and expansion of HPET at their sites. Additionally, Eskenazi plans to use HPET programming as a recruitment tool for in-demand professions that are looking to be hired in entry-level positions and follow an organizational career ladder into higher earning positions within the health center.

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<sup>21</sup> More information about the American Rescue Plan Funding for Health Centers can be found at: <https://bphc.hrsa.gov/program-opportunities/american-rescue-plan/faq>

# LEVERAGING TRAINING TO EXTEND SERVICES WHEN FEASIBLE & APPROPRIATE

OPEN DOOR HEALTH SERVICES, INC



## ADMINISTRATIVE CHARACTERISTICS OF THE ORGANIZATION

- Administrative Location: Muncie, IN
- Sites:<sup>22</sup> 3 administrative office, 12 clinical locations
- Service Area:<sup>23</sup> Muncie region - Primarily Delaware, Madison, Randolph, Henry, Blackford, Grant, and Jay Counties.
- Total Patients Served in 2019: 21,140
  - % Medical Patients: 89.99%
  - % Dental Patients: 11.58%
  - % Mental Health Patients: 7.44%
  - % Substance Use Disorder Patients: 0.54%
  - % Vision Patients: 0.0%
  - % Enabling Services Patients: 9.62%
- Costs (2019):
  - Total Health Center Cluster: \$4,008,772
  - Total Cost: \$13,593,453
  - Total Accrued Cost per Patient: \$643.02

**Interviewee:** Kourtney McCauliff, *Chief Human Resource Officer* and Ashley Wilson, *Director of Clinical Operations*. Interviewed July 27th, 2021

<sup>22</sup> Information obtained from HRSA Data Downloads, available at: <https://data.hrsa.gov/data/download>

<sup>23</sup> Administrative information obtained from Health Center Program Data, available at: <https://data.hrsa.gov/tools/data-reporting/program-data?grantNum=H80CS00340>

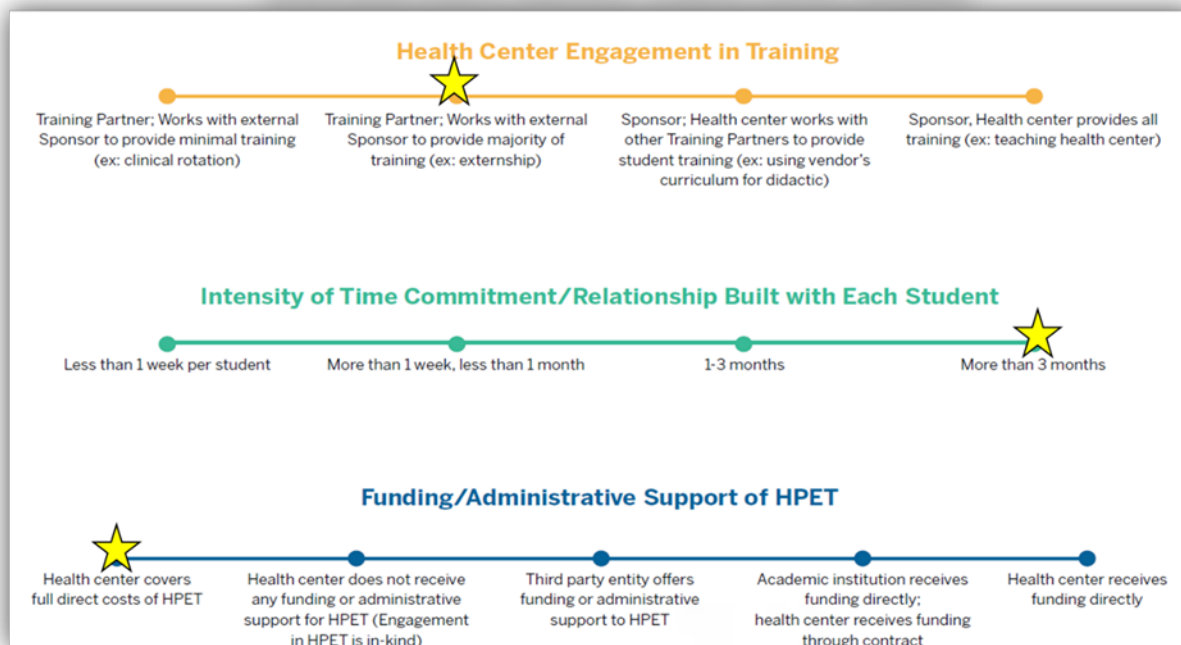
## HPET MODEL DESCRIPTION(S):

Open Door Health Services is engaged in HPET programming for Medical Students, Medical Residents, Nurse Practitioners, Physician Assistants, Licensed Practical Nurses/Vocational Nurses, Medical Assistants, Dental Assistants, Behavioral Health Counselors, Clinical Psychologists, Clinical Social Workers, Professional Counselors, Mental Health Nurse Practitioners, Dietitians/Nutritionists. The interview focused on two of the top in-demand professions: clinical social workers, and professional counselors.

## CLINICAL SOCIAL WORKERS

- Open Door Health Services provides HPET programming for clinical social worker students. Students complete their HPET programming during the last semester of academic training. Students spend up to a year at Open Door Health Services receiving clinical training under the supervision of a preceptor. Open Door partners with Ball State University Master of Social Work students.

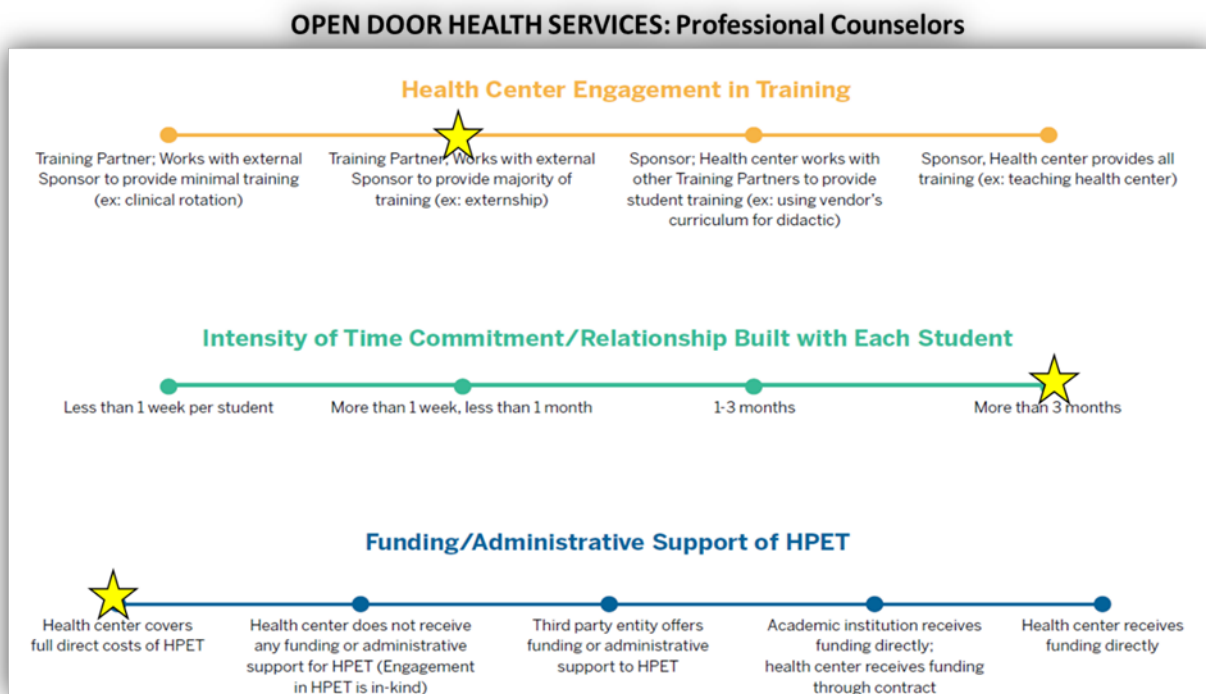
### OPEN DOOR HEALTH SERVICES: CLINICAL SOCIAL WORKERS





## PROFESSIONAL COUNSELORS – (MENTAL HEALTH COUNSELORS/BEHAVIORAL HEALTH COUNSELORS):

- Similar to clinical social workers, Open Door Health Services provides HPET programming for professional counselors. Student learners receive training during their final semester of academic training under the supervision of preceptor. Open Door partners with Ball State University Master of Social Psychology and Clinical Mental Health Counseling students.





## OVERALL HPET IMPLEMENTATION FINDINGS

**Commitment to HPET Programming:** Open Door Health Services, Inc. leadership considers HPET programming a critical component of their mission (“create a better life and future for others”), and organization overall, by “enhancing the communities where they live, work, and play.” HPET programming is seen as a vital recruitment tool for the Center’s high-demand professions. They have found that some health professions have a mis-perception about health centers and the services they provide. Open Door sees engagement in HPET as a mechanism to expose health care professions students to health centers and correct that perspective.

**Sustaining Academic Partnerships:** When it comes to relationships with academic institutions and engagement in clinical training, Open Door considers their partnerships bi-directional; some academic institutions approach them with student learners, while as a Center, they also continually seeking academic partnerships for their in-demand professions. Additionally, Open Door has had students approach them directly to fulfill clinical rotation requirements not already arranged by the academic institution. One of their largest partners is Ball State University (BSU), who provide the majority of the CSW and professional counselor students that rotate through Open Door during their final year of training. The organization credits a large portion of the success of their HPET programming to the commitment and partnership with BSU. This mutually beneficial relationship allows direct clinical training access for student learners and enables the health center to extend their service line to include additional behavioral health testing services (such as for ADHD and autisms) beyond what they were previously able to provide with baseline staffing levels.

**Funding HPET Programming:** Open Door believes their HPET programming is overall financially net-neutral. In terms of staffing resources/cost required to support their HPET, all masters-level behavioral health students must be supervised by a clinician (in this case, a staff psychologist) which does require protected time/staffing. However, Open Door has identified strategies to stay financially stable and account for the resources required to support HPET. For example, students observing and participating in counseling sessions require greater supervisor/preceptor time than other services such as behavioral health testing (such as for ADHD and autism), which require significantly less input from supervisors. Prior to hosting behavioral health students, the Center’s capacity to provide testing services was limited. Therefore, although HPET in counseling services requires significant supervisor support, the addition of extended testing capacity acts as a cost-shifting component.

In addition to providing clinical training opportunities to students, Open Door provides selected students with compensation for their time and the services they provide. Masters-level and bachelor-level students are paid hourly, which enables flexibility with their school schedules. Doctoral-level students have a signed agreement with the health center and University where the University pays a portion of the student’s salary and the health center pays the remainder. However, Open Door is able to bill for services provided by doctoral students, which supports costs associated with student salary or training. Some students also receive ancillary benefits, such as Paid Time Off. There is no exchange in funds between the health center and the university.

**Challenges of an HPET program and Factors Critical to Success:** Most challenges faced by Open Door are associated with the amount of time clinicians have to commit to educating and mentoring students. Clinicians must balance their time and commitment to student education without succumbing to burnout. Additionally, Open Door only has a limited number of preceptors for the growing number of student learners. Recruiting preceptors has been a challenge.

Factors deemed critical to Open Door’s HPET programming success includes a structured student on-boarding process. When they first started developing relationships with students, there was not a formalized process. They have recently created structured processes and programming which makes onboarding, such as electronic medical record training, much less challenging.

**Future HPET Programming:** Overall, Open Door has had a positive experience in developing and engaging in HPET programming and plans to expand the count and type of learners hosted in their health centers.

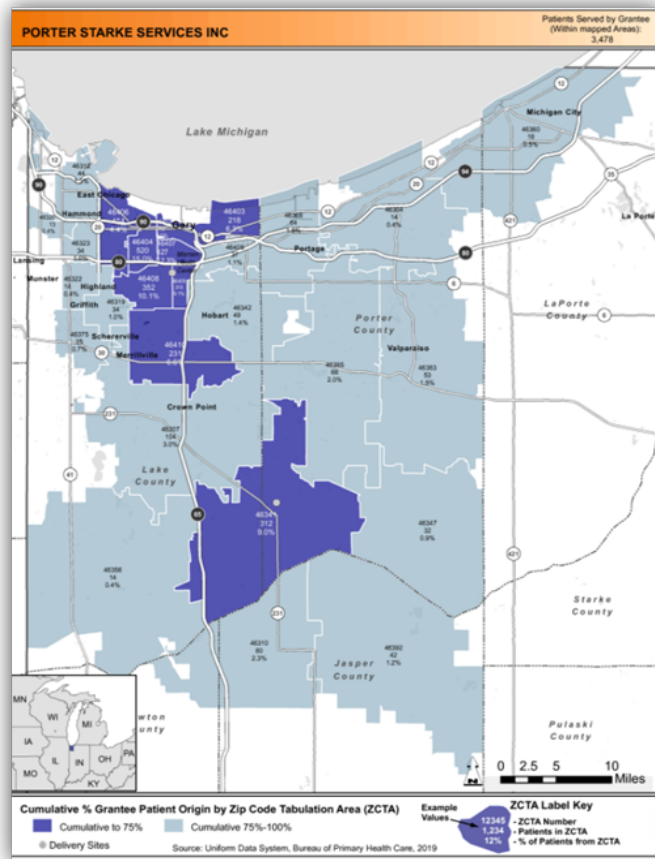
# ENGAGING IN BI-DIRECTIONAL TRAINING BETWEEN LEARNERS AND CLINIC STAFF

## MARRAM HEALTH SERVICES

### ADMINISTRATIVE CHARACTERISTICS OF THE ORGANIZATION

- Administrative Location: Valparaiso, IN
- Sites:<sup>24</sup> 1 administrative office, 2 clinical locations
- Service Area:<sup>25</sup> Primarily Porter and Lake Counties
- Total Patients Served in 2019: 3,655
  - % Medical Patients: 89.93%
  - % Dental Patients: 11.14%
  - % Mental Health Patients: 20.03%
  - % Substance Use Disorder Patients: 0.00%
  - % Vision Patients: 0.00%
  - % Enabling Services Patients: 12.78%
- Costs (2019):
  - Total Health Center Cluster: \$1,287,015
  - Total Cost: \$3,523,937
  - Total Accrued Cost per Patient: \$964.14

**Interviewee:** Stacey Sensing, *Marram Health Office Manager*. Interviewed July 27th, 2021



<sup>24</sup> Information obtained from HRSA Data Downloads, available at: <https://data.hrsa.gov/data/download>

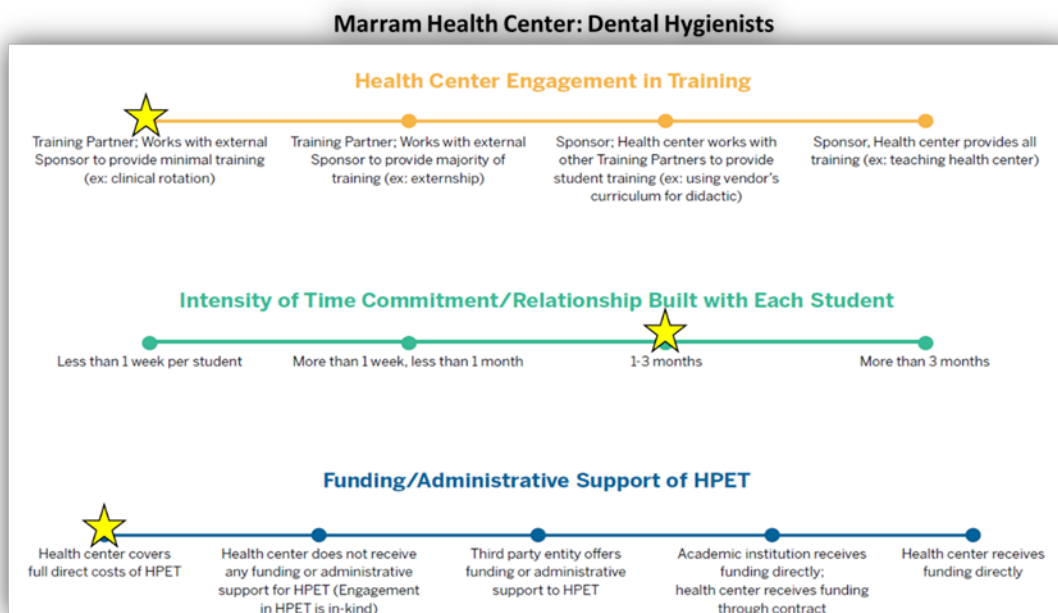
<sup>25</sup> Administrative information obtained from Health Center Program Data, available at: <https://data.hrsa.gov/tools/data-reporting/program-data?grantNum=H80CS29005>

## HPET MODEL DESCRIPTION(S):

Marram Health Center is located in the northwest region of the state and is engaged in HPET programming for Medical Students, Medical Residents, Nurse Practitioners, Medical Assistants, Dentists, Dental Assistants, and Dental Hygienists. The interview focused on two of the top in-demand professions among health centers: dental hygienists and dental assistants. For both of these programs, Marram has partnerships with Indiana University (IU) Northwest dental hygiene and dental assisting programs.

### DENTAL HYGIENISTS:

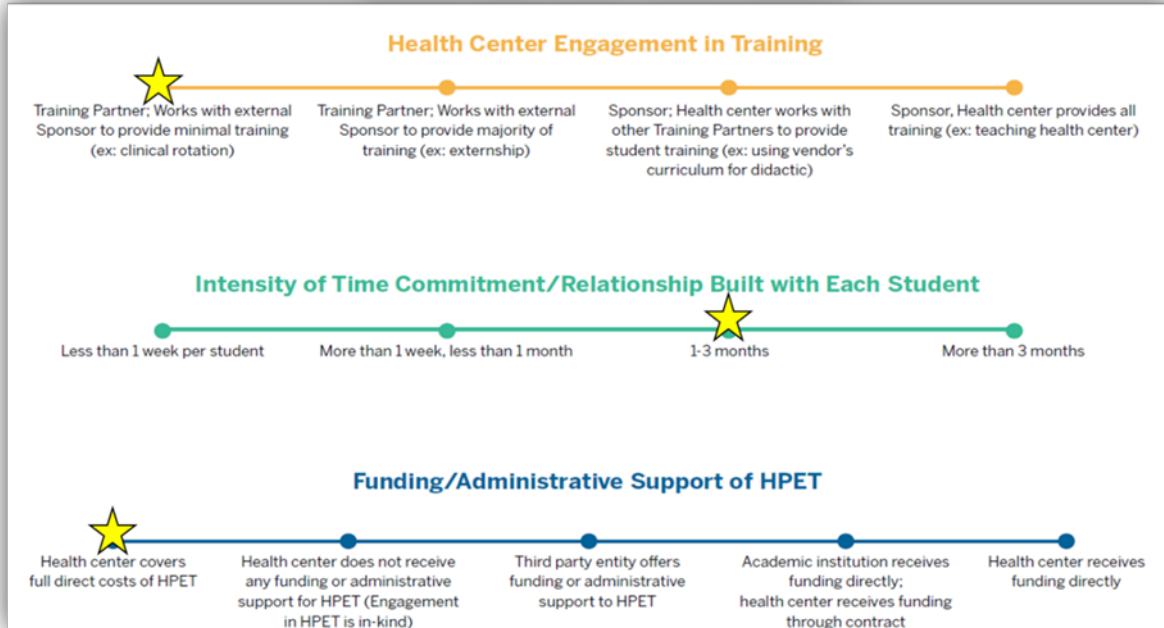
- Marram Health Center hosts 3-4 dental hygiene students from the IU Northwest campus per year. These dental hygiene students are mentored by a clinician for 4-6 weeks. Marram provides training experiences to dental hygiene students to support their mission to engage in training, fill skill gaps that they have historically experienced in new dental hygiene graduates, and to support their transition into professional practice.



## DENTAL ASSISTANTS:

- Marram Health is engaged in providing clinical rotation opportunities for dental assistants at IU Northwest. As a relatively smaller organization, Marram currently has one practicing dentist and one hygienist who works with dental assistant students. Due to staff capacity and the in-depth clinical experience provided to dental assistant students, only a limited number of students can be hosted by Marram annually.

### Marram Health Center: Dental Assistants



## OVERALL HPET IMPLEMENTATION FINDINGS

**Commitment to HPET Programming:** Marram Health is dedicated to educating students in a hands-on learning environment. Providing HPET programming enables Marram providers to keep up-to-date with new approaches in the field of dentistry. They also find that offering students learning opportunities provide the health center with new skillsets and education tools. HPET programming also provides the health center with a recruitment tool for high demand professions.

**Sustaining Academic Partnerships:** Currently, Marram Health partners with Indiana University Northwest for HPET programming for dental hygienists and dental assistants. The health center maintains documentation with the academic institution to satisfy liability concerns, including a background check on students that rotate through the health center. Historically, Marram Health has partnered with several universities in training other types of health professions students, but during the COVID-19 pandemic a large number of students shifted to virtual learning which has made developing and sustaining academic partnerships a challenge.

**Funding HPET Programming:** Marram Health reports that costs associated with HPET programming have a net neutral impact on overall health centers finances. There is no exchange in funding between the health center and university to support programming. There is an acknowledgement that there is some loss of clinical productivity due to time spent in student training. However, the clinical preceptor extends clinic hours to account for any loss in productivity.

**Challenges and Successes of HPET Programming:** Staffing to support HPET is considered Marram Health's biggest challenge when it comes to providing HPET programming. Currently, Marram Health has one dentist and one dental hygienist, which limits the number of students they can host per year. Additionally, Marram Health cites that having staff to coordinate HPET programming and a standardized policy and procedure manual for orienting students have been critical to their programs' success. Finally, Marram Health added that they have been successful at recruiting a medical student that was once engaged in Marram's HPET programming.

**Future HPET Programming:** In the future, Marram Health plans to continue engaging in HPET programming. They hope to be able to provide HPET opportunities to a greater number of students and, hopefully, recruit students after graduation. In their experience, students that trained at their organization are better prepared to "hit the ground running" with the skills necessary to serve their patients.

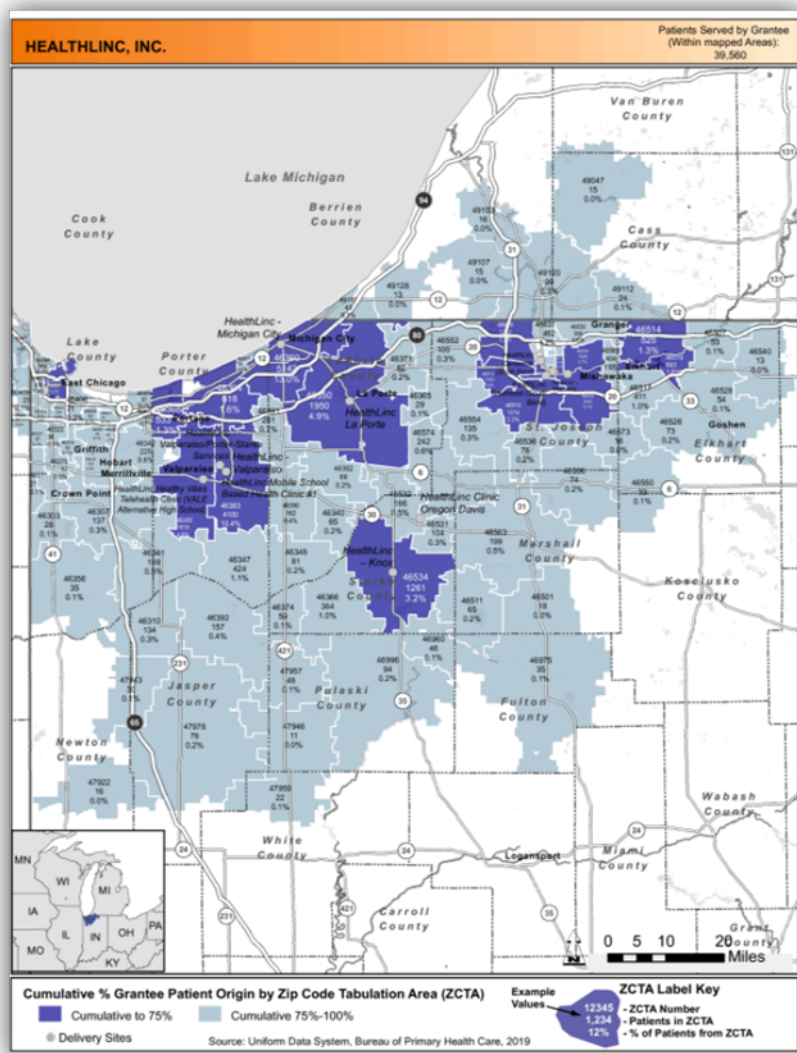
# LEVERAGING STATE WORKFORCE DEVELOPMENT FUNDING OPPORTUNITIES TO TRAIN STAFF

HEALTHLINC INC.

## ADMINISTRATIVE CHARACTERISTICS OF THE ORGANIZATION

- Administrative Location: Valparaiso, IN
- Sites:<sup>26</sup> 1 administrative office, 15 clinical locations
- Service Area:<sup>27</sup> Primarily La Porte, Porter, Lake, St. Joseph and Starke Counties
- Total Patients Served in 2019: 40,048
  - % Medical Patients: 90.86%
  - % Dental Patients: 17.39%
  - % Mental Health Patients: 11.90%
  - % Substance Use Disorder Patients: 0.00%
  - % Vision Patients: 4.37%
  - % Enabling Services Patients: 8.31%
- Costs (2019):
  - Total Health Center Cluster: \$5,091,580
  - Total Cost: \$37,822,405
  - Total Accrued Cost per Patient: \$944.43

**Interviewee:** Beth Wrobel *Chief Executive Officer*, Amy Costello *Training Program Manager*, Chris Beebe *Chief Human Resources Officer* (Interviewed July 28th, 2021)



<sup>26</sup> Information obtained from HRSA Data Downloads, available at: <https://data.hrsa.gov/data/download>

<sup>27</sup> Administrative information obtained from Health Center Program Data, available at: <https://data.hrsa.gov/tools/data-reporting/program-data?grantNum=H80CS06662>

## HPET MODEL DESCRIPTION(S):

HealthLinc is a health center network with multiple clinical locations that are located in northwest Indiana. They are engaged in HPET programming for a variety of health professions students, including: Medical Students, Medical Residents, Nurse Practitioners, Registered Nurses (ASN or BSN), Medical Assistants, Dentists, Pharmacists. The interview focused on the top in-demand profession among Indiana health centers: medical assistants.

## MEDICAL ASSISTANTS (MAS):

HealthLinc is engaged in two different training strategies for MAs: They offer a grow-your-own MA program operated in partnership with the [National Institute of Medical Assistant Advancement \(NIMAA\)](#); and they host MA students enrolled in local training programs.

- Partnership with NIMAA for “Grow-Your-Own” MA Training: In this training strategy, MA students at HealthLinc complete their didactic training virtually with NIMAA staff. They then complete the clinical portion of their training at HealthLinc.
  - Lessons Learned from Implementation:
    - In the initial implementation of this training model, HealthLinc focused on “upskilling” existing non-clinical employees by enabling them to participate in NIMAA’s training. However, several challenges were identified in this approach. In order to complete the NIMAA program, existing staff participants had to decrease their employment to part-time, negatively impacted wages and benefit status for the employee. Additionally, implementation of this approach lowered staffing capacity but resulted in approximately the same cost to the organization because of high part-time benefit rates. In response to these challenges, HealthLinc was able to negotiate with their insurance broker to ensure full-time benefits for employees completing the NIMAA training, despite their temporary transition to part-time. This enabled staff to become “upskilled” as MAs and maintain benefits during the training process.
    - HealthLinc received approval through the Indiana WorkOne program to receive state funding to support NIMAA’s MA training for their employees. This approval enabled HealthLinc to support training for their employees with minimal financial impact to the organization. Now, additional staff members, including front desk staff, are interested in receiving NIMAA training to become MAs, which facilitates strategic internal recruitment for this high-demand position by individuals who already have a working knowledge of clinic flow and culture.
    - Providing Clinical Rotations for External MA Students: HealthLinc also partners with external MA program students from other institutions to provide clinical training experiences. To support these external students, HealthLinc utilizes Medical Assistant staff to act as preceptors for these students.

### HealthLinc: Medical Assistants





## OVERALL HPET IMPLEMENTATION FINDINGS

**Commitment to HPET Programming:** HealthLinc is continuously seeking out ways to “re-engineer” healthcare through HPET programming opportunities. They consider HPET programming to be an investment that organizations must make in order to improve their community, both by creating employment opportunities for community members and expanding access to care.

**Sustaining Academic Partnerships:** HealthLinc has formed a strong partnership with NIMAA, a Colorado-based association that provides virtual didactic training to MAs, while clinical training is provided on-site at HealthLinc. They have found this external partnership to be beneficial to strategically recruit individuals prior to MA training, develop their MA skillset, and provide experience working in the organizational culture (with the electronic health records and other center-specific values such as social determinants of health). HealthLinc is also involved in providing clinical rotation opportunities to external MA students.

**Funding HPET Programming:** HealthLinc's funding structure to support MA training is unique. This health center is utilizing Indiana Department of Workforce Development [NextLevel Jobs Workforce Ready Grants](#) to support costs associated with providing MA training to their staff. The NextLevel Jobs Workforce Ready Grant provides funding for up to two years that may cover tuition and mandatory fees for eligible high value certificate programs, including MA. These funds help the organization support internal employees in their academic endeavors while retaining them as part-time employees at a full-time benefit rate.

**Challenges of an HPET program:** The process by which students were identified and underwent NIMAA training was a challenge identified by HealthLinc early in their partnership with NIMAA. NIMAA's primary process is to admit prospective MA students, then place them at partnering health centers. This strategy does not provide health centers with the opportunity to provide input or make determinations on student placement. HealthLinc wanted to determine which students receive training at their center, so they worked with NIMAA to modify the process. Under the modified process, HealthLinc first hires the prospective student as a staff member. This allows HealthLinc staff to identify students through a standard interview process that match the organization's needs. Then, these new staff members apply to NIMAA as prospective students to undergo MA training. This new process also allows for HealthLinc to apply for the Workforce Ready Grant funding to support training of their staff.

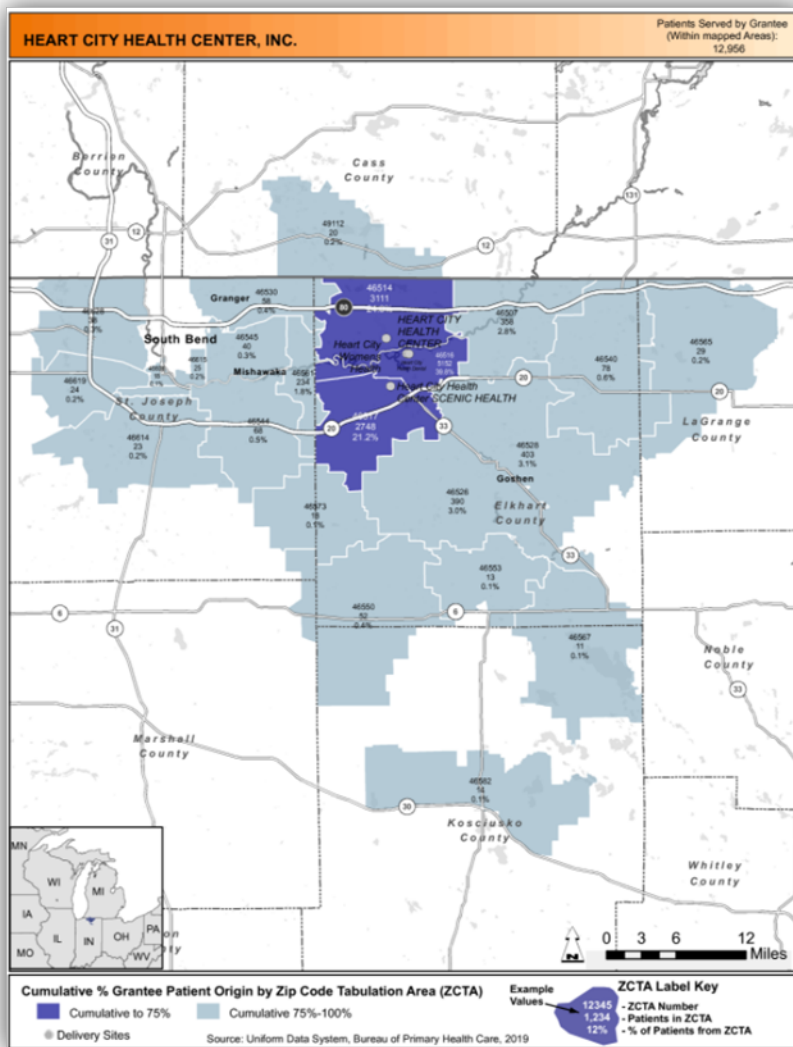
Another challenge was the staffing required to ensure MAs had the competencies and skills necessary for practice. To address this challenge, HealthLinc hired a Clinical Nurse Educator who served a dual function: competency review for internal MA students, conducting competency review with all new hire MAs during their first week at HealthLinc, and conducting annual competency reviews for staff MAs as well as other health professions (registered nurses, licensed practical nurses).

**Future HPET Programming:** HealthLinc is planning to expand their HPET programming to include in-house training for other high-demand professions, such as dental assistants. They are currently in the process of testing out a newly formed curriculum on current novice DA staff. Overall, they hope to create a career path for DAs to start as a sterilization technician and work their way up to a dental assistant and potentially a dental hygienist.



# PROVIDING K12 PIPELINE OPPORTUNITIES & LEVERAGING LOCAL INDIANA AHEC CLINICAL PLACEMENT SERVICES

## HEART CITY HEALTH CENTER



### ADMINISTRATIVE CHARACTERISTICS OF THE ORGANIZATION

- Administrative Location: Elkhart, IN
- Sites:<sup>1</sup> 0 administrative office, 4 clinical locations
- Service Area:<sup>2</sup> Primarily Elkhart County and contiguous areas
- Total Patients Served in 2019: 13,144
  - % Medical Patients: 91.92%
  - % Dental Patients: 13.04%
  - % Mental Health Patients: 5.68%
  - % Substance Use Disorder Patients: N/A
  - % Vision Patients: 0.00%
  - % Enabling Services Patients: 0.00%
- Costs (2019):
  - Total Health Center Cluster: \$2,586,530
  - Total Cost: \$11,016,911
  - Total Accrued Cost per Patient: \$838.17

**Interviewee:** Dr. Mark Green, DDS, *Dental Director*. Interviewed August 10th, 2021)

<sup>1</sup> Information obtained from HRSA Data Downloads, available at: <https://data.hrsa.gov/data/download>

<sup>2</sup> Administrative information obtained from Health Center Program Data, available at: <https://data.hrsa.gov/tools/data-reporting/program-data?grantNum=H80CS08221>

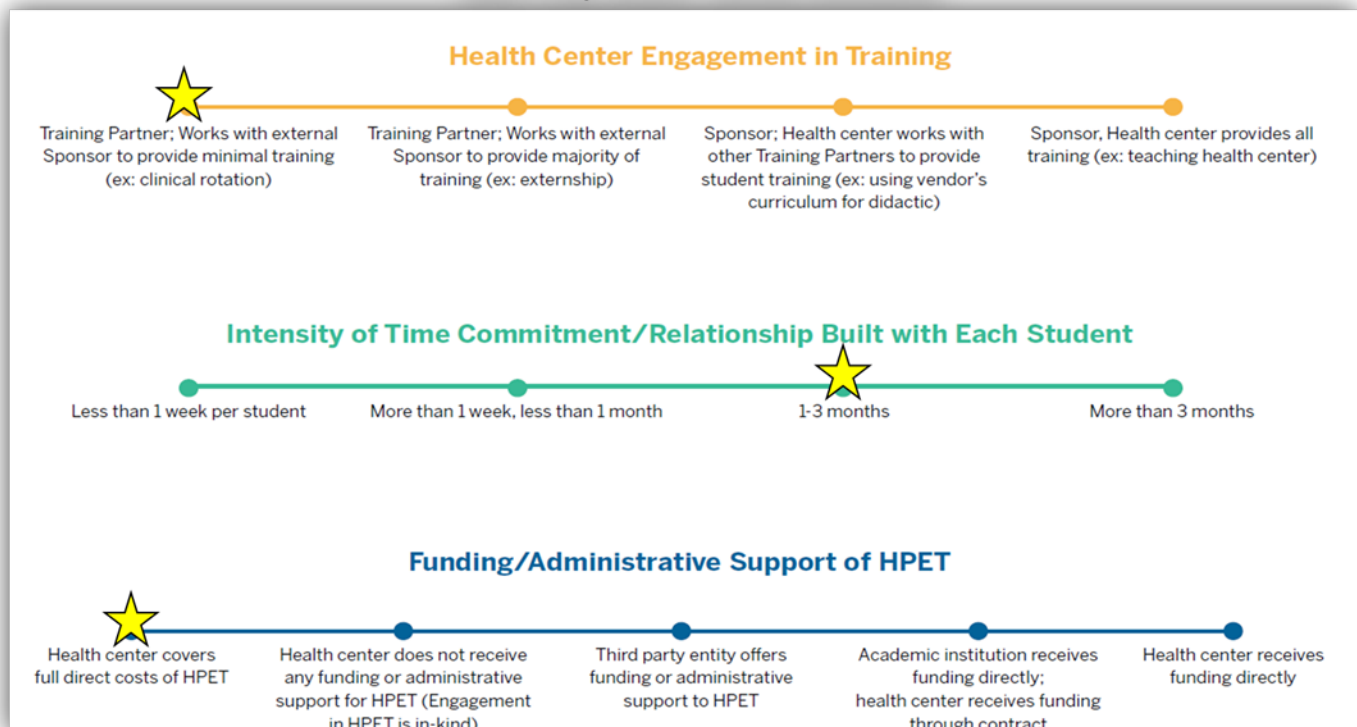
## HPET MODEL DESCRIPTION(S):

Heart City Health is engaged in HPET programming for six health professions: Medical residents, nurse practitioners, physician assistants, medical assistants, dentists, and dental assistants. The interview focused on one of the top in-demand professions among Indiana health centers: Dental assistants.

### DENTAL ASSISTANTS:

- Heart City Health has 3 dentists, 3 dental hygienists, and several dental assistants on staff. Additionally, they have an office manager who handles day-to-day operations. Heart City Health provides two primary types of HPET programming for the dental assistant profession: pipeline observerships and professional students clinical experience.
  - Pipeline Observership Opportunities:
    - Heart City Health has developed relationships with the career center at their local high school (Elkhart High School) to provide opportunities for high school students to come to the health center to observe dental assistants and hygienists at the clinic. They hope this program inspires high school students to consider dental assisting as a potential career field and attract local students to obtain DA training at a local community college/training program. The Dental Director at Heart City serves on the Board of Directors for the high school career center and sees this as a strategic opportunity to share information about health center workforce needs and provide input on the direction of career and technical education programming at the school.
- Heart City participates in the [Jobs for America's Graduates \(JAG\) Program](#) to provide opportunities for students to explore dental careers. The JAG program is operated out of the Department of Workforce Development and was created to bridge the gap between secondary education and post-secondary education and career opportunities for students who may come from a challenging background and need additional career support.
  - Professional Students Clinical Experience: Heart City Health has also provided clinical experience opportunities to DA students at Ivy Tech and Indiana University South Bend. However, both programs recently closed their local DA programming. Therefore, they are not currently engaged in providing clinical experience to DA students. They considered creating their own DA programming, but there are significant barriers to overcome related to the start-up; they would prefer to train students who have already received their dental radiographer license.

### Heart City Health: Dental Assistants



- Other HPET programming supported by Heart City Health: Heart City has established a partnership with the [Northeast Indiana Area Health Education Center](#) (housed at Ball State University) to coordinate clinical placements for other health professions students (including nurses, nurse practitioners, and mental health students). For more information about the services that [Northeast Indiana AHEC provides](#), [go to page 94](#).

## OVERALL HPET IMPLEMENTATION FINDINGS

**Commitment to HPET Programming:** Heart City Health is dedicated to HPET programming and values educating future generations. Health City leadership consider HPET training to be part of organization's mission to "provide access to high quality preventative and primary care for the community." They also view HPET programming as an opportunity for their staff to learn from students and stay up-to-date with the latest clinical techniques.

**Sustaining Academic Partnerships:** Heart City partners with several academic institutions, including, Ivy Tech, Indiana University, Ball State, and Elkhart High School. Heart City has formed a strong partnership with the Northeast Indiana Area Health Education Center (AHEC) which is hosted by Ball State University but coordinates clinical placement opportunities for several Indiana universities. The AHEC connects students in need of clinical experience with Heart City when an opportunity exists.

Many of the academic partnerships that Heart City has formed are a direct result of the dental director's personal involvement and commitment to developing and maintaining relationships with academic training partners. The dental director has become involved in programming at Ivy Tech and has served on the board of a local high school-based career center. Heart City has also formed a unique partnership with a WorkOne JAG program where they provide opportunities for high school students to observe.

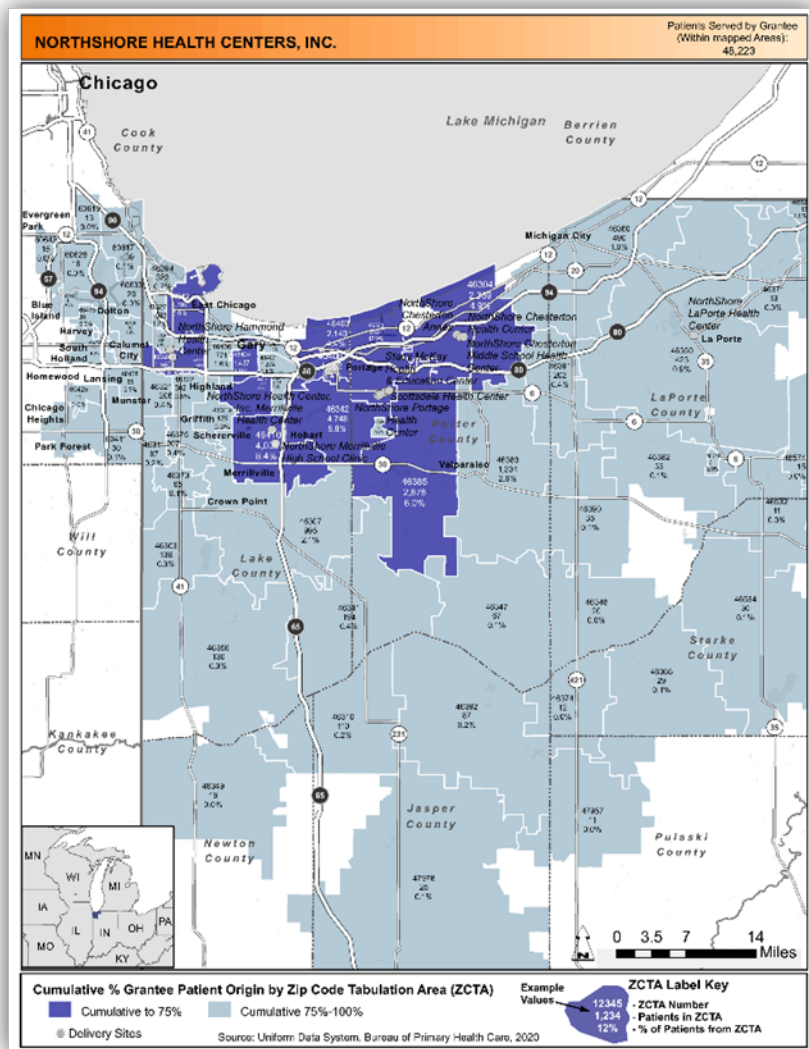
**Funding HPET Programming:** Heart City Health has leveraged some grant funding to support their HPET programming, including JAG Program funding, and utilized the administrative support provided by the Northeast Indiana AHEC to provide clinical placement coordination. They do not believe that training students has a significant impact on productivity. They do not currently pay preceptors for the time they spend serving students, as this is considered a part of their mission and it does not seem to impact staff productivity.

**Successes and Challenges of an HPET program:** Heart City has found that every community is different and comes with a unique set of challenges. Additionally, it is critical to create relationships with academic institutions through networking and service to 1) provide clinical opportunities for students and 2) provide a feedback loop to the academic program in order to produce health professionals with relevant skills.

**Future HPET Programming:** Currently, Heart City is hoping to expand their HPET programming and train more students. They have considered developing a DA training program, but believe there is a large start-up investment to create that type of programming (related to curriculum development, program accreditation from the Indiana Department of Health for the Dental Radiographer license, etc.).

# BUILDING A CLINICAL STAFF WORKFORCE THAT IS COMMITTED TO HPET

## NORTHSHORE HEALTH CENTER



### ADMINISTRATIVE CHARACTERISTICS OF THE ORGANIZATION

- Administrative Location: Portage, IN
- Sites:<sup>28</sup> 17 Clinical Locations, 1 Administrative/ Clinical Locations
- Service Area:<sup>29</sup> Primarily Lake County and Porter County
- Total Patients Served in 2019: 48,958
  - Medical Patients: 89.35%
  - Dental Patients: 18.17%
  - Mental Health Patients: 4.16%
  - Substance Use Disorder Patients: 0.42%
  - Vision Patients: 6.05%
  - Enabling Services Patients: 7.00%
- Costs (2019):
  - Total Health Center Cluster: \$3,985,673
  - Total Cost: \$35,545,64
  - Total Accrued Cost per Patient: \$699.11

**Interviewee:** Rachel Mullins *Chief Operating Officer*  
(Interviewed August 12th, 2021)

<sup>28</sup> Information obtained from HRSA Data Downloads, available at: <https://data.hrsa.gov/data/download>

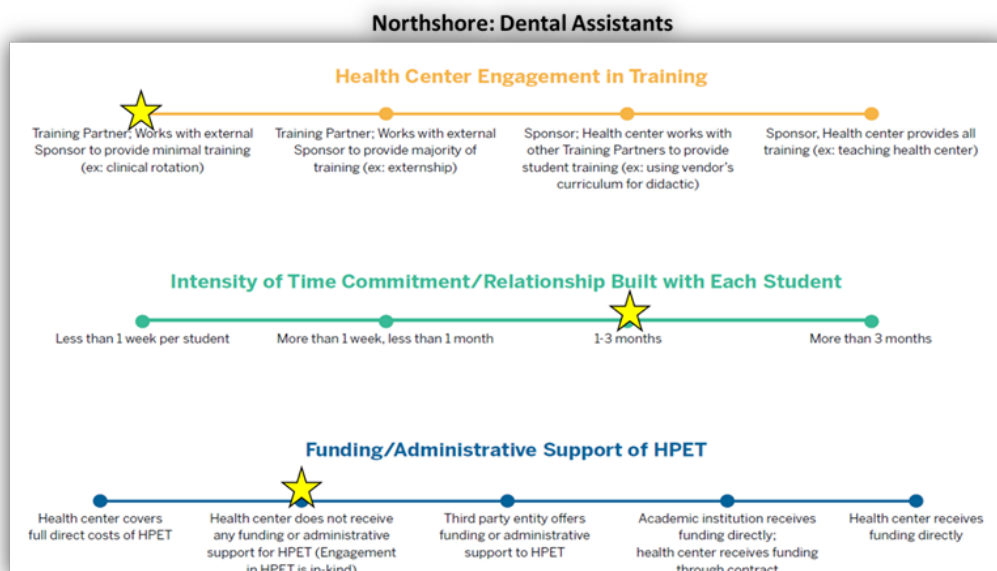
<sup>29</sup> Administrative information obtained from Health Center Program Data, available at: <https://data.hrsa.gov/tools/data-reporting/program-data?grantNum=H80CS08221>

## HPET MODEL DESCRIPTION(S):

NorthShore Health Centers is an Grantee located in northwest Indiana. NorthShore is engaged in HPET programming for six health professions: Medical residents, medical students, nurse practitioners, physician assistants, registered nurses (ASN or BSN), Licensed Practical Nurses (LPN), medical assistants, dental assistants, Professional Counselors (Mental Health Counselors), Clinical Social Workers, Substance Use Disorder Personnel, and Pharmacists. The interview focused on three of the top in-demand professions: Dental Assistants, Clinical Social Workers and Nurse Practitioners.

### DENTAL ASSISTANTS (DA):

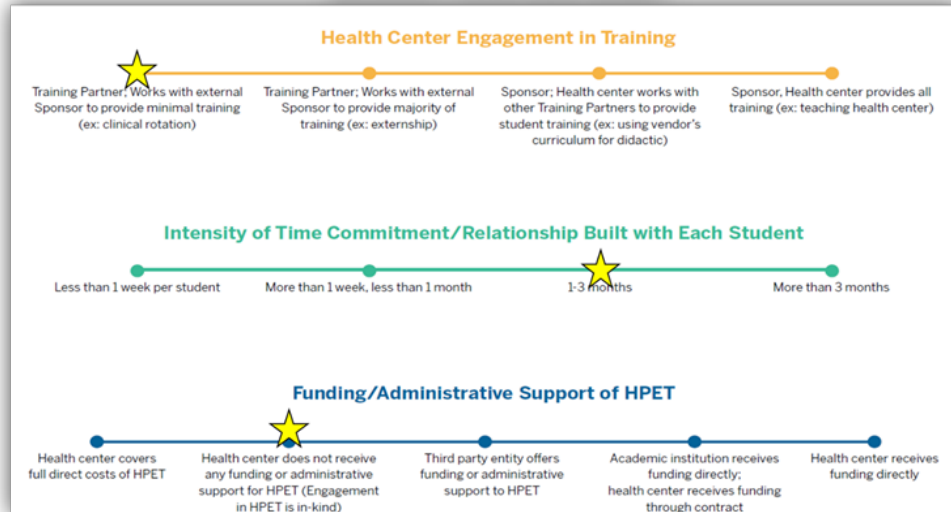
- NorthShore partners with Indiana University Northwest Dental Assisting program for student learners. Students are required to complete a minimum number of hours that need to be signed off by a clinician. Commonly, DA students approach NorthShore for clinical training needs. However, since COVID-19, dental assistants have been difficult to recruit because there is a shortage of students. NorthShore worries that there is insufficient knowledge base among the general public about dental assisting as a career.



### CLINICAL SOCIAL WORKERS:

- NorthShore partners with Indiana University Northwest Master of Social Work program to provide clinical placement opportunities for student learners. The opportunities that NorthShore offers students are unique compared to the experience they would receive at other clinical sites because of the variety of mental health and social support services NorthShore provides, including: art programs, music programs, cooking classes and one-on-one counseling experience.

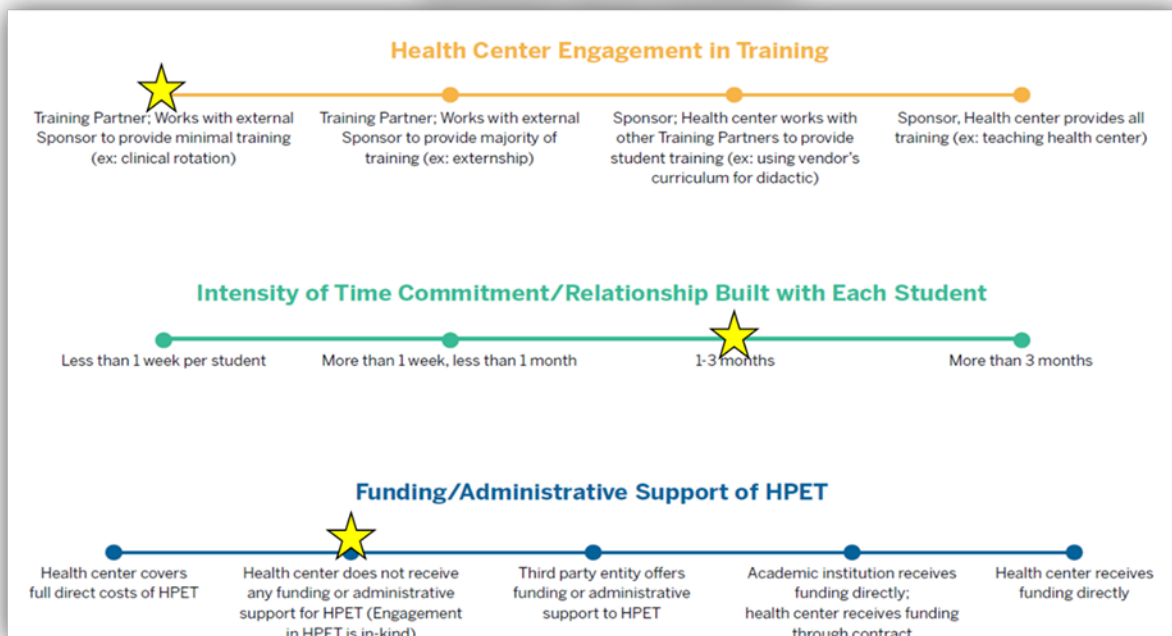
### Northshore: Clinical Social Workers



### NURSE PRACTITIONERS:

- NorthShore partners with a number of nurse practitioner programs to host students for clinical rotations, including Rush University, Rosalind Franklin, and Valparaiso University. NorthShore has found that the NP students help with patient load by taking on a lot of the preceptors' administrative support work so that preceptors can focus on more demanding cases. Students' support clinicians by completing clinical notes, disability forms and other necessary paperwork. This additional support has shown to offset some of the costs incurred related to HPET programming and increase the clinic's overall productivity.

### Northshore: Nurse Practitioners



## OVERALL HPET IMPLEMENTATION FINDINGS

**Commitment to HPET Programming:** NorthShore Health Center is committed to providing student learners with robust training opportunities. Their standpoint on HPET is “we will place as many students as come to us looking for opportunities.” The health center sees engagement in HPET programming as both “mission and recruitment” opportunities. Additionally, health center leadership states that developing relationships with students also serves to keep staff skills up-to-date with the latest treatments and best practices. HPET programming aligns with the health center’s mission to “ensure that all individuals have access to the highest quality of health care, regardless of sex, age, race, social, or cultural standing, and/or ability to pay.”

**Sustaining Academic Partnerships:** NorthShore has formed partnerships with several academic institutions including, Ivy Tech, Indiana University Northwest, Valparaiso University, Rosalind Franklin, Rush University and Purdue University. NorthShore classifies their relationship with academic training partners as minimal and has a more direct relationship with the students themselves. In most cases, students approach NorthShore for training opportunities rather than the academic partners. Serving as clinical preceptors to students offers an intangible benefit to staff members, as this role allows them the opportunity to add “adjunct preceptor” to their resume.

**Funding HPET Programming:** In general, NorthShore receives little funding for HPET programming and reports its engagement as a net-loss (with the exception of some provider-level students such as NPs that may offset costs by providing additional productivity). Most preceptors do not receive any sort of payment associated with their precepting duties. However, some academic institutions do provide a small stipend to preceptors. For example, Rush University pays nurse practitioner preceptors a lump sum for each student they mentor.

**Challenges of an HPET program:** NorthShore has experienced challenges associated with sufficient staffing to support the student learners. With every new academic relationship and student learner comes administrative duties, on-boarding, and extensive training that requires the time of supportive and administrative staff. Having an administrative coordinator who helps with the student onboarding process is critical. Additionally, obtaining “buy-in” from staff providers is important for programming success; the chief medical officer ensures clinical staff understand the organizational value placed on HPET programming during interviews.

**Future HPET Programming:** NorthShore believes as a health center it is their responsibility to provide clinical learning opportunities to student learners. They hope to expand their HPET programming in the coming years and use this as an opportunity to recruit and retain well trained students who exemplify the health center’s mission.



# SUPPORTING HPET PLANNING AND IMPLEMENTATION: RESOURCES AVAILABLE IN THE ACADEMIC AND FUNDING SPACE

As a part of HRSA's multi-year project to expand HPET programming in health centers, technical assistance is provided to health centers for the development and implementation of strategic workforce plans. The information provided in the subsequent sections of the report is intended to support health centers in the stages of plan development and implementation by providing the following resources: Academic, Administrative, and Financial.

## ACADEMIC RESOURCES

Although there are a number of roles at health centers that can receive on-the-job training, a large majority of health occupations require some level of post-secondary academic training. Therefore, in order to develop or expand HPET programming, health centers must work with learners associated with an academic institution or other external training body. To facilitate relationship development between health centers and academic partners, this Roadmap contains an inventory of public and private, not-profit academic programs organized by profession type for each of the high-demand professions. Additionally, a list of programs and program contacts has been included to facilitate connections between health centers and academic programs and can be found in the Appendix..

In addition to the creation of an inventory, several key informant interviews were held with academic program contacts. The findings from these interviews provide insight into the academic perspective and any considerations that may need to be taken during HPET program development or implementation.



### **How can health centers use these academic resources to support their HPET programming development and implementation?**

As health centers work on their workforce strategic plans, it will likely be important to establish relationships with local academic programs that provide training for the health profession of interest. Health centers can connect directly with the academic program contacts to determine what clinical opportunities their students may require. Additionally, health centers can work with academic program contacts to establish affiliation agreements which outline what types of experience the students will receive at the health center, what roles all parties will assume (health center, academic program, and student), liability considerations, any exchange of funding (to support preceptor or clinic time/services), etc. Health centers may work with the academic programs directly or through the use of an administrative liaison that provides clinic placement services, such as a local Indiana Area Health Education Center.



## INVENTORY OF ACADEMIC PROGRAMS FOR HIGH-DEMAND HEALTH OCCUPATIONS

An inventory of academic programs for the health center-identified high-demand health occupations was obtained from the Indiana Commission for Higher Education.<sup>30</sup> This inventory was developed by cross-referencing both workforce development and higher education databases. Higher education academic programs that tied to a specific standard occupational code were identified and extracted. Information received from the Indiana Commission for Higher Education included: Program Name, Campus Locations, Campus Addresses. A manual internet search was conducted to identify program contacts. Attempts were made to verify program contact information telephonically to ensure accuracy. Academic programs that prepare learners for the following occupations are included within this section of the roadmap:

- Dental Assistants\*
- Dental Hygienists
- Dentists (DDS/DMD)
- Licensed Practical Nurses\*
- Medical Assistants\*
- Mental Health Nurse Practitioners
- Nurse Practitioners
- Physicians (Primary Care)
- Physicians (Psychiatrists)
- Professional Counselors/Behavioral Health Counselors
- Registered Nurses (ASN or BSN)
- Social Workers/Clinical Social Workers
- Substance Use Disorder Personnel\*

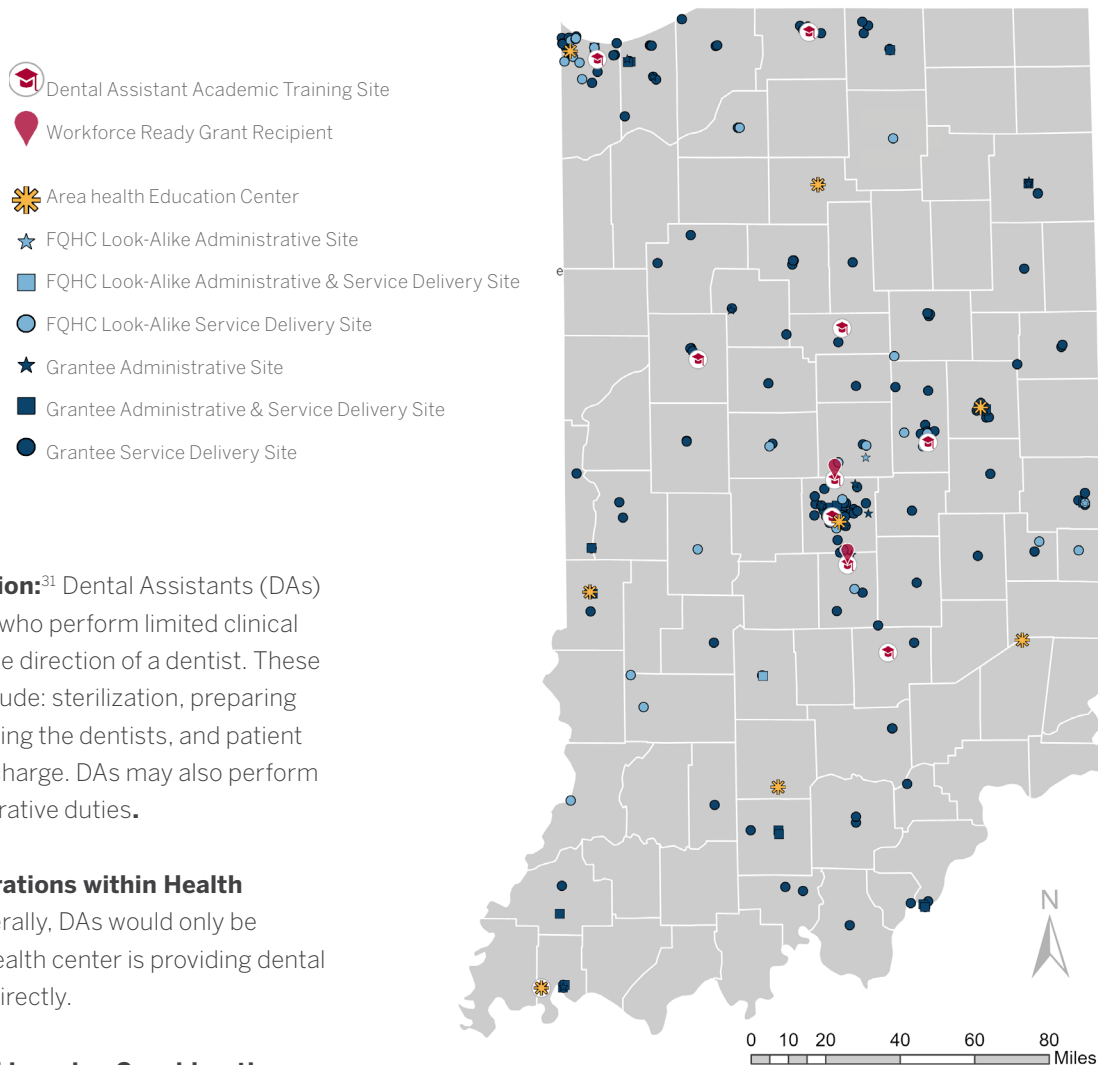
\*Of note, for occupations with an asterisk, there may be state funding available through NextLevel Jobs Indiana (through the Indiana Department of Workforce Development) to support costs associated with training this workforce. Those academic programs that are eligible for NextLevel Jobs are designated on the subsequent maps and within the program contact data tables. For more information on NextLevel Jobs, explore this section within [“Funding Resources” on page 89.](#)

<sup>30</sup> Note: Only public and private non-profit academic programs are identified on the maps and tables. Private for-profit programs that are authorized by the Indiana Board for Proprietary Education are excluded from reporting as program-specific enrollment data are unavailable for these programs.

## INVENTORY OF ACADEMIC PROGRAMS

### DENTAL ASSISTANTS

#### Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Dental Assistant Academic Training Sites



**Role Description:**<sup>31</sup> Dental Assistants (DAs) are individuals who perform limited clinical duties under the direction of a dentist. These duties may include: sterilization, preparing patients, assisting the dentists, and patient education/discharge. DAs may also perform some administrative duties.

#### Role Considerations within Health

**Centers:** Generally, DAs would only be utilized if the health center is providing dental care services directly.

#### Education or Licensing Considerations:

DAs are generally prepared through on-the-job training or a post-secondary certificate program. There is no Indiana state license for dental assisting. However, DAs may obtain a Limited Dental Radiographer license through the Indiana Department of Health.<sup>32</sup>

**Mean Hourly Wage in Indiana:**<sup>33</sup> \$20.48

**NextLevel Jobs:** DA qualifies as a NextLevel job. There are some programs throughout the State that may be eligible for NextLevel jobs funding for learners and employers.

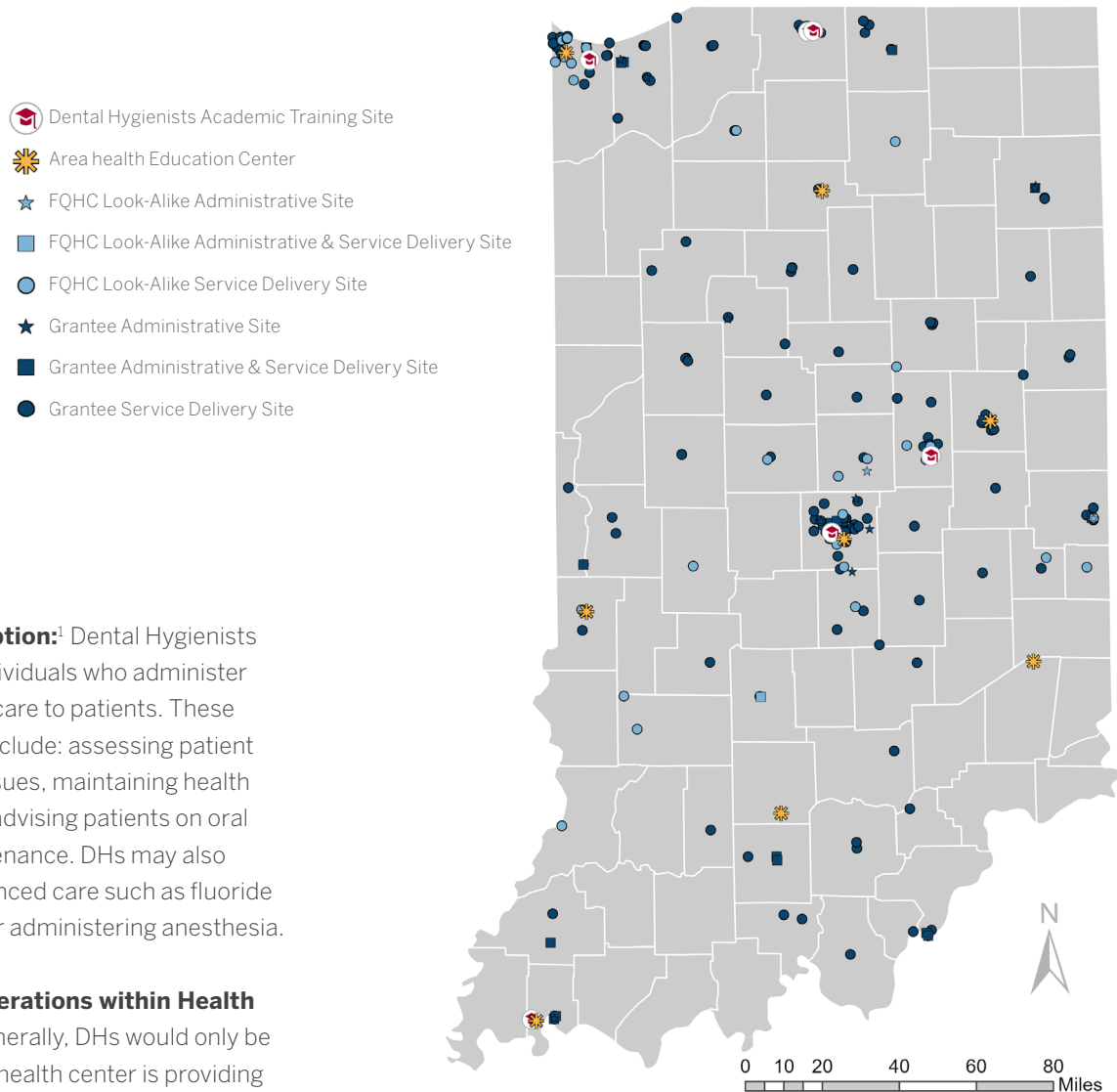
31 Dental Assistants. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Dental%20Assistants&onetcode=31909100&location=UNITED%20STATES>

32 A full list of Limited Dental Radiographer programs can be found at: [https://www.in.gov/health/files/App\\_Programs\\_Dental.pdf](https://www.in.gov/health/files/App_Programs_Dental.pdf)

33 May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#31-0000](https://www.bls.gov/oes/current/oes_in.htm#31-0000)

## DENTAL HYGIENISTS

### Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Dental Hygienists Academic Training Sites



**Role Description:**<sup>1</sup> Dental Hygienists (DHs) are individuals who administer oral hygiene care to patients. These duties may include: assessing patient needs and issues, maintaining health records and advising patients on oral health maintenance. DHs may also provide advanced care such as fluoride treatments or administering anesthesia.

**Role Considerations within Health Centers:** Generally, DHs would only be utilized if the health center is providing dental care services directly.

#### Education or Licensing

**Considerations:** DHs are required by Indiana and State Board of Dentistry to have a license to practice. DHs must graduate from a school of dental hygiene (associate degree or higher), apply for a state license, and pass an examination to begin practicing.<sup>2</sup>

**Mean Hourly Wage in Indiana:**<sup>3</sup> \$34.92

**NextLevel Jobs:** Dental hygiene does not qualify as a NextLevel job.

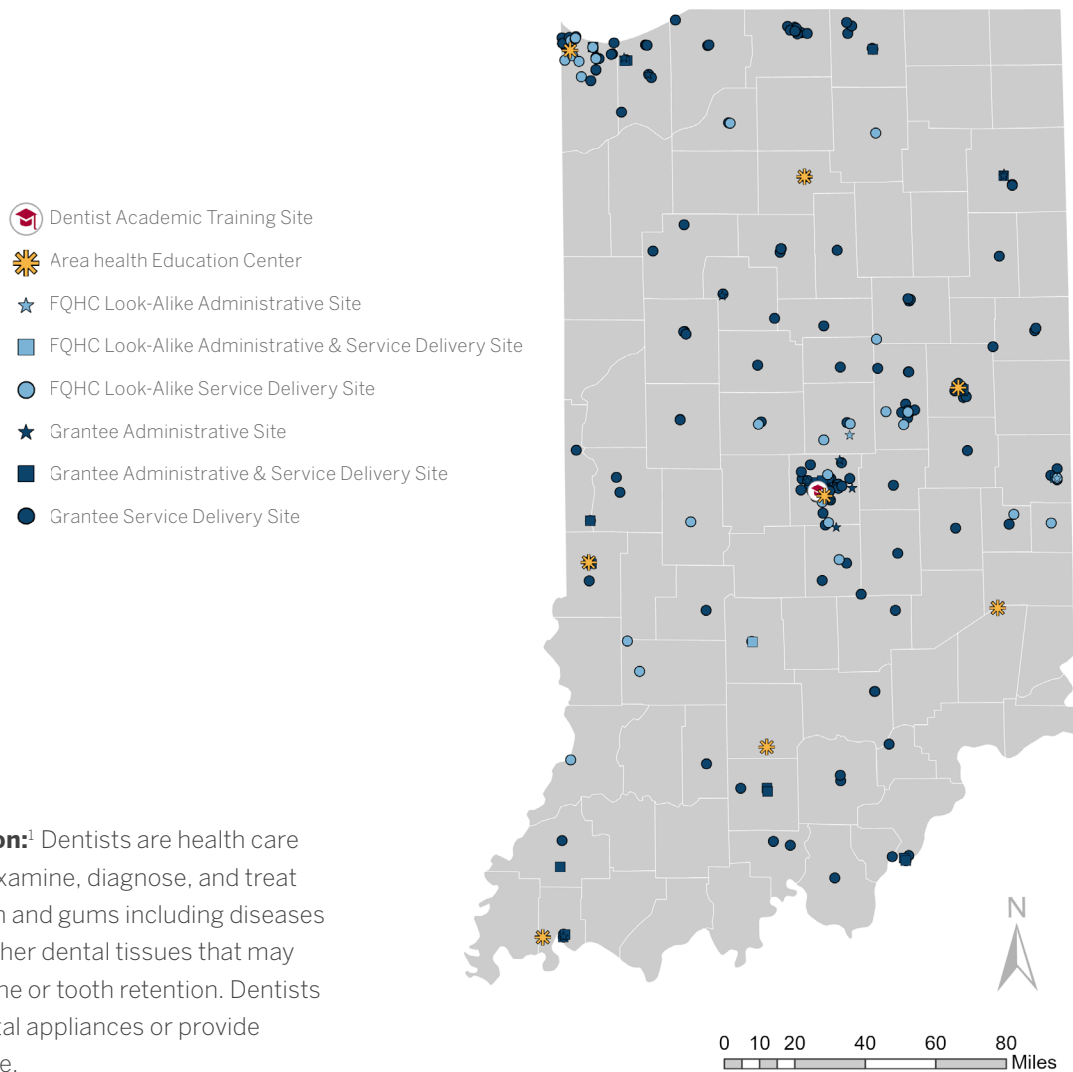
<sup>1</sup> Dental Hygienists. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Dental%20Hygienists&onetcode=29129200&location=UNITED%20STATES&lang=en>

<sup>2</sup> Indiana Administrative Code (IAC) Title 828 Article 1 Rule 2. Available at [http://iac.iga.in.gov/iac\\_title?iact=828](http://iac.iga.in.gov/iac_title?iact=828)

<sup>3</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#29-0000](https://www.bls.gov/oes/current/oes_in.htm#29-0000)

## DENTISTS (DDS/DMD)

### Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Dentist Academic Training Sites



**Role Description:**<sup>1</sup> Dentists are health care providers who examine, diagnose, and treat diseases of teeth and gums including diseases or nerves and other dental tissues that may affect oral hygiene or tooth retention. Dentists also may fit dental appliances or provide preventative care.

**Role Considerations within Health Centers:** Generally, dentists would only be utilized if the health center is providing dental care services directly.

**Education or Licensing Considerations:** A license from the Indiana State Board of Dentistry is required in order to practice dentistry. Dentists must graduate from an accredited dental school (doctoral degree), apply for a state license and pass an examination to begin practicing.<sup>2</sup> There is only one dental school in Indiana (Indiana University School of Dentistry), but there have been recent expanded community-based dentistry initiatives at the School.

**Mean Hourly Wage in Indiana:**<sup>3</sup> \$82.56

**NextLevel Jobs:** Dentists do not qualify as a NextLevel job.

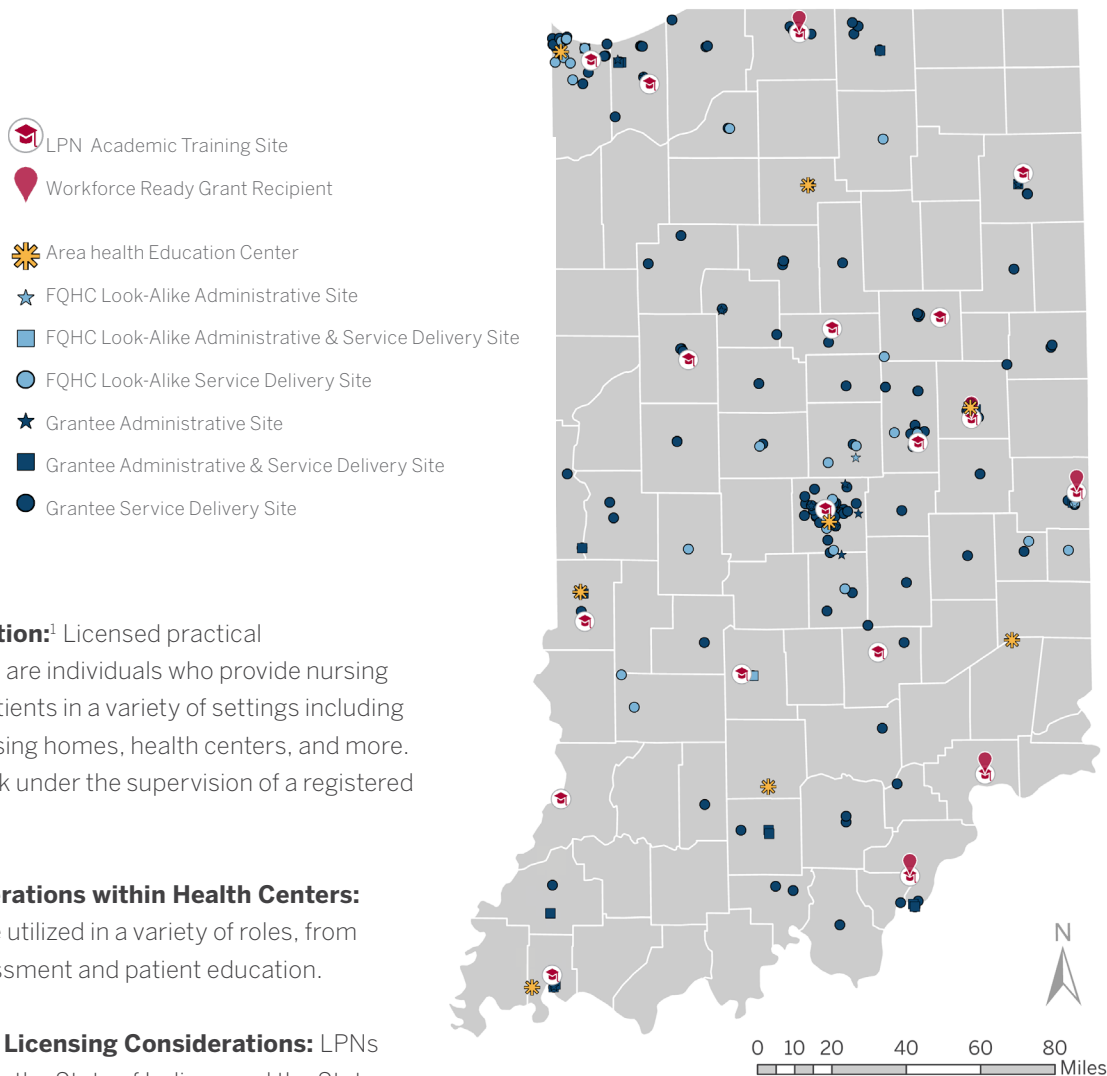
<sup>1</sup> Dentists, General. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Dentists.%20General&onetcode=29102100&location=UNITED%20STATES&onet=29102100>

<sup>2</sup> 828 IAC 1-1. Available at [http://iac.iga.in.gov/iac\\_title?iact=828](http://iac.iga.in.gov/iac_title?iact=828)

<sup>3</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#29-0000](https://www.bls.gov/oes/current/oes_in.htm#29-0000)

## LICENSED PRACTICAL NURSE

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Licensed Practical Nursing (LPN) Academic Training Sites



**Role Description:**<sup>1</sup> Licensed practical nurses (LPNs) are individuals who provide nursing services to patients in a variety of settings including hospitals, nursing homes, health centers, and more. They may work under the supervision of a registered nurse.

**Role Considerations within Health Centers:** LPNs could be utilized in a variety of roles, from triage to assessment and patient education.

**Education or Licensing Considerations:** LPNs are required by the State of Indiana and the State Board of Nursing to hold a license to practice. LPNs must complete a state approved practical nursing education program (generally a technical examination (NCLEX-PN), and apply for a license to practice.<sup>2</sup>

certificate), pass an

**Mean Hourly Wage in Indiana:**<sup>3</sup> \$23.02

**NextLevel Jobs:** LPN qualifies as a NextLevel job. There are some programs throughout the State that may be eligible for NextLevel jobs funding for learners and employers.

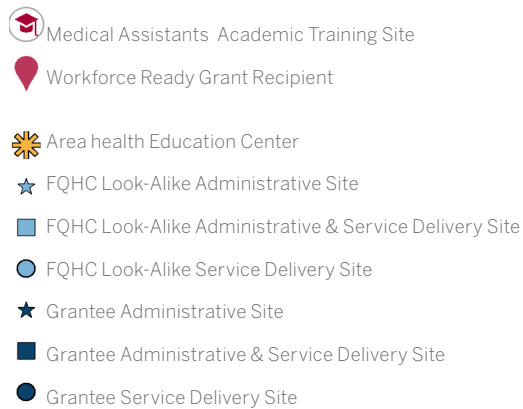
<sup>1</sup> Licensed Practical and Licensed Vocational Nurses. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Licensed%20Practical%20and%20Licensed%20Vocational%20Nurses&onetcode=29206100&location=UNITED%20STATES&onet=29206100>

<sup>2</sup> 848 IAC 1-1. Available at [http://iac.iga.in.gov/iac/iac\\_title?iac=848](http://iac.iga.in.gov/iac/iac_title?iac=848)

<sup>3</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#29-0000](https://www.bls.gov/oes/current/oes_in.htm#29-0000)

## MEDICAL ASSISTANTS

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Medical Assistant Academic Training Sites



**Role Description:**<sup>34</sup> Medical assistants (MAs) are individuals who perform certain administrative and clinical duties under the care of a physician. These duties may include: maintaining medical records, scheduling appointments, taking vital signs and medical histories, drawing blood and administering medications as directed by a physician.

#### Role Considerations within Health

**Centers:** MAs would generally be utilized at any health center providing direct patient care and are considered the top in-demand occupations among Indiana health centers.

**Education or Licensing Considerations:** MAs are generally prepared through on-the-job training or a post-secondary certificate program. There is no Indiana state license or credential for medical assisting. However, MAs may obtain a certificate through various training programs around the state.

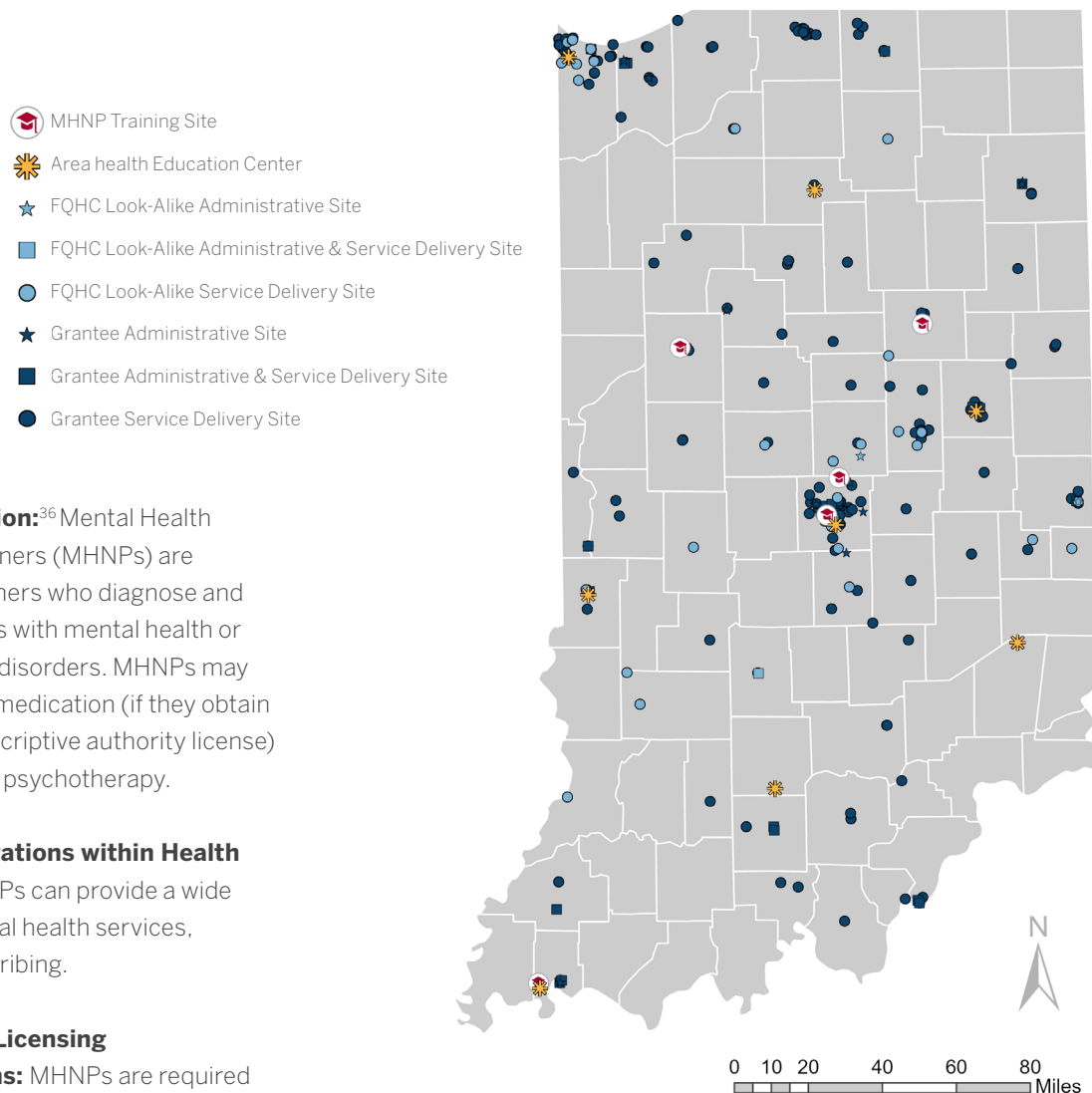
**Mean Hourly Wage in Indiana:**<sup>35</sup> \$16.73

**NextLevel Jobs:** Medical Assisting does qualify as a NextLevel job. There are some programs throughout the State that may be eligible for NextLevel jobs funding for learners and employers.

<sup>34</sup> Medical Assistants. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Medical%20Assistants&onetcode=31909200&location=UNITED%20STATES&onet=31909200>  
<sup>35</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#31-0000](https://www.bls.gov/oes/current/oes_in.htm#31-0000)

## MENTAL HEALTH NURSE PRACTITIONERS

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Mental Health Nurse Practitioners (MHNP) Academic Training Sites



**Role Description:**<sup>36</sup> Mental Health Nurse Practitioners (MHNPs) are nurse practitioners who diagnose and treat individuals with mental health or substance use disorders. MHNPs may also prescribe medication (if they obtain an Indiana prescriptive authority license) and administer psychotherapy.

#### Role Considerations within Health

**Centers:** MHNPs can provide a wide variety of mental health services, including prescribing.

#### Education or Licensing

**Considerations:** MHNPs are required by the state to be licensed as registered nurses through the State Board of Nursing. NPs must graduate from an accredited advance practice nurse program, pass the required examinations, and hold the registered nurse license. If a MHNP elects to practice as a prescriber, he/she must obtain advanced practice registered nurse prescriptive authority and, separately if desired, a controlled substance registration. NPs that serve as MHNPs are not required to hold any additional specialty license by the state but may choose to complete a certificate through various health training programs across the state or gain additional experience through on-the-job training.<sup>37</sup>

**Mean Hourly Wage in Indiana:**<sup>38</sup> \$52.86

**NextLevel Jobs:** Mental health nurse practitioner does not qualify as a NextLevel job.

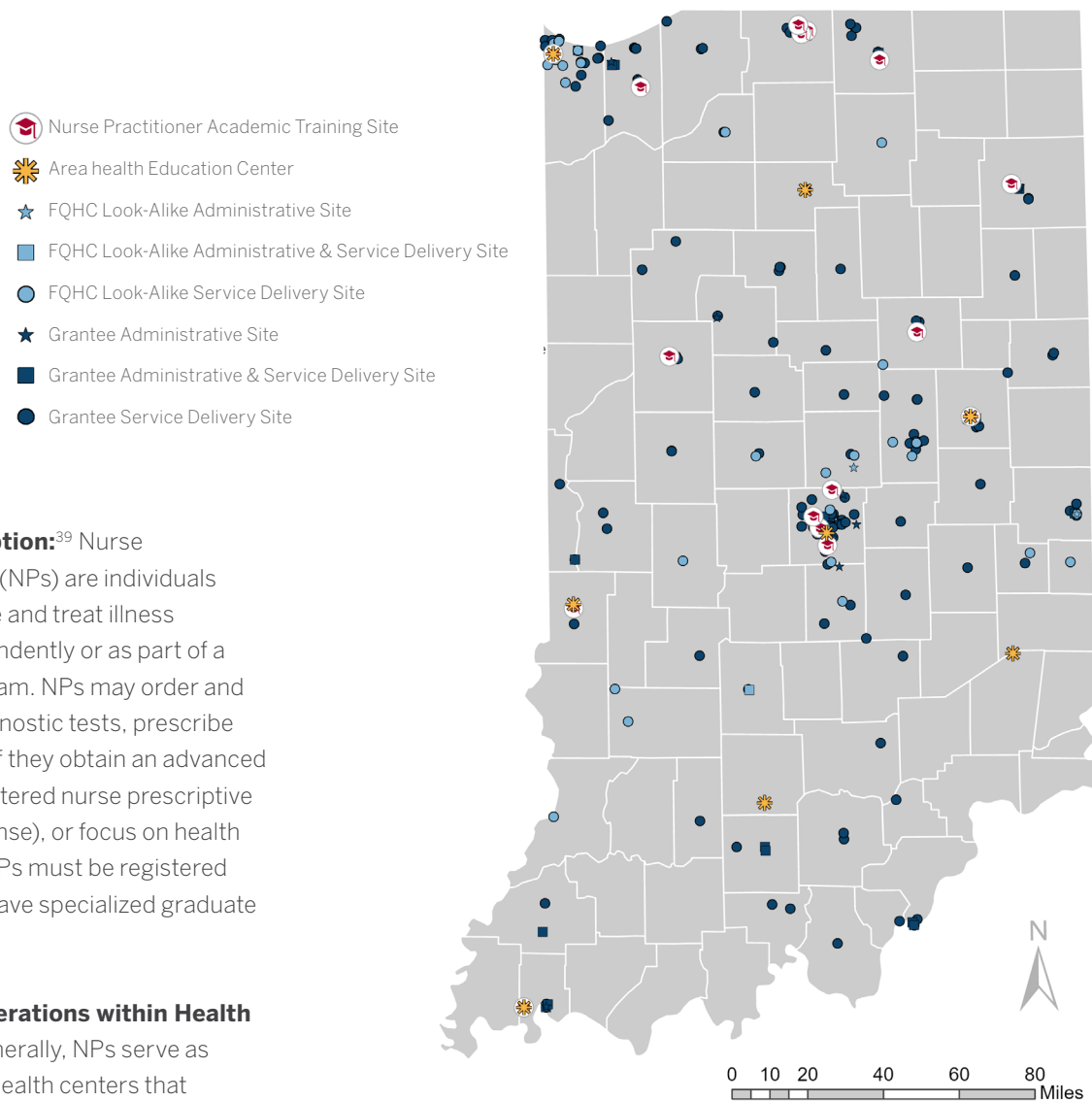
<sup>36</sup> Advanced Practice Psychiatric Nurses. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Advanced%20Practice%20Psychiatric%20Nurses&onetcode=29114102&location=UNITED%20STATES>

<sup>37</sup> 848 IAC 4. Available at [http://iac.iga.in.gov/iac\\_title?iact=848](http://iac.iga.in.gov/iac_title?iact=848)

<sup>38</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#29-0000](https://www.bls.gov/oes/current/oes_in.htm#29-0000)

## NURSE PRACTITIONERS

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Nurse Practitioner Academic Training Sites



#### Role Description:<sup>39</sup> Nurse

Practitioners (NPs) are individuals who diagnose and treat illness either independently or as part of a healthcare team. NPs may order and interpret diagnostic tests, prescribe medication (if they obtain an advanced practice registered nurse prescriptive authority license), or focus on health promotion. NPs must be registered nurses who have specialized graduate education.

#### Role Considerations within Health

**Centers:** Generally, NPs serve as providers at health centers that provide medical care services.

**Education or Licensing Considerations:** NPs are required to be licensed as registered nurses by the state of Indiana and the State Board of Nursing to practice. NPs must graduate from an accredited advance practice nurse program, pass the required examination, and hold a registered nurse license to practice as NP. NPs may also obtain advanced practice registered nurse prescriptive authority license and a controlled substance registration.<sup>40</sup>

**Mean Hourly Wage in Indiana:**<sup>41</sup> \$52.86

**NextLevel Jobs:** Nurse practitioner does not qualify as a NextLevel job.

<sup>39</sup> Nurse Practitioners. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Nurse%20Practitioners&onetcode=29117100&location=UNITED%20STATES>

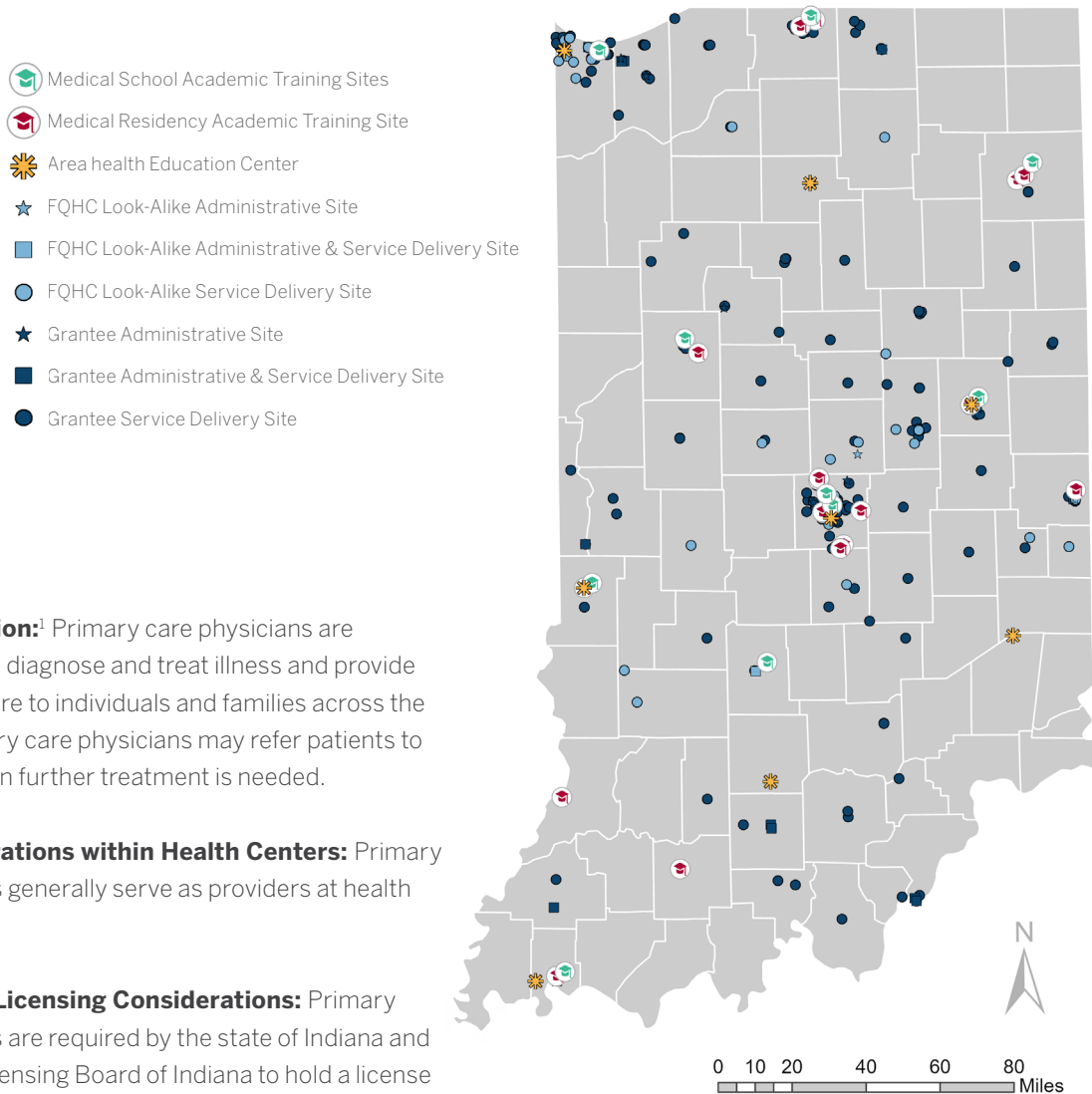
<sup>40</sup> 848 IAC 4. Available at [http://iac.iga.in.gov/iac\\_title?iact=848](http://iac.iga.in.gov/iac_title?iact=848)

<sup>41</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#29-0000](https://www.bls.gov/oes/current/oes_in.htm#29-0000)



## PHYSICIANS (PRIMARY CARE)

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Medical Residency and Medical Student Academic Training Sites



**Role Description:**<sup>1</sup> Primary care physicians are individuals who diagnose and treat illness and provide preventative care to individuals and families across the lifespan. Primary care physicians may refer patients to specialists when further treatment is needed.

**Role Considerations within Health Centers:** Primary care physicians generally serve as providers at health centers.

**Education or Licensing Considerations:** Primary care physicians are required by the state of Indiana and the Medical Licensing Board of Indiana to hold a license to practice medicine. Physicians must complete an education program at an approved medical school and an approved post-graduate program, along with completing an application for licensure and an examination administered by the state in order to practice.<sup>2</sup> Primary care physicians generally hold third party board certifications in a relevant specialty.

**Mean Hourly Wage in Indiana:**<sup>3</sup> \$116.16

**NextLevel Jobs:** Physician does not qualify as a NextLevel job.

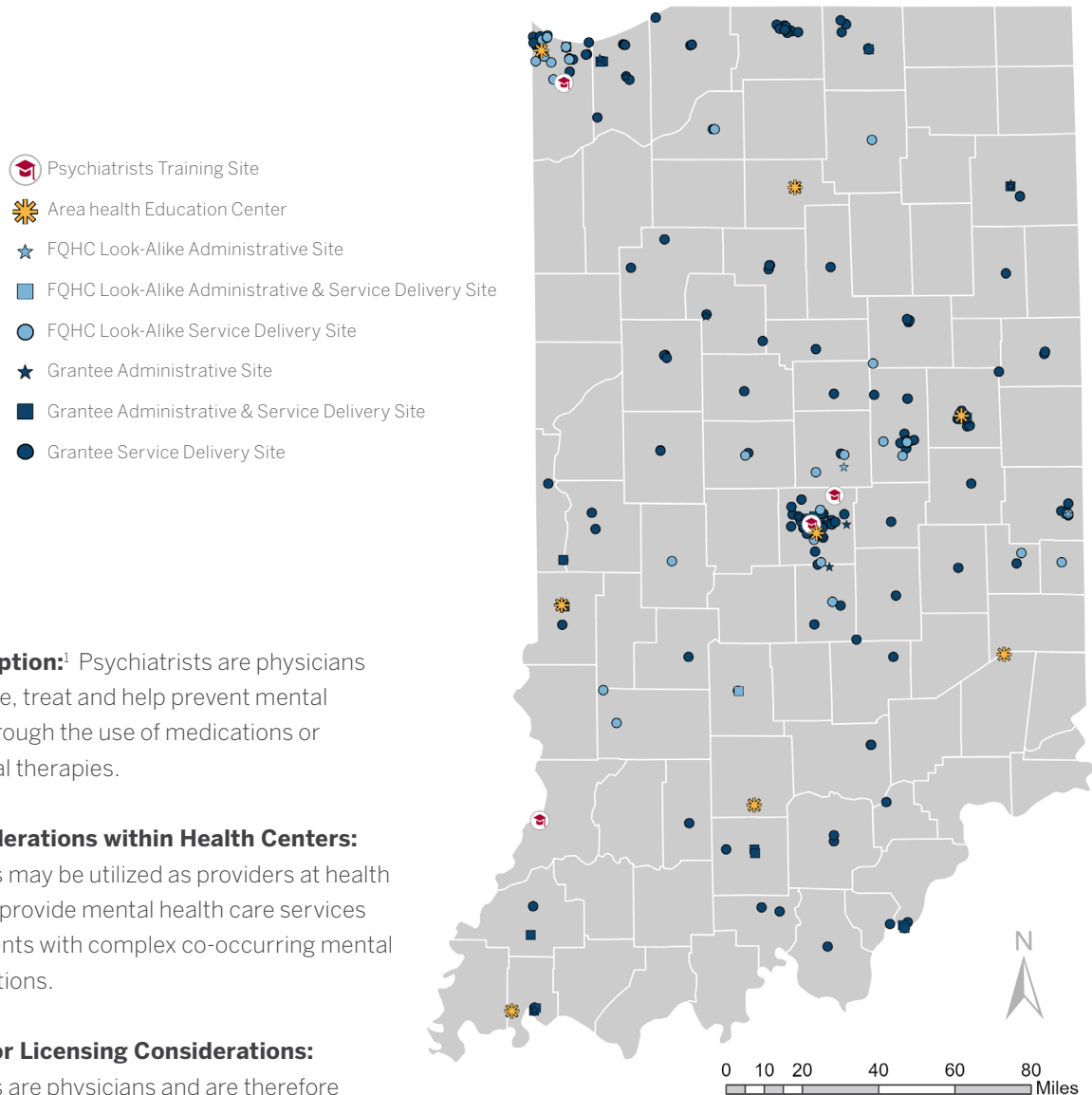
<sup>1</sup> Family Medicine Physicians. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Family%20Medicine%20Physicians&onetcode=29121500&location=UNITED%20STATES&onet=29121500>

<sup>2</sup> 848 IAC 4-4.5 Available at [http://iac.iga.in.gov/iac/iac\\_title?iact=844](http://iac.iga.in.gov/iac/iac_title?iact=844)

<sup>3</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#29-0000](https://www.bls.gov/oes/current/oes_in.htm#29-0000)

## PHYSICIANS (PSYCHIATRISTS)

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Psychiatrists Academic Training Sites



**Role Description:**<sup>1</sup> Psychiatrists are physicians who diagnose, treat and help prevent mental disorders through the use of medications or psychological therapies.

#### Role Considerations within Health Centers:

Psychiatrists may be utilized as providers at health centers that provide mental health care services or have patients with complex co-occurring mental health conditions.

#### Education or Licensing Considerations:

Psychiatrists are physicians and are therefore required to be licensed as medical doctors by the state of Indiana and the Medical Licensing Board of Indiana. Psychiatrists must complete an education program at an approved medical school and an approved post-graduate program, along with passing the required examinations and obtaining a license to practice. Psychiatrists generally obtain third party board certifications in a related field.<sup>2</sup>

**Mean Hourly Wage in Indiana:**<sup>3</sup> \$124.99

**NextLevel Jobs:** Physician does not qualify as a NextLevel job.

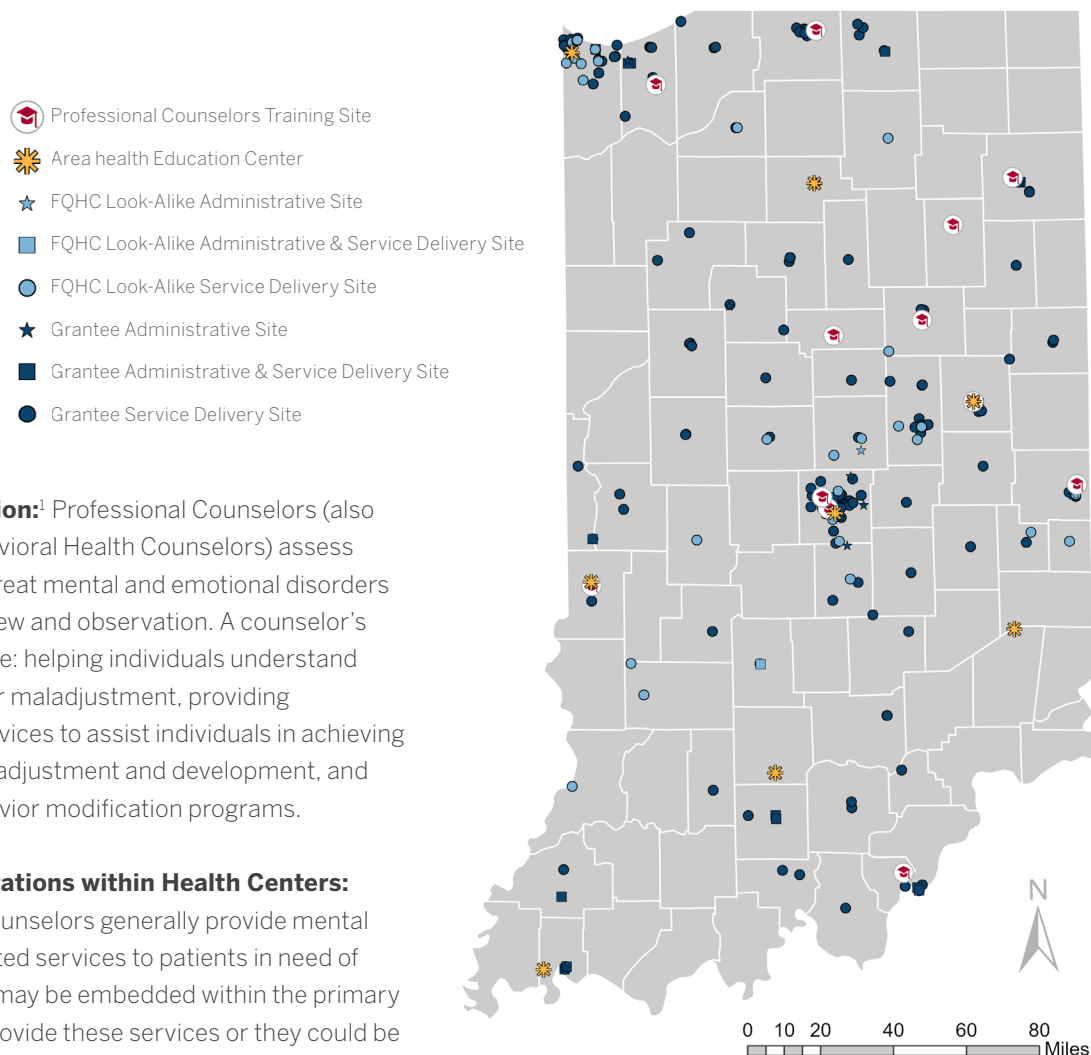
<sup>1</sup> Psychiatrists. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Psychiatrists&onetcode=29122300&location=UNITED%20STATES&onet=29122300>

<sup>2</sup> 848 IAC 4-4.5 Available at [http://iac.iga.in.gov/iac/iac\\_title?iact=844](http://iac.iga.in.gov/iac/iac_title?iact=844)

<sup>3</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#29-0000](https://www.bls.gov/oes/current/oes_in.htm#29-0000)

## PROFESSIONAL COUNSELORS/BEHAVIORAL HEALTH COUNSELORS

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Professional Counselors Academic Training Sites



**Role Description:**<sup>1</sup> Professional Counselors (also known as Behavioral Health Counselors) assess, diagnose and treat mental and emotional disorders through interview and observation. A counselor's role may include: helping individuals understand their distress or maladjustment, providing counseling services to assist individuals in achieving more effective adjustment and development, and designing behavior modification programs.

#### Role Considerations within Health Centers:

Professional counselors generally provide mental health and related services to patients in need of support. They may be embedded within the primary care team to provide these services or they could be provided separately.

#### Education or Licensing Considerations:

Professional Counselors/Behavioral Health Counselors are required to be licensed by the Behavioral Health and Human Services Licensing Board to practice. Generally, this role is licensed as a "Mental Health Counselor." Applicants must provide proof of completion of an approved education program and pass a national examination to be licensed.<sup>2</sup>

**Mean Hourly Wage in Indiana:**<sup>3</sup> \$22.56

**NextLevel Jobs:** Professional Counselor/Behavioral Health Counselor does not qualify as a NextLevel job.

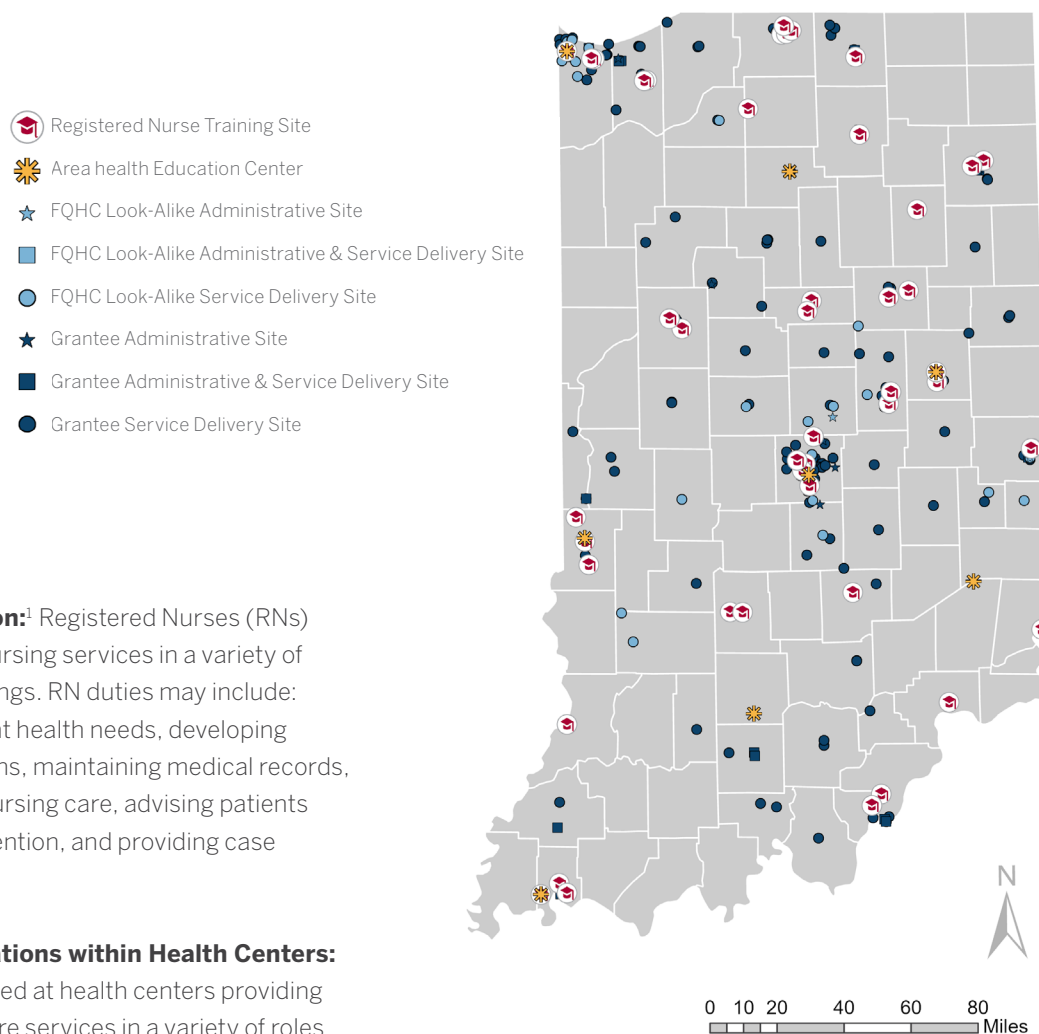
<sup>1</sup> Clinical and Counseling Psychologists. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Clinical%20and%20Counseling%20Psychologists&onetcode=19303300&location=UNITED%20STATES>

<sup>2</sup> 839 IAC 1-2. Available at: [http://iac.iga.in.gov/iac\\_title?iact=839](http://iac.iga.in.gov/iac_title?iact=839)

<sup>3</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#21-0000](https://www.bls.gov/oes/current/oes_in.htm#21-0000)

## REGISTERED NURSES (ASN OR BSN)

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Registered Nurse Academic Training Sites



**Role Description:**<sup>1</sup> Registered Nurses (RNs) provide many nursing services in a variety of health care settings. RN duties may include: assessing patient health needs, developing nursing care plans, maintaining medical records, administering nursing care, advising patients on disease prevention, and providing case management.

#### Role Considerations within Health Centers:

RNs can be utilized at health centers providing direct patient care services in a variety of roles.

#### Education or Licensing Considerations:

RNs are required by the State Board of Nursing to be licensed as a registered nurse. RNs must provide proof of completion of an accredited training program (that is approved by the Indiana State Board of Nursing), pass a national examination, and hold a registered nurse license in order to practice registered nursing.<sup>2</sup>

**Mean Hourly Wage in Indiana:**<sup>3</sup> \$32.45

**NextLevel Jobs:** Registered nurse does not qualify as a NextLevel job.

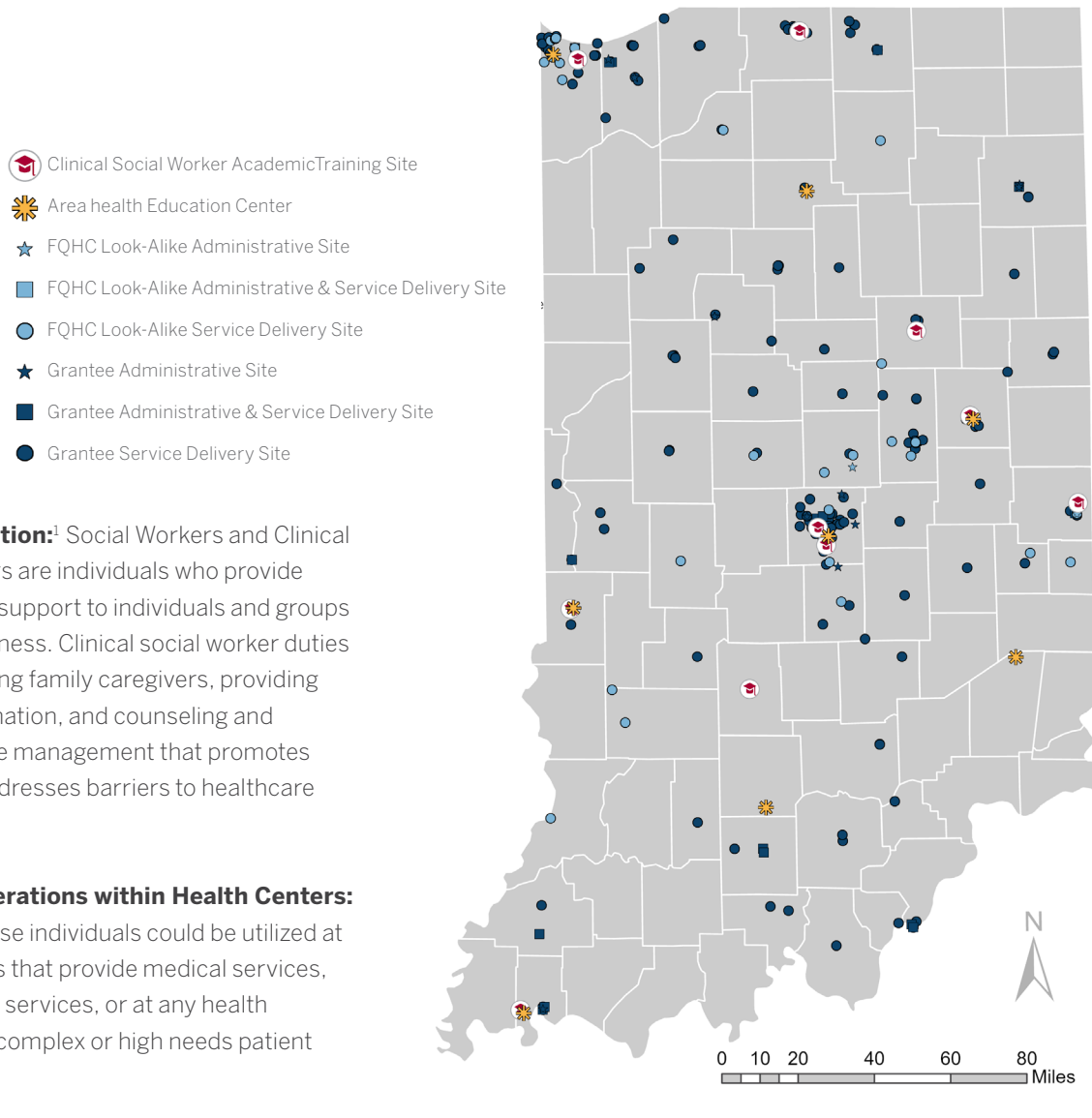
<sup>1</sup> Registered Nurses. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Registered%20Nurses&onetcode=29114100&location=UNITED%20STATES&onet=29114100>

<sup>2</sup> 848 IAC 1-1. Available at [http://iac.iga.in.gov/iac\\_title?iact=848](http://iac.iga.in.gov/iac_title?iact=848)

<sup>3</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#21-0000](https://www.bls.gov/oes/current/oes_in.htm#21-0000)

## SOCIAL WORKERS/CLINICAL SOCIAL WORKERS

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Clinical Social Worker Academic Training Sites



**Role Description:**<sup>1</sup> Social Workers and Clinical Social Workers are individuals who provide psychosocial support to individuals and groups coping with illness. Clinical social worker duties include advising family caregivers, providing patient information, and counseling and providing case management that promotes health and addresses barriers to healthcare access.

**Role Considerations within Health Centers:** Generally, these individuals could be utilized at health centers that provide medical services, mental health services, or at any health center with a complex or high needs patient population.

**Education or Licensing Considerations:** Social workers and clinical social workers are both required to obtain a master's degree in social work and be licensed by the Behavioral Health and Human Services Licensing Board to practice. Clinical social workers must pass the clinical level of the national exam while social workers must pass the intermediate level of the national exam to practice. Clinical social workers must also obtain at least two years of experience practicing as a social worker.<sup>2</sup>

**Mean Hourly Wage in Indiana:**<sup>3</sup> \$32.53

**NextLevel Jobs:** Social worker/clinical social worker does not qualify as a NextLevel job.

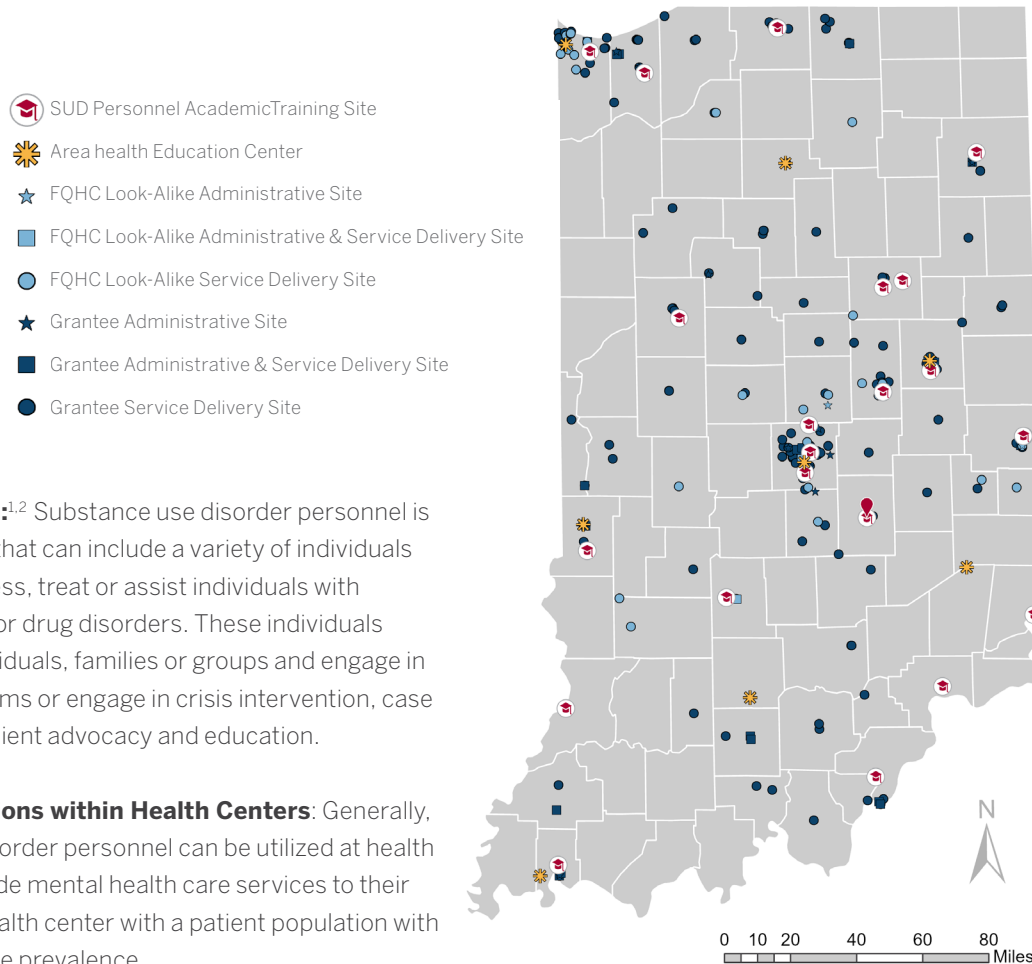
<sup>1</sup> Healthcare Social Workers. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Healthcare%20Social%20Workers&onetcode=21102200&location=UNITED%20STATES>

<sup>2</sup> 839 IAC 1-2. Available at [http://iac.iga.in.gov/iac\\_title?iact=839](http://iac.iga.in.gov/iac_title?iact=839)

<sup>3</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#21-0000](https://www.bls.gov/oes/current/oes_in.htm#21-0000)

## SUBSTANCE USE DISORDER PERSONNEL

### Indiana Health Center Program Grantee (Grantee) and Look-Alike Sites in relation to Substance Use Disorder (SUD) Personnel Academic Training Sites



**Role Description:**<sup>1,2</sup> Substance use disorder personnel is a broad category that can include a variety of individuals who counsel, assess, treat or assist individuals with alcohol, tobacco, or drug disorders. These individuals may counsel individuals, families or groups and engage in prevention programs or engage in crisis intervention, case management or client advocacy and education.

**Role Considerations within Health Centers:** Generally, substance use disorder personnel can be utilized at health centers that provide mental health care services to their patients or at a health center with a patient population with high substance use prevalence.

**Education or Licensing Considerations:** Substance use disorder personnel will have varying licensing and education requirements depending on their specific title. The term is broad and as such, the educational and licensing types for these personnel is also broad. Substance use disorder personnel may include peer support counselors that obtain a practical certificate or some level of post-secondary training. These individuals may receive third-party, state-approved certification by the Division of Mental Health and Addiction as peer recovery specialist/coach.<sup>3</sup> Substance use disorder personnel may also include licensed addiction counselors and licensed clinical addiction counselors that have completed a graduate-level program, passed a qualifying examination, and obtained a license through the Indiana Behavioral Health & Human Services Licensing Board.<sup>4</sup>

**Mean Hourly Wage in Indiana:**<sup>5</sup> \$22.51-\$22.56

**NextLevel Jobs:** Substance use disorder personnel may qualify as a NextLevel job. There are some programs throughout the State that may be eligible for NextLevel jobs funding for learners and employers.

<sup>1</sup> Substance Abuse and Behavioral Disorder Counselors. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Clinical%20and%20Counseling%20Psychologists&onetcode=19303300&location=UNITED%20STATES>

<sup>2</sup> Mental Health and Substance Abuse Social Workers. Career OneStop. U.S. Department of Labor. Available at: <https://www.careeronestop.org/Toolkit/Careers/occupations/occupation-profile.aspx?keyword=Mental%20Health%20and%20Substance%20Abuse%20Social%20Workers&onetcode=21102300&location=UNITED%20STATES>

<sup>3</sup> DMHA Approved Addiction Credentialing Bodies List. Available at: [https://www.in.gov/fssa/dmha/files/DMHA\\_Approved\\_Addiction\\_Credentials.pdf](https://www.in.gov/fssa/dmha/files/DMHA_Approved_Addiction_Credentials.pdf)

<sup>4</sup> Behavioral Health and Human Services Licensing Board. Available at: <https://www.in.gov/pla/professions/behavioral-health-and-human-services-licensing-board/>

<sup>5</sup> May 2020 State Occupational Employment and Wage Estimates. U.S. Bureau of Labor Statistics. Available at: [https://www.bls.gov/oes/current/oes\\_in.htm#21-0000](https://www.bls.gov/oes/current/oes_in.htm#21-0000)

## UNDERSTANDING THE ACADEMIC PERSPECTIVE:

### RESULTS FROM KEY INFORMANT INTERVIEWS

It is important to recognize the perspective of academic programs and program directors prior to initiating a relationship with an academic institution, entering an affiliation agreement, or hosting student learners. Many times, there are considerations that should be considered and negotiated prior to “diving in” to serve as a training site partner for academic programs. Key informant interviews were conducted with two large academic bodies: Ivy Tech Community College, and the Indiana University School of Social Work to obtain their perspective on clinical HPET programming at clinic partner sites. Results from the key informant interviews can be found on the following page. Major key takeaways are summarized below:

- **Affiliation agreements between the health center and academic partner are a best practice.** For larger academic institutions, boilerplate language likely already exists and can be implemented to maximize efficiency of the agreement process.
- **Expectations of the academic institutions for the students’ clinical experience may vary widely; terms of the affiliation agreement should be reviewed in detail and agreed upon by the health center.** For some academic institutions or program types, there may be non-specific language that details simply the number of hours a student must “clock” at the clinical site. For others, specific competencies or skill check-offs might be required. Other items that could be included in the affiliation agreement language include: number of students per preceptor, the types of clinical experience that will be provided to the students, clinical site locations. It is important to understand expectations on the health center and accurately estimate resources that might be required to support HPET programming by program/learner affiliation.
- **Any exchange of funds can (and should) be documented within the affiliation agreement.** In some cases, a stipend for clinical preceptors is built into program tuition costs. If this exists for a specific program, the negotiated amount and transfer details can be incorporated within the affiliation agreement. This documentation ensures a proper and successful transfer of funds.
- **Negotiate with the academic institution for recognition of clinical preceptors.** In discussing with one of the health center key informant interviews (NorthShore), there was greater success in recruiting clinical staff to serve as preceptors because the academic institution partners allowed clinical preceptors to be recognized as “adjunct” clinical instructors and include this experience on their resume.
- **Instead of working with the student exclusively, identify an academic program contact who can serve as an academic resource.** During and at the conclusion of the student’s time at the health center, be prepared to provide feedback on the student’s experience (either formally through a post-placement survey or informally directly to the program contact). The clinical/employer perspective will be incredibly valuable to the academic program to ensure pipeline alignment between the information taught to the student and the skills/competency mix required by employers.



#### A Consideration when Developing Relationships with Academic Institutions: Educational Accreditation

As mentioned previously, with the exception of dental and medical assisting, the remainder of health professions that were considered in-demand at health centers require some type of post-secondary training from an academic institution. Furthermore, most of the in-demand professions (with the exception of dental and medical assisting) require a state government provided credential (such as a license or certification) in order to practice. Commonly, in order to qualify for a license, health profession graduates must have completed a program that has been accredited by a national accrediting body in the respective field. This accreditation process in academia is similar in concept to the accreditation process health centers might have to undergo for certain recognition, such as Patient-Centered Medical Home recognition. An example of licensure-required educational accreditation in Indiana for dental hygiene license applicants requires completion of a dental hygienist education program that was accredited by the Commission on Dental Accreditation of the American Dental Association. The accreditation standards required by these educational accrediting bodies general outlines clinical education and experience requirements, although the degree of detail may vary by profession or accrediting entity.

Put into practice, it may be important to ensure the clinical experience that learners obtain at health centers aligns with a clinical experience requirement outlined by the respective accrediting body. This ensures a mutually beneficial relationship between the learner/academic institution and the health center that is hosting the student and ensures a clear definition of the expectations on the student and the clinical preceptor.



## IVY TECH COMMUNITY COLLEGE

**Interviewees:** Mary Anne Sloan, Vice President of Healthcare, and Jewel Diller, Assistant Vice President for Nursing (Interviewed September 7th, 2021).

### BACKGROUND ON IVY TECH'S HEALTHCARE PROGRAMMING

Ivy Tech Community College (Ivy Tech) is a two-year community college with 19 campus locations throughout the state. Ivy Tech offers a number of health-related clinical degree programs, including: dental assisting, dental hygiene, pharmacy technician, phlebotomy, radiologic technology, medical assisting, practical nursing, registered nursing, and more.<sup>42</sup> Degree program availability varies by campus.

### HOW DOES IVY TECH ESTABLISH RELATIONSHIPS WITH EMPLOYERS FOR STUDENTS' CLINICAL EXPERIENCE?

Establishing clinical opportunities for students at the campus locations is the responsibility of the dean of the program or program chair at each campus location. Organizations that are interested in partnering can reach out to local campus.

### WHAT MIGHT A RELATIONSHIP BETWEEN A HEALTH CENTER AND AN IVY TECH CAMPUS PROGRAM LOOK LIKE?

If a health center is interested in serving as a clinical experience site for any type of Ivy Tech health professions student, the health center should connect with the program contact at the nearest Ivy Tech campus. From there, the Ivy Tech staff member would determine the logistics of the clinical experience and establish parameters for student placement. These parameters would vary by program type. For example, clinical experiences for nursing students requires 10 or less students per one instructor, and the level of clinical supervision required may be greater than for other degree programs. However, regardless of program type, an affiliation agreement would be established (either using the health center's language, or through a standard affiliation agreement template provided by Ivy Tech) prior to student placement. After completion of the clinical experience, the employer (any clinical staff working with the student) is asked to complete a facility evaluation of clinical instruction. This information is sent directly to the program dean to inform program improvement.

In addition to the clinical experience opportunities that health centers could provide to Ivy Tech students, health center representatives could also serve on advisory boards for the Ivy Tech programs. In this role, advisory board members share their boots-on-the-ground perspective of the profession and their relationship with students in that program. Lastly, Ivy Tech works with healthcare partners to create innovative programs that will assist in filling their needs. For example, they have created apprenticeship programs in nursing that have become a key pipeline for hospitals.



#### Tip for Working with Ivy Tech

Although Ivy Tech is a statewide community college, it is advised to work with local program contacts to establish academic-employer relationships. The dean or director of the local program will serve as the primary contact for health centers.



#### Opportunities for Broader Impact

In addition to needing employers to provide clinical experience opportunities for students, Ivy Tech (and many other academic institutions) are seeking input from local employers on the skills required for certain roles. Employers can serve as advisory entities to academic institutions and may have influence on the pipeline programming that students receive before graduation.

<sup>42</sup> For more information about Ivy Tech's health programming, visit <https://www.ivytech.edu/health/>



## INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK (IUSSW)

**Interviewees** Dr. Tamara Davis, Dean, and Stephanie Lyons, Director of Field Education (Interviewed August 25, 2021).

### BACKGROUND ON IUSSW

The IUSSW is a top-ranked social work program that offers three levels of social work training: Bachelor of Social Work, Master of Social Work (MSW), and PhD in Social Work.

Social work programming is offered at seven IU Campuses throughout the State (IU Bloomington, IUPUI, IU East, IU Fort Wayne, IU Northwest, IU South Bend, IU Southeast) as well as through IU Online.<sup>43</sup> IUPUI serves as the “headquarters” for IUSSW. This interview focused on Masters of Social Work programming, as Licensed Social Workers and Licensed Clinical Social Workers were determined to be a top in-demand health occupation for health centers. The IUSSW Master of Social Work Program offers five unique “focus area” options: Children, Youth & Families; Health; Community & Organizational Leadership; Mental Health & Addictions; and School Social Work. Each focus area requires completion of foundation, concentration, and specialization courses, and requires a field practicum. In total, MSW students complete at minimum 900 hours at practicum sites throughout their MSW program.

### WHAT IS THE PROCESS FOR ESTABLISHING RELATIONSHIPS WITH CLINICAL SITES?

IUSSW has dedicated staff that provide leadership and coordinate their relationships with clinical sites. IUSSW has a Director of Field Education at IUPUI as well as a field coordinator at each IU campus that works with employers to determine if the site is a good “fit” for a student. The field coordinators work with the clinical site to identify “field instructors,” or clinical preceptors at the clinical site. These field instructors must have an MSW and 2+ years of post-graduate experience.

### HOW ARE FIELD EXPERIENCES FOR STUDENTS FUNDED?

A portion of the student’s tuition supports the field education staffing at IUSSW. There is no separate field education fee assessed to the student. Additionally, supporting the development of future generations of social workers is considered to be a component of the mission of the social work profession. As such, no monetary stipend is provided to field instructors.

### WHAT IS THE SCHOOL'S RELATIONSHIP WITH HEALTH CENTERS?

IUSSW has established relationships with some health centers throughout the State. Generally, health center placements are most appropriate for second-year MSW students who are looking for a clinical practicum in micro-level social work. Although their current HPET partnerships with health centers are focused on master level students, IUSSW is seeking to expand community-based opportunities for students completing a Bachelor of Social Work degree.

### WHAT MIGHT AN MSW STUDENT CLINICAL EXPERIENCE AT A HEALTH CENTER LOOK LIKE?

The student’s engagement in clinical services varies on a continuum, based on the progression of the student in their academic program. At the beginning of their field placements, students are primarily observing or shadowing. Then, as the student progresses, they may start to take the lead at the beginning or end of a client session. Eventually, the student will progress to complete an entire session with the field instructor only interjecting occasionally or independently. Throughout the duration of the student placement, the field instructor has an assigned IUSSW “faculty liaison” that provides support and guidance to the field instructor and the student when necessary. The faculty liaison is ultimately responsible for ensuring the MSW student has met their required competencies, but the field instructor and clinical site has the greatest responsibilities in terms of ensuring that the types of learning opportunities provided are appropriate to prepare the student to meet the competency requirements.



### Tips for Working with Students from Multi-Year Programs

For students that are in multi-year programs that require multiple clinical experiences throughout the lifetime of the program, the types of experiences the students will require may vary. A student that is early in their academic program may only be looking for a clinical observership or may require significant clinical staff time to build new skills. A student that is later in their program may be more autonomous or able to contribute at a higher level. When considering what types of clinical experiences to offer, it may be helpful to determine what organizational needs or services exist, and build clinical opportunities that are mutually beneficial to the student and the health center.

<sup>43</sup> More information available at: <https://socialwork.iu.edu/>

# FINANCIAL RESOURCES

Financial considerations are critical part of making the “business case” for HPET activities within health centers. As described in case studies of HPET Models within Indiana health centers presented earlier in this report, there are wide variations in HPET strategies by health center for different profession/learner type. Key findings and considerations for HPET financing strategies (from case studies) are summarized:

- **Explore opportunities for the academic institutions to provide a stipend to clinical preceptors.** In this model, the stipend amount is negotiated between the health center and the academic institution prior to student placement, and may be outlined with the affiliation agreement. Generally, this stipend amount is built-in as a part of the student’s tuition to the academic institution. A preceptor stipend may enhance recruitment of clinical preceptors among health center staff, and does not impact health center financing.
- **Health centers leverage the learners to expand service capacity. These extended services could either be provided directly by the student, or indirectly by freeing up preceptor time.** In this model, the health center identifies a service line where students can make a mutually-beneficial contribution. An example of this model’s deployment could be utilizing masters-level behavioral health students to obtain experience through providing screening assessments or testing to patients, at a volume beyond what the preceptor could provide as a single staff member. Another example could be allowing nursing students to practice clinical documentation by drafting patient charts while the registered nurse preceptor provides medication to other patients. As health centers consider implementing these strategies, it will be important to consider 1) that the services provided by learners should be mutually beneficial to the student’s learning experience and the health center, and 2) whether the additional services provided either directly or indirectly through the students generate cost savings for the health center.
- **Seek opportunities for alignment of HPET programming with workforce development funding opportunities.** Currently, Indiana’s Department of Workforce Development operates and administers the [Next Level Jobs](https://nextleveljobs.org/about/) Indiana program.<sup>44</sup> This program provides funding for job seekers and employers to support Indiana’s growing workforce. Additionally, employers (such as health centers) could receive grant funding for employees who are trained, hired, and retained at their location. There are a number of training programs and roles in the health sector for which this funding is available. As an example, HealthLinc utilizes Next Level jobs funding to support training of their medical assistants.
- **Leverage administrative resources that may be available in the state or community to support HPET programming.** Resources such as the Indiana Area Health Education Centers or WorkOne Centers may provide supportive services such as clinical placement coordination, student recruitment, or academic-employer connections that could otherwise require significant health center resources to accomplish. As an example, Heart City Health has a partnership with their local AHEC where the AHEC serves as a liaison between the health center clinical preceptors and students to manage clinic scheduling communications between the two parties.
- **Invest time up-front to develop and implement standardized onboarding processes for all students to create efficiencies.** Many health centers models reported having standardized processes (or even an onboarding manual) that is utilized to onboard learners at their facility. These processes may outline administrative requirements (such as background checks, affiliation agreements, etc.), describe the organizational environment/culture, or include orientation to the electronic health record system. A health center’s investment in creating these resources that can be used across multiple learners or preceptors will facilitate a smoother onboarding process in all arms of HPET programming at the health center.

<sup>44</sup> NextLevelJobs Indiana. Available at: <https://nextleveljobs.org/about/>

## NATIONAL-LEVEL FUNDING OPPORTUNITIES: TEACHING HEALTH CENTER MEDICAL EDUCATION PROGRAM

The Health Resources and Services Administration (HRSA) operates a Teaching Health Center Graduate Medical Education (THCGME) program to support primary care medical and dental residencies.<sup>45</sup> THCGME funding may be utilized to support costs associated with resident training (not for residency program development or costs associated with accreditation). With the significant time and detail required for medical and dental residency planning, funding use restrictions may be perceived by health centers as a barrier to THCGME implementation. However, in 2021, HRSA released additional funding opportunities, FY 2021 Teaching Health Center Planning and Development, which may be utilized to support program development costs. Currently, Indiana does not have any THCGME award sites. However, both the THCGME and Planning and Development awards were under review at the time of this publication.

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<sup>45</sup> Teaching Health Center Graduate Medical Education (THCGME) Program. Health Resources & Services Administration. Available at: <https://bhwhrsa.gov/funding/apply-grant/teaching-health-center-graduate-medical-education>

## STATE-LEVEL FUNDING OPPORTUNITIES: NEXT LEVEL JOBS

Through Governor Holcomb's Next Level Jobs initiative, the Indiana Department of Workforce Development provides funding support of training for a number of high-demand occupations, including a myriad of those in the health sector.<sup>46</sup> The Next Level Jobs initiative has two components: 1) [Workforce Ready Grants](#) which provide no-cost training for job seekers, and 2) [Employer Training Grants](#) which provide \$5,000 to employers to train, hire, and retain (6 months) new or incumbent workers in [eligible high-demand occupations](#). Of note, the list of eligible occupations for [the employer training grants](#) is greater than that of [workforce ready grants](#).

### Examples of Eligible High-Demand Health Occupations for the Employer Training Grant, Relevant to Indiana Health Centers

#### (\$5,000 per employee, up to \$50,000)

- Administrative Services Managers
- Billing and Posting Clerks
- Cardiovascular Technologists and Technicians
- Community Health Workers
- Dental Assistants
- First-Line Supervisors of Personal Service Workers
- Health Educators
- Health Technologists and Technicians, All Other
- Healthcare Social Workers
- Licensed Practical and Licensed Vocational Nurses
- Medical and Clinical Laboratory Technicians
- Medical and Health Services Managers
- Medical Assistants
- Medical Records and Health Information Technicians
- Medical Secretaries
- Mental Health and Substance Abuse Social Workers
- Nursing Assistants
- Phlebotomists
- Social and Community Service Managers
- Social and Human Service Assistants
- Substance Abuse and Behavioral Disorder Counselors
- Therapists, All Other
- Training and Development Specialists

For a full list, visit <https://nextleveljobs.org/employer/eligible-occupations/#health-life-sciences>

### How can health centers maximize opportunities provided through Governor Holcomb's Next Level Jobs program?

Health centers can leverage both arms of Next Level funding, both the **Workforce Ready Grant** for job seekers, and the **Employer Training Grant** for employers in a manner that is "win-win" for both the health center and the employee! In practice, employers can follow the following steps:

1. Direct hire an individual in an eligible high-demand position (such as medical assistants, administrative service managers, licensed practical nurse, etc.) or create an internal career pathway for employees to move from an Employer Training Grant-eligible position (such as nursing assistant) to a Workforce Ready Grant-eligible occupation (such as licensed practical nurse) with approved local training bodies;
2. Provide on-the-job training or connect the employee to trainings supported through the Workforce Ready Grant (partnering with a local WorkOne office);
3. Support the employee throughout the training; and,
4. After 6 months of retention, submit for \$5,000 reimbursement per employee (up to \$50,000 per employer).

Following this framework, health centers can receive up to \$50,000 for skilling up their workforce or hiring in high-demand positions, and their employees can receive training in a high-value career at no cost to them.

<sup>46</sup> See a full list of Next Level-eligible jobs in the health sector at: <https://nextleveljobs.org/job-seeker/available-job-training/#health-life-sciences>

# ADMINISTRATIVE RESOURCES

As health centers explore opportunities to develop or expand HPET programming, there are likely a number of details that need to be figured out. Some of these questions or considerations may be found in the call out box. There may be resources available to support health centers at various points in the planning or implementation process. These resources include:

- National-level: Webinars and Technical Assistance from the National Health Center & Technical Assistance Partners and a HRSA Health Workforce Training Program Evaluation Toolkit
- State-level and local resources: Indiana Area Health Education Centers to support clinical placements, Indiana's WorkOne Centers, and Technical Assistance from the IPHCA

## Questions Health Centers may be Considering during HPET Planning and Implementation

- What strategies should be considered to make a business case for HPET involvement?
- What type of health profession and which academic institution should the health center prioritize?
- How will relationships be established with students/academic institutions?
- How can health center staff be engaged in HPET and supported throughout the process?
- Who will be responsible for onboarding students (organizational policies, EHR, etc.)?
- How can health center-based HPET be evaluated?

## NATIONAL-BASED WEBINARS AND TECHNICAL ASSISTANCE

- The Health Resources and Services Administration funded Community Health Center, Inc. (CHC) and its Weitzman Institute to provide free training and technical assistance to health centers on clinical health workforce development-related issues.<sup>47</sup> This training and technical assistance is provided by these organizations under the “National Health Center Training & Technical Assistance Partners.” This technical assistance includes: webinars, activity sessions, and learning collaboratives. The following resources (obtained from the Weitzman Institute website) may be of particular relevance to Indiana health centers interested in developing or expanding HPET programming:<sup>48</sup>
- Clinical Workforce Development NCA Informational Webinar | [Slides](#)
- What Your Board, Management, and Staff Need to Know about Starting a Postgraduate Residency Program in Your Federally Qualified Health Center | [Video Slides Analysis Spreadsheet Survey](#)
- Measuring the Outcomes: Research and Evaluation | [Video Slides Tom Bush’s Presentation Survey](#)
- Behavioral Health Workforce Development; Training Across the Various Behavioral Health Disciplines. | [Video Slides](#)
- Give Primary Care a Chance! Creating an Education Experience in Primary Care that will Awaken BSN Students to the Professional Role of RNs in Primary Care. | [Video Slides](#)
- Training the Next Generation of Integrated Primary Care Providers to Safely and Effectively Manage Chronic Pain Utilizing Telehealth Solutions | [Video Slides](#)
- Activity Session - Creating your own Health Professions Student Training Playbook [CHC, Inc. Playbook](#) | [Playbook Template](#)
- From Affiliation to Action: Proven Strategies to Make it Easier to Host Health Professions Students | [Video Slides](#)
- Why Form a Health Professions Training Program at Your Federally Qualified Health Center? | [Video Slides Survey](#)
- Creating a Process that Works for You: Infrastructure for a Successful Student Training Program | [Video Slides Playbook Survey](#)
- **Note: This may be a great place to start for health centers in the HPET planning process!**
- How to Make it Work for the Students | [Video Slides Survey Staffing the Safety Net](#)
- How to Create Life Changing Experiences for Students | [Slides Survey](#)
- Leveraging the Power of a Team to Address Social Determinants of Health: Orienting Your Students to Team Based Care and Social Determinants of Health | [Slides Video Survey](#)
- Team-Based Care 101 for Health Professions Students | [Slides Video Survey](#)
- Enhancing the Student Experience through Preceptor Clinical Quality Improvement | [Slides Video Survey](#)
- How did WE do? Evaluating the Student Experience | [Slides Video Survey](#)

Additionally, to support evaluation of health workforce training programs, HRSA released a toolkit entitled: Other health center-focused health workforce development resources may be available at: <https://www.healthcenterinfo.org/quick-finds-workforce/>.

<sup>47</sup> Information obtained from the Weitzman Institute website at: <https://www.weitzmaninstitute.org/NCA>

<sup>48</sup> For a full list of resources, visit: <https://www.weitzmaninstitute.org/NCAResources>

## STATE-BASED RESOURCES AND TECHNICAL ASSISTANCE

### SUPPORTING CLINICAL PLACEMENTS: INDIANA AREA HEALTH EDUCATION CENTERS<sup>49</sup>

A resource that may be available in communities to facilitate health center HPET (health profession education and training) program development or expansion are [Indiana Area Health Education Centers](https://www.indianaahec.org/) (AHECs). AHECs are state-based regional programs “developed by Congress in 1971 to recruit, train, and retain a health professions workforce committed to underserved populations.”<sup>50</sup>

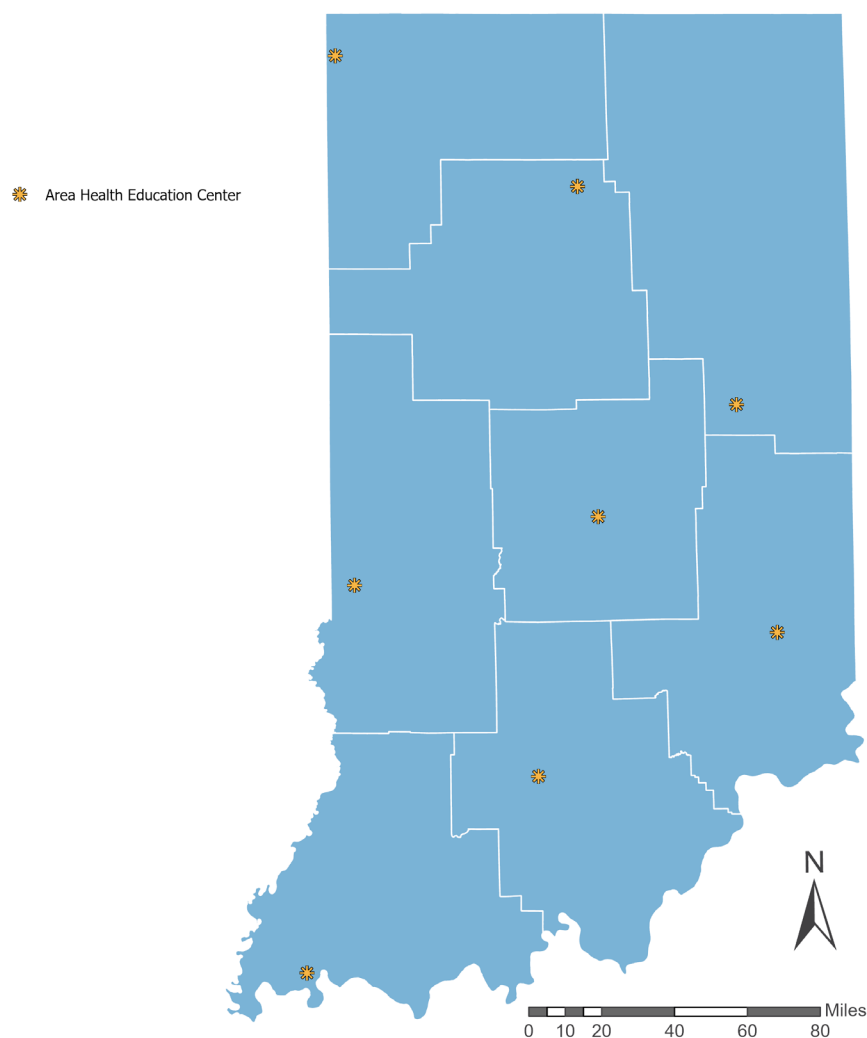
AHECs are committed to health care workforce development. Among AHECs many services include facilitating clinical training placements between students and employers and developing programming that improves health professions students’ readiness to practice. Indiana AHECs can serve as a liaison between academic/training programs and clinical partners to develop partnerships and enhance the training experience for medical and allied health students. The Indiana AHEC network is comprised of the network office (located in the Department of Family Medicine at Indiana University School of Medicine in Indianapolis) and 8 program offices all throughout the state.

#### Area Health Education Center Services as Outlined by Federal Code

“(A) assess the health personnel needs of the area to be served by the center and assist in the planning and development of training programs to meet such needs; (B) arrange and support rotations for students and residents in family medicine, general internal medicine or general pediatrics, with at least one center in each program being affiliated with or conducting a rotating osteopathic internship or medical residency training program in family medicine (including geriatrics), general internal medicine (including geriatrics), or general pediatrics in which no fewer than 4 individuals are enrolled in first-year positions; (C) conduct and participate in interdisciplinary training that involves physicians and other health personnel including, where practicable, public health professionals, physician assistants, nurse practitioners, nurse midwives, and behavioral and mental health providers; and (D) have an advisory board, at least 75 percent of the members of which shall be individuals, including both health service providers and consumers, from the area served by the center.”<sup>1</sup>

1. 42 USC 294a (b)(3)

#### AHEC Regions & Facilities



<sup>49</sup> Information provided during an interview with Indiana AHEC Executive Director and Assistant Professor of Family Medicine, Dr. Jennifer Taylor on August 19th, 2021.  
<sup>50</sup> Indiana Area Health Education Center Network. What We Do. 2021. Available at: <https://www.indianaahec.org/aboutus>

Health centers looking to host health professions students and develop training partners can reach out to their local program office to learn more about what services the AHEC offers:

- East Indiana AHEC, Jeff Hartz, [jeff.hartz@eiahec.org](mailto:jeff.hartz@eiahec.org)
- Metropolitan Indianapolis Central Indiana AHEC, Erica Young, [younger@uindy.edu](mailto:younger@uindy.edu)
- North Central Indiana AHEC, Jeremy Ashcraft, [ahec@fultondevelopment.org](mailto:ahec@fultondevelopment.org)
- Northeast Indiana AHEC, Justin Tobyas, [jjtobyas@bsu.edu](mailto:jjtobyas@bsu.edu)
- Northwest Indiana AHEC, Monique McAlister, [m.mcalister@pnw.edu](mailto:m.mcalister@pnw.edu)
- South Central Indiana AHEC, Michael Edwards, [medwards@hoosieruplands.org](mailto:medwards@hoosieruplands.org)
- Southwest Indiana AHEC, Jane Friona, [jefriona@usi.edu](mailto:jefriona@usi.edu)
- West Central Indiana AHEC, Jackie Mathis, [Jackie.Mathis@indstate.edu](mailto:Jackie.Mathis@indstate.edu)

### **SPECIFIC AHEC PROGRAMMING: THE AHEC SCHOLARS PROGRAM**

The AHEC Scholars Program is designed specifically for applicants who have a strong interest in providing care to those living in rural and medically underserved communities across Indiana in positions such as physicians, physician assistants, nurses, public health practitioners, physical therapists, social workers, and other allied health occupations. Scholars participate in online training and community-based experiences designed to give health professions students a deeper understanding of rural and urban health care, caring for underserved populations, and the importance of practice transformation in a clinical care setting. Scholars focus on five core issues: behavioral health integration, cultural competency, interprofessional education, practice transformation, and social determinants of health. Health center sites could serve as a community-based experience for Scholars. In order to serve as a clinical site and work with Scholars, health centers should contact the local program office in their region to discuss opportunities to provide site placements for health professions students.



## A DEEPER UNDERSTANDING OF AHECS AND HEALTH CENTERS

### RESULTS FROM A KEY INFORMANT INTERVIEW WITH A LOCAL AHEC PROGRAM OFFICE

In order to better understand the specific services that may be provided to health centers, a key informant interview was conducted with one of the local program offices, the Northeast Indiana AHEC (NEI-AHEC). NEI-AHEC has worked with Heart City Health to provide clinical placement services. A summary of NEI-AHEC's services and perspective can be found below.

**Interviewee:** Justin Tobyas, Director of NEI-AHEC (Interviewed August 23, 2021).

**Background on NEI-AHEC:** NEI-AHEC is one of eight program offices throughout the State. [NEI-AHEC](#) is housed at Ball State University in Muncie, Indiana and serves a 17-county region in northeast Indiana. NEI-AHEC was selected for a key informant interview because they were identified by one of the health centers interviewees (Heart City Health) as a partner that provides clinical placement coordination services.

**Serving as a Liaison between Students and Health Centers:** NEI-AHEC has worked with a number of federally qualified health centers (Grantees) to place medical students in their first year observership. Relationships with health centers are generally established through conversations held with health center leadership. For example, the relationship with Heart City Health was initiated at a networking event where leadership at the health center learned about NEI-AHEC's services for clinical placement coordination and initiated further conversations which ultimately resulted in medical student placements at Heart City Health. However, many times NEI-AHEC is approached directly by students seeking clinical placement opportunities. For example, nurse practitioner students attending institutions that require students to secure their own placements and negotiate their own affiliation agreements frequently request assistance of the NEI-AHEC. In these cases, NEI-AHEC may serve as a liaison to health centers on behalf of the students to attempt to secure a clinical placement opportunity. Occasionally, academic programs will work directly with clinical sites to recruit preceptors who would be willing to place the students. In these cases, NEI-AHEC receives direction from the clinical site that they are interested in placement and works directly with the student to communicate and coordinate the placement.

**Services Provided to Heart City Health:** In the early stages of NEI-AHEC's relationship with Heart City, they worked exclusively to place medical students at the clinic for family medicine rotations. This placement was successful and Heart City was interested in utilizing the NEI-AHEC's connection to students to place additional student types at Heart City for clinical experiences. Now, NEI-AHEC handles all clinical placements for Heart City, including initial interviewing of students seeking clinical opportunities to determine whether there is a "mission match" between the student and the health center. Additionally, NEI-AHEC works with the clinic's human resources and clinic staff to coordinate communications with preceptors in order to obtain availability for student training. Finally, if a student needs housing in order to participate in a clinical experience at Heart City Health, NEI-AHEC helps to secure temporary housing for the duration of the clinical experience (covered by NEI-AHEC funding). NEI-AHEC's contribution to these tasks relieves the health center of the administrative burden associated with scheduling and managing students' clinical availability. In regards to affiliation agreements between Heart City Health and the academic institutions, there is generally boilerplate agreement language that is used to define liability, insurance, etc. These agreements are negotiated directly between the clinical site and the school.

**Services Provided to Other Clinical Sites:** Health centers are only one of the employer partners for NEI-AHEC. NEI-AHEC also works with critical access hospitals, acute hospitals, and other clinics. Generally, there is no exchange of funding between the clinical site, student, and NEI-AHEC. However, NEI-AHEC may arrange for temporary housing for students.

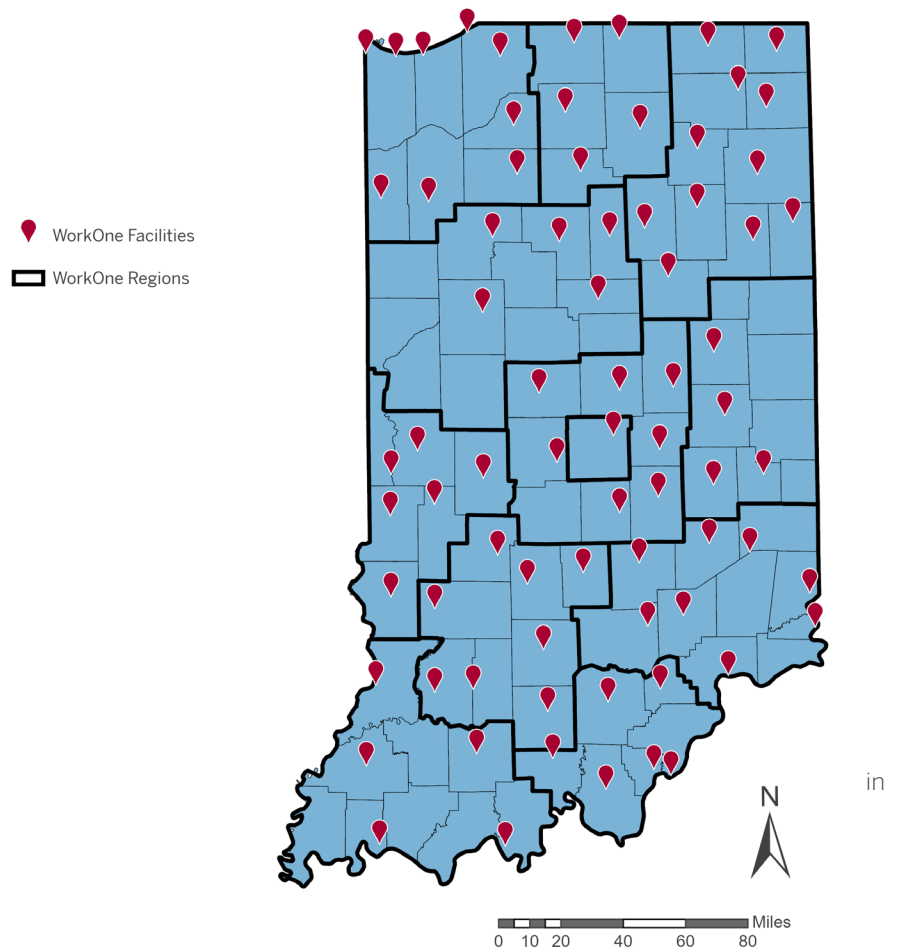
## WORK ONE CENTERS

In addition to health workforce pipeline supportive services that may be available through Indiana AHECs, there may be broader workforce support services available locally. As a part of state workforce development funding,<sup>51</sup> Indiana has “comprehensive one-stop centers” located throughout the State to provide local career services to individuals in a specified service area. In Indiana, these one-stop centers are known as WorkOne locations, and they exist in every economic growth region, and most counties throughout the state.

The intent of these programs is to “bring together workforce development, educational, and other human resource services in a seamless customer-focused service delivery network that enhances access to the programs’ services and improves long-term employment outcomes for individuals receiving assistance.” WorkOne Centers are required to have a staff member physically available during operating hours who can provide the services listed in the callout box. Each WorkOne region (which is aligned with Economic Growth Regions and associated Workforce Development Boards) hosts their own website that outlines the specific services they provide.<sup>52</sup>

Because of the physical presence in the community it serves and the essential services that are provided, WorkOne Centers are considered the “heart” of the workforce development system in Indiana.<sup>53</sup> WorkOne staff may be a great resource for health centers to leverage in their community. Generally, WorkOne staff come contact with many job seekers, students, and training programs. These staff may be able to connect employers (health centers) with job seekers, identify funded training opportunities to “skill up” employers’ current workforce through Employer Training Grants, or connect employers with training programs for strategic relationship building and recruitment.

### Indiana WorkOne Centers



Source: WorkOne program locations can be found at the Indiana Department of Workforce Development website at <https://www.in.gov/dwd/WorkOne/locations.html>

<sup>51</sup> These services are required under Workforce Innovation and Opportunity Act requirements, as outlined in 34 CFR § 361, available at: <https://www.ecfr.gov/current/title-20/chapter-V/part-678>

<sup>52</sup> To access a specific WorkOne region’s website and services, visit <https://www.in.gov/dwd/WorkOne/locations.html> and click the region of interest.

<sup>53</sup> WorkOne. Available at: <https://www.in.gov/dwd/WorkOne/locations.html>

# WHAT HAPPENS NEXT?

As a part of the larger State and Regional Primary Care Association Cooperative Agreements between HRSA and the primary care associations (PCAs), PCAs will provide training and technical assistance to state health centers related to HPET planning or implementation. The IPHCA serves as Indiana's PCA and provided funding through this project for the development of this roadmap document. The intent is for this document to serve as a starting point for health center-based HPET planning, and provide context, information, and resources that Indiana health centers might need along the way. If Indiana health centers have a question beyond what is included in the Roadmap, IPHCA can serve as a resource to provide support that is needed.

For questions related to HPET development and expansion in Indiana, please reach out to the IPHCA team at [info@indianapca.org](mailto:info@indianapca.org).

# APPENDIX A

## METHODOLOGY

The Bowen Center for Health Workforce Research and Policy partnered with the Indiana Primary Care Health Care Association (IPHCA) to collect, review, and synthesize health profession education training (HPET) information provided by Indiana health centers for the preparation of this Roadmap. Several entities provided information for this project:

- IPHCA provided Grantee and FQHC Look-Alike contact information
- Indiana Grantee and FQHC Look-Alike information (addresses, etc.) were obtained from the HRSA Data Download
- IPHCA provided information from Appendix F of the 2019 Uniform Data System (UDS)<sup>54</sup>. The Bowen Center used this information to identify health centers who were involved in HPET programming and for which health professions.
- The Bowen Center collaborated with Indiana Commission for Higher Education (ICHE). The ICHE provided the Bowen Center a list of public and independent (private, non-profit) programs and addresses.
- Finally, the Bowen Center worked with a number of health centers and academic training partners across the state to gather detailed information on HPET programming.

### HEALTH CENTER DATA MANAGEMENT

Grantee and FQHC Look-Alike site information were obtained from the HRSA Data Download.<sup>55</sup> Address data for all sites of Grantee and FQHC Look-Alikes were geocoded in ArcGIS. Grantee and FQHC Look-Alike site settings reported as school, domestic violence, or correctional were excluded from this project. Based on the data reported, health centers were classified as either an Grantee or FQHC Look-Alike site. Grantee and FQHC Look-Alike sites were further classified in a 3-level category as an administrative site, service delivery/administrative site, or only a service delivery site.

### GATHERING HIGH-DEMAND OCCUPATIONS AND INITIAL FEEDBACK OF HPET ENGAGEMENT FROM HEALTH CENTER EXECUTIVES: QUALTRICS SURVEY DEVELOPMENT

Grantee and FQHC Look-Alike organization workforce characteristics, health professions education and training characteristics, and organizational point of contact for HPET programming were collected in April-May 2021 through an electronic survey tool (Qualtrics) developed by the Bowen Center and provided to the Chief Executive Officer (or other individual in leadership). Outreach to health centers executive contacts (provided by IPHCA) were performed via email containing a survey link to the Qualtrics survey platform. The Bowen Center completed four rounds of outreach and received responses from 32 of 37 Indiana health centers. All responses were reviewed for completion and any duplicate responses were consolidated by the Bowen Center.

### SHAREPOINT INVENTORY

After reviewing health center executives' responses to the initial survey, individualized inventories for each health centers were created to capture detailed information on HPET occurring at the health center. These inventories included any current HPET as reported by the health center executives in the Qualtrics survey, as well as any HPET reported by the health center in their 2019 UDS reporting for Appendix F. The inventory was developed in a web-hosted, publicly accessible SharePoint document to allow health centers to view and modify their responses in real time and circulate the document internally to obtain the most accurate information on the HPET. Information captured in the inventories includes details of by-profession engagement in HPET, in alignment with the HPET Framework described earlier in previous sections of the document. The framework includes: Health Center Engagement in Training, Intensity of Time Commitment/Relationship Built with Each Student, and Funding/Administrative Support of HPET. This Framework was developed after completing extensive literature review and overview of health professions education training programs across the United States.<sup>56</sup>

All 32 health centers who responded that they were involved in HPET programming through the Qualtrics survey were asked to complete the inventory with a total of 22 health centers provided information on the inventory regarding their engagement in HPET. Additionally, health centers who did not respond or partially responded to the Qualtrics survey but reported HPET involvement in the 2019 Uniform Data System (UDS)<sup>57</sup> were also contacted to complete the inventory.

<sup>54</sup> <https://bphc.hrsa.gov/sites/default/files/bphc/datareporting/reporting/2019-uds-manual.pdf>

<sup>55</sup> <https://data.hrsa.gov/data/download>

<sup>56</sup> <https://www.chci.com/rtat/>, <https://educationhealthcenter.org/>, <https://bphc.hrsa.gov/sites/default/files/bphc/datareporting/reporting/2019-uds-manual.pdf>

<sup>57</sup> <https://bphc.hrsa.gov/sites/default/files/bphc/datareporting/reporting/2019-uds-manual.pdf>

## KEY INFORMANT INTERVIEWS

### GRANTEE AND LOOK-ALIKES GRANTEE

Data collected from the Qualtrics survey and SharePoint Inventory were reviewed and used to identify health centers for follow-up key informant interviews. The following criteria were considered in selecting health centers for key informant interviews: 1) health centers must report offering HPET programming for at least one of the top 13 high-demand health professions, 2) health centers who reported 4 or more HPET programming for high-demand professions were prioritized in order to provide a robust perspective on HPET engagement, 3) consideration was taken to include diverse representation of Indiana health centers for the key informant interviews, including: organization size, number of direct patient clinic sites, geography/location (rural vs urban), organization type (Grantee or Look-Alike status, and Community Mental Health Center (CMHC) status).

The Bowen Center invited selected health centers to participate in a key informant interview from July-August 2021. The Bowen Center completed three rounds of outreach to selected health centers and scheduled seven key informant interviews with a wide range of health centers across the State. During the interviews, health centers were asked questions regarding their engagement in HPET programming and were asked to clarify findings reported in the Qualtrics survey and SharePoint inventory. The Bowen Center staff recorded and summarized health centers' responses. Once summaries of the interviews were drafted, they were sent to health centers for their review and final approval before publication.

### ACADEMIC TRAINING PARTNERS AND ADMINISTRATIVE RESOURCES

Data collected from the inventories and health center key informant interviews identified several academic training partners or other resources who are leaders in identifying and placing students in HPET programs. A total of four stakeholders were contacted in August 2021 to participate in a key informant interview conducted by the Bowen Center (Indiana University School of Social Work, Ivy Tech Community College, Indiana Area Health Education Center Network Office, and Northeast Indiana Area Health Education Center). During the interview, partners were asked a series of questions regarding their involvement in HPET programming and experience collaborating with health centers.

## ACADEMIC RESOURCES: ACADEMIC TRAINING SITES

The Bowen Center provided the Indiana Commission for Higher Education (ICHE) a list of Standard Occupation Classification (SOC) codes<sup>58</sup> for high demand health professions, to identify all programs offered by Indiana public and independent (i.e. private, non-profit) institutions with programming that corresponds to the health center-reported high demand health occupations.<sup>59</sup> This was done using a National Center for Education Statistics crosswalk that matched SOC codes with corresponding Classification of Instructional Program (CIP) codes.<sup>60</sup> For each of these programs, the Commission provided names and addresses of active academic programs that correspond to the high-demand occupations. For institutions with multiple campuses, data were provided at the campus-level to enhance granularity of reporting and geographic assignment.

<sup>58</sup> Information about Standard Occupational Classifications can be found on the Bureau of Labor Statistics website at: <https://www.bls.gov/soc/>

<sup>59</sup> The only programs excluded from the ICHE analysis were those authorized by the Board for Proprietary Education (BPE), which is staffed by the Commission for Higher Education. BPE programs are private, for-profit programs which include many Career and Technical Education programs. Most of the BPE-authorized programs, which pale in size when compared to the public and independent programs, are offered by private, for-profit institutions; these institutions were left out because ICHE does not collect program-specific enrollment and degree data from them.

<sup>60</sup> Information about the CIP-SOC Crosswalk can be found on the National Center for Education Statistics website at: <https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56>

SOC Codes provided to the ICHE for CIP-Crosswalk Matching		
SOC2018Code	SOC2018Title	High-demand occupation title as identified by Indiana health centers
31-9092	Medical Assistants	Medical Assistants
29-1214	Emergency Medicine Physicians	Physicians
29-1215	Family Medicine Physicians	Physicians
29-1216	General Internal Medicine Physicians	Physicians
29-1222	Physicians, Pathologists	Physicians
29-1229	Physicians, All Other	Physicians
21-1021	Child, Family, and School Social Workers	Clinical Social Workers
21-1022	Healthcare Social Workers	Clinical Social Workers
21-1023	Mental Health and Substance Abuse Social Workers	Clinical Social Workers
21-1029	Social Workers, All Other	Clinical Social Workers
25-1113	Social Work Teachers, Postsecondary	Clinical Social Workers
21-1011	Substance Abuse and Behavioral Disorder Counselors	Professional Counselors/Behavioral Health Counselors
21-1014	Mental Health Counselors	Professional Counselors/Behavioral Health Counselors
29-1223	Psychiatrists	Psychiatrists
29-1171	Nurse Practitioners	Nurse Practitioners/Mental Health Nurse Practitioners
29-2061	Licensed Practical and Licensed Vocational Nurses	License Practical Nurse
29-1141	Registered Nurses	Registered Nurses
31-9091	Dental Assistants	Dental Assistants
21-1011	Substance Abuse and Behavioral Disorder Counselors	Substance Use Disorder Personnel
29-1021	Dentists, General	Dentists (DDS/DMD)
29-1029	Dentists, All Other Specialists	Dentists (DDS/DMD)
29-1292	Dental Hygienists	Dental Hygienists

The Bowen Center verified that all CIP codes matched the list of distinct SOC codes. After verifying that each CIP code matched with at least one SOC code, the Bowen Center reviewed the list of health professions title and program names to confirm high-demand health profession type. During this process the Bowen Center excluded several CIP codes based on program name which were not relevant to health center delivery positions (listed in the Table below). After the manual exclusion of select academic training programs, program type was matched with the appropriate address for geocoding purposes.

Table 2: CIP Codes Excluded based on Program Title		
Excluded Program Title	Excluded CIP Code	Associated SOC Code
Gerontology	30.1101	NA
Developmental and Child Psychology	42.2703	21.1014
Dental Clinical Sciences General	51.0501	29.1021
Anesthesiologist Assistant	51.0809	29.1171
Nursing Administration	51.3802	29.1171;29.1141
Nursing Science	51.3808	29.1171
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other	51.3899	29.1141
Dental Public Health and Education	51.0504	29.1029

## FINANCIAL RESOURCES: NEXTLEVEL JOBS FUNDING ACADEMIC PROGRAMS

In order to fulfill a gap between NextLevel Jobs funding opportunities and CTE programs that are eligible for funding that are not included in the academic program directories provided by CHE, WorkForce Ready Grant recipients were identified through the INTraining Dashboard.<sup>61</sup> The INTraining Dashboard provides a list of occupational training programs that support the employment goals of Indiana's workforce. All programs were filtered by whether they are WorkForce Ready Grant recipients. Additionally, only programs that matched with a health profession of interest were included as an academic institution site and geocoded for mapping purposes.

## ADMINISTRATIVE RESOURCES: AREA HEALTH EDUCATION CENTERS (AHEC)

The Bowen Center identified Indiana AHEC Network Regional Centers through the Indiana AHEC Dashboard.<sup>62</sup> Regional AHEC Centers Programs and addresses were used for geocoding and mapping purposes.

## ADMINISTRATIVE RESOURCES: WORKONE SITES

Information on Indiana WorkOne sites was identified through the Indiana Department of Workforce Development website and geocoded using ArcGis.<sup>63</sup>

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<sup>61</sup> <https://intraining.dwd.in.gov/ProgramLocation/ProgramSearchView>

<sup>62</sup> <https://www.indianaahec.org/regional-centers>

<sup>63</sup> Address locations for Indiana WorkOne offices can be found at: <https://www.in.gov/dwd/WorkOne/locations.html>

# APPENDIX B

## ELECTRONIC QUALTRICS SURVEY ADMINISTERED TO ALL INDIANA HEALTH CENTERS

### Health Professionals Training Program

Q45 Good afternoon!

The purpose of this survey is to obtain information from your health center regarding engagement in health professions education and training programs. For the purposes of this project, please respond regarding your center's engagement **prior to COVID-19 and/or during normal working operations.**

**Please complete this brief survey (<5 minutes) before April 30th.**

If you have any questions about this survey, please contact the Bowen Center at bowenctr@iu.edu or (317) 278-0316.

Thank you!

Bowen Center

Q1 Which of the following health centers do you represent?

- 219 Health Network, Inc. (109)
- Adult And Child Mental Health Center Inc (110)
- Aspire Health Center (111)
- Centerstone Health Services, Inc. (112)
- HealthNetCommunity HealthNet, Inc (113)
- Echo Community Health Care, Inc. (114)
- Edgewater Systems For Balanced Living, Inc. (115)
- Family Health Center of Clark County Inc (116)
- Good Samaritan Family Health Center Inc. (117)
- Greene County Health, Inc. (118)
- Hamilton Center Inc (119)
- HealthLinc, Inc. (120)
- HealthNet, Inc. (121)
- Heart City Health Center, Inc. (122)
- Indiana Health Centers Incorporated (123)
- Jane Pauley Community Health Center, Inc. (124)
- Knox/Winamac Community Health Centers, Inc (125)
- Lifespring Inc. (126)
- Maple City Health Care Center, Inc. (127)
- Meridian Health Services Corp. (128)
- Neighborhood Health Center, Inc (129)
- Neighborhood Health Clinics (d.b.a Neighborhood Health) Inc. (130)
- NorthShore Health Centers, Inc (131)
- Open Door Health Services, Inc. (132)
- Porter Starke Services Inc. (d.b.a. Marram Health Center) (133)
- Purdue University (d.b.a. North Center Nursing Clinics) (134)
- Raphael Health Center, Inc. (135)
- Riggs Community Health Center, Inc. (136)
- Shalom Health Care Center, Inc. (137)
- Southern Indiana Community Health Care Inc (138)
- Southlake Community Mental Health Center Inc (139)
- The Health & Hospital Corp of Marion County (140)
- Tulip Tree Health Services of Gibson County, Inc. (141)
- Valley Professionals Community Health Center Inc. (142)
- Wabash Valley Health Center, Inc. (143)
- Well Care Community Health, Inc. (144)
- WindRose Health Network, Inc. (145)
- Other (Please specify) (146) \_\_\_\_\_



Q44 Please write your name below.

Q2 What is your role at \${Q1/ChoiceGroup/SelectedChoicesTextEntry}?

- Chief Executive Officer (CEO) / President / Executive Director (1)
- Chief Operating Officer (COO) (2)
- Chief Medical Officer (CMO) / Medical Director (3)
- Other Executive/Senior Staff (4)
- Other (Please specify) (5) \_\_\_\_\_

Q3 What types of services does \${Q1/ChoiceGroup/SelectedChoicesTextEntry} provide directly? (Please select all that apply) (Note: The purpose of this question is to understand the health center services/staffing capacity available on-site at any of your health center's locations. For the purposes of this question, do not include services provided through collaboration with an external entity.)

- Medical (1)
- Dental (2)
- Mental Health and Substance Use Disorder (3)
- Vision (4)
- Other (Please specify) (5) \_\_\_\_\_

Q4 Which of the following professions/occupations are in high-demand at \${Q1/ChoiceGroup/SelectedChoicesTextEntry}? Please select all that apply.

(Question guidance: Are you having trouble filling or recruiting for any of the below positions? Do you have high turnover in any of these positions?)

- |   |  |
|---|--|
| • Physicians (114)                                  | • Professional Counselors (129)            |
| • Nurse Practitioners (115)                         | • Marriage and Family Therapists (130)     |
| • Physician Assistants (116)                        | • Psychiatric Nurse Specialists (131)      |
| • Certified Nurse Midwives (117)                    | • Mental Health Nurse Practitioners (132)  |
| • Registered Nurses (ASN or BSN) (118)              | • Mental Health Physician Assistants (133) |
| • Licensed Practical Nurses/Vocational Nurses (119) | • Substance Use Disorder Personnel (134)   |
| • Medical Assistants (120)                          | • Ophthalmologists (135)                   |
| • Dentists (DDS/DMD) (121)                          | • Optometrists (136)                       |
| • Dental Assistants (122)                           | • Chiropractors (137)                      |
| • Dental Hygienists (123)                           | • Dietitians/Nutritionists (138)           |
| • Dental Therapists (124)                           | • Pharmacists (139)                        |
| • Behavioral Health Counselors (125)                | • Other (Please Specify) (140)             |
| • Psychiatrists (126)                               | • None of the above (141)                  |
| • Clinical Psychologists (127)                      |  |
| • Clinical Social Workers (128)                     |  |

Q5 Prior to COVID-19 and/or during normal working operations is \${Q1/ChoiceGroup/SelectedChoicesTextEntry} engaged in health professions education or training (HPET) with any type of Pre-Graduate/Certificate or Post-Graduate Training (ex: residency) health profession students at any of your health center's clinical sites?

Note: This does not include provision of continuing education or professional development training for health center staff.

- Yes (1)
- No (2)
- Not sure (3)

*Display This Question:*

- If Prior to COVID-19 and/or during normal working operations is ... = No
- Or Prior to COVID-19 and/or during normal working operations is ... = Not sure

Q6 Are you interested in learning more about health center-based health profession training models or potentially engaging in health professional education or training in the future?

- Yes (1)
- No (2)
- Maybe (3)

*Skip To: End of Survey If Are you interested in learning more about health center-based health profession training models o... = No*

*Display This Question:*

- If Are you interested in learning more about health center-based health profession training models o... = Yes
- Or Are you interested in learning more about health center-based health profession training models o... = Maybe

Q7 Please provide a contact that we may connect with to provide additional information regarding the health professions you train at your health center (please type "N/A" if you are the best contact).

Please provide the following to the best of your ability:

Full name

Role at health center

Email

Phone number

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*Display This Question:*

- If Prior to COVID-19 and/or during normal working operations is ... = Yes

Q8 To the best of your knowledge, for which of the following health professions student types (Pre-Graduate/Post-Graduate) is \${Q1/ChoiceGroup/SelectedChoicesTextEntry} engaged in training regardless if health professions training has been put on pause due to COVID-19? Please select all that apply.

- Medical Students (1525)
- Medical Residents (1526)
- Nurse Practitioners (1527)
- Physician Assistants (1528)
- Certified Nurse Midwives (1529)
- Registered Nurses (ASN or BSN) (1530)
- Licensed Practical Nurses/Vocational Nurses (1531)
- Medical Assistants (1532)
- Dentists (DDS/DMD) (1533)
- Dental Assistants (1534)
- Dental Hygienists (1535)
- Dental Therapists (1536)
- Behavioral Health Counselors (1537)
- Psychiatrists (1538)
- Clinical Psychologists (1539)
- Clinical Social Workers (1540)
- Professional Counselors (1541)
- Marriage and Family Therapists (1542)
- Psychiatric Nurse Specialists (1543)
- Mental Health Nurse Practitioners (1544)
- Mental Health Physician Assistants (1545)
- Substance Use Disorder Personnel (1546)
- Ophthalmologists (1547)
- Optometrists (1548)
- Chiropractors (1549)
- Dieticians/Nutritionists (1550)
- Pharmacists (1551)
- Other (Please Specify) (1552)
- I am not certain (1553)

*Display This Question:*

*- If Prior to COVID-19 and/or during normal working operations is ... = Yes*

Q9 Please list any staff at your health center that may be able to provide further information regarding the Health Professions Education or Training program(s) your health center participates in.

Please provide the following to the best of your ability so that we may contact the best person at your facility to provide details on these training programs:

Full name

Role at health center

Email

Phone number

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# APPENDIX C

## HEALTH CENTER KEY INFORMANT INTERVIEW QUESTIONS

### Key Informant Interview Guide

1. What were the driving factors that influenced your health center's initial involvement or development of HPET programming?
2. Please describe your organization's experience implementing HPET programming.
  - Relationships with academic institutions/training programs?
  - How initiatives are financially sustained?
  - Challenges and how they have been overcome?
  - Factors critical to success?
- 
3. Is there anything else that you would like to share about HPET programming at your organization or within health centers in general?
4. Is there any advice you have for health centers that are considering HPET programming?

## APPENDIX D

## ACADEMIC PROGRAM INVENTORIES

## DENTAL ASSISTANT ACADEMIC INSTITUTIONS

[illegible]

# DENTAL HYGIENIST ACADEMIC INSTITUTIONS

County	Program Name	Academic Site	Address	Zip Code	Contact Name	Contact Position/ Title	Contact Phone Number	Contact Email
Marion	A.S. in Dental Hygiene (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Lisa Maxwell	Dental Hygiene Director	317-274-7801	dnthyg@iu.edu
Madison	A.S./A.A.S. in Dental Hygiene	Ivy Tech Community College-Anderson	104 W. 53rd Street	46013	Joyce Hudson	Program Chair	1-800-589-8324 Ext. 2371	judson73@ivytech.edu
St. Joseph	A.S./A.A.S. in Dental Hygiene	Ivy Tech Community College-South Bend/Elkhart	220 Dean Johnson Blvd	46601-3415	Shirley Bootz	Department Chair	574-289-7001 ext. 5714	sbootz@ivytech.edu
Lake	B.S. in Dental Hygiene	Indiana University-Northwest	3400 Broadway	46408-1197	Dawn Marciniak	Assistant to the Director of Dental Education	219-980-6770	dmarcini@iun.edu
St. Joseph	B.S. in Dental Hygiene	Indiana University-South Bend	1700 Mishawaka Ave	46634-7111	Ashley Zielinski	Clinic Manager	574-520-4156	asfeyos@iusb.edu
Vanderburgh	B.S. in Dental Hygiene	University of Southern Indiana	8600 University Blvd	47712	Dr. Kimberly Hille	Program Chair	812-464-1702	kmparsons@usi.edu
Marion	B.S. in Dental Hygiene (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Lisa Maxwell	Dental Hygiene Director	317-274-7801	dnthyg@iu.edu

County	Program Name	Academic Site	Address	Zip Code	Contact Name	Contact Position/ Title	Contact Phone Number	Contact Email
Marion	Doctor of Dental Surgery (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Harvey Weingarten	Associate Dean - Clinical Affairs	(317) 274-5502	hweingar@iu.edu

County	Program Name	Academic Site	Address	Zip Code	Contact Name	Contact Position/ Title	Contact Phone Number	Contact Email
Marion	Doctor of Dental Surgery (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Harvey Weingarten	Associate Dean - Clinical Affairs	(317) 274-5502	hweingar@iu.edu

**LICENSED PRACTICAL NURSE ACADEMIC INSTITUTIONS**

<b>County</b>	<b>Program Name</b>	<b>Next Level Jobs Funding</b>	<b>Academic Site</b>	<b>Address</b>	<b>ZipCode</b>	<b>Contact Name</b>	<b>Contact Position/ Title</b>	<b>Contact Phone Number</b>	<b>Contact Email</b>
Allen	T.C. in Practical Nursing	-	Ivy Tech Community College-Fort Wayne	3800 N Anthony Blvd	46805-1489	Angela Russ	Dean, School of Nursing	Not Available	astephan2@ivytech.edu
Bartholomew	T.C. in Practical Nursing	-	Ivy Tech Community College-Columbus	4475 Central Ave	47203-1868	Kristen Fletcher	Nursing Department Chair	812-374-5279	kfletcher29@ivytech.edu
Clark	T.C. in Practical Nursing	Yes	Ivy Tech Community College-Sellersburg	8204 Hwy 311	47172-1897	Sara Guarneri	Dean, School of Nursing	Not Available	sguarneri@ivytech.edu
Delaware	T.C. in Practical Nursing	Yes	Ivy Tech Community College-Muncie	4301 S Cowan Rd	47302-9448	Che'Reese Anderson	Dean, School of Nursing	765-289-2291, ext. 1775	canderson12@ivytech.edu
Howard	T.C. in Practical Nursing	-	Ivy Tech Community College-Kokomo	1815 E Morgan St	46901-1373	Crystal Jones	Department Chair, School of Nursing	765-252-5574	cjones693@ivytech.edu
Jefferson	T.C. in Practical Nursing	Yes	Ivy Tech Community College-Madison	590 Ivy Tech Dr	47250-1881	Tammy Hall	Nursing Program Chair	812-265-2580 ext 4226	Not Available
Knox	C.G. in Practical Nursing	-	Vincennes University	1002 N First St	47591	Pamela Gardner	Faculty Contact	812-888-4412	pgardner@vinu.edu
Lake	T.C. in Practical Nursing	-	Ivy Tech Community College-Lake County	1440 E 35th Ave	46409-1499	Jennifer Philbin	Dean, School of Nursing	219-980-7799 ext 2410	jphilbin@ivytech.edu
Madison	T.C. in Practical Nursing	-	Ivy Tech Community College-Anderson	104 W. 53rd Street	46013	Jenny Gale	Interim Dean, School of Nursing	765-643-7133 ext: 2366	ygale8@ivytech.edu
Marion	T.C. in Practical Nursing	-	Ivy Tech Community College-Indianapolis	50 W. Fall Creek Parkway N. Drive	46208-5752	Myra Hart, DNP	Department Chair, School of Nursing	Not Available	mhart33@ivytech.edu
Marion	T.C. in Practical Nursing	-	Ivy Tech Community College-Marion	261 S. Commerce Drive	46953	Michelle Dickey	Dean-School of Nursing	765.651.3100 ext. 3412	mdickey19@ivytech.edu
Monroe	T.C. in Practical Nursing	-	Ivy Tech Community College-Bloomington	200 Daniels Way	47404-9272	Kim Roach	Department Chair, Nursing	Not Available	kroach14@ivytech.edu
Porter	T.C. in Practical Nursing	-	Ivy Tech Community College-Valparaiso	3100 Ivy Tech Drive	46383	Randee Marinaro-Kroush	Dean, School of Nursing	Not Available	rmarinarokroush@ivytech.edu



County	Program Name	Next Level Jobs Funding	Academic Site	Address	ZipCode	Contact Name	Contact Position/ Title	Contact Phone Number	Contact Email
St. Joseph	T.C. in Practical Nursing	Yes	Ivy Tech Community College-South Bend/ Elkhart	220 Dean Johnson Blvd	46601-3415	Sharvon Robinson	Dean, School of Nursing	574-289-7001 ext 7166	srobinson204@ivytech.edu
Tippecanoe	T.C. in Practical Nursing	-	Ivy Tech Community College-Lafayette	3101 South Creasy Ln	47905	Dr. Sandra Fights	Dean, School of Nursing	765-269-5206	sfights@ivytech.edu
Vanderburgh	T.C. in Practical Nursing	-	Ivy Tech Community College-Evansville	3501 First Ave	47710-3398	Gail Lindsay	Dean, School of Nursing	Not Available	glindsay@ivytech.edu
Vigo	T.C. in Practical Nursing	-	Ivy Tech Community College-Terre Haute	7999 US Hwy 41	47802-4898	Kim Cooper	Dean, School of Nursing	Not Available	kcooper@ivytech.edu
Wayne	T.C. in Practical Nursing	Yes	Ivy Tech Community College-Richmond	2357 Chester Blvd	47374-1298	Heather Wierzbinski-Cross	Dean, School of Nursing	Not Available	hwierzbinskicro@ivytech.edu

\*Note: This program was not included in the CHE data export, but was identified as a NextLevel eligible grant recipient at <https://intraining.dwd.in.gov/ProgramLocation/ProgramSearchView>

**MEDICAL ASSISTANT (MA) ACADEMIC INSTITUTIONS**

<b>County</b>	<b>Program Name</b>	<b>Next Level Jobs Funding</b>	<b>Academic Site</b>	<b>Address</b>	<b>Zip Code</b>	<b>Contact Name</b>	<b>Contact Position/Title</b>	<b>Contact Phone Number</b>	<b>Contact Email</b>
Allen	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Fort Wayne	3800 N Anthony Blvd	46805-1489	Shelly Dobler	Program Chair	260-480-4175	sdobler@ivytech.edu
Allen	Certified Clinical Medical Assistant	Yes	Freedom Academy Satellite Location WorkOne	201 E Rudisill Blvd	46802	Kassie Sells	Client Services Coordinantor	260-347-0887	Ksells@freedomacademy
Allen	Certified Clinical Medical Assistant	Yes	Freedom Academy Satellite Location at Trine University	1819 Carew Street	46805	Kassie Sells	Client Services Coordinantor	260-347-0889	Ksells@freedomacademy
Bartholomew	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Columbus	4475 Central Ave	47203-1868	Rebecca Land	Program Chair	812-374-5327	rland2@ivytech.edu
Clark	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Sellersburg	8204 Hwy 311	47172-1897	Michelle D. Draper	Department Chair	812-246-3301 Ext. 4275	mdraper9@ivytech.edu
Dearborn	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Lawrenceburg	50 Walnut Street	47025	Monica Bolton	Program Chair	812-537-4010 ext. 5234	Mbolton12@ivytech.edu
Delaware	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Muncie	4301 S Cowan Rd	47302-9448	Lana M. Shoults	Department Chair	765-289-2291 ext. 1770	lshoults@ivytech.edu
Howard	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Kokomo	1815 E Morgan St	46901-1373	Tammy Richie	Program Chair	574-398-6108	trichie@ivytech.edu
Jefferson	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Madison	590 Ivy Tech Dr	47250-1881	Annabet Garner	Program Chair	812-265-2580 Ext. 4227	agarner@ivytech.edu
Johnson	Clinical Medical Assistant	Yes	Central Nine Career Center-Adult Education Division	1999 US Highway 31 South	46143	Not Available	Not Available	317-888-4401 Ext. 222	Not Available

County	Program Name	Next Level Jobs Funding	Academic Site	Address	Zip Code	Contact Name	Contact Position/Title	Contact Phone Number	Contact Email
Lake	A.A.S. in Health Care Specialist	Yes	Ivy Tech Community College-Lake County	1440 E 35th Ave	46409-1499	Rachael McKay	Faculty Contact	219-980-7799 ext 2413	rmckay14@ivytech.edu
Lake	Medical Assisting - Technical Certificate (TC)	Yes	Ivy Tech Community College Lake County - Crown Point	9900 Connecticut Drive	46307	Not Available	Not Available	1-888-489-5464	Not Available
LaPorte	Medical Assisting - Technical Certificate (TC)	Yes	Ivy Tech Community College - Michigan City	3714 Franklin	46360	Not Available	Not Available	1-888-489-5463	Not Available
Madison	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Anderson	104 W. 53rd Street	46013	Ruth Anne Reagan	Program Chair	765-643-7133	rreagan1@ivytech.edu
Marion	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Indianapolis	50 W. Fall Creek Parkway N. Drive	46208-5752	Dr. Terri Fleming	Department Chair	Not Available	tfleming@ivytech.edu
Marion	A.A.S. in Health Care Specialist	-	Ivy Tech Community College-Marion	261 S. Commerce Drive	46953	Tami Shepard	Department Chair	765-651-3100 ext 3406	tshepard@ivytech.edu
Marion	Clinical Medical Assistant	Yes	Indiana School of Phlebotomy	6919 E. 10th St.	46219	Not Available	Not Available	317-759-3729	info@indianaphlebotomy.com
Marion	Medical Assistant	Yes	Hardon Educational Institute, LLC - Indianapolis	2186 N. Sherman Drive	46218	Not Available	Not Available	317-388-5375	www.hardoneducation.org/contact
Monroe	A.A.S. in Health Care Specialist	Yes	Ivy Tech Community College-Bloomington	200 Daniels Way	47404-9272	Leanne Short	Department Chair	(812) 330-6057	cshort50@ivytech.edu
Monroe	Certified Clinical Medical Assistant Training	Yes	Hancock Physician Network	One Memorial Sq.	46140	Patricia Driggers	Program Coordinator	317-468-6295	Not Available



**MENTAL HEALTH NURSE PRACTITIONER ACADEMIC INSTITUTIONS**

County	Program Name	Academic Site	Address	ZipCode	Contact Name	Contact Position/Title	Contact Phone Number	Contact Email
Grant	Post-Master's Certificate in Psychiatric Mental Health Nursing	Indiana Wesleyan University - National and Global	4201 S Washington St	46953-4974	Darla Gowan	Assistant Dean, Nurse Practitioner Programs	Not Available	darla.gowan@indwes.edu
Marion	M.S.N. in Psychiatric Mental Health-Nurse Practitioner Lifespan (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Megan Siehl	Director of Clinical Placement	(317) 278-3634	msiehl@iu.edu
Marion	M.S.N. in Psychiatric Mental Health Nursing	Indiana Wesleyan University - Marion	4201 S Washington St	46953-4974	Nancy Halderman	Associate Director of Community Partnerships	Not Available	nancy.halderman@indwes.edu
Marion	M.S. in Nursing (MSN) - Psychiatric Mental Health Specialization	Indiana Wesleyan University - National and Global	4201 S Washington St	46953-4974	Nancy Halderman	Associate Director of Community Partnerships	Not Available	nancy.halderman@indwes.edu
Marion	Post-MSN Graduate Certificate in Psychiatric Mental Health Nurse Practitioner (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Megan Siehl	Director of Clinical Placement	(317) 278-3634	msiehl@iu.edu
Marion	Psychiatric Mental Health Nurse Practitioner Postgraduate Certificate	Purdue University Global	9000 Keystone Crossing, Ste. 120	46240	Michelle Carlson	Business Development Manager	308-293-1899	Not Available
Tippecanoe	Post-master's Certificate in Mental Health Nurse Practitioner	Purdue University-West Lafayette	Hovde Hall of Administration	47907-2040	Dr. Julian Gallegos	Director, Doctor of Nursing Practice Program	765-496-0632	jlgalleg@purdue.edu
Vanderburgh	M.S. Nursing in Family Psychiatric Mental Health Nurse Practitioner	University of Southern Indiana	8600 University Blvd	47712	Dr. Mellisa Hall	Chair of Master of Science in Nursing Program	812-492-7803	mhall@usi.edu
Vanderburgh	Post-Master's Certificate in Family Psychiatric Mental Health Nurse Practitioner	University of Southern Indiana	8600 University Blvd	47712	Dr. Mellisa Hall	Chair of Master of Science in Nursing Program	812-492-7803	mhall@usi.edu
Vanderburgh	Doctor of Nursing Practice in Family Psychiatric Mental Health Nurse Practitioner	University of Southern Indiana	8600 University Blvd	47712	Dr. Mellisa Hall	Chair of Master of Science in Nursing Program	812-492-7803	mhall@usi.edu

\*Note: This program was not included in the CHE data export, but was identified as a NextLevel eligible grant recipient at <https://intraining.dwd.in.gov/ProgramLocation/ProgramSearchView>

## NURSE PRACTITIONER ACADEMIC INSTITUTIONS

County	ProgramName	Academic Site	Address	ZipCode	Contact Name	Contact Position/ Title	Contact Phone Number	Contact Email
Allen	Certificate in Family Nurse Practitioner	University of Saint Francis-Fort Wayne	2701 Spring St	46808-3994	Emily Hurse and Caitlin Krouse	Graduate Nursing Clinical Director and Graduate Nursing Program Director	260-399-7700 ext 8506 and 260-399-7700 ext 8512	ehurst@sf.edu and ckrouse@sf.edu
Delaware	M.A./M.S. in Nursing	Ball State University	2000 University Ave	47306	Diana Bantz	Associate Director for Graduate Program	765-285-5761	dbantz@bsu.edu
Elkhart	D.N.P. in Doctor Nursing Practice	Goshen College	1700 S Main St	46526-4794	Ruth Stoltzfus	Director of Graduate Program in Nursing	574-535-7973	ruthas@goshen.edu
Grant	Post-Master's Certificate in Primary Care Nursing	Indiana Wesleyan University - National and Global	4201 S Washington St	46953-4974	Darla Gowan	Assistant Dean, Nurse Practitioner Programs	Not Available	darla.gowan@indwes.edu
Lake	M.S.N. in Nursing	Purdue University-Northwest	2200 169th St	46323-2094	LaShaunda Hill	Clinical Placement Coordinator	Not Available	hill416@pnw.edu
Marion	M.S.N. in Adult-Gerontology Nurse Practitioner (Primary Care) (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Megan Siehl	Director of Clinical Placement	317-278-3634	msiehl@iu.edu
Marion	D.N.P. in Family Nurse Practitioner	Marian University	3200 Cold Spring Rd	46222-1997	Dr. Denise Ferrell	Associate Dean for Strategic Partnerships	Not Available	dferrell@marion.edu
Marion	Adult Gerontology Primary Care Nurse Practitioner Postgraduate Certificate	Purdue University Global	9000 Keystone Crossing, Ste. 120	46240	Michelle Carlson	Business Development Manager	308-293-1899	Not Available
Marion	D.N.P. in Nursing Practice	University of Indianapolis	1400 E Hanna Ave	46227-3697	Dr. Wendy Stoelting-Gettelfinger	Graduate Program Director	Not Available	stoeltinggett@uindy.edu
Porter	D.N.P. in the Family Nurse Practitioner Program	Valparaiso University	US Highway 30 and Sturdy Road	46383	Cynthia Felton	Clinical Coordinator	219-242-3475	cynthia.felton@valpo.edu
St. Joseph	M.S. in Nursing	Bethel University-Mishawaka	1001 Bethel Circle	46545-5591	Dr Joy Barnes	Assistant Professor of Nursing	Not Available	joy.barnes@betheluniversity.edu
St. Joseph	M.S.N. in Family Nurse Practitioner	Indiana University-South Bend	1700 Mishawaka Ave	46634-7111	Caitlin Vlaeminck	Graduate Program Director	574-520-4167	cwendelb@iusb.edu
St. Joseph	D.N.P. Family Nurse Practitioner Track	Saint Mary's College	Unknown	46556	April Lane	Clinical Coordinator	574-284-4790	alane@saintmarys.edu

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**REGISTERED NURSE ACADEMIC INSTITUTIONS**

County	ProgramName	Academic Site	Address	ZipCode	Contact Name	Contact Position/Title	Contact Phone Number	Contact Email
Allen	A.S. in Nursing	Ivy Tech Community College-Fort Wayne	3800 N Anthony Blvd	46805-1489	Angela Russ	Dean, School of Nursing	Not Available	astephan2@ivytech.edu
Allen	A.S.N. in Nursing	University of Saint Francis-Fort Wayne	2701 Spring St	46808-3994	Patricia Rinker	Nursing Clinical Director	260-399-7700 ext 8572	prinker@sf.edu
Allen	B.S.N. in Nursing	University of Saint Francis-Fort Wayne	2701 Spring St	46808-3994	Patricia Rinker	Nursing Clinical Director	260-399-7700 ext 8572	prinker@sf.edu
Bartholomew	A.S. in Nursing	Ivy Tech Community College-Columbus	4475 Central Ave	47203-1868	Kristen Fletcher	Nursing Department Chair	812-374-5279	kfletcher29@ivytech.edu
Clark	A.S. in Nursing	Ivy Tech Community College-Sellersburg	8204 Hwy 311	47172-1897	Sara Guarneri	Dean, School of Nursing	812-246-3301 ext 134177	sguarneri@ivytech.edu
Dearborn	A.S. in Nursing	Ivy Tech Community College-Lawrenceburg	50 Walnut Street	47025	Holly Hinkle	Program Chair	812-537-4010 ext 115255	hhinkle@ivytech.edu
Delaware	A.S. in Nursing	Ivy Tech Community College-Muncie	4301 S Cowan Rd	47302-9448	Che'Reese Anderson	Dean, School of Nursing	765-289-2291, ext. 1775	canderson12@ivytech.edu
Delaware	B.S. in Nursing (Pre-Licensure)	Ball State University	2000 University Ave	47306	Kalyn Renbarger	Program Director	765-285-5589	krenbarger@bsu.edu
Elkhart	B.S.N. in Nursing	Goshen College	1700 S Main St	46526-4794	Jewel Yoder	Department Chair; Director of BSN Programs	574-535-7936	jewelcy@goshen.edu
Floyd	B.S. in Nursing (Pre-Licensure)	Indiana University-Southeast	4201 Grant Line Rd	47150	Donna Bowles	Dean, School of Nursing	812-941-2204	dbowles@ius.edu
Grant	B.A./B.S. in Nursing	Indiana Wesleyan University - Marion	4201 S Washington St	46953-4974	Lori Webb and Mica Fensler	Not Available	Not Available	lori.webb@indwes.edu and mica.fensler@indwes.edu
Grant	B.A./B.S. in Nursing	Indiana Wesleyan University - National and Global	4201 S Washington St	46953-4974	Dr. Becky Hoffpauir	Program Coordinator	Not Available	becky.hoffpauir@indwes.edu
Howard	A.S. in Nursing	Ivy Tech Community College-Kokomo	1815 E Morgan St	46901-1373	Crystal Jones	Department Chair, School of Nursing	765-252-5574	cjones693@ivytech.edu
Howard	B.S. in Nursing (Pre-Licensure)	Indiana University-Kokomo	2300 S Washington St	46904-9003	Dr. Stephanie Pratt and Dr. April Mouser	Community Clinical Liasons	765-455-9250 and (765) 455-9550	snpratt@iuk.edu and almouser@iuk.edu
Huntington	B.S.N. in Nursing	Huntington University	2303 College Ave	46750	Jodi Eckert	Director of Nursing	(260) 359-4364	jeckert@huntington.edu
Jefferson	A.S. in Nursing	Ivy Tech Community College-Madison	590 Ivy Tech Dr	47250-1881	Tammy Hall	Nursing Program Chair	812-265-2580 ext 4226	thall@ivytech.edu



County	Program Name	Academic Site	Address	Zip Code	Contact Name	Contact Position/Title	Phone Number	Contact Email
Knox	A.S. in Nursing	Vincennes University	1002 N First St	47591	Dr. Jill Alsman	Nurse Administrator/ Chair, ASN Program	812-888-5803	jalsman@vinu.edu
Kosciusko	B.S. in Nursing	Grace College and Theological Seminary	200 Seminary Dr	46590-1274	Kathy Oliver	Program Coordinator	574-372-5100 ext 6269	Not Available
Lake	A.S. in Nursing	Ivy Tech Community College-Lake County	1440 E 35th Ave	46409-1499	Jennifer Philbin	Dean, School of Nursing	219-980-7799 ext 2410	jphilbin@ivytech.edu
Lake	B.S. in Nursing (Pre-Licensure)	Indiana University-Northwest	3400 Broadway	46408-1197	Crystal Shannon	Interim Director School of Nursing	219-980-6961	crshanno@iun.edu
Lake	B.S.N. in Nursing (Pre-Licensure)	Purdue University-Northwest	2200 169th St	46323-2094	LaShaunda Hill	Clinical Placement Coordinator	Not Available	hill416@pnw.edu
Madison	A.S. in Nursing	Ivy Tech Community College-Anderson	104 W. 53rd Street	46013	Jenny Gale	Interim Dean, School of Nursing	765-643-7133 ext: 2366	kgale8@ivytech.edu
Madison	B.S.N. in Nursing	Anderson University	1100 E 5th St	46012-3495	Becki Cox	Recruitment Coordinator	765-641-4390	rjcox2@anderson.edu
Marion	A.S. in Nursing	Ivy Tech Community College-Indianapolis	50 W. Fall Creek Parkway N. Drive	46208-5752	Myra Hart, DNP	Department Chair, School of Nursing	317-921-4800 ext 084416	mhart33@ivytech.edu
Marion	A.S. in Nursing	Ivy Tech Community College-Marion	261 S. Commerce Drive	46953	Michelle Dickey	Dean-School of Nursing	765.651.3100 ext. 3412	mdickey19@ivytech.edu
Marion	B.S. in Nursing (Pre-Licensure) (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Megan Siehl	Director of Clinical Placement	317-278-3634	msiehl@iu.edu
Marion	A.S. in Nursing	Purdue University Global	9000 Keystone Crossing, Ste. 120	46240	Michelle Carlson	Business Development Manager	308-293-1899	Not Available
Marion	B.S.N. in Nursing	Marian University	3200 Cold Spring Rd	46222-1997	Sheila McNelis	Director of Campus BSN Program	317-955-6153	smcnelis@marian.edu
Marion	B.S.N. in Nursing	University of Indianapolis	1400 E Hanna Ave	46227-3697	Karen Elsea	Undergraduate Program Director	Not Available	kelsea@uindy.edu
Marshall	A.S.N. in Nursing	Ancilla College	9601 S. Union Road	46513-0001	Shanna Ricker	Assistant Director of Nursing	Not Available	sricker@marian.edu
Monroe	A.S. in Nursing	Ivy Tech Community College-Bloomington	200 Daniels Way	47404-9272	Kim Roach	Department Chair, Nursing	812-330-6118	kroach14@ivytech.edu
Monroe	B.S. in Nursing (Pre-Licensure)	Indiana University-Bloomington	107 South Indiana Ave.	47405-7000	Marsha Hughes-Gay	Assistant Dean for Pre-licensure Programs	812-855-1731	mhughesg@iu.edu
Porter	A.S. in Nursing	Ivy Tech Community College-Valparaiso	3100 Ivy Tech Drive	46383	Randee Marinaro-Kroush	Dean, School of Nursing	219-476-4733	rmarinarokroush@ivytech.edu

County	Program Name	Academic Site	Address	Zip Code	Contact Name	Contact Position/Title	Phone Number	Contact Email
Porter	B.S.N. in Nursing	Valparaiso University	US Highway 30 and Sturdy Road	46383	Cynthia Felton	Clinical Coordinator	219-242-3475	cynthia.felton@valpo.edu
St. Joseph	A.S. in Nursing	Ivy Tech Community College-South Bend/Elkhart	220 Dean Johnson Blvd	46601-3415	Sharvon Robinson	Dean, School of Nursing	574-289-7001 ext 025716	srobinson204@ivytech.edu
St. Joseph	B.S. in Nursing (Pre-Licensure)	Indiana University-South Bend	1700 Mishawaka Ave	46634-7111	Cynthia Sofhauser	Undergraduate Program Director	574-520-4336	csofhaus@iusb.edu
St. Joseph	B.S. in Nursing	Bethel University-Mishawaka	1001 Bethel Circle	46545-5591	Dr Joy Barnes	Assistant Professor of Nursing	Not Available	joy.barnes@betheluniversity.edu
St. Joseph	B.S.N. in Nursing	Saint Mary's College	Unknown	46556	Mary Wcisel	Undergraduate Program Coordinator	574-284-4681	mwicisel@saintmarys.edu
Tippecanoe	A.S. in Nursing	Ivy Tech Community College-Lafayette	3101 South Creasy Ln	47905	Dr. Sandra Fights	Dean, School of Nursing	765-269-5206	sfights@ivytech.edu
Tippecanoe	B.S. in Nursing (Pre-Licensure)	Purdue University-West Lafayette	Hovde Hall of Administration	47907-2040	Kimberly Phillips	Clinical Placement Coordinator	Not Available	phill254@purdue.edu
Vanderburgh	A.S. in Nursing	Ivy Tech Community College-Evansville	3501 First Ave	47710-3398	Gail Lindsay	Dean, School of Nursing	812-426-2865 ext 129837	glindsay@ivytech.edu
Vanderburgh	B.S. in Nursing (Pre-Licensure)	University of Southern Indiana	8600 University Blvd	47712	Dr. Jennifer Evans	Chair of Undergraduate Nursing	812-461-5226	jennifer.evans@usi.edu
Vanderburgh	B.S.N. in Nursing	University of Evansville	1800 Lincoln Avenue	47722	Dr. Jerrilee LaMar	School Chair	812-488-2442	jl117@evansville.edu
Vigo	A.S. in Nursing	Ivy Tech Community College-Terre Haute	7999 US Hwy 41	47802-4898	Kim Cooper	Dean, School of Nursing	Not Available	kcooper@ivytech.edu
Vigo	B.S. in Nursing (Pre-Licensure)	Indiana State University	210 N 7th St	47809	Dr. Lea Camp	Director of Clinical Placement	812-237-2320	lea.camp@indstate.edu
Vigo	B.S. in Nursing	Saint Mary-of-the-Woods College	St Hwy 150	47876-1099	Kimberly Burger	Clinical Coordinator	812-535-6307	Kimberly.Burger@smwc.edu
Wayne	A.S. in Nursing	Ivy Tech Community College-Richmond	2357 Chester Blvd	47374-1298	Heather Wierzbinski-Cross	Dean, School of Nursing	765-966-2656 ext 091155	hwierzbinskicro@ivytech.edu
Wayne	B.S in Nursing (Pre-Licensure)	Indiana University-East	2325 Chester Blvd	47374-1289	Amanda Carmack	Associate Dean for Nursing Undergraduate Program	765-973-8439	ajcarmac@iue.edu

\*Note: This program was not included in the CHE data export, but was identified as a NextLevel eligible grant recipient at <https://intraining.dwd.in.gov/ProgramLocation/ProgramSearchView>

**PHYSICIAN (PRIMARY CARE) ACADEMIC INSTITUTIONS (MEDICAL SCHOOL, RESIDENCY)**

County	Program Name	Academic Site	Address	Zip Code	Contact Name	Contact Position/ Title	Phone Number	Contact Email
Allen	Family Medicine	Fort Wayne Medical Education Program	750 Broadway, Suite 250	46802	Brianne Spellman		Not Available	bspellman@fwmed.edu
Allen	Internal Medicine	Parkview Health Program	2200 Randallia Drive	46805	Leanne Ruediger	Residency Coordinator	260-373-5943	Leanne.Ruediger@parkview.com
Dubois	Family Medicine	Indiana University School of Medicine (Jasper) Program	966 Bartley Street	47546	Tara Schipp	Program Coordinator	812-996-5425	tschipp@mhcc.org
Johnson	Family Medicine	Community Health Network, Inc. Program	533 E. County Line Road, Suite 101	46143	Kyle Sparks	Residency Coordinator	317-957-9064	gsparks@ecommunity.com
Knox	Internal Medicine	Indiana University School of Medicine (Southwest Indiana) Program	520 S. Seventh Street	47591	Lori Gonyer	Clerkship Coordinator	Not Available	lgonyer@iu.edu
Marion	Family Medicine	Community Health Network Program	10122 East 10th Street, Suite 100	46229	Jeana Craft	Residency Coordinator	317-355-2643	JCraft@eCommunity.com
Marion	Family Medicine	Franciscan Health Indianapolis Program	5230 East Stop 11 Rd., #250	46237	Amy Bova	Clinical Rotation Director	Not Available	amy.bova@franciscanalliance.org
Marion	Family Medicine	Indiana University School of Medicine Program	1520 North Senate Avenue	46202	Dr. Brock McMillen	Program Director	317-962-0857	bmcmlle@iupui.edu
Marion	Family Medicine	Ascension St Vincent Hospital Indianapolis Program	8414 Naab Road, Suite 120	46260	Marton Ramirez	Program Coordinator	Not Available	marton.ramirez@ascension.org
Marion	Internal Medicine	Ascension St Vincent Hospital Indianapolis Program	2001 W. 86th Street, 3 North	46260	Hannah Ramirez	Program Coordinator	Not Available	Hannah.Ramirez@ascension.org
Marion	Internal Medicine	Indiana University School of Medicine Program	Gatch Hall 630, 1120 West Michigan Street	46202	Pam Clinton	Housestaff Program Administrator	317-278-2689	pacinto@iu.edu
Marion	Pediatrics	Ascension St Vincent Hospital Indianapolis Program	8414 Naab Rd. Suite 200	46260	Dr. Rita Patel	Program Director	Not Available	rita.patel@ascension.org
Marion	Pediatrics	Indiana University School of Medicine Program	Riley Hospital - 5837, 705 Riley Hospital Dr.	46202	Lori Price	Continuity Clinic Director	317-944-2801	lauprice@iu.edu
Marion	Internal medicine/ Pediatrics	Indiana University School of Medicine Program	705 Riley Hospital Dr, Room 5837	46202	Paul Rahrig	Med-Peds Residency Program Coordinator	317-948-0003	ptrahrig@iu.edu
Marion	Obstetrics and gynecology	Ascension St Vincent Hospital Indianapolis Program	8111 Township Line Road	46260	Not Available	Not Available	317-415-7528	inindmbobgyn@ascension.org

County	Program Name	Academic Site	Address	Zip Code	Contact Name	Contact Position/ Title	Phone Number	Contact Email
Marion	Obstetrics and gynecology	Indiana University School of Medicine Program	550 N University Blvd, RM 2440	46202	Ali Cotton	Residency Program Coordinator	317-948-5923	cottona@iu.edu
Marion	Transitional year	Ascension St Vincent Hospital Indianapolis Program	2001 W 86th Street	46260	Katy Schroder	Program Coordinator	Not Available	katherine.wenzel@ascension.org
Marion	Geriatric medicine (Family medicine)	Ascension St Vincent Hospital Indianapolis Program	8424 Naab Rd, Suite 1L	46260	Marton Ramirez	Program Coordinator	Not Available	marton.ramirez@ascension.org
Marion	Geriatric medicine (Internal medicine)	Indiana University School of Medicine Program	720 Eskenazi Avenue, Suite 600	46202	Dr. Glenda R. Westmoreland	Director of Geriatrics Education	317-880-6588	gwestmor@iu.edu
Saint Joseph	Family Medicine	Memorial Hospital of South Bend Program	714 North Michigan Street	46601	ReShana Williams	Family Medicine Residency Coordinator	Not Available	rrwilliams@beaconhealthsystem.org
Saint Joseph	Family Medicine	Saint Joseph Health System Program	611 E Douglas Road Suite 412	46545	Mikala Moreau	Program Coordinator	574-335-6550	Mikala.moreau@sjrmc.com
Tippecanoe	Family Medicine	Indiana University School of Medicine (Arnett) Program	5177 McCarty Lane	47905	Mollie Stanley	Residency Coordinator	765-838-7101	Not Available
Vanderburgh	Family Medicine	Deaconess Hospital Program	415 W. Columbia St., Suite 110	47710	Suzanne Seibert	Program Coordinator	Not Available	suzanne.seibert@deaconess.com
Vanderburgh	Geriatric medicine (Family medicine)	Deaconess Hospital Program	415 W Columbia St	47710	Suzanne Seibert	Program Coordinator	Not Available	suzanne.seibert@deaconess.com
Wayne	Family Medicine	Kansas City University GME Consortium (KCU-GME Consortium)/Reid Health Program	1100 Reid Parkway	47374	Hannah Wales	Medical Education Assistant	765-983-3112	hannah.wales@reidhealth.org

## PHYSICIAN (PSYCHIATRY) ACADEMIC INSTITUTIONS

[illegible]

## PROFESSIONAL COUNSELOR/BEHAVIORAL HEALTH COUNSELOR ACADEMIC INSTITUTIONS

[illegible]

**SUBSTANCE USE DISORDER PERSONNEL ACADEMIC INSTITUTIONS**

<b>County</b>	<b>Program Name</b>	<b>Next Level Jobs Funding</b>	<b>Academic Site</b>	<b>Address</b>	<b>ZipCode</b>	<b>Contact Name</b>	<b>Contact Position/ Title</b>	<b>Contact Phone Number</b>	<b>Contact Email</b>
Allen	Certificate in Addiction Studies	-	Ivy Tech Community College-Fort Wayne	3800 N Anthony Blvd	46805-1489	Ruth Davis	Program Chair	260-480-4113	rdavis107@ivytech.edu
Clark	Certificate in Addiction Studies	-	Ivy Tech Community College-Sellersburg	8204 Hwy 311	47172-1897	Robin Harrington	Program Chair	812-248-3301, Ext 4200	rharrington12@ivytech.edu
Dearborn	Certificate in Addiction Studies	-	Ivy Tech Community College-Lawrenceburg	50 Walnut Street	47025	Kathy Watkins	Faculty Contact	812-537-4010 Ext. 5312	kwatkins@ivytech.edu
Delaware	Certificate in Addiction Studies	-	Ivy Tech Community College-Muncie	4301 S Cowan Rd	47302-9448	Melanie Dawn Wright	Program Chair	Not Available	mwright12@ivytech.edu
Jefferson	Certificate in Addiction Studies	-	Ivy Tech Community College-Madison	590 Ivy Tech Dr	47250-1881	Susanne Hamner	Faculty Contact	812-265-2580 Ext. 4107	shamner@ivytech.edu
Knox	C.P.C. in Substance Abuse	-	Vincennes University	1002 N First St	47591	Jessica Zellers	Department Chair		jzellers@vinu.edu
Lake	M.S. in Clinical Counseling	-	Indiana University-Northwest	3400 Broadway	46408-1197	Jonathyne Briggs	Interim Department Chair	219-980-6658	jwbriggs@iun.edu
Madison	Certificate in Addiction Studies	-	Ivy Tech Community College-Anderson	104 W 53rd Street	46013	Dr. Anne Marie Gillespie	Dean of School	765-643-7133 ext 2047	agillespie4@ivytech.edu
Marion	Certificate in Addiction Studies	-	Ivy Tech Community College-Marion	261 S Commerce Drive	46953	Joe Seaborn	Department Chair	765-651-3100 x3401	jseabornjr@ivytech.edu
Marion	Post-Master's Certificate in Addictions	-	Purdue University Global	9000 Keystone Crossing Ste. 120	46240	Michelle Carlson	Business Development Manager	308-293-1899	Not Available
Marion	B.A./B.S. in Addictions Counseling	-	Indiana Wesleyan University - Marion	4201 S Washington St	46953-4974	Dr. Richard Hooker	Program Chair	765-677-2824	richard.hooker@indwes.edu
Marion	B.A./B.S. in Addictions Counseling	-	Indiana Wesleyan University - National and Global	4201 S Washington St	46953-4974	Dr. Richard Hooker	Program Chair	765-677-2825	richard.hooker@indwes.edu
Marion	B.S. in Addiction Studies	-	Martin University	2171 Avondale Place	46218-0567	Dr. Monique Ejim and Dr. Jones	Not Available	Not Available	mejim@martin.edu and mjones@martin.edu
Monroe	Certificate in Addiction Studies	-	Ivy Tech Community College-Bloomington	200 Daniels Way	47404-9272	Chelsea Rood-Emmick	Program Chair	812-330-6206	crood1@ivytech.edu

County	Program Name	Next Level Jobs Funding	Academic Site	Address	ZipCode	Contact Name	Contact Position/ Title	Contact Phone Number	Contact Email
Porter	Certificate in Addiction Studies	-	Ivy Tech Community College-Valparaiso	3100 Ivy Tech Drive	46383	Donald Spears	Department Chair	219-464-8514, ext. 3039	dspears18@ivytech.edu
Shelby	Community Health Worker with Opioid Basics and Navigator	Yes	Blue River Vocational Technical Center	801 St. Joseph St	46176	Not Available	Not Available	317-392-2197	Not Available
St. Joseph	Certificate in Addiction Studies	-	Ivy Tech Community College-South Bend/ Elkhart	220 Dean Johnson Blvd	46601-3415	Gale D. Vaughn	Program Chair	574-289-7001 Ext. 5320	gvaughn@ivytech.edu
Tippecanoe	Certificate in Addiction Studies	-	Ivy Tech Community College-Lafayette	3101 South Creasy Ln	47905	Jo Micon	Program Chair	765-269-5730	jmicon@ivytech.edu
Vanderburgh	Certificate in Addiction Studies	-	Ivy Tech Community College-Evansville	3501 First Ave	47710-3398	Tara Wagner	Program Chair	812-429-9855	twagner61@ivytech.edu
Vigo	Certificate in Addiction Studies	-	Ivy Tech Community College-Terre Haute	7999 US Hwy 41	47802-4898	Angela Hayes	Faculty Contact	Not Available	ahayes59@ivytech.edu
Wayne	Certificate in Addiction Studies	-	Ivy Tech Community College-Richmond	2357 Chester Blvd	47374-1298	Jeff T. Shafer	Department Chair	765-966-2656, Ext 1115	Jshafer40@ivytech.edu
Wayne	Certificate in Alcohol and Drug Abuse	-	Indiana University-East	2325 Chester Blvd	47374-1289	Dr. Edward FitzGerald	MSW Program Director	765-973-8534	efitzger@iue.edu



**SOCIAL WORKER/CLINICAL SOCIAL WORKER ACADEMIC INSTITUTIONS**

<b>County</b>	<b>Program Name</b>	<b>Academic Site</b>	<b>Address</b>	<b>ZipCode</b>	<b>Program Contact</b>	<b>Contact Position/Title</b>	<b>Contact Phone Number</b>	<b>Contact Email</b>
Delaware	Master of Social Work	Ball State University	2000 University Ave	47306	Shannon Staton	Director of Masters Field Education	765-285-1013	sstaton@bsu.edu
Grant	Master of Social Work (MSW)	Indiana Wesleyan University - National and Global	4201 S Washington St	46953-4974	James Long, Jr. and Dr. Missy Snyder	Director of Field Education and Marion Campus MSW Field Director	765-243-6808	james.long2@indwes.edu and missy.snyder@indwes.edu
Lake	M.A./M.S. in Social Work	Indiana University-Northwest	3400 Broadway	46408-1197	Stephanie Lyons, MSW	Director of Field Education/Associate Clinical Professor	317-274-8468	steplyon@iupui.edu
Marion	Master of Social Work (IU)	Indiana University-Purdue University-Indianapolis	425 University Blvd	46202-5143	Stephanie Lyons, MSW	Director of Field Education/Associate Clinical Professor	317-274-8468	steplyon@iupui.edu
Marion	Master of Social Work	University of Indianapolis	1400 E Hanna Ave	46227-3697	Melissa Ketner	Interim MSW Field Director	317-788-6162	ketnerm@uindy.edu
Monroe	Master of Social Work	Indiana University-Bloomington	107 South Indiana Ave	47405-7000	Serretta Gordon, MSW, MSSW	Assistant Clinical Professor of Field Instruction and Coordination	812-855-4427	sergordo@iupui.edu
St. Joseph	Master of Social Work	Indiana University-South Bend	1700 Mishawaka Ave	46634-7111	Stephanie Lyons, MSW	Director of Field Education/Associate Clinical Professor	317-274-8468	steplyon@iupui.edu
Vanderburgh	Master of Social Work	University of Southern Indiana	8600 University Blvd	47712	Ms. Bonitta Rinks	Director of Field Education in Social Work	812-465-1106	berinks@usi.edu
Vigo	Master of Social Work	Indiana State University	210 N 7th St	47809	JoEllen Henson	Field Director	812-237-4536	joellen.henson@indstate.edu
Wayne	Master of Social Work	Indiana University-East	2325 Chester Blvd	47374-1289	Dr. Edward FitzGerald	MSW Program Director	765-973-8535	efitzger@iue.edu

\*Note: This program was not included in the CHE data export, but was identified as a NextLevel eligible grant recipient at <https://intraining.dwd.in.gov/ProgramLocation/ProgramSearchView>

# APPENDIX E: STATE BASED RESOURCES AND TECHNICAL ASSISTANCE

## AREA HEALTH EDUCATION CENTERS

AHEC Centers:	Host Center	Counties Served	Address	City	Zip Code	Contact Name	Contact Position/ Title	Contact Phone Number	Contact Email
Indiana Network Office	Indiana University Purdue University Indianapolis	N/A	1110 W Michigan St. Long Hall 200	Indianapolis	46202	Dr. Jennifer Taylor	Executive Director	N/A	jtaylor8@iupui.edu
East Indiana	Stand-alone nonprofit organization	Bartholomew, Dearborn, Decatur, Henry, Fayette, Franklin, Jefferson, Jennings, Ohio, Ripley, Rush, Switzerland, Union, and Wayne.	13 E. George Street, Suite B	Batesville	47006	Jeff Hartz	Center Director	765-251- 8551	jeff.hartz@eiahec. org
Metropolitan Indianapolis/Central Indiana	University of Indianapolis	Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Marion, Morgan and Shelby.	901 Shelby St., Suite 301B	Indianapolis	46203	Erica Young	Executive Director	317-788- 2001	younger@uindy. edu
North Central Indiana	Fulton Economic Development Corporation	Benton, Carroll, Cass, Clinton, Fulton, Howard, Miami, Pulaski, Tippecanoe, Tipton and White.	822 Main Street	Rochester	46975	Jeremy Ashcraft	Center Director	574-223- 2212	ahec@ fultondevelopment. org
Northeast Indiana	Ball State University	Adams, Allen, Blackford, DeKalb, Delaware, Elkhart, Grant, Huntington, Jay, Kosciusko, LaGrange, Noble, Randolph, Steuben, Wabash, Wells and Whitley.	2000 W. University Ave.	Muncie	47306	Justin Tobias	Center Director	765-285- 5681	jjtobias@bsu.edu
Northwest Indiana	Purdue University Northwest	Jasper, Lake, LaPorte, Marshall, Newton, Porter, St. Joseph and Starke	2200 169th St., 124B	Hammond	46323	Monique McAlister	Interim Center Director	219-989- 2187	m.mcalister@pnw. edu
South Central Indiana	Hoosier Uplands Economic Development Corporation	Brown, Clark, Crawford, Floyd, Harrison, Jackson, Lawrence, Martin, Monroe, Orange, Scott and Washington.	500 West Main St.	Mitchell	47446	Michael Edwards	Center Director	812-849- 4447	medwards@ hoosieruplands.org
Southwest Indiana	University of Southern Indiana	Daviess, DuBois, Gibson, Knox, Perry, Pike, Posey, Spencer, Vanderburgh, and Warrick.	8600 University Blvd.	Evansville	47712	Jane Friona	Center Director	812-461- 5446	jeffriona@usi.edu
West Central Indiana	Indiana State University	Clay, Fountain, Greene, Montgomery, Owen, Parke, Putnam, Sullivan, Vermillion, Vigo and Warren.	1433 North 6-1/2 St.	Terre Haute	47807	Jackie Mathis	Center Director	812-237- 9688	Jackie.Mathis@ indstate.edu

## WORKONE CENTERS

County	Region	WorkOne Site	Address	City	State	Zip Code	Phone Number
Adams	3	WorkOne - Adams County	313 W. Jefferson St.	Decatur	IN	46733	260-724-4963
Allen	3	WorkOne - Allen County	201 E. Rudisill Blvd., Suite 102	Ft. Wayne	IN	46806	260-745-3555
Bartholomew	9	WorkOne - Columbus	4555 Central Ave., Suite 1300	Columbus	IN	47203	812-376-3351
Boone	5	WorkOne - Lebanon	358 Mount Zion Rd.	Lebanon	IN	46052	765-482-0160
Brown	8	WorkOne - Nashville	246 E. Main St.	Nashville	IN	47448	812-988-6968
Cass	4	WorkOne - Logansport	1 Ivy Tech Way, Suite B	Logansport	IN	46947	574-722-6652
Clark	10	WorkOne - Jeffersonville	501 E. Court Ave. Room 316	Jeffersonville	IN	47130	812-620-6780
Clay	7	WorkOne - Clay County	921 W. National St.	Brazil	IN	47834	812-448-2636
Crawford	10	WorkOne - English	743 E. State Rd. 64	English	IN	47118	812-620-6892
Daviess	8	WorkOne - Washington	8 NE 21st Street	Washington	IN	47501	812-254-7734
Dearborn	9	WorkOne - Lawrenceburg	500 Industrial Drive, Suite 1305	Lawrenceburg	IN	47025	812-537-1117
Decatur	9	WorkOne - Greensburg	422 East Central Avenue	Greensburg	IN	47240	812-663-8597
DeKalb	3	WorkOne - DeKalb County	936 W. 15th St.	Auburn	IN	46706	260-925-0124
Delaware	6	WorkOne - Muncie	3301 W. Purdue Avenue	Muncie	IN	47304	765-289-1861
Dubois	11	WorkOne Southwest - Jasper	850 College Ave, CTIM Bldg Rm 118	Jasper	IN	47546	812-634-1599
Elkart	2	WorkOne - Elkhart	430 Waterfall Dr.	Elkhart	IN	46516	574-295-0105
Fayette	6	WorkOne - Connersville County	715 West 21st Street	Connersville	IN	47331	765-825-8581
Floyd	10	WorkOne - New Albany	2125 State St., Suite 16	New Albany	IN	47150	812-948-6102
Fulton	2	WorkOne - Rochester	927 Main St.	Rochester	IN	46975	574-223-8542
Gibson	11	WorkOne Southwest - Princeton	2429 S. Crabtree Dr.	Princeton	IN	47670	812-386-7983
Grant	3	WorkOne - Grant County	850 N. Miller Ave	Marion	IN	46952	765-668-8911
Greene	8	WorkOne - Linton	1600 N.E. 'A' St., Ste 4	Linton	IN	47441	812-847-4479
Hamilton	5	WorkOne - Noblesville	300 N. 17th St	Noblesville	IN	46060	317-841-8194
Hancock	5	WorkOne - Greenfield	836 S. State St.	Greenfield	IN	46140	317-462-7711
Harrison	10	WorkOne - Corydon	101 W. Hwy 62, Ste. 104	Corydon	IN	47112	812-620-6892
Hendricks	5	WorkOne - Plainfield	995 Andico Road	Plainfield	IN	46168	317-838-9335
Henry	6	WorkOne - Henry County	376 S. 15th Street	New Castle	IN	47362	765-529-3010
Howard	4	WorkOne - Kokomo	700 E. Firmin St. Ste. 150	Kokomo	IN	46902	765-450-3019
Huntington	3	WorkOne - Huntington County	2201 N. Jefferson St.	Huntington	IN	46750	260-356-2858
Jackson	9	WorkOne - Seymour	323 Dupont Drive	Seymour	IN	47274	812-522-9074
Jasper	1	WorkOne - Rensselaer	105 E Drexel Parkway	Rensselaer	IN	47978	219-866-4330

County	Region	WorkOne Site	Address	City	State	Zip Code	Phone Number
Jefferson	9	WorkOne - Madison	100 East Second Street, Suite F	Madison	IN	47250	812-265-3734
Jennings	9	WorkOne - North Vernon	1200 W. O&M Ave., Suite 200	North Vernon	IN	47625	812-346-6030
Johnson	5	WorkOne - Franklin	97 Umbarger Ln.	Franklin	IN	46131	317-736-5531
Knox	11	WorkOne Southwest - Vincennes	2437 N. 6th Street	Vincennes	IN	47591	812-882-8770
Kosciusko	2	WorkOne - Warsaw	751 Anchorage Point Dr.	Warsaw	IN	46580	574-269-3050
LaGrange	3	WorkOne - LaGrange County	848 N. Detroit St.	LaGrange	IN	46761	260-499-4835
Lake	1	WorkOne - Gary	504 Broadway 4th Floor	Gary	IN	46402	219-981-1520
Lake	1	WorkOne - Hammond	200 Russell Street, 5th Floor	Hammond	IN	46320	219-933-8332
LaPorte	1	WorkOne - LaPorte - Sagamore Center	300 Legacy Plz. W.	LaPorte	IN	46350	219-362-2175
LaPorte	1	WorkOne - Michigan City - Government City Plaza	301 E. 8th Street	Michigan City	IN	46360	219-809-0575
Lawrence	8	WorkOne - Bedford	2405 Mitchell Road	Bedford	IN	47421	812-279-4400
Madison	5	WorkOne - Anderson	140 East 53rd Street	Anderson	IN	46013	765-642-4981
Marion	12	WorkOne Indy	4410 N. Shadeland Ave.	Indianapolis	IN	46226	317-798-0335
Marshall	2	WorkOne - Marshall County	220 N Liberty St.	Plymouth	IN	46563	574-936-8919
Martin	8	WorkOne - Loogootee	504 Park Street	Loogootee	IN	47553	812-295-2722
Miami	4	WorkOne - Peru	685 E. Main St.	Peru	IN	46970	765-472-3562
Monroe	8	WorkOne - Bloomington	1531 S. Curry Pike, Suite 200	Bloomington	IN	47403	812-331-6000
Newton	1	WorkOne - Morocco	4117 S. 240 W., Suite. 400	Morocco	IN	47963	800-661-2258
Noble	3	WorkOne - Noble County	1607 Dowling Street, Suite B3	Kendallville	IN	46755	260-599-1000
Ohio	9	WorkOne - Rising Sun	591 Smart Drive	Rising Sun	IN	47040	812-438-2437
Orange	8	WorkOne - Paoli	1075 N. Sandy Hook Rd.	Paoli	IN	47454	812-723-2359
Owen	8	WorkOne - Spencer	205 E. Morgan St., Suite B	Spencer	IN	47460	812-829-6511
Parke	7	WorkOne - Parke County	517 North Lincoln Rd.	Rockville	IN	47872	765-569-2021
Perry	11	WorkOne Southwest - Tell City	1034 31st Street	Tell City	IN	47586	812-548-4870
Porter	1	WorkOne - Portage	1575 Adler Cir., Suite A	Portage	IN	46368	219-762-6592
Pulaski	1	WorkOne - Winamac	123 N Market St., Suite 2	Winamac	IN	46996	574-946-6300
Putnam	7	WorkOne - Putnam County	1007 Mill Pond Rd.	Greencastle	IN	46135	765-653-2421
Ripley	9	WorkOne - Batesville	920 County Line Road	Batesville	IN	47006	812-537-1117
Rush	6	WorkOne - Rush	306 Main St.	Rushville	IN	46173	765-932-5921
Scott	10	WorkOne - Scottsburg	821 Lake Rd., Room #331	Scottsburg	IN	47170	812-620-6780
Shelby	5	WorkOne - Shelbyville	2177 Intelliplex Dr., Rm 200	Shelbyville	IN	46176	317-392-3251
St. Joseph	2	WorkOne - St. Joseph County	851 S. Marietta St.	South Bend	IN	46601	574-237-9675

County	Region	WorkOne Site	Address	City	State	Zip Code	Phone Number
Starke	1	WorkOne - Knox	1913 S. Heaton Street, Suite B	Knox	IN	46534	574-772-6882
Steuben	3	WorkOne - Steuben County	907 South Wayne Street Building A., Suite 200	Angola	IN	46703	260-624-2004
Sullivan	7	WorkOne - Sullivan County	35 W. Jackson St.	Sullivan	IN	47882	812-268-3358
Tippecanoe	4	WorkOne - Lafayette	820 Park East Blvd.	Lafayette	IN	47905	765-474-5411
Vanderburgh	11	WorkOne Southwest - Evansville	4600 Washington Ave., Suite 113	Evansville	IN	47714	812-424-4473
Vermillion	7	WorkOne - Vermillion County	306 S. Main St.	Clinton	IN	47842	765-832-3523
Vigo	7	WorkOne - Terre Haute	30 N. 8th St.	Terre Haute	IN	47808	812-234-6602
Wabash	3	WorkOne - Wabash County	277 N Thorne St., Suite 107	Wabash	IN	46992	260-563-8421
Washington	10	WorkOne - Salem	911 N. Shelby Street	Salem	IN	47167	812-620-6780
Wells	3	Wells County WorkOne	360 N. Main Street Suite B	Bluffton	IN	46714	260-824-0855
White	4	WorkOne - Monticello	1017 O Connor Blvd.	Monticello	IN	47960	574-583-4128
Whitley	3	WorkOne - Whitley County	480 W. Plaza Dr.	Columbia City	IN	46725	260-248-8611