



# Educating Primary Care Practitioners In Their Home Communities

## Partnerships For Training

*An initiative of The Robert Wood Johnson Foundation administered by the Association of Academic Health Centers*



# ACKNOWLEDGMENTS

---



The PFT National Program Office would like to express their thanks to The Robert Wood Johnson Foundation and the Association of Academic Health Centers, home of the PFT initiative, for their support.

We also thank the following individuals for their support and advice.

## ***At The Robert Wood Johnson Foundation***

Susan B. Hassmiller, PhD, RN, Senior Program Officer

Beverly J. Alston, Program Assistant

Michael Beachler, Nancy Kaufman, Polly Seitz, and all RWJF staff who supported this project during the early years.



## ***At the Association of Academic Health Centers***

Roger Bulger, MD, President

Marian Osterweis, PhD, Executive Vice President

## ***At The George Washington University***

Sam Simmens, PhD, Associate Research Professor of Epidemiology and Biostatistics



## ***At the PFT Grantee Program Offices***

All project directors and staff as well as the students, graduates, preceptors, faculty, and administrators featured in the following pages.

*The Robert Wood Johnson Foundation is dedicated to improving the health and healthcare of all Americans.*

*The Association of Academic Health Centers is dedicated to improving the health of the people by advancing the leadership of academic health centers in health professions education, biomedical and health services research, and healthcare delivery.*

# Educating Primary Care Practitioners In Their Home Communities

## Partnerships for Training

Jean Johnson-Pawlson, *National Program Director*

Laurie Posey, *Deputy Director*

Anjali Dalal, *Project Coordinator*

Jen Page, *Instructional Web Designer*

The views expressed in this book are those of Partnerships for Training and do not necessarily represent the views of the Board of Directors of the Association of Academic Health Centers or its membership at large.

© Copyright 2003  
Association of Academic Health Centers  
All rights reserved  
Printed in the United States of America

*Available from:*  
Partnerships for Training  
Association of Academic Health Centers  
1400 Sixteenth Street, NW, Suite 720  
Washington, DC 20036  
Phone: (202) 483-8896  
Fax: (202) 483-8898  
[www.pftweb.org](http://www.pftweb.org)

*Design:* Take One Digital Media Works, Annapolis, MD  
*Editing:* SSR Incorporated, Washington, DC

# TABLE OF CONTENTS

---

Acknowledgments .....	inside front cover
Preface .....	iv
Overview .....	1
California Partnerships for Training .....	4
Delta Health Education Partnership .....	6
Duke University-East Carolina University Partnerships for Training .....	8
Greater Detroit Area Partnership for Training .....	10
Minnesota Partnerships for Training .....	12
Mountain and Plains Partnership .....	14
New Mexico Partnerships for Training .....	16
WisTREC Partnerships for Training .....	18
Abbreviations .....	20

## PREFACE

---



The Partnerships for Training initiative was started in 1994 as a Robert Wood Johnson Foundation national program. The goal was to increase the number of primary care providers in underserved areas by bringing certified nurse-midwifery, nurse practitioner, and physician assistant programs to people living in those communities. Eight projects were funded representing 12 states, 46 academic institutions, and numerous community partners.

This publication presents accomplishments of the overall project as well as those of each individual project. The program has accomplished much that will be of interest to the broader community of academic institutions, policymakers, and others involved with educational issues and the needs of underserved communities. The grantee projects are presented in alphabetical order, including a list of the academic partners, keys to success, highlights of the work, and reports from students and faculty that put a human face on the work undertaken.

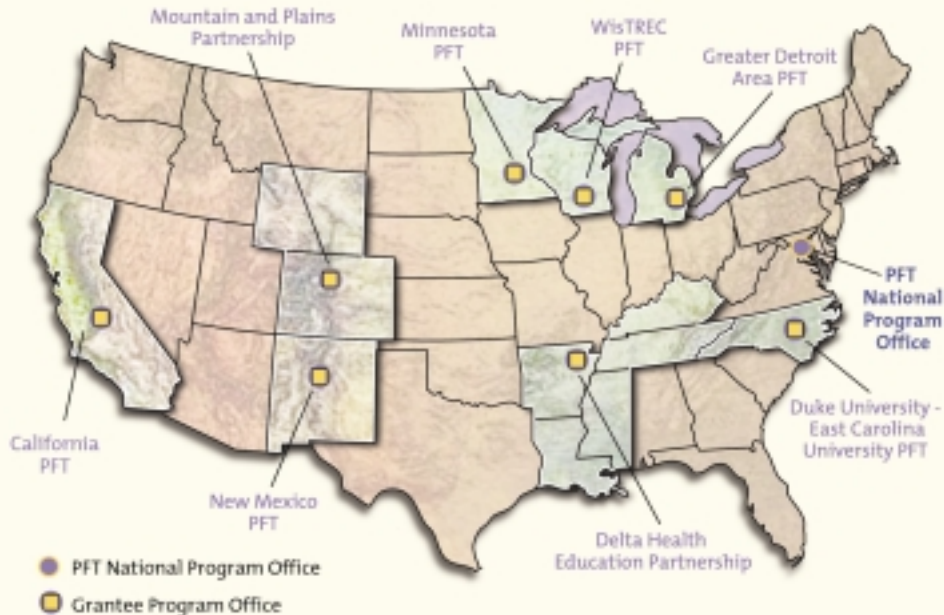
The work has been monumental. The strength of commitment to improving the healthcare of people living in underserved areas has been the driving force for success. Project leaders were able to change institutional bureaucracies to accommodate unique partnerships, change long-held beliefs about the way education should be delivered, use modern tools of technology to reach students who could not come to a traditional campus, and change the way academic institutions work with the communities they serve. No single publication can catch every aspect of an initiative as complex as this one, but we hope this document will provide insight into the spirit as well as the real-life impact of Partnerships for Training.

A handwritten signature in black ink, reading "Jean Johnson-Pawlson". The signature is fluid and cursive, with the first name "Jean" being particularly prominent.

Jean Johnson-Pawlson, PhD, RN, FAAN  
*National Program Director*

# OVERVIEW

## PFT Regional Projects, 2002



Partnerships for Training, consisting of eight regional partnerships between universities and communities, is bringing education to students rather than students to education. Founded on the premise that burgeoning health professionals educated in their own communities will remain there to practice, PFT is using distance education to deliver entire certified nurse-midwife, nurse practitioner, and physician assistant programs to people in underserved communities who cannot pursue these degrees on a traditional campus. This grow-your-own model is proving to be one of the most successful ways to date of increasing the number of primary care practitioners in health professional shortage areas.

The Robert Wood Johnson Foundation funded Partnerships for Training as part of its focus on the persistent shortages of primary care providers in underserved areas of the United States. It was initiated in 1994 as a \$14 million, highly competitive grant program. Twelve projects received planning funds and, three years later, eight projects received implementation funds. These implementing projects encompass more than 40 educational institutions and 49 CNM, NP, and PA programs. Each project received an average of \$1.3 million and could elect to use the funds over a four- to six-year span.

As of Fall 2002, the partnerships had collectively established 18 distance-based programs, enrolled 1,140 students, and graduated 754 students. Nearly 80 percent of students and over 70 percent of graduates plan to remain in their home communities for at least five years. If these graduates each care for a panel of 1,000 patients (about three-fourths of a typical physician's patient load), they will have the opportunity to improve the health of nearly one million people every year. Indeed, the partnerships are so pleased with the results that, when funding ends, seven of the eight programs plan to continue or expand the use of distance education for healthcare professionals.

## OVERVIEW (continued)

### Academic Partnerships

Made up of two to ten accredited institutions of higher learning, PFT partners have worked together to create numerous interdisciplinary, distance-based programs. Driven by a common cause, the partnerships decided early in the process that interinstitutional agreements on tuition and fee exchanges, course transfers, a common curriculum, shared courses, articulation plans, degree-pathway options, intellectual property rights, and faculty collaboration were essential.

PFT's strong, supportive leaders valued outcome over tradition and supported innovation by providing staff with the time and resources they needed to succeed. Above all, they knew that the success of their projects depended on the creative problem-solving and can-do attitude of dedicated teams of administrators and faculty.

### Community Partnerships

PFT's ultimate goal—to improve local healthcare—made partnering with community leaders and clinicians a natural approach to take. Convincing them of the value of the program required the PFT project leaders to establish trust in the community and demonstrate the program's mutual benefits. Sometimes this meant favoring the community over the academic institution. Familiarity with local politics and mutual understanding of local workforce needs, health status indicators, academic issues, and PFT's educational mission were key to success. Regional health systems, area health education centers, community leaders, private health practitioners, and religious and community groups helped fund PFT students and provide mentors and clinical practice sites. In return, the communities are reaping a growing roster of primary care providers. To achieve visibility in the community, university administrators and faculty made frequent site visits, demonstrating their commitment to support the program at the grassroots level.

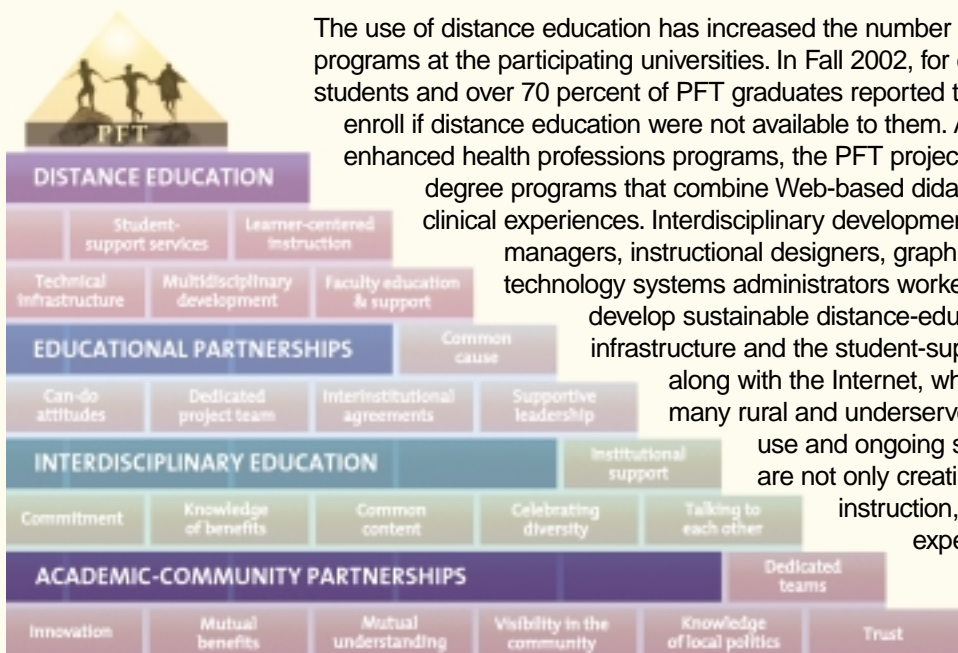
### GROWING YOUR OWN

- Recruit students from medically underserved communities and health professional shortage areas.
- Utilize distance education so that students can earn a degree without leaving home.
- Develop interdisciplinary educational programs to prepare students for primary care practice.

**Result:** Graduates stay in their communities to practice, thereby decreasing shortages of primary care.

### Distance Education

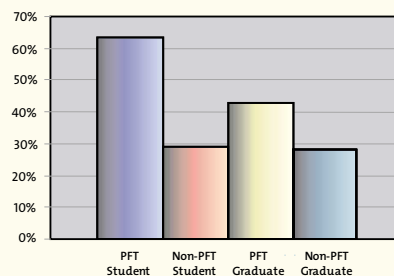
The use of distance education has increased the number of students in CNM, NP, and PA programs at the participating universities. In Fall 2002, for example, nearly 80 percent of PFT students and over 70 percent of PFT graduates reported they would have been unlikely to enroll if distance education were not available to them. Although there are many Web-enhanced health professions programs, the PFT projects are unique in offering complete degree programs that combine Web-based didactic coursework with preceptored clinical experiences. Interdisciplinary development teams consisting of project managers, instructional designers, graphic designers, Web developers, and technology systems administrators worked with faculty and administrators to develop sustainable distance-education programs. The technical infrastructure and the student-support services delivered online evolved along with the Internet, which at first was not available in many rural and underserved areas. With education in computer use and ongoing support from technical staff, PFT faculty are not only creating top-quality, learner-centered instruction, but have also become experienced online facilitators.



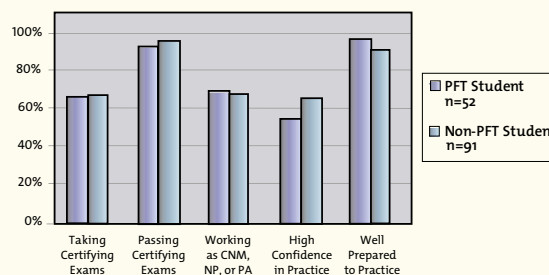
## Interdisciplinary Education

The PFT educational programs are using an interdisciplinary approach to coursework, with CNM, NP, and PA students taking the same courses. Although programmatic and philosophical differences have made this approach challenging, cooperation and trust have grown as faculty from different programs and institutions got to know, like, and respect each other. The effort and logistics involved in working together and adapting the courses to both distance education and interdisciplinarity involved a substantial investment of time and resources, along with support from deans and institutional leaders. The result is that PFT courses reflect the best of the best. Students benefit from the broad expertise of their instructors. They can choose from a wide array of courses. And graduates are well prepared to practice when they leave their online campus for the world beyond.

Students and Graduates Who Think Web-Based Education Is an Effective Way to Learn



Academic and Work Characteristics of Graduates



## PORTRAIT OF A PFT STUDENT

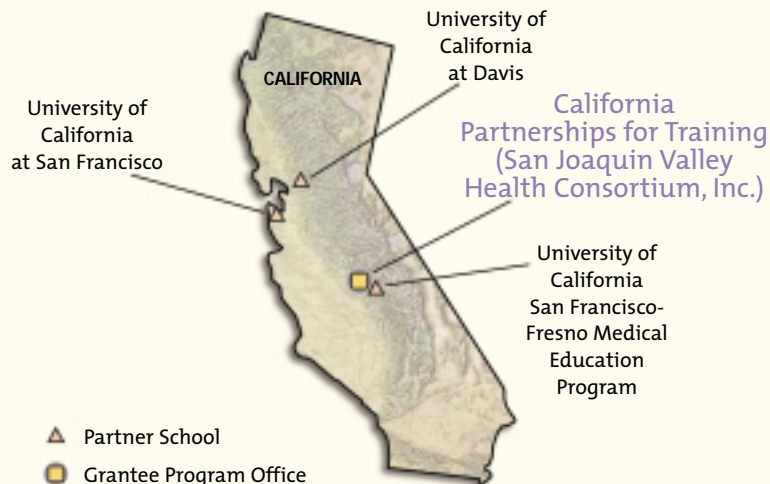
PFT students need to meet at least one of the following criteria:

- Live in a state or Federally designated medically underserved area, health professional shortage area, rural county, or frontier county, or
- Work in a healthcare position for an organization in or primarily serving clients in the above areas, or
- Belong to a Federally defined minority or live or work in a historically disadvantaged area.



# California Partnerships for Training

Project dates: October 1, 1995–September 30, 2003



## Community Partners

- Blue Cross of California
- California Association of Physician Assistants
- California Coalition of Nurse Practitioners
- California Endowment
- California Nurse-Midwifery Association
- Foundation Health
- Fresno City College
- Fresno County Human Services System
- Greater Fresno Health Organization
- Kings County Health Department
- Selma Community Health Center
- Sequoia Community Health
- State Assemblyman Cruz Bustamante
- State Representative George Radanovich
- University Medical Center
- Veterans Administration Hospital

## MAKING A DIFFERENCE



"The services at our clinic in East Bakersfield are essential to people who need care but cannot get it otherwise," explains Mukesh Patel, a student clinician at the Kaiser Permanente Medical Center and the Mendez Medical Clinic. "I personally have managed to recruit several Indian patients to the clinic who would not otherwise have sought preventative care. It sure feels good to serve my community. Meanwhile, I'm learning so much and enjoying every minute."

**Mukesh Patel**  
PFT Student, PA  
University of California-Davis



Debra lives in Clovis and serves the Fresno and Madera communities. "The more information on preventative healthcare I give to patients, the better off they will be. Helping people stay healthy and happy improves their quality of life as well as the lives of their families and friends. I am grateful that I have been given this opportunity to make a difference not only for two or three patients each day but also for their loved ones."

**Debra L. Rector**  
PFT student, FNP  
University of California-Davis

## KEYS TO SUCCESS

### Cultural Diversity

The California PFT program, serving many of the nation's most diverse communities, has always searched for students who fit the same demographics. Just like the state's population, PFT students hail from a wide variety of cultures, among them Afghani, Alaskan, American Indian, Cambodian, Chilean, Chinese, Colombian, Egyptian, Filipino, Indian, Japanese, Laotian, Lithuanian, Mexican, Nicaraguan, Pakistani, Puerto Rican, Russian, and Vietnamese.

They speak many languages in addition to English, including Afrikaans, Arabic, Chinese, Dutch, Filipino, Gujarati, Hindi, Persian, Punjabi, Russian, Spanish, Swahili, Vietnamese, and Zulu.

PFT students and graduates are in a great position to meet local needs because they are personally and keenly aware of their patients' cultures and circumstances.

### Technical Support for Students

Timely responses from a technical expert are essential to the students' success in distance education.

Monday, 9:30 a.m. A distressed student sends an E-mail to the technical expert: "Help, I haven't been able to get online in a couple of days. Now the system won't accept my user name and password. What next? I gotta get in." The technical expert quickly provides the student with the appropriate password. Monday, 10:00 a.m. A relieved student sends another E-mail: "Thanks, you have me up and running again. You're awesome!"

# HIGHLIGHTS

- More than 370 PFT students are currently enrolled in the PFT program, and close to 300 graduates are already at work in California's medically underserved areas.
- Twelve collaboratively produced, interdisciplinary, distance courses are providing increased access to health professions education in California.
- Innovative program options available to PFT students include a dual FNP/PA major and a fast-track master's degree program.
- A dedicated technical expert helped the partnership to convert courses, created a Web site with links to the universities, taught computer courses, and repaired software and hardware for faculty and students alike.
- Socioeconomic barriers to healthcare are coming down in California thanks to the presence of PFT practitioners in local areas and the diverse groups they represent.

**Recruiting a diverse group of students has resulted in trained practitioners who can best serve the people in their own communities.**

## *Interdisciplinary and Distance-Based Courses*

- *Advanced Health Assessment* • *Farm Worker Health* • *Microbiology* • *Pathophysiology* • *Pharmacology*
- *Primary Care Foundations* • *Primary Care Nutrition* • *Well Pediatrics*



Angela Lurlay came to the United States from Panama in 1981. Having started her nursing career in her home country, she continued in her chosen profession after she arrived here. She enjoyed a wider scope of practice in Panama, which included monitoring ICU patients, suturing incisions, delivering babies, and wanted to expand her career here. Angela enrolled in the FNP program at the University of California-Davis, even as she was both working and taking care of her family.

Now that she has graduated, Angela works at the Riverside Medical Clinic in Madera. This way, she says, she can continue to do good work for good people.

**Angela Lurlay, FNP**  
Riverside Medical Clinic  
Madera



The city of Modesto is home to a large Hispanic community, many of whom are farm workers. Many are patients of Rick Talamantes, a PFT student doing his clinical work at Golden Valley Health Clinic. Rick wants the patients at Golden Valley to know that he will still be there for them when he finishes school. "The people will benefit from what I have learned and my continuing interest in helping them."

**Enrique (Rick) Talamantes, Jr.**  
PFT student, PA  
University of California-Davis

# Delta Health Education Partnership

Project dates: October 1, 1995 – September 30, 2003



## Community Partners

- Arkansas Office of Rural Health
- Louisiana Department of Health and Hospitals
- Louisiana Office of Rural Health
- Tennessee Department of Health

## MAKING A DIFFERENCE



Web-based courses have made it possible for Melissa Martin, a nurse practitioner student at Arkansas State University, to pursue an advanced degree. “It is not an easy program. A student has to be motivated and keep positive reinforcements nearby.” Melissa grew up in Wynne, Arkansas, and hopes to remain there to practice, ideally in a clinic or with her family physician. During Melissa’s clinical phase of study, she has been working at the Forrest City Family Practice Clinic.

**Melissa Martin, RN**  
PFT student, NP  
Arkansas State University



“Our newsletter, *Cultural Connection*, evolved from the work of DHEP’s Task Force on Cultural Diversity. For the past five years (and 13 issues), the newsletter has been going out to students, faculty, and practitioners, dealing with a wide variety of issues affecting the education of students in the PFT program. Student recruitment, advisement, and retention present special challenges here in the DHEP region. We want to be sure that our newsletter helps keep PFT students informed and in school so that, when they graduate, they will stay in the area, thus helping ease the shortage of quality care.”

**Frances Henderson, EdD, RN**  
Dean, College of Nursing  
Alcorn State University  
Natchez

## KEYS TO SUCCESS

### Academic Agreements

Organizing six academic institutions and many other supporting partners located across five states was a formidable challenge. DHEP uses formal contracts to prevent barriers from arising between the various academic partners. Each year, all partners review and sign a letter of understanding outlining the DHEP goals for the grant and providing for the transfer of credits for DHEP courses among the partners. Eliminating academic barriers keeps participating institutions focused on the mission to provide healthcare to underserved populations in the Mississippi Delta region.

### Community Outreach

To attract indigenous students from the Delta to its distance-learning programs, DHEP developed informational brochures and recruitment videotapes based on the findings of community surveys.

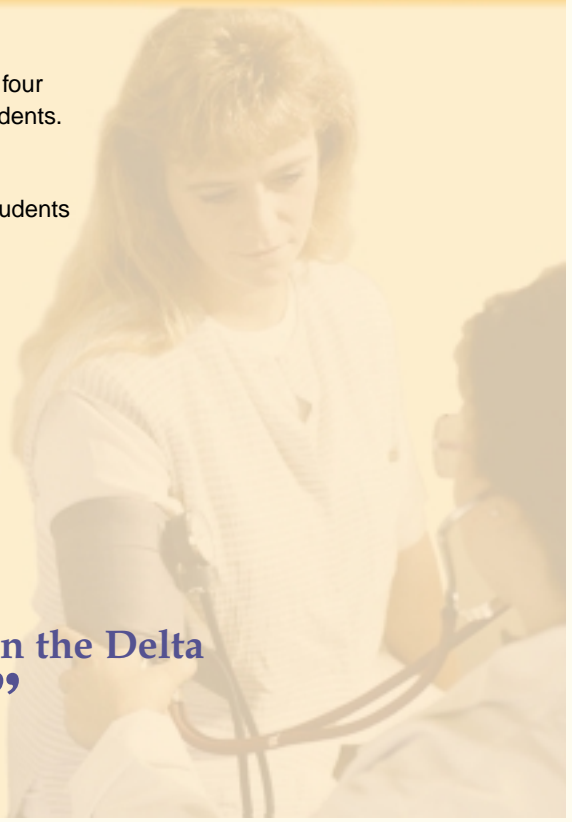
DHEP has developed a mutually beneficial relationship with university-affiliated physicians at the Migrant Head Start Clinic, providing students with an interdisciplinary clinical experience as well as lodging and a stipend while working at the clinic.

# HIGHLIGHTS

- Six university programs and three state health department partners across four states produced five interdisciplinary distance-learning courses for PFT students.
- The results of a preceptor survey led the way to development of an online preceptor module and clinical facilitation guides to help preceptors guide students and troubleshoot problems.
- The *Cultural Connection* newsletter series heightens cultural sensitivity among practitioners and students.
- DHEP promotes positive practices for the CNM, NP, and PA professions at its biannual healthcare summits and in the *Online Journal of Delta Health*.
- DHEP fostered numerous alliances between community health organizations and students to obtain financial support for students in addition to clinical opportunities.

**“Without this project, many residents in the Delta would still be waiting for healthcare.”**

*Dr. Elizabeth Stokes, Arkansas State University*



## Interdisciplinary and Distance-Based Courses

- *Advanced Health Assessment/Physical Diagnosis* • *Pathophysiology (Advanced)* • *Pharmacology (Advanced)*
- *Policy Systems and Issues in Health Care* • *Role Development in Advanced Practice*



Katherine Smith is enjoying her preceptorship at Aaron E. Henry Community Health Services Center, Inc. with Pat White, a CNM and FNP. Pat is a former PFT student who earned her FNP degree at Delta State University. Both women are grateful for the opportunity to work at this state-of-the-art clinic. Katherine especially enjoys taking time to educate her patients on health matters, a luxury she could rarely afford when she worked as a hospital RN.

**Patricia White, CNM, FNP (left)**

*Aaron E. Henry Community Health Services Center, Inc.  
Clarksdale*

**Katherine Smith, RN**

*PFT student, FNP  
Delta State University*



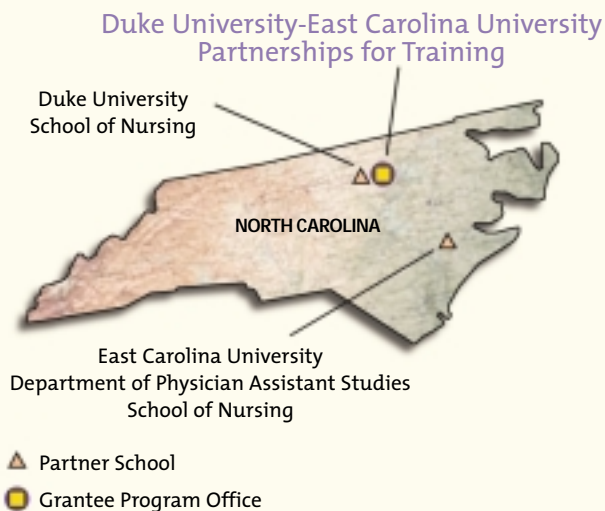
After surveying preceptors to identify community needs for practitioners, DHEP developed an online module and clinical facilitation guide to help preceptors guide students and troubleshoot problems. “The course covers the theoretical basis of clinical teaching as well as practical and useable skills. It also helps clinicians teach both effectively and efficiently. I certainly recommend this course to busy practitioners who want to improve their clinical teaching skills.”

**Susan Stone, CNM, DNSc**

*President and Dean  
Frontier School of Midwifery and Family Nursing  
Lexington*

# Duke University–East Carolina University Partnerships for Training

Project dates: October 1, 1995–January 1, 2002



## Community Partners

- Carteret General Hospital
- Eastern AHEC
- Martin General Hospital
- North Carolina Academy of Physician Assistants
- North Carolina AHEC
- North Carolina Chapter of the American College of Nurse-Midwives
- North Carolina Nurses Association
- Sampson Regional Medical Center
- Southeastern Regional Medical Center
- Southern Regional AHEC

## MAKING A DIFFERENCE



"I am a proud graduate of the East Carolina University FNP program. My studies were exciting, challenging, and a departure from traditional methods of instruction. Every imaginable resource for success was available to me. As a health provider, my duties now include patient care management, patient education, hospital admissions, nursing home rounds, occasional

hospital rounds, home visits, and community health education. I continue to strive to make notable contributions to the practice of health and the prevention of illness."

**Veronica F. Stevens, FNP**  
Sessoms Medical Practice  
Clinton



Born at a rural clinic down the street from where she works, Faye Warren has lived in Clinton all her life. After spending more than 20 years in nursing, the FNP program at Duke University gave Faye an opportunity to go back to school while keeping up with her full-time job and family responsibilities. Meanwhile, after several of his relationships with other physicians didn't work out, Dr. Paul Viser decided he wanted to work with someone

he could count on to stay and practice in the community. "I needed someone who could see patients, and I was looking for a colleague, not an employee," he explains further. He found a colleague in Faye.

**Faye Warren, FNP**  
Paul Viser, MD  
Clinton

## KEYS TO SUCCESS

### Collaboration

A strong administrative team and a remarkable faculty have ensured the success of the interdisciplinary aspects of the project. Faculty from public and private institutions came together to share, trust, and develop a new approach to teaching common content.

Faculty members who taught the PFT courses were offered adjunct appointments at participating universities, greatly enriching the scope and depth of the interdisciplinary work. The time they invested working through the issues in a thoughtful manner (and, at times, with great good humor) was also critical.

### Targeted Involvement

Partner organizations played active and influential roles. Each partner drew from its area of expertise to contribute to the program, maximizing its effectiveness. For example, the health professions organizations were most heavily involved in mentoring students, the rural hospitals in helping to recruit students and plan curricula, and the AHECs in finding preceptors and developing library resources.

# HIGHLIGHTS

- Eighty-six PFT students and graduates, representing numerous population groups, are associated with the North Carolina program to date; 95% of the graduates work in MUAs and HPSAs.
- Preceptored clinical experiences for students in or near their hometowns often lead to permanent positions.
- The Web-based education system and its extensive technical-support infrastructure have resulted in sustainable courses and new online offerings and programs at each of the partner universities.
- More than 35 faculty members have put courses online for the PFT program.
- Faculty both affiliated and not affiliated with the PFT program are taking advantage of new online capabilities to enrich their on-campus courses.

**“You don’t have to move, to move ahead!”**

*Project Slogan*



## Interdisciplinary and Distance-Based Courses

- *Advanced Health Assessment/Physical Diagnosis* • *Clinical Pharmacology* • *Foundations of Advanced Nursing Practice*
- *Health Assessment/Diagnostic Reasoning* • *Health Promotion/Disease Prevention* • *Interdisciplinary Roles Seminar*
- *Issues in Health Care Organization* • *Nursing Informatics* • *Physiology/Pathophysiology* • *Research Methods*



Mary Gran Nursing Center did not have a nurse practitioner trained in geriatrics on staff. Linda Heath, who graduated from Duke University, is filling the need, providing primary care to eight to twelve elderly patients each day. According to her supervising physician, Dr. John B. Smith, Jr., Linda is making a dramatic difference not only in the breadth of care, but especially in the quality of care that patients receive at the center. “In the struggle to deliver care to the county, the geriatric population tends to get the short end of the stick.

Fortunately, we now have the time and resources to deliver appropriate care. We’re also doing a better job with end-of-life care, and families are getting the support they need—all very important to the population we serve.”

**Linda Heath, FNP**

*Mary Gran Nursing Center  
Clinton*



Joleen Volz lives with her husband and two children in Greenville. She balances family responsibilities while keeping up with the demands of the Physician Assistant Program at East Carolina University. During the coursework phase of the program, Joleen worked full-time as an emergency medical technician. At present, she is completing the clinical phase of her studies, which includes rotations of 50 to 120 hours per week, leaving her no time for full-time

work. She attributes her success in the program to time-management, organizational skills, and a supportive husband who has taken on many of the family duties. After graduating, Joleen wants to practice in an underserved community and also volunteer with a local emergency medical services squad.

**Joleen Volz**

*PFT student, PA  
East Carolina University*

# Greater Detroit Area Partnership for Training

Project dates: October 1, 1995 – December 31, 2001



## Community Partners

- City of Detroit Health Department
- Detroit Medical Center
- Henry Ford Health System
- Metropolitan Church of God
- Thea Bowman Clinic
- Trinity Health

## MAKING A DIFFERENCE



Ingrid Mitchell, a graduate of the PFT program at University of Detroit Mercy, is a physician assistant at an inner-city, walk-in medical center. Most of her patients are Medicare recipients whom she treats for a wide range of health problems common to the elderly. She also advises patients on nutrition, counsels women on their special health needs, and much more. Ingrid especially enjoys assessing her patients and knowing that she can help the many people in her care.

**Ingrid Mitchell, PA**  
Walk-in Medical Center  
Detroit



Walking through Northwestern High School into the School-based Health Center, you will find Mary Serowoky, a nurse practitioner graduate from the University of Detroit Mercy. Mary, the only health-care practitioner at the center, works with a part-time administrative assistant to service the student body of close to 1,500. Mary handles everything from minor accidents and routine physicals to medical emergencies. She is often the only access to healthcare for these adolescents and sees 20 to 25 patients each day. Mary loves providing the care that the students at this school really need.

**Mary Serowoky, NP**  
Northwestern School-based Health Center  
Detroit Department of Health  
Detroit

## KEYS TO SUCCESS

### Mentoring

Rigorous academic programs demand that students leave their jobs and devote most, if not all, of their spare time to coursework. This is a difficult step for adult learners who may have been away from school for quite a while. A mentoring program was established to help them make a successful transition from nonstudent to PFT scholar. Mentors who live in the community and work in its health systems are paired with students who can benefit from their advice, both professional and personal. Students often refer to their mentors as one of the big reasons they are able to succeed and graduate.

### Technical Support

Faculty and students receive appropriate training in Web-based technology so they can be ready for online teaching and learning. Instructional design staff give workshops and hold individual training sessions so that faculty are able to develop and deliver courses online. All faculty, administrative staff, and students are instructed on the use of various software packages and platforms for online courses through group orientation and individual training sessions.

# HIGHLIGHTS

- A total of 28 CNMs, NPs, and PAs have graduated from the Michigan PFT program; many are working in local nonprofit clinics dedicated to serving the medically uninsured and underinsured.
- Four universities, five health systems, and a variety of religious and other community organizations in Michigan have established ongoing relationships as a result of the PFT program.
- The four academic partners collaborated to develop five online core courses meeting all requirements of each discipline and each academic program.
- Among the enrichment opportunities for students, graduates, preceptors, faculty, and the community are conferences focused on the treatment of chronic illnesses and the Lifelong Learning Lab, a virtual laboratory that provides information about urban health issues.
- Through workshops and individual training, instructional design staff help faculty convert their traditional courses to Web-based formats.

**The PFT students were dedicated to serving the medically underserved and sought this degree to accomplish their objectives.**

## *Interdisciplinary and Distance-Based Courses*

- *Advanced Health Assessment* • *Advanced Human Anatomy* • *Advanced Pathophysiology* • *Advanced Pharmacology (I & II)*
- *Clinical Medicine (I, II, & III)* • *Diagnostic and Therapeutic Procedures (I, II, & III)* • *Health Care Delivery and Policy*
- *Health Promotion / Risk Reduction* • *PA Seminar (I, II, & III)* • *Patient Evaluation Practicum (I, II, & III)* • *Policy*
- *Primary Care* • *Research* • *Research Methods in Health Care* • *Theory*



Monica Johnson was the driving force behind recruiting and mentoring PFT students. To identify potential students, she attended services at a variety of churches throughout the Detroit metropolitan area and established relationships with church members. Many of these churches provided financial support to assist students after they entered a PFT program. Drawing upon the talents of professionals in the community, Monica began a personal and professional mentoring program that greatly enhanced students' clinical experiences and helped them succeed academically.

### **Monica Johnson, MD, MBA, MHSA**

*Community Coordinator (former)  
Detroit*



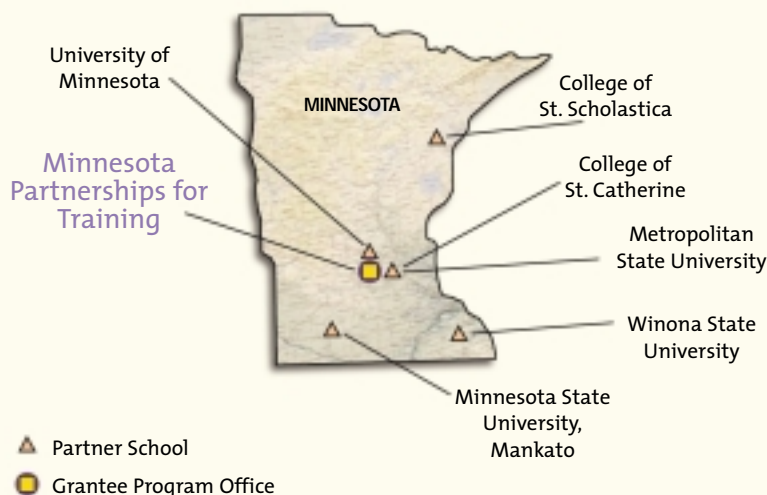
Sharon Sheffer, a nurse practitioner and PFT graduate of the University of Detroit Mercy, now works for the St. John Health System. She also spends two days and two evenings a week traveling to underserved communities in a mobile unit funded through a grant from the Department of Health and Human Services and Ryan White Foundation. "I wanted to work in a nontraditional setting, and this is it. Finding a way to do this was not easy, but I wasn't discouraged. The ability to connect with other PFT students who were doing what I want to do was very valuable."

### **Sharon Sheffer, NP**

*St. John Health System  
Detroit*

# Minnesota Partnerships for Training

Project dates: October 1, 1995 – September 30, 2002



## Community Partners

- Health Partners
- Minnesota Center for Rural Health
- Minnesota Rural Health School
- Tribal Council

## MAKING A DIFFERENCE



Melissa Avery worked collaboratively with MnPFT and the midwifery faculty to develop an online women's health course, and was instrumental in providing guidance in the overall development of its distance education curriculum. "I believe that once we get past any barriers related to participating in online learning, the students engage in higher quality work and participate more actively in their studies.

Many of my colleagues and I agree that the quality of discussion and interaction online is often superior to what occurs in a classroom."

**Melissa Avery, PhD, RN, CNM**  
Director, Nurse-Midwifery Program  
University of Minnesota School of Nursing  
Minneapolis



After receiving her nurse practitioner degree from Minnesota State University at Mankato, Barb Garrison went in search of a rural clinic with a true family practice atmosphere – her ideal workplace. "We take care of the whole town, the whole region," says Barb. "At Foley Medical Center, we have a firm philosophy to serve the community, not make money." Today, Barb serves as a preceptor to FNP student Chris Rohlfs, during her clinical rotations at the clinic.

**Christine (Chris) Rohlfs, RN (left)**  
PFT Student, FNP  
Minnesota State University at Mankato

**Barbara (Barb) Garrison, NP**  
Foley Medical Center  
Foley

## KEYS TO SUCCESS

### Educational Media

MnPFT has used the educational media and targeted recruitment sessions to attract new students, thus continuing to expand and sustain collaborative interdisciplinary healthcare delivery in Minnesota's underserved communities.

The MnPFT Web site provides information relevant to its CNM, NP, and PA programs, such as scope of practice, clinical practice development, and preceptor continuing-education opportunities, as well as links to a variety of related resources.

An educational videotape entitled *Nurse Practitioners: Expanding the Reach of Health Care* was made available to any audience interested in learning about the role of nurse practitioners.

### Interdisciplinary Opportunities

MnPFT students can participate in the 10- to 12-week Minnesota Rural Health School, which recruits students from a variety of disciplines, including medicine, pharmacy, and social work. Through interdisciplinary teamwork, they learn to appreciate the strengths each discipline brings to the healthcare team and how to work together to deliver quality and cost-effective care in rural settings. Students also get to know the community even as they learn about the programs, services, and business that make up its unique cultural character.

## HIGHLIGHTS

- Six Minnesota schools of nursing collaborated to produce 16 distance-education courses and provide complete CNM and NP programs online.
- Students, graduates, and preceptors in even the smallest Minnesota communities stay in touch with their professional community via surveys, newsletters, and an annual conference: Keys to Successful Transition into Advanced Practice.
- The Collaborative Rural Nurse Practitioner Web site increases awareness of the nurse practitioner role and the contributions the NP makes to increasing access to healthcare in underserved areas of Minnesota.
- An annual study of graduates of the MnPFT and Collaborative Rural Nurse Practitioner Project provides data on student recruitment, practice patterns, work settings of graduates, and measurable project outcomes.
- MnPFT created a collaborative model of educational partners, preceptors, and community partners, all governed by an advisory council.

**Partnerships enhance relationships between students and communities, and improve retention.**

### *Interdisciplinary and Distance-Based Courses*

- *Advanced Concepts in Women's Health* • *Advanced Health Assessment* • *Advanced Pathophysiology* • *Ethics* • *Family Theory*
- *Health Policy* • *Nurse-Midwifery Care of the Childbearing Family* • *Pharmacology* • *Reproductive Health Care for Women at Risk*
- *Research* • *Theoretical Basis for Advanced Practice Nursing* • *Women's Reproductive Health*



Mary Ehresman, a family nurse practitioner graduate from Metropolitan State University in St. Paul, works at Centro Clinic in Minneapolis. Like other practitioners at the clinic, Mary is bilingual. These language skills reduce frustration for both the patients and the clinicians. "Centro Clinic really does serve a need in the city," says Mary. "We provide a high level of preventative, continuous, and well care and talk to patients in their native language."

**Mary Ehresman, FNP**  
*Centro Clinic  
Minneapolis*



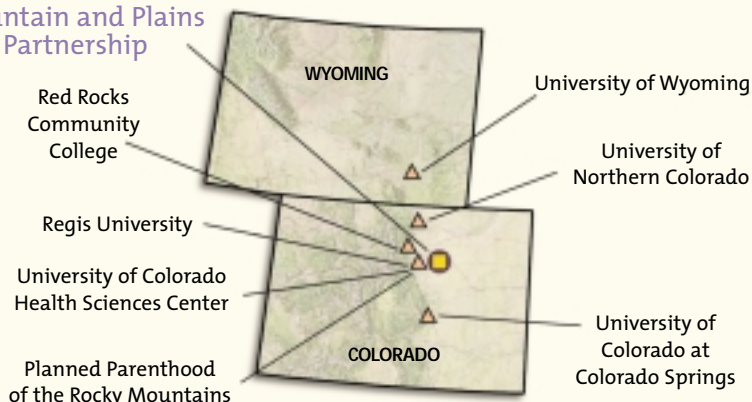
"Working with other faculty members to develop a PFT course in Health Care Policy at the College of St. Scholastica proved to be an exercise in synergism. The teamwork among the faculty stimulated the blending of individual ideas and perspectives. The process was most enjoyable, and the breadth and depth we were able to give to the final product was a great achievement."

**Carleen Maynard, PhD, RN**  
*The College of St. Scholastica  
Duluth*

# Mountain and Plains Partnership

Project dates: October 1, 1995 – December 31, 2002

## Mountain and Plains Partnership



▲ Partner School

● Grantee Program Office

## Community Partners

- Centennial AHEC
- Colorado Department of Public Health and Environment, Women's Health Section
- Colorado Health Professions Panel
- Colorado Rural Health Center
- Denver Health
- High Plains Rural Health Network
- Kaiser Permanente: Rocky Mountain Division
- San Luis Valley AHEC
- Southeastern Colorado AHEC
- U.S. Department of Health and Human Services, Public Health Service, Region VIII
- Western Colorado AHEC
- Western Cooperative for Educational Telecommunications and Western Brokering Project

## KEYS TO SUCCESS

### Leadership with a Vision

For Dr. Betsy Hoffman, president of the University of Colorado System, MAPP is a great example of her concept of a "university without walls," that is, a system of learning that focuses on seamless intracampus, intercampus, interinstitutional, and campus-community collaboration.

Lessons learned from the MAPP project have provided a model for the Colorado University System as it seeks to expand and enhance partnerships within its four-campus system and among a wide range of external groups.

### A Common Curriculum

Lead faculty from the nursing school partners designed and developed the MAPP ONLINE Common Curriculum made up of seven courses. The deans and directors from all the schools in MAPP debated, wrote, and signed the MAPP Common Curriculum Agreement, which allows students to take PFT courses from any partner institution. Tuition and fees go to the home institution, which reimburses the institution that provides the instruction. Each semester, the partners have collaborated to produce a catalog of online courses made available, in print and online, to students, faculty, and administrators.

## MAKING A DIFFERENCE



Tara Edick, a PA at the South Logan Family Practice, graduated from the Physician Assistant Program at Red Rocks Community College in August 2002. She received the Outstanding PA Student Award. When she had entered the PA program, Tara was the clinic manager and coordinator at the Clinica Tepeyac, a community health center serving a predominantly Latino population. The clinic is associated with

Our Lady of Guadalupe Church. Currently, Tara is putting her fluency in Spanish to good use at a practice in central Denver where half of the patient population is Latino.

### Tara Edick, PA

South Logan Family Practice  
Denver



Director and pediatric nurse-practitioner Mary Hagedorn works for a health program in a rural, medically underserved community of 10,000. "We work out of two clinical sites based within the school system, providing primary healthcare services to 5,000 students. Close to two-fifths of the students are indigent and uninsured and, for them, our program is the only source of primary healthcare."

Mary is also a member of the MAPP leadership council and was the first MAPP faculty member to put a PFT course online.

### Mary Enzman Hagedorn, RN, PhD

Associate Professor and Director, NP Program  
Beth El College of Nursing and Health Sciences  
University of Colorado at Colorado Springs;  
Director, Fountain School-Based Health Program  
Colorado Springs and Fountain

# HIGHLIGHTS

- More than 200 PFT students are now working in more than 100 rural, frontier, and urban underserved communities in Colorado, Wyoming, and bordering states.
- MAPP has developed a statewide, community-based organizational infrastructure by partnering with the four regional rural AHECs.
- New and innovative educational programs include (1) an entirely new Physician Assistant Program at Red Rocks Community College; (2) online degree programs at Beth El College of Nursing and Health Sciences at the University of Colorado at Colorado Springs, University of Colorado Health Sciences Center School of Nursing, University of Wyoming, and University of Northern Colorado; and (3) the MAPP ONLINE Common Curriculum of seven courses required by the MAPP nursing school partners.
- Students living in Colorado, Arizona, and New Mexico are providing much needed care to Native American Indian communities in the Four Corners region.
- The results of four evaluation projects, including ten qualitative research studies, have contributed to the understanding of computer use and online learning in health professions master's level education.



**The academic and community partners joined together for a common cause. All had an interest in improving access to healthcare.**

## Online Common Core Courses

- *Advanced Pathophysiology* • *Advanced Pharmacology* • *Advanced Physical Assessment*
- *Advanced Roles* • *Policy and Leadership* • *Research* • *Theory*



“As a rural healthcare provider, I have seen the value of community. Moving to southwest Colorado ten years ago was a big decision for someone coming from the city. I truly had no idea of the unique healthcare needs of a mountain town. I came as a RN, and now have advanced practice privileges. For several years, the people of the town of Pagosa Springs made an impression on me through my work in home care and hospice. In a small town, you wear many hats. I found myself responding to

emergencies, running with the ambulance, assisting in the clinic, and traveling 60 miles to the nearest hospital to help out when the staffing was short in the intensive care unit.”

**Daniel Keuning, FNP**  
*Pagosa Family Medical Center  
Pagosa Spring*



“Connecting the interactive video services from the University of Colorado Health Sciences Center with the High Plains Rural Health Network allowed us to create unique community partnerships. By getting interactive video courses out to small towns on the Eastern Plains, we have gained new certified nurse-midwives working in places where there was not a single CNM before. Furthermore, they are able to interact with clinicians in other locations. In this way, new practitioners can get support from seasoned healthcare practitioners.”

**Janice Weger**  
*Executive Director  
Centennial Area Health Education Center  
Greeley*

# New Mexico Partnerships for Training

Project dates: October 1, 1995 – September 30, 2003



## Community Partners

- Committee for Local Healthcare Provider Education
- Community Services Center
- Health Centers of Northern New Mexico
- Johnson Controls Business Development, Ltd.
- Navajo Nation
- Portales Community Center
- Pueblo of Zuni

## MAKING A DIFFERENCE



Ever since their graduation from the PFT program at Española, Jon Peachey and Tina Abbott have been delivering healthcare to migrant workers and other underserved populations in the Española area. They also volunteer once a year with Ayudas Internacionales in Guatemala, a dedicated group of healthcare professionals, translators, and cooks who run medical clinics, perform surgery, assist with post-op recovery, and provide follow-up care for indigenous Mayans living in the country's highlands.

**Jonathan (Jon) Peachey, FNP**  
**Augustina (Tina) Abbott, FNP**  
*Española Hospital Urgent Care*  
*Española*



Sisters Nancy Rhein and Ann Palmer went through the PFT program at the same time, Nancy to train as a PA and Ann as an FNP. It was Ann, instrumental in promoting the PFT program in the small town of Portales, who suggested that they embark on this venture. The sisters were accepted into the first PFT class in Portales. After graduation, they both moved back to their rural hometown of Farmington to practice, close to the northern border of New Mexico near the Navajo Nation.

**Nancy Rhein, PA-C (left)**  
*Farmington Ob-Gyn Practice*  
*Farmington*

**Ann Palmer, FNP**  
*San Juan Manor, Farmington Family Practice*  
*Farmington*

## KEYS TO SUCCESS

### Problem-Based Learning

The project's primary pedagogical tool for curriculum delivery is problem-based learning. A perfect choice for a PFT project, PBL allows students with varying degrees of preparation and experience to work together to solve real-life problems. All degrees are conferred by the University of New Mexico, with the courses taught at satellite locations.

### Teamwork

Faculty from three distinct disciplines worked cooperatively to create and implement an integrated, interdisciplinary, problem-based learning curriculum. The enthusiastic, good-humored support of a project manager and Web developer, who put in long hours, also proved to be an essential component of the effort.

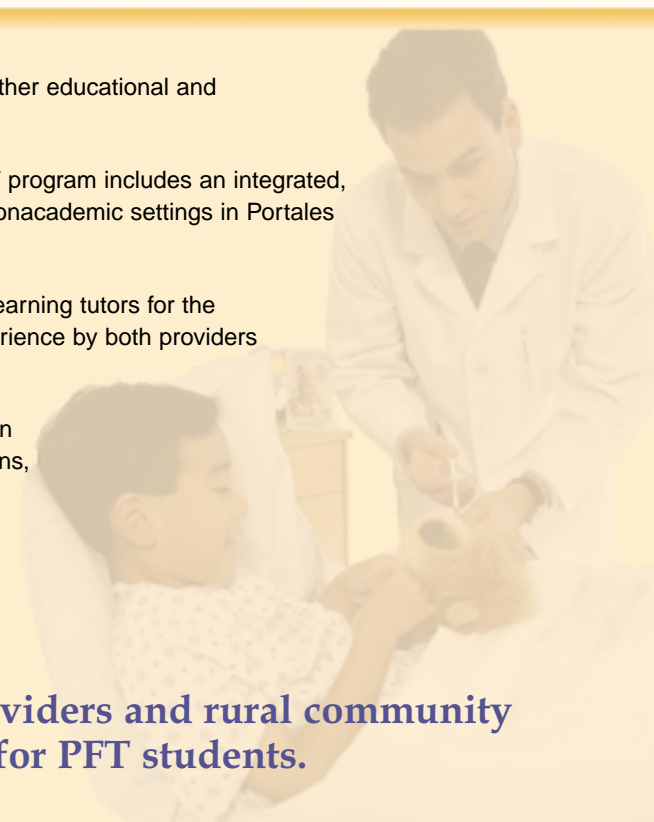
### Community Involvement

PBL tutorial sessions are facilitated both online and on tape by a PFT-trained, community-based healthcare professional. The sessions are supplemented by lectures from health professionals in the community and by university faculty. Through field trips, students learn more about their community and the available resources in their region. They are brought to the University of New Mexico main campus occasionally for specialized curricula not available at the rural sites.

Finding appropriate clinical sites for students can be a challenge, especially in rural areas. It comes as no surprise that the students themselves, as residents of needy areas, are often the most effective contacts. One reason for this is that health providers, not always receptive to calls from university faculty for preceptorships, are eager to accept people they know for clinical rotations.

# HIGHLIGHTS

- Successful models and lessons learned are available to support other educational and community-based partnerships.
- The unique distance-education methodology in New Mexico's PFT program includes an integrated, interdisciplinary, problem-based learning curriculum delivered in nonacademic settings in Portales and Española.
- Community-based healthcare providers serve as problem-based learning tutors for the PFT students, a relationship invariably reported as a positive experience by both providers and students.
- PFT graduates have positively affected the delivery of healthcare in rural New Mexico by providing a stable presence in their hometowns, in contrast to payback clinicians who often leave rural areas.
- PFT graduates are teaching at local universities and in community settings throughout New Mexico.



## Partnerships with local healthcare providers and rural community education institutions provide a base for PFT students.

### Problem-Based Learning Units

- Acute/Complex Patient Systems • Cardiovascular/Pulmonary Systems (I & II) • Dermatology • Gastro/Intestinal • Geriatrics
- HEENT (Head, Eyes, Ears, Nose, and Throat) • Hematology • Immunology/Infectious Diseases (Basic and Advanced) • Neoplasia
- Neuro/Musculoskeletal Systems • Neuropsychology • Pediatrics • Renal/Endocrine Systems • Reproductive Health • Women's Health



Certified nurse-midwives Cristy Brakebill and Cristi Lubera, graduates of the Portales I and Portales II programs at the University of New Mexico, are changing people's lives. They practice at the Women's Medical Center in Clovis, which delivers almost all of the babies in a four-county area in eastern New Mexico. Cristy broke new ground when she obtained hospital birthing privileges in this conservative ranching and farming community. Inspired by experiences with her Portales I class, Cristi Lubera joined the

second Portales class. Now she teaches childbirth classes at the clinic and "would love to educate high school students and expand knowledge of midwifery in the community."

**Cristi Lubera, CNM (left)  
Cristy Brakebill FNP, CNM**  
Women's Medical Center  
Clovis



Deborah Anaya, a CNM graduate of the PFT Portales II class, now teaches part-time in the same program where she earned her associate degree in nursing. She is also working toward creating a birthing center in Carlsbad, where the women of Eddy and surrounding southeastern New Mexico counties can come. Her vision is to transform her home into a family birthing center complete with the facilities necessary to make childbirth a good experience for the

whole family. The center is to comprise a classroom, an office, and a waiting room, along with examination and birthing rooms. "Pregnancy and childbirth are not medical conditions. They are life events."

**Deborah Anaya, CNM**  
Instructor, New Mexico State University Carlsbad Branch  
Flor de Luz Birthing Center  
Carlsbad

# WisTREC Partnerships for Training

Project dates: October 1, 1995 – December 30, 2002



## Community Partners

- American Family Insurance
- Aurora Health Care
- Columbus Community Hospital
- Consortium for Primary Care in Wisconsin
- Department of Health and Family Services, Division of Health
- Great Lakes Inter Tribal Council
- Gundersen Medical Foundation
- Marshfield Clinic
- Office of the President of the Wisconsin State Senate
- Rural Wisconsin Health Cooperative
- United Health
- Wisconsin AHEC System
- Wisconsin Network for Health Policy Research
- Wisconsin Office of Rural Health
- Wisconsin Primary Health Care Association

## MAKING A DIFFERENCE



Nicole Wells, a graduate of Marquette University's CNM program, has fulfilled her dream of opening and running a health clinic for underserved women in Milwaukee. She also intends to keep practicing because she thoroughly enjoys delivering babies. Meanwhile, Nicole and the midwifery staff want to expand the clinic and eventually establish satellite clinics. "I chose to work in Milwaukee because there aren't enough providers for women in the area.

Not only do uninsured women deserve the same care that insured women receive, but they also tend to need it more."

### Nicole Wells, CNM

The Midwife Center of St. Michael Hospital  
Milwaukee



LuVerda Sayles Martin, the first PFT student to graduate from the Marquette University CNM Program, is proud to be working at a Milwaukee nurse-midwifery center. "I chose to work in a medically underserved area because of where and how I grew up. It's sad but very true that many people don't want to work with people who look like me, and they don't want to deal with the disparities within underserved communities. But I love working in such an environment!"

### LuVerda Sayles Martin, CNM

Nurse Midwifery Center at Aurora-Sinai Hospital  
Milwaukee

## KEYS TO SUCCESS

### Close Links with Community

Among the essential members of the distance education team are the community liaisons. They work with local people to identify and recruit potential students. They also help coordinate mentor and preceptor involvement, keep in touch with students and their needs, and act as student advocates at school, in the community, and with employers. These strong ties are important, explains one student, "because it's nice to know that there is someone out there who cares how you're doing."

### Reaching Out with Information

WisTREC's Employment Guide, distributed to all potential employers, academic programs, and students, provides information about scopes of practice; utilization of CNMs, NPs, and PAs; their productivity; and reimbursement methodologies. The partnership also produced a brochure that succinctly compares CNM, NP, and PA scopes of practice, prescriptive authority, and collaborations. This brochure was widely distributed throughout the state to healthcare providers, PFT students and graduates, and administrators.

To recruit students and promote distance education, WisTREC produced two videos. *Thanks for Asking: Tales from Potential Distance Students* provides university administrators and faculty with a glimpse into the lives of potential students and demonstrates the need for distance education. The second video, a press release announcing the distance education option in the University of Wisconsin-Madison PA program, sparked numerous inquiries.

## HIGHLIGHTS

- Four academic programs in Wisconsin have committed to providing complete distance options for students: Concordia University (NP), University of Wisconsin-Eau Claire (ANP), Marquette University (CNM), and University of Wisconsin-Madison (PA and PNP).
- In all, 45 distance courses are available to PFT students through WisTREC, many also open to non-WisTREC students.
- Community liaisons grow and maintain relationships with students and preceptors and also coordinate outreach activities.
- Support for students includes an online orientation to distance learning and also training, workshops, and conferences on cultural diversity.
- WisTREC and Northern Wisconsin Area Health Education Center created the Health Careers Consortium, an organization of 93 members who are combining resources to promote health careers in a 38-county area of northern Wisconsin.

**“Faculty grew to prefer online teaching because it increased the depth of discussions and students’ ability to integrate the literature into their comments.”**

*Leona VandeVusse, CNM Program Director, Marquette University*

### Distance-Based Courses

(Sample of the 45 courses)

- *Advanced Patient Evaluation* • *Cross Cultural Health* • *Emergency Medicine* • *Health Care and Public Policy*
- *History and Trends in the Nurse-Midwifery Profession* • *Infectious Diseases of Human Beings*
- *Leadership in Nursing Roles, Ethics, and Systems of Care* • *Nurse-Midwifery Care During Labor and Delivery* • *Principles in Surgery*



Growing up in Jamaica, Winsome Pantan came across too many people unable to get proper healthcare. Surprised to find a similar situation in the United States, a nation with one of the highest living standards in the world, Winsome studied to become a nurse practitioner so she could work with people getting little or no healthcare. Through WisTREC, Winsome gained useful clinical experience at the Mary Mahoney Health Services and Madison Street Clinic in downtown Milwaukee while attending Marquette University as a PFT student. WisTREC also

made it possible for her to seek out potential employers who provide healthcare to underserved communities. “The collaboration between the academic institutions and healthcare employers allowed me to get the real-life experience that now serves me so well.”

#### **Winsome Pantan, NP**

*Positive Health  
Milwaukee*



As a student clinician, Paula Havisto works with American Indians and other underserved people on the Lac du Flambeau Reservation near her home in Woodruff. Because of her love for small-town life and her family’s ties to their hometown, Paula would not move to pursue her dream of becoming a physician assistant. “I wake up every morning excited about what I’m doing. It’s like a miracle. I feel so blessed to have the opportunity to study in a distance program.”

Paula plans to work in a small clinic, preferably on the reservation, after she graduates.

#### **Paula Havisto**

*PFT student, PA  
University of Wisconsin at Madison*

## ABBREVIATIONS

---

AHEC	area health education center
ANP	advanced nurse practitioner
CNM	certified nurse-midwife
CNP	certified nurse practitioner
DHEP	Delta Health Education Partnership
DNSc	Doctor of Nursing Science
FAAN	Fellow of the American Academy of Nursing
FNP	family nurse practitioner
HPSA	health professional shortage area
MAPP	Mountain and Plains Partnership
MnPFT	Minnesota Partnerships for Training
MUA	medically underserved area
NP	nurse practitioner
PA	physician assistant
PA-C	physician assistant-certified
PBL	problem-based learning
PFT	Partnerships for Training
PNP	pediatric nurse practitioner
RN	registered nurse
WisTREC	Wisconsin Program for Training Regionally Employed Care Providers



## **Partnerships For Training**

1400 Sixteenth Street, N.W.

Suite 720

Washington, DC 20036

Phone: (202) 483-8896

Fax: (202) 483-8898

**[www.pftweb.org](http://www.pftweb.org)**