Rural Health Education Network for North Dakota

RURAL HEALTH EDUCATION STARTS WITH ALL OF US

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Program Objectives

Participants will understand:
• The development of the North Dakota Rural Health Education Network (RHEN) in building the workforce of health professionals in rural areas

Participants will be knowledgeable in:
• The importance of education of health care professionals
• The rural health education campus culture in recruitment of students

ND AHEC Program Structure

AHEC State Program Office
UND – School of Medicine and Health Sciences - Center for Rural Health

Two Regional Centers
• Eastern ND AHEC
  – Established 2008
  – Mayville
  – Serves 28 counties; 381,377 people over 33,099 sq. miles
• Western ND AHEC
  – Established 2010
  – Hettinger/Beulah
  – Serves 25 counties; 291,214 over 37,600 sq. miles

Community Impact

• Only about 10% of the physicians practice in rural America despite the fact that nearly ¼ of the population lives in rural areas
• Quality rural health services in rural communities are needed to attract business and industry
• On average, 14% of the total employment in rural communities is attributed to the health sector
• One primary care physician in a rural community
  – Creates 23 jobs annually
  – Generates $1.0 million in wages, salaries and benefits
  – Generates approximately $1.8 million in annual total revenue
• The total economic impact of a typical critical access hospital is 195 employees and $8.4 million in payroll

Reference: ruralmedicaleducation.org

Rural Graduate Medical Education

• Collaborating with rural communities to set up clinical rotations for family practice residents
• Preparing rural hospitals and clinics to prepare for family practice resident training
• Statewide portal for health profession students to access communities in ND for clinical experience and faculty development
What is a Rural Residency Program?

- What is a Rural Residency Program in the 1-2 format?
- What is a Rural Training Track?
- What are Rural Rotations?
- How do these programs make a difference to rural training, recruitment and retention?

Next Step – Why a Feasibility Study?

- Every community has a something to offer for education
- Increasing communication between UND and community
- Clarifying definitions, expectations and plans for the future

- CERE-R Tool

Feasibility Studies

- Completed studies
  - McKenzie County Healthcare System
  - Coal Country Community Health
  - Sakakawea Medical Center
  - Standing Rock Indian Hospital
  - CHI St. Joseph’s Health Center

Feasibility Study Impact

- Determining readiness for family medicine resident training as well as other learners
- Identifying existing resources
- Gap analysis for what is necessary
- Tools and relationships for capacity building and problem solving
- Identifying the next steps, timelines, and making a commitment to moving forward
- Matching curriculum to learners and your clinical environment

Feasibility Studies & RHEN

- Not all communities and facilities are able to implement all programs (e.g., RTT’s)
- Many communities can implement some programming (e.g., rural rotations)
- Communities have unique opportunities and workforce needs for various health professional training (e.g., nursing)
- RHEN was derived from the Feasibility Study Needs Assessment

Feasibility Study Impact

- Determining readiness for family medicine resident training as well as other learners
- Recognizing academic requirements
- Appraising limitation of staff resources
- Assessing patient volumes and scope of care
- Funding opportunities, limitations and cost
- Physical plant, community, housing and other practical matters
**RHEN**

**Rural Health Education Network**
- The Rural Health Education Network (RHEN) will:
  - Training of both graduate (residents) and the undergraduate (medical students) medical professional students
  - Utilizing an interprofessional health education model
  - In the context of providing a team-based approach in health care delivery

**RHEN for North Dakota**

The RHEN would be designed to compliment and strengthen current efforts providing an effective and efficient model producing a “best-fit” workforce through rural health education.

- Community value and return on investment
- Provider competence, confidence and satisfaction

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**State of the State of Rural Health Professions Education in North Dakota**

**Graduate Medical Education (GME) in Rural North Dakota**
- Graduate Medical Education (GME) for Rural North Dakota
  - Family Medicine Programs
  - Rural Training Tracks (RTT)
- Undergraduate Medical Education (UME) For Rural North Dakota
  - Rural Opportunities in Medical Education (ROME)

**Current Clinical Rotations in rural sites:**
- Developed through education programs at colleges and universities
- Long term standing relationships and contracts
- Professional connections and resources have been developed
- Distance is a barrier
- Cost of the rotation may be dependent on the health care professional student

**ULTIMATELY**, North Dakota does not have one source dedicated to clinical rotations. Whether it is the availability for facility or student, including resources.

**RHEN**

The Rural Health Education Network becomes the access point for:
- Communities
- Facilities
- Preceptors
- Students

Regarding the ability to manage and match clinical learning resources to the learners most likely to become a part of the healthcare team following their training.

**RHEN**

It will encompass a database of teaching sites and preceptors which will facilitate:
- Coordination of learner opportunities
  - RHEN develops sites through participation and coordination
  - Matching sites most appropriate for type and level of student or resident
- A strategy for more effective student placements
  - Efficiency of placements and practical matters (e.g. process, politics, tools)
  - Matching student needs, interests, and likelihood for workforce retention
- Communication hub for effective key information and contacts
- A scalable resource for rural and new faculty development, further supporting and increasing rural education capacity
North Dakota RHEN

RHEN for ND will:
- Make the most of North Dakota’s education resources while further providing an efficient model for learner placement and workforce retention
- Provide an example of a framework for other similar efforts
  - Expanded rural medical education efforts
  - Increased rural medical provider retention
  - Improved outcomes for rural health

Rural Health Education STARTS with
COMMUNITY…but how, now?

How does the value of RHEN for North Dakota justify the investment?
- What is necessary to be successful
  - Time
  - Financial resources
  - People
  - Process
  - Tools

How does the value of RHEN for North Dakota justify the investment?
- What's good for North Dakota
  - Training in setting, interprofessional
    - Contextual competence
  - Best use of resources with an “Economy of Scale”
    - Shared statewide resources
    - Efficiency and effectiveness of effort
  - Adoption of Best Practices in Interprofessional Education
    - Example and contributor to solutions for rural health workforce

Comments & Discussion

- How do we move forward from today?
  - What barriers are not being adequately addressed
  - What resources are not being fully accounted for?
  - What are the next steps?
  - How should next steps be achieved?
    - What resources can we use to build the next steps?
    - What barriers exist?
    - How can these barriers be addressed?

How do we start?

1) Organize community stakeholders and hospital staff/admin
   - Articulate the goal

2) Identify resources that you have that could support medical learners
   - CNA, EMS, PA, PT/OT, mental health, nursing, med students, residents, etc.
How do we start?

3) Identify & address challenges that learners would face if they came to your town
   - Housing, activities/entertainment after work, unsupportive med team members
4) Teach your teachers how to teach
   - Get faculty appointments to the UND SMHS
   - Access online resources thru the SMHS:
     • TeachingPhysician.org
     • Contact UND or NDSU faculty for workshops

Teaching Tools & Strategies

• ARCH Model
  https://www.smim.org/NewJournals/EducationColumns/November2015EducationColumn

• SNAPPS Model
  http://www.pnwu.edu/files/4414/2551/7541/Teaching_Skills_for_the_Preceptor_Learner-Centered_Model.pdf

• One-Minute Preceptor
  https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1495264/

How do we start?

5) Start recruiting small
   - Example: become a Don Breen Externship site
6) When you get a learner there
   - Integrating them into the workflow ASAP
   - Develop specific expectations of learners
     • Make staff aware of these goals
     • Involve learners with staff outside of the limited clinical interactions
     • Make patients aware of the rationale and role for learners in their care.

How do we start?

7) Don't forget the community!
   - Include them in activities outside of work
     • Softball team, golf league, school activities
   - Exposure to community outside the hospital
     • Guest at Rotary or Lions Clubs
   - Do the same for their family members

Thank you!

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