**[NC Health Center Name/Logo]**

**Health Professions Education and Training Plan**

**[2022-2023]**

Workforce Strategy:

Our health center’s Health Profession Education and Training (HPET) Plan is guided by our mission, vision, values, and strategic goals:

**Our mission statement:**

**Our vision statement:**

**Our values:**

**Our strategic goals:**

* **Short-term:**
* **Long-term:**

**Who has final approval responsibilities for this plan?**

* **Name/Position**
* **Name/Position**

**Who are the key personnel responsible for implementation?**

* **Name/Position**
* **Name/Position**

**Stakeholders Involved / Possible Partnerships**

**We will work to engage with these internal and external people/organizations to develop our workforce:**

| **CURRENT Internal and External Stakeholders Involved in Workforce Planning:** | Internal:  External: |
| --- | --- |
| **POTENTIAL Internal and External Stakeholders Involved in Workforce Planning:** | Internal:  External: |
| **From the POTENTIAL external stakeholders, highlight those that have the greatest potential as partners in workforce efforts.** |  |

**Workforce Pulse Check**

|  |  |
| --- | --- |
| **What workforce metrics, staff feedback, and patient feedback, do we currently collect?** |  |
| **What are our CURRENT top workforce challenges?** |  |
| **Considering our strategic plans and community needs, what new or evolving workforce challenges will we likely face in the future?** |  |
| **How will we engage partners and stakeholders in developing our HPET strategic plan?** |  |
| **How will we promote Justice, Equity, Diversity, and Inclusion (JEDI) and cultural competence in our HPET efforts?** |  |
| **What are we currently doing to interest members of our community (including K-12 students) in healthcare professions?** |  |

**Current/Recent Workforce Pathways Initiatives Inventory**

The tables below provide an inventory of our current and recent (within the last 5 years) health professions education and training programming by discipline, education level, and target audience.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Discipline** | Undergraduate Students (Include Community College, Technical/ Vocational Programs/ Apprenticeship) | Graduate (Medical Students, Dental Students, APRNs, MSW/LISW) | Postgraduate including Residencies for Physicians, Dentists and NPs | Is this program currently in place? If not, when did it end and why? |
| Physicians |  |  |  |  |
| Dental (Dentists and Hygienists) |  |  |  |  |
| APRNs and Physician Assistants |  |  |  |  |
| Behavioral Health |  |  |  |  |
| Nursing (non APRN) |  |  |  |  |
| Pharmacy |  |  |  |  |
| Medical Assistants, Dental Assistants, Community Health Workers |  |  |  |  |
| Non-Clinical / Other |  |  |  |  |

**Future Workforce Pathway Initiatives**

Use the tables below to categorize and plan for your ***future*** health professions programming by discipline and education level/target audience.

**Growth Goals/Future HP-ET Programs**

**Examples: (K-12, Undergraduate)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Discipline** | Undergraduate Students (Include Community College, Technical/ Vocational Programs/ Apprenticeship) | Graduate (Medical Students, Dental Students, APRNs, MSW/LISW) | Postgraduate including Residencies for Physicians, Dentists and NPs | Is this program currently in place? If not, when did it end and why? |
| Physicians |  |  |  |  |
| Dental (Dentists and Hygienists) |  |  |  |  |
| APRNs and Physician Assistants |  |  |  |  |
| Behavioral Health |  |  |  |  |
| Nursing (non APRN) |  |  |  |  |
| Pharmacy |  |  |  |  |
| Medical Assistants, Dental Assistants, Community Health Workers |  |  |  |  |
| Non-Clinical / Other |  |  |  |  |

| **HP-ET Programming**  **Considerations** | |
| --- | --- |
|  | The following table lists many of the questions and considerations we will face as we improve and expand our Health Professions Education and Training programming. |
| **Our strengths in education and training** |  |
| **Our challenges for education and training** |  |
| **Who is the internal owner of HPET in our health center?** |  |
| **Who oversees managing students?** |  |
| **What is our student rotation and orientation process?** |  |
| **What are our student policies?** |  |
| **How do we support students and residents?** |  |
| **Student evaluation process** |  |
| **Process for tracking students** |  |

|  |  |
| --- | --- |
| **HP-ET Precepting Considerations** | |
|  | The following table lists many of the questions and considerations we will face as we involve our staff in Health Professions Education and Training programming. |
| **Current Preceptor recruitment approach (how do you talk to staff about taking students?)** |  |
| **Improvements for Preceptor Recruitment** |  |
| **Current Preceptor education program (how do we prepare staff to precept?)** |  |
| **Goals for Preceptor Education** |  |
| **Current Preceptor benefits (how do we make it attractive to precept?)** |  |
| **Goals for Preceptor Benefits** |  |
| **Process for scheduling preceptors** |  |