



EXECUTIVE SUMMARY REPORT:

H2P Core Curriculum Summit: **Shaping the Future of Healthcare**



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Introduction

The Imperative for this Memo...

In 2011, a consortium of nine community colleges were granted a \$19.6 million to fund a **Health Careers Pathway** initiative. This consortium, in partnership with workforce and education agencies and local business, has worked to develop a national model for healthcare core curriculum. This core curriculum has multiple courses that act as the basis for understandings and skills needed in most of the allied health fields. The H2P Curriculum offers multiple access points for students to move through their education and decide after the initial year or two to jump into a pathway. The combination of the H2P Core Curriculum and the pathway access points creates a lovely trajectory. It is not the Yellow Brick Road but an Interstate with many ramps and lanes from which to arrive at same and similar points and to jump off for great experiences/apprenticeships.

In 2014, the H2P Consortium held a summit design to expand the reach of this work nationwide by inviting a much broader group of community colleges to continue the work and adopt the *Healthcare Core Curriculum*.

In helping new institutions adopt the core curriculum, H2P Consortium institutions asked summit attendees to do the following:

- Assemble a team of three key individual representatives from their community college's region to champion the development of core curriculum to include:
 - An education administrator representing healthcare for your college
 - A core curriculum leader (typically a faculty member who would drive this initiative)
 - A strategic healthcare employer with a current or developing relationship with their college
- In order to provide optimal guidance as each developed their personalized curriculum and pathway design, each college was asked to complete and submit an application. This application was the first step in assisting each institution to develop their own blueprint and create a plan to adopt the core curriculum.

The original nine institutions grantee institutions were expanded to forty-six as a result of the Summit. In addition, the Summit provided a clear set of processes that all involved might use to continue to grow and scale the Health Care Core Curriculum and its protocols. All involved committed to this growth and scale.

Workshop Introduction and Goals

Welcome. Thank you for being here.

Our workshop goals include:

- To start the process of developing a core curriculum plan for your institution
- To create new relationships and strengthen existing ones
- To learn and share from one another
- To create preliminary tools
- Not to finish anything but to have a go at several. To lessen the anxiety at what may feel unfamiliar and intimidating
- To focus on 4 main pieces:
 - Aspirations and Fears
 - The Hardest Parts to Get Right
 - Assets
 - The Plan itself

Agenda

Wednesday, May 28

Reception

Minnesota Room and Pre-Function Areas: 6th Floor

4 – 5 pm **Registration**

5 – 5:20 pm **Welcome and Introductions**

Marianne Krismer, *National Director, Health Professions Pathways (H2P) Consortium*

Jan Morrison, *President and CEO, TIES, Teaching Institute for Excellence in STEM*

5:20 – 6:30 pm **Creating Communities: Getting to Know One Another**

6:30 pm **Adjourn with dinner on your own**

Thursday, May 29

Creating Communities: A Workshop to Galvanize the Health Care Core Curriculum Movement

Ballroom 2, 4th Floor

7 – 8:15 am **Registration**

7:30 – 8:15 am **Working Breakfast – Ignite Talks: Galvanizing a National Health Care Core Curriculum: What Does it Take to Make a National Movement Work?**

Stacey Ocander, *Dean of Health and Public Services at Metropolitan Community College, Omaha, Nebraska*

Lynn Brooks, *President, HPN, Health Professions Network*

Ballroom 1, 4th Floor

8:30 – 8:45 am **Welcome. Fostering a Sense of a National Community: The Mission and the Vision**

Marianne Krismer

Jan Morrison

8:45 – 9:15 am **The Urgency is Now**

Jan Morrison

Parminder Jassal, *Founding Executive Director, ACT Foundation*

9:15 – 9:25 am **Framing the Day**

Henry King, *TIES STEM Consultant, Summit Facilitator*

9:25 – 10 am **What are your Aspirations? What are the Challenges?**

Table Discussions

- 10 – 10:45 am **Share Out**
- 10:45 – 11 am **Break and review of share outs, a “gallery walk”**
- 11 – 11:45 am **Designing a Pathway to a Health Care Core Curriculum: The Blueprint**
Sondra Flemming, *Vice President of Academic Affairs at El Centro College, Dallas, Texas*
La Cheeta McPherson, *Executive Dean of Health and Legal Studies at El Centro College, Dallas, Texas*
- 11:45 – 12 pm **Transition to Lunch**
Jan Morrison
- Ballroom 2, 4th Floor*
- 12 – 12:45 pm **Working Lunch: Ignite Talk**
Cindy LeCoq, *Chair, NCHSE, National Consortium for Health Science Education*
- 12:45 – 1:15 pm **The Hardest Parts to Get Right, Part A**
Table Discussions
- 1:15 – 1:45 pm **Share Out: What is the Hardest Part to Get Right?**
- 1:45 – 2 pm **Break**
- 2 – 3 pm **The Hardest Parts to Get Right, Part B**
Combined Table Discussions
- 3 – 4 pm **Share Out**
- 4 – 4:15 pm **Recap, Setting the Next Steps/Adjourn**

Friday, May 30, 2014

Ballroom 2, 4th Floor

- 7:30 – 8:30 am **Working Breakfast: Distilling What We Learned Yesterday and Building on it to Create a Health Care Core Curriculum Blueprint**

Ballroom 1, 4th Floor

- 8:30 – 8:45 am **Recap Prior Day – Charge for the Day**
Jan Morrison
- 8:45 – 9 am **Ignite Talk**
LA Trade Tech Grant and Innovations
Leticia Barajas, *VP Academics, LA Trade Tech*

9 – 10:30 am **Health Care Ecosystem and Asset Mapping**

Table Discussions

10:30 – 11 am **Break and Gallery Walk**

11 – 12 pm **Using the Blueprint to Create a Plan, Part A**
Table Discussions and Activity

Ballroom 2, 4th Floor

12 – 12:45 pm **Working Lunch – Ignite Talks**

Understanding Health Care Competencies in Practice, An Employer’s View
Bill Guest, President and Chief Solutions Architect, Metrics Reporting

Tina Filoromo, VP Human Resources System Office, Trinity Health Systems

12:45 – 1 pm **Group Photos in Gallery**

Ballroom 1, 4th Floor

1 – 1:30 pm **Using the Blueprint to Create a Plan, Part B**

Plenary

1:30 – 2 pm **Using the Blueprint to Create a Plan, Part C**

Table Discussions and Activity

2 – 2:15 pm **Ignite Talks**

The ANSI Connection

Roy Swift, Senior Director, (ANSI) American National Standards Institute Health Care Ecosystem

Valerie DeFor, Interim Executive Director Statewide Healthcare Education Industry Partnerships, HealthForce Minnesota

2:15 – 2:45 pm **Review of the Workshop and Discussions of Next Steps**

Jan Morrison

2:45 – 3 pm **Galvanizing the National Movement**

Marianne Krismer

Sondra Flemming

LaCheeta McPherson

3 pm **Adjourn**

Galvanizing a National Health Care Core Curriculum – What Does it Take to Make a National Movement Work

The H2P Consortium’s strategic centerpiece is to “*Galvanize a National Movement to Dramatically Improve Health Professions’ Education and Training*”. To this end, we have been collaborating with our employer partners to improve the health career pathway by implementing strategies focused on increasing student success by providing prior learning assessment and career exploration, contextualizing learning, creating competency-based core curriculum, conducting intrusive advising, and thus decreasing time to completion and increasing employment outcomes.

To that end, the H2P Consortium has adopted the following goals to guide their work:

- To foster a sense of a national community
- To identify aspirations and challenges to healthcare core curriculum adoption
- To identify each college’s healthcare ecosystem
- To begin a blueprint for implementation of a healthcare core curriculum

Fostering a Sense of National Community

A core concept that came from the work of the H2P Consortium was the need to treat issues regarding allied health career pathways education as a national conversation. Several attendees were surprised to come away with an understanding that challenges they faced in their own institution were experienced by their counterparts and community colleges throughout the country.

The core curriculum, and programs of study that were developed were the result of collaboration amongst the consortium institutions and partners as well as local organizations and employers. The National Advisory Council, a group of interested stakeholders in the healthcare field, was assembled to offer continued input in the process of creating and implementing the H2P Pathway innovations. Several members of this group gave ignite talks at the summit to help new community colleges understand the importance of the work, and how to adopt these innovations at their own institutions. Speakers included:

- **Lynn Brooks**, *President, HPN, Health Professions Network*
- **Cindy LeCoq**, *Chair, NCHSE, National Consortium for Health Science Education*
- **Letecia Barajas**, *VP Academics, LA Trade Tech*
- **Bill Guest**, *President and Chief Solutions Architect, Metrics Reporting*
- **Tina Filoromo**, *VP Human Resources System Office, Trinity Health Systems*
- **Roy Swift**, *Senior Director, ANSI, American National Standards Healthcare Institute*
- **Valerie DeFor**, *Interim Executive Director, Statewide Healthcare Education Industry Partnerships, HealthForce, Minnesota*

Aspirations and Challenges

1. Introduce yourselves to each other (10 mins)
2. As a group, discuss your aspirations for the workshop and for the initiative as a whole. What is it that you most want to achieve? (15 mins)
3. In your college teams, discuss your specific aspirations. On a flipchart, write down your 1-3 biggest aspirations (15 mins)
4. As a group, discuss your fears for the initiative (15 mins)
5. In your college teams, discuss your specific fears. On the same flipchart, write down your 1-3 biggest aspirations (15 mins)
6. At the end of the session, hang up your flipchart(s) in the gallery

Approx timing 9:30 am – 10:45am

Attendees at the summit considering adopting the Healthcare Core Curriculum were vocal in both aspirations for its use, as well as concerns they had regarding its implementation.

3 Aspirations:
 Foundation for all h.c. programs
 Employer connection
 Fears:
 * Sustainability *
 - dependence on particular individuals
 - fragility
 - \$
 Entering in w/ program + req. re.
 Outcome for student
 Evaluation / Outcomes
 Getting / Identifying Right People
 to have all table

FEARS #8
 Buy in + collaboration across all programs + services
 + Coming together as a TEAM
 Δ how we collaborate + compromise across all
 - Policy + Change + fear of the Unknown
 - Stakeholder involvement vs. Incubator model (college-level / District level)
 - Scaling a central concept to all 9 institutions
 - Creating Synergy
 - Running out of time
 - Administrative Support (vision)

Aspirations	Challenges
Attract and work with a wider demographic of students	Ability to meet government and accreditor standards
Improve student retention and completion rates/decrease attrition	Lack of acceptance of these standards and credentials from partner and four-year
Greater involvement from industry partners	Finding champions and generating acceptance by key players at their own colleges
Recruiting potential students earlier due to increased flexibility	

Each community college that committed to adopting H2P innovations was asked to include the aspirations and challenges they needed to address in their blueprint, and later to create a detailed plan to achieve their individual aspirations and overcome challenges.

Recommendation:

- Encourage current and new member colleges to include four-year institution partners in plans to implement the core curriculum, and looks to help these partners make use of the core curriculum themselves.
- Use current communication tools such as the H2PCareers website to share best practices with new institutions on topics such as presenting the HCCC to accreditors, recruiting practices for new Healthcare Career Pathway students, and identifying champions on campus to act as leaders in implementation.
- Continue to seek input from community partners in the creation of programs of study and the development and review of the core curriculum

Designing a Pathway to a Healthcare Core Curriculum: The Blueprint

In 1995, the PEW Commission and the Bureau of Health Professions used the following to define a core curriculum:


“A set of interdisciplinary courses, clinical training, and other educational exposures designed to provide allied health students at each level with the common knowledge, skills, and values necessary to perform effectively in the evolving health care workplace”

The core curriculum should not be confused with the ‘body of knowledge and skills’ that is common to a particular specialty field.

Literature on health professions core curriculum has existed since the 1970’s. In the 1990’s several conferences were held regarding this subject but very few colleges moved toward this adaptation. Currently the Health Professions Pathway (H2P) Consortium addresses core curriculum in two of its Department of Labor (DOL) TAACCCT grant strategies:

- Design a competency-based healthcare core curriculum
- Galvanize a national movement to improve health professions education Propelling this movement forward is the DOL’s Allied Health Competency Model that addresses personal effectiveness, academic, workplace, industry-wide technical and industry-sector technical competencies. See www.healthpronet.org/docs/2011-1-1_HP-N-Merclean.pdf.

These core competencies provide a basis for aligning health core curriculum competencies across the spectrum of health programs in community colleges.

Decorative geometric shapes in the top left corner, including a light blue square, a dark blue rectangle, and a yellow square, all with white outlines and overlapping each other.

The cornerstone and key deliverables of the work that H2P has been engaged with for the past two years is the development of a competency-based healthcare core curriculum to:

- Meet industry competency requirements
- Align with industry certifications
- Present cross-cutting and consistent offerings
- Contain articulated pathways
- Incorporate meaningful employer engagement
- Address the employability and “essential skills” of students

Institutions collaborated through sharing best practices and utilizing resources provided by national and local partners to create practices that centered on healthcare career pathways and focused on competency based curriculum. Key strategies were identified in designing healthcare programs of study that would maximize student retention and employment in healthcare fields in each college’s community. These strategies include:

- Online assessment and career guidance
- Contextualized developmental education
- Competency-based core curriculum
- Industry-recognized stackable credentials
- Career guidance and retention support
- Training programs for incumbent healthcare workers
- Enhanced data and accountability systems
- Galvanize a national movement

Through development and implementation of these eight strategies, consortium institutions have developed a blueprint designed to result in improved retention and credential completion in health profession pathways while increasing quality of the training provided.

The Hardest Parts to Get Right

1. As a table, discuss what you think the hardest parts of creating and implementing a health care core curriculum will be. On a flipchart, write down your top 3 (30 mins)
2. Be prepared to share out with the room. I will be looking for volunteers!
3. Share out. (30 mins)
4. Hang up your flipchart(s) in the gallery
5. Gallery walk, Vote and Break (15 mins)
6. As a table, discuss the hardest part that you have been given and brainstorm ways in which you might overcome it. What tools might you use, who might you call on for help? On a flipchart, write down your plan, and be prepared to share out (60 mins)
7. Share Out (60 mins)

Approx timing 12:45pm – 4pm

Commonly Listed Hardest Parts to Get Right

Buy in from colleges, faculty, and program administrators

Ensuring competencies are aligned with both industry and academic programs

Changing from courses to competencies

Employer buy-in/obtaining quality partners

Addressing issues of accreditation when integrating into programs

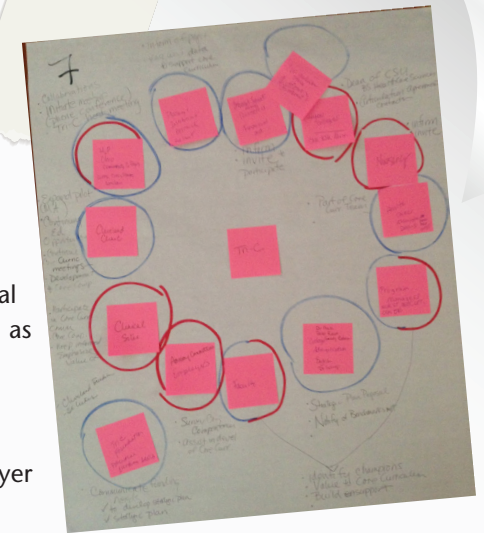
Ensuring return on investment

THE HARDEST PART
 More clarity of the Core
 > the deliverable
 > the outcome
 > Would a national industry recog. credential help the "cause"?
 > What role(s) would it prepare workers to do?

Healthcare Ecosystem and Asset Mapping

1. As a table or college (your choice), identify all of the players within your ecosystem that are potential assets for you in creating and implementing a health care core curriculum. Note each player as well as your own college on post-its (one post-it per player). *30 mins*
2. On a flipchart, stick your post-it in the middle and then arrange the other players around it. *5 mins*
3. Circle in blue each player with whom you have an existing, strong relationship. For each circled player (3-5), discuss and write down the 3 things you can do to maintain that relationship. *20 mins*
4. Circle in red each player with whom you have only a weak relationship or no relationship and whom you consider to be a potential source of significant value to you. *5 mins*
5. For each player circled in red (3-5), discuss and write down the 5 things you could do immediately to start to develop that relationship. *30 mins*

Approx timing 9:00 am – 10:30 am

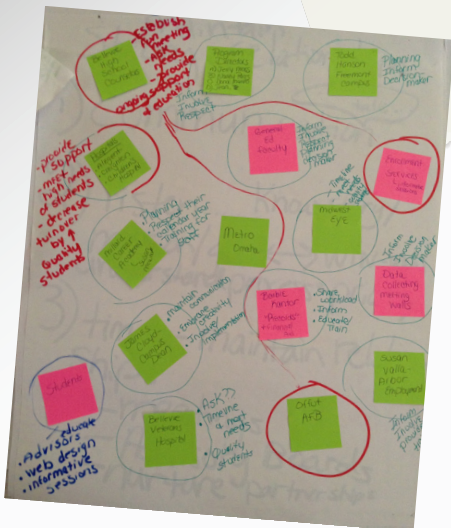


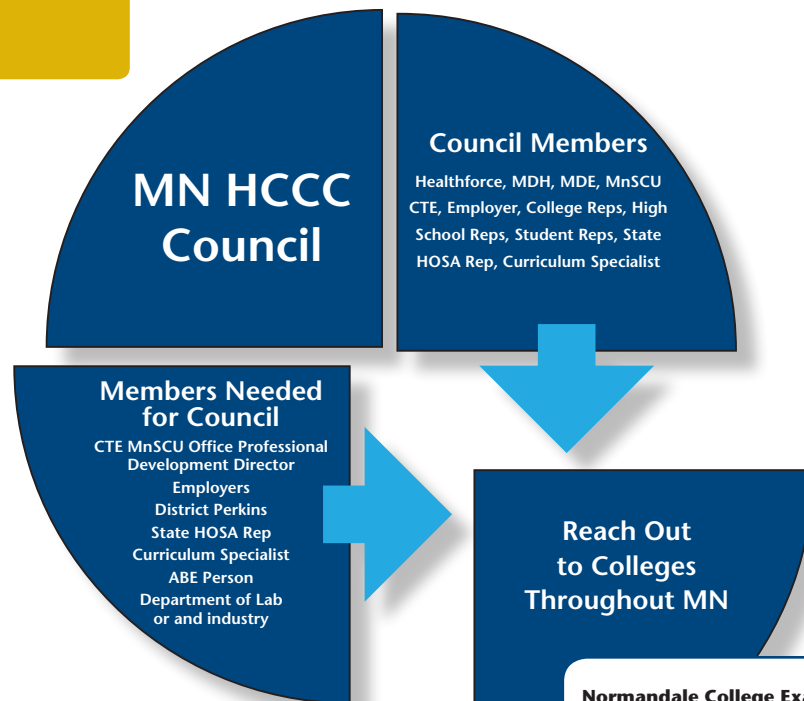
Top Strategies to Engage Assets in the Healthcare Ecosystem

Create advisory board of key players

Use current industry contacts to help build new relationships

Create student-led events to involve industry partners





Using the Blueprint to Create a Plan, Part A

1. As a table or college (your choice), review the documents provided by LaCheeta and Sondra. Refresh your memory of the work we have done with Aspirations, Fears, Hardest Parts, and Assets.
2. As a table or college, discuss the Blueprint and pick the 3 strategies that best represent your logical next steps. If there are other activities that would better reflect your needs, pick those instead.
3. Document each strategy that you have chosen on the Report Form.
4. For the first strategy that you have chosen, identify the major steps that you will need to carry out, the timeline for doing so, and the major inputs and outputs of the strategy (what you will need in order to carry out the activities and what you develop as a result of doing so). Use flipcharts to capture your thoughts.
5. Make a note of any difficulties, problems or questions that you have.
6. Be prepared to share out in the next session.

Approx timing 11:00 am – 12:00 pm

Normandale College Example

- High Schools within Perkins area
- Employer of Grads
- External
 - Consortium Rep Perkins
 - HOSA
 - Public Health SHIP Grants
 - Adult Basic Education
 - Workforce Center
 - Universities
- Internal
 - Faculty
 - Dean of Health
 - Recruiters, Counselors, Admissions
 - Director of Nursing
 - Department Chairs for Health Sciences
 - Advisory Boards for Programs

Using the Blueprint to Create a Plan, Part B

1. Share your first strategy plan. Also raise any concerns, questions, difficulties, ideas that you have about taking this work back to your college. *30 mins*
2. On the basis of the discussion, either refine and add detail to your first strategy plan or start work on your second strategy. Label the flipcharts clearly with your table number or college name. *30 mins*

Approx timing 1:00 pm – 2:00 pm

Since October 1, 2011, co-grantees worked to develop Programs of Study (POS) representing the three pathways in healthcare:

- Therapeutics
- Diagnostics
- Informatics

The POS were developed or modified to include contextualized learning, core curriculum and stackable credentials wherever possible. Over 6,500 participants have been served by the nine co-grantee colleges, earning over 2,600 credentials to date in over 80 new, revised or modified POS that were launched using grant funds. Through development and implementation of the eight core strategies, the H2P consortium has a blueprint that is anticipated to result in increased capacity, retention and employment of much needed health professionals within our communities. The established data collection protocols and evaluation in collaboration with OCCRL in year one were foundational to revealing our outcomes.

Understanding Healthcare Competencies in Practice... the Courses that Comprise the Course of Study

The Health Professions Pathways (H2P) Core Curriculum was designed with the student and the workforce in mind. Over the course of the H2P grant, committees were formed and met to discuss workforce needs, how the College can meet those needs, and what courses would give students a strong base to begin their healthcare studies and future careers. Grant funding also provided the H2P students with supportive services and academic/career advising for making the right educational choice to meet their individual short-term and long-term career goals.

The following courses have been included in the H2P Core Curriculum and are meant to be used as a suggestion for healthcare students in the future.

- **HPRS 1202 - Wellness and Health Promotion**

- Discuss the theory and philosophy of healthy attitude development.
- Develop a personal wellness program including nutrition, exercise and stress reduction techniques.
- Communicate aspects of wellness to the community.
- Explore cultural beliefs in relation to health, attitudes and practices.
- Discuss health needs throughout the lifespan.
- Explore issues related to death and dying.

- **HPRS 1204 - Basic Health Professions Skills**

- Identify the components of Universal Precautions and safety.
- Discuss safety precautions related to fire, electrical, X-ray and hazardous materials.
- Demonstrate safety precautions for body mechanics and patient transfer.
- Demonstrate proper methods of obtaining temperature, pulse, respiration, blood pressure, and oxygen saturation.
- Complete a medical terminology component.
- Practice Therapeutic Communication
- Complete patient assessment

- **HPRS 2210 – Basic Skills II**

- Develop a written patient teaching plan.
- Perform and interpret a 12-lead EKG.
- Identify basic cardiac arrhythmias: normal sinus rhythm, atrial fibrillation, ventricular fibrillation, ventricular tachycardia, sinus tachycardia and sinus bradycardia.
- Perform venipuncture technique and special collections.
- Demonstrate proper venipuncture technique for I.V. Catheter placement and management.
- Demonstrate basic first-aid skills.

- **HPRS 2231 - General Health Professions Management**

- Research and correlate the financial aspects of healthcare to its structure and organization.
- Review and strategize management's role in healthcare and its impact upon the organization and employees.
- Evaluate the importance of ethics and relate this knowledge to everyday scopes of practice within respective medical fields.
- Quantitatively and qualitatively measure and evaluate quality and performance indicators.
- Investigate and discuss legal practices within healthcare, including federal regulations.

- **HPRS 2201 – Pathophysiology**

- Define and classify disease using medical terminology.
- Describe the diagnostic process.
- Identify within each body system: common diseases, etiology, diagnosis, care and treatment.
- Discuss prevention of common disease processes.

- **HPRS 2300 – Pharmacology**

- Differentiate between generic, chemical and trade names of medications.
- Associate ethical and legal responsibilities related to drug therapy.
- Identify and discuss implications of medications by various routes.
- Identify and apply commonly used abbreviations.
- Discuss general medications and how they affect the different systems of the human body including action/pharmacodynamics, indications, routes/dosage, contraindications and adverse/side effects.
- Apply pharmacology computational skills and analyze values for accuracy.
- Explain the role of the health care professional in providing patient education in medication administration.

Conclusion

The Summit successfully expanded the number of institutions working with the core curriculum from nine to forty-six. New institutions were able to mobilize their campuses and communities to focus on using the work of the consortium to help a much larger population of students enter and complete programs and credentials that will allow them to fill critically important roles in their communities.

The success of the summit has encouraged the consortium to move forward in their work to reach an even larger group of colleges. In January 2013, H2P had a commitment accepted by the Clinton Global Initiative to scale our healthcare core curriculum to 100 community colleges by 2017. Currently, H2P is working in partnership with the National Network of Health Career Programs in Two-Year Colleges (NN2) and Health Professions Network (HPN) to reach out to community colleges and employers interested in adopting our pathway innovations. An H2P website to highlight the work and provide a communication channel beyond the grant funding period is planned for launch in August 2015 (www.h2p.careers).

Thank you

to all H2P member institutions and partners:

Community College Co-Grantees:

Anoka-Ramsey Community College, *Coon Rapids, MN*

Ashland Community & Technical College, *Ashland, KY*

Cincinnati State Technical & Community College, *Cincinnati, OH*

City Colleges of Chicago, *Chicago, IL*

El Centro College, *Dallas, TX*

Jefferson Community & Technical College, *Louisville, KY*

Owens Community College, *Perrysburg, OH*

Pine Technical College, *Pine City, MN*

Texarkana College, *Texarkana, TX*

H2P Partners:

iSeek Solutions

National Association of Workforce Boards (NAWB)

National Network of Health Career Programs in Two-Year Colleges (NN2)

Office of Community College Research and Leadership (OCCRL)

Teaching Institute for Excellence in STEM (TIES)