

# IDAHO SEARCH PROGRAM



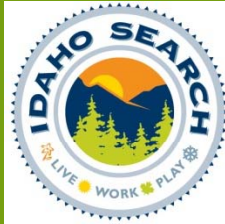
## Site Orientation December 2010

Katrina Hoff, SEARCH Program Director  
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[www.idaholiveworkplay.org](http://www.idaholiveworkplay.org)



# WEBINAR OBJECTIVES

- ① SEARCH Program Overview: A brief overview of the program's history, goals and processes.
- ① Preceptor Orientation: Expectations and Available Resources
- ① Mentor Orientation: The Role of the Community Mentor
- ① Question and Answer Wrap Up



# WHAT IS THE IDAHO SEARCH PROGRAM?

A National Health Service Corps program that provides opportunities for health professions students and residents to serve on multidisciplinary healthcare teams in underserved communities throughout Idaho, thereby establishing and strengthening links between community-based sites and academic institutions.





# HOW IS THE SEARCH PROGRAM FUNDED?

- ① Contract with the U.S. Department of Health & Human Services, Health Resources & Services Administration.
- ① IPCA managed the SEARCH Program from 1998 – June 2008 when funding was discontinued.
- ① Reapplied when Request for Proposal came out in July 2009.
- ① Awarded September 2009. One of 28 states awarded.



# WHAT DOES SEARCH STAND FOR?

**S** - Student/Resident

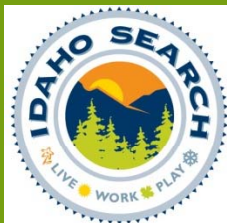
**E** - Experiences

**A** - And

**R** - Rotations in

**C** - Community

**H** - Health



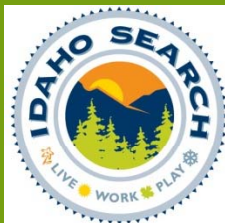
# GOALS: BUILDING A PRIMARY CARE PIPELINE

1. Provide opportunities for students to implement classroom experiences in a healthcare setting.
2. Provide opportunities for students & residents to train on multidisciplinary primary health care teams.
3. Nurture the development of culturally competent, community focused primary and allied healthcare providers.
4. Expand statewide partnerships to form a network of organizations to meet the diverse primary care needs of the underserved.



# STRUCTURE

- ◎ SEARCH Program Director, Katrina Hoff, oversees the program, approves participant and site applications and assists in coordinating rotations. 0.50 FTE
- ◎ SEARCH Program Specialist, Tabitha Epler, works with participants and sites as they move through the various stages of the rotation. 0.50 FTE
- ◎ SEARCH Program Advisory Committee comprised of IPCA, AHEC, PCO, IRHA, IRHI & WWAMI.



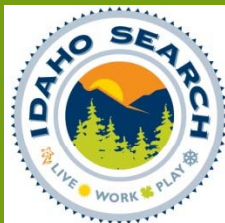
# DETAILS

- ⊙ Program runs 10/1/09 – 9/30/12
- ⊙ 4 – 6 week rotations at approved clinics in underserved Idaho communities.
- ⊙ 30 slots annually with projected numbers for each discipline.
- ⊙ Provides support to participants and sites in the form of a stipend.



# PARTICIPANTS

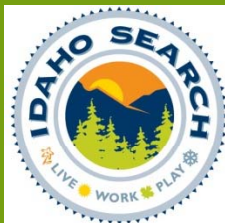
- ⊙ Medical students and residents (MD & DO)
- ⊙ Physician Assistant students
- ⊙ Nurse Practitioner students
- ⊙ Dental students and residents (DDS & DMD)
- ⊙ Dental hygiene students
- ⊙ Masters in social work students



# TRAINING PROGRAMS

## Academic Partners

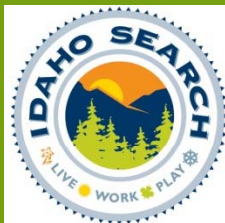
- ⊙ Family Medicine Residency of Idaho
- ⊙ University of Washington WWAMI Program
- ⊙ ISU NP and PA programs
- ⊙ ISU Advanced Dental and Family Medicine Residency Programs
- ⊙ Pacific NW University in Yakima
- ⊙ AT Still University Medical & Dental programs
- ⊙ University of Utah School of Medicine
- ⊙ Various additional out-of-state programs



# PARTICIPANT PRIORITY CRITERIA

## Participants

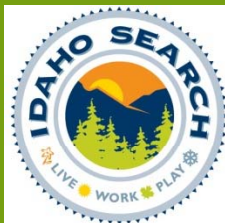
1. National Health Service Corps Scholar
2. Idaho Resident in Idaho Training Program
3. Non-Idaho Resident in Idaho Training Program
4. Former Idaho Resident in Non-Idaho Training Program
5. Non-Idaho Resident in Non-Idaho Training Program



# PARTICIPANT APPLICATION PROCESS

## Participant

- ⊙ Must submit application, resume, personal statement and 2 letters of recommendation at least 2 months prior to desired rotation start date.
- ⊙ Must be covered by malpractice insurance through their training program.
- ⊙ Must obtain academic credit for completing an Idaho SEARCH rotation.
- ⊙ Must complete a 20-25 hour community project outside of clinic time.

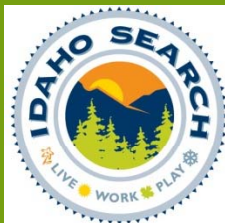


# PARTICIPANT BENEFITS

## Participant

- ◎ Opportunity to train with a multi-disciplinary team in underserved communities of Idaho.
- ◎ \$500 living/training allowance.
- ◎ Academic credit.
- ◎ \$40/day for up to 25 days spent in clinic (potential for \$1,000)
- ◎ Opportunity to “test drive” potential post-training practice sites.

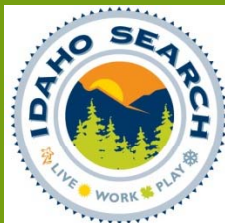




# SITE QUALIFICATIONS

## Site Approval

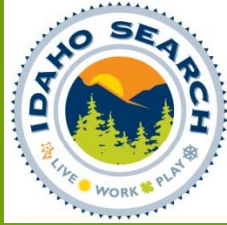
- ⊙ Accept all patients regardless of their ability to pay.
- ⊙ Offer a sliding fee scale through a published fee schedule.
- ⊙ Accept Medicare and Medicaid assignment.
- ⊙ Should be located in a Health Professional Shortage Area.
- ⊙ Be community – oriented site offering primary care.



# SITE BENEFITS

Site, Preceptor,  
& Community

- ◎ Site receives \$500 toward the expenses of staff time for each SEARCH participant who completes a rotation at the clinical site.
- ◎ Community based projects completed by participants benefit the clinic and the community you serve.
- ◎ Clinicians have an opportunity to teach and to learn from the students/residents they are precepting.
- ◎ Opportunity to identify possible candidates for future employment.



## SEARCH Site Coordinator

# SITE RESPONSIBILITIES

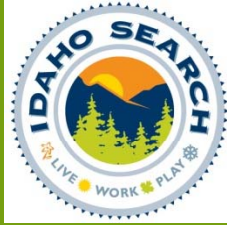
- ① Submit Site Application and Capacity Survey.
- ① Submit Letter of Agreement.
- ① Attend Site Orientation Webinar
- ① Identify clinical preceptors to supervise rotations.
- ① Identify community mentor (should be someone other than the clinical preceptor (i.e. community leaders or other clinic staff ) to work with student/resident.



# SITE RESPONSIBILITIES

SEARCH Site  
Coordinator

- ⊙ Work with participant's academic program to ensure that appropriate evaluation of participant occurs.
- ⊙ Work with participant to find available housing for the rotation.
- ⊙ Orient student/resident on first day of rotation.
- ⊙ Complete Site Evaluation form at end of rotation.



## Preceptor

# TRAINING EXPECTATIONS

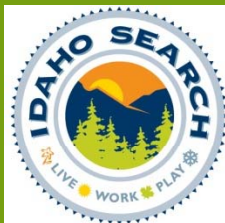
- ③ Provide service-linked clinical learning experiences appropriate to the participant's clinical training and skills.
- ③ Enable participants to recognize individual health problems in a manner that is cognizant of the patient's cultural beliefs and values.
- ③ Emphasize patient-centered approaches to healthcare delivery, such as interdisciplinary teams working collaboratively with the patient to inform treatment decisions.



# TRAINING EXPECTATIONS CONTINUED

## Preceptor

- ③ Demonstrate how technological advancements, such as EHR and EMR have made the delivery of healthcare services more effective.
- ③ Focus on the usefulness of identifying specific health problems that are prevalent among different populations.
- ③ Enable participants to select appropriate clinical measures to be used in developing healthcare plans and establishing achievable goals for reducing health disparities in medically underserved populations.



# TRAINING EXPECTATIONS

## Preceptor

- ① Help participant gain knowledge and skills to become culturally competent primary care clinicians for medically underserved populations.
- ① Discuss career options with participants and orient them to the structure and organization of community-oriented sites.



# ROTATION LEARNING PLAN

## Preceptor

- ⊙ The Rotation Learning Plan (RLP) is an organizational tool to assist students in clarifying achievable goals for his/her SEARCH rotation and with the evaluation of his/her SEARCH experience.
- ⊙ Student will bring the RLP to the first meeting with his/her preceptor.
- ⊙ Student will use the RLP to evaluate his/her progress, alter goals midway through the rotation and to evaluate his/her experience at the conclusion of the rotation.
- ⊙ Preceptor signs off on RLP at the initial meeting, mid-way and at the end of the rotation.
- ⊙ Student is responsible for returning the RLP to IPCA.

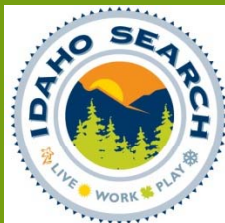


# TRAINING RESOURCES FOR PRECEPTORS

Preceptor

National Health Service Corps Educational Program for Clinical and Community Issues in Primary Care – [A Precepting Guide](#)

- ⊙ Developed by the American Medical Student Association under contract for US Department of Health and Human Services, Public Health Services, HRSA, NHSC.
- ⊙ 49-page booklet.
- ⊙ Basic student and preceptor information for medical, dental, NP and PA education.

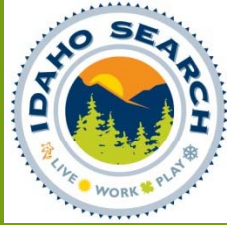


# TRAINING RESOURCES

## CONTINUED

### Preceptor

- ① Online preceptor training modules developed through a HRSA Family Medicine Predoctoral Training Grant to the University of Virginia.  
<http://idaholiveworkplay.org/preceptor-development-program>
  1. Taking a Student into Your Office
  2. Teaching and Learning Styles
  3. Interacting with Your Student
  4. Providing Feedback
  5. The One-Minute Preceptor (required)
  6. Evaluating Your Student
  
- ① Online Medical Spanish for Healthcare Providers  
<http://www.practicingspanish.com/index.html>



## Community Mentor

# COMMUNITY MENTOR ROLE

- ⊙ Encourage participants to assist and orient other students and residents interested in exploring, understanding and gaining expertise in the practice of primary and allied healthcare in underserved areas.
- ⊙ Agree to meet with the SEARCH participant at least twice, once at the beginning and once at the end, to discuss health issues in the local community.
- ⊙ Provide the SEARCH participant with suggestions as to a topic for the community project.
- ⊙ Help the SEARCH participant orient to the community by taking them to a community event.
- ⊙ Receive a copy of the SEARCH participant's community project report and any resulting products for ongoing use in the community.

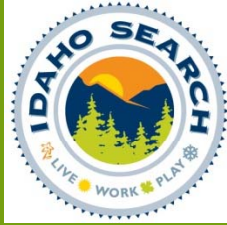


# COMMUNITY PROJECT

Student, Preceptor &  
Community Mentor

The community project is designed to be a community service experience outside the clinic setting that broadens the student's community experience.

- ⊙ Student will meet with Preceptor and Community Mentor to identify health concerns in the community that will lead to a topic for the project.
- ⊙ Student must spend 20-25 hours outside of clinic time to complete the community project.

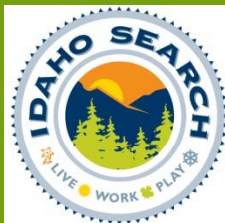


# COMMUNITY PROJECT CONTINUED

Student, Preceptor &  
Community Mentor

Student must complete a Community Project Report that includes the following information:

- How and why the project was chosen
- Process used
- Barriers encountered
- Resulting highlights and outcomes
- Number of people impacted
- Knowledge gained about resources available to patients with bilingual and/or socioeconomic barriers
- Important lessons learned
- Total hours spent on the project



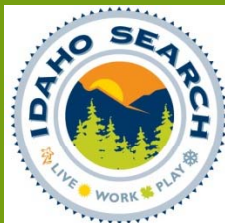
# COMMUNITY PROJECT CONTINUED

Student, Preceptor &  
Community Mentor

Examples of past community projects:

<http://www.idaholiveworkplay.com/community-projects>

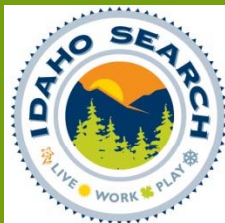
- ⊙ Contraception and Pregnancy Calendar
- ⊙ EMT Hemorrhage Control Training
- ⊙ HIV Information Pamphlet
- ⊙ Aberdeen School Health Fair
- ⊙ First Aid for Bear Pepper Spray
- ⊙ Healthy Choices & Exercise Pamphlets
- ⊙ Early Childhood Learning Center Dental Screening & Fluoride Varnish



# EVALUATION

Preceptor & SEARCH  
Site Coordinator

- ⦿ Preceptor is responsible for completing a 9-question Site Evaluation Form that assesses the student's experience while on rotation.
- ⦿ Preceptor/Site Coordinator is also responsible for returning the Site Evaluation Form to IPCA.
- ⦿ \$500 site stipend will be ordered upon IPCA's receipt of the Site Evaluation Form.
- ⦿ Site stipend will be sent to the site contact listed on the Site Application and Capacity Survey.



# REPORTING/TRACKING

- ① IPCA reports quarterly and annually to HRSA/BCRS on participant and site demographics.
- ① Reports include quantitative and qualitative data.
- ① IPCA tracks participants annually to determine impact of Idaho SEARCH experience.
- ① IPCA may request assistance from SEARCH sites in tracking participants that are later hired at an Idaho SEARCH site.



# WHAT IT'S ALL ABOUT

**Student quote  
from  
Community  
Project  
Summary –  
Boise Rescue  
Mission Health  
Screening**

“What I learned from this project was a lot about the culture of poverty. People showed up for the screening and seemed interested enough in the medical information but it was clearly not the priority. I was reminded of Maslow’s hierarchy from psychology class in college. The theory demonstrates that human’s have to meet some very basic needs such as food, water, and shelter before worrying about anything else. A seemingly obvious postulate, but easy to forget when you’ve never had to worry about meeting those basic needs a day in your life. I feel that in a small way we helped to re-connect these men with the health care system they had become disenfranchised with, but I was the beneficiary of the greatest lesson taught that day.”



# QUESTIONS?

