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INVENTORY OF HEALTHCARE INITIATIVES IN CONNECTICUT

As healthcare continues to change across the country, there are a number of new and existing initiatives in Connecticut that address the shortage of a skilled healthcare workforce. The following is a list of initiatives collected by the Allied Health Workforce Policy Board in an attempt to document programs across the state. The initiatives are self reported and can be used to provide an overview of both public and private healthcare workforce programs. This is not an exhaustive list and will be updated regularly.

STATE AGENCIES

Board of Regents for Higher Education

The State of Connecticut Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the Connecticut State University System, Connecticut Community Colleges and Charter Oak State College. The Board of Regents for Higher Education is composed of 15 voting members; nine appointed by the Governor; four appointed by legislative leadership, of whom one is a specialist in K-12 education; and the three remaining are alumni of the Community Colleges, Connecticut State Universities, and/or Charter Oak State College; and the chair and vice-chair of the Student Advisory Committee. On the Board as non-voting, ex-officio members are the Commissioners of Education, Economic and Community Development, Labor and Public Health. The chair of the Board of Regents is appointed by the Governor; the Board of Regents elects a vice-chair and other officers from among its membership.

Office of Higher Education

The Office of Higher Education (OHE), formerly the Department of Higher Education, was established during the reorganization of higher education under Public Act 11-48, resulting in its regulatory oversight for the independent colleges and universities, non-degree granting occupational schools and hospital based occupational training. For the 2011-12 academic year, the Office of Higher education worked with the independent colleges and universities on the review, licensure and/or accreditation of 17 degree programs in health sciences: 5 associate degree programs, 2 baccalaureate degree programs, 5 master’s degree programs, and 5 graduate certificates.

OHE also has regulatory oversight for the 89 non-degree granting occupational schools that offer a variety of training programs, many of which focus on allied health programs. An overview of the programs are as follows: 11 dental assisting, 2 diagnostic medical sonography, 9 practical nursing, 11 massage therapy, 7 medical administrative assistant, 13 medical insurance billing and coding, 21 medical assisting, 20 nurse assistant training, and 3 phlebotomy.
OHE recently gained oversight for the hospital based occupational training with 6 hospitals currently offering programs in the fields of adult and pediatric ultrasound, general sonography, radiologic technology, sterile processing, surgical technology and patient care technician.

**Department of Public Health**

The Department of Public Health has several ongoing programs funded through state and federal allocations that support nursing and allied health professions. The funding and programs include:

- DPH's online license renewal system for physicians, dentists and nurses has been in place for more than 3 years. Utilization of the online renewal system has increased to approximately 30% of practitioners who are eligible to renew online. DPH continues to work closely with other state agencies that are using the elicense system toward reducing redundancies and gaining efficiencies in the licensing process across agencies with the goal of on-line licensing for all licensed health care, environmental health and emergency medical services professionals, and the collection of valuable workforce data that is currently unavailable but critical in identifying and addressing healthcare workforce shortage issues.

- $283,550 in federal American Recovery and Reimbursement Act (ARRA) funds from October 1, 2011 through September 30, 2013 was provided to the DPH Primary Care Office (PCO) to support primary care, mental health and dental health provider recruitment and retention through the National Health Service Corp (NHSC). Previous funding from ARRA enabled the NHSC to expand its programs to provide access to, and improve quality of; primary health care in rural and urban federally designated Health Professional Shortage Areas (HPSAs) and increased the capacity of the federal loan repayment program for critical healthcare professionals. Connecticut utilized the ARRA funding to help support the review of NHSC site and clinician applications and participate in site visits. Additional funding has become available to provide support for the retention of ARRA funded clinicians, program evaluation to measure the effectiveness of retention activities and the impact of ARRA funding on communities, including increased access to primary health services through the recruitment assistance afforded by the NHSC, and the reduction of health care workforce shortages. There are currently 233 approved NHSC sites in Connecticut.

- 59,000 in federal grant monies was allocated to the DPH Emergency Medical Services for Children (EMSC) Program to fund pediatric training, including courses and a statewide conference for Emergency Medical Services (EMS) personnel and emergency nurses across the state. Funds were utilized to provide emergency nurses at trauma designated facilities within the state with the Broselow Pediatric Emergency Tape and to develop and hand out pediatric pocket guides to EMS personnel, Connecticut ski patrol and to emergency nurses in non-trauma designated hospitals within the state.
PARTNER AGENCIES AND INITIATIVES

Connecticut Hospital Association

In 2011, CHA launched its Diversity Collaborative, a statewide initiative focused on increasing diversity in senior hospital leadership and governance, improving cultural competence in the delivery of patient care, and increasing supplier diversity. The Collaborative, fashioned after the Institute for Healthcare Improvement’s performance improvement model, involves the development of teams in each hospital, education and sharing of experiences via webinars, meetings and symposia, data collection via a members-only website, and access to a variety of resources and experts to assist members in meeting diversity goals. An example of an ongoing educational program provided by CHA to support the Collaborative is the Cross Cultural and Diversity Inclusiveness Training Series developed and taught by the Hispanic Health Council.

The ultimate goal of the diversity initiative is to address healthcare disparities through leadership that reflects hospitals’ communities and a workforce that is skilled in providing effective, individualized care to patients from multiple cultures and backgrounds.

CHA and its members have begun to explore ways to improve employee wellness and address the health needs of the hospital workforce. Through a subcommittee of its board, the Association is considering participation in the Healthier Hospitals Initiative, a national movement linking sustainability and improved health of staff and patients, and has been in discussion with the Connecticut Department of Public Health regarding participation in the CDC’s Diabetes Prevention Recognition Program.

CHA continues to convene meetings of over 35 association membership groups that provide a regular forum for the exchange of ideas and information among healthcare leaders with similar responsibilities. Groups such as the Emergency Department Nursing Directors, Laboratory Administrators, Rehabilitation Services Managers, Administrative Directors of Radiology and Diagnostic Imaging, Human Resources Executives, Patient Care Executives/Chief Nursing Officers, and others, discuss workforce issues and needs and periodically meet with faculty from colleges and universities within the state.

CHA provides a variety of educational programming to support healthcare leadership development including a leadership academy for nurse managers, program for new nurse preceptors, healthcare executive and patient safety summits, and forum for nurse leaders. The Association continues to hold the annual Smart Moves Forum on safe patient handling in collaboration with the Connecticut Nurse’s Association, LeadingAge Connecticut, The Connecticut Association of Healthcare Facilities, and the Connecticut Association for Home Care and Hospice.

1199 Training and Upgrading Fund

The 1199 Training & Upgrading Fund is a joint labor/management educational program that provides tuition reimbursement, career counseling and academic support for District 1199 members interested in
improving their basic skills, getting their high school diplomas or pursing higher education. The Fund offers critical financial resources for entry-level workers in unionized long-term care facilities interested in personal and professional advancement. In 2012, 46 Connecticut nursing homes that have collective bargaining agreements with District 1199 contributed to the Fund.

In 2012, the Fund partnered with the Adult Education Center of Hartford and New Haven Adult Education in its high school diploma program. The Fund offered a “Transition to College and Careers” program based on a model operated in previous years in partnership with Vernon Regional Adult Based Education. English language and adult education classes have been offered on-site at work to employees with assistance from WIBs and community colleges (The Workplace, Inc. and Norwalk Community College did work in Stamford and Capital Workforce Partners has been a recent partner in the Hartford area) and in 2012 “Spanish for the Healthcare Worker” classes were held on-site in two Hartford area nursing homes to help the staff communicate better with their Spanish speaking residents.

Several hundred 1199 members receive tuition reimbursement each semester, and approximately 200 members participate in adult education classes each year. The Fund has been a partner in several initiatives including the Bridges to Health Care Careers program at Capital Community College and Capital Workforce Partners’ USDOL Grant and Robert Wood Johnson grant initiatives. In 2012 the Fund partnered with MACH (Metro Hartford Alliance for Careers in Healthcare) in helping 1199 members participate in the on-line “Long-term Care Certificate Program” at Charter Oak State College. Other partners in 2012 included Stamford Adult Education, LVA-Danbury, and FSW Inc. in Bridgeport.

**The Connecticut League for Nursing (CLN)**

CLN is the premier nursing organization within the state that facilitates access to education, resources, and information for entry and professional advancement in the field of nursing. The organization’s mission is to promote excellence in nursing education to build a strong and diverse nursing workforce at the constituent level. CLN provides current information and resources about nursing education programs and professional development opportunities available throughout Connecticut and the nation. In 2012, the CLN Board and Staff focused on strengthening the organization by positioning itself as the “go-to resource” for nursing education and accomplishing the following:

- Implemented a 100% Online RN Refresher Course as the first of its kind to serve nurses throughout the country that wish to re-enter the nursing workforce. Transformed the content of the course to incorporate the use of a two virtual hospital experiences thereby eliminating the on-the-ground clinical module which has positioned this course to be promoted on a national scale with partners from Charter Oak State College. CLN has secured the “endorsements” from California, Hawaii, New Jersey and Ohio to market the program to their nurses seeking to return to practice.

- Offered CLN’s Background Check Services to support students in entering their clinical experiences. CLN currently works with: Capital Community College, Central CT State University,
Gateway Community College, Goodwin College, Southern CT State University and the University of Connecticut nursing students to support clinical placements.

- The Simulated Teaching and Learning Initiative (STLI) Grant supports the preparation of academic and practice based nurse educators to integrate high fidelity simulation into teaching and learning. The project integrates the National League for Nursing Simulation Innovation Resource Center (SIRC) online courses for nurse educators. Over 1,000 nurse educators within Connecticut have registered for this project. This initiative is led by Linda Perfetto, Vice President of The CLN Board of Directors.

- Participated in the third year of the LPN to RN Fast-Track Initiative conducted at Gateway Community College and functioned as a fiduciary for grant funds provided by The Annie E. Casey Foundation. Secured new grant funds in July 2012 from The Casey Foundation to support statewide replication of this initiative beginning with Three Rivers Community College and Naugatuck Valley Community College in the fall of 2012.

- Completed a grant funded revision & piloting of the CLN LPN to RN Articulation Bridge Course that awards college credit to LPNs seeking to continue their education within an RN-Associate Degree Program.

- Active participation in the Statewide Connecticut Nursing Collaborative (CNC) joining with 20 other Nursing Organizations within Connecticut to follow-up on recommendations outlined in the RWJ/IOM Future of Nursing Report.

- Partnered with The Workplace, Inc.’s New Health CareeRx Academy (HCA) to lend nursing expertise to individuals in career transitions and seeking to enter the healthcare field. CLN will conduct over 20, 3-hour Core Skills Training Workshops, facilitate 20, 90-minute Mentoring Groups and engage in numerous one-to-one Coaching Sessions with individuals during 2012. In addition, offered a 3-hour Customer Service Workshop to HCA participants based on curriculum designed by national expert, Susan Baker.

- Hosted the 1st Annual Elder Care Summit featuring the NLN Advancing Care Excellence for Seniors (ACES) Curriculum. Developed through a partnership of the National League for Nursing and Community College of Philadelphia and funded by the John A. Hartford Foundation, the Hearst Foundations, the Independence Foundation and Laerdal Medical. Connecticut Statewide supporters include: The Connecticut Association for Home Care & Hospice (CAHCH), Connecticut Association of Health Care Facilities (CAHCF), LeadingAge CT (formerly CANPFA), and Connecticut Assisted Living Association (CALA).

- Created DO-IT! An E-Portfolio Model to document nursing accomplishments, expertise, presentations and publications. There are pre-populated templates that include:
Promotion & Tenure; Specialty Re-Certifications including the NLN CNE; Professional Development Activities; Research & Scholarly Work; Educational Accomplishments & MORE! To access the DO-IT! E-Portfolio Tool, go to www.ctleaguefornursing.

- Upgraded the CLN Website adding valuable resources for nurse educators. (www.ctleaguefornursing.org)

CLN works with nurse educators in the academic setting and provides educators with the resources and tools to enhance their educational curriculum, as well as, hosts a forum for deans and directors of nursing programs throughout Connecticut to address statewide nursing issues. In addition, CLN works with nursing administrators and managers in the practice setting and offers quality resources and programming to help clinical educators proactively promote nursing within their organizations, and assist their nursing staff to enhance their clinical, managerial and leadership skills.

On the statewide basis, CLN is at the forefront in addressing the nurse faculty shortage, assisting RNs and LPNs re-entry into clinical practice, collaborating with home care agencies to implement cost-saving training solutions, and supporting nursing schools and their students in the transition from "eager student" to "successful clinician."

100% Online RN Refresher Course: This four-module Virtual RN Refresher course - delivered by Charter Oak State College and facilitated by exemplar faculty who are members of CLN - is designed for inactive nurses who wish to return to staff level positions on general medical-surgical units of hospitals, long-term care facilities, home care or other health care agencies after being away from practice for three to five years or more. The course consists of four modules, all of which are offered entirely online, thereby eliminating the need to travel to a classroom. Students can access the online modules at any time of day or night convenient to their schedule.

LPN To RN Articulation Bridge Course: This course is sponsored by CLN and has been approved by the Articulation Oversight Committee and the Directors of Connecticut Associate Degree and Diploma Nursing Programs to meet the three-credit LPN to RN transition course requirement of the statewide articulation model. It is offered online by Charter Oak State College.

The LPN to RN Articulation Bridge Course is the 3-credit generic online course designed to expand on the breadth and depth of the common content from the PNEP (Practical Nurse Education Program) and to introduce new theories, processes and skills specific to registered nurse programs.

Home Care Programs: CLN collaborates with state higher education institutions and professional organizations to promote two online programs to prepare nurses to assume positions within home care agencies.

#1. Issues in Home Care Nursing- HCN300

Responding to identified need from the Home Care industry, the Connecticut League for Nursing and Charter Oak State College have partnered to offer an expansive 3-credit course that
provides an overview of the role of the home care nurse within the evolving home health care environment.

A particular focus is to learn how to integrate the principles of home care assessment, planning, intervention, evaluation, and documentation in designing care for patients. Students will utilize a virtual community application - The Neighborhood - as part of the course curriculum.

#2. Online Certificate Program in Home Care Management offered by Sacred Heart University

CLN supports Sacred Heart University to market their Home care Management Certificate Course via the Website, newsletters and tradeshows.

The certificate program in Home Health Care Management is offered by Sacred Heart University and is designed for nurses in management positions in Home Health Agencies to meet the State of Connecticut, Department of Public Health (DPH) requirements. DPH requires nurses in managerial positions in home care who do not have a BSN to complete at least six credits in health care management or community health from an accredited college, university or school of nursing.

This online certificate program uses Blackboard, a web-based system that provides a user-friendly interface with simple point and click access to course content, collaborative workspaces and online resource centers. It is available 24 hours a day, 7 days a week and allows for easy information interchange between student and instructor.

Workforce Solutions Collaborative of Metro Hartford

Workforce Solutions Collaborative of Metro Hartford (WSCMH) is a funders’ collaborative and network of public/private stakeholder organizations that invests in the development of an educated, self-sufficient workforce with skills regional employers need to successfully compete in today’s economy. It brings together employers, educators, government, service providers, and philanthropic organizations to address workforce development needs in Connecticut’s Hartford and Enfield labor markets. Through employer-driven partnerships, high-quality service delivery, and policy change, the Collaborative advances the careers of lower-income workers, increases the number of skilled, qualified job candidates, and improves overall system efficiency and effectiveness. For more information, go to www.workforcesolutions.org.

WSCMH partners with MACH (Metro Hartford Alliance for Careers in Health Care) convened, organized, and managed by Connecticut Women’s Education and Legal Fund (CWEALF), a statewide, nonprofit organization dedicated to enhancing the personal and professional lives of women, girls and their families. Co-convened by Capital Workforce Partners, the regional workforce investment board, MACH is a partnership of 37 hospitals, community-based care providers, long-term care facilities, educators, public agencies and others committed to preparing residents for middle-skill positions in the health care
industry. MACH began its work by convening employer focus group for sectorial planning and analysis of the skills and competencies needed for employment and advancement in the industry. With support from WSCMH, MACH developed training programs for in-patient medical coding, nurse assisting, and long-term care to meet the needs of the health care sector while offering opportunities for employment, advancement, and professional development for individuals. Also, MACH helped to inform and support the development of a statewide health care workforce plan as part of the Health Care Workforce Development Grants awarded to Connecticut from the United States Department of Health and Human Services, Health Resources and Services Administration. Additionally, a list of core competencies that focus heavily on communication and understanding person-centered care that builds upon foundational skills that can be enhanced with specific clinical information has been developed and agreed upon by the State’s Money Follows the Person Workforce Taskforce subcommittee as a result of the initial work by the partnership.

**Connecticut Workforce Collaborative on Behavioral Health**

In 2009, the Allied Health Workforce Policy Board conducted a review of the recruitment, retention, training, and education of the workforce that provides mental health and addiction services to Connecticut residents. A large portion of this workforce can be considered part of allied health, though the workforce was reviewed in its entirety.

The 2009 review identified the occupations within this field, which are perhaps more diverse than any other sector of healthcare. This diversity poses unique challenges for workforce tracking, planning, and development. State departments and institutions of higher education contributed to the review, generating information on the size, salaries, education pipeline, turnover, and vacancy rates within the public and private behavioral health workforce.

The workforce challenges identified in 2009 remain largely unchanged. These include: workforce shortages, faculty shortages, a need for greater cultural and linguistic diversity, development of managers and future leaders, and increased skill for special populations such as children, the elderly, and persons with co-occurring mental and substance use conditions.

Workforce development in this field was a major focus of the activities funded through Connecticut’s Mental Health Transformation State Incentive Grant from the federal Substance Abuse and Mental Health Services Administration. Under the auspices of this grant the Connecticut Workforce Collaborative on Behavioral Health (www.cwcbh.org) was created to foster coordinated workforce planning and development among a large number of state agencies, private non-profit providers, and consumers and family members receiving mental health and addiction services.

In 2012 the Collaborative guided completion of a comprehensive Career Pathways report focused on behavioral health. The report documents the educational and training pathways into behavioral health careers, including degree and certificate options. As part of the report, a total of 16 career blueprints were created. This report can be accessed at www.cwcbh.org.
The federal grant has ended and the Collaborative structure exists, but is currently unfunded. Numbers of projects initiated under the auspices of the Collaborative have continued with reduced funding from various state agencies. The projects focus on: higher education curriculum reform, improving the competency of supervisors, leadership development, and increasing the skills of young adults and parents as advocates.

**HIGH SCHOOL INITIATIVES**

**Connecticut Comprehensive High Schools**

*Career and Technical Education:* The State Department of Education has *Health Sciences Education* programs which operate in comprehensive high schools throughout the state which provide academic instruction, workplace learning, and mentoring opportunities to prepare students for health care careers. The programs provide specific training for nurse aids and emergency medical technicians, and career pathways for students pursuing other medical careers. In 2012, 702 high school students took part in the Connecticut Career and Technical Education (CTE) Medical Careers assessment. Of those, 244 students were enrolled in fully articulated college career pathways programs. More schools are developing four-year programs of study for medical careers in therapeutic, biotech, and diagnostic areas with internships and articulations with community colleges. Health Careers Collaboratives exist between high schools and area hospitals to allow shadowing and work-based learning experiences for students. New Britain, New Haven and Hartford districts have implemented Health Career Academies. Waterbury plans to open a Health Career Academy in 2013.


- increased rigor and requirements for high school graduation in Connecticut;
- required expansion of the Statewide Longitudinal Data System;
- requirement that all districts have an Advanced Placement course program and a policy for earning credits through online courses;
- a teacher evaluation system linking student and teacher performance, including multiple measures of student growth; and
- required Student Success Plans (SSP) with adequate student support and remedial services.

The Connecticut Plan for Secondary School Reform will begin with the state mandate for Programs of Study, in Connecticut called the “Student Success Plan” for every student beginning in Grade 6. Each school district will be required to establish the SSP for all students beginning in 2012, which will support
students’ academic, career and social, emotional and physical development. The major components of the SSP can be found on the CSDE website at http://www.sde.ct.gov/sde. The SSP mirrors the national model for Career Technical Education (CTE) Programs of Study and Connecticut’s Comprehensive School Counseling Program model. The above-mentioned link on the CSDE website provides guidelines for districts and colleges that have or will begin to plan and implement elements of the Secondary School Reform. A series of webinars detailing the major elements of the reform are being developed to further guide districts and will be updated on the CSDE website. The gradual phase-in of the Secondary School Reform Plan will be fully implemented by 2018.

The flexible learner-centered SSP is focused on student engagement and relies on a critical adult(s) to help students create, monitor and revise a plan which will guide them through their secondary and postsecondary career and to future employment. It is recommended that districts utilize an electronic system to house the SSP which will allow students, parents and teachers to plan, support and evaluate student progress throughout their educational career. The SSP will allow students to:

- identify interests, set goals and explore possible career aspirations;
- establish a sequence of academic and career courses within a pathway which leads to postsecondary education;
- access a proactive, holistic support system that ensures academic and personal well-being;
- participate in experiential learning within an area of interest or career pathway;
- begin their postsecondary coursework in high school through high school/postsecondary education articulation agreements; and
- demonstrate learning using skills defined as 21st Learning through a culminating Capstone Experience.

The Capstone Experience is a culminating project that provides a way for students to demonstrate the knowledge and skills they acquired during their secondary school education. It engages students in a project that focuses on an interest, career path or academic pursuit that synthesizes classroom study and a real-world perspective. High school students are asked to demonstrate their ability to apply key knowledge and skills by planning, completing and presenting a culminating project linked to one or more areas of personal interest and the individual’s SSP.

**Connecticut Technical High School System**

**Secondary Education Programs:** The Connecticut Technical High School System offers a Health Technology career track for high school students as well as an array of health care training programs for adults. Currently there are seven high schools offering the Health Technology program with 336 students enrolled. The curriculum has been revised to include public health content to address the identified need for workers in this critical area. The students in the Health Technology program are certified in CPR and First Aid in the sophomore and again in the senior year. During the junior year of the program students become Certified Nursing Assistants. The pass rate is 99% across all 6 programs. In the senior year students are introduced to the Medical Assistant role and both administrative and
clinical components. Throughout the program there is comprehensive curriculum on medical terminology.

**Post Secondary Programs:** The system’s adult programs (dental assistant, licensed practical nurse, medical assistant, nursing assistant and surgical technology) have enrolled 311 adult students for the 2010 training cycle. These short term programs, of 12 weeks for nursing assistant and 10 months for medical assistant, surgical technology and dental assistant provide training and a high rate of job placement upon completion of the program.

In collaboration with Charter Oak State College, the Connecticut Technical High School System undertook a process to strengthen their LPN program to ensure student success and create clear pathways to advanced health care professions. The revised entrance requirements (English and intermediate algebra at the college level) and the enhanced curriculum was implemented with the class that graduated in January 2010. Data was collected beginning with the class of 2010 to determine the impact of these changes on student attrition. Data demonstrated that students in the LPN program who had high test scores from the entrance and completed the English composition and intermediate algebra courses were more likely to be successful in the LPN program. These significant changes in the LPN program will allow graduates to obtain 16 college credits in general course work and after completing an on-line bridge course they will also obtain credit for the first year of the nursing courses.

**COLLEGES AND UNIVERSITIES**

**Community College System: New and Noteworthy**

The six nursing programs within the Community College System are now in the fifth year of implementing a common approach to associate degree nursing education (ADN) and preparation for Registered Nurse licensure with May 2012 marking the third full year of graduations under the common curriculum. With the graduation of 358 graduates last spring, the Connecticut Community College Nursing Program (CT-CCNP) is proud to report a collective 94% average first time pass rate on the NCLEX. An additional one hundred and nine (109) students entered their final semester of study at Gateway, Norwalk and Three Rivers Community Colleges in fall 2012, representing the third cohort of students expected to graduate in December since the inception of the common curriculum.

All six of the nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC) with Northwestern CT CC receiving full merits as a new program as a result of their accreditation visit in fall 2012. All programs possess full approval by the Connecticut State Board of Examiners for Nursing based upon the common curriculum.

With the re-establishment of the CT Technical High School LPN programs in January 2011, the CT-CCNP looks forward to increased opportunity to strengthen the ability of Connecticut’s Licensed Practical Nurses to advance their level of education to that of a registered nurse. LPN to RN articulation is thriving
thanks to additional fast track opportunities that exist at programs such as GWCC supported by the Annie E. Casey Foundation and the CT League for Nursing (CLN).

Students continue to take advantage of a system-wide approach to nursing admissions, curriculum and student policies, and opportunities for seamless transfer between colleges. As a result of continued collaboration with all baccalaureate and higher degree nursing programs in Connecticut and a commitment to the advancement of nursing through education, the CT-CCNP has formalized seamless articulation and/or dual enrollment/guaranteed admission plans with twelve colleges/universities that offer baccalaureate and master’s degrees in nursing. Negotiations with additional institutions are nearing completion. These agreements maximize the transfer of all CT-CCNP academic credits for graduates that encourage their educational advancement to the baccalaureate level and beyond. For a look at these agreements visit: www.ctregents.org/academics/nursing.

**Capital Community College**

Capital Community College recently added Candid Careers, a new service for students to explore different careers through online videos. Healthcare videos include Clinical Nurse Educator and Neonatal Intensive Care Registered Nurse. https://www.candidcareer.com/

Capital Community College has been enrolling students in a successful Health Information Technology Training Program. The college’s program was funded through a federal grant by the US Department of Health and Human Services and addressed two groups of individuals: IT professionals who have been downsized due to economic conditions or job dislocation, and healthcare professionals, such as RN’s, paramedics, radiological technicians and medical assistants, who seek continuing education in IT for career advancement and to stay current with the use of technology in their fields. This program provided training and education in the emerging field of health informatics, and course curriculum includes the addition of a laboratory comprised of a number of Electronic Health Records systems donated by leading vendors in the field: VistA, OmniMD, Pulse, iPatientCare, MedGen, and Practice Fusion. The federal government estimates that close to 50,000 additional workers will be needed industry-wide to keep up with increasing IT demands.

**Gateway Community College**

Gateway Community College (GCC) in partnership with the state Department of Public Health and the Connecticut Cancer Partnership has developed the first Patient Navigator Program in the state, in collaboration with Project Access-New Haven, Columbus House and the Partnership for Strong Communities. Patient Navigators are professionals who work in hospitals, doctors’ offices and in social work settings, helping patients navigate their health care and teaching them to advocate for themselves to get the care they need and deserve. The Patient Navigator Training Program, one of very few such programs across the country, was funded by a $25,000 grant from the state Department of Public Health.

There are many barriers that stand in the way of people accessing health care, whether lack of money or medical insurance, language issues, mental health issues, or anxiety about a previous negative
experience using the health care system. The patient navigator will work to get care for people who have been disenfranchised from the health care system.

Fifteen students are currently enrolled in the first session and that number will grow to 20 in the next session. Students completing the course of study will be awarded a Patient Navigator Certificate of Completion from the GCC Continuing Education Department. Prospects for employment are very promising navigating patient care may become part of an employee’s existing job as it is reshaped to meet the demands of today’s changing health care system or patient navigation may be a full-time position itself.

Gateway Community College’s (GCC) Nuclear Medicine Technology program has been awarded Continued Accreditation for the next seven years by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. GCC officials said they were thrilled that the program received the seven-year accreditation as it represents the maximum award given. The visiting committee praised the new facility at GCC which features a state-of-the-art nuclear medicine laboratory. The laboratory features three different rooms, a classroom, a radio pharmacy and an imaging room. The board also commended the supportive relationship that GCC has fostered with the 13 different clinical sites where students train. The Accreditation Board commended the Nuclear Medicine Technology program on the variety of instructors in the program who offer students divergent viewpoints of the field. They also noted the positive reputation the program has in the community and the support GCC’s administration gives the program and its students. The board praised the program’s tutoring program where expert technologists tutor students after hours and said the new GCC campus as well as the Library and Learning Commons are outstanding educational facilities for students.

GCC’s Associate in Science degree and certificate programs in Nuclear Medicine Technology provide students the opportunity to train at some of the region’s leading health care facilities around the state including Yale-New Haven Hospital, YNHH-St. Raphael Campus, VA Connecticut Health Care at the West Haven campus, Griffin Hospital, Milford Hospital, Midstate Medical Center, Middlesex Hospital, Backus Hospital, Waterbury Hospital, Cardinal Health Nuclear Pharmacy, Lawrence and Memorial Hospital, St. Francis Hospital and UCONN Health Center.

The Nuclear Medicine Technologist uses radioactive substances to diagnose or treat disease. Positron Emission Tomography (PET) is the latest nuclear medicine technique being used for the diagnosis of cancer, brain abnormalities and cardiac diseases. GCC students are trained in all the latest technologies. In their first year, GCC students spend two days a week in clinical settings each semester and three days a week in their second year. In addition, they train 40 hours a week in a clinical setting during the summer and winter intersession. GCC students can go on to work in a variety of clinical settings including community hospitals, university-affiliated teaching hospitals, outpatient imaging facilities, private physician’s offices and government and private research institutes. The program is proud of its 100 percent board pass rate on the first attempt the Nuclear Medicine Technology Certification Board exam.
Housatonic Community College

Housatonic Community College began offering a five-course program to become a Certified Professional Coder (CPC) in January 2012. The CPC takes a healthcare provider’s analysis and procedural phrases and translates them into codes. CPCs must be knowledgeable in the contents of health records in order to properly conduct research and provide correct coding. Physicians rely on these codes to be properly reimbursed for their services. By the end of this 6-month program, students will have prepared for the CPC exam, attended an Advanced Coding workshop, and completed a mock CPC exam. Afterward, students will be eligible to take the exam, which is administered at HCC. Topics covered in the program include medical language, terminology, and abbreviations; biology and anatomy basics; and coding guidelines. The five required courses in the non-credit program are Medical Terminology (online course), Human Anatomy and Biology, Medical Coding ICD-9 and HCPC, Medical Coding CPT, and CPC Exam Review and Exam. Aside from the online course, all classes are held from 5:30 p.m. - 9:30 p.m.

Housatonic Community College began offering a Patient Care Technician program in July 2012. The Patient Care Technician (PCT) is a multi-skilled health care worker who usually earns a Certified Nursing Assistant (CNA) certification and then gains additional skills to perform routine patient-care treatments, including simple lab tests, EKGs, dressing changes, and phlebotomy. Housatonic Community College’s PCT program prepares students to function as health care providers in a variety of settings such as hospitals, long-term-care settings, and skilled-nursing facilities. The course is recommended for those who are currently Connecticut CNA licensed or CPR certified. The course will cover standard and universal health care precautions, physical therapy and occupational therapy safety, therapeutic communication techniques, patient care delivery systems and current technology usage. HCC’s course consists of three parts: lecture, laboratory and work in a “real world” clinical setting.

Manchester Community College

Manchester Community College’s thirty-one credit Dental Assistant certificate program has been designed to prepare students for a career as a dental assistant and to take the profession's credentialing examination. For students who are able to attend school on a full-time basis, the program can be completed in eight months; for part-time students, the program can be completed in as little time as a year. At MCC, the Dental Assistant program curriculum is a mix of science and hands-on/practical courses. The curriculum includes courses on dental practice management, anatomy and biology, and a clinical rotation in a dentist’s office assisting in basic procedures that were learned in the classroom and college laboratory. The program also prepares students to take the Dental Assisting National Board (DANB) examinations to become a Certified Dental Assistant (CDA).

Manchester Community College’s twenty-four credit Polysomnography certificate program has been designed to prepare students for a career as a Polysomnographic Technologist and to take the profession’s credentialing examination. The program has been structured for students who are able to attend school on a full-time basis and can be completed in two semesters. Polysomnographic Technologists, working in conjunction with a physician, perform and interpret sleep studies and provide comprehensive clinical evaluations that are required for the diagnosis of sleep related disorders. They also treat sleep related disorders and provide patient education focused on healthy sleep habits. As
reported in a study conducted by the online industry magazine, Advance for Sleep, opportunities for Polysomnographic Technologists are increasing as new sleep-study facilities continue to open across the country. The U. S. Bureau of Labor Statistics projects that the number of jobs for polysomnographers is expected to grow rapidly through 2016. This growth is due to an increasing number of people suffering from sleep disorders and greater interest in treatment and research.

At MCC, the Polysomnography program curriculum is a mix of science and hands-on/practical courses. The curriculum includes courses on anatomy, physiology and biology, polysomnography instrumentation, how to conduct and document sleep studies, medical terminology, and a clinical rotation in which students perform the skills/techniques learned in the classroom and college laboratory. The program also prepares students to take the examination offered by the Board of Registered Polysomnographic Technologists.

If a student is already a Certified Respiratory Therapist then they will be eligible to take the Sleep Disorder Specialty examination offered by the National Board for Respiratory Care. In addition, the American Academy of Sleep Medicine plans to introduce a third pathway to credentialing in the near future.

*Middlesex Community College*

Connecticut residents looking for careers in veterinary technology have a new option for educational training: earning an Associate’s Degree in Veterinary Technology at Middlesex Community College. The Connecticut Board of Regents for Higher Education voted in June to approve a new Associate’s Degree program for veterinary technology at the College, beginning fall 2012 semester. MxCC will be the second school in Connecticut to offer a degree in this field (along with Northwestern Connecticut Community College). The new degree at MxCC will provide students with classroom, laboratory, and hands-on clinical experiences at Pieper Memorial Veterinary Center in Middletown. After completing the degree program, students will be well prepared for entry-level employment in veterinary offices, zoos, wildlife rehabilitation centers, research facilities, biological research facilities, drug and feed manufacturing companies, or in the animal production industry. MxCC intends to apply for program accreditation from American Veterinary Medical Association. This rigorous quality assessment will be conducted at a future time. Course content within the program includes animal anatomy and physiology, laboratory procedures, medical and surgical nursing skills, and clinical pathology. Students also develop analytical problem-solving and decision-making skills applicable to the role of the veterinary technician in the field of animal healthcare. MxCC also will continue to offer a Veterinary Assistant Certificate Program, through its partnership with the Connecticut Valley Veterinary Associates. This 20-week program focuses on the care of small animals, large animals, and exotic pets in the veterinary profession, and includes clinical experience at Pieper Memorial Veterinary Center. This program follows the National Association of Veterinary Technicians of America (NAVTA) Guidelines for Veterinary Assistant Programs and can be stepping stone to a Veterinary Technician Certification Program or an entry-level position at a veterinary facility.
Naugatuck Valley Community College

The City of Waterbury, working with Naugatuck Valley Community College will receive $11.2 million over seven years from the State of Connecticut to help prepare middle and high school students for post-secondary education. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally-funded discretionary grant program designed to significantly increase the number of low-income students who are prepared to enter and succeed in college.

Naugatuck Valley Community College (NVCC) will serve as fiduciary for Waterbury and administer the grant through its Bridge to College Office. The program will be modeled after the existing NVCC Connecticut Collegiate Awareness and Preparation (ConnCAP) program, which has served Waterbury’s first-generation college/low-income high school students since 1987 with a comprehensive high school graduation rate of 99% and college matriculation rate of 90%.

While ConnCAP serves high school students, GEAR UP will begin providing academic support to students in sixth and seventh grade and continue guiding them through high school graduation. The goals are to provide early intervention, a seamless diagnostic test system, academic advising and academic and social support to increase the likelihood of middle school, high school and college completion.

According to NVCC research, over 75% of students matriculating to the College test into remedial courses, indicating disconnect between the requirements for high school graduation and the skills required to successfully navigate college-level course work. Studies further show that the disparity of achievement in mathematics begins to expand significantly at the middle school level. Based on the yearly results from the state-wide standardized test, the Connecticut Mastery Test and Connecticut Academic Performance Test, Waterbury Public Schools are consistently regarded as “not making adequate yearly progress” by the Connecticut Department of Education. According to the 2008-2009 Strategic School Profile, the cumulative four-year dropout rate for the class of 2008 in the Waterbury District was 7.0% of those who remained in school and graduated compared to a state rate of 6.6%.

GEAR UP will be offered to all sixth and seventh grade students at North End Middle School, Wallace Middle School and West Side Middle School, approximately 2550 students’ total, to develop academic and social support and college expectations. The students will continue in the program over the course of the seven-year grant to high school graduation. The grant will fund a full-time program coordinator, three full-time on-site academic advisors for each middle school, part-time teacher advisors to coordinate after-school programs and mentors/tutors to assist. The program will also be aided by NVCC-Waterbury AmeriCorps volunteer mentors. Each year, students will take the Accuplacer diagnostic tests to gage reading comprehension, sentence skills and arithmetic and elementary algebra units and detect academic needs. Based on the results, each student will work one-on-one with an academic advisor to establish an Individualized Educational Plan (IEP) for advising, mentoring and guidance toward college and career goals. Students will retake the Accuplacer at the end of each school year to determine the effectiveness of the intervention.

Based on students’ academic year performance, 600 out of the 2550 students in the original cohort will be invited to accept “scholarships” to attend the five-week GEAR UP summer component where they will take English, math and science in the morning and participate in a work-based learning project in
the afternoon. The Northwest Regional Workforce Investment Board (WIB) has also pledged to provide eligible participants with priority admission for summer youth work experience as well as work readiness/career skills training workshops. One day per week, the students will visit the NVCC campus for cultural, academic or social enrichment activities. In the eleventh grade students will be expected to enroll in a minimum of 3 credits at NVCC per semester resulting in high school seniors graduating with a minimum of 12 earned college credits. If the project is successful, the City and College hope to permanently change the methodology for determining students’ proficiencies in literacy and math and ultimately reduce the need for remediation in college.

Total GEAR UP funding for Connecticut is $31.5 million with federal funds accounting for 42% of the total program budget and non-governmental funds amassing 3.3% of the total budget, or $2.5 million. Manchester Community College will also receive funding to work with East Hartford schools. Southern Connecticut State University will receive funding to work with students in New Haven.

**Norwalk Community College**

Norwalk Community College’s new Center for Science, Health and Wellness opened fall of 2011. The 55,000 square foot addition to the West Campus has three floors, each dedicated to a branch of science and healthcare education: Nursing and Allied Health, the Sciences, and Health and Wellness. Developed in cooperation with Greenwich, Norwalk and Stamford Hospitals, the $38.3 million Center houses a hospital simulation unit, the Pitney Bowes Wellness Center, an Exercise Science Laboratory, an Allied Health Laboratory and cutting-edge science laboratories devoted to Biology, Anatomy and Physiology, Microbiology, Physics and Chemistry. NCC educates more of the nurses, respiratory therapists, medical assistants and certified nurse aides in Fairfield County than any other institution. NCC broke ground on the Center in February 2010. The facility represents a unique public-private partnership.

It was funded in part by the State of Connecticut. The Norwalk Community College Foundation, Inc. raised an additional $2.3 million for construction costs and $7.5 million for furniture, fixtures and equipment through the Campaign for Norwalk Community College. This is the largest single amount raised by a Connecticut Community College for any single project.

**Quinebaug Valley Community College**

Quinebaug Valley Community College’s Medical Assisting Program Gained Reaccreditation late 2011. Two members of the Medical Assisting Educational Review Board visited Quinebaug Valley Community College (QVCC) in late October 2011 as the final step in the medical assisting program's reaccreditation process. The visit resulted in a positive assessment with no deficiencies. The year-long process included the preparation of a program self-study report, as well providing documentation of meeting all the standards as set by Commission on Accreditation of Allied Health Education Programs (CAAHEP). The two site surveyors, Kathylynn Feld, medical assisting program director from Youngstown State University, and Connie Stack, assistant dean of health and public services at Alamance Community College, interviewed students, faculty, staff, and advisory board members during their two day visit.

The team was impressed with the cooperation of faculty and administration to deliver a great program to students. Collaboration of coursework among the faculty members creates a comprehensive
curriculum that well prepares the students for externship and employment. The surveyors state that it was very unusual to have a site visit without any deficiencies. The surveyors were both impressed with the relationship that the college has with local health care facilities that are currently used as externship sites.

QVCC’s medical assisting program has two full time faculty members, Cheri Goretti and CindiBrassington, along with a dedicated staff of adjunct faculty. The program received initial accreditation status in 1995, and was reaccredited in 2002. This current reaccreditation should be for ten years. Program accreditation is required so that medical assisting graduates are able to take the national certification exam through the American Association of Medical Assistants (AAMA), the gold standard in medical assisting credentialing.

**Tunxis Community College**

Tunxis Community College was chosen by the Metro Hartford Alliance for Careers in Healthcare (MACH) to deliver accelerated Certified Nurse Aide (CNA) training as part of a pilot initiative that responds to employer demand for CNAs with enhanced skill sets. The training program includes three weeks of job readiness training, an accelerated technical training program at Tunxis, and four weeks of paid work experience.

This program is a tremendous opportunity for both the students and employers. The job readiness and basic skills instruction that have been added to the CNA training as well as the four weeks of paid work experience will greatly enhance the students’ employability and ability to be productive employees. The accelerated program at Tunxis, which lasts just over five weeks, is offered in September, January and May. Anatomy and physiology, measuring vital signs, medical terminology, infection control, and many other aspects of patient care are covered. Students gain hands-on skills by practicing what they learn in clinical sessions. At the completion of the training, each student will sit for the state certification exam. MACH’s program covers tuition, books and program materials for those students who qualify. Upon completion, each participant will receive a nationally recognized career readiness certificate and a CNA certificate.

A recognition ceremony for fourteen graduates of Tunxis Community College’s registered medical assistant (RMA) program was held July 12 on the College’s campus in Farmington. The graduates received certificates and were pinned by Tunxis instructors, which marked the end of their 10-month education in the non-credit program and their eligibility to take the American Medical Technologists RMA national certification exam. The registered medical assistant program is one of several at the College that helps meet demand in Connecticut for health care workers. Registered medical assistants rank among the top 20 occupations expected to have the highest growth rate in Connecticut through 2018, with very good employment opportunities, according to the Connecticut Department of Labor.

**Northwestern CT Community College**

Northwestern CT Community College (NCCC) recently received full approval from the Connecticut State Board of Examiners for Nursing as a sixth site for the CT-CCNP. NCCC has now graduated its first class with a 100% pass rate on the NCLEX-RN national licensing examination (19 graduates and 18 have taken
the NCLEX-RN exam). The Northwestern program reflects a creative implementation of the four semester curriculum that starts students in the spring semester, runs through the summer and fall and graduates students the following spring. Funding for the program has been realized through strong local community support and a federal grant; continuation of the program beyond the second cohort of students has remained dependent upon continued private funding. The third cohort of 32 students has been admitted for January 2013.

**Health and Life Sciences Grant – USDOL**

The U.S. Department of Labor has awarded $12 million for a consortium grant proposal submitted by five community colleges (Capital, Norwalk, Manchester, Gateway and Middlesex), Eastern Connecticut State University, and Charter Oak State College, to focus on providing targeted certifications, industry-recognized credentials, and associate degrees to dislocated workers, veterans and other underemployed workers for careers in the growing health and life science fields. The grant is funded under the Trade Adjustment Assistance Community College and Career Training Grants Program at the U.S. Department of Labor, Employment and Training Administration.

Norwalk Community College, the lead grant applicant, was awarded $12.1 million for the Connecticut Health and Life Sciences Career Initiative. The ConnSCU institutions can and should play a large part in preparing the workers needed to support the growing health and life science fields in Connecticut. This was a new collaborative and innovative approach in submitting grant proposals collaboratively by five community colleges, a state university and the only public, online college. This is exactly the kind of partnership ConnSCU needs to focus as one combined organization. There was also an extraordinary amount of industry support received—from hospitals across the state to CURE to Jackson Laboratory as well as incredible support and involvement by the five workforce investment boards, the CT Department of Labor and the Office for Workforce Competitiveness. With over 96,000 students in the combined seventeen institutions, both private and public sector partners understand that ConnSCU has the capacity to train and prepare the workers needed in Connecticut.

The Connecticut Health and Life Sciences Career Initiative will focus on curriculum innovation efforts to increase the use of online and technology-enabled learning; expand prior learning assessments to provide college credit for appropriate work, military and life experiences; expand recruitment, internship and placement services; revise some existing credentials, and develop more than 15 new certificates and degrees leading to defined career paths for workers.

**Postsecondary State Policy Network**

The State of Connecticut was accepted into the Postsecondary State Policy Network, an initiative led by Jobs for the Future in conjunction with Achieving the Dream. A total of 11 states were selected to participate in the Postsecondary State Policy Network — a multi-state collaboration committed to advancing state policy agendas that accelerate community college student success and completion. Participating states include Arkansas, Connecticut, Florida, Hawaii, Massachusetts, Michigan, North Carolina, Ohio, Oklahoma, Texas and Virginia.
The Postsecondary State Policy Network evolved out of the state policy efforts for the Achieving the Dream National Reform Network, including the Developmental Education Initiative. Jobs for the Future helps teams from the 11 network states maximize peer learning and develop and implement policies that promote community college student success. In the coming year, states — including Connecticut — will pursue a range of evidence-based reform initiatives from piloting performance-based scholarships and improving transfer success, to fundamentally transforming the delivery of developmental education. These reforms are crucial in meeting the national demand for a more college-educated citizenry. Connecticut’s state policy team will participate in upcoming cross-state meetings to discuss best-practices and lessons learned in this area with representatives from the selected states, Achieving the Dream and Jobs for the Future. The Connecticut Community College System previously was involved in the work of Achieving the Dream with key urban campuses engaged in efforts to support student learning, student retention and student success in a number of key strategic areas leading to greater success in career pathways in Allied Health and Nursing.

**CT State University System**

**Central Connecticut State University (CCSU)**

**Professional and Rehabilitation Counseling**

Central Connecticut State University (CCSU) offers a Masters degree in Professional and Rehabilitation Counseling with specializations in Rehabilitation, Mental Health, and Drug and Alcohol Recovery.

The Professional and Rehabilitation Counseling Master degree is a 60 credit program that accepts approximately 28 students each spring semester. Professional Counselors assist individuals with emotional, mental, social, and physical challenges in attaining their life goals. This program provides the necessary academic background and field experiences for students interested in pursuing licensing and a variety of advanced certifications in professional and rehabilitation counseling.

The program is accredited by the Council on Rehabilitation Education (CORE), and students can pursue certification as Certified Rehabilitation Counselor (CRC) and licensing as a professional counselor (LPC). The Drug and Alcohol Recovery specialization puts students on a path to obtain Licensed Alcohol and Drug Counselor (LADC).

The program prepares students for employment opportunities in numerous settings including human service agencies, community mental health centers, alcohol and drug clinics, the state-federal vocational rehabilitation agencies, private rehabilitation agencies, rehabilitation hospitals, psychiatric hospitals, insurance companies, and correctional institutions.

The Professional and Rehabilitation Counseling Program was awarded a Long Term Training grant from the Department of Education Rehabilitation Services Administration (RSA). The grant is specifically for Master degree students on the Rehabilitation Counseling track with a primary focus on increasing student knowledge of the role, functions, and responsibilities of vocational rehabilitation counselors and the benefits of counseling in a State Vocational Rehabilitation (VR) program. The Masters Degree
training program prepares students, who are committed to the mission and goals of the rehabilitation counseling profession and certification as CRC, to fill the anticipated openings in State Federal VR programs and Community Rehabilitation Programs (CRPs).

Also housed within the Professional and Rehabilitation Counseling Program is an emerging evidenced based education program called Central Access & Student Development (CASD). Established in December 2000, the mission of CASD is to assist individuals who are in recovery from mental illness and/or substance use disorders to gain access to educational opportunities, to maximize their educational potential, and to succeed in their chosen fields of study. CASD fosters the development of the whole person by promoting educational, personal and career achievements.

Nursing

CCSU currently offers two programs leading to a BSN (i.e., an RN to BSN program for Registered Nurses and a generic BSN program). The RN to BSN program has continued to significantly increase in numbers, with a total of over 100 students. The program has a satellite cohort at Lawrence and Memorial Hospital in New London, as well as a new cohort that has started at the Hospital of Central Connecticut. This past summer an articulation agreement was signed with the Community College System to ensure a seamless transition from the associate degree to the bachelor degree program. The generic undergraduate BSN program just graduated its first class of 46 this past May and continues to maintain a steady enrollment of 150 students in the major, along with 100 pre-nursing students.

The nursing faculty has been actively engaged in creating community partnerships to both enhance student learning experiences, and raise awareness to local high school students interested in nursing and health careers. Local health fairs in Hartford and New Britain schools along with participation in the development of the New Britain High School Health Academy are a few examples of how the nursing students and faculty members have engaged in promoting health career opportunities. The nursing program has continued to strengthen its presence in the greater New Britain area with health fairs at the Friendship Center, as well as Community Central, a local storefront where faculty and students offer health screenings. The nursing department maintains a partnership with the New Britain EMS Academy where a simulation center has been designed that allows students to participate in interprofessional simulation scenarios with other departments on campus as well as local community health professionals. The nursing program also continues to strengthen its focus on global health, and will for the third year in a row take nursing students on a course abroad to Jamaica where they partner with local health care agencies, and a school of nursing.

School Counseling Program

The School Counseling program at CCSU prepares students for professional careers as counselors in elementary, middle, and high schools. The emphasis is on a comprehensive and developmental model of school counseling that is described in the National Standards for School Counseling of the American School Counseling Association. The program is 48-51 credits made up of Core Counseling Courses, Specialization Courses, and Research/Capstone Requirements. This curriculum also includes two field experiences: Practicum (100 hours) and Internship (900 hours) where students perform the full range of
school counseling responsibilities under the supervision of an experienced and certified school counselor.

Social Work

The social work program is accredited at the undergraduate level by the Council on Social Work Education. The purpose of the social work major is to prepare students for beginning generalist social work practice. Social work is a field that deals extensively with sensitive social issues and people's personal well-being; therefore, students applying to the social work program are carefully evaluated not only academically but also for professional skills. The admissions process is selective and a limited number of students are admitted each year. Thus, acceptance into the University does not guarantee acceptance into the social work program.

Students who are admitted to the 54 credit social work major must maintain an average of 2.50 GPA in the major and an earned C or higher in all social work courses and prerequisite courses. Potential for professional skill must be demonstrated in field experiences, which are required in all social work courses. The faculty will evaluate the field experience, along with the academic achievement, of the student each semester. Ideally, students entering the University as pre-social work majors take the beginning courses with the expectation of continuing into the social work major. All social work majors are expected to satisfy the University's general education program. Most of this work is completed during the student's first three years at CCSU or through transfer credit. It is expected that all general education requirements will be completed prior to the start of a student's senior field education experience. The social work program is a member of Phi Alpha National Honor Society.

Marriage and Family Therapy

The Marriage and Family Therapy (MFT) program leads to a Master’s of Science in Marriage and Family Therapy (MSMFT). The program is designed to prepare students for professional careers as marriage and family therapists in a wide variety of settings and roles. First, students are taught theories and techniques of practice in individual and group counseling modalities, as well as developmental theory. The foundation of the specialized training in marriage and family therapy is systems theory, serving as the linchpin for the study of clinical theories and practices that are taught in preparation for clinical training. The philosophy of the program is that a student must integrate theories and techniques as tools for enhancing one’s effectiveness as an agent of intervention and change. The program does so by interweaving theory and practice throughout the duration of the training process via graduated practical experiences while studying theory. Thus, through the process of study and practice, the student has an opportunity to incorporate a wide array of learning gradually and comprehensively. The end product of such training is a therapist who is well-grounded in theory and who has had nurturing through an ongoing training and supervisory process to use him/herself effectively, professionally, and ethically as an agent of change at a variety of levels. The curriculum is designed to meet academic and clinical requirements for Connecticut licensure for marital and family therapists and AAMFT Clinical Membership.
Clinical placements and intensive faculty supervision emphasize the development of effective therapeutic skills to meet the challenges of the new climate in health care service delivery. Emphasis is also placed on the development of the “person of the therapist.” A key theme of the program is respect for diversity of people and lifestyles in families. The program has been awarded accreditation by AAMFT’s Commission on Accreditation for MFT Education (COAMFTE).

The expected educational outcomes of the MFT program are to develop competent entry-level Marriage and Family Therapists at point of graduation, to advance and disseminate the Metaframeworks paradigm as a valued systemic basis for teaching and practicing marriage and family therapy, to promote cultural competence in systemic mental health practice and to promote leadership in the MFT field among the students, faculty, and graduates.

**Eastern Connecticut State University (ECSU)**

ECSU does not offer a nursing program; however, in 2008 in cooperation with the University of CT (UCONN) and Southern Connecticut State University (SCSU), they developed plans of study for students who wish to pursue UCONN's MbEIN and SCSU ACE nursing programs. These plans of study ensure that ECSU students are prepared to enter the UCONN and Southern programs immediately upon graduation, enabling them to obtain nursing credentials approximately one year after receiving their bachelor's degree. A pre-nursing program coordinator and advisor have been appointed and a website has been created to provide information about these plans of study and about nursing preparation and careers in Connecticut.

ECSU was the first public institution in CT during the 1970’s to award academic credit for graduates of hospital-based health training programs for RNs, LPNs, dental hygienists, medical laboratory technicians, radiological technologists and respiratory therapists. Licensed RNs receive 60 credits toward the 120 required for bachelor degree completion. LPNs and the four other categories of licensed health professionals receive 30 credits toward the 60 required for associate degree completion and the 120 required for bachelor degree completion. These options continue to be available to LPNs and the other health professionals who have completed their training (e.g., through the military) outside of a community college associate degree program.

Both associate degree health professionals and the RNs, LPNs and the other professionals trained outside a community college are able to accelerate degree completion through ECSU’s specialized associate degree and bachelor of general studies degree programs. This has resulted in professional advancement within the health care field as well as opportunities for specialized post-baccalaureate study (e.g., the BSN and RN programs described above) and graduate study in health-related areas (e.g., MSN and MPH). A special section outlining these options for health care professionals can be found within the School of Continuing Education’s webpage.

ECSU continues to offer programs in public health: a public health minor and bachelors of general studies concentration in public health. These are designed as a pipeline, providing students an opportunity to take the basic courses required for admission to the graduate program in public health.
and the masters in public health at the UCONN Health Center. Through the Business Administration Department, Eastern offers a minor in Healthcare Informatics.

The School of Continuing Education at Eastern is working collaboratively with Capitol Community College and Manchester Community College offering degree completion for their graduates in the fields of Human Services, Drug & Alcohol Recovery Counselor, and Disability Specialist. These associate degree programs require field experiences and prepare graduates for employment in behavioral health. However, a bachelor’s degree is needed to be competitive in the current job climate. Eastern is offering graduates of the community colleges a degree completion pathway that is flexible, convenient and meaningful for their career goals. Eastern is offering most of the courses needed for completion of the Bachelor of General Studies with a concentration in Human Services on the community college campus in a Saturday-only Fast Track degree plan. Graduates of the Disability Specialist program are also able to graduate through ECSU’s individualized major.

**Southern Connecticut State University (SCSU)**

**Department of Nursing**

The Department of Nursing continues to offer a variety of educational programs including a traditional baccalaureate program, an Accelerated Career Entry (ACE) program for second degree students, an RN to BS completion program, and graduate programs in the areas of nursing education, family nurse practitioner, and clinical nurse leader. The demand for the undergraduate and graduate programs remains strong. At the undergraduate level, nursing remains one of the top two majors on the campus. Over the past several years, approximately 50 percent of the qualified students who apply to the upper division major are accepted.

The addition of the Accelerated Career Entry (ACE) program for second-degree students in 2007 has been instrumental to the goal of producing a larger number of graduates in order to address the nursing shortage within the State of Connecticut. This 12-month program has enabled the department to increase its overall number of baccalaureate prepared graduates by 40 percent since 2007. To date, 54 students have graduated from the ACE program. The NCLEX-RN first time pass rate for graduates of the ACE program has been 100 percent for the past two years. There is a growing student demand for this type of program as evidenced by an increase in applications by 75 percent from the first cohort just 3 years ago. The number of students accepted into the ACE program has increased by 100 percent since the program’s inception in 2007.

For the past two years, the Department of Nursing has been one of the grant recipients of the Robert Wood Johnson Foundation New Careers in Nursing Program (NCIN). To date, the Department has awarded ten $10,000 scholarships to ACE students meeting the eligibility requirements related to increasing the diversity of the workforce. Another ten $10,000 scholarships will be awarded next summer. In addition, current additional state funding has enabled the Department to provide scholarships/stipends to all ACE students enrolled in the program.
The Department of Nursing continues to offer a program for Registered Nurses seeking a baccalaureate degree. The program is delivered in an online format and designed to address the needs of working adult learners. Over the past few years, there has been an increased demand for the program. This year the Department of Nursing and the Connecticut Community College Nursing Programs finalized an articulation agreement enabling dual admission to the RN to BS completion program here at SCSU at the same time the student is admitted to the associate degree program at the community college.

The Graduate program offers tracks in nursing education, family nurse practitioner, and clinical nurse leader. In order to address the growing nurse faculty shortage, the Department has received additional state funding to provide scholarships/stipends to students in the nurse educator track. This fall, the Department began to once again accept application to the family nurse practitioner program following the hiring of a credentialed, tenure-track faculty member to teach and direct this program. Demand for the clinical nurse leader (CNL) track continues to be low despite marketing efforts. There are relatively few professional career opportunities at area healthcare institutions for this role. The Department is in the process of reexamining this track to determine the viability of this program in light of the low demand for CNLs in the clinical arena.

Over the past two years, the Departments of Nursing at Southern Connecticut State University and Western Connecticut State University have been collaborating on the development of a new EdD in Nursing Education, a program designed to prepare nurse faculty. This initiative aims to prepare up to 80 new faculty members over the next ten years at the doctoral level. The Universities have received a federal appropriation of $297,000 to launch the program. The program has received the necessary approvals from the Board of Regents and from the New England Association of Schools and Colleges (NEASC) to offer the degree. The degree program has admitted its first class of students who began their studies in the fall of 2012.

Department of Public Health

The Department of Public Health offers undergraduate and graduate programs in public health. The B.S. degree, one of the few accredited programs of its kind in this country, provides the knowledge and skills necessary for effective practice in public and private settings. The program consists of a 42-credit core including introduction to public health, epidemiology, public health education, health promotion, and illness and disease. Students also complete a 6-credit professional internship in a public or private agency. The nationally accredited Master’s of Public Health (MPH) program provides students with a strong, general background in areas of knowledge basic to public health, opportunity to apply public health knowledge in independent research and an internship. Core courses include: foundations of public health, epidemiology, health systems and policy, and public health administration. Graduates are prepared to work in a variety of public health settings.

Department of Social Work

Social Work Programs: The Social Work Department offers nationally accredited undergraduate and graduate programs. The undergraduate program, which draws heavily on the social sciences and liberal arts, prepares graduates for generalist practice and to pursue graduate studies in social work. The
The 60-credit graduate program provides students with specific knowledge and skill for advanced clinical practice of social work. Graduates are prepared for leadership roles in clinical social work practice and are qualified for employment in public and private agencies on local, state, and national levels. During their second year, students elect one of the following concentrations: elders and families, children and families, community mental health/substance abuse, health care systems, and social work in school settings.

The Substance Abuse and Mental Health Services Administration (SAMHSA) in Washington has designated co-occurring substance abuse and mental disorders as a major policy and practice initiative. SAMHSA estimates that 50-75 percent of patients in substance abuse treatment programs also have co-occurring mental illness, while 20-50 percent of those treated in mental health settings have co-occurring substance abuse. Likewise, the Connecticut Department of Mental Health and Addiction Services (DMHAS) has taken significant and important steps to increase its capacity to provide accessible, effective, comprehensive, integrated, and evidence-based services for adults with co-occurring disorders (CODs). In response to the state’s workforce need for more social workers who are well equipped to work with persons who have co-occurring disorders, the Social Work Department has been collaborating with DMHAS to reformat a portion of its MSW program. In the fall 2008 semester the Social Work Department initiated an innovative educational program, primarily intended for persons employed in the mental health and addictions field, to prepare social work practitioners to work with this client population.

Marriage and Family Therapy Program: SCSU offers a Master in Family Therapy (MFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education. The program offers comprehensive theoretical and clinical training expected of prospective licensed marriage and family therapists. Specific core courses are centered on a thorough understanding of the theory and practice of structural family therapy along with other major theories. The program has a strong focus on the self as therapist and includes 500 hours of clinical experience in outside clinical internship settings and in the programs on campus Marriage and Family Therapy Clinic. The program’s clinic has been in operation since 1979 and treats individuals, couples, and families referred by a variety of state and private agencies. Graduates secure employment in various settings including mental health facilities; youth service agencies, hospital out-patient clinics, private practice, and substance abuse programs.

Department of Communication Disorders: The Department of Communication Disorders offers a graduate program leading to a Master of Science degree in Communication Disorders with a concentration in Speech-Language Pathology. In addition, the Department offers an undergraduate Bachelor of Science degree in Communication Disorders, designed to provide pre-professional preparation for students who anticipate earning a master’s degree. The Department houses the Center for Communication Disorders, a full service speech and hearing clinic. The mission of the Center is to provide a variety of family inclusive speech, language, hearing, counseling and advocacy services for children and adults with communication disorders in the culturally and economically diverse communities of Greater New Haven and its surrounding counties. The Center serves individuals with
developmental disorders including autism as well as those with speech, language or hearing impairments acquired later in life. The Department’s academic programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The Center for Communication Disorders is accredited by ASHA as a professional service program. The Department of Communication Disorders program is one of only two in the State of Connecticut.

School of Education: The Counseling & School Psychology Department offers three nationally accredited master’s degree programs: School Psychology, School Counseling, and Clinical Mental Health Counseling. The 52-credit school counseling program is designed to meet the requirements for State of Connecticut certification as a School Counselor. The program prepares graduates to work in a variety of school settings including, elementary, intermediate, and high school levels. All students complete a 100 hour practicum and a 10-month long internship experience. The 60-credit clinical mental health track is designed to meet the requirements for Connecticut State Licensed Professional Counselor (LPC). The program prepares graduates to work in a variety of community counseling agencies, college counseling centers, hospitals, and other settings including private practice. Students complete a 100-hour practicum and a 600-hour internship. The School Psychology program prepares students to work in educational settings to promote human welfare and educational success, improve institutions and programs in which they are involved. Specific preparation includes training in educational and psychodiagnostic evaluations, communicating testing results orally and in writing, developing individual educational interventions, consultation, and counseling. The program also offers a Sixth Year Professional Diploma in School Psychology.

**Western Connecticut State University (WCSU)**

The 2012 academic year kicked off with the successful launch of the collaborative (WCSU/SCSU) doctorate in nursing education on-line program of study. The program was designed to address the national shortage of nursing faculty. The three day residency took place in August with 18 students entering the first cohort.

Graduates have varied positions throughout the region from Staff Nurse to Chief Nursing Officer and remain in demand by regional healthcare organizations. WCSU has exceeded the benchmark expectations for licensure examination and certification examination across all programs. The nursing program continues to be in great demand and this year had the greatest number of inquiries and applications in its 40 plus year history. To accommodate the increased interest, this academic year, WCSU has accepted the largest and most qualified classes in their history. WCSU continues to offer a generic undergraduate program, the BS in Nursing, the RN-BS in Nursing, the MS in Nursing with advance nursing practice tracks, and doctor of nursing education. The advance tracks include Nurse Educator (in collaboration with SCSU) and Adult Health Clinical Nurse Specialist and the Adult Nurse Practitioner.

The generic undergraduate program attracts not only the traditional high school graduate but those interested in pursuing a second career in nursing. There is an increase in enrollment of males in this
WCSU continues to recruit for a diverse population reflective of the state’s population and to help increase the diversity of the nursing profession.

Students with an associate’s degree in nursing from any of Connecticut’s community colleges can seamlessly enroll in WCSU’s RN-BS in Nursing program. This program is strongly aligned with the articulation agreements between WCSU and the community college partners. We successfully partnered with Danbury Hospital to provide onsite education to practicing RNs in pursuit of the Bachelors of Science Degree in Nursing. This partnership is currently under review.

WCSU’s nursing programs strive to improve student retention through one-on-one tutoring, peer tutoring and increased laboratory and simulation use. To help integrate technology into the classroom and in the clinical arena, WCSU is partnering with the nursing programs in the CSU system to obtain federal funding and/or private funding sources for such initiatives. In addition, WCSU has received federal funding to provide faculty development opportunities to advance the use of technology in the current curriculum and has scheduled a day-long health care informatics seminar with industry icons as key participants for the entire CSU nursing program faculty.

**Charter Oak State College**

Using its expertise in validating learning and online instruction, Charter Oak State College (Charter Oak) continues to address the nursing shortage through its work to provide career ladders for healthcare workers. In collaboration with the state’s Community College System and the CT League for Nursing (CLN), Charter Oak is helping individuals transition from Licensed Practical Nurse (LPN) to Registered Nurse (RN) through an online bridge course. Charter Oak has been offering the course since FY 99-00 and did a major revision of the course for 2010 to keep it current with the other college’s RN programs. 443 students have enrolled in the course and 426 have successfully completed the course.

In addition, Charter Oak, in collaboration with CLN and the CT Pharmacy Association, offers a series of refresher courses for RNs, LPNs, and Pharmacists to bring them back into the field, with 323 RN Refresher completers, 29 LPN Refresher Completers and 16 Pharmacy completers (many students actually get jobs before they take all three modules). Charter Oak, working with CLN, revised the RN Refresher course into a completely virtual model of delivery. The revised course has two didactic and two virtual clinical modules taking seventeen weeks to complete. The curriculum was presented to the State Board of Nurse Examiners in June 2010 and was approved unanimously. Currently, four additional State Boards of Nursing (Ohio, California, Hawaii, and New Jersey) have approved the curriculum and post it as an option on their websites for nurses who want to get refreshed before returning to practice and for some, license renewal. The LPN Refresher course has not been offered since fall 2010 because of declining enrollment.

Charter Oak in collaboration with CLN, had developed a very successful online perioperative nursing course to provide RNs with additional training. However, due to declining enrollments the course was discontinued in fall FY10-11. Since its inception in Spring FY06-07, it served 109 with 94 successfully completing the course.
In response to the growing need for health care professionals with home care experience, Charter Oak, in collaboration with CLN, revised its non-credit home care course into a three-credit course in Fy11-12. Twenty-eight students had taken the non-credit course.

Charter Oak, through a CT Career Ladder Initiative grant, coordinated an assessment of the Certified Nursing Assistant (CNA) programs in the state and the LPN training curricula used by the CT Technical High School System to identify areas for enhancement and outline career pathways to nursing and other allied health professions. Recommendations were implemented in the fall of 2008. The recommendations allow for a seamless transition to the community colleges. Charter Oak continues to assist the LPN program in the evaluation of transcripts in the area of math and composition and in hosting on its servers and updating the biology course.

Charter Oak worked with Capital Workforce Partners and the Hartford region community colleges to develop a career pathway for CNAs taking non-credit continuing education courses. Charter Oak assessed the following courses developed by the community colleges for college credit: Dementia and Alzheimer’s, Hospice and Palliative Care, Substance Abuse among the Elderly, Issues in Aging, Rehabilitation, and Mental Health. Each was recommended for ½ credit. In FY 10-11, Charter Oak, with funding from Capital Workforce Partners, developed these courses for online delivery and for 3 credits each. Additional courses were developed to form two distinct twelve-credit certificate programs which were approved by Board of Regents and State Department of Education. The Long Term Care Certificate for Direct Care Workers includes Dementia & Alzheimer’s, Hospice and Palliative Care, Issues in Aging and Chronic Conditions. The Certificate for Specialty Skills in Elder Care includes Substance Abuse, Rehabilitation, Mental Health, and Health Care Systems and Administration. To date, there have been 150 course completers.

Charter Oak, participating in the Health Information Management Pathway Project grant with Capital Community College, Norwalk Community College, Northwestern Community College, and Eastern Connecticut State University, has developed a major in Health Information Management (HIM). The HIM major has been licensed by the state and has received substantive change approval from the New England Association of Schools and Colleges. It will accept its first students Spring 2013.

**Connecticut Conference of Independent Colleges**

Founded in 1932, the Connecticut Conference of Independent Colleges (CCIC) represents sixteen accredited nonprofit independent colleges and universities in Connecticut. These institutions are bound by a common commitment to quality instruction and dedicated to collaborative efforts that strengthen the independent sector of higher education in Connecticut. CCIC serves its member institutions through government relations, public policy development, research analysis, communications and coordinated member services.

**Fairfield University** continues to offer a Nurse Anesthesia Program in affiliation with the Bridgeport Hospital Nurse Anesthesia Program. The University has articulation agreements with area community
colleges for seamless student transition to the University’s RN to BSN program, which had a total student population of 115 in the 2011-12 academic year. In September 2007, the University launched a Clinical Nurse Leader track in the master’s program; 24 students graduated from this program in May 2011. Fairfield is one of the nation’s premier nursing schools selected to partner with the Department of Veterans Affairs in launching an initiative begun in June 2007, the VA Nursing Academy, that is geared to expand the number of nursing faculty, enhance the professional and scholarly development of nurses, increase nursing students enrollment and promote innovations in nursing education with a special focus on the care of veterans and their families. Fairfield’s VA Nursing Academy, now in its sixth year, is housed in the second nursing degree program, which has been in existence since 1992.

In September 2010, Fairfield University launched its newest nursing program, the Doctor of Nursing Practice (DNP) and in May of 2012 graduated the first five candidates. The DNP is a clinical doctorate in an advanced specialty of nursing practice and is comparable to clinical doctorates in other health disciplines such as pharmacy, physical therapy, and medicine. With a DNP, nurses can assume leadership roles in an increasingly complex healthcare system during this critical era of healthcare reform.

Fairfield University’s Graduate School of Education and Allied Professions offers a number of degree programs that prepare graduates to work in the Behavioral Health Field. These programs include an MA in Clinical Mental Health Counseling, an MA in School Counseling, and MA in Marriage and Family Therapy (with the possibility of a school setting emphasis) and an MA/CAS in School Psychology. In order to support the training of these behavioral professionals, the University maintains relationships with several clinical and school-based training sites. During the 2009-2010 academic year behavioral health students were placed at 66 different clinical training locations around the state. In May of 2011, approximately 60 Fairfield University graduates entered the behavioral health workforce in the Counseling, Marriage and Family Therapy, and Psychology professions. Additionally, the University has constructed an on-campus Marriage and Family Therapy Center, The Koslow Center for Marriage and Family Therapy, which opened in March 2011. The Center serves as a clinical training site for students in the Marriage and Family Therapy, Counseling, and School Psychology programs and provides behavioral health services on a sliding-scale to families in the Fairfield area.

**Goodwin College** offers an array of allied health programs that meet the staffing needs of Connecticut employers and provides students with the knowledge and skills needed to succeed in the healthcare workforce. Current allied health programs include bachelor degrees in Health Science, with tracks in healthcare administration and environmental health and an RN to BSN completion program. The RN to BSN program, which began in 2009, graduated its first students in June, 2012. The program is unique in that courses are offered not only on ground but in a hybrid format as well allowing for flexibility for student participation. There is a 100% employment rate with the first graduating class.

The college also offers associate degrees in nursing, health science, medical assisting, respiratory care, occupational therapy assistant (OTA) and environmental studies. Since 2005, over 1,000 Goodwin nursing graduates have joined the workforce, helping to alleviate the nursing shortage in the state. The respiratory care program is the only one in the state offering students the opportunity to fulfill their clinical requirements in the evening, thus allowing them to remain employed while pursuing their
As of August 2012, 123 students have graduated from the respiratory care program. The occupational therapy assistant program was accredited in December of 2012. The program began accepting students for the fall of 2010. The program is currently the only trimester and evening program for OTA in the state.

Collegiate certificates are offered in medical assisting, histologic science, paramedic, environmental studies, medical billing and coding, and phlebotomy and laboratory services. The histologic science (HT) program at Goodwin, which prepares students for careers in histology, is the only accredited program in Connecticut and one of two in New England. The program has a 100% pass rate on the National HT Board of Registry test. In 2009, Goodwin College had the highest scoring program in the country for students taking the national registry exam and has been in the top 5 since 2010. Due to a shortage in this field, graduates are consistently hired prior to graduation. Goodwin College was approved to offer the program online in addition to on ground offerings in September 2011. Students from New York, Vermont, New Hampshire, Ohio, Massachusetts and Florida are currently enrolled in the online Histologic Science program.

Goodwin College continues to develop and expand a comprehensive developmental educational program offering tutoring, mentoring and career exploration to assist underserved and under-prepared students entering allied health programs. The College was awarded two Health Resources and Service Administration (HRSA) federal grants that provided $113,000 in scholarships for disadvantaged nursing students. Additionally, five grants, totaling $121,000, from anonymous private donors funded a nursing computer lab and simulation software, as well as one-to-one and small group tutoring services for nursing students.

Goodwin College has a number of employer partnerships in place to address workforce shortages. A few of the partnerships that have been developed are: major area hospitals that serve as clinical sites for Goodwin nursing, respiratory, histology students; Eastern CT Health Network (ECHN) that allows allied health entry-level workers in their hospitals and doctors’ offices to pursue advanced training; Quest Diagnostics that allows phlebotomy students to gain practical experience in a clinical setting, etc. Graduates from the occupational assistant program have entered the workforce in school systems, nursing homes, and adult rehabilitation settings.

Quinnipiac University is committed to preparing health care professionals that meet the needs of the 21st century. To that end, the Frank H. Netter MD School of Medicine was launched in January 2010 with an emphasis on primary care, and will admit its inaugural class in fall 2013. In 2011, the University reaffirmed its commitment by designating Nursing as an independent school and naming its first Dean. With the probability of health care reform bringing an additional 30 million citizens into the U.S. health care system, there is an insufficient number of primary care providers in CT. Quinnipiac University will be at the forefront nationally in addressing this need together, its schools of nursing, medicine and health sciences prepare nurse practitioners, physicians, physician assistants, therapists and a host of other specialties. These three schools, existing on a single campus are uniquely situated for a renowned, team-based model of educating students. In 2013, a new master’s degree in social work will help to address an increasing demand for behavioral health services.
School of Nursing enrollments in all programs have continued to grow to nearly 700 students, and the doctoral program is among the largest in Connecticut. For the past two years, nursing was the most popular major requested by university applicants. The School of Nursing launched its doctoral program in fall 2011. The doctor of nursing practice degree (DNP) prepares post-baccalaureate nurses for advanced practice roles and post masters nurses for leadership roles in health care systems. The undergraduate program offers traditional and accelerated routes to a baccalaureate degree. The School of Nursing received its third New Careers in Nursing award from the Robert Wood Johnson Foundation to support underrepresented students enrolled in its 12-month accelerated pathway.

The new Frank H. Netter MD School of Medicine received preliminary accreditation on October 2, 2012, and was licensed by the State of Connecticut to award the MD degree on October 3, 2012. Applications for the charter class of 60 students are being reviewed. The charter class will matriculate in August of 2013. Subsequent classes will increase in size, pending approval by the accrediting body, eventually reaching a size of 125 students. The school will focus on the training of primary care physicians as part of inter-professional healthcare teams.

The School of Medicine has established its principle clinical partnership with Saint Vincent’s Hospital in Bridgeport, and has clinical affiliations with MidState Hospital in Meriden and Middlesex Hospital in Middletown. Construction of Building 2 on the North Haven Campus, which will house the School of Medicine, is due for completion in the spring of 2013 and will create a single unified health professions campus.

Quinnipiac School of Health Sciences continues to experience increases in both applications and enrollment in health professions programs. With an enrollment of over 1500 students, the school graduates nearly 400 health professionals each year, making a significant contribution to the health care workforce in CT.

Specific milestones since 2010 include the graduation of the radiologist assistant program's first class that earned MHS degrees and had a 100 percent first-time pass rate on their certification exam. This program is the first to be offered in New England and one of eight master’s programs in the country. Making another milestone, the post-professional MS in occupational therapy program also graduated its first class in May 2010. The physician assistant program has ranked in the top 15 nationally for the past 15 years.

**Sacred Heart University (SHU)** has significantly increased its capacity to graduate nurses from RN to BSN through doctoral education. The first professional nursing degree program admitted its largest class of sophomores this past fall (N=80) to meet growing demand. Sacred Heart University nursing class of 2012 scored a 100% pass rate on the National Council Licensure Examination for Registered Nurses (NCLEX - RN). This is an historic event, a great accomplishment, and a testament to the quality of undergraduate nursing education at SHU.

SHU received a $75,000 grant from the Connecticut Health and Educational Facilities Authority (CHEFA) for the purchase of a SIM 3G mannequin for the nursing acute care simulation laboratory. The
university renovated both the simulation and the ambulatory care labs this past summer in response to growing enrollments. The addition of the new mannequin has resulted in state-of-art facilities.

In fall 2010, the Department implemented a Doctor of Nursing Practice (DNP) program. They admitted the third cohort of students in September, 2012 and currently have 52 students in the program. It was accredited by the CT Board of Education in October 2012. The program was reviewed by the Commission on Collegiate Nursing Education (CCNE) during a three day site visit in November. The visitors indicated that the Department was in full compliance with all of the standards. The program will be reviewed by the CCCNE Board in March, 2013 for a final recommendation for accreditation. A three year program, it will graduate its first class in May 2013. Enrollments in the Masters of Science in Nursing program have grown with nearly 600 students studying online and on campus with tracks in education, clinical leadership, administration, and family nurse practitioner.

The nursing department’s interest in providing service opportunities for students in Guatemala and Jamaica have resulted in an interprofessional service opportunity for students in the college. Students and faculty went to Guatemala in the fall of 2012 to provide clinics in Santa Maria de Jesus and San Antonio Aguas Calientes to follow up with patients seen on previous trips. They also provided obstetrics and pediatrics care to women and children in Jocotenango. Occupational therapy and physical therapy faculty and students built wheelchairs at the wheelchair clinic in Hope Haven, and set up an interprofessional medical clinic in the village of Santa Maria de Jesus.

The Bachelor of Science in Health Science (BSHS) Pre-Professional Track, implemented in fall 2010, will improve the pipeline for students to fulfill prerequisites and criteria for enrollment in graduate health professions education programs including occupational therapy, physical therapy, pre-medicine and other programs. The BSHS Leadership Track is designed for persons who either have employment experience in a health care setting or persons with an earned associate degree in a health profession interested in completing their baccalaureate degree and preparing for leadership roles in their professions. The program graduated its first class in May 2012. The major currently has over 100 students enrolled.

The entry-level graduate Occupational Therapy program, leading to the Master of Science in Occupational Therapy, has increased its capacity to graduate occupational therapists prepared to meet the severe workforce shortage of therapists in the state of CT. Enrollment has grown to 45 students per class for each of the two cohort classes. The program aligns with the University and College’s Mission in “preparing leaders who serve” through student, faculty, and alumni participation in professional organizations, scholarship, and service learning activities. The program continues to use problem-based learning pedagogies as its primary teaching-learning strategies, effectively preparing graduates to be self-directed, career-long learners who use evidence-based strategies in their occupational therapy practice.

The physical therapy program celebrated its fifteen year anniversary in spring 2012. The program began as a Master of Science degree program enrolling 24 students and is now a Doctor of Physical Therapy. 

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(DPT) program enrolling over 200 students. The Advanced Orthopedic Physical Therapy program was approved for licensure at the CT Board of Education in October 2012. This program complements the advanced orthopedic residency and geriatric residency programs the department also offers.

The college hired the program director for the development of a Master of Science in Speech Language Pathology in spring 2012. The program was approved for licensure by the CT Board of Education program in October 2012. The Speech Language Pathology Department will offer its inaugural program of pre-professional pre-requisite courses in fall 2013, in anticipation of the new graduate program, slated to begin in fall of 2014.

The college also hired the program director for the development of the Master of Science in Healthcare Information Systems Program in spring 2012. The program offered its first pre-requisite foundations course in fall 2012 with the anticipation of a spring 2013 program start.

Saint Vincent’s College (SVC) reported another record enrollment of 867 students in fall 2012, an increase of 18.8% in enrollment over the previous year. The College enrolled an entering nursing cohort of 40 students in January 2012 and 120 students in fall. An accelerated evening nursing program allows program completion 26 months after the student enters the nursing course sequence; the first class to complete this accelerated program in October, 2012 included 21 students. The radiography program enrolled 16 first year students in fall 2012.

The College online RN-BSN Program currently has 130 students enrolled. The fourth cohort will be admitted in January, 2013. The College has received state and regional authorization to offer a second online completion program, a Bachelor of Science in Radiologic Sciences, for those with an associate degree or prior certification in radiologic technology, nuclear medicine, or radiation therapy. The first class of 37 students was admitted in September, 2012. The program offers tracks in Women’s Imaging, Magnetic Resonance Imaging (MRI), Computed Tomography (CT-Scan) and Healthcare Management.

The Continuing Education Department continues to offer numerous certificates in healthcare related fields. Courses in preparation for the introduction of ICD-10 are currently underway. A 30 credit program in health information technology is under development. Graduates of this program will be eligible for certification from AHIMA.

Grants from the Marillac-NE Trust and the Health & Education Initiatives have continued to fund the “Why Not You” Outreach Program and Summer Camp. This program targets inner city minority middle and high school students who have an interest in healthcare careers. The camp was attended by 92 middle and high school students. The 2012 Summer Camp featured two one week sessions with the theme Bugs and You. Activities included a demonstration by a beagle trained to search for bedbugs.

The University of Bridgeport offers a B.S. in Health Sciences program (with concentrations in exercise and fitness and nutrition). In 2012, 58 students are enrolled in this program. This program also offers a pre-professional advisement sequence as a completion option, thus preparing students to apply to medical, naturopathic medicine, chiropractic, veterinary, physician assistant, and other health
professional programs. The School of Arts and Sciences Biology program entered into a guaranteed admission arrangement with Antigua College of Medicine, and its graduates also have attended local and regional medical schools. The University is offering a B.S. in Medical Laboratory Sciences and has clinical partnership arrangements with a range of area hospitals. Significant laboratory renovations in Charles Dana Hall support these programs. The M.S. Physician Assistant program also has established connections with many local clinical sites. The University offers A.S., B.S., and M.S. degrees in Dental Hygiene; master’s degree programs in Nutrition, Acupuncture, and Counseling; and doctoral programs in Chiropractic and Naturopathic Medicine. Approximately 450 students are enrolled in graduate health sciences programs. In addition, the Counseling program enrolls 118 students in concentrations in Clinical Mental Health Counseling, Human Services, and College Student Personnel. The University offers a two-year pre-pharmacy program in collaboration with the UCONN School of Pharmacy.

The University of Hartford College of Education, Nursing and Health Professions (ENHP) creates an intellectually rich, experiential, caring, and supportive learning environment. Through its Institute for Translational Research, ENHP partners with key Hartford institutions, including Saint Francis Care and the Hartford Public Schools, to fulfill the commitment to meet the needs of the region’s citizens, while simultaneously engaging in meaningful scholarship and research.

A new graduate program in the Department of Rehabilitation Sciences is the Master of Science in Prosthetics and Orthotics (MSPO) that is one of only eight such programs in the U.S. It draws upon existing rehabilitation science resources and 18 years of previous operation as the Newington Certificate Program. The two-year, 12-month, full-time clinical professional program includes both didactic and clinical components. Cohorts of approximately eight to twelve students are admitted into a 3+2 program to complete a combined Bachelor of Science/Master of Science in Prosthetics and Orthotics. Prospective students who already hold a baccalaureate degree must satisfy certain pre-requisites and compete for graduate entry. Given specific requirements of clinical practice sites and technical fabrication facilities, enrollment is capped at 25 students per cohort.

The Doctor of Physical Therapy (DPT) program, also housed in the Department of Rehabilitation Sciences, will celebrate its 15th year of graduates in 2013. This post-baccalaureate entry program is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) and is licensed by the State of Connecticut. With about 44 students per graduate student cohort, this full-time, 12-month, three-year program includes both didactic and clinical components. First-year undergraduates can apply for direct entry into a combined BS/DPT track with an average undergraduate entry cohort of approximately 50 students per year. Students already holding a bachelor's degree may apply for graduate admissions to the DPT program.

The Department of Health Sciences and Nursing within the College of ENHP administers several allied health programs that span a wide range of pre-professional and professional bachelor’s, master’s, and certification options. With over 200 nursing students at the undergraduate and graduate level, the nursing programs attract students from the greater Hartford area and beyond. The RN to BSN program focuses on practicing nurses, with an emphasis on part-time study, and provides a flexible and convenient career advancement opportunity for nurses who are licensed at the associate’s degree
and/or diploma level. To facilitate this advancement, the University has established an articulation agreement with the Connecticut Community College System to increase RN mobility into BSN completion programs statewide. BSN students become involved in the community through “Project Horizon” which provides health care to area shelters, soup kitchens, senior centers, and public schools. The BSN to MSN program emphasizes nursing education, management, and public health, addressing specialties that face challenges from the continued nursing shortage. The graduate program sponsors two to three international experiences per year and maintains a close relationship with the RN Association of Ontario as a Best Practice Spotlight Organization candidate, providing experiential opportunities that reflect the program’s commitment to global nursing. With between 50 to 60 graduates a year, the MSN program has a strong alumni presence in the Hartford community.

Furthermore, the Department of Health Sciences and Nursing offers baccalaureate programs in Respiratory Care and Radiologic Technology and a general undergraduate degree in Health Science. The BS degree in Health Science provides students with the opportunity to prepare for both graduate study and various health care related professions. Total enrollment across all four years is about 230. For graduate study, the department offers 3+4 options in, for example, osteopathic and chiropractic medicine, optometry, podiatry, and pharmacy that allow qualified students to attend professional schools one year early. The BS program in Respiratory Care is the only such program in Connecticut and provides students with a core respiratory care curriculum while offering a variety of advanced clinical experiences during the senior year, including neonatal/pediatric respiratory care, pulmonary rehabilitation, and pulmonary function studies. Through articulations with associate degree programs in Connecticut and surrounding states, this program provides career advancement opportunities for area respiratory care practitioners. Enrollment in this clinical specialty has increased to approximately 42 students. The BS degree in Radiologic Technology offers students both a core radiologic technology curriculum and an opportunity to specialize in either magnetic resonance imaging (MRI) or computed tomography (CT) during the senior year. These specialty areas are open to current practitioners, providing a pathway for career advancement and BS degree completion. Current enrollment stands at approximately 78 students.

*The University of New Haven* serves 468 students in allied health programs at the master’s, baccalaureate, and associate’s degree levels. Of the 322 undergraduate majors in allied health programs, 102 are pursuing a B.S. in Dental Hygiene with an additional 14 students pursuing associate’s degrees. UNH serves 87 pre-med students in its Department of Biology, which also offers a B.S. in Biotechnology. Additional bachelor’s degree programs in allied health include the B.S. in Nutrition and Dietetics, which currently enrolls 71 undergraduates and a B.A. Psychology—Community/Clinical concentration, which enrolls 40 students. UNH has developed a strong reputation for its emphasis on experiential learning and has developed an experiential education requirement for all of its bachelor’s degree programs.

At the graduate level, 145 graduate students are pursuing four different master’s degree programs with multiple concentrations. Housed in the College of Business, the M.S. in Health Care Administration serves 98 graduate students in its M.S. HCM program, which offers concentrations in Health Care
Marketing, Health Policy and Finance, Human Resource Management in Health Care, Long-Term Care, Managed Care, and Medical Group Management. UNH also offers the Masters in Public Administration degree with concentrations in Health Care Management and in Long-Term Health Care. The M.S. in Human Nutrition and the M.S. Human Nutrition—Genomics Concentration serve 32 graduate students in the College of Arts & Sciences. In addition, the Department of Psychology offers an M.A. Community Psychology—Community-Clinical Services degree to 14 graduate students.

**University of Saint Joseph** has been educating undergraduate and graduate students in pre-professional and professional programs for almost eighty and fifty years, respectively. The Bachelor of Science degrees in Nursing and Nutrition exemplify the mission of the University by providing a rigorous liberal arts and professional education for a diverse student population within a global community that promotes ethical values, personal integrity, and a sense of responsibility to the needs of society. Additionally, the University of Saint Joseph is committed to serving the community and these programs include community outreach efforts through service-learning experiences and internships.

The goal of all of the University of Saint Joseph’s nursing programs is to provide the highest quality, culturally-appropriate health care to the residents of the state. The Department of Nursing continues to enroll students in the traditional baccalaureate program, the Multicultural RN-BS program, the Master’s level program, and starting in the spring of 2013 the new post-Master’s DNP program. The Department is also reopening the Accelerated Second Degree (ASD) program in the summer of 2013.

In terms of specific programs, the multicultural RN to BS degree completion program allows working RNs to complete a baccalaureate degree in 2 years while attending the University on a part-time basis. The ASD program will take 15 months for students with a bachelor’s degree to complete a second BS in Nursing after completing the necessary science pre-requisites. Enrollments continue to increase in the Master’s programs which include Nursing Education, Family Health and Psychiatric/Mental Health Nurse Practitioner tracks. The Department requires one year of nursing experience prior to entering the Nurse Practitioner programs, and as a result have a diverse group of experienced nurses in the program. The Master’s level programs are designed for the working student with classes held in the evening and online.

The post-Master’s Doctor of Nursing Practice (DNP) degree is enrolling the first cohort and is committed to providing advanced doctoral prepared nurse clinicians to improve the health of diverse populations in the state of Connecticut. Students with a Master’s degree in nursing complete this two-year online didactic program along with a clinical dissertation in an area of practice which is of professional interest. If Nurse Practitioner certification was not obtained prior to initiating the program, courses from the Master’s program may be added to complete the plan of study.

Each program in the Department follows the mission of the University by providing services to the disadvantaged and underserved populations of the state, primarily through partnerships with the Franciscan Center for Urban Ministry in Hartford, The Malta House of Care and the Manna Food Kitchen. In addition, students are involved in Catherine’s Place, a shelter for women recovering from substance
abuse. The Department’s focus on international health continues with the Guyana Immersion Experience, which each year, allows qualified graduate and undergraduate students to collaborate with nurses in the health care system in Georgetown, Guyana, South America.

The faculty in the department of nutrition offers three programs: an undergraduate degree in Nutrition/Dietetics, a Masters in Nutrition, and the Dietetic Internship. The University’s undergraduate program is open to traditional first year students and to women who wish to change careers and earn a second Bachelor’s degree in nutrition. Successful completion of the post-baccalaureate internship certificate enables students to be eligible for the registered dietitian examination, the credential needed to work in most nutrition settings. In order to meet the needs of these students the Department offers courses in one time block a week so that the non-traditional students can easier balance their schedules. Continuing with this goal, since 2007, the Department has offered a fully online Master’s degree in nutrition so that registered dietitians and aspiring nutritionists can continue their education while maintaining jobs and attending to other personal responsibilities. This program attracts students from all over the country.

The majority of the graduates of the Nutrition and Dietetics program respond to Connecticut’s health care needs by living and working in the state. The University has alumnae/i in almost every nutrition-related setting in the state of Connecticut from acute care hospitals to community-based health programs. The Department of Nutrition has partnered with the Connecticut Department of Public Health to deliver the educational branch of the Supplemental Nutrition Assistance Program (SNAP-Ed). The education component is delivered via a nutrition education team (NET). Two educators, a registered dietitian and/or a nutrition graduate student and an undergraduate student provide informational programs at community sites such as Women, Infant and Children (WIC) centers, YMCAs, community action agencies, food pantries and farmers’ markets. The SNAP-Ed program provides opportunities for the majority of nutrition students to experience community nutrition.

**Yale University’s School of Nursing** offers MSN and Ph.D. degrees. Yale received a *Grants in Area of National Need* (GANNS) grant to support doctoral study for individuals from disadvantaged backgrounds. The GANNS grant supports two to three full-time Ph.D. students yearly, and they admit a total of 4-6 students in the program, which aims to train nursing faculty. Yale has a long-standing MSN program focusing on advanced practice, which leads to preceptor and faculty roles. There are approximately 90 graduates per year from this program. In 2012, the school opened a DNP program with an emphasis on management, policy, and leadership. The program is a hybrid online and intensive format and is designed for working nurses.

**University of Connecticut**

School of Nursing

UCONN offers pre-licensure programs through its BS, with a major in nursing, and it’s Certificate Entry into Nursing/ BS (CEIN_BS). The CEIN program began offering a BS degree in Nursing in 2012. Annually,
between 190 and 200 students complete the BS programs. The first time pass rate for the national licensing exam (NCLEX) is 96%. The School offers a semester-long study abroad program where students complete a clinical semester, accompanied by UCONN faculty. This is a unique program and attracts many applicants. Study abroad experiences are available in Cape Town South Africa and Puerto Rico. Shorter experiences are also available to Hong Kong and Belgium as part of the senior year capstone course. Plans are underway for summer study in Dublin, Ireland.

UCONN received a grant from the Department of Higher Education in 2006 to establish an infrastructure for the certificate program for non-nurse college graduates that prepares individuals for RN licensure in 11 months. The program is offered at four campuses: Avery Point, Stamford, Storrs and Waterbury. CEIN_BS enrolled 104 students for the 2013 class beginning in January.

In fall 2008, UCONN opened its new doctorate in nursing practice (DNP) program for post-Masters students. This program prepares nurses, who have completed a master’s degree in nursing and are certified in a clinical specialty, to become leaders in health care agencies. There are 20 students enrolled. A BS-DNP option was added in 2012, as master’s programs for nurse practitioner students transition to the doctoral degree. The majority of the courses are taught on-line, requiring a week long intensive program on site at Storrs at the beginning of each semester. The on-line format is well received and students find their time in Storrs to be highly interactive and intellectually rewarding. Full time students take the coursework over two academic years, with suggested work on their clinical practice dissertation recommended for the summer session between years. The students’ clinical practice dissertations focus on quality improvement within partner clinical agencies. Well prepared clinical leaders are intended to guide health care systems through change, including translating evidence into practice and creating environments of the highest quality care (recognizing that a skill mix of staff may be necessary). These leaders may also become faculty and, thus, may take elective courses in higher education, such as those in the Health Professions Education certificate program, described below.

The research doctorate (PhD) continues, with 37 students currently enrolled. These graduates are expected to enter academic institutions, where teaching and conducting original research is required. Opening of the DNP has allowed the PhD program to provide more focused experiences for the discovery-oriented research of the PhD program. Students receive graduate assistant positions that provide for tuition support and have significant research residency experiences with scholars both on the main Storrs Campus and the Farmington Campus where the Health Center is located.

UCONN also offers a certificate in Health Professions Education. This multidisciplinary two course sequence focuses on theories of learning and pedagogy, as well as the pragmatics of syllabi construction, managing a classroom, conducting clinical education, student evaluation and course refinement. This series is excellent preparation for the National League for Nursing’s certificate in Nursing Education, a credential already earned by nursing faculty in the program.

UCONN has a clinical faculty ladder so that excellence in teaching can be recognized in a manner similar to other faculty’s academic excellence. A doctoral degree is not required, until achievement of the rank
of clinical professor of nursing. As they advance on the ladder, clinical faculty members become eligible for multi-year appointments, which is a public acknowledgement of achievement and job security in a time of economic changes.

Additionally, UCONN received funding from HRSA to provide loans to those individuals engaged in full time master’s or doctoral study that intend to teach upon graduation. When a graduate teaches for four full time years’ post degree, 85% of their loans will be forgiven.

Over the past several years, UCONN has partnered with various clinical agencies (specialty and general hospitals, visiting nurse associations and services for the elderly) to establish joint appointments for advanced practice nurses. These are win-win situations where an agency has a competent, caring professional for clinical practice and leadership and students are taught by faculty with current clinical skills and a wealth of practice examples to illustrate their classes. These yearlong appointments also decrease the faculty turnover due to worries about maintaining clinical skills and a practice base. They move in and out of the partner agency all year—bringing science to practice and vice versa.

In order to attract elementary and middle school disadvantaged and underserved children to a nursing career, UCONN established learning communities in Hartford, Waterbury and New London. These programs provide opportunities for assistance with homework, expansion of students’ knowledge about the health professions and concrete advice on what courses are needed to pursue a college degree. One faculty member leads the Nursing Academy’s Advisory Council at Hartford Public High School and brings her exceptional curriculum design and instruction skills to the program. With a Higher Education Health and Education Initiative grant UCONN began a SAT preparation sequence in inner-city Hartford, in collaboration with the Nursing Academy. Also, state funding is supporting a ‘weekend camp’ experience at UCONN for high school students. This camp exposes high school students to college life and helps them realize that it is an experience that is possible and within reach.

More than 700 students are enrolled in the school. Faculty with strong programs of research and sophisticated advance practice skills, teach all levels of students exposing even the most novice student to nursing’s best.

School of Pharmacy

The School of Pharmacy at the University of Connecticut, celebrating nearly 90 years of excellence, is ranked in the top 30 of all schools and colleges of pharmacy in the nation. The professional program in pharmacy (Pharm.D.) is highly-selective with an annual entering class of 100. Most of the professional students come from New England; the majority is Connecticut residents. Graduates of the professional program are highly-sought for positions in community, hospital, long-term care, and specialty practice, as well as in the pharmaceutical industry and the academy. A number of graduates pursue post-graduate residencies and fellowships. The first-time pass rate on the national licensure examination (NAPLEX) is quite high (98% this past year).

The school also offers selective graduate programs in the pharmaceutical sciences including medicinal chemistry, pharmaceutics, and pharmacology/toxicology, with a total enrollment of approximately 60
students. Most of the graduates enter positions in the industry or post-doctoral opportunities, where they are highly sought. Each of the three pharmaceutical sciences disciplines has an area of focus: structural biology (medicinal chemistry), pharmaceutical technology (pharmaceutics), and mechanistic toxicology (pharmacology/toxicology). Faculty members are well-funded with grants and contracts from NIH, NSF, foundations, and the pharmaceutical industry.

The school has three endowed faculty positions: Pfizer Distinguished Endowed Chair in Pharmaceutical Technology (Dr. Michael Pikal); Boehringer Ingelheim Endowed Chair in Mechanistic Toxicology (Dr. Urs Boelsterli); and the Henry A. Palmer Endowed Professorship in Community Pharmacy Practice (Dr. Marie Smith). Three faculty members hold the title of Board of Trustees Distinguished Professor: Dr. Diane Burgess, Dr. Debra Kendall, and Dr. John Morris.

The school has three research centers: Center for Pharmaceutical Processing Research (CPPR); Center for Biochemical Toxicology; and the Health Outcomes, Policy, and Economics Collaborative Group (HOPE).

The school has formal international partnerships with Peking Medical University in China; University of Rennes in France; and the University of Barcelona in Spain.

Department of Allied Health Sciences

The Department is recognized at state and national levels for training health professionals and offering undergraduate, post-baccalaureate and graduate degrees and certificates to position students for leadership positions in health care. The Department houses three nationally-accredited and recognized professional programs that provide students with knowledge, skills and competence through combined classroom and supervised practice to successfully complete professional credentialing requirements. The Allied Health Sciences major offers undergraduates a variety of health-related concentrations for entry into the workforce or for continuing graduate health credentials and advanced degrees. At the graduate level, the Department offers a Masters in Health Promotion Sciences program with a post-baccalaureate Certificate program in Health Promotion and Health Education as well as a new Professional Science Masters (PSM) degree in Health Care Genetics.

Professional Programs: UCONN offers three professional programs: Diagnostic Genetic Sciences, Coordinated program in Dietetics and Medical Laboratory Sciences. Students apply to these programs (competitive admissions) after their sophomore year, then complete two additional years, with clinical training provided over their final two years.

Diagnostic Genetic Sciences (DGS): Medical Cytogenetics deals with the detection of microscopic alterations in human chromosomes and their relationship to human diseases and physical and mental abnormalities. Cytogenetic studies are used to diagnose congenital chromosomal abnormalities prenatally, in newborns with physical abnormalities, in older children with developmental problems, and in adults experiencing infertility or repeated unexplained pregnancy loss. Studies of cells from leukemia and solid tumors are used to detect chromosomal changes associated with the malignant process.
The cytogenetic technologist examines cells from specimens such as amniotic fluid, blood, bone marrow, solid tissues and tumors to accumulate dividing cells. The cells are stained using techniques that differentiate the individual chromosome pairs. The cytogenetic technologist examines the cells under the microscope looking for alterations in the number of chromosomes present (e.g., in Down syndrome there is an extra chromosome 21), or for abnormalities in the structure of individual chromosomes.

**Molecular Genetics** is emerging as an important component of laboratory medicine and has application in a variety of other settings. Molecular genetics technologists match donors and recipients for tissue and organ transplantation, diagnose human diseases and inherited disorders, identify missing or displaced persons, identify war and disaster victims, determine parentage, and assist in the identification of crime suspects. Individuals in both cytogenetics and molecular genetics are needed in a variety of diagnostic, research and industry settings. Upon completion of the DGS Program, students are eligible to sit for the certification examinations (in their field of concentration), offered by the American Society of Clinical Pathologists (ASCP)

**Dietetics:** The Coordinated Program in Dietetics (CP) in the Department of Allied Health Sciences offers two options: the *Traditional Coordinated Program*, which combines the didactic coursework and supervised practice hours necessary to prepare students for entry-level practice as dietitians. This program is capped at 18 students per class. Alternatively, students who have completed a Bachelor in Science in a didactic dietetics program (e.g. in UCONN's Nutritional Sciences Department) may apply for the Program which, upon completion allows the student to sit for the RD accreditation exam and provides an M.S. degree in Health Promotion Sciences. Bullet points highlighting specific aspects of the program include:

- Concentration: the importance of food and nutrition to promote health and prevent disease
- Committed to educating qualified entry-level dietitians
- Competitive program that students apply to for acceptance
- The Traditional Program is in the junior and senior year of college plus a 6 week externship immediately following graduation
- The Master’s Coordinated Program takes a minimum of 2 years plus a 6 week externship immediately following the second year
- Upon successful program completion students may sit for the dietetic registration examination
- Accredited by [Accreditation Council for Education in Nutrition and Dietetics (ACEND)]

*The Dietetic Internship* at UCONN is a post-baccalaureate certificate program accredited by the [Accreditation Council for Education in Nutrition and Dietetics (ACEND)]. Students receive 1200 + hours of supervised practice in nutrition therapy, community nutrition, food service management, and research with a concentration in urban issues. The majority of clinical experience is at Hartford Hospital, an 800 bed urban acute care facility including a level 1 trauma center. The internship is 9 ½ months and students earn six graduate credits.

**Medical Laboratory Sciences:** Medical Laboratory Sciences (MLS) (Formerly known as Medical Technology) is the branch of laboratory medicine which deals with the study of blood and other body
specimens to aid in the diagnosis of human diseases assist in determining optimal therapy and monitoring the progress of treatment.

Medical Laboratory Scientists are essential members of the healthcare team who are responsible for performing the analysis of blood and body fluids, evaluating normal and abnormal results, and correlating the results with disease states. The information they provide to physicians is essential to patient care. They are involved with every aspect of clinical laboratory testing including methods development, analysis, quality assurance, training of personnel, and laboratory management. Areas of the clinical laboratory include hematology, immunology, microbiology, chemistry, transfusion services, urinalysis and molecular diagnostics.

Clinical laboratory testing is rapidly moving into a variety of settings outside the traditional hospital laboratory. Independent laboratories, home testing, worksite testing, research facilities, educational institutions, and industrial environments all offer opportunities for employment of credentialed practitioners.

Upon completion of the MLS Program, students are eligible to sit for the certification examination offered by the American Society of Clinical Pathology (ASCP) Board of Certification.

- The program at UCONN has undergone changes this past year due to the withdrawal of Hartford Hospital as the main clinical affiliate. The program has now realigned with the UCONN Health Center and several other secondary clinical affiliates throughout the state. It is hoped that student laboratory and classroom space will become available at the Health Center as a result of this restructuring. The program is also very expensive to run; it costs approximately $5000-6000 per student. Most of these costs are not recovered by student fees.

- The program accepts between 14 and 16 students annually; with between 40 and 50% of students coming from under-represented populations who better reflect the populations they will eventually serve. Future plans are to increase the enrollment to 28-32 students annually.

**Allied Health Sciences:** The Department began offering a baccalaureate degree in Allied Health Sciences in Fall 2006. This competitive program is designed primarily for highly qualified students (average GPA is a 3.1) who would like to pursue GRADUATE health education programs that require a baccalaureate degree for admission, but recognizing that some students may seek immediate employment following completion of the BS degree. Students elect the standard plan (no concentration) or select one of three concentrations. The standard plan is a very flexible plan tailored to meet a student’s professional and personal goals and is generally selected by students who want a broad training in the allied health sciences for employment or graduate training in programs such as PA, OT, PT, post-baccalaureate nursing, etc. Concentrations include: Health Sciences – which is generally selected by students with an interest in health specialties which involve laboratory or diagnostic procedures or who are looking to pursue allied health fields requiring a strong health science background such as MD, Dental, Optometry, Post-baccalaureate Pharmacy, etc.; Public Health and Health Promotion – which is generally selected by students interested in working in social service agencies, worksite wellness/health promotion programs,
government health agencies, hospital wellness programs, business, industry or educational settings that emphasize health such as Public Health, Health Education, Management, Policy, etc.

Occupational and Environmental Health and Safety – which is generally selected by students with an interest in working in occupational safety and environmental health careers that require knowledge needed to enhance safe work conditions and practices, and minimize disease and injuries such as safety, industrial hygiene and ergonomics, and it uniquely positions students for graduate studies in OEHS and related disciplines.

Since its beginning in the fall of 2006, the Allied Health Sciences major in the Department of Allied Health Sciences has graduated an ever-increasing number of students from 26 in 2007 to over 163 in 2012. The total enrollment in the undergraduate programs has now topped the 700 mark, resulting in the addition of four faculty positions, two with duties in the Academic Advising Center. Graduates have either entered the workforce in health care occupations (i.e. public health organizations, hospital wellness centers, non-profit organizations, counseling services, insurance industry, research, etc.) or have gone on to advanced study in health professions (Medical School, Pharmacy, Dental, Physician Assistant, Physical Therapy, Occupational Therapy, Nursing, Health Care Administration, Public Health, etc). This major also addresses the workforce needs by providing the requisite bachelors degree necessary for admission to graduate professional programs and by providing entry-level practitioners for public service organizations. To date the major has graduated 608 students and has 706 currently matriculated.

**Graduate Program in Allied Health (GPAH):** GPAH offers a MS Degrees in Health Promotion Sciences (MSHP) and a Professional Science Master’s (PSM) Program in Health Care Genetics. The MSHP program provides research experience and advances in health promotion sciences through culminating projects and thesis with dissemination of new knowledge through scientific meetings and publications. Graduates of the program are employed in leadership, research, and clinical positions in public health, health care, worksite and research settings. Students in MS degree in Health Promotion Sciences may complete their program by either completing a thesis or performing a project and practicum. The Master’s Program in Health Promotion Sciences offers students competitive graduate research and teaching assistantships, individualized programs of study, full-time and part-time options, and opportunities for expanded roles in health care. Additionally, the Graduate Program in Allied Health offers a **Graduate Certificate in Health Promotion and Health Education (CHPHE).** Completion of core competencies in CHPHE provides eligibility to sit for the examination to become a Certified Health Educator Specialist (CHES).
Health Promotion Programs: The Health Promotion Sciences concentration has seen an increase in interest and the number of students declaring this concentration continues to increase. Health promotion professionals work in a variety of settings as community educators to promote health and prevent disease and chronic conditions. Through building coalitions in the community, health promotion professionals identify critical issues in the community through needs assessment and then design, implement, and evaluate the impact of programs that address these issues. Programs to prevent cancer, violence, substance abuse or heart disease or to promote healthy lifestyles through physical exercise and proper nutrition are typically designed by health promotion professionals. Health promotion professionals must master skills in translating scientific principals into effective community interventions as well as scientific and media communications, presented orally and written. The continual rise in health care costs to treat chronic illnesses and conditions warrants the education and training of health promotion professionals to improve health and prevent disease and disability, while containing health care expenditures.

Several factors are driving the need for health promotion professionals:

- The AIDS epidemic with its related complex medical, legal, economic and social issues is expected to substantially increase the need for qualified health educators throughout the world.
- There is growing demand for culturally diverse outreach workers who can speak a second language and are trained in behavioral and community-based intervention technologies to both educate and empower populations at risk to improve and enhance their health status.
- Greater emphasis on integrating health promotion and disease prevention in captivated health plans (managed care) is rapidly increasing in primary care settings as well as in community-based outreach programs.
- Educators trained in maternal and child health, nutrition, sanitation, industrial hygiene, population control and prevention of disease will increasingly find career opportunities in developing countries.

The curriculum and training received from either MS degree in Health Promotion or achieving the Graduate Certificate will prepare students to design, develop, implement, administer, and evaluate culturally sensitive and socially attractive, health promotion programs. The students will learn how to incorporate public health approaches for instituting change and mobilizing communities and individuals toward healthier lifestyle and social change by understanding the policy, and utilizing organizational, and community resources.

Professional Sciences Master’s Program in Health Care Genetics (PSM): The Professional Science Master’s Program in Health Care Genetics trains scientists and professionals with interdisciplinary competency in human genetics, disease identification, laboratory diagnostics, health care ethics, and regulatory issues in the clinical laboratory. This degree, which commenced in fall 2012, crosses multiple departments on the Storrs and Health Center campuses and is appropriate for post-baccalaureate students with degrees in the life or clinical sciences who wish to pursue career advancement or opportunities in companies, laboratories, or health centers whose mission is to identify, treat and/or prevent human disease.
The milestones in genetics testing have introduced new paradigms for addressing personalized medicine, pre-implantation genetic diagnosis, and genetic design. There has also been an explosion of new technologies, genomics-related industries, and companies offering genetic testing for gene variants. The expansion of these new diagnostic modalities and increasing numbers of genetic tests available means an expanding role of the clinical laboratorian to include routine physician consultation for test ordering and result interpretation. Competencies required of the laboratorian in the move toward personalized genetic medicine will include more direct links to patient care, customer relations, teaching, consulting, data analysis and process improvement. Yet, there is a workforce shortage of laboratory professionals in the health care industry. The PSM Degree emphasizes discipline competency through formal coursework, research, teamwork, and scientific presentation skills and also requires substantial cross-training elements for successful performance in a health care environment. The degree is a two-year Plan B (non-thesis) Master’s degree program, with options for part-time completion. The program has its foundations in the existing strengths of its faculty members with expertise in genetic testing, research, and the application of genetics in health-care.

**Center for Environmental and Health Promotion:** Originally established in 1986 by a competitive grant award from the Connecticut Department of Higher Education under the Fund for Excellence Program, The Center for Environmental Health (Now the Center for Environmental Health and Health Promotion; CEHHP) has continued to pursue its mission of teaching, research and community engagement to address the issues, problems and concerns of the people of Connecticut. The Center is committed to improving the quality of life for the citizens by enhancing the quality of the environment in which they live and has fostered an interdisciplinary approach to the resolution of environmental health problems.

**University of Connecticut Health Center—Area Health Education Centers (AHEC)**

The Connecticut AHEC Program at the UCONN Health Center and its four regional offices operate an array of health career recruitment and support initiatives, some of which are described below.

In FY 2011, CT AHEC provided services to a total of 4,703 students in grades K-16. Of that number, approximately 37% were from underrepresented or disadvantaged backgrounds. In addition, 317 health professions students participated in community based education and 1,657 individuals participated in continuing education. The total number of learners engaged by the CT AHEC Network in FY2011 was 6,677.

**Health Career Pipeline Programs**

CT AHEC has created a pipeline of service programs that engage high school, college and professional students with the goal of preparing the next generation of health care providers for practice in Connecticut’s underserved communities.

- The Urban Service Track recruits and prepares a cohort of students in the University of Connecticut Schools of Medicine, Dentistry, Nursing, and Pharmacy, as well as Quinnipiac University’s Physician Assistant Program, specifically for practice in Connecticut’s urban
underserved communities. In FY 2012, UCONN School of Social Work joined UST. Recruitment of under-represented minority and disadvantaged students and interdisciplinary training are emphasized. Since its inception in 2007, the Urban Service Track has engaged 279 scholars and 81 students have graduated.

- The Collegiate Health Service Corps (CHSC) targets college freshmen and sophomore students who are at risk of dropping out of the college, by forming a campus-based support system through service learning for first generation, minority and/or economically disadvantaged college students. Service learning opportunities are created and implemented to empower those populations experiencing health disparities, engaging students with their communities and increasing the likelihood of returning to their community as a health care professional. Service learning specifically integrates academic coursework and community projects, while increasing college student exposure to careers in health care and public health. For the year ending July 30, 2012, 191 college students participated providing 3,459 hours of service learning. The majority of students expressed that service learning had a highly favorable impact on their ability to communicate with diverse populations (83%), understand how poverty impacts health (83%), and more willing to work with the population served in the future (100%). Partner Universities include Eastern, Western, Southern and Central CT State Universities and the University of Connecticut at Storrs.

- The Youth Health Service Corps (YHSC) equips a diverse group of high school students across the state to provide substantive volunteer service in health care agencies. The YHSC curriculum includes Leadership and Service Learning, Vulnerable Populations including Cultural Competency, Ethical and Legal Issues and Health Care Skills. Students also complete CPR certification and an overview of health careers. Students fill a community need for volunteer service while acquiring real life learning experience under the guidance of professional role models. The YHSC program is implemented at each of the 4 regional AHECs in Connecticut under the direction of full-time AmeriCorps members. For the year ending June 30, 2012, 420 high school students from 20 high schools completed 10,750 hours of volunteer service in a health care setting. Seventy one percent of YHSC members indicated they are doing better in school and 76% indicate they will study a health career in college as a result of participating in the YHSC Program.

- Migrant Farm Worker Medical and Dental Clinics provide free medical and dental screenings and health education to migrant farm workers throughout Connecticut. There were 463 total program participants of which 218 were health profession and graduate students, 128 were pre-profession students, 15 were medical interpreters, 76 were health professionals and 26 were community volunteers. More than 360 migrant farm workers were served at the summer and fall mobile free clinics. Of the 360 individuals there were over 700 patient encounters. Patients received free medical and dental primary care screenings, intervention education and medications.

- National Primary Care Week is observed by UCONN School of Medicine, Dental Medicine, Pharmacy and Nursing and Quinnipiac University Physician Assistant Program with community
outreach activities and hands-on clinical opportunities. Primary Care Week provided over 690 hours of educational programming to 563 students. During the Primary Care Afternoon of Service, 157 student and faculty had 550 hours of experiential learning and served over 450 clients.

**Health Career Exploration Programs**

- The Health Occupations and Technology (H.O.T) Careers in Connecticut is a comprehensive guide to over 80 health occupations with training programs in Connecticut. The guide includes basic descriptions, academic and training requirements, places of employment, employment trends, licensure/certification, and salary ranges. It is very popular among high school guidance counselors and workforce development counselors. [www.healthcareersinct.com](http://www.healthcareersinct.com)

- Careers for the Future Summer Medical Camp provides 35 high school students with opportunities to shadow medical professionals at the UCONN Migrant Farm Worker Clinics, St. Francis Hospital and Medical Center, and the Hospital of Central Connecticut.

- Advancing Health Education Careers (AHEC) Summer Institute is a six-week career exploration and work readiness program for 30 youth, ages 14-16. Activities include: independent and group research projects, guest presenters, leadership and employability skills building exercises, resume preparation, and health education trainings.

- Exploring Health Careers Presentation featuring the H.O.T. (Health Occupations and Technology) Guide is a 90 minute interactive presentation that provides students and adults with information and resources to pursue over 100 different health careers training programs in CT. Annually 50-250 students participate.

- Health Policy Debate Club is an extracurricular activity designed to build the skills necessary for success in health, science, or law careers. Students in grades 10-12 also explore some of the hot-button issues in health and science today while they gain the abilities to read, research, and reason, which are crucial for anyone wishing to pursue a career in health. Annually 30 students participate.

- Voices of the Future Mentoring for Young Men is a youth development and mentoring program for adolescent boys ages 13-15 living in the Upper Albany and Northeast sections of Hartford, CT who are at risk for dropping out of school because of truancy, suspensions, or decreased academic performance. The program is 16 weeks of one-to-one mentoring and weekly health education workshops that help build self-esteem, improve academic performance, and increase the ability to make positive life choices. 25 students participate per semester.

- Health Careers Awareness Programs (HCAP) is a program developed by Southwestern AHEC to facilitate a solid foundation for under-represented students to pursue a career in the health professions. It provides academic preparation and skill development using elements of the National Health Care Skill Standards and the 21st Century Skills for grades K-12. Various programs offer students exposure to various health professions through developing service learning projects, interaction with health professions guest speakers such as Health Careers...
speed dating, field trips to hospitals and various medical facilities, and health fairs, as well as college campuses. Programs are offered throughout the school year, and summer. In the last 4 years Southwestern AHEC has worked with approximately 5000 students.

- The Connecticut Health Careers Academy Program targets high school students from underserved areas, who show an interest in entering a health profession in the future. The students are exposed to and participate in both the Youth Health Service Corps and the Health Occupations Students of American (HOSA) programs. Together, the YHSC and HOSA promote career opportunities in the health industry, and enhance the skill sets and competencies that are needed as a health professional. In the last 3 years, Southwestern AHEC has had 151 high school students successfully complete this program.

- E-mentoring – Southwestern AHEC partners with the Stratford School District and Quinnipiac University for high school students to work with health professions student mentors who share their journey through college and experiences in their chosen future profession. The high school students gain new perspectives on a wide range of health careers, make connection between school and career, and begin to form a network of professionals.

**Health Career Professional Training**

- The Medical Interpreter Training Program provides bilingual health care workers with a basic 48-hour, highly interactive, course of instruction covering topics such as interpreting skills, medical ethics, cross-cultural communication, medical terminology, and professional protocols. Advanced training and continuing education programs have been available since 2010. Course offerings are provided for general public enrollment and are arranged for employers at their requested sites. For the year ending July 30, 2012, 32 bilingual health care employees completed Interpreting in Health and Community Settings and 89 bi-lingual employees have had their language skills assessed by AHEC per the employer’s requests.

- The Promotores de Salud (Health Promoter) Program is a 40-hour certificate class offered in English and Spanish. It is offered twice a year for a class size of 10-15 adults. Since its inception in 2005, approximately 700 people a year receive health education and health promotion services from the Promotores.

- The Community Health Worker (CHW) Program provides a 48-hour core competency training for Community Health Workers throughout the state. This program is operated by all four regional centers, and is supported by the CT Department of Public Health. In the last 3 years, over 100 CHWs received training in core competency outreach skills and received assessment of their fieldwork skills, post-training.

- The Allied Health Professional Network is a new initiative for current and recent allied health graduates of eight certificate programs across the state’s Community College System, to provide support and motivation to pursue career pathways through continuing education and training. The Network sponsors regionally-based networking meetings at least twice an academic year, produces and distributes a bi-monthly newsletter, and maintains a website and support/peer
mentoring chat room. The website receives approximately 80 visitors a month with one-third being repeat visitors. The on-line mentor is a hospital administrator who posts weekly topics related to entering and working in the field of allied health.

**Continuing Education**

- The CT AHEC Network engaged 1,657 continuing education participants in FY2011. These attendees participated in 37 programs for a total of 241 hours of instruction. In total, participants came from 15 professions, including Clinical Social Workers, General Dentists, Physicians, Nurses, Physician Assistants, Paramedic/First responders, Pharmacists, and Community Health Workers.

**WORKFORCE INVESTMENT BOARDS**

**Capital Workforce Partners (CWP)—North Central Workforce Investment Board**

Capital Workforce Partners Allied Health Sector Initiative began in 2003 when CWP’s Board of Directors identified the healthcare industry cluster as a ‘strategic priority,’ for North Central Connecticut. CWP convened the Healthcare Workforce Advancement Committee to collect, analyze and act upon information collected through research and employer engagement.

**New England Knowledge Corridor Health Careers Project (HCP):** Capital Workforce Partners in partnership with the Regional Employment Board of Hampden County, MA was awarded a $5,000,000 H-1B grant to assist unemployed and underemployed workers transition to practice in targeted healthcare careers (nursing, medical coding and health information technology) through a combination of occupational skills and on-the-job training (OJT). Partners include CWEALF, Capital Community College, Central CT State University, Springfield Technical Community College, UMASS Amherst, Hartford Hospital, ECHN, St. Francis Hospital, Hospital of Central CT, Bay State Medical Center and VNA. To date 42 RNs have been placed into 12-month residencies (OJTs).

With grant funding from the HCP has created an onsite RN to BSN pilot program at the Hospital of Central Connecticut in partnership with the hospital and Central CT State University.

The CNA Advancement Initiative implemented through funding from grants from Robert Wood Johnson Foundation and the USDOL, was developed in 2007 and has become a model to provide education to frontline staff and promote culture change within the partnerships developed with long-term care and homecare organizations. The CNA Advancement model includes: contextualized basic skills instruction, and educational and career supports designed to meet the literacy and numeracy remediation needs of the frontline healthcare workforce; The CNA Advancement Initiative trained 365 frontline workers and 382 specialty certificates were earned under the initial grants from 2007 through 2011.
The CNA Advancement Initiative has been sustained by converting the original courses into two college-credit certificate tracks in Long-Term Care and Gerontology, moving the courses from a half of a credit to three credit courses.

Long-Term Care Certificate: CWP partnered with Charter Oak State College to expand the curriculum of the six initial clinical specialty courses into a certificate program, offering six courses through online delivery. Many components of the initial program remain intact including onsite mentoring and employer involvement.

Gerontology Certificate: The alignment of courses to the Gerontology Certificate Program at Capital Community College (CCC) has also been implemented. Four work-based courses were developed by CCC and a cohort from the Visiting Nurses Association is enrolled. Once the four classes are completed, individuals may transition to the college Gerontology certificate or into another allied health specialty.

Metro Hartford Alliance for Careers in Healthcare (MACH): Capital Workforce Partners co-convenes the Metro Hartford Alliance for Careers in Healthcare with the Connecticut Women’s Education and Legal Fund (CWEALF). The MACH partnership evolved from CWP’s Healthcare Workforce Advancement Committee which was created to establish an employer-driven, long-term and sustainable partnership to promote work-based and work-place learning for entry-level employees in the healthcare fields. As part of the Workforce Solutions Collaborative of Metro Hartford, Connecticut’s Women’s Education and Legal Fund (CWEALF) and CWP have formalized healthcare initiatives they have done collaboratively for the past several years into MACH.

CWP continues to offer Individual Training Account Scholarships for jobseekers interested in careers in healthcare and in 2011/12 awarded 61 healthcare training scholarships totaling $224,781 and allocates 50% of its Incumbent Worker funding to healthcare employers.

In addition to adult focused activities, CWP is sponsoring summer youth opportunities for students to explore health care careers. Youth have participated in internships with local hospitals, volunteer nursing organizations and other health care employers sponsored through state summer youth employment funding. Through its year-round program, CWP also has partnerships with Catholic Charities and the Nursing Academy at Hartford High School which provide career competency development and internship opportunities to 25 participants.

**Eastern Workforce Investment Board (EWIB)**

The EWIB Health Pipeline Program represents a partnership between Eastern CT education, industry, and workforce development leaders. The program expands the pool of next generation workers in the healthcare field. The Health Pipeline was a partnership between EWIB, and EASTCONN with subcontractors New London Office of Youth Affairs and Norwich Youth and Family Services, the three (3) area hospitals, two (2) community health centers, and six (6) high schools from Windham and New London counties.
The Health Pipeline Program was designed to increase student awareness of nursing and allied health careers and to improve student preparation for further study and careers in these fields. There were three program components: up front student selection, online learning, and summer internships. Successful completion of the online portion advanced the students into six-week, paid clinical internships. The program served twenty eight (28) youth. Students completed a portfolio of their experience and high schools are evaluating them for academic credit.

EWIB also continues to partner with area healthcare employers to increase the skills of their current workforce through **Incumbent Worker Training projects**. Eight health companies received training funds in 2011-2012 including: Better Than Ever Wellness, CT Orthopedic & Hand Surgery, Generations Family Health Center, High Hopes Therapeutic Riding, L&M Hospital, Mansfield Family Practice, Saint Joseph Living Center, and Windham Eye Group. This represents an investment between the companies and EWIB of over $179,000.

With labor market reports showing that the health fields are still one of the “best bets” for employment, dislocated workers and low income adults continue pursuing healthcare careers through **Individual Training Accounts (ITAs)** at EWIB’s four CTWorks-East Centers. With the absence of the ARRA funding, EWIB returned to its former tuition level of to up to $3,000 per person in program year 2011 - 2012. EWIB provided training (tuition, support services, and On-The-Job Training) to 148 people in healthcare spending just over $197,000. The four top trainings are: CNA, Pharmacy Tech, Dental Assistant, and Medical Assisting. The top three training institutions were Quinebaug Valley Community College, Three Rivers Community College, and Eastern CT State University. EWIB wasn’t able to continue the Health Career Advisor (HCA) position in PY 11/12 but did fund the Health Careers Workshop at the four CTWorks-East Career Centers to continue to provide customers with information about the full range of healthcare careers.

**Northwest Regional Workforce Investment Board (NRWIB)**

The Northwest Regional Workforce Investment Board remains actively involved with allied health employers in the region as well as in the development of allied health education. The funding for the Waterbury Career Academy High School has been secured and the NRWIB is involved in curriculum development for allied health occupations- one of the specific major career components at the school.

Using competitive funds received from the US Department of Labor for technical skills training, the NRWIB is funding an incumbent worker training program with Waterbury Hospital and is supporting health care management information systems training and long term health care management training for long-term unemployed at Northwestern Connecticut Community College and the University of Connecticut.

The NRWIB continues to commit a significant portion of its funding from the Workforce Investment Act (WIA) and the Jobs First Employment Services Program (JFES) to training for participants. In the last year, under WIA, the Board issued 209 ITAs in healthcare related fields totaling more than $513,520. Under
the JFES Program, a number of clients successfully completed similar programs including dental assistant, phlebotomy and CNA training. Additionally, the NRWIB provided training funds for 100 incumbent workers at St. Mary’s Hospital who contributed a matching investment.

**Workforce Alliance—South Central Workforce Investment Board**

**Ongoing Initiatives**

Workforce Alliance continues to:

- Support a Health Career Advisor (HCA) who works with *CTWorks* customers and community college students to provide assessment, academic advising, career counseling, financial assistance and referrals to educational programs at all levels. Formerly this has typically been a federally-funded grant supported position, however, as those funds have dissipated, Workforce Alliance has made this position a part of their *CTWorks* One Stop Career Center budget. The current HCA has worked in this position previously in the Southwestern CT Workforce Investment Area, but is now a *CTWorks* employee, versus a Community College employee. This allows for more full integration into the *CTWorks* system.

- Partner with healthcare facilities in the region, using Incumbent Worker Training funds, to provide the School at Work (SAW) program onsite to enhance developmental academic, communication, and personal management skills for entry-level employees. The healthcare facility contributes a staff coach for the student employees, as well as financial resources, space and computers to sustain the program.

- Issue healthcare-related Individual Training Accounts (ITAs); 171 such ITAs were issued, from July 1, 2009- June 30, 2011. This represents an average overall investment of $513,000 into healthcare related training for this period.

- Partner with Gateway Community College, the CT League for Nursing (CLN) and The Annie E. Casey Foundation to implement and sustain the Fast-Track LPN to RN Initiative. The program continues to expand its enrollment and graduation rates at Gateway Community college, and focuses on providing a fast-track option for LPNs to advance through an Associate Degree Nursing (ADN) Program in twelve (12) months, from time of acceptance to graduation. The goal for this year is to expand this project to Community Colleges around the state with current RN programs. Additionally, other goals of the project continue to be the increase in number of RNs in the state of Connecticut, to provide a seamless and efficient pathway for LPNs to obtain the education required to obtain licensure for RN, to provide for economic growth in the region by increasing the employability of the individual and ultimately to affect the economic status of the individual through increased personal income ability.
New Initiatives

Connecticut Nursing Action Coalition

In February 2012, CT was designated as a “Nursing Action Coalition” state by the Robert Wood Johnson Foundation (RWJF). The purpose of the Coalition is to promote the implementation of the recommendations in the Institute of Medicine (IOM) Report – The Future of Nursing: Leading Change, Advancing Health. Those recommendations include:

- Strengthening Nursing Education & Training and the nursing workforce
- Enabling nurses to practice to the full extent of their education and training
- Improve healthcare workforce data collection to better assess & project workforce requirements

This is accomplished through:

- Building a coalition in CT that includes such entities as the CT Nurse’s Association, The CT League for Nursing, the CT Hospital Association, various schools of nursing around the state, and Workforce Alliance as a “non-nursing” partner (representing WIBs statewide) as required by RWJF
- Conducting an assessment of the nursing workforce in Connecticut, regarding the “supply profile” of the state’s nurses (gender, race, educational background, work setting, clinical area of practice, etc).
- Creating a database that reflects the nature of CT’s nursing workforce, in order to apply for funding to support the future of nursing in CT through enhanced education.
- Applying to the RWJF Request for Proposals to support nursing workforce priorities in CT. (Grant total = $150,000).

Gateway Community College Patient Navigator Program

Workforce Alliance has been participating in a partnership for the last year that includes Gateway Community College, Project Access at Yale-New Haven Hospital, the CT Cancer Partnership and CT DPH, to fund the development of a curriculum, and offer programming for a Patient Navigator Program (identified as an emerging critical position in the Jobs for the Future analysis of CT’s healthcare workforce). The Patient Navigator will work as the support hub for all aspects of a consumer’s movement through the healthcare system. The Navigator’s role is to promote smooth and timely continuity of care to the point of resolution. The Navigator acts as an advocate for patients seeking and receiving care in multiple settings, and interprets the needs and concerns of the patient for various providers. The Navigator will provide linkage/access to care, patient registration, appointment scheduling, collaboration with the treatment community to provide transportation, follow up, quality management activities, data collection and health education information.
The WorkPlace, Inc.—Southwestern Workforce Investment Board

The WorkPlace, Inc. is cultivating a pipeline of health care workers to meet the needs of employers in Southwestern Connecticut. Through a variety of programs The Workplace, Inc. has established strong ties with area hospitals and health care providers. It continues to provide group training to disadvantaged youth, participants on state subsidies and the adult and dislocated worker population. The year 2011 featured an Incumbent Worker Training (IWT) program administered by The WorkPlace, Inc. at three different employers.

Waveny Care Network implemented the following 9 programs to increase the skills of their workforce:

- **Program 1:** In order to continue to enhance the dementia care knowledge of employees and the experience for residents with dementia, Waveny Care Network will offer employees additional development, educational and enrichment opportunities with the ‘Person Centered Care” for the Person with Dementia. This program has been custom designed to meet the educational needs of staff and bring forward previous training for deeper reflection. This phase of the training will focus on: deepening the understanding of the quality of life for a person with dementia; building skills to assess quality of life; and methods to measure quality of life. This 2-hour in-service will be offered nine times over three separate dates so all shifts are able to attend.

- **Program 2:** Person-Centered Care for the Person with Dementia: Recognizing and Responding to Distress program is an empathy-based model for understanding the physical and emotional needs of people with dementia while focusing on enhancing the clinical skills of front line staff. This program has been custom designed to meet the educational needs of staff and bring forward previous training for deeper reflection. This phase of training will further develop, educate and enrich the capabilities of staff, providing comprehensive opportunities to learn more about the person-centered approach for residents with dementia by focusing on how to recognize and respond to signs of distress; demystifying distress; maximizing comfort and relieve of distress.

- **Program 3:** Serve Safe Training and Certification for Dietary Staff: The Serve Safe training program will provide dietary supervisors with the tools and knowledge to ensure that proper food safety practices are in place across the Network and that food safety knowledge is shared with every employee. The program will further develop and educate participants on sanitation, the flow of food through the operation, pest management, contamination and food allergens, safe food handling, FDA food codes, etc. Participants will learn from experience with segment-specific, real world scenarios that bring lessons to life.

- **Program 4:** ‘Assisted Living’ Certification Program: The mission of Connecticut Assisted Living Association (CALA) is to enhance the quality of life for those they serve. CALA is an active resource for its members through the proactive development and implementation of continuing
educational services and professional development efforts while supporting and advancing the common business interests of ‘Assisted Living’ service providers in Connecticut.

Funds requested for the ‘Assisted Living’ program will be used by assistant-supervisor in The Village (dementia/Alzheimer’s assisted living facility) to undertake an Assisted Living Certification course through CALA. The staff member was recently promoted to the assistant-supervisor position and providing the tools and resources for success in her new position is at the heart of this request. This 7-week course provides education specifically needed for effective leadership, including a comprehensive overview of current applicable State healthcare regulations, techniques for handling family crisis situations and in-depth discussions of ethical issues pertaining to the ‘Assisted Living’ environment.

- Program 5: Quality Measures Indicator Training: This program will focus on training the entire interdisciplinary team (IDT) on the Centers for Medicare and Medicaid Services (CMS) quality measures and initiatives/5 star rating system and its impact on census, facility reputation, and consumer confidence. Those involved will be responsible to share and reinforce newly learned knowledge with all staff.

- Program 6: Admissions Policies and Practices Program: This program will provide an in-depth review of the preadmission and admission requirements to maintain compliance in an ever changing regulation environment. It is aimed at all staff that is involved with the admission process. Participants will understand the requirements and the importance of adhering to the regulations. Those involved will be responsible to share and reinforce newly learned knowledge with all staff.

- Program 7: Understanding Requirements Related to State Survey Process: This training will provide an in-depth review of the federal and state regulations, how to incorporate them with the daily facility care practices and how to ensure compliance through effective program development and oversight. The session will teach participants the regulations as well as any identified areas of non-compliance.

- Program 8: Medicare Documentation Focused on Short Term Care: This training session will teach participants the documentation of short term rehab patients that is required to support the delivery of skilled services under the Medicare Part A program. This program will provide an in-depth review of the nursing and therapy documentation that is required to support the need for Medicare skilled services as outlined in the Medicare Benefit Policy Manual. Staff will be educated on the required elements, the importance of the process and Medicare contracted auditors.

- Program 9: Documentation and Compliance with Minimum Data Set (MDS) and Care Assessment Area (CAA): This program will teach participants the required elements to ensure accurate coding of the MDS 3.0 and the documentation that is required to support appropriate
coding. This session will also provide training skills related to proper completion of the Care Area Assessment (CAA) summary to ensure compliance with federally mandated regulations.

Bridgeport Hospital’s School at Work (SAW) is a career development system for entry-level workers in the healthcare industry. School at Work is a tool providing education and encouraging career growth. The hospital will use this tool to develop and build confidence in entry-level workers preparing them for career advancement. SAW Prep is an online course for employees interested in School at Work, but need to strengthen their core reading skills. The employees in this class have taken the TABE reading test to get into SAW and had low reading levels. This class is designed to improve their reading levels and prepare them to take SAW in 2013.

Griffin Hospital’s STAR Program Certification consists of ten (10) self-directed, online training modules that rehabilitation clinicians and other participants can complete individually and four (4) group inservices that are directed by personnel onsite. The in-service content is part of the STAR certification process and helps reinforce the online training as well as bring together the cancer rehabilitation team. The training typically takes approximately 4 months. Once the training is completed, the rehabilitation staff will implement research-based tools and utilize a systematic approach to evaluating and re-evaluating cancer patients for rehabilitation care.

The STAR program systematically trains clinicians to become oncology rehab experts, implementing evidence-based therapy protocols. Each clinician gains a better understanding of the unique health and quality of life issues of cancer survivors who are undergoing treatment or living in its aftermath and will have the ability to guide their day-to-day interactions with patients in order to provide the best possible care. Each member of the team, who successfully completes the course, will join a national network of STAR providers.

The WorkPlace spent over $83,585 in incumbent worker training funds with a match of $83,814 by health care employers. In total, 386 employees benefited from training.

In late 2011, The WorkPlace created The Southwestern Connecticut Health CareRx Academy. The Academy is a broad partnership of healthcare providers, educators, trainers and community-based organizations. Created with nearly $10 million in funding from the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Labor (DOL), The Academy’s mission is to increase the number of people trained and prepared for positions such as Cardiovascular Technician/Technologist, Dental Assistant, EMT/Paramedic, Health Information Specialist, Patient Care Technician, Radiation Therapist and many more.

The Academy Program was designed with input from healthcare providers and educators. It prepares individuals to focus on careers in health care, not just jobs, and provides resources to help them do so. Among the Academy’s unique and forward-thinking program services are core skills training delivered in the context of healthcare, mentoring and coaching provided by healthcare professionals, occupational training through accredited providers and job readiness and exposure to work experience in a healthcare setting. The Academy strives to provide participants with work experience in the healthcare field, through internships, job shadowing, observation or meaningful volunteer work.