

Allied Health Workforce Policy Board

Inventory of Health Care Initiatives in Connecticut

2015

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INVENTORY OF HEALTH CARE INITIATIVES IN CONNECTICUT

As health care continues to change across the country, there are a number of new and existing initiatives in Connecticut that address the shortage of a skilled health care 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 health care workforce programs. This is not an exhaustive list and will be updated regularly online.

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) is charged with the regulatory oversight for the independent colleges and universities and non-degree granting post-secondary career schools, which includes occupational schools and hospital based occupational training. For the 2013-14 academic year, the Office of Higher Education worked with the independent colleges and universities on the review, licensure and/or accreditation of 22 degree programs in health sciences: 2 certificate programs, 5 associate degree programs, 8 baccalaureate degree programs, 3 master's degree programs, 2 advanced graduate certificates and 2 doctoral degree programs. This is a decrease of 11 programs over the 2012-13 academic year.

In OHE's regulatory oversight of the 77 non-degree granting occupational schools, they offer a variety of training programs, many of which focus on allied health programs. An overview of the programs includes some of the following: 13 dental assisting, 4 diagnostic medical sonography, 9 practical nursing, 9 massage therapy, 6 medical administrative assistant, 13 medical insurance billing and coding, 19 medical assisting, 21 nurse assistant training and patient care technician, 9 phlebotomy and 2 mental and social health services professional.

OHE also has 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

Licensed physicians, dentists and nurses are required to renew their licenses utilizing DPH's online license renewal system. Mandatory online renewal provides the Department with the capacity to collect workforce data for use in identifying and addressing healthcare workforce shortage issues. In July, 2014, DPH began collecting national nurse workforce survey data that was recommended by the National Forum of Nursing Workforce Centers. The National Council of State Boards of Nursing (NCSBN) was instrumental in funding this initiative. DPH is exporting the workforce data to NCSBN daily for benchmarking against other states. As the data has been collected for only a few months, DPH expects to have a good sample of data to analyze next year. DPH is working toward collecting similar workforce data for physicians and dentists. DPH continues to work closely with the 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 online licensing for all licensed health care, environmental health and emergency medical services professionals, and expanding the collection of valuable workforce data that is currently unavailable but critical in identifying and addressing healthcare workforce shortage issues.

Website Link (DPH online renewals): <http://www.ct.gov/dph/cwp/view.asp?a=3121&q=443448>.

PARTNER AGENCIES AND INITIATIVES

Connecticut Hospital Association

Statewide High Reliability Initiative to Eliminate Preventable Harm

The statewide initiative to eliminate preventable harm through the use of high reliability science has advanced nearly all of Connecticut's hospitals in their development of a culture of safety. Over ten thousand hospital staff, leaders, and physicians have been trained in the principles and techniques of high reliability that focus on effective team and patient care communication, encouragement of error and problem reporting, fair and just accountability, questioning attitude, and relentless focus on patient safety and systems improvement, among other things. The language and mindset of safety culture is evident in meetings of the many association member groups as they share safety stories and examples of "ARCC ing" it up (Ask, Request, Communicate Concern, and use the Chain of Command, to speak up for safety). This year CHA produced a video (on the CHA website <http://www.cthosp.org/>) for the public that explains one of the key practices hospitals use to ensure patient safety, that of checking patient identification before procedures, medication administration etc. CHA plans to expand its high reliability work to include hospital partners and other continuum providers. The target population for this program included hospital staff, leaders, and physicians/expansion to other organizational hospital partners.

2014 Smart Moves Forum on Safe Patient Handling

This year the five organizations representing multiple care settings supported their members by bringing two national experts in safe patient handling to the state to provide education on the latest developments in the field. This included presentation of the newly developed Safe Patient Handling and Mobility Interprofessional National Standards and how to implement them, and, safe patient handling techniques

and issues related to care of obese patients. The target population for this program included nurses, nursing assistants, physical therapists, occupational therapists, and others in hospital, home care, and long-term care settings, nurses throughout the state. Partnerships in this initiative included: The Connecticut Hospital Association, The Connecticut Nurses' Association, LeadingAge Connecticut, The Connecticut Association of Health Care Facilities, and the Connecticut Association for Healthcare at Home.

Nursing Workforce Survey

An online survey regarding the current status and future expectations for the nursing workforce was administered to members of The Connecticut Hospital Association, LeadingAge Connecticut, The Connecticut Association of Health Care Facilities, and the Connecticut Association for Healthcare at Home at the end of the summer and extending to the end of November. While data are not fully analyzed at this time, a few selected, preliminary results follow. Of the 61 respondents inclusive of hospitals, long-term care facilities, and home care organizations, 51 responded "no" when asked if they had a plan/program requiring incumbent RNs to complete a bachelor's degree in Nursing within a specific timeframe; 7 responded yes, all of which were hospitals. Respondents were asked to estimate the number of entry-level staff registered nurses the organization would hire in 2015, and the aggregate number of estimated entry-level RN hires for the 61 respondents was 602. In response to a question inquiring about whether they expect to expand the number of APRNs on staff within the next 2 years, 38 respondents indicated "no" and 20 "yes". Finally, when asked to comment on needs and trends, some common themes were evident: many long-term care organizations spoke of increasing their RN staffing, and respondents from all settings indicated needs for more advanced clinical skills, strong critical thinking skills, case management and case coordination ability, and leadership, as key to patient care and organizational success. Several respondents cited concerns about looming retirement of the RN workforce.

Nurse Preceptorship Program

CHA offered education for nurse preceptors in spring and fall sessions. The full-day, very well-received program is designed to arm new nurse preceptors with knowledge of teaching-learning concepts, critical thinking, communication, and evaluation skills. The program has been helpful to nurse preceptors, new nurses transitioning from school to practice, and to hospitals in effectively managing this transition.

1199 Training and Upgrading Fund

The 1199 Training & Upgrading Fund is a joint labor/management educational program that provides tuition reimbursement, career counseling, adult basic education, and academic support for District 1199 members interested in improving their basic skills, getting their high school diplomas or pursuing 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 2014, 45 Connecticut nursing homes that have collective bargaining agreements with District 1199 contributed to the Fund.

In summer 2014, the Fund began its new Tuition Voucher program for members attending Connecticut Community Colleges. This program allows eligible 1199 members to receive a tuition voucher which will be accepted in lieu of payment by the 12 CT community colleges. The Fund College and Career Counselor works closely with all voucher recipients to ensure their success in college.

In addition to the voucher program, several hundred 1199 members receive tuition reimbursement each semester, and approximately 200 members participate in adult education classes each year. Approximately 75 members graduate each year with a variety of certificates and degrees.

In fall 2014, the Fund revised its Transition to College and Careers program. This program, offered in Hartford, is open to members on a rolling admission basis. The program uses the on-line PLATO Learning System in a computer lab setting, with a facilitator, as the basis of each student's work, and is designed to help each student focus on the areas that they need to strengthen. In addition, the program has a College and Career Advisor working with the students to help them enroll in college at the appropriate time. Six students who attended the program in the fall have enrolled at Capital Community College for the Spring 2015 semester. Throughout the summer and fall students have been referred to CCC's Center for Academic Transitions to attend additional English and math workshops, with a chance to retake the Accuplacer placement test if needed.

In fall 2014 the Fund met with staff from the CT Health & Life Sciences Career Initiative, which has a goal of creating 15 new certificate and degree programs at participating CT Community Colleges. The Fund is exploring the possibility of "1199 Only" sections of some of the new programs in 2015, including ECG Technician, Community Health Worker, Electronic Health Record and Coding, and Patient Care Coordinator Coach.

Information about the 1199 Training Fund programs and benefits may be found at www.1199trainingfund.org

The Connecticut League for Nursing (CLN)

The Connecticut League for Nursing (CLN) "stepped up" and took the lead in many activities and initiatives that occurred in Connecticut and throughout the nation. Due a strong commitment by the CLN Board of Directors, CLN was able to expand its services in 2013-14. Below is a listing of some of our accomplishments:

- Provided leadership, staff and financial resources to support the **Connecticut Nursing Collaborative-Action Coalition (CNC-AC)** and was a lead partner in helping to secure a 2-year Robert Wood Johnson Grant to support two of the eight recommendations of the Institute of Medicine- Future of Nursing Report.
 - CLN led the **Nursing Workforce Data Initiative** by Collaborating with the UCONN School of Nursing to analyze, create, publish & distribute the 2013 RN Workforce Supply Report; and
 - Provided leadership as the co-chair of the **Competency-based Education Workgroup** which is comprised of nursing leaders from education and practice to begin the process of assessing and ultimately adopting nationally endorsed nurse of the future competencies.
- Positioned CLN "outside" of traditional nursing education and partnered with **The Workplace, Inc.'s Health CareRx Academy (HCA)** to utilize the expertise of CLN's members to work with individuals in career transitions seeking to enter the healthcare field. In 2013-2014, CLN:
 - Conducted over (18) 3-hour Core Skills Training Workshops; (16) 3-hour Customer Service Workshops based on curriculum from Susan Keane Baker; facilitated (15) 90-minute Coaching Groups with HCA participants; and will offer a NEW Diversity Workshop starting in July 2014, and
 - Supported the HCA as an active partner to vet new educational offerings, participate in national teleconferences and regional meetings to determine new educational pathways for participants, engage and initiate continuous quality improvement for all CLN workshops and sessions to accurately reflect current education and employment options;

and provide coaching to HCA employees related to general healthcare issues and trends so they can better serve their participants.

- Recognized by The National FORUM of State Nursing Workforce Centers to be designated as Connecticut's Nursing Workforce Center. The name of the CENTER is **The Connecticut Center for Nursing Workforce- A Program of the CLN**. This designation allows CLN and Connecticut to have a direct link with other centers around the country that are doing ground breaking work related to nursing workforce, education and leadership development. CLN and all organizations in the state can leverage these relationships and benefit from the other Centers' years of experience, lessons-learned and regional and national sources of dollars to support this work. In addition, this designation was the catalyst to access national nursing supply data from the National Council of State Boards of Nursing & The FORUM to create Connecticut's 2013 RN Workforce Supply Report in December of 2013.
- Launched a 100% Online **Clinical Faculty Course** in January 2014 and, to date, have educated over 55 nurses to prepare them for the role of Clinical Faculty. This faculty-led six module 3-week course has been a dream of CLN for the past 6 years and we self funded this initiative.
 - National studies reveal that the acute shortage of full-time nursing faculty is hindering the expansion of enrollments that is essential to being able to address the severe nursing shortage that is predicted to peak in 2030. This Clinical Faculty Course helps increase capacity of our programs to positively impact the proposed nursing shortage; as well as, act as a pipeline to develop full-time nursing faculty
 - CLN has engaged with a national nursing program to support the onboarding of their new full time and clinical faculty through 2014.
- Engaged the **Agency for Healthcare Research & Quality (AHRQ)** and Co-Brand (38) national research publications with CLN Logo that can be used in nursing education to support best-practice research with students or within clinical setting for patient education. In spring 2015, CLN will host one of ten national education programs offered by AHRQ to support active patient engagement in healthcare decision-making by assisting nurses and other providers with best-practice strategies to create positive clinical patient outcomes.
- Supported the other (27) Constituent Leagues (CLs) of the National League for Nursing (NLN) by creating a **FREE quarterly National Constituent League Newsletter**. As ONLY four CLs have paid staff, CLN has stepped up to support the CLs that would like to participate in this quarterly newsletter service which they can email to their membership. CLN will design each newsletter, "brand" the newsletter with the state's customized "header", have each state create the lead article for their newsletter, finalize the content of the newsletter, and email the document to the CL leadership for quarterly distribution.
- Expanded the reach of **CLN Background Check Services** to support **nursing and allied health students** to enter clinical experiences. CLN partners with Employers Reference Source (ERS) for this service and currently works with: Capital Community College, Central CT State University, Gateway Community College, Goodwin College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Southern CT State University, the University of Connecticut, and Western CT State University.
- Partnered with **LeadingAgeCT** to provide an inspiring professional development day designed for Certified Nursing Assistants and licensed nursing staff. Over 65 providers attended the event held

on October 1, 2014. The day highlighted the importance of effective communications to promote high quality patient care, develop conflict resolution strategies to support a healthy work environment, and how to effectively offer positive feedback to colleagues. The session was facilitated by Jan Costello, President of the CLN Board of Directors, and assisted by members of the CLN Eldercare Workgroup and staff of LeadingAgeCT. The day concluded with engaging role plays illustrating strategies and modeling behaviors. The feedback from the participants was very positive and topics for future programming include: How to communicate with Dementia Patients, How to Deal with Difficult Individuals, and Fostering Professionalism.

- Offered a platform for nursing leaders from all programs and schools of nursing (PhD to LPN) to meet on a monthly basis through the **Council of Deans & Directors** to address the issues of mentoring, how to enhance adjunct faculty education, and design and initiate a database to capture the “demographics” of the adjunct faculty teaching within our state.
- Created a NEW CLN Council to support the growing educational modality of technology in nursing education. The **Simulation & Nursing Lab Coordinators** council meets on a quarterly basis to network, share best practices and coordinate “just in time” educational programs to enhance the skills of its members so that faculty and students at all schools and programs can maximize their investment in the areas of simulated and laboratory learning.
- Positioned and marketed CLN’s **100% Online RN Refresher Course** on a national basis to serve nurses throughout the country that wish to re-enter the nursing workforce. CLN’s faculty-led online RN Refresher Course incorporates the use of two virtual hospital experiences thereby eliminating the on-the-ground clinical module. Partnering with Charter Oak State College, CLN has secured the “endorsements” from California, Hawaii, New Jersey and Ohio to market our program to their nurses seeking to return to work.

Information about the Connecticut League for Nursing may be found at www.ctleaguefornursing.org.

Workforce Solutions Collaborative of Metro Hartford

Workforce Solutions Collaborative of Metro Hartford (Workforce Solutions) 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.workforce-solutions.org.

In health care, Workforce Solutions partners with the Metro Hartford Alliance for Careers in Health Care (MACH), a partnership of 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 is 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. The partnership is co-convened by both CWEALF and Capital Workforce Partners, the regional workforce investment board. Sheldon Bustow, Director of New Business Development at New Britain’s Hospital for Special Care, serves as chair.

MACH began its work by convening employer focus groups for sectorial planning and analysis of the skills and competencies needed for employment and advancement in the industry. With support from Workforce Solutions, MACH developed training programs for in-patient medical coding, certified nursing assisting, long-term care, and licensed practical nursing to meet the needs of the health care sector while offering opportunities for employment, advancement, and professional development for individuals. As a result of the enhanced Certified Nursing Assistant training program, MACH has led to new recruiting practices amongst employers, the addition of workplace readiness to employer professional development opportunities, and discussions with community colleges to enhance existing programs. In addition 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. A list of core competencies that focus heavily on communication and understanding person-centered care and builds upon foundational skills that can be enhanced with specific clinical information has also 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.

HIGH SCHOOL INITIATIVES

Connecticut Comprehensive High Schools

The State Department of Education has Career and Technical Education Health Sciences Education programs which operate in comprehensive high schools throughout the state that provide academic instruction, workplace learning, and mentoring opportunities to prepare students for health care careers. The programs provide specific training for nurse aides, emergency medical technicians, and medical assistants, and career pathways for students pursuing other careers in healthcare. Programs are expanding to include the middle school level such as the CREC Medical Professions and Teacher Prep Academy 6-12, opened in a new building in New Britain this year, which features a medical simulation room and specialized laboratories. Across the state, numerous collaborative relationships exist between local schools and UConn Health Center, Jackson Laboratory, local hospitals, long term care facilities, workforce boards, other medical settings, and postsecondary institutions to provide students with work-based experience, career exploration and training, and internship opportunities.

Most of the health science programs are funded through Carl D. Perkins and local district funds. One accountability measure for Perkins, the Connecticut Career and Technical Education (CTE) Assessment is administered in 20 areas of CTE concentration, including medical careers education at 134 high schools. The assessment represents a measurement of student competency in both the Connecticut CTE Performance Standards and the Connecticut Core Standards (reading and mathematics). In 2014, 750 health sciences education students from 35 comprehensive high schools took the Medical Careers Education Assessment.

HOSA-Future Health Professionals is a student-leadership organization in many comprehensive high schools for students interested in pursuing careers in healthcare. HOSA provides opportunities for knowledge, skill and leadership development to help students pursue careers to meet future healthcare needs.

Connecticut Technical High School System

Program	Summary	Target Population	Collaborative Partnerships	Funding	Outcomes	Approvals/ accreditations
Health Technology	9 program sites: Danbury, Norwich, Ansonia, Waterbury, Hamden, Meriden, Windham, Torrington and Stamford	High school students interested in health career	Quinebaug and Gateway CC	CTHSS funding	Graduates obtain CNA, OSHA-10 general industry, CPR and 1 st aid, CARES basic and ADL training through Alzheimer Association	Approved by the Department of Public Health
LPN	6 program sites: Bridgeport, Waterbury, Middletown, Hamden, Hartford and Norwich	Adult student with a high school diploma or GED	Articulation with community colleges to continue in ADRN program	CTHSS funding, Pell Grants and student tuition	Graduates eligible to take NCLEX-PN licensing exam	Approved by the Department of Public Health and the Council on Occupational Education
Certified Nursing Assistant	Bridgeport and Hamden	Adult student with a high school diploma or GED		CTHSS funding, tuition waivers and student tuition	Graduates eligible to take certification exam	Approved by the Department of Public Health and the Council on Occupational Education
Dental Assistant	Hartford and Windham	Adult student with a high school diploma or GED	Working with Charter Oak State College for review of curriculum for college credit	CTHSS funding, Pell Grants and student tuition	Infection Control Exam (ICE) Radiation Health & Safety (RHS) General Chairside (GC) Passing all three within 5 years earns the credential of Certified Dental Assistant(CDA)	Accredited by the Commission on Dental Accreditation and Council on Occupational Education
Medical Assistant	Milford	Adult student	Working with Charter	CTHSS funding,	Graduates eligible to	Accredited by the Council on

		with a high school diploma or GED	Oak State College for review of curriculum for college credit	Pell Grants and student tuition	certification exam for Medical Assisting	Occupational Education
Surgical Technology	Hamden and Hartford	Adult student with a high school diploma or GED	Working with Charter Oak State College on program review for college credit	CTHSS funding, Pell Grants and student tuition	Graduates take the certification exam for Surgical Technology	Accredited by the Accreditation Review Council on Education in Surgical Technology and the Council on Occupational Education

COLLEGES AND UNIVERSITIES

Community College System: New and Noteworthy

The Connecticut Community College Nursing Program offered by the Connecticut Community Colleges is now in their seventh year of implementing a common approach to associate degree nursing education (ADN). With 1156 currently enrolled across six CT-CCNP programs, students are prepared as candidates for Registered Nurse licensure. The CT-CCNP programs are offered at six of the twelve CT Community Colleges: Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers. The CT-CCNP programs are state funded.

Students attending CT-CCNP programs represent the citizens of their respective communities (Hartford, New Haven, Norwalk, Norwich, Waterbury and Winsted) Based upon total enrollment in 2013-14 their average age is 32 years and 18% are male. With a 96% report rate, 38% of students admitted to the programs in academic year 2013-14 reported their ethnicity as something other than white, non-Hispanic.

The CT-CCNP programs enjoy strong collaboration with employers in their regions and longstanding relationships with partnership baccalaureate nursing programs, paving the way to seamless educational advancement for graduates to the BSN and beyond. Faculty and leadership are active participants in statewide initiatives aimed at continuous improvement of nursing education in Connecticut. One example is the active participation in Robert Wood Johnson Foundation funded activities supporting curriculum evaluation and improvement sponsored by the Connecticut Nursing Collaborative Action Coalition since 2013.

May 2014 marked the fifth full year of graduations under the common curriculum offered at Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers Community Colleges. For the total of 493 graduates of the programs between May and December 2013, a 92% average first time pass rate on the NCLEX-RN Licensure exam is currently reported. An aggregate pass rate for 2014 is not

yet available as fall 2014 graduates are pending examination.

For more information, please visit <http://www.ct.edu/academics/nursing>.

Asnuntuck Community College

Health Career Pathway Certificate

The Health Career Pathway Certificate is designed to assist students to achieve success in health career programs by providing the foundation necessary for health career professions. The twenty eight credits achieved through this certificate may be applied toward health career program requirements within Connecticut's Community College System.

In addition, Asnuntuck Community College offers 13 Allied Health career licensure program certificates (credit-free) and serves an average of 250 students occupying over 800 seats annually. These Workforce Development programs lead to state or federal certification exams yielding credentials for employment. The Allied Health certificate programs include Certified Massage Therapist; Registered Medical Assistant; Certified Professional Coder; Certified Pharmacy Technician; Emergency Medical Technician; Veterinary Assistant; Certified Sterilization Technician; Certified Phlebotomy and EKG Technician; Ophthalmic Assistant; Certified Public Dispatcher; Dental Assistant with X-ray and Infection Control Certification, Certified Nail Technician and Certified Esthetician. Our programs include a balance of theory and hands-on practice needed to work in the field. Many programs offer externships where students get real-world work experience which often leads to permanent employment. Almost all of the programs are approved for Workforce Investment Act and Supplemental Nutrition Assistance Program funding. Flexible payment plans are also available.

Gateway Community College

During 2014, the Allied Health and Nursing Division at Gateway Community College (GCC) was very active with various initiatives.

The Allied Health and Nursing Division maintain long standing and productive relationships with local high schools in Gateway's service area. Faculty and staff have visited these high schools to perform presentations; these high school students have visited our campus for tours of the programs' labs; and we've hosted on-campus activities and events for high school students to support and promote the health services career cluster.

Over the years, the allied health and nursing programs at Gateway have been actively involved in HOSA (Health Occupations Students of America), inviting HOSA members to our campus for tours and presentations. For the past 3 years, Gateway has been the host site of the annual HOSA State Leadership Conference in the spring. Please visit www.cthosa.com for more information.

The Allied Health and Nursing Division hosted its second Health Care Career Camp for area high school students. This week-long event, held in July 2014, included opportunities for high school students to participate in activities to prepare them for health careers. Tours and presentations of the various Gateway allied health and nursing programs were also offered. Simulation activities using mannequins as well as hands-on activities were also part of the camp agenda. The culminating event was a walking tour of various departments at Yale-New Haven Hospital. Hospital staff of these participating departments spoke with the "campers" about their careers and about working in a health care career in a hospital

setting. By the end of the week, the students commented on how much they learned and how exciting a career in health care can be.

During late spring 2014, the Allied Health and Nursing Division hosted an Interprofessional Education Simulation Planning Session (IPE) workshop. Participants in attendance included area high school medical careers teachers, EMT/PCA instructors from Gateway as well as college allied health and nursing faculty. Topics for discussion included an IPE overview; an IPE simulation orientation; simulation scenario planning; mapping and logistics, and evaluations.

The goal of the workshop was a collaboration among Gateway's health career programs and our high school partners to create and plan a health care simulation project incorporating our allied health and nursing students, as well as participating high school students and students in non-credit health care programs.

The IPE simulation project will occur in early spring 2015. Various students from the allied health and nursing programs will participate. The scenario includes 2 patients who are being triaged at a simulated hospital setting.

LPN to RN Fast Track

Gateway Community College Nursing Program initially received grant funding from the Annie E. Casey Foundation for the implementation of the LPN to RN Fast Track. This model, which is in its sixth year, provides for seamless and expeditious progression of LPNs to achieve an Associate degree in nursing and attain licensure as a Registered Nurse. Since its inception, the number of LPNs who apply and are accepted to the nursing program has increased dramatically from 11 accepted LPNs in 2009 to 21 accepted LPNs in 2013. For the 2014-2015 admission cycle, due to space availability and clinical resources, the program only accepted 12 LPN's. However, 52 LPN's applied to the program. To date, for the current admission cycle, 2015-2016, the program has received 27 LPN applicants. The model has proven successful in not only increasing LPN enrollment and graduation, but also includes a total NCLEX pass rate of 96% and employment rate of 100 percent.

CT Nursing Collaborative Action Coalition (CNC-AC) State Implementation Grant

The Gateway Community College Nursing program continues to collaborate with Southern Connecticut State University (SCSU) and Yale-New Haven Hospital (YNHH) on this grant initiative. A retreat was held in April 2014 with faculty from GCC and SCSU, and with frontline educators and nurse managers from YNHH. From this retreat, numerous projects were identified by the group to close the gaps that were identified by the gap analysis process. One of the projects that was implemented in the fall semester was that faculty were trained by YNHH in the High Reliability Organization (HRO) process. Those faculty then provided HRO training to faculty and students at their institution. Another project that will be implemented in the spring semester focuses on enhancing senior precepted experiences. Discussions are also in progress between GCC and SCSU regarding the offering of a health assessment course by SCSU to the students at GCC for summer 2015. This will allow students at GCC to begin their coursework towards a baccalaureate degree in a more expeditious manner.

Health and Life Sciences Grant

The second year of Health and Life Sciences Grant activities at Gateway Community College is complete. Our accomplishments include supporting contracts to pay for adjunct teachers, developing new programs

of study, revising current programs including the mode of delivery (hybrid, flipped, or online courses), funding tutorials for use in courses, and purchasing equipment required for certification or training.

Manchester Community College

MCC has been a leader in the education of health care professionals for nearly a half century. As early as 1968, MCC began awarding degrees in Medical Laboratory Assistant, Inhalation Therapist and Surgical Technician. Full time tuition was just fifty dollars per semester.

Currently, the college offers programs in Dental Assisting, Health and Exercise Science, Occupational Therapy Assistant, Radiation Therapy, Radiography, Respiratory Care, Surgical Technology and Therapeutic Recreation. We have four dedicated labs in these areas, with the addition of the Radiology classroom and lab underway in the 2014-2015 academic year. The college has contracts with clinical sites throughout Connecticut including Hartford Hospital, the Institute of Living, St. Francis Care, Yale-New Haven Hospital, Genesis Rehabilitative Services, The University of Connecticut Health Center and the UCONN Dental School. In addition, our students work in clinics and offices throughout the area.

Highly trained in professionalism, ethics, and patient care skills and having a thorough knowledge of the theory behind their practice, our students are sought after as employees even prior to their graduation. Our success rates on national credentialing examinations, state licensure and certification exams, and job placement are among the best in the state and region. Many of our programs boast a 100% pass rate in both national certification exams and job placement. Students compete from all over the state for acceptance into our programs; often there are in excess of four applicants for each seat in the program. Our students graduate confident, skilled and ready to take care of their patients. Employers recruit and welcome them to become members of their organizations. MCC graduates have the reputation of being hard working professionals.

Our programs are all nationally accredited and our faculty serve on state and national professional boards. Most of the faculty have offered professional development to their colleagues in Connecticut by presenting programs and by speaking at state and national conferences. They are health care leaders and greatly respected in their fields.

In the very near future, MCC will be in the design phase of a new educational facility on the campus. As we move forward in the expansion and enhancement of our programs, the college envisions an MCC Health Education Center to include clinical simulation laboratories, practice spaces, and state of the art medical equipment. The center will be used to train new students as well as to provide continuing education to established practitioners. MCC plans to continue to strengthen and support quality health care in the state of Connecticut.

Middlesex Community College

Continuing Education & Non-Credit Allied Health Programs

The Continuing Education and Workforce Development Division of Middlesex Community College prepares students for entry level positions in the healthcare workforce by offering non-credit certificate programs in the healthcare field. The Allied Health programs which lead to national certification include Patient Care Technician, Pharmacy Technician, Personal Trainer and Medical Billing and Coding. MxCC's Certified Nurse Aide Program leads to state certification and placement on the Connecticut Nurse Aide

Registry. In addition the college supports the current healthcare workforce by offering classes in American Heartsaver CPR and Basic Life Support.

The Certified Nurse Aide program continues to be the cornerstone of the non-credit division, enrolling 126 students during 2014. Students completing the program must demonstrate knowledge of basic nursing principles and skills. The completion rate for this program is 97%. MxCC CNA students who complete the program achieve a 100% pass rate on the State of Connecticut written and clinical skills certification exam.

Many CNA students continue their education in the Patient Care Technician Certification Program. These students learn the advance nursing skills necessary to care for patients in an acute care setting. Students in this program have an opportunity to perfect those skills while caring for patients on a post-surgical unit in a hospital.

MxCC recently revised the Medical Billing and Coding Certification Program to include ICD-10. This rigorous nine month program educates students in medical insurance and billing procedures, medical terminology, electronic medical record software and medical coding. Students who complete the program are eligible to sit for the Certified Professional Coder exam through the American Academy of Professional Coders.

Associate Degree and Certificate Programs in Health Information Management

The Board of Regents for Higher Education approved Middlesex Community College's proposals to offer a 65-credit Associate Degree, and 27-credit Certificate, in Health Information Management (HIM). The college began offering courses in this field during the Fall 2013 semester. The programs were approved by the BOR so that students could begin matriculating in the Spring 2014 (degree) and Fall 2014 (certificate) semesters. As of the Fall 2014 semester, 42 students were enrolled in the degree program; and, none were in the certificate program due to the short timeframe the college had to promote this opportunity. We expect both enrollments to increase for the Spring 2015 semester.

The college is currently searching to fill a new faculty position of Assistant Professor & Program Coordinator of Health Information Management, with an expected start date of March 2015. The new coordinator and existing faculty members will work closely to prepare the new program for national accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

MxCC's location is ideal for these programs as it is surrounded by two major hospitals in Middletown and one in Meriden, multiple healthcare providers and insurance businesses that are in need of qualified health information management personnel. These institutions will provide necessary externship locations in close proximity to the college. MxCC already has internship placements at the local hospitals and healthcare facilities for students in allied health programs. In support of the college's existing degrees, state of the art computer and science labs are also already in place.

An additional advantage is that Middlesex's Continuing Education area has a successful Medical Billing & Coding Certificate program. Faculty from the Credit-Free program will be able to provide foundational courses that are components of the HIM program. The MxCC program has been carefully reviewed by the Program Coordinator of the HIM program of Charter Oak State College. The courses that are being designed at MxCC have been aligned with Charter Oak's curriculum in order to facilitate the articulation of courses between both schools.

Health information management career pathways can vary widely by both job and setting. Graduates could code medical records or manage entire health information divisions in government agencies and healthcare facilities. The American Health Information Management Association (AHIMA) website offers a comprehensive map of the career trajectories in the field ranging from entry to senior levels in: 1) compliance/risk management, 2) education/communications, 3) informatics/data analysis, 4) IT/Infrastructure, 5) operations: medical records administration and 6) revenue management: coding and billing. All areas anticipate demand both within the state and nationally, as detailed above. In addition, the state is currently educating few workers with no active associate degrees, one bachelor's degree and one degree option at the university level.

The HIM Certificate was developed to meet the needs of students who are seeking to acquire a core set of skills that will enable them to transition to the field of HIM and who are not interested in pursuing an Associate Degree. Students may already have degrees in other disciplines and therefore are not looking to gain that level of training. Instead, they simply want to have credentials that will validate for a prospective employer that they possess the requisite skills in HIM sufficient to enter the field at an entry level. Having a certificate option offers our students a choice and thus allows them to choose the path that best meets their career and educational goals. Having said that, for students who do wish to continue their education beyond the Certificate, all of the courses are also required in the HIM Associate Degree program, which itself is articulated with the Bachelor's Degree program in HIM at Charter Oak State College.

The HIM Certificate and its parent Associate Degree program are the result of intensive curriculum development happening at the college, brought about by its participation in a consortium of CSCU institutions known as the Health & Life Sciences Initiative. This initiative has been funded by a \$12 million Trade Adjustment Assistance Community College and Career Training (TAA-CCCT) grant, with an implementation period of October 2012 through September 2015. Consortium members are Capital, Gateway, Manchester, Middlesex, and Norwalk Community Colleges; Eastern Connecticut State University, and Charter Oak State College. The consortium will provide targeted certifications, industry-recognized credentials, and Associate degrees to prepare veterans, TAA impacted, dislocated, and other under-employed workers statewide for careers in health and life sciences.

Certificate Program in Ophthalmic Medical Assisting

For a number of years, the college offered credit-free courses to train students to become ophthalmic and optometric assistants. With support from the federally-funded Health & Life Sciences Initiative (referenced earlier), these non-credit courses were redesigned and packaged as a credit-bearing program. In June 2014, the Board of Regents approved MxCC's proposal to offer a one-semester Certificate in

Ophthalmic Medical Assisting (OMA). This Certificate meets the stringent requirements of the Commission on Accreditation of Ophthalmic Medical Programs (CoA-OMP), and was developed to provide Connecticut residents and those from adjoining states a place to obtain appropriate training in order to enter the profession of Ophthalmic Medical Assisting.

The first cohort of 10 students was admitted in Fall 2014. Nine (90%) completed the program. As of January 2015, seven of the nine graduates have become employed in the field, and the other two are in the interview process for possible employment by local ophthalmological practices. Students that have completed the Certificate will be required to complete 500 hours of clinical training before they will be permitted to take the Certification Exam for Certified Ophthalmic Assistant (COA) administered by the Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO). MxCC has begun the process of seeking accreditation of the new program from the Commission on Accreditation of Ophthalmic Medical Programs (Coa-OMP). That process will continue during the Spring 2015 term.

Middlesex has been active in developing high-quality “hybrid” (part on-ground, part online) courses for a number of years. Given the fact that our OMA program is the only one in Connecticut or in the immediate areas of New York, Massachusetts, and Rhode Island adjoining our state, this would well serve students from the largest area possible. We also wanted to ensure the new program’s success in enrolling a sufficient number of students to make the program financially viable. Our research indicated that many prospective students have been hired by ophthalmology practices and have been encouraged to seek some formal education and eventually JCAHPO Certification. We also have submitted our curriculum proposal to the Federal Workforce Development Initiative (WIA) and have received approval for individuals eligible for financial support from the Department of Labor.

It is also important to note that there is a direct relationship between this new Certificate program and our Ophthalmic Design and Dispensing (OD&D) Associate Degree program that has existed at MxCC since 1988. In support of the college’s existing OD&D degree, the College already has state of the art ophthalmic and contact lens labs already in place, and currently owns most of the equipment necessary to run this new program, or has the use of them at our off-campus partners’ facilities. Middlesex Eye Physicians’ facilities include a total of 15 full service exam lanes as well as multiple additional instrument rooms, an optical dispensary and lab as well as other ophthalmic workstations.

Associate Degree Program in Ophthalmic Design & Dispensing

The Ophthalmic Design and Dispensing (OD&D) program at MxCC was established in 1988 as an Associate of Science degree program. In 1990, following the graduation of the first cohort of students, MxCC sought and received accreditation by the Commission on Opticianry Accreditation (COA), and MxCC has maintained that accreditation since. We are currently accredited through 2017.

The Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-2015 Edition for Dispensing Opticians has stated that employment of Opticians is projected to grow 23 percent from 2012 – 2022, much faster than the average of all professions. This is clearly evident in our success in helping both students and graduates find employment in the field. At this time, every graduate of the program has found employment in the field and more than 50% of our current students work part-time in

optical businesses while attending MXCC. This is made possible by having a block program that allows students to complete the program requirements in a three day per week schedule.

Students enrolled in the program are required to take two National Certification examinations, the National Optician Competency Exam, administered by the American Board of Opticianry, and the Contact Lens Registry Exam conducted by the National Contact Lens Examiners. These two exams are required by the State Board of Examiners in order to qualify for the State Licensing Practical Exams. We are pleased to report that for more than ten years, 100% of the students graduating from the OD&D program have passed both exams by the time of graduation.

Associate Degree Program in Radiologic Technology

Nationally, radiologic technologists held about 229,300 jobs in 2012 (*Bureau of Labor Statistics Occupational Outlook Handbook*). Most radiologic technologists work in hospitals physician offices and medical and diagnostic laboratories, including diagnostic imaging centers; and outpatient care centers. Employment of radiologic technologists is expected to increase by about 21 percent from 2012 to 2022 (*Bureau of Labor Statistics Occupational Outlook Handbook*), faster than the average for all occupations. As the population grows and ages, there will be an increasing demand for diagnostic imaging. With age comes increased incidence of illness and injury, which often requires diagnostic imaging for diagnosis. In addition to diagnosis, diagnostic imaging is used to monitor the progress of disease treatment. With the increasing success of medical technologies in treating disease, diagnostic imaging will increasingly be needed to monitor progress of treatment.

The MxCC Radiologic Technology Program has been accredited since 1970 by the Joint Commission on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182. The Joint Commission on Education in Radiologic Technology mission promotes excellence in education and elevates the quality and safety of patient care through accreditation of educational programs in radiography, radiation therapy, magnetic resonance and medical dosimetry. The program underwent review for re-accreditation in 2013 due to substantive changes and has received reaccreditation for a period of five years, which is the industry maximum for a new program.

Five-year average credentialing examination (American Registry of Radiologic Technologists Radiography exam) pass rate of not less than 75% at first attempt.

Year	% Passing on 1 st Attempt	Number of students
2010	100%	13 of 13 students passed on 1 st attempt
2011	100%	12 of 12 students passed on 1 st attempt
2012	100%	8 of 8 students passed on 1 st attempt
2013	100 %	17 of 17 students passed on 1 st attempt
2014	95%	17 of 18 students passed on 1 st attempt, 18 of 18 students by second attempt
5 year avg.	99%	

Job placement is defined as the number of graduates employed in the radiologic sciences compared to

the number of graduates actively seeking employment in the radiologic sciences. Five-year average job placement rate of not less than 75% within 6 months of graduation.

Year	% Job Placement	Number of Students
2009	100%	5 of 15 graduates completed graduate survey. 5 of 15 employed within 6 months of graduation, 2 continuing their education
2010	100%	5 of 13 graduates completed graduate survey. 5 of 13 employed within 6 months of graduation, 4 continuing their education
2011	100%	4 of 12 graduates completed graduate survey. 4 of 4 employed within 6 months of graduation, 2 continuing their education
2012	100%	6 of 8 graduates completed graduate survey 6 of 6 employed within 6 months of graduation, 2 continuing their education
2013	100%	2 of 17 graduates completed graduate survey. 2 of 2 employed within 6 months of graduation, 1 continuing their education
5 year avg.	100%	

Program completion rate is defined as the number of students who complete the clinical phase of the program within 150% of the stated program length. The program length for the clinical phase of the program is 22 months and program completion rate is defined as those students graduating within 33 months of beginning the clinical phase of the program.

Year	Percent Completion	Number of Students
2010	81%	16 began, 13 graduated: *3 voluntary withdrawals
2011	75%	15 began, 12 graduated: *2 voluntary withdrawals, 1 dismissed due to honor code violation
2012	43%	18 began, 8 graduated: *10 voluntary withdrawals
2013	89%	19 began, 17 graduated: *2 voluntary withdrawals
2014	95%	19 began, 18 graduated *1 voluntary withdrawals
5 year avg.	76.6%	

For more information regarding program effectiveness data visit the JRCERT website at www.jrcert.org

Northwestern Community College

Northwestern CT Community College offers 11 Allied Health Associate degree or certificate programs: Allied Health Administration (A.S.), Allied Health Science (Certificate), Health Career Pathways (Certificate), Health Information Management (A.S.), Health Information and Reimbursement Specialist (Certificate), Medical Assistant (A.S.), Medical Assisting (Certificate), Nursing (A.S.), Therapeutic Recreation (A.S.), Adventure Education (Certificate), and Therapeutic Recreation (Certificate).

Students in Allied Health Programs who earn credentials in multiple areas of expertise are in high demand among employers. By obtaining “stacked” credentials, students demonstrate a commitment to quality in the health care industry and increase their value to employers. These programs can lead to national certification exams in phlebotomy, EKG technician, Electronic Medical Records, Billing and Coding, Certified Professional coder, and Certified Medical Assistant.

The associate of science degrees in Medical Assisting and Health Information Management are training students for two major areas of growth in healthcare. Our programs include a balance of theory and hands-on practice that is needed to work as a member of the healthcare team.

The Medical Assistant is a multi-skilled health care professional who is trained in performing both administrative and clinical duties. The curriculum includes a 160 hour externship in which students are placed in a physician’s office to practice their skills and get valuable hands-on experience. Because of the program’s national accreditation status, students who graduate from the medical assisting program are eligible to take one of the four nationally recognized certification exams through the Commission on Accreditation of Allied Health Education (CAAHEP). The Health Information Management associate degree is designed for students interested in an Allied Health career that incorporates all aspects of healthcare information and the systems that drive it. The Health Information Management program provides students with an understanding of healthcare administration, information technology and the uses of healthcare data. Graduates are employed in medical offices, out-patient clinics and walk-ins, Hospitals, and Durable Medical Supply companies throughout Litchfield, Hartford and New Haven Counties.

Three Rivers Community College

Three Rivers Community College (TRCC) offers the following programs in nursing and allied health, helping serve the healthcare workforce and educational needs of Southeastern Connecticut.

Nursing

Qualified students can earn an Associate of Science degree in Nursing, and graduates are eligible to sit for the NCLEX licensing exam. Licensed Practical Nurses are eligible for advance placement into the third semester of the program after successfully completing four credits of an articulation bridge course. Since 2010, 25 LPN’s have completed the bridge courses, 17 have graduated, and 6 are currently enrolled. Once licensed, the TRCC nursing graduate is qualified to transition into several RN to BSN or RN-MSN completion programs while working as an RN.

Pre-dental Hygiene

Students who earn an Associate degree in General Studies pre-dental hygiene can take advantage of a seamless articulation into the University of New Haven’s (UNH) Bachelor of Science Dental Hygiene

program, transferring up to 60 credits. Students may also earn a certificate in pre-dental hygiene at TRCC and transfer 30 credits into UNH's Bachelor of Science Dental Hygiene program.

Pre-Radiology

Three Rivers Community College also offers an articulation agreement with Windham Memorial Hospital's Radiologic Technology program. Students who earn an Associate degree in General Studies pre-radiology, are eligible to transfer to Windham's program to complete the required studies and to sit for the national radiography certification exam to practice as a radiology technician.

Health Sciences

Students at Three Rivers Community College who earn an Associate degree in General Studies pre-allied health, pre-radiology, or exercise science are offered the opportunity to make a seamless transition to Quinnipiac University to earn a Bachelor degree in Health Sciences. The articulation agreement allows the student to transfer up to 77 credits and is offered in an on-line format. This articulation offers the student possibilities for employment in health care leadership as well as education progression to graduate studies in health care related fields.

Future health care workforce and education needs

This spring, the Eastern Connecticut Workforce Investment Board will support an education and practice summit, bringing together key stakeholders from healthcare and education to learn about workforce needs. Invitees include practice partners from acute, transitional, long-term, home, community, primary, and behavioral healthcare settings. Three Rivers Community College, Quinebaug Valley Community College, and Eastern Connecticut State University, will represent higher education, and hope to learn hiring predictions and programmatic needs for the region related to educating the future healthcare workforce.

Tunxis Community College

Tunxis Community College has long-standing and excellent programs in both Dental Hygiene and Dental Assisting that are unique in the community college system. These programs are competitively admitted, and typically the Dental Assisting Program admits 24 students and the Dental Hygiene 30 students per year. The Tunxis program is the only state supported Dental Hygiene Associates' Degree bearing program in Connecticut. It is accredited by the Commission on Dental Accreditation of the American Dental Association.

The students spend their first semester learning technique and are introduced to patient care in the second semester. The second year of the program primarily is in a clinical setting working with patients at the University of Connecticut Health Center or other Federal, State and community facilities providing patient care. There is a component of the curriculum where students provide dental health education in public schools, seniors' centers and head start programs throughout Hartford County, Connecticut. The dental assisting program is a one year certificate program that is also accredited by the Commission on Dental Accreditation of the American Dental Association. Both programs have an exemplary track record on producing graduates that pass their national boards and achieve state licensure, allowing them to obtain well-paid employment in the local community.

Health and Life Sciences Grant –USDOL

The CT Health and Life Science Initiative (HL-SCI) was funded in 2012 by a \$12.1 million USDOL Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant.

The Health and Life Sciences Career Initiative (HL-SCI) is designed to prepare workers to take on these new jobs with a particular focus in recruitment on veterans, TAA-eligible workers (those displaced by foreign trade), dislocated, unemployed and under-employed workers. Through a consortium of five community colleges (Norwalk, Capital, Gateway, Manchester and Middlesex), new programs are being developed and existing programs are being revised with input from industry to ensure that the skills needed to succeed in these new jobs are being taught at the colleges. The consortium colleges provide certifications, industry-recognized credentials, and certificate and associate degree training in a host of new areas.

Additionally, Charter Oak State College, the state's exclusive online college, is providing expertise in prior learning assessments to ensure that students get credit for military service and other prior learning. As administrator of the Connecticut Credit Assessment Program (CCAP), Charter Oak is also reviewing non-credit courses and reaching out to work place programs and not-for-profits to determine whether such programs are eligible for credit. The initiative also includes a commitment to stacked and latticed credentials to maximize options for students. Toward that end, Eastern Connecticut State University is part of the consortium to ensure that we build bridges for our students from community colleges to four-year programs.

Finally, the initiative includes a significant commitment to recruitment and placement. Each of the consortium colleges has a full-time Recruitment and Placement Coordinator who serves as a career pathway advisor, tracking students from their initial contact through their coursework and making sure that students make effective course selection that will help them move successfully through their program and preparing them for internships and jobs. In addition, we have strengthened the relationship between community colleges and workforce investment boards (WIBs) by providing Recruitment and Placement Coordinators at each WIB. Finally, each consortium college has a part-time Veteran's Associate to focus special attention on recruiting veterans and addressing their unique needs as students. Together, this group will coordinate recruitment efforts to bring in TAA-eligible and other under- and unemployed workers into the community college system through One Stop Centers and other portals; build relationships with employers to place students into internships; and organize employment placements for program completers.

HL-SCI implementation includes three evidence-based program strategies:

- (1) **Curriculum Innovation:** The Curriculum Innovation Workgroup is creating at least forty-nine (49) new and revised certificate and degree programs that are developed in collaboration with and driven by industry demand and align for credit certificate programs with industry-recognized credentials. Additionally, the consortium is developing math and science booster modules that will be available online and on mobile devices. These modules will help students master skills essential to their success in real-time and in a manner most convenient for them. We will also deliver online/hybrid learning courses to 2,400 students to accelerate course completions and to make education more accessible to a broader range of students.
- (2) **Prior Learning Assessments (PLAs):** As mentioned above, prior learning assessments allow students to earn college credits for work skills and on-the-job learning, thereby improving

retention rates and accelerating time to program completion.

- (3) **Recruitment and Placement Services:** It is well established that students with internship experience have more success in finding and retaining jobs. Toward that end, the initiative has set ambitious goals (360 internships and 2,000 jobs) for its students, and the colleges and workforce investment boards are working collaboratively to identify employers and to secure those placements.

The HL-SCI initiative is in its second year of the three-year grant and we expect all new and revised programs to enroll students at the end of this grant year. As of December 2014, the grant has developed 23 new programs; 42 revised programs; 47 online/hybrid courses; and 54 completed boosters.

For more information, please visit <http://www.ct.edu/initiatives/hlsci>.

CT State University System

Central Connecticut State University

Department of Nursing

The CCSU Department of Nursing offers two programs leading to a Bachelor of Science in Nursing: a four-year BSN curriculum and an RN-to-BSN program, serving RNs who seek career advancement. The four-year program serves the traditional undergraduate population as well as community college transfer students and individuals seeking a second degree for career change purposes. The RN-to-BSN program targets RNs who already hold an associate degree. Through collaborative partnerships, selected RN-to-BSN courses are offered in southeastern Connecticut at Lawrence & Memorial Hospital in New London and Three Rivers Community College in Norwich, making the RN-to-BSN program more accessible to our target population. Together the traditional BSN program and the RN-to-BSN program address the state's nursing workforce shortage and meet the demand from magnet hospitals and other agencies to have their associate degree nursing staff complete BSN degrees.

The CCSU Nursing Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), a branch of the American Association of Colleges of Nursing (AACN). Our rigorous curriculum—based on the AACN's Essentials of Baccalaureate Education —prepares professional nurses with strong critical thinking skills, cultural competency, and knowledge of emerging technologies in health care. Students train in a state-of-the-art nursing laboratory with high-fidelity simulation mannequins; CCSU nursing students also benefit from low student-to-faculty ratios in their clinical experiences. Finally, the program includes a specific focus on preparing students for the NCLEX (National Council of Licensing Exam for RNs).

CCSU's nursing faculty have diverse nursing specialties and provide excellent education, training, and professional opportunities to nursing students. Faculty work collaboratively with other departments in the School of Education and Professional Studies as well as across campus and are committed to offering a dynamic curriculum that engages the students in learning, exposes them to the complexities of clients' and families' lives, and immerses them in settings that will prepare them to practice in a complex and challenging health care environment. CCSU nursing faculty also engage with local communities and health care agencies and participate in national and international research and service.

In fall 2013, the full-time equivalent (FTE) enrollment in the two CCSU nursing programs totaled 117. At the conclusion of the 2013-14 academic year, the number of BSN graduates totaled 83, which represents a 30% increase over the number of BSN graduates in AY 2011-12.

For further information on CCSU's two nursing programs, please visit <http://web.ccsu.edu/nursing/>.

Department of Counseling and Family Therapy

The Department of Counseling and Family Therapy at Central Connecticut State University (CCSU) offers two graduate-level degrees: a Master of Science degree in Counselor Education and a Master of Science degree in Marriage and Family Therapy. These advanced programs prepare students for professional careers in Marriage and Family Therapy, School Counseling, Student Development in Higher Education, and Professional Counseling. The Professional Counseling program includes tracks in Mental Health Counseling, Rehabilitation Counseling, and Addictions Recovery Counseling. In addition to these two Master's degree programs, the department also offers advanced graduate training through a post-master's program and a certificate program in advanced counseling. Students in all of the counseling programs are encouraged in their ongoing efforts toward self-development, self-awareness, and scholarly achievement.

The graduate courses in counseling and family therapy are designed to develop student competence in the application of theory-based counseling and therapy models. As such, the curriculum prepares students to understand the concerns of diverse client populations, enhances students' personal and professional development, and promotes the dignity and welfare of all individuals and families. In addition, the practicum and clinical internship provide students with valuable opportunities to apply their skills in a field-based setting under close supervision.

A central goal of the Department of Counselor Education and Family Therapy is to support outreach in the recruitment and retention of diverse students and faculty. The department considers it essential that both students and faculty represent a diversity of backgrounds, perspectives, experiences, orientations, attitudes, and skills.

To support diversity in the student body, programs are accessible to both full and part time students. In addition, to ensure that working adults are able to enroll in these programs, courses are offered in the late afternoons and evenings, and the Marriage and Family Therapy program offers a Weekend Cohort Track that permits students who otherwise could not attend the evening program to complete the program on weekends. In addition, advising hours are flexibly scheduled. With the guidance of their advisor, students have flexibility in arranging their own practicum and internship experiences from an approved list of sites. Informal collaborative partnerships between the Department and a wide range of schools and agencies offer students considerable choice in the selection of their field experience locations.

In fall 2013, the full-time equivalent (FTE) enrollment in CCSU counseling and family therapy programs totaled 220. At the conclusion of the 2013-14 academic year, department graduates totaled 101, 67 M.S. graduates in Counselor Education and 34 M.S. graduates in Marriage and Family Therapy. This represents a 42% increase over the number of graduates in the 2009-10 academic year.

For further information, please visit the department webpage, <http://web.ccsu.edu/seps/departments/counselingFamilyTherapy/default.asp>.

Eastern Connecticut State University

Health Sciences Major

Eastern launched its new Health Sciences Major (HSC) in the Fall of 2014. The major has three concentrations: Public Health Studies, Pre-Nursing and Pre-Physical Therapy. The HSC major prepares students for entrance into graduate schools and professional health schools (physical therapy, occupational therapy, public health, nursing, physician assistant, including preparation for national admissions examinations). It provides students with practical skills that can qualify them for entry-level positions in biology and health-related occupations. In addition, there are opportunities for students to integrate community service and extracurricular activities to explore health care opportunities in a variety of settings. In its first semester, 39 students are already enrolled in the major. The only program of its kind in the Connecticut State Universities, Eastern's Health Science Major offers seamless transfer from a number of Connecticut Community College programs.

For more information, go to: <http://www1.easternct.edu/biology/health-sciences-major/>

Bachelor of Information Systems (BIS) with Health Informatics

The BIS addresses the surging demand for applied business information systems graduates with broad business and liberal arts backgrounds and a thorough understanding of information systems and applied e-business technologies. The Healthcare Informatics concentration is offered by the BIS program in cooperation with Computer Science, Business Administration, and the BGS Public Health Program. The underlying objective of these programs is to provide a basis for life-long learning in a diverse world of social, technological, and scientific change. The BIS program prepares students for a wide range of career paths in business management as well as specialized jobs in growing fields of healthcare informatics, including jobs recognized by the American Society of Health Informatics Managers (ASHIM).

For more information, go to: <http://www1.easternct.edu/business/healthcare-informatics-minor/>

Post Baccalaureate Nursing Program

Eastern continues its articulation agreements with UCONN and Southern Connecticut State University, allowing students who complete Eastern's programs to be admitted into the coveted seats at these accelerated post- baccalaureate Registered Nursing programs. These programs have proven particularly effective for students who decide they want to become nurses after they have started college, allowing them this option without losing credit.

For more information on the Post-Baccalaureate Nursing options, go to: <http://www1.easternct.edu/postbacnursing/>

Degree Options for Health Care Professionals

In addition to our traditional offerings, Eastern offers clinical professionals a variety of options for gaining credit for their prior learning, and continuing on in a flexible – often accelerated – program to get their bachelors' degree. Eastern courses are offered on Saturdays and evenings at the Groton campus, at Manchester Community College, and on our main campus in Willimantic. Some courses are offered online while others are offered in an accelerated schedule. Eastern has just created a new concentration -- Healthcare Administration for Clinical Practitioners -- in the Bachelor of General Studies (BGS) degree to

specifically meet the needs of this group.

For more information on these opportunities, go to: <http://www1.easternct.edu/ce/health-care-professionals/>.

Southern Connecticut State University School of Health and Human Services

Southern Connecticut State University's School of Health and Human Services is comprised of seven disciplines that all share a mission of caring and compassion within a professional framework, offering a range of undergraduate and graduate degree programs: communication disorders (BS, MS), exercise science (BS in Athletic Training, BS,MS in Human Performance), marriage and family therapy (MFT), nursing (BSN, MSN, EdD), public health (BS, MPH), recreation and leisure (BS, MS), and social work (BSW, MSW). These disciplines focus on the preparation of competent and creative practitioners to meet the health and human service needs of society. All programs require a strong liberal arts background as a prerequisite to professional course work. In addition to theory-focused courses in the major, students in each program participate in community-based clinical training, field practice, and internships. The School of Health and Human Services enrolls approximately 2400 students each semester and confers approximately 550 degrees per year.

The School of Health and Human Services also provides clinics that serve the community. The Center for Communication Disorders provides a variety of family-inclusive speech, language, hearing and advocacy services for children and adults with communication disorders in the culturally and economically diverse communities of the Greater New Haven area and its surrounding counties. The Center is staffed by academic faculty and clinical instructors from the Southern Connecticut State University Department of Communication Disorders. All are certified by the American Speech-Language-Hearing Association in speech-language pathology and/or audiology, and are licensed by the Connecticut State Department of Health Services. The Family Clinic has been an integral component of the Marriage and Family Therapy Program and Southern Connecticut State University since 1976. The families and individuals served by the Clinic represent a full range of socioeconomic, racial, and ethnic groups. Services include family therapy, couples therapy, anger management, parent education, supervised visits and educational programs on family related topics. Both Centers charge a modest fee for all services and a sliding scale is available for those who qualify.

The School of Health and Human Services is in the process of gaining approval for a new Respiratory Care AS-to-BSRT degree program. This curriculum provides a framework to promote the continued growth and advancement of the qualified, working respiratory care professional by providing them with the necessary advanced levels of problem solving skills and decision-making ability to function and succeed in this dynamic healthcare environment. The program will be available to students who hold Associate's Degree and RRT certification in the field of Respiratory Care. Graduates of the Connecticut community colleges programs in respiratory care will be guaranteed admission to this Baccalaureate Bridge program and practicing respiratory therapists with Associate's degrees from institutions will be encouraged to apply. This program may be completed full-time in as few as four semesters, or part-time in up to four years. No other baccalaureate programs in respiratory care are currently available at public institutions in the State of Connecticut.

Western Connecticut State University

The Department of Nursing at Western Connecticut State University (WCSU) has four successful programs that graduate nurses who provide care to the citizens of Connecticut. The baccalaureate class of 2014

graduated 51 new graduate nurses. WCSU had a 96.7 % first time pass rate on the NCLEX exam with 48 out of 51 passing on the first attempt. Three graduates took the exam out of state. The other graduates are all working in healthcare facilities in Connecticut. Our pass rate remains one of the best in Connecticut and the nation with 100% since 2004. There were just 4 years in which this benchmark was not met but in those years the pass rate stayed between 96% and 98%. Nearly all of our graduates remain in Connecticut to work in many different areas of healthcare. The target population for the generic undergraduate population is both traditional post high school college students and those seeking a second career.

The RN/BS program at WCSU (located in Waterbury) has continued to increase in enrollment. The Institute of Medicine Future of Nursing Report (2010) call for 80% baccalaureate prepared nurses by 2020. We have responded to this need to educate the associate degree nurse in an efficient manner by offering all nursing courses each semester. We have also expanded and offer courses on the campus of Norwalk Community College. The students are graduating in a timely manner and the graduation rate has increased to over 50%. The trend is continuing to improve each year with nurses determined to finish to meet employment demands. The target population is associate degree nurses.

WCSU has just started its revised curriculum for the Master's in Adult/Gerontological nurse practitioner and clinical nurse specialist tracks. This change occurred as a result of changes in the certification exam. In May of 2014, 12 MS students graduated with an MS in nursing adult nurse practitioner track. There were no clinical nurse specialists in that class. All students have passed the certification exam. We now have a clinical cohort of 22, 20 nurse practitioners and 2 clinical nurse specialists. Graduates of our program are serving as primary care providers here in Connecticut. WCSU graduates have a high rate of employment as nurse practitioners. The target population for the MS program is baccalaureate prepared nurses who seek to enhance their skills and become primary care providers.

Our Ed.D in Nursing Education Program is provided in collaboration with Southern Connecticut State University (SCSU). Our first cohort is entering the dissertation phase now with a few students ready for proposal defense. We admitted our second cohort with 21 students between both schools last August. The students find the course work rigorous and challenging. This online program draws many students from Connecticut which will aid in the nurse faculty workforce need. The target population is master's prepared nurses who desire to use their nursing experience in academia to become faculty. WCSU and SCSU have secured funds from the HRSA for the Nurse Faculty Loan. This has enabled students to obtain this advanced degree.

WCSU is able to provide scholarships to students at all levels. We received funding from the Paul Jones Foundation and New Beginnings scholarships that provide scholarships to students in all 4 programs. In addition we have many other foundation scholarships which are offered at the baccalaureate level. We have been fortunate to receive 20/20 dollars to fund equipment for our labs.

WCSU nursing has collaborative partnerships that enrich our programs. In addition to SCSU we collaborate with Naugatuck Valley Community College (NVCC) and Norwalk Community College (NCC). We also have a very strong relationship with Western Connecticut Health Network, Waterbury Hospital and Yale Health Systems. We have been involved in the Nursing Task Force which represents the 3 CSU schools with baccalaureate programs and the community colleges. This task force is looking at transition pathways to nursing programs leading to advanced degrees. The main focus has been RN/BS education but the task force is charged with developing the masters and doctoral programs to meet the needs of Connecticut's healthcare system.

The following is a link to the nursing department website; <http://www.wcsu.edu/nursing>.

Charter Oak State College

For this report, Charter Oak is reporting on three of its most recent initiatives: Health Information Major, Long Term Care Certificates, and activity in the Health and Life Science Career Initiative grant. It continues to offer the nursing bridge course, the nursing refresher course and the pharmacy refresher course.

In the fall of 2012, Charter Oak State College began offering its first major; Health Information Management (HIM), in response to the workforce needs in the state of Connecticut. The major was developed as part of a collaborative grant application to create a pathway curriculum guaranteeing transferability of the A.S. in Health Information Technology with Capital Community College, Norwalk Community College, and Northwestern Community College into the B.S. in Health Information Management at Charter Oak and the minor in Health Information Management at Eastern Connecticut State University with funding from the Connecticut Department of Higher Education, the Department of Public Health, and the Office of Workforce Competiveness. Currently, Capital, Northwestern and Middlesex Community Colleges have active HIM A.S. programs and articulation agreements have been updated and are in the process of being signed by the community colleges.

Going into the Fall 2014 semester, there were 69 active HIM students. The program is in Candidacy Status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM accreditation is expected in the field of health information management and employers will expect graduates to pursue the Registered Health Information Administrator (RHIA) credential. The accreditation visit is expected in early 2015. Charter Oak State College has been part of the Health and Life Science Career Initiative (HLSCI) Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program funded by the United States Department of Labor to help unemployed and underemployed individuals move into careers in Health and Life Science. The grant involves seven (7) schools in Connecticut: five (5) Community Colleges (Capital, Gateway, Manchester, Middlesex, and Norwalk), Eastern Connecticut State University and Charter Oak State College. Charter Oak is responsible for encouraging the acceptance of prior learning credit and assessing non-credit programs for credit to increase pathways and to shorten the time to careers in health sciences. Charter Oak has been:

- Aiding the other schools in building Prior Learning Assessment (PLA) into the degree and certificate programs they are developing and revising under the grant.
- Centralizing and standardizing PLA across the consortium schools.
- Promoting the use of PLA through the Workforce Investment Boards and Veterans Centers.
- Conducting credit reviews of training programs and credentials through the Connecticut Credit Assessment Program (CCAP) to help students obtain college credit and earn degrees and certificates more quickly and efficiently.

In addition, Charter Oak has

- Developed PLA Reference Guide; distributed to all grant staff.
- Developed Questionnaire for use in advising students; designed, printed, and distributed in paper tablet format to all grant staff.
- Conducted workshops at community colleges to acquaint students, staff, and faculty with PLA options and using the Questionnaire to explore opportunities for PLA credit.

- Participated in two career fairs at Capital Community College.
- Developing a series of videos related to PLA.
- Conducted outreach to veterans and distributed materials on HLSCI and PLA to thirty-two locations in sixteen towns throughout central Connecticut.
- Participated in the annual Veterans Stand Down event in Rocky Hill Connecticut.
- Designed, printed, and distributed brochures targeting various audiences to promote the options available through PLA.
- Conducted PLA training sessions at all Connecticut Workforce Investment Boards to acquaint employment staff on PLA options; over 80 staff members trained.
- Completed 23 credit reviews, 64% toward the goal of 36, yielding credit recommendations for 404 credits, exceeding the goal of 324. (A list of reviews are on Charter Oak's website.)

Charter Oak was part of the Bridges to Health Care Career Program, a grant partnership between Charter Oak State College (COSC), Capital Workforce Partners, Capital Community College and Connecticut Women's Education and Legal Fund (CWEALF). The partnership was an effort to create an advanced, work-based, distance learning training model for the community-based care sector. As part of the grant, Charter Oak developed 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 680 course registrations and a total of 6 certificates awarded in Direct Care and 3 in Specialty Skills.

For more information, please visit www.charteroak.edu.

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

Fairfield University's School of Nursing offers baccalaureate, master's and doctoral education in nursing. At the undergraduate level, there are three program options; traditional 4-year pre-licensure program, second degree accelerated nursing program and RN/BSN program. 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 supports the second degree accelerated nursing program, which has been in existence since 1992. The University also has articulation agreements with area community colleges for seamless student transition to the RN-BSN program.

At the master's level, there are three program options; Master's in Nurse Leadership, Family Nurse

Practitioner and Psychiatric/Mental Health Nurse Practitioner. In September 2010, Fairfield University launched its newest nursing program, the Doctor of Nursing Practice (DNP) and in May of 2013 graduated the first five candidates. In 2014 Fairfield University awarded 30 DNP degrees. 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. At the DNP level, the School of Nursing continues to offer a Nurse Anesthesia Program in affiliation with the Bridgeport Hospital.

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 2013-2014 academic year behavioral health students were placed at 70 different clinical training locations around the state. In May of 2014, approximately 75 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 program and provides behavioral health services on a sliding-scale to families in the Fairfield area. The Koslow Center is also partnering at our clinic with Child Guidance Center of Greater Bridgeport such that our graduate students do supervised clinical hours on site with a mixed population – very good match with our mission and vision for the Koslow Center and our academic programs.

In 2014, Fairfield University's College of Arts and Sciences' Department of Communication offered a number of *Health Communication* related courses and engaged in community and healthcare related research. Specifically, we offered undergraduate courses that included nursing, pre-med, and pre-pa students, as well as Communication majors: CO 329 End-of-Life Communication; CO 347 Communication in Healthcare Organizations; CO 248 Health Communication (for Communication majors); and CO 248 Health Communication (for Health Profession majors - RN, pre-med, pre-pa, pre-dent, etc.). In addition, CO 548 Health Communication was offered for graduate students. It should be noted that CO 329 is a unique Service-Learning course that requires students to volunteer for a minimum of 20 hours at the CT Hospice in Branford, CT and CO 248 for Health Professions students includes an interprofessional enrollment of students who are either from the School of Nursing or pre-health professions students. Because so few professional schools include these types of courses in their curricula and to try and address the health communication effectiveness of future health professionals—a few Communication Departments across the country are beginning to offer health communication courses specifically tailored to these students. In terms of community-related impact, beyond the 20 volunteer hours per student in CO 329 at the CT Hospice nearly 33% of these students continued to volunteer in hospices after the course concluded. In addition, we currently have three graduate students working on healthcare-related Master's Theses research: one in end-of-life communication, one in healthcare organizations and interdisciplinary team meetings, and one in mindfulness programs being used to reduce stress at major corporations. Furthermore, Fairfield University faculty are collaborating in a long-term, interdisciplinary research project intended to enhance the health communication evaluation of nursing and other health profession students and/or providers in clinical simulations. The current phase of this project involves validating a Health Communication Assessment Tool (HCAT) that has been developed for evaluating students' communication skills in computer-enhanced, or role-play clinical simulations. In terms of outcomes our health communication students are in nursing, medical, pa, dental, and ophthalmology

schools and/or practicing as healthcare providers. In addition, some of our alumni are in leadership positions in healthcare organizations in CT.

Students interested in a career in the health professions become part of a careful mentoring and advising process beginning in the first year (or whenever they decide to pursue a health professions career). The advisor of the Health Professions Program is Geoffrey Church Ph.D. This program: guides each student in the selection of an appropriate course of study for a wide variety of careers in the health professions; reviews the academic standards applied by the various medical/professional schools, and the specific tests required by these schools; helps students to identify internships, research, and volunteer opportunities; discusses a range of other important issues related to the world of the health professions; organizes program meetings where health care workers or professional school admissions officers present information.

Students receive specific advice on how to best prepare to become a strong applicant for admission to a health professions school. Each semester, in addition to regular program meetings with all other pre-health students, students meet one-on-one with the program advisor. Those strategy sessions will help determine how to best to plan and carry out all of the components of building an application packet for graduate programs. The health professions advisor also works with various faculty and students to offer general and specific advice, to anyone on campus, concerning the many professional opportunities in the health sciences including: medicine; dentistry; optometry; veterinary science; osteopathy; physical therapy; occupational therapy; pharmacy; and many allied health professions.

In addition to the necessary science courses, internships and research opportunities, Fairfield also provides you with a strong background in the liberal arts that emphasizes the ethical and human side of medicine, through appropriate courses in the social sciences and humanities. This helps students to build a broad perspective on healthcare and its associated issues, such as patient's rights, health care policy and legislation, ethics, etc. All of this serves to make Fairfield applicants stand out during the very competitive admissions process.

Fairfield University's *Health Professions Program* (HPP) is responsible for providing advisement and mentorship for all undergraduates (and alumni) wishing to pursue careers in healthcare. While most students in this program pursue careers as physicians, dentists, pharmacists and a few other health professionals, a minority of students actively pursue careers in allied health. While no universally accepted list of what qualifies as an allied health career exists, the HPP works with students pursuing, physician assistant, physical therapist, speech language pathologist, occupational therapist, and genetic counselor graduate programs. Approximately 3-5 Fairfield University students per year matriculate into these types of programs in Connecticut and across the northeast region, with the majority heading for physician assistant training. In addition, all students in the HPP are exposed to information on allied health careers and the entire healthcare system in the United States.

Fairfield University is uniquely positioned to build on its exemplary success in educating students in nursing and the natural sciences to ensure that all Fairfield graduates of tomorrow are ready to meet future challenges in all aspects of healthcare delivery and related industries. All academic disciplines at Fairfield have a significant role to play in further transforming health care education and in preparing tomorrow's graduates. Innovations in approaches to care, use of emerging technologies, system management, metrics and incentives will all contribute to the necessary transformation of American healthcare. By offering an interdisciplinary minor in Health Studies, Fairfield graduates will have the opportunity to learn more about the complex issues related to the current and future healthcare system as many may choose to work directly in health care or one of the countless professional fields that

connect to the industry.

Fairfield University will be implementing a *Health Care Prerequisite Series*, offering classes in Biology, Chemistry, Physics and Psychology that represent necessary prerequisites for many Health Professions advanced degree programs. With a focus on lab-intensive curricula in the sciences, the summer science series will allow students to obtain excellent training in the scientific materials necessary for success in their future career pathways. This “Health Care Prerequisite Series” which may lead to a more formalized post-baccalaureate prep program in the sciences.

The *Jesuit Universities Humanitarian Action Network (JUHAN)* was launched in 2008 through a joint collaboration between Georgetown, Fordham and Fairfield Universities on the premise that in addressing the needs of those that are suffering, our academic institutions can be more effective when working together rather than independently. The founders had come to the realization that there is relatively little going on in U.S. higher education to prepare *undergraduates* for humanitarian action - whether that be career development or preparation to fulfill everyday civic responsibilities.

JUHAN seeks to advance both undergraduate humanitarian education and the professional field of humanitarian action by: bringing students into the professional field at an early stage in their education; forming an educated citizenry - for those students that are not pursuing careers in humanitarian action, JUHAN will provide them with the knowledge and skills needed to fulfill their responsibilities as engaged citizens, developing an educational program that places emphasis on the ethical dimensions of humanitarian action, an area not given enough attention in the professional field. On each campus, the JUHAN project involves: leadership teams consisting primarily of students with a faculty and/or staff resource person charged with raising awareness on their respective campuses about humanitarian issues and working toward strategies for response to various types of humanitarian crises; academic courses that focus on humanitarian issues from various disciplines; and national skill-building conferences for undergraduate students of Jesuit universities

The *Health Studies Scholars* program teams up an interdisciplinary group of undergraduate students with an interdisciplinary faculty team to work together for two years on a collaborative research project focused on a health-related problem. **The goals of this program include:** collaborative research with faculty, a high impact learning experience, which allows students to apply course knowledge in original research, gain expertise in problem-based inquiry that positions them well for employment, graduate school, and future leadership. Funded projects are expected to produce dissemination through peer reviewed conference presentations and publications with undergraduate student co-authors. As well, given that all major funding agencies increasingly expect submissions from interdisciplinary research teams on major proposals, this program will seed interdisciplinary faculty research and build capacity for success on external funding applications.

Goodwin College

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 online, but in a hybrid format, as well, allowing for flexibility for student participation. All graduates of this program are employed in the field of nursing. In addition, our bachelor of science in Human Services prepares graduates to work in the behavioral health arena.

The college also offers associate degrees in nursing, health science, medical assisting, respiratory care, occupational therapy assistant (OTA), dental hygiene, ophthalmic science, histology, 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 occupational therapy assistant program was accredited in December of 2012. The program began accepting students in the fall of 2010. The program is currently the only trimester and evening program for OTA in the state. Our dental hygiene program, which will begin accepting students in the fall of 2014, is the first program of its kind in Connecticut to offer many of its core courses in a hybrid format. The Ophthalmic Science program, which will begin accepting students in May 2014, will be the only program in CT to offer evening classes, and boasts a training store and a fabrication laboratory.

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 only two in New England and is approved to offer classes both on ground and online. The program has a 100% pass rate on the National HT Board of Registry test. Due to a shortage in this field, graduates are consistently hired prior to graduation. The Commission on the Accreditation of Allied Health Education Programs accredited the Goodwin College Paramedic Program in January 2014, making us one of three paramedic programs accredited in CT. This accreditation is the result of years of solid teamwork between Goodwin College and Hartford Hospital. Graduation from an accredited program is a requirement for those wishing to sit for paramedic exams, according to The National Registry of Emergency Medical Technicians.

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 and another federal grant of \$295,000 for the clinical skills laboratories for nursing and respiratory care.. 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, including partnerships with major area hospitals that serve as clinical sites for Goodwin nursing, respiratory, and histology students; and Eastern CT Health Network (ECHN) that allows allied health entry-level workers in their hospitals and doctors' offices to pursue advanced training. Graduates from the occupational assistant program have entered the workforce in school systems, skilled nursing facilities, and adult rehabilitation settings. Our partnerships with ambulance associations provide ready access to our paramedic graduates seeking positions on completion of licensure.

Mitchell College

Mitchell College offers an Associate Degree in Liberal Studies with a concentration in Pre-Allied Health: Pre-Nursing/Pre-Med. This concentration supplies the student with a background in both science and liberal arts. This prepares students for further study in nursing, dental hygiene, physical therapy, radiation therapy, pre-med; Physicians Assistants Program and other areas. Students will gain hands-on experience through internships at area hospitals and long term care facilities.

In the Fall of 2014 Mitchell College offered a Bachelor of Science Degree in Health Science. This is a

multidisciplinary curriculum that exposes students to the underlying biology, chemistry and psychology of human health and the application of these sciences to applied fields like sports medicine and behavioral medicine.

Graduates of the program will find employment in public health and health education, teaching, program planning, or administration in a wide variety of settings including: secondary schools, community colleges/universities, local and county health departments and agencies, volunteer agencies such as the American Cancer Society, American Heart Association, and Planned Parenthood. They will find employment opportunities as patient navigators and healthcare advocates in hospitals and health clinics, and health maintenance organizations. Additional possibilities include roles in health and safety in industrial corporations and community based organizations. The program successfully prepares students for graduate work in such fields as sports medicine and other allied health fields, behavioral counseling, as well as psychology, medicine and law.

Quinnipiac University

Quinnipiac University is committed to preparing health care professionals that meet the needs of the 21st Century. To that end, the Center of Medicine, Nursing and Health Sciences opened in fall 2013 commensurate with the formal opening of the Frank H. Netter MD School of Medicine. These three schools, existing on a single campus, are uniquely situated for a renowned, team-based model of educating students with an emphasis on interprofessional education. In 2013, a new master's degree in social work welcomed its first class of students that are intended to address an increasing demand for behavioral health services. 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.

Undergraduate Nursing Programs

1. Program Summary: We offer 3 undergraduate programs: a traditional 4-year baccalaureate program, a one-year accelerated nursing program for adults who already hold a baccalaureate degree in another field, and a fully online, RN to BSN degree completion program.
2. Target Population: Traditional program (high school graduates); Accelerated Program (adults with a baccalaureate or higher degree in another field of study); and RN to BSN (current Associate Degree students, Associate Degree graduates and Graduates from Diploma schools of nursing).
3. Collaborative Partnerships: Veteran's Administration in West Haven, CT; St. Vincent's Medical Center, Bridgeport, CT; Charlotte Hungerford Hospital.
4. Sources of Funding: For a fourth year, have been awarded a Robert Wood Johnson Foundation New Careers in Nursing Scholarship to support underrepresented students in the accelerated nursing program. In addition, have been awarded a New Alliance Foundation Grant to support the development of the Transitions to Nursing Program (CNA /Home Health Aide program) between Wilbur Cross High School and Quinnipiac University School of Nursing.. Most recently, an interdisciplinary team, led by Nursing, was awarded \$10,000 from the Robert Wood Johnson New Careers in Nursing Foundation to an interprofessional interdisciplinary team to plan and implement an innovated accelerated nursing education project over the next 12 months.
5. Participant Outcomes for past year: We graduated 118 traditional BSN students and 36 accelerated nursing students in 2014. Our first online RN to BSN cohort will graduate in 2016.
6. Link to appropriate website for more information:

Graduate Nursing Program

2. Program Summary:

- a. We offer post-baccalaureate tracks leading to a Doctor of Nursing Practice (DNP) degree for students wishing to become family nurse practitioners, adult-gerontology nurse practitioners, or certified registered nurse anesthetists. We offer online post-master's tracks leading to a DNP in population health, leadership, and anesthesia.
 - b. Our tracks in anesthesia and leadership enrolled our first cohort of students in Fall, 2014. Our other DNP tracks enrolled our fourth cohort of students at that time.
 - c. The director of our nurse anesthesia tracks was recognized as the "Program Director of the Year" at the Annual Congress of the American Association of Nurse Anesthetists in September, 2014.
3. Target Population: Registered nurses with baccalaureate degrees and registered nurses with master's degrees.
 4. Collaborative Partnerships: West Haven Veteran's Administration Hospital, St. Vincent's Medical Center
 5. Sources of Funding: We received a \$652,002 grant from the Health Resources and Services Administration (HRSA) to provide tuition support for qualified nurse practitioner students over two years.
 6. Participant Outcomes for past year: Our first cohort of nurse practitioner students graduated in October, 2014.
 7. Link to appropriate website for more information:
<http://www.quinnipiac.edu/academics/colleges-schools-and-departments/school-of-nursing/>

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. The charter class of 60 students, which matriculated in August of 2013, was joined by a second class of 90 students in August 2014. Subsequent classes will increase in size, pending approval by the accrediting body, eventually reaching a size of 125 students. The school will have as one focus the training of primary care physicians as part of inter-professional healthcare teams. It will also have areas of excellence related to Rehabilitation Medicine (in collaboration with the School of Nursing and School of Health Sciences) with a focus on disabled veterans, as well as Global Public Health.

The School of Medicine has established its principle clinical partnership with Saint Vincent's Medical Center in Bridgeport, and has clinical affiliations with MidState Medical Center, Middlesex Hospital, Hartford Hospital, Waterbury Hospital, Griffin Hospital, Jewish Senior Services, Saint Francis Hospital and Medical Center, Masonicare, and Gaylord Hospital. In September of 2013, the University dedicated its Center for Medicine, Nursing and Health Sciences on its North Haven campus. This 325,000 square foot facility is the home of the schools of Medicine, Nursing and Health Sciences.

Sacred Heart University (SHU)

The School of Nursing within the College of Health Professions educates nurses from entry level through doctoral education. With the implementation of the online programs at the graduate and undergraduate levels and the growth in the first professional degree program, the School of Nursing has over 1,000 students. The first professional nursing degree program has nearly doubled in size with 117 sophomores for the fall 2014. Sacred Heart University continues to have a high pass rate on the National Council

Licensure Examination for Registered Nurses (NCLEX - RN) well beyond the national mean score for first time test takers.

The School of Nursing has added a second simulation lab this past summer in response to the increased enrollment in our first professional degree program. This lab affords students the opportunity to practice in a safe setting with state of the art equipment and 2 additional simulation mannequins.

The School of Nursing admitted its 5th Doctor of Nursing Practice (DNP) Cohort in the fall 2014 and is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of the doctoral program have gone on to take executive nursing administration positions and nursing faculty appointments in area nursing programs. The post master's DNP Program prepares nurses for leadership roles in health care management, clinical practice and education.

Enrollments in the Masters of Science in nursing program have grown with nearly 600 students studying online and on campus with tracks in nursing education, clinical leadership, nursing administration, and family primary care nursing to prepare nurse practitioners.

The School of Nursing's interest in providing service opportunities for students in Guatemala and Jamaica have resulted in interprofessional trips for students along with Occupational Therapy and Physical Therapy students in the College of Health Professions.

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 Doctor of Physical Therapy program has increased its capacity and now enrolls over 200 students. The Advanced Orthopedic Physical Therapy program, approved for licensure at the CT Office of Higher Education, has begun recruiting students. The program complements the advanced orthopedic residency and geriatric residency programs the department also offers. The undergraduate programs in Exercise Science and Athletic Training continue to grow and currently enroll over 200 students combined. The graduate program in Exercise and Nutrition currently enrolls 25 students in Clinical and Performance Tracks. The exercise science programs have been accepted into the National Strength and Conditioning Association's (NSCA) Education Recognition Program allowing our students to sit for NSCA certification exams.

The college is developing a new Master of Physician Assistant Studies (MPAS). The Sacred Heart University Graduate Program in Physician Assistant Studies is for candidates with an earned bachelor's degree. The program prepares graduates for generalist practice as a physician assistant (PA). Graduates will draw from program didactic and experiential learning to provide quality, evidence-based, patient-centered healthcare to persons of various ages and in varied settings within interprofessional teams.

The MPAS Program plans include a 27-month timeframe that will offer a 12-consecutive month didactic phase, a 15-month clinical phase, and a Masters Capstone Project. Clinical rotations are planned as ten 5-week clinical rotations that will provide each student with over 2,000 hours of supervised direct patient

care experience.

Because PAs are educated in the same medical model as physicians, they are uniquely suited to work with physicians and help guide health care teams that deliver accessible, higher quality care at a lower cost. PAs are particularly critical to increasing access to care for rural and other medically underserved areas and patients, and they may be the only healthcare provider in some areas. Because PAs typically complete their education in about 27 months, they enter the workforce quickly and are adaptable to any setting or specialty where physicians work. As a member of the health care team, PAs are educated to obtain medical histories, conduct physical examinations, diagnose and treat illnesses, order and interpret tests, counsel patients on preventive care, assist in surgery and prescribe medications.

SHU MPAS has applied to Connecticut Office of Higher Education (CT-OHE) for new program licensure, and to the Accreditation Review Commission on Education for the Physician Assistants (ARC-PA). The College anticipates matriculating the first class of PA students in fall 2016, pending CT-OHE licensure and ARC-PA accreditation approval.

The College's new Master of Science in Speech-Language Pathology received its initial accreditation from the Council of Academic Accreditation in Audiology and Speech-Language Pathology in March of 2014. This initial period of accreditation, referred to as Candidacy, extends for five years and allows the program to matriculate and graduate students eligible for national certification and state licensure. The program's license with the State of CT Office of Higher Education was renewed, and the program is in the process of obtaining approval for Teacher Certification in Speech-Language Pathology with the State Department of Education. Thirty-three students are currently enrolled in the Master's Program. The program received a grant from the Council of Academic Accreditation in Audiology and Speech-Language Pathology for 2015 to evaluate the effectiveness of its innovative model of clinical supervision.

The Bachelor of Science in Health Science (BSHS) Pre-Professional Track, has improved the pipeline for students to fulfill prerequisites and criteria for enrollment in graduate health professions education programs including occupational therapy, physical therapy, physician assistant 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 major currently has over 160 students enrolled.

The Master of Science in Healthcare Informatics Program continues to enroll students into the online program. The Program is anticipated to graduate its inaugural cohort of students in May 2015. Several students from the initial cohort have accepted new positions in the field of Healthcare Informatics. A very successful student internship was launched in September 2014 and involved a partnership with several area hospitals and health systems. Currently 45 students are enrolled in the program.

Saint Vincent's College (SVC)

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.

University of Bridgeport

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 for application and successful entry into 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 also offers 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. 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.

Through its Division of Health Sciences the University offers A.S., B.S., and M.S. degrees in Dental Hygiene; master's degree programs in Physician Assistant, Nutrition, Acupuncture/Traditional Chinese Medicine, and doctoral programs in Chiropractic and Naturopathic Medicine. The UB Clinics located within the on-campus Health Sciences Center facilitate approximately 25,000 patient visits per year, delivering naturopathic medicine, chiropractic, acupuncture/TCM, and dental hygiene services to patients from the Greater Bridgeport area and the region, many who are non-insured, under-insured, or lack the financial resources to access such types of care in the private market. The health science programs have established connections and rotations, internships, preceptorships, residencies with many local clinical sites, including regional hospitals, community health clinics, and group/private practices in a multitude of specialties. The College of Chiropractic has pioneered novel programs and associated outcome study projects at the Veterans Administration Medical Center in West Haven, CT, as well as multiple sites of Community Healthcare Center, Inc. which have resulted in programs with embedded faculty, clinical rotations for students, and post-doctoral residency programs. Approximately 750 students are enrolled in graduate health sciences programs at UB.

University of Hartford

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 to fulfill its commitment to meet the needs of the region's citizens and to engage in impactful scholarship and research. The total number of undergraduate, graduate, and certificate students pursuing health-related studies now approaches 900. The Master of Science in Prosthetics and Orthotics (MSPO) is one of nine such programs in the U.S. The two-year, 12-month, full-time professional program includes both didactic and clinical components and is accredited by the National Commission on Orthotic and Prosthetic Education (NCOPE). Prospective students who already hold a baccalaureate degree must satisfy certain prerequisites and compete for graduate entry. 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. Given specific requirements of clinical practice sites and technical fabrication facilities, enrollment is capped at 25 students per cohort. In response to current demands by practicing prosthetists and orthotists, a shortened, largely online modified MSPO program was designed for the professional who is certified in one area and who seeks certification in the other.

The Doctor of Physical Therapy (DPT) program, housed in the Department of Rehabilitation Sciences, will celebrate its 17th year of graduates in 2015. This post-baccalaureate entry program is nationally accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) and is licensed by the State of Connecticut. Undergraduates can apply for direct entry into a combined BS/DPT track with an average undergraduate entry cohort of approximately 50 students per year. With about 40 students per graduate student cohort, this full-time, 12-month, three-year program includes both didactic and clinical components. Students already holding a bachelor's degree may apply for graduate admissions to the DPT program.

ENHP's Department of Health Sciences and Nursing administers several allied health programs that span a wide range of pre-professional and professional bachelor's, master's, and certification options. With 210 students at the undergraduate and graduate level, the nursing programs are nationally accredited by the Commission on Collegiate Nursing Education (CCNE) and attract students from across the state 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 participates fully in the Connecticut Community College System agreement 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 Master of Science in Nursing (MSN) program emphasizes nursing education, management, and public health, addressing specialties that face challenges from the continued nursing shortage. The RN to BSN completion program, established in collaboration with Hartford Hospital in the mid-seventies, was the first of its kind in the state. The MSN program is approaching its 25th year. As a result, the nursing program has a strong alumni presence in the state. Graduates hold positions of leadership in both clinical and educational settings, and serve as preceptors and clinical faculty.

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 338. 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 nationally accredited by the Commission on Accreditation for Respiratory Care (CoARC) and is the only such program in Connecticut. It 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 60 students.

The BS degree in Radiologic Technology is nationally accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) 31 and offers students both a core radiologic technology curriculum and an opportunity to specialize in magnetic resonance imaging (MRI), computed tomography (CT), or diagnostic medical sonography 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 83 students.

The University of New Haven

The University of New Haven presently serves 771 students in allied health programs at the master's, baccalaureate, and associate's degree levels. Of the 573 undergraduate majors in allied health programs, 114 are pursuing a B.S. in Dental Hygiene with an additional 87 students pursuing associate's degrees. UNH serves 151 pre-med students in its Department of Biology, which also offers a B.S. in Biotechnology (20 students). Additional bachelor's degree programs in allied health include the B.S. in Nutrition and Dietetics, which currently enrolls 100 undergraduates and a B.A. Psychology—Community/Clinical concentration, which enrolls 64 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, 198 graduate students are pursuing five different graduate programs with multiple concentrations. Housed in the College of Business, the M.S. in Health Care Administration serves 113 graduate students in its M.S. Health Care Management 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 (21 students) 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 23 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 37 graduate students. An innovative graduate certificate program in Bioinformatics enrolls 4 students.

In addition to these current programs, the University is poised to launch an A.S. and a B.S. degree in Paramedicine in collaboration with the Sponsor Hospital Group, a subsidiary of Yale New Haven Hospital. These programs, now approved by CT-OHE and pending review by NEASC, should enroll 10-15 students per year.

University of Saint Joseph

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, Nutrition and Public Health 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 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 four-year baccalaureate program, an Accelerated Second Degree Bachelor of Science (ASD), the Multicultural RN-BS program, the Master's level program, and a post-Master's Doctorate of Nursing Practice program. There is also a post-Master's Certificate for clinical nurse specialists and nurse practitioners who want to certify as a Psychiatric Mental Health Nurse Practitioners.

In terms of specific programs, the multicultural RN to BS degree completion program allows working RNs to complete a baccalaureate degree in two years while attending the University on a part-time basis. The RN to BS program is offered both on campus and online. The ASD program will take 15 months for students with a non-nursing bachelor's degree to complete a BS in Nursing after completing the necessary science pre-requisites. Enrollments continue to increase in the Master's programs that 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 we 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 committed to providing advanced doctoral prepared nurse clinicians to improve the health of diverse populations in the state of Connecticut and elsewhere. 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. Students in any of the programs in the Department engage in the mission of the University by providing services to the disadvantaged and underserved populations throughout 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 and Public Health offer the following programs: a Bachelor of Science in Nutrition/Dietetics, a Bachelor of Science in Public Health, the post-baccalaureate Dietetic Internship program, and an online Master of Science in Nutrition. The University's undergraduate nutrition and dietetics 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/nutritionist examination, the credential needed to work in most nutrition settings. In order to meet the needs of our students the Department offers courses in one time block a week so that the non-traditional students can more easily 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/Dietetics program respond to Connecticut's health care needs by living and working in the state. The University has alumnae 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/nutritionist 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.

The undergraduate Public Health program prepares students to identify health needs of communities, promote health, and reduce health disparities. Students receive training in the five core competencies of public health with a solid foundation in the liberal arts and natural sciences. The program prepares students to make a positive difference in the world and is directly in line with the USJ mission and core values. In addition to the major, students can also minor in Public Health, which can be a great complement to other health-related majors. Students can join an exciting field where professionals work to protect and improve the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention. Students gain practical skills to be competitive in the job market, and will be well prepared for many graduate programs, including the Master's in Public Health. Public health professionals will continue to be in high demand and the outlook for job placement is high. Given the critical shortage in the public health workforce, the need for offering an entry-level baccalaureate degree is strongly supported by the Council on Public Health Education (CEPH). The program has been designed to meet the 2011 core competencies of the CEPH and is aligned with the Recommended Critical Component Elements of an Undergraduate Major in Public Health offered by the Association of Schools of Public Health.

The University of Saint Joseph opened the School of Pharmacy in downtown Hartford in 2011 and enrolled the first students in August 2011. The curriculum is a three year accelerated curriculum which utilizes a modified block system. The program is completed over three calendar years. The University has affiliation agreements with most of the major hospitals, clinics and community pharmacies in the state and these sites provide the experiential portion of the curriculum. The first class of 57 students graduated in May 2014 and the School received full accreditation by the American Council for Pharmacy Education in July 2014. The students who have taken the NAPBLEX licensure exam to date have achieved a 98% pass rate and are working in many settings in Connecticut and throughout the United States. The enrollment will gradually increase to a maximum of 100 students per class over the next few years.

Yale University

Yale University is one of the world's great universities. All of Yale's professional programs are offered at the graduate level. Programs for Physicians and Physician Assistant are offered by the ***School of Medicine***. Programs in Public Health are offered by the ***School of Public Health***. The ***School of Nursing*** offers MSN, DNP, and Ph.D. degrees, and is ranked 7th among schools of nursing nationally. Yale has a long-standing MSN program focusing on advanced practice, which leads to preceptor and faculty roles as well as clinical practice. There are 7 specialties for which students are prepared (FNP, A/GNP, Midwifery, Women's Health, Psychiatric Mental Health Nursing, PNP, and Nursing Management, Leadership and Policy), the

majority of which are ranked in the top five in the country. The MSN program accepts students with a baccalaureate in Nursing or in another field. The PhD program is ranked third in the country by the National Research Council and focuses on training for an academic research career. Students must have a master's degree to be admitted. The DNP program has a focus on aggregate health and management and is offered as a hybrid online and intensive format that is designed for working advanced practice nurses. Again, students are admitted holding a MSN.

University of Connecticut

School of Nursing

The UConn School of Nursing has a 72 year history of providing excellent education for preparation of all levels of nursing, recognized by the National League for Nursing as a Center of Excellence in nursing for the pedagogical expertise of its faculty. UConn School of Nursing is recognized as a leader nationally and the School ranks in the top 15% of nursing schools nationwide.

UCONN offers pre-licensure programs through its BS, with a major in nursing, and its Certificate Entry into Nursing/ BS (CEIN/BS). The CEIN program began offering a BS degree in Nursing in 2012. Annually, between 200 and 225 students complete the BS programs of which approximately 125 are traditional undergraduates and 100 are CEIN accelerated students. The first time pass rate for the national licensing exam (NCLEX) is 94%.

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 in China and Belgium as part of the senior year capstone course as well as summer study in Dublin, Ireland.

In fall 2008, UCONN opened its 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 44 students enrolled. A BS-DNP option was added in 2012, as master's programs for nurse practitioner students' transition to the doctoral degree. 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 35 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. Advanced practice nursing students focusing on primary care are also eligible for HRSA Traineeship grant funds from UConn's \$760,000 three year grant. UConn School of Nursing also receives prestigious funding from the Jonas Foundation to support doctoral education for nurses to become educators and change agents in clinical practice. UConn received funds to support five scholars in addition to the three students currently supported.

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.

In the past few years, the school of nursing has received recognition for its programs of excellence, including the opening of the Center for Correctional Health Networks and the development of an emerging center for the advancement of managing pain. Further the school has been notified that it will be designated as a center of excellence for pain education with NIH funding anticipated to begin in February 2015, which will provide five years of support for developing educational approaches to improve care of people with pain. The school recently received designation as a National Hartford Center of Gerontological Nursing Excellence.

More than 800 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 130 schools and colleges of pharmacy in the nation.

The professional program in pharmacy (Pharm.D.) is 6 years in length in which students obtain an in-course BS Pharmacy Studies degree and a PharmD degree. Admission to this program is highly-selective with an annual entering class of 100 students. The program is fully accredited by the American Council for Pharmacy Education UNTIL June 30, 2021. The school also offers selective graduate programs in pharmaceutical sciences including medicinal chemistry, pharmaceuticals, and pharmacology/toxicology. 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.

Most of the professional students come from the New England region with the majority being Connecticut residents. Graduates of the professional program (approximately 100/yr) 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 graduate program has a total enrollment of approximately 50 doctoral students and 12 post-doctoral fellows; approximately 10 students receive their Ph.D. each year. Most of the doctoral graduates enter positions in the industry or post-doctoral opportunities, where they are highly sought.

The School of Pharmacy has three research centers: Center for Pharmaceutical Processing Research (CPPR); Center for Biochemical Toxicology; and the Health Outcomes, Policy, and Economics Collaborative Group (HOPE). In addition it also has formal international partnerships with Peking Medical University in China; University of Rennes in France; and the University of Barcelona in Spain. Sources of Funding: The School secures funding from the National Institutes of Health, the National Science Foundation, State of Connecticut agencies, private foundations and the pharmaceutical industry.

The Pharmacy School faculty secured approximately \$3.2 million in extramural funding. Of the 96 PharmD students receiving their degrees May, 2014, 90% had employment/residency plans at graduation.

For more information, please visit www.pharmacy.uconn.edu.

Department of Allied Health Sciences

The Department is recognized at state and national levels for training health professionals, offering undergraduate, post baccalaureate and graduate degrees and certificates to position students for leadership roles in health care, and for interdisciplinary and translational evidence-based research. 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 Center for Environmental Health

and Health Promotion supports the Department's teaching, research and outreach missions.

The Allied Health Sciences department attracts a large number of undergraduate students and offers undergraduates a variety of interdisciplinary health-related career options for entry into the workforce or for continuing graduate health credentials and advanced degrees. Total admissions to the department continue to grow in the Allied Health Sciences major while the professional programs continue to see full enrollments in their programs. The total enrollment in the undergraduate majors has exceeded the 800 mark. Additionally, the department graduation rates continue to go up from 186 in 2011 to 233 in 2014. 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 post-baccalaureate certificate program in Occupational Safety and Health and a Masters (PSM) degree in Health Care Genetics. A doctoral program in Health Promotion Sciences is under review at the University.

Partnerships exist for clinical sites for student placements in Dietetics, Diagnostic Genetic Sciences, and Medical Laboratory Sciences. Some 110 clinical contracts are in place for student placements in these three professional programs. Examples include in-state hospitals of UCHC, Hartford, Backus, Connecticut Children's Medical Center, Day Kimball; Community Renewal Team, Community Health Network; Community Health Services; Norwich, Coventry Public Schools; Joseph Family Markets. Out of state contracts include Baystate Medical Center, Cochran Neva Nutrition Consultant, Wellness Workday and Sensible Nutrition, Hingham MA.

Department programs are funded by student tuition dollars, the University general budget, academic material fees, and competitive grant funding.

Examples of grant funding sources in 2014 included NIH, NIDA, Weight Watchers, National School Food Service Management Institute, Egg Research Center, USDA, CDC, in addition to contracts with UCHC, DSS, DPH, and DECD for over \$6.2 M.

Participant Outcomes-details follow in paragraphs starting below on this page.

- In 2014, the Cytotechnology Program, in which students had not been enrolled for a number of years due to the lack of faculty expertise and student interest, was officially closed.
- For the Medical Laboratory Sciences (MLS) Program there was a 93% pass rate on the certification exam and all students completing the program have been successfully employed in facilities throughout Connecticut.
- The MLS 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.
- A new Health Care Administration option for students was added.
- The Department has graduated an ever-increasing number of students from 26 in 2007 to over 185 in the academic year 2013-2014. The total enrollment in the Allied Health Sciences major has now topped the 800 mark.
- To date, the AHS major has graduated 968 students and has 834 students currently matriculated. See charts on page 6 for details.

- The new Professional Science Master's Program in Health Care Genetics, under the umbrella of the College of Agriculture, Health and Natural Resources, and the Institute for Systems Genomics, offers an innovative Professional Science Master's (PSM) Degree in Health Care Genetics.

For more information, please visit <http://www.alliedhealth.uconn.edu/majors/ahsmajor.php>.

Details on programs noted above and additional relevant information.

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): DGS encompasses medical cytogenetics and molecular diagnostics. 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 neoplastic processes.

Cytogenetic technologists culture 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 microscopically examines the cells 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 Diagnostics has become an integral component of laboratory medicine over the past few decades. RNA, protein, and DNA-based techniques for prediction, diagnosis, prognosis, and treatment of disease have greatly enhanced patient care, improving health and longevity.

Molecular genetics technologists analyze the molecular structure and function of human genes. They match donors and recipients for tissue and organ transplantation, diagnose and classify inherited disorders and cancers, detect and classify infectious organisms, and perform parentage paternity testing and forensic studies.

DGS graduates are eligible to sit for national certification examinations in their field of concentration (Cytogenetics or Molecular Biology), offered by the Board of Certification (BOC) of the American Society for Clinical Pathology (ASCP). Cytogenetic and molecular technologists work in a variety of clinical, research, and industry settings.

Dietetics: The Dietetics Program in the Department of Allied Health Sciences combines classroom knowledge with competency-based supervised experience at the undergraduate level (Coordinated Program), at the post-baccalaureate level leading to a Master's degree (Master's Coordinated Program), and with some graduate credit but not leading to a Master's Degree (Dietetics Internship). All of these programs align with developing the registered dietitian to work in all levels of health promotion. The Coordinated Program in Dietetics (CP) combines the didactic coursework and supervised practice hours necessary to prepare students for entry-level practice as dietitians. For students having a Bachelor's degree, two tracks are available leading to an M.S. degree in Health Promotion Sciences and the supervised practice necessary to allow a student to sit for the RD accreditation exam. One is for the

student who has completed a Bachelor in Science in a didactic dietetics program (e.g. in UCONN's Nutritional Sciences Department) and the other is for a student with a Bachelor's degree and needs to complete some didactic courses as well as supervised practice. A maximum of twenty students will be accepted in both programs. 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.

In addition to its undergraduate program, there is also a post-baccalaureate certificate program which serves as an alternate means of graduates to enter the workforce. Students in both programs complete clinical rotations in one of several hospitals located throughout the state as part of the curriculum.

- 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. Last year there was a 93% pass rate on the certification exam and all students completing the program have been successfully employed in facilities throughout Connecticut.
- 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.

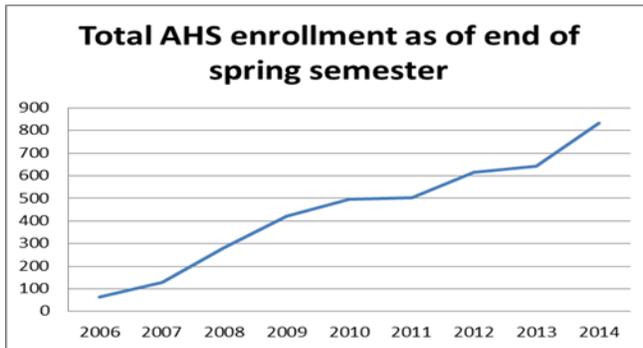
- According to the US Department of Labor, the expected need for more laboratory professionals will continue to grow for the foreseeable future. As the UConn program is one of only two MLS programs in the state, the program is essential in providing training for the future clinical workforce needs of the state and the surrounding areas.

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 (GPA above 3.0) who would like to pursue post-baccalaureate training in health programs that require a baccalaureate degree for admission. Some students seek immediate employment following completion of the B.S. degree. Students elect the standard plan (no concentration) or select one of four 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 Medical School, Dental School, Optometry, Post-baccalaureate Pharmacy, etc.;
- **Healthcare Administration** is generally selected by students interested in administration and managerial positions in hospitals, clinics, government planning and regulatory agencies, health maintenance organizations, hospital associations, consulting firms, computer vendors, health insurance companies, and hospital equipment and supplies manufacturers, etc. This concentration is also designed for students seeking admission into graduate programs such as the Department of Allied Health Sciences Master's Program in Health Promotion as well as for those looking to enroll in graduate programs such as Public Health, Health Administration, Health Insurance Studies, Health Policy and Law, and others.
- **Public Health and Health Promotion** is generally selected by students interested in working in social service agencies, worksite wellness/health promotion programs, community-based treatment centers, 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 (OEHS)** 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. In addition to preparing students for employment post-graduation, the concentration also uniquely positions students for graduate studies in OEHS, public health and other health-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 185 in the academic year 2013-2014. The total enrollment in the Allied Health Sciences major has now topped the 800 mark. Graduates have either entered the workforce in health care occupations (e.g. public health organizations, hospital wellness centers, non-profit organizations, health promotion research organizations, counseling services, insurance industry, etc.) or have gone on to advanced study in health professions (e.g. 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 bachelor's degree necessary for admission to graduate professional programs and by providing entry-level practitioners for public service organizations. To date,

the AHS major has graduated 968 students and has 834 currently matriculated.



Graduate Program in Allied Health (GPAH): The GPAH offers M.S. Degrees in Health Promotion Sciences (MSHP) and a Professional Science Master’s Degree in Health Care Genetics. The MSHP program provides research experience, including quantitative and evidence-based methods, and advances in health promotion sciences through culminating projects and thesis with dissemination of new knowledge through scientific meetings and publications. In response to growing need for doctoral-prepared Health Promotion Scientists to work in the healthcare industry, private sector, and government, the Department prepared a proposal for a PhD program in Health Promotion Sciences. The proposal is under-review at the University with a potential start date of Fall 2015.

Graduates of the program are employed in leadership, research, and clinical positions in public health, community-based treatment and health care, worksite and research settings. Students in M.S. 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 Public Health and Health Promotion concentration within the AHS major 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 health educators to promote health and prevent disease and chronic conditions on an individual and community level. Through building coalitions in the community, health promotion professionals identify critical issues in the community through needs assessment and then design, implement, and evaluate quantitatively and qualitatively the impact of programs that address these issues. Programs to prevent cancer, violence, HIV/AIDS, addiction and 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 and culturally sensitive 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 cost-effectively improve health and prevent disease and disability.

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 and particularly among certain high risk and marginalized populations.

- The obesity epidemic in adults and children with the need for health promotion experts who can translate scientific evidence into evidence-based practice in a range of community, healthcare, workplace and educational settings.
- With the significant trends in increasing health care cost associated with preventable chronic diseases and concerns from the employer and employees, there is a need to prepare the next generation of health promotion professional who be able to design, implement and evaluate appropriate workplace health promotion and health protection programs, that will reduce and prevent the epidemic of chronic disease while provide some cost saving strategies for employers.
- The research and data on health promotion is growing exponentially, there is being positions created for health experts that can use evidence-based methods to compile results from different sources and conduct comprehensive statistical analysis of big health-related datasets.
- 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 Science Master's Program in Health Care Genetics: The UConn Department of Allied Health Sciences under the umbrella of the College of Agriculture, Health and Natural Resources, and the Institute for Systems Genomics offers an innovative Professional Science Master's (PSM) Degree in Health Care Genetics. The Program will train scientists and professionals with interdisciplinary competency in human genetics, disease identification, laboratory diagnostics, health care ethics, and regulatory issues in the clinical laboratory. Advanced level didactic, experiential and professional development training (sciencemasters.com) will prepare leaders who can translate discoveries in genetic sciences to products, policies, and practices that improve the health and quality of life of people everywhere. This degree is a University wide initiative that crosses multiple departments on the Storrs and Health Center campuses with key faculty providing expertise in diverse genetic and health disciplines.

The rapid advancement of genetic technology creates both exciting opportunities and new challenges. Next generation sequencing continues to improve our understanding of both common and rare diseases and can provide clinicians with better diagnostic tools for their patients. However, these tests generate massive amounts of data, identify genetic variants for which the clinical impact is not yet known, and bring with them ethical and legal challenges of incidental findings, informed consent, and data ownership. Competencies required of the health professional in the move toward personalized genetic medicine will include more direct links to patient care, customer relations, teaching, consulting, data analysis and process improvement. 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 is appropriate for post-baccalaureate students with degrees in the life or clinical sciences who wish to pursue career advancement or opportunities in health disciplines.

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 Health and Health Promotion (CEHHP): Originally established in 1986 as the Center for Environmental Health, by a competitive grant award from the Connecticut Department of Higher Education under the Fund for Excellence Program, The Center for Environmental Health and Health Promotion 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)

Northwestern CT AHEC

Youth Health Service Corps

The Youth Health Service Corps (YHSC) equips a diverse group of high school students across the state to provide substantive volunteer service that address unmet community health care needs. Students fill a community need for volunteer service while acquiring real life learning experience under the guidance of professional role models. 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. The YHSC program is implemented at each of the 4 regional AHECs in Connecticut under the direction of full-time AmeriCorps members.

Target Population: Middle and high school students in communities across the state of Connecticut

Collaborative Partnerships: Middle and High Schools across the state of Connecticut and a wide variety of community based agencies

Sources of Funding: University of Connecticut, Office of Higher Education, Connecticut Commission on

Community Service

Participant Outcomes for past year:

In the Retrospective Survey, most YHSC members indicate that they are planning on attending college (87%), planning on studying a health career (75%) and are getting better grades (59%) as a result of participating in the YHSC Program. Results also show that students who are most involved have better outcomes and that there are lasting outcomes for students.

In the Pre/Post Survey more than half of the students reported an increase in four of the six academic achievement indicators – 1) participated in activities that taught them about college (75%); 2) talked to an adult other than a parent or other family member about class work or college (55%); 3) completed service hours as part of a school or after school program (65%); 4) have an adult at school who gives good suggestions about their problems or concerns(59%).

Most YHSC Graduate Follow-Up Survey respondents reported being in college or previously in college (87%) and more than half reported that their area of study is health care related (63%). Most graduates indicated that YHSC influenced their interest in a health care career (69%).

For more information, please visit: www.nwctahec.org.

CT AHEC Network

Urban Service Track program

The focus of the Urban Service Track is to build a pipeline of well-qualified health care professionals committed to caring for Connecticut’s urban underserved populations and who are equipped to work in interprofessional teams.

Target Population: Learners are health professions students enrolled at the University of Connecticut schools of dental medicine, medicine, nursing, pharmacy, social work and Quinnipiac University Physician Assistant Program.

Collaborative Partnerships: Health professions schools at the University of Connecticut and Quinnipiac University, community based healthcare entities, community based organizations providing services to vulnerable populations, federal and state agencies, professional organizations and individuals providing healthcare to patients.

Sources of Funding: state, federal, institutional and private funding

Participant Outcomes for past year: 174 total student learners engaged; responses of graduates (N=47)

Did your 2+ years with Urban Service Track enhance your knowledge as it relates to:	
Challenges for medically underserved patient populations	100%
Interprofessional collaborative practice	100%
Advocacy for vulnerable populations	100%
Through my Urban Service Track experience, I gained:	
Team leadership skills that directly apply to clinical	96%

practice	
Mentoring opportunities that guided my career development	93%
General support of my educational journey	100%
Do your future plans include a career working in:	
Primary Care	72%
Medically Underserved	67%
Urban	75%
Rural	16%

For more information, please visit: <http://www.publichealth.uconn.edu/ct-ahec.html>; <http://www.publichealth.uconn.edu/urban-service-track.html>.

Program Name: HOT Guide

The Health Occupations & Technology (HOT) Guide, Careers in CT, website (www.healthcareersinct.org) Provides detailed information about where to get education/training in CT, whether or not a license or certification is required, how to get additional inform, etc.

Target Population: Individuals interested in learning about health careers and pursuing a health career as well as guidance and career counselors.

Collaborative Partnerships: CT AHEC Network and institutions of higher education

Sources of Funding: state, federal, institutional and private funding

Participant Outcomes for past year: website receives approximately 142,000 views or “hits” monthly. The website is currently being updated to include 2012 data as well educational aides for teachers (lesson plans, etc.)

For more information, please visit: www.healthcareersinct.org.

UConn Migrant Farm Worker Clinic

The University of Connecticut (UConn) and the Connecticut Area Health Education Centers (CT AHEC) Program provide free medical and dental screenings to migrant and seasonal farm workers and their families across Connecticut. Since 1997, the UConn Migrant Farm Worker Clinic have annually provided over 300 migrant farm workers with primary care screenings, oral health screenings, distribution of medications for mild and self-limiting conditions, as well as preventive health education.

Target Population: Connecticut is host to an estimated 7,000 to 20,000 of migrant farm workers each year. Migrant farm workers are among the most economically disadvantaged and most medically vulnerable groups in the United States having little, if any, access to health care or medication. In addition to barriers to access to health care that many citizens meet like affordable health insurance, language barriers, and lack of transportation, migrant workers also experience additional barriers such as fear of deportation, loss or garnished wages, and being dismissed or not invited back to work by the employer due to missed work or health issues.

Collaborative Partnerships: CT AHEC Network coordinates volunteers from colleges and universities across the nation. If a patient presents with health conditions that can't be treated in the field, they are referred to partnering Federally Qualified Community Health Centers (FQHCs) for medical or dental services. The FQHCs are reimbursed at Medicaid rate by the federal voucher program for migrant farm workers under the Bureau of Migrant Health, Health Resources and Services Administration (HRSA).

Sources of Funding: The UConn Migrant Farm Worker Clinics is supported by the CT Area Health Education Center with administrative staff, the UConn School of Medicine for student stipends and the Connecticut River Valley Farm Worker Health Program which administers the HRSA federal voucher dollars for training and medications.

Participant Outcomes for past year: In 2014, the UConn Migrant Farm Worker Clinic hosted 26 medical clinics and 6 dental clinics. At these clinics, there were 207 patients registered and of those patients there were 393 patient encounters for medical and dental services. From the 393 patient encounters there were 41 patient referrals for other services.

Below is a list of the student and faculty volunteers in 2014 (total 392).

Academic program/level	Students	Preceptors
High school	11	
Undergraduate	116	
Applying to health profession programs	22	
Physical Therapy	10	2
Medicine	57	17
Dental Medicine	12	7
Pharmacy	52	14
Social Work	2	1
Physician Assistant	36	
Medical residents		5
Other Health Professions		4
Community Health Workers and community volunteers		12
Medical Interpreters		12
TOTAL: 392	318	74

For more information, please visit <http://www.publichealth.uconn.edu/migrant-farm-worker-clinics.html>.

Continuing Medical Education

The goal of Continuing Medical Education is to provide continuing education to the state's healthcare clinicians and public health professionals.

Target Population: Healthcare providers and public health professionals.

Collaborative Partnerships: Health professions schools at the University of Connecticut and Quinnipiac University, community based healthcare entities, community based organizations providing services to

vulnerable populations, federal and state agencies, professional organizations and individuals providing healthcare to patients.

Sources of Funding: state, federal, institutional and private funding

Participant Outcomes for past year: a wide variety of topics and programs are provided to more than 550 professional, annually.

For more information, please visit <http://www.publichealth.uconn.edu/ct-ahec.html>.

CT Central Area Health Education Center, Inc.

Teen Pregnancy Prevention Program

The Hartford-wide community mobilization “Your Voice, Your Choice” Teen Pregnancy Prevention initiative provides sexual health education, outreach, and services to Black and Latino Hartford youth ages 13-19, their parents and educators. Our teen pregnancy “Your Voice, Your Choice” initiative has served Hartford youth ages 13-19 at 7 partner sites, including Hartford Public High School – Law & Government and Nursing Academies, Opportunity High School, Classical Magnet High School, SMSA High School, MPTPA High School, and The Asylum Hill Boys and Girls Club in a series of 4 educational workshops that explore sexual health, parent-child communication, peer pressure, STDs/STIs/HIV, self-esteem and risk reduction strategies. Participants have been engaged as advocates to maintain sustainability through peer-to-peer communication and promotion of healthy behaviors. Central AHEC staff and partners have also coordinated a Service Day Event for World AIDS Day and a Teen Pregnancy Prevention and Health Education Conference for all Hartford youth to promote abstinence, risk reduction strategies and positive self-esteem. Our Your Voice, Your Choice initiative incorporates a strength-based approach that builds the capacity of each teen to self-advocate, reduce their risks and mobilize their peers and community through their outreach and service. Health education and behaviors have also been promoted through the use of educational materials, marketing flyers, and initiative brochures that will be distributed throughout different community organizations and schools in the Hartford area.

Youth Health Service Corps (YHSC)

Central AHEC is a leading expert on providing health information to students in the Hartford region. In the past year, we have served over 800 middle and high school students in the Hartford region through community outreach, advocacy programs, health careers training and educational and personal development opportunities. Furthermore, our Public Health and Health Education Workshops, which focus on providing students with an understanding of various health topics, reducing risky behaviors, making healthy lifestyle choices, and the professional development process for securing employment in the medical field, including college and career readiness, have been implemented in over 20 middle and high schools across the state.

Over the past few years, Central AHEC has also been providing educational workshops. The mission of YHSC is to increase the number of diverse high school students who matriculate into post-secondary health career programs. Our goals are 1) to provide students with quality volunteer training through the service learning process, 2) to increase student awareness of health careers and to nurture their desire to pursue a health career, 3) to increase student academic and civic engagement and, 4) to strengthen AHEC partnerships between secondary, post-secondary education institutions and community-based organization. Students benefit from the YHSC by attaining:

1. Knowledge of the variety of health career options
2. Participation in meaningful service to others
3. Exposure to professional career role models
4. Opportunity to build impressive resumes for college or work
5. Participation in a national online program of future health care professionals

Currently, Central AHEC's programs have been successfully implemented at 18 middle and high schools throughout the Hartford region including: Opportunity High School (Hartford), East Hartford High School (East Hartford), Hartford Public High School – Nursing Academy (Hartford), Bloomfield High School (Bloomfield), High School, Inc. (Hartford), Simpson-Waverly Magnet School (Hartford), Manchester High School (Manchester), Wolcott High Technical School (Torrington), Metropolitan Learning Center (Bloomfield), Pulaski Middle School (New Britain), McDonough Middle School (Hartford), Medical Professional & Teacher Preparation Academy (New Britain), East Hartford Middle School (East Hartford) Windsor High School (Windsor), University High School (West Hartford), E.C. Goodwin Technical High School (New Britain) and New Britain High School (New Britain) and recently M. D. Fox School.

1. Target Population: Hartford Youth – Ages 13-19
2. Collaborative Partnerships: Department of Health and Human Services, City of Hartford, CT AHEC Network – UCONN Health and Hartford Public Schools – Office of Institutional Advancement.
3. Sources of Funding: Teen Pregnancy Prevention - CDC and The Department of Health and Human Services, City of Hartford, CT AHEC Network – UCONN Health and Hartford Public Schools – Office of Institutional Advancement.
4. Participant Outcomes for past year:

Teen Pregnancy Prevention

- Coordinate teen pregnancy outreach and education for students in Hartford school and Community Health Worker (CHW) community organizations
- Conduct outreach and distribute educational resources to students, parents and educators
- Facilitate sexual health education workshops at partner sites with teens age 13-19
- Facilitate 1 “World AIDS Day” Conference and Health Education Forum (12/17/14)
- Facilitate 1 Teen Pregnancy Prevention Conference and Health Fair
- Provide referrals to teen health services, screenings and counseling as appropriate

For more information, please visit www.centralctahec.org.

Southwestern AHEC – CT AHEC Network

Community Health Workers

The CT AHEC Network's provides support and training for Connecticut's Community Health Workers. The AHEC CHW training program began in 2002, and is included in the State Innovation Model (SIM) Testing Grant which was awarded to Connecticut on December 16, 2014. The CT AHEC Network is responsible for providing basic CHW “boot camp” training in the core competencies. This, in conjunction with the community colleges course offerings, provides the basis for ongoing specialty training and a career pipeline for CHWs. The specific areas of focus for CT AHEC are:

- Define the role of CHW within the Connecticut health care delivery and public health systems.
- Develop a robust curriculum for training and career paths for community health workers within the state sustained by collaborative work by CT's AHEC Network and its community

colleges.

- Support the development of a statewide CHW Association to act as an advocacy group for this fledgling workforce. The Community Health Worker Association of Connecticut (CHWACT) began in June of 2013, and is developing its infrastructure through the support of the CT AHEC Network, partially funded through a grant from the CT Health Foundation.
- The association serves to strengthen and promote Community Health Workers, foster leadership and serve as a networking, advocacy and educational organization.
- Work to educate employers across the health and human services industry on the role of CHWs in addressing the triple aim and the shift toward value based healthcare leading to a robust job market for CHWs
- Provide direct support in the development and ongoing work of a CHW Advisory Committee to inform the initiative and the development of a CHW certification process.

The following CT AHEC Network publications on CHWs are available:

- *“Community Health Workers: Connecticut.” A report on 2 surveys of CHWs and Employers, 2013.* Brigette Davis, Jennifer Alvisurez, Benjamin Clopper, Charles Felix, Crystal Gibson, Jasmin Harpe, and Meredith Ferraro. A collaborative project between Yale School of Public Health and Southwestern AHEC.
- *“Funding Community Health Workers: Best Practices and the Way Forward”*, Field Action Report 2013. Jennifer Alvisurez, Benjamin Clopper, Charles Felix, Crystal Gibson, Jasmin Harpe, Elaine O’Keefe, Debbie Humphries, Rafael Perez-Escamilla and Meredith Ferraro.
- *“Affordable Care Act and Connecticut State Innovation Model: Recommended Payment Methods for Community Health Workers”*, Field Action Report, 2014. Rumana Rabbani, Jennifer Grasso, Rongrong Wang, Ahsan Malik.
- *“Achieving the Triple Aim through Community Health Workers: Payment Models Aligned with the Affordable Care Act (ACA)”*, Rumana Rabbani, Jennifer Grasso, Rongrong Wang, Ahsan Malik, Advisors: Dr. Debbie Humphries, Meredith Ferraro, Elaine O’Keefe, Mary Ann Booss, Benjamin Clopper. Invited Poster Presentation at APHA, New Orleans 2014. Awarded the PHEHP Award.
- *“Community Health Workers in Connecticut: An Assessment”*, for Southwestern AHEC, Inc., funded by the Connecticut Health Foundation. White Paper by Deb Heinrich, 2014.

Target Population: Community Health Workers (umbrella term) – further described as:

Front-line public health workers who are trusted members of, and/or have an unusually close understanding and ability to communicate with, the community served. This trusting relationship enables the Community Health Worker to serve as a liaison/link/intermediary among the community, health, and social services to facilitate access to resources and improve the quality and cultural competence of service delivery. A CHW also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy.¹

Sources of Funding: CT AHEC Grant, HRSA, State of CT, State Innovation Model Grant, CT Health Foundation, other private foundations, Sponsorships, Donations

Participant Outcomes for past year: 167 persons participated in CHW educational Programming, and demonstrated improved knowledge about CHWs, e.g. what they do,

¹ Definition adopted by the Community Health Worker Association of Connecticut, July 2014.

how they do it, how effective CHWs are, and the business case for CHWs.

For more information, please visit www.swctahec.org.

Eastern AHEC – CT AHEC Network

Collegiate Health Service Corps

Collegiate Health Service Corps (CHSC) is a structured service learning program that began in 2005 in the eastern region of Connecticut and was replicated across the state in 2008. The CHSC is designed to increase enrollment, retention, and success in health care and public health professions by targeting students early in their educational careers. Specific target populations include first-generation college students, identified racial and ethnic minorities and those who are economically disadvantaged. Over 200 students participate in the CHSC program providing more than 5,500 hours annually in health promotion and disease prevention service-based learning activities.

Collegiate Health Service Corps Objectives:

- Enhance CHSC program participants' awareness and knowledge of cultural and linguistic competencies.
- Identify and train CHSC program completers to become Collegiate Health Service Corps facilitators and mentors for program sustainability.
- Increase the likelihood that under-represented minority and economically disadvantaged college students will complete their program of study.
- Increase knowledge of and likelihood that CHSC program completers will apply to NHSC.
- Increase the likelihood that under-represented minority and economically disadvantaged college students return to work as primary health care providers in under-served communities.

Targeted Population: To expose undergraduate students to health careers through service learning experiences that promote culturally competent health promotion and disease prevention education to medically underserved communities.

Collaborative partnerships: University of Connecticut (UConn) and Eastern Connecticut State University (ECSU).

Sources of funding: The CHSC program is supported by AHEC CORE funding.

Participant Outcomes for past year: 79 CHSC participants; interested in health professions – 89% yes and 11% no; interested in primary care – 40% yes and 60% no.

Eastern CT AHEC Community partner Survey Results

- Community partners who strongly agree that the service-learning program was valued by their organization (82%).
- Reported strong commitment to providing on-going support to the CHSC service-learning program (91%).
- Community partners report they will encourage other groups to participate in the Eastern AHEC CHSC service-learning program (100%).
- Stated that intended beneficiaries of the service-learning program value the efforts of the student participants (100%).

- Link to appropriate website for more information: <http://easternctahec.org/pages/view/chsc>

Medical Interpreter Certification

Program Summary: The Connecticut AHEC Medical Interpreter Certificate establishes the foundation for all community interpreters and provides specialized training in health care interpretation. In addition to expertise in the professional standards of practice and the modes and techniques of community interpreting, a health care interpreter must understand health care as a cultural system and master the most common medical concepts, procedures, and terminology.

Learning Outcomes:

- Assess cultural differences in health care beliefs and practices that may be interfering with the communication process.
- Describe and explain the structure and principles of the U.S. health care system.
- Restate and discuss the roles of medical interpreters, the professional standards, and the code of ethics.
- Define and describe the roles of biomedical practitioners and common methods of diagnosis.
- Interpret basic medical terminology and anatomy in both English and the language to be interpreted.
- Apply basic interpreting techniques and be able to justify the technique selected according to particular situations.
- Illustrate the ability to guide the interpreting encounter while employing memory skills.

48-Hour basic medical interpreter training course:

- \$ 775 (includes language proficiency assesment, course fees and materials)

Bilingual employee language proficiency assessments for English and language of service:

- \$85 for Spanish language proficiency assessments, pass/fail;
- \$150 for all other languages, pass/fail; \$175 for rare (dialects) languages,

Continuing Education & Training Courses for Trained Medical Interpreters

- \$100 general registration fee for full-day courses
- \$50 general registration fee for half-day courses

FREE – Onsite In-service seminars for **health care providers**:

- *Patient Communication with Trained Medical Interpreters*
- *A Conversation Between Latinas and their Health Care Providers*

FREE – Onsite In-service seminar for **administrators and managers**:

- *Health Care Communication: What Should Organizations Do?*

Specialty trainings for trained medical

Customized interpreter training courses offered on-site

Translation of health education materials and health care forms and documents

- Targeted Population: Community, Hospitals, Colleges and Universities.
- Collaborative Partnerships: Sacred Heart University, University of St. Joseph and Albertus Magnus College.
- Sources of Funding: This program is a fee for service program.

- Participant Outcomes for past year: 176 participants participated in the Language Proficiency Assessments (LPA's) and 17 participants participated in the Interpreting in Health and Community Setting Course.
- Link to appropriate website for more information: <http://easternctahec.org/pages/view/mip>

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, Bristol Hospital, Hartford Hospital, ECHN, St. Francis Hospital, Hospital of Central CT, Bay State Medical Center, SMC Partners and Hartford Healthcare at Home (formerly VNA). To date 143 people have been placed into nursing, coding or health IT On-the-Job Training.

Building on the success of the Health Careers Project, currently in its final year, CWP was awarded a \$6.8 million dollar USDOL/ETA Ready to Work grant. The REACH initiative will train Long-Term Unemployed and Incumbent Workers for careers in nursing and IT in healthcare. REACH will expand the current nursing track to include LPNs to become ADNs and will offer LTU IT professionals the opportunity to receive additional certificates/credentials and/or degrees to make them competitive. The grant also includes funds for Incumbent nurses to receive 'specialty' certifications.

Metro Hartford Alliance for Careers in Health (MACH): Capital Workforce Partners co-convenes the employer-led 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. With resources from the Workforce Solutions Collaborative of Metro Hartford, and CWP, Connecticut's Women's Education and Legal Fund (CWEALF) and CWP have formalized healthcare initiatives they have done collaboratively for the past several years under the MACH umbrella.

CWP continues to offer Individual Training Account Scholarships for jobseekers interested in careers in healthcare and in 2014/15 awarded 60 healthcare training scholarships.

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 participants.

Eastern Workforce Investment Board (EWIB)

Health & Life Sciences Career Initiative

The Eastern CT Workforce Investment Board (EWIB) is a partner in the Connecticut's Health & Life Sciences Career Initiative which is a US Department of Labor Trade Adjustment Act (TAA) funded initiative. The grant expanded secondary certificates and degree programs in the fields of health and life sciences. EWIB's role in this grant is to recruit and referred job seekers interested in going into the health field to programs at the colleges. This was primarily accomplished by offering Health Career workshops at the Eastern region's four (4) American Job Centers. EWIB also helped to identify regional employers that might be potential internship sites and/or have job openings.

The target population for this program is Trade Adjustment Act impacted workers, as well as un- and under-employed workers and veterans.

Partnerships included: four Community Colleges (Capitol, Manchester, Three Rivers, & Quinebaug Community Colleges) and Eastern CT State University; Department of Labor's TAA Counselors & Veteran Representatives, the regional Business Services Team, and area businesses.

Funding for this program is provided by the US DOL Health & Life Sciences Career Initiative and US DOL Adult & Dislocated Worker.

Participant Outcomes for past year: One hundred eighty nine (189) people attended the Health Career Orientation workshops. Thirty eight (38) people have been referred, enrolled and funded in health programs at community colleges.

For more information, please visit www.ewib.org.

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 Waterbury Career Academy High School is now in its second year, and Allied Health still continues to be one of the top choices of strands the students pick. The students, who choose Allied Health will be able to explore health careers with clinical training at hospitals, earn a C.N.A. certificate, along with CPR & AED certification, and First Aid. If a student isn't interested in becoming a C.N.A. they can pursue to be a Pharmacy Technician, which comes along with pharmaceutical training, billing and coding, and business operations.

The Connecticut Health & Life Sciences Career Initiative (HL-SCI) is designed to prepare workers to take on new jobs, with a focus being in the healthcare field, at various community colleges throughout Connecticut. There were 1,888 new participants in new and revised programs across the 5 consortium

colleges, where some of the participants studied in EKG, Health Information Management, Electronic Health Record and Coding, Nursing, Medical Assisting, and Medical Administrative Assistant.

Using H-1B funds, the NRWIB continues to enroll participants in training programs in the healthcare field at Waterbury Hospital where they conduct healthcare IT training, Uconn where the focus is on Long-term Healthcare Management, and Healthcare IT, and at Northwestern Community College where they offer a Health Information Management (Specialist) program.

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 129 ITAs in healthcare related fields totaling more than \$374,120. Under the JFES Program, a number of clients successfully completed similar programs including dental assistant, phlebotomy, and CAN training.

Workforce Alliance—South Central Workforce Investment Board

Connecticut Nursing Collaborative-Action Coalition

The Connecticut Nursing Collaborative-Action Coalition (CNC-AC) has elected to further advance the two priorities of focus in their SIP 1 Grant in their SIP 2 Grant application. These two priorities include, but are not limited to:

- Effective workforce planning and policy making require better data collection and information infrastructure; and
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

The CNC-AC Advisory Committee and its subcommittees engaged in substantive discussions monthly throughout 2014, aimed at strategizing the best utilization of resources to further advance the recommendations of the Institute of Medicine (IOM) report- *The Future of Nursing: Leading Change, Advancing Health*, and building on progress already made in the state. As a result, the CNC-AC Advisory Committee set forth the following goals:

Goal #1: During the first SIP grant award, the data collection methods to support effective workforce planning have been implemented. Requirements for completion of the Minimum Data Set for nursing supply have been added to the mandatory automated license renewal process. This process to ensure the capture of baseline workforce data went into effect as of July 26, 2014.

To further advance this goal over the next 2 years, the CNC-AC will collaborate with regulatory bodies (Department of Public Health, Department of Labor, etc) and the Connecticut Center for Nursing Workforce, a Program of the Connecticut League for Nursing, to develop strategies for data management, including warehousing, mining, analyzing and disseminating. This process will allow the state, for the first time in its history, to create an accurate baseline picture of the existing nursing workforce, from which it can evaluate gaps in:

- Ethnic diversity
- Gender diversity
- Racial diversity
- Geographical distribution
- Educational preparation

- Faculty preparation and demographics
- Advance Practice Registered Nurse demographics

To reach the goal of using supply data to inform strategic planning for the state nursing workforce, the supply data will need to be compared with nursing workforce demand data as well as the nursing education data. CNC-AC will collaborate with the state workforce investment boards, business, education and practice partners (acute care, long-term care, home care and public health) to continue to press for an effective forecasting model to enhance nursing workforce development.

Goal #2: CNC-AC has implemented two pilot projects to address seamless progression of nursing education using the Nurse of the Future (NOF) Nursing Core Competencies ©. The success of these projects has influenced the Board of Regents to adopt NOF Nursing Core Competencies© for implementation throughout the nursing programs in all state community colleges and universities.

To further advance this goal over the next two years, the CNC-AC will build on partnerships with the Connecticut Board of Regents and other education and practice partners, to expand implementation of the NOF Nursing Core Competencies© throughout the state, including non-acute care practice settings. In addition, it will facilitate the development of expanding learning opportunities to include population health, wellness, and culture competency with a broad range of partners. Expansion of nursing education progression will include actions to improve the diversity of nurses entering education programs and practice environments.

Target Population: Individuals in or interested in Nursing, Workforce Development organizations, Connecticut University system.

Collaborative Partnerships: Department of Public Health, Board of Regents of Connecticut University system, Workforce Alliance, Connecticut Nursing Workforce Center, Northern CT Black Nurses Association, CT Hospital Association, CT Nurses' Association, CT League for Nursing, AARP.

Sources of Funding: Robert Wood Johnson Foundation

Participant Outcomes for past year: See Program Summary

For more information, please visit www.CNC-AC.org.

ACE New Haven

As reported last year, Workforce Alliance, in partnership with Gateway Community College, was awarded funding from the U.S. Department of Labor to implement an Accelerating Connections to Employment (ACE) model to connect workforce development, education and employers so low-skilled adults can access high demand occupations and career pathways. ACE is a four-state nine Workforce Investment Board initiative to expand and improve skill-building opportunities and outcomes for a priority population with the workforce system.

The ACE initiative has two major strategies. The first was to introduce or scale up programs in the nine partner communities modeled on Washington State's highly regarded I-BEST program. These accelerated, integrated "ACE programs" incorporate basic skills, occupational skills and job readiness training; supportive services; internships or clinical placement, job placement support, and long-term

career navigation. Healthcare is the primary sectorial focus for this project. Workforce Alliance’s healthcare focus is on Patient Care Technician and Community Health Worker training.

The second strategy is to implement systems innovation. Across the nine workforce investment areas there is wide variation in the degree of coordination among agencies and organizations serving low-skilled individuals. WIBs have brought together these entities as partners in an effort to streamline and better coordinate services and funding.

Target Population: The target population includes low-skilled job seekers, including individuals with limited English proficiency and individuals with low reading, writing and math skills.

Collaborative Partnerships: Workforce Alliance, Human Resources Agency of New Britain, Inc., Gateway Community College

Sources of Funding: U.S. Department of Labor Workforce Innovations Fund

Participant Outcomes for Past Year:

Training	# enrolled	# completed	# employed	Avg. hourly rate	Training related employment	Training related hourly rate
Patient Care Technician #1	16	14	12	\$11.86	9	\$12.07
Patient Care Technician #2	16	9	9	\$11.47	8	\$12.16
Community Health Worker	16	12	9	\$12.95	6	\$12.48

For more information about Workforce Alliance, please visit our website www.workforcealliance.biz.

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.

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), the U.S. Department of Labor (DOL) and the U.S. Department of Health Resources and Services Administration (HRSA), The Academy’s mission is to increase the number of long term unemployed and low income people trained and prepared for positions such as Cardiovascular Technician/Technologist, Certified Nursing Assistant, Dental Assistant, EMT/Paramedic, Health Information Specialist, Medical Billing & Coding, Patient Care Technician, Radiation Therapist, Registered Nurse, and many more.

The Academy Program was designed with input from healthcare providers and educators. It prepares long

term unemployed and low income individuals to focus on careers in health care, not just jobs, and provides resources and support services 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.

The Academy Stakeholders include a diverse group of area training providers, employers and community agencies that work with the Academy to adapt to the ever changing healthcare labor market. This collaboration with regional stakeholders allow the Academy the flexibility and unique ability to involve area employers, such as home health care providers, in and outpatient health care facilities and regional hospital systems, the ability to be in touch with Academy participants throughout the classroom, clinical, job search and job placement process.

Regional stakeholders of this collaborative partnership are: The CT League for Nursing; Stamford Clinical Services; Morrison Group, LLC; Becoming You, LLC; CareerFolk; Inspired Learning; Career Resources, Inc; FSW; Housatonic Community College; Norwalk Community College; Gateway Community College; Naugatuck Valley Community College; Griffin Hospital; Bridgeport Hospital; St. Vincent's Hospital; BHcare; Caregivers Home Solutions; Constellation Health Services; Engage Staffing; Family Care Visiting Nurse; The Kennedy Center; New Era Rehabilitation; Preventative Healthcare Solutions; Recovery of Network Programs; Soundview Medical Associates; Sovereign Home Care; Waveny Care Network; Walgreen's Pharmacy.

Since The Health CareRx Academy's inception in 2011, operating off of three braided federal funding streams, the Academy has reached out to over 2,600 long term unemployed and low income individuals who identified an interest in pursuing training and/or employment in the healthcare field. Of the 1,200 applicants the Academy has enrolled 845 eligible participants, of which 98% have completed the integrated healthcare Core Skills training. 615 candidates have entered a healthcare specific occupational skills training. Most certification trainings range in length from 8 -16 or 16 - 36 weeks, while Associate's Degrees and beyond can range from one to three years. By incorporating integrated case management and support services prior to entering, during and following training, Academy participants have an overall 75% training completion rate. 89% of participants earning a healthcare industry credential have entered employment, of which 75 placements resulted from direct hires following a paid Internships or On the Job Training (OJT) experience.

For more information please visit us at: <http://www.workplace.org/training-and-education>

For Employers: https://www.youtube.com/watch?v=KPYd_Cf7NDI

For Students: <https://www.youtube.com/watch?v=5Df5-nZZ2AE>