Allied Health Workforce Policy Board

Inventory of Healthcare Initiatives in Connecticut

2014
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INVENTORY OF HEALTHCARE INITIATIVES IN CONNECTICUT

As healthcare continues to change across the country, there are a number of new and existing initiatives in Connecticut that address the shortage of a skilled healthcare workforce. The following is a list of initiatives collected by the Allied Health Workforce Policy Board in an attempt to document programs across the state. The initiatives are self reported and can be used to provide an overview of both public and private healthcare workforce programs. This is not an exhaustive list and will be updated regularly 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, non-degree granting occupational schools and hospital based occupational training. For the 2012-13 academic year, the Office of Higher Education worked with the independent colleges and universities on the review, licensure and/or accreditation of 33 degree programs in health sciences: 1 certificate program, 3 associate degree programs, 8 baccalaureate degree programs, 5 graduate certificates, 9 master’s degree programs, 2 advanced graduate certificates and 5 doctoral degree programs. This is an increase of 16 programs over the 2011-12 academic year.

OHE also has regulatory oversight for the 81 non-degree granting occupational schools that offer a variety of training programs, many of which focus on allied health programs. An overview of the programs are as follows: 16 dental assisting, 8 diagnostic medical sonography, 11 practical nursing, 13 massage therapy, 12 medical administrative assistant, 14 medical insurance billing and coding, 20 medical assisting, 30 nurse assistant training and patient care technician, 10 phlebotomy and 3 mental and social health services professional.

OHE also has oversight for the hospital based occupational training with 7 hospitals currently offering programs in the fields of adult and pediatric ultrasound, general sonography, radiologic technology, sterile processing, surgical technology and patient care technician.
The Department of Public Health has several ongoing programs funded through state and federal allocations that support nursing and allied health professions. The funding and programs include:

- Effective for licenses that expire on and after October 1, 2013, physicians, dentists and nurses are now 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 early 2014, DPH will begin collecting the 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 assisting the Department with this initiative. DPH will be sending the nursing workforce data to NCSBN for benchmarking against other states. 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 on-line 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.

PARTNER AGENCIES AND INITIATIVES

Connecticut Hospital Association

CHA continues its work with the Diversity Collaborative, a statewide initiative focused on increasing diversity in senior hospital leadership and governance, improving cultural competence in the delivery of patient care, and increasing supplier diversity. Hospital teams are participating in a variety of educational activities, and implementing strategies toward achieving the goals of the Collaborative, engaging in exploration of diversity and cultural sensitivity with their own workforces, and their greater communities. Using the guidance of the National Standards for Culturally and Linguistically Appropriate Services in Health and Healthcare, or CLAS Standards, the Diversity Collaborative continues to work toward its ultimate goal: to address healthcare disparities through leadership that reflects hospitals’ communities and a workforce that is skilled in providing effective, individualized care to patients from multiple cultures and backgrounds.

In 2013, CHA’s Board of Trustees approved the development of a statewide initiative focusing on improving hospital employee health. CHA launched a symposium in December 2013 to provide foundational information on health trends in our nation and our neighborhoods, health reform implications for employee wellness, and strategies to improve employee health, Living Our Mission: Building Healthier Choices will officially begin in January 2014. The initiative will preliminarily focus on food and nutrition strategies and provide a structure for member hospitals across the state to share practices and learn ways to strengthen a culture of health within their organizations.

The Diversity Collaborative and Living Our Mission: Building Healthier Choices initiatives enhance and support CHA’s work with its members and multiple state and local partners to improve population health.

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

This year, CHA supported an interprofessional educational program held at the University of Connecticut Storrs campus by providing the speaker from Healthcare Performance Improvement (HPI), a national leader in using high reliability science to improve safety. CHA is working with HPI on the first-in-the-nation statewide High Reliability Safety Collaborative through which almost 4000 hospital staff, leaders, and physicians have been trained at CHA in high reliability science behaviors to create a culture of safety. Thousands more are being trained onsite at the hospitals. CHA is in discussions with other schools preparing healthcare professionals regarding interprofessional education on high reliability science and patient safety.

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

### 1199 Training and Upgrading Fund

The 1199 Training & Upgrading Fund is a joint labor/management educational program that provides tuition reimbursement, career counseling and academic support for District 1199 members interested in improving their basic skills, getting their high school diplomas or 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 2013, 46 Connecticut nursing homes that have collective bargaining agreements with District 1199 contributed to the Fund.

In 2013, the Fund partnered with the Adult Education Center of Hartford and New Haven Adult Education in its high school diploma program and offered Basic Computer Skills courses in Stamford, Bridgeport, New Haven and Hartford. The Fund also offered a “Transition to College and Careers” program designed to help students prepare for college level courses and in 2013 “Spanish for the Healthcare Worker” classes were held to help nursing home workers communicate better with their Spanish speaking residents.

Several hundred 1199 members receive tuition reimbursement each semester, and approximately 200 members participate in adult education classes each year. In 2013 the Fund continued to partner with MACH (Metro Hartford Alliance for Careers in Healthcare) in helping 1199 members participate in the online “Long-term Care Certificate Program” at Charter Oak State College. Other partners in 2013 included Stamford Adult Education, LVA-Danbury, and FSW Inc. in Bridgeport.

In fall 2013, the Fund reached a tuition voucher agreement with the CT Board of Regents which will go into effect in May 2014. This program will allow 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 will work closely with all voucher recipients to ensure their success in college.
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 to a strong fiscal position, CLN was able to expand its services in 2012-13. Below is a listing of many 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 designing and creating a web-based interface to collect and capture data from Connecticut’s Licensed RNs; 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 nursing educational competencies.

- Positioned CLN “outside” of traditional nursing education and partnered with The Workplace, Inc.’s Health CareeRx Academy (HCA) to utilize the expertise of CLN’s members to work with individuals in career transitions seeking to enter the healthcare field.
  - CLN conducted over (18) 3-hour Core Skills Training Workshops; (16) 3-hour Customer Service Workshops based on curriculum designed by Susan Baker; and facilitated (15) 90-minute Coaching Groups as well as engage in numerous one-to-one Coaching Sessions with HCA participants; and
  - An active member of the HCA “leadership team” by participating in national teleconferences and regional meetings to determine additional educational pathways for participants, engaging and initiating continuous quality improvement for all CLN workshops and sessions to accurately reflect current education and employment options; and providing coaching to HCA employees related to general healthcare issues and trends so that they can better serve their participants.

- Engaged the Agency for Healthcare Research & Quality (AHRQ) and formed a partnership to Co-Brand (38) national research publications with the CLN Logo that can be used in nursing education to support best-practice research with students or within the clinical setting for patient education. All the publications link to PowerPoint Sides, White Papers and Continuing Education Modules to support the development of the nurse.

- Supporting 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 distribution. Kick-off September 2013.

- Launching an Adjunct Clinical Faculty Course in January 2014. This faculty-led six module 3-week course has been a dream of CLN for the past 6 years and we are self funding 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 Adjunct Faculty Course will help 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 submitted proposals to two national companies for their support with the development and national marketing of this course.

- 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.

- Act as the fiduciary and member of the “project team” for numerous grants over a three year period totaling $250,000 provided by the Annie E. Casey Foundation to support the one-year LPN to RN Fast-Track Initiative conducted at Gateway Community College (Gateway). This initiative utilizes CLN’s LPN to RN Bridge Course as a key component to “validate” the nursing education of the participant taken during their LPN education.
  - CLN in partnership with Gateway manages the grant reporting, dollar allocation for initiatives, and reapplication of funding on a semi-annual basis.
  - Currently involved in supporting statewide replication of this initiative at Three Rivers Community College and Naugatuck Valley Community College.

- 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.

- Leveraging the topic from the 2012 Convention, CLN offered three FREE Professional Development Sessions to help nurses create effective student activities based on educational competencies in circumstances where the clinical settings cannot offer all students active hands-on experiences.

**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](http://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

*Career and Technical Education:* The State Department of Education has *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. In 2013, 698 high school students took part in the Connecticut Career and Technical Education (CTE) Medical Careers assessment. Of those, 259 students were enrolled in fully articulated college career pathways programs. More schools are developing four-year programs of study for medical careers in therapeutic, biotech, and diagnostic areas with internships and articulations with community colleges. Waterbury Career Academy, opened in September, 2013, is the newest academy with a health careers focus. Health Careers Collaboratives exist between high schools and area hospitals to allow shadowing and work-based learning experiences for students.

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**

*Secondary Education Programs:* The Connecticut Technical High School System offers a Health Technology career track for high school students as well as an array of health care training programs for adults. Currently there are seven high schools offering the Health Technology program with 464 students enrolled. In fall 2014 there will be a Health Technology program opening at J.M. Wright THS in Stamford. The curriculum has been revised to include public health content to address the identified need for workers in this critical area. The students in the Health Technology program are certified in CPR and First Aid in the sophomore and again in the senior year. During the junior year of the program students become Certified Nursing Assistants. The pass rate is 99% across all 6 programs. Grade 10 students obtain OSHA-10 general industry certification. In the senior year students are introduced to the Medical Assistant role and both administrative and clinical components. Grade 12 students obtain CARES (Care of the Alzheimer patient). Throughout the program there is comprehensive curriculum on medical terminology.

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

The collaboration with Charter Oak State College, the Connecticut Technical High School System undertook a process to strengthen their LPN program to ensure student success and create clear pathways to advanced health care professions continues and is successful in assisting LPN’s to continue their education to an RN program. The LPN program will allow graduates to obtain 16 college credits in general course work and after completing an on-line bridge course they will also obtain credit for the first year of the nursing courses.

The adult Surgical Technology program is presently working with Charter Oak State College to review the curriculum, syllabi and textbooks to determine credit for prior learning.

**COLLEGES AND UNIVERSITIES**

**Community College System: New and Noteworthy**

The six nursing programs within the Community College System are now in the sixth year of implementing a common approach to associate degree nursing education (ADN) and preparation for Registered Nurse licensure. May 2013 marks the fourth full year of graduations under the common curriculum offered at Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers Community Colleges. For students graduating from the CT-CCNP from 2011-present, the average first-time pass rate is 93% on the NCLEX-RN. Graduations from the six programs in spring and fall of 2013 totaled nearly 500 students.

All six of the nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN, formerly known as NLNAC) and possess full approval by the Connecticut State Board of Examiners for Nursing based upon the common curriculum.
The CT-CCNP has increased opportunities for Connecticut’s Licensed Practical Nurses to advance to the level of a registered nurse. LPN to RN articulation is thriving thanks to fast track opportunities that exist at several CT-CCNP programs.

As a result of continued collaboration with all baccalaureate and higher degree nursing programs in Connecticut and a commitment to the advancement of nursing through education, the CT-CCNP has formalized twelve seamless articulation agreements with colleges/universities that offer that offer baccalaureate and master’s degrees in nursing. Negotiations with additional institutions are nearing completion. These agreements maximize the transfer of all CT-CCNP academic credits for graduates that encourage an expeditious pathway to the baccalaureate level and beyond. For a look at these agreements visit: [www.ct.edu/nursing](http://www.ct.edu/nursing).

**Asnuntuck Community College**

Asnuntuck Community College offers 11 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. Our programs include a balance of theory and hands-on practice needed to work in the field. In addition, Asnuntuck is embracing the ever-increasing technological aspect of health care by embedding instruction on Electronic Health Records in the curricula of Medical Assistant, Dental Assistant, and Medical Coder.

In June 2013, Asnuntuck held the largest Allied Health graduation in its history, with 262 graduates. At the time of graduation, more than 80% of students were already working in the field as employees or externs.

In an effort to meet the changing needs of the healthcare industry in the Fall of 2013, Asnuntuck began offering ICD-10-CM training for students in the Medical Coding program and for incumbent Medical Coders in the field. Upon successful completion of the course, professional coders will earn 20 CEUs from the American Health Information Management Association (AHIMA).

We are happy to report that the Connecticut Department of Social Services recently awarded Asnuntuck a three-year contract to provide the above-listed Allied Health training to SNAP (Supplemental Nutrition Assistance Program) recipients at no cost to them. This new funding source will help us meet our mission to provide quality education in an affordable, accessible and nurturing environment.

**Capital Community College**

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

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

Gateway Community College

During 2013, the Allied Health and Nursing Division at Gateway Community College 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 2 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 first annual Health Care Career Camp for area high school students. This week-long event, held in July 2013, 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.

LPN to RN Fast Track
Gateway Community College Nursing Program received continued grant funding from the Annie E. Casey Foundation for the LPN to RN Fast Track. This model for seamless and expeditious progression of LPNs to achieve an Associate degree in Nursing and attain licensure as a Registered Nurse is in its fourth year. Since inception, the number of LPNs who apply and are accepted to the nursing program has increased dramatically from 11 LPNs in 2009 to 24 LPNs in 2012. To date, for the current admission cycle, the program has received 45 LPN applicants. The model has proven successful in not only increasing LPN enrollment and graduation but also includes additional accomplishments such as a first time NCLEX pass rate of 87.5% to 100%, employment rate of 100% and an increase in annual income up to 20 percent.

CT Nursing Collaborative Action Coalition (CNC-AC) State Implementation Grant
The Gateway Community College Nursing program was one of the recipients of the State Implementation Grant through the CNC-AC. The CNC-AC received funding from the Robert Wood Johnson Foundation and AARP to implement initiatives on nursing workforce and educational progression. Gateway Community College partnered with Southern CT State University and Yale-New Haven Hospital as one group of recipients of the grant funds. In the Southeastern region of the state, Three Rivers Community College
partnered with UCONN, Bacchus Hospital and Lawrence and Memorial Hospital. Over the course of the summer and fall 2013, both groups performed a gap analysis on their respective curriculums and orientation programs. Based upon the gaps identified, the second stage of the grant will begin in spring 2014 to develop new seamless models of educational progression from the Associate degree to the Baccalaureate and Master’s degrees.

Gateway Community College is one of seven Connecticut Colleges that are participating in the federally-funded Health & Life Science (HLS) Grant. The goal of this grant is to provide individuals with affordable options to gain skills and knowledge necessary for employment in growing fields. To meet this goal we hired personnel, are developing new programs, revising programs, creating tutorials/boosters, planning soft skills training, and coordinating PLAs (prior learning assessments).

During the first year of the HLS Grant we have hired a Curriculum Coordinator, Grant Assistant, Veterans Associate, and Recruitment and Placement Coordinator to work on grant outcomes and deliverables.

We began development of two new programs: Electronic Health Records and Coding (Associates Degree) and Firefighter 1 (Certificate). Both programs are scheduled to run in the fall of 2014. Two other possible new credit programs are CT Scanning and Breast Sonography.

Seven programs that will be revised are Radiography Program (revision completed – starts Fall 2014), Pre-Dental Hygiene Program (revision in progress - running Fall 2014), Nursing Program (revision starts in spring of 2014 - starts Fall 2015), Nutrition and Dietetics Program (revision in progress – starts Fall 2015), Radiation Therapy (revision in progress – starts Fall 2014), Diagnostic Medical Sonography (revision in progress – starts Fall 2014), AARTS Program (proposed for revision).

Boosters/tutorials are short 30-60 minute targeted training modules that we are creating for courses to boost learning for specific topics. There are sixteen proposed tutorials. Examples are Math for Radiology, Embryology of the Heart, and Structural Anatomy for Sonography. Five tutorials are being created. Two of these are Excel, Formulas and Functions and Nursing Dosages. Basic Physics is the first completed tutorial.

In order to encourage high school students to continue upper-level education, we are establishing articulations and PLAs. PLAs (prior learning assessments) are college credits assigned through an evaluation of specialized training that delivers observed learning outcomes. An example of a PLA assessed program would be EMT (Emergency Medical Technician) or LPN (Licensed Practical Nurse). We have begun the evaluation process with New Haven Job Corps, James Hillhouse High School, and Hill Regional Career High School.

Patient Navigator
Spring/Fall ‘13 = 17 students (1 cohort funded by DPH)
The Gateway Community College Patient Navigator Training Program will teach students to proactively guide (navigate) patients through local healthcare systems in order to achieve optimal health outcomes in a timely manner. Patient Navigator training is based upon the work of Dr. Harold P. Freeman who identified significant barriers to obtaining healthcare in poor and underserved patient populations resulting in significant health care disparities for those patients.

Students will participate in 24 hours of classroom learning and 24 hours of observational clinical activity shadowing patient navigators at work. Students successfully completing the entire course of study will be awarded a Patient Navigator Certificate of Completion.
Program description: Students completing this Patient Navigator training will assist patients through and around barriers while utilizing professional healthcare standards of: confidentiality, compassion, patient safety, and respect for patient autonomy, and cultural competency.

Topical outline: Specific topics will include: Patient navigator roles and goals, History and overview of need, overview of healthcare systems, basics of medical insurance, at risk populations, acute and chronic medical conditions, accessing healthcare resources, confidentiality in healthcare, living wills and healthcare representatives, interfacing with social service agencies, establishing PN plans of care, building patient empowerment skills, cultural competence, record keeping.

Observational experience: After 2 classroom days, each student will complete 3 days or 24 hours with a patient navigator in their workplace. The experience is designed to assist the students identify how information and concepts learned in the classroom are used during actual patient navigator work.

Patient Care Technician

ACE (Accelerating Connections to Employment) gives students the opportunity to attend career preparation programs at Gateway Community College and move quickly into employment. By combining basic skills with technical training, students are better prepared to continue their education. ACE is funded by the U.S. Department of Labor and Annie E. Casey Foundation

All three classes and clinical rotations are required to earn Patient Care Technician certification. Other requirements include High School diploma or GED; reading and math assessments, background check and drug screening. Acceptance into this program is not guaranteed - participants will be selected by lottery.

Four certifications can be earned upon successful completion of the three classes in this program: CNA State License; EKG National License; Phlebotomy National License; and the National License for Patient Care Technician. 16 students Fall ’13, Spring & Fall ’14 to follow

Certified Nurse Aide

Certified Nurse Aides work as part of a nursing team, reporting vital signs, as well as direct patient contact assisting with daily activities, such as bathing, walking and eating.

EKG Technician

Students will learn to perform the test that provides information about the patient’s heart rhythm and heart rate. EKG (electrocardiogram) Technicians record the patient’s heart rate, maintain and process reports and keep the equipment clean.

Phlebotomy Technician

The Phlebotomy Technician collects blood samples for lab analysis and maintains reports. The program offers intensive training, including classroom, laboratory and clinical work.

Community Health Worker: Program to begin May ‘14 with a class size of 24.

Housatonic Community College

Since admitting its first class in September 1999, the Occupational Therapy Assistant program at Housatonic Community College has graduated over 120 highly competent, caring professionals. Alumni are working in six states as well as Namibia in Africa; however, the majority of graduates are employed in healthcare facilities and public and private education settings in Fairfield and New Haven.
Counties. Connecticut employers describe HCC graduates as "highly skilled" 'very professional" and 'compassionate and caring" and recognize that prior to the opening of the program at Housatonic, OTA's were rarely heard of in southeastern CT. Housatonic has undoubtedly helped to create a niche for OTA's in this part of the state.

In 2013, the program graduated 15 students. All of them were employed within 2 months of graduation and at least 6 had employment offers while still completing their internships. Over the past three years, the pass rate for HCC graduates on the national certification test has been 100%. The program has selective admissions for a class with 18 slots each September. Entrance requirements include an essay and volunteer experience as well as a B- grade point average. Despite having rigorous academic and professional standards, the program boasts an 83% retention rate over the past three years.

Students ranging in age from 18 through 56 have completed the program and found rewarding new careers, second careers and even retirement careers with local entry level salaries averaging 48K. Thus, with 120 graduates over the past 14 years, the small but vibrant Occupational Therapy Assistant program at HCC has brought over 5 million dollars into the local economy.

Attached is an excerpt from an unsolicited letter from an OT student expressing her pride in the program.

Dear Ms. Anita Gliniecki and Ms. Elizabeth Roop,

..........I have grown tremendously as a person while in this program. This program is not just about learning the material necessary to become an occupational therapy assistant. It’s more about growing as an individual. When I first started this program back in September, I was a much more quiet and cautious person. I did not enjoy going outside of my comfort zone. However, this program has challenged me to push beyond my personal boundaries and improve my interpersonal skills and confidence. This has carried over to my daily life as well as through my decisions and how I perceive the world.

Also, the program teaches you about professional behaviors. At the end of each semester, the fieldwork supervisors and professors give you feedback regarding professional behaviors that are needed in the field. What’s more they seek your input regarding what you think you are doing well and what you think you still need to improve upon. Then you develop implementation strategies. These skills such as interpersonal skills and manners will help prepare us for the clinical field and life.

I have been challenged to learn through different learning styles. Before starting this program, I was always taught in school using the read and write method. My professors would tell me to read a passage and write a paper analyzing what I’ve just read. However, the Occupational Therapy Assistant Program, teaches you to become a visual, auditory, kinesthetic and read and write learner. For the first time in my academic career, I am being challenged to learn through my body. I’ve learned that some things cannot be learned from a book, they need to be learned by doing. The program at Housatonic Community College prepares you to become a skilled learner in all areas.

Through case studies and labs, the program emphasizes applying the information to real-life scenarios. The professors have spent countless of hours of extra time with me outside of the classroom to ensure not only a basic understanding of the material but that I mastered it. They care about you as an individual and do not want you to get left behind. The small class size ensures that you are getting more personal attention as a student. It’s one thing as a student to reiterate back to the professor what they just lectured to you, it’s truly exciting when you can take it one step further and apply the information.

Being in a small program at Housatonic Community College has helped to foster a sense of community and friendship. I have attended other universities where normal class sizes have been anywhere from 50-
300 students. However, in this program, I know all of my classmates on a more personal level. I know what their strengths and their weaknesses are. I would feel comfortable going up and asking any one of them for help. This is due to the fact that the professors have established an environment, which encourages us to ask for help. We want to see each other succeed. I have developed friendships that I know will continue after we graduate from the program.

**Manchester Community College**

The Respiratory Care program at Manchester Community College is one of the finest programs in the country. Consistently, graduates achieve a 100% pass rate on their Entry Level Certification exam, which allows them to be licensed in the state of Connecticut. In addition, the job placement rate for the past five years of reporting is 100% for Manchester students; it is the only program in the state to achieve this standard at this level. Students then go on to achieve the Advanced Level Practitioner credential, which is done immediately upon graduation. Graduates have been hired throughout the region, employed at Hartford Hospital, Yale-New Haven Hospital, St. Francis Hospital and Medical Center, Connecticut Children’s Medical Center, Massachusetts General Hospital and Johns Hopkins Medical Center.

Students in the program are recognized on campus for their annual Respiratory Care Awareness Week celebrations where the students take charge and offer students, faculty and staff health screening and information to improve their overall health status. The students have also supported the citizens of Manchester by screening for lung disease at *MCC on Main*, our downtown campus. Community engagement is also seen in the work that the students do with high school students at the annual Health Career Open House, where high school students are given the opportunity to have hands-on experience with our simulation manikins in the Respiratory Care lab.

Nancy LaRoche-Shovak, Program Director, says it well, “The highest compliment that you can pay to a health care professional is that you would trust them treating members of your own family – and this is exactly how I feel about our graduates! They are simply the best!” The Respiratory Care program is a national model in program outcomes and has an exemplary regional reputation. The program embodies the college’s mission of a learning-centered community committed to access, excellence and relevance.

**Middlesex Community College**

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 is currently
awaiting the findings of the 2013 site visit for re-accreditation.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% Passing on 1st Attempt</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>100%</td>
<td>15 of 15 students passed on 1st attempt</td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
<td>13 of 13 students passed on 1st attempt</td>
</tr>
<tr>
<td>2011</td>
<td>100%</td>
<td>12 of 12 students passed on 1st attempt</td>
</tr>
<tr>
<td>2012</td>
<td>100 %</td>
<td>8 of 8 students passed on 1st attempt</td>
</tr>
<tr>
<td>2013</td>
<td>100%</td>
<td>17 of 17 students passed on 1st attempt</td>
</tr>
<tr>
<td>5 year avg.</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Five-year average job placement rate of not less than 75% within 6 months of graduation.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Job Placement</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>?</td>
<td>0 of 12 graduates completed graduate survey, anecdotal 12 of 12 employed within 6 months of graduation.</td>
</tr>
<tr>
<td>2009</td>
<td>100%</td>
<td>5 of 15 graduates completed graduate survey. 5 of 5 employed within 6 months of graduation, 2 continuing their education</td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
<td>5 of 13 graduates completed graduate survey. 5 of employed within 6 months of graduation, 4 continuing their education</td>
</tr>
<tr>
<td>2011</td>
<td>100%</td>
<td>4 of 12 graduates completed graduate survey 4 of 4 employed within 6 months of graduation, 2 continuing their education</td>
</tr>
<tr>
<td>2012</td>
<td>100%</td>
<td>6 of 8 graduates completed graduate survey. 6 of 6 employed within 6 months of graduation. 2 continuing their education</td>
</tr>
<tr>
<td>5 year avg.</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

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.

*Program Completion Rate*

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Completion</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>83%</td>
<td>18 began, 15 graduated:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*1 voluntary withdrawal, 1 dismissed for Gen Education course grades, 1 dismissed for Radiography course grades.</td>
</tr>
<tr>
<td>2010</td>
<td>81%</td>
<td>16 began, 13 graduated:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*3 voluntary withdrawals</td>
</tr>
<tr>
<td>2011</td>
<td>75%</td>
<td>15 began, 12 graduated:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*2 voluntary withdrawals, 1 dismissed due to honor code violation</td>
</tr>
<tr>
<td>2012</td>
<td>43%</td>
<td>18 began, 8 graduated:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*10 voluntary withdrawals</td>
</tr>
<tr>
<td>2013</td>
<td>89%</td>
<td>19 began, 17 graduated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*2 voluntary withdrawals</td>
</tr>
<tr>
<td>5 year avg.</td>
<td>74.2%</td>
<td></td>
</tr>
</tbody>
</table>

For more information regarding program effectiveness data visit the JRCERT website at [www.jrcert.org](http://www.jrcert.org)

**Naugatuck Valley Community College**

The City of Waterbury, working with Naugatuck Valley Community College will receive $11.2 million over seven years from the State of Connecticut to help prepare middle and high school students for post-secondary education. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally-funded discretionary grant program designed to significantly increase the number of low-income students who are prepared to enter and succeed in college. Naugatuck Valley Community College (NVCC) will serve as fiduciary for Waterbury and administer the grant through its Bridge to College Office. The program will be modeled after the existing NVCC Connecticut Collegiate Awareness and Preparation (ConnCAP) program, which has served Waterbury’s first-generation college/ low-income high school students since 1987 with a comprehensive high school graduation rate of 99% and college matriculation rate of 90%.

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

According to NVCC research, over 75% of students matriculating to the College test into remedial
courses, indicating disconnect between the requirements for high school graduation and the skills required to successfully navigate college-level course work. Studies further show that the disparity of achievement in mathematics begins to expand significantly at the middle school level. Based on the yearly results from the state-wide standardized test, the Connecticut Mastery Test and Connecticut Academic Performance Test, Waterbury Public Schools are consistently regarded as “not making adequate yearly progress” by the Connecticut Department of Education. According to the 2008-2009 Strategic School Profile, the cumulative four-year dropout rate for the class of 2008 in the Waterbury District was 7.0% of those who remained in school and graduated compared to a state rate of 6.6%. GEAR UP will be offered to all sixth and seventh grade students at North End Middle School, Wallace Middle School and West Side Middle School, approximately 2550 students’ total, to develop academic and social support and college expectations. The students will continue in the program over the course of the seven-year grant to high school graduation. The grant will fund a full-time program coordinator, three full-time on-site academic advisors for each middle school, part-time teacher advisors to coordinate after-school programs and mentors/tutors to assist. The program will also be aided by NVCC-Waterbury AmeriCorps volunteer mentors. Each year, students will take the Accuplacer diagnostic tests to gage reading comprehension, sentence skills and arithmetic and elementary algebra units and detect academic needs. Based on the results, each student will work one-on-one with an academic advisor to establish an Individualized Educational Plan (IEP) for advising, mentoring and guidance toward college and career goals. Students will retake the Accuplacer at the end of each school year to determine the effectiveness of the intervention.

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

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

**Norwalk Community College**

The Physical Therapist Assistant (PTA) program at Norwalk Community College (NCC) has shown impressive growth and success since its first cohort of students began in the fall of 2009. In the past six years, the program has achieved accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE), developed strong community partnerships with the facilities that host PTA students during internships (and ultimately employ many of them), and doubled the size of the graduating class from 2011 to 2013.

The program has a nearly 100% pass rate for the licensure exam, the National Physical Therapy Exam for PTAs, which is required for PTA licensure in the state of Connecticut. While the national average pass
rate is 84%, there has been only one NCC graduate out of 34 who has not passed the exam on the first attempt. In addition, these graduates enjoy a 100% employment rate; many receiving in some cases, multiple offers of employment prior to graduation. With these impressive outcomes, the PTA program at NCC is helping to fulfill the mission and goals of the college by supporting the economic development of the surrounding community and responding to workforce development needs in healthcare.

**Three Rivers Community College**

**LPN Advanced Placement**

TRCC offers an advanced placement admission for Licensed Practical Nurses (LPN). The LPN candidate is eligible to advance place into NUR 201, the third of our four semester Associate Degree Nursing Program. Eligibility is based on the following criteria:

- Complete the required general education courses of the first year of the CT-CCNP with a grade of C or higher.
- Meet assessment criteria by the LPN advisor for Advanced Placement
- Successfully complete the Connecticut LPN Transition Bridge Course offered by Charter Oak State College and the college based CT-CCNP LPN transition course.
- A passing grade for progression to the 1-credit clinical course in the student’s home school is considered to be the equivalent of a “B-” (80%) grade or above.

Since 2007, seventeen LPN’s have taken advantage of this opportunity to advance place, and all were successful the first-time on the NCLEX licensing exam.

**Pre-Radiology Technology**

TRCC offers a 61 credit General Studies Associate degree that satisfies an agreement of enrollment into the Radiology Technician program at Windham Community Memorial Hospital.

**Dental Hygiene articulation with UNH**

TRCC and the University of New Haven (UNH) have an articulation agreement in which UNH holds five seats per academic year for students interested in Dental Hygiene education and have met the admission requirements. Eligible students include those who have completed a specific General Studies Associate degree. Up to 60 credits are transferrable towards a Bachelor of Science (BS) degree in Dental Hygiene at UNH. TRCC also offers a pre-dental hygiene certificate program. Up to 30 credits earned are transferrable to this BS Dental Hygiene degree at UNH also.

**Quinebaug Valley Community College**

QVCC has numerous credit programs that prepare student for various health care fields. The associate of science degree in Medical Assisting is one of the most popular programs at the college. A 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. Students who graduate from the medical assisting program are eligible to take one of the four nationally recognized certification exams due to the program’s national accreditation status through CAAHEP.

Here are some interesting facts:

- 96% positive placement rate
- 94% certification exam passing rate
- Certification exam offered on campus
- Over 25 different internship sites
- Front and back office lab to enhance real-life practical learning
- Graduates are employed in medical offices throughout Windham County
- High percentage of graduates go on to be accepted into nursing programs

**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.

**Northwestern CT Community College**

Northwestern CT Community College (NCCC) has received full approval from the Connecticut State Board of Examiners for Nursing and the Accreditation Commission for Education in Nursing, Inc. [ACEN] as a sixth site for the CT-CCNP. NCCC has graduated two classes. The Northwestern program reflects a creative implementation of the four semester curriculum that begins in the spring semester, runs through the summer and fall and graduates students the following spring. Funding for the program has been realized through strong local community support and a federal grant.

Northwestern was the recipient of a Department of Higher Education and CWEALF grant to develop a Health Information Management associate degree. This has been approved and is offered in consortium with Capital, Norwalk, and Middlesex community colleges and Charter Oak State College and Eastern Connecticut State University.

**Health and Life Sciences Grant –USDOL**

Planning and implementation efforts are underway in Year 2 of this exciting $12 million consortium grant funded by the U.S. Department of Labor with Norwalk Community College as lead (the other consortium members include: Capital, Manchester, Gateway and Middlesex Community Colleges; Eastern Connecticut State University; and Charter Oak State College). Progress is being made in a number of areas: new and revised programs to update curriculum and provide programs aligned with industry and employer needs; increased use of online and technology-based learning; expanded use of prior learning assessments; and expanded recruitment, internship and placement services. A Program Director has been hired and the identification of a program evaluator is underway.
This collaborative approach in submitting grant proposals takes advantage of the strengths across the college and university system and is a model for future proposals. ConnSCU has the capacity to train and prepare the workers needed in Connecticut and the community connections to partner with industry and employers to meet the growing needs in this area.

**CT State University System**

**Central Connecticut State University**

*Department of Nursing*

The CCSU Nursing Department is home to two programs: its BSN program and its RN-to-BSN program. The department is meeting workforce needs in two ways: (1) by decreasing the nursing workforce shortage with graduates from its BSN program, and (2) by increasing the number of graduates in its RN-to-BSN program, thereby fulfilling the requirement from magnet hospitals and other agencies for associate degree nurses to complete their BSN degrees.

The Department of Nursing employs a rigorous curriculum that includes NCLEX style testing in preparation for sitting for the RN licensing exam, provides remediation sessions to its students, introduces emerging technologies in health care, features a state-of-the-art nursing lab with high-fidelity simulation mannequins, and offers small faculty-student ratios in clinical experiences. Outstanding faculty with diverse nursing specialties who engage in local, national, and international research and service provide excellent education, training, and professional opportunities for students in these programs.

*Department of Counseling and Family Therapy*

The counseling programs at Central Connecticut State University (CCSU) prepare students for professional careers in Marriage and Family Therapy, School Counseling, Professional Counseling, and Student Development in Higher Education. The Professional Counseling program includes tracks in Mental Health Counseling, Rehabilitation Counseling, and Addictions Recovery Counseling. In addition to its Master’s degree programs, the department also offers advanced graduate training through a post-master’s program and a certificate program in advanced counseling.

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

**Eastern Connecticut State University**

Eastern has a pre-nursing program and articulation agreements with UCONN and Southern Connecticut State University for students who complete Eastern’s programs to be admitted into their accelerated post-baccalaureate Registered Nursing programs. This is a very cost effective approach because it allows Eastern to prepare students for the Registered Nursing programs without incurring the costs or replicating the facilities and equipment already in place at other campuses that have nursing programs. Eastern students have successfully moved into both of the post-baccalaureate programs at Southern and UCONN.
Southern Connecticut State University

The EdD in Nursing Education program was developed to address the well-documented shortage of nurse faculty. If not addressed, the shortage of faculty threatens the future viability of the nursing profession. The EdD in Nursing Education program is offered collaboratively by SCSU and WCSU. The program is the only one of its kind in the State of Connecticut and one of the very few across the country uniquely designed to prepare nurses for academic faculty roles. The program is designed for working nursing professionals holding a Master’s of Science degree in nursing (MSN).

Advantages of the EdD in Nursing Education Program

• Program is reflective of the National League for Nursing vision for doctoral preparation for nurse educators.
• Emphasis on the science of nursing education.
• Program designed for adult learners who are working full-time.
• Doctoral synthesis course allowing learners to work in schools of nursing with a nursing faculty preceptor.
• Online course delivery format.
• Three 3-day on campus residencies.
• Three year accelerated program of study.

The Accelerated Career Entry (ACE) program is an accelerated BSN program for individuals already holding a BS/BA in any field from an accredited college or university who wish to enter the nursing profession. The intensive program allows qualified individuals to complete the nursing coursework in just 12 consecutive months. The Bureau of Labor Statistics (2014) predicts that the employment of registered nurses is expected to grow faster than average at 19% from 2012 to 2022. In order to meet the workforce demand for nursing professionals prepared at the baccalaureate level, many colleges and universities across the nation have developed accelerated BSN programs for students with baccalaureate degrees in other fields to increase access for people desiring a change in career later in life. In fact, according to the American Association of Colleges of Nursing (2013) there are 230 accelerated BSN programs in existence, with 33 more in the planning stages. While Connecticut has several of these programs, none is located within the state university system, limiting program choice options for students who want a high quality program at a reasonable price. Our accelerated program NCLEX-RN pass rate for the past 7 years has been 98%. Employers readily hire and confirm the quality of our new graduates. Many graduates continue their nursing education at the graduate level following completion of the ACE program. The program continues to attract well-qualified applicants. Each year, there are approximately 90 applicants for the 30 available spaces in the program.

Advantages of the ACE Program

• The nursing curriculum can be completed in just 12 months (excluding nursing prerequisites).
• The ACE program is based on the same curriculum as SCSU’s highly successful and nationally accredited traditional nursing program.
• There are opportunities to learn with other highly motivated, adult learners with rich life and work experiences.
• Small class size and affordable tuition.
• Ability to continue nursing education for advanced practice nursing roles.
• Opportunity for students from underrepresented groups to apply for New Careers in Nursing (NCIN) Scholarships awarded to the Department by the Robert Wood Johnson Foundation for the
past 5 years.

**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 2013 graduated 51 new nurses, and 100% passed the NCLEX exam on the first attempt. All of them are now working in healthcare facilities within Connecticut. Over the last 10 years graduates of this program have demonstrated a 100% pass rate on the NCLEX, except for 3 years during which the school achieved a pass rate between 95 and 98%, the most successful in the state, and perhaps the nation. In each of these years, nearly all of the graduates from this program went to work in Connecticut healthcare facilities.

The RN-to-BS program at WCSU has tripled in enrollment over the last five years. The Future of Nursing report from the Institute of Medicine (2010) called for 80% of associate degree (AD) nurses to obtain the BS in nursing by the year 2020. WCSU has increased the number of AD nurses obtaining the BS in nursing and graduated 23 in 2013. WCSU is actively working with community colleges to ensure the nursing workforce in Connecticut is baccalaureate-prepared to meet the challenges of a changing healthcare environment.

WCSU graduated 15 adult nurse practitioners from the Master of Science in Nursing program in December 2013. All 15 of these successfully completed the certification exam and are now employed as nurse practitioners in Connecticut. This is a significant step toward meeting the primary care needs of the people in this state. WCSU has doubled the number of MS nurse practitioner students in the next cohort. Graduates from this program are highly regarded and sought after for positions as nurse practitioners. WCSU has revised the curriculum to include both adult and geriatric certifications to address the primary care needs of the growing geriatric populations in Connecticut.

The shortage of qualified nursing faculty is a growing concern in the state, and many universities are finding it difficult to adequately staff their programs. WCSU, in collaboration with Southern Connecticut State University, provides the Ed.D. in Nursing Education, to answer this need. The first cohort of nurse educators in this program will finish their course work this summer and enter the dissertation phase of the program in the Fall semester. The second cohort will start this summer. This program will ensure a steady supply of well-qualified nurse educators to meet the needs of the Connecticut’s nursing programs.

**Charter Oak State College**

Using its expertise in validating learning and online instruction, Charter Oak State College (Charter Oak) continues to address the nursing shortage through its work to provide career ladders for healthcare workers. In collaboration with the state’s Community College System and the CT League for Nursing (CLN), Charter Oak is helping individuals transition from Licensed Practical Nurse (LPN) to Registered Nurse (RN) through an online bridge course (NUR 190). Charter Oak has been offering the course since FY 99-00 and did a major revision of the course for 2010 to keep it current with the other college’s RN programs. 559 students have enrolled in the course and 550 have successfully completed the course.

In addition, Charter Oak, in collaboration with CLN and the CT Pharmacy Association, offers a series of refresher courses for RNs, LPNs, and Pharmacists to bring them back into the field, with 621 RN Refresher enrollees, 59 LPN Refresher enrollees, and 361 Pharmacy Refresher enrollees from CT (many students actually get jobs before they take all three modules). Currently, four additional State Boards of Nursing (Ohio, California, Hawaii, and New Jersey) have approved the curriculum and post it as an option on their
websites for nurses who want to get refreshed before returning to practice and for some, license renewal.

In response to the growing need for health care professionals with home care experience, Charter Oak, in collaboration with CLN, revised its non-credit home care course into a three-credit course in Fy11-12. Fifty-two students had taken the non-credit course.

Charter Oak worked with Capital Workforce Partners and the Hartford region community colleges to develop a career pathway for CNAs taking non-credit continuing education courses. Charter Oak assessed the following courses developed by the community colleges for college credit: Dementia and Alzheimer’s, Hospice and Palliative Care, Substance Abuse among the Elderly, Issues in Aging, Rehabilitation, and Mental Health. Each was recommended for ½ credit. In FY 10-11, Charter Oak, with funding from Capital Workforce Partners, developed these courses for online delivery and for 3 credits each. Additional courses were developed to form two distinct twelve-credit certificate programs which were approved by Board of Regents and State Department of Education. The Long Term Care Certificate for Direct Care Workers includes Dementia & Alzheimer’s, Hospice and Palliative Care, Issues in Aging and Chronic Conditions. The Certificate for Specialty Skills in Elder Care includes Substance Abuse, Rehabilitation, Mental Health, and Health Care Systems and Administration. To date, there have been 143 students enrolled in these courses.

Charter Oak, participating in the Health Information Management Pathway Project grant with Capital Community College, Norwalk Community College, Northwestern Community College, and Eastern Connecticut State University, has developed a major in Health Information Management (HIM). The HIM major has been licensed by the state and has received substantive change approval from the New England Association of Schools and Colleges. 75 students have enrolled in the program. The HIM program is in the candidacy stage of approval from the Commission on Accreditation for Health Informatics and Information Management.

Charter Oak, along is also part of the community colleges’ TAACCCT Connecticut Health and Life Sciences Career Initiative (HL-SCI). Charter Oak’s role is to provide the prior learning assessment component so adults can more quickly earn allied health degrees and to increase the adoption of prior learning in the community colleges. This three-year grant has just reached the halfway point and to date 643 students at the community colleges have been awarded 4338 prior learning credits. We have conducted credit reviews of four programs/credentials and they have been recognized for 131 credits. An additional 27 reviews of health and life science programs or credentials are in process. When these reviews have been evaluated, program completers will have access to credits that will aid them in moving up the allied health career ladder.

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 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 completed its sixth year, 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 this program, which had a total student population of 75 in the 2012-13 academic year.

At the master’s level, there are three program options; Clinical Nurses Leader, Family Nurse Practitioner and Psychiatric/Mental Health Nurse Practitioner. In the 2012-13 academic year, there were 90 master’s students. 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. 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 2009-2010 academic year behavioral health students were placed at 66 different clinical training locations around the state. In May of 2011, approximately 60 Fairfield University graduates entered the behavioral health workforce in the Counseling, Marriage and Family Therapy, and Psychology professions. Additionally, the University has constructed an on-campus Marriage and Family Therapy Center, The Koslow Center for Marriage and Family Therapy, which opened in March 2011. The Center serves as a clinical training site for students in the Marriage and Family Therapy 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 the College of Arts and Sciences, the 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 was offered for the first time at this university in the fall and had an interprofessional enrollment of 25 students who were 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.

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.

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** offers a Bachelor of Science in Psychology designed to prepare students interested in
counseling and human services. It enrolls approximately 50 students and has an excellent network of
placements in southeast Connecticut regional not-for-profit social welfare agencies.

**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.

Quinnipiac School of Health Sciences continues to experience increases in both applications and
enrollment in health professions programs. With an enrollment of over 2,000 undergraduate and
graduate students, and fourteen programs, the school graduates over 400 health professionals each year,
making a significant contribution to the health care workforce in CT. By fostering teamwork critical
thinking skills, high ethical standards and respect for diverse populations, the School of Health Sciences
strives to develop compassionate practitioners with broad professional competencies who value
evidence-based practice and life-long learning.
Specific milestones in 2013 include the start-up of two new online programs. A health science studies BS completion track for nontraditional, adult professionals is intended for those looking to change careers and/or increase their opportunities for advancement in health care settings. The occupational therapy doctorate (OTD) program accepted its first cohort of students. This program is designed for practicing registered occupational therapists who want to merge their experience and practical skills with prevailing professional knowledge and scholarship.

The School of Health Sciences has also established two clinics on the North Haven Campus that serve underserved populations, specifically those without health insurance. VISION, “Volunteers in Service, Impacting Our Neighborhood”, is an interprofessional clinic that provides pro bono occupational and physical therapy services to those in need in the Greater New Haven area. Developed and operated by students, VISION exemplifies Quinnipiac’s commitment to high quality programs, a student-oriented environment and a strong sense of community. The second clinic, Community Access Imaging, was established with funding from the Seedlings Foundation and Quinnipiac University. It provides free imaging services for individuals without health insurance who reside in the local community. In addition to meeting community needs, these clinics provide clinical education opportunities for interprofessional teams of students.

The School of Nursing offers programs leading to baccalaureate, master’s and doctoral degrees to nearly 700 students. In addition to a traditional, full-time undergraduate nursing program, the school offers a 12-month accelerated nursing program to graduates with a baccalaureate in another field. Nurses with a registered nurse license can enroll in a new, online RN to BSN program, launched fall 2013 and specifically designed for the practicing nurse.

The School of Nursing launched its Doctor of Nursing Practice (DNP) program in fall 2011 and is now one of the largest in Connecticut. The DNP prepares post-baccalaureate nurses for advanced practice roles and post masters nurses for leadership roles in health care systems. A new BSN to DNP program in nurse anesthesia as well as two new post-masters DNP tracks for nurse executives and certified nurse anesthetists are planned in 2014. All programs are accredited by the Collegiate Commission on Nursing Education. The School of Nursing received its third New Careers in Nursing award from the Robert Wood Johnson Foundation to support underrepresented students enrolled in its 12-month accelerated pathway.

The new Frank H. Netter MD School of Medicine received preliminary accreditation on October 2, 2012, and was licensed by the State of Connecticut to award the MD degree on October 3, 2012. The charter class of 60 students matriculated in August of 2013. Subsequent classes will increase in size, pending approval by the accrediting body, eventually reaching a size of 125 students. The school will 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 Hospital, Middlesex Hospital, Hartford Hospital, Waterbury Hospital, Griffin Hospital, Jewish Senior Services, 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)** established a new School of Nursing within the College of Health Professions in 2013 in recognition of its significantly increased capacity to educate 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 140 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 will be adding a second simulation lab this summer in response to the increased enrollment in our first professional degree program. This lab will afford students the opportunity to practice in a safe setting with state of the art equipment and 2 additional simulation mannequins.

The School of Nursing has admitted its 4th Doctor of Nursing Practice (DNP) Cohort in the fall 2013 and received full accreditation by the Commission on Collegiate Nursing Education (CCNE) in April 2013. Graduates of the first doctoral cohort 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 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, 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 100 students enrolled.

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

The 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 implementing its new Master of Science in Speech-Language Pathology. The program was approved for licensure by at the CT Office of Higher Education in 2012 and participated in an accreditation site visit by the Council of Academic Programs in Audiology and Speech-Language Pathology in fall 2013. The decision regarding the official designation of Candidacy for Accreditation is expected in April, 2014. The Speech Language Pathology Department began offering pre-professional pre-requisite courses in fall of 2013. Forty students were enrolled over the 2013-14 academic year. Over 100 applications have already been received for the new graduate program, anticipated to begin with 25 full-time students in fall of 2014.

The Master of Science in Healthcare Information Systems Program was launched during the 2012-13 academic year. The Program was granted a name change by the CT Office of Higher Education to the Master of Science in Healthcare Informatics in July 2013. This change was requested to keep with the field in which graduating students will be employed. In September 2013, the program underwent a transition to a fully online graduate program. Currently 20 students are enrolled in the program.

Saint Vincent’s College (SVC) reported that the goal of all of the nursing programs is to educate nurses who provide care to the sick and the sick-poor. The online RN-BSN Completion Program currently has over 130 students enrolled. The seventh cohort was admitted in January, 2014, and includes thirteen students who chose the traditional 29 month program and eleven students who opted for the fast-track program which allows them to complete the program in 15 months. The online RN to BSN Completion Program has received full accreditation from ACEN in spring 2013, and graduated its first class of 12 students and an additional eight graduated in December 2013. The online RN to BSN program enrollment continues to demonstrate the greatest growth in enrollment for the college.

The associate degree nursing program continues to enroll students in the spring and fall semesters. Over the past year a cohort of 120 students started the program in fall 2013 and 40 students in January 2014. An accelerated evening nursing program allows program completion 26 months after the student enters the nursing course sequence; the first class completed this accelerated program in October, 2012 and included 21 students.

The nursing program follows the mission of the College by providing services to the disadvantaged and underserved populations of the area, primarily through partnerships with the St. Vincent’s Medical Center and its affiliates. In addition, students are involved in clinical experiences that focus on cancer survivorship with experiences at CT Challenge which includes a variety of health and nutrition related events to empower cancer survivors. The College has submitted its application to the Connecticut Office of Higher Education for a prelicensure BSN program. After the prelicensure BSN is in place the College will begin to teach out the associate degree nursing program.

Currently the College’s online Bachelor of Science in Radiologic Sciences Completion Program has fifty students. This program is for those students with an associate degree or prior certification in radiologic technology, nuclear medicine, or radiation therapy. The program offers tracks in Women’s imaging, Magnetic Resonance Imaging (MRI), Computed Tomography (CT Scan), Healthcare Management and Ultrasonography.

The Continuing Education Department continues to offer numerous certificates in healthcare related fields. Certificate programs offered through the Continuing Education Department include Central Sterile
Processing Technician, Healthcare Management, Healthcare Reimbursement Specialist, Health Promotion, Hospital Coding Specialist, Medical Assisting, Medical Office Assistant, Multi-skilled Assistant, two navigator programs, Healthcare Information Technology, RN Refresher, and Pharmacy Technician. Courses in preparation for the introduction of ICD-10 coding are currently underway, and a 30 credit program Health Information Technology Coding Program will be offered in Fall 2014. Graduates of this program will be eligible for certification from AHIMA.

A grant from the Health & Education Initiatives was continued to fund the “Why Not You” Outreach Program and Summer Camp. This program, held at St. Vincent’s College each July since 2008 targets inner city minority middle and high school students who have an interest in healthcare careers. The 2013 camp was attended by 110 middle and high school students. The Summer Camp featured a one week session with the theme The Role of Healthcare Workers in Disaster Planning.

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.

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 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). Cohorts of approximately eight to twelve students are admitted into a 3+2 program to complete a combined Bachelor of Science/Master of Science in Prosthetics and Orthotics. Prospective students who already hold a baccalaureate degree must satisfy certain prerequisites and compete for graduate entry. 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 16th year of graduates in 2014. 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. With about 44 students per graduate student cohort, this full-time, 12-month, three-year program includes both didactic and clinical components. First-year undergraduates can apply for direct entry into a combined BS/DPT track with an average undergraduate entry cohort of approximately 50 students per year. Students already holding a bachelor's degree may apply for graduate admissions to the DPT program.

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 over 230 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 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 294. 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 54 students. The BS degree in Radiologic Technology is nationally accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)
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 80 students.

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 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 who want to certify as Family 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 2 years while attending the University on a part-time basis. 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 Family 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 offers three nutrition programs: an undergraduate degree in Nutrition/Dietetics, a Master’s degree in Nutrition, and the Dietetic Internship, and a Bachelor of Science in Public Health. The University’s undergraduate program is open to traditional first year students and to women who wish to change careers and earn a second Bachelor’s degree in nutrition. Successful completion of the post-baccalaureate internship certificate enables students to be eligible for the registered dietitian examination, the credential needed to work in most nutrition settings. In order to meet the needs of these students the Department offers courses in one time block a week so that the non-traditional students can easier balance their schedules. Continuing with this goal, since 2007, the Department has offered a fully online Master’s degree in nutrition so that registered dietitians and aspiring nutritionists can continue their education while maintaining jobs and attending to other personal responsibilities. This program attracts students from all over the country.

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

In 2013, USJ received licensure from the state for a new Bachelor of Science in Public Health. The 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 Masters 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. The program has been designed to meet the 2011 core competencies of the Council on Education for Public Health (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.

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 70 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 it’s 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 Hong Kong and Belgium as part of the senior year capstone course as well as summer study in Dublin, Ireland.

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

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

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

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

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

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 recently 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.

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 schools and colleges of pharmacy in the nation. The professional program in pharmacy (Pharm.D.) is highly-selective with an annual entering class of 100. Most of the professional students come from New England; the majority is Connecticut residents. Graduates of the professional program are highly-sought for positions in community, hospital, long-term care, and specialty practice, as well as in the pharmaceutical industry and the academy. A number of graduates pursue post-graduate residencies and fellowships. The first-time pass rate on the national licensure examination (NAPLEX) is quite high (99% this past year).

The school also offers selective graduate programs in the pharmaceutical sciences including medicinal chemistry, pharmaceutics, and pharmacology/toxicology, with a total enrollment of approximately 50 doctoral students and 12 post-doctoral fellows. Most of the doctoral graduates enter positions in the industry or post-doctoral opportunities, where they are highly sought. Each of the three pharmaceutical sciences disciplines has an area of focus: structural biology (medicinal chemistry), pharmaceutical technology (pharmaceutics), and mechanistic toxicology (pharmacology/toxicology). Faculty members are well-funded with grants and contracts from NIH, NSF, foundations, and the pharmaceutical industry.

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

The school has three research centers: Center for Pharmaceutical Processing Research (CPPR); Center for Biochemical Toxicology; and the Health Outcomes, Policy, and Economics Collaborative Group (HOPE). Also, the school has formal international partnerships with Peking Medical University in China; University of Rennes in France; and the University of Barcelona in Spain.

**Department of Allied Health Sciences**

The Department is recognized at state and national levels for training health professionals, 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 and the Center for Environmental Health and Health Promotion to support 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 237 in 2013.

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 as well as Masters (PSM) degree in Health Care Genetics.

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

*Diagnostic Genetic Sciences (DGS):* 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 100% 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.

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 may seek immediate employment following completion of the B.S. degree. Students elect the standard plan (no concentration) or select one of three concentrations. The standard plan is a very flexible plan tailored to meet a student’s professional and personal goals and is generally selected by students who want a broad training in the allied health sciences for employment or graduate training in programs such as PA, OT, PT, post-baccalaureate nursing, etc. Concentrations include:

- Health Sciences – which is generally selected by students with an interest in health specialties which involve laboratory or diagnostic procedures or who are looking to pursue allied health fields requiring a strong health science background such as Medical School, Dental School, Optometry, Post-baccalaureate Pharmacy, etc.;
- Public Health and Health Promotion – which is generally selected by students interested in working in social service agencies, worksite wellness/health promotion programs, 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 – which is generally selected by students with an interest in working in occupational safety and environmental health careers that require knowledge needed to enhance safe work conditions and practices, and minimize disease and injuries such as safety, industrial hygiene and ergonomics, and it uniquely positions students for graduate studies in OEHS and related disciplines.

Since its beginning in the fall of 2006, the Allied Health Sciences major in the Department of Allied Health Sciences has graduated an ever-increasing number of students from 26 in 2007 to over 172 in 2013. The total enrollment in the Allied Health Sciences major has now topped the 800 mark, resulting in the addition of four faculty positions, two with duties in the Academic Advising Center. Graduates have either entered the workforce in health care occupations (e.g., public health organizations, hospital wellness centers, non-profit organizations, school health, counseling services, insurance industry, research, 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 834 students and has 732 currently matriculated.
Graduate Program in Allied Health (GPAH): GPAH offers M.S. Degrees in Health Promotion Sciences (MSHP) and a 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.

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, AIV/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.

Master’s Program in Health Care Genetics: The Master’s Program in Health Care Genetics trains scientists and professionals with interdisciplinary competency in human genetics, disease identification, laboratory diagnostics, health care ethics, and regulatory issues in the clinical laboratory. This degree, which commenced in fall 2013, crosses multiple departments on the Storrs and Health Center campuses and is appropriate for post-baccalaureate students with degrees in the life or clinical sciences who wish to pursue career advancement or opportunities in companies, laboratories, or health centers whose mission is to identify, treat and/or prevent human disease.

The milestones in genetics testing have introduced new paradigms for addressing personalized medicine, pre-implantation genetic diagnosis, and genetic design. There has also been an explosion of new technologies, genomics-related industries, and companies offering genetic testing for gene variants. The expansion of these new diagnostic modalities and increasing numbers of genetic tests available means an expanding role of the clinical laboratorian to include routine physician consultation for test ordering and result interpretation. Competencies required of the laboratorian in the move toward personalized genetic medicine will include more direct links to patient care, customer relations, teaching, consulting, data analysis and process improvement. Yet, there is a workforce shortage of laboratory professionals in the health care industry. The PSM Degree emphasizes discipline competency through formal coursework, research, teamwork, and scientific presentation skills and also requires substantial cross-training elements for successful performance in a health care environment. The degree is a two-year Plan B (non-thesis) Master’s degree program, with options for part-time completion. The program has its foundations in the existing strengths of its faculty members with expertise in genetic testing, research, and the application of genetics in health-care.
Center for Environmental and Health Promotion: Originally established in 1986 by a competitive grant award from the Connecticut Department of Higher Education under the Fund for Excellence Program, The Center for Environmental Health (Now the Center for Environmental Health and Health Promotion; CEHHP) has continued to pursue its mission of teaching, research and community engagement to address the issues, problems and concerns of the people of Connecticut. The Center is committed to improving the quality of life for the citizens by enhancing the quality of the environment in which they live and has fostered an interdisciplinary approach to the resolution of environmental health problems.

University of Connecticut Health Center--Area Health Education Centers (AHEC)

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

In FY 2013, CT AHEC provided services to a total of 5,024 students in grades K-16. Of that number, approximately 37% were from underrepresented or disadvantaged backgrounds. In addition, 557 health professions students participated in community based education and 2,166 individuals participated in continuing education. The total number of learners engaged by the CT AHEC Network in FY2011 was 7,246.

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

• The Urban Service Track recruits and prepares students in the University of Connecticut Schools of Medicine, Dentistry, Nursing, Pharmacy and Social Work as well as Quinnipiac University’s Physician Assistant Program, specifically for practice in Connecticut’s urban underserved communities. Interdisciplinary team based training, advocacy and public service are key components of the Urban Service Track. Since its inception in 2007, the Urban Service Track has engaged 338 scholars. Of that number 56 graduates have continued on for residency training. Each year approximately 50 health profession students are selected to participate as first year students in the Urban Service Track.

• Interprofessional Education Program-The IPE program aims to cultivate an interdisciplinary environment in which medical, nursing, pharmacy, pre-health professional students interact and care for patients as a team. Health professions students of various disciplines come together to host a free walk-in clinic for soup kitchen patrons and other members of the community who experience difficulty accessing health care. Students are provided with opportunities to practice effective communication skills within the context of coordinating services with a diverse patient population. Including, The opportunity for students to create a foundation for clinician skill development in the patient-centered care model, build a bridge between medically underserved and vulnerable populations and mainstream healthcare and social service systems, and provide health education and chronic disease self-management programming based on population health needs. Student run clinics are conducted bimonthly in partnership with the University of Connecticut’s medical, nursing, pharmacy, and physical therapy departments. Eastern AHEC is partnering with Quinnipiac University to expand community student run clinics within the eastern region.

• The 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. During this past fiscal year, over 300 students participated in the CHSC program providing more than 5,500 hours annually in health promotion and disease prevention service-based learning activities.

Objectives
- Enhance CHSC program participants’ awareness and knowledge of cultural and linguistic competencies.
- Identify and train CHSC program completers to become College 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.

Outcomes
- Improved ability to communicate with diverse populations (83%)
- Increased understanding of how poverty impacts health (83%)
- Increased willingness to work with the population served in the future (100%).
- The Youth Health Service Corps (YHSC) equips a diverse group of high school students across the state to provide substantive volunteer service in health care agencies. The YHSC curriculum includes Leadership and Service Learning, Vulnerable Populations including Cultural Competency, Ethical and Legal Issues and Health Care Skills. Students also complete CPR certification and an overview of health careers. Students fill a community need for volunteer service while acquiring real life learning experience under the guidance of professional role models. The YHSC program is implemented at each of the 4 regional AHECs in Connecticut under the direction of full-time AmeriCorps members. For the year ending June 30, 2013, 699 high school students from high schools across the state participated in service learning projects address an unmet community health care need. Fifty percent (50%) of the student participants complete 20 or more hours of service. Fifty three percent of YHSC members indicated they are doing better in school and 67% indicate they will study a health career in college as a result of participating in the YHSC Program.
- Migrant Farm Worker Medical and Dental Clinics provide free medical and dental screenings and health education to migrant farm workers throughout Connecticut. There were 463 total program participants of which 218 were health profession and graduate students, 128 were pre-profession students, 15 were medical interpreters, 76 were health professionals and 26 were community volunteers. More than 360 migrant farm workers were served at the summer and fall mobile free clinics. Of the 360 individuals there were over 700 patient encounters. Patients received free medical and dental primary care screenings, intervention education and medications.
- Provided services at the MFW medical clinics:
  - National Primary Care Week is observed by UCONN School of Medicine, Dental Medicine, Pharmacy and Nursing and Quinnipiac University Physician Assistant Program with community outreach activities and hands-on clinical opportunities. Primary Care Week provided over 690 hours of educational programming to 563 students. During the Primary Care Afternoon of Service, 157 student and faculty had 550 hours of experiential learning and served over 450 clients.
Health Career Exploration Programs

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

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

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

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

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

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

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

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

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

**Health Career Professional Training**

- **The Medical Interpreter Training Program** provides bilingual health care workers with a comprehensive 48 hour, highly interactive, course of instruction covering topics such as interpreting skills, techniques, ethics, cross-cultural communication, medical terminology, note-taking strategies and professional protocols. Advanced training and continuing education programs have been available since 2010. Course offerings are provided for general public enrollment and are arranged for employers at their requested sites. For the year ending July 30, 2013, 238 individuals received language services. Of these, 63% participated in one of our Continuing Education trainings, 37% and completed Language Proficiency Assessments.

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

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

**Continuing Education**

- The CT AHEC Network engaged 2,166 continuing education participants in FY2013. These attendees participated in 37 programs for a total of 241 hours of instruction. In total, participants came from 15 professions, including Clinical Social Workers, General Dentists, Physicians, Nurses, Physician Assistants, Paramedic/First responders, Pharmacists, and Community Health Workers.

**WORKFORCE INVESTMENT BOARDS**

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

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

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

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

The CNA Advancement Initiative implemented through funding from grants from Robert Wood Johnson Foundation and the USDOL, was developed in 2007 and has become a model to provide education to frontline staff and promote culture change within the partnerships developed with long-term care and homecare organizations. The CNA Advancement model includes: contextualized basic skills instruction, and educational and career supports designed to meet the literacy and numeracy remediation needs of the frontline healthcare workforce; The CNA Advancement Initiative trained 365 frontline workers and 382 specialty certificates were earned under the initial grants from 2007 through 2011.

The CNA Advancement Initiative has been sustained by converting the original courses into two college-credit certificate tracks in Long-Term Care and Gerontology, moving the courses from a half of a credit to three credit courses.

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

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

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

CWP continues to offer Individual Training Account Scholarships for jobseekers interested in careers in healthcare and in 2013/14 awarded 51 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 25 participants.
Eastern Workforce Investment Board (EWIB)

The EWIB Health Pipeline Program represents a partnership between Eastern CT education, industry, and workforce development leaders. The program expands the pool of next generation workers in the healthcare field. The Health Pipeline in the summer of 2013 was a partnership between EWIB, and EASTCONN’s subcontractor New London Office of Youth Affairs, the Lawrence + Memorial Hospitals, the Pequot Health Center and two schools, New London High School and Grasso Technical School.

The Health Pipeline Program was designed to increase student awareness of nursing and allied health careers and to improve student preparation for further study and careers in these fields. There were three program components: up front student selection, online learning, and summer internships. Successful completion of the online portion advanced the students into six-week, paid clinical internships. The program served eight (8) youth. Students completed a portfolio of their experience and high schools are evaluating them for academic credit.

EWIB also continues to partner with area healthcare employers to increase the skills of their current workforce through Incumbent Worker Training projects. Four health companies received training funds in 2012-2013 including: American Ambulance, Community Hearing Aids CT, Szafterk Dental, and Waterford Dental. This represents an investment between the companies and EWIB of over $47,000.

With labor market reports showing that the health fields are still one of the “best bets” for employment, dislocated workers and low income adults continue pursuing healthcare careers through Individual Training Accounts (ITAs) at EWIB’s four CTWorks-East Centers. EWIB provided training (tuition, support services) to people in healthcare spending nearly $125,000. The top trainings are: CNA, Dental Assistant, Medical Assisting, Medical Coding & Billing, Pharmacy Tech, and Phlebotomy. The top three training institutions were Quinebaug Valley Community College, Three Rivers Community College, and Eastern CT State University. EWIB continued to fund Health Careers Workshop at the four CTWorks-East Career Centers to provide customers with information about the full range of healthcare careers.

Northwest Regional Workforce Investment Board (NRWIB)

The Northwest Regional Workforce Investment Board remains actively involved with allied health employers in the region as well as in the development of allied health education. With the opening of the Waterbury Career Academy High School in September of 2013, Allied Health has been one of the top choices of strands the students are able to pick from. 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.

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

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 126 ITAs in healthcare related fields totaling more than $359,574. Under the JFES Program, a number of clients successfully completed similar programs including dental assistant, phlebotomy and CNA training.

Workforce Alliance—South Central Workforce Investment Board

Ongoing Initiatives

Workforce Alliance continues to:

• Support a Health Career Advisor (HCA) who works with CTWorks customers and community college students to provide assessment, academic advising, career counseling, financial assistance and referrals to educational programs at all levels. Formerly this has typically been a federally-funded grant supported position, however, as those funds have dissipated, Workforce Alliance has made this position a part of their CTWorks One Stop Career Center budget. This allows for more full integration into the CTWorks system.

• Issue healthcare-related Individual Training Accounts (ITAs); 90 such ITAs were issued, from July 1, 2012- June 30, 2013. This represents an average overall investment of $160,586 into healthcare related training for this period.

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

• Serve as the Co-chair of the Connecticut Nursing Action Coalition along with the Executive Director of the Connecticut Nurses Association, Carole Bergeron, RN, PhD. Membership in the Action Coalition includes the CT Nurse’s Association, The CT League for Nursing, the CT Hospital Association, and various schools of nursing around the state.

• Assist the Connecticut Nursing Action Coalition in the ongoing development of an assessment of the nursing workforce in Connecticut, regarding the “supply profile” of the state’s nurses (gender, race, educational background, work setting, clinical area of practice, etc).

• Assist in the ongoing development of a database that reflects the nature of CT’s nursing workforce, in order to apply for funding to support the future of nursing in CT through enhanced education.

Completed Initiatives

Workforce Alliance:

• Participated in a partnership that included Gateway Community College, Project Access at Yale-New Haven Hospital, the CT Cancer Partnership and CT DPH, to fund the development of a curriculum, and offer programming for a Patient Navigator Program (identified as an emerging critical position in the Jobs for the Future analysis of CT’s healthcare workforce). The Patient Navigator curriculum is complete and Patient Navigator classes continue to run at Gateway Community College each semester.

• Partnered with health care facilities in the region, using Incumbent Worker Training funds, to provide the School at Work (SAW) program onsite to enhance developmental academic,
communication and personal management skills for entry-level employees. The healthcare facilities contributed a staff coach for the student employees, as well as financial resources, space and computers to sustain the program. Unfortunately, Incumbent Worker Training funds have been re-directed by the Connecticut Department of Labor and Workforce Investment Boards no longer have funds to continue subsidizing SAW programming.

- Successfully applied to the RWJF to support nursing workforce priorities in CT. Funding from the RWJF for the Connecticut Nursing Action Coalition is being used to promote the implementation of the recommendations in the Institute of Medicine Report- The Future of Nursing: Leading Change, Advancing Health. The recommendations being focused on are:
  - Strengthening Nursing education and training and the Nursing workforce
  - Enabling nurses to practice to the full extent of their education and training
  - Improve healthcare workforce data collection to better assess and project workforce requirements

**New Initiatives**

- In conjunction with the Connecticut Nursing Action Coalition apply for the third round of RWJF to support nursing workforce priorities in CT. (Grant total = $150,000). RFP’s will be made available in August, 2014.
- Working with the newly designated Connecticut Center for Nursing Workforce (housed at the CT Nursing Association Foundation) to increase diversity and opportunity in the training system.
- Workforce Alliance, in partnership with Gateway Community College, was awarded and has begun implementation of a Workforce Innovation Grant from US 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 initiative targets low-skilled job seekers, including individuals with limited English proficiency and individuals with reading, writing and math skills.

The ACE initiative has two major innovative strategies. The first is 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” will incorporate basic skills, occupational skills, and job readiness training; supportive services; an optional internship or clinical placement, job placement support, and long-term career navigation. Each ACE program will prepare job seekers for high demand occupations that offer a Career Pathway. 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 will bring these entities in as partners in an effort to streamline and better coordinate services and funding. Partners include Community Colleges, employers and other public agencies.
The Workplace, Inc. — Southwestern Workforce Investment Board
(Updated as of January 2013)

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

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

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

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

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

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

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

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

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

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

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

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

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

The **STAR program** systematically trains clinicians to become oncology rehab experts, implementing evidence-based therapy protocols. Each clinician gains a better understanding of the unique health and quality of life issues of cancer survivors who are undergoing treatment or living in its aftermath and will have the ability to guide their day-to-day interactions with patients in order to provide the best possible care. Each member of the team, who successfully completes the course, will join a national network of STAR providers.
The WorkPlace spent over $83,585 in incumbent worker training funds with a match of $83,814 by healthcare employers. In total, 386 employees benefited from training.

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

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