



# CCHAP Linkages

May 2004

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**The newsletter  
that features  
collaborations  
that build  
healthcare  
educational  
capacity**

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## **Distance-Delivered LPN Program**

### **A Partnership Project to Address Oregon's Critical Shortage of LPNs**

We would all agree that quality healthcare is essential for Oregon's citizens and its economy. However, Oregon, like many other regions of the nation is experiencing a critical shortage of trained healthcare workers. There is both an existing and a projected shortage of Licensed Practical Nurses (LPNs) in our state. This shortage is among the topics addressed in a 2001 Oregon Department of Community Colleges and Workforce Development (CCWD) report, *Health Education and Training in Oregon: The Community College Challenge* and in a 2002 report from the Oregon Workforce Investment Board (OWIB) *Health Care Sector Employment Initiative: Taking "AIMM" at a Growing Crisis*. Thus, addressing the LPN shortage became one of the primary project goals, when, in 2002 the Oregon Association of Hospitals and Health Systems (OAHHS) partnered with CCWD and Oregon Health Career Center (OHCC) to secure federal Carl Perkins funds to form the Community College Healthcare Action Plan (CCHAP).

CCHAP funded additional research in the fall of 2004 that examined Oregon data related to supply and demand for LPNs on a statewide and a regional basis, reported in the document *LPN Supply and Demand: The Future of Licensed Practical Nurses in Oregon*. Projected increased need for LPNs in the next ten years in Oregon varies by region from 11% to 35 %. However, data indicate that there are actually 26.5% fewer LPNs in the state than there were in 1991! Projected supply will not meet projected need.

There are many factors related to the LPN shortage, but a decreasing number of LPNs in the training pipeline plays a significant role. Existing Oregon nursing education programs have limited enrollment capacity and program and personnel resources, and cannot adequately expand to meet the projected demand. Additionally, there is only one stand-alone (e.g. not embedded in a Registered Nurse (RN) training program) in Oregon, which is provided by Rogue Community College (RCC) located in Grants Pass. This means that access to LPN training in terms of time and distance is a barrier for many of the field's potential workers. Also, with the exception of RCC's program, students who wish to become LPNs must meet the criteria for, and compete for slots in an

RN program, which may already be at enrollment capacity. This creates additional barriers related to qualifications and access. Many individuals who would make excellent LPNs cannot meet the RN entry criteria.

The LPN project proposes to increase capacity and expand access by developing a distance-delivered LPN program to regional cohorts of students in conjunction with Rogue Community College's existing stand-alone LPN program. The didactic portion of the practical nurse program will be converted to distance-delivery modes appropriate to content and instructional needs. Regional skills labs and clinical sites will be utilized for the project.

RCC's stand-alone program has already been approved by the Oregon State Board of Nursing (OSBN). The project will seek further approval from OSBN to extend instruction to two additional community college partner sites in regions where LPN need has been documented. Additional sites could be considered in future phases of this project. Students would be enrolled in and graduate from RCC, no matter what their location in the state. The plan calls for the first cohort of students to begin in winter term of 2006.

Additional funding will be needed for this project. The Community College Healthcare Action Plan (CCHAP) has funded research into funding for community college healthcare workforce initiatives and will use this information to seek new funding. A business plan will be developed for this purpose. Partnerships with regional healthcare and long-term care providers will also be developed.

CCHAP leaders have been working with RCC on this project since July of 2003; and a program consultant with a nursing background has been hired. A timeline has been developed for critical project milestones, including partnership selection, securing sustainable funding, curriculum conversion, program approval by OSBN, development of skills lab and clinical sites, the hiring of a project coordinator and part-time instructional nursing staff, and development of student services appropriate to distance-learner needs.

Working together is the only way to solve Oregon's healthcare challenges. Traditional approaches to instruction and its delivery do not meet the needs of today's students. Financial resources will continue to be limited. Only innovative collaboration based on today's realities can help achieve our goals.

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*For more information about this project contact:*

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# Summer Meeting To Address Healthcare Training Pre-Requisites Planned

## The Issues:

- 1) The variations in science pre-requisites to health occupations, and access to and capacity in those courses within and between the community colleges and four-year schools have been identified by the Governor's Healthcare Initiative, the community college Council of Instructional Administrators (CIA), the Oregon Consortium for Nursing (OCNE) and Community College Healthcare Action Plan (CCHAP) as barriers to entry into and completion of healthcare programs.
- 2) Additional issues related to healthcare science pre-requisites and their transferability within the community college system and to four-year schools are also concerns.

## Action:

A sub-committee for the CIA Healthcare Committee, representatives from the Governor's Simulation Alliance group, CCHAP, and OCNE has been charged with addressing these issues. The group has met and has carried out initial research related to pre-requisite variations at the community college and at some four-year schools. Information is available from Elizabeth Lundy ([elizabeth.lundy@linnbenton.edu](mailto:elizabeth.lundy@linnbenton.edu)) upon request. Transferability issues will be addressed in the next phase. Funding has been allocated from the Governor's Health Care Initiative by the Oregon Workforce Investment Board (OWIB) and CCHAP to help address initial course-related pre-requisite concerns.

## Next Steps:

**A Pre-Requisite Issues Institute** is being planned for July 29 and 30<sup>th</sup> at Linn-Benton Community College in Albany, Oregon. The focus will be on student learning outcomes in the Anatomy and Physiology (A and P) sequence as it is a common pre-requisite or co-requisite for a variety of healthcare education programs, and success in the A and P is an indicator of future success in several healthcare educational programs. The institute will bring together campus teams of 3-4 faculty and program managers in the science (A and P), nursing and allied health disciplines, from two and four-year public and private institutions. An attendance of approximately 100 is expected. Meals will be provided on site. Travel and lodging reimbursement and a modest stipend for community college participants will be available. Chief Academic Officers at the community colleges, targeted contacts at four-year public and private institutions and other interested parties will soon receive additional details by email.

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**The goal:** is for these participants to reach agreement on a common set of student learning outcomes for A and P. Individual campuses may then align their coursework and pre-requisites as needed, to ensure that their students meet these expected outcomes, while still maintaining local control over program organization and instructional delivery. Additional follow-up meetings to further refine outcomes agreements and curriculum implications are anticipated. Connections with high school healthcare education programs will be made in these subsequent events.

The methodology for developing common A and P student learning outcomes will serve as a template for addressing additional pre-requisite coursework concerns.

The sub-committee has contracted with Ruth Stiehl of OSU to be the event facilitator. Ruth will utilize additional trained facilitators in large and small-group work over the Thursday and Friday event.

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*For more information about this project, contact:*

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## Help Is Here!

Shrinking state and federal budgets, recession, and increasing demand for services has led to fierce competition for grant dollars. In addition, both foundations and federal funders are no longer funding "business as usual." Instead, they are looking for projects with the following elements: cooperation, coordination, innovation, and replication. This is where CCHAP can help you! CCHAP has a statewide perspective and a unique facilitating role to help make those critical connections that can position your project for funding.

One outcome of CCHAP's unique facilitation role is "The Guide to Funding for Healthcare Workforce Initiatives." CCHAP created The Guide to help you get started now with identifying funding for your projects. The Guide has a step-by-step "Roadmap" that explains grants research and writing and includes resources such as grant writing tutorials. Extensive listings of the foundations and federal funders we believe offer the best funding opportunities for your projects are also included.

CCHAP and The Guide can help you position your projects for funding and make the grant seeking process that much easier. You can download a copy of The Guide at [www.ohcc.org/cchap](http://www.ohcc.org/cchap) or if you would like a CD copy of The Guide, send an email request to [cchap@ohcc.org](mailto:cchap@ohcc.org).

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# Governor's Healthcare Workforce Initiative Update

The strategic plan for the Governor's Healthcare Workforce Initiative is moving forward and the Governor has adopted it as one of his top six priorities for Federal funding. The Initiative Coordinator is working with the Oregon Telecommunications Coordinating Council healthcare sub-committee to refine recommendations for improved access and affordability for all healthcare communities to the broadband telecommunications capacity in the state.

The Statewide Simulation Alliance and the Initiative received a \$600,000 grant from the Oregon Workforce Investment Board to begin the work of organizing the statewide simulation network and purchase simulation equipment through an RFP issued by the Simulation Alliance. The Initiative and the Statewide Simulation Alliance also received a \$300,000 grant from the U.S. Department of Labor to purchase simulation equipment for local coalitions through an RFP process.

The Initiative and the NW Health Foundation partnered to provide \$100,000 to Dr. Michael Seropian and Bonnie Driggers of the OHSU Simulation Learning Center to conduct readiness assessments with local coalitions.

A purchasing agreement has been signed with Laerdal, the company that makes the SimMan and other simulation equipment. "Affiliates" of the Statewide Simulation Alliance can purchase equipment at an attractive discount. Contact Diane Vines for more information.

Diane Vines, currently serving as the Coordinator of the Initiative, is recruiting for a healthcare professional to replace her when she returns to other responsibilities at the end of June. Diane will stay on as a consultant to the Initiative and new Coordinator. Please note Diane's new contact information below.

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*For more information about this initiative contact:*

*Dr. Diane Vines*

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# Governor's Healthcare Initiative Regional Meetings

The Coordinating Group established by the Governor's Healthcare Initiative Coordinator, Diane Vines, has recently adopted a revised plan for convening the statewide informational meetings to introduce components of the Initiative and the strategy behind the simulation training center system. Instead of convening three rather large regional meetings as originally planned, the group has now decided to "hit the road" and convene meetings at as many as 12 local sites throughout the state.

This rather ambitious revision to the schedule will allow for more dialogue and involvement of local stakeholders in understanding the various components of the Initiative and the funding resources that will become available to every region of the state. In addition, the revised schedule will provide an opportunity for the OHSU Simulation Center team to conduct a readiness assessment in their effort to determine which regions of the state are best prepared to begin their involvement in the statewide simulation center system.

The Oregon Health Career Center has developed a master schedule for convening the local site meetings with the intent of reaching every site by mid-September, 2004. An invitation to participate in the local site meetings is being emailed to stakeholders throughout Oregon the first week of June. If you do not receive an announcement, please contact us at: [localmeetings@ohcc.org](mailto:localmeetings@ohcc.org) and we will send you more information.

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*For more information about this project contact:*

[localmeetings@ohcc.org](mailto:localmeetings@ohcc.org)

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## Healthcare Education Assistance for HS Teachers

The Lane County Regional Health Services CAM-based curriculum is a valuable resource for the high school teacher, whether teaching a full-blown Health Occupations program or just trying to individualize a program for an interested student. Lane Education Service District provides a website (<http://www.lane.k12.or.us/CSD/CAM/index.htm>)

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designed to assist students and faculty in implementing the Health Services Certificate of Mastery (CAM) curriculum approved by the State of Oregon. The website content ranges from foundational concepts of CAM to specifics of instructional modules, student learning activities and outcomes. It can be used to augment classroom activities and/or to provide independent learning activities to evidence student mastery of health career knowledge and skills. The curriculum materials may also be purchased in large notebook form for \$50.00 from Kristin Gunson at Lane ESD, 1200 Highway 99, North Eugene, Oregon 97402-0374. Phone: 541-461-8200

Contents include:

1. Specific learning outcomes as identified in the Health Services Curriculum Framework.
2. A compilation and organization of learning activities for each component providing students with options for activities by which to demonstrate these outcomes.
3. Guidelines to assist students to plan learning activities, obtain approval, complete activities, and retain records for portfolio management and documentation of completion.

Level I components are foundational knowledge and skills that all schools, regardless of size, can adapt to their programs. The mastery of these components can be met through a variety of experiences and resources such as:

- existent science, health and health occupations courses
- web-based modules for independent student learning
- other independent study designed by student and faculty.

Learning outcomes, activities, resources and student planning guidelines are included for each component.

Health care foundations, or Level II components, incorporate higher levels of skills and knowledge as well as a variety of career related learning activities. These components could be met through activities within an existing science or health course, or through learning activities that a student accomplishes independently.

Extended career pathways, or Level III components, are designed to provide additional, optional activities for students desiring to enter a healthcare career field in an advanced practicum (pre-employment laboratory, cooperative education, or clinical internship) or beginning work experience. Advanced Practicums can be arranged in most any area that an experienced and willing mentor can be found, providing that contract agreement with the school can be reached.

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*For more information visit:*

<http://www.lane.k12.or.us/CSD/CAM/index.htm>

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# OIT's Center for Health Professions

Oregon's community colleges can be part of a new initiative being advanced by Oregon Institute of Technology to provide new pathways to health care careers at both the associate's and bachelor's degree level. The initiative – the Center for Health Professions – seeks to leverage OIT's strong tradition in health professions education to create partnerships to meet industry needs for new employees.

"OIT has a long history of partnering with community colleges in its engineering and technology programs," President Martha Anne Dow said. "We want to do the same with our health professions programs."

OIT's vision includes providing leadership to develop pathways to bachelor's degrees for those who want them. OIT's programs include four modalities of medical imaging (radiologic science, nuclear medicine technology, vascular technology and diagnostic medical sonography), dental hygiene, health sciences and nursing (part of the OHSU nursing program). OIT also operates programs in Clinical Laboratory Science and Paramedic Education in collaboration with OHSU and will start a program in Respiratory Care this fall in collaboration with Rogue Community College.

OIT hopes to house its Center for Health Professions in a new building on its Klamath Falls campus, but the initiative will focus on developing student-friendly articulations wherever possible with community colleges. OIT will also strengthen its clinical and externship opportunities and offer continuing education for health professions workers.

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## Let's Hear From You

Are you involved in a project that will increase educational capacity within a health occupation education program?

Do you know of an effective partnership that is contributing to an increase in the healthcare workforce?

If so, we would like to hear from you. Please email us at [cchap@ohcc.org](mailto:cchap@ohcc.org).