

Increasing Diversity in NC's Health Professions through NC AHEC Pipeline Programs: Access, Retention and Completion

Jacqueline R. Wynn, MPH
Associate Director
NC AHEC Program
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Overview

- Session Goal:
 - Provide a snapshot of NC AHEC's pipeline efforts to develop a flexible, coordinated and collaborative pathway for recruiting, retaining and graduating underrepresented and minority students , through a comprehensive precollege, college and professional pipeline as a key strategy to eliminate health disparities and improve the nation's overall health status.

NC Health Careers and Workforce Diversity Goals

- Increase the awareness, recruitment and retention of underrepresented individuals to careers in the health professions, and
- Enhance appreciation among education and civic leaders and community health providers of the importance of health career opportunities.

NC AHEC HCWD

- Each year, approximately 37,000 individuals participate in NC AHEC HCWD programs and activities across the state.
- Approximately 58% of the participants are grades K-8; 35% are grades 9-12 and the remaining participants are college students and adults.

Core Functions

- Health Careers Awareness and Enrichment for Students
 - Parental Involvement
- Health Careers Awareness and Enrichment for Educators
- Health Careers Information and Materials Dissemination
 - NC Health Careers Manual
 - Award winning manual featuring 88 career descriptions as well as information on educational programs, financial aid, academic requirements, employment, salary ranges and health care trends.
 - Available online: www.nchealthcareers.com
- Partnering and Collaboration
- Evaluation and Tracking

Precollege Pipeline Programs

- Precollege Programs
 - Awareness Programs
 - Structured Programs

Pre College Programs

- Awareness
 - Programs less than 20 hrs in length which typically have the objectives of raising awareness of general/specific health careers).
 - Examples: Puppet Shows, Career Fairs/Exhibits

Precollege Programs

- Structured Programs
 - Programs greater than 20 hrs in length and are much more intense, math and science enrichment, field trips and other hands-on activities, college prep and SAT preparation as well as health behaviors are generally included in structured programs.
 - Participants are tracked in the NC AHEC Health Careers Statewide Evaluation and Tracking System, HCSETS.
 - Residential camps
 - Youth Health Services Corp
 - Future Leaders in Health Care

Youth Health Services Corp

- All AHEC HCWD staff have been trained, as of December 2009, in the award winning health career recruitment program that engages high school students in quality service learning that addresses community health care needs. While fulfilling a need for volunteers service, students acquire real life experience working with underserved populations in health care settings.

Future Leaders in Healthcare

- Annual Weekend Long conference on a academic campus, that is designed to develop future leaders in health care that convene high school students from across the state that participate in AHEC Programs
- 2010 Conference
 - Held on the campuses of Wake Forest University (WFU) and Winston Salem State University, WSSU)
 - Keynote Presenter: Dr. Anthony Atala, Director of the WFU Institute of Regenerative Medicine
 - 276 Students Participated

Collegiate Pipeline Programs

- Since 2004, NC AHEC has engaged in a very unique partnership
 - NC Access Retention and Completion Program (NC ARC)

NC Access Retention and Completion (NC ARC)

- NC ARC partners
 - NC AHEC Program
 - North Carolina Health Careers Access Program
 - Department of Allied Health Sciences (DAHS) at UNC-CH
 - Three Public Historically Minority Serving Institutions (HMIs)
 - UNC Pembroke
 - NC A& T State University
 - NCCU

NC ARC

- Focus
 - Preparing and Enhancing Student Competitiveness for admission, retention and completion of an allied health program in seven (7) different disciplines offered at UNC-CH
 - Physical Therapy, (DPT) Clinical Laboratory Science (CLS), Occupational Therapy, Cytotechnology, Speech and Hearing Sciences, Radiologic Science and Rehabilitation Counseling and Psychology

Project Uniqueness

- Travel distance of the three Historically Minority Serving Institutions from the campus of UNC-CH
- The availability/emphasis on the use of technology for enhancing student learning
 - Live, Interactive Teleconferencing was used as the Distance Learning Media
 - Broadcast to NC A&T SU, NCCU and UNC Pembroke for 5 consecutive weeks over the course of the semester /one per week

NC ARC Model

- The Distance Learning Course broadcasts to the HMI's were modeled after a one-hour course on the campus of UNC-CH, Department of Allied Health Sciences, (AHSC 40)

NC ARC Model, continued

- Students enrolled in a similar one-hour credit course identified on two of the three campuses to motivate students to participate

NC ARC Model, continued

- The Department of Allied Health Sciences faculty served as instructors for the distance learning course.
- Faculty also communicated with students that expressed an interest in their disciplines via email communications

NC ARC Model, continued

- Students were exposed to local allied health preceptors and mentors in class and work settings
- NC AHEC Health Careers Manual was used as the primary course text
- Student learning was further enhanced by their developing and submitting personal reaction papers to mentor/preceptor observations experiences.

Mentoring

- Mentoring
 - Students were required to participate in a least one shadowing experience
 - Mentor involvement varied by site – some mentors had one contact with a student and some had multiple visits and correspondence with numerous students
 - Blend of Volunteer and Paid Mentors

Campus Visits

- DAHS faculty visited campuses throughout each semester
- Reinforce teleconference information
- Provide academic support to students

Recognition Ceremony

- Held at UNC-CH
- Incentives for Participating
- Motivational Speakers
- Networking Lunch

Evaluations

- Students completed evaluation for each presentation
- Feedback used to improve future presentations

Outcomes

- Over 300 students participated in NC ARC
- 30% above the original goal of 225 student participants.

Student Testimonials

Would you recommend this activity to other students?

- *“Yes, it gives you an opportunity to be exposed to different health careers.”*
- *“Yes, it’s always good to have a Plan B.”*
- *“Yes, It widens the knowledge and information that isn’t currently available to some people.”*
- *“Yes, it’s all about options, networking and gathering information.”*
- *“Yes, It could clear up a lot of questions and may help someone be better prepared and decide what career to pursue.”*

Professional Pipeline Efforts

- NC AHEC Health Careers and Workforce Diversity Council
 - www.nchealthcareers.com
- NC Alliance for Health Professions Diversity
- National Association of Medical Minority Educators, Inc., (NAMME)
 - www.nammenational.org

Conclusion

- As the US population continues to grow, it is imperative that we continue to develop a flexible, coordinated and collaborative pathway for recruiting, retaining and graduating underrepresented and minority students as a key strategy to eliminate health disparities and improve the nation's overall health status.

For More Information

Jacqueline R. Wynn, MPH
Associate Director

North Carolina Area Health Education Centers
Program

(919) 966-0816

www.ncahec.net

Brenda Mitchell

Brenda_Mitchell@unc.edu

(919) 966-9037