

Release Date: 1/3/2024



**RECRUIT
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**NORTH CAROLINA
AREA HEALTH EDUCATION CENTERS**

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REQUEST FOR PROPOSALS

Creation of Model Team Based Teaching Sites in Rural North Carolina

The North Carolina Area Health Education Centers Program (NC AHEC) is seeking proposals to establish up to 5 rural interprofessional clinical training sites. Proposals must include how teaching sites will provide interprofessional training for medical students and nurse practitioner or physician assistant students to transform current models.

Application Due Date: February 16, 2024

Budget

\$150,000 per teaching site/year. Proposals should indicate how funds will be used to achieve project goals below. Award length will be two years with possibility of renewal for additional two-year periods, contingent on availability of funds and progress towards project goals.

Eligible Applicants

Community based primary care medical practices or groups of practices (Family Medicine, General Internal Medicine, General Pediatrics) in rural North Carolina are eligible to apply. Documented partnerships with North Carolina institutions that train medical students and nurse practitioner or physician assistant students (e.g., letter of support, academic affiliation agreement, etc.) is required. Health Systems can submit one or more proposals to establish teaching sites. A site may have more than one location but will be considered one site for the purposes of the proposal. Up to five sites will be funded in total.

Background and Scope of Work

Improving the supply and distribution of needed primary care health professionals in rural communities and other communities with less access to resources is needed to create a healthy North Carolina. Effectively training the future primary care workforce in alignment with that goal requires adequate community-based teaching capacity. That capacity is limited, especially in rural communities. This project seeks to establish up to 5 model rural, outpatient, team-based clinical teaching sites across rural areas of North Carolina to demonstrate the effectiveness of training interprofessional students together in a well-supported practice environment. At least one will be in the three western AHEC regions (Mountain, Northwest, South Piedmont), one in the three central AHEC regions (Wake, Piedmont, Southern Regional) and one the three eastern AHEC regions (Southeast, Area L, Eastern). The NC AHEC map can be found on the website: <https://www.ncahec.net/ahec-locations-by-county/>.

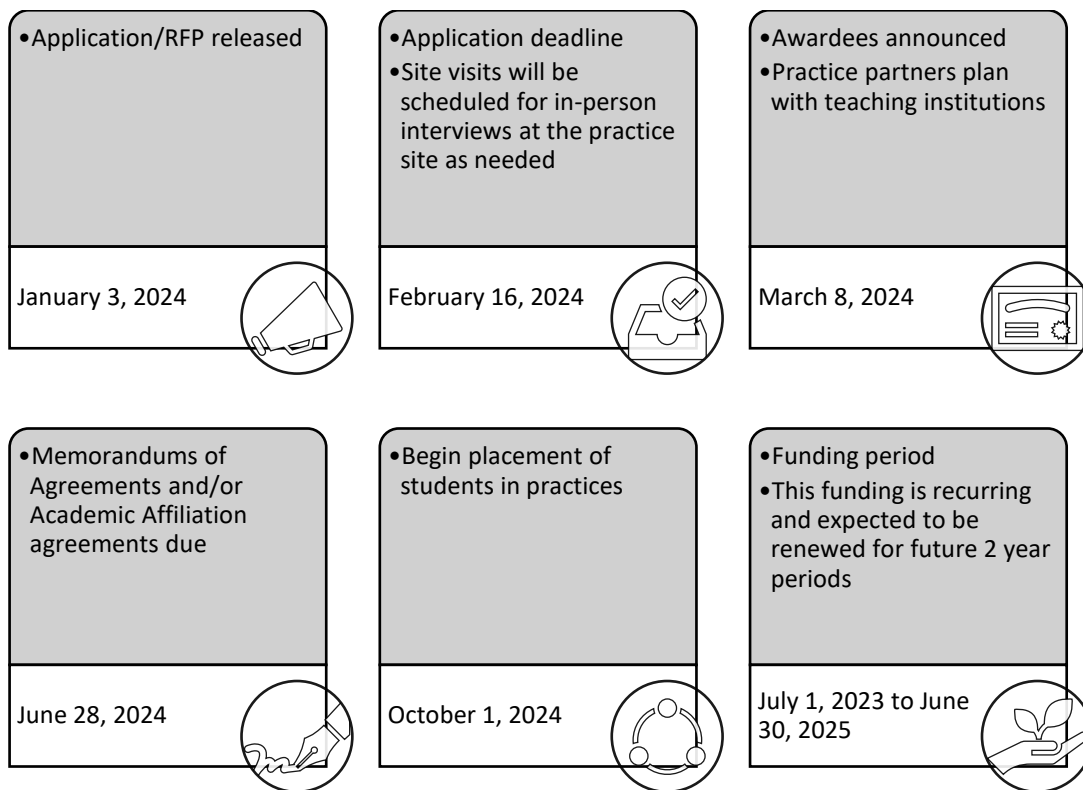
Project Goals

- 1. Establish model outpatient, team-based clinical teaching sites in rural North Carolina.** Rural is defined in page 5. The teaching sites shall serve as team-based locations for medical students to learn primary care in an outpatient setting with nurse practitioner or physician assistant students in rural clinical primary care rotations. One "teaching site" can consist of one or more practice locations, as long as each location trains medical students and nurse practitioner students (e.g. Family Nurse Practitioner, Pediatric Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner) and/or physician assistant students and may also train other health professions students. Proposals should indicate how sites will develop models of practice where students will learn from, with, and about each other to achieve improved health and education outcomes. Preferences will be given to proposals where practices demonstrate a rich learning environment including an interprofessional practice environment, intentional interprofessional learning activities, broad scope of care, history of innovation, and commitment to narrowing health inequities. See definition of interprofessional education on page 5.
- 2. Ensure that the teaching sites are well prepared to teach and support students and ensure that the sites have adequate time, space, and resources allocated to teaching.** The teaching sites must demonstrate with specificity that adequate time, space, and resources are available to provide effective primary care clinical education to more than one profession (at least medical students and nurse practitioner or physician assistant students but other professions can also be included). Teaching sites should demonstrate how students will learn from, with, and about each other (examples might include interprofessional teams, rounds, or huddles that involve students, and/or interprofessional clinical projects that involve students). Teaching sites should also demonstrate how students will learn to engage with the community (examples might include working with community groups, mentorship from community leaders, connecting with community-based resources for patient care).
- 3. Ensure that model teaching sites will regularly teach students.** The teaching sites must demonstrate partnership through a Letter of Support (LOS) or Academic Affiliation agreement with one or more schools that educate medical students and one or more schools that educate nurse practitioner or physician assistant students. Other health professional schools/programs may also be included. The LOS or Academic Affiliation Agreement from the schools must demonstrate that schools will place students in the teaching sites regularly (detailed description of the clinical learning experience, anticipated overlap with learners of other professions, and the amount of time students will be in the practice). Applicants who can accommodate more students will be scored more favorably. Practices without current partnerships with a medical school and a graduate nursing or physician's assistant program can contact Jill Forcina (jill_forcina@ncahec.net) for technical assistance.
- 4. Partner with NC AHEC to study effectiveness of model.** Teaching sites who are awarded funds will work closely with staff at NC AHEC. Teaching sites will provide quarterly reports on the effectiveness of the model to include an analysis of the financial impact on the practice of providing these services and the impact of the sites on the learning and success of students and the health and well-being of

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the respective service areas for each site (see metrics to measure success below). Sites will provide regular progress updates and outcomes reporting and come together annually to share best practices with each other, highlighting how to build team-based learning communities and how to build effective educational partnerships with communities.

Scope of Work/Timeline*



**Regular reporting will be required throughout the funding period.*

Although renewal of funding is expected, teaching sites working together with institutions of higher learning should find ways to expand work over time. Including sustainability and expansion plans in the application will strengthen application.

Use of Funds

Funds can be used to support interprofessional curricular coordination, preceptor time (and/or bonus payment), professional development, student housing, activities to engage students in the local community, student led interprofessional projects, and support to measure success of teaching sites (see metrics below).

Funds cannot be allocated for equipment for on-campus educational experiences, student stipends, meals, or expensive training models/supplies that would dominate the budget.

Application Instructions

Applications may not exceed 15 pages and should be 11-point font, double spaced. Be brief but specific. Attachments including Letters of Support and Academic Affiliation Agreements do not count toward the page limit.

Proposals must include, at a minimum:

- Summary description of how project goals outlined above will be achieved.
- Clear explanation of how funds will be spent to achieve project goals.
- Resources and capabilities
 - Elaborate on your organization's staffing, including how the staffing will be used for teaching and to provide the required administrative and reporting infrastructure.
 - Describe partnerships you will use.
 - Include Letter(s) of Support or Academic Affiliation Agreement(s) from partners on the official organizational letterhead. See page 5 for guidance on Academic and Practice Partnerships.
 - Explain how these ensure you can carry out your proposal and meet the project goals.
- Required sections
 1. Description of the practice and the community including scope of care provided at the site, patient demographics, and recent innovations.
 2. Description of interprofessional clinical environment in the practice(s).
 3. Description of how students from different professions will learn with, about and from each other.
 4. Description of how members of the practice(s) will have time specifically allocated to teaching. Note – this means time specifically designated to teach instead of other duties, not time to teach in addition to other duties.
 5. Documentation of the partnership with one or more North Carolina institutions of higher education that provide instruction for medical students and nurse practitioner students or physician assistant students. Letter of Support (LOS) from relevant schools will need to be included in the application.
 6. Description of arrangements to ensure that medical students and nurse practitioner or physician assistant students are placed in the practice(s) in sufficient numbers.
 7. Description of ongoing training to ensure members of the practice(s) are prepared to create a positive learning environment for students and teach effective primary care and team-based care. This includes a description of preceptor development training for clinicians serving in the preceptor role.
 8. Description of arrangements to ensure that students have housing in the community or in proximity of the community during their rotations. AHEC can provide technical assistance during the application process.
 9. Description of partnerships with community groups and organizations such as the Chamber of Commerce, Workforce Development Boards, and/or Economic Development Groups to ensure learners understand and are integrated into the local community.
 10. Description of how practice(s) will analyze and provide quarterly reports on the following measures:

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- Financial impact of training students on the practice(s)
 - Students' contribution to clinical care
 - Staff and preceptor experience teaching students including extra time spent at work, change in preceptor and staff satisfaction.
 - Student ratings of learning and learning environment in the practice(s)
- Optional sections
 - Partnerships with multiple schools, including community colleges, and incorporation of students from additional professions are encouraged—this could include nursing (pre-licensure), social work, pharmacy, physical therapy, and community health workers among others. It is desirable that students placed in these practices have special interest in pursuing careers in rural primary care.
 - Description of how practice(s) will partner with health systems or other organizations to leverage funding to sustain and/or establish other model teaching practices.



Submit proposals electronically to

<https://app.smartsheet.com/b/form/def7001a063e4eabb79e5a43290f8bcf>

QUESTIONS AND RESOURCES

- **Informational Webinar**

For more information about the application process, join our webinar on 1/5/2024 at 2 PM:

https://us06web.zoom.us/webinar/register/WN_35GBSPwSQj2vsCXPntAKAQ

- **Contact Information for Questions**

Jill Forcina: Jill_Forcina@ncahec.net

Adam Zolotor: Adam_Zolotor@med.unc.edu

- **Resources**

Counties are defined as rural by the Rural Center as counties with an average population density of 250 people per square mile or less: <https://www.ncruralcenter.org/about-us/>

Guidance on Academic Practice Partnerships: <https://www.aacnnursing.org/our-initiatives/education-practice/academic-practice-partnerships>

Interprofessional Education and Practice: <https://nexusipe.org/>