

Group 3 Sorting Worksheet

Internship/Clinical Training; Academic Preparation and Entry Support

STEP 1 – INDIVIDUAL WORK

- Review the recommendations in priority order under “Recommendation” column.
- If you determine that a recommendation has “prerequisites” that are *currently* listed as a lower priority, list that recommendation’s number as a “prerequisites.”
- If you believe there is more than one prerequisite, please list each prerequisite in proper order.
- Review each recommendation and indicate with an “x” in the appropriate column, whether it has a short-term, medium-term, or long-term completion expectations.
 - **Short term-** Recommendation that could be completed within 18 months
 - **Medium Term-** Recommendation that could be completed within 19 to 36 months
 - **Long Term-** Recommendation that will take 36 or more months to complete.

STEP 2 – SMALL GROUP

- Discuss with your group your thoughts from your individual work. The goal is to understand other group members’ thinking.
- After completing a review of additional prerequisites and the timeline, list (by number) the adjusted priority order of recommendations in the far right column.

You also have cards with each recommendation printed on them. As a small group you can move them around in the Adjusted Priority Order the group thinks makes sense in light of the small group discussion.
If you use the cards, list the priority order in the far right column once the group agrees on the order

- **IMPORTANT NOTE:** To account for the short-term bias inherent in the criterion “Immediate increase to workforce,” we recalculated each recommendation’s scores. Review the Modified Prioritization by Score sheet to see the changes. This may impact your ranking.

Recommendation	(INDIVIDUAL) STEP 1			(SMALL GROUP) STEP 2	
	Prerequisites	Timeline			Adjusted Priority Order (if applicable)
	List Prerequisites By Their Number	Short	Medium	Long	
Internships/Clinical Training					
1. Increase training and teaching in community settings, including increasing community rotations, and expand the number of teaching health centers in California					
2. Create Partnerships between educational institutions and healthcare employers to increase the quality of health workforce transition to practice programs					
3. Develop policy that incentivize mentoring, preceptorships, internships and clinical training in ambulatory settings and underserved areas and provide infrastructure to coordinate through increased funding					
4. Develop incentives for residency programs to increase diversity and yield professionals who are committed to practice in underserved communities					
5. Advocate for California to secure increased residencies and funding through obtaining an allocation of residency slots that are unused by other states					
6. Increase residency opportunities and transition to practice programs for multiple provider types in areas of unmet need					
7. Develop interdisciplinary training programs and the expansion of training models to include non-traditional clinic sites					

Recommendation	(INDIVIDUAL) STEP 1				(SMALL GROUP) STEP 2
	Prerequisites	Timeline			Adjusted Priority Order (if applicable)
	List Prerequisites By Their Number	Short	Medium	Long	
8. Increase awareness and participation by sites to facilitate student participation					
Academic Preparation and Entry Support					
1. Increase wrap around and case management support of underrepresented students to help with barriers and academic issues. Strengthen academic and career counseling through all levels					
2. Improve pre-health course alignment and articulation among the spectrum of California’s institutions of higher education to enhance curriculum coordination, student advancement and use of resources <i>(This recommendation is also in “Infrastructure”)</i>					
3. Strengthen undergraduate preparation/linkages to Health Professions Schools and employers					
4. Develop new CDE standards and model curriculum aligned with industry needs and increase opportunities for student exposure, service learning and training. Optimize and increase Health Career Academies and Pathways; fund work based learning					
5. Provide Basic skills Training at the secondary and postsecondary level including math, reading, writing, customer services, and the use of technology tools					
6. Improve/clarify articulation along career paths and lattices (e.g. Associate to Baccalaureate Degree Nurse, Community Health Workers to other careers, Medical Lab Technologist to Clinical Lab Specialist)					

Recommendation	(INDIVIDUAL) STEP 1				(SMALL GROUP) STEP 2
	Prerequisites	Timeline			Adjusted Priority Order (if applicable)
	List Prerequisites By Their Number	Short	Medium	Long	
7. Incentivize the education/training admissions process for applicants from diverse populations					
8. Establish campus level health career offices and advising infrastructure at all postsecondary institutions. Establish strong linkages with employers, HPEI's and pipeline programs					
9. Support health academies, Science Technology Engineering and Mathematics (STEM) and other programs that support health pathways					
10. Eliminate disparities in high school classes offered (e.g. schools must offer A-G classes to enable every student the opportunity to go to college, more AP classes in all schools)					
11. Advocate for policy changes that increase funding for education institutions, vocational training programs, adult education programs and scholarships for specialized healthcare professions					
12. Expand the community college career pathway health and science initiative (HASPI) to strengthen math and science preparation regionally					
13. Support CSU recommendations for health career advising and courses on campuses					
14. Improve access to prerequisite courses					
15. Create interdisciplinary core competency standards in healthcare training programs (e.g. quality, safety, communication and mandated health policies)					

Recommendation	(INDIVIDUAL) STEP 1			(SMALL GROUP) STEP 2	
	Prerequisites	Timeline			Adjusted Priority Order (if applicable)
	List Prerequisites By Their Number	Short	Medium	Long	
16. Revisit general education requirements to include computer training for postsecondary training					
17. Revisit prerequisites as indicators of success in education programs and employment					
18. Develop and implement a system and central database to identify, monitor and support students with interest in health careers to go the next level and track their progress. Evaluate expanded use of Cal Pass based on pilots underway					

Notes:

- Each table to identify a scribe to capture the information discussed.
- Each table to identify a facilitator/spokesperson for the group.
- In the space below, document the key findings from your discussion for the spokesperson to use during the large group report out.

Sorting Report Out
Instructions and Note Sheet

Table Spokesperson:

What were the major themes, findings, adjustments to the recommendations?

What questions arose?

What clarification is needed?

What assumptions were critical components of your review?

What additional priorities need to be considered in the future?