



NJ PATHWAYS
TO CAREER OPPORTUNITIES
Aligning Education to Build an Innovative Workforce



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Thank you for joining us. Please take this time to mute yourself.



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YEAR 2 PROGRESS UPDATE

Center of Workforce Innovation for
Patient Care



Catherine Starghill, Esq.

Vice President

New Jersey Council of
County Colleges

Executive Director

New Jersey Community College
Consortium for Workforce & Economic
Development

WELCOMING REMARKS

Our Education Partners

- Atlantic Cape Community College
- Bergen Community College
- Brookdale Community College
- Camden County College
- Essex County College
- Gateway Regional High School
- HIMSS Institute (Healthcare Information and Management Systems Society)
- Home Helpers of Monmouth County
- Monmouth County Vocational School District
- New Jersey Mental Health Association
- Mercer County Community College
- Newark School of Data Science and Info Technology
- Passaic County Community College
- Rowan College of South Jersey
- Rutgers University, Rutgers School of Health Professions
- Salem Community College
- Salem County Vo-Tech Schools
- UCNJ Union College of Union County, New Jersey (UCNJ)
- Weequahic High School

AGENDA

Welcoming Remarks

Patient Care Pathway Projects
Year 2 Update

Q&A

Closing Remarks





Center of Workforce Innovation for Patient Care

Susan Pagano, Lead Institution Representative
Brookdale Community College



Gerontology Long Term Care Summer Immersive Digital Badge Program

Darlene Zales-Russamano, Bergen Community College

EDUCATION PARTNERS:

Bergen Community
College

Gerontology Long Term Care Summer Immersive Digital Badge Program

Due to the increase in the geriatric population and need for more nurses interested in long term care, Bergen Community College has partnered with one of our clinical partners to provide a pathway for student nurses to explore this specialty.

This program is a pilot to target Nursing student interests in specialty areas where nurses are needed the most. Providing summer immersive programs for student nurses in areas with the highest nursing shortage may spark interests for future employment and retention of nurses in these specialized areas.

This type of program can expand to develop an immersive program in the specialty of oncology. The Nursing faculties are developing this as a potential microcredential.

The digital badge credential will be a standout to employers that students have completed specialized education and clinical experience in this area of Nursing.

PATHWAY CONNECTIONS:

Big Idea Different than the Work Done in Year 1

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PLA for Apprenticeship RTI

PLA

Connection between Community Colleges (1+1)

Experiential Learning

Connection to CBOs

Adult Learners

Adult Literacy

Connection to 4-Yr College/University

Professional Development

Pilot

Gerontology Long Term Care Summer Immersive Digital Badge Program

- Didactic- 18 mini lectures, 72-hour clinical experience specific to older adults in a long-term care setting, and 8-hours of simulation will give students the opportunity for experiential learning to practice the daily tasks of the nurse in a long-term care setting guided by faculty well versed in Gerontology.
- A vital component to the program is having a clinical placement for the specialty.
- The students will have a digital badge microcredential for experience that they can highlight in their clinical portfolio.
- The microcredential badge is being developed using the Canvas learning management system

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Gerontology Long Term Care Summer Immersive Digital Badge Program

Participating nursing students will have experiential learning in the specialty of gerontology in a long-term care setting after the completion of the 4-week summer immersive.

Nursing students will have clinical faculty feedback and evaluation resulting in a digital badging microcredential. Nursing students may seek employment at a long-term care facility.

Words of advice:

- Clinical partners are vital in success of the program.
- Clinical faculty expertise necessary to bridge didactic and clinical experiences.
- Simulation experiences in the lab is a great supplemental resource before actual clinical placement and increases student's clinical readiness.
- Small group cohorts optimal for student success.



Nursing Success Bootcamp

Fathia Richardson, Camden County College

Myrna Morales, Atlantic Cape Community College

EDUCATION PARTNERS:

Atlantic Cape
Community College

Camden County
College

Nursing Success Bootcamp

There is a higher proportion of students struggling to complete the gatekeeper first level nursing course than in the past.

In this challenging climate, faculty lack adequate resources to devote to additional individual remediation.

A “Nursing Success Bootcamp” for newly admitted students was developed. The Bootcamp includes sessions designed to prepare students for the rigors of the nursing program and address observed deficits including study skills, test taking strategies, anatomy and physiology, dosage and calculations, nursing culture, and clinical judgment.



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Nursing Success Bootcamp

Academic Coaching

The hiring of a Nursing Success Coach is essential to support students academically but also emotionally and focuses on providing individualized support to every Nursing student over the course of their studies.

Enhancement Sessions

The goal for the “Nursing Success Bootcamp” is to foster a better-prepared student and to provide insight into the students' abilities and needs prior to the start of the nursing program. Bootcamp sessions planned to enhance student success in the first nursing course include:

- Orientation to the Nursing program
- Introduction to the Nursing culture
- Introduction to simulation and lab skills
- Review of math skill required for safe medication administration

Data Collection

Data will be shared on the group dynamic of the process, foreseen and unforeseen barriers, and student outcomes. The final deliverable will be a report containing analysis of data related to student participation, course grades in the first nursing course compared to previous years, and student survey results.

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Nursing Success Bootcamp

Registered Nurse – Atlantic Cape Community College

Atlantic Cape does not believe that it is unique in its challenges to retain nursing students. With the support of NJ Pathways, we have created a three-prong approach to addressing student's ability to see success in the nursing courses.

1. Hiring of the Nursing Success Coach
2. Creation of success sessions – introduction to nursing specific learning
3. Use of the ATI Launch product - review of Anatomy and Physiology, test-taking skills, and time management skills

Challenges:

Hiring of the Nursing Success Coach and the faculty needed to create the academic sessions.

Solutions:

Look at what you already have in place – specifically personnel

Words of Advice:

Have and provide all involved with clear expectations for the process and the learning that needs to take place.

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Nursing Success Bootcamp

Practical Nurse – Camden County College

Camden County College, like Atlantic Cape Community College, has experienced challenges retaining students in the Practical Nursing Program. Camden County College has a different timeline, but will use the same approach of hiring a Nursing Success Coach, providing support and piloting the ATI launch with hopes to minimize Practical Nursing Program attrition.

Assessment Technologies Institute.

The Nursing Success Bootcamp will run for 10 weeks in the summer of 2024. The Nursing Success Coach will support students in the first nursing course through fall 2024.

Challenges:

Finding an experienced nurse educator to run the bootcamp.

Solutions:

We sent posting to our pool of past and current adjunct instructors.

Words of Advice:

When attempting to remove barriers to nursing education access, it is important to imbed necessary support including adequate personnel resources to improve students' chances for success.



Pathways to Careers in Nursing

Scott Shanes, Brookdale Community College

EDUCATION PARTNERS:

Brookdale Community
College

Monmouth County
Vocational School
District

Home Helpers of
Monmouth County

Pathways to Careers in Nursing

The Pathways to Careers in Nursing project is supporting students in our Certified Home Health Aide (CHHA), Certified Nurse Aide (CNA) and Patient Care Technician (PCT) programs. These classes are prerequisites for Brookdale's Nursing program.

The project will assist approximately 80 students across all three programs with tuition assistance.



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Pathways to Careers in Nursing

- We are running two sections of the RN/LPN Refresher & RN/PN Review course, providing 32 students with tuition assistance. Once completed with the courses these students will be ready to re-enter the workforce or prepare to take the NCLEX Exam and start their career as a Nurse.
- We are providing a Math Workshop bootcamp for Nursing students currently enrolled in Brookdale's Nursing program.
- We have partnered with Home Helpers of Monmouth County to provide CHHA Instruction to CHHA candidates they are looking to hire.
- Monmouth County Vocational Technical School is delivering the LPN program while also offering tutoring to support LPN students.



Certified Clinical Medical Assistant (CCMA) Pilot

Monique Brathwaite,
UCNJ Union College of Union County, New Jersey (UCNJ)

EDUCATION PARTNERS:

UCNJ Union College of
Union County, NJ
(UCNJ)

Certified Clinical Medical Assistant (CCMA) Pilot

The CMA program is in high demand within the community served by UCNJ Union College of Union County, NJ (UCNJ). Through this project 15 UCNJ Union College of Union County, New Jersey (UCNJ) students receive Certified Clinical Medical Assistant (CCMA) training.

This initiative is beneficial for adult learners aspiring to acquire new skills and attain industry-recognized certifications in the thriving Allied Health Market, positioning them to enter the Allied Health workforce as Certified Clinical Medical Assistants equipped to secure a sustainable living wage.

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Professional Development

Pilot

Certified Clinical Medical Assistant (CCMA) Pilot

Students engage with 13 modules encompassing both theoretical concepts and practical applications to solidify their understanding of the subject matter.

The program includes a job development component, involving group sessions and one-on-one meetings with UCNJ Union College of Union County, New Jersey (UCNJ)'s, Job Developer. During these sessions, participants focus on enhancing resume-building skills and participating in mock interviews.

Additionally, students prepare to test for four industry-valued credentials as part of the program:

- Certified EKG Technician (CET) - National Healthcareer Association (NHA)
- Certified Phlebotomy Technician (CPT) - National Healthcareer Association (NHA)
- Certified Clinical Medical Assistant (CCMA) -National Healthcareer Association (NHA)
- Basic Life Support/ Cardio Pulmonary Resuscitation - (BLS/CPR) - American Heart Association (AHA)

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Pilot

Certified Clinical Medical Assistant (CCMA) Pilot

UCNJ Union College of Union County, NJ (UCNJ), did not previously offer a CMA program. Due to the pilot program, UCNJ Union College of Union County, NJ (UCNJ), now has a successfully established CMA program which employer partners are particularly enthusiastic about collaborating and employing our students.

Challenges: The challenges encountered were not solely program-related but rather encompassed broader student life issues, including concerns related to food insecurity, stable housing, and mental health needs.

Solutions: Our steadfast commitment to ensuring students' access to on-campus services enabled us to provide assistance and guidance, addressing these vital support needs within the college community.

Words of advice:

Conduct information sessions and interview prospective candidates to ensure thorough awareness of program details among students. Participate in career fairs specifically targeted at attracting Allied Health candidates to enhance program promotion. Implement course evaluations periodically throughout the program to gather insights from the students' perspective on the progression of the courses.



Adult Literacy Pilot: Allied Health Professional Fundamentals for ESL Students

Winster D. Ceballos, Passaic County Community College

EDUCATION PARTNERS:

Passaic County
Community College

Adult Literacy Pilot: Allied Health Professional Fundamentals for ESL Students

Adult literacy pilot program to provide ESL students with Integrated Education and Training (IET) related to the health care career pathway. ESL students have language skills and cultural competencies which are valuable in the health care field. This integrated education and training program will provide a pilot to prepare students to move forward on the health care career pathway.

The Medical Assistant Foundation Fundamentals for ESL course will prepare students for their role in the Allied Health setting as well as use real world applications. Students will be introduced to medical terminology, vital signs, basic anatomy and physiology, computers in the medical office, front office procedures, OSHA standards, first aid and CPR, and medical/surgical aseptic technique.

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Pilot

Adult Literacy Pilot: Allied Health Professional Fundamentals for ESL Students

The course was developed in partnership with Passaic County Community College Certified Medical Assistant Program to provide high-end instruction with the goal to serve as a bridge to students to get certified.

Challenges:

The language proficiency is an issue because students are at different levels of the English language.

Solutions:

- Supplementary English for Specific Purposes (ESP) sessions are being incorporated focusing on medical terminology and language used in healthcare settings.
- BurlingtonEnglish will be ideal to help with this challenge.
- Utilize visual aids and interactive learning tools to enhance comprehension for non-native English speakers.
- Displaying essential concepts and new vocabulary on the board will serve as a crucial element in aiding students' comprehension of challenging information.

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Adult Literacy Pilot: Allied Health Professional Fundamentals for ESL Students

Challenges:

Class size has surpassed our expectations.

Solutions:

Course will be split into 2 cohorts with alternating lab sessions to manage the space effectively.

Interim Recommendations:

- Review and modify the syllabus to focus on foundational topics and skills that are essential for entry-level medical assistants, ensuring they are achievable for our students' proficiency levels.
- Introduce a modular approach that allows for flexibility in teaching complex subjects, breaking them down into more manageable segments.
- Implement continuous assessment methods to gauge student understanding and adjust teaching strategies accordingly.

Healthcare Technology & Administration

Elvy Vieira, Essex County College

Dana Castro, Healthcare Information and Management
Systems Society (HIMSS) Institute

EDUCATION PARTNERS:

Essex County College

HIMSS Institute
(Healthcare Information
and Management
Systems Society)

Weequahic High School

Newark School of Data
Science and Info
Technology

Rutgers University,
Rutgers School of
Health Professions

Healthcare Technology & Administration

Increase Adult Learners certification obtainment through marketing to HIMSS members. Offer the Certified Associate in Healthcare Information and Management Systems (CAHIMS) and Certified Professional in Healthcare Information and Management Systems (CPHIMS) Exam Review Course to 20 individuals.

Develop a Healthcare IT Technician Apprenticeship with HIMSS.

Collaborate with HIMSS to build capacity, by offering an Adjunct Professor Program to 15 individuals. Interested individuals will participate in the Train the Trainer program.

Provide Experiential Learning experience via AI Hackathon for 15 dual enrollment students and students in the Associated Degree programs in Healthcare Data Science.

The AI Hackathon sponsored by the Innovation Center at Cooper University Hospital will include 2 face-to-face sessions and 1 virtual session. This program will be scaled by developing a tool kit that will be shared with all hospital systems nationally.

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Healthcare Technology & Administration

Credential:

- Offer HIMSS Professional Certification Prep Course, a 16-week course, to prepare professionals and college students to earn a HIM certification.

Milestone: Course is Board approved; Adjunct Teaching Professional hired.

Experiential Learning:

- Essex County College students participated in a NJ Provider's SDOH Hackathon and moved forward to present project at The Healthcare Innovation Company 360 conference in Washington, DC.
- 5 Essex County College students interned with HIMSS.

Milestone: The Hackathon has been approved for Fall 2024 & Fall 2025.

Adult Learners:

- A co-marketing agreement between ECC and HIMSS NJ Chapter is in-process, whereby the Chapter promotes the credential course to local professionals.

Milestone: MOU is in legal review.

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Healthcare Technology & Administration

New! Health IT Foundations Course for Professional Credentialing

16-week instructor facilitated course and a 2-week exam prep course

- Enrollment opens in Spring '24, with class starting in early Summer.
- Goal is 10-12 adult professionals enrolled.

Challenges

- Marketing & Awareness
- Onboarding the Adjunct
- Enrolling Adult Learners

Solutions:

- Engaged in a co-marketing agreement with the State Chapter of HIMSS to promote the Essex County College course.
- HIMSS provided a grant for the Teaching Professional to earn their credential and receive teaching materials.
- Initially subsidize a portion (or all, if needed) of course fees to launch the program for Adult Learners.

Advice:

- Exhibit at association conferences, which is how we found the Adjunct.
- To drive enrollment, explore partnerships with local business associations.

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Healthcare Technology & Administration

Health IT & Informatics Apprenticeship:

HIMSS is working toward the development of an Apprenticeship model that engages many industry partners for maximum student exposure and opportunity.

Challenges:

- **Classroom Training:** ECC has received Board Approval for the 1-year classroom training. A condensed version of the course will be piloted in Summer 2024 as the Adjunct Teaching Professional ramps-up and we test student interest and gather feedback.
- **Hands-on Training:** Engaging Industry in a meaningful way has been a challenge. ECC & HIMSS will be piloting an Informatics Learning Lab with one-industry partner for a proof-of-concept test.

Advice:

- Take your time, pilot and test each component before launching.
- Create incentives for industry; creating a self-funded model (more to come).

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Healthcare Technology & Administration

Articulation Agreement:

Essex County College completed a Transfer/Admissions Agreement with The Rutgers Biomedical and Health Sciences, School of Health Professions (SHP), Department of Health Informatics.

This will enable ECC students who graduate with a General Science A.S. degree to continue their education at Rutgers SHP, for the purpose of matriculating into the Bachelor of Science in Health Information Management (BSHIM) degree.

Advice:

This was a continuation from the NJ Pathways Year 1. Articulation agreements are a lengthy process; it is beneficial to have an assigned staff member to spearhead the articulation process.



Dual Certificate – Allied Health Careers

Elvy Vieira, Essex County College

EDUCATION PARTNERS:

Essex County College

Dual Certificate - Allied Health Careers

The Dual Certificate – Allied Health Careers project includes the development of a No-Cost Phlebotomy/EKG Pilot Certification Program for a cohort of 20 students enrolled in the Essex County College General Science Associate Degree program. The program will include classroom training as well as paid vouchers for the certification exam. This will prepare the student to become more viable in the current job market with not only an Associate Degree, but also industry recognized credentials.

Essex County College's Academic Division of Biology, Chemistry & Physics will evaluate transfer credits for non-credit courses in Medical Terminology and Nutrition for possible credit. The non-credit to credit pathway may enable and encourage students enrolled in the non-degree Allied Health certification programs to pursue higher education. This creates accessible pathways for adult learners.

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Dual Certificate - Allied Health Careers

Project Progress:

- Essex County College expanded the Dual Enrollment program offerings to include Biology 121, Chemistry 101 and 102 and Medical Terminology, HSC 109 during FY24.
- As with all Dual Enrollment and Early College courses, the high school teachers were first vetted and approved by the Divisional Chairperson.
- The intention is to expand the Dual Enrollment General Science A.S. degree track.
- A No Cost Pilot Phlebotomy/EKG Certificate Program offered to ECC General Science degree seeking students. Cohort of 20 students to begin in May 2024.
- Evaluate Non-Credit Certification for transfer credits to the AS Degree in General Science.



Mental Health

Randee Davidson, Rowan College of South Jersey

EDUCATION PARTNERS:

Camden County
College

Rowan College of South
Jersey

Gateway Regional High
School

New Jersey Mental
Health Association

Mental Health

This project focuses on Mental and Behavioral Health and implements insights gathered in NJ Pathways Year 1. The project includes collaborations with high schools, adult literacy programs, 4-year colleges/universities, and employer partners including the creation of an advisory board.

In Year 1, the Registered Apprenticeship & Mentorship Program (RAMP) apprenticeship packet was created, which has received approval from the USDOL for distribution. Within this packet, we provide a roadmap that outlines educational and training opportunities linking high school-level education to graduate-level careers in the Mental & Behavioral Health field.

Collaborative efforts between Rowan College of South Jersey and Camden County College encompass both credit and non-credit courses for Certified Alcohol and Drug Counselor, Mental Health Support Technicians, and Certified Alcohol and Drug Counselor Certificate programs. This collaboration aims to benefit employers, individuals, and high school students preparing for careers in the Mental & Behavioral Health industry.

Moving into Year 2, our primary objective is to expand our network of employer partners, colleges and universities, and students. This expansion will contribute to a broader educational outreach within the population we aim to serve.

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Mental Health

The non-credit Mental Health First Aid course was created, complemented by engaging workshops on careers in the Mental & Behavioral Health industry.

High school students can also benefit from dual enrollment programs by participating in courses like Psychology Additions 101 and Sociology. These courses not only enhance their academic experience but also provide a well-rounded understanding of mental health within a sociological context.

Challenge:

Outreach with high schools created delays.

Solution:

Established direct connections with high school counselors. This ensures more effective communication and engagement with students, facilitating a smoother enrollment process.

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Mental Health

The Certified Alcohol and Drug Counselor (CADC) certification requires a high school diploma or GED. The program is comprised of eight courses: Addiction (ADD) 100, ADD102, ADD 111, ADD 112; Human Services HSR 101, HSR102, HSR 103, and HSR 105. Completion of these courses earns individuals 24 college credits and a certificate. The pathway then offers the option to pursue an associate's degree or commence working as a Certified Alcohol and Drug Counselor. The Required Training and Internship (RTI) consists of 278 classroom hours and 3,000 on-the-job learning (OJL) hours through the state of NJ, distributed at 1,500 hours per year.

The Certified Peer Recovery Specialist (CPRS) certification requires a high school diploma or GED and demands that individuals have experienced drug and/or alcohol addiction, either personally or through family members. This involves 46 hours of Related Training Instruction (RTI) with 500 hours of On the Job Learning (OJL), meeting the training requirements for the CPRS credential outlined by the Addiction Professionals Certification Board, Inc. The CPRS Certification carries three college credits, transferable toward an associate's degree, or individuals can directly enter the workforce.

For the apprenticeship model of CPRS, the RTI comprises of 144 hours, accompanied by 2,000 OJL hours. This comprehensive program offers a structured pathway for individuals seeking a career in the field of addiction recovery.

It's important to note that the classes for CADC and CPRS do not overlap and must be taken separately.

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Mental Health

Individuals enrolled in Adult Literacy programs now have the opportunity to attend non-credit courses in Mental Health First Aid and engaging workshops on careers within the Mental & Behavioral Health industry.

This program empowers Adult Literacy students with the knowledge and skills necessary to pursue a fulfilling career path in this dynamic and crucial industry by establishing clear educational connections to their career interests in the Mental & Behavioral Health field,.

Adult Literacy students have the flexibility to explore multiple course offerings tailored to Mental & Behavioral health careers, including Psychology, Addictions 101, and Sociology. These courses provide an in-depth understanding of the field, aligning with their career aspirations.

Challenge:

A brief delay in the Adult Literacy program occurred due to a program redesign.

Solution:

Direct communication with the Director of Adult Literacy. This direct dialogue ensures a more seamless implementation of the program.



Dental Programs

Michael Goonon, Rowan College of South Jersey

EDUCATION PARTNERS:

Rowan College of South
Jersey

Mercer Community
College

Dental Programs

Project Description:

Rowan College of South Jersey's Cumberland Campus will be developing and implementing a Commission on Dental Accreditation (CODA) Academic Certificate and Associate Degree Dental Assistant Program. During this past year, Rowan College of South Jersey has created course-specific syllabi, daily lesson plans, as well as additional supplemental materials.

Rowan College of South Jersey also submitted the program to its academic council and the American Dental Association's Commission on Dental Accreditation for approval.

In addition to the Dental Assisting Program, Rowan College of South Jersey developed and is piloting a non-credit short-term Dental Administrative Assistant program and a non-credit Dental Radiography program for Dental Assistants who need to receive their Radiography credential, as well as a high school level introduction to dentistry course.

Rowan College of South Jersey is also working internally to get both the Dental Administrative Assistant and Dental Radiography non-credit classes awarded PLA credit.



PATHWAY CONNECTIONS:

Big Idea Different than the Work Done in Year 1

Connection to High School (Non-Credit)

Connection to High School (Dual Enrollment)

Community College (Non-Credit)

Community College (Credit)

Apprenticeship Development

PLA for Apprenticeship RTI

PLA

Connection between Community Colleges (1+1)

Experiential Learning

Connection to CBOs

Adult Learners

Adult Literacy

Connection to 4-Yr College/University

Professional Development

Pilot

Dental Programs

Dental Assisting Program:

Academic Certificate (35 credits) and Associate Degree Program:

- Students receive academic certificate at the end of the 10-month program and will have the option for degree completion.
- We have met with local high school counselors and their graduates have most of the general education requirements completed and will only have to complete the academic program to receive their associate degree.

Status:

- Full curriculum has been created.
- Awaiting academic council approval for both, which is scheduled for March 2024.
- Submitted program application to the Commission on Dental Accreditation (CODA) in January 2024.
- The application has been reviewed and we are awaiting a site visit date to be assigned for Fall 2024.
- Upon a successful site visit, we should receive preliminary accreditation and be able to enroll students for a July 2025 start.

Challenges:

- Equipment and supplies are costly to get the program up and running.

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Dental Radiology Technologist Course:

- Curriculum is created.
- We have applied to the NJ Department of Environmental Protection for course approval and should hear back by the end of Spring 2024.
- We need to purchase more equipment to fully run the program – supplies and equipment are very costly.
- Need to get the new equipment inspected by the State as well, which can be time-consuming.
- We are hopeful to have our first evening class in the Fall of 2024.
- We currently have 3 students who are interested in the course and waiting to hear when they can register.
- We currently have 3 professionals interested in teaching the course once approved.

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High School Introduction to Dental Assisting Program:

- We are working with 3 local high schools with a healthcare program.
- All three schools are interested in having our dental director come in to speak to their juniors and seniors about professions in the dental field.
- Upon interest expressed by the students, each school is then willing to pilot a 15-hour course that goes more in-depth into dental assisting and dental administrative fields.
- One high school will be working with our program director over the Summer to include a dental series in their biomedical program for their seniors.
- Our program director will run the introduction presentation and pilot program.

Challenge:

- Aligning with the high school schedules to run the pilot programs

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Dental Programs

Dental Administrative Assistant Program:

Status:

- Curriculum has been created.
- A potential teacher has applied for the position and is in the interview process currently.
- A local high school has 10 students in their healthcare program interested in the pilot program.
- The pilot program is set to start at the end of March 2024 and will run 2 nights a week for 10 weeks.
- Successful students will receive the nationally recognized Dental Office Assistant Certification which shows knowledge in the field.

Challenges:

- Integrating dental software to with school computers since a connection to an outside server is required.

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Dental Programs

Dental Continuing Education Courses:

- We are creating 2 continuing education courses for licensed dental professionals
- The Dental Profession I Wasn't Taught" (Which was just approved by the NJ Office of the Attorney General for 2 CEUs.)
- Practicing Within Our Scope...Can I really Do That?
- They will be available as virtual courses online for continuing education credits.
- We submitted 1 course to the NJ Board of Dentistry for continuing education (CE) approval and are awaiting a response after their mid-March meeting.
- We are in the process of creating a 2nd course for submission.
- We anticipate the 1st course to roll out over the summer of 2024 upon approval.

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Dental Programs

Mercer County Community College has offered Dental Assistant programming for its fourth consecutive year.

During this past year, Mercer has worked in partnership with Trenton campus onsite leaser, Kindersmile clinic, regarding offering this program under an informal apprenticeship model. Many of our graduates are being placed directly into the clinic for employment. Kindersmile was awarded a grant from Delta Dental to support student participation in this academic year. Next steps include expanding the program with high school partners in FY25/26.

Dental Radiography and Hygienist are still in the development phase.

Challenges:

- Required and costly equipment

Words of Advice:

- Offering the Dental Assistant program is incredibly rewarding. Inclusive of the upcoming cohort, we will have graduated over 25 community members into this high demand field with significant room to develop their profession.



Increasing Access to and Strengthening the Healthcare Career Pathway

Maura Cavanagh Dick, Salem Community College

EDUCATION PARTNERS:

Salem Community
College

Salem County
Vo-Tech Schools

Increasing Access to and Strengthening the Healthcare Career Pathway

Expand access for adult vocational technical school students in Certified Nursing Assistant (CNA), Medical Assistant (MA), and Phlebotomy programs to foundational courses in the Health Science pathway leading to Nursing and other healthcare careers and strengthen the curriculum with experiential learning related to patient care.

Intended Outcomes:

- Increased access of adult vocational learners to foundational course in the healthcare pathway and to higher level healthcare degree certifications.
- Students will gain personalized advising as they further their career in healthcare.
- Students will gain experiential learning opportunities in foundational courses related to patient care.
- Faculty will gain skills and expertise in experiential learning and technical use of patient care equipment.

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Increasing Access to and Strengthening the Healthcare Career Pathway

Activities:

- Curriculum Revision with Patient Care Focus
- Marketing and Recruitment of Pilot Cohort
- Equipment Purchase
- Faculty Development
- Course Delivery and Student Advising
- Evaluation of outcomes

Pilot cohort will complete their course at the beginning of May and outcomes will be analyzed.

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Increasing Access to and Strengthening the Healthcare Career Pathway

Main Challenges:

- Heavy work schedule of students
- Preparedness for a college level class

Solutions:

- Offering a variety of scheduling options instead of just one class
- Personalized and caring advising before and throughout courses

Ancillary Outcomes:

Nursing and Health Science Faculty coordinating and sharing in professional development and equipment training.

Advice:

CARE about the success of the students and support them on their pathway!



Q&A

Center of Workforce Innovation for Patient Care



Closing Remarks

Catherine Starghill, Esq.

UPCOMING EVENTS



STATEWIDE INDUSTRY COLLABORATIVE MEETINGS

Various Virtual Meeting Dates Spanning From
Thursday, March 21, to Thursday, March 28



New Jersey's
Community Colleges



**NJ PATHWAYS
TO CAREER OPPORTUNITIES**
Aligning Education to Build an Innovative Workforce



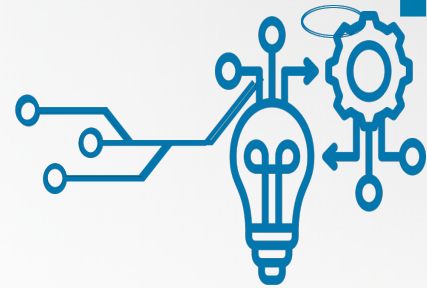
New Jersey's
Community Colleges



New Jersey Business
& Industry Association

SUMMIT
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June 12, 2024

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