

Addressing Training Site and Slot Shortages Across the Health Professions

IHPE GLOBAL FORUM WORKSHOP



[October 15-16, 2025](#)

[CLICK HERE TO JOIN](#)

AGENDA – OCTOBER 15, 2025

Problem Statement

There are not enough quality clinical placement sites and slots to accommodate the large number of students needing experiential learning for graduation. This creates a bottleneck for meeting the demand for more health and care providers.

Slido Monitor: TBD

4:00pmET **Opening**

Zohray Talib, IHPE Global Forum Co-chair

Carl Sheperis & Cheryl Hoying, Workshop Co-chair

4:10pm **Bringing it All Together within the CFIR Domains**

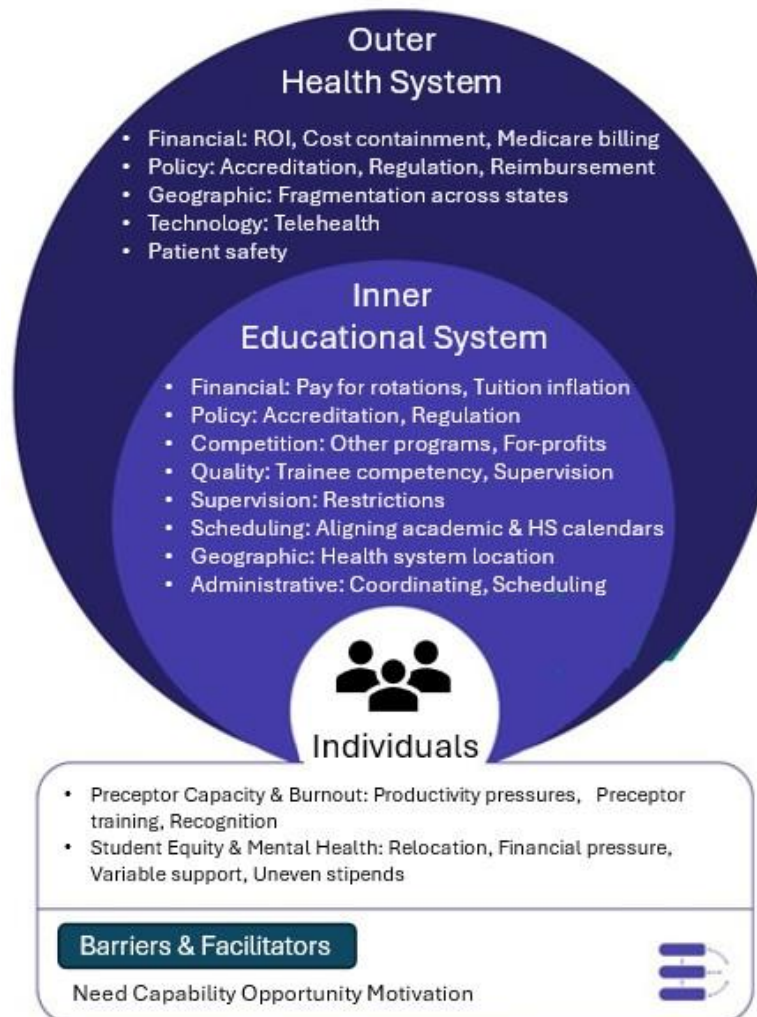
Moderator: Reamer Bushardt

4:15-5pm **OUTER (Macro level; Health Systems)**

5-5:30pm **INNER (Mezzo level; HPE Programs & Schools)**

5:30-5:55pm **INDIVIDUAL (Micro level; Preceptors, Faculty, & Students)**

CFIR Model Domains



Adapted from: Khan, S. 2025. Using the Consolidated Framework for Implementation Research (CFIR) in Implementation Research and Practice. The Center for Implementation. <https://thecenterforimplementation.com/toolbox/using-the-cfir-in-implementation-research-and-practice>

4:15pm

OUTER Domain

Reamer Bushardt, MGH Institute

Mark Merrick, University of Toledo

Corinna Sicoutris, Hospital of the University of Pennsylvania

Examples: Barriers & Facilitators

Nicole Reisfeld, University of Northern Colorado

- Barrier: Unpaid placements (“placement poverty”).
- Facilitator: Work as a health professional assistant while completing a graduate education

Samuel Ogundare, Primary Care Training Sites Program

- Barrier: Uncompensated supervision costs for health systems.
- Facilitator: A stipend model for primary care funded through Rhode Island State General Revenue

5:00pm

INNER Domain

Jody Frost, IHPE Forum Co-chair

Examples: Barriers & Facilitators

Ann Gaba, City University of New York, Graduate School of Public Health and Health Policy

- Barrier: Unprepared students burden the clinical environment
- Facilitator: Virtual training to prepare students for the health system (practice-ready trainees)

Rachel Pittmann & Tara Mansour, MGH Institute of Health Professions

- Barrier: Too few quality sites/slots relative to enrollment demand
- Facilitator: Telesupervised telehealth sessions

5:30pm

INDIVIDUAL Domain

Breanne Jaqua, A.T. Still University-School of Osteopathic Medicine

Examples: Barriers & Facilitators

Corbyn Martz, MNA, Cuyahoga County Healthcare Sector Partnership

- Barrier: Limited training for supervision
- Facilitator: Boot camp to prepare clinical nurses to precept

Sindy Louisma, Mercy University

- Barrier: Student equity*
- Facilitator: Student-focused, quality clinical experiences

5:55pm

Wrap-up

Reamer Bushardt, MGH Institute

6:00pm

Closing & Adjourn

Carl Sheperis, Workshop Co-Chair

*equal access to high quality training

DRAFT AGENDA – OCTOBER 16, 2025

Problem Statement

There are not enough quality clinical placement sites and slots to accommodate the large number of students needing experiential learning for graduation. This creates a bottleneck for meeting the demand for more health and care providers.

9:00amET Opening

Jody Frost, IHPE Global Forum Co-chair

Cheryl Hoying, Workshop Co-chair

Keynote

Facilitator: Cheryl Hoying, Workshop Co-chair

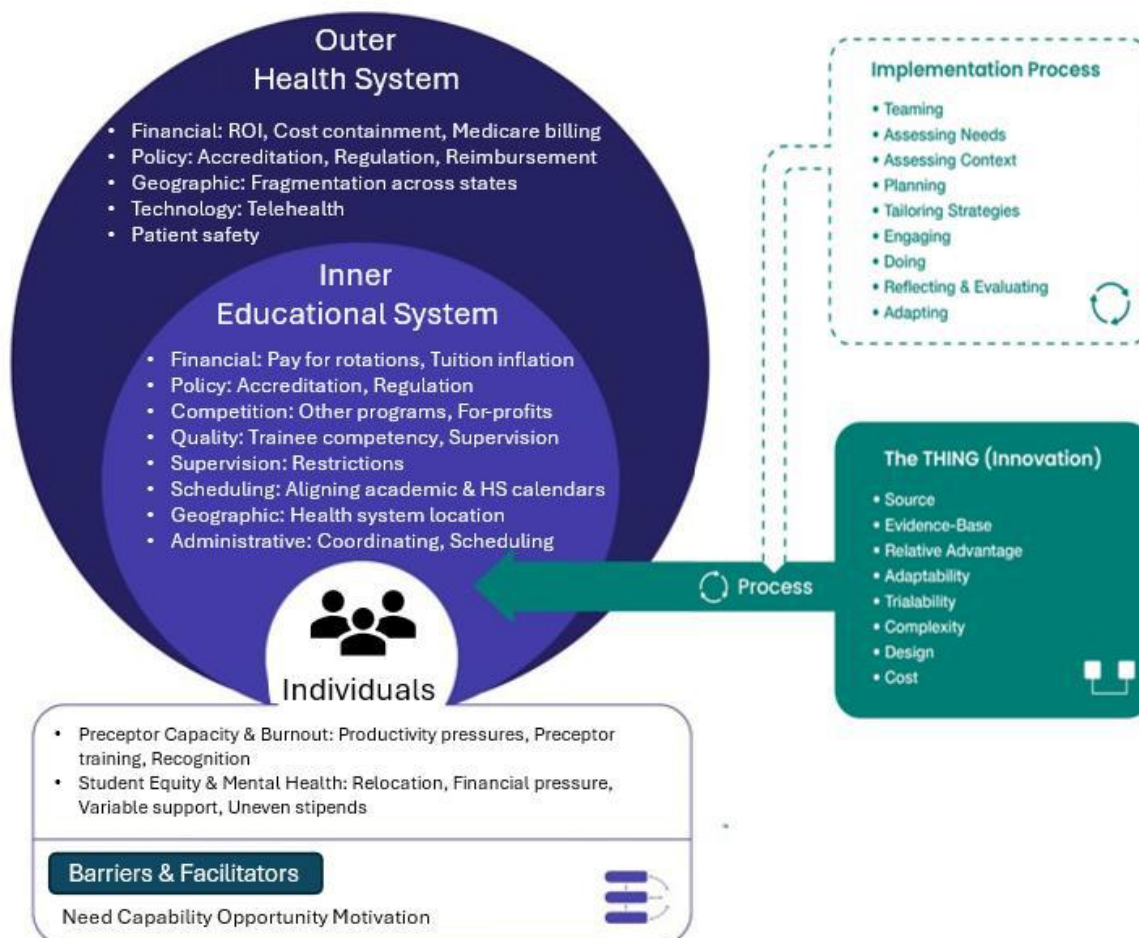
Julieanne Sees, CVS Health

Q&A

10:00am Mapping pathways to solutions

Facilitator: Carl Sheperis, Workshop Co-chair

CFIR Model Domains



Adapted from: Khan, S. 2025.

(10-10:15amET) Table Activity Directions

Carl Sheperis, Workshop Co-chair

Barrier to Discuss: Competition between health professions for limited training slots

1. Each person at your table introduces themselves stating their health profession
2. You are all deans tasked with starting a new school of health professional education that includes uni-professional and interprofessional experiential learning. To do this, you need to better understand each profession's needs within the clinical learning environment and what each health profession's students are expected to be doing during their experiential learning. Knowing what each health profession needs and their competition for space, how do you create a system that is collaborative rather than competitive?
 - What does "your" student need to do in the clinical learning environment?
 - What/Who is your competition for space in the clinical learning environment?
 - What ways can working interprofessionally create a larger pie to accommodate all the students in all the health professions?
 - Consider all 3 domains (outer, inner, individual) when ideating innovations
3. If time permits, test your innovation using the RE-AIM Framework

(10:15-11:15amET) Table Activity

In-Person Activity Leaders:

- Reamer Bushardt, MGH Institute
- Jody Frost, IHPE Global Forum Co-chair
- Mark Merrick, University of Toledo
- Stacy D. Pommer, Department of Veterans Affairs
- Elizabeth Gatewood, University of California, San Francisco
- Kylie Dotson-Blake, National Board for Certified Counselors & Affiliates

Virtual Activity:

Planning committee on zoom engages in the Table Discussion

Virtual participants share their thoughts and ideas through Slido

- Lyuba Konopasek, Intealth (Lead)
- Breanne Jaqua, A.T. Still University (Scribe)
- Stephanie Petrosky, Nova Southeastern University, Florida
- Gerald Kayingo, University of Maryland, Baltimore
- Lisa Meyer, MBA, Saint Louis University
- Senthil Kumar Rajasekaran, Wayne State University
- Alicia K. Ribar, University of Cincinnati

RE-AIM

R: reach: Who will be part of the innovation?

(Define the intended beneficiaries; who will the initiative appeal to?)

E: effectiveness: What are the most important outcomes you expect to see?

(How will you measure change? Who will care about the outcomes?)

A: adoption: Where will initiative be conducted?

(What settings or organizational types are you targeting? Who will deliver the program or policy (actually do the work) and do they have the skills and time?)

I: implementation: How will the initiative be delivered, including adjustments and adaptations?

(How will it be assessed?)

M: maintenance: What will happen over the long-term?

Consider consequences for Individuals, educational programs/organizations, and health systems
What will happen over the long-term? Consider for both Individual beneficiaries and Settings

(11:15-11:45amET)

Report Back:

The Thing (the innovation): What is your innovation?

The Implementation Process: Where did you get stuck? How did you get over it?

11:45pm Closing:

Cheryl Hoying & Carl Sheperis, Workshop Co-chairs

Audience Commitment: What is one thing you'll take back? What is something you learned about problem solving? Which of these could be realistically adapted in your institution within the next 12 months?

12:00pm Adjourn

RESOURCES

Book of Abstracts – Programs and Innovations designed to overcome barriers to providing quality clinical placements across the health professions. The e-book can be found [HERE](#)

Posted videos of innovations – All 7 posted videos can be found [HERE](#)

Statement of Task:^[2]

A planning committee of the National Academies of Sciences, Engineering, and Medicine will organize a public workshop to explore shortages of clinical/experiential learning environments across health professions. Presentations will be framed around understanding the value of quality clinical/experiential education in the development of health professionals, root causes of site and slot shortages that differ by profession, and impacts that a lack of high quality clinical training has on learning, employer satisfaction, patient care, and population health. Discussions of innovative solutions to challenges stemming from limited clinical education opportunities will draw upon a global audience for participation. These discussions could include exploring:

- current and alternative training and preceptor models;
- policy and finance considerations;
- accreditation requirements;
- clinician wellbeing and minimizing burnout of preceptors;
- preceptor incentives;
- new academic-practice partnerships; and
- technology/simulation to support clinical education.

The planning committee will select and invite speakers and discussants and moderate the discussions at the workshop. Following the workshop, a proceedings in brief of the presentations and discussions will be prepared by a designated rapporteur in accordance with institutional guidelines.

Addressing Training Site and Slot Shortages Across the Health Professions

WORKSHOP PLANNING COMMITTEE

Co-chairs

**Cheryl Hoying, PhD, RN, FACHE, FAAN,
FAONL, NEA-BC (Co-chair)**
Board of Governors
National League for Nursing

Carl Sheperis, PhD (Co-chair)
Vice Provost and Dean of Graduate Studies
Kutztown University of Pennsylvania

Planning Committee Members

Jim Ballard, EdD
Director
Center for Interprofessional and Community
Health Education
University of Kentucky

Kylie Dotson-Blake, PhD
President & CEO
National Board for Certified Counselors &
Affiliates

Elizabeth Gatewood, DNP, RN, FNP-C, CNE
Associate Clinical Professor
School of Nursing, Family Health Care Nursing
Department
University of California, San Francisco

Gerald Kayingo, PhD, MMSC, PA-C
Assistant Dean of Research & Executive
Director
Physician Assistant Leadership and Learning
Academy
University of Maryland, Baltimore

Lyuba Konopasek, MD
Executive Director, FAIMER
Senior Vice President, Intealth

Senthil Kumar Rajasekaran, M.D., MMHPE
Adjunct Professor
Wayne State University School of Medicine

Lisa Meyer, MBA, PT
Director of Clinical Affiliations
Saint Louis University

**Stephanie Petrosky, D.C.N., M.H.A., RDN,
LDN, FAND**
Associate Professor & Chair
Department of Nutrition
Director, Graduate and Professional Studies in
Nutrition
Nova Southeastern University, Florida

Stacy D. Pommer, LMSW
National Affiliations Officer
OAA, Department of Veterans Affairs

Monica Sampson, PhD, CCC-SLP
Chief Staff Officer, SLP
American Speech-Language-Hearing
Association

NAM Fellow

Breanne Jaqua, DO, MPH
Associate Professor
Department of Clinical Science Education,
A.T. Still University-School of Osteopathic
Medicine