

DRIVING **CHANGE2023**
THE URGENT CARE CONVENTION

UCA URGENT CARE
ASSOCIATION®



COLLEGE OF
URGENT CARE
MEDICINE

Recruiting and Retaining Employees Through Staff Development

Brent Kell Ceo Valley Immediate Care



COLLEGE OF
URGENT CARE
MEDICINE

Speaker Bio

- **40+ years in healthcare**
- **Variety of organizations**
- **Urgent Care experience**
- **Passionate about patient care**
- **Passionate about staff development**
- **Board service**
- **Volunteer projects**
- **My happy place**

Valley Immediate Care

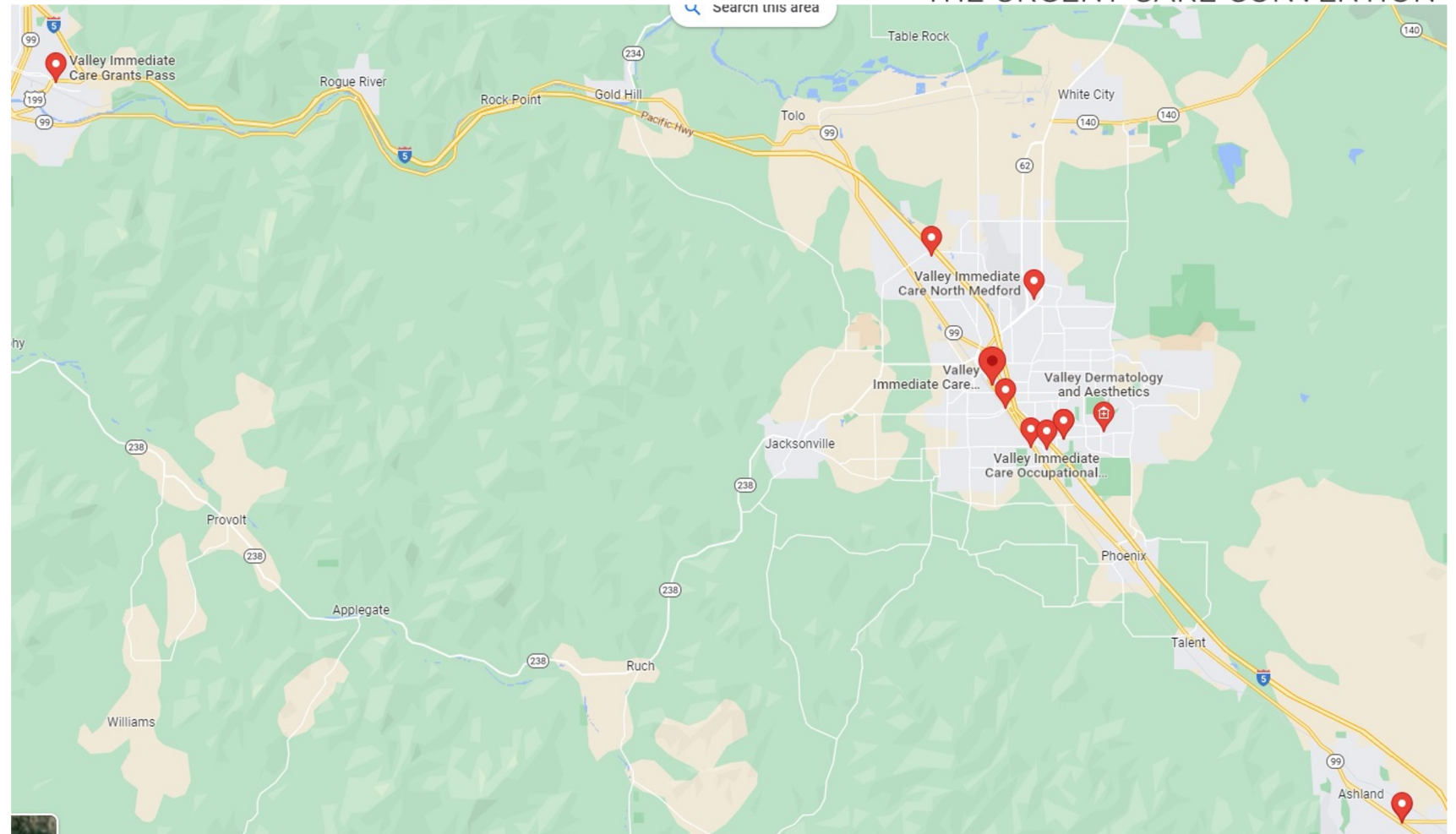
9 locations

Southwest Oregon

195 FTE Employees

110,000 yearly visits

24M Annual Revenue



Labor Crisis



Why is a CEO intimately involved in staff development?



Urgent Care staffing is mission critical



Introduction to Healthcare

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Start your recruiting young

- Be the first industry to reach out to K-12
- Kids don't know what they don't know
- Healthcare feels good... and it become addictive to the right kids
- Giving kids their first job means not retraining bad habits

Employability Rubric



	Beginning (1)	Developing (2)	Progressing (3)	Advanced (4)
Professionalism	Individual does not take personal responsibility for appearance, behavior, actions, or verbal communication.	Shows inconsistent evidence ability to manage their behavior or actions, appearance, or verbal communication.	Individual takes personal responsibility for their appearance, verbal communication, behavior or actions.	Accepts full responsibility for own appearance, behavior and actions. Individual is a leader and role model in opportunities in helping classmates monitor and progress in their behavior, communication, and behavior skills.
Attitude	Regularly displays a negative attitude. Is often perceived as pessimistic, self-centered and/or discouraging.	Attitude occasionally fluctuates between positive/encouraging to negative/pessimistic.	Makes a positive impression to those around them. Creates and sustains an attitude that encourages others to do their best.	Demonstrates a positive and encouraging attitude even in the face of adversity. Leads as a role model in shows empathy and compassion towards others.
Problem Solving	Does not attempt to identify, describe, or solve the problem	Individual primarily depends on others to solve problems and identify possible solutions.	Find multiple ways to solve a problem and share the strengths and weaknesses of a solution with a variety of audiences.	Individual is a leader that can plan and organize work, reason and make objective judgments, and keep their mind on several parts of their job.



QUANTUM



Carestream

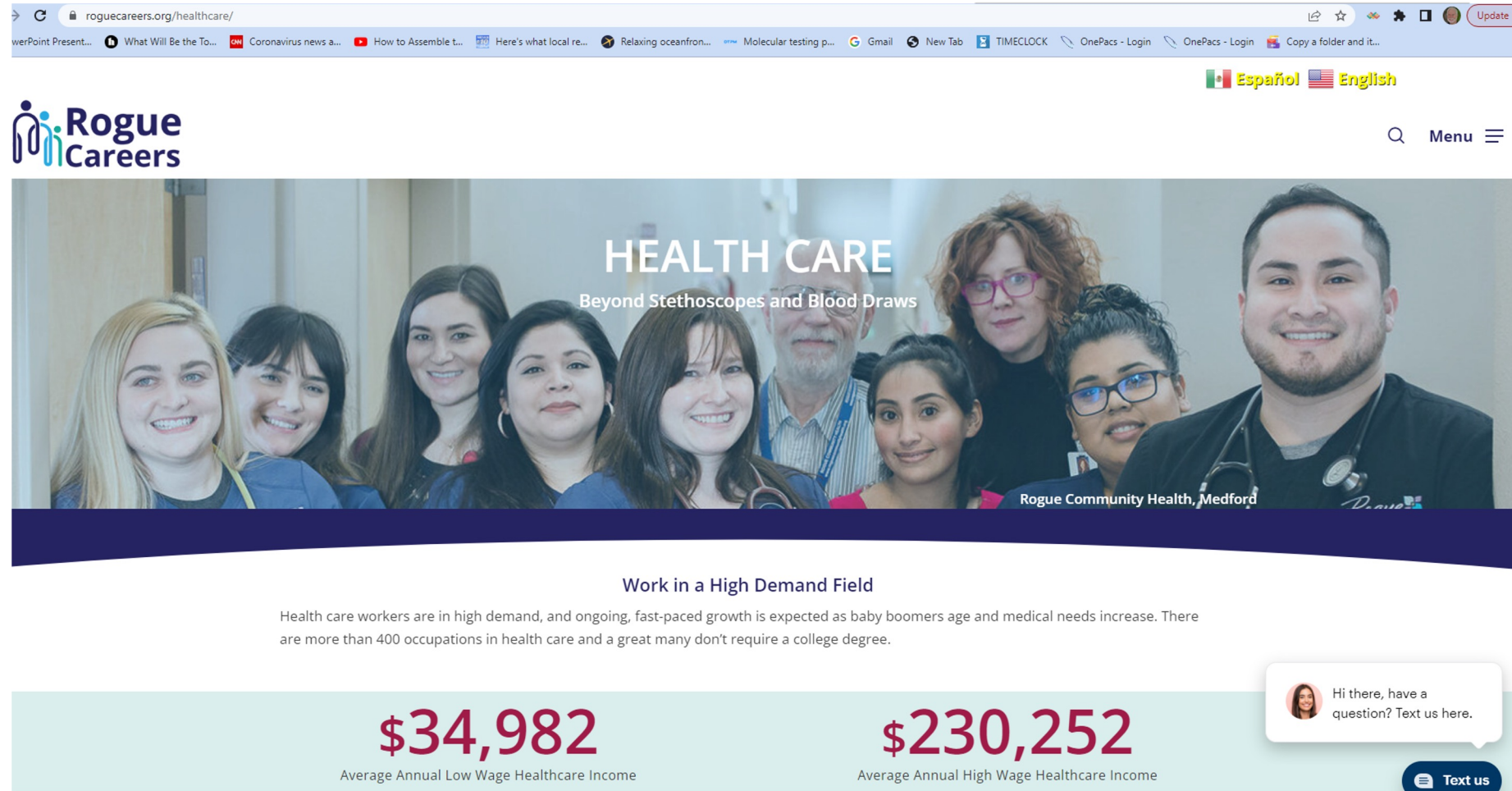


Boise Cascade

Updated 10/1/2021

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K-12 Engagement



The screenshot shows a web browser window with the URL roguecareers.org/healthcare/. The page features the Rogue Careers logo, a search bar, and a menu icon. The main content area is titled "HEALTH CARE" with the subtitle "Beyond Stethoscopes and Blood Draws". Below this is a photograph of a diverse group of healthcare workers, with the text "Rogue Community Health, Medford" overlaid. The page highlights the high demand for healthcare workers and provides salary information: an average annual low wage of \$34,982 and an average annual high wage of \$230,252. A chat bubble is visible in the bottom right corner.

HEALTH CARE
Beyond Stethoscopes and Blood Draws

Rogue Community Health, Medford

Work in a High Demand Field

Health care workers are in high demand, and ongoing, fast-paced growth is expected as baby boomers age and medical needs increase. There are more than 400 occupations in health care and a great many don't require a college degree.

\$34,982
Average Annual Low Wage Healthcare Income

\$230,252
Average Annual High Wage Healthcare Income

Hi there, have a question? Text us here.

Text us



Careers in Gear

- Youth Opportunities
 - Overview
 - Careers in Gear
 - Resource Links



APRIL 27, 2023

- High School Students only: 9:00 AM - 1:30 PM
- Adult Job Seekers: 2:00 PM - 4:00 PM

WHERE? JACKSON COUNTY EXPO, MEDFORD, OR

High School Students and adult job seekers can meet with employers in a wide range of occupations and careers. For more details click the [Careers in Gear High School and Job Seeker Flyer](#)

HOW SCHOOLS CAN PARTICIPATE:

Careers in Gear is an excellent way for schools to incorporate a Career Related Learning Experience into their students' portfolios. Registration begins in the fall of each school year and is on a first-come-first-served basis. Schools agree to provide a CLRE activity before and after student participation at Careers in Gear to create a holistic learning experience. Careers in Gear targets 9th-grade students in Southern Oregon as they move to choose vocational pathways in their high school education.

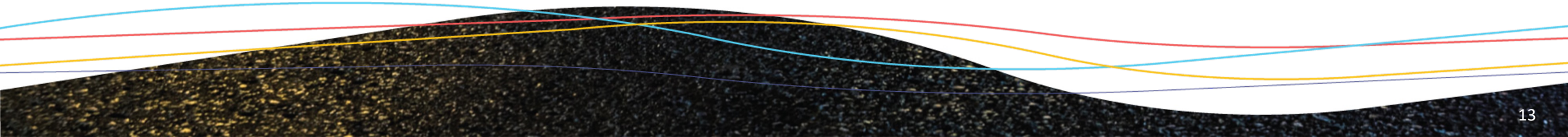
HOW BUSINESSES CAN HELP:

Get involved with our local workforce efforts to grow our own, and keep them in our region! Your next generation of employees awaits!

[View 2023 Employer Flyer](#)

Careers in Gear is a business-driven event. Hundreds of business volunteers lead the day and share their expertise with the students. There are many ways for a business volunteer to get involved:

- Attract future workforce to your industry
- Get face time with students



Create Opportunities To Connect

The screenshot shows the Rogue Careers website. At the top left is the Rogue Careers logo. A testimonial from Ernestina Cruz, Medford, OR, is displayed in a white box with a blue border. The testimonial text reads: "I feel so financially free from the skills I have learned. I now get to have a high-paying career to support my family and I." Below the testimonial is a quote icon. To the right, there are two call-to-action buttons: "Want to learn more? RogueCareers.org" and "Need help getting started? WorkSourceRogue.org". The WorkSource Rogue Valley logo is also visible. In the top right corner, there is a search icon and a "Menu" button.

Need help finding a Job or working on your Career? Click the **WSRV** button or call 541-734-7533 . You can Text/Send a message by using the "Have a question" button in the lower right corner.



Do you need help paying for a training or your High School/GED? WSRV and Project Youth+ might be able to help. Click the **Training** button for more information.



Valley Immediate Care Educational Opportunities: for schools and high school learners. Find out what goes on behind the scenes of an Urgent Care clinic. Learn about work flow, various lab tests, xray equipment and how common illnesses and injuries are treated. Click the [Valley Immediate Care Educational Opportunities](#) button.



The banner features a light pink background. On the left, there is a blue circular button with a white upward-pointing arrow. The main text reads: "Interested in the Behavioral Health Field? Visit the [Behavioral Health Careers](#) page." On the right, there is a white chat bubble with a profile picture of a woman and the text: "Hi there, have a question? Text us here." Below the chat bubble is a dark blue button with a white speech bubble icon and the text "Text us".



VALLEY

IMMEDIATE CARE

Educational Opportunities

PROVIDING WAYS FOR FUTURE MEDICAL PROFESSIONALS TO GAIN HANDS ON EXPERIENCE IN URGENT CARE!



Find out what goes on behind the scenes of an operating Urgent Care clinic. Learn about work flow, various lab tests, x-ray equipment and common illnesses and injuries treated in

an UC clinic. Here you will learn about the differences in capabilities of an UC clinic vs. an emergency room. At Valley Immediate Care, you will also have the opportunity to get some hands on experience by taking real x-rays or oranges and smartphones and even learn how apply a fiberglass splint. You can try your hand at suturing and also get a tour of one of our clinics. All this and so much more!

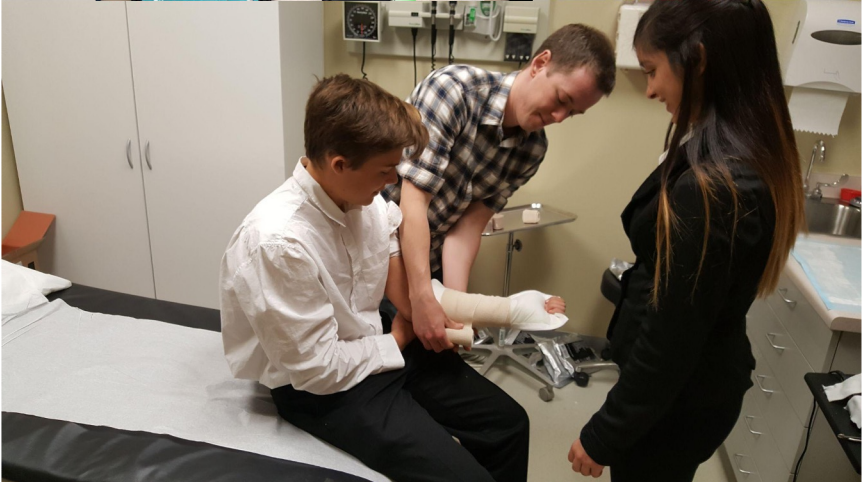
***Please see full menu of opportunities for detailed descriptions and attendee capacities for each event.**

For more information, please contact Nikki Schmelzle at nschmelzle@valleyic.com or call at 541-734-9030 ext. 1516

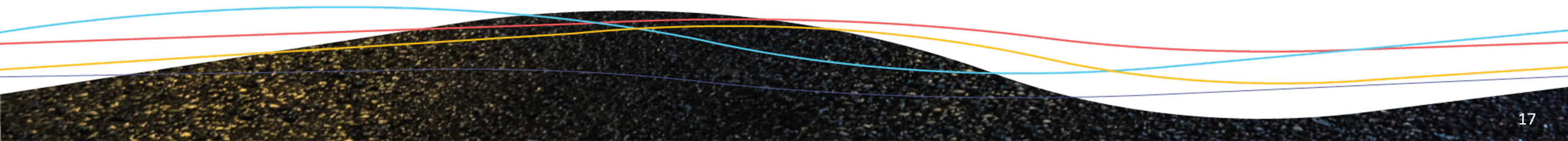


- Clinic Tours
- Career Highlight Events
- Job Shadows
- Intro. To Healthcare at Valley Immediate Care
- Student Internships
- Instructor Internships

Career Highlights Events



Classroom Presentations



Funding your program

- Recruiting costs
- Onboarding costs
- Training costs
- Outside funding

State and local funding available



WIOA July 2014

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Local Workforce Investment Boards

Mission, Vision, Promise

WHO WE ARE

Mission, Vision, Promise

Role of the Workforce Board

Board Members

Meeting Agendas & Minutes

Staff

Contact Us

Career Opportunities with RWP

Videos

Workforce Academy

ROGUE WORKFORCE PARTNERSHIP

PARTNERSHIP

ORGANIZATION CHART / ONE STOP OPERATOR AND

REQUIRED WIOA

PARTNERS CHART

[View/Download](#)



Click the image above to view a printer friendly view of the Strategic Road Map

Who We Are

The Rogue Workforce Partnership is a non-profit organization that serves as the federal and state authorized Local Workforce Development Board for Jackson and Josephine Counties.



- We are a business-led coalition that works to strengthen the economy of the Rogue Valley.
- We catalyze and convene dynamic partnerships with business leaders, K-20 educators, workforce service providers, economic development, labor and other key community partners.
- Our focus is on building innovative solutions to address the workforce priorities and needs of employers, especially those in traded-sector industries that drive our region's economic growth.

Partnerships



Pacific Healthcare Training LIMITED X-RAY MACHINE OPERATOR

Program Description

The Certificate in Limited X-Ray program is designed to prepare the graduate for an entry-level position in a physician's office or medical clinic. The program emphasizes the development of clinical skills to train students for a career as a Limited X-Ray Machine Operator or X-Ray Technician.

Professional Opportunities

Limited scope X-ray technicians are restricted in what parts of the body they can take X-rays of. They take basic X-rays of those parts of the body, such as hands, knees and feet, and assist certified radiologic technicians. They typically work in hospitals, clinics, diagnostic imaging centers or physician's offices.



Classes are taught Friday evening, Saturday and Sunday. Courses are taught by Brent Kell, a nationally registered Radiologic Technologist RT(R)'s who works in x-ray every day and has decades of specialty training. His expert knowledge includes commonly used views in orthopedic, family medicine, chiropractic, urgent care, podiatric, sports medicine, emergency, pulmonary and neurological radiography.

This course will work as continuing education for existing LXMO and RT(R).

Eligibility Criteria

Students must be 18 years or older at the time of program completion with a high school diploma or GED. Students must also be employed in a medical practice or facility in which x-ray studies are already being performed, and an incumbent staff member who meets the requirements of a Clinical Site Supervisor is available.

www.pacifichealthcaretraining.com

541-941-7732

Class Hours

Use & Safety, Core, Curriculum: 52 Hours

Upper & Lower Extremities: 60 hours

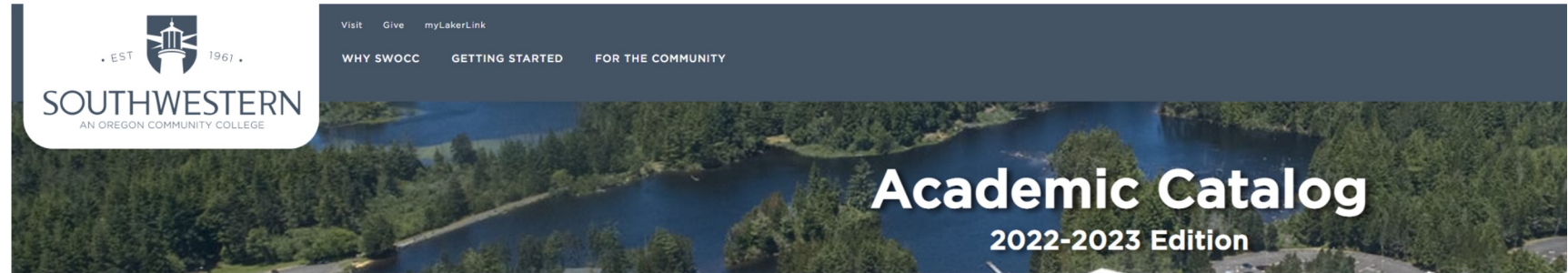
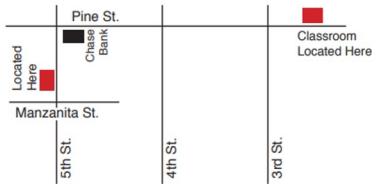
Spine Radiography: 30 hours

Chest: 12 hours

Head & Sinus: 18 hours

Podiatry: 10 hours

See our website for full class schedule and hours.



Catalog
Programs A-Z

2022-2023 EDITION

- ENROLLMENT
- STUDENT SERVICES
- ACADEMIC CALENDAR
- INSTITUTIONAL LEARNING OUTCOMES
- DEGREE DESCRIPTIONS
- COURSE DESCRIPTIONS

PROGRAMS A-Z

- MEDICAL ASSISTANT, CERTIFICATE OF COMPLETION
- FACULTY & STAFF
- RIGHTS & LEGAL NOTICES
- INDEX
- CATALOG ARCHIVE

Medical Assistant, Certificate of Completion

- OVERVIEW
- PROGRAM GUIDE

The Certificate of Completion Medical Assistant prepares students to perform initial clerical and administrative duties in medical, clinical, hospitals, or health care facilities. The graduate will be prepared to schedule and receive patients, obtain patient data, receive payment, maintain medical records, data processing, perform general office skills, office equipment operation, and assume general medical office responsibilities. The student will demonstrate effective communication skills in dealing with patients, medical personnel and peers.

Graduation Requirements

Students must complete a minimum of 45 credit hours with a cumulative Grade Point Average (GPA) of 2.0 or better. Twenty-four (24) credits must be completed at Southwestern before the degree is awarded. All courses must be completed with a grade of 'C' or better.

Complete the graduation application process one term prior to the term of completion (e.g., spring term graduates must apply during winter term).

Program Student Learning Outcomes

- Demonstrate comprehensive knowledge of clinical practice.
- Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics.
- Demonstrate proficiency in medical office administrative practices.

Clinical Pathways @ Valley Immediate Care

- Entry level- Call center or reception
- Six month tenure with excellent performance and attendance= MA through Community College system
- Six months after completing MA program with similar attendance and performance= Limited License x-ray training through Pacific Healthcare Training
- Internal training in splinting/casting, IV access, injections, wound care, sterile procedures etc.= Urgent Care Tech w/x ray

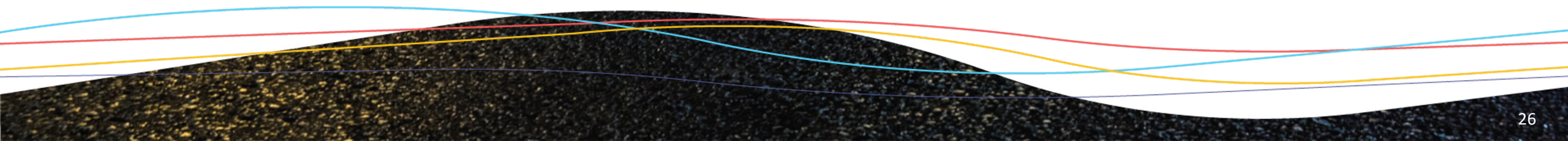
Then...

- One to two years tenure as an Urgent Care Tech with X-Ray= Clinical Scribe training, internal.
- Clinical Scribe to PA

“One Offs”

- Reception to IT
- Scribe to Special Projects
- Call center to Accounting
- Call Center to Coding/Billing
- Environmental Services to MA
- Videographer to MA/X-ray

Tell Your Story In Media



Some takeaways

- Start your recruiting young
- Build the necessary partnerships
- Access government funding sources

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Session Evaluation

- Your feedback is valuable, take a moment to complete the survey for this session.
- To claim CME, you must complete a separate survey available after the convention.

* How likely are you to recommend this **content** to a colleague?

Not likely at all Neutral Extremely likely

0 1 2 3 4 5 6 7 8 9 10

What did you find most valuable about this **content**?

What would have made this **content** better?