



# Crossroads UTAH AHEC

Area Health Education Centers

*"Transforming healthcare through education"*



# ANNUAL REPORT 2023 - 2024

---

# TABLE OF CONTENTS

---

## INTRODUCTION

Message from <b>The Director</b>	3
AHEC <b>Mission</b>	4
Budget <b>2023 - 2024</b>	5
Our <b>Staff &amp; Board</b>	6

## K-12 OUTREACH & RECRUITMENT

High School & Middle School <b>Health Careers Awareness</b>	8
<b>Internships</b>	9
Health Care <b>Careers Fairs</b>	11
Health Science <b>Program Tours</b>	12
Pre-Health <b>Summer Program</b>	13
K-12 Outreach <b>Summary</b>	18

## HEALTH PROFESSIONAL TRAINING

AHEC <b>Scholars</b>	20
Interprofessional <b>Training</b>	21

## CONTINUING EDUCATION

Mountain West Transforming <b>Care Conference</b>	23
Substance Use Disorder in <b>Maternal Health Conference</b>	25
Preventing HPV Cancers: <b>The Role of Dental Professionals</b>	26

---

CROSSROADS UTAH AHEC

MESSAGE FROM  
**DIRECTOR**

*Mindy Bateman*

---

As I reflect on the past year, I am amazed at how quickly it has flown by. It feels like just a few months ago that I was writing last year's Director's message. This past week, we concluded the Pre-health Summer Program with the community health project presentations and graduation ceremony. We were honored to have our new SLCC President, Dr. Greg Peterson, join us at the graduation ceremony; just 22 days into his role here in Salt Lake City. Both events were deeply moving, showcasing the passion and dedication of our students to their communities and their commitment to becoming healthcare professionals. It was a perfect way to close out the year!

Over the past year, we've also seen changes in our work with the Wasatch Front Health Science (WFHS) Internship program. Recent state-level curriculum changes for internship classes were a key topic in our WFHS Internship subcommittee meetings. While each of the five participating districts has utilized this opportunity differently, we wanted to ensure that the internship met state standards and remained a viable option for students. After several rounds of discussions, we decided to take over the internship program. We are pleased to announce that the WFHS Internship will now be known as the CRAHEC Internship. We will continue to collaborate with all five school districts in Salt Lake County, allowing each district to integrate the internship into their curriculum as they see fit. We will also offer the appropriate number of hours if the district chooses to include it as their internship course.

Another significant accomplishment for CRAHEC is the enhanced value of our structured pipeline programs in preparing students for careers in health sciences.

After working with our SLCC School of Health Science admissions office, we have received approval from all nine programs to grant additional consideration to students who complete the Internship or Pre-health Summer Program and earn a certificate of completion. We are grateful for the recognition the SLCC Health Science program gives to the hard work our students put into these programs. Students typically spend up to nine hours learning from three or more health science programs during the internship or pre-health program.

This past year, I had the opportunity to present at two national conferences, showcasing the work we do here at Crossroads AHEC. Last October, I co-presented with representatives from Murray, Jordan, and Canyons School Districts on the WFHS Internship Program. Our presentation, titled "Innovative and Collaborative Approaches to High School Healthcare Internship Programs," was delivered at the ACTE CareerTech Vision Conference in Phoenix, AZ.

Additionally, I was privileged to present alongside two AHEC colleagues, Jenn Taylor from Indiana AHEC and Liz Bush from Wisconsin AHEC, at the National Association of Advisors for the Health Professions conference in Cincinnati, OH. Our presentation, "A Partner to Prepare Students for Healthcare Careers: Area Health Education Centers (AHEC)," aimed to inform health professions advisors about AHEC and how they can collaborate with local AHECs and their pipeline programs. As always, I must express my gratitude to our staff, board members, and numerous partners for their unwavering support of Crossroads AHEC. Although our team is small, our achievements would not be possible without the collaboration of our exceptional partners.



MINDY BATEMAN  
DIRECTOR

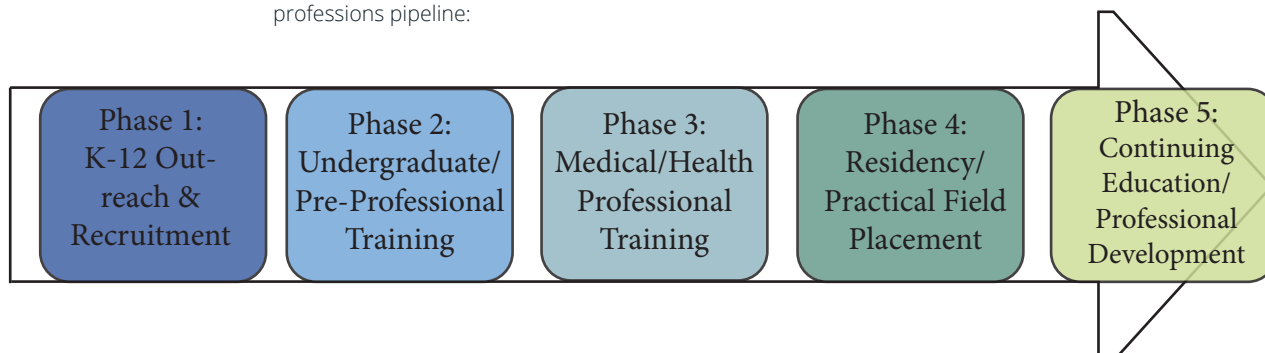
# AHEC MISSION

## MISSION

Crossroads Utah AHEC helps current and future health professionals acquire knowledge, skills, and attitudes needed to practice in a transformed health system for medically underserved rural and urban communities. It does so through strategic partnerships with academic programs, communities, and professional organizations to improve 1) the geographic distribution of health professionals, 2) the demographic and professional diversity of health professionals, and 3) transformation of health systems to enhance wellbeing, quality, and efficiency of care. Crossroads Utah AHEC serves Salt Lake, Utah, Tooele, Wasatch and Summit Counties.



Utah AHEC fulfills this mission by engaging individuals at 5 phases of the health professions pipeline:



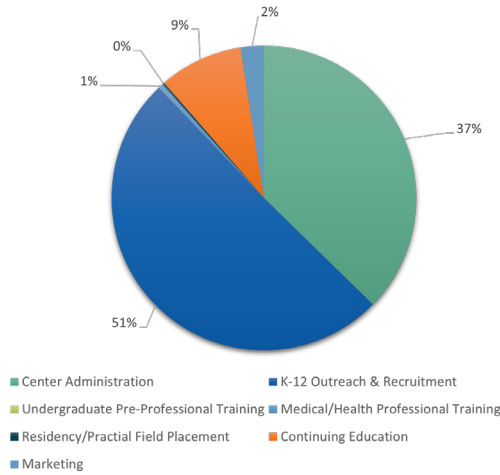
# BUDGET FOR 2023 - 2024

## CROSSROADS UTAH AHEC

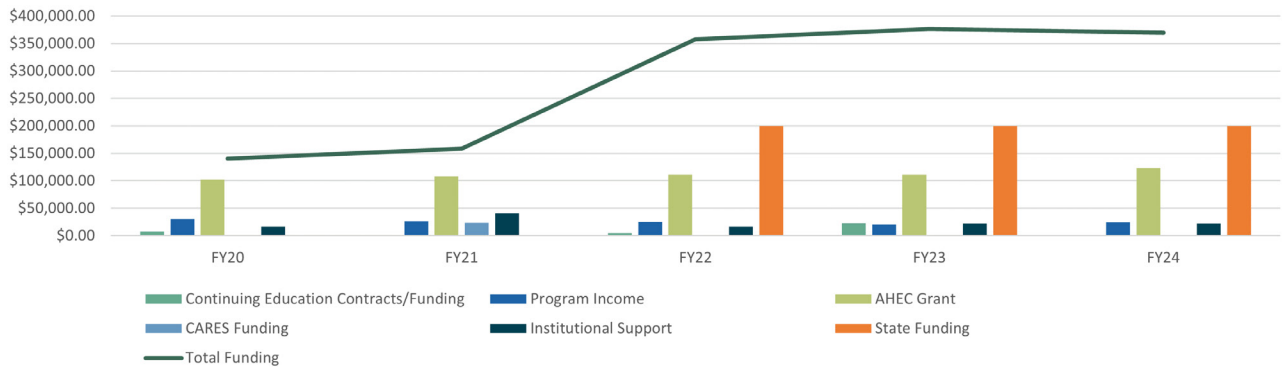
Fiscal Year July 1, 2023 through June 30, 2024

Crossroads AHEC remains dedicated to collaborating with state and local partners to secure funding opportunities that support the education of current and future health professionals. Our goal is to prepare them for practice in medically underserved rural and urban areas, within a healthcare system that aims to lower costs, enhance quality, improve healthcare professionals' satisfaction, and achieve better population health outcomes. As evidenced by our five-year funding history, our center's budget continues to grow, reflecting our ongoing success and commitment.

## EXPENSES BY PROGRAM



## 5 YEAR FUND HISTORY



---

## OUR STAFF

---

### **MINDY BATEMAN**

#### *Director*

Mindy has been a dedicated member of the Utah AHEC Program for over 26 years and has served as the Director of the Crossroads Utah AHEC (CRAHEC) Center since 2009. In her role, Ms. Bateman has developed a unique skill set to support students pursuing degrees in healthcare fields. Under her leadership, CRAHEC collaborates directly with individuals across the health professions pipeline, from aspiring students to current professionals. Ms. Bateman is keenly aware that healthcare offers diverse career pathways that provide both financial stability and rewarding opportunities for personal growth.



### **TAYLOR CALHOUN**

#### *Health Career Coordinator*

Taylor graduated with a Bachelor of Science in Public Health with an emphasis in Health Education and Promotion in 2018. She also received her Health Education Specialist (CHES) certification in 2022. She has a passion for health and a strong desire for learning. Taylor has a history of health education specifically through Health Departments and Head Start. She finds joy in assisting students reach their educational goals.



### **LEXI ZUCKER**

#### *Pipeline Specialist*

Lexi graduated with a Bachelor of Science in Education in 2017. She then taught high school Biology, Chemistry, Earth Science, Environmental Science, and Anatomy and Physiology for six years. She has worked as a CNA in a memory care center, an anatomy and physiology tutor, and a cadaver lab assistant in college. Lexi enjoys working with teenagers and teaching about human anatomy and health careers.



### **ADRIANO DEMARTIN**

#### *Secretary*

Adriano went to Salt Lake Community College to obtain an associate's degree in computer science. Adriano, has a strong desire to help others and advance technology. He is ready to start his next academic journey in the fall of 2024 at Brigham Young University. Aside from studying, he enjoys being active and going on excursions to discover the outdoors.

---

# CROSSROADS UTAH

## BOARD MEMBERS

---



**ANGELA CHAVEZ**  
BOARD CHAIR  
INTERMOUNTAIN HEALTH



**DUANE WINDEN**  
CHAIR ELECT  
ROSEMAN



**CHANTEL OLSEN**  
PAST CHAIR  
MURRAY SCHOOL DISTRICT



**CASEY HIMMELSBACH**  
NOORDA



**ROBERT BEELER**  
SLCC NURSING



**MICKELLE C. BOS**  
ALPINE SCHOOL DISTRICT



**IVETTE LOPEZ**  
UTAH AHEC PROGRAM OFFICE



**KAREN MULTALO**  
UVU PA PROGRAM



**JUAN CARLOS NEGRETTE**  
UoFU GLOBAL HEALTH



**ROBERT W. PETTITT**  
SLCC HEALTH SCIENCE



**KAITLYNN ROGERS**  
NURSING STUDENT



**NICHOLAS COX**  
UoFU COLLEGE OF PHARMACY



**TATIANA ALLEN-WEBB**  
COMMUNITY FACES OF UTAH



**JULIE LAY**  
WORKFORCE DEVELOPMENT

---

# OUTREACH & RECRUITMENT

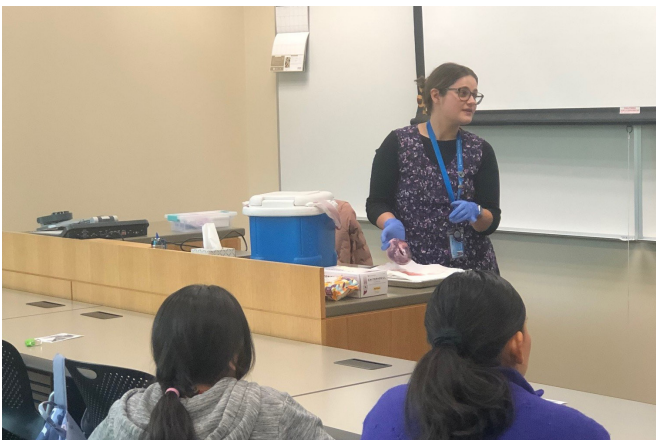
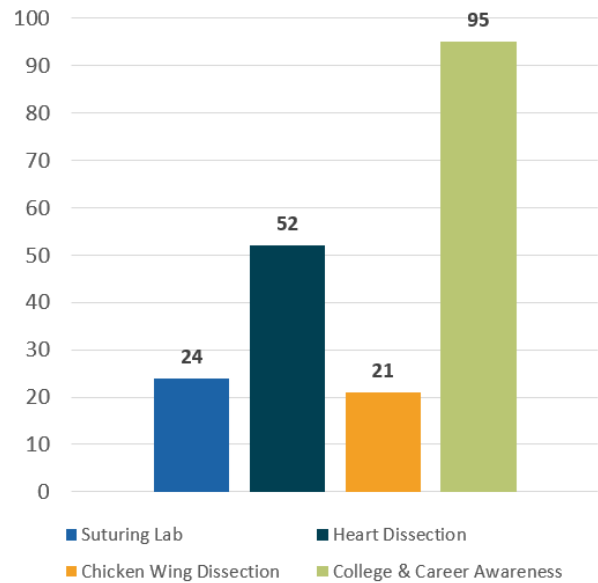
## K-12

---

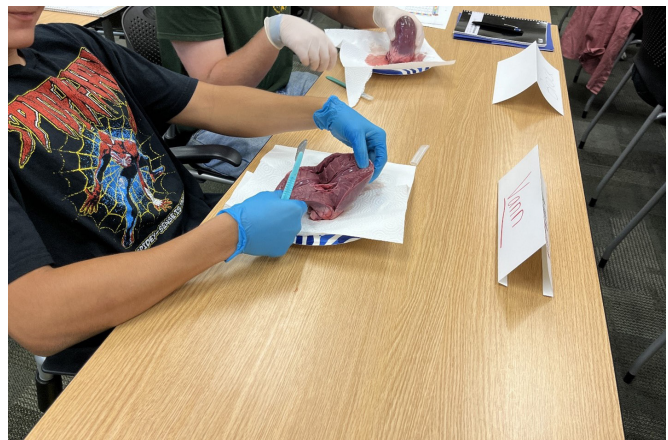
### HIGH SCHOOL & MIDDLE SCHOOL PRESENTATIONS

This year, we delivered 192 classroom presentations to middle and high school students, reaching a record 6,596 students—the highest number in the past six years. Our presentations introduced students to health science careers through engaging hands-on activities, including dissection labs with pig hearts, chicken wings, and suture skills. These experiences allowed students to explore anatomy, understand the cardiovascular and skeletal systems, and build confidence in surgical techniques.

We also offered College and Career Awareness (CCA) presentations for 7th and 8th graders, providing insights into various healthcare careers and opportunities to interact with anatomical specimens. Our goal is to inspire students to consider healthcare careers that may have once seemed out of reach.



**Middle school** presentations: Crossroads AHEC presents about the many medical professions that exist today. We address the myths and misunderstandings teens often have about these jobs. Classes explore health professionals through a variety of learning styles including question and answer sessions, a pig heart dissection, etc.



**High school** presentations: Crossroads AHEC provides hands-on experiences for students. Our presenters guide classes in identifying, understanding, and exploring different body organs. We also inform students regarding health care careers that relate to the organ being dissected. Dissection presentations include heart, chicken wing, and suturing.



## INTERNSHIP PROGRAM

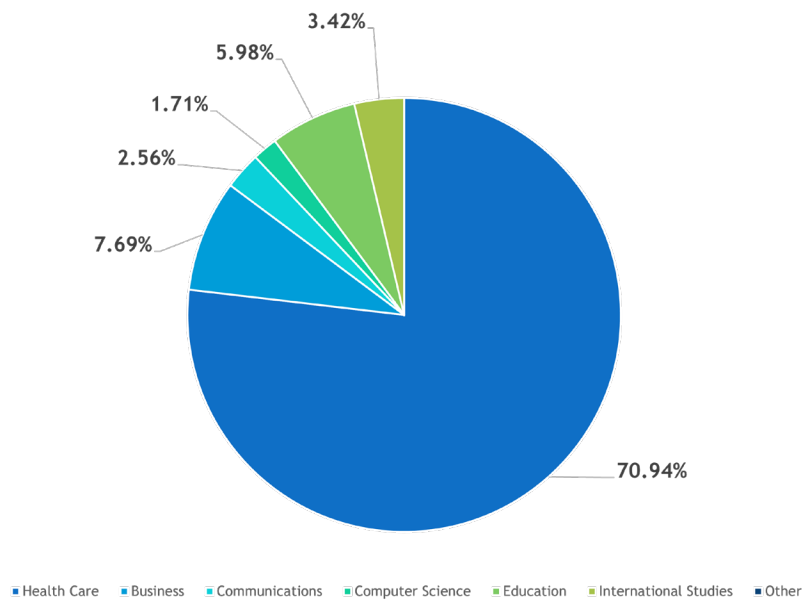
This past academic year, we've had a few changes in the Internship program. Our work within the Wasatch Front area has grown and we have been able to include students from some of our local charter schools. We are excited to continue to work with our partners at Intermountain Health, MountainStar Health, Shriners Hospital, Roseman School of Dentistry, Salt Lake Community College, U of U Medical Lab Science, and U of U College of Pharmacy, to bring students on site.

## INTERNSHIP DATA

In previous years, we've successfully tracked the involvement of intern students in concurrent enrollment and their continued education at SLCC. This past summer, we took an important step by submitting data on former participants to the National Student Clearinghouse. This initiative allowed us to gain insights into where these students attended college and their chosen majors. We were pleased to discover data on 134 participants. As illustrated in the chart below, an impressive 71% of these students pursued degrees in health science majors. This finding highlights the significant impact our programs have on guiding students toward promising careers in this vital field.

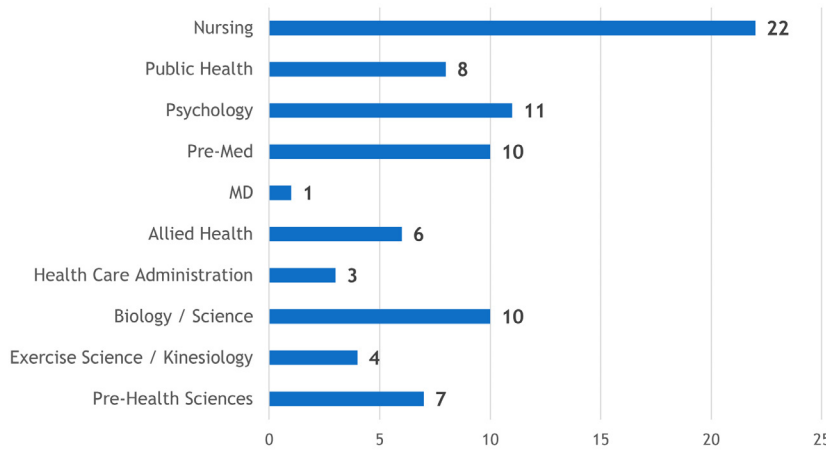


## LONGITUDINAL DATA



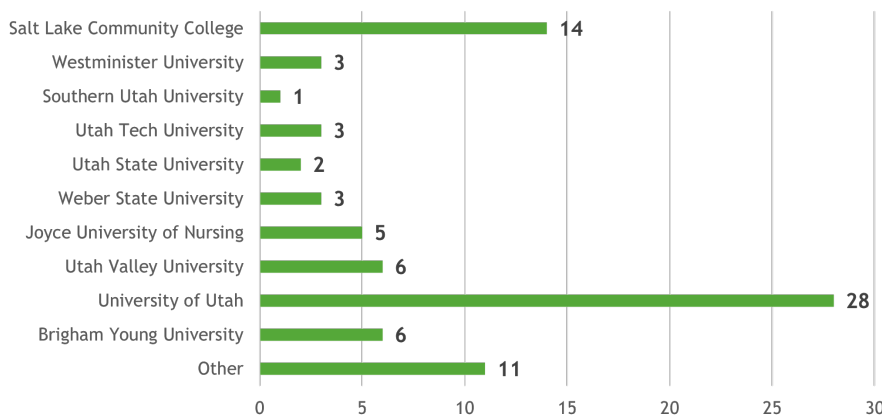
"The name Healthcare Studies Internship can be misleading, because we didn't merely study healthcare for a semester, we explored its every nook and cranny. As interns we were so impressed with the diverse fields and corners in the medical field, from Urology to Human Resources, healthcare has it all. To compile all the experiences we gained over the last few months would be a daunting task, we did so much. As aspiring professionals, many of the intern's questions were answered about their career of choice. I feel that many of us didn't know where we wanted to be in healthcare and that this internship really showed us where we can have a place, because there is a place for everyone. As far as interns who have made up their minds on where they want to be in healthcare in the next decade, our goals were cemented. Prospecting interns learned about their ideal job with effulgent depth and learned what steps to take next. I am so grateful for this opportunity." - Tanner Robinson

### Health Careers



Since 71% of students chose health science majors, we wanted to further analyze their specific fields of study. The chart to the left provides a detailed breakdown, showing that Nursing is the most popular choice among students. Following Nursing, the next highest fields of study include Psychology, Pre-Med, and Biology/Science.

### Universities / Colleges



As a program within SLCC, we have consistently tracked which students have continued their educational journeys. This analysis has allowed us to see which other institutions students have chosen for further education.

The chart to the left illustrates that the University of Utah was the most popular choice among students, with SLCC being the second most favored option. The 11 students categorized as "Other" continued their education outside of Utah.

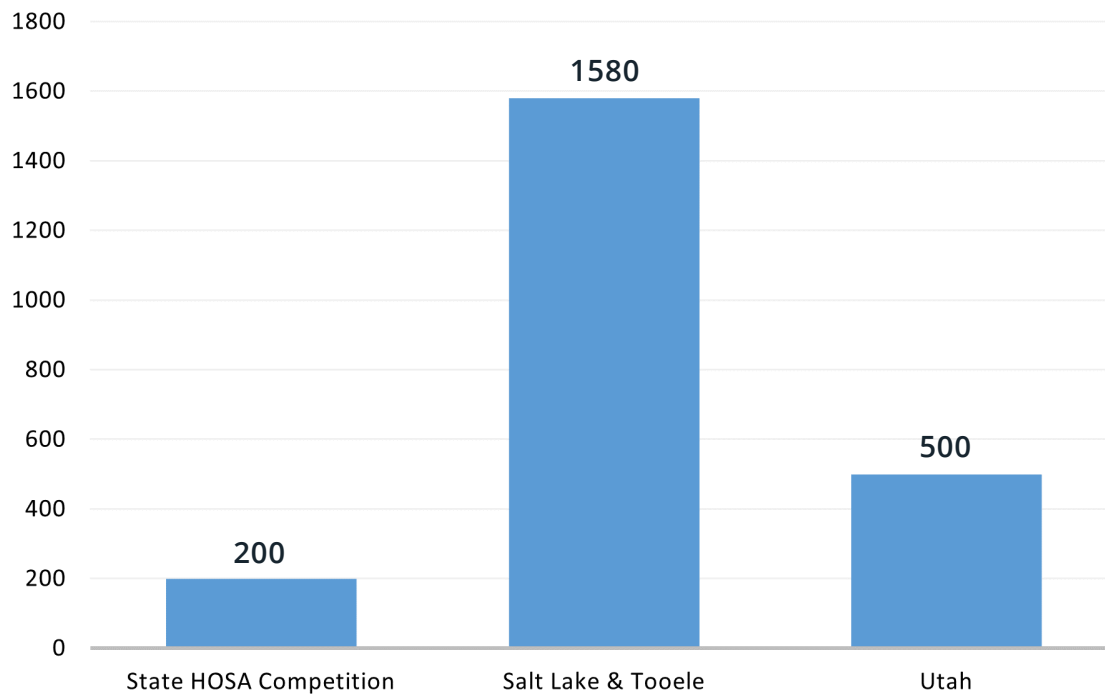
"The Wasatch Front Internship was an amazing experience and taught me a lot about the medical field. I learned about jobs in the medical field that take less than 3 years and can be completed at SLCC. The most important takeaway I took from this internship was teamwork. Before my internship, I didn't know how much a hospital or clinic works together but every part of a hospital works together to benefit the patients they have. I also loved all the amazing speakers, tour guides, nurses, and teachers who helped to show and explain each career in the internship. Additionally, I loved all the programs that were introduced such as phlebotomy, scrub tech, EEG tech and so much more. My eyes were truly opened. If I had to change one thing about the internship is making it more hands-on. I loved being able to use the mannequins during respiratory therapy and going into the OR at Saint Mark's; moments like these create more interaction to be able to see the challenges of the job. Other than that, I loved every aspect of the internship. I'm so grateful for this experience and am excited to continue to expand my knowledge from this internship." - Julie Cornell

## HEALTH CAREER FAIRS

Health Care Career Fairs are conducted in various areas throughout our service region. Our typical career fair includes students pre-registering for three 45-minute hands on presentations.

Health Care Careers represented in the career fairs include cardiology, emergency room, imaging/radiology, labor & delivery (women's health), laboratory services, mental health, pharmacy, occupational therapy, surgical technician, dentistry, respiratory therapy, physician, speech/language pathology, nursing, critical care (ICU), pre-professional advising, physical therapy/athletic training, Air/Med/EMS, community & nutritional health. This past year we reached approximately 2,280 students through in-person career fairs

## REGIONAL HEALTH CAREER FAIRS BY COUNTY



## HEALTH SCIENCE PROGRAM TOURS

Health Science Program Tours are usually conducted at the SLCC's School of Health Sciences. Depending on the amount of time and number of students schools bring to campus changes the structure of the tours. Some students spend 15 minutes in each simulation lab, and we have either a faculty member or students talking about the program and walking students through the training they are able to do in the labs, while other tours take students through each of the labs to give a 5-minute overview given by the outreach team.

This past year, in conjunction with the outreach team for the School of Health Sciences we were able to conduct 4 tours with over 465 students, teachers, and parents.



### PRE-HEALTH SUMMER PROGRAM OVERVIEW

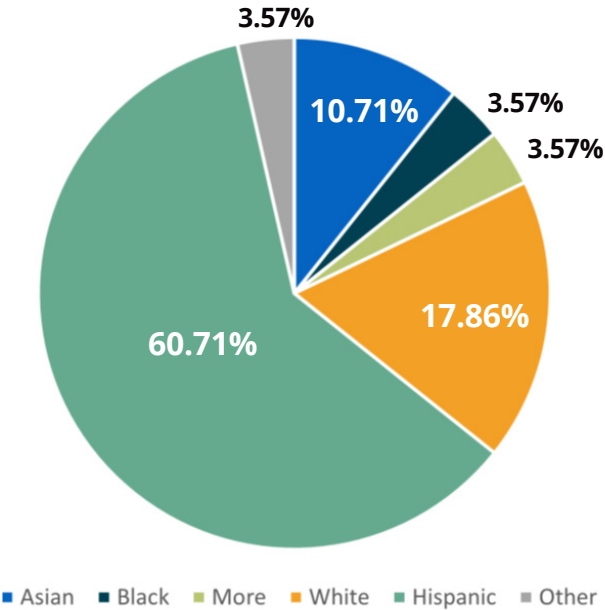
This year, 28 students participated in our Pre-health Summer Program, which included five enriching field trips to various healthcare facilities and colleges. We were fortunate to host 21 health professionals who shared insights into their areas of expertise.

A new initiative this year was a community health project, where students collaborated based on their local communities to develop projects addressing social determinants of health.

In addition to this hands-on experience, students received six weeks of preparation in Math, English, and Science to boost their confidence in taking entry-level college courses, whether through concurrent enrollment or when they transition to college.

Our post-program assessment indicated that nearly all students reported increased knowledge in each subject area. At the conclusion of the program, every student was awarded a certificate of completion, which will enhance their applications to SLCC's health professions programs.

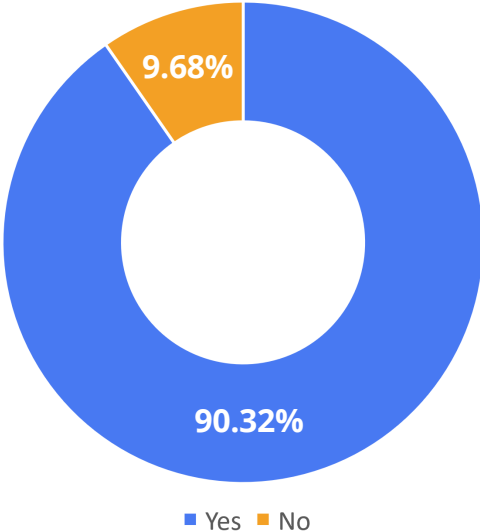
#### ETHNICITY/RACE



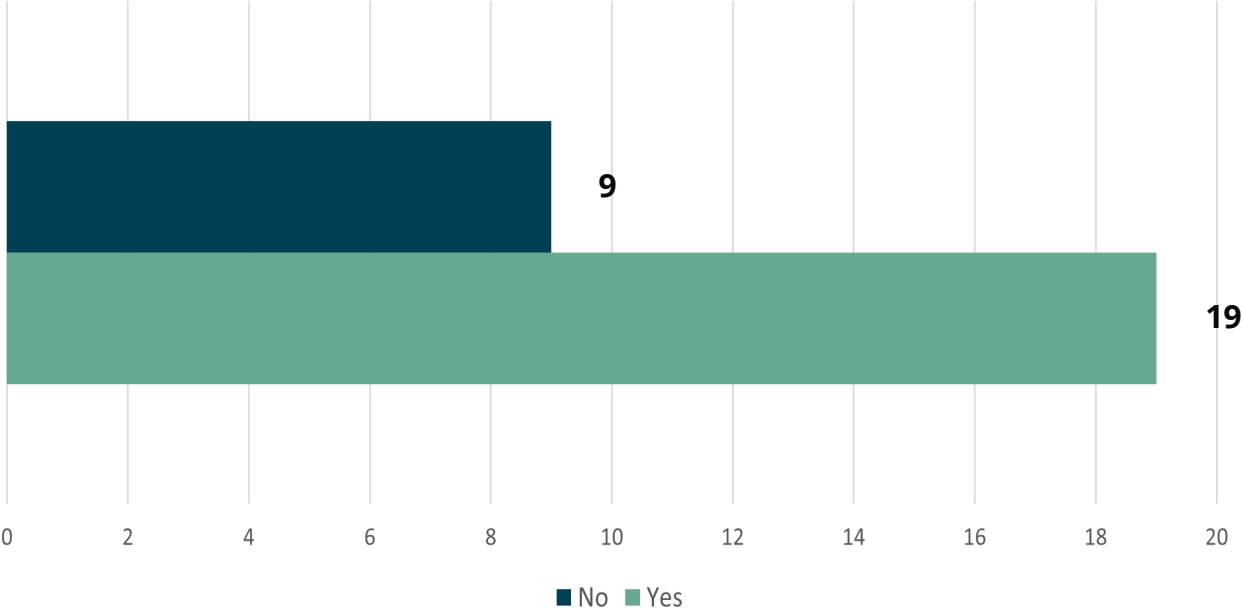
One of our admitting factors to be considered for the Pre-health Summer Program was whether students qualified for free and reduced lunch. 90% of our 2024 cohort qualified for free or reduced lunch.

Another one of our admitting factors for our Pre-health Summer Program was if students will be first-generation college students. 19 out of the 28 students in our 2024 cohort would be first-generation students.

### FREE AND REDUCED LUNCH



### FIRST GENERATION STUDENTS



---

CROSSROADS UTAH AHEC

## MESSAGE FROM HEALTH CAREER COORDINATOR

*Taylor Calhoun*

---

As the AHEC Program Coordinator at Crossroads AHEC, I'm excited to share our achievements from this past year.

In our 2024 Pre-health Summer Program, I worked with 28 dedicated students who not only prepared for college-level coursework but also gained invaluable hands-on experience in healthcare settings. They engaged with health professionals and developed community health projects. A standout moment was our visit to the Roseman School of Dentistry, where students practiced vital skills like filling teeth and suturing. This year, we also implemented a community health project, allowing students to address social determinants of health within their own communities, which fostered both learning and local engagement.

I also helped coordinate the Crossroads AHEC Internship, a 15-week program where high school students explored various healthcare careers. Visits to key facilities, such as Intermountain Hospital and the University of Utah's pharmacy program, provided essential insights. At the conclusion of the program, students received certificates of completion, celebrating their hard work and dedication.

Another highlight was the CRAHEC Mentor Program, which connects aspiring healthcare professionals with current health profession student mentors. This initiative has proven invaluable in guiding students through career exploration, college navigation, and personal development. I've witnessed how this support helps students clarify their goals and make informed decisions about their futures.

Thank you for your continued support and commitment to our mission. I look forward to building on this success in the coming year!



## PRE-HEALTH SUMMER PROGRAM EVALUATIONS

All students reported that they learned about more career fields in health professions than they were previously aware of. Out of the 26 students who completed the evaluation, 17 reported that they learned about other careers that influenced them to change their area of focus for their future health care career. As you can see in the table below, students were overall satisfied with the program.

	Total Students	Very Dissatisfied	Dissatisfied	OK	Satisfied	Very Satisfied
Pre-Health Summer Program	26	0	0	1	6	19
Program presentations	26	0	0	2	6	18
Program field trips	26	0	0	2	5	19

## PRE-HEALTH SUMMER PROGRAM EVALUATIONS

The table below, illustrates the increase in knowledge, attitude, and skills students enrolled in the 2024 Pre-health Summer Program acquired during the program. Using a retrospective pre-post evaluation form, students were asked to respond using a scale of 1 to 5 with 1 representing Very Poor, 2 Poor, 3 Good, 4 Very Good, and 5 as Excellent. Twenty six of the twenty-eight students completed the evaluation. The table below shows the number of students who rated the overall program was very good or (4) or excellent (5) in their knowledge, attitude, and skills during the program.

Evaluation Questions	Before	After
My knowledge and Science	8	20
My knowledge and Math	12	18
My knowledge and English	11	20
My awareness of healthcare career options	4	19
My intention to pursue college or training in a health profession	16	19



### Field Trips

One of the highlights of our Summer Program was the weekly field trips to various healthcare facilities and colleges. Students had the opportunity to explore the training resources at the Intermountain Simulation Lab, where they observed how medical staff respond to emergency situations. At the Roseman School of Dentistry, they practiced hands-on skills such as drilling a tooth, creating dental molds, and suturing. During a tour of the Noorda School of Medicine, medical students and faculty shared insights on different pathways to medical school. We are grateful to everyone who helped make these trips engaging and informative, offering valuable career insights to our high school students.



### College Readiness Classes

An integral part of our program is our college readiness classes. We spend six weeks going over Math, English, and Science curriculum with special focus on how they can be utilized in a healthcare setting. The curriculum is created with the intention to prepare students to take ENGL 1010, MATH 1010, and BIOL 1610 from Salt Lake Community College.

### Community Health Project

A new initiative this year was a community health project, where students collaborated based on their local communities to develop projects addressing social determinants of health. Our CRAHEC board members served on the project judging panel to choose the group with the best project. The winning students investigated how access to parks and green space affects physical and mental health. Their project was a proposal to incorporate a new park in their community.



## K-12 OUTREACH AND RECRUITMENT SUMMARY

The table below, illustrates the increase in knowledge, attitude, and skills students enrolled in our structured programs acquired during the 2023-2024 academic year. Using a retrospective pre-post evaluation form, students were asked to respond using a scale of 1 to 5 with 1 representing very poor and 5 as excellent. Fifty-nine students completed the program evaluations. The table below shows the number of students who responded very good (4) or excellent (5).

Evaluation Questions	Before	After
My knowledge in the role of providers (clinicians, hospitals, and/or health centers) in the health care system	<b>7</b>	<b>43</b>
My understanding of the impact that culture and diversity play in healthcare	<b>14</b>	<b>36</b>
My awareness of the importance of lifestyle choices and how they affect a person's overall health	<b>24</b>	<b>43</b>
My ability to identify health issues that affect teenagers and young adults	<b>11</b>	<b>35</b>
My awareness of healthcare career options	<b>8</b>	<b>46</b>
My interest in healthcare careers	<b>37</b>	<b>41</b>
My understanding of the skills associated with team-based care in healthcare	<b>15</b>	<b>40</b>
My ability to communicate effectively with peers and instructors	<b>23</b>	<b>40</b>
My knowledge on how to prepare for a healthcare career, including application and education requirements.	<b>10</b>	<b>40</b>
My intention to pursue college or training in a health profession	<b>36</b>	<b>43</b>

## K-12 OUTREACH AND RECRUITMENT DEMOGRAPHICS

The table below presents combined data from our 2023-2024 pipeline programs, showcasing the demographic breakdown of our initiatives. CRAHEC continues to engage in as many opportunities as possible to interact with students across our service area.

This past year, our outreach efforts significantly increased the number of classroom presentations offered in Salt Lake County, allowing us to reach a broader range of students from various socioeconomic backgrounds. These efforts have also been instrumental in marketing our Pre-Health Summer and Mentorship Programs.

	Total	White	African American	Asian	Pacific Islander	American Indian	Hispanic	More than One Race	Male	Female
Classroom Presentations % of Total	6,636	4,800 72.33%	132 1.99%	205 3.09%	199 3.00%	39 0.59%	1,090 16.43%	171 2.58%	3,062 46.14%	3,522 53.07%
Tours % of Total	465	213 45.81%	19 4.09%	26 5.59%	24 5.16%	6 1.29%	169 36.34%	8 1.72%	233 50.11%	232 49.89%
Career Fair % of Total	2,280	1,566 68.68%	74 3.25%	89 3.90%	52 2.28%	25 1.10%	474 20.79%	0 0.00%	1,080 47.37%	1,200 52.63%
Pre-health Summer Program % of Total	25	12 48.00%	2 8.00%	4 16.00%	1 4.00%	0 0.00%	19 76.00%	2 8.00%	4 16.00%	20 80.00%
Mentor Program % of Total	22	6 27.27%	2 9.09%	3 13.64%	0 0.00%	0 0.00%	15 68.18%	0 0.00%	7 31.82%	19 86.36%
Internships % of Total	60	30 50.00%	3 5.00%	9 15.00%	0 0.00%	0 0.00%	16 26.67%	2 3.33%	14 23.33%	46 76.67%
Total Student Participants % of Total	9,488	6,627 69.85%	232 2.45%	336 3.54%	276 2.91%	70 0.74%	1,783 18.79%	183 1.93%	4,400 46.37%	5,039 53.11%

“My favorite part of the program is how much I learned about other careers that I didn't know existed or wasn't interested in. The field trips also allowed us to see what a typical day or semester would look like in the schools we went to.” -Camila Alejo  
Pre-health Summer Program Participant

---

# MEDICAL/HEALTH PROFESSIONAL TRAINING

---

## AHEC SCHOLARS AT SLCC

The AHEC Scholars Program is designed to enhance the educational experience of students pursuing careers in healthcare, particularly those committed to serving underserved populations. This program offers participants a unique opportunity to engage in interprofessional education, community-based training, and experiential learning in various healthcare settings.

- Interprofessional Education
- Behavioral Health Integration
- Connecting Communities and Supporting Health Professionals
- Virtual Learning and Telehealth
- Social Determinants of Health
- Cultural Competency
- Practice Transformation
- Current and Emerging Health Issues

This past year, we supported the following SLCC students: 4 Occupational Therapy Assistants, 7 Radiologic Technologists, and 17 Nursing students. During our spring pinning ceremonies, we were proud to award AHEC Scholars cords to 1 Occupational Therapy Assistant, 2 Radiologic Technologists, and 5 Nursing students.



### *Scholars*

*Nursing students Jason Baugh, Emily McLaughlin, Parker Yates, Kaitlyn Rogers, and Kara Wheeler receiving their AHEC Scholars cord during the spring nursing pinning ceremony.*

## INTERPROFESSIONAL TRAINING

In October of 2023, CRAHEC had the opportunity to sponsor SLCC's School of Health Sciences' Interprofessional (IPE) training lunch and learn. As the only staff member on the school's IPE committee, Center Director, Mindy Bateman joined with nine faculty members representing each of the schools' 9 health science programs to offer the "Civil Conversations regarding Controversial Health Issues" training.

Students from the following disciplines participated in the 1-hour training:

Discipline	Students
Dental Hygiene	50
Radiologic Technology	46
Occupational Therapy Assistant	24
Physical Therapist Assistant	13
Nursing	3
Other	5
<b>Total</b>	<b>141</b>

All students who participated were asked to evaluate the training received. Of the 141 who attended, 49 completed the evaluation. The table below illustrates the increase in knowledge, attitude, and skills students experienced during the training. Using a retrospective pre/post evaluation form, students were asked to respond using a scale of 1 to 5 with 1 representing Very Poor, 2 Poor, 3 OK 4 Good, and 5 Excellent. This table shows the number of students who selected good (4) or excellent (5).

Question	Before	After
I felt I had adequate skills to have a civil conversation regarding a controversial health topic.	34	48
My understanding of skills needed to have a civil conversation.	31	49
This training allowed me to practice the skills demonstrated by faculty.	48	
The demonstration shown by faculty helped me to better understand the skills needed.	48	
Because of this training, I have committed to making changes in my conversation skills, i.e., listening, pausing, asking questions, finding common ground, etc.	48	
I enjoyed this training opportunity.	43	
The method used for this training was appropriate.	45	
I enjoyed working with students from other programs.	47	

One student shared their thoughts on the program, "Speaking about these topics with students from different academic disciplines made this particular seminar so much more enriching because those students were able to bring new information. Some that might have even slightly contradicted what is considered best practice in my own discipline. Would be interesting to get perspectives from some who are not health science majors too- psychology etc. Had a great time."



*IPE Lunch and Learn*

*Students pre-registered and were assigned tables to create groups representing each of the disciplines participating in the conference.*

*IPE Lunch and Learn*

*Tables were given time to discuss their assigned topic area and then asked to report back to the larger group.*



*IPE Lunch and Learn*

*A faculty member was assigned to be with each group of students and enjoyed listening to the robust conversations.*



---

# CONTINUING EDUCATION/ PROFESSIONAL DEVELOPMENT

---

## MOUNTAIN WEST TRANSFORMING CARE CONFERENCE

The 2024 Mountain West Transforming Care Conference played an important role to help providers earn up to 16 CEU and CME credits towards obtaining Utah's new Transgender Treatment Certification required for providers who serve transgender and gender-diverse adolescents.

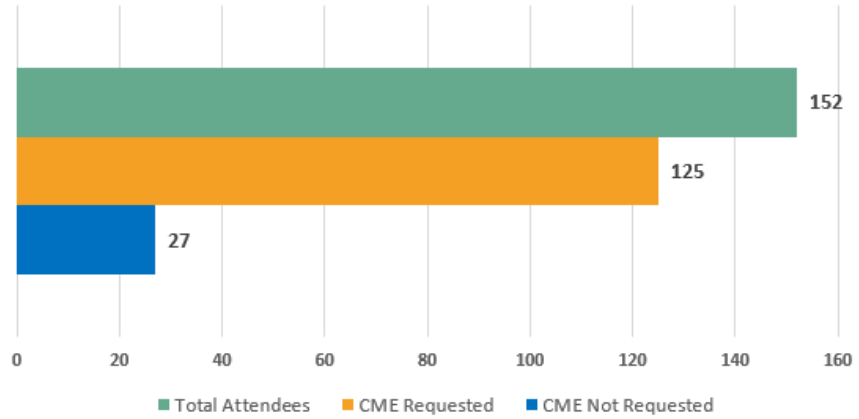
Since our first conference, we continue to expand topics and content with up-to-date information, so providers have what they need to offer culturally competent, evidence-based care.

The table below, shows the discipline breakdown of the 152 professionals who attended the 2-day virtual conference January 19-20, 2024.

Discipline	Professionals
Mental/Behavioral Health Professional	76
Midwife, Nurse, or other Nursing Professional	7
Nurse Practitioner	9
Other Allied Health Professional	1
Other Public Health Professional	2
Pharmacist, Physician, Physician Assistant	26
Social Worker or Case Manager	26

The multi-day event brought 152 participants from around the nation. One hundred twenty-five or 82% of attendees requested CME, CEU or CE credit.

### ATTENDANCE AND CME REQUESTS



Out of the 99 attendees who responded to the evaluation survey, 85% or more indicated they will use the information learned to change their approach to providing care for minority patients, see table below.

Questions	Number	Percentage
How would you rate the overall quality of the conference?	97	98%
To what extent will this training change your approach to people with different life experiences than you?	86	87%
To what extent will this training change your approach to providing care for minority patients?	84	85%

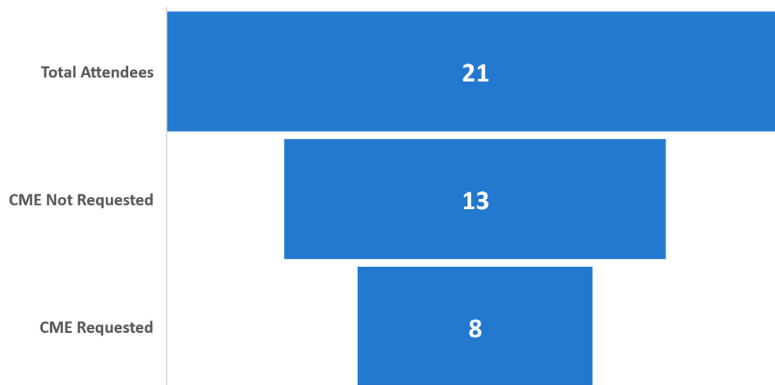


## SUBSTANCE USE DISORDER IN MATERNAL HEALTH

Substance use surrounding pregnancy has significant and detrimental impacts on women and families. The SUD in Maternal Care conference consisted of presentations from nationally recognized experts on effective treatment strategies for substance users during pregnancy and in the months following delivery.

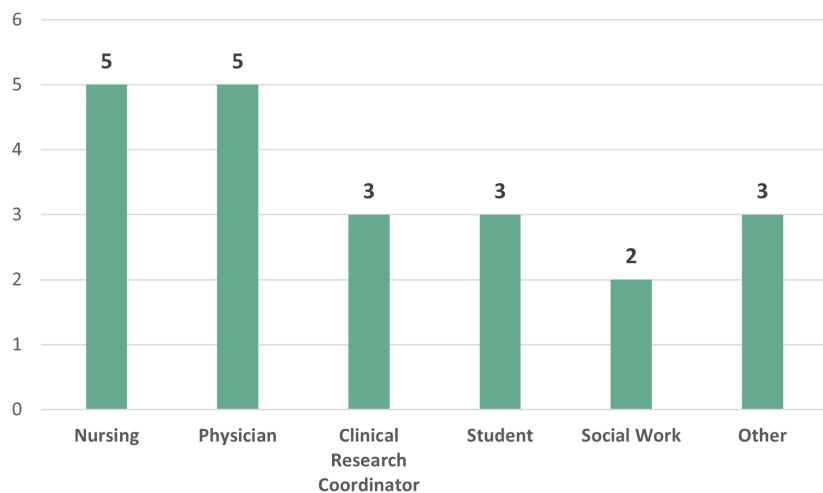
Employment Setting	Amount	Percentage
Primary Care Site	9	18.90%
MUC Site	6	12.60%
Rural Site	1	2.10%

## ATTENDANCE AND CME REQUESTS



Twenty-one attendees participated in the multi-day hybrid program. The conference was approved for 9.5 CME credits for the two-day event. Eight of the 21 attendees requested CME credit.

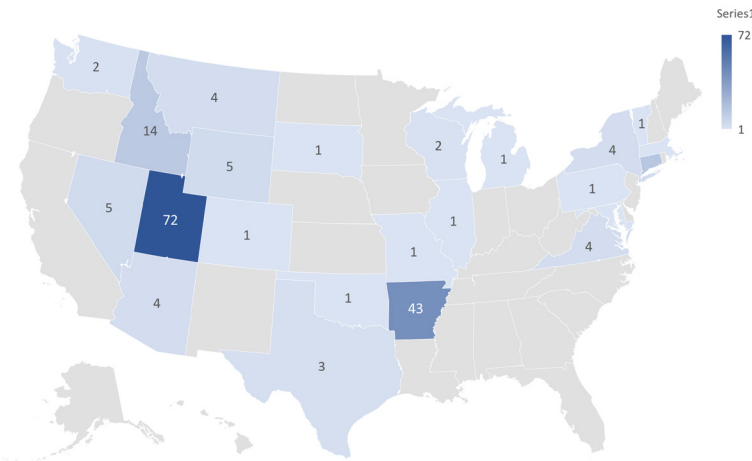
## ATTENDANCE BY DISCIPLINE



The chart to the right shows the breakdown of attendees by discipline.

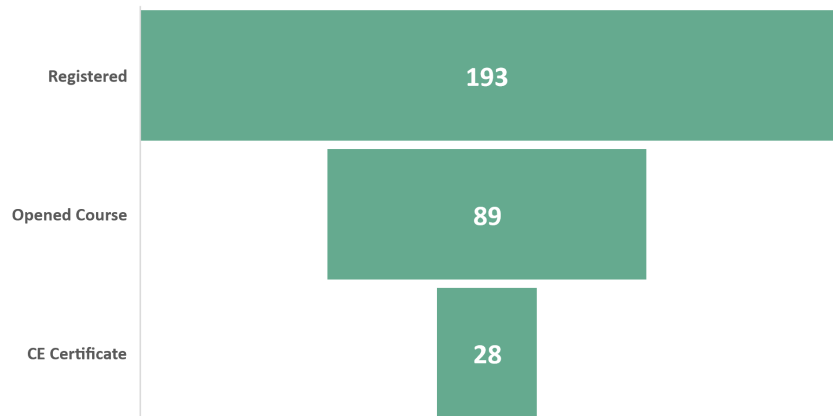
## PREVENTING HPV CANCERS: THE ROLE OF DENTAL PROFESSIONALS

In partnership with the American Cancer Society, the Utah Dental Hygienists Association, and Weber State University, we developed an innovative eight-module course offering 5.25 continuing education credit hours. This asynchronous training program is designed to equip oral health providers with the knowledge and skills to enhance HPV vaccine delivery. Participants had the flexibility to choose the modules that interested them, allowing for self-paced completion throughout the year. We were pleased to see strong interest from providers across the nation, reflecting the course's significance and reach.



As mentioned above, we had significant national interest in the course. This map shows the number of registered participants from each state.

During our analysis of participant engagement, we identified a key factor contributing to the low number of requests for continuing education (CE) credits: the local accreditation of dental CE credits. This limitation may have prevented dental professionals outside of Utah from utilizing these credits in their respective states.



## CONTINUING EDUCATION NEWSLETTER

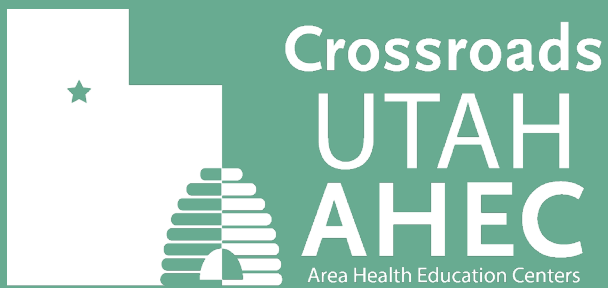


SUBSCRIBE TO OUR NEWSLETTER IF YOU ARE  
INTERESTED IN UPCOMING CONTINUING  
EDUCATION OPPORTUNITIES!

---

## FOLLOW US ON SOCIAL MEDIA!





*"Transforming healthcare through education"*

**Phone**  
801-957-6291

**Address**  
3491 Wights Fort Road  
JHS 120A  
West Jordan, UT 84088

**Email**  
mindy.bateman@slcc.edu

**Website**  
[http://www.slcc.edu/  
crossroadscenter/](http://www.slcc.edu/crossroadscenter/)