



On-The-Job Training and Apprenticeship Toolkit for Health Centers

Medical and
Dental Assistants





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1

Introduction



Thank you for your interest in the Michigan Primary Care Association’s (MPCA) workforce training programs. As the voice of Community Health Centers in Michigan, we strive to provide our members with relevant information and resources related to workforce development initiatives. We are here to help your health center with its workforce needs. Should any questions arise about this toolkit or our workforce initiatives, please contact a member of MPCA’s Workforce team.

There has never been a more challenging time for the healthcare workforce than now. The COVID-19 pandemic exacerbated the difficulties faced by the already delicate healthcare workforce landscape. Now, more than ever, new ideas are needed to address this unique era in healthcare history.

This toolkit was designed to help Michigan Community Health Centers develop and implement on-the-job training programs and registered apprenticeship programs for Medical and Dental Assistants at their organizations. However, many of the concepts within can be applied to a variety of roles or professions, including Community Health Workers, Certified Nursing Assistants, Pharmacy Technicians, Licensed Practical Nurses, and more. While the information provided here focuses on Michigan organizations, many of the programs mentioned are available across the United States.

If you have a staffing need you would like to address via an on-the-job training program or registered apprenticeship program, this toolkit will provide a launching point and foundational knowledge for building your own program. Pipeline or “grow your own” programs are becoming more vital and integral to growing and retaining a healthy organizational workforce. We hope you find this toolkit useful and a source of guidance for your workforce programming.

“ *This toolkit was designed to help Michigan Community Health Centers develop and implement on-the-job training programs and registered apprenticeship programs for Medical and Dental Assistants at their organizations.* ”

2

Overview

2.1 THE VALUE OF GROWING YOUR OWN TALENT

Staffing is a critical need for any organization, and medical and dental assistant staffing more than most. But not all educational programs prepare individuals adequately to be successful in community-based primary care settings like health centers. When you choose instead to grow your own talent in-house with an on-the-job training program or an apprenticeship program, you will know your new employee is learning what they need to succeed within your organization from the start.

Growing your own talent:

- Establishes a training pipeline to meet current and future staffing needs.
- Creates upskilling and professional development opportunities for existing staff.
- Aids employee retention and reduces the frequency of turnover, thereby reducing turnover costs.
- Addresses cost and affordability barriers that prevent many talented people from entering skilled professions.
- Produces professionals that are ready to serve their community and meet the specific needs of health center patients.

2.2 ABOUT ON-THE-JOB TRAINING AND APPRENTICESHIPS

On-the-job training is training that a person is given while doing a job and getting paid. On-the-job” training programs offer a practical approach for acquiring the skills and competencies necessary to move into specific in-demand jobs. Because a person can be paid for time spent working and learning, on-the-job training can surmount many of the common barriers that prevent people from moving into higher-skilled jobs, such as education costs and the ability of prospective professionals to get the time off to train. These programs also provide potential staffers the opportunity to earn and learn.

Apprenticeships are a form of on-the-job training where a person learns under a skilled worker and receives a recognized credential upon completion. Registered Apprenticeship Programs have been successfully utilized for training in manufacturing and skilled trades, and are increasingly expanding to health careers, including Medical Assistants, Dental Assistants, and other similar roles. For health professions, most on-the-job training programs require a training partner, which is an educational or training institution that provides the education program and offers a certificate or degree.

On the job and apprentice-style programs support a culture of learning and professional development in organizations, including loyalty, retention, and upskilling. A staffer who joins as a Medical or Dental Assistant through this kind of training will know that your organization values professional development and will see room to grow and hone their skills within the organization. On-the-job training models grow talent pipelines and provide economic opportunities to members of the community.

2.2.1 FUNDING AND RESOURCES

There are funds and resources available to support employers and trainees in successfully launching and supporting on-the-job training programs and apprenticeships. A list of some of the programs in Michigan is available in [Section 5.4.1](#). Contact your regional Michigan Works! Agency to learn more about funding available to support your workforce program.



3

Planning An On-The-Job Training Program

3.1 GOAL SETTING

The first step to planning any training program is determining your goals. Once you have clarity on what your organization wants to achieve through your program, all other decisions can flow from that guiding light. Understanding your goals also helps define the right level of resource investment and dedication that your health center should make to launch a training program.

Your goals might be:

- To rapidly fill vacancies and keep a steady pipeline of ready recruits for future turn over.
- To build a pipeline with local high schools to create more economic opportunity for youth in the community.
- To develop a career ladder within the organization, which supports retention of talent over time as the person evolves in their health career.
- To become a highly desired employer that attracts and retains talent by offering on-the-job training and a range of upskilling opportunities.

3.2 ASSESSING CAPACITY

The second step to planning is assessing what capacity your health center currently has to support on-the-job training effectively. It will also help you to determine the number of trainees your organization can take on at any one time.

- How many qualified, experienced, certified, or registered staff do you currently have available to act as preceptors to oversee and mentor trainees?
- Do you have adequate space (a workstation) and supplies (tablets or laptops) available or a budget to cover the necessary supplies?
- Who will be able to administer the program, coordinate with training partners, and manage the budget?

“*The first step to planning any training is determining your goals.*”



4

Comparing Training Partners

There are several different types of Medical and Dental Assistant training programs available, and determining which type best suits your organization will help you to identify a training partner that fits your organization's needs.

4.1 COMPARING TRAINING PARTNERS

There are a variety of options for training partners to meet a range of needs and capacity. The model a health center chooses to invest resources and time into should match capacity and be justified by need. Most training partners start a cohort of students on set schedules, while other programs may offer flexible start and duration timelines.

The training partner structures curriculum and provides instruction through a competency-based program that prepares students for attaining a Registered or Certified credential through an accrediting entity. Training partnerships encompass a wide range of engagement with education entities. This can include hosting students for a limited externship or working closely with an education partner to support an apprentice-style training program. The employer provides practicum/clinical experience and on-the-job training. Health centers should seek training partnerships with education entities that match their level of financial commitment, organizational capacity, and workforce need.

Community Colleges

- Public and private two-year colleges granting associate degrees for technical subjects. Eligible students must have a diploma or GED and must be accepted based on certain criteria. Eligible for Pell Grants and Federal financial aid.
- Colleges and vocational/technical schools offer partnerships that may support training for dental, RN, and other roles. Community college programs may offer “buildable credit” that a student can apply toward a more advance degree (Medical Assistant to Registered Nurse, or Dental Assistant to Dental Hygienist).

Post-Secondary Career/Technical Schools

- Independent (for-profit or non-profit) training institutions that prepare students for a specific career. Students receive a certificate, license, or associate degree. Accreditation and eligibility for student financial aid varies by qualifications of the institution.
- Some private training partners may also offer “upskilling” courses to continually advance skills and competencies of staff.



Secondary Vocational/Youth Programs

Offered at the Secondary (High School) level, publicly funded training programs prepare students for technical careers upon graduation or through a “fifth year.” Upon graduation, students may earn a completion certificate and/or college credit toward an associate degree.

Assessing Training Partners:

- 
- **Duration** - How many weeks or months will it take a student to complete the program?
 - Does the program follow a semester-based calendar, or does it have a flexible start and duration?
 - **Tuition Cost** - What is the total per student tuition cost, including fees?
 - **Instruction Platform** - Is the program delivered in-person in a classroom, online, or is it a hybrid program? Will the student need access to special software or internet access?
 - **Accreditation** - Is the program accredited by a recognized body that has evaluated the curriculum and quality of the program and determined that it meets the standards of the profession? Is accreditation required for your trainee to work as a recognized professional in their role post-graduation?
 - **Credentialing Exam** - Does the program prepare for a credentialing exam with a recognized body that provides Certification or Registration credentials to Medical or Dental Assistants?
 - **Buildable Credit or Training Advancement** - Does the program support career laddering, either as buildable credit or transferrable credit?
 - **Student Supports** - What student services are available to ensure student success, including academic, social, and financial support? Are there robust supports in place to reduce risk of drop-out and to address barriers for low-income or disadvantaged students?
 - **Employer Supports** - What employer support is available to ensure success in supporting the on-the-job aspects of the training program?
 - Is there training or orientation available for staff that will serve as preceptors?
 - Does the program assist with recruiting and selecting candidates?
 - **FAFSA Eligible** - Is the program covered by Federal Financial Aid, which extends Pell Grants and federal loans to assist with tuition and education costs?
 - **Employer Input** - What is the level of employer engagement as part of the program? What is the minimum number of practicum or externship hours the student must complete, and what qualifications are required for staff that precept the students’ practical experience?

4.2 CORE COMPETENCIES FOR MEDICAL AND DENTAL ASSISTANTS

It is important to ensure that your training covers the core competencies that a Medical or Dental Assistant within a health center will need. Work with a training partner that can assure the core competencies necessary will be met. A suitable training partner should have a set of core competencies that your center can then cross-reference to your needs. This is one of the important reasons to choose your training partner carefully.

5

Preparing Your Health Center (Pre-Implementation)

5.1 ORGANIZATIONAL READINESS

Organizational readiness refers to your health center’s preparedness to recruit, train and manage trainees effectively. This includes having a plan for how you will handle the human resources process, such as recruiting, screening, and hiring trainees, and providing all necessary hiring, orientation, and on-boarding processes. It also includes having a financial plan for how you will compensate them on a graduating wage scale throughout their training experience, sponsor tuition costs, and acquire the necessary equipment (laptops, PPE, and clinical/office supplies) for trainees during on-the-job training experience. You will also need a plan for how you will interface the time your trainees spend on-the-job with their education through the training partner, including how their competencies will be assessed by qualified staff, how they will be precepted through their clinical experiences, and how you will ensure all the necessary components of the training program are being implemented.

You will need to prepare your human resource, finance, operational, and clinical policies and procedures to account for a new apprenticeship or on-the-job training program. You will also need to prepare your leadership and staff teams, especially the administrative and clinical staff who will be engaging with the trainees directly, so that they can be part of ensuring the trainee and program success.

5.2 INDIVIDUAL PRE-IMPLEMENTATION PLAN CHECKLIST

The following is a checklist of steps to have prepared during the pre-implementation period of preparing your health center for an on-the-job training program. They are broken into different sections based on topic and conclude before recruitment is done for your first cohort. Recruitment and active training are included in the Implementation Checklist in [Section 6.1](#). The full implementation checklist is included in this document as [Appendix A](#).

Goals and Partnerships

- Schedule your team to set goals and determine capacity for an on-the-job training program.
- Review available training partners (educational institutions) that fit your project goals and capacity.
- Connect with regional Michigan Works! Agency office for supportive resources and recruitment assistance.
- Complete necessary contracts to solidify partnerships and establish Points of Contact for project partners, including your training partner, MPCA workforce staff, and MI Works! Association.
 - Schedule implementation calls with your project partners to establish an individualized implementation action plan.



Finance and Budget

- Determine wage scales for trainees.
 - A registered apprenticeship program requires at least one wage increase in the duration of the program.
- Determine the amount of tuition assistance, sponsorship, or loan repayment that will be offered.
- Identify costs associated with on-the-job training or apprenticeship - equipment and supplies, trainee wages, preceptor wages, etc.
- Identify available funding to support training program costs - MPCA scholarships, available tuition assistance, grant funds, investment dollars, employer support resources available through the regional Michigan Works! Agency, etc.

Human Resources and Staff

- Finalize job descriptions for trainees.
- Establish the scope of duties and schedule for trainees through each phase of the program.
- Determine the number of hours trainees will be scheduled for their on-the-job hours, course work, and lab experiences.
- Develop interview questions appropriate for trainees.
- Establish a Service Term Agreement to secure return on investment for sponsoring a trainee. An example Service Term Agreement is included in this toolkit as [Appendix E](#).

Staff Preparation

- Identify qualified staff to act as preceptors for trainees.
- Orient preceptor staff to their role and expectations.
- Determine if bonus wages will be offered for precepting staff.
- Ensure Health Center Staff and Health Center Supervisors are aware of the training program, the scope of duties for trainees, and how they can support program success.

Operations and Compliance

- Check that personnel, risk management policies, and/or liability coverage will include trainees and apprentices.
- Ensure lab coordinators and preceptors have received necessary orientation and training.

Registered Apprenticeship Programs

- Determine if your organization would like to seek assistance in the form of intermediary services.
- Identify an intermediary organization and solidify partnership.
 - Potential intermediary partners include both regional Michigan Works! offices and the MPCA.
- Contact an apprenticeship success coordinator at the selected intermediary organization.
- Assign someone within the organization to be the point person for program-related activities.
- Complete Registered Apprenticeship Program documentation to establish apprenticeship.

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Preparing Your Health Center *continued*

5.3 SAMPLE PROGRAM PROCESS AND TIMELINE

While all program processes and timelines will vary according to the needs of your Community Health Center, the following are a sample of a planned process and timeline for an 8 to 12-month program.

5.3.1 SAMPLE PROGRAM TIMELINE FOR A TRAINING COHORT

Pre-Implementation: (1-3 months)

- Establish goals for training program and identify training partners.
- Solidify partnerships and engage Regional Michigan Works Agency.
- Identify and prepare support staff and preceptors.
- Check operational, personnel and risk management policies.
- Register Apprenticeship Program with Department of Labor.*



Implementation: (6-9 months)

- Recruit, interview, select and hire trainees and enroll with training partner.
- Trainees start scheduled on-the-job training hours at the health center and begin classes with training partner.
- Establish regular check-ins with trainee, training partner, and precepting staff to monitor progress, address concerns, and support ongoing success.
- Perform competency check offs at designated phase intervals of the program.
- Maintain and report any necessary data required for a Registered Apprenticeship Program.*

Post-Implementation: (1-3 months)

- Trainee graduates and receives completion certificate from training partners.
- Trainee completes remaining on-the-job training hours or service term to fulfil training program agreements.*
- Trainee applies and takes any Certification or Registration exams they are eligible and prepared for (and passes).
- Trainee is transitioned to permanent staff position and wages once program requirements are completed and competencies demonstrated satisfactorily.

*See [section 8](#) for more details and specific requirements for Registered Apprenticeship Programs.

5.4 PROGRAM BUDGET

Your program's budget will be unique to your organization, but there are nevertheless common features you will need to consider when developing your implementation plan and forecasted budget.

- Wage scales, benefits rates
 - Be aware that wages may gradually increase over the course of a training program as the trainee crosses various benchmarks of program completion.
 - If your program is a Registered Apprenticeship Program, the Department of Labor requires an increase in wages during the program, typically tied to skill completion or training progression.

- Tuition costs for your trainees at the training partner you are contracting with
 - Tuition can vary widely. A health center may opt to sponsor all or a portion of tuition costs.
 - Some select programs may have tuition funded through MPCA. Contact MPCA for more information.
 - There are additional resources that may be available to support tuition or training costs for employers and trainees. See [Section 5.4.1](#) for funding opportunities or contact your Michigan Works! Agency for more information.
 - Be sure to enter trainees into a service term agreement to ensure the health center retains the investment in the individual.
- Startup costs (equipment, space, etc.).
 - Will you have a dedicated space for these trainees? What about the equipment they will need to use as new hires?
- Staff time dedication.
 - How much time will your staff devote to this work? Where will the funding for that come from, and how will their ordinary work be covered?

5.4.1 FUNDING AND RESOURCES

There are funds and resources available to support employers and trainees in successfully launching and supporting on-the-job training programs and apprenticeships. Below is a list of some of the funds which may be available in Michigan. Contact your regional Michigan Works! office to learn more about funding available to support your workforce program.

- **MiREACH** - Funding to address healthcare staffing shortages in rural Michigan communities.
- **SAE** - Funding to expand or establish new Registered Apprenticeship Programs, including on-the-job learning and related technical instruction.
- **American Rescue Plan (ARP) Funding** - Health centers funded under the Health Center Program can use ARP funds to prevent, mitigate, and respond to COVID-19 and to enhance care services and infrastructure.
- **Futures for Frontliners** - Scholarship program for Michigan residents that provides frontline workers with tuition-free access to local community colleges to pursue an associate degree or a skills certificate either full-time or part-time while they work.
- **Michigan Reconnect** - Scholarship program that pays for attendance at an in-district community college and offers a large discount to attend an out-of-district community college.
- **Going PRO Talent Fund** - Provides awards to employers to assist in training, developing, and retaining current and newly hired employees.
- **MiLEAP** - Provides funds to assist jobseekers in transitioning from short-and mid-term education and training programs to high-skill, high-wage career pathways.
- **Workforce Innovation and Opportunity Act (WIOA)** - Funding through local Michigan Works! offices that provides participants with workforce investment activities that increase employment, retention, earnings, and occupational skill attainment.

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Preparing Your Health Center *continued*

5.4.2 SAMPLE BUDGET WORKSHEET

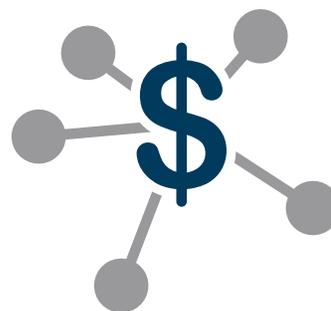
This table is only an example of a potential budget, the numbers and considerations for your program may differ.

Per Trainee		Costs	
Item	Description	Per student (Annual)	One-time start-up cost
Tuition	Training program per-student tuition cost	\$3,000	
Books/supplies	Stethoscope, BP cuff, lab jacket, textbook	\$600	
Exam Costs	Certification exam through CMAA	\$150	
Computer	1 laptop for clinic use		
Trainee wages	\$17/hr avg * 2000 hrs + 42% Fringe Rate	\$48,280	
Preceptor Wages	\$22 x 180 hours/student	\$3,960	
Lab Set up (1x)	Practice models, equipment for teaching and learning		\$1,500
Lab Supplies	Printed materials, medical supplies, etc.	\$600	
Subtotal costs		\$56,590	
		Total Cost	\$59,590

5.4.3 SAMPLE WAGE SCALE CALCULATOR

This table is an example of a potential wage scale. You can build your own automated wage scale calculator in Excel to determine the Tier 1, Tier 2, Tier 3, and Tier 4 wages for you.

	CMA Start Wage	Tier 1	Tier 2	Tier 3	Tier 4/ Final Wage
Health Center	Regular Start Wage for MA or DA	80%	90%	95%	100%
Health Center A	\$16.00	\$12.80	\$14.40	\$15.20	\$16.00
Health Center B	\$17.00	\$13.60	\$15.30	\$16.15	\$17.00
Health Center C	\$18.00	\$14.40	\$16.20	\$17.10	\$18.00
Health Center D	\$19.00	\$15.20	\$17.10	\$18.05	\$19.00
Health Center E	\$20.00	\$16.00	\$18.00	\$19.00	\$20.00
Health Center F	\$21.00	\$16.80	\$18.90	\$19.95	\$21.00
Health Center G	\$22.00	\$17.60	\$19.80	\$20.90	\$22.00



5

Preparing Your Health Center *continued*

5.5 STAFF ROLES - PRECEPTING, MENTORING, AND OVERSIGHT

With an on-the-job training program, your staff will have direct roles to play in the education of the new trainees. Part of your implementation plan should be focused on determining what your staff's involvement will be, in what roles, and the responsibilities associated with that.

Here are some examples of roles and responsibilities you might consider in your implementation plan:

- **Training Program Coordinator**

- Responsible for overall oversight and project coordination, such as:
 - Organizing and directing project implementation.
 - Coordinating the human resources processes such as recruitment, selection, hiring, onboarding, and wages.
 - Ensuring the program operates within budget and providing financial oversight.
 - May serve as the point of contact for all questions related to the training program.
 - Managing any reporting elements of the program.
 - Facilitating partnership with workforce training partners.

- **Mentor or Preceptor Duties and Qualifications**

- A sample of what a Roles and Responsibilities document for Clinical Training Preceptors might look like is available in [Appendix D](#).

- **Clinical Trainer/Educator**

- Facilitate and direct clinical experience of trainees, partnering with mentors/preceptors.
- Coordinate coursework and instruction for your trainees by either facilitating training on behalf of an outside training partner or assisting in selection or development of curriculum to be delivered by the health center.

5.6 DETERMINE TUITION ASSISTANCE AND LOAN REPAYMENT

Most training partners involve a tuition fee for students, and this cost can be an impediment when it comes to attracting trainees to your program. MPCA highly recommends establishing a tuition benefit in the form of sponsored tuition, tuition reimbursement, or loan repayment to attract and retain students.

- **Sponsorship** - All or a portion of the tuition or fees for a training program are paid directly by the employer on behalf of the trainee.
- **Reimbursement** - All or a portion of the tuition costs or fees paid by a trainee are reimbursed by the employer.
- **Loan repayment** - All or a portion of the student loans a trainee has borrowed for the tuition and fees associated with a training program are paid directly by the employer or reimbursed to the trainee.

MPCA also recommend establishing a Service Term Agreement with any trainee that is receiving a tuition benefit. This will establish a commitment to stay in the role for which they received a training cost benefit and will allow the health center to capture a full return on investment for its training programs. An example Service Term Agreement document is available in [Appendix E](#). When developing a tuition sponsorship or loan repayment agreement, seek consultation from your legal counsel or attorney.

5.7 TRAINEE JOB DESCRIPTIONS AND RECRUITMENT

To have a successful training program, your trainees will need to know what is expected of them. You will need to create a clear job description and scope of duties for trainees or apprentices. You will need to seek and assess trainee candidates differently, as they will not come to you with experience, competencies, and skills. You will need to adopt recruitment strategies and interviewing and candidate selection criteria that will identify candidates most likely to succeed in an earn and learn program.

To successfully recruit trainees, you will need to consider and create:

- A trainee or apprentice job description.
 - MPCA has created a sample Medical Assistant Training Program Job Description. This can be found in [Appendix B](#).
 - MPCA has created a sample Dental Assistant Training Program Job Description. This can be found in [Appendix C](#).
- Questions to ask in the interview.
 - MPCA has created a set of sample interview questions. These can be found in [Appendix F](#).
- A recruitment strategy.
 - What is the goal of your project?
 - Are you trying to create a ladder within your organization? If so, target current employees.
 - Are you trying to increase your staff and fill more vacancies? Recruit trainees from outside your organization's current staff.
 - Are you trying to create economic opportunities or attain a more diverse and representative staff? You may wish to recruit among patients, with community partners, or at local secondary institutions.
 - Your training partner may help drive these efforts, as they will likely be familiar with recruiting students.
 - What kinds of flyers and social media files will you create to advertise to prospective trainees?
 - What organizations can help you drive recruitment?
 - What staff will serve as the support team and interview candidates?



6

Implementation

After you have determined that you wish to go ahead with an on-the-job training program, it is time to begin implementing your plan.

6.1 IMPLEMENTATION CHECKLIST

This checklist can help you to ensure you are on track with the implementation of your on-the-job training program. Check to see that you have completed the steps that apply to you as you start to roll out your training program.

- Post the trainee job description and promote it through your networks.
- Orient your preceptors and other support staff prior to trainee start date.
- Recruit, interview, and select candidates.
- Administer pre-employment testing if desired.
- Make offers to selected trainees and set start dates.
 - These offers will be contingent upon hiring agreement terms, including enrollment with your training partner and service term commitment based on your Service Term Agreement.
 - If applicable, complete registration of trainee as an apprentice into the approved Registered Apprenticeship Program.
- Provide orientation and new employee onboarding processes.
- Provide laptop, PPE, and other necessary supplies for the trainee to complete coursework and on-the-job training.
- Establish a weekly schedule for trainees allowing for coursework and on-the-job training within the target timeframe.
 - Trainees will start scheduled on-the-job training hours at the health center and begin classes with your training partner.
- Participate in monthly collaborative calls with MPCA for program updates, resources, and peer support, or join or form a peer network of other Health Centers operating training programs.
- Engage with your training partner to meet success objectives and to complete all necessary assessments throughout the training program.
- Provide regular and routine check-ins with trainee and preceptor staff to monitor progress and to identify and address issues.
 - Perform competency checkoffs at designated phase intervals of the program.
- Complete practicum or externship hours upon successful completion of all coursework. A preceptor is required to track hours and competency attestation.
- If applicable, provide the necessary documentation to verify hours, wages, competency, and coursework performance to the Registered Apprenticeship Program intermediary.



6.2 INTERFACE WITH EDUCATION PARTNER

With any on-the-job training program, you will want to stay engaged with your education partner. The following actions should ease your relationship and encourage a good connection:

- Set regular meetings with education partner.
- Clarify how to access technical assistance and student supports.
 - Communicate regularly about any issues.
- Establish communication channels for enrollment and oversight of learners.
- Develop a payment structure for tuition.

6.3 ONBOARDING AND ORIENTATION

On-the-job trainees require onboarding and orientation to health center policies and procedures, just like any other new hire. Onboarding and orientation must occur before the trainee engages in clinical activities as part of the on-the-job training.

Onboarding should include:

- HR processes and information on the payroll documents and process.
- General policies and procedures and relevant clinical policies.
- Confidentiality agreements and cybersecurity orientation.
- Badge or access to the building or spaces in which they will work.
- Orientation to workstation, equipment, and supplies.
- Introductions to mentors, supervisors, and co-workers.
- Explanations of timekeeping, dress code, and “report to work” expectations.
- Expectations for independent versus supervised tasks.
- Establishing an on-the-job training schedule - be specific about any synchronous vs asynchronous learning time, and when coursework vs floorwork is to be performed.
- If applicable, introduce the trainee to the rules and structure of a Registered Apprenticeship Program.
- Inform and set expectations regarding any probation period where applicable.



Consider adding an extended mentorship post-program completion to support retention. If you plan to offer extended mentorship to trainees who complete your program, new trainees should be informed of it at onboarding.



7

Post-Implementation

After your training project has been implemented and your first trainees are engaged in learning, there are some final steps to complete before they graduate. There are also other areas you will want to think about for the long-term sustainability of your program.

7.1 POST-IMPLEMENTATION CHECKLIST

When it comes time to for your trainees to graduate, there are some final steps that must occur. These will bring your first cohort to a successful completion of their training.

- Trainees graduate and receive their completion certificate from training partners.
- Trainees complete remaining on-the-job training hours or service term to fulfill Registered Apprentice Program or training program commitments.
- If applicable, continue to report necessary apprentice data to complete Registered Apprenticeship Program requirements.
- Trainees apply to and take any Certification or Registration exams they are eligible and prepared for (and pass).
- Trainees are transitioned to permanent staff position and wages once program requirements are completed and competencies demonstrated satisfactorily.

7.2 RETENTION OF TALENT

Retention of talent should be a top priority within every organization. The following activities, at a minimum, should be conducted throughout an employee's training or apprenticeship, and in the duration of their employment. To ensure retention of talent:

- Conduct monthly check-in meetings with trainees/employees to assess satisfaction and address any concerns.
- Consider providing post-training mentorship opportunities to extend support.
- Survey staff through an annual employee engagement or satisfaction survey.
- Offer and promote further professional development opportunities to staff.
- Offer financial incentives to staff who seek certifications or additional training related to their positions.
- When employees depart the organization, conduct an exit interview prior to their departure.



7.3 UPSKILLING

Consider offering existing staff the opportunity to seek further education and certifications if desired. Not only do your staff members gain new skills, employees who are given opportunities to upskill are usually also retained longer.

At a minimum:

- Discuss professional development opportunities with staff regularly.
- During regular check in meetings, ask employees if there are any professional development opportunities they would like to pursue.
- Seek funding to offset cost for employees through internal or external funds.

7.4 SUSTAINING AND EXPANDING TALENT PIPELINES

Once a pipeline is established, sustainability is vital to its success. The following steps can help ensure that your talent pipeline stays sustainable as it continues.

- Dedicate employee Full Time Equivalent (FTE) to the program, and cross-train other staff on program operations.
- Continuously seek and secure funding within internal budgets and through external partnerships (for example, grants).
- Develop strong partnerships with like-minded organizations.
- Recruit talent through identified partnership channels that support the goals of your training program.
- Assess the need for further talent pipeline expansion on a regular basis.

7.5 TRAINING COLLABORATIVES

Health centers are often a first stop in an employee's career, where they are trained and receive experience. If your health center experiences turnover to other local or regional health care organizations, there may be an opportunity to form or join a training collaborative.

Michigan already has many regional collaboratives, and your organization may be in a region with an existing collaborative. Check with your local Michigan Works! Agency to see if one exists in your area.

If a regional collaborative does not exist in your area, consider if it would provide value to your organization to create a new one.

- To form a training collaborative, you must first form a partnership with other healthcare employers within your region. Cooperatively, you can determine what each organization can offer to increase the pool of available workforce candidates.
- Each member of the collaborative will have different roles and strengths within the development of the healthcare workforce, and it is important that the partnership you build acknowledges those strengths.
- In some cases, health centers have managed to turn this collaboration into a revenue stream by providing training for other local healthcare organizations with whom they have a partnership.

8

Registered Apprenticeship Programs

[Registered Apprenticeship Programs](#) are a specific model of on-the-job training program, one validated by the US Department of Labor or a Local or State Apprenticeship Agency. The apprenticeship registration process can vary by state. Check apprenticeship.gov to determine if the Department of Labor must approve apprenticeships, or if local and state agencies can do so in your state.

8.1 BENEFITS

Registered Apprenticeship Programs offer the benefits of regular on-the-job training programs, but may also offer:

- Additional supports for both students and employers, such as no-cost technical assistance.
- National credentialing.
- A guaranteed level of quality standards.
- Tax credits.
- Potential funding opportunities.
- Additional resources through state agencies.

8.2 OVERVIEW OF REGISTERED APPRENTICESHIP PROGRAMS

A Registered Apprenticeship Program has five key components - Paid Job, On-the-Job Learning, Classroom Learning, Mentorship, and Credentials.

Paid Job

- Apprentices are paid employees who produce high-quality work while they learn skills that enhance your organization's needs. You as the employer commit to a wage progression as the apprentice gains new skills.

On-the-Job Learning

- Apprenticeships produce skilled workers through a combination of on-the-job learning and classroom training (virtual or in-person). The training plan for this learning should detail the skills and knowledge an apprentice will learn on-the-job and in the classroom to become fully proficient during your apprenticeship program.
- The U.S. Department of Labor has established training plans for all approved occupations which are available for your program. You may select an existing training plan, tailor one to your specific needs, or develop your own outline.

Classroom Learning

- For the classroom educational component, you may select a provider that is either internal to your organization or external (e.g., Community college, vocational school, online provider) which can be delivered in-person or virtually. Apprenticeship.gov has a [search page](#) that will enable you to find education partners.

Mentorship

- Form an internal mentorship program to provide one-on-one support to apprentices. A mentor should be a designated and skilled professional that will assist the apprentice while they learn the required skills on the job. Mentors should enjoy teaching and be able to provide constructive feedback and guidance to trainees.

Credentials

- All Registered Apprenticeship Programs guarantee that an apprentice will receive a portable, nationally-recognized credential upon completion of your apprenticeship program.

This information and more can be found on the [Create a New Program](#) page of Apprenticeship.gov.

8.3 PROCESS

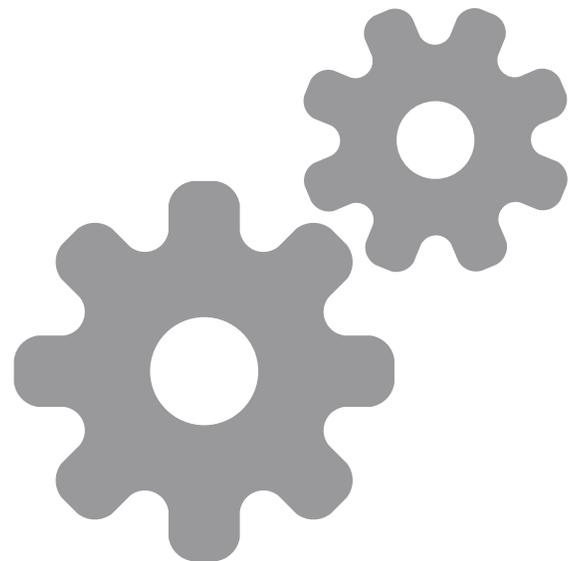
When creating a Registered Apprenticeship Program from scratch, there are some key steps to follow.

- Identify an occupation for your program and determine if it has already been approved for use in a Registered Apprenticeship Program.
 - You may browse or search by industry in Apprenticeship.gov's [Industry Listings](#). This page lists and links to descriptions for all jobs previously approved as Registered Apprenticeship Programs.
 - [Medical Assistants](#) and [Dental Assistants](#) both have been approved, but you may be surprised at the number of other programs within the health care and social assistance industries that are available to choose from.
- Review the page for the apprenticeship you want to create on [Apprenticeship.gov](#).
 - This page will be a font of information, and provide, among other things, Work Process Schedules that will provide you with a list of approved activities and educational coursework to help you plan your program. They have options for time-based training, competency-based training, and hybrid training.
- Establish the components of your program.
 - You will need a plan to provide the five key components: Paid Job, On-the-Job Learning, Classroom Learning, Mentorship, and Credentials.
- Identify your partner or partners; the [Partner Finder](#) can help you to do this. You will need at least a training provider to provide the classroom and technical training component.
 - Partner types include Apprenticeship Offices, Sponsors, Educators, Intermediaries, Workforce Development Boards, American Job Centers, and Veterans' Employment and Training Services (VETS).
 - An Education partner meets criteria standards and prepares your apprentices for an industry-recognized credential.
 - As the Employer, you would provide on-the-job training, including lab and precepted practical experience.
 - An Intermediary acts as the standards-holder and interface with the Department of Labor. MPCA may serve as an intermediary for your program.

8

Post-Implementation *continued*

- Michigan Works! Association recruits and enrolls eligible apprentices in the applicable grant program, provides registration tracking and data reporting via respective systems (OSMIS and RAPIDS). Michigan Works! is a Workforce Development Board.
- VETS offices can assist you in finding the resources to make it easier to find, hire, train, and retain veterans as staff.
- Register your program with the US Department of Labor.
 - The [registration information page](#) on apprenticeship.gov provides more information.
 - The [Standards Builder Tool](#) will help you create the registration package for submission to the US Department of Labor.
- Launch your program.
- After you receive approval from the Department of Labor, don't forget to check back on the [Launch page](#) of Apprenticeship.gov for additional resources.



A

Appendix A - Checklist

TRAINING PROGRAM IMPLEMENTATION CHECKLIST

This checklist can be used as a guide to complete the necessary steps for readiness prior to the start of an on-the-job or apprentice program.

Pre-Implementation Action Items

Complete?	Pre-Implementation Action Items
	Complete Participation MOU with MPCA & Training Partner Agreement
	Schedule your team for an Implementation Call with MPCA and your training partner to establish an individualized implementation action plan
	Establishing Points of Contacts for project partners - MPCA, your training partner, MI Works! Agency
	Adopt a job description for trainees
	Establish the scope of duties and schedules for trainees through each phase of the program
	Determine wage scales for trainees
	Identify qualified support staff for precepting
	Establish a budget for the trainee, including costs (wages, supplies, tuition, and fees) and funding (MPCA sponsorship, available tuition assistance, and employer support resources available through regional Michigan Works! Agency)
	Review personnel, risk management policies/liability coverage to include apprentices and trainees
	Establish Service Term Agreement to secure return on investment for sponsoring a trainee
	If applicable, complete Registered Apprenticeship Program documentation to establish apprenticeship, and determine support through Michigan Works! intermediary

A

Appendix A - Checklist *continued*

Implementation Action Items

Complete?	Implementation Action Items
	Post apprentice or trainee job description and promote through networks
	Orient preceptor and other support staff prior to trainee start date
	Recruit, interview, and select candidates
	Make offers to selected trainees and set start dates, contingent upon hiring agreement terms, including enrollment with the training program and service term commitment (Service Term Agreement)
	If applicable, complete registration of trainee as an apprentice into approved Registered Apprenticeship Program
	Provide orientation and new employee onboarding processes
	Establish a weekly schedule for trainees accordingly for coursework and on-the-job training within the target timeframe
	Provide laptop, PPE, and other necessary supplies for the trainee to complete coursework and on the job training
	Participate in monthly Collaborative calls for program updates, resources, and peer support
	Engage with Career Step consultant as required and necessary to meet employer and student success objectives, and complete all necessary assessments reports throughout the training program
	Provide regular and routine check-ins with trainee and preceptor staff to monitor progress, identify and address issues
	Practicum Hours (100 hours for MAs or 160 hours for DAs) - Upon successful completion of all coursework. Preceptor completes hours log and competency attestation
	If applicable, provide the necessary documentation to verify hours, wages, competency, and coursework performance to the Registered Apprenticeship Program intermediary

A

Appendix A - Checklist *continued*

Post-Implementation Action Items

Complete?	Post-Implementation Action Items
	Graduating trainees receive Completion Certificate from your training program
	Medical Assistant Graduates are eligible to sit for the Certified Clinical Medical Assistant exam
	Trainee transitions to permanent staffing role for no less than the duration of their service term agreement
	If applicable, continue to report necessary apprentice data to complete Registered Apprenticeship Program requirements

B

Appendix B - Medical Assistant Job Description

JOB TITLE: MEDICAL ASSISTANT TRAINEE

Posting Summary:

We are searching for a driven, enthusiastic individual to train to become a Medical Assistant with our Team! The trainee's responsibilities include learning and developing practical skills, participating in online classes, observing all health and safety codes, completing assignments and competencies, and successfully completing a accredited Medical Assistant Training Program. After completing the program, trainees are eligible to earn the Certified Clinical Medical Assistant credential. Training and program costs are covered for trainees who successfully complete the program and commit to a two-year service term.

To be successful as a trainee, you must have great time management and basic computer skills, be flexible, open and be ready to learn. Outstanding trainees are those who respond well to criticism, build good relationships with colleagues, and ultimately make a lasting impression. You should be well-organized, flexible, and willing to assist wherever possible.

Trainee Essential Duties:

- Enroll in training program identified by health center and completing all coursework and exams at a least a passing level
- Engage in on-the-job learning with designated mentor and learn to perform tasks independently
- Performing patient care and support tasks as assigned (within scope and training)
- Observe all health and safety procedure and workplace policies
- Remain open to receiving feedback and strive to continuously improve skills and knowledge
- Engage with colleagues and patients in a professional, respectful and compassionate way

Learning Objectives: This is intended to cover the minimum essential leaning objectives to learn and perform

- Prepares room and patient for examination. Obtains vital signs and chief complaint. Appropriately documents information obtained
- Performs laboratory and diagnostic testing
- Answers, screens and triages telephone calls. Takes accurate messages and distributes to the appropriate personnel within the guidelines of the practice
- Schedules tests and referral appointments for patients
- Administers oral and injectable medication. Phones prescriptions to pharmacies
- Engages and helps promote patient/family teaching as appropriate; and provides an educational environment for patients and patient families
- Provides explanation of lab results, diagnostic testing results and provider orders to patient/family
- Assists with cleaning and stocking of exam rooms and suites

B

Appendix B - Medical Assistant *continued*

- Works gaps in care registries to help improve the quality of care
- Maintains all logs and required checks (i.e., refrigerator temps, medications, oxygen, etc.)
- Maintains practice standards by participating in in-services, committees, etc. May assist in developing and implementing quality control and practice policies
- Inventories, orders and restocks areas, as necessary
- Maintains and cleans equipment and environmental safety as required
- Ability to provide clerical services and clinical services as required to maintain an effective practice flow. Cross trained to work both clerically and clinically
- Ability to provide care for patients, which is age specific to their physical and safety needs, psychosocial concerns and educational level
- Necessary visual and auditory acuity required to monitor patient's condition and operate department equipment
- Demonstrates a positive team attitude and has interpersonal skills to effectively and appropriately communicate with clients, their families, providers and co-workers
- Ability to work in an EMR environment

Trainee Requirements:

- High school diploma or GED
- Driver's license recommended
- Functional competency in Reading, Writing, and Math
- Good time management, critical, and interpersonal skills
- Excellent problem-solving and troubleshooting abilities
- A growth mindset and passion for learning

C

Appendix C - Dental Assistant Job Description

JOB TITLE: DENTAL ASSISTANT TRAINEE

Posting Summary:

We are searching for a driven, enthusiastic individual to train to become a Dental Assistant with our Team! The trainee's responsibilities include learning and developing practical skills, participating in online classes, observing all health and safety codes, completing assignments and competencies, and successfully completing Dental Assistant Training Program. After completing the program, trainees are eligible to earn the Registered Dental Assistant credential. Training and program costs are covered for trainees who successfully complete the program and commit to a two-year service term.

To be successful as a trainee, you must have great time management and basic computer skills, be flexible, open and be ready to learn. Outstanding trainees are those who respond well to criticism, build good relationships with colleagues, and ultimately make a lasting impression. You should be well-organized, flexible, and willing to assist wherever possible.

Essential Duties:

- Completing all assigned coursework and exams at a least a passing level
- Engage in on-the-job learning with designated mentor and learn to perform tasks independently
- Performing patient care and support tasks as assigned (within scope and training)
- Observe all health and safety procedure and workplace policies
- Remain open to receiving feedback and strive to continuously improve skills and knowledge
- Engage with colleagues and patients in a professional, respectful and compassionate way

Learning Objectives: This is intended to cover the minimum essential leaning objectives to learn and perform according to the MA Master Core Competency Checklist

- Prepare operatory and patient for dental examination and treatment
- Documents patient information and clinical notes in Dental Record
- Take and develop X-Rays
- Take diagnostic impressions
- Sterilize and inventory instruments
- Clean and stock operatory
- Control inventory and supplies
- Assist in dental procedures, under the direction of Registered Dental Hygienist or Dentist
- Answers, screens and triages telephone calls. Takes accurate messages and distributes to the appropriate personnel within the guidelines of the practice
- Schedule referral appointments for patients

C

Appendix C - Dental Assistant *continued*

- Maintains practice standards by participating in in-services, committees, etc. May assist in developing and implementing quality control and practice policies
- Demonstrates a positive team attitude and has interpersonal skills to communicate with clients effectively and appropriately, as well as patient families, providers and co-workers

Trainee Requirements:

- High school diploma or GED
- Driver's license recommended
- Functional competency in Reading, Writing, and Math
- Good time management, critical, and interpersonal skills
- Excellent problem-solving and troubleshooting abilities
- A growth mindset and passion for learning



Appendix D - Preceptor Duties and Qualifications

PRECEPTOR DUTIES AND QUALIFICATIONS

Clinical Training Preceptor

The preceptor serves a central role in the clinical education of the Trainee. Trainees look to the preceptor for answers to clinical questions and for direction in patient care and management.

Role and Responsibility:

- Review and be familiar with the on-the-job training and practicum objectives. Offer timely constructive feedback to trainees and/or the Training Partner regarding strengths and areas of needed improvement.
- Demonstrate, teach, and observe/supervise the trainee in clinical activities to develop the Trainee's knowledge and skills and to ensure proper patient care. Fully assimilate Trainees into the full schedule of clinic activities and provide/arrange a variety of patient encounters necessary for an appropriate learning experience.
- Supervise the Trainee. Supervision is defined as being physically present in the clinical environment for consultation if needed. Ensure that the MA Trainee does not practice beyond their competence or legal authority.
- Monitoring Trainee educational progress and supervise Trainee activities. Actively participate in the evaluation of all aspects of the Trainee's clinical skills and knowledge base. Review and sign all Trainee notes and competencies.

Core Competencies

Knowledge:

- Medical Assistant or Dental Assistant scope of duties and competencies
- Health center policies, procedures and care environment

Communication:

- Mediation and conflict resolution skills
- Effective interpersonal communication skills
- Ability to interpret and translate information and communicate it to others
- Ability to communicate effectively verbally and in writing
- Ability to coordinate groups and work in a team environment
- Ability to work effectively with a diverse population of Trainees and colleagues.

D

Appendix D - Preceptor Duties *continued*

Problem Solving:

- Ability to analyze data to develop new techniques and processes
- Ability to evaluate program needs and formulate solutions that can be implemented within college systems
- Ability to find creative solutions

Leadership:

- Model concepts of customer service
- Model ethical and professional behavior

Other:

- Current in Medical Assistant discipline and area of responsibility
- Able to monitor and assess Trainee outcomes in accordance with applicable College and legal standards

Educational Experience Requirements

Medical Assistant Preceptors:

- RMA (Registered Medical Assistant through the American Medical Technologists) or CMA (Certified Medical Assistant through the American Association of Medical Assistants) credential or RN (Registered Nurse) License
- Significant work experience in an administrative medical setting or direct patient care, preferably an ambulatory medical setting

Dental Assistant Preceptors:

- Completion of a CODA (Commission on Dental Accreditation) program
- RDA (Registered Dental Assistant through the American Medical Technologists) or similar credential
 - Note that if you do not have an RDA to act as a preceptor, a qualified individual of sufficient technical training and experience as designated by an authorized licensed Dentist would be appropriate
- Significant work experience in and direct patient care, inclusive of dental radiology, preventive and restorative procedures, emergent care, and assistance in administration of anesthetics

E

Appendix E - Service Term Agreement

TRAINING PROGRAM SERVICE TERM AGREEMENT TEMPLATE

Below is a sample language for Service Term Agreements between apprentices or trainees to retain the return on investment for health center sponsorship of training and tuition costs. This service term agreement template establishes the terms by which the employing health center agrees to sponsor a certain amount of a trainee's tuition costs in exchange for a defined term of continued employment after completion of the training program. This template is based off the [U.S. Department of Policy, Data and Oversight's Student Loan Repayment Service Agreement](#) Template, and is entirely customizable to accommodate other arrangements that best fit the needs of your organization and retention goals.

Have your legal consultant or an attorney review any agreements you establish using this template prior to use.

Introduction

This service agreement is an employment agreement between the [HEALTH CENTER] and [EMPLOYEE'S NAME] (hereinafter referred to as "you" or "your") for the purpose of specifying conditions under which you agree to work as an employee at [HEALTH CENTER]'s [TRAINING COMPONENT] in the position of [MEDICAL ASSISTANT/DENTAL ASSISTANT] in return for [TRAINING COMPONENT] paying part or all of your tuition and training cost(s) through [TRAINING PROGRAM OR EDUCATION INSTITUTION]. This agreement will continue in effect until the terms and conditions have been satisfied.

Period of Service

In exchange for sponsored training through [TRAINING COMPONENT] you are required to serve [MONTHS], beginning [DATE OF TRAINEE HIRE OR TRAINING PROGRAM ENROLLMENT], and ending [DATE BASED ON MONTHS OF SERVICE AND SET START DATE].

Tuition Payment

- a. The amount of the applicable tuition is \$[AMOUNT] paid to [TRAINING PROGRAM OR EDUCATION INSTITUTION]. The amount of tuition sponsorship that [HEALTH CENTER] will make on your behalf under this service agreement is \$[AMOUNT] upon [DATE].

Conditions

1. During the term of this agreement, you agree that the [HEALTH CENTER] is authorized to verify the status of enrollment and receive academic and performance data from [TRAINING PROGRAM OR EDUCATION INSTITUTION] relevant to education and training program progress and performance status, including but not limited to academic performance and completion of training program coursework and components.
2. The minimum period of service - (# months) - must be completed or you will be obligated to reimburse [HEALTH CENTER] for the full amount of the tuition payment(s) that [HEALTH CENTER] has paid on your behalf pursuant to this agreement; if (# months) years of service under this service agreement have already been completed, then any remaining service obligation under this paragraph will be terminated.

E

Appendix E - Service Term *continued*

- a. You are required to maintain at least a fully successful or equivalent performance rating for the duration of this service agreement. If your performance rating falls below that level, or, if you are separated involuntarily on account of misconduct, then you will be obligated to reimburse [HEALTH CENTER], under [HEALTH CENTER]'s debt collection procedures, for the full amount of the tuition that [HEALTH CENTER] has paid on your behalf pursuant to this agreement.
- b. If you fail to complete the period of service hereunder because you voluntarily separate from [HEALTH CENTER] for any reason, you will be obligated to reimburse [HEALTH CENTER], under [HEALTH CENTER]'s debt collection procedures, for the full amount of the tuition payments that [HEALTH CENTER] has paid on your behalf pursuant to this agreement. However, if you separate from [HEALTH CENTER] in order to accept employment in another agency and that agency agrees to reimburse [HEALTH CENTER] for the tuition payment made on your behalf, or if you are separated involuntarily for reasons other than those set out in the immediately preceding paragraph, you will no longer be considered indebted to [HEALTH CENTER]. If you complete the period of service hereunder and then voluntarily separate from [HEALTH CENTER], you will have no reimbursement obligation to [HEALTH CENTER].
- c. If you voluntarily apply and are selected for a position within [HEALTH CENTER] for a department or role other than the [TRAINING COMPONENT] for which you entered into this agreement, you must complete any remaining period of service to satisfy the minimum period of service - (# months) - to avoid being obligated to reimburse [HEALTH CENTER], under [HEALTH CENTER]'s debt collection procedures, for the full amount of the tuition payments that [HEALTH CENTER] has paid on your behalf pursuant to this agreement. However, if you are reassigned to another [TRAINING COMPONENT] as a management-directed action, which removes you from the ability to reasonably fulfill service terms of this agreement, [HEALTH CENTER] will assume full responsibility for this agreement and you will have no reimbursement or service term obligation.
- d. If you are voluntarily or involuntarily separated from the [HEALTH CENTER] or the [TRAINING COMPONENT] within 14 days of enrollment with [TRAINING PROGRAM OR EDUCATION INSTITUTION], and [HEALTH CENTER] is able to avoid tuition obligations or receive a full tuition refund from [Training or Education Entity], you will have no reimbursement obligation to [HEALTH CENTER] or the terms of the service agreement. If [HEALTH CENTER] is only able to recoup a partial refund, you will be obligated to reimburse [HEALTH CENTER], under [HEALTH CENTER]'s debt collection procedures, for the unrefunded amount of the tuition payments that [HEALTH CENTER] has paid on your behalf pursuant to this agreement.
- e. If you are determined to be indebted to [HEALTH CENTER], you have the right to file a request for a waiver of any indebtedness that you may have to [HEALTH CENTER] under this service agreement. The filing of such a waiver request does not stay the operation of [HEALTH CENTER]'s debt collection procedures. The request must be filed with [designated point of contact - could be CFO] that made the tuition payment.
- f. This agreement in no way constitutes a right, promise, or entitlement for continued employment.

E

Appendix E - Service Term *continued*

- g. In the event that applicable laws or regulations change that would result in a change(s) in the terms and conditions of this agreement, the parties hereto mutually agree that this agreement will be subject to them. If such a change reduces the minimum length-of-service requirement, and if existing agreements are potentially affected, [HEALTH CENTER] agrees to renegotiate the period of service section of this agreement if it deems it appropriate to do so. Any changes other than those required by applicable laws or regulations must be mutually agreed to in writing by the parties hereto.

I hereby certify that I have read and understand the terms and conditions of this agreement for which [HEALTH CENTER] will make tuition payment(s).

Selected Applicant/Employee [Print Name]

Date

The source of funding for this agreement is (accounting information).

Authorizing Official [Print Name]

Date

Human Resources Official [Print Name]

Date



Appendix F - Sample Interview Questions

MPCA APPRENTICESHIP OR ON-THE-JOB TRAINING PROGRAM INTERVIEW QUESTIONS

Description:

These interview questions will assist in identifying strong apprentice or trainee candidates. Unlike candidates for other professional roles, applicants for training programs are likely without specific skills or direct work experience. To assess successful training candidates, look for qualities such as motivation, ambition, capacity to learn, and dedication.

Tips for Interview Preparation

- **Think about how you will conduct the interview:**
 - How you conduct the interview will have a direct impact on your candidate experience.
- **Help your candidate feel confident:**
 - This may be the candidate's first-ever interview so it is your job to help them feel as relaxed and happy as possible. The more comfortable they feel the more likely their best features will shine through.
- **Plan the interview format:**
 - Plan the interview in advance by choosing relevant interview questions, deciding if the candidate will need to do any additional projects for the interview, and thinking about the appropriate tasks needed for the candidate.
- **Use behavioral interviewing questions:**
 - Behavioral interviewing is a technique where the interviewer asks the interviewee to describe in detail past relevant experiences to understand how the candidate themselves has acted or performed similar tasks before. For example, instead of asking "How would you balance your time between coursework and on-the-job training?" ask "Tell me about a time when you had to manage two important commitments at the same time. What did you do? What was the outcome?"
- **Decide the interview panel:**
 - Be thoughtful about your interview panel. Who are the key people needed on the panel? How many team members should sit on the panel?
- **Prepare yourself for what you will hear:**
 - The replies you are used to hearing will not apply here—instead, you might hear stories about school, friendship groups, or family. Expect the unexpected to avoid being thrown off.

What To Look For In An Apprentice Or Trainee

When it comes to a trainee there are certain characteristics that make the candidate a perfect fit.

- **Motivation to turn up and succeed**
 - You want your trainee to turn up and be motivated to succeed way into the future.
- **Awesome communication skills**
 - Look out for the way they present ideas and engage with you during the process. Remember they may be new to the workplace and might be shy, so be sure to provide some leeway.
- **Self-awareness**
 - You want employees to reflect your professionalism. Ask yourself if they are dressed appropriately/have the ability or potential to behave professionally/respond with interest and respect.
- **An explorer mindset**
 - Trainees and apprentices are there to learn, thus will possess inbuilt curiosity and adaptability.
- **Outside-the-box thinking**
 - Creativity is an important characteristic of this position. Does your candidate surprise you? Does the candidate offer interested food-for-thought about your company?
- **The perfect culture fit**
 - Think about your brand's culture and list the key things you need from an employee to fit with that.
- **Organization skills**
 - Your candidate needs to show great organization skills to successfully manage the work/study balance.
- **Pre-employment Testing or Aptitude Screening**
 - Using a screening test to assess basic reading, math, and computer skills may be crucial to make sure a candidate has foundational competencies to be successful in an online learning and technical environment. You can create basic skill tests using low-to-no costs tools such as Criteria or TestGorilla

What Questions Should You Ask?

It is important to understand what type of trainee interview questions are at your disposal. Identify which questions are most relevant to the role and which ones you should avoid wasting your time on.

Competency-based questions

Competency-based questions help you establish what your candidate's good at, and where they got their skills from.

Examples:

- What accomplishment are you most proud of?
- On-the-job training programs require you to balance work and study. Tell us about a time you had to balance your time across commitments.
- Tell us about a time when you were really challenged to follow through on multiple commitments. What did you do?

Technical questions

Technical questions help to gauge how much your candidate already knows.

Examples:

- Tell us about how you have used computers for work or school before.
- What software have you used previously that you would feel comfortable using independently?
- Do you have any previous experience—including school experience or volunteer work—with a healthcare environment?

Reaction-based questions

Reaction-based question will show what the candidate would do in a situation.

Examples:

- Tell me about a time you had to deal with a conflict with a classmate or co-worker? What did you do? What was the result?
- Tell us about a time you had to cope with a stressful situation. What did you do, and what was the result?

Motivation-based questions

Motivation-based questions helps you understand why your candidate has applied, what they think of your health center and how much your candidate knows (and loves) your health center.

Examples:

- What drew you to apply for this position at our health center?
- Tell us about a time you reached a goal you had set for yourself or had a big achievement. What did you do to stay motivated?

Interest-based questions

Interest-based questions allow you to get to know the candidate from day one to make sure they are a great culture fit.

Examples:

- What was your favorite subject at school and why?
- Is there anything else you would like to tell us about your interests or experience that you believe is important for us to know as we consider you for this opportunity?

ADDITIONAL INTERVIEW QUESTIONS

Qualifications & Experience

- Tell me about yourself and why you have applied for this training program?
- What makes you a good candidate for this training program?
- What skills do you have that will benefit you during your training program?
- What are your main strengths that will help you successfully complete this training program?
- What in your previous work or school experience will benefit you as a trainee?
- What is your greatest work or school-related accomplishment?

Knowledge of Health Center or Health Profession

- What do you know about our health center?
- Why are you interested in becoming a [Medical Assistant/Dental Assistant] ?

Candidate Enthusiasm/Passion for the Position

- What do you look forward to most about this position?
- What do you hope to achieve during this training program?
- What do you feel will be your greatest challenge starting this training program?

Heart to Serve

- What does a servant's heart mean to you?
- Tell me about a time you had to show empathy or relate to someone else?
- We are highly compassionate and culturally sensitive to service any person that needs care and will not discriminate on any bases. What does cultural sensitivity mean to you?
- Tell me about a time you had to work together with someone who was very different from you (culturally)?
- Do you do any volunteering in your spare time? If so, what volunteer activities have you participated in?
- Why do you think it is important to address diversity and equity issues in this position, and what are some ways you would do that?

Customer Service

- Tell me about a time you went out of your way to provide great customer service to a customer.
- Tell me about a time you encountered a patient/customer that was upset? How did you handle it?
- Think of a time when you receive excellent customer service—why did you feel it was excellent?
- Can you tell me about a time you received poor customer service?

Team Player/Interpersonal Skills

- What makes you a good team player?
- Give me two or three examples of things you do to show kindness and consideration to your colleagues.
- Tell me about a time when you contributed positively towards a team goal or objective?
- Can you describe a time when you resolved a disagreement with another employee?
- Suppose you are in a large group of people that are split into teams, would you naturally be a team leader or is your preference to be a contributing team member?
- Are you more energized working independently or in a team setting? Why?

Flexibility

- How do you adjust to changes you have no control over?
- How would you respond to last-minute changes in the workplace? i.e., change of providers, lunch hour, reception desk, (something to require a routine switch).
- What would be your response if you were asked to take on additional tasks?
- Describe a time when you completed a difficult, time-sensitive task whilst under pressure?

Work Ethic/Initiative/Drive

- What goals have you set for yourself and what drives you to achieve them?
- During a quiet period in the clinic during your training program, what would you do?
- We anticipate that at some point everyone is going to have to miss work for one reason or another, what would you say are good reasons to miss work?
- What situations kept you from getting to work on time in your last job?
- Part of this training program requires an ability to follow rules and procedures whilst under pressure. How will you ensure you follow our company rules and policies during the training program?
- What skills would you like to focus on improving and developing during this training program?
- Describe a time you made a mistake at work and how you dealt with the situation. What was the outcome?

Organizational/Culture Fit

- What are your main interests outside of work and how would these help you be successful during your training program?
- What do you look for in a company when you want to apply for a position?
- How do you define a good working atmosphere?
- Tell me about the best position you have had and why it was great?
- Fun and humor are health for us and our patients, in what ways do you like to have fun at work?
- What is the most useful criticism you have received? What did you do as a result?

Closing Questions

- What differentiates you from others?
- Is there anything additional that did not come up today that you think would be helpful for me to know?

Sources:

[Multiverse: Apprentice Interview Questions: 15 Questions to Go Beyond the CV and Discover Superstar Potential](#)

Consultation with Grace Health