Welcome

Welcome to the Bureau of Health Workforce’s Performance Measures Handbook (BPMH)! This instruction manual has been carefully designed to assist your organization in completing the required Performance Report for Grants and Cooperative Agreements (PRGCA). Please read through this manual carefully, as it contains examples and a series of step-by-step instructions that will aid you in completing all required forms.

1. All required performance measures are linked to the following legislative purpose(s) of the Pre-doctoral Training in Primary Care grant program:

   - Plan, develop, operate or participate in an accredited professional training program for medical students.

2. Data submitted by grantees of the program must cover all activities that took place between July 01, 2017 - June 30, 2018 (Referred to as Annual Performance Report).

3. The PRGCA is due no later than July 31, 2018. Failure to submit a PRGCA by this date may place your grant in a noncompliant status.

4. Officials at the Health Resources and Services Administration (HRSA) will review and approve all PRGCAs submitted by grantees. In the case that revisions are needed, you will be granted the ability to re-enter the BPMH system, make corrections, and submit a revised PRGCA. All revisions must be resubmitted within five (5) business days of the initial request. Failure to resubmit a revised PRGCA within five (5) business days may place your grant in a noncompliant status.

5. We appreciate your feedback and assistance during this process. If you have any questions or require further assistance in completing your PRGCA, please visit the grants homepage or contact the HRSA Contact Center. All requests for technical assistance will be coordinated through the Call Center and responded to promptly: Call Center Phone Number: 877-G04-HRSA (877-464-4772) or Call Center Online Assistance Form: click here.
Getting Started

The Office of Management and Budget (OMB) has issued a 3-year approval for the annual collection of performance measures across all grants and cooperative agreements funded through the Health Resources and Services Administration's Bureau of Health Workforces (BHW) (OMB # 0915-0061; Expiration Date: 06/30/2019). The BPMH system has been significantly enhanced to incorporate all approved subforms, as well as increase system performance and functionality. Throughout the manual, there are several icons that identify tips and other important information that will assist you in completing each subform accurately (see below).

Marks a warning statement. Please read information in **bold** carefully in order to complete each subform accurately.

Marks a tip or important note for completing a specific column or subform in the BPMH system.

Marks the end of a subform and provides instructions for initiating required validations checks.

Due to the nature of annual reporting, the BPMH system has been recently enhanced to prepopulate specific columns within certain subforms with data submitted in a previous reporting period. In addition, a "View Prior Period Data" link has been added at the top of each subform in order to provide you with easy access to data submitted by your organization in prior reporting periods.

![Figure 1. Screenshot of View Prior Period Data Link](image-url)
Getting Started - How Performance Measure Data Fields Are Identified in the Forms

There are two (2) types of data entry field identifiers. Each data entry field in a performance measure is identified with both types of numbers when the measure appears like the example in the above Figure.

1. **Column Numbers**: The first is a Column number. It is contained in parentheses above the Block number. Column numbers are unique to the field in a particular form and are used to identify error messages. If you receive an error message, it will refer to a Column Number. In that circumstance, find the Column number in the form to locate the error. Data fields that are prepopulated may only be identified with a Column number as shown in Column #1 in the above Figure.

2. **Block Numbers**: The second type of identifier is a Block number. Block numbers are also unique to a data entry field and correspond to the paper version of the performance measures. If you print the performance measures or received paper copies, the data fields are identified with a Block number. The Block numbers here in the EHB are the same as what appears in the paper copies of the performance measures. Nearly all fields where you enter data will be identified with a Block number.
Warning: Check your browser settings before beginning your PRGCA. Incompatible browsers or incorrect settings will cause forms to display incorrectly.

1. HRSA’s Electronic Handbook system (EHB) is compatible only with certain Internet browsers that have specific settings. Please check your settings by logging into EHB and clicking the ‘Recommended Settings’ tab that appears in the yellow banner at the top left of your home screen. The system will check your browser and its settings for compatibility.

2. There are multiple checks that are performed, and you must receive green check marks next to each setting in order to proceed. The following link will direct you to a page that displays the list of the checks performed: Recommended Settings.

3. Opening this link in your browser will automatically perform the recommended settings checks. Alternatively, you can access the recommended settings page in the EHBs system by clicking the ‘Recommended Settings’ tab on your EHBs home screen. It is highly recommended to check your settings prior to entering data in the BPMH system.

4. Using different browsers or settings than what is described above may produce unpredictable results. If you find that you are unable to see dropdown menus, cannot enter data into a field, or a form is not appearing, you most likely have a browser compatibility problem.

5. Please check these settings prior to calling the HRSA Call Center or your Government Project Officer. You may be asked to provide a screenshot showing the results of the ‘Recommended Settings’ tab.
Getting Started: Helpful Resources and Recommendations

The following is a list of resources and tips you may find helpful in the event you need assistance:

1. **Begin PRGCA data entry early and submit your report prior to the deadline.**
2. **Browser Settings:** Check your Internet browser and its settings by using ‘Recommended Settings’ tab on the EHB home screen within the yellow banner in the top left corner of the screen. Look for green check marks for all system requirements in order to meet system requirements and proceed.
3. **Reporting on Your Grant:** Several resources are available through HRSA’s “Reporting on Your Grant” link [https://bhw.hrsa.gov/grants/reportonyourgrant](https://bhw.hrsa.gov/grants/reportonyourgrant) including general EHB guidance as well as links to the performance measures and program manual.
4. **Resource Links:** Several resources are available via the ‘Resource’ tab on the EHB home screen including the following links:
   1. View Prior Period Data- Previously submitted PRGCA data are available in read-only mode
   2. Glossary- Current definitions of key terms
   3. Instruction Manual- Electronic copy of this program manual (can also be found on the HRSA.gov website)
5. **Video Recordings:**
6. **Grant Personnel:** Review your grant personnel listed in EHB and update this list as necessary. Ensure that listed personnel have appropriate authorizations (i.e., PRGCA submission, etc.). Make sure you have a backup person in place to submit your report!
7. **Sequence of Forms:** Complete PRGCA forms in the order they appear (i.e., complete EXP-1 prior to EXP-2)
8. **Saving and Validating:** You must click ‘Save and Validate’ in order to move to the next form. Save your work frequently (every 15-20 minutes) and print a hard copy of your report prior to submission.
9. **Government Project Officers:** Contact your Government Project Officer if you need further assistance on the content of your report.
10. **HRSA Call Center:** If you need additional assistance, contact the HRSA Call Center. If you have contacted the Call Center and are waiting for a reply, you should follow-up with them 48 hours after the initial contact. Have your ticket number ready (the same ticket number will be used at all tier levels now). Do not wait for the Call Center to return a phone call or email: **Call Center Phone Number: 877-Go4-HRSA/877-464-4772** or Call Center Online Assistance Form [click here](https://help.hrsa.gov/display/public/EHBSKBFG/BPMH+Videos).
Order of Required Forms

The following table shows the order that subforms will appear throughout the BPMH system for your specific grant program. Please note that clicking on the "Save and Validate" button at the end of each subform will cause the system to check all Blocks for errors and route you to the next required subform on the list. If you need to go back to any subform for any reason, simply click on the Form ID on the left sidebar of the Electronic Handbook (EHB). Please note that changing data that has already been saved will require you to click on the "Save and Validate" button and go through the validation process once more.

<table>
<thead>
<tr>
<th>Order</th>
<th>Type of Form</th>
<th>Parent Form</th>
<th>Form ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setup Form</td>
<td>Setup Forms</td>
<td>Training Program</td>
</tr>
<tr>
<td>2</td>
<td>Setup Form</td>
<td>Setup Forms</td>
<td>Faculty Development</td>
</tr>
<tr>
<td>3</td>
<td>Performance Data Form</td>
<td>Program Characteristics-PC Subforms</td>
<td>PC-1</td>
</tr>
<tr>
<td>4</td>
<td>Performance Data Form</td>
<td>Program Characteristics-PC Subforms</td>
<td>PC-9</td>
</tr>
<tr>
<td>5</td>
<td>Performance Data Form</td>
<td>Legislative Requirements &amp; Demographic Variables-LR and DV Subforms</td>
<td>LR-1a</td>
</tr>
<tr>
<td>6</td>
<td>Performance Data Form</td>
<td>Legislative Requirements &amp; Demographic Variables-LR and DV Subforms</td>
<td>LR-2</td>
</tr>
<tr>
<td>7</td>
<td>Performance Data Form</td>
<td>Legislative Requirements &amp; Demographic Variables-LR and DV Subforms</td>
<td>DV-1</td>
</tr>
<tr>
<td>8</td>
<td>Performance Data Form</td>
<td>Legislative Requirements &amp; Demographic Variables-LR and DV Subforms</td>
<td>DV-2</td>
</tr>
<tr>
<td>9</td>
<td>Performance Data Form</td>
<td>Legislative Requirements &amp; Demographic Variables-LR and DV Subforms</td>
<td>DV-3</td>
</tr>
<tr>
<td>Order</td>
<td>Type of Form</td>
<td>Parent Form</td>
<td>Form ID</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>10</td>
<td>Performance Data Form</td>
<td>Individual Characteristics-INDGEN Subforms</td>
<td>IND-GEN</td>
</tr>
<tr>
<td>11</td>
<td>Performance Data Form</td>
<td>Individual Characteristics-INDGEN Subforms</td>
<td>INDGEN-PY</td>
</tr>
<tr>
<td>12</td>
<td>Performance Data Form</td>
<td>Experiential Characteristics-EXP Subforms</td>
<td>EXP-1</td>
</tr>
<tr>
<td>13</td>
<td>Performance Data Form</td>
<td>Experiential Characteristics-EXP Subforms</td>
<td>EXP-2</td>
</tr>
<tr>
<td>14</td>
<td>Performance Data Form</td>
<td>Course Development and Enhancement-CDE Subforms</td>
<td>CDE-1</td>
</tr>
<tr>
<td>15</td>
<td>Performance Data Form</td>
<td>Course Development and Enhancement-CDE Subforms</td>
<td>CDE-2</td>
</tr>
<tr>
<td>16</td>
<td>Performance Data Form</td>
<td>Faculty Development, Instruction, and Recruitment-FD Subforms</td>
<td>FD-1a</td>
</tr>
<tr>
<td>17</td>
<td>Performance Data Form</td>
<td>Faculty Development, Instruction, and Recruitment-FD Subforms</td>
<td>FD-1b</td>
</tr>
<tr>
<td>18</td>
<td>Performance Data Form</td>
<td>Faculty Development, Instruction, and Recruitment-FD Subforms</td>
<td>FD-2a</td>
</tr>
<tr>
<td>19</td>
<td>Performance Data Form</td>
<td>Faculty Development, Instruction, and Recruitment-FD Subforms</td>
<td>FD-2b</td>
</tr>
</tbody>
</table>
Training Program - Setup

Training Program Setup - Selecting Type of Training Program

⚠️ Warning: Complete the Training Program Setup form only if grant funds were used to support degree programs other than those previously reported. You do not need to reenter information about degree programs previously reported. If no new degree programs were supported other than those previously reported, skip to ‘Training Program Setup—Final Steps’.

<table>
<thead>
<tr>
<th>*Add Training Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Type of Training Program Offered</td>
</tr>
<tr>
<td>(Click the ‘Load Program Details' button after selecting your training program)</td>
</tr>
<tr>
<td>Load Program Details</td>
</tr>
</tbody>
</table>

Figure 3. Training Program Setup - Selecting Type of Training Program

For New Degree Programs Only:

Select Type of Training Program Offered: The Training Program Setup form will configure all subforms specific to the degree program. To begin completing the setup for new records, select the type(s) of training program(s) supported with grant funds during the current reporting period by clicking on the drop-down menu next to “Select Type of Training Program Offered” and choosing **one** of the following options.

- Degree/Diploma/Certificate Academic Training Program (Degree/Diploma)

Note: To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.
**Training Program Setup - Loading Program Details**

![Add Training Program](image)

<table>
<thead>
<tr>
<th>Select Type of Training Program Offered</th>
<th>Degree/Diploma/Certificate Academic Training Program (Degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Click the 'Load Program Details' button after selecting your training program)</td>
<td>Load Program Details</td>
</tr>
</tbody>
</table>

**Figure 4. Training Program Setup - Loading Program Details**

Next, click on the “Load Program Details” button to activate the remaining drop-down menus in this setup form.

💡 **Note:** Clicking on the "Load Program Details" button will activate drop-down menus specific to the selection made in Step 1.
For a Degree/Diploma/Certificate Program, Select Type of Degree Offered: To complete your entry, click on the drop-down menu next to “For a Degree/Diploma/Certificate Training Program, Select Type of Degree Offered" and choose the type of degree program associated with students during the reporting period from one of the following options.

- DO
- MD

Select Delivery Mode Used to Offer Program: Select the primary mode used to deliver each degree program during the annual reporting period by clicking on the drop-down menu and choosing one of the following options. Next, click on the "Add Record" button to save your entry. Repeat this process to capture each degree program supported with grant funds during the annual reporting period.

- Campus-based program
- Distance learning program
- Hybrid program

Example: The School of Medicine provided a medical degree program to 100 medical students during the reporting period. Among the 100 students who were enrolled in the program, 50 were enrolled in the MD program and supported by the Predoctoral Training in Primary Care grant. The table for the School of Medicine would appear as shown below.
<table>
<thead>
<tr>
<th>No.</th>
<th>Record Status</th>
<th>Training Program</th>
<th>Option(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prior Record</td>
<td>Degree/Diploma</td>
<td>MD</td>
</tr>
</tbody>
</table>

*Figure 6. Training Program Setup - Adding Degree/Diploma Program*
Training Program Setup - Selecting Training Activity Status

To complete the Training Program Setup form, please review the Saved Records Table to ensure that all degree programs supported with grant funds during the annual reporting period were captured accurately.

For new records, please review the information contained in the table for accuracy. If a record must be deleted, click on the "Delete" link under the Option(s) column.

**Select Training Activity Status in the Current Reporting Period:** Select the Training Activity Status of all reported training programs. If you are reporting on a program, please choose ‘Active.’

- Active
- Inactive

**Note:** *No action is needed for prior records, if they remain Active.* If a prior record training program no longer has active enrollees (no students are enrolled and all students have already graduated), you may select ‘Inactive’ as the status of the program. Selecting ‘Inactive’ indicates the training program is completed, you are no longer administering it, and you have no active INDGEN records or faculty development programs. You will not report on any aspect of an inactive program, and all records associated with the program (i.e., EXP records and CDE records) will be made inactive.

To Complete the Form: Click on "Save and Validate" on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
Faculty Development – Setup

Selecting Faculty Development Activities

<table>
<thead>
<tr>
<th>Faculty Development Activities</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Faculty Development Training Program</td>
<td>☐</td>
</tr>
<tr>
<td>Faculty Development Activity</td>
<td>☐</td>
</tr>
<tr>
<td>No faculty-related activities conducted</td>
<td>☐</td>
</tr>
</tbody>
</table>

Figure 8. Selecting Faculty Development Activities

Warning: Options for the Faculty Setup form will be automatically selected if you have previously reported one or more training programs or activities through the FD-1a or FD-2a subforms. You may uncheck “Faculty Development Activity” if you have nothing to report. You may uncheck “Structured Faculty Development Training Program” only if you have no training programs still in progress. Please refer to the Faculty Development—FD Subforms page (initial instructions page immediately following CDE forms) for instructions on how to update the status of each previously reported structured faculty development program.

Note: To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.

Reference: Refer to the glossary for a definition of each type of faculty development activity.

To Complete the Form: Click on "Save and Validate" on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
PC-1: Program Characteristics – Degree/Diploma/Certificate Training Programs

PC-1 - Selecting Type(s) of Partners/Consortia

⚠️ Warning: For degree programs previously reported, Block 1.k.1 will appear as read-only and is not editable. If the delivery mode for a degree program has changed, this requires a new entry in the Training Program Setup form.

⚠️ Warning: If no new records were added in the Training Program Setup form, complete the PC-1 subform for prior records.

Select Type(s) of Partners/Consortia Used to Offer this Training: For all records, select the type(s) of partnerships and/or consortia used or established for the purpose of offering each degree program during the annual reporting period by clicking on the drop-down menu under Block 2 and choosing all that apply from the following options:

- Academic department - outside the institution
- Alzheimer’s Disease Resource Centers
- Community-based health center (e.g.; free clinic)
- Day and home care programs (i.e. Home Health)
- Federal Government - ACL
- Federal Government - Department of Defense/Military
- Federal Government - NIH
- Academic department - within the institution
- Ambulatory practice sites
- Community Health Center (CHC)
- Educational institution (Grades K - 12)
- Federal Government - AHRQ
- Federal Government - FDA
- Federal Government - Other HHS Agency/Office
- Federal Government - Other
- Geriatric Behavioral or Mental Health Units
- Health department - State
- Alzheimer’s Association/Chapters
- Area Agencies on Aging
- Community Mental Health Center
- Federal Government - Veterans Affairs
- Federal Government - CDC
- Federal Government - IHS
- Federal Government - Other HRSA Program
- FQHC or look-alike
- Geriatric consultation services
**Warning:** You may not select "No partners/consortia used" in combination with any other option.
Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

The blocks on the PC-1 subform (i.e. Blocks 3, 3a, 3b) apply to all records and capture information about the total number of students who were enrolled in each degree program (regardless of funding source) during the annual reporting period. Please follow the instructions below to complete the PC-1 subform.

### Enter Total # Enrolled (whether funded by BHW or not)

<table>
<thead>
<tr>
<th>Total</th>
<th>URM</th>
<th>Disadvantaged Background and not URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(7) Block 3</td>
<td>(8) Block 3a</td>
<td>(9) Block 3b</td>
</tr>
</tbody>
</table>

Figure 10. PC-1 - Entering Enrollment Information

**Enter Total # Enrolled (whether funded by BHW or not): Total:** For Block 3, enter the total number of students who were enrolled in each degree program during the annual reporting period. Count all students enrolled—regardless of whether they received a BHW-funded financial award or not. This number is a total enrollment headcount minus those students who permanently dropped out.

**Enter Total # Enrolled (whether funded by BHW or not): URM:** For Block 3a, enter the number of students enrolled in each degree program during the annual reporting period who were underrepresented minorities.

**Enter Total # Enrolled (whether funded by BHW or not): Disadvantaged Background and not URM:** For Block 3b, enter the number of students enrolled in each degree program during the annual reporting period who are from disadvantaged backgrounds and are not underrepresented minorities.
Note: Do not count students who permanently left the degree program before completion (i.e., attrition). These students will be captured separately in Block 9.

Note: Block 3a is a subset of Block 3.

Note: Block 3b is a subset of Block 3.

Reference: Refer to the glossary for definitions of "underrepresented minority" and "disadvantaged background."

Example: The School of Medicine had a total of 202 students enrolled in the MD program. The school used BHW funds to provide funding to 25 students in the program during the annual reporting period. During this period, 2 students permanently left the MD degree program before completion.

In Block 3 of this form, the School of Medicine would enter 200.

Example: The School of Medicine had a total of 200 students maintain enrollment in the MD program during the annual reporting period. Among the 200 students enrolled in this degree program, 35 are underrepresented minorities.

In Block 3a, the School of Medicine would enter 35.

Example: The School of Medicine had a total of 200 students maintain enrollment in the MD program during the annual reporting period. Among the 200 students enrolled in this degree program, a total of 45 students are from disadvantaged backgrounds. Twenty (20) out of the 45 students from a disadvantaged background are also underrepresented minorities.

In Block 3b, the School of Medicine would enter 25.
### PC-1 - Entering Graduate Information

<table>
<thead>
<tr>
<th>Enter Total # Graduated/Completed (whether funded by BHW or not)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>10 Block 8</td>
</tr>
</tbody>
</table>

**Figure 11. PC-1 - Entering Graduate Information**

**Enter Total # Graduated/Completed (whether funded by BHW or not): Total:** For Block 8, enter the total number of students in each degree program who graduated during the annual reporting period.

**Enter Total # Graduated/Completed (whether funded by BHW or not): URM:** For Block 8a, enter the number of students in each degree program who graduated during the annual reporting period and are underrepresented minorities.

**Note:** Block 8 is a subset of Block 3.

**Note:** Block 8a is a subset of Block 8.

**Example:** The School of Medicine had a total of 200 students maintain enrollment in the MD program during the annual reporting period. Among the 200 students enrolled in this degree program, a total of 50 students completed all degree requirements and graduated during this reporting period. **In Block 8, the School of Medicine would enter 50.**

**Example:** The School of Medicine had a total of 200 students maintain enrollment in the MD program during the annual reporting period. Among the 200 students enrolled in this degree program, a total of 50 completed all degree requirements and graduated during this period. Ten (10) out of...
the 50 students who graduated are underrepresented minorities.

In Block 8a, the School of Medicine would enter 10.
PC-1 - Entering Attrition Information

| Enter Total # Who left the Program Before Completion (whether funded by BHW or not) |
|----------------------------------|----------------------------------|
| Total                            | URM                              |
| (12)                             | (13)                             |
| Block 9                          | Block 9a                         |

**Figure 12. PC-1 - Entering Attrition Information**

**Enter Total # Who left the Program Before Completion (whether funded by BHW or not): Total:** For Block 9, enter the total number of students who permanently left each degree program before completion during the annual reporting period.

**Enter Total # Who left the Program Before Completion (whether funded by BHW or not): URM:** For Block 9a, enter the number of students who permanently left each degree program before completion during the annual reporting period and are underrepresented minorities.

**Note:** Block 9a is a subset of Block 9.

**Example:** The School of Medicine had a total of 202 students enrolled in the MD program. The school used BHW funds to provide funding to 25 students in the program during the annual reporting period. During this period, 2 students permanently left the MD degree program before completion.

**In Block 9 of this form, the School of Medicine would enter 2.**

**Example:** The School of Medicine had a total of 202 students enrolled in the MD program. The school used BHW funds to provide funding to 25 students in the program during the annual reporting period. During this period, 2 students permanently left the MD degree program before completion and none who left were underrepresented minorities.
In Block 9a of this form, the School of Medicine would enter 0.

💡 To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the PC-9 subform.
PC-9: Program Characteristics – Positions Description

PC-9 - Selecting Type of Training Program

<table>
<thead>
<tr>
<th>Type of Training Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Block 1</td>
</tr>
</tbody>
</table>

Figure 13. PC-9 - Selecting Type of Training Program

**Type of Training Program:** The PC-9 form collects information about the total number of students in the degree program by class (training) year. To begin completing the PC-9 subform, select a degree program by clicking on the drop-down menu next to "Select Training Program" and choosing one of the available options.

**Warning:** Complete the PC-9 Setup form only if grant funds were used to support degree programs other than those previously reported. You do not need to reenter information about degree programs previously reported. If no new degree programs were supported other than those previously reported, skip to PC-9 Final Step.

**Note:** The options available under "Type of Training Program" will prepopulate with information that was entered and saved in the Training Program Setup Form. To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.
PC-9 - Selecting Training Year

**Training Year:** For new records, select the types of training years that apply to the degree program supported through the grant by clicking on the drop-down menu next to "Select Training Year" and choosing all that apply from the following options. Next, click on the "Add Record" button to save your entry. Repeat this process to capture training years associated with each degree program supported through the grant.

- Graduate Year 1
- Graduate Year 2
- Graduate Year 3
- Graduate Year 4
- Graduate Year 5

**Note:** Medical Schools, please use Graduate Years 1-4 or 1-5 to capture all four or five years of medical school (MS1-MS4).

**Note:** You will be required to enter the total number of students in the program by the type of training year selected in this step. Your entry(ies) will be saved in a table that will appear within the PC-9 subform (see next page).

**Note:** This Block will prepopulate for prior records with data submitted in previous reporting periods.
Enter Total # of Positions Filled: To complete the PC-9 subform, enter the total number of student positions filled by training year during the annual reporting period in the textbox under Block 6 (regardless of funding source, this is a total enrollment headcount by class year).

Note: The sum of Block 6 across all years within a degree program will equal the number reported in PC-1 Block 3 (for degree programs).

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
Warning: The LR-1, LR-2, DV-1, DV-2, and DV-3 subforms will only appear for specific types of training programs. You must complete a LR-1, LR-2, DV-1, DV-2, and DV-3 subform for each program that was supported with grant funds during the current reporting period.
LR-1a: Trainees by Training Category

LR-1 - Entering Enrollees Count

<table>
<thead>
<tr>
<th>Trainees by Training Category</th>
<th>Enter # of Enrollees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) Block 1</td>
</tr>
</tbody>
</table>

Figure 16. LR-1 - Entering Enrollees Count

Trainees by Training Category: Enter # of Enrollees: To begin completing the LR-1 subform for all records, enter the total number of enrolled students who received training as a result of the grant in the identified degree program during the reporting period by clicking the textbox in Block 1. This number includes enrollees (degree students) who received direct financial support from the grant plus any student who was trained under a curriculum or course developed as a result of the grant. Do not include medical students who either completed/graduated or permanently left the program before completion during the reporting period. Those students will be counted separately in Blocks 4 and 6.

Note: To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.
**Trainees by Training Category: Enter # of Graduates:** Enter the total number of graduates of the degree program during the reporting period by clicking the textbox in Block 4. This number includes any graduate who completed the program as a result of the grant by having received direct financial support from the grant or by training under a curriculum or course sponsored by the grant at any point during the student’s enrollment.
LR-1 - Entering Program Completers Count

Figure 18. LR-1 - Entering Program Completers Count

<table>
<thead>
<tr>
<th>Trainees by Training Category</th>
<th>Enter # of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(6)</td>
</tr>
<tr>
<td>Block 5</td>
<td></td>
</tr>
</tbody>
</table>

Trainees by Training Category: Enter # of Program Completers: Enter the total number of program completers, which includes faculty and community physicians who completed any faculty development activity or program as a result of the grant during the reporting period by clicking the textbox in Block 5. No students are counted in Block 5.
LR-1 - Entering Attrition Information

Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter # of Individuals who left the Program before Completion</td>
<td>Enter the total number of individuals who permanently left the degree program before completion (and were being supported by the grant in some manner) by clicking the textbox in Block 6.</td>
</tr>
<tr>
<td>Enter # of URM who left the Program before Completion</td>
<td>Of the individuals reported in Block 6, enter the number of underrepresented minorities who permanently left the residency or fellowship program before completion during the annual reporting in the textbox under Block 6a.</td>
</tr>
</tbody>
</table>

**Note:** Counts reported in Block 6a are a subset of those reported in Block 6.

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
LR-2: Trainees by Age & gender

LR-2 - Entering Enrollees Count by Age and Gender

<table>
<thead>
<tr>
<th>Gender: Male</th>
<th>Gender: Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter # of Enrollees</td>
<td>Enter # of Enrollees</td>
</tr>
<tr>
<td>(3) Blocks 1-6</td>
<td>(8) Blocks 7-12</td>
</tr>
</tbody>
</table>

Figure 20. LR-2 - Entering Enrollees Count by Age and Gender

**Gender: Male: Enter # of Enrollees:** To begin completing the LR-2 subform for all records, enter the number of male students, by age group, enrolled in each training program during the annual reporting period in the textboxes under Blocks 1 through 6 (Column 3).

**Gender: Female: Enter # of Enrollees:** To begin completing the LR-2 subform for all records, enter the number of female students, by age group, enrolled in each training program during the annual reporting period in the textboxes under Blocks 7 through 12 (Column 8). The total of Blocks 1-12 (Columns 3 and 8) will be equal to the number reported in Table LR-1 Block 1 (previous table).

**Do not include information about individuals who permanently left the program before completion during the annual reporting period.**

**Note:** Do not count individuals who completed a degree program during the annual reporting period in the textboxes under Columns 3 or 8. These individuals will be captured in the next step. Also, enter "0" if there were no males or females in a specific age group who participated in the training programs listed in this subform.

**Note:** To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.
LR-2 - Entering Graduates Count by Age and Gender

<table>
<thead>
<tr>
<th>Gender: Male</th>
<th>Gender: Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter # of Graduates</td>
<td>Enter # of Graduates</td>
</tr>
<tr>
<td>(6) Blocks 37-42</td>
<td>(11) Blocks 43-48</td>
</tr>
</tbody>
</table>

Figure 21. LR-2 - Entering Graduates Count by Age and Gender

**Gender: Male: Enter # of Graduates:** Enter the number of males by age group, who completed all training requirements and earned an academic degree during the reporting period in Blocks 37-42 (Column 6). The total of Blocks 37-48 (Columns 6 and 11) will be equal to the number reported in Table LR-1 Block 4.

**Gender: Female: Enter # of Graduates:** Enter the number of females by age group, who completed all training requirements and earned an academic degree during the reporting period in Blocks 43-48 (Column 11). The total of Blocks 37-48 (Columns 6 and 11) will be equal to the number reported in Table LR-1 Block 4.

*Note: To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.*
LR-2 - Entering Program Completers Count by Age and Gender

<table>
<thead>
<tr>
<th>Gender: Male</th>
<th>Gender: Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter # of Program Completers</td>
<td>Enter # of Program Completers</td>
</tr>
<tr>
<td>(7) Blocks 49-54</td>
<td>(12) Blocks 55-60</td>
</tr>
</tbody>
</table>

Figure 22. LR-2 - Entering Program Completers Count by Age and Gender

**Gender: Male: Enter # of Program Completers:** To complete the LR-2 subform, enter the total number of male program completers—by age group—who received training as a result of the grant and completed all training requirements during the reporting period in Blocks 49-54 (Column 7).

**Gender: Female: Enter # of Program Completers:** To complete the LR-2 subform, enter the total number of female program completers—by age group—who received training as a result of the grant and completed all training requirements during the reporting period in Blocks 55-60 (Column 12). A program completer for the Predoctoral Program in Primary Care is a faculty member or practicing professional who completed some type of faculty development during the reporting period.

The total of Blocks 49-60 (Columns 7 and 12) will be equal to the number reported in Table LR-1 Block 5.

💡 **To Complete the Form:** Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
**DV-1: Trainees by Racial & Ethnic Background**

### DV-1 - Entering Enrollees Count by Race and Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity: Hispanic/Latino</th>
<th>Ethnicity: Non-Hispanic/Non-Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter # of Enrollees</td>
<td>Enter # of Enrollees</td>
</tr>
<tr>
<td>(3) Blocks 1-7</td>
<td>(8) Blocks 36-42</td>
</tr>
</tbody>
</table>

![Figure 23. DV-1 - Entering Enrollees Count by Race and Ethnicity](image)

**Ethnicity: Hispanic/Latino: Enter # of Enrollees**: To begin completing the DV-1 subform for all records, enter the number of Hispanic/Latino students by race, who participated in each training program during the annual reporting period in the textboxes under Blocks 1 through 7 (Column 3).

**Ethnicity: Non-Hispanic/Non-Latino: Enter # of Enrollees**: Enter the number of Non-Hispanic/Non-Latino students by race, who participated in each training program during the annual reporting period in the textboxes under Blocks 36 through 42 (Column 8).

The total of Blocks 1-7 and Blocks 36-42 (Columns 3 and 8) will be equal to the number reported in Table LR-1 Block 1.

**Note**: Do not count individuals who completed a training program during the annual reporting period in the textboxes under Columns 3 or 8. These individuals will be captured in the next step. Also, enter "0" if there were no enrollees in a specific racial and ethnic group who participated in the training programs listed in this subform.

**Note**: To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.
DV-1 - Entering Graduates Count by Race and Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity: Hispanic/Latino</th>
<th>Ethnicity: Non-Hispanic/Non-Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter # of Graduates</td>
<td>Enter # of Graduates</td>
</tr>
<tr>
<td>(6) Blocks 22-28</td>
<td>(11) Blocks 57-63</td>
</tr>
</tbody>
</table>

Figure 24. DV-1 - Entering Graduates Count by Race and Ethnicity

**Ethnicity: Hispanic/Latino: Enter # of Graduates:** Enter the number of Hispanic/Latino students by race who graduated from each degree program during the annual reporting period in the textboxes under Blocks 22 through 28 (Column 6).

**Ethnicity: Non-Hispanic/Non-Latino: Enter # of Graduates:** Enter the number of Non-Hispanic/Non-Latino students by race who graduated from each degree program during the annual reporting period in the textboxes under Blocks 57 through 63 (Column 11).

The total of Blocks 22-28 and Blocks 57-63 (Columns#6 and 11) will be equal to the number reported in Table LR-1 Block 4.

*Note: To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.*
DV-1 - Entering Program Completers Count by Race and Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity: Hispanic/Latino</th>
<th>Ethnicity: Non-Hispanic/Non-Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter # of Program Completers</td>
<td>Enter # of Program Completers</td>
</tr>
<tr>
<td>(7) Blocks 29-35</td>
<td>(12) Blocks 64-70</td>
</tr>
</tbody>
</table>

Figure 25. DV-1 - Entering Program Completers Count by Race and Ethnicity

**Ethnicity: Hispanic/Latino: Enter # of Program Completers:** Enter the number of Hispanic/Latino students by race who completed each training program during the annual reporting period in the textboxes under Blocks 29 through 35 (Column 7).

**Ethnicity: Non-Hispanic/Non-Latino: Enter # of Program Completers:** Enter the number of Non-Hispanic/Non-Latino students by race who completed each training program during the annual reporting period in the textboxes under Blocks 64 through 70 (Column 12). A program completer for the Predoctoral Program in Primary Care is a faculty member or practicing professional who completed some type of faculty development during the reporting period. The total of Blocks 29-35 and Blocks 64-70 (Columns 7 and 12) will be equal to the number reported in Table LR-1 Block 5.

💡 To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Enrollees</th>
<th>Enter Total # from Disadvantaged Background</th>
<th>Enter # from Disadvantaged Background who are not URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>(2)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Figure 26. DV-2 - Entering Enrollees Count from Disadvantaged Background

**Enrollees: Enter Total # from Disadvantaged Background:** Enter the total number of students from disadvantaged backgrounds enrolled in each training program during the annual reporting period in the textbox under Block 1.

**Enrollees: Enter # from Disadvantaged Background who are not URM:** Enter the number of students from a disadvantaged background enrolled in each training program during the annual reporting periods who are not underrepresented minorities in the textbox under Block 2.

**Note:** Do not count individuals who completed a training program during the annual reporting period in the textbox under Block 1. These individuals will be captured in the next step. Also, enter "0" if there were no individuals from disadvantaged backgrounds the training programs listed in this subform.

**Note:** Counts reported in Block 2 are a subset of counts reported in Block 1.

**Note:** To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.
Reference: Refer to the glossary for a definitions of "disadvantaged background" and "underrepresented minority."
### DV-2 - Entering Graduates Count from Disadvantaged Background

**Warning:** Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Enter Total # from Disadvantaged Background</th>
<th>Enter # from Disadvantaged Background who are not URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8) Block 7</td>
<td>(9) Block 8</td>
<td></td>
</tr>
</tbody>
</table>

Figure 27. DV-2 - Entering Graduates Count from Disadvantaged Background

**Graduates: Enter Total # from Disadvantaged Background:** To continue the DV-2 subform, enter the total number of students who graduated from the training program during the reporting period (and were supported by the grant in some manner while a student at any point during their enrollment) and are from a disadvantaged background in the textbox under Block 7.

**Graduates: Enter # from Disadvantaged Background who are not URM:** Enter the number of students who graduated from the training program during the reporting period (and were supported by the grant in some manner while a student at any point during their enrollment), are from a disadvantaged background and are not underrepresented minorities in the textbox under Block 8.

**Note:** Counts reported in Block 8 are a subset of counts reported in Block 7.

**Reference:** Refer to the glossary for definitions of "disadvantaged background" and "underrepresented minority."
DV-2 - Entering Program Completers Count from Disadvantaged Background

⚠️ Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Program Completers</th>
<th>Enter Total # from Disadvantaged Background</th>
<th>Enter # from Disadvantaged Background who are not URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10) Block 9</td>
<td></td>
<td>(11) Block 10</td>
</tr>
</tbody>
</table>

**Program Completers: Enter Total # from Disadvantaged Background:** To complete the DV-2 subform, enter the total number of program completers in Block 9—regardless of race—who received training as a result of the grant, completed all training requirements during the reporting period, and reported coming from a financially and/or educationally disadvantaged background. A program completer for the Predoctoral Program in Primary Care is a faculty member or practicing professional who completed some type of faculty development during the reporting period.

**Program Completers: Enter # from Disadvantaged Background who are not URM:** Click on the textbox in Block 10 to enter the number of program completers who received training as a result of the grant, completed all training requirements during the reporting period, reported coming from a financially and/or educationally disadvantaged background and are not underrepresented minorities.

**Note:** Counts reported in Block 10 are a subset of counts reported in Block 9.

**Reference:** Refer to the glossary for a definitions of "disadvantaged background" and "underrepresented minority."

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
DV-3: Diversity - Rural Background

DV-3 - Entering Enrollees Count from Rural Residential Background

Trainees from Rural Residential Background

<table>
<thead>
<tr>
<th>Enter # of Enrollees from a Rural Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2)</td>
</tr>
<tr>
<td>Block 1</td>
</tr>
</tbody>
</table>

Figure 29. DV-3 - Entering Enrollees Count from Rural Residential Background

**Trainees from Rural Residential Background: Enter # of Enrollees from a Rural Background:** To begin completing the DV-3 subform for all records, click on the textbox in Block 1 to enter the total number of students who received training as a result of the grant (in some manner) and reported coming from a rural residential background.

**Note:** Do not count individuals who completed a training program during the annual reporting period in the textbox under Block 1. These individuals will be captured in the next step. Also, enter "0" if there were no individuals from a rural residential background in training programs listed in this subform.

**Note:** To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.

**Reference:** Refer to the glossary for a definition of "rural residential background."
DV-3 - Entering Graduates Count from Rural Residential Background

Figure 30. DV-3 - Entering Graduates Count from Rural Residential Background

Trainees from Rural Residential Background: Enter # of Graduates from a Rural Background: To continue the DV-3 subform, click on the textbox in Block 4 to enter the total number of graduates who received training as a result of the grant (in some manner) at any point during their enrollment, earned an academic degree during the reporting period, and reported coming from a rural residential background.

Reference: Refer to the glossary for a definition of "rural residential background."
**Figure 31. DV-3 - Entering ProgramCompleters Count from Rural Residential Background**

**Trainees from Rural Residential Background:** To complete the DV-3 subform, click on the textbox in Block 5 to enter the total number of program completers who received training as a result of the grant (in some manner), completed all training requirements during the reporting period, and reported coming from a rural residential background. A program completer for the Predoctoral Program in Primary Care is a faculty member or practicing professional who completed some type of faculty development during the reporting period.

**Reference:** Refer to the glossary for a definition of “rural residential background.”

**To Complete the Form:** Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
Individual-level Data—INDGEN Subforms

INDGEN - Introduction

Notice to Grantees about Individual-level Data:

- You must complete an INDGEN record for each individual who received a BHW-funded financial award during the annual reporting period. In addition, annual updates are required for individuals who were previously reported on INDGEN and were not marked as having graduated, completed or attrited from their training program by July 01, 2017 - June 30, 2018.

- For prior records, the BPMH system will prepopulate certain blocks in the INDGEN subform with data submitted in previous reporting periods for each individual. All other fields must be updated on an annual basis until the individual graduates from, completes, or permanently leaves their training program.

- The INDGEN subform will automatically calculate and display read-only columns labeled "Academic Year Total" and "Cumulative BHW Financial Award Total."
1. The Academic Year Total will display the amount entered for a given academic year.

2. The Cumulative BHW Financial Award Total will sum all amounts entered for this individual in the BMPH system.

   - Individuals who were reported as having graduated from or completed their training program in the previous reporting period will automatically be transferred from INDGEN to the INDGEN-PY subform after one (1) full calendar year has passed from the moment of graduation/completion. At that point, 1-year post-graduation/completion employment status data must be provided for each individual.
Note: To view data submitted in previous reporting period, click on the "View Prior Period Data" link on top of the form.
IND-GEN: Individual Characteristics
IND-GEN - Setup

Do you have either a) individuals who received direct financial support (e.g., scholarships, stipends, loans, loan repayment) from a HRSA-funded grant OR b) updates to provide for individuals who received direct financial support in a previous reporting period?

| Yes (complete IND-GEN) | No (click Save and Validate button to proceed to the next form) |

Figure 32. IND-GEN - Setup

⚠️ Warning: If you have used the INDGEN form before, this answer is pre-selected ‘Yes’ for you. You do not need to answer this question again. Please move ahead to the INDGEN form by using the form list located on the left side of your screen.

⚠️ Warning: If you are unable to enter data into the INDGEN form, edit prior records, or see drop-down menus despite the question above being answered ‘Yes’, you have a browser compatibility problem. Please refer to the Getting Started-Browser Settings page at the beginning of this manual.

⚠️ Warning: Gray fields in prior records cannot be edited.

⚠️ Warning: Prior records cannot be deleted.
IND-GEN - Selecting Type of Training Program

**Type of Training Program:** To begin completing the INDGEN subform, select the training program associated with each individual by clicking on the drop-down menu under the column labeled "Type of Training Program" and choosing one of the available options.

*Note:* The options available under "Type of Training Program" will prepopulate with information entered and saved in the Training Program Setup Form. The option for "Other" that is available in the drop-down menu under the column labeled "Type of Training Program" should only be selected for faculty who received a BHW-funded financial award during the annual reporting period.

*Note:* This Block will prepopulate for prior records with data submitted in previous reporting periods.

**Example:** The School of Medicine saved one (1) entry in the Training Program Setup form to reflect the type of degree program supported by the grant. Under "Type of Training Program" the School of Medicine would see the following options:

- Degree/Diploma program | MD
- Other
Trainee Unique ID: Enter a seven (7) alphanumeric unique identifier for each individual in the textbox under Block 1.

⚠️ Warning: It is the responsibility of each grantee to keep a log of all unique IDs used, as these will be required to provide annual updates and 1-year follow-up data for each individual.

💡 Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.
IND-GEN - Selecting Individual's Training or Awardee Category

Select Individual's Training or Awardee Category: Select each individual's training category by clicking on the drop-down menu under Block 2 and choosing one of the following options.

- Enrollee (campus-based only)
- Faculty
- Practicing Professional

Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.
IND-GEN - Selecting Individual's Enrollment/Employment Status

Select Individual's Enrollment / Employment Status: Select each individual’s current enrollment status in the program by clicking on the drop-down menu under Block 3 and choosing one of the following options.

- Both Full-time and Part-time
- Full-time
- Part-time
- On leave of absence
- Inactive
Select Individual's Gender: Select each individual’s gender by clicking on the drop-down menu in Column 5 (Block 4) and choosing one of the following options:

- Female
- Male
- Not Reported

Warning: The 'Not Reported' option may not be selected for prior records.

Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.
Pre-doctoral Training in Primary Care

**IND-GEN - Entering Year of Birth**

**Enter Year of Birth:** Select each individual’s year of birth in the dropdown menu under Column 6a.

- 1917
- 1920
- 1923
- 1926
- 1929
- 1932
- 1935
- 1938
- 1941
- 1944
- 1947
- 1950
- 1953
- 1956
- 1959
- 1962
- 1965
- 1968
- 1971
- 1974
- 1977
- 1980
Pre-doctoral Training in Primary Care

- 1983  •  1984  •  1985
- 1986  •  1987  •  1988
- 1989  •  1990  •  1991
- 1992  •  1993  •  1994
- 1995  •  1996  •  1997
- 1998  •  1999  •  2000
- 2001  •  2002  •  2003
- 2004  •  2005  •  2006
- 2007  •  2008  •  2009
- 2010  •  2011  •  2012
- 2013  •  2014  •  2015
- 2016  •  2017  •  Not Reported
IND-GEN - Selecting Individual's Ethnicity

Select Individual's Ethnicity: Select each individual’s ethnicity by clicking on the drop-down menu under Block 6 and choosing one of the following options.

- Hispanic/Latino
- Non-Hispanic/Non-Latino
- Not Reported

Warning: The 'Not Reported' option may not be selected for prior records.

Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.
IND-GEN - Selecting Individual's Race

Select Individual's Race: Select each individual’s race by clicking on the drop-down menu in Column 8 (Block 7) and choosing **all that apply** from the following options. You may select more than one option for individuals of multiple races:

- American Indian or Alaska Native
- Black or African-American
- White
- Asian
- Native Hawaiian or Other Pacific Islander
- Not Reported

**Warning:** You may not select "Not Reported" in combination with any other option.

**Warning:** The 'Not Reported' option may not be selected for prior records.

**Note:** This Block will prepopulate for prior records with data submitted in previous reporting periods.
IND-GEN - Selecting if Individual is from a Rural Residential Background

Select Whether Individual is from a Rural Residential Background: Select whether each individual is from a rural residential background by clicking on the drop-down menu under Block 8 and choosing one of the following options.

- Yes
- No
- Not Reported

*Reference: Refer to the glossary for a definition of "rural setting."*
IND-GEN - Selecting if Individual is from a Disadvantaged Background

Select Whether Individual is from a Disadvantaged Background: Select whether each individual is from a disadvantaged background by clicking on the drop-down menu under Block 9 and choosing one of the following options:

- Yes
- No
- Not Reported

Note: This Block will prepopulate for prior records with data submitted in previous reporting periods. If "Not Reported" was selected for a record during a previous reporting period, you must provide the appropriate updated information in order to successfully submit your PRGCA.

Reference: Refer to the glossary for a definition of "disadvantaged background."
Select Individual's Veteran Status: Select each individual's current veteran status by clicking on the drop-down menu under Block 10 and choosing one of the following options.

- Active Duty Military
- Reservist
- Veteran - Retired
- Individual is not a Veteran
- Veteran - Prior Service
- Not Reported

Warning: The 'Not Reported' option may not be selected for prior records.

Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.

Reference: Refer to the glossary for a definition of the various types of veteran statuses.
IND-GEN - Entering BHW-Funded Financial Award Information

Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

Select Whether Individual Received BHW Financial Award?

<table>
<thead>
<tr>
<th>Enter Individual's Financial Award Amount (BHW funds only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipend</td>
</tr>
<tr>
<td>(12) Block 11</td>
</tr>
</tbody>
</table>

Figure 44. IND-GEN - Entering BHW-Funded Financial Award Information

Select Whether Individual Received BHW Financial Award?: Select whether each individual received a BHW-funded financial award during the annual reporting period by clicking on the drop-down menu under Block 11 and choosing one of the following options.

- Yes
- No

Enter Individual's Financial Award Amount (BHW funds only): Stipend: If the individual is a student, faculty, or community physician and received a BHW-funded financial award, enter the total amount of BHW dollars provided during the annual reporting period in the textbox under Stipend. Total amount reported should account for all BHW dollars including those applied to salary, fringe benefits, travel expenses, tuition, fees, books, and reasonable living expenses, as allowed by federal statutes and regulations (do not report salary or fringe benefits for faculty). If the individual did not receive a financial award, select "No" under Block 11 and enter "0" in Stipend column where no money was disbursed.

Enter Individual's Financial Award Amount (BHW funds only): Traineeship: If the individual is a student, faculty, or community physician and received a BHW-funded financial award, enter the total amount of BHW dollars provided during the annual reporting period in the textbox under Traineeship. Total amount reported should account for all BHW dollars including those applied to salary, fringe benefits, travel expenses,
tuition, fees, books, and reasonable living expenses, as allowed by federal statutes and regulations (do not report salary or fringe benefits for faculty).

If the individual did not receive a financial award, select "No" under Block 11 and enter "0" in Traineeship column where no money was disbursed.

Enter Individual's Financial Award Amount (BHW funds only): Scholarship: If the individual is a student, faculty, or community physician and received a BHW-funded financial award, enter the total amount of BHW dollars provided during the annual reporting period in the textbox under Scholarship. Total amount reported should account for all BHW dollars including those applied to salary, fringe benefits, travel expenses, tuition, fees, books, and reasonable living expenses, as allowed by federal statutes and regulations (do not report salary or fringe benefits for faculty).

If the individual did not receive a financial award, select "No" under Block 11 and enter "0" in Scholarship column where no money was disbursed.

Enter Individual's Financial Award Amount (BHW funds only): Fellowship: If the individual is a student, faculty, or community physician and received a BHW-funded financial award, enter the total amount of BHW dollars provided during the annual reporting period in the textbox under Fellowship. Total amount reported should account for all BHW dollars including those applied to salary, fringe benefits, travel expenses, tuition, fees, books, and reasonable living expenses, as allowed by federal statutes and regulations (do not report salary or fringe benefits for faculty).

If the individual did not receive a financial award, select "No" under Block 11 and enter "0" in Fellowship column where no money was disbursed.
IND-GEN - Entering # of Academic Years the Individual has Received BHW Funding

<table>
<thead>
<tr>
<th>Enter # of Academic Years the Individual has Received BHW Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>(22)</td>
</tr>
<tr>
<td>Block 12</td>
</tr>
</tbody>
</table>

Figure 45. IND-GEN - Entering # of Academic Years the Individual has Received BHW Funding

**Enter # of Academic Years the Individual has Received BHW Funding:** Select the cumulative number of academic years that each student has received a BHW-funded financial award by clicking on the drop-down menu under Column 22 and choosing one of the following options:

- 0
- 1
- 2
- 3
- 4
- 5 or more

**Note:** The number of academic years receiving BHW-funded financial awards does not need to be consecutive; rather, the cumulative total number of years should be reported.

**Note:** If an individual has received money for ½ an academic year, please round up. For example, if a resident or dentist has received a financial award for 1 ½ years, please enter 2.

**Note:** If an individual received a BHW-funded financial award for the first time during the annual reporting period, select "1" under Block 12.
**IND-GEN - Selecting Individual's Academic or Training Year**

Select Individual's Academic or Training Year: Select each student's current training year by clicking on the drop-down menu under Block 15 and choosing one of the following options:

- Faculty
- Graduate Year 2
- Graduate Year 4
- Non-degree Training Program Year 2
- N/A
- Graduate Year 1
- Graduate Year 3
- Graduate Year 5
- Non-degree Training Year 1

Note: For faculty or preceptors, select N/A.
IND-GEN - Selecting any HHS Priority Topic Area on which an Individual Received Training

Select any HHS Priority Topic Area on which an Individual Received Training: Use the dropdown menu in Column 26b to select all that apply from the list of topic areas on which the individual was trained.

- Individual received a SAMHSA waiver to prescribe medication assisted treatment (MAT)
- Individual received training in opioid use treatment
- Individual received training in telehealth
- Individual received training in medication assisted treatment (MAT) for SUD/OUD
- Individual received training in substance use treatment
- None of the above
IND-GEN - Entering Training Information in a Primary Care Setting

Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Training in a Primary Care Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Whether Individual Received Training</td>
</tr>
<tr>
<td>(28) Block 17</td>
</tr>
</tbody>
</table>

Figure 48. IND-GEN - Entering Training Information in a Primary Care Setting

Training in a Primary Care Setting: Select Whether Individual Received Training: Select whether each student received clinical or experiential training in a primary care setting during the annual reporting period by clicking on the drop-down menu under Block 17 and choosing one of the following options.

- Yes
- No
- N/A

Training in a Primary Care Setting: Enter # of Contact Hours: If the student received clinical or experiential training in a primary care setting, enter the total number of hours spent in this type of setting during the annual reporting period in the textbox under Block 17a. If the student did not receive clinical or experiential training in a primary care setting, leave the textbox under Block 17a blank.

Training in a Primary Care Setting: Enter # of Patient Encounters: If the student received clinical or experiential training in a primary care setting, enter the total number of Patient Encounters in this type of setting during the annual reporting period in the textbox under Block 17b. If the student did not receive clinical or experiential training in a primary care setting, leave the textbox under Block 17b blank.
Warning: Select "N/A" in the drop-down menu under Block 17 for faculty.
## IND-GEN - Entering Training Information in a Medically Underserved Community

### Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Training in a Medically Underserved Community</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select Whether Individual Received Training</strong></td>
<td><strong>Enter # of Contact Hours</strong></td>
</tr>
<tr>
<td>(31) Block 18</td>
<td>(32) Block 18a</td>
</tr>
</tbody>
</table>

Figure 49. IND-GEN - Entering Training Information in a Medically Underserved Community

Training in a Medically Underserved Community: Select Whether Individual Received Training: If the individual received clinical or experiential training in a MUC, enter the total number of hours spent in this type of setting during the current reporting period in the textbox in Column 31 (Block 18a).

**If the individual did not receive clinical or experiential training in a MUC,** leave the textbox in Column 31 (Block 18a) blank.

- Yes
- No
- N/A

Training in a Medically Underserved Community: Enter # of Contact Hours: If the individual received clinical or experiential training in a MUC, enter the total number of hours spent in this type of setting during the current reporting period in the textbox in Column 31 (Block 18a).

**If the individual did not receive clinical or experiential training in a MUC,** leave the textbox in Column 31 (Block 18a) blank.
**IND-GEN - Entering Training Information in a Rural Area**

**Warning:** Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

---

**Training in a Rural Area**

<table>
<thead>
<tr>
<th>Select Whether Individual Received Training</th>
<th>Enter # of Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(33) Block 19</td>
<td>(34) Block 19a</td>
</tr>
</tbody>
</table>

**Figure 50. IND-GEN - Entering Training Information in a Rural Area**

---

**Training in a Rural Area: Select Whether Individual Received Training:**

- **If the individual received clinical or experiential training in a rural area,** enter the total number of hours spent in this type of setting during the current reporting period in the textbox.
- **If the individual did not receive clinical or experiential training in a rural area,** leave the textbox blank.

- Yes
- No
- N/A

**Training in a Rural Area: Enter # of Contact Hours:**

- **If the individual received clinical or experiential training in a rural area,** enter the total number of hours spent in this type of setting during the current reporting period in the textbox.
- **If the individual did not receive clinical or experiential training in a rural area,** leave the textbox blank.
IND-GEN - Selecting Whether Individual Left the Program Before Completion

Select Whether Individual Left the Program Before Completion: Select whether each individual permanently left their degree program or faculty development program before completion during the annual reporting period by clicking on the drop-down menu under Block 21 and choosing one of the following options:

- Yes
- No
IND-GEN - Entering Graduation/Completion Information

Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Select Whether Individual Graduated/Completed the Program</th>
<th>Select Degree Earned</th>
<th>Select Individual's Post-Graduation/Completion Intentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(37) Block 22</td>
<td>(38) Block 22a</td>
<td>(39) Block 22b</td>
</tr>
</tbody>
</table>

Figure 52. IND-GEN - Entering Graduation/Completion Information

Select Whether Individual Graduated/Completed the Program: Select whether each individual completed their degree program or faculty development program during the annual reporting period by clicking on the drop-down menu under Block 22 and choosing one of the following options.

- Yes
- No

Select Degree Earned: If a student graduated from their degree program during the annual reporting period: Select the type of degree earned through the program by clicking on the drop-down menu under Block 22a and choosing one of the following options.

If a student did not graduate during the annual reporting period or is a faculty member, select "N/A" under Block 22a.
If the individual is a community provider who completed faculty development, select "N/A" under Block 22a.

- DO
- MD
- N/A
Select Individual's Post-Graduation/Completion Intentions: Select the student's training or employment intentions by clicking on the drop-down menu under Block 22b and choosing all that apply from the following options.  
If a student did not graduate during the annual reporting period or is a faculty member, select "N/A" under Block 22b.  
If the individual is a community provider who completed faculty development, select "N/A" under Block 22a and select all applicable options under Block 22b.

- Individual has applied to a medical residency program
- Individual intends to practice in a primary care setting
- None of the above
- N/A
- Individual intends to practice in a medically underserved area
- Individual intends to practice in a rural area
- Not Reported

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
**INDGEN-PY: Individual Prior Year**

**INDGEN-PY - Entering Employment Data 1-year Post Graduation/Completion**

<table>
<thead>
<tr>
<th>Select whether status/employment data are available for the individual 1-year post graduation/completion</th>
<th>Select Individual's Current Training/Employment Status</th>
<th>Select Whether Your Organization Hired this Individual</th>
<th>Select Whether a Partner Organization Hired this Individual</th>
<th>Select Employment Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>(13) Block 23</td>
<td>(14) Block 23a</td>
<td>(16)</td>
<td>(17)</td>
<td>(18)</td>
</tr>
</tbody>
</table>

*Figure 53. INDGEN-PY - Entering Employment Data 1-year Post Graduation/Completion*

Grayed fields are provided here for identification purposes only.

**Select whether status/employment data are available for the individual 1-year post graduation/completion:** Select whether current employment data are available for each student who received a BHW-funded financial award and completed their degree one year prior to this report by clicking on the drop-down menu under Block 23 and choosing one of the following options

- Yes
- No

**Select Individual's Current Training/Employment Status:**

Select the individual’s current training/employment status by clicking on the drop-down menu in Column 14 choosing one of the options below. If employment data are not available for the individual, select “N/A.”

- Individual currently practices in a medically underserved area
- Individual currently practices in a rural area
- Individual currently practices in a primary care setting
- Individual was accepted into a residency program
- None of the above
- N/A
Select Whether Your Organization Hired this Individual:

Select whether your organization hired this individual following training program completion by clicking on the drop-down menu under Column 16 and choosing one of the options below. If employment data are not available for the individual, select “N/A.”

- No
- Yes
- N/A

Select Whether a Partner Organization Hired this Individual:

Select whether a partner organization hired this individual following training program completion by clicking on the drop-down menu under Column 17 and choosing one of the options below. If employment data are not available for the individual, select “N/A.”

- Yes
- No
- N/A

Select Employment Location:

Select the type of employment location where the individual was hired following training program completion by clicking on the drop-down menu under Column 18 and choosing one of the options below. If employment data are not available for the individual, select “N/A.”

- Academic Institution
- Critical Access Hospital
- Other Clinical Training Site
- None of the Above
- Area Health Education Center
- FQHC or Look-Alike
- Rural Health Clinic
- N/A
Warning: “None of the above” and “N/A” cannot be selected in combination with any other option

Note: One-year post-completion employment data are not required for faculty.

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
Experiential Characteristics—EXP Subforms

EXP - Introduction

1. Purpose: The EXP subforms are used to characterize experiential or clinical training characteristics, including training sites and the number and profession/discipline of trainees.

   - The EXP-1 Setup form captures information about the sites used by grantees to provide trainees with clinical or experiential training.
   - The EXP-2 subform collects information about the profession and discipline of individuals trained at each site that was entered in the EXP-1 Setup form.

2. Order of Subforms:

   - EXP subforms MUST be completed in order, otherwise drop-down menus will not prepopulate correctly.
   - You must complete and ‘Save and Validate’ EXP-1 first before proceeding to EXP-2.

3. Pre-population of Prior Records (training sites) reported previously:

   - The BPMH system will prepopulate the names each site previously reported in the Saved Records Table within the EXP-1 subform.
   - You must indicate whether each previously-reported site was used during the current annual reporting period.
     - If "Yes" was selected, the BPMH system will prepopulate certain blocks in the EXP-2 subform.
     - If "No" was selected, the BPMH system will not include the site as an option in the EXP-2 subform.
EXP-1: Training Site Setup

EXP-1 - Entering Site Name

Site Name:

Enter the name of any new sites used to train individuals during the current reporting period in the row labeled, “Enter the Site’s Name.” Next, click the “Add Record” button. New sites will be listed at the bottom of the data table, beneath all previously used sites (i.e., prior records). Repeat this process as necessary to enter the names of each NEW site used during the current reporting period.

Note: There is an option to delete both new and prior records on EXP-1. This option should only be used if the clinical sites will not be used in the future, or were erroneously entered. The delete option is not reversible (i.e. if the site was erroneously deleted, it will need to be re-entered again).
Select Whether the Site was Used in the Current Reporting Period: Select whether a particular site that was previously reported was used during the annual reporting period by clicking on the drop-down menu located under the column labeled "Select Whether Site Was used in the Current Reporting Period" and choosing one of the following options.

- Yes
- No

**Warning:** For NEW sites, you must select "Yes" in Column 2.

**Note:** If the clinical site was used in the current reporting period, then you must enter or update information for all subsequent columns in that row. If the clinical site was NOT used in the current reporting period, then the remaining columns are not required.

**Note:** If a clinical site was NOT used in the current reporting period, then it will not appear on EXP-2 as a dropdown option in Column 1.
Select Type of Site Used: Select the type of sites used to train residents or fellows during the annual reporting period by clicking on the drop-down menu under Column 3 and choosing one of the following options:

- Academic institution
- Aerospace operations setting
- Assisted Living Community
- Community Behavioral Health Center
- Dentist Office
- Federal Government Office or Agency
- Hospital
- Indian Health Service (IHS) site
- Local health department
- Nurse Managed Health Clinics
- Other community health center (e.g.; free clinic)
- School - based clinic
- Residential Living Facility
- State Government Office or Agency
- Veterans Affairs Healthcare (e.g. VA Hospital or clinic)
- Tribal Government
- Acute Care for the Elderly (ACE) Units
- Ambulatory practice sites
- Community care programs for elderly mentally challenged individuals
- Day and home care programs (e.g. Home Health)
- Emergency Room
- FQHC or look - alike
- International nonprofit/nongovernmental organization
- Long - term Care Facility
- National health association
- Nursing Home
- Other Oral Health Facility
- Program of All Inclusive Care for the Elderly
- Specialty clinics (e.g. mental health practice rehabilitation substance abuse clinic)
- State Health Department
- Tribal Health Department
- Acute care services
- Community - based organization
- Community Health Center (CHC)
- Critical Access Hospital
- Federal and State Bureau of Prisons
- Hospice
- Independent Living Facility
- Local Government Office or Agency
- Mobile Clinic/Site
- Other
- Physician Office
- Senior Centers
- Rural Health Clinic
- Surgery Clinic
Note: If you select "Other" in Column 3, provide an explanation in the comments field and reference the site name.
EXP-1 - Selecting Type of Setting Where the Site was Located

Select Type of Setting Where the Site was Located: Select whether each site used to train students during the annual reporting period was located in designated settings by clicking on the drop-down menu under Column 4 and choosing all that apply from the following options:

- Medically underserved community
- Primary Care Setting
- Rural area
- None of the above

Warning: "None of the Above" cannot be selected in combination with any other option.

Note: To determine whether a site is located in a medically underserved community, please visit HRSA’s Office of Shortage Designation at http://datawarehouse.hrsa.gov/GeoAdvisor/ShortageDesignationAdvisor.aspx

Note: To determine whether a site is located in a rural area, please visit HRSA’s Office of Rural Health Policy at http://datawarehouse.hrsa.gov/RuralAdvisor/ruralhealthadvisor.aspx
Select Type(s) of Partners/Consortia used to Offer Training at this Site

(5)

Figure 58. EXP-1 - Selecting Type(s) of Partners/Consortia

Select Type(s) of Partners/Consortia used to Offer Training at this Site: Select the type(s) of partnerships and/or consortia used or established for the purpose of training students at each site during the annual reporting period by clicking on the drop-down menu under Block 5 and choosing all that apply from the following options:

- Academic department - outside the institution
- Day and home care programs (i.e. Home Health)
- Ambulatory practice sites
- Educational institution (Grades K - 12)
- Geriatric ambulatory care and comprehensive units
- Federal Government - ACL
- Health center (e.g.; free clinic)
- Federal Government - IHS
- Hospice
- Federal Government - SAMHSA
- Nursing home
- Professional Associations
- State Governmental Programs
- Tribal Organization
- Health department - Tribal
- Health policy center
- Academic department - within the institution
- Alzheimer's Association/Chapters
- Area Agencies on Aging
- Federal Government - Veterans Affairs
- Federal Government - Other HRSA Program
- Geriatric consultation services
- Federal Government - CDC
- Federal Government - NIH
- Federal Government - Other HHS Agency/Office
- Local Government
- Other
- Quality improvement organization
- Tribal Government
- Health department - Local
- Health disparities research center
- Nonprofit organization (faith - based)
- Community Health Center (CHC)
- Alzheimer’s Disease Resource Centers
- Community Mental Health Center
- Federal Government - Department of Defense/Military
- Geriatric Behavioral or Mental Health Units
- Federal Government - AHRQ
- Federal Government - FDA
- Federal Government - Other
- Hospital
- Long-term care facility
- Physical therapy/Rehabilitation center
- Senior Center
- Federally - qualified health center or look-alikes
- Health department - State
- Health insurance/Healthcare Provider Group (e.g.; PPO/HMO)
- Nonprofit organization (non - faith based)
Warning: You may not select "No partners/consortia used" in combination with any other option.

Note: If you select "Other" in Column 5, provide an explanation in the comments field and reference the site name.
Select Type(s) of Vulnerable Population Served at this Site: Select the type(s) of vulnerable populations served at each site during the annual reporting period by clicking on the drop-down menu under Block 4 and choosing **all that apply** from the following options:

- Adolescents
- College students
- Individuals with mental illness or substance use disorders
- Migrant workers
- People with disabilities
- Returning war veterans (Iraq or Afghanistan)
- Uninsured/Underinsured persons/families
- Tribal Population
- Children
- Homeless individuals
- Lesbian/Gay/Bisexual/Transgender
- Military and/or military families
- Pregnant women and infants
- Undocumented Immigrants
- Veterans
- None of the above
- Chronically ill
- Individuals with HIV/AIDS
- Low income persons/families
- Older adults
- Refugee Adults
- Unemployed
- Victims of abuse or trauma

**Warning:** You may not select "None of the above" in combination with any other option.
Zip Code: Enter the four-digit zip code extension where each training site is located by clicking on the textbox in Column 11.

Four Digit Zip Code Extension: Enter the four-digit zip code extension where each training site is located by clicking on the textbox in Column 11.

Note: Four-digit zip code extension information can be accessed at [https://tools.usps.com/go/ZipLookupAction_input](https://tools.usps.com/go/ZipLookupAction_input). Do not enter invalid responses or placeholder entries. If you need assistance when entering the address information for your training sites, contact your Government Project Officer for guidance. Upon saving and validating the EXP-1 form, the city and state information will auto-populate.
### EXP-1 - Selecting Whether the Training Site Implements Interprofessional Education and/or Practice

<table>
<thead>
<tr>
<th>Select whether the training site implements interprofessional education and/or practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>(13)</td>
</tr>
</tbody>
</table>

**Figure 61. EXP-1 - Selecting Whether the Training Site Implements Interprofessional Education and/or Practice**

**Select whether the training site implements interprofessional education and/or practice:** Select whether the training site implements interprofessional education and/or practice

- Yes
- No
Select any HHS Priorities Addressed at this Site:

Using the dropdown menu in Column 14, select all that apply from the list of HHS priorities that were addressed at this site.

- This site offers medication assisted treatment (MAT) for OUD
- This site offers opioid use treatment services
- This site offers substance use treatment services
- This site offers telehealth services
- None of the above

To Complete the Form: Click on the "Save and Validate" button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
**EXP-2: Experiential Characteristics - Trainees by Profession/Discipline**

**EXP-2 - Selecting Training Program and Site Name**

⚠️ **Warning:** Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

![Warning Icon]

---

<table>
<thead>
<tr>
<th>Type of Training Program</th>
<th>Site Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2) Block 1</td>
</tr>
</tbody>
</table>

Figure 63. EXP-2 - Selecting Training Program and Site Name

**Type of Training Program:** To begin completing the EXP-2 subform, select a training program by clicking on the drop-down menu under "Type of Training Program" and choosing one of the available options.

**Site Name:** Select a site name by clicking on the drop-down menu under Block 1 and choosing one of the available options.

💡 **Note:** The EXP-2 form will initially appear blank.
EXP-2 - Selecting Profession and Discipline of Individuals Trained

For each row, enter the number of "Principal" trainees in the profession and discipline listed.

Select Profession and Discipline of Individuals Trained: 1. Select the profession(s)/discipline(s) of individuals trained for each training program/site combination used during the current reporting period by clicking on the drop-down menu in Column 3 (Block 3) and choosing one of the options below.  
2. Repeat as necessary to identify each profession/discipline of all individuals trained at each site (including interdisciplinary and interprofessional trainees who participated in team-based care).  
3. Each reported profession/discipline must be reported on a separate line even if they trained at the same site under the same program.

- Behavioral Health - Clinical Psychology  
- Behavioral Health - Marriage and Family Therapy  
- Behavioral Health - Pastoral/Spiritual Care  
- Dentistry - Endodontic Dentistry  
- Dentistry - Orthodontic Dentistry  
- Dentistry - Periodontic Dentistry  
- Dentistry - Radiology Dentistry  
- Medicine - Anesthesiology  
- Medicine - Emergency Medicine  
- Medicine - Geriatrics  
- Medicine - Internal Medicine/Family Medicine  
- Behavioral Health - Clinical Social Work  
- Behavioral Health - Other Psychology  
- Student - Diploma/Certificate  
- Dentistry - General Dentistry  
- Dentistry - Pathology Dentistry  
- Dentistry - Prosthodontic Dentistry  
- Medicine - Aerospace Medicine  
- Medicine - Colon and Rectal Surgery  
- Medicine - Family Medicine  
- Medicine - Integrative Medicine  
- Medicine - Internal Medicine/Pediatrics  
- Medicine - Neurology  
- Medicine - Occupational Medicine  
- Medicine - Orthopaedic Surgery  
- Behavioral Health - Counseling Psychology  
- Behavioral Health - Other Social Work  
- Substance Abuse/Addictions Counseling  
- Dentistry - Dental Hygiene  
- Dentistry - Oral Surgery Dentistry  
- Dentistry - Pediatric Dentistry  
- Dentistry - Public Health Dentistry  
- Medicine - Allergy and Immunology  
- Medicine - Dermatology  
- Medicine - Geriatric Psychiatry  
- Medicine - Internal Medicine  
- Medicine - Medical Genetics  
- Medicine - Nuclear Medicine  
- Medicine - Ophthalmology  
- Medicine - Other
Health Resources and Services Administration
Bureau of Health Workforce

- Medicine - Neurological Surgery
- Medicine - Obstetrics and Gynecology
- Student - Physician Assistant
- Medicine - Otolaryngology
- Medicine - Physical Medicine and Rehabilitation
- Medicine - Preventive Medicine
- Medicine - Preventive Medicine/Public Health
- Medicine - Radiology - Diagnostic
- Medicine - Thoracic Surgery - Integrated
- Nursing - CNS - Adult gerontology
- Nursing - CNS - Neonatal
- Nursing - CNS - Women's health
- Nursing - NP - Acute care adult gerontology
- Nursing - NP - Adult Psychiatric/Mental health
- Nursing - NP - Family
- Nursing - NP - Neonatal
- Nursing - Nurse administrator
- Nursing - Nurse informaticist
- Nursing - Registered Nurse
- Other - Chiropractic
- Other - Facility Administrator
- Other - Health Informatics/Health Information Technology
- Other - Medical Laboratory Technology
- Other - Occupational Therapy
- Other - Pharmacy
- Medicine - Pathology - Anatomical and Clinical
- Medicine - Plastic Surgery
- Medicine - Preventive Medicine/Family Medicine
- Medicine - Psychiatry
- Medicine - Surgery - General
- Medicine - Urology
- Nursing - CNS - Family
- Nursing - CNS - Pediatrics
- Nursing - Home Health Aide
- Nursing - NP - Acute care pediatric
- Nursing - NP - Child/Adolescent Psychiatric/Mental Health
- Nursing - NP - Family Psychiatric/Mental Health
- Nursing - NP - Pediatrics
- Nursing - Nurse anesthetist
- Nursing - Nurse midwife
- Nursing - Researcher/Scientist
- Other - Community Health Worker
- Other - First Responder/EMT
- Other - Lay and Family Caregiver
- Other - Midwife
- Other - Office/Support Staff
- Other - Physical Therapy
- Other - Radiologic technology
- Other - Speech Pathology
- Other - Veterinary Medicine
- Public Health - Disease Prevention & Health Promotion
- Public Health - Health Administration

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- Medicine - Pediatrics
- Medicine - Plastic Surgery - Integrated
- Medicine - Preventive Medicine/Internal Medicine
- Medicine - Radiation Oncology
- Medicine - Thoracic Surgery
- Medicine - Vascular Surgery - Integrated
- Nursing - CNS - Geropsychiatric
- Nursing - CNS - Psychiatric/Mental health
- Nursing - Licensed practical/vocational nurse (LPN/LVN)
- Nursing - NP - Adult gerontology
- Nursing - NP - Emergency care
- Nursing - NP - Geropsychiatric
- Nursing - NP - Women's health
- Nursing - Nurse educator
- Nursing - Public health nurse
- Other - Audiology
- Other - Direct Service Worker
- Other - Health Education Specialist
- Other - Medical Assistant
- Other - Midwife (non-nurse)
- Other - Optometry
- Other - Podiatry
- Other - Registered Dietician
- Other - Speech Therapy
- Physician Assistant
- Public Health - Environmental Health
- Public Health - Health Policy & Management
- Public Health - Nutrition
- Student - CNS - Adult gerontology
- Student - CNS - Neonatal
- Student - CNS - Women’s health
Pre-doctoral Training in Primary Care

- Other - Profession Not Listed
- Other - Respiratory Therapy
- Other - Unknown
- Public Health - Biostatistics
- Public Health - Epidemiology
- Public Health - Infectious Disease Control
- Public Health - Social & Behavioral Sciences
- Student - CNS - Family
- Student - CNS - Pediatrics
- Student - Dental Assistant
- Student - Graduate - Nursing Doctorate
- Student - Graduate - Other Behavioral Health
- Student - Graduate - Social Work
- Student - Law School
- Student - NP - Acute care adult gerontology
- Student - NP - Adult Psychiatric/Mental health
- Student - NP - Family
- Student - NP - Neonatal
- Student - NP - Women’s health
- Student - Post - high school / Pre - college
- Student - Undergraduate - Public Health
- Public Health - Injury Control & Prevention
- Student - Alternative/Complementary Nursing
- Student - CNS - Geropsychiatric
- Student - CNS - Psychiatric/Mental health
- Student - Dental Hygiene
- Student - Graduate - Nursing Masters
- Student - Graduate - Psychology
- Student - Health Informatics
- Student - Licensed Practical/Vocational Nurse (LPN/LVN)
- Student - NP - Acute care pediatric
- Student - NP - Child/Adolescent Psychiatric/Mental Health
- Student - NP - Family Psychiatric/Mental Health
- Student - NP - Other advanced nurse specialists
- Student - Pharmacy School
- Student - Registered nurse (RN)

- Student - Dental School
- Student - Graduate - Other
- Student - Graduate - Public Health
- Student - Home Health Aide
- Student - Medical School
- Student - NP - Adult gerontology
- Student - NP - Emergency care
- Student - NP - Geropsychiatric
- Student - NP - Pediatrics
- Student - Physical Therapy
- Student - Undergraduate - Other
Note: Principal trainees are those who were directly or indirectly supported through your grant. For your grant program, these are the individuals reported on the INDGEN form.

Note: Do not enter counts for faculty, site staff, or other non-trainees.
Enter # Trained in this Profession and Discipline

(4)
Block 3

Figure 65. EXP-2 - Entering # Trained in the Profession and Discipline

Enter # Trained in this Profession and Discipline: Count all medical students from the training program identified in the Training Program Setup form in Block 3 (these medical students were all counted on the PC-1 and PC-9 forms).
**EXP-2 - Entering # of Other Interprofessional trainees who participated in team-based care**

<table>
<thead>
<tr>
<th>Enter # of Other Trainees in this Profession and Discipline Who Participated in Interprofessional Team-based care</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
</tr>
<tr>
<td>Block 8</td>
</tr>
</tbody>
</table>

Figure 66. EXP-2 - Entering # of Other Interprofessional trainees who participated in team-based care

**Enter # of Other Trainees in this Profession and Discipline Who Participated in Interprofessional Team-based care:** Enter the number of all other team-based care students, residents, fellows, and other trainees on separate lines who were also trained at this site in Block 8. **Do not count faculty or non-trainees.** See examples on the following pages.

💡 **Note:** “Other Interprofessional” trainees are those individuals who trained at the same site on an interdisciplinary team with your principal trainees, but who did not received support from or have an association with your HRSA grant.

💡 **Note:** Do not enter counts for faculty, site staff, or other non-trainees.
**EXP-2 - Adding Individuals Trained Example 1**

![Table](image)

**Example with both your trainees and interprofessional trainees at the same site:**

In the example on this page, the School of Medicine’s MD degree program trained 24 medical students at North Regional Hospital. As part of Interprofessional team-based care, the School of Medicine’s MD program also trained 2 Internal Medicine residents and 3 graduate students in psychology. At a second site, the MD program trained 14 of its medical students alongside 4 pharmacy students who were part of interprofessional team-based care.
**EXP-2 - Adding Individuals Trained Example 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Training Program</th>
<th>Site Name</th>
<th>Select Profession and Discipline of Individuals Trained</th>
<th>Enter # Trained in this Profession and Discipline</th>
<th>Enter # of Other Trainees in this Profession and Discipline Who Participated in Interprofessional Team-based care</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Degree/Diploma</td>
<td>MD</td>
<td>North Regional Hospital</td>
<td>Student - Medical School</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Degree/Diploma</td>
<td>MD</td>
<td>Community Physicians</td>
<td>Student - Medical School</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Degree/Diploma</td>
<td>MD</td>
<td>Doctor’s Clinic</td>
<td>Student - Medical School</td>
<td>4</td>
</tr>
</tbody>
</table>

*Example with no interprofessional trainees at any site:*

In this example, the medical students from the MD program do not have interprofessional experiences. The medical students trained at 3 different clinical training sites. At the first site, there were 24 medical students and no interprofessional trainees at North Regional Hospital. At the second site, there were 10 medical students and no interprofessional trainees at Community Physicians. At the third site, there were 4 medical students and no interprofessional trainees at the Doctor’s Clinic.
**EXP-2 - Adding Individuals Trained Example 3**

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Training Program</th>
<th>Site Name</th>
<th>Select Profession and Discipline of Individuals Trained</th>
<th>Enter # Trained in this Profession and Discipline</th>
<th>Enter # of Other Trainees in this Profession and Discipline Who Participated in Interprofessional Team-based care</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Degree/Diploma</td>
<td>DDS</td>
<td>North Regional Hospital</td>
<td>Student-Dental School</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Degree/Diploma</td>
<td>DDS</td>
<td>North Regional Hospital</td>
<td>Medicine-Internal Medicine</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Degree/Diploma</td>
<td>DDS</td>
<td>North Regional Hospital</td>
<td>Student-Pharmacy School</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Degree/Diploma</td>
<td>DDS</td>
<td>Community Dentists</td>
<td>Student-Dental School</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Degree/Diploma</td>
<td>DDS</td>
<td>Community Dentists</td>
<td>Dentistry-General Dentistry</td>
<td>0</td>
</tr>
</tbody>
</table>

**Example with both your trainees and interprofessional trainees of the same discipline at the same sites:**

In the example on this page, the School of Medicine’s MD degree program trained 24 of its own medical students at North Regional Hospital. As part of Interprofessional team-based care, the MD program also trained 10 medical students from non-HRSA funded programs (not part of the Predoctoral Training in Primary Care grant program), 2 Internal Medicine residents and 5 pharmacy students. At a second site, the MD program trained 10 of its own medical students alongside 8 medical students from different MD programs as well as 4 physical therapy students who were part of interprofessional team-based care.
EXP-2 - Selecting Type of Site Used

Select Type of Site Used: Following the selection of a training site in EXP-1, the associated type of site will be automatically populated when the save and validate button is selected.

⚠️ Warning: Site types are linked to the name of training sites in EXP-1. To change the associated site type with a particular site name, return to EXP-1.
EXP-2 - Selecting Type of Setting Where the Site was Located

Select Type of Setting Where the Site was Located: Following the selection of a training site in EXP-1, the associated settings will be automatically populated when the save and validate button is selected.

⚠️ Warning: Site settings are linked to the name of training sites in EXP-1. To change the associated site settings with a particular site name, return to EXP-1.

💡 Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.

💡 To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
Course Development & Enhancement Activities—CDE Subforms

CDE - Introduction

Purpose of CDE forms: The CDE forms are used to collect information about curriculum development and enhancement activities, including development status, delivery mode, course topic, etc. for courses offered during the current reporting period.

- CDE-1: Collects information about newly developed or enhanced courses offered during the current reporting period.
- CDE-2: Collects the number of individuals who participated in the CDE courses and training activities (grouped by course and primary discipline).

Order of Forms:

- The CDE forms MUST be completed in order, otherwise drop-down menus will not populate correctly.
- You must complete and click ‘Save and Validate’ in CDE-1 before proceeding to CDE-2.

Pre-population of Prior Records:

- The BPMH system will prepopulate saved information for each previously offered courses (i.e. “Prior Records”) in the CDE-1 data table.
- For “Prior Records” you must indicate whether the course was offered during the current reporting period.

Creation of New Records:

- The BPMH system will allow you to enter information for newly offered courses or training activities (i.e., “New Record”) in the CDE-1 data table. “New Records” will populate below all “Prior Records”
- For “New Records” you must indicate whether the course was offered during the current reporting period.
Detailed guidance on how to make the correct selections for the CDE forms be found below.

⚠️ **Warning:** CDE-1 must be completed and validated prior to beginning CDE-2. If you reach the CDE-2 form, and no drop-down selections appear, you have not validated both CDE-1 subform.
CDE-1: Course Development and Enhancement - Course Information

CDE-1 - Setup

To begin providing data about courses and other training activities that have been developed or enhanced through the grant or to provide updates on previously reported activities, click "Yes" to the initial setup question. Clicking "Yes" will activate the embedded Excel® form that will allow you to begin data entry.

| Have you used BHW resources or received in-kind support to develop or enhance a course or other training activity associated with the grant? | Yes (complete CDE-1 and CDE-2) No (Click Save and Validate to proceed to the next form) |

Figure 72. CDE-1 - Setup

⚠️ Warning: If you have used the CDE form before, this answer is pre-selected ‘Yes’ for you. You do not need to answer this question again. Please move ahead to the CDE form by using the form list located on the left side of your screen.

⚠️ Warning: CDE-1 must be completed and validated prior to beginning CDE-2. If you reach the CDE-2 form, and no drop-down selections appear, you have not validated the CDE-1 subform.
CDE-1 - Entering the Name of Course/Training Activity

⚠️ Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Name of Course or Training Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Block 1</td>
</tr>
</tbody>
</table>

Figure 73. CDE-1 - Entering the Name of Course/Training Activity

**Name of Course or Training Activity:** To begin completing the CDE-1 subform, enter the name of each course or training activity that was developed or enhanced through the grant at any point during the entire project period. Next, click the "Add Record" button to save your entry. **Repeat this process to enter each course or training activity that was developed or enhanced through the grant separately.**

⚠️ Warning: Complete the CDE-1 Setup form only if grant funds were used to develop or enhance NEW courses or training activities other than those previously reported.

💡 Note: To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.
CDE-1 - Selecting Type of Course or Training Activity

Select Type of Course or Training Activity: To begin completing the CDE-1 subform for new records, select the type of course or training activity that was developed or enhanced through the grant by clicking on the drop-down menu under Block 2 and choosing one of the following options:

- Academic course
- Clinical rotation
- Faculty development programs or activities
- Field placement/practicum
- Grand rounds
CDE-1 - Selecting whether Course was Newly Developed or Enhanced

<table>
<thead>
<tr>
<th>Select whether Course or Training Activity was Newly Developed or Enhanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) Block 3</td>
</tr>
</tbody>
</table>

Figure 75. CDE-1 - Selecting whether Course was Newly Developed or Enhanced

Select whether Course or Training Activity was Newly Developed or Enhanced: For new records, select whether each course or training activity identified under Block 1 was newly developed or was enhanced by clicking on the drop-down menu under Block 3 and choosing one of the following options:

- Enhanced
- Newly developed

*Note: Select "Newly Developed" for courses or training activities that were not in existence and were developed in their entirety through the grant.*

*Note: Select "Enhanced" for courses or training activities that were in existence prior to the grant and were modified or restructured through the grant.*
Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

Select Status of Development or Enhancements: For all records, select each course or training activity's status by clicking on the drop-down menu under Block 4 and choosing one of the following options:

- Developed not yet implemented
- Implemented
- Under development

Note: For prior records, this field will be editable from previous reporting periods.
Select Delivery Mode Used to Offer this Course or Training Activity: Select the primary mode used to deliver each course or training activity that was developed or enhanced through the grant by clicking on the drop-down menu under Block 6 and choosing one of the following options:

- Classroom-based
- Clinical Rotation
- Grand rounds
- Simulation-based Training
- Distance learning (Online Webinar)
- Experiential/Field-based
- Hybrid

Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.
Select Primary Topic Area: elect the primary topic area for each course or training activity that was developed or enhanced by clicking on the drop-down menu under Column 11 and choosing one of the following options:

- Behavioral Health - Primary Care Integration
- Behavioral Health - Suicide
- Chronic Disease - Alzheimer/Dementia
- Clinical Training - Community-Based Collaboration
- Clinical Training - Healthcare delivery systems
- Clinical Training - Public Health
- Clinical Training - Skills - Communications Skills
- Clinical Training - Technology - Other
- Infectious Disease - Other
- Population - Minority Health
- Population - Womens Health
- Setting - Primary Care
- Other-Topic Not Listed
- Behavioral Health - Substance Abuse - General
- Behavioral Health - Treatment
- Chronic Disease - Management
- Clinical Training - Cultural Competency/Health Disparities
- Clinical Training - Interprofessional education/team-based training
- Clinical Training - Quality Improvement/Patient Safety
- Clinical Training - Skills - Leadership and Management
- Clinical Training - Unspecified
- Population - Geriatric Health
- Population - Rural Health
- Population - Other
- Setting - Rural

- Behavioral Health - Substance Abuse - Opioids
- Behavioral Health - Other
- Chronic Disease - Other
- Clinical Training - Evidence-based Practice
- Clinical Training - Oral Health
- Clinical Training - Research
- Clinical Training - Technology - Simulation-based training
- Infectious Disease - HIV/AIDS
- Population - Maternal Child Health
- Population - Veterans Health
- Setting - Medically-Underserved Communities
- Setting - Other
Clinical Training - Public health incorporates the following topic areas: health promotion and disease prevention, health policy/advocacy, emergency preparedness and response, environmental health, nutrition, epidemiology, data collection and analysis etc. Clinical Training - Technology - Other incorporates the following topic areas: telemedicine, informatics, electronic medical records etc.

Note: You may only choose one selection for primary topic area.
Select Whether the Course or Training Activity was Offered in the Current Reporting Period:

Select whether the course or training activity that was developed or enhanced has been offered, re-offered or not offered in the current reporting period by clicking on the drop-down menu under Column 12. Listed below is guidance on which option to select.

- For “Prior Records”, courses that have been ‘Implemented’ the available options will include:
  - Not offered in the current reporting period; or
  - Re-offered in the current reporting period

- For “Prior Records”, courses that have been ‘Developed not yet implemented’ or ‘Under development’ the available options will include:
  - Not offered in the current reporting period; or
  - Offered in the current reporting period. Select “offered” if this is the first time the course has been implemented.

- For “New Records”, courses that have been ‘Implemented’, the available option will be:
  - Offered in the current reporting period.

- For “New Records”, courses that are ‘Developed not yet implemented’ or ‘Under development’, the available option will be:
  - Not offered in the current reporting period.
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- Offered
- Not Offered
- Re-offered

Note: Information on courses that were ‘Offered’ or ‘Re-offered’ will carry over onto CDE-2 form.

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
**CDE-2: Course Development and Enhancement - Trainees by Profession/Discipline**

**CDE-2 - Adding Courses and Profession/Disciplines**

⚠️ **Warning:** Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Name of Course or Training Activity</th>
<th>Profession and Discipline of Individuals Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Block 1</td>
<td>(2) Block 7</td>
</tr>
</tbody>
</table>

**Figure 80. CDE-2 - Adding Courses and Profession/Disciplines**

Name of Course or Training Activity: To begin completing the CDE-2 subform for academic courses, training workshops, grand rounds, clinical rotations, and field placement/practica that were implemented during the annual reporting period, select the name of a course or training activity by clicking on the drop-down menu next to "Name of Course or Training Activity" (Block 1) and choosing **one** of the available options.

Profession and Discipline of Individuals Trained: Select the profession(s) and discipline(s) of individuals trained through each course that was implemented during the annual reporting period by choosing **all that apply** from the following options. Click on the "Add Record" button to save your entry. **Repeat this process to capture the profession/discipline of all individuals trained in each course or training activity implemented during the annual reporting period.** Use Student categories for students and use Profession/Discipline categories for advanced trainees such as residents, fellows, faculty, or other professionals.

- Behavioral Health - Clinical Psychology
- Behavioral Health - Marriage and Family Therapy
- Behavioral Health - Clinical Social Work
- Behavioral Health - Other Psychology
- Behavioral Health - Counseling Psychology
- Behavioral Health - Other Social Work, Substance Abuse/Addictions Counseling
- Dentistry - Endodontic Dentistry

Pre-doctoral Training in Primary Care
• Behavioral Health - Pastoral/Spiritual Care
• Dentistry - General Dentistry
• Dentistry - Other
• Dentistry - Dental Hygiene/Public Health
• Dentistry - Public Health Dentistry
• Medicine - Aerospace Medicine
• Medicine - Colon and Rectal Surgery
• Medicine - Family Medicine
• Medicine - Integrative Medicine
• Medicine - Internal Medicine/Pediatrics
• Medicine - Neurology
• Medicine - Occupational Medicine
• Medicine - Other
• Medicine - Pediatrics
• Medicine - Plastic Surgery - Integrated
• Medicine - Preventive Medicine/Integrated Medicine
• Medicine - Radiation Oncology
• Medicine - Thoracic Surgery
• Medicine - Vascular Surgery - Integrated
• Nursing - CNS - Geropsychiatric
• Nursing - CNS - Psychiatric/Mental Health
• Nursing - Licensed practical/vocational nurse (LPN/LVN)
• Nursing - NP - Adult gerontology
• Nursing - NP - Emergency care
• Dentistry - Dental Hygiene
• Dentistry - Oral Surgery Dentistry
• Dentistry - Pathology Dentistry
• Dentistry - Periodontic Dentistry
• Dentistry - General Dentistry/Public Health
• Medicine - Allergy and Immunology
• Medicine - Dermatology
• Medicine - Geriatric Psychiatry
• Medicine - Internal Medicine
• Medicine - Medical Genetics
• Medicine - Nuclear Medicine
• Medicine - Ophthalmology
• Medicine - Otolaryngology
• Medicine - Physical Medicine and Rehabilitation
• Medicine - Preventive Medicine
• Medicine - Preventive Medicine/Public Health
• Medicine - Radiology - Diagnostic Medicine
• Medicine - Thoracic Surgery - Integrated
• Nursing - CNS - Adult gerontology
• Nursing - CNS - Neonatal
• Nursing - CNS - Women's health
• Nursing - NP - Adult gerontology
• Nursing - NP - Adult Psychiatric/Mental health
• Nursing - NP - Family
• Nursing - NP - Neonatal
• Nursing - Nurse administrator
• Nursing - Nurse informaticist

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• Dentistry - Orthodontic Dentistry
• Dentistry - Pediatric Dentistry
• Dentistry - Prosthodontic Dentistry
• Dentistry - Radiology Dentistry
• Medicine - Anesthesiology
• Medicine - Emergency Medicine
• Medicine - Geriatrics
• Medicine - Internal Medicine/Family Medicine
• Medicine - Neurological Surgery
• Medicine - Obstetrics and Gynecology
• Medicine - Orthopaedic Surgery
• Medicine - Pathology - Anatomical and Clinical
• Medicine - Plastic Surgery
• Medicine - Preventive Medicine/Family Medicine
• Medicine - Psychiatry
• Medicine - Surgery - General
• Medicine - Urology
• Nursing - CNS - Family
• Nursing - CNS - Pediatrics
• Nursing - Home Health Aide
• Nursing - NP - Acute care pediatric
• Nursing - NP - Child/Adolescent Psychiatric/Mental Health
• Nursing - NP - Family Psychiatric/Mental Health
• Nursing - NP - Pediatrics
• Nursing - Nurse anesthetist
• Nursing - Nurse midwife
• Nursing - Researcher/Scientist
• Other - Community Health Worker
• Other - First Responder/EMT
• Other - Lay and Family Caregiver
• Other - Midwife
• Other - Optometry
### Pre-doctoral Training in Primary Care

- Nursing - NP - Geropsychiatric
- Nursing - NP - Women's health
- Nursing - Nurse educator
- Nursing - Public health nurse
- Other - Audiology
- Other - Direct Service Worker
- Other - Health Education Specialist
- Other - Midwife (non-nurse)
- Other - Pharmacy
- Other - Radiologic technology
- Other - Speech Pathology
- Other - Occupational Therapy
- Physician Assistant
- Public Health - Environmental Health
- Public Health - Health Policy & Management
- Public Health - Nutrition
- Student - CNS - Adult gerontology
- Student - CNS - Neonatal
- Student - CNS - Women's health
- Student - Dental School
- Student - Graduate - Nursing Masters
- Student - Graduate - Psychology
- Student - Health Informatics
- Student - Licensed Practical/Vocational Nurse (LPN/LVN)
- Student - NP - Acute care pediatric
- Student - NP - Child/Adolescent Psychiatric/Mental Health
- Nursing - Registered Nurse
- Other - Chiropractic
- Other - Facility Administrator
- Other - Health Informatics/Health Information Technology
- Other - Medical Laboratory Technology
- Other - Office/Support Staff
- Other - Podiatry
- Other - Registered Dietician
- Other - Unknown
- Other - Physical Therapy
- Public Health - Biostatistics
- Public Health - Epidemiology
- Public Health - Infectious Disease Control
- Public Health - Social & Behavioral Sciences
- Student - CNS - Family
- Student - CNS - Pediatrics
- Student - Dental Assistant
- Student - Diploma/Certificate
- Student - Graduate - Other
- Student - Graduate - Public Health
- Student - Home Health Aide
- Student - Medical School
- Student - NP - Adult gerontology
- Student - NP - Emergency care
- Student - NP - Geropsychiatric
- Student - NP - Pediatrics
- Student - Physical Therapy
- Student - Registered Nurse (RN)

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- Other - Profession Not Listed
- Other - Respiratory Therapy
- Other - Veterinary Medicine
- Other - Speech Therapy
- Public Health - Disease Prevention & Health Promotion
- Public Health - Health Administration
- Public Health - Injury Control & Prevention
- Student - Alternative/Complementary Nursing
- Student - CNS - Geropsychiatric
- Student - CNS - Psychiatric/Mental health
- Student - Dental Hygiene
- Student - Graduate - Nursing Doctorate
- Student - Graduate - Other Behavioral Health
- Student - Graduate - Social Work
- Student - Law School
- Student - NP - Acute care adult gerontology
- Student - NP - Adult Psychiatric/Mental health
- Student - NP - Family
- Student - NP - Neonatal
- Student - NP - Women's health
- Student - Physician Assistant
- Student - Registered Nurse - BSN
- Student - Dental Hygiene/Public Health
- Student - NP - Family Psychiatric/Mental Health
- Student - NP - Other advanced nurse specialists
- Student - Pharmacy School
- Student - Post - high school / Pre - college
- Student - Undergraduate - Other
- Student - Dental School/Public Health

Note: Only the names of courses/training activities that were marked as "Offered" or “Re-offered” in the CDE-1 form will appear as options in the drop-down menu.
Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

![Figure 81. CDE-2 - Entering # Trained in the Profession and Discipline](image)

**Enter # Trained in this Profession and Discipline:** Enter the number of individuals trained from that profession/discipline in the textbox beside the drop-down menu. **Repeat this step as many times as necessary to report the total number of individuals trained during the annual reporting period by profession/discipline.**
**CDE-2 - Selecting Type of Course or Training Activity**

**Select Type of Course or Training Activity**: Following the selection of the Type of Course or Training Activity in CDE-1, the Type of Course or Training Activity will be automatically populated when the save and validate button is selected.

- **Note**: If you need to delete a new record for any reason, simply click on “Delete” under the column labeled "Options".
- **Note**: To view data submitted in previous reporting periods, click on the "View Prior Period Data" link on top of the form.
- **Note**: This Block will prepopulate for prior records with data submitted in previous reporting periods.
**CDE-2 - Selecting whether Course was Newly Developed or Enhanced**

| Select whether Course or Training Activity was Newly Developed or Enhanced |
| (5) Block 3 |

Figure 83. CDE-2 - Selecting whether Course was Newly Developed or Enhanced

**Select whether Course or Training Activity was Newly Developed or Enhanced:** Following the selection of whether the Course or Training Activity was Newly Developed or Enhanced in CDE-1, the Newly Developed or Enhanced course or Training Activity will be automatically populated when the save and validate button is selected.
CDE-2 - Selecting Delivery Mode

Select Delivery Mode Used to Offer this Course or Training Activity

(7)
Block 6

Figure 84. CDE-2 - Selecting Delivery Mode

Select Delivery Mode Used to Offer this Course or Training Activity: Following the selection of a training site in CDE-1, the delivery mode will be automatically populated when the save and validate button is selected.

Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.
CDE-2 - Selecting Primary Topic Area

Select Primary Topic Area: Following the selection of the Primary Topic Area in CDE-1, the Primary Topic Area will be automatically populated when the save and validate button is selected.
Select Whether the Course or Training Activity was Offered in the Current Reporting Period:

Following the selection of the Course or Training Activity Offered in the Current Reporting Period in CDE-1, the Course or Training Activity offered in the Current Reporting Period will be automatically populated when the save and validate button is selected.

💡 To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
Faculty Development—FD SUBFORMS
FD - Introduction

Notice to Grantees about Forms Pertaining to Faculty Development
The FD-1a and FD-1b subforms have been enhanced to prepopulate specific information about the names and characteristics of structured faculty development programs that have offered in previous reporting periods. **Please read the following instructions carefully to ensure the FD-1a and FD-1b subforms are completed accurately.**

For **structured faculty development programs offered in a previous reporting period**, you must select the status of each previously reported structured faculty development program. For programs that were ongoing, the BPMH system will prepopulate the following blocks in the FD-1a subform.

⚠️ **Warning:** Complete the FD-1a Setup form only if grant funds were used to support structured faculty development programs other than those previously reported and still ongoing. To provide updates for these programs, go to FD-1a Step 2. Once a program has been completed, it will need to be re-entered as a new record if the program is run again with a new cohort.
FD-1a: Faculty Development - Structured Faculty Development Training Programs

FD-1a - Adding Structured Faculty Development Programs

⚠️ Warning: The FD-1a and FD-1b subforms will only appear if "Structured Faculty Development Training Program" was selected in the Faculty Development Setup form.

⚠️ Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

Program Name: To begin completing the FD-1a subform for new records, enter the name of each structured faculty development program coordinated and/or supported through the grant during the annual reporting period. Next, click the "Add Record" button to save your entry. Repeat this process to enter each faculty development program that was coordinated and/or supported through the grant during the annual reporting period.

⚠️ Warning: Complete the FD-1a Setup form only if grant funds were used to support structured faculty development programs other than those previously reported and still ongoing. To provide updates for these programs, go to the next page. Once a program has been completed, it will need to be re-entered as a new record if the program is run again with a new cohort.

Note: If an entry needs to be deleted for any reason, simply click on “Delete” under the column labeled "Options".

Example: The School of Medicine used BHW funds to support TeamSTEPPS training for ten (10) faculty members. In the first semester, the school used grant funds to pay for the costs of training three (3) faculty members. In the second semester, the school used grant funds to pay for the costs of

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training an additional seven (7) faculty members.

Since each faculty development program supported through the grant must be reported separately, the School of Medicine would have 2 entries—TeamSTEPPS #1 and TeamSTEPPS #2 (names are for illustrative purposes only). The School of Medicine would complete the FD-1a and FD-1b subforms for each of these programs.
FD-1a - Selecting Program Status

Select Program Status in the Current Reporting Period: For all records, select the status of each structured faculty development program at the end of the annual reporting period by clicking on the drop-down menu under Block 1a and choosing **one** of the following options.

- Complete
- Ongoing

⚠️ Warning: If no additional structured faculty development programs were supported through the grant during the annual reporting period other than those previously reported, skip to FD-1a Step 5.
**FD-1a - Entering Program Information for Degree/Non-Degree Programs**

**Warning:** Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Select Whether this was a Degree Bearing Program</th>
<th>For Degree-bearing Programs</th>
<th>For Non-Degree Bearing Program, Enter Length of Training Program in Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Block 2</td>
<td>(3) Block 2a</td>
<td>(5) Block 3</td>
</tr>
<tr>
<td></td>
<td>(4) Block 2b</td>
<td></td>
</tr>
</tbody>
</table>

**Select Whether this was a Degree Bearing Program: To complete Block 2 for new records**, select whether each faculty development training program that was supported through the grant during the reporting period culminates in awarding participants with a professional certificate or academic degree by clicking on the drop-down menu and choosing one of the following options.

- Yes
- No

**For Degree-bearing Programs: Select Type of Degree Offered:** If "Yes" was selected for Block 2, select the type of degree that participants will earn when completing each program by clicking on the drop-down menu under Block 2a and choosing one of the available options.

If "No" was selected in Block 2, select "N/A" in Block 2a.

- BA
- BS
- BSW
- DDS/MPH
- BCHS
- Certificate
- DC
- DDS/MPH
- BPH
- BSN
- DDS
- Diploma
For Degree-bearing Programs: Select Primary Focus Area: If a faculty development program will culminate in awarding participants with an academic degree in dentistry, education, or public health, select the degree's focus area by clicking on the drop-down menu under Block 2b and choosing one of the available options.

If "No" was selected in Block 2, select "N/A" in Block 2b.

- Business Administration
- Dentistry - Endodontic Dentistry
- Dentistry - Orthodontic Dentistry
- Dentistry - Periodontic Dentistry
- Dentistry - Radiology Dentistry
- Health Administration
- Dentistry - Dental Assistant
- Dentistry - General Dentistry
- Dentistry - Pathology Dentistry
- Dentistry - Prosthodontic Dentistry
- Education
- Leadership
- Dentistry - Dental Hygiene
- Dentistry - Oral Surgery Dentistry
- Dentistry - Pediatric Dentistry
- Dentistry - Public Health Dentistry
- Education and Clinical Research
- Public Health - Biostatistics
- Public Health - Epidemiology
Health Resources and Services Administration
Bureau of Health Workforce

- Public Health - Disease Prevention & Health Promotion
- Public Health - Health Policy & Management
- Public Health - Maternal and Child Health
- Teaching

- Public Health - Environmental Health
- Public Health - Infectious Disease Control
- Public Health - Nutrition
- Other Focus Area

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- Public Health - Injury Control & Prevention
- Public Health - Social & Behavioral Sciences
- N/A

For Non-Degree Bearing Program, Enter Length of Training Program in Clock Hours: If "Yes" was selected for Block 2, enter "0" in Block 3.

If "No" was selected in Block 2, enter the length of each program in clock hours in the textbox under Block 3.

Note: Select "N/A" if the program culminates in a degree that is not in dentistry, education, or public health.

Note: These Blocks will be prepopulated for prior records based on data submitted in previous reporting periods.
FD-1a - Entering % of Time Spent Developing Competencies in Different Roles

**Warning:** Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Enter the % of Time Spent Developing Competencies for the Following Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinician</td>
</tr>
<tr>
<td>(6) Block 5</td>
</tr>
</tbody>
</table>

Figure 90. FD-1a - Entering % of Time Spent Developing Competencies in Different Roles

**Enter the % of Time Spent Developing Competencies for the Following Roles: Clinician:** Enter the percentage of time spent in each faculty development program developing competencies associated with in Clinician (Column 6)

**Enter the % of Time Spent Developing Competencies for the Following Roles: Administrator:** Enter the percentage of time spent in each faculty development program developing competencies associated with in Administrator (Column 7)

**Enter the % of Time Spent Developing Competencies for the Following Roles: Educator:** Enter the percentage of time spent in each faculty development program developing competencies associated with in Educator (Column 8)

**Enter the % of Time Spent Developing Competencies for the Following Roles: Researcher:** Enter the percentage of time spent in each faculty development program developing competencies associated with in Researcher (Column 9)

**Note:** Percentages of time spent across the four roles must sum up to 100%.

**Note:** These Blocks will prepopulate for prior records with data submitted in previous reporting periods.
FD-1a - Entering # of Faculty Who Completed the Program

![Figure 91. FD-1a - Entering # of Faculty Who Completed the Program](image)

Enter # of Faculty Who Completed the Program: For structured training programs marked as "Complete" in Block 1a, enter the number of faculty, fellows, and community providers who completed each program during the annual reporting period in the textbox under Block 6.

Note: If a structured faculty development program was marked as "Ongoing" in Block 1a, enter "0" in the textbox under Block 6.
FD-1a - Selecting whether Faculty Received BHW-Funded Financial Award

Select whether any Faculty Received any type of BHW-Funded Financial Award during the Training Program: To complete the FD-1a subform for new records, select whether any faculty or community provider who participated in a training program received any type of BHW-funded financial award by clicking on the drop-down menu under Block 7 and choosing from the following options.

- Yes
- No

Warning: You must complete an INDGEN subform for each individual who received a BHW-funded financial award during the annual reporting period for participating in a structured faculty development program.

Note: This Block will prepopulate for prior records with data submitted in previous reporting periods.

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
FD-1b: Faculty Development - Faculty Trained By Profession/Discipline

FD-1b - Adding Profession and Discipline for Structured Programs

⚠️ Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

Program Name: To add information about the profession/discipline of faculty and community providers who participated in each program during the annual reporting period, select a program name by clicking on the drop-down menu next to "Program Name" and choosing one of the available options.

Profession and Discipline of Faculty Trained: Next, select the profession(s) and discipline(s) of all faculty who participated in each faculty development program during the annual reporting period by choosing all that apply from the available options. Click on the "Add Record" button to save your entry. Repeat this process to capture the profession/discipline of all faculty members and community providers who participated in each faculty development program during the annual reporting period.

- Behavioral Health - Clinical Psychology
- Behavioral Health - Other Psychology
- Behavioral Health - Other Social Work Substance Abuse/Addictions Counseling
- Dentistry - Oral Surgery Dentistry
- Dentistry - Pathology Dentistry
- Dentistry - Prosthodontic Dentistry
- Medicine - Emergency Medicine
- Medicine - Family Medicine
- Behavioral Health - Clinical Social Work
- Behavioral Health - Marriage and Family Therapy
- Dentistry - Endodontic Dentistry
- Dentistry - Orthodontic Dentistry
- Dentistry - Pediatric Dentistry
- Dentistry - Public Health Dentistry
- Behavioral Health - Counseling Psychology
- Behavioral Health - Pastoral/Spiritual Care
- Dentistry - General Dentistry
- Dentistry - Other
- Dentistry - Periodontic Dentistry
- Dentistry - Radiology Dentistry
Pre-doctoral Training in Primary Care

Health Resources and Services Administration
Bureau of Health Workforce

- Nursing - NP - Family
- Nursing - NP - Adult
- Nursing - NP - Geropsychiatric
- Nursing - NP - Acute care adult gerontology
- Other - Speech Therapy
- Medicine - Other
- Medicine - Pediatrics
- Other - Direct Service Worker
- Other - Health Education Specialist
- Nursing - Other
- Medicine - Anesthesiology
- Other - Physical Therapy
- Other - Profession Not Listed
- Other - Unknown
- Public Health - Health Policy & Management
- Medicine - Physical Medicine and Rehabilitation
- Public Health - Biostatistics
- Public Health - Environmental Health
- Public Health - Injury Control & Prevention
- Medicine - Neurological Surgery
- Nursing - CNS - Adult gerontology
- Medicine - Ophthalmology
- Medicine - Otolaryngology
- Nursing - Licensed practical/vocational nurse (LPN/LVN)
- Medicine - Plastic Surgery
- Nursing - NP - Adult Psychiatric/Mental health
- Nursing - NP - Geropsychiatric
- Nursing - Nurse administrator
- Nursing - Nurse educator
- Nursing - Nurse informaticist
- Medicine - Vascular Surgery - Integrated
- Nursing - CNS - Neonatal
- Other - Health Informatics/Health Information Technology
- Nursing - NP - Acute care pediatric
- Other - Speech Therapy
- Nursing - CNS - Psychiatric/Mental health
- Medicine - Geriatric Psychiatry
- Medicine - Internal Medicine
- Nursing - Registered Nurse
- Medicine - Internal Medicine/Family Medicine
- Medicine - Aerospace Medicine
- Medicine - Medical Genetics
- Other - Occupational Therapy
- Other - Pharmacy
- Medicine - Obstetrics and Gynecology
- Medicine - Occupational Medicine
- Physician Assistant
- Public Health - Nutrition
- Medicine - Preventive Medicine/Family Medicine
- Public Health - Disease Prevention & Health Promotion
- Public Health - Epidemiology
- Medicine - Internal Medicine/Pediatrics
- Medicine - Neurology
- Nursing - CNS - Family
- Medicine - Orthopaedic Surgery
- Medicine - Pathology - Anatomical and Clinical
- Nursing - NP - Adult gerontology
- Medicine - Plastic Surgery - Integrated
- Nursing - NP - Emergency care
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- Nursing - NP - Child/Adolescent Psychiatric/Mental Health
- Medicine - Geriatrics
- Medicine - Integrative Medicine
- Other - Community Health Worker
- Medicine - Preventive Medicine
- Medicine - Psychiatry
- Medicine - Allergy and Immunology
- Other - Office/Support Staff
- Medicine - Colon and Rectal Surgery
- Medicine - Dermatology
- Other - Registered Dietician
- Public Health - Health Administration
- Public Health - Other
- Medicine - Preventive Medicine/Internal Medicine
- Medicine - Preventive Medicine/Public Health
- Public Health - Infectious Disease Control
- Public Health - Social & Behavioral Sciences
- Medicine - Nuclear Medicine
- Nursing - CNS - Geropsychiatric
- Nursing - CNS - Women's health
- Nursing - Home Health Aide
- Nursing - NP - Adult
- Nursing - NP - Adult gerontology
- Nursing - NP - Family Psychiatric/Mental Health
- Nursing - NP - Women's health
- Nursing - Nurse anesthetist
- Medicine - Thoracic Surgery
Health Resources and Services Administration
Bureau of Health Workforce

- Nursing - Nurse midwife
- Other - Chiropractic
- Other - Midwife
- Other - Speech Pathology
- Medicine - Radiation Oncology
- Medicine - Radiology - Diagnostic
- Medicine - Surgery - General
- Medicine - Thoracic Surgery - Integrated
- Nursing - Researcher/Scientist
- Other - First Responder/EMT
- Other - Medical Assistant
- Other - Podiatry
- Nursing - NP - Neonatal
- Nursing - Public health nurse
- Other - Lay and Family Caregiver
- Other - Midwife (non - nurse)
- Other - Veterinary Medicine

Note: Information regarding the names of faculty development programs will prepopulate with the information that was entered and saved in the FD-1a subform.
FD-1b - Entering # Trained in the Profession and Discipline

Enter # Trained in this Profession and Discipline

(3)
Block 4

Figure 94. FD-1b - Entering # Trained in the Profession and Discipline

Enter # Trained in this Profession and Discipline: Enter the number of faculty in that profession/discipline who participated in each structured faculty development program during the annual reporting period in the textbox beside the drop-down menu. Repeat this step as many times as necessary to capture the profession/discipline of all faculty and community providers who participated in each program.

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
**FD-2a: Faculty Development - Faculty Development Activities**

**FD-2a - Entering Faculty Development Activities**

⚠️ **Warning:** The FD-2a and FD-2b subforms will only appear if "Faculty Development Activities" was selected in the Faculty Development Setup form.

⚠️ **Warning:** Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Activity Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
</tr>
</tbody>
</table>

**Figure 95. FD-2a - Entering Faculty Development Activities**

**Activity Name:** To begin completing the FD-2a subform, enter the name of each faculty development activity coordinated and/or supported through the grant during the annual reporting period. Click on the "Add Record" button to save your entry. **Repeat this process to enter each faculty development activity coordinated and/or supported through the grant during the annual reporting period.**

**Example:** The School of Medicine used BHW funds to pay for the cost of sending five (5) faculty members to the annual Academy Health conference. In addition, the school also used BHW funds to pay for the cost of sending two (2) faculty members to a local workshop on the integration of behavioral health and primary care.

Since each faculty development activity supported through the grant must be reported separately, the School of Medicine would have 2 entries—one entry for the Academy Health Annual Conference and one for the Integration of Behavioral Health and Primary care workshop (names are for illustrative purposes only). **The School of Medicine would complete the FD-2a and FD-2b subforms for each of these activities.**
FD-2a - Selecting Type of Faculty Development Activity Offered

Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Select Type of Faculty Development Activity Offered</th>
<th>For Courses or Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select Whether Activity is Accredited for Continuing Education Credit</td>
</tr>
<tr>
<td>(2) Block 8</td>
<td>(3) Block 8a</td>
</tr>
</tbody>
</table>

Figure 96. FD-2a - Selecting Type of Faculty Development Activity Offered

Select Type of Faculty Development Activity Offered: To begin completing the FD-2a subform, select the type of faculty development activity supported and/or coordinated through the grant during the reporting period by clicking on the drop-down menu under Block 8 and choosing one of the following options:

- Academic Course for Continuing Education
- Clinical Rotation for Continuing Education
- Grand Rounds for Continuing Education
- Professional Conference
- Training/Workshop for Continuing Education

For Courses or Workshops: Select Whether Activity is Accredited for Continuing Education Credit: If "Academic Course for Continuing Education" or "Training/Workshop for Continuing Education" was selected under Block 8, select whether these are accredited for continuing education credit by clicking on the drop-down menu under Block 8a and choosing one of the following options:

- Yes
- No
For Courses or Workshops: Select Whether Attendance was to Acquire or Maintain Professional Certification: If "Academic Course for Continuing Education" or "Training/Workshop for Continuing Education" was selected under Block 8, select whether attendance by faculty was for the purposes of acquiring or maintaining a professional certification by clicking on the drop-down menu under Block 8b and choosing one of the following options:

- Yes
- No
- N/A

Note: If any other option was selected under Block 8, select "N/A" under Block 8a.

Note: If any other option was selected under Block 8, select "N/A" under Block 8b.
**FD-2a - Entering Duration of Training Activity**

![Enter Duration of Training Activity in Clock Hours](image)

**Note:** For activities less than one (1) hour, provide a decimal value by dividing the total number of minutes the course lasted by 60. (e.g., a 15-minute course would entered as 15/60 = .25.)
### Select Delivery Mode Used to Offer Training Activity

**Figure 98. FD-2a - Selecting Delivery Mode**

**Select Delivery Mode Used to Offer Training Activity:** Select the primary delivery mode used to offer each faculty development activity by clicking on the drop-down menu under Block 10 and choosing **one** of the following options:

- Classroom-based
- Distance learning (Online Webinar)
- Experiential/Field-based
- Clinical Rotation
- Hybrid
- Grand Rounds
Select the Faculty Role(s) Addressed at Training Activity: To complete the FD-2a subform, select the faculty role(s) addressed in each activity by clicking on the drop-down menu under Block 11 and choosing all that apply from the following options.

- Administrator
- Clinician
- Educator
- Researcher

To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, the BPMH system will automatically route you to the next required subform.
**FD-2b: Faculty Development - Faculty Trained By Profession/Discipline**

FD-2b - Adding Profession and Discipline for Activities

⚠️ Warning: Multiple steps are required to complete this portion of the subform. Please read instructions carefully.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Profession and Discipline of Faculty Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>(2) Block 12</td>
</tr>
</tbody>
</table>

**Figure 100. FD-2b - Adding Profession and Discipline for Activities**

**Activity Name:** Enter the name of the activity in the textbox next to "Activity Name."

**Profession and Discipline of Faculty Trained:** Select the profession(s) and discipline(s) of all faculty and community providers who participated in each activity by choosing **all that apply** from the following options. Click on the "Add Record" button to save your entry. **Repeat this process to capture the professions/disciplines of all faculty members who participated in each faculty development activity during the annual reporting period.**

- Behavioral Health - Clinical Psychology
- Behavioral Health - Other Psychology
- Behavioral Health - Other Social Work Substance Abuse/Addictions Counseling
- Dentistry - Oral Surgery Dentistry
- Dentistry - Pathology Dentistry
- Dentistry - Prosthodontic Dentistry
- Medicine - Emergency Medicine
- Medicine - Family Medicine
- Nursing - NP - Family
- Behavioral Health - Clinical Social Work
- Behavioral Health - Marriage and Family Therapy
- Dentistry - Endodontic Dentistry
- Dentistry - Orthodontic Dentistry
- Dentistry - Pediatric Dentistry
- Dentistry - Public Health Dentistry
- Nursing - CNS - Psychiatric/Mental Health
- Behavioral Health - Counseling Psychology
- Behavioral Health - Pastoral/Spiritual Care
- Dentistry - General Dentistry
- Dentistry - Other
- Dentistry - Periodontic Dentistry
- Dentistry - Radiology Dentistry
- Nursing - NP - Child/Adolescent Psychiatric/Mental Health
Pre-doctoral Training in Primary Care

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- Medicine - Geriatrics
- Medicine - Integrative Medicine
- Other - Community Health Worker
- Medicine - Preventive Medicine
- Medicine - Psychiatry
- Medicine - Allergy and Immunology
- Other - Office/Support Staff
- Medicine - Colon and Rectal Surgery
- Medicine - Dermatology
- Other - Registered Dietician
- Public Health - Health Administration
- Public Health - Other
- Medicine - Preventive Medicine/Public Health
- Public Health - Infectious Disease Control
- Public Health - Social & Behavioral Sciences
- Medicine - Nuclear Medicine
- Nursing - CNS - Geropsychiatric
- Nursing - CNS - Women's health
- Nursing - Home Health Aide
- Nursing - NP - Adult
- Nursing - NP - Adult gerontology
- Nursing - NP - Family Medicine/Physician
- Nursing - NP - Women's health
- Nursing - Nurse anesthetist
- Medicine - Thoracic Surgery
- Medicine - Urology
- Other - Facility Administrator

- Medicine - Geriatric Psychiatry
- Medicine - Internal Medicine
- Nursing - Registered Nurse
- Medicine - Internal Medicine/Family Medicine
- Medicine - Aerospace Medicine
- Medicine - Medical Genetics
- Other - Occupational Therapy
- Other - Pharmacy
- Medicine - Obstetrics and Gynecology
- Medicine - Occupational Medicine
- Physician Assistant
- Public Health - Nutrition
- Medicine - Preventive Medicine/Family Medicine
- Public Health - Disease Prevention & Health Promotion
- Public Health - Epidemiology
- Medicine - Internal Medicine/Pediatrics
- Medicine - Neurology
- Nursing - CNS - Family
- Medicine - Orthopaedic Surgery
- Medicine - Pathology - Anatomical and Clinical
- Nursing - NP - Acute care adult gerontology
- Medicine - Plastic Surgery - Integrated
- Nursing - NP - Emergency care
- Medicine - Radiation Oncology
- Medicine - Radiology - Diagnostic

- Other - Direct Service Worker
- Other - Health Education Specialist
- Nursing - Other
- Medicine - Anesthesiology
- Other - Physical Therapy
- Other - Profession Not Listed
- Other - Unknown
- Public Health - Health Policy & Management
- Medicine - Physical Medicine and Rehabilitation
- Public Health - Biostatistics
- Public Health - Environmental Health
- Public Health - Injury Control & Prevention
- Medicine - Neurological Surgery
- Nursing - CNS - Adult gerontology
- Medicine - Ophthalmology
- Medicine - Otolaryngology
- Nursing - Licensed practical/vocational nurse (LPN/LVN)
- Medicine - Plastic Surgery
- Nursing - NP - Adult Psychiatric/Mental health
- Nursing - NP - Geropsychiatric
- Nursing - Nurse administrator
- Nursing - Nurse educator
- Nursing - Nurse informaticist
- Medicine - Vascular Surgery - Integrated
- Nursing - CNS - Neonatal
- Other - Health Informatics/Health Information Technology
- Nursing - NP - Acute care pediatric
- Other - Speech Therapy
- Nursing - Nurse midwife
Pre-doctoral Training in Primary Care

Note: Information regarding the names of faculty development activities will prepopulate with the information that was entered and saved in the FD-2a subform.
FD-2b - Entering # Trained in the Profession and Discipline

<table>
<thead>
<tr>
<th>Enter # Trained in this Profession and Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) Block 12</td>
</tr>
</tbody>
</table>

Figure 101. FD-2b - Entering # Trained in the Profession and Discipline

**Enter # Trained in this Profession and Discipline:** Enter the number of faculty and/or community providers in that profession and discipline who participated in each activity during the annual reporting period in the textbox beside the drop-down menu. **Repeat this step as many times as necessary to capture the number of faculty members and community providers who participated in each activity during the annual reporting period.**

💡 To Complete the Form: Click on the “Save and Validate” button located on the bottom right corner of your screen. If no errors are found, click on the "Submit" button in the left hand side of the EHB to begin the submission process of your PRGCA. You have not submitted your PRGCA until you receive a message indicating that your report has been successfully submitted. You must validate your report, and then the report must be certified by the submitting official at your institution before it is submitted to HRSA. Please ensure that this process is completed in a timely manner.
Printing Your Performance Report

- To print the entire performance report, expand the left side menu of your report and click the ‘Review’ link under the ‘Review and submit’ section. You will be directed to the Review page.
- Next, click the ‘Print All Forms’ button below the Resources section of the Review Page.

Figure 102. Screenshot of Printing Your Performance Report
Submitting Your Performance Report

1. To submit your performance report, expand the left side menu of your report and click the ‘Submit’ link under the ‘Review and submit’ section. You will be directed to the Submit Report. On the Submit Report page, ensure that the status of all forms is ‘Complete’ with a green check mark. Click the ‘Submit’ button on the bottom right corner of this page.

Figure 103. Screenshot of the Submit Report Page
After step 1, you will be directed to the Submit Report-Confirm page. On this page, check the box under the ‘Certification’ section and click the ‘Confirm’ button on the bottom right corner of your screen to submit your report to HRSA. You will receive a confirmation message on your next screen.

Figure 104. Screenshot of the Submit Report - Confirm Page
Appendix A: Glossary

This glossary contains general definitions for terms that are used throughout the BPMH system. Some terms may be defined in multiple ways by different programs due to their authorizing statutes and/or the nature of training activities offered. If you are unsure about how to define a term that is central to your program, please refer to the authorizing statute, the Funding Opportunity Announcement and/or your Government Project Officer for clarification.

**Active Duty Military** is a person who is serving full-time duty in the Armed Forces, Regular or Reserve Corps of the Public Health Service, or National Oceanic and Atmospheric Administration other than active duty for training; or a cadet at the United States Military, Air Force, or Coast Guard Academy; or a midshipman at the United States Naval Academy.

**Attrition** is the act of permanently leaving a training program or training activity before completion. An individual is counted as having attrited if s/he leaves a training program or training activity for any reason before completing all training requirements. This does not include those who have taken a leave of absence from a training program/training activity.

**BHW-funded financial awards** are monies from a grant funded by BHW that are provided to an individual by a grantee institution or organization for the purposes of defraying costs associated with participation in a training program or training activity. The types and definitions of BHW-funded financial awards are listed below:

- **Career Award**: A financial award provided to current faculty for the purposes of facilitating professional growth and advancement in the academic setting.
- **Fellowship**: A financial award provided to a Fellow for the purposes of defraying costs associated with advanced training in a specific content area.
- **Loan**: A financial award provided to a student enrolled in a degree program at an educational institution for the purposes of defraying costs associated with that degree program. Loans must be repaid in accordance with terms specified in a promissory note.
- **Loan Repayment**: A financial award provided to an individual that is conditional on their agreement to provide specific types of services for a specified amount of time. Under this agreement, an individual may have part or all of their student loans paid off so long as they meet all specified requirements.
- **Scholarship**: A financial award provided to a student enrolled in a degree program at an educational institution for the sole purpose of covering expenses associated with tuition.
- **Stipend**: A financial award provided to an individual for the purposes of defraying costs associated with a training program or training activity.
- **Traineeship**: A financial award provided to a student enrolled in an advanced training program at an educational institution for the purposes of defraying costs associated with advanced training in a specific content area.
Campus-based degree program is a degree program that requires students to complete all academic coursework at the college or university campus.

Contact hours are the number of hours that an individual receives training in a specific setting.

Continuing education is a training activity or series of training activities offered to members of the current workforce who have already completed a training program in their profession. Continuing education sessions are offered to existing professionals and do not include students as primary participants.

Curriculum is the aggregate content of multiple learning activities offered by an organization in a specific topic area. Commonly, the term curriculum is used to describe the number and type of academic courses within a degree program. The term can also be used to describe the number and type of learning activities for faculty and other non-degree-bearing training programs.

Didactic training is the process of instruction between a designated faculty and an individual or group of individuals.

Direct financial support program is a type of grant that provides individuals, via grantee organizations, with a BHW-funded financial award to help defray costs associated with participation in a training program or training activity.

Disadvantaged background refers to a citizen, national, or a lawful permanent resident of the United States, the Commonwealths of Puerto Rico or the Marianas Islands, the U.S. Virgin Islands, Guam, American Samoa, the Trust Territory of the Pacific Islands, the Republic of Palau, the Republic of the Marshall Islands, or the Federated State of Micronesia who:

1. Comes from an environment that has inhibited them from obtaining the knowledge, skills, and abilities required to enroll in and graduate from a health professions or nursing school (Environmentally Disadvantaged);

   AND/OR

2. Comes from a family with an annual income below a level based on low-income thresholds established by the U.S. Census Bureau, adjusted annually for changes in the Consumer Price Index (Economically Disadvantaged). The Secretary defines a “low income family” for various health professions and nursing programs included in Titles III, VII and VIII of the Public Health Service Act as having an annual income that does not exceed 200 percent of the Department's poverty guidelines. A family is a group of two or more individuals.

Enhanced course or other training activity is a specific type of training activity that was already in existence at the institution or organization and has been modified or restructured as part of the federal award.

Enrollee is an individual who is actively matriculated or registered in a training program or training activity. For the purposes of performance reporting, the training category of "enrollees" does not include graduates, program completers, fellows, or residents.
Ethnicity is the ethnic ancestry or origin of an individual or group of individuals. For the purposes of performance reporting, the Office of Management and Budget requires that ethnicity be classified as "Hispanic or Latino Origin" and "Non-Hispanic or Latino Origin". Individuals identifying as "Hispanic or Latino" are of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

Experiential training is the process of instruction between a designated faculty and an individual or group of individuals that includes a component of direct work experience.

Faculty is an individual or group of individuals who are deemed qualified by an organization to provide instruction to others on a specific topic area.

Faculty development activity is generally a stand-alone single training activity provided to faculty for the purposes of additional training and/or faculty development. Faculty development activities may include conferences, workshops, or grand rounds and are not necessarily offered at the grantee institution or organization.

Faculty development program is a series of curriculum-based training activities that are provided to faculty over a specific amount of time for the purposes of additional training and/or faculty development. Structured faculty development programs can be degree bearing or certificate bearing and are not necessarily offered at the grantee institution or organization.

Faculty instruction are those courses, workshops, seminars, grand rounds or other training activities that are led by faculty for the purposes of providing training to other individuals (e.g., students, fellows, residents). Faculty instruction does not refer to training activities undertaken by faculty for the purposes of additional training or faculty development (see Structured Faculty Development Program and/or Unstructured Faculty Development Activity).

Federally Qualified Health Centers (FQHC) are public and private non-profit health care organizations that meet certain criteria under the Medicare and Medicaid Programs (respectively, Sections 1861(aa)(4) and 1905(l)(2)(B) of the Social Security Act and receive funds under the Health Center Program (Section 330 of the Public Health Service Act).

Fellowship is a training program that provides an individual or group of individuals (known as "fellows") with advanced training in a general content area. Fellows generally receive a financial award to help defray costs associated with advanced training (also referred to as a "fellowship").

Full-time refers to the number of days per week and/or months per year representing full-time effort at the applicant/recipient organization, as specified in organizational policy. For a student, it means one who is enrolled full time as defined by the organization. The organization’s policy must be applied consistently, regardless of the source of support.
Graduate is an individual who has completed all the requirements of a degree-bearing training program at an educational institution. (See "Program completer" for individuals who complete all requirements of a non-degree-bearing training program or training activity).

Hybrid degree program is a degree program that requires students to complete academic coursework both on campus and through distance learning.

Instructional hours are the duration of a training activity or training program in clock hours.

Infrastructure program is a type of grant designed to enhance the scope, quality, and opportunities for health professions training programs or training activities. Infrastructure programs do not provide individuals with any type of BHW-funded financial awards.

Internship is a type of training activity that can either be: a) a component of a degree-bearing program or b) entry-level employment that provides an individual with relevant workforce experience.

Interprofessional education is the process of learning among a group of individuals from two (2) or more professions.

Interprofessional practice is the provision of care or services to an individual or group of individuals by workers from two (2) or more professions.

Medically Underserved Community (MUC) is a geographic location or population of individuals that is eligible for designation by a state and/or the federal government as a health professions shortage area (HPSA), medically underserved area (MUA), and/or medically underserved population (MUP). These communities have limited access to primary health care services. The term MUC is an umbrella term that can be used to describe any location that meets one or more of the previously identified designations.

Multipurpose/Hybrid program is a type of grant that is designed to:

1. Provide individuals, via grantee organizations, with BHW-funded financial awards to help defray costs associated with health professions training; AND
2. Enhance the scope, quality, and opportunities for health professions training programs or training activities.

Newly developed course or other training activity is a specific type of training activity that was not previously in existence at the grantee institution or organization and was developed in its entirety as part of the grant project.

Online degree program is a degree program that requires students to complete all academic coursework through distance learning.

Partner/consortium is an organization or group of organizations that provide(s) resources and/or support to grantees for the implementation of training programs and/or training activities.
**Patient encounter** is a direct interaction between a designated caregiver and a patient for the purposes of health care.

**Practicum** is a type of experiential training activity. (See "Experiential training").

**Primary care** is the provision of integrated, accessible health services by clinicians who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community.

**Primary care setting** is a facility that is staffed with professionals who provide primary care. (See "Primary Care").

**Profession & discipline** identifies a general occupation (profession) and, where applicable, a type of specialty within that occupation (discipline).

**Program completer** is an individual who has completed all requirements for a non-degree bearing training program or training activity. (See "Graduate" for individuals who complete all requirements of a degree-bearing training program).

**Publication** is written material that has been submitted to and accepted by a publishing authority as part of a collection of related work.

**Race** is an individual's self-identified affiliation with one (1) or more of the following origins:

- **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa
- **Black or African American** – A person having origins in any of the Black racial groups of Africa
- **American Indian or Alaska Native** – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment
- **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
- **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

**Reservist** is a member of the Armed Forces of the United States Reserve Component, including the Army National Guard of the United States, the Army Reserve, the Navy Reserve, the Marine Corps Reserve, the Air National Guard of the United States, the Air Force Reserve, or the Coast Guard Reserve.

**Residency** is a training program that provides an individual or group of individuals (known as "residents") with advanced clinical training in a specialty area.
Residential background is/are the type/s of location/s in which an individual has established residence.

Rural is a geographical area that is not part of a Metropolitan Statistical Area (MSA). Note: To determine whether a geographical area is considered rural, go to HRSA's Office of Rural Health Policy.

Structured training program is a series of curriculum-based training activities that are provided to an individual or group of individuals over a specific period of time.

Trainee is an individual who participates in a training program or training activity.

Underrepresented Minority (URM) is an individual from a racial and/or ethnic group that is considered inadequately represented in a specific profession relative to the representation of that racial and/or ethnic group in the general population. Note: For the purposes of the health professions, BHW considers individuals who are from the following racial and ethnic backgrounds underrepresented:

- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Hispanic (all races)

Unstructured faculty development activity is generally a stand-alone single training activity provided to faculty for the purpose(s) of additional training and/or faculty development. Unstructured faculty development activities may include conferences, workshops, or grand rounds and are not necessarily offered at or by the grantee institution or organization.

Unstructured training activity is generally a stand-alone single training activity that is not part of curriculum.

Veteran is any person who served in one (1) of the seven (7) uniformed services of the United States. The seven uniform services include: The United States Army, Navy, Air Force, Marines, Coast Guard, Public Health Service, and National Oceanic & Atmospheric Administration Commissioned Officers Corps.

Veteran - Prior Service is a person who served in an active uniformed service and was discharged or released therefrom under conditions other than dishonorable prior to reaching official retirement status.

Veteran - Retired is a person who served in an active uniformed service; was discharged or released therefrom under conditions other than dishonorable; and is entitled, under statute, to retired, retirement, or retainer pay.
**Vulnerable populations** are groups of individuals at higher risk for health disparities by virtue of their race or ethnicity, socio-economic status, geography, gender, age, disability status, or other risk factors associated with sex and gender.
Appendix B: FAQs

General FAQs

When is the due date for the performance report?
Performance reports are due by **July 31, 2018** for all programs. No extensions will be granted beyond this date. Failure to submit a performance report by the due date may place your grant in a non-compliant status.

What dates does the performance report cover?
The performance report submitted by grantees should cover all activities conducted through the grant during the current reporting period **July 01, 2017 - June 30, 2018**.

Is it possible to change data entered incorrectly in a prior reporting period?
No. Data entered in a previous reporting period cannot be edited. It is important that grantees provide accurate data during each reporting period.

Where will grantees be able to locate the instruction manuals for the performance reports?
Grantees will be able to access their program-specific instruction manual through the EHB. In addition, the manuals will be posted on the BHW grants website at https://bhw.hrsa.gov/grants/reportonyourgrant.

Is there a way to look at the data forms required for my program without logging into EHB?
Yes. Grantees will be able to view a program-specific overview of the required performance measure forms on the BHW grants website at https://bhw.hrsa.gov/grants/reportonyourgrant.

Are reports from prior years stored in the EHBs?
Yes. Grantees can locate reports from prior reporting periods in EHB by using any of the following methods:
   a) Clicking the ‘view prior period data’ link within a form or under your Resources tab;
   b) Going into your grant folder and searching for previously completed reports; or
   c) Clicking on the "submissions" link in the left side navigation menu.

Will the information we are submitting in this reporting period be automatically used to populate the forms in the future?
Yes. Depending on the form, certain data fields will prepopulate for future reporting periods based on the data you enter when the record is initially created. For example, information reported on the EXP-1 and EXP-2 forms for training sites used will carry over each reporting period. Similarly, much of the information reported on the INDGEN form will also carry over each reporting period until the individual completes his/her specific training program or permanently leaves before completion.

Does this report allow us to submit any attachments?
No, you cannot add attachments to the performance report.

When specific data, such as "N/A" is required after completing a cell, can those cells populate automatically?
No, grantees are required to enter all data themselves due to Section 508 requirements.
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FAQs about Technical Support & Assistance

Who do we contact if we need technical assistance entering data in EHB?
Grantees should contact HRSA’s Call Center for any questions related to the performance report. The Call Center can be reached via phone at 1-877-464-4772.

FAQs about the Training Program Setup forms

The wrong program name was entered last year. Going forward, should we list the correct name?
If the grantee changes the program name, all the previous years’ data will be reset (everything entered in the past will not reappear this year). The best course of action is to make a note in the comments field and leave the program name as-is.

FAQs about the Program Characteristics (PC) forms

Do I need to set up my training program again if it is being reused in the current reporting period?
No. If you previously reported on a training program, you do not need to set up the program again. All of your previously used training programs will be displayed in your training program setup menu with a record status of ‘Prior Record’ displayed.

What are the status options for the different types of programs?
Structured and Unstructured Training programs use program status options “Ongoing” or “Complete.” All other training programs (degree/certificate, internships, fellowships, 1-year retraining, practica/field placements, residencies) use the status options “Active” or “Inactive.”

In the PC forms, do we count all trainees in our program, regardless of the year of study; do we include full-time/part-time trainees, etc.?
Yes, as long as trainees are enrolled or participating in the training program identified in Column 1.

Are we required to report on trainees at our institution beyond those who are participating in HRSA-funded programs?
The PC tables capture information about the universe of trainees regardless of funding status at your school. This is the only form that collects this type of information in aggregate.

FAQs about the LR-1 through DV-3 forms

In the LR and DV tables, are the counts for graduates and/or program completers a subset of the total trainee number, or are they to be reported separately?
On the LR and DV forms, graduates and program completers are not reported as a subset of the current trainee total. Please report aggregate counts of trainees (e.g., enrollees, residents, and fellows) SEPARATELY from the aggregate counts of graduates or program completers.
Which address should we use to determine whether an individual is from a rural residential background?
The definition of rural residential background is based on whether an individual has ever lived in a rural area. Grantees may choose to use the address prior to matriculation or the institution's address.

**FAQs about the INDGEN form**

Where do we get the Trainee Unique ID?
Grantees are responsible for developing a unique ID for each individual for whom an INDGEN entry is required. Grantees must keep a log of these unique IDs in order to provide follow-up data through the BPMH system.

What are the characters of the 7-digit unique ID?
Each unique ID must be made up of 7 alphanumeric characters. **Do not include any personally identifiable information in the ID (name, birthdate, SSN, etc.).**

Are INDGEN records from the last reporting period stored in the EHB?
Yes; they will appear in the INDGEN table as ‘Prior Records’ until (a) the individual is marked as a graduate/program completer, or (b) the individual permanently discontinues participation in the training program.

Last year we created unique IDs in the INDGEN table. If any of those participants attend a new training cycle this year, should we use the same code for that participant?
The purpose of the Unique ID is to track an individual's training participation over time. If the same individual is simultaneously participating in multiple training programs, you should use the same unique ID. Note that each training program must also have a unique name. The same “unique ID-training program” combination cannot be present more than once.

What if an individual already listed on INDGEN did not receive a financial award during the reporting period?
If an individual from a prior record did not receive a financial award during the current reporting period, please indicate this under Column 12. The record will remain on INDGEN until this individual is marked as a graduate/program completer or permanently leaves the training program prior to completion.

Is reporting the underrepresented Asian distinction no longer included?
The definition of an underrepresented minority (URM) included in the instruction manuals specifically states that a URM is "is an individual from a racial and/or ethnic group that is considered inadequately represented in a specific profession relative to the numbers of that racial and/or ethnic group in the general population". While some professional or accrediting organizations collect detailed information on Asian subpopulations, data sources for the general population (i.e., the Census) do not. Therefore, it is not possible to determine that specific Asian subpopulations are underrepresented relative to the general population. Furthermore, federal agencies have been directed by the Office of Management and Budget to collect race/ethnicity data in a manner consistent with that used for the Census. As a result, all race and ethnicity categories displayed in the INDGEN sub-form are identical to those used in the Census.

Can we use our institution’s definitions/standards for disadvantaged background?
The BHW definition of disadvantaged background is included in the glossary of each instruction manual. As long as an institution’s definition or standard does not contradict the federal definition of disadvantaged, then grantees may choose to count individuals who have been deemed disadvantaged by the institution. Otherwise, you must use the definition for disadvantaged background located in your program manual glossary.
Do we report full time faculty who receive salary support for teaching or administrative responsibilities?
If the faculty member is already accounted for in the grant's personnel log, then do include this individual on the INDGEN table. If the faculty member who received financial support is not listed in the grant personnel log, then he/she should be reported on INDGEN.

Do conference registration fees count as financial support?
Yes, but only for non-project staff.

How do we find out an individual's family income?
The institution's financial aid office should have that information, as part of the required application for financial aid.

For veteran status, are we asking only for the trainee's status, or the trainee's family status (e.g. dependent of veteran, spouse of veteran, etc.)?
Only the trainee's status should be reported.

How is the academic year funding total calculated?
Once you have validated the form, the academic year total is automatically calculated in EHB as the sum of funding during the academic year.

How is the cumulative funding total calculated?
The cumulative funding total is automatically re-calculated each annual reporting period in EHB. This is the total of each annual amount that has been entered for the individual record either (a) across the life of the grant or (b) since the BPMH system has been in use, starting with Academic Year 2012-2013.

Can I cut and paste rows in the INDGEN table?
The cut and paste capability is currently set up at the row level, rather than individual data elements. After a row of data has been copied and pasted, edits will need to be made to individual cells using the drop downs. Please note that the system does not accept data that has been cut and pasted from sources outside the report itself.

Do we include faculty or preceptors on this form?
If direct funds were given to the individuals AND the individuals were not already included in the grant application, then yes, include them on INDGEN. Otherwise, do not include them.

In INDGEN Column 13, Stipend, should we include salaries?
The individual's salary (unless it's paid by the grant) should not be included. However, the BHW funding should be included.

On the prior report we indicated that a trainee graduated when he had not. Because of that, he is not showing up on the current report. Can he be moved back to the INDGEN form?
If the individual moves to the INDGEN-PY form you can locate the record of the mislabeled graduate. Scroll all the way to the right, and use the link called “Move to INDGEN”, which will allow you to reset that record back to the INDGEN table for continued reporting.

I submitted a report last year using the 'not reported' option for trainee demographics. Why am I getting an error this year?
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You may only select the 'not reported' option during the first reporting period for each trainee. Demographics are required information and grantees are expected to collect and report the information in all subsequent reports.

FAQs about the INDGEN-PY form

How do I use the INDGEN-PY form?
One year after an INDGEN record is marked as a graduate/program completer, you will be asked to provide an update on the individual’s employment/enrollment status.

FAQs about the Experiential Training (EXP) forms

Which training sites do I need to report on this form? Is it all of the sites our program uses?
Grantees should report only on sites used to provide training to students, trainees, or faculty supported by the grant during the current reporting period.

Our hospital provides multiple training sites for our trainees. Do I list the hospital or the specific clinics and offices within the hospital?
You should list the specific clinics and offices within the hospital that provide training to supported trainees.

Do I need to list a site more than once on EXP-2?
For sites that provide training to students, trainees, and faculty from different training programs, the site should be listed on the form for each training program the grant sponsors.

How can I report interprofessional team-based care at the training sites?
Interprofessional team-based care reporting is a three-step process on the EXP-2 form. After identifying the training program and site, the first step is to select ALL of the professions and disciplines represented on the interprofessional team (including that of the principal HRSA-sponsored trainees). The second step is to provide the number of trainees (by discipline) who were trained by the HRSA-sponsored program (principal trainees). The final step is to provide the number of other trainees (by discipline) who participated at the site, alongside the principal trainees, but who were not enrolled in the HRSA-sponsored program.

What training sites do I report on EXP if I don’t have directly-funded individuals in INDGEN?
You should report all training sites used to train individuals touched by your grant funding. If no individuals are reported in INDGEN, consider those you reported on the LR-1 form.

The values I added in EXP-1 aren’t prepopulating in EXP-2. Why can I only see my active prior records?
You must select each program-site combination using the drop down menus in columns 1 and 2. The values you added in EXP-1 will load in the dropdown menu in EXP-2 column 2.

Why do I need to enter the zip code of my training sites?
The zip codes allow HRSA to identify sites that are in rural areas, medically underserved communities, and health professions shortage areas. Because the designation of each location may change over time, the zip code allows HRSA to adjust the way it labels a site.
Where can I find the 4-digit zip code extension?
You can locate your site's 4-digit zip code extension by visiting the US Postal Service website:
https://tools.usps.com/go/ZipLookupAction_input

FAQs about the Curriculum Development and Enhancement (CDE) forms

What if courses are created using a variety of funding sources?
Grantees should complete a CDE-1 entry for each course or training activity that was developed or enhanced using any amount of HRSA grant funds.

For CDE-2, do we report on all attendees or only those directly funded by a BHW-funded program for this reporting period?
For the purposes of the CDE-2 form, count all individuals trained (whether or not the individuals received direct financial support) through courses or training activities developed or enhanced using any BHW funds during the current reporting period.

In the CDE-1 table, I have entered a course that has been implemented, but when I try to select the site where the course was taught, I receive an error message that based on my responses for columns 2 and 4, this site is not allowed. Shall I use N/A as the site?
If it is an academic course or training/workshop for health professions students, fellows, or residents, then N/A will need to be used.

Can I delete a course from last year?
You will not be able to delete a previously used course. You may indicate that the course from last year was not used again this year.

FAQs about the Faculty Development (FD) forms

What is the difference between a structured faculty development program and an unstructured faculty development activity?
Structured and unstructured faculty development programs differ in a few ways. Generally, structured faculty development programs are administered over a longer period of time and involve multiple meetings/sessions. Additionally, structured programs tend to be curriculum-driven, and may lead to the conferral of a degree or certificate. In contrast, unstructured faculty development activities are shorter in duration and are single, stand-alone trainings. Faculty development activities include conferences, workshops, and grand rounds. What are the definitions for the roles of educator and administrator?
The educator role deals with instruction and training, course preparation, grading, and generally involves imparting knowledge or skills to others. Administrative responsibilities are support functions, such as committee work.

FAQs about the Continuing Education (CE) forms

For CE-2, do we report on all attendees or only those directly funded by a BHW-funded program for this reporting period?
Count all individuals trained (whether or not the individuals received direct financial support) through courses or training activities developed or enhanced using any BHW funds during the current reporting period. Individuals attending CE trainings should be current providers, rather than students.
In creating and enhancing courses for continuing education, what should the site be? Enter N/A for these courses.

When should I use the ‘Other’ option for type of continuing education?

The ‘Other’ option is available if there was a CE activity that the grantee does not identify as an unstructured training or structured CE course. We anticipate that few (if any) grantees will need to use this option.