



SHINE from the Start: Building the Medical Education Pipeline through High School and College Internships

Diana Singer, PhD, RN, CCRN, CNE, C-TAGME

Tricia Elliott, MD, FAAFP

Virginia Chandlee, PhD, MSN, RN, PNP



Introductions



US



Y'ALL





Background





The Healthcare Workforce Challenge



- Healthcare is among the fastest growing industries in the U.S.
 - 45% of job growth (2022 to 2032) projected in healthcare and social assistance
- Growth driven by:
 - Aging population
 - Increasing chronic disease
 - Burnout and workforce attrition
- The big question: how do we get students interested and engaged **EARLY?**



Why Pipeline Programs Matter

Early exposure creates:

- Career awareness
- Mentorship relationships
- Belonging within healthcare environments
- Long term workforce commitment





Starting from a Glimmer... The Journey to SHINE





The Origin of SHINE

- “TCE 3 AM ideas”/long-term strategy circa 2016
 - EVERYBODY gets an internship!
- Community mission alignment at JPS
- Longitudinal program: Future Healthcare Heroes
 - Needed more opportunities in the summer
 - + paid opportunities so students feel truly embedded
- Value proposition
- Workforce development grant opportunity

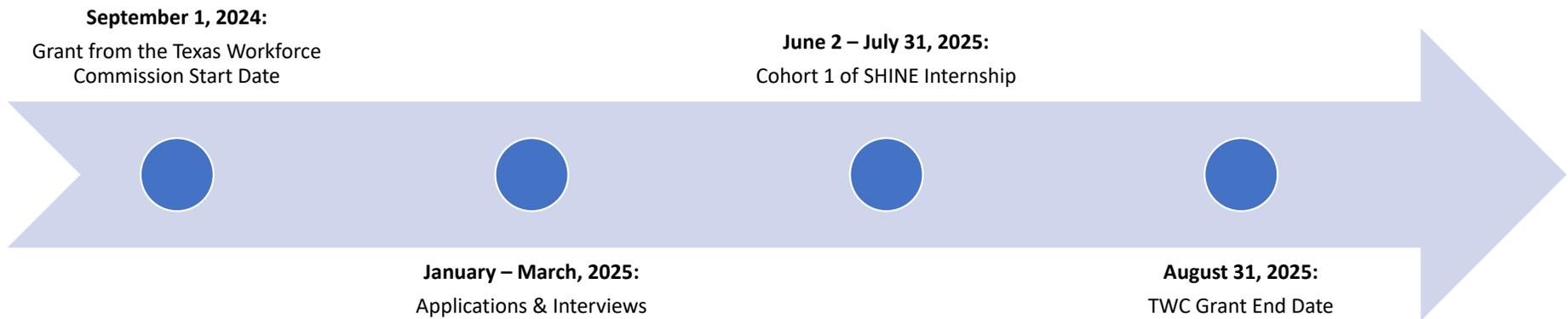




A Dream Comes to Fruition

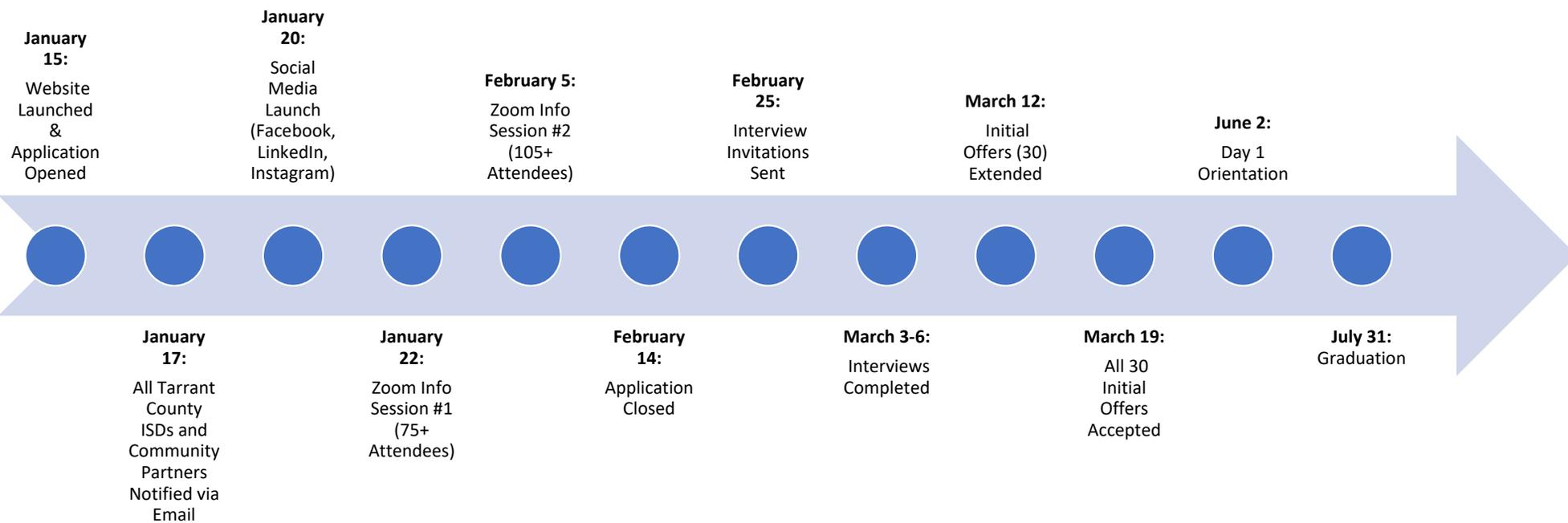


JPS Health Network
SHINE Program





Cohort 1 Timeline





Cohort 1 Recruitment



- From 2/14-2/21:
 - 1078 De-identified Personal Statements Reviewed by **28** JPS Leaders
 - 1078 Reference Requests Sent: 821 Completed (76% Response Rate)

• All 30 accepted



Inaugural SHINE Interns

- 30 High School Students Representing **21** Tarrant County High Schools
- The SHINE cohort included:
 - Rising Juniors
 - Rising Seniors
 - Seniors from the Class of 2025
- Piloted “SHINE U” Undergraduate College Internship with 1 rising college sophomore





What SHINE Looks Like

- High school internship cohort
- College level advanced internship
- Structured curriculum and reflection
- Clinical exposure and professional mentorship
- Capstone presentations
- “Field trips”





Schedule Overview (2025)

Week 1	Week 2	Week 3	Week 4	BREAK	Week 5	Week 6	Week 7	Week 8
June 2-5	June 9-12	June 16-19	June 23-26	June 30 - July 4	July 7-10	July 14-17	July 21-24	July 28-31
Orientation	Curriculum & Clinical Experiences	Curriculum & Clinical Experiences	Curriculum & Clinical Experiences	OFF	Curriculum & Clinical Experiences	Curriculum & Clinical Experiences	Curriculum & Clinical Experiences	Capstone Project & Graduation



Daily Schedule

Time	Activity
8:30 - 9:00 AM	Pre-Conference
9:00 – 12:00 PM	Didactics/Simulation/Skills Training
12:00 PM - 12:30 PM	Lunch
12:30 PM - 1:00 PM	Special Topics Lecture/Workshop Series (JPS Executives/Leaders)
1:00 - 4:00 PM	Clinical Rotations
4:00 - 4:30 PM	Post-Conference



Cohort 1 Interns Completed:



- **66 clinical hours** each across **25** JPS clinical areas, as well as special experiences in the Operating Room and with Patient Experience and Health Information Management
- **26 Special Topics** didactic sessions presented by JPS Leaders and Executives
 - Topics ranged from understanding the U.S. healthcare system and public health to specific career pathways, legal and ethical considerations, patient experience, and leadership development
- **5 HR Career Readiness sessions** led by HR Leaders
 - Topics included personal branding, resume development, personality assessments, social media presence, and well-being
- **CPR Certification**
- **Experiential learning** at Union Gospel Mission
- **Capstone Project**



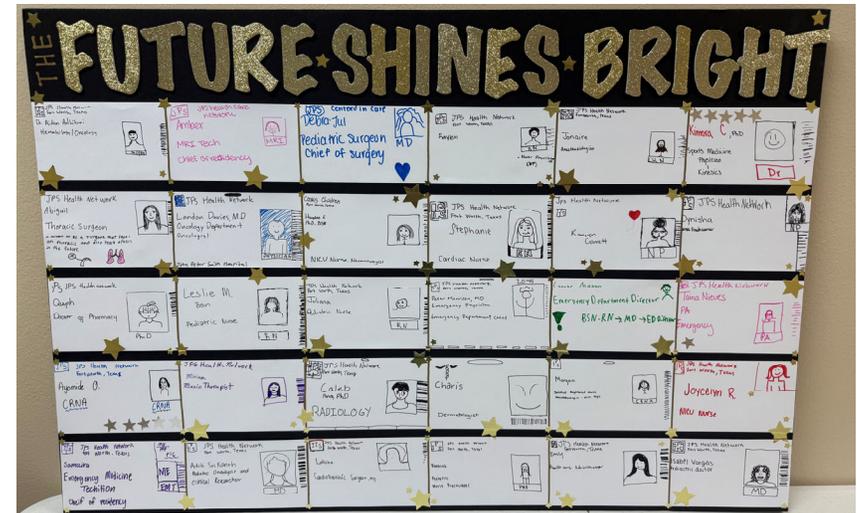
Measuring What Matters

- Challenge: Pipeline programs measure both “hard” and “soft” outcomes
- Quantitative metrics:
 - Enrollment in health-related majors
 - Internship completion
 - Certification completion
 - Future education/degrees
 - Future employment
 - Retention in healthcare
- Qualitative outcomes:
 - Belonging
 - Confidence
 - Professional identity formation
 - Inspiration toward healthcare careers
- Key takeaway: Not everything meaningful is easily measurable



Overarching Outcomes

- **100%** of SHINE interns completed the program
- At the completion of the program, interns achieved a **100% certification exam pass rate** for eligible takers (must graduate high school within 12 months of taking), which the National Healthcareer Association, who administers the exam, stated was “unprecedented”
 - Certifications earned include:
 - 19 Patient Care Technician
 - 4 Phlebotomist
 - 1 EKG Technician





Additional Initial Outcomes

- **100%** of SHINE Program graduates stated the program met, exceeded, or *far* exceeded their expectations
- Almost **95%** of SHINE Program graduates stated they are likely to pursue a career in healthcare after completing the program, including direct patient care across numerous disciplines, healthcare research, healthcare administration, and other non-clinical healthcare fields
- **100%** of SHINE Program graduates were satisfied with the support and guidance provided during the internship
- **100%** of SHINE Program graduates stated they would recommend the internship program to other students



6 Months Later

Sustained Healthcare Interest

- Nearly all (96%) respondents reported they remain interested in pursuing a healthcare career, with most (96%) indicating their interest is now stronger than it was before SHINE

Growing Workforce Engagement

- Several alumni (29%) reported that since SHINE they have worked or volunteered in healthcare settings. Some specifically credited SHINE with helping them obtain these roles

High Confidence and Readiness

- Across all measured areas, students most often rated themselves as confident or very confident in talking with patients, working as part of a team, acting professionally, leading or speaking in groups, finding mentors, and succeeding in a healthcare career

Strong Sense of Belonging

- Responses were overwhelmingly positive to statements that SHINE helped students feel like they belong in healthcare spaces, opened their eyes to new career options, and increased confidence in college and post-high school plans

Ongoing JPS Connection

- Many alumni reported staying in touch with SHINE instructors, JPS mentors or staff, and fellow interns, showing that SHINE continues to function as a relationship-based pipeline into healthcare



Key Program Design Elements

What Made SHINE Work

Clear program
structure

Dedicated
mentorship

Institutional
leadership support

Integration with
academic medicine
mission

Strong student
selection process

Involvement of
hospital
departments – no
siloes



Looking Forward





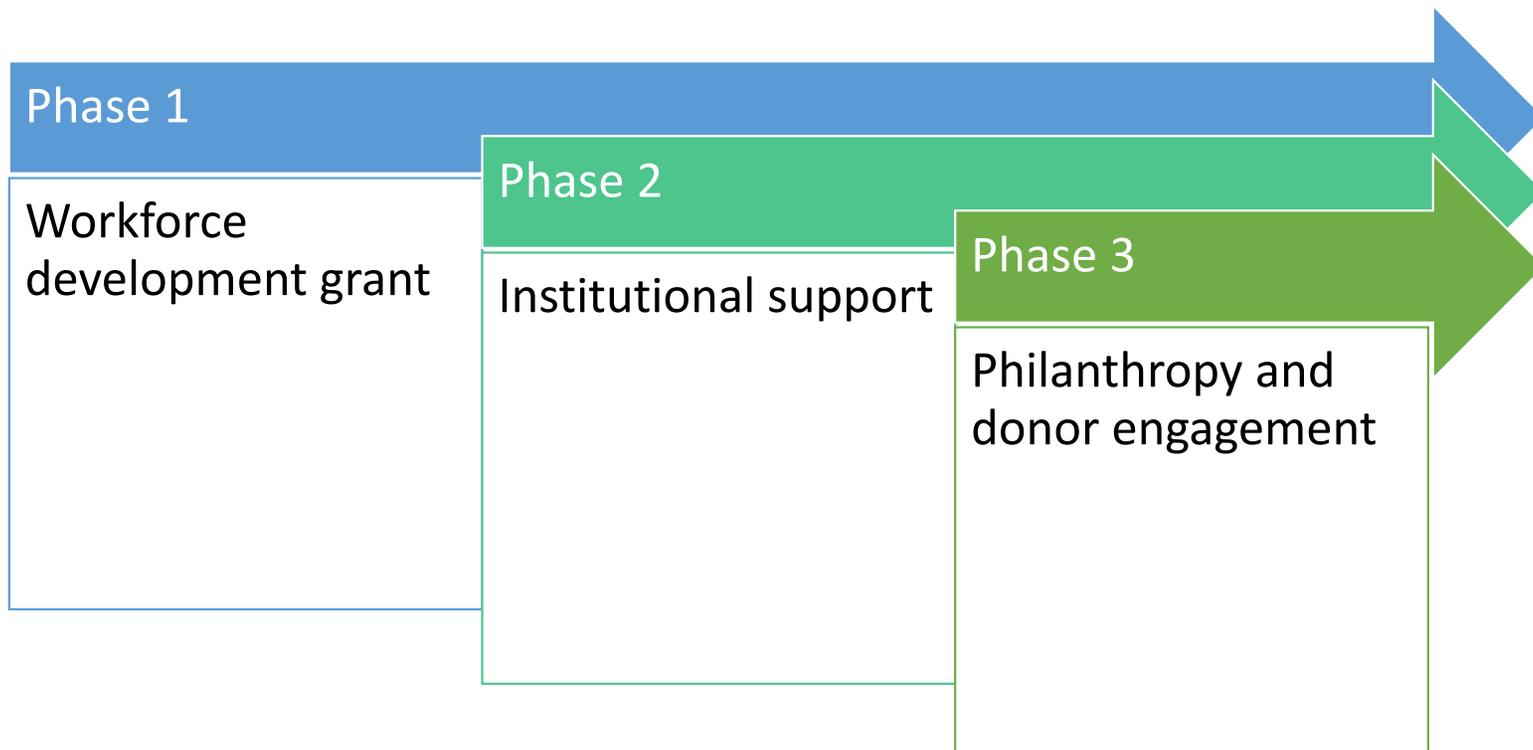
The Sustainability Question

- Many pipeline programs begin with grants
- But sustainability requires:
 - Institutional investment
 - Philanthropy
 - Strategic alignment
- Biggest takeaway: Sustainability must be designed early and talked about often





Funding Model at JPS





Sustainability Brainstorming

- What strategies could sustain a pipeline program at your institution?
- Possible categories:
 - Philanthropy
 - Partnerships with schools/districts
 - Hospital operational funding
 - Community foundations
 - Others??





Cohort 2: What Will it Look Like?

SHINE

- High School Students
- 30 Interns
- 8 Weeks

SHINE U

- College Students
- 6 Interns (2 cohorts)
- 4 Weeks

SHINE Fellows

- SHINE Graduates: High School and College Students
- 6 Fellows
- 8 Weeks
- Mentor Role



Plus two part-time clinical instructors (masters-prepared nurses) & a partridge in a pear tree





SHINE Fellows



- The SHINE Fellow role is a selective leadership opportunity for former SHINE interns to return and serve as peer mentors and role models for the next SHINE cohort
- Fellows support onboarding, daily cohort engagement, professionalism, and program success while continuing to develop their own leadership and communication skills
- This role is designed for students who want to give back, grow as leaders, and help shape the culture and experience of the SHINE program
- SHINE Fellows work closely with SHINE program leadership, educators, and clinical partners to support the daily experience of the high school interns
- Fellows help ensure that the cohort is engaged, supported, and aligned with program expectations

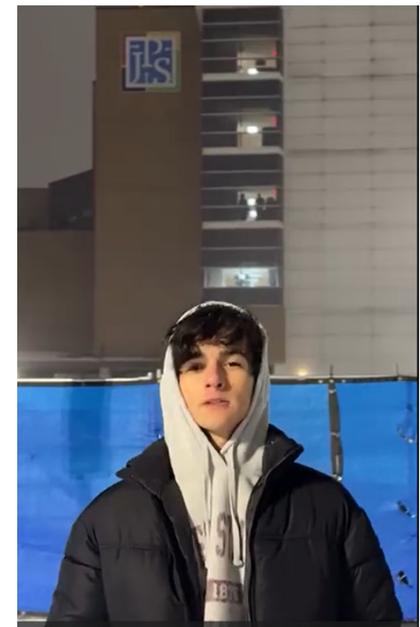


New This Year: Application Videos

Applicants for all programs were required to submit a 1-minute video describing their interest in the program

Feedback from Reviewers (JPS Leaders):

- “I love the videos this year, they were a great add.”
- “That was refreshing!”
- “What INCREDIBLE submissions you have this year! I don’t envy having to make the decisions among such great candidates.”
- “These kids are incredible! I appreciate the opportunity and what an amazing program for our community!”



A SHINE U applicant submitted an “on-location” video filmed *during* an ice storm!





Applications: Cohort 2

SHINE

- 2932 started
- 598 completed
- 373 eligible*
- 106 invited to interview
- 97 interviewed
- 30 selected

SHINE U

- 504 started
- 86 completed
- 57 eligible
- 23 invited to interview
- 22 interviewed
- 6 selected

SHINE Fellows

- 41 started
- 18 completed
- 16 eligible
- 16 invited to interview
- 15 interviewed
- 6 selected

** Compared to 539 in 2025, despite more stringent eligibility requirements this year related to the requirement that students must graduate high school within 11 months of completing SHINE in order to sit for the certification exam*



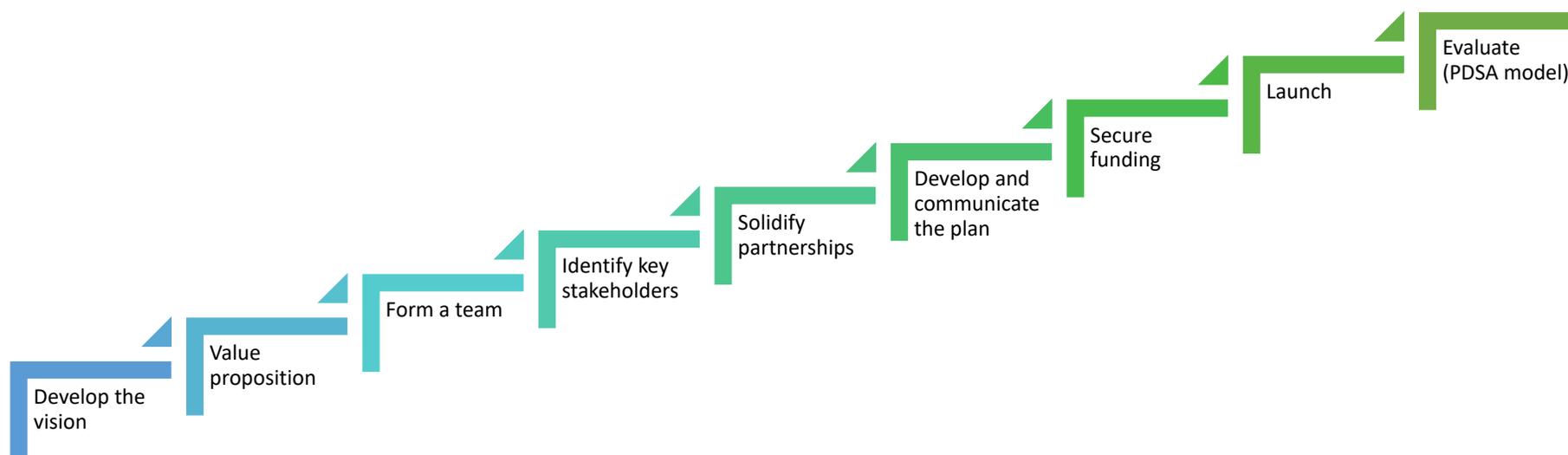
Needless to Say...

THE FUTURE IS BRIGHT!!





Implementation Roadmap





Looking Ahead

- How do we make this scalable?
- Capacity (come onnnnnn 2030)
- How to manage increasing interest throughout the year
 - Multiple touchpoints
 - Stakeholder engagement
- What are other ways we can reach our learners?





Lessons Learned

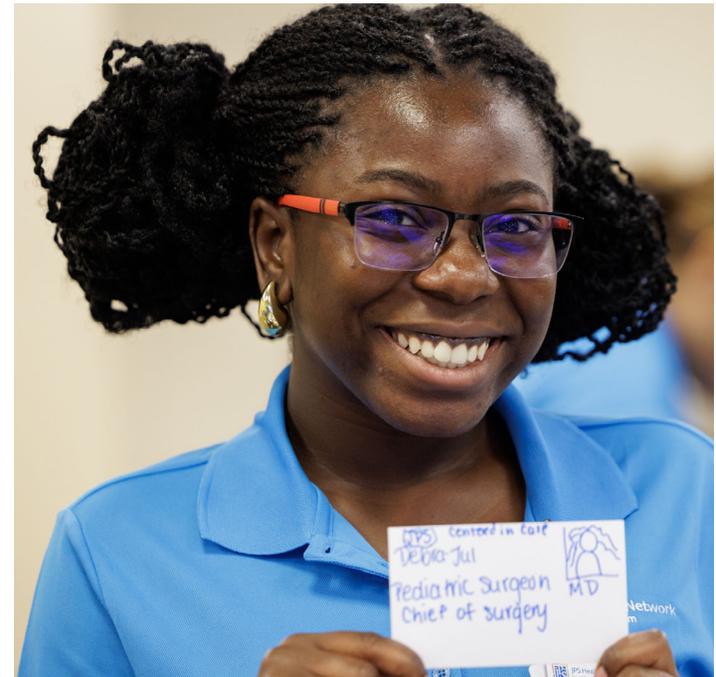
- Start earlier than you think
- Remember high schoolers have different needs than residents
- Mentorship is the secret ingredient
- Structure matters
- People will surprise you in wanting to be involved
- Sustainability requires storytelling
- Nobody says this can't be fun!





In Her Words: From a SHINE Intern Turned Fellow

“I can say with full confidence: this internship has benefited me in ways I never imagined. It solidified my passion for medicine, gave me real-world experience, and introduced me to mentors who shaped my journey. More importantly, it gave me purpose. It showed me what kind of healthcare professional I want to become, one who listens, learns, serves, and puts their patients first.”





QUESTIONS?





Contact Us!

Dr. Diana Singer

- DSinger@jpshealth.org

Dr. Tricia Elliott

- TElliott@jpshealth.org

Dr. Virginia Chandlee

- VChandle@jpshealth.org

