

PEACEHEALTH

Center for Medical Education & Research in Oregon

FY2026 Annual Report

Clinical education, workforce development and strategic readiness



PeaceHealth

Center for Medical
Education and Research

Report date August 20, 2026

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Building the future of clinical education since 2008.

Executive summary

In fiscal year 2026, the PeaceHealth Center for Medical Education & Research (CMER) in Oregon supported a broad clinical education portfolio that advanced learner development, strengthened academic partnerships, and contributed to the healthcare workforce pipeline across the PeaceHealth Oregon Network through a budget neutral model.

CMER coordinated 222 learner placements across six educational pathways: medical students, resident physicians, physician assistant students, surgical assisting learners, research trainees, nurse practitioner students, and clinical observers. Together, these experiences expanded clinical education capacity, strengthened regional partnerships, and supported workforce development across the PeaceHealth Oregon Network.

Throughout the year, CMER continued to strengthen the infrastructure, processes, and relationships that support clinical education across the system. By coordinating learner placements, supporting preceptors, and collaborating with academic and community partners, the Center enhanced organizational capacity while helping prepare the future healthcare workforce needed to serve our communities.

As a shared regional resource, CMER supports caregivers, clinical departments, academic institutions, and community partners through coordinated educational experiences that strengthen workforce pipelines, sustain a culture of teaching, and align with PeaceHealth's long-term strategic priorities. Through this work, the Center helps build the capacity, partnerships, and talent necessary to support the future health needs of Lane County and the broader PeaceHealth Oregon Network.

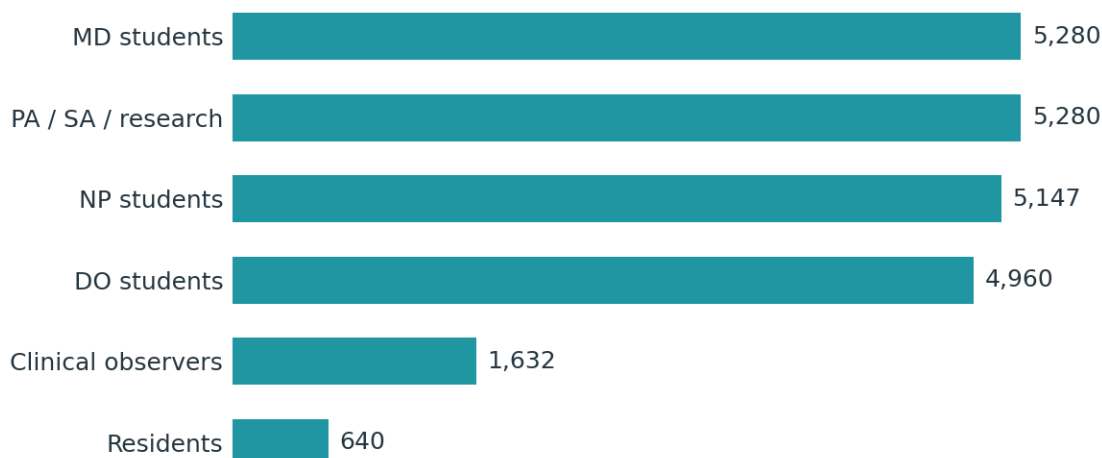
The bottom line

FY2026 demonstrates that CMER serves as a strategic network resource, providing the partnerships, educational infrastructure, and workforce pipeline development necessary to support PeaceHealth's long-term mission, growth, and workforce needs.

FY2026 at a glance

	222 PLACED LEARNERS	203 COMPLETED	22,939 LEARNING HOURS	91.4% COMPLETION RATE	113.0 AVG HRS / LEARNER
Learner category	Placed	Completed	Completion rate	Hours	Avg. hours
MDs	33	33	100.0%	5,280	160.0
DOs	33	31	93.9%	4,960	160.0
Residents	5	4	80.0%	640	160.0
PA/SFA/Researchers	33	33	100.0%	5,280	160.0
NPs	46	38	82.6%	5,147	135.4
Clinical observers	72	64	88.9%	1,632	25.5
Total	222	203	91.4%	22,939	113.0

Learning hours by category



The year in brief

- MD and PA/SFA/research placements each finished the year at 100% completion.
- Clinical observers accounted for the largest number of completed experiences (64); NP students were the largest placed group among degree-seeking clinical learners (46).
- NP clinical education drew on 22 unique preceptors across 10 school partners, with placements split evenly between PeaceHealth caregivers and outside learners, 19 in each category.
- GME readiness advanced through ACGME Letter of Intent activity, governance development and consortium planning.

Learner programs

Medical students: MD, DO, DPM

CMER supported medical student education across both MD and DO pathways: 66 placed learners, 64 completed experiences (97.0%) and 10,240 learning hours. These rotations support clinical exposure, professional identity development, specialty exploration and connections to PeaceHealth's care teams and communities.

Physician assistant/associates: PA - Surgical first assisting: SFA/RNFA - Researchers

Placements for physician assistant/associate students, surgical assisting learners and research trainees reached 33 placed and 33 completed experiences totaling 5,280 hours, a 100% completion rate. These placements extend CMER's reach into interprofessional learning and applied research exposure across clinical and academic settings.

Nurse practitioners: NP/FNP/PMHNP

Nurse practitioner student clinical education was the year's largest degree-seeking placement effort. During the AY25/26 academic year, the reporting window used for NP clinical education within FY2026, CMER supported 38 confirmed completed NP clinical experiences involving 22 individual students, 10 school partners, 22 unique preceptors and four rotation types, with 5,147 completed clinical hours.

Rotation type	Completed experiences	Percent of total
Primary Care/Family Medicine	24	63.2%
Behavioral Health	8	21.1%
Specialty Care	4	10.5%
Advanced Health Assessment	2	5.3%

Physician residents

CMER supported 5 placed residents and 4 completed resident experiences totaling 640 hours. Resident experiences remain a small share of the portfolio but connect directly to the Center's graduate medical education readiness work and need for skilled psychiatrists in the mid-valley.

Clinical observers

Seventy-two placed clinical observers completed 64 structured observation experiences totaling 1,632 hours, giving individuals exploring health professions pathways a supervised view of clinical practice settings. These clinical observers shadowed physicians and clinicians in various inpatient and outpatient healthcare settings. The majority were by undergraduates contemplating post-graduate healthcare professions or existing caregivers seeking opportunities for advanced education in their field.

Practitioners stay after training

Clinical education is a proven workforce development strategy. Research consistently shows that physicians and clinicians are more likely to practice in the state and region where they complete their training, strengthening local healthcare workforce capacity over time. Our own statistics bear this out.

Academic and clinical partnerships

CMER supports physician and clinician learners from these and other institutions. These partnerships provide the academic foundation for medical student education, osteopathic medical education, physician assistant education, nurse practitioner clinical education, certified registered nurse anesthetist pathways, surgical assisting pathways, podiatric medicine and applied biomedical research.

Primary clinical affiliations

Institution	School, college or program	Pathway
Burrell College of Osteopathic Medicine	School of Medicine	DO
George Fox University	College of Nursing; College of Medical Science	CRNA; PA
Heatherington College of Osteopathic Medicine (HCOM) <i>formerly COMP-Northwest</i>	College of Osteopathic Medicine	DO

Institution	School, college or program	Pathway
Oregon Health and Science University	School of Medicine; PA Program	MD; PA
Pacific Northwest University	School of Medicine	DO
Rocky Vista University	School of Medicine	DO
University of Oregon	Phil and Penny Knight Campus for Accelerating Scientific Impact	Applied Biomedical and Human Physiology Research
Western University of Health Sciences	College of Health Sciences; College of Podiatric Medicine	PA; DPM

Additional affiliations

Additional affiliations extend CMER's reach across advanced practice, nursing, surgical assisting, research and other clinical education pathways.

• Boise State University	• Hawai'i Pacific University	• Saint Louis University
• Chamberlain University	• Idaho State University	• Simmons University
• Creighton University	• Maryville University	• United States University
• Frontier Nursing University	• Meridian Institute of Surgical Assisting	• University of New England
• Gonzaga University	• Northwest University	• University of Pittsburgh
• Pacific University		• University of Washington

Directors and preceptors

CMER's clinical education work is made possible by clinicians and care teams who support learners while continuing to serve patients, families, and communities. Preceptors contribute far more than supervision; they model clinical reasoning, professional identity, compassionate care, interprofessional collaboration, and service to the community.

In FY2026, preceptors taught across every part of the portfolio, from medical student and nurse practitioner education to physician assistant, research, resident, and clinical observer experiences. Their contributions included rotation teaching, learner onboarding and orientation, feedback and evaluation, collaboration with academic partners, and the flexibility needed to support placements across a variety of clinical settings.

CMER's physician and clinician directors also serve as primary preceptors, representing key areas of clinical practice across the PeaceHealth Oregon Network and community partner organizations. Dr. Christopher Hammond provides leadership in pediatrics, Dr. Jason Keister in family medicine, Drs. Swati Gobhil and Arturo Salazar in hospital medicine, Dr. Arielle Perez in general surgery, James Sims, DNP, in geriatric and primary care medicine, and Drs. Stephanie Wilder and Catherine York in obstetrics and gynecology.

CMER extends its appreciation to these preceptors, as well as the many clinicians, faculty, staff, and site leaders who supported learner development throughout FY2026. Their collective efforts strengthen workforce pipelines, sustain a culture of teaching, and help prepare the next generation of healthcare professionals while advancing PeaceHealth's Mission and commitment to excellence in patient care.

CBISA and community benefit

CMER reports eligible clinical education activity through CBISA as part of PeaceHealth's community benefit process, including preceptor teaching time and learner clinical education hours that support health professions education, school partnerships and workforce development. Formal valuation follows PeaceHealth's approved CBISA and community benefit methodology, and these reported hours are separate from, and in addition to, CMER's direct operating budget.

The reported activity represents an organized investment in health professions education, regional workforce development, clinical teaching capacity and access to supervised learning experiences across PeaceHealth and partner settings.

Budget and sustainability

CMER's education work is supported by a blended sustainability model. School partner placement fees fund essential learner coordination and program operations, while the **OCCU Hoerauf Endowment** established in 2016, provides dedicated support for mission-focused educational programs and long-term workforce development through an annual annuity.

This budget neutral structure supports the 1.9 FTE staff time, program systems and coordination needed to maintain school relationships, complete onboarding requirements, communicate with clinical sites, track learner activity and support preceptors.

Strategic development and GME readiness

In FY2026, CMER continued to support annual learner activity while advancing the infrastructure needed for future graduate medical education: ACGME Letter of Intent activity, GMEC governance development and continued planning for a rural-track primary care residency model.

The proposed residency development work includes consortium participation from Oregon Health & Science University, Western University of Health Sciences/COMP-NW and Lane County Health & Human Services, building on the academic foundation the Center already maintains across the PeaceHealth Oregon Network.

Clinical education is one of the most durable tools for building a future health care workforce. Learners who train in local and regional systems gain familiarity with the patient population, care teams, clinical culture and community needs, and that familiarity supports recruitment, retention and a stronger connection between education and service.

The daily work

Every learner's placement requires extensive coordination before, during, and after clinical experience. CMER manages school partnerships and affiliation agreements, matches learners with appropriate clinical sites and preceptors, verifies compliance requirements, coordinates onboarding and system access, and provides ongoing support to learners, faculty, and clinical departments throughout each rotation.

Comprehensive onboarding helps learners begin their experiences prepared for success while minimizing administrative burden on clinical departments. This process ensures compliance with legal, regulatory, and operational requirements, safeguarding learners, caregivers, and, most importantly, patients. The team also oversees evaluations, reporting, accreditation documentation, program administration, and continuous quality improvement efforts.

Beyond supporting individual learners, these activities strengthen relationships with academic partners, build future healthcare workforce pipelines, and advance PeaceHealth's mission of developing, recruiting, and retaining the next generation of healthcare professionals.

In closing

FY2026 was a year of strong learner activity, engaged preceptors, and meaningful organizational impact. Through 222 learner placements and nearly 23,000 learning hours, the PeaceHealth Center for Medical Education & Research strengthened academic partnerships, advanced workforce pipeline development, and reinforced the educational infrastructure needed to support future growth.

By coordinating learner experiences, supporting preceptors, and fostering academic partnerships, CMER contributed to PeaceHealth's strategic priorities of **Growth, Access, Caregivers, Quality & Safety, and Community Experience.**

As PeaceHealth moves into FY27, the Center remains a strategic asset that advances the organization's Mission while helping meet the long-term healthcare workforce needs of Lane County and the broader PeaceHealth Oregon Network.