



Arizona **AHEC**

Area Health Education Centers

# THE ARIZONA AREA HEALTH EDUCATION CENTERS PROGRAM

## AHEC Scholars Program

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# Background

- Arizona Rural Health Professions Program
  - Mandated by the AZ Legislature in 1997
  - Emphasizes rural, community-based clinical training
    - AzAHEC support expanded clinical field placements to include all rural, urban, tribal, border, and MUC's and populations
  - Participating disciplines (medicine, nursing, pharmacy, public)
    - Emphasizes primary care for rural and MUC Arizona communities
  - Program characteristics and length
    - Each school has a formal admission process, academic curriculum, community-based training program including clinical placements, and program completion process
    - Averages 2 years to complete
      - Some schools offer certificates of distinction around rural health care and/or health disparities

 | College of Nursing  | College of Medicine Tucson  | College of Medicine Phoenix

 | College of Pharmacy  | Mel & Enid Zuckerman College of Public Health

 ARIZONA STATE UNIVERSITY  NORTHERN ARIZONA UNIVERSITY

# AHEC Scholars Program (ASP) Development

- ***Transformative learning*** (Institute of Medicine Committee on Educating Health Professionals)
  - *Social Determinants of Health's (SDOH) framework for lifelong learning to understand and address SDOH guides ASP community-engaged learning*
- **Core components** of this framework
  - Experiential learning
  - Collaborative learning
  - Integrated curriculum
  - Continuing professional development
- Planning for an advanced interprofessional tier of the RHPP Program began in December 2015

# AHEC Scholars Implementation



- Curriculum evolved over two years
  - Basically an advanced tier of the RHPP program
  - All AHEC Scholars must be accepted into their school's RHPP program
    - Each school recruits a ASP scholars as part of their RHPP program application process
    - Example of ASP application
      - [Demonstration Version-AzAHEC Scholars Application](#) or
      - [https://uarizona.co1.qualtrics.com/jfe/form/SV\\_eJn8zIFl6c72UZv](https://uarizona.co1.qualtrics.com/jfe/form/SV_eJn8zIFl6c72UZv)
- Curriculum is an interprofessional community-based experiential learning
  - Runs simultaneously with RHPP
  - Students assigned to a sponsoring regional AHEC center
  - Matriculate through the ASP following an introduction, immersion, integration and dissemination pathway
    - Begins with one-day orientation, progresses to immersion in the sponsoring communities, involves team-based learning through progressive learning activities such as windshield survey, comprehensive community-driven assessment, identification of community health challenge, and conduction of team-based scholarly analysis and paper of the challenge. Completes with oral presentation at annual IPE RHPP conference
    - Inclusive of didactic seminars and experiential learning (all core concepts embedded throughout curriculum)

# Sample Curriculum Plan—Draft Subject to Change and Not Final

Table 1: Two-Year Snapshot of AHEC Scholars Program (ASP)											
Summer Year One		Summer Year One		Fall Year One				Spring Year One			
May	June	July	August	September	October	November	December	January	February	March	April
AHEC Scholars IPE Orientation 6 hrs		Community Immersion (sponsoring AHEC Center) 16 hrs		Seminar 2 hr	Seminar 2 hr	Seminar 2 hr	Simulation 2 hours)	Simulation 2 hours	Seminar 2 hr	Seminar 2 hr	IPE RHPP Conference 12 hr
				Assessing health disparities and social determinants of health in community settings (HRSA core topic)	Cultural Competency Why it matters (HRSA core topic)	Challenges experienced by rural and MUC health service systems (bring in behavior health integration)		Current and emerging rural and MUC issues (e.g. Opioid Epidemic)	How to develop and present a professional poster	Community Assessment Paper due  Optional Poster Presentation Due	
		Windshield survey completed during this immersion experience  Reflective Journaling Begins		16 hours of community-based experiential work to conduct a community-assessment as arranged between the fellow teams and the regional AHEC center director  Reflective Journaling Continues				16 hours of continued community-based experiential work to conduct a community-assessment as arranged between the fellow teams and the regional AHEC center director  Reflective Journaling Continues			
Summer Year Two		Summer Year Two		Fall Year Two				Spring Year Two			
May	June	July	August	September	October	November	December	January	February	March	April
Community Assessment or Community-based project 24 hours Identification of scholarly project topic at conclusion of written community assessment  Reflective Journaling Continues				IPE Community Immersion rural, MUC 16 hrs to develop scholarly project 6 hours online learning related to development of scholarly project (e.g. action research methods; quality improvement methods; root cause analysis)				IPE Community Immersion rural, MUC 24 hrs Emphasizes time to complete scholarly project paper Includes seminar on how to prepare a professional oral presentation			
				Reflective Journaling Continues				Reflective Journaling Concludes			

# Resources Needed

- HRSA
- Arizona Lottery Funding
  - Faculty
  - Community based training support (e.g. housing, travel)
  - Student Stipends (RHPP students receive support from their programs not inclusive of the ASP Stipend)