FY 2011 Statewide Highlights

Program Accomplishments:

- Continued AHEC funding for Academic-AHEC partnership initiatives to advance health professions workforce development with an emphasis on service in Arizona's rural and urban medically underserved communities.

- Following a series of collaborative meetings with AZAHEC leaders and constituents in Arizona State University-Northern Arizona University resulted in outlining a broad educational development agenda with five strategic focal areas: 1) Workforce Development; 2) Educational Capacity Development; 3) Research and Evaluation; 4) Program Capacity Development and 5) Resource Development and Sustainability. Of particular emphasis is the development of innovative community health workforce education programs focused on primary care in Arizona's rural, medically underserved and border communities.

- Continued funding support of the University of Arizona Family and Community Medicine Residency Program and the University Physicians Hospital, Kingman, Arizona, that admitted its first residents in July 2010. Residents work both in urban hospitals as well as in rural rotations, including Emergency Medicine, Family Medicine, Obstetrics and Gynecology, Rural rotations occurred in 13 communities. Rural residents received faculty development training prior to rotations.

- Continued funding support for a primary care residency program at Yuma Regional Medical Center as it prepares for its second year of residents.

- Continued funding support of the Rural Health Professions Program enrollments in many rural and medically underserved communities at the University of Arizona; also in medicine, pharmacy and public health at the University of Arizona. This expansion supported 45 students in nursing, 22 in medicine, 14 in pharmacy, 9 in dental hygiene and 5 in public health.

- Funded the Fellowship Program in Clinical Outcomes and Comparative Effectiveness Research (COCR Project) in Rural Primary Care. This program funds doctoral prepared fellows from four health disciplines: family medicine, nursing, public and nutrition health. The fellowship provides support for fellow’s collaborative research as well as interprofessional primary care practice in Arizona’s underserved populations.

- Funded the Residency Assessment and Development Project to study graduate medical education training and identify where residency programs are locationally located. This program would best be started.

- Provided start-up funding to North County HealthCare/Northern Arizona AHEC to develop the first Teaching Health Center in Northern Arizona. As an existing Federal Qualified Health Center, North County HealthCare is already an important asset to addressing the health needs of the vast (over 48,000 square miles) Northern Arizona service area. The expansion will allow the program to become the first Accreditation Council for Graduate Medical Education (ACGME) resident program in Arizona to use the Teaching Health Center Model.

- Beginning July 1, 2011, funded a model Interprofessional Education and Practice (IP) Program to provide interprofessional education in multiple, common and overlapping areas of undergraduate, graduate, professional and continuing health professionals education.

- Supported community-based training experiences at 68 rural and urban and otherwise medically underserved clinical locations for 668 health professionals representing more than a dozen disciplines, including doctors of dentistry, medicine, nursing, medical laboratory technology, emergency medical technician, pharmacist, physical therapist, radiographer, medical ultrasound technologist, respiratory therapist, social work.

- Approximately 25 percent of potential student/mentee pairs represented minority populations. Regional centers supported community-based training in rural and urban medically underserved settings under the supervision of 187 active health professionals.

- Sponsored 30 health career clubs. Health Occupations Students of America (HOSA) school chapters, and summer enrichment programs for 1,223 fifth- through twelfth grade students. More than 75 percent of these students represented minority populations.

- Supported summer camp students, including The Med-Start Program for 40 high school students (sponsored by all regional AHECs), including college preparation courses such as science, writing and math through the University of Arizona, a four-week paid program for those who demonstrated a need for the program and interest in college (one sponsored by all regional AHECs), a fifth grade science camp for 14 students (EAHEC, Nuestra Ninos (Our Children) neighborhood program reaching 108 families (WAHEC), and a Fourth Health Leader Program (BEAHEC, NAHEC, OWAHEC) for 18 students.

- Disseminated health careers information reaching 18,800 students, in grades K-8 (27,236), and in high school (14,317). Career information also reached 1,757 college students. Additionally, 3,796 parents and teachers received health career information.

- Supported 199 continuing professional education events delivering 340 hours of offerings on more than 90 wide-ranging topics for 5,386 participants representing 18 health professions disciplines (approximately 35,655 contact hours of continuing professional education were delivered).

- Supported 330 community health promotion events reaching 10,423 people in rural and urban medically underserved communities.

As the Director of the Arizona Area Health Education Centers (AHEC) Program, I was pleased to present the 2011 Annual Report. This report highlights the accomplishments of the Arizona AHEC program during the past year and provides snapshots of how our academic-community partnerships enhance health professions workforce development and improve health disparities among Arizona’s rural and urban underserved residents. Our partnerships are foundational for the many successes of the AHEC program. Brief summaries of selected programs are provided that demonstrate many success stories.

During the academic year 2010-2011 the Arizona AHEC program underwent a strategic visioning process. The purpose for developing a strategic vision for 2011 to 2016 was to outline a broad educational development agenda to guide specific program plans over the next five years. The strategic vision resulted from meetings of collaborating AHECs, Arizona AHEC program leaders and constituents including the five statewide Arizona AHEC regional centers, University of Arizona faculty advisors from the Colleges of Medicine, Nursing, Pharmacy and UA Zuckerman College of Public Health to the Arizona AHEC program. The representatives included both health professions education leaders and constituent representatives.

The AHEC program was developed by Congress in 1974 and there are 56 AHEC programs and 236 centers in 47 states. The Arizona AHEC regional center opened in Flagstaff in 1984. Today, all regional centers are serving Arizona by supporting health professions education, providing continuing education for health professionals, and addressing health disparities and primary health workforce issues. Our programs support development in our rural, urban medically underserved populations, as well as recruitment and retention of a highly skilled health sciences workforce in Arizona. The regional centers also support many health services programs for individuals with health care issues.

Arizona AHEC has supported medical residency initiatives and these are highlighted in this year’s Annual Report. Progress toward implementation of rural medical residency rotations at the University of Arizona College of Medicine-Phoenix campus is provided by Dr. Julie Hardeman, M.D., Associate Program Director of the University of Arizona/UPHK GME Consortium Family Medicine Residency. Residency program progress at Yuma Regional Medical Center is provided by Dr. Edward Paul, MD, Designated Institutional Officer (DIO); both are faculty at the University of Arizona College of Medicine, and in the Department of Family and Community Medicine. The Northern Arizona NAIHEC is running teaching health center (THC) status to start a community-based family medical residency program. Teaching health centers were authorized under Title VII of the Public Health Service Act (P.L. 91-508) and funded under Division D of the Public Health Service Act (P.L. 102-430). As already noted, Yuma Regional Medical Center is preparing the physician workforce and Arizona ranks 35th in the country and primary care physicians represent the greatest of Arizona’s physician shortages. The new report describes medical education trends in Arizona with emphasis on graduate medical education—and how Arizona lags behind.

Continued on page 2
Message from the Director
Continued from page 1
(OCCKER) in Rural Primary Care. This interprofessional academic fellowship program in clinical outcomes and comparative effectiveness research (the AzAHEC COCER Program) is a two-year career development program funding four doctoralally prepared fellows a year from four health care disciplines: family and community medicine (MD), nursing (DNP), pharmacy (PharmD), and public health (PhD) or DPH). About 80% of the time is spent in research training, collaborative research projects at the T3 and T4 transitional levels, and a mentored research project. The remaining 20% is devoted to interprofessional primary care practice in environments that serve underserved, predominantly rural, populations in the Tucson, AZ area. The second initiative is the Interprofessional Education and Practice (IPEP) at the Arizona Health Sciences Center. Begun in July 2011, this initiative will help build the interprofessional education and practice mission of the University of Arizona Health Sciences Center.
With Arizona AHEC support the University of Arizona Mel and Enid Zuckerman College of Public Health launched their Master of Public Health program at the Phoenix campus in August 2010. We are pleased to note the graduation of the first class on page 9 of this report. Our regional AHEC centers continue to demonstrate innovative health workforce development programs as shown in their reports. The annual financial report demonstrates continued strong state support that the AHEC program receives to offer programs throughout Arizona and to meet federal grant-matching requirements. Our AHEC regional centers and supported projects also employ or provide salary support for many people statewide. As a result, our programs also continue to have an important economic force in the communities we serve. The Arizona AHEC program is proud of our accomplishments in 2011. We are committed to improving access to health care for Arizona’s residents through high-quality, innovative workforce development strategies. I am pleased to present this report for your review.

About the Arizona AHEC Program:
- Started in 1984 with the formation of the first regional center in the border town of Nogales, 13 years after the United States Congress developed the nationwide AHEC system to recruit, train, and retain a health professions workforce committed to helping underserved populations
- Expanded statewide by 1989 to include five regional centers serving all 15 counties
- Is a sponsored project of the University of Arizona
- Is cited in Arizona Revised Statutes (ARS) articles 15.1643, 15.1644, 15.1645, and 5.522.5.E
- Operates with funds from federal and state sources1

Structure
The Arizona AHEC Program comprises five regional centers located strategically statewide and an administering “home” office based at the University of Arizona. The centers carry out the program’s mission by creating, coordinating, and implementing a scope of work designed to address the health professions education training needs within their service regions. The Arizona AHEC Program director consults regularly with two advisory committees: the Arizona Health Sciences AHEC Advisory Committee, whose membership represents the University of Arizona’s colleges of medicine, nursing, pharmacy, and public health; and the Arizona AHEC Advisory Commission, whose members are appointed by the Arizona Board of Regents (ABOR) and represent health educators, health professionals, and community members serving and/or living in rural and urban medically underserved communities throughout Arizona.
In addition to these two advisory bodies, each regional center has its own AHEC-appointed governing board, comprised of healthcare providers and consumers who reflect the ethnic representation of the center’s geographic area.2

Focus Areas 2010–2011
During the past year, the Arizona AHEC Program’s regional centers sustained and improved their statewide efforts to strengthen Arizona’s health professions workforce through a variety of activities targeting K-12 and postsecondary health professions students as well as health professionals across a wide range of disciplines. In addition, centers supported many educational activities designed to promote health awareness throughout their communities.
Youth programs (K-12) - The regional centers supported numerous activities throughout the year to introduce Arizona’s rural and underserved youth to health careers. Personnel at each center worked with local high schools to support health career clubs and HOSA® Chapters.1
Postsecondary student training – Students pursuing careers in the health professions benefited from Arizona AHEC-supported clinical rotations and internships. The regional centers helped these students by providing them with in-depth orientations to the local communities. Some students also received funding support for housing, travel, and related expenses. These training opportunities would not be possible without the guidance of dedicated and experienced preceptors and other healthcare providers nor without strong academic partnerships with Arizona’s colleges and universities.
Continuing education for health professionals - The regional centers sponsored numerous continuing education opportunities throughout the year for health professionals statewide.
Community health promotion – In addition to helping build and support a culturally competent health professions workforce, the regional centers coordinated and supported health education activities and events for their local communities. Each center maintains a list of collaborators to help with these health literacy informative events year round.

Financial Review

Table F1. FY 2011 Arizona AHEC Program: Operating Funds

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Funds</td>
<td>$495,075</td>
</tr>
<tr>
<td>State Funds</td>
<td>$11,463,296</td>
</tr>
<tr>
<td>State Lottery Funds (include FY 2010 carry forward)</td>
<td>$11,463,296</td>
</tr>
<tr>
<td>Total state and federally allocated operating funds</td>
<td>$11,958,371</td>
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</table>

Table F2. FY 2011 Arizona AHEC Program: Federal and State Funds

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Model AHEC Grant</td>
<td>$495,075</td>
</tr>
<tr>
<td>FY 2010 lottery funds*</td>
<td>$11,463,296</td>
</tr>
<tr>
<td>Total</td>
<td>$11,958,371</td>
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<tr>
<td>Program administration</td>
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<tr>
<td>Five Regional AHEC centers</td>
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<td>Statewide programming support</td>
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<td>Total</td>
<td>$4,744,330</td>
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<tr>
<td>Total carry forward of state funds to FY 2011</td>
<td>$7,214,061</td>
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Table F3. FY 2011 Arizona AHEC Program: Federal and State Funding Allocations:Allocations to the Five Regional Centers

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Eastern Arizona AHEC</th>
<th>Greater Valley AHEC</th>
<th>Northern Arizona AHEC</th>
<th>Southeast Arizona AHEC</th>
<th>Western Arizona AHEC</th>
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<tbody>
<tr>
<td>Federal Model AHEC Grant</td>
<td>$74,262</td>
<td>$74,262</td>
<td>$74,262</td>
<td>$74,262</td>
<td>$74,262</td>
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<tr>
<td>State</td>
<td>$430,298</td>
<td>$430,298</td>
<td>$430,298</td>
<td>$430,298</td>
<td>$430,298</td>
</tr>
<tr>
<td>Total</td>
<td>$504,560</td>
<td>$504,560</td>
<td>$504,560</td>
<td>$504,560</td>
<td>$504,560</td>
</tr>
</tbody>
</table>

* FY20 Subcontract award period is from 9/01/10-8/31/11.
Arizona AHEC Rural Health Professions Programs

In 2007, the Arizona AHEC Program began providing support to the University of Arizona Colleges of Medicine, Nursing, Pharmacy and Public Health as well as the Schools of Nursing at Arizona State University and Northern Arizona University to move toward doubling the number of students who receive training through the Rural Health Professionals Program (RHPP). The RHPP program was created by the Arizona Legislature in the 1990s (Arizona Statue 15-1754). The RHPP program is voluntary for student participation. Under legislation each year the participating schools select ten to twenty non-rural medical students and 4 NP students and four dental students from the University of Arizona, Arizona State University and four pharmacy students from the University of Arizona. Public Health was not included in the legislation but was supported by AHEC beginning in 2007 as an RHPP participant. The following section highlights some of the RHPP activities achieved in 2011 with AHEC support.

The University of Arizona College of Medicine

Rural Health Professions Program

Carol Q. Galper, EdD
Assistant Dean, Curricular Affairs Community Health Education

The University of Arizona College of Medicine’s Rural Health Professions Program (RHP) has been working to create rural physicians for Arizona since the inaugural class began in 1997. Since that time, 30 RHPP graduates and residency trained physicians are practicing in rural Arizona and most serve as RHPP preceptors. Because of the RHPP, many rural ARIZONA community health educators serving the Hopi Tribe and Navajo Nation Indian Indian communities. Additionally, funding from the AHEC has enabled the UA College of Pharmacy to evaluate its RHPP by longitudinally tracking the program participants. Data collected thus far has demonstrated that RHPP participants are statistically more likely to select elective rural rotations during their final year of pharmacy education than the rest of their classmates. Employment tracking data was collected from the recently graduated class of 2011. Eight out of the nine (89%) class of 2011 RHPP students participated were selected for a Post Graduate Year 1 (PGY1) pharmacy residency these are highly competitive. 1 year placements provide valuable training in health system operations, care, or continuity settings. This rate for residency accep- tance is much higher than the overall acceptance rate for all UA College of Pharmacy students. Additionally, one RHPP participant from the class of 2011 has accepted employment at a rural pharmacy where she spent one of her rotations.

Forty six communities across the state participate, with physicians who practice in family medicine, internal medicine, pediatrics, combined medicine-pediatrics, general surgery and obstetrics-gynecology. This past summer, RHPP students were in Chinle, Chilicotal-Williams, Cottonwood, the Grand Canyon, Flagstaff, Kingman, Polacca, Prescott Valley, Safford, Sono Low, Snowflake, Sierra Vista, Tuba City, Wickenburg and Yuma.

RHPP students are more likely than their classmates to select a primary care residency program, many training in rural residency programs. The program continues to track the graduates as they proceed through their training and into practice. RHPP is proud to be affiliated with the Arizona AHEC, and to work together to help assure a skilled and dedicated rural physician workforce for the future.

The University of Arizona College of Pharmacy

Rural Health Professions Program

Elizabeth A. Hall-Lipsy, JD, MPH
Clinical Assistant Professor, Program Manager,
Health Disparities Initiatives and Community Outreach

The Arizona Rural Health Professions Program (RHPP) legislation and resulting funding provides for up to four new pharmacy student participants to train in rural rotations each year. Additional funding from the Arizona Area Health Education Centers is provided to double the number of pharmacy students participating in this program from the University of Arizona’s College of Pharmacy. As a result of the funds provided by the AZAHEC, the College of Pharmacy has been able to more than triple the number of new RHPP pharmacy student participants for each of the last three years.

At the beginning of the current 2010-2011 school year, incoming Class of 2014 students were recruited for the RHPP. Over the course of the 2010 to 2011 funding year a total of 37 RHPP students (14 class of 2014, 12 class of 2013, 6 class of 2012, and 5 class of 2011) completed a rotation in a rural Arizona community. These placements were all in locations that are designated primary care Health Professional Shortage Areas by HRSA, which RHPP is able to expand and serve both the Tucson and Phoenix campuses and to expand our class size from 15 to 22, despite reductions in state funding. RHPP students are selected based on application during the first semester of medical school, and take additional coursework about rural health issues. The selected students are affiliated with the Arizona AHEC, and to work together to help assure a skilled and dedicated rural physician workforce for the future.

The overall goal of our partnership continues to focus on increasing the numbers of public health students who practice in rural and underserved communities in the state of Arizona and together, we have embarked on a comprehensive program that includes service learning courses, individual practicums, internships and fellowships for our MPH and DrPH students. Our program is all about making connections.

Service Learning Courses: Our service learning courses are becoming very popular and this year for the first time we have had to limit the number of students who could participate in many of our courses. We continue to provide four different service learning courses and have engaged in planning for a new course in Phoenix which will be implemented over spring break in 2012. All of these courses offer a one-week field experience designed to expose students to public health programs and services in rural, underserved areas of our state. The focus of the courses includes understanding and eliminating health disparities among underserved populations with an emphasis on specific service learning activities which address socioeconomic challenges, migration status, cultural beliefs and health behaviors when working with ethnically diverse populations to improve health. A total of 41 students have participated in these service learning courses throughout the year.

59a Maternal and Child Health in Urban Settings: Students and faculty collaborated with community partners to better understand the challenges and public health services available to the low income Hispanic, American Indian and refugee families of Tucson, AZ. To familiarize students with stressors posed by the physical and economic environment of Southern Arizona, students traveled in small groups by city bus to supermarkets in low income neighborhoods of Tucson. They experienced bus delays, waiting in extreme heat and looking for fresh and affordable fruits and vegetables.

A particularly poignant experience was working with American Indian women at The Haven, a residential substance abuse recovery center; the students taught women about hepatitis C risk factors and in turn learned jewelry making while participating in a support group. To enhance their understanding of the impact of the political environment on the lives of Hispanic families, students visited the Mexican Consulate to learn about Mexico’s efforts to educate their citizens about the dangers of illegally crossing the US-Mexico border and they observed the federal court proceedings in processing undocu-mented immigrants.

59b Maternal and Child Health in Rural Areas: In northern Arizona this course focused on the strengths and challenges of a rural environment and working with lay health educators serving the Hopi Tribe and Navajo Nation. To familiarize students with traditional Navajo life, the students spent the day with a rural Navajo family and had the opportunity to try their hand at weaving, making tortillas over an open fire, bottle feeding the lambs, shearing sheep and hunting water.

Students visited the Hopi Diabetes Prevention Program and participated in a community run through the mesas. Students worked two days with the Navajo Nation community health representatives (CHRs) or lay health educators who are responsible for home based health education and care. Students were paired with CHRs and traveled the routinely, long distances to the homes of Navajo clients generally elders or others needing assis-tance in maintaining a healthy lifestyle.

59c Border Health Service Learning Institute: The communities of Douglas and Agua Prieta serve as home to our Border Health Service Learning Institute this year and our students, faculty and community partners worked together to promote a strong and vibrant border region. Service projects included assisting in the development of a community garden, participating in campaigns for dengue prevention, immunizations and TB screening in Agua Prieta.

In Douglas, the students collaborated with the Chiricahua Community Health Center in their farmworker outreach programs, learned of innovative diabetes education and research, and got to see the “pride of Douglas” the new Center for Excellence in Pedi-atrics! Time was spent with humanitarian groups reaching out to migrant populations, learning about cooperative models for that provide a sustainable wage for the members and their families as an alternative to migration, an evening in engaging conversations with the Mexican Consul and his staff and many other community based activities.

59d Rural Health Service Learning Institute: The students and faculty engaged in the...
Continued from page 3

Arizona AHEC Rural Health Professions Programs

Continued from page 3

Diane Nuñez, DNP, BS, ANP-BC, Clinical Associate Professor

This year, Arizona State University College of Nursing & Healthcare Innovation had a record number of students applying for clinical rotations in rural and medically underserved areas. The Doctor of Nursing Practice (DNP) students have expressed increased desire for opportunities in rural communities to better prepare them for the anticipated shortages of healthcare providers. Students who participate in clinical rotations in rural areas are placed in various healthcare settings, including community health centers.

Karen A. Plager, DNSc, RN, FNP-BC
Professor and FNP Track Advisor; Principle Investigator for NL438X grant, Arizona Rural Health Professions Program

Northern Arizona University School of Nursing Family Nurse Practitioner Program

Northern Arizona University School of Nursing (NAU SCON) Family Nurse Practitioner Program was pleased to be awarded a $53,500 Arizona Rural Health Professions Program AHEC award. The program provides primary family care for underserved populations, including underrepresented groups.

Continued on page 8
Interprofessional education (IPE) is growing increasingly more important as foundational to improving practice and patient care. Interprofessional education involves educators and learners from two or more professions and their foundational disciplines who jointly create and foster a collaborative learning environment in which learners prepare for, and maintain, effective collaborative patient-centered practice that is focused on improving patient outcomes: evidence-based, quality-driven, and technology-enabled. Interprofessional education aims to develop mutual understanding of, and respect for, the contributions of various professions and their foundational disciplines who jointly create and foster a collaborative learning environment in which learners prepare for, and maintain, effective collaborative patient-centered practice that is focused on improving patient outcomes: evidence-based, quality-driven, and technology-enabled. 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The AzAHEC Fellowship Program in Clinical Outcomes and Comparative Effectiveness Research in Rural Primary Care

Ivo Abraham, PhD, RN
Professor, Pharmacy Practice & Science
College of Pharmacy, The University of Arizona

In keeping with its strategic priority to foster the development of the next generation of clinical teachers, equipped to educate a healthcare workforce that will face increasing challenges and continuous changes in Arizona’s health care sector, the AzAHEC has launched an interprofessional academic fellowship program in clinical-outcomes and comparative effectiveness research (the COCER program). The COCER Fellowship Program is a two-year career development program funding four doctorally prepared fellows a year from four health care disciplines: family and community medicine (MD), nursing (DNP), pharmacy (PharmD), and public health (PhD or DrPH). About 80% of the time is spent in research training, collaborative research projects at the T3 and T4 translational levels, and a mentored research project. The remaining 20% is devoted to interprofessional primary care practice in environments that serve underserved, predominantly rural, populations in the Tucson, AZ area.

Fellowship aims: The COCER Fellowship Program aims to be an exemplar of the future of rural underserved patients, families, and communities in Arizona. The program leadership across disciplines, evidence-based innovation in primary care, knowledge networks, driven by the regional AzAHEC centers, and expertise to educate the primary care professionals of the future. The program aims to create a new type of clinician-educator for rural primary care—a person knowledgeable about and experienced in rural primary care, evidence-based innovation in health care, patient-centric and population-focused care, and the generation and application of new knowledge.

The COCER Fellowship Program aims to yield significant outcomes in four critical areas: fellows, models, program, productivity, and thought leadership.

Fellows: We envision a new "breed", if not a new generation, of clinician-scientists. They are clinicians from across the foundational health sciences disciplines with enhanced training to practice interprofessionally and provide evidence-based care in underserved rural communities in Arizona. They also are scientists with the research skills to participate in, and evolve as leaders of, team-based, interprofessional outcomes and effectiveness research in rural primary care. Thus they serve as clinical bridges between primary and tertiary care, as translators of academic research into community and practice-based research, and as both authors and generators of knowledge critical to improving primary care to underserved communities in Arizona. Fellows will be working with the Southeast AHEC (SEAHEC) in Nogales as field laboratory and liaising with the other regional AzAHEC centers to develop a model of interprofessional primary care for evidence-based innovation in primary care for underserved rural Arizonans, their families, and their communities.

Program: The shortage across virtually all health care disciplines in primary care in general and rural primary care in particular is fundamentally structural in two respects. First, for professional and financial reasons, primary care unattractive to the majority of health professionals in the US – whether physicians, nurses, pharmacists, dentists, to name the major disciplines. Second, culturally and economically, rural areas are beyond debate and have been recognized in state and national legislation. Lack of accessible primary care impairs health from the patient to the population levels. Accessibility is not only a matter of availability, but also equity, affordability, and sustainability – at the patient, family, and community levels. The AzAHEC, through its regional centers and their partners as well as the relationship with Arizona’s public universities, provides a unique network to improve the accessibility of primary care by (a) fostering the development of the clinician-educator to teach the health professionals of the future, and (b) generating new knowledge about effective and efficient primary care in underserved rural Arizona.

Guaranteeing an explicit set of entitlements: Without venturing into political discussions, the benefits of primary care as the foundation for people’s health care are beyond debate and have been recognized in state and national legislation. Lack of accessible primary care impairs health from the patient to the population levels. Accessibility is not only a matter of availability, but also equity, affordability, and sustainability – at the patient, family, and community levels.

Fellowship focus: In its focus on evidence-based primary care, the COCER Fellowship Program seeks to help clinicians find a balance between macro- vs. micro-evidence to guide their practice. Macro-evidence refers to evidence from studies and meta-analyses. It is acquired through formal learning. It is focused on "seeing the larger picture" of "many other-patients". It gives a scientifically based indication of what patients should be like. The goal is to achieve the macrolevel of knowledge about patients, diseases, prevention, and intervention. In contrast, micro-evidence refers to evidence clinicians acquire from their own clinical experience and experimentation. It is gained from application of new knowledge in one’s own daily practice. The focus is on "seeing with one’s own eyes" to gain a "impatient" picture.

The focus is on translating the efficacy results of clinical trials to the broader population or the public health or the clinical practice settings from which the trial sample was drawn. Indeed, it is often believed that results from efficacy trials and especially real-world effectiveness studies can be readily disseminated and implemented. What is often forgotten is that replicating the intervention is not enough. Equally important is replicating other aspects of the trials: cost (land by encourage funding), training of providers, resources committed, and monitoring of the quality with which the intervention is delivered.

The framework for the Fellowship Program (depicted in the figure) emphasizes the transition from the patient level, to the level of care provided by clinicians, to the practice in which these clinicians provide care. Variability in patients necessitates part of the fellowship to be focused on risk management through risk-screening to drive the clinical support needed to provide care. Quality of care is evaluated by comparing clinical outcomes both the patient and practice levels to evidence-based benchmarks, and by assessing the extent to which patient-level and practice level outcomes trends in the same direction. The clinical and evaluation processes are informed by, yet also contribute to, the development of new knowledge and practice models for rural primary care, and fostering the development of clinician-scientists to educate the primary care professionals of tomorrow. Key strategies include:

- Providing continuity of care: Enabling continuity of care despite the seemingly insurmountable geographic, economic, and cultural diversity of rural Arizona, and health care systems even more fragmented than those in metropolitan areas.

- Assuring social protection in health: The COCER Fellowship Program is premised on the principles that (a) the health of each child and adult are the building stones of population health; (b) access to primary care is fundamental to the health and well-being of children and adults, their families, and the communities of which they are part; and (c) primary care assures the effective and efficient utilization of scarce health care resources through close clinician-patient relationships, patient and family guidance, and coordination of care.

- Guaranteeing a set of entitlements: Without venturing into political discussions, the benefits of primary care as the foundation for people’s health care are beyond debate and have been recognized in state and national legislation. Lack of accessible primary care impairs health from the patient to the population levels. Accessibility is not only a matter of availability, but also equity, affordability, and sustainability – at the patient, family, and community levels.
Arizona AHEC Interprofessional Education and Practice Projects

Interprofessional Education and Practice (IPE) at the Arizona Health Sciences Center

Andreas Theodorou, MD, FCCM, FAAP, Professor of Pediatrics; Chief Medical Officer, University of Arizona Medical Center Diamond Children’s, Chief, Pediatric Critical Care Medicine, Associate Head, Dept. of Pediatrics

The IPE program at the AHSC with support from Arizona AHEC has been able to build upon the interprofessional education activities and efforts that began in 2005, continuing into 2011. In July 2011 when the AHEC’s support was awarded, a newly invigorated and broader mission was articulated to promote our mission of “providing opportunities for health professions students and trainees to learn and practice together in interprofessional teams in order to enhance the health of their patients, families, and communities.”

The new operational plan clearly identifies the organizational structure of the IPE program, the mission and vision for the program, a two-year work plan, and future initiatives and activities. As part of the plan, two administrative units have broadened the membership and clarified roles. IPE Leadership Team includes college representatives who bring expertise in teaching and clinical practice, and new program faculty available as consultants in the area of policy, administration, evaluation, research, marketing, and information technology. Administrative support provides skills and broad experiences in database development, organization, and information dissemination. The expanded Coordinating Council, formerly known as the Steering Committee, includes more than 25 faculty, emeritus faculty, staff, and student representatives. The Coordinating Council serves as an advisory group that provides guidance on how teaching programs are operated and supports the institutionalization of interprofessional education at the University of Arizona. Members meet monthly and bring extensive experience and vision that have been instrumental to building a productive and respected program at our institution.

Under the leadership of Interim Director, Dr. Andreas Theodorou, the IPE program has been well integrated into the clinical enterprise at University of Arizona Health Network (UAHN) and speaks directly to its strong program of quality and safety initiatives. Dr. Ronald Weinstein, member of the Leadership Team and Director of the Arizona Telemedicine Program, took a leadership role in bringing the international Collaborating Across Borders III conference to Tucson AZ in November 2011, at which attendees from eight to ten countries will be present. IPEP teams have promoted the conference to colleagues, resulting in increased awareness of interprofessional education and practice at the AHEC, evidenced by the registration over 80 UA faculty members and students for the 3-day conference. Several members of the Leadership Team and Coordinating Council will be in attendance and presenting their interprofessional activities and research.

Initiatives and activities to date include: 1) Design and implementation of a new online Quality and Safety 3-credit course that began student enrollment in Fall 2011 through collaboration of Leadership team members and health sciences faculty; 2) Implementation of an interprofessionalism educational intervention in the current Family Medicine Residency safety curriculum; 3) Participation in the AHEC’s Cruz de Mayo initiative to build relationships with vulnerable communities in under-resourced areas of Arizona; 4) Development of the IPEP website available at: www.ipep.arizona.edu; 5) Creation of a marketing plan, informational materials, and new tagline for the program; and 6) Identification of faculty leaders for the Practice Workgroup (PW) and the Longitudinal (LCW) Curriculum Workgroup. The PW and LCW have recruited members and developed an initial strategy to promote their initiatives. Interprofessional education of health care learners at every level contributes toward growing a culture of teamwork and increasing interprofessional practice throughout Arizona. The ultimate goal is improved quality of health services for all Arizonans, delivered by teams of professionals who collaborate to improve access and reduce costs as they provide patient-centered care.

Arizona AHEC Supported Medical Residencies

One now third year family medicine resident shared, “Due in part to my experiences in Tubbs City and Safford, I am already exploring a future job opportunity in rural Arizona.” Kevin Bums, MD

The rural attending physicians with whom our residents worked provided (and continue to provide) outstanding teaching and mentorship during the rotations. Their resident evaluations, based on ACGME-defined competencies, have been very helpful as we provide feedback to residents on how to further improve their abilities to effectively care for rural populations. We were pleased to learn that rural preceptors found our residents’ presence in their facilities to be helpful and encouraging. One rural faculty commented, “It is an encouragement to all of us in the rural areas to have young physicians come learn with us. We feel we have much to teach them working out here in the ‘brenches’. But also, their youthful enthusiasm is a powerful motivator in our own daily work—that is to keep going, doing the work here in the communi ties. We know that someday we will teach someone that has a heart for the same work, such that he or she comes to join us. We look forward greatly to that day.” Jeff Moudlin, MD

We appreciate the ongoing support of Arizona AHEC and hope that our residency will continue to contribute positively to the healthcare needs of patients in Rural Arizona. As our residency’s Program Director noted, "The rural rotations have been an enhancement to our curriculum beyond our greatest expectations. Our residents find the sites to be inspiring; they meet wonderful colleagues out there, and inevitably form an attachment to the community." Vic. Water, MD

Although acquisition of skills and knowledge for clinical practice was a focal point for the rotations, local AHEC personnel assisted in helping the residents get involved in the community. Rural preceptors, too, are very aware that residents are more likely to return to rural communities if they could someday see themselves working in the rural setting. Residents were welcomed into the rural communities they rotated through; these rotations have been a great experience for all involved.

University of Arizona/AHEC GME Consortium Internal Medicine Residency

AHEC funding also allowed for eight UA/AHEC GME Consortium Internal Medicine Residents to complete rural blocks in the community of Green Valley for FY 2011. The Green Valley Rural Rotations are highly regarded by the internal medicine residents. Of his experience, one resident commented: “My Green Valley rotation was one of the most rewarding experiences I have had the opportunity to participate in. Not only was I able to provide assistance and care to patients in rural, picturesque settings of Green Valley but I had the opportunity to travel to Tucson and experience what it really was like to be the sole physician for miles.” Billee Hau, MD

Department of Family and Community Medicine’s Rural Health Obstetrics Program

AHEC has been an important supporter of the ongoing development of the Rural Health Obstetrics Program (RHOB). A community outreach program, RHOB is in its eighth year of operation. The funding supported Dr. Victoria Morrison’s supervision of family medicine residents as they provided low risk prenatal care and delivery services for women who otherwise may not have access to any prenatal care. Students from the 2011-2012 class hosted 24 clinics, seeing between eight and sixteen women in each clinic. In addition to prenatal care, women received education related to prenatal topics. The RHOB multidisciplinary medical team has included Family Medicine physicians, residents, nurse practitioners, community health advocates, phlebotomy students, nursing students, medical students, MPH students, Peace Corp workers and undergraduate students from UA and PCC. This opportunity helps to further the understanding by participants, of community outreach and quality healthcare provision to underserved individuals, often from rural areas with little access to healthcare resources.
Northern Arizona AHEC Family Medicine Residency Program

Sean Clendaniel, MPH
Director, Northern Arizona Area Health Education Center
North Country HealthCare

Over 20 years in the making, the time has come for the Northern Arizona Area Health Education Center (NAHEC) to finally develop a Family Medicine Residency Program (FMRP) for northern Arizona. The need has never been higher, the solution never clearer, and the opportunity never better to develop the only Accreditation Council for Graduate Medical Education (ACGME) residency program in Arizona that uses the Teaching Health Center model. Unique not only in its teaching model, but also its location, as the only ACGME residency north of Phoenix, and the only program owned by a regional AHEC center.

NAHEC is progressive Primary Care, Educational, and Community Health organization with a long history. Coupled with its history are a mission and state of the art Learning Center, Residency Clinic facility, and Telehealth system, which have helped it become a regional leader in health professions and medical education. This FMRP will build upon this to truly “grow our own” Family Medicine physician workforce for the region and state.

There are several primary drivers in the development of a Family Medicine residency program, most notably: 1) statewide need for more Graduate Medical Education (GME), in particular Family Medicine and rural-community based, 2) regional physician workforce development, pathway for the many medical students NAHEC works with who wish to train and retain in northern Arizona, 3) economic development for the communities NAHEC serves and region as a whole, 4) enhancing the capacity for health professions and medical education and research across northern Arizona, and 5) all that’s packaged within the Patient Protection and Affordable Care Act, especially the creation of Teaching Health Centers (THC), just as the Teaching Health Center model is now in who owns and sponsors the accredited program, it is also new in how it is funded. Unlike the traditional model of payment and ownership of GME where funds are largely administered by Centers for Medicare and Medicaid Services (CMS) directly to Hospitals and Aca-
demic Health Centers, this model will be financed through the Resident Prote-
ctions within HRSA directly to the Teaching Health Center. THC funds can only be given to the entities noted above in the THC statutes and only to new programs or expanded numbers of residents.

Over the past year NAHEC commenced initial development of the FMRP through consultation with a diverse group of experts. With AHEC; funds now provided for the first 2 years of startup, NAHEC is conducting a national search for its founding Program Director. The goal is to have the inaugural class of residents starting July 2014.

This new Family Medicine program will be one of a kind in the state. It will help meet regional and statewide Primary Care workforce needs, increase access to care, develop a culturally attuned physician workforce, have far reaching economic impacts, and address long standing health disparities.

Innovative Arizona AHEC Supported Projects

Med-Start: An Academic Enrichment Summer Program for High School Students

Laurie Soloff, N.D., M.P.H.
E evaluator, Office of Outreach and Multicultural Affairs,
College of Medicine, Arizona Health Sciences Center, The University of Arizona

The Office of Outreach and Multicultural Affairs (OMA) in the College of Medicine (COM) at the University of Arizona has been providing the MedStart program for over 40 years to engage Arizona high school students to pursue careers in science and healthcare. Med-Start offers a summer academic enrichment and health career exploration program along with ongoing support and follow-up.

High school juniors from across Arizona are selected based on their demonstrated interest in pursuing a health career, recommendations, and high school transcripts. This unique partnership among the University of Arizona, Arizona Area Health Education Centers, Inter-Tribal Council of Arizona, community colleges, and area health care facilities, ensures that students are exposed to diverse experiences.

A highly competitive program, of the 689 students who began an online application in 2011, 158 applicants completed the comprehensive application process, and were reviewed by a committee comprised of all five regional AHEC offices and UA representatives. A total of 60 students were selected to participate for the summer 2011 at the two program sites. The residential program at the UA campus in Tucson had 36 students living in the college dorms and participating in classes and activities. Our Phoenix campus provided a day program for 24 students who commuted to the downtown UACOM Phoenix campus to participate.

Some highlights of this year’s program include:

Phoenix and Tucson students and staff all met in Flagstaff where NAHEC staff facilitated activities for the students including: a tour of the NAU campus; physical therapy facility; and a campus laboratory for hands-on sheep heart dissection. The entire group traveled further north to tour the Tuba City Navajo Healthcare Center and meet nurses, family practitioners, surgeons, and pharmacists. The visit was followed by a trip to the Hope Healthcare Center in tribal communities and opportunities to learn about health care as well as traditional Hopi culture.

GVAHEC staff and interns met with students in Phoenix, providing a presentation on nutrition. At Banner Good Samaritan, students met with medical staff and researchers, visited a clinical simulation lab and a morgue, and had hands on experience dissecting, suturing, and casting.

On the UA Tucson campus, students visited laboratories to learn about food safety issues and how to minimize the spread of food borne pathogens; DNA extraction; pharmaceutical compounding and other lab practices. They learned about new cardiac emergency procedures including Continuous Chest Compressions and AED usage.

This year, Med-Starters advanced their Math knowledge and skill, using the ALEKS self-paced online program, a tool used for math placement at many universities and a study resource for the graduate school entrance exam.

We continue to follow-up with our Med Start alumni, as they progress on their career paths, and many return to the program to give back and encourage new students in their own educational efforts. MedStart has been very successful in increasing students’ motivation, knowledge and skill levels to successfully prepare for college, enroll, graduate, and pursue healthcare careers. Many Med-Start alumni look back and recount this program as a key experience enabling their educational and career achievements, building the healthcare workforce of the future.

Arizona AHEC Program Mission Statement

To enhance access to quality healthcare, particularly primary and preventive care, by improving the supply and distribution of healthcare professionals through academic-community educational partnerships in rural and urban medically underserved areas.

Arizona AHEC Program

Northern Arizona University School of Nursing Family Nurse Practitioner Program

From page 4

Each year for the past four, we have applied part of our award to offer an on-campus 2-day FNP Student Skills and Evidence-Based Practice Workshop. This year’s workshop was held January 22–23, 2011 and had eighteen first-year and fourteen second-year student participants. The first day provided students with the didactic and hands-on practice time for learning suturing and minor office procedures such as skin biopsies, evacuation of subungal hematomas, removal of ingrown toenails. Students also participated in a workshop to learn and practice advanced skills for joint examination. The evening dinner session focused on point-of-care evidence-based practice (EBP) and using PDAs and smart phones to access this information. The second day of the workshop students learned from expert clinicians in our community about child abuse identification, evaluation and referral and about cardiac evaluation for pre-sports participation physicals. In the afternoon of the second day, students chose one of three concurrent sessions to attend, including: EKG interpretation, basic 12-lead EKG, and discussion of clinical lab cases. The 2-day offering received high evaluation scores from the students in attendance and provided them with valuable face-to-face time with faculty and fellow students in our program which is primarily online. Grant monies made it possible to support the students to travel to Flagstaff for the workshop as well as provide some meals, pay honoraria to presenters, and purchase supplies for practicing skills.

This is the second year that the FNP program has used the software program, E*Value, for students to maintain their clinical logs throughout three semesters of family primary health care clinical practice. This clinical log software helps us to better serve the needs of our students for achieving wellbalanced clinical experiences with a variety of patients across the lifespan. The logs serve as a part of the student’s portfolio after graduation as they seek positions in advance practice nursing.

NAU School of Nursing continues to grow our FNP program.

We admitted 27 FNP students to begin classes for summer/fall 2011, giving us 44 FNP students who pursue either full time (two year) or part time (three year) programs of study. We are grate-
ful to the Arizona AHEC Program for continuing to award the Rural Health Professions grant funds. As tuition and fees for students continue to increase, grants such as this provide a valuable asset to our students and for our program offerings.

Rural Health Professions Education Program (RHPEP) tabindex="1"
Innovative Arizona AHEC Supported Projects

**Increase Outreach Efforts in Central and Northern Arizona**

Our outreach efforts to the Central and Northern regions of Arizona have intensely targeted governmental and non-governmental organizations including, but not limited to, health clinics (federally qualified and private entities), area hospitals, private physicians and other healthcare and allied health care agencies. Formal presentations about the program have been provided to the Arizona Department of Health Services through a “Brown Bag” lunch series the department conducts on a regular basis. Faculty and staff have visited the Maricopa county health department as well as other county programs not under the direct purview and supervision of the County Health Department Director such as Ryan White programs (Under the Maricopa County Manager) and Environmental Health Services.

The Phoenix Program joined forces with Wesley to establish a partnership with local high schools located within close proximity and within the service area of Wesley. Central Phoenix Teen Connection (CepTec) is a collaboration between Wesley Community Health Center, the University of Arizona Mel and Enid Zuckerman College of Public Health—Phoenix, College of Medicine—Phoenix (COM), and the Greater Valley Area Health Education Center. The aim of this program is to develop a leadership curriculum by graduate health profession students in collaboration with high school students as well as taught by the graduate students and grooming high students an understanding of the different outside influences that affect their decision making process and how to address outside influences.

In general, student enrollment in the Phoenix program more than doubled from the first year of the program in fall 2010 to the current 2011 fall semester. Two students from the first cohort graduated in May 2011. One of them, Dr. Cindy Ziker, is employed as the Director of Evaluation and Program Improvement for the Glendale Union High School District in Glendale, Arizona.

By virtue of the nature of our program, the public health and healthcare community of Phoenix and other parts of the state are self-identifying as natural partners with the Phoenix Program. We have forged alliances with the various programs under the auspices of the Arizona Department of Health Services, the Maricopa County Health Department, Environmental Health Services and the Ryan White program, both within Maricopa County government.

Phoenix faculty serve as instructors for two of the core courses, online, thereby, providing a service to all students registered within the College; this includes Public Health Certificate students that can be located anywhere in the state of Arizona, Tucson and Phoenix-based students.

**Arizona Virtual Applicant Academy: E-Learning for Medical School Applicants from Rural And Underserved Communities**

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The University of Arizona College of Medicine

Oscar Beita, MD, MPH
Associate Director, Office of Outreach and Multicultural Affairs
The University of Arizona College of Medicine

Ana Maria Lopez, MD, MPH, FACP
Associate Dean for Outreach and Multicultural Affairs
The University of Arizona College of Medicine

The Office of Outreach and Multicultural Affairs (OMA) in the University of Arizona College of Medicine received funding from the Arizona AHEC Program to create an online resource for pre-medical students from rural, underserved or disadvantaged backgrounds. Using distance learning, students across the state as well outside of Arizona, are now able to take advantage of this elearning opportunity to support them as they prepare for medical school.

The highlight of the project was the completion of a new website “MedPath: Planning Your Path to Medical School”. http://medpath.medicine.arizona.edu/ MedPath was designed for pre-med students early in their educational careers. The site presents information about the path to medical school in six manageable, easy-to-understand sections, with each section introduced by a video. These sites: Physician Pathway; The Medical College Admission Test (MCAT); Clinical and Non-clinical Extracurricular Activities; Summer Programs; The American Medical College Application Service (AMCAS); and Academic Goals.

Designed to offer a self-directed experience freely available via internet connection, MedPath can be utilized at any time. Each section features downloadable files such as information sheets and articles, as well as links to other websites with information to educate and support the future generation of physicians. OMA also provides a link to the NAHEC web resource, myhealthcareers.net for pre-health students.

MedPath offers online quizzes to test knowledge obtained from each topic and reinforce key points. OMA invites students to register to gain full utilization of the site. The registration data includes demographic information, as well as measures of intentions, motivation and perceived barriers, supporting our evaluation and quality improvement efforts.

The development of the modules included collaboration with members of pre-medical student focus groups hosted by OMA staff who identified the key areas that needed to be addressed for the early, low-knowledge, pre-med student. Scripts were written focusing on topic areas identified by the focus group participants, as well as current medical students and faculty; a diverse group of current UA medical students were recruited as actors for the videos.

In addition to MedPath, OMA has developed a range of online resources as well as in-person advising, workshops and programs for prehealth and pre-med students. Supporting our live workshops, the Dr. Med PreMed Workshop self-tutorial and detailed handouts are available through OMA’s main web page: http://www.diversity.medicine.arizona.edu. These materials were tested and revised through in-person workshops held in Tucson, Phoenix and Flagstaff, to provide user-friendly information targeted specifically to Arizona pre-med students. The Dr. Med PreMed materials include: PreMed Academic Timeline, MCAT Schedules, UA PreMed Resources, Volunteer Opportunities, Association of American Medical Colleges (AAMC) Summer Programs for College Students, Summer Medical and Dental Education Program, Health Professional School and Medical College Timelines & Checklists, and additional fact sheets.

OMA held a pilot test for the newly launched MedPath site in March 2011 with a group of premed students who completed the registration form, viewed the videos, took quizzes and explored links. Pilot users were asked to complete evaluation instruments. Students were asked to rate each of the six videos, quizzes, and links to external materials. Overall, participants highly rated all the elements.

Dr. Ana Maria Lopez was the Principal Investigator for this innovative initiative and Linda Don developed the initial concept for the virtual pre-med program. MedPath and our accompanying online resources provide college students with a virtual experience of the pathway to medical school, with the goal of assisting them in becoming successful medical school applicants and joining the healthcare workforce of tomorrow.
**WORFORCE DEVELOPMENT SUMMARY-NAHEC**

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<th>Type of Program</th>
<th>Number of Programs and/or Participants Served</th>
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<td>Health Professions Students Clinical Education</td>
<td>95 Rotations – 93 Students</td>
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<tr>
<td>Health Professionals Continuing Education</td>
<td>116 Programs – 847 Participants</td>
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<tr>
<td>Health Careers Education Programs &lt; .20 hours</td>
<td>1,053 Students – 70 Parents and Teachers</td>
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<td>Health Careers Education Programs &gt;.20 hours</td>
<td>141 Students</td>
</tr>
<tr>
<td>Community Health Programs</td>
<td>8 Programs – 925 Participants</td>
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**EDUCATION CENTER (NAHEC) ACTIVITIES**

Jeni Byrne, BA  
Executive Director, Eastern Arizona Area Health Education Center

The Annual Future Health Leaders (FHL) summer camp completed its sixth year of camp in 2011. It is the second year the camp was open state wide to all high school students in Arizona. Each of the five AHEC’s actively participated in the design and implementation of the camp. For the 2011 camp year, the FHL program was held on the campus of Eastern Arizona College (EAC) in Thatcher, AZ. The School of Nursing at EAC generously allowed lectures and hands on activities to be conducted in the nursing class rooms. The focus has remained the same each year for the students; to create, for each student, a small glimpse into a few of our “core” AHEC programs and services. This year Educational Endeavors, a non-profit program, traveled from Phoenix to Thatcher, to work with the students on leadership. Each of the activities taught the importance of team work, listening to others, problem solving, and diplomacy in each situation. This will help the students with patient care coordination, working with other disciplines that care for the same patient.

Chad Camp, a certified Physician Assistant from Globe, AZ, spoke to the students about being a Physician Assistant in rural Arizona. He also provided the students with instructions on how to suture using pig’s feet.

Each student was also taught the skills of Heart Savers CPR and received their certification through the FHL program.

A visit to A.T. Still University introduced the students to different graduate programs that are offered at the school. Some of the programs are Physical Therapy, Physician Assistant, Audiology, and Occupational Therapy. The students visited the cadaver lab, where they learned about muscles, bones, and body functions. They also visited the audiology lab and learned about the inner workings of the ear and how it relates to balance as well as hearing.

At the close of camp the students conducted their own closing ceremonies to share, with their parents and families, all their experiences during the 2011 FHL Camp. With smiles on their faces and bags packed, the students said their good-byes and left for home.

**RURAL FAMILY PRACTICE RESIDENCY PROGRAM**

EAHEC has been working with Phoenix Baptist Hospit and Hope Family Care in the development of a rural family practice residency site in Globe, AZ. Chad Camp bell E.A.C., a graduate of the Integrative Medicine Fel lowship at the UA, has dedicated his clinic, Hope Family Care, to be the clinical residency site. Chad is also working with the Integrative Medicine fellowship to create an Integ rative Residency program for those who participate in the residency opportunities at Hope Family Care. When the residents finish the residency they will receive two degrees.

The first degree will be from Phoenix Baptist Hospital and the second from the Integrative Medicine Program at the University of Arizona.

The physician who will precept the students at Hope Family care is Jeri Jensen, M.D. She is also a graduate of the 2010 Integrative Medicine program. She moved from Maine to Globe, AZ to help build an Integrative care center with Chad and to precept the residency students.

Dr. Orm and Dr. Stone from Phoenix Baptist Hospital will remain the primary physicians of preceptorship for the students. Hope Family Care will be a satellite office of practice for the Phoenix Baptist residency students.

EAHEC will support the residents and the clinics by providing housing and meeting the vocational needs of the students. EAHEC will also be a liaison between the clinic and two residency programs. The projected start month for the Residency program to begin is October 2011.

**WORKFORCE DEVELOPMENT SUMMARY-EAHEC**

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Number of Programs and/or Participants Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Professions Students Clinical Education</td>
<td>95 Rotations – 93 Students</td>
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<tr>
<td>Health Professionals Continuing Education</td>
<td>116 Programs – 847 Participants</td>
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<tr>
<td>Health Careers Education Programs &lt; .20 hours</td>
<td>1,053 Students – 70 Parents and Teachers</td>
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<tr>
<td>Health Careers Education Programs &gt;.20 hours</td>
<td>141 Students</td>
</tr>
<tr>
<td>Community Health Programs</td>
<td>8 Programs – 925 Participants</td>
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</tbody>
</table>

**EDUCATION CENTER (EAHEC) ACTIVITIES**

Jeri Byrne, BA  
Executive Director, Eastern Arizona Area Health Education Center

The Northern Arizona AHEC had another successful year. Here is a small glimpse into a few of our accomplishments:

- Our many youth programs include, Future Health Leaders (FHL) programs, Indigenous Pride Health Worker program, STEM Camp for Elementary School students, Health Occupations Students of America (HOSA) chapters and sponsorship and coordination of many other programs and services for youth across our service area. Collectively these programs work with hundreds of students on in-depth, hands-on, health career exploration, academic enrichment, college/ university preparatory, and leadership development activities.
- Our inaugural class of A.T. Still University School of Osteopathic Medicine Arizona medical students graduated and full accreditation was awarded. A majority of students entered residency programs in primary care.
- We commenced development of our Family Medicine Residency program, which will be the only AHEC and Community Health Center owned and accredited program in the state and the only ACGME residency north of Phoenix. Our aim is to have our first class of residents start July 2013.
- This year Educational Endeavors, a non-profit program, traveled from Phoenix to Thatcher, to work with the students on leadership. Each of the activities taught the importance of team work, listening to others, problem solving, and diplomacy in each situation. This will help the students with patient care coordination, working with other disciplines that care for the same patient.
- Chad Camp, a certified Physician Assistant from Globe, AZ, spoke to the students about being a Physician Assistant in rural Arizona. He also provided the students with instructions on how to suture using pig’s feet.
- Each student was also taught the skills of Heart Savers CPR and received their certification through the FHL program.
- A visit to A.T. Still University introduced the students to different graduate programs that are offered at the school. Some of the programs are Physical Therapy, Physician Assistant, Audiology, and Occupational Therapy. The students visited the cadaver lab, where they learned about muscles, bones, and body functions. They also visited the audiology lab and learned about the inner workings of the ear and how it relates to balance as well as hearing.
- At the close of camp the students conducted their own closing ceremonies to share, with their parents and families, all their experiences during the 2011 FHL Camp. With smiles on their faces and bags packed, the students said their good-byes and left for home.

**NORTHERN ARIZONA AREA HEALTH EDUCATION CENTER (NAHEC) ACTIVITIES**

Sean Clendaniel, MPH  
Director, Northern Arizona Area Health Education Center  
North Country HealthCare

The Northern Arizona AHEC had another successful year. Here is a small glimpse into a few of our accomplishments:

- Our many youth programs include, Future Health Leaders (FHL) programs, Indigenous Pride Health Worker program, STEM Camp for Elementary School students, Health Occupations Students of America (HOSA) chapters and sponsorship and coordination of many other programs and services for youth across our service area. Collectively these programs work with hundreds of students on in-depth, hands-on, health career exploration, academic enrichment, college/ university preparatory, and leadership development activities.
- Our inaugural class of A.T. Still University School of Osteopathic Medicine Arizona medical students graduated and full accreditation was awarded. A majority of students entered residency programs in primary care.
- We commenced development of our Family Medicine Residency program, which will be the only AHEC and Community Health Center owned and accredited program in the state and the only ACGME residency north of Phoenix. Our aim is to have our first class of residents start July 2013.
- Our coordination, sponsorship, and partnership in a myriad of Community Health programs and services delivered for many communities and target populations across northern Arizona.
- Our rapid expansion of Telehealth through administrative, academic, research, and clinical uses. Providers are now seeing patients on a regularly scheduled basis for several clinical services: Primary Care, Behavioral Health, HIV, Hep C, and remote monitoring. We are providing educational events for students, community members, and healthcare providers on a daily basis.
- Our burgeoning research program received grant funding, new academic-community partnerships established, and several community-based, clinical, and telehealth projects were completed.
- Our Health Provider Education and CE/CME programs held hundreds of events ranging from national conferences to regional workshops, specialty training on a bevy of topics to individual licensing renewal (BLS, ACLS).

This is but a small snapshot into our many programs and activities across our vast service area. Through our parent organization, North Country HealthCare, we are an organization devoted to “creating healthier communities” through primary care, education, outreach, and advocacy. Our strategic priorities for this coming year are development of our Family Medicine Residency program, continued development of community-based and clinical research, development of Patient-Centered Medical Home, increased Telehealth programs and services, and furthering our “core” AHEC programs and services.
Predicting the Future: Developing a Healthcare Workforce for Tomorrow

As the future of the U.S. healthcare system was discussed on a national level, the Greater Valley AHEC began to look at our role and responsibility towards developing a well-prepared healthcare workforce. In order to better understand what we may need for the future, the GVAHEC partnered with the Arizona Chamber of Commerce Foundation and St. Luke’s Health Initiatives to bring key Arizona stakeholders from industry, education and government to participate in a professionally facilitated two-hour roundtable discussion in January 2011, to gather insights about the major challenges and opportunities that face Arizona’s healthcare workforce due to the enactment of the Patient Protection and Affordable Care Act (PPACA). The results of these focus group discussions received an ICE PAK often stay connected with the program such as; Military Skills Translator; Online Connecting to Employment. The portal includes tools to assist service members, veterans & their families with transition and training requirements. In addition to students completing rotations in Apache Junction and at the LifeBridge Center, a new training site was developed at SCAN health plan. SCAN is an Medicare provider in Maricopa County and is committed to improving the health and wellbeing of seniors through their service region. GVAHEC supported this mission by placing two health professions students at SCAN offices to deliver “Balanced Wellness” a student developed education program focused on falls prevention.

In addition to LifeBridge, Apache Junction and SCAN, new training sites were added to our growing list of partner locations. These include: A New Leaf, Maricopa Integrated Health – Family Resource Center, Washington High School in Phoenix, and the Boys and Girls Clubs in Phoenix. Students completing rotations with the GVAHEC had the opportunity to learn how to identify community health education needs, develop culturally appropriate and language appropriate educational materials, and evaluate the effectiveness of activities. During program development, emphasis was placed on the identification of learning objectives, measurable outcomes, and appropriate evaluation tools. Projects ranged from cooking demonstrations using foods typically found in an emergency food box, over the counter medication usage, to health nutrition for pregnant teens. GVAHEC also participated in the Dewey-Humboldt summer lunch program, providing school aged children the opportunity to participate in interactive learning stations, developed by the GVAHEC interns.

Growing Our Own

Over the past two years, we have discovered that there are a number of Arizona residents that have unique challenges that prevent them from pursuing, enrolling, or completing a health professions training program at a College or University. Study skills, cultural influences, language, cultural assimilation (as in the case of refugees), and transitions for veterans returning to civilian life are just a few.

To better assist these individuals, GVAHEC has been working towards the development of a center that would provide educational case management, linking them to the resources necessary in order to be successful in achieving their professional goals. In 2010, GVAHEC was awarded funding from the Thunderbird Charter to begin the development of our center. Additionally, we are delighted that Gateway Community College has provided us with in-kind space and supports to operate the center. A soft launch of the program is planned for September 2011.

GVAHEC continued supporting local HOSA Chapters this year by offering mini grants that support students attending leadership conferences; the purchase of required uniforms; or educational materials and supplies. This year, GVAHEC awarded approximately $20,000.00 in mini grants to five organizations.
### Southeast Arizona Area Health Education Center (SEAHEC) Activities

At SEAHEC we focus on our partnerships and collaborations. Together we are identifying and prioritizing strategic outcomes which collectively contribute to meeting our health workforce needs in southeastern Arizona in a culturally appropriate manner. This year’s report highlights some of those collaborative efforts and achievements.

**Border Health Service Learning Institute (BHSLi):** Public Health students explore how the economy and migration impact health in Douglas/Agua Prieta.

BHSLi was a week-long intensive course in August 2011 that engaged students in community-based collaboration at the U.S.-Mexico border. Students volunteered with local health agencies while learning about factors influencing public health in a binational and rural setting. BHSLi was part of the Rural Health Professions Program (RHPP), a partnership of the Arizona Area Health Education Centers (AHEC) Program and the University of Arizona Mel and Enid Zuckerman College of Public Health. SEAHEC helped coordinate and SEAHSC Director Gail Emrick, serving as Adjunct Faculty for the UA Zuckerman College of Public Health, teamed up with COPH faculty Jill de Zapiren, Cecilia Rosales, and Borris Duncan to run the course. Some of their activities during the week included:

- Working with a grassroots community group, La Union del Pueblo, to develop economic self-sufficiency. These activities included permiculture, sewing, and woodworking skills.
- Helping with dengue prevention, immunizations and TB control.
- Working with the Hospital General’s Collaborative Prevention activities. Through BHSLI, students worked with local health agencies while learning about factors influencing public health in a binational and rural setting. BHSLI was part of the Rural Health Professions Program (RHPP), a partnership of the Arizona Area Health Education Centers (AHEC) Program and the University of Arizona Mel and Enid Zuckerman College of Public Health. SEAHEC helped coordinate and SEAHSC Director Gail Emrick, serving as Adjunct Faculty for the UA Zuckerman College of Public Health, teamed up with COPH faculty Jill de Zapiren, Cecilia Rosales, and Borris Duncan to run the course. Some of their activities during the week included:

  - Touring the University of Arizona Communications System in the Regional Center for Border Health, WAHEC Yuma and the Southeast Arizona Medical Center in Douglas, expanding our reach even further.

  - How to Develop Future Healthcare Leaders: Protocols for Implementing, Monitoring and Evaluating SEAHEC’s High School Health Career Clubs

In a move forward in support of AZAHEC Programs’ Strategy, SEAHEC is solidifying efforts to effectively monitor and evaluate our programs’ processes and outcomes. Monitoring and evaluation will enable SEAHEC to measure which factors and activities are contributing to our impact on critical indicators for success including:

- number of students learning about health careers;
- reductio

### Health Education & Diabetes: Students worked with Chiricahua Community Health Centers, Inc (CCHC), a Federally Qualified Community Health Center (FQCHC) that brings quality affordable healthcare to the residents of the Southeast Cochise County. CCHCI now runs four clinics plus mobile medical and dental clinics that reach isolated rural communities. At CCHCI, students learned about diabetes education and outreach and helped assemble health information packets.

### Mexico’s Health System and Community Outreach

Students learned about the essential public health services and functions of the Mexican health system including prevention activities. Through BHSLi, students worked with the Hospital General’s outreach team to conduct outreach for dengue prevention, immunizations and TB control.

### Economic Development: Students participated in activities with local agencies “Posicion de Cruz” and DougPrietaWorks to help families in poor neighborhoods of Agua Prieta develop economic self-sufficiency. These activities included permaculture, sewing, and woodworking skills.

### Through service, the students learned about the daily lives of Mexican families and communities impacted by migration.

### Fire Safety, Health and Prevention: In collaboration with a grassroots community group, La Union del Pueblo, the students ran a Fire Safety fair for the residents of Winchester Heights, a very low-income farm worker community. The community identified fire safety as a priority following a fire in 2007 that killed a mother and three children. Students met with families, provided information on fire safety and helped families correctly install free fire alarms.

### Developmental Disabilities on the Border: SEAHEC partners with the UA Sonoran Center of Excellence to support 150 border families and caregivers.

Last fall, SEAHEC was approached by Dr. Bursin Duncan, (Pediatrician and UA Faculty member) with a request for partnership to bring critical information about developmental disabilities and resources to border communities. Together we led an Arizona border-wide team to create a conference attended by over 150 family members and caregivers for people with developmental disabilities. The conference included workshops on coping and supporting strategies, aging and disability, and connections to informational resources including health providers and service agencies. Partners included the Arizona Department of Economic Security and the Arizona DD Network. Simultaneous translation services were offered to help providers and families make new links across culture and language. Sessions in Nogales were simulcast through the telecommunication system in the Regional Center for Border Health, WAHEC Yuma and the Southeast Arizona Medical Center in Douglas, expanding our reach even further.

### How to Develop Future Healthcare Leaders: Protocols for Implementing, Monitoring and Evaluating SEAHEC’s High School Health Career Clubs

In a move forward in support of AZAHEC Programs’ Strategy, SEAHEC is solidifying efforts to effectively monitor and evaluate our programs’ processes and outcomes. Monitoring and evaluation will enable SEAHEC to measure which factors and activities are contributing to our impact on critical indicators for success including:

- number of students learning about health careers;
- reduction of anxiety and fear of going to college; and intriguing information experiences such as academic institutions tours, summer camps, and hands on activities like CPR, First Aid training and sheep eye dissections! At the end of the academic year, each participating high school student answered an exit survey which demonstrated that participation in the club motivated them to pursue college and possibly choose a health profession.

### High School Student Tours of University of Arizona Health Sciences Programs Over 100 students from southern Arizona learn about health career options

Students from SEAHEC-sponsored High School Health Career Clubs in Bubee, Douglas, Nogales, Rio Rico and Tucson came together in December 2010 for a hands-on experience to learn how to pursue their dreams following high school graduation. The visiting students were guided by UA pre-med student volunteers and rotated through a series of exploratory workshops within the College of Medicine to experience the university admissions process for the RN program; Public Health and a Glow Germ Activity; racial and ethnic health disparities; the new CPR; and healthy lifestyles and exercises. Workshops were presented by university students and staff with culturally diverse backgrounds and/or from rural communities similar to those of the visiting students. This half-day of experimental learning was jointly coordinated by SEAHEC, the Medical College of Medicine Office of Outreach and Multicultural Affairs (OMA), and the UA College of Nursing, with much help from Mary O’Connell, RN.

### Brand New Residency Program in Nogales: University of Arizona College of Medicine’s Department of Family and Community Medicine creates new opportunities with Arizona AHEC Support

We are proud to announce that the UA, under the direction of Dr. Ed Paul, has successfully begun a rural residency program in Nogales, AZ in fall 2010. After many years of conceptualizing and planning AHEC funding has made this possible. The first resident, Alex Hernan
dez, enjoyed his experience so much that he returned for another month in June 2011. Dr. Hernandez told us, “I enjoyed the population, most importantly the ability to help people not only on a medical level but on a cultural level as well.” We anticipate 6 more residents during the 2011-2012 year. Erin Sol, SEAHEC’s Program Coordinator for Health Professionals Student Placement, is working closely with the College to assure that Resident’s housing needs are met during their stay in our service area communities.

### Project Connect: AZ AHECs helps link local health care providers to Domestic Violence services

As part of SEAHEC’s participations in the Arizona Rural Women’s Health Network, we were invited to partner in Project Connect, a domestic violence screening and referral project. Project Connect, which the AHECs are helping to implement statewide, trains providers to address sexual and domestic violence by screening patients and connecting them to needed services and support. It is made possible through a Family Violence Prevention grant from the Office on Women’s Health. Partners include the Arizona Coalition Against Domestic Violence, the Association of Community Health Centers, the Arizona Family Planning Council, Arizona State University, the Department of Health Services, and SEAHEC. SEAHEC staff Suzanne David is providing CE/CME credits to participating providers, as well as assisting that rural voice and representation are included in the training focus and agenda. Each AHEC Center adapted the workshops to their local setting and invited local DV/Sexual Assault support agencies to attend in order to promote networking between health and social service sectors. Evaluations were overwhelmingly positive and participating providers expressed eagerness to apply screening techniques in their own practice settings. The workshops will be recorded and offered on DVD for those that express interest but could not attend.

### Gabrielle Giffords Honorary Save-a-Life Saturday: CPR & First Aid Trainings

In March 2011, people all across the country participated in a lifesaving training from the American Red Cross, held in honor of all those affected by the January tragedy in Arizona. SEAHEC sponsored training led by instructor Mireya Velasco for over 60 people from our service area that had never been exposed to CPR or First Aid.

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**Students from SEAHEC-sponsored High School Career Clubs toured the University of Arizona**

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### Regional Center Director Reviews

**Type of Program**

<table>
<thead>
<tr>
<th>Health Professions Students Clinical Education</th>
<th>Number of Programs and/or Participants Served</th>
</tr>
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<tbody>
<tr>
<td>Health Professionals Continuing Education</td>
<td>6 Programs – 548 Participants</td>
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<tr>
<td>Health Careers Education Programs &lt; 20 hours</td>
<td>1,850 Students – 35 Parents and Teachers</td>
</tr>
<tr>
<td>Health Careers Education Programs &gt;20 hours</td>
<td>236 Students – 120 Volunteers</td>
</tr>
<tr>
<td>Community Health Programs</td>
<td>64 Programs – 2,474 Participants</td>
</tr>
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**Planning Leadership**
Western Arizona Area Health Education Center (WAHEC) Activities

Ines Pampara, MBA
Director, Western Arizona Area Health Education Center

The following report highlights some of the WAHEC’s accomplishments during FY 2010-2011. A number of programs/activities were delivered throughout the WAHEC’s service area of Yuma, La Paz and Mohave Counties.

CME Programs
More than 657 health-care professionals and first responders attended WAHEC-sponsored continuing-education and training sessions. Topics included: advocacy and health disparities, chronic obstructive pulmonary disease, diabetes, emergency medical technicians’ response training (bilingual effort), immunizations, and Medical Spanish Terminology.

RCBH coordinated the “Stress Management” presentation. A total of 32 participants attending included outreach workers, community stakeholders, case managers, allied health professionals, office managers, and nursing students. Thus, the presentation provided tips to help individuals to develop effective stress management techniques such as handling stress, relaxation, etc.

WAHEC activities
Career Effectiveness and Renewal

Educational Opportunity | Location | # of Participants
--- | --- | ---
Stress Management Workshop | Somerton | 32
Depression Workshop | Somerton | 25
Emergency Medical Services workshop (CPA) | Yuma | 252
Disability Workshop with SEAHEC | Somerton | 12
Anger Management | Somerton | 20
Immunizations | San Luis & Somerton | 174
Glucose and Cholesterol Screenings | San Luis & Somerton | 68
Medical Spanish terminology | Somerton | 33
Domestic Violence | Somerton | 30
Dealing with Angry Customers | San Luis | 11

Medical Spanish Language Workshop
CME/CE program sponsored by RCBH/WAHEC included the Medical Spanish Language Workshop. This interdisciplinary workshop was held April 1st, from 8:00 a.m. to 2:00 p.m. The main objectives of the Medical Spanish Language Workshop were to introduce students to basic, medically related vocabulary and grammatical concepts in Spanish to facilitate communication with Spanish-speaking patients, thus delivering culturally competent and sensitive health services. There was also a review of basic Hispanic cultural values and their application in patient-clinician interaction, and an introduction of the function of medical interpreters in the healthcare setting and practice using basic medical interpretation techniques. There were a total of 33 participants including: Doctors, Nurses, Physician Assistants, Registered Dieticians, Social Workers, a Cardiovascular Technician, a Certified Nurse Midwife, a Podiatrist, and medical office staff.

Pharmacy Camp 2011
Students from Yuma middle schools attended a week-long camp that was held in collaboration with the University of Arizona College of Pharmacy, Cline School District, Yuma Union School District and the Regional Center for Border Health, Inc. The 25 eight-grade teenagers learned that being a pharmacist is more than just filling prescriptions; students took field trips to the Yuma Regional Medical center pharmacy, Santa Teresa pharmacy, Regional Center for Border Health, Kachina Pharmacy and Walgreens pharmacy. During the program, students attended class from 8:30 a.m. until 4:30 p.m., researching, compounding, creating, learning, experimenting, observing, calculating, testing and measuring like real pharmacists work.

June/July 2011 14th Annual “Nuestros Ninos/Our Children Campaign”
Nuestros Ninos Community Household Census and Immunization Campaign, by which 208 households were reached, is an ongoing door-to-door effort to identify families without insurance, children in need of immunizations, women needing prenatal care, and families in need of social and healthcare services. Information is shared border wide to help other communities formulate strategic plans to strengthen medical safety nets for the uninsured and under insured in all US-Mexico border communities. This 14th Annual Immunization and outreach campaign was celebrated on July 15 and July 21 of 2011. 320 immunizations were provided to 108 children. There were also 68 glucose screenings for the community and a total of 250 participated at the event.

Health Care Clubs
Regional Center for Border Health/WAHEC recruited a total of 206 students for health career and HOSA clubs. The three high schools are: Kingman (48), Cibola (27), Education Opportunity Center (23), San Luis (24), and Lake Havasu (27). Plus, RCBH/WAHEC sponsored the registration fee for a total of 72 students to participate at the HOSA Fall conference in Phoenix.

In September 2010, RCBH/WAHEC in collaboration with the University of Arizona coordinated the “Friends of Yuma” health day event at Kofa High School. The College of Nursing, Pharmacy, and Public Health conducted presentations to a total of 486 high school students from Yuma Schools.

Career Preparation

Activities | Locations | Student Populations Served
--- | --- | ---
Health-care clubs (6) | H.O.S.A. | Kingman; Lake Havasu; Yuma; San Luis
Health-care fairs, presentations | Yuma, Cocopah Tribe | Kingman HS; Lake Havasu HS; Yuma HS; San Luis HS; EOC High School; Arizona Western College; Cocopah Indian Tribe

Note: Six WAHEC camps students also attended the Mid Start Summer Program at the University of Arizona in Tucson from June – July 2011.

Kingman High School HOSA
Kingman Mayor John Salem proclaimed National Health Occupations Student Association Week recently with members of the Kingman High HOSA organization and their sponsor Carol Gunserin. Kingman HOSA Club participated at the "Job Shadowing day" where students had the opportunity to shadow nurses, MD’s, and/or P.A’s at the local hospital. Also, the club participated at State and National Competitions.

WORKFORCE DEVELOPMENT SUMMARY-WAHEC

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Number of Programs and/or Participants Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Professions Students Clinical Education</td>
<td>75</td>
</tr>
<tr>
<td>Health Professionals Continuing Education</td>
<td>7 Programs</td>
</tr>
<tr>
<td>Health Careers Education Programs &lt; 20 hours</td>
<td>24 Programs – 6,687 Students</td>
</tr>
<tr>
<td>Health Careers Education Programs &gt;20 hours</td>
<td>118 Students</td>
</tr>
<tr>
<td>Continuity with Programs</td>
<td>37 Programs – 1,387 Participants</td>
</tr>
</tbody>
</table>

Cibola High School Nutrition Day
On March 23, 2011, Regional Center for Border Health/WAHEC participated in the Cibola High School Nutrition day, where more than 250 students participated. Students were shown healthy snacks and adequate food servings for everyday teenage life.

HOSA Competitions
On April 1, 2011, Regional Center for Border Health/WAHEC sponsored 52 high school students to attend the HOSA Spring Conference in Tucson. The following high schools participated: Kofa (23), Cibola (4), Kingman (19), and Educational Opportunity Center (6). Students competed in various leadership and medical skills events against students from all across Arizona, demonstrating a high quality level of confidence and assurance.

Accelerated Bachelors of Science in Nursing
The Accelerated BSN partnership program assisted five local Yuma residents with an earned non-nursing baccalaureate who wanted to pursue a career in nursing. The 14-month accelerated program leads to a Bachelor of Science (BS) in Nursing and eligibility to take the national licensure examination required for practice as a registered nurse (RN). The program prepared the graduates as advanced nursing generalists - able to provide and coordinate comprehensive health care for individuals, families, groups and communities in in-patient, outpatient and community settings. Students were awarded a $27,500.00 scholarship to cover tuition for the program. A total of $192,500.00 was awarded to Yuma area students.

University of Arizona Mel & Enid Zuckerman College of Public Health
University of Arizona Mel & Enid Zuckerman College of Public Health – Service Learning

Students visited the San Luis Walk in Clinic in San Luis and in Somerton to participate in a community health event, site visit and tour, and surveys. Students had the opportunity to learn Yuma Community resident behaviors towards medical care, medical needs and community response to local health outreach events such as RCBH outreach. 14th Annual "Nuestros Ninos" Household Census & Immunization Campaign

Bullhead City Annual Pink Tea
RCBH held its 11th Annual Pink Tea in Bullhead City. The event was held June 5-7, 2011 at the Bullhead City Chamber of Commerce. Approximately 220 people attended and were instrumental in raising over $3,000 for breast and cervical cancer support groups. RCBH collaborates with the Tri-State Breast & Cervical Cancer Coalition to promote rural women’s health in the Northwestern part of the state.
Arizona AHEC Program

Arizona AHEC Program Regional Centers 2011-12

East Valley AHEC (EAHEC)
Service Region: Gila, Graham, Coconino Counties and portions of southern Pinal County
5005 S. Hospital Drive, Suite 115
Globe, AZ 85501-9849
Ph: 928-462-8054

Greater Valley AHEC (GVAHEC)
Service Region: Yuma, Imperial, and portions of western Pima and southern Riverside Counties
Empowerment Systems, Inc., 2066 W. Apache Trail, Suite 106
Apache Junction, AZ 85122-7133
Ph: 480-258-6200 ext. 101

Northern Arizona AHEC (NAHEC)
Service Region: Apache, Coconino, Navajo Counties and eastern portions of Yavapai County
1834 S. 6th Street Flagstaff, AZ 86001-1836
Ph: 928-774-2745

Southwest AHEC (SEAHCE)
Service Region: Pima, Pinal Counties
Santa Cruz County, 1271 W. Tangerine Rd.
Nogales, AZ 85621-2415
Ph: 520-287-4722

Western Arizona AHEC (WAHEC)
Service Region: La Paz, Mohave, Yuma Counties
Regional Center for Border Health, 214 W. Main St.
Somerton, AZ 85350-8773
Ph: 928-462-9222

Arizona AHEC Program

Academic

Arizona AHEC Program

Advisor Commission Members FY 2011

Michael Allison
Nurse American Indian
Arizona Department of Health Services (Phoenix)
R. Cruz Bego
Cooperative Extension
Eastern Arizona AHEC (EAHEC)
Jim Christensen (Retired)
Associate Dean
Northeast Arizona AHEC (NAHEC)
Tom Felt
Director of Pharmacy
El Rio High School (Tucson)
Gwenora Cristman
Health Promotion Program Director
Ahwatukee Community College (Phoenix)
Marlene Iserborn
Dean Emerita
The University of Arizona College of Nursing (Tucson)
Anna Marie Lopez
Associate Dean for Outreach and Multicultural Affairs
Director, Hispanic Center of Excellence
The University of Arizona College of Medicine (Tucson)
Sandra Ludwig
Nursing Instructor
Eastern Arizona AHEC (EAHEC)
Victoria Muzingo
Dental Hygiene Program Director and Associate Dean for Graduate Education
Arizona Health Care Foundation, Family Medicine
The University of Arizona (Tucson)
Genevieve Notah
Associate Director
Office of Program Planning and Evaluation
Northern Arizona AHEC (NAHEC)
Jennifer Sartain
Deputy Director
Gila County Division of Health and Emergency Services (Gila)
Patricia Tarango
Chairman: Health Systems and Primary Care
Arizona Department of Health Services (Phoenix)
Rahid Wadhalla
President/CEO
Camarillo Health Center (San Luis)

Ecoleface

Abel Estrella
Board President
Northern Arizona AHEC (NAHEC)

Arizona AHEC Program

This list represents current (2011-12) appointments.

Arizona AHEC Program

Advisor Commission Members FY 2011

Michael Allison
Nurse American Indian
Arizona Department of Health Services (Phoenix)
R. Cruz Bego
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