

# **Arizona American Indian Area Health Education Center Initiative**

**October 23, 2020 Meeting Preparatory Material**



## OVERVIEW

This document has been developed to provide informational background for discussion at the  
**Arizona American Indian Area Health Education Center Initiative Meeting**  
of October 23, 2020

## TABLE OF CONTENTS

[AREA HEALTH EDUCATION CENTERS](#)

[ARIZONA AHEC PROGRAM MISSION STATEMENT](#)

[ARIZONA AHEC PROGRAM OVERVIEW](#)

[ARIZONA AHEC REGIONAL CENTERS](#)

[RURAL HEALTH PROFESSIONS PROGRAM](#)

[DATA COLLECTION OVERVIEW](#)

[SUMMARY OF NATIVE AMERICAN TRAINEE EXPERIENCES 2016-20](#)

[Pipeline Programs](#)

[Figure 1A: Pipeline Programs by Region \(Table\)](#)

[Figure 1B: Pipeline Programs by Region \(Chart\)](#)

[Health Professions Programs](#)

[Figure 2A: Health Professions Trainees \(Table\)](#)

[Figure 2B: Health Professions Trainees by County \(Chart\)](#)

[Figure 2C: Health Professions Trainees by Discipline \(Chart\)](#)

[Figure 2D: Native American Preceptor Sites and Field Experiences \(Table\)](#)

[FREQUENTLY USED TERMS](#)



## AREA HEALTH EDUCATION CENTERS

The Federal Area Health Education Center (AHEC) program was authorized by Congress in 1971 (PL III-148§ 751 PHSA) to recruit, train, and retain a health professions workforce committed to underserved populations. There are 46 AHEC Programs with more than 261 Regional Centers in almost every state and the District of Columbia. In each state, the central program office(s) associated with a university health science center administers the program and coordinates the efforts of the state's regional AHEC centers.

## ARIZONA AHEC PROGRAM MISSION STATEMENT

To enhance access to quality health care, particularly primary and preventive care, by improving the supply and distribution of health care professionals through academic/community educational partnerships in rural and urban [medically underserved](#) areas.

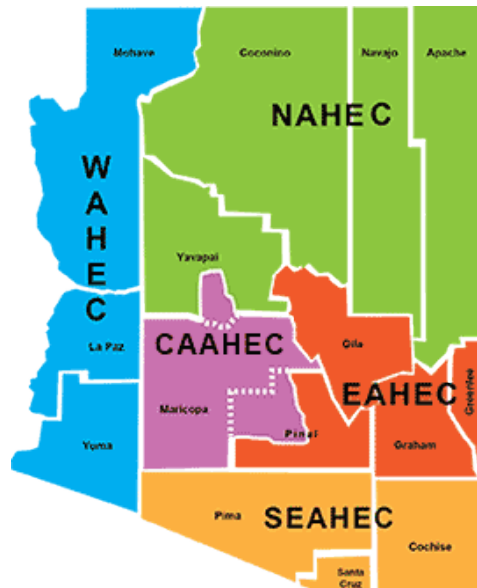
## ARIZONA AHEC PROGRAM OVERVIEW

The Arizona Area Health Educations Centers (AzaAHEC) Program is administered through the University of Arizona Health Sciences, Office of the Senior Vice President for Health Sciences. AzaAHEC is a sponsored project of the University of Arizona. AzaAHEC receives Federal funding from [Health Resources Services Administration \(HRSA\), Bureau of Health Professions](#) through a competitive grant. It requires 1:1 matching non-federal funds. Arizona AHEC receives statutory state funding from the [Arizona State Lottery \(A.R.S. § 5-572C\)](#) to the [Arizona Board of Regents \(ABOR\)](#). Since 1984, AzaAHEC has served Arizona in [pipeline](#) to practice health professions workforce development for rural and urban underserved communities.

## ARIZONA AHEC REGIONAL CENTERS

There are currently five AzaAHEC Regional Centers cited below and shown on the map by counties served:

1. Central Arizona AHEC (CAAHEC):
2. Eastern Arizona AHEC (EAHEC):
3. Northern Arizona AHEC (NAHEC):
4. Southeastern Arizona AHEC (SEAHEC):
5. Western Arizona AHEC (WAHEC)





AzAHEC Regional Centers receive support for five major activities:

1. Health Professions Trainee Education includes [clinical rotations](#) under the guidance of a [preceptor](#).
2. [AHEC Scholars Community Interprofessional Community Immersion](#)
3. [Youth \(K-16 Health Career Pipeline Programs\)](#) to introduce Arizona's youth to health careers.
4. [Continuing Education](#) for Health Professionals.
5. [Community Health Promotion](#) for health education activities and events for local community members throughout Arizona's rural and urban underserved areas.

## **RURAL HEALTH PROFESSIONS PROGRAM**

The Rural Health Professions Program (RHPP) was authorized by state statute in 2007 ([A.R.S. § 15-1754](#)) and is a core component of the AzAHEC Program to address shortages of health professionals in rural Arizona communities. RHPPs provide rural and underserved training experiences for health professions students enrolled in the public universities under the Arizona Board of Regents: the University of Arizona Health Sciences Colleges of Nursing, Pharmacy, Medicine (COM-Tucson and COM-Phoenix), and Public Health; the Arizona State University (ASU) Edson College of Nursing and Health Innovation, and the Northern Arizona University (NAU) School of Nursing and Department of Physician Assistant Studies.

## **DATA COLLECTION**

Arizona AHEC utilizes Salesforce, a customer relationship management software, to record [trainee](#) data for Centers and RHPPs. The software is responsive to HRSA's extensive individual level reporting requirements, including but not limited to trainees' [demographics](#), [discipline](#), and [evaluations](#); dates, hours, [preceptor](#) name, and [preceptor site](#) information for all rotations.

The data displayed on the following tables and charts are related to trainees who have self-identified as American Indian or Alaska Native, inclusive of trainees who have also self-identified with a second race. Note that Greater Valley AHEC Regional Center (GVAHEC), referenced in this report, transitioned to CAAHEC beginning 7/1/2019. In some cases, minor adjustments to previously reported data has been incorporated to enhance data integrity.



## SUMMARY OF AMERICAN INDIAN TRAINEE EXPERIENCES 2016-20

### Pipeline Programs

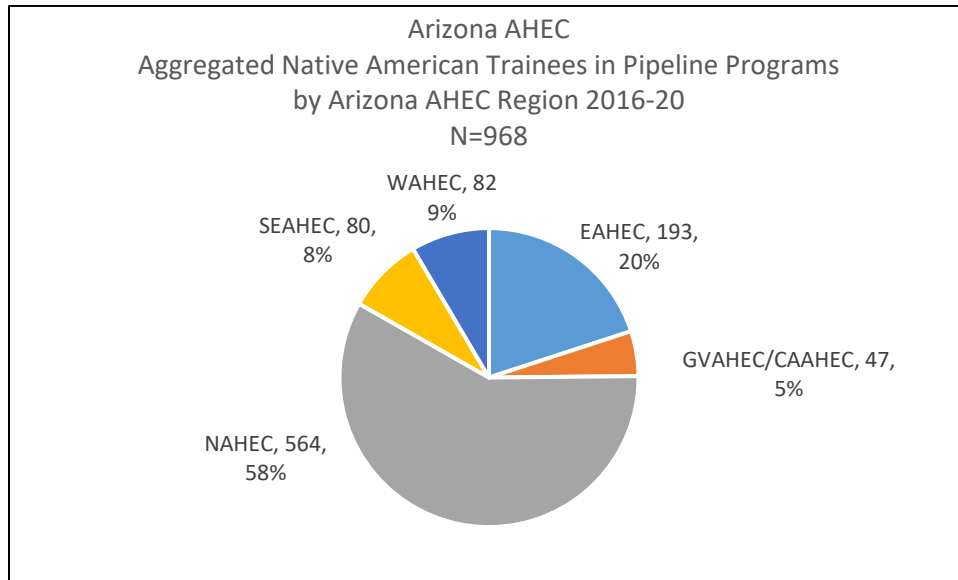
[Pipeline Programs](#) are offered both through AzaAHEC Regional Centers (e.g., HOSA, Future Health Leaders) and through programs at the University of Arizona (e.g., Med-Start) which may build on Pipeline Program Trainees from Regional Centers. These [structured programs](#) are available over a period of weeks or months and have a defined curriculum. [Demographics](#) are collected from trainees in these programs. Demographics are not collected for [unstructured](#) pipeline programs, inclusive of a single event, and hence are not reflected in the figures below.

**Figure 1A:** The following table identifies in which region American Indian Pipeline Program Trainees in grades 9-16 (middle school through college) participated in structured pipeline programs, by fiscal year, and in comparison to all Pipeline Trainees.

AzAHEC Pipeline Programs By Region					
Native American Participation by Region	2016-17	2017-18	2018-19	2019-20	Total: 2016-20 <sup>1</sup>
EAHEC	148	32	4	10	194
GVAHEC/CAAHEC	27	2	3	15	47
NAHEC	134	127	150	163	574
SEAHEC	16	16	27	1	60
WAHEC	17	22	22	22	83
Program Office	3	4	6	12	25
Total American Indian Pipeline Trainees	345	203	212	223	983
Total All AHEC Pipeline Trainees	1423	1286	1434	1872	6015
% of Native American Pipeline Trainees of Total	24.2%	15.8%	14.8%	11.9%	16.3%

<sup>1</sup> May include duplicated individuals across years.

**Figure 1B:** The following chart identifies the aggregate number and percent of Pipeline Program American Indian Trainees by Center for the four-year period 2016-20.



### Health Professions Programs

Health Profession Programs are offered through AzaHEC Regional Centers and RHPP at UA, ASU and NAU.

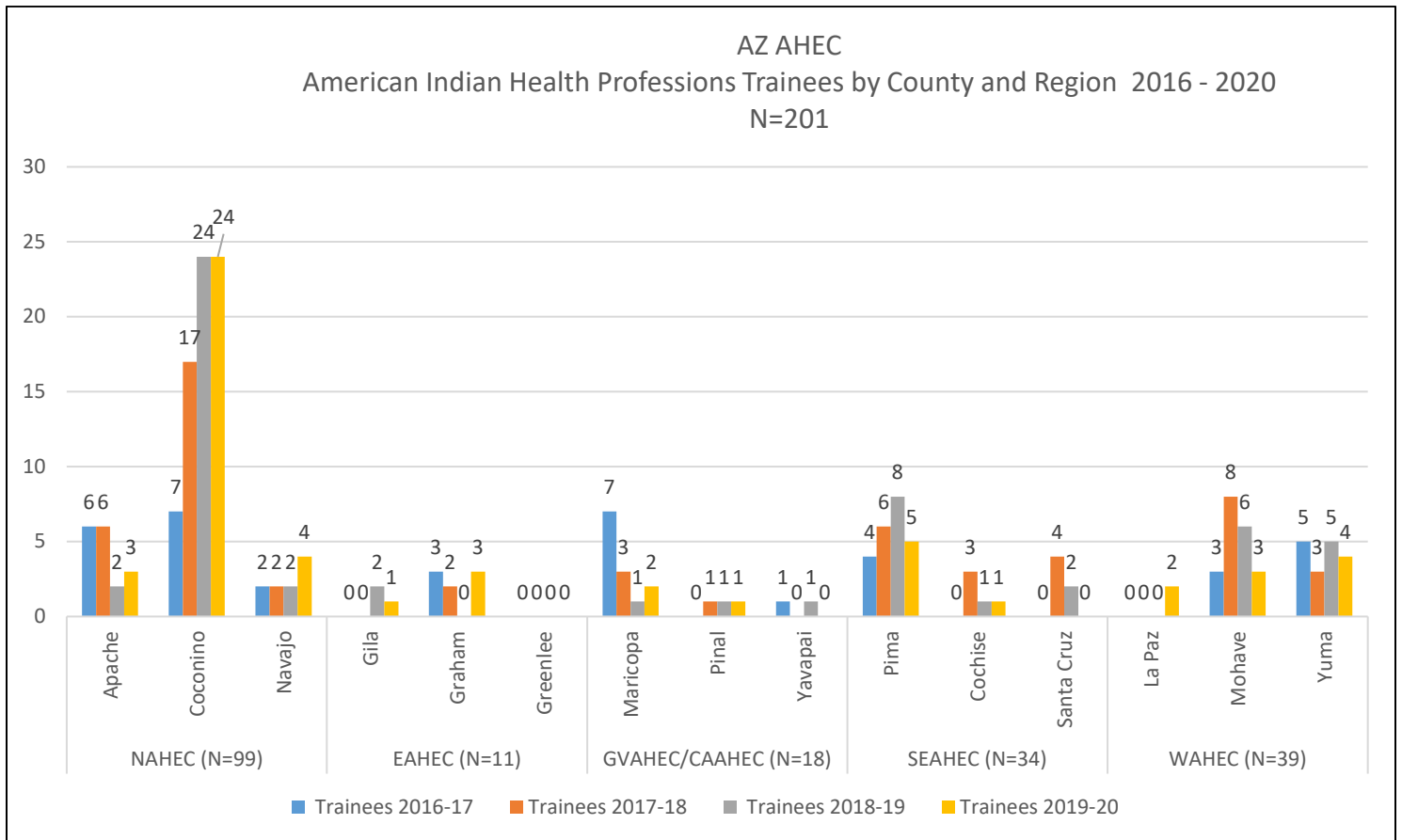
**Figure 2A:** The following table identifies all reported [field experiences](#) by fiscal year, inclusive of field experiences for American Indian health profession students and [residents](#), and in comparison to all Health Profession Field Experiences.

AzaHEC Health Profession Field Experiences					
	2016-17	2017-18	2018-19	2019-20	Total 2016-20 <sup>2</sup>
American Indian Field Experiences	41	69	68	66	244
Total All Field Experiences	<b>1912</b>	<b>1882</b>	<b>2122</b>	<b>1784</b>	<b>7700</b>
% of American Indian to Total	2.1%	3.7%	3.2%	3.7%	3.2%

<sup>2</sup> May include duplicated individuals across years.

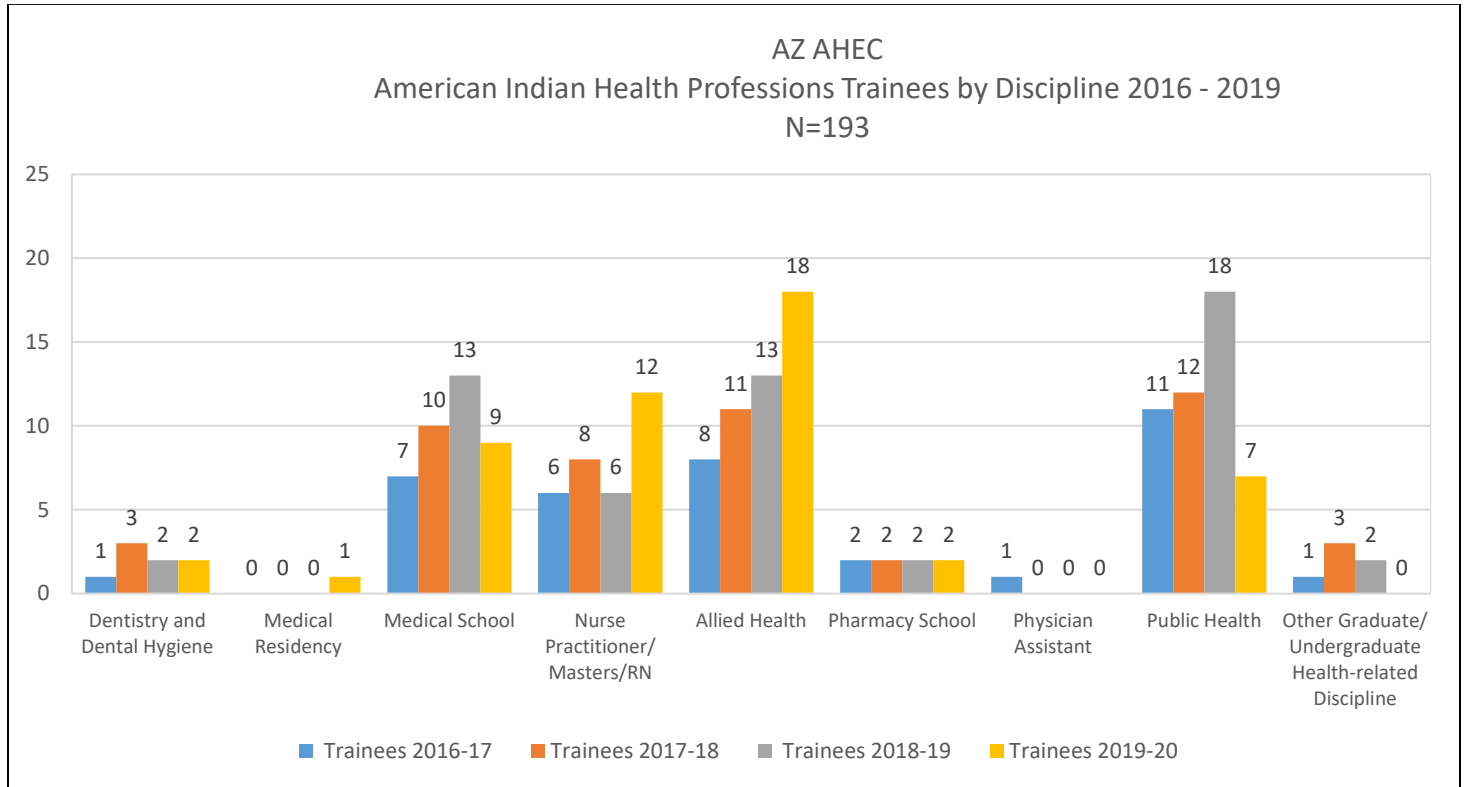


**Figure 2B:** The following chart identifies the number of American Indian Health Profession Trainees by county and region for the four years from 2016-20.





**Figure 2C:** The following chart identifies the number of American Indian Health Profession Trainees by discipline for the four years from 2016-20.<sup>3</sup>



<sup>3</sup> Allied Health includes Medical Assistant, Certified Nursing Assistant, Nursing Assistant, Dental Assistant, and Phlebotomy Technician





**Figure 2D:** The following table identifies 21 American Indian Preceptor sites reporting field experiences between 2016-20, and the number of field experiences reported at each site by American Indian Trainees.

<i>American Indian Preceptor Sites and Field Experiences</i>			
<b>American Indian Preceptor Site 2016-20 Organization Name</b>	<b>Number of Field Experiences</b>	<b>Number of Field Experiences for Native American Students/Residents</b>	<b>Percentage of Total Field Experiences</b>
Community Health Representative Program Navajo Nation	16	4	25.0%
El Rio Community Health Center Pascua Yaqui Clinic	16	1	6.3%
Gila River Health Care Hu Hu Kam Memorial Hospital	16	1	6.3%
Gila River Health Care Red Tail Hawk	1	0	0.0%
Hopi Health Care Center	27	0	0.0%
IHS Chinle Comprehensive Health Care Facility	18	16	88.9%
IHS Phoenix Indian Medical Center	9	1	11.1%
IHS Salt River Clinic	2	0	0.0%
IHS Winslow Indian Health Care Center	64	1	1.6%
Kayenta Health Center	1	1	100.0%
Komatke Health Center	5	0	0.0%
Native Americans for Community Actions, Inc. (NACA)	8	0	0.0%
NATIVE HEALTH Central	8	2	25.0%
Northern Navajo Medical Center	88	4	4.5%
Sacred Peaks Health Center	10	0	0.0%
San Carlos Apache Healthcare Corporation	17	1	5.9%
San Xavier Health Center	18	4	22.2%
Sells Indian Hospital	40	4	10.0%
Tsehootsooi Medical Center	48	8	16.7%
Tuba City Regional Health Care Corporation	64	6	9.4%
Whiteriver Indian Health Service Hospital	27	2	7.4%
Total	503	56	11.1%



## FREQUENTLY USED AzaAHEC TERMS

**AzaAHEC Scholars Program (ASP)** is a two-year [interprofessional education](#) program providing graduate-level health profession students with advanced community-based experiences in rural and underserved settings in the five AzaAHEC Regional Center services areas. AHEC Scholars are a subset of students enrolled in the RHPP and must meet all program requirements of their respective RHPP.

**Arizona Board of Regents (ABOR)** is the governing body of Arizona's public university system, providing policy guidance to Arizona State University, Northern Arizona University, and University of Arizona.

**Clinical Rotations** are work experiences that trainees (students or residents) have as part of their health profession education which is conducted under the direction of a [preceptor](#). Clinical rotations are also referred to as Community Based Education and Training (CBET) or Field Experience.

**Community Health Promotion** is a health education or training activity offered to general members of a community who are not health professionals or health profession trainees.

**Continuing Education** is an education training activity offered to members of the current healthcare workforce who are already practicing in their profession. Continuing education credits (e.g., continuing medical education, continuing nursing education) is a requirement of some professions retaining a license in their profession.

**Demographics** collects information (e.g., sex, age, race, ethnicity, etc.) about individuals and summarizes by groups. Demographics may differ by funding source. AzaAHEC utilizes HRSA-required demographics.

**Discipline** identifies the educational track in which a health professional trainee is enrolled. It may additionally identify a specialty within that discipline.

**Evaluations** are the collection and analysis of information, including through trainee surveys about AzaAHEC activities, characteristics, and outcomes of programs conducted to improve program effectiveness, and/or inform decisions about future program development. Evaluations conducted by AzaAHEC are required by and reportable to HRSA.

**HRSA—Health Resources and Service Administration** is an agency of the U.S. Department of Health and Human Services. It is the primary federal agency for improving access to health care services for people who are uninsured, isolated, or medically vulnerable.

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

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

**Pipeline programs** include health professional-based educational programs that are offered at or in conjunction with each regional center to students in grades K-16.

**Preceptor** is an experienced health professional who provides supervision during clinical practice and facilitates the application of theory to practice for health profession trainees. A preceptor works with the trainee for a defined period of time to assist them in acquiring new competencies required for safe, ethical, and quality practice. They assist the trainee by setting expectations, providing effective feedback about their performance, and providing appropriate opportunities to meet their learning objectives. The location at which the preceptor provides this supervision is referred to as the preceptor site. In some professions, the preceptor must have appropriate licenses in order to serve as a preceptor.



**Residencies** are training programs that provide an individual (“resident”) who has completed a graduate-level program in the health professional field with advanced clinical training in a specialty area. Residency programs may include medical residency, pharmacy residency, and other health professional fields.

**Structured training program** is a series of curriculum-based training activities that are provided to an individual or group of individuals over a specific period of time and based on a curriculum. Demographics are collected from trainees at a structured event.

**Trainee** is an individual who participates in a training program or training activity and is one of the following:

1. Individual who is enrolled in grades K-16 (i.e., elementary, middle, high school, or undergraduate program).
2. Individual who has completed K-12 program requirements and is currently enrolled in a vocation, technical or undergraduate health care related program.
3. Individual who has completed an undergraduate program and is enrolled in a graduate level program.
4. Individual who has completed a graduate-level program and is a participant in a residency program.  
This trainee is no longer considered a student.

**Unstructured training activity** is a single educational or training activity that is not part of curriculum. Demographics are not collected from these participants.