



AHEC Scholars

In the most recent competitive funding renewal from the Health Resources Services Administration (HRSA) of the Department of Health and Human Services, all Area Health Education Centers were required to start planning for a new program called AHEC Scholars. We at Colorado AHEC are working to gather information about how to best fulfil the requirements of this mandate while responding to the needs of Coloradans.





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Greetings from Colorado AHEC,

I am writing to invite your participation in an exciting new endeavor called AHEC Scholars. This program is being launched by AHECs across the country in alignment with our new HRSA 5 year grant, the first cohort of students will enter the program in September 2018. The rest of this packet contains background information on AHEC and the AHEC Scholars program. I am asking you to consider how you may fit into this work. Briefly the AHEC Scholars is a program designed to help prepare a diverse group of students preparing to work in all roles of healthcare. These students will be recruited from around the state with the hope that they will then provide healthcare services for rural and underserved populations of our state. We will be partnering with health professions programs to prepare 90-150 students per year to be a part of transforming healthcare.

They will be equipped to:

- Work interprofessionally
- Be ready to integrate behavioral health into their practice no matter their role
- Address social determinants of health
- Practice with cultural competency
- Respond to emerging health issues (In CO we have identified Opioid Abuse, Marijuana use - especially in pregnancy, and Zika. This list is will grow and evolve with feedback from folks like you.)
- Understand and know how to work towards the practice transformation quadruple aim:
 - Improve Population Health
 - Improve Patient Satisfaction
 - Reduce the Cost of Care
 - Improve Provider Satisfaction

We need help from partners like you in developing this program. The rest of this packet will provide information about what we are required to include in this program along with questions we are working to answer. You can help us answer these questions and share resources you are aware of by talking with your Regional AHEC Director (listed on page 6), or completing and returning the included questionnaire to the Program Office.

Sincerely,

Mark Deutchman, MD

Professor, Dept. of Family Medicine
Director, Rural Track, School of Medicine
Associate Dean for Rural Health
Director, Colorado AHEC

Colorado AHEC Mission:

Diversity: Increase the potential for secondary, college, and health profession students from underrepresented populations, educationally disadvantaged, and rural backgrounds to successfully pursue a health profession career with an emphasis in public health;

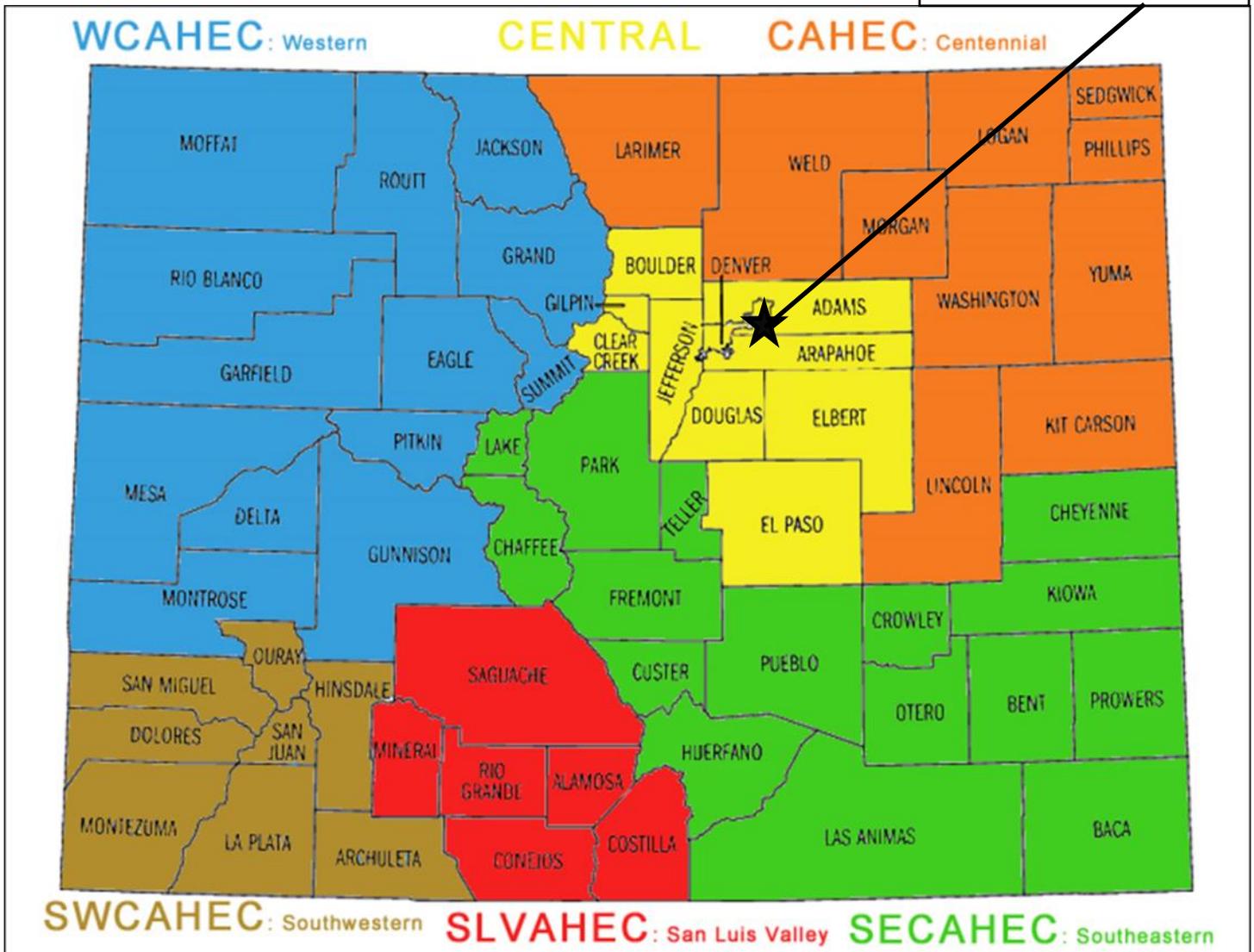
Distribution: Increase the potential for health profession students in medicine, dentistry,

nursing, pharmacy, public health and allied health to practice in a rural or urban underserved community by immersing them in underserved community experiences through Community-Based Education Training Programs, Field Placements, and Interprofessional Education and Training; provide access to evidenced-based health information, accredited high quality continuing education programs and support for health practitioners serving in rural and medically underserved areas in Colorado.

Practice Transformation:

Facilitate and support practice transformation of Colorado’s healthcare system by promoting a patient-centered approach, addressing social determinants of health through a team-based, data-centered method with a focus on improving quality and community health outcomes in rural and medically underserved areas.

The COAHEC Program Office is located on the CU Anschutz Medical Campus in Aurora.



AHEC Scholars Program Description

- Two years and culminate in the completion of and/or graduation from a degree or certificate program.
- Will have a formal application process with defined eligibility criteria.
- New cohorts each academic year of the project period (per AHEC center).
- Provide an interdisciplinary curriculum with discipline-specific points of entry, exit and objectives.
- Provide clinical, didactic, and community-based and team-based training activities.
- Based on 6 Core Topic Areas
 1. Interprofessional Education
 2. Behavioral Health Integration
 3. Social Determinants of Health
 4. Cultural Competency
 5. Practice Transformation
 6. Current/Emerging Issues
- Require 40 hours per year of didactic education outside of the traditional curriculum.
- A minimum of 40 hours per year of clinical education must consist of participation in team-based training.
- One AHEC Scholars Program per AHEC Program (1 program in Colorado).
- Minimum of 15-25 new student cohort per center each year; the number of centers determines the total number of students per academic year of the project period. There should be a balanced diversity of health disciplines.
- Individual centers may have fewer than 15-25 students as long as the total number required for the AHEC Scholars Program under the direction of the AHEC Program is correct.
- COAHEC is required to have 90-150 students.
- Placements should be in rural and/or underserved settings.
- One year follow-up is required.



Eligible Programs

Certified Nursing Assistant - CNA
Dental Assistant
Dental Hygienist
Dentistry – DDS/DMD
Medicine - MD
NURSING – 2-year ADN or 4-year BSN -resulting in an RN licensure
Occupational Therapist – OT
Osteopathy - DO
OT Assistant
Paramedic – EMT
Pharmacy - PHARM D
Physical Therapist – PT
Physicians Assistant - PA
PT - Assistant
Public Health – MPH and BPH
Social Work – MSW



HRSA's FAQ on AHEC Scholars



Question: What is the AHEC Scholars Program?

Answer: *The AHEC Scholars Program is a HRSA/AHEC-branded interdisciplinary education and training program with specialized longitudinal curricula focused on both rural/underserved populations and areas. The AHEC Scholars Program must supplement existing health professions programs and should include a formal application process, with defined eligibility criteria. The AHEC Scholars Program must last for a minimum of two years and culminate in completion and/or graduation from a degree or certificate program, where there are distinct learning objectives and outcomes. (Disciplines, particularly allied health workforce programs where the duration of the program is less than two years may be approved for inclusion on a case-by-case basis by the HRSA Program Office after award.) AHEC Scholars must participate in a minimum of 40 hours per year of team-based training (that may be a part of their current required curriculum) and 40 hours per year of didactic education (that is in addition to their current required curriculum) focused on the six HRSA AHEC Core Topic Areas. The number of hours may change at HRSA's request. AHEC Programs must provide a minimum of one-year follow up after graduation and/or completion of health professions or allied health workforce program.*

Question: Is the AHEC Scholars Program a two-year program?

Answer: *The AHEC Scholars Program is not a two-year program; two years is the minimum required time frame. The culmination of the AHEC Scholars Program is the graduation from a degree or certificate program; a one-year follow-up after graduation is required. Disciplines, particularly allied health workforce programs where the duration of the program is less than two years may be approved for inclusion on a case-by-case basis by the HRSA Program Office after award.*

Question: What is meant by discipline-specific defined points of entry and exit for the AHEC Scholars Program?

Answer: *The AHEC Scholars Program must consist of students from multiple disciplines (see list of eligible programs on previous page). There will be a discipline-specific points of entry and exit for each of the disciplines. The exit point will encompass the the degree or certificate obtained.*

Question: Does each center of an AHEC Program have to manage a cohort of AHEC Scholars each year?

Answer: *The grant recipient or AHEC Program Office is responsible for ensuring the overall number of participants in the AHEC Scholars program. The total number of students for each cohort each academic year of the project period is determined by the number of centers funded by the AHEC Program Office. The centers support these efforts.*

Question: How many AHEC Scholars will there be in Colorado?

Answer: *Colorado AHEC will have 90-150 AHEC Scholars.*



Learning Objectives for the 6 Core Topic Areas

1. Inter-professional Education

CC - IPE: Respect, value, and communicate effectively with individuals of other professions to promote and advance the health of individuals and populations.

Learning Objectives:

Values/Ethics for Interprofessional Practice:

- Understand the roles, ethics, and professional obligations of each of the Healthcare professions.
- Be ready to work with individuals of other professions

to maintain a climate of mutual respect and shared values.

Roles and Responsibilities:

- Engage in team-based learning in order to develop effective inter-professional communication techniques.
- Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

Interprofessional Communication:

Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.

Teams and Teamwork:

- Demonstrate an understanding of effective leadership, team development, and team effectiveness practices that promote inter-professional collaboration.
- Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-



centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

2. Behavioral Health Integration

CC – BHI: Identify, assess, and address behavioral health needs in a practice-based healthcare setting.

Learning Objectives:

- Describe approaches and understand evidence for integrating behavioral health into primary care.
- Develop effective strategies for behavioral health engagement to improve patient health outcomes. Understand the process of integrating SBIRT-based protocol into practice.

3. Social Determinants of Health

CC – SDH: Define, assess, and report on how social determinants of health impact population health outcomes.

Learning Objectives:

- Describe how the social determinants of health impact population health outcomes disparities utilizing a life course perspective.
- Define, assess and report on the health status of populations, social determinants of health, and factors contributing to health promotion and disease prevention. Identify examples of effective health policies and health promotion strategies improving social determinants of health and how they promote health equity.

4. Cultural Competency

CC– CC: Evaluate the responsibility and impact of culturally competent care within the healthcare system.

Learning Objectives:

Define: Culture, Diversity, Equity, Equality, Inclusion, Race, Ethnicity, LGBT terms, etc.

- Describe the impact of cultural competent care on health equity.
- Demonstrate an understanding of the roles and responsibilities of healthcare professionals regarding cultural competence.
 - Understand the history of culture, discrimination, and oppression within the context of the Healthcare system.
 - Emphasize guiding principles of diversity and inclusivity
 - Discuss power dynamics
- Discuss how culture influences personal experience Within the healthcare System including:

-Varying cultural perspectives on health, pain, and suffering.

- Define and personally assess implicit biases, privileges, And stereotyping.
- Understand and utilize effective culturally competent communication strategies.
 - Discuss culturally appropriate greetings as well As cultural taboos (dos/don'ts)
 - Provide resources for further research on Specific cultures.
- Understand cultural traits
 - Collectivist vs. Individualist Cultures
 - High vs. Low Context Cultures (spoken vs. unspoken rules)
 - Monochronic v. Polychronic Cultures (time sensitivity)
 - Past, Present, or Future Orientation
 - Low v. High Power Distance Cultures
- Explore community immersion, engagement, and ethnographic observation.
 - Possibly require a short (2 hour) cultural Immersion with a reflective writing assignment.
 - Reflective writing assignment on your own culture.
- Practice listening, communicating with limited English populations and cultural humility.
- Understand the importance of culturally appropriate health messaging.
 - Translation when appropriate
 - Using people in photos who represent the population being communicated with Avoiding coded messages

5. Practice Transformation

CC – PT: Understand the transformation of clinical practice in response to a rapidly changing healthcare environment.

Learning Objectives:

- Understand the components of the quadruple aim framework: better care, better patient experience, lower costs, and joy in practice.
- Understand the key elements of the Patient-Centered Medical Home (PCMH): and its impact on transforming providers' role in healthcare.
- Describe models of care coordination: across the complex healthcare system.
- Understand Bodenheimer's 10 Building Blocks: Engaged Leadership, Data Driven Improvement, Empowerment, Team-Based Care, Patient-Team Partnership, Population Management, Continuity of Care, Prompt Access to care, comprehensiveness and Care Coordination, and template of Future Demonstrate fiscal literacy in regard to the healthcare System.
- Explore the potential of Quality Improvement methods

6. Emerging Health Topics

CC – ET: Demonstrate an understanding the impact of emerging health issues on the population , and strategies to better address these issues in the health- care setting.

Learning Topics:

- Opioid Epidemic: Colorado's response
- Marijuana: Understanding the pharmacology, physical, mental, financial, and social Consequences
- Oral Health: Access to care and integration into primary care
- Mental Health: Access to care
- Suicide Prevention
- Health Effects of Oil and Gas Extraction



Contact your Regional Center to discuss your partnership with AHEC Scholars.



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