

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, prepared a five-year Strategic Vision Framework document 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 integrated, sustainable statewide health workforce education programs focused on primary care with 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, Kino Campus 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 General Surgery. Rural rotations occurred in 13 communities; rural preceptors received faculty development training prior to rotations.
- Continued funding support of a primary care residency program at Yuma Regional Medical Center as it prepares for
- Continued funding support of the Rural Health Professions Program enrollments in nursing at Arizona State University, Northern Arizona University, and 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, 37 in pharmacy, and 47 in public health.
- Funded the Fellowship Program in Clinical Outcomes and Comparative Effectiveness Research (COCER Project) in Rural Primary Care. This program funds doctorally prepared fellows from four health care disciplines: family and community medicine, nursing, pharmacy and public health in efforts in 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 located and where new programs 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 leader in addressing the health needs of the vast (over 48,000 square miles) Northern Arizona service area is well poised to become the first Accreditation Council for Graduate Medical Education (ACBME) resident program in Arizona that uses the Teaching Health Center Model.
- Beginning July 1, 2011, funded a model Interprofessional Education and Practice (IPP) Program to provide interprofessional education in multiple, common and overlapping areas of undergraduate, graduate, professional and continuing health-professions education.
- Supported community-based training experiences at 68 rural, tribal, border, and otherwise medically underserved clinical community locations for 668 health professions students representing more than a dozen disciplines, including dentistry, medicine (allopathic and osteopathic), nursing (registered nurse, nurse practitioner, and nurse anesthetist), physician assistant, pharmacy, public health, and allied health (certified nursing assistant, emergency medical technician, medical assistant, physical therapy, radiologic technology, respiratory therapy, and social work). Approximately 25 percent of the students represented minority populations. Regional centers supported community-based training in rural and urban medically underserved settings under the supervision of 118 active health professions preceptors.
- Sponsored 30 health career clubs, Health Occupations Students of America (HOSA) school chapters, and summer enrichment programs for 1,223 fifth-twelfth grade students. More than 75 percent of these students represented minority populations.
- Support summer camp students, including: The Med-Start Program for 60 high school students (sponsored by all regional AHECs), including college preparation courses such as science, writing and math through the University of Arizona, a future health leaders summer camps for 35 students (also sponsored by all regional AHECs), a fifth grade science camp for 14 students (EAHEC), Nuestros Niños (Our Children) neighborhood program reaching 208 families (WAHEC), and a Future Health Leader Program (SEAHEC, NAHEC, GVAHEC) for 18 students.
- Disseminated health careers information reaching 18,800 students, in grades K-8 (2,726), 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 540 hours of offerings on more than 90 wide-ranging topics for 5,386 participants representing 18 health professions disciplines (about 35,625 contact hours of continuing professional education were delivered).
- Supported 230 community health promotion events reaching 10,243 people in rural and urban medically underserved communities.

Message From the Director

As the Director of the Arizona Area Health Education Centers (AHEC) Program, I am 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 partners 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 content review of a series of collaborative meetings with Arizona AHEC 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 Commission, and other statewide and national networks. Five strategic focal areas were identified: 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 integrated, sustainable statewide health workforce education programs with emphasis on primary care and increased access challenges in Arizona's rural, medically underserved and border communities that require public health interventions. Program focus to improve access to care for our rural and urban medically underserved populations includes health workforce development investments to formalize interprofessional education and practice training models, primary care education including graduate medical education (residency programs), non-physician primary care provider education (e.g. nurse practitioners), public health as well as faculty development particularly from the interprofessional training perspective. Some of our preliminary work in primary care—the Rural Health Professions Program, Medical Residency support, and Interprofessional Education models—is highlighted in this 2011 Annual Report.

Last year we reported in the 2010 Annual Report that Arizona continues to experience workforce distribution inequities between urban and rural areas. Of particular concern is the need for rural primary care providers as rural communities are often more significantly impacted by primary care shortages. The *Status of Arizona's Healthcare Workforce* report (available online: <http://www.azahec.org/regions/po/index.cfm/2011/4/29/Arizona-Workforce-Study-Report>) underscored that meeting Arizona's primary care needs will require a cross-disciplinary approach as both physician and non-physician primary care providers including nurse practitioners and physicians assistants will be needed to improve access to primary care. Continuing to analyze workforce trends this year we have enclosed the **Arizona Primary Care Residency Training Assessment and Development Project** (prepared by Doug Campos-Outcalt, M.D., M.P.A., Joe Tabor, Ph.D., M.P.H., Phil Lopes, M.A. and Ed Paul, M.D.), as a special supplement to the 2011 Annual Report. This report describes the challenges Arizona faces with respect to preparing the physician workforce. 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.

Arizona AHEC has supported medical residency initiatives and these are highlighted in this year's Annual Report. Progression toward implementation of rural medical residency rotations at the University of Arizona Medical Center South 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 AHEC (NAHEC) is pursuing teaching health center (THC) status to start a community-based family medical residency program. Teaching health centers were authorized under the health reform legislation to expand or establish new primary care residency programs. Unlike traditional hospital-based residency programs, a THC is a community-based ambulatory care center that operates a primary care residency program. Federally qualified health centers (FQHCs), community mental health centers and rural health clinics are a few examples of THCs. North Country HealthCare, NAHEC's parent organization, is a community health center and strong advocate of primary care program development.

The University of Arizona Colleges of Medicine, Nursing, Pharmacy and UA Zuckerman College of Public Health as well as the Arizona State and Northern Arizona Colleges of Nursing present highlights of how they are continuing to meet the expectations of the Arizona Rural Health Professions Program (RHPP). Last year we told you about the "Yuma Project"—an interprofessional effort of the UA Colleges of Medicine, Nursing, Pharmacy and UA Zuckerman College of Public Health. As already noted, Yuma Regional Medical Center is making progress toward developing their primary care residency program. The UA College of Nursing graduated a class of second degree nursing baccalaureate program in Yuma in June 2010. The College of Pharmacy is launching a postgraduate residency program in Yuma with AHEC support this year also.

The Arizona AHEC program supported two major interprofessional education initiatives this year. The first initiative is the *Arizona AHEC Fellowship Program in Clinical Outcomes and Comparative Effectiveness Research*



Sally J. Reel, PhD, RN, FNP, BC, FAAN, FAANP
Director, Arizona AHEC Program

The AHEC program was developed by Congress in 1971 and there are 56 AHEC programs and 236 centers in 47 states. Arizona's first regional center opened in Nogales in 1984. Today, five regional centers are serving Arizona by supporting health professions education, providing continuing education for health professionals, and addressing health disparities and local health workforce issues. Our programs support development of our children, our health professions students and our health professions workforce as well as recruitment and retention of a highly skilled health professions workforce. The regional centers also support many health careers programs including students in medicine (both allopathic and osteopathic medical students), nursing, pharmacy, public health, dentistry and allied health.

Program Overview

Message from the Director

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(COCER) 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 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. 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 is 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 members represent 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 ABOR-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.

*HOSA is the Health Occupations Students of America.

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.

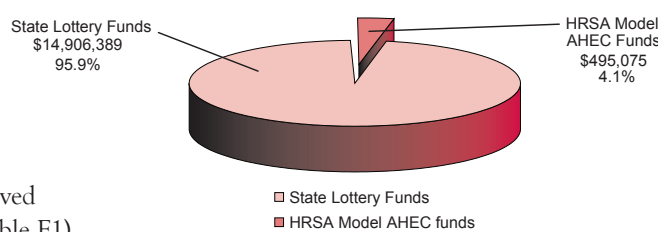
Community health promotion – In addition to helping build and support a culturally competent health professions workforce, the regional centers coordinated and supported health education activities and events for their local communities. Each center maintains a list of collaborators to help with these health literacy informative events year round.

¹ Federal: US Department of Health and Human Services-Health Resources and Services Administration. State: Arizona State Lottery per ARS 5.522.5.E.

² Per ARS 15.1643.C, Arizona area health education system; centers; governing boards; duties

Financial Review

Chart F1. FY 2011 Arizona AHEC Program: Operating Funds



As in years past, the Arizona AHEC Program received funds from state and federal sources (Chart F1, Table F1). The fiscal year dates vary by funding source. The federal fiscal year is September 1 to August 31; and the state fiscal year is July 1 to June 30. The total federal amount of \$495,075 came from the US Dept. of Health and Human Resources-Health Resources Services Administration-Bureau of Health Professions Model AHEC grant award. This federal award requires the program's regional centers to receive 75 percent of the funds with the remaining 25 percent going as support for the state program. Continuation of the Model AHEC award is contingent upon matching non federal funds.

State funds are allotted to the Arizona AHEC Program through the Arizona State Lottery (per Arizona Revised

Statutes 5-522). State funding for fiscal year 2011 amounted to \$11,463,296 These funds included a beginning FY 2011 balance of \$6,863,296 and an estimated \$4,600,000 to be received after the FY 2011 closed. This represents the FY 2011 allotment from the Arizona Lottery. Total funds carried forward into FY 2012 are \$7,214,061.

The program's regional centers receive their annually allotted funds via subcontracts administered through the program's business office at The University of Arizona (project period: Sept. 1-Aug. 31).

The program's state office costs are supported by federal and state dollars (see Tables F2 & F3).

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

Funding Source	Amount
Federal Model AHEC Grant	\$495,075
FY 2010 lottery funds* (includes FY 2009 carry forward)	\$11,463,296
Total	\$11,958,371
Program administration	\$455,219
Five Regional AHEC centers	\$2,522,800
Statewide programming support	\$1,666,291
Total	\$4,744,310
Total carry forward of state funds to FY 2011	\$7,214,061

Table F1. FY 2011 Arizona AHEC Program: Federal and State Funding Allocations

Funding Source	Amount
Federal Funds	
Federal Model AHEC Grant	\$495,075
State Funds	
Lottery funds (Include FY 2010 carry forward)	\$11,463,296
Total state and federal-allocated operating funds	\$11,958,371

Table F3. FY 2011 Arizona AHEC Program Allocations: Allocations to the Five Regional Centers

Funding Source	Eastern Arizona AHEC	Greater Valley AHEC	Northern Arizona AHEC	Southeast Arizona AHEC	Western Arizona AHEC
Federal					
Model AHEC	\$74,262	\$74,262	\$74,262	\$74,262	\$74,262
State	\$430,298	\$430,298	\$430,298	\$430,298	\$430,298
Total	\$504,560	\$504,560	\$504,560	\$504,560	\$504,560

* FY10 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 Professions 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 nurse practitioner students (UA = 4 NP students; ASU = 4 NP students and NAU = 2 NP students), fifteen medical students from the University of Arizona 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 (RHPP) 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 AHEC support, RHPP has been 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 paired with a rural preceptor in a community in Arizona, and will spend 6 weeks during their summer on their initial preceptorships rotation; the students return in years 3 and 4 for additional rotations. Medical students in RHPP get priority for rural required clerkship rotations as well.

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, Cibecue-Whiteriver, Cottonwood, Douglas, the Grand Canyon, Flagstaff, Kingman, Polacca, Prescott Valley, Safford, Sells, Show Low, Snowflake, Sierra Vista, Tuba City, Wickenburg and Yuma.

RHPP students are more likely than their classmates to select a primary care residency programs, 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 students to participate 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 tripled 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 include Arizona-Mexico border communities and several American Indian tribal communities. Additionally, funding from the AzAHEC 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 participants were selected for a Post Graduate Year 1 ("PGY1") pharmacy residency- these are highly competitive 1 year placements provide valuable training in health systems, managed care, or community settings. This rate for residency acceptance 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.

Furthermore, as a result AzAHEC funding, the College has been able to develop and implement a Professional Certificate program in Pharmacy Related Health Disparities for Rural Health Professions Program Students. The certificate program will enhance and improve upon the existing RHPP by increasing retention in the program and providing students additional resources, support, and opportunities to encourage their interest in practicing in rural and underserved areas after graduation.

The College provides additional opportunities, beyond the RHPP, for students to practice in rural communities. The College encourages all pharmacy students to complete at least one of their required clinical rotations (Introductory Pharmacy Practice Experience, "IPPE", or Advanced Pharmacy Practice Experience, "APPE") at a rural site or a site primarily serving the medically underserved. As a result of AzAHEC funding a total of 82 students completed an IPPE or APPE rotation in a rural Arizona Community over the 2010-2011 funding year. This represents one third of all rotation eligible pharmacy students at the University of Arizona. Without the AzAHEC funding for our

RHPP activities we would not have the relationships with rural providers and their facilities nor the infrastructure needed to support so many rural placements.

The University of Arizona Mel and Enid Zuckerman College of Public Health Rural Health Professions Program

Jill Guernsey de Zapien

Associate Dean, Community Programs

The Rural Health Professions Program at the University of Arizona Mel and Enid Zuckerman College of Public Health continues to provide vibrant experiences for our students in underserved communities throughout Arizona. This strong partnership with AHEC continues to infuse the halls of our College with the passion of our students, faculty and community partners in our common goal of building healthy communities.

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-based 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 socio-economic challenges, migration status, cultural beliefs and health behaviors when working with ethnically diverse populations to improve health. A total of 47 students have participated in these service learning courses throughout the year.

597a 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 stresses 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 undocumented immigrants.

597b 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 hauling 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 Navajos clients generally elders or others needing assistance due to a disability.

597c Border Health Service Learning Institute: The communities of Douglas and Agua Prieta served 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 program, learned of innovative diabetes education and research, and got to see the "pride of Douglas" the new Center for Excellence in Pediatrics! 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 Consulate and his staff and many other community based activities.

597d Rural Health Service Learning Institute: The students and faculty engaged in the

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Arizona AHEC Rural Health Professions Programs

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Rural Health Service Learning Course spent a week working and learning in the communities of Globe, Miami, San Carlos, and Young. In one of the service projects, students designed the format and content for a Prospective College Student Information Evening, and truly enjoyed sharing their own experiences in realizing their college goals, while helping local students work towards their own goals. And all would agree that the experiences of visiting the massive Resolution Copper mine and interacting with the Cultural Historian of the San Carlos Apache Tribe were memorable and provocative.

Our Practicums and Internships:

Our one week individual practicums and our MPH internships continue to be very popular as well. These practicums focus on Rural Health Policy and Management. Over the past year our students have been placed in the Bureau of Health Systems at ADHS, Copper Queen Hospital, Community Partnerships of Southern Arizona, Hopi Health Center, Little Colorado Medical Center, Congressman Raul Grijalva's Somerton, Arizona Office, and North County Health Care. Our student internships have also provided exciting opportunities for our graduating MPH students. This past year internships have included work with Campesinos Sin Fronteras and El Centro Independiente de Trabajadores Agrícolas in the WAHEC area, North Country Health Care and Hopi Health Center in the NAHEC area, The Obesity and Diabetes Clinical Research Center in the GVAHEC area, and the Family and Child Resource Center in the SEAHEC area.

A new addition to the Rural Health Professions Program is the University Physicians Healthcare/Center of Excellence in Women's Health/AHEC Internship. The three entities have partnered to create an internship experience in MCH. The current effort supports three GRAs that are performing a needs assessment to identify the healthcare needs of girls and women residing in the catchment area of UPH at Kino Campus. UPH envisions expanding its Kino Campus to include a dedicated women's center. To this end, clearly identifying the healthcare needs of girls and women currently served is crucial.

Our Rural Health Professions Doctoral Fellow Ms. Samantha Sabo has completed her comprehensive exams and is very busy working on her dissertation which focuses on farm-worker health issues in the border region. Ms. Sabo coordinated the development of three our service learning courses this past year, coordinated the development of an APHA Service Learning Institute on Service Learning and is developing a tool kit for conducting service learning in the border region.

Today it is hard to imagine our College without all of these wonderful opportunities for our students, faculty and community partners to collaborate on such important issues. It has clearly strengthened our collective commitment and impact on health disparity issues throughout the state. We look forward to another productive year!

Arizona State University College of Nursing & Health Innovation

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 working in diverse communities to better prepare them for the anticipated changes in healthcare delivery and potential areas for career development. ASU uses a process to select these candidates jointly with the scholarship committee and clinical faculty members responsible for placing students in practice sites. This year, of the 12 students who initially applied, eight second-year DNP students were awarded one semester funding, and seven reapplied for additional semester funding. This is the college's fifth year participating with ever growing student interest. The students identified were selected based on essay statement and interview relevant to past experience in AHEC focus areas, leadership/community involvement, scholarship activities and potential to seek employment in AHEC focus areas upon graduation. The eight students began their clinical rotations in designated areas in early Spring 2011, and seven continued through the summer and fall semesters of the same year.

The student programs represented included adult/geriatric health and psychiatric/mental health advanced practice nursing, all practicing in primary care sites. There were no pediatric or women's health applicants this year. During the program funded period, students engaged in clinical practice in rural, medically underserved and health professions shortage areas. In addition, networking opportunities for AHEC program students were held with state public health departments, Maricopa County department of epidemiology, and other concurrent scholar/fellow opportunities within the college to increase students' professional networking and exposure to the social determinants of health that impact these populations. Utilizing a mentorship program to connect AHEC students, faculty and practicing clinicians, these students were provided opportunities for clinical experience, clinical scholarship, community health and outreach in rural and MUA areas.

This mentor relationship further enhanced the clinical experience through development of learning goals, and assisted students in expanding an awareness of health disparities. The goal was to foster positive experiences through the clinical experience and mentorship which will further encourage the fellow to remain in one of the AHEC areas upon graduation. The mentorship program also includes an academic link for rural, HPSA, and MUA preceptors to collaborate with faculty, access university resources and receive support for the teaching and training component of clinical learning. The College of Nursing & Health Innovation, through the Hartford Center for Geriatric Nursing Excellence, has included AHEC in the development of web-based information and resources to improve access for rural health providers to ASU's vast network of community partners. Several of the students who are further along in their studies and working on an Applied Project,

have been able to start work in the rural community in developing a health promotion program meeting an identified health need in that community. During the clinical rotations, students were invited to participate in GVAHEC multidisciplinary conferences, symposiums and community events to foster interdisciplinary work. The students also completed geriatric home assessments on elders in designated areas providing a valuable community service to this population for support and referral.

One student, who has been practicing in Douglas Arizona, was able to use this mentorship experience to begin a project with the clinic to improve patient outcomes using a novel method of predictive modeling. Her rural health experience has had a direct influence on her ability to initiate the health promotion project.

While all students live in the Phoenix metropolitan area, they traveled as far north as Camp Verde, AZ, and as far south as Douglas, AZ, and included areas of Marana, Green Valley, Apache Junction, Cottonwood, and Payson covering a total of five counties in the state of Arizona. Seven of the eight students plan to continue in their AHEC funded site after the completion of the funded period, citing the array of clinical experiences, professional challenges, opportunities for both collaborative networking and autonomy, as well as deep sense of area needs to be high motivators to remain in these sites. As a direct result of this experience, one student is currently applying to serve for the U.S. Public Health Service. The students and faculty at Arizona State University are always grateful for the funding provided to this program as a means to increase students' awareness of large scale rural health needs and ways in which to meet these through formative clinical experiences.

The University of Arizona College of Nursing Rural Health Professions Program

Ki Moore, DNSc, RN, FAAN

Professor and Director Biobehavioral Health Science Division

Sally Reel, PhD, RN, FNP, FAAN, FAANP

Associate Dean for Academic Practice

The UA College of Nursing has participated in Arizona's Rural Health Professions Program (RHPP) since the onset of the RHPP Arizona Legislation. Earlier this decade, with federal and state funding, the College of Nursing transformed nurse practitioner (NP) education for online delivery to facilitate access to high quality advanced practice nursing education—delivering leading edge graduate nursing education to where students live. This “grow our own” strategy is consistent with the AHEC workforce development mission for rural and urban underserved communities and is an important strategy to recruit and retain health care providers for these communities.

All College of Nursing students enrolled in the family nurse practitioner (FNP) advanced practice nursing educational program have rural and urban underserved clinical practice experiences in Arizona during their FNP academic career. In 2010-11, FNP students were placed throughout the state in health service agencies that included rural, border, tribal and urban underserved agencies that were also located in two regional AHEC service areas. Under preceptor supervision, these students provided care to 685 patients and had a total of 494 patient contact hours in rural and underserved clinical practice sites. Over 55 percent of all patient encounters provided by FNP students were with adult patients between ages 18 and 64 years and the remaining encounters (45 percent) were with elders over 65 years. FNP students provided care to patients experiencing a wide range of health conditions commonly seen in primary care settings; diabetes and hypertension were the most frequently seen conditions. Nearly 27 percent of all patients seen by FNP students last year were with underrepresented groups.

Northern Arizona University School of Nursing Family Nurse Practitioner Program

Karen A. Plager, DNSc, RN, FNP-BC

Professor and FNP Track Advisor, Principle Investigator for NUR38XR grant, Arizona Rural Health Professions Program

Northern Arizona University School of Nursing (NAU SON) Family Nurse Practitioner Program was pleased to be awarded a \$53,500 Arizona Rural Health Professions Program AHEC award. The award provides important financial assistance and learning opportunities for our family nurse practitioner (FNP) students. Each year in the last four years, our FNP program has expanded the number of students in our program. As a consequence, we have also increased the number of FNP faculty in our program. This year 31 students benefited from the award.

We are a rural-focused program with a mission to prepare family primary care practitioners to work in rural, frontier, and underserved communities, especially in Arizona. All of our FNP students complete their clinical practica in rural, underserved family primary care sites with FNP and/or family practice physician preceptors. A few do some of their clinicals in urban, underserved family primary care sites. Many of our students live in the communities where they complete their clinical work. Other students must travel from their urban communities to more rural areas to meet their clinical practicum requirements. Students are required to occasionally travel to the NAU campus for certain clinical-related activities. With the AHEC grant monies we are able to reimburse students for certain travel expenses to their clinical sites and to the Flagstaff campus. Grant monies support faculty who travel to clinical sites to supervise and evaluate clinical learning of FNP students. At these visits we also evaluate sites and preceptors with whom we collaborate. We have students placed in rural sites across the state, including private family practices, Indian health clinics, and community health centers.

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Arizona AHEC Interprofessional Education and Practice Projects

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 health professions and their foundational disciplines who jointly create and foster a collaborative learning environment in which learners develop the competencies core to 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 disciplines and thus socialize health care providers to work together as a team, share problem-solving and decision-making, and enhance the benefits of health care for patients, families, and communities.

The University of Arizona seeks to become a nationally recognized premier institution for IPE by 2020. Since 2007 AZAHEC has learned important lessons about implementing IPE strategies. Disciplinary silos are difficult to bridge without a fundamental change in culture and more importantly a formalized IPE framework to train faculty and students. Without formalization, the end result—collaborative practice—may remain elusive. Arizona AHEC community-based IPE training initiatives must press forward and be supported by the IPE academic infrastructure at the Arizona Health Sciences Center. The Arizona AHEC program is partnering to develop interprofessional education and practice models as the Arizona AHEC program needs to be able to effectively train our students to practice in teams within our communities. A few of our initiatives are highlighted in this section.

The Interprofessional Arizona AHEC Yuma Regional Health Professions Training Initiative is a community-based, academic partnered program designed to 1) Enhance community capacity for interprofessional rural and urban underserved health professions education in the Western Arizona AHEC region (WAHEC); 2) Strengthen educational partnerships between Yuma Regional Medical Center, the University of Arizona, the Arizona AHEC Program, and the Regional Center for Border Health/WAHEC and rural and underserved health care providers for mutually beneficial health professions educational outcomes; and 3) Alleviate health care provider shortages and improve health care access for rural, underserved, minority and residents of persons living in the WAHEC geographic region by developing locally relevant training programs for health care professionals in these settings.

Yuma Inter-professional Activities: Integrating Pharmacy Practice Residents and Student Pharmacists into Practice to Promote Innovative Pharmacy Services in San Luis, Arizona

Marie Chisholm-Burns, PharmD, MPH, FCCP, FASHP
Professor and Head, Department of Pharmacy Practice & Science

The University of Arizona College of Pharmacy, in collaboration with key stakeholders and with funding and support from the AzAHEC program, has just finished the strategic planning, development and implementation of an innovative community pharmacy practice in San Luis, Arizona. In July 2010 a for-profit business plan was prepared and presented to the San Luis Walk In Clinic and the Regional Center for Border Health/Western Area Health Education Center (RCBH/WAHEC) representatives. A pharmacist, Paul Shah, opened an independently owned pharmacy, Santa Theresa Pharmacy, within the San Luis Walk In Clinic on October 19, 2010. He has been appointed as clinical faculty with the UA College of Pharmacy so that he may act as a preceptor for pharmacy students on rotations. Additionally, during the 2010-2011 funding year, a pharmacy needs assessment was conducted in the San Luis Community in two ways: (1) through targeted questionnaires conducted door-to-door within San Luis; and (2) through two focus groups conducted with providers and staff members of the San Luis Walk In Clinic. The questionnaire was administered as part of RCBH's annual door-to-door survey of San Luis residents conducted by bilingual promotoras (community health workers) during the summer of 2010. Two focus groups were conducted, one with the providers and one with the office administrators/staff of the San Luis Walk In Clinic; both sessions used similar scripts to elicit responses from both types of participants. Both the focus group questions and the community questionnaires addressed common disease states of San Luis residents, types of medications used, current pharmacy services utilized by San Luis residents and additional pharmacy services needed in the community. The completed questionnaires and the focus group data were analyzed and a formal report was generated and presented to RCBH/WAHEC and at an academic poster session hosted by the UA College of Pharmacy in the spring of 2011.

Based on information obtained in the pharmacy needs assessment, The University of Arizona College of Pharmacy in collaboration with RCBH/WAHEC and Yuma Regional Medical Center, will begin undertaking the next steps associated with developing an inter-professional training and pharmacy workforce development program in a rural setting for pharmacy students and pharmacy residents. With the recent passage of national healthcare reform and the documented impact of pharmacists on patient outcomes and healthcare related costs, it is more important than ever to ensure that patients have access to quality pharmacy care and that our future pharmacists receive the necessary training to improve patient care and outcomes. This program will provide an inter-professional training and pharmacy workforce development program in a rural setting for pharmacy students and pharmacy residents. Additionally, this program would design and implement clinical pharmacy services for a rural, border population that suffers from significant health disparities. To evaluate the success of the training and patient service programs, feedback will be solicited from key stakeholders and program participants. These informative interviews, focus groups, and questionnaires will be used to further enhance and improve the current program in San Luis and evaluate the potential feasibility of expanding the training program to other rural or underserved sites within Arizona.

The University of Arizona College of Nursing 2nd Degree Nursing Program in Yuma Supported by Arizona AHEC Funding

Terry Badger, PhD, PMHCNS-BC, FAAN
Professor and Director, Community and Systems Health Science Division
The University of Arizona College of Nursing

The University of Arizona, College of Nursing, received \$550,000 funds from the Arizona AHEC Program to expand the 2nd Degree BSN Nursing Program to Yuma. Funds supported student tuition, technology and space as well as onsite clinical faculty. Students began their didactic and clinical learning experiences in Yuma in June 2010 and graduated August 11, 2011 with their Bachelor of Science degree in Nursing (BSN). The

Interprofessional Education and Practice Key Terms

"Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes."

"Collaborative practice in health-care occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, carers and communities to deliver the highest quality of care across setting."

¹ Buring, S., Bhushan, A., Broeseker, A., Conway, S., Duncan-Hewitt, W., Hansen, L. & Westberg, S. Interprofessional education: definitions, student competencies, and guidelines for implementation. *Am J Pharm Educ.* 2009 Jul 10;73(4):59.
Health Canada – Interprofessional Education for Collaborative Patient-Centered Practice. <http://www.hc-sc.gc.ca/hcs-sss/hhr-rhs/strateg/interprof/index-eng.php>. Last accessed 8 April 2010

² World Health Organization. Health Professions Networks Nursing & Midwifery Human Resources for Health. (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Pg. 13. Available online: http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf. Accessed 4-4-2011

students' onsite clinical instructor, Ms. Luz Wiley who is a master's prepared adult nurse practitioner who lives in Yuma, gave each of the Yuma graduates their nursing pins at the August ceremony. The Yuma graduates are Eugenia Johnson, Sarah Strom, Julieta Arredondo, Hillary Stock and Laura Monks.

There is no doubt that these BSN students are committed to Yuma. As part of their community health assessment during their last semester (Summer 2011), three University of Arizona nursing students discovered that the Crossroads Mission had run out of funds to purchase basic supplies. As cited in the Yuma Sun (2011), these students conducted a toilet paper drive to collect 1,000 rolls of toilet paper for Crossroads Mission. As a result of receiving AHEC sponsorship, students are committed to a three-year service payback within Arizona that will be followed by the Regional Center for Border Health/Western Arizona Area Health Education Center. Yuma can look forward to these nurses working with the Yuma community in the next three years. We are proud to welcome these graduates into the 'Wildcat' family.

Medical Residency Program Development at Yuma Regional Medical Center

Edward G. Paul, MD, FAAFP
Director of Medical Education
Designated Institutional Officer (DIO), Yuma Regional Medical Center

Residency training program development at The Yuma Regional Medical Center (YRMC) has continued to progress during the past year. Dr. Ed Paul, Clinical Associate Professor in the Department of Family and Community Medicine at the University of Arizona, has continued to build relationships with community physicians and hospital staff at YRMC. Barbara Dunlop, formerly the Manager of Graduate Medical Education at Loyola University Medical Center near Chicago, has been working closely with Dr. Paul in addressing the accreditation requirements by the Accreditation Council for Graduate Medical Education (ACGME). Strong academic support has come to YRMC from faculty at both The University of Arizona and from Mayo Clinic Arizona.

Residency programs in Internal Medicine, Family Medicine, and Emergency Medicine are moving forward in Yuma. The accreditation application for the Family Medicine program was completed and submitted over the summer and a site visit is anticipated in early Spring 2012; initial accreditation of that program is expected by late Summer of 2012. The applications for both Internal Medicine and Emergency Medicine programs are currently being written. Program Directors have been identified for Family Medicine and Emergency Medicine and applications are currently being considered for the Internal Medicine residency Program Director position. Expecting that the accreditation process will proceed smoothly, Dr. Paul predicts that two programs will open with the first group of residents on site in July 2013.

Through the direct efforts of Barbara Dunlop and Dr. Paul, numbers of medical students rotating in physician offices and the hospital in Yuma have doubled in the past year. Medical students from University of Arizona College of Medicine have been part of that growth. Third year students now rotate to Yuma from the Rural Health Professions program, as Primary Care clerks through the Dept. of Family & Community Medicine, and also for rotations through the Dept. of Obstetrics and Gynecology. The Sunset Community Health Center is strongly supporting the teaching effort at YRMC with plans to host Internal Medicine residents in their clinics for ambulatory care training. Similarly, The Regional Center for Border Health-WAHEC Office, based in Somerton, is a strong supporter and will host Family Medicine residents on rotations in their clinical sites.

Arizona remains in the bottom quartile of states in the number of residency positions per 100,000 population and with growing numbers of Arizona medical school graduates in recent years, creating more residency programs to capture our graduates to keep them in Arizona is critical. YRMC residency training program development is a success story of networking and collaboration. A local hospital committed to doing the right thing for the community together with the direct support of established academic partners and community organizations will make a difference in improving the physician workforce in Arizona.

Arizona AHEC Interprofessional Education and Practice Projects

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: practice leadership across professions, evidence-based innovation across disciplines, knowledge and experience 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 in rural primary care in underserved 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 appliers 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 community laboratory 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, rurality may be a seemingly insurmountable barrier in a (culturally and economically) metropolitanized American society – despite the fact that 1 in 5 Americans (and 1 in 4 older Americans) live in the country's vast rural areas. It is challenging to convince health professional students from rural areas to practice in rural communities. We envision the AzaHEC COCER Fellowship program to become a model of interprofessional post-graduate training model in rural primary care research, extendable to community-based primary care research in general.

Productivity: The COCER Fellowship Program emphasizes scientific and clinical productivity – to provide exposure, gain experience, develop expertise, and thus achieve excellence (alliteration intended but nonetheless essential). The Program's productivity will be evaluated by conventional measures of clinical scholarship and research, however true excellence in clinical science and scholarship in primary care for rural and underserved populations as evidenced by diversified dissemination and implementation. In addition, we intend to provide consultation in program replication at both the state-wide and national levels.



COCER Fellows from left to right: Melanie Logue, RN, DNP, PhD (College of Nursing Fellow) Eleanor Olvey, PharmD, PhD candidate (College of Pharmacy Fellow) Randa Kutob, MD, MPH (College of Medicine Fellow) Tomás Nuño, PhD (College of Public Health Fellow)

Thought leadership: The COCER Fellowship program is a unique concept poised to become a replicable model. While the program itself may prove to be replicable, perhaps just as important is to disseminate the underlying “currents”: processes, challenges and barriers, solutions found, and lessons learned.

Fellowship vision: The COCER Fellowship Program focuses on defined populations and their health care needs: i.e. adapting care to Arizona communities and cultures, not vice versa. The program does so through proactive strategies; notably, bringing knowledge and expertise in evidence-based rural primary care to the point of care, networking centers and clinicians through the AzaHEC network and Arizona's public institutions, contributing 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.

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. 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.

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.

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 macro-level 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 “my-patients” 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 (and by extension financing), 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 care 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 trend in the same direction. The clinical and evaluation processes are informed by, yet also contribute to clinician science, the synthesis of this science, and the translation into evidence-based guidelines.

Arizona AHEC Interprofessional Education and Practice Projects

Interprofessional Education and Practice (IPEP) 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 IPEP 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 IPEP 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. IPEP 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 instru-

mental to building a productive and respected program at our institution.

Under the leadership of Interim Director, Dr. Andreas Theodorou, the IPEP 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 AHSC, 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 science faculty; 2) Implementation of the Professionalism and Patient Safety and the CPR Team Simulation activity for health science students as well as the initial planning for the Pandemic Flu and Disabilities activities to be held in Spring 2012; 3) Development of the IPEP website available at: www.ipep.arizona.edu; 4) Creation of a marketing plan, informational materials, and new tagline for the program; and 5) 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

UA/UPHK GME Consortium Family Medicine Residency

Julia Hardeman, M.D., *Associate Program Director UA/UPHK GME Consortium Family Medicine Residency, Assistant Professor, Family and Community Medicine College of Medicine, The University of Arizona*

"We welcome aspiring family physicians into a residency marked by excellence at all levels - achieving new heights of teaching, scholarly work, mentorship, and inter-professionalism as we care for vulnerable populations in under-resourced areas of Arizona." Mission Statement, UA/UPHK GME Consortium Family Medicine Residency

Thanks in part to strong support from many entities, including Arizona Area Health Education Centers (AHEC), The University of Arizona/UPHK GME Consortium Family Medicine Residency welcomed our first residents in July of 2010. We are off to a great start with a group of residents and faculty committed to the education of future physicians for care provision in under-resourced areas. Our residency's curriculum is structured to provide comprehensive, rigorous training so that our residents are prepared to practice family medicine in any setting upon completion of their training. Our residents work in three hospitals in Tucson, and learn to provide outstanding outpatient care in their own residency continuity clinic at UPH Hospital. However, it is the rotations in rural Arizona communities that make our program unique and offer a combination of training not found in many other residencies.

Arizona is a diverse state, including in the areas of health literacy and access to services. UA/UPHK Family Medicine Resident rural rotations take place in multiple Arizona communities, including those on the Mexican-American Border, and Indian Health Service facilities. From July 2010 through June 2011, AHEC supported travel costs for eleven residents to thirteen rural rotations in the communities of Safford, Nogales, Tuba City, Sells, Sierra Vista and Polacca. AHEC also arranged for and provided financial support for housing in many of these communities.

Rural rotations completed by the UA/UPHK GME Consortium Family Medicine Residents included Emergency Medicine, Family Medicine, Obstetrics and General Surgery. Patients were seen in both hospital and clinic settings. Involvement with Emergency Medical Services (EMS) crews, as well as Public Health Nursing also occurred in some of the communities. Rural preceptors received faculty development training supported by AHEC at the majority of the sites, provided by Dr. Tejal Parikh and Dr. Paul Gordon of the University of Arizona Department of Family and Community Medicine. Expectations for performance by the residents and ACGME supervision guidelines were provided to rural faculty ahead of the rotations, and feedback from rural faculty was received both during and upon completion of the rural blocks.

Prior to rotations in rural sites, all residents completed an orientation month to prepare them for residency. This included Advanced Trauma Life Support (ATLS), Pediatric Advanced Life Support, Advanced Cardiovascular Life Support, as well as a Spanish Immersion Curriculum. AHEC funding was used for a portion of these courses considering their application for work by residents in rural, under-resourced settings.

Resident feedback from these rotations has been very positive. One resident commented about her rotation in Safford, "My time in Safford showed me that there are still physicians in practice who still provide full spectrum care to their patients...In my one month in Safford, I experienced family medicine at its finest. I cared for patients as they took their very first breath as well as their last and everything in between. It was an amazing experience to combine all the skills and knowledge I have gained from medical school and residency into one rotation with some very unique and amazing physicians." Jennifer Chun, MD

One now third year family medicine resident shared, "Due in part to my experiences in Tuba City and Sierra Vista, I am already exploring a future job opportunity in rural Arizona." Kevin Burns, 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 "trenches". 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 communities...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 Maudlin, 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 Weaver, 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 communities they rotated through; these rotations have been a great experience for all involved.

University of Arizona/UPHK GME Consortium Internal Medicine Residency

AHEC funding also allowed for eight UA/UPHK 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 the very pleasant residents of Green Valley but I had the opportunity to travel to Arivaca and experience what it was really like to be the sole physician for miles." Billy Hour, 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 Murrain's supervision of family medicine residents as they provided low risk prenatal care and delivery services for women who otherwise may not have had any prenatal care prior to their delivery. In 2010-2011, the team 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 under-resourced individuals, often from rural areas with little access to healthcare resources.

Arizona AHEC Supported Medical Residencies

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, 3) pathway for the many medical students NAHEC works with who wish to train and retain in northern Arizona, 4) economic development for the communities NAHEC serves and region as a whole, 5) enhancing the capacity for health professions and medical education and research across northern Arizona, and 6) 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 new 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 Academic Health Centers, this model will be financed through the Bureau of Health Professions 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 start-up, 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.

*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 Med-Start 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 UA-COM 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 Hopi Healthcare Center 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. Med-Start has been very successful in increasing students’ motivation, knowledge and skill levels to successfully prepare for college, enroll, graduate, and pursue health 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.

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 21-22, 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 subungual hematomas, and 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 the 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 x-ray interpretation, basic 12-lead EKG interpretation, 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 online software program, E*Value, for students to maintain their clinical logs throughout three semesters of family primary health care clinical practica. This clinical log software helps us to better serve the needs of our students for achieving well-balanced 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 grateful 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.

Innovative Arizona AHEC Supported Projects



Faculty and Students participating in the first UA Mel and Enid Zuckerman College of Public Health student orientation at the Phoenix Biomedical Campus.

Mel and Enid Zuckerman College of Public Health Phoenix Program Public Health Practice

Cecilia Rosales, MD, MS

Director of Phoenix Programs, Associate Professor

The Master of Public Health in Public Health Practice is an interdisciplinary program that prepares students to develop the public health skills needed to work in a variety of governmental and non-governmental settings including the local, county and state departments of health, the Indian Health Service, Medicaid and Medicare programs, hospitals, and community health centers. Students learn to work effectively as part of multidisciplinary teams to develop, manage and evaluate public health programs that are appropriate for decreasing health disparities between and within diverse populations.

The Public Health Practice concentration is geared toward students who are able to enroll in courses that utilize a combination of distance and in person teaching modalities. An internship that integrates classroom work into a practice setting serves as the culminating experience of the curriculum.

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

Laurie Soloff, ND, MPH

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*Associate Dean for Outreach and Multicultural Affairs
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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 e-learning opportunity to support them as they prepare for medical school.

The highlight of the project was the completion of a new website "Med Path: 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 are: 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.

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 affording 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.

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 pre-health and pre-med students. Supporting our live workshops, the Dr. Med Pre-Med 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 Pre-Med materials include: Pre-Med Academic Timeline, MCAT Schedules, UA Pre-Med 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 pre-med 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.

Regional Center Director Reviews

Eastern Arizona Area Health Education Center (EAHEC) Activities



Jeri 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, leadership opportunities; give the students information about college admissions, scholarships, and financial aid; to provide hands on activities that will give the students an up close view of what is expected for a particular health career.



Yesenia Grijalva & Diana Sandoval are practicing an interrupted stitch while suturing a pig's foot.

WORKFORCE DEVELOPMENT SUMMARY-EAHEC

Type of Program	Number of Programs and/or Participants Served
Health Professions Students Clinical Education	95 Rotations – 93 Students
Health Professionals Continuing Education	116 Programs – 847 Participants
Health Careers Education Programs < 20 hours:	1,053 Students – 70 Parents and Teachers
Health Careers Education Programs >20 hours:	141 Students
Community Health Programs	8 Programs – 925 Participants

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 Campbell, 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 pigs' 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 several 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 Hospital and Hope Family Care in the development of a rural family practice residency site in Globe, AZ. Chad Campbell P.A.C., a graduate of the Integrative Medicine Fellowship 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 Integrative 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.

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.

WORKFORCE DEVELOPMENT SUMMARY-NAHEC

Type of Program	Number of Programs and/or Participants Served
Health Professions Students Clinical Education	358 Rotations and 146 Students
Health Professionals Continuing Education	111 Programs – 3,496 Participants
Health Careers Education Programs < 20 hours:	500 Students – 250 Parents and Teachers
Health Careers Education Programs >20 hours:	161 Students
Community Health Programs	122 Programs – 2,394 Participants

- 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 trainings 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.



Regional Center Director Reviews

Greater Valley Area Health Education Center (GVAHEC) Activities



Ellen Owens-Summo, M.Ed, DTR
Center Director, Greater Valley Area Health Education Center

As the Greater Valley AHEC celebrates yet another successful year of building collaborative relationships and providing much needed community services, we start a new year which will mark our 5th Anniversary at GVAHEC (“Give A Heck”). Perhaps “five” is our lucky number. In 2010 we were fortunate to add two additional staff members, bringing us up to five full time staff members. Angelina Alfaro, BSW, now leads and mentors students at our LifeBridge facility while Kathy Raab, CHES, works with all of our students, assisting them with curriculum development and program evaluation.

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 have set the stage for additional work and research to be done in FY 2012.

As these efforts continue to develop and further strategic planning has been conducted to identify the needs in our service area, the GVAHEC was fortunate to receive support from the AHEC program office to build our presence at the University of Arizona Biomedical Campus in Phoenix. Located in the heart of Phoenix, the GVAHEC



Students provide health education to the Dewey-Humboldt School District

WORKFORCE DEVELOPMENT SUMMARY-GVAHEC

Type of Program	Number of Programs and/or Participants Served
Health Professions Students Clinical Education	105 Rotations – 91 Students
Health Professionals Continuing Education	11 Programs – 219 Participants
Health Careers Education Programs < 20 hours:	16 Students, 119 Parents and Teachers
Health Careers Education Programs >20 hours:	37 Students
Community Health Programs	121 Programs – 3,017 Participants

office at UA has allowed for greater collaboration with the Medical School and the UA Zuckerman College of Public Health. Additionally, Arizona State University – UA College of Nursing and Health Innovations, which includes the Dietetics, Exercise Wellness, and Health Promotion programs, is located just two blocks away. Over the next year, we plan to build relationships with schools located in the area as well as to invite potential students to the campus to meet with students, faculty, and staff in order to increase their awareness of the programs offered at the University of Arizona and explore careers in public health, medicine, and nursing.

Collaborating Towards Improved Community Health

Building on our successes from last year, the GVAHEC continued to work with partners to achieve a common goal of a systems change towards healthier Arizonans. The following are just a few highlights of these collaborative efforts.

The Arizona Living Well Institute completed its first full year of programming with support from the Arizona Department of Health Services, St. Luke’s Health Initiatives, and GVAHEC. The Institute, which is home to the evidence based, chronic-disease self management programs “Healthy Living”, expanded its capacity to all but two counties in the state and had trained over 150 community members. GVAHEC is looking forward to another year of success with the Institute, providing administrative support, professional development, and developing outreach efforts to increase awareness of these programs among primary care providers.

We continue to work with the Arizona Coalition for Military Families, by sponsoring the continuing education for the annual Symposium for Military Families, Military Immersion Training, and trainings on Traumatic Brain Injury. This year, we also supported the launch of the Military/Veteran Employment Portal which is a tool designed to assist service members, veterans & their families with connecting to employment. The portal includes tools and resources such as; Military Skills Translator; Online Resume Builder; Online Document Storage Personalized Job Portal. Access to the portal is free to the Military service member and/or veteran. GVAHEC’s interest is in using the portal as recruitment into health professions and will look at ways to further expand its capabilities.

Community Health Education Internship Program at GVAHEC

Our Community Health Education Internship Program provided approximately 40 students, who worked as part



Students conduct a food demonstration in English and Spanish

of interdisciplinary teams, the opportunity to gain practical community based experiences as part of their education 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 well-being 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 Charities 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.

Supporting Arizona Health Professions Students



GVAHEC ends its third year of providing support to students currently enrolled in an accredited health professions training program and/or internship through the ICE PAK program. The Interdisciplinary Community Education - Personal Assistance Kit has provided support to over 250 students and maxed out our budget for student support for the first time. Students can apply for assistance up to \$250 per year by filling out a simple application on the GVAHEC website. Students use the support to cover travel expenses to and from internship or clinical rotations, purchasing supplies for classes, or to offset the costs of housing. Students who receive an ICE PAK often stay connected with the program and volunteer their time and talent in the future.

Regional Center Director Reviews

Southeast Arizona Area Health Education Center (SEAHEC) Activities



Gail Emrick, MPH
Executive Director, Southeast Arizona Area Health Education Center

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 SEAHEC Director Gail Emrick, serving as Adjunct Faculty for the UA Zuckerman College of Public Health, teamed with COPH faculty Jill de Zapien, Cecilia Rosales, and Burris Duncan to run the course. Some of their activities during the week included:



Hannah Hafter participated in the Border Health Service Learning Institute in 2008 as a public health student and was hired in 2010 as the Border Health Program Coordinator at SEAHEC – a demonstration of the program's effective contribution to rural health workforce development.

Health Education & Diabetes: Students worked with Chiricahua Community Health Centers, Inc (CCHCI), 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 "Frontera de Cristo" and DouglaprietaWorks 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 com-

WORKFORCE DEVELOPMENT SUMMARY-SEAHEC

Type of Program	Number of Programs and/or Participants Served
Health Professions Students Clinical Education	76 Rotations and 73 Students
Health Professionals Continuing Education	8 Programs – 546 Participants
Health Careers Education Programs < 20 hours:	1,850 Students – 35 Parents and Teachers
Health Careers Education Programs >20 hours:	236 Students
Community Health Programs	64 Programs – 2,474 Participants

munity. 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. Burris 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 support 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' Strategic Vision, 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 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 senior 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 southeastern Arizona learn about health career options

Students from SEAHEC-sponsored High School Health Career Clubs in Bisbee, Douglas, Nogales, Rio Rico and Tucson came together in December 2010 for a hands-on campus experience to learn how to pursue their dreams



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

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 Colleges of Medicine and Nursing. Topics included: 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 exercise. 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 experiential learning was jointly coordinated by SEAHEC, the AZAHEC program office, UA 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 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 Hernandez, 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 Professions 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 participation 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 state-wide, 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 assuring 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.

Regional Center Director Reviews

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 services, fire-fighters' response training (binational effort), immunizations, and Medical Spanish Terminology.

RCBH coordinated the "Stress Management" presentation. A total of 32 participants attended including outreach workers, community stakeholders, case managers, allied health professionals, office managers, and rotating 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 (CPR)	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 Dietitians, 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, Crane 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;

WORKFORCE DEVELOPMENT SUMMARY-WAHEC

Type of Program	Number of Programs and/or Participants Served
Health Professions Students Clinical Education	75
Health Professionals Continuing Education	7 Programs
Health Careers Education Programs < 20 hours:	24 Programs – 6,087 Students
Health Careers Education Programs >20 hours:	118 Students
Community Health Programs	37 Programs – 1,387 Participants

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 Niños/Our Children Campaign"

Nuestros Niños 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 health-care 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 Career Clubs

Regional Center for Border Health/WAHEC recruited a total of 206 students for health career and HOSA clubs. The active high schools are: Kingman (48), Kofa (43), 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-career clubs (6) H.O.S.A.	Kingman; Lake Havasu; Yuma; San Luis	Kingman HS Lake Havasu HS Kofa HS, Cibola HS San Luis HS, EOC High School
Health-career fairs, presentations	Yuma, Cocopah Tribe	Kofa, Cibola, San Luis & Yuma high schools, Arizona Western College, Cocopah Indian Tribe

Note: Six WAHEC-area students also attended the Med 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 Occupation Student Association Week recently with members of the Kingman High HOSA organization and their sponsor Carol Gunnerson. 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.



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.

Sarah Strom has accepted a position with YRMC in Labor and Delivery. Laura Monks has accepted a position with YRMC in Med/Surg. Eugenia Johnson-Barton has accepted a position with Tuba City Medical Center in Med/Surg. Julieta Arredondo and Hillary Stock are currently deciding on their career opportunities.

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 Niños" 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, 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.

2011 Arizona AHEC Program Partners

The Arizona AHEC Program collaborates with many groups year-round. Personnel from the program's regional centers and home office are grateful to all of these agencies and organizations, many of which are listed here (with sincere apologies to those not listed).

Academic

Acacia Elementary
A New Leaf / La Mesita
A.T. Still University
Ajo Unified Schools
Alta Vista Elementary
Antelope High School
Anthem Elementary
Arawaipa College
Arizona Health Training Institute
Arizona State University (including ASU Research Park/Discovery Institute for Women's Health and Schools of Social Work and Nursing)
Arizona Western College
Baboquivari High School
Benson High School
Bisbee High School
Boys and Girls Clubs of Phoenix
Bradshaw Mountain High School
Buckeye Union High School
Burton Elementary School District
Calabasas Middle School
Center for Academic Success (Cochise Private Industry Council)
Central Arizona College
Centro de Estudios Tecnológicos industrial y de Servicios No. 128 (CETIS 128) (Nogales-Sonora, Mexico)
Chinle High School
Cholla Elementary
Cibola High School
Cochise College
Coconino Association for Vocational Industry and Technology District Public Schools
Coconino Community College
Creighton University (Nebraska)
Desert Shadows Middle School
Diné College
Douglas High School
Eastern Arizona College
Escuela Secundaria General #3 (Nogales-Sonora, Mexico)
Flagstaff Unified School District
Florence K-8
FMC Education Center
Fourth Avenue Jr High School
Ganado High School
Gateway Community College
Gila County Community College
Glendale Elementary School
Globe High School
Grand Canyon University
Greenway Primary School
Hayden High School
Hopi Jr/Sr High School
Humboldt School District
Instituto Tecnológico de Nogales (Mexico)
International Rescue Committee
Ira H. Hayes High School
John Jacob Elementary
Kingman High School
Kofa High School
Lake Havasu High School
Las Lomas Elementary School
Lincoln Elementary School
Little Red Schoolhouse

Many Farms High School
Manzanita School
Maricopa Community Colleges
Maricopa Integrated Health Family Learning Center
Mary J. Wely Elementary School
Maryland Elementary
Mesendick Elementary School District
Miami High School
Midwestern University
Mohave Community College
Monument Valley High School
Morenci Jr/Sr High School
Mt. View Elementary
Nogales High School
Northern Arizona University (including the Discovery Institute for Women's Health/Discovery Research Center)
Northern Arizona Vocational Institute of Technology
Northland Pioneer College
NOVA Southeastern University
Page High School
Palo Verde Middle School
Palominas Elementary School
Pan de Vida Foundation
Parker High School
Patagonia High School
Paul Huber Middle School
Payson High School
Pierson Vocational School
Pima Community College
Pima Prevention Partnership High School
Ponderosa High School
Prescott High School
Pueblo High School
Ray Borane Middle School
Ray High School
Rio Rico High School
Rio Salado Community College
Road Runner School
Safford High School
Safford Middle School
San Carlos High School
San Carlos Intermediate School
San Cayetano Elementary School
San Luis Middle School and High School
San Manuel Jr/Sr High School
Santa Cruz Alternative High School
Shonto Preparatory School
Sine Elementary School District
Southwest College of Naturopathic Medicine
Sunland Village East
Sunny Slope Elementary
Sunnyside High School
Thatcher High School
The University of Arizona (including Arizona Telemedicine Program, Bureau of Applied Research in Anthropology, Cooperative Extension Service, and many programs within the Colleges of Medicine, Nursing, Pharmacy, and Public Health)
Tucson High School
University of St. Francis (New Mexico)
University of Utah
Valle Del Sol
Valley Union High School
Vechij Himdag Mashchamakud High School
Wade Carpenter Middle School
Washington Elementary
Washington High School
White Mountain Apache Tribal Education
Winslow High School
Yavapai Apache Tribal Education

Yavapai College
Yuma Catholic High School
Yuma Elementary School District #1
Yuma Private Industry Council, Inc.
Yuma Union High School District #70

Federal, International & Other

Ambos Nogales BiNational Health Council
American Red Cross
Asociacion Sonorense para la Salud Reproductive, AC (MEXFAM-Sonora)
Arizona-Nevada Emergency Management Preparedness Project
Binational Health and Environmental Council
Emergency Response Subcommittee
Border Health Foundation
Centro de Información Para la Salud (CISAL)
Centro de Salud-Hospital General de Nogales, Sonora, Mexico
Chicanos Por La Causa, Inc.
Cochise County, AZ Northeast Sonora Binational Health Council
Consulado de Mexico en Yuma
El Colegio de Sonora, Mexico (COLSON)
Environmental Protection Agency (EPA)
Hospital General de Nogales, Sonora, Mexico
Hospital General San Luis R.C., Sonora
Hospital Santa Margarita, San Luis R.C., Sonora
Hospital Vozandes Quito
Instituto Mexicano Del Seguro Social (IMSS)
Mexican Consulate/Embassy (Arizona)
Mexican Foundation for Family Planning (MEXFAM)
National Association of Community Health Centers
National Health Service Corps
San Luis Rio Colorado, Sonora Fire Department (Mexico)
Secretaria de Salud de Sonora
Substance Abuse and Mental Health Services Administration
United States Department of Agriculture
United States Department of Education
United States Department of Health and Human Services—Health Resources and Services Administration
United States Department of Homeland Security
United States Department of Labor
United States Environmental Protection Agency
United States-Mexico Border Health Commission
United States-Mexico Border Health Association
Yuma Arizona/ San Luis R.C., Sonora Binational Health and Environmental Council

Regional

Alzheimer's Association Desert Southwest Chapter, Southern Arizona Region
Amberly's Place
American Lung Association of Arizona
American Red Cross Southern Arizona Chapter
American Red Cross Western Arizona Chapter
Association de Promotoras de Nogales
Banner Good Samaritan Hospital
Benson Hospital
Bisbee Copper Queen Hospital
Bushman Clinic (Jeffery Bushman, DO)
Bud Werner Memorial Library
Canyonlands Community Health Care
Carondelet Holy Cross Hospital
Carondelet Medical Group
Casa Grande Regional Medical Center

Catholic Healthcare West (East Valley Health Education Consortium)
Catholic Outreach Center
Chandler Pregnancy Center
Chiricahua Community Health Center
City of Nogales Fire Department
City of San Luis
City of San Luis Fire Department
City of Somerton
City of Somerton Fire Department
City of Yuma
City of Yuma Fire Department
Clinica Adelante, Inc.
Cobre Valley Community Hospital
Cobre Valley Regional Medical Center
Cochise Community Foundation
Cochise County Health Department (Public Health Emergency Planning and Preparedness Office)
Cochise County Networking Coalition
Coconino County Health Department
Coconino County Jail
Coconino County Workforce Investment Board
Coconino Rural Environment Corps
Community Assist of Southern Arizona (CASA)
Community Coalition of Eastern Santa Cruz County
Community Intervention Associates
Copper Queen Community Hospital
Cross Roads Mission
Dependable Home Health
Desert Senita Community Health Center
Douglas Fire Department
El Rio Community Health Center
Family Learning Center
Family Health Center of Patagonia
Flagstaff Medical Center
Fronse Health Center
Gila County Health Department
Gila Health Resources Clinic
Gracie Haught Memorial Foundation
Graham County Health Department
Greater Flagstaff Economic Council
Greenlee County Health Department
Kingman Regional Medical Center
LifeBridges Community Alliance
Little Colorado River Medical Center
Marana Health Center
Maricopa Workforce Connections
Mariposa Community Health Center (Placticamos Salud)
Miami (Arizona) Police Department
Mogollon Health Alliance
Monster Media, LLC
Moon Mountain
Mountain Park Health Center
Mt. Graham Regional Medical Center
Native Health
Navapache Regional Medical Center
New Frontier Health Food
North Country HealthCare
Northern Arizona Center Against Sexual Assault
Northern Arizona Council of Governments Area Agency on Aging
Northern Arizona Nurse Practitioner Group
Northern Arizona Regional Behavioral Health Authority
Northern Cochise Community Hospital
Our House/ Nuestra Casa Domestic Violence Shelter
Patagonia Community Church

Pascua Yaqui Dental Clinic
Pascua Yaqui Health Department
Payson Regional Medical Center
Phoenix Baptist Hospital
Phoenix Children's Hospital
Phoenix-Gila Senior Council
Pima County Health Department
Pima County Domestic Violence Task Force
Pinal-Gila Senior Council
Pinal-Gila Workforce Connections
Progressive Healthcare Group (Michael Gray, MD)
Regional Center for Border Health, Inc.
Rio Rico Fire District
St. Elizabeth's Health Center
San Luis Walk-In Clinic, Inc.
Santa Catalina Health Center
Santa Cruz Citizens Response Team
Santa Cruz Community Foundation
Santa Cruz Council on Aging
Santa Cruz County Battered Immigrant Women Task Force
Santa Cruz County Community Response Team & Task Force Against Family Violence
Santa Cruz County Constructing Circles of Peace-Restorative Justice Program
Santa Cruz County Health and Human Services Department (Emergency Management and Public Health Services Divisions)
Santa Cruz County Juvenile Detention Center
Santa Cruz County Sexual Assault Response Team
Santa Fe Ranch
San Luis Cultural Center
Sierra Vista Fire Department
SEAMAC Hospital
Sonora Environmental Research Institute, Inc. (SERI)
Southeast Arizona Medical Center
Southeastern Arizona Behavioral Health Services, Inc.
Southeastern Arizona Governments Organization's Area Agency on Aging
Southern Arizona Center Against Sexual Assault
Southern Arizona EMS (SEAMS)
Southern Arizona Trauma Network (SATNET)
St. Joseph's Hospital
Summit Healthcare
Sun Life Family Health Clinics
Sunset Community Health Center
The Guidance Center
Tolleson Fire Department
Tubac Fire District
Tubac Golf Resort
United Community Health Center
United Food Bank
Verde Family Network Council
Way of the Heart: The Promotora Institute
Western Arizona Council of Governments
White Mountain Regional Healthcare Center
Wickenburg Health Alliance
Wingspan (Anti-Violence Project)
Winslow Health Center (Navajo Area Indian Health Service)
Young Fire Department
Youth Life Skills Task Force
Yuma Community Food Bank
Yuma Community Foundation
Yuma County Health Department
Yuma County Library
Yuma Regional Medical Center

State

Arizona Adolescent Health Coalition
Arizona Association of Community Health Centers (Student/Resident Experiences and Rotations in Community Health Program)
Arizona Coalition Against Domestic Violence
Arizona Coalition on Adolescent Pregnancy and Parenting
Arizona Community Foundation
Arizona Community Health Outreach Workers Network (A2CHOW), Inc.
Arizona Council of Human Service Providers
Arizona Department of Economic Security
Arizona Department of Education
Arizona Department of Environmental Quality
Arizona Department of Health Services (including Diabetes Prevention and Control Program, Office of Border Health, Steps to a Healthier Arizona, and Tobacco Education and Prevention Program)
Arizona Health Occupations Students of America (HOSA)
Arizona Health Sciences Center
Arizona Hospital and Healthcare Association
Arizona Latin American Medical Association
Arizona Prevention Resource Center
Arizona Public Health Association
Arizona Public Services (Pinnacle West)
Arizona Rural Health Association
Arizona Rural Hospital Flexibility Program
Arizona's Children Association
Epilepsy Foundation of Arizona
Government Information Technology Agency (Arizona)
Governor's Commission on the Health Status of Women (Arizona)
Interagency Coordinating Council for Infants and Toddlers
Women's Frontier Alliance

Tribal

Chinle Comprehensive Health Care Facility (Navajo Area Indian Health Service)
Cocopah Nutrition Services
Cocopah Tribe
Desert Diamond Casino
Fort Yuma Indian Hospital
Hopi Health Care Center (Phoenix Area Indian Health Service)
Hopi Tribe
Inter-Tribal Council of Arizona, Inc.
Kayenta Health Center (Navajo Area Indian Health Service)
Ina Coalition
Indian Health Services
Native Images, Inc.
Navajo AIDS Network
Navajo Nation
Pascua Yaqui Tribe
Pathways Into Health
Quechan Education Center
Quechan Tribe
Sage Memorial Hospital
San Carlos Hospital (Indian Health Service)
Sells Health Department
Tohono O'odham Nation
Tuba City Regional Health Care Corporation
Tucson Area Indian Health Service
Tucson Indian Center
Whiteriver IHS

Arizona AHEC Program

Advisory Commission Members FY 2011

Michael Allison
Native American Liaison
Arizona Department of Health Services (Phoenix)
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Assistant Professor
Northern Arizona University (Flagstaff)
Jim Christenson (Retired)
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Cooperative Extension
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College of Agriculture and Life Sciences (Tucson)
Tony Felix
Director of Pharmacy
El Rio Health Center (Tucson)
Gwenda Gorman
Health Promotion Program Director
Intertribal Council of Arizona, Inc. (Phoenix)
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The University of Arizona, College of Medicine (Tucson)
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Navajo Area Indian Health Service (St. Michaels)
Jendean Sartain
Deputy Director
Gila County Division of Health and Emergency Services (Gila)
Patricia Tarango
Bureau Chief, Health Systems and Primary Care
Arizona Department of Health Services (Phoenix)
Rudy Valenzuela
President/CEO
Camillus Health Center (San Luis)

Ex-officio

Abel Estrella
Board President
Northern Arizona AHEC (NAHEC)

This list represents current (2011-12) appointments.

Jennifer Lakosil
Board President
Southeast Arizona AHEC (SEAHEC)

Christine Morgan
Board Chair
Greater Valley AHEC (GVAHEC)

Cliff O'Neill
Board Chair
Western Arizona AHEC (WAHEC)

Linda Yarrington
Board President
Eastern Arizona AHEC (EAHEC)

Sally J. Reel
Director, Arizona AHEC Program
Associate Dean for Academic Practice
The University of Arizona College of Nursing

Thomas K. Anderes
President Arizona Board of Regents
Nancy Tribbensee, Designee

Arizona AHEC Program AHSC Advisory Committee Members

Note: All members are faculty within the University of Arizona Health Sciences Center.

Tamsen Bassford
Head, Dept. of Family and Community Medicine
College of Medicine

Carol Galper
Assistant Dean, Office of Medical Student Education
College of Medicine

Francisco A. R. Garcia
Outreach Professor, Obstetrics and Gynecology and Public Health
Director, Center of Excellence in Women's Health
College of Medicine and Mel and Enid Zuckerman College of Public Health

Jill Guernsey de Zapien
Associate Dean for Community Programs
Mel and Enid Zuckerman College of Public Health

Elizabeth Hall-Lipsy
Program Manager-Health Disparities Initiatives and Community Outreach
Clinical Assistant Professor

Cathleen Michaels
Clinical Associate Professor
College of Nursing

Marylyn Morris McEwen
Associate Professor
College of Nursing

Doug Campos-Outcalt, MD, MPA
Associate Head Family and Community Medicine
College of Medicine

Marion Slack
Professor, Dept. of Pharmacy Practice and Science
College of Pharmacy

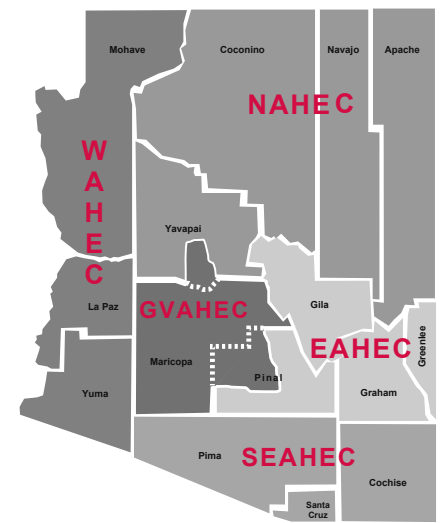
Arizona AHEC Program Regional Centers 2011-12

Eastern Arizona AHEC (EAHEC)
Service Region: Gila, Graham, Greenlee Counties and portions of eastern and southern Pinal County
5880 S. Hospital Drive, Suite 115
Globe, AZ 85501-9449
Ph: 928-402-8054

Greater Valley AHEC (GVAHEC)
Service Region: Maricopa County and portions of west-central Pinal and south-central Yavapai Counties
Empowerment Systems, Inc.
2066 W. Apache Trail, Suite 116
Apache Junction, AZ 85220-3733
Ph: 480-288-8260 ext. 103

Northern Arizona AHEC (NAHEC)
Service Region: Apache, Coconino, Navajo Counties and eastern portions of Yavapai County
2920 N. Fourth Street
Flagstaff, AZ 86004-1816
Ph: 928-779-7245

Southeast Arizona AHEC (SEAHEC)
Service Region: Cochise, Pima, Santa Cruz Counties
1171 W. Target Range 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, Inc.
214 W. Main St.
Somerton, AZ 85350-8773
Ph: 928-627-9222

Contact Us!



ARIZONA AHEC
Area Health Education Centers Program

Arizona AHEC Program
The University of Arizona
1834 East Mabel Street
Tucson, AZ 85721-0425
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Fax: 520-626-4037
Web: www.azahec.org

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The Arizona AHEC Program is administered through the University of Arizona and is responsible to the Senior Vice President for Health Sciences. The Arizona Health Sciences Center includes the UA Colleges of Medicine, Nursing, Pharmacy, and the University of Arizona Mel and Enid Zuckerman College of Public Health.

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