

Program Highlights

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The AHEC program was developed by Congress in 1971. 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. In FY 2013, Az AHEC supported a wide variety of educational programs at all levels of the workforce development pipeline. 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.

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.

AzAHEC System Supported (through June 30, 2013):

- 870 health professions student trainees in community-based training as follows:
 - 41 medical residents from the University of Arizona College of Medicine - South Campus Residency program
 - 333 health professions students from the disciplines of medicine, nursing, pharmacy and public health that participate in the Arizona Rural Health Professions Program (RHPP) at the University of Arizona (UA), Arizona State University (ASU), and Northern Arizona University (NAU)
 - 152 medical students (both RHPP and non-RHPP) from the UA College of Medicine that had rural and underserved clinical rotations
 - 107 nurse practitioner students from UA, ASU, and NAU for community-based clinical training
 - 47 pharmacy students from the UA College of Pharmacy
 - 27 public health students from the UA Zuckerman College of Public Health
 - 496 health professions students from AHEC-center-based non-UA health professions programs
 - 59 medical students
 - 26 dental students
 - 32 pharmacy students
 - 7 nurse practitioner students
 - 52 physician assistant students
 - 3 nurse anesthetist students
 - 96 registered nursing students
 - 8 physical therapy students
 - 14 dental hygiene students
 - 50 public health students
 - 28 behavioral health/social work students
 - 94 nurse assistant/patient care associate students
 - 17 clinical laboratory students
 - 10 other allied health students

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Arizona AHEC is a sponsored project of the University of Arizona. The AHEC Program office is located at the University of Arizona Health Sciences Center (pictured).



Message from the Director



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

As the Director of the Arizona Area Health Education Centers (AHEC) Program, I am pleased to present the 2013 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 access to care 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 our many success stories.

The Arizona AHEC program underwent a strategic visioning process in 2010-2011 and developed a strategic vision for 2011 to 2016 that outlined a broad educational development agenda to guide specific program plans. Our strategic vision focuses on developing integrated, sustainable statewide health workforce education programs with emphasis on primary care and increasing access in Arizona's rural and underserved communities by improving the supply, quality, diversity and distribution of the health workforce. We continued to implement the strategic vision in 2013 through collaboration with the five statewide Arizona AHEC regional centers, the University of Arizona College of Medicine - Tucson, University of Arizona College of Medicine - Phoenix, the UA College of Nursing, UA College of Pharmacy and University of Arizona Mel and Enid Zuckerman College of Public Health as well as other statewide organizations.

Key highlights in this report reflect programs supported by AzAHEC. First, our regional AHEC centers continue to demonstrate innovative health workforce development programs as is shown in their reports. Our academic partners including the University of Arizona College of Medicine - Tucson, UA College of Medicine - Phoenix, and the Colleges of Nursing, Pharmacy and UA Zuckerman College of Public Health as well as the Arizona State and Northern Arizona Colleges provide highlights of supported programs including how they are meeting and exceeding the expectations of the Arizona Rural Health Professions Program (RHPP).

With respect to graduate medical education (GME), Julia Hardeman, MD, Associate Program Director of University of Arizona College of Medicine - South Campus Family Medicine Residency program, provides an update on the rural rotations

for South Campus primary care residents. Sean Clendaniel, Director, the Northern Arizona AHEC (NAHEC) introduces their new program director as they pursue teaching health center (THC) status to start a community-based family medical residency program anticipating family practice residents in 2015 pending successful program approvals. Teaching health centers are authorized under the health reform legislation to expand or establish new primary care residency programs. THCs are primary care residency programs that are housed in community-based ambulatory care centers (unlike traditional hospital-based residency programs). North Country HealthCare, NAHEC's parent organization, is a community health center and strong advocate of primary care program development.

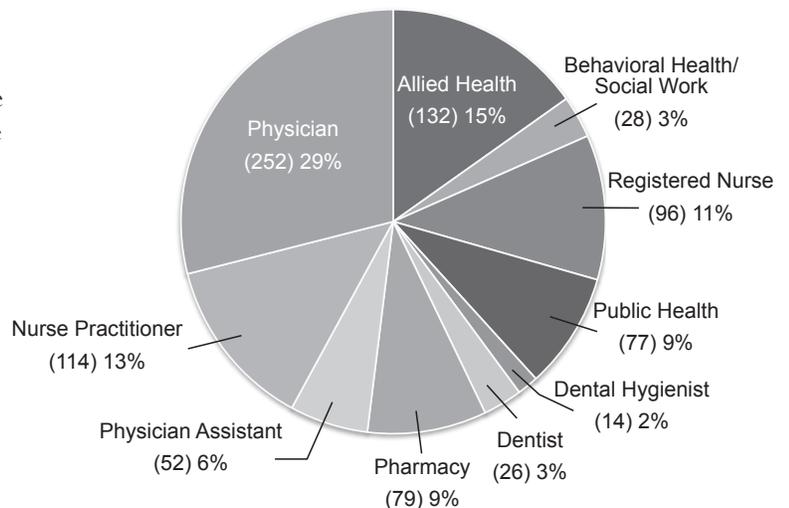
AzAHEC supports students on many levels. For example, Dr. Terry Badger provides a report about the Masters Entry into the Profession of Nursing (MEPN). MEPN is a 15-month program for students with degrees in other disciplines who want to pursue careers as registered nurses. AzAHEC sponsored the first MEPN cohort at Phoenix campus and this first cohort graduated in August 2013.

Through our small research grant program students, faculty and communities benefit. This year's report includes outcomes of studies by four student recipients of AzAHEC small research grants. Our postdoctoral Fellowship Program in Clinical

AzAHEC Health Professional Residents and Trainees by Discipline

Inclusive of UAMC - South Campus medical residents, Rural Health Professions Program (RHPP) trainees, and AzAHEC regional-center-based health professions trainees from other academic institutions

Period ending 6/30/13, N=870



Outcomes and Comparative Effectiveness Research (COCER) in Rural Primary Care program has three graduates. Drs. Ivo Abraham and Myra Muramoto provide brief outcomes of the COCER fellowship. Progress by the Interprofessional Education and Practice (IPEP) at the Arizona Health Sciences Center is provided as well.

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 2013. 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.

Program Overview

About the Arizona AHEC Program

1. 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.
2. Expanded statewide by 1989 to include five regional centers serving all 15 Arizona counties.
3. Is a sponsored project of the University of Arizona.
4. Is cited in Arizona Revised Statutes (ARS) articles 15.1643, 15.1644, 15.1645, and 5-572 (C).
5. Operates with funds from federal and state sources.

Structure

The Arizona AHEC Program comprises five regional centers located strategically statewide and an administering "home" office based at the University of Arizona Health Sciences Center. 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 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; and the Arizona Health Sciences AHEC Advisory Committee, whose members represent the University of Arizona College of Medicine - Tucson, UA College of Medicine - Phoenix, UA College of Nursing, UA College of Pharmacy, and UA Zuckerman College of Public Health.

In addition to these two advisory bodies, each regional center has its own ABOR-appointed governing board, comprised of health-care providers and consumers who reflect the ethnic representation of the center's geographic area.

Focus Areas 2012-13

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.

Postsecondary Student Training – Health Professions Student Education – 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, or without strong academic partnerships with Arizona's colleges and universities.

Health Professionals Continuing Education – The regional centers sponsored numerous continuing education opportunities throughout the year for health professionals statewide.

Youth Programs (K-12) - Health Career Programs – 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 Health Occupations Students of American (HOSA) Chapters.

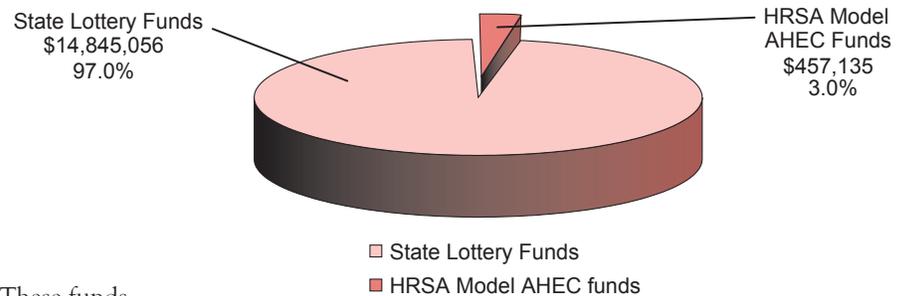
Community Health Promotion – In addition to helping build and support a culturally competent health professions workforce, the regional centers coordinated and supported health education activities and events for their local communities. Each center maintains a list of collaborators.

Financial Review

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 \$457,135 came from the U.S. Dept. of Health and Human Services-Health Resources and 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 nonfederal funds.

State funds are allotted to the Arizona AHEC Program through the Arizona State Lottery (per ARS 5-572C). State funding for Fiscal Year (FY) 2013 amounted to \$14,845,056. These funds included a beginning FY 2013 balance of \$10,235,343 and \$4,609,713 received after FY 2012 closed. This represents the FY 2012 allotment from the Arizona Lottery. 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).

**Chart F1. FY 2013
Arizona AHEC Program: Operating Funds**



**Table F1. FY 2013 Arizona AHEC Program:
Federal and State Funding Allocations**

Funding Source	Amount
Federal Funds	
Federal Model AHEC Grant	\$457,135
State Funds	
Lottery funds (Include FY 2012 carry forward)	\$14,845,056
Total state and federal-allocated operating funds	\$15,302,191

**Table F2. FY 2013 Arizona AHEC Program:
Federal and State Funds**

Funding Source	Amount
Federal Model AHEC Grant	\$457,135
FY 2013 lottery funds* (includes FY 2012 carry forward)	\$14,845,056
Total	\$15,302,191
Expenditures	
Program administration & Operations	\$649,060
Five Regional AHEC centers	\$2,480,637
Statewide programming support	\$1,641,528
Total	\$4,771,225
Total carry forward of state funds to FY 2014	\$10,530,966

Table F3. FY 2013 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	\$68,570	\$68,570	\$68,570	\$68,570	\$68,570
State					
Lottery funds	\$431,430	\$431,430	\$431,430	\$431,430	\$431,430
Total	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000

*FY12 Subcontract award period is from 9/01/12–8/31/13.

Arizona Rural Health Professions Programs (RHPP)

RHPP is a core program supported by AzaHEC annually since FY 2007. The Arizona Legislature created RHPP in 1997 (Arizona Statute 15-1754) to address shortages of health professionals in Arizona's rural communities. RHPP provides rural training experiences for students from the University of Arizona (UA), Arizona State University (ASU) and Northern Arizona University (NAU). 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 to participate in RHPP. RHPP is voluntary for student participation but mandatory for the three participating state universities.

RHPP is central to the mission of AzaHEC to help prepare the health workforce for rural and urban underserved populations. In FY 2007 due to increases in medical student enrollments at the UA College of Medicine and the anticipated new medical school in Phoenix coupled with Arizona's significant primary care provider shortage that is felt more acutely in underserved communities, AzaHEC initiated financial support of RHPP to the participating schools with the goal of doubling the numbers of students who participate in RHPP. While RHPP by history focuses on rural Arizona communities, AzaHEC does support clinical rotations in Arizona's urban medically underserved communities as well. Public health training was not included in the Arizona statute; however the AzaHEC program began supporting development of a public health RHPP at the University of Arizona in 2007.

In FY 2013 there were 333 students from UA, ASU, and NAU that had an RHPP training experience. The following section provides a brief report from each participating RHPP discipline.

The University of Arizona College of Medicine – Tucson Rural Health Professions Program

Carol Q. Galper, EdD

Assistant Dean, Curricular Affairs-Community Health Education

The Rural Health Professions Program (RHPP) at the University of Arizona College of Medicine – Tucson matches medical students with physicians working in small towns throughout Arizona. Through rural community-based clinical education the goals of our RHPP program include:

- Supporting and nurturing medical students' interest in careers in rural settings
- Providing opportunities for students to experience both the challenges and gratification of rural medical practice
- Enabling a mentoring relationship between students and rural practitioners
- Encouraging students to enter primary care careers
- Establishing working and learning partnerships among rural physicians, UA College of Medicine faculty and students

Fundamentally, the primary objective of RHPP is that students will have a rural training experience. We strive to place a student so that he/she will have a longitudinal experience in the same rural location with the same preceptor, patients, and community. By doing so, the student will get to know his/her community, its benefits and attractions, as well as its social problems and medical issues, while developing clinical skills.

This year with AzaHEC support, the UA College of Medicine – Tucson provided new opportunities for medical students in their third year clerkships (clerkship means clinical rotations in the

3rd and 4th years of medical school). The years of establishing relationships with rural physicians in the fields of family medicine, pediatrics, obstetrics and gynecology, general surgery and internal medicine have now led us to be able to provide third year medical students required clerkship opportunities all over the state. While family medicine has always provided rural clerkship sites, there are now sites that allow the following for the required third year rotations known as clerkships:

- Family Medicine: 6 weeks (entire clerkship)
- Internal Medicine: 4 weeks outpatient (other 8 weeks are inpatient in urban hospitals)
- Pediatrics: 3 weeks outpatient (other 3 weeks are inpatient in urban hospitals)
- Obstetrics and Gynecology: 6 weeks (entire clerkship)
- General Surgery: 3 weeks (other 3 weeks are required trauma at our trauma center)

The expansion to support students in rural clerkships has allowed RHPP students to spend significantly more time in a rural community in a variety of medical specialties. It also has allowed us to support non-RHPP students who are interested in experiencing rural medicine. Since RHPP is a competitive program, being able to provide additional experiences has allowed students who are not in RHPP to not simply learn about rural practice, but has actually produced interest in practicing in a rural area. We now have several 4th year students who are interested in practice in a smaller community in general surgery, specifically because of their experiences in these smaller communities. We have placed more students in rural and urban underserved communities and are especially proud of our increased

Continued on page 6

UA College of Medicine – Tucson Rural Health Professions Program from page 5

community experiences in the clerkships in the rural communities of Arizona. To illustrate, we placed 179 medical students in rotations that amounted to 980.5 weeks in rural and urban underserved areas. We are also anticipating another active year as our rural clinical clerkships have gained in popularity.

The UA College of Medicine – Phoenix is in the process of developing their own RHPP, and the UA College of Medicine – Tucson is collaborating to help them develop new sites, learn what we do, and to facilitate the transfer of our current Phoenix-based students to their campus. This past academic year 2012-13, two students from the Phoenix campus participated in our RHPP. This year, UA College of Medicine – Phoenix students participated in rural clerkships, in addition to rural family

medicine. Additionally, two Phoenix-based RHPP students participated in rural OB/GYN clerkships.

Dr. Carlos Gonzales, who heads the Family Medicine clerkship at the UA College of Medicine – Tucson, now also serves as the RHPP medical director for the UA College of Medicine – Tucson. He participates in the development of more rural sites and assures each practice is visited annually. This is an important part of our accreditation, for clerkship sites to have a documented site visit annually.

This year the UA College of Medicine – Tucson successfully collaborated with the UA College of Nursing, UA College of Pharmacy and UA Zuckerman College of Public Health to host the first annual interprofessional RHPP Conference on April 6, 2013.

University of Arizona College of Medicine – Tucson: Rural Health Professions Program Participants												
Year	Total UA College of Medicine Graduates ¹	All Grads Choosing Primary Care		Number RHPP Graduates	RHPP Grads Primary Care Residency ²		RHPP Residency		Current Activity of RHPP Graduates ³			
		Number	Percent		Number	Percent	Number	Percent	Still Training	Rural Practice AZ	Urban Under-Served AZ	Other State
2000	100	56	56%	13	8	62%	8	62%	0	6	3	6
2001	102	55	54%	14	12	86%	8	57%	0	6	5	4
2002	101	62	61%	15	12	75%	9	60%	0	5	3	2
2003	91	46	50%	13	9	69%	8	62%	0	6	2	7
2004	104	60	58%	14	11	79%	7	50%	0	3	2	5
2005	90	50	55%	14	11	79%	11	79%	0	4	5	4
2006	86	51	59%	11	9	81%	3	33%	0	4	4	6
2007	114	56	43%	12	8	67%	5	42%	2	4	5	4
2008	100	51	51%	19	11	58%	10	53%	2	3	5	7
2009	119	61	51%	19	17	89%	8	42%	4	5	6	11
2010	106	63	59%	12	10	83%	8	67%	5	2	4	
2011	100	50	50%	12	10	83%	5	42%	12			
2012	141	80	57%	15	9	60%	5	33%	15			
2013	157	79	50%	20	15	75%	8	40%	20			

¹ Graduates includes COM Phoenix beginning in 2011. COM Phoenix students will show under Tucson graduates until 2017 (reflects time of Phoenix accreditation and admission of classes separate from COM Tucson).

² RHPP specialties include Family Practice, Pediatrics, Internal Medicine, Obstetrics, and General Surgery

³ Residencies vary from 1-5 years

Mobile Health Program Obstetrics (MHPOB)

Supported in part by Arizona AHEC, our Mobile Health Program Obstetrics program is now in its ninth year of operation. A multi-disciplinary effort, MHPOB involves the combined efforts of students in pharmacy, medicine, nursing and public health and is an outreach to un- or underinsured pregnant women who would otherwise have no prenatal care prior to delivery. Funding from AHEC supported Dr. Victoria Murrain's supervision of family medicine residents who provided low risk prenatal care and delivery services for these women. The MHPOB also provides educational resources to patients to help improve the health of both mother and baby during and after delivery. In addition to prenatal care and education, women received contraception, postpartum care, initial well baby exams and education related to prenatal topics.

The University of Arizona College of Medicine – Phoenix Rural Health Professions Program

Jonathan Cartsonis, MD

Principal Investigator, RHPP Director

Background

Recognizing Arizona's critical need for rural practice physicians, the Rural Health Professions Program (RHPP) works to encourage medical student interest in rural practice. Upon admission, RHPP Scholars participate in a multimodal set of educational activities during their four years at UA College of Medicine – Phoenix. Experiences at medical schools across the country demonstrate the effectiveness of similar programs increasing the numbers of rural practice physicians.

AzAHEC funding has enabled the UA College of Medicine – Phoenix campus to initiate the RHPP educational program in the first half of 2013. Our RHPP vision is to promote medical practice in rural Arizona through medical student education and rural learning experience. The RHPP goals are:

1. Increase the number of UA College of Medicine – Phoenix graduates who practice in a rural setting.
2. Prepare RHPP Scholars for the rewards, challenges, and unique patient needs of rural medical practice.
3. Contribute to a college of medicine environment that promotes future rural practice.
4. Develop collaborative relationships with rural communities and faculty.



Kamatke, Gila River Health Care (south of Laveen, Arizona) will be one of the placement sites for COM-Phoenix students beginning in 2014.

We have collaborated with our Tucson counterparts throughout this initial planning and development phase and look forward to building this working relationship in future years. We have charted a program course we believe will inspire generations of medical students to pursue careers in rural Arizona. As a campus, UA College of Medicine – Phoenix fully understands the importance of student exposure to rural medicine where provider shortage and lack of healthcare is felt most. We established new training sites, so far enlisting health centers in Yuma, Page, Globe, and Prescott to precept and mentor our medical students. In addition to our rural site development, The UA College of Medicine – Phoenix Family and Community Medicine department has many urban underserved sites within the Phoenix metropolitan area. Currently 80% of our available third year urban clerkship sites are classified as underserved, and the education provided at these sites (based on student feedback) is exemplary. As we form sites, we are also always considering site capacity and if a site has potential to be an elective option or possibly accommodate another clerkship specialty.

Some notable UA College of Medicine – Phoenix RHPP milestones and ongoing activities during this initial implementation period are:

- February 2013: hiring of RHPP Director, Jonathan Cartsonis, MD
- April 2013: Formulation of RHPP mission statement and goals
- May 2013: Creation of RHPP Advisory Board; RHPP student focus group conducted to identify medical student needs; Creation of RHPP Summary Document (by New Curriculum Committee 8/13)

Ongoing:

- Progress toward a 4-year RHPP curriculum includes: 16-session seminar series (starting 8/13), 4-week rural pre-clinical summer session (between Year 1 and 2), and Year 3 rural clerkship experience.
- Development of UA College of Medicine – Phoenix Distinction Track in Rural Health
- RHPP mentoring and advising in required Scholarly Project subjects of rural health importance
- July 2013: RHPP Introduction to Medicine presentation to Year 1 UA College of Medicine – Phoenix students
- GVAHEC/UA College of Medicine – Phoenix partnership to identify rural physician preceptors in Maricopa, Pinal and Yavapai Counties.
- Development of rural electives in various medical specialties
- Continued site development

The University of Arizona College of Pharmacy Rural Health Professions Program

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

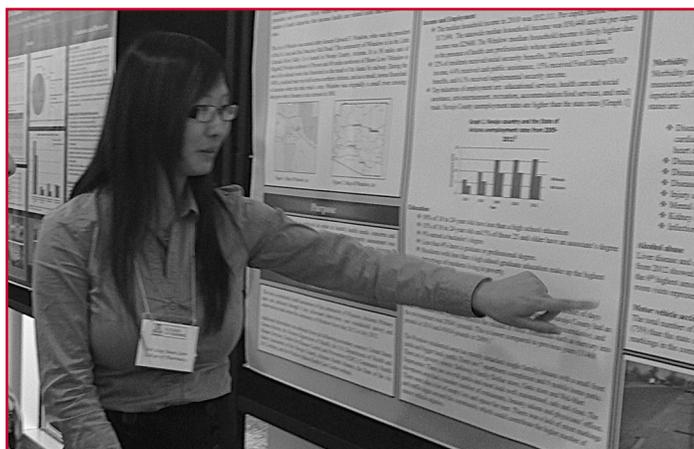
A primary goal of this project is to double the number of pharmacy student participants in the Rural Health Professions Program. Arizona state statute currently supports 4 pharmacy student participants; AHEC funding is intended to support at least an additional 4, but has historically supported at least triple that number.

The 2013 funding year to date has supported: 2 class of 2013 and 4 class of 2014 students for 6-week advanced pharmacy practice rural rotations, and 10 class of 2015 and 11 class of 2016 students for 4-week introductory pharmacy rural rotations. An additional 25 students are scheduled to complete a rural pharmacy rotation during the remainder of the funding and school year. In recruiting new students to the RHPP, 17 students from the class of 2016 applied, and 16 were selected using an application and interview process. In total, there are currently 47 students participating in the RHPP from the UA College of Pharmacy.

Project Evaluation

A questionnaire and a focus group to evaluate the impact of rural rotations on future rural practice aspirations have been developed and approved by the Human Subjects Protection Committee. This study continues to compare the pre- and post-rotation questionnaire responses of RHPP participants across various demographic variables. The response rates to the pre- and post-rotation questionnaires remain around 60%. All responses from 2009 through the pre-rotation questionnaire in 2013 have been aggregated to increase the sample size and investigate any trends. Similarly the focus group data collected since 2009 will be aggregated to conduct a thematic analysis. Both the questionnaire and the focus group script have been shared with the UA College of Nursing's RHPP to determine if these instruments can be used so that data can be compared across professions.

Class of 2013 post-graduation employment was tracked to determine the location of practice for RHPP graduates. Three out of the 11 have obtained a post-graduate pharmacy residency (two of these students accepted a rural residency position). Two out of the 11 have accepted employment at a rural pharmacy that they had rotated through as part of the RHPP. Three have obtained employment at an urban pharmacy in Arizona, and three were still seeking employment at the time of data collection. To further incentivize students and to strengthen the RHPP, the UA College of Pharmacy developed and approved a certificate program in Pharmacy-Related Health Disparities. The certificate is only available to RHPP students, and it's believed that the certificate has been key in the dramatic increase in RHPP applicants and retention of RHPP students. A total of 27

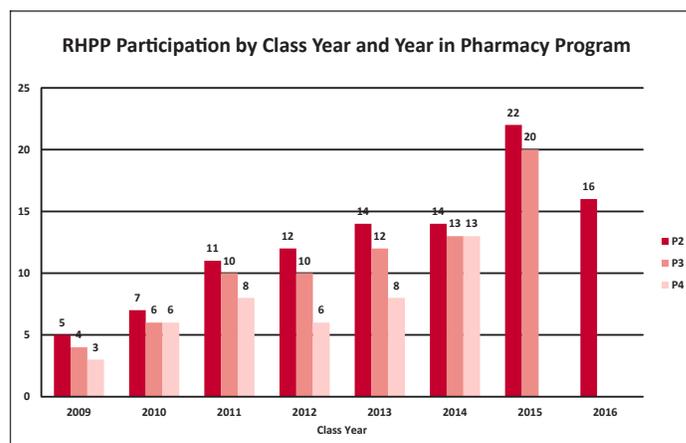


Yeh Ling Yuan Lee, PharmD student, presents her poster, "PharmD Student Community Assessment of Winslow, Arizona" at the first annual RHPP Conference.

students enrolled in the Community Assessment for Pharmacy Students course; all 27 of these students conducted a community assessment of their RHPP site community and presented their findings orally and in a report. Attendees from the other health sciences colleges were invited to attend these community presentations. Furthermore, 23 students enrolled in the Pharmacy Health Disparities course; this included 2 non-RHPP students. Approximately 10 class of 2014 students have or will have completed the certificate requirements and will receive their certificate at the Senior Awards Luncheon to be held in May 2014.

Successes in RHPP recruitment and placement have resulted in a shortage of rural facilities and preceptors. Moreover, many rural hospitals that have taken students in the past have declined to accept students or have limited the number of students taken this summer due to the installation of new computerized pharmacy systems and the creation and implementation of pharmacy residency programs. Efforts underway to collaborate and work with AHEC regional directors have resulted in several potential new preceptors and facilities.

When the RHPP participants and other pharmacy students who select a rural Arizona rotation finalize their rural placements and



dates, we coordinate activities for the students with the applicable local AHEC during their summer rotations/internships. As many of the regional AHEC offices assist with housing, they are contacted to help arrange housing as soon as students finalize their dates and placements.

The first annual RHPP Conference was held on April 6, 2013. Attendance included 15 pharmacy students and included poster presentations of two community assessment projects. The results of two of the community assessment projects have been shared with their respective regional AHEC offices for use by the community.

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 UA Zuckerman College of Public Health completed another productive and exciting year of our Rural Health Professions Program. We continue to grow and expand in each of our five service learning programs as well as with our policy practicums and our internships. Our partnership with the Arizona Area Health Education Centers Program continues to strengthen all of our public health programs at the undergraduate, MPH and DrPH levels. It provides diverse opportunities for our students, faculty and community partners to develop new and innovative partnerships. Now in its fifth year, we continue to support the overall goal of our program to focus on increasing the number of public health students who practice in rural and underserved communities in the state of Arizona. Our specific objectives are:

- To create opportunities for MPH and DrPH students at the UA Zuckerman College of Public Health to participate in service learning field experiences that provide them with direct exposure to and participation in public health programs that are implemented in rural and underserved communities in the state of Arizona
- To create opportunities for MPH and DrPH students at the College to participate in service learning courses for academic credit that increase their knowledge and understanding of public health issues in rural and underserved communities in Arizona.
- To create opportunities for MPH and DrPH students to have positive internship experiences and fellowship experiences in rural and underserved communities that will impact their career choices upon completion of their degrees.
- To create opportunities for faculty and academic professionals to partner with community-based organizations to meet the public health needs of their communities.

- To support fellowship opportunities for MPH and DrPH students that will provide for participating in public health programs that are implemented in rural and underserved areas in the state of Arizona and will impact their career choices upon completion of their degrees.

This year, objectives were accomplished through the following 1-unit service learning courses. Since the inception of the RHPP at the UA Zuckerman College of Public Health in 2007, service learning has been foundational to our program. These courses are one-week immersion courses with direct engagement of select communities and populations. These field-based service learning courses integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Food and lodging is paid. Students are responsible for 1-unit of tuition.

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Students and Faculty in CPH597B



Students and Faculty in CPH597F

University of Arizona College of Nursing Rural Health Professions Program

Terry Badger, PhD, PMHSNC-BC, FAAN

Interim Director, Professor and Director, Community and Systems Health Sciences Division

The University of Arizona College of Nursing

UA Zuckerman College of Public Health RHPP from page 9

Course	Course Name	Course Location	Themes	Communities
CPH 597A	Family & Child Health Programs in Urban Settings	Tucson, Arizona	Community-based outreach and research, families, health equity, cultural competency	Refugee, immigrant, homeless, adjudicated, youth, GLBT, urban Native American
CPH 597B	Maternal & Child Health in Rural Settings	Hopi and Navajo Nations and Gallup, New Mexico	Community-based outreach and research, chronic disease, tribal health systems, rural health, culture, sovereignty	Native American women, youth, families, community health representatives, tribal health agencies/programs
CPH 597C	Border Health Service Learning Institute	Somerton and San Luis, Arizona	Binational/border health, globalization, economic development, migration	Migrant farm workers, Promotoras de Salud, Mexican health systems, non-governmental organizations
CPH 597D	Rural Health Service Learning Institute	Thatcher and Safford, Arizona	Health promotion, environmental health, economic security, community collaboration in rural Arizona	Rural mining towns and San Carlos Apache tribal lands
CPH 597F	Phoenix Urban Service Learning	Phoenix, Arizona	Urban underserved populations/communities, community-based outreach and research	Phoenix underserved areas and community settings

RHPP also supports students in rural health policy practicums, internships and fellowships. This year four students participated in our Rural Health Policy Practicums. One MPH student surveyed by phone all rural hospitals under 50 beds in the state on the status of their community needs assessment required by the IRS. A DrPH student worked with the Hopi Health Care Center to update their hospital strategic plan. Another MPH student conducted a focus group of southern Arizona and other fire departments/EMS services on planning for the implementation of Community Paramedicine. A DrPH student used workforce data to develop a report on the needs of the state's rural communities' health workforce along with a secondary literature review of workforce ratios by population size.

Three MPH students are completing their internships through the RHPP this year. Two internships were conducted in the SEAHEC region, one in the GVAHEC region and one in the NAHEC region. One DrPH doctoral fellow defended her dissertation in the spring and was awarded her doctoral degree (DrPH) in May 2013.

The core mission of this project is to maintain a comprehensive, innovative rural health professions program (RHPP) within the University of Arizona College of Nursing. The RHPP addresses the imminent need for increased primary care providers in rural Arizona through advanced doctoral education techniques, engaging clinical residencies, and progressive scholarly inquiries within the Doctor of Nursing Practice (DNP) program. The program is designed around three tenets: 1) Prepare DNP Family Nurse Practitioner Rural Health Scholars; 2) Support rural health interprofessional collaboration among the University of Arizona Health Sciences; and 3) Evaluate program efficacy through quantitative and qualitative measures. The following outlines the activities and achievements of each principle to date.

For the reporting period of January 1 - June 30, 2013, the UA College of Nursing RHPP program supported a cohort of 14 rural health scholars. Students engaged in both didactic and clinical coursework relative to their Family Nurse Practitioner (FNP) specialties. Of the 14, 50% (7) completed a rural clinical rotation and 50% were enrolled in didactic coursework during the spring semester (January 7 - May 10, 2013). During the



Leila Kissick, BSN, RN, DNP Student Presents at the First Annual Interprofessional Rural Health Professions Meeting "Preserving the Role of 'Nurse' for the Doctor of Nursing Program."

summer semester (May 13 – August 9, 2013), approximately 21% (3) engaged in rural clinical training, 43% (6) in rural-focused didactic curriculum, and 36% (5) were not enrolled for the summer months. NURS 773, Rural Health Systems, and NURS 774, Rural Community Health, were offered for RHPP students in order to prepare scholars in rural health policy, theory, and special considerations of rural chronic care.

While these fourteen students reflect those DNP students who are engaged in advanced rural training, the UA College of Nursing requires a 90-hour clinical rotation in a rural or urban underserved health care setting for all family, pediatric and acute care nurse practitioner students. The College also tracks student clinical encounters to understand the nature of our students' clinical experiences. Last year, under supervision, nurse practitioner students provided care for 13,826 rural Arizona patients. Of these patients, 30% were Hispanic.

The UA College of Nursing RHPP plans to evaluate the impact of the program by conducting a pre-test/post-test survey. Students will complete the survey prior to beginning their first clinical rotation and at the end of their rural residency. Data collected will be analyzed using parametric and nonparametric techniques as well as qualitative thematic analysis.



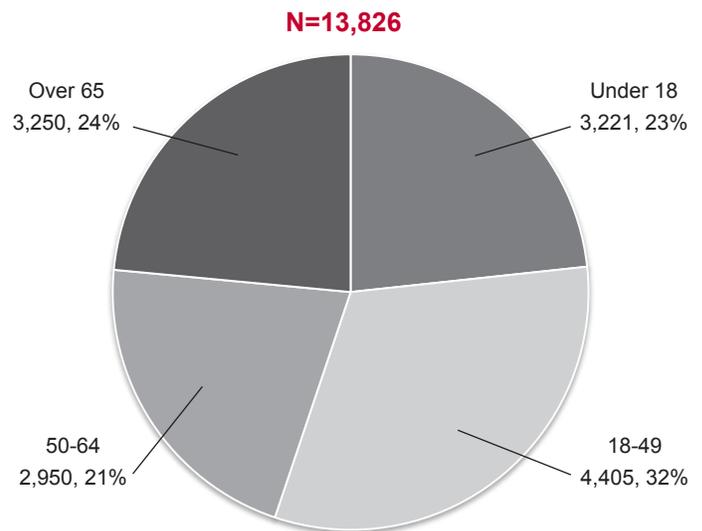
Featured speaker Roberto Dansie, PhD, (pictured in middle) framed the event with his powerful and eloquent message on cultural diversity and interprofessional exchange within rural health care. RHPP students from all four health sciences engaged in a facilitated dialogue led by Carol Galper, EdD (RIGHT) and Elizabeth Hall-Lipsy, JD, MPH (LEFT) regarding rural care considerations.

Interprofessional exchange with other rural health profession programs (RHPP)

April 6, 2013 marked the first Annual Interprofessional Rural Health Professions Meeting. Rural health students and faculty from the University of Arizona's Colleges of Medicine, Nursing, Pharmacy, and Public Health gathered at the University of Arizona Health Science Center (AHSC) to take part in the educational meeting. The overall purpose of the program was to enhance the ability of rural 21st century healthcare providers to provide culturally competent rural healthcare. Dr. Roberto Dansie, PhD, was the guest speaker. He is a member of the Toltec Tribe of Mexico and is a clinical psychologist who is internationally recognized as one of the most eloquent and accessible contemporary authorities on cultural diversity. Students across the disciplines also presented posters of their related rural projects at this event.

An active panel discussion followed on student experiences in rural Arizona and guidance on making the most out of a rural training experience. The day-long educational meeting allowed RHPP students to present scholarly posters and interface among colleagues and professionals from all health professions. The meeting, made possible by Arizona AHEC, the Division of Nursing, the Bureau of Health Professions, Health Resources Services Administration, and the Department of Health and Human Services, under the Technology-Enhanced Rural Interprofessional Primary Care FNP Education grant, was an exemplar of interprofessional education.

AzAHEC University of Arizona College of Nursing Nurse Practitioner Rural Patients by Age Fiscal Year Ending 6/30/13



Arizona State University College of Nursing & Health Innovation Rural Health Professions Program

Diane E. Nuñez, DNP, RN, ANP-BC
Clinical Associate Professor

Clinical Coordinator Adult Health & Director of Rural Health Practice Program

Recent changes in healthcare, industry, public and private business, and reimbursement for health services have contributed to individuals and communities' struggle to maintain optimal wellness with a lack of providers and access to resources. Arizona has experienced significant changes in service delivery, and rural areas are disproportionately affected. ASU will assist in the education and clinical practice of graduate nurses in shortage areas with the goal to increase access to care in medically underserved (MUA) and rural areas. The College of Nursing & Health Innovation currently has clinical mentors in rural areas of Maricopa, Pinal, Gila, Yuma and Yavapai Counties ready and willing to accept students in clinical experience rotations. As part of the initiative, ASU aims to improve the relationship between the regional AHECs to maximize opportunities for practice and scholarship readily available to ASU students.

In the ASU model, students are paired with two mentors; one clinical professional and one academic faculty. It is expected that this mentor relationship will further enhance the clinical experience through development of learning goals, and assist students in expanding an awareness of health disparities. The aim of this approach is to assist students to develop knowledge and expertise in the unique challenges of working in rural and medically underserved areas (MUA), along with the relevant health and access issues these populations face. The goal will be to foster positive experiences through the clinical experience and mentorship, which will further encourage the student to remain in one of the AHEC areas upon graduation.

The primary aim of this project is to provide students primary care clinical practice experience in rural and MUA areas, expose them to the challenges these communities encounter to access and deliver primary care, and promote future opportunities for long-term service to the community. Eight students have participated to date in rural/MUA clinical rotations this funding cycle. ASU has established clinical practice sites for six students, conducted ongoing training in established rural/MUA areas, and added two additional students to the cohort. At the time of this report, the continuing students have averaged 16 months of service in rural communities. One student completed two years in the respective site by graduation in May 2013 and will remain in that setting for long-term employment.

This is a significant improvement and development since ASU was awarded AHEC funding. The students are in diverse settings both rural and urban medically underserved, and several are

developing community health education projects at their sites ranging from medication adherence programs to art therapy.

Northern Arizona University School of Nursing Family Nurse Practitioner Program Rural Health Professions Program

Debbie J. Noguerras, PhD, MSN, ANP/FNP-BC
Associate Professor

Coordinator - Doctor of Nursing Practice and Family Nurse Practitioner Programs

AzAHEC Rural Health Professions Program support affords Northern Arizona University, School of Nursing (SON) to provide primary care family nurse practitioner (FNP) students with didactic experiences and clinical support during their rural-focused program. The project has three goals: 1) FNP students in their final semester will receive the existing skill and evidence-based practice workshop in January 2013; 2) FNP students in their first semester will attend a week-long intensive 'boot camp' to begin the transition from RN to advanced practice roles in May 2013; and 3) FNP students receive financial support for their clinical training in rural and medically underserved communities. Goals 1 & 2 were successfully completed by the mid-term, and Goal 3 is ongoing and on track for a successful outcome. Forty-nine students in clinical training have received financial support for clinical training to date.

Students in their final semester for the Family Nurse Practitioner (FNP) track attended an office skills workshop in January 2013. The workshop included suturing, punch biopsy, toe nail removal, and joint examinations. Evaluations from the workshop stated that the objectives were met and students agreed this event was important to their future careers. These students graduated in May 2013.

FNP students beginning the new curriculum in May 2013 attended a 5 ½ day (45-hour) intensive boot camp. Activities included content on the transition from RN to FNP, assessment skills, differential diagnosis, basic and advanced office skills, and advanced practice documentation. Funding from this grant supported student room and board in an on-campus dormitory, at no cost to the student. Evaluations from this event stated that the objectives were met and students agreed the skills they learned and brushed up on were important to their future careers and clinical experiences. These students will graduate in May 2014.

Clinical Support: 21 students completing their final FNP clinical rotation received \$500 in spring term. Twenty-eight students in their first FNP clinical rotation received \$500 in summer term, and 27 received \$803 in fall term.

Collaboration occurred with program staff at WAHEC for clinical placement of students in Yuma, AZ. Ongoing collaboration with program staff for future placement and engagement will occur this summer and moving forward.

Arizona AHEC Interprofessional Education and Practice Projects Interprofessional Education (IPE)

Interprofessional education (IPE) is growing increasingly more important and 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 AZ AHEC 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.

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

Amy K. Kennedy, PharmD, BCACP

Assistant Professor

The University of Arizona College of Pharmacy

Kathryn Matthias, PharmD, BCPS

Assistant Professor

The University of Arizona College of Pharmacy

Elizabeth Hall-Lipsy, JD, MPH

Assistant Professor

Program Director for Health Disparities Initiatives and Community Outreach

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 grant will provide an interprofessional training and pharmacy workforce development program in a rural setting for pharmacy students and pharmacy residents. Additionally, this program will design and implement expanded 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. These informative interviews will be used to improve the current program in San Luis and evaluate the potential and feasibility of expanding the training program to other sites within Arizona.

We have made additional progress in developing this interdisciplinary partnership. Student rotation objectives were developed and used by our five rotation students over the past year. These students reported great interactions with both the sites and WAHEC.

We have completed the evaluation of pharmacotherapy programs and services within San Luis Clinic. This evaluation included stakeholder interviews, record reviews and expert consensus meetings. Our team leads have developed interventions that we feel would be beneficial to these patients, including a potential asthma program.

We have worked closely with WAHEC to develop student rotations and an elective pharmacy resident rotation that includes spending onsite time with the WAHEC organization. The students over the past year have spent time collaborating with promotoras to promote health, and we are currently working on incorporating their feedback into the formalized partnership document. The regional center was also instrumental in helping find experiences to enrich student learning, including projects with other local pharmacies.

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.”¹

“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.”²

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

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,
Department of Pediatrics*

At the University of Arizona Health Sciences Center (AHSC), the mission of the Arizona Area Health Education Center (AzAHEC)-funded Interprofessional Education & Practice Program (IPEP) is to provide opportunities for students and trainees to learn and practice together in interprofessional (IP) teams in order to improve the health of their patients, families and communities.

IPEP brings together participants from the UA College of Medicine, UA College of Nursing, UA College of Pharmacy and UA Zuckerman College of Public Health as well as from other disciplines and universities.

Moving Towards a Longitudinal Curriculum

In 2012-2013, the second year of its AzAHEC funding, IPEP successfully moved forward multiple program objectives and laid the groundwork for sustainability. A significant accomplishment was the continued development of the proposed two-year longitudinal interprofessional curriculum along with multiple collaborative practice models. A key ingredient of the proposed curriculum is a focus on rural and other underserved populations.

The program's longitudinal curriculum and faculty development will help ensure that AHSC students meet the nationally recognized Core Competencies for Interprofessional Collaborative Practice developed by the Interprofessional Education Collaborative (IPEC).

The longitudinal curriculum features three distinct stages: exposure, immersion and competence. IPEP made significant progress in piloting elements of the longitudinal curriculum for entry-to-practice students, with pilots focused on developing the immersion stage of the curriculum.

From Events to Mini-Courses

A major transformation in IPEP curriculum was the transitioning of the original single-day learning events, which date back to 2005, into four-week mini-courses that blend face-to-face and online learning. The four IPEP mini-courses now make up the core of the longitudinal curriculum.

IPEP Mini-Courses

- Interprofessionalism For Patient Safety
- Pandemic Flu: An Exercise in Disaster Preparedness
- CPR Team Behaviour Simulations
- Disabilities: An Interprofessional Exercise

In addition to making their debut across the 2012-2013 academic year, the mini-courses experienced such growth in participation and recognition that they were adopted as a requirement in the College of Pharmacy's curriculum.

One mini-course in particular underwent a very exciting change – the Pandemic Flu mini-course. For the first time ever, an interprofessional mini-course went statewide to include students and faculty from all three Arizona state universities. All students participated in both online learning and a live pandemic simulation.

Piloting Curricula

As another step in developing the longitudinal curriculum, six pilots were designed and tested for possible inclusion in the immersion phase of the curriculum.

The IPEP Student Interest Group (SIG) was launched in the fall of 2012 with the AHSC interprofessional student-faculty mixer. The SIG pilot included opportunities for students from the UA College of Medicine, UA College of Nursing, UA College of Pharmacy and UA Zuckerman College of Public Health to practice as part of an IP team in real-world health care settings. In keeping with the AzAHEC mission of serving underserved populations, in 2013 SIG members participated in a mobile maternity clinic and a Head Start clinic and fair.

Two of the pilots focused specifically on interprofessional teamwork. In one, titled Teams and Teamwork, students explored teamwork and how to plan for an interprofessional student project. In a Quality and Safety Teams pilot, two teams of students, one with prior training in Quality and Safety and one without, planned and initiated quality improvement projects of interest to a local community health center and hospital.

In a Fall Prevention pilot run with assistance of the Southeast Arizona Area Health Education Center (SEAHEC), student-led IP teams worked with a rural community fire department to identify residents at risk for falls. Teams performed an in-depth assessment of fall risk factors and carried out minor home repairs and modifications to mitigate future fall risks.

Other pilots included a student-run binational IP conference that brought together health sciences students from Arizona and Sonora, Mexico to examine health issues along the US-Mexico border, and a weeklong IP service-learning project in Safford, Arizona.

Training Facilitators

The creation of the IPEP Faculty Development program led to enhanced facilitator training for all four mini-courses, the learning pilots and the University of Arizona Health Network (UAHN) New Resident Orientation. The Faculty Development Program also began work with the AzAHEC and the Rural Health Professions Program to identify rural and underserved practice sites for developing collaborative, interprofessional training.

Continued on page 17

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*

Myra L. Muramoto, MD, MPH

*Professor and Sr. Vice Head, Family & Community Medicine
University of Arizona College of Medicine*

Background

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 launched an interprofessional academic fellowship program in clinical outcomes and comparative effectiveness research (the AzaHEC COCER program) that brings together four doctorally prepared fellows from four health sciences disciplines: pharmacy, public health, medicine, and nursing. The program focused on primary care to rural underserved patients, families, and communities in Arizona and aimed 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 AzaHEC's bold step of venturing into community-based research is premised on the belief that rural primary care in Arizona will be strengthened by bringing new evidence to the point of care, while also engaging health care providers in generating the knowledge needed specifically to provide care to rural underserved communities in Arizona. This evolving emphasis on community-based research and, specifically, incorporating the AzaHEC regional centers and their local partners into a networked community laboratory for innovation in primary care, was designed to yield both short- and long-term benefits. In the process, AzaHEC is positioned to provide national leadership in the integration of clinical outcomes and comparative effectiveness research into rural primary care and the development of training models for the clinician-educators of the future.

Achievements

Four fellows began the program on August 1, 2011. Three fellows completed the program on June 30, 2013. Today, these graduates are members of the faculty and health sciences community. Dr. Randa Kutob, MD, MPH, is an Assistant Professor at the University of Arizona College of Medicine, Department of Family and Community Medicine. Dr. Melanie Logue, DNP, PhD, is a Clinical Assistant Professor at the University of Arizona College of Nursing. Dr. Tomas Nuno, PhD, is a postdoctoral research associate at the University of Arizona Cancer Center.

Fellows authored or co-authored 12 peer-reviewed papers, 5 abstracts, 1 book chapter, and had 18 papers in progress at the conclusion of the fellowship. They also gave 7 podium presentations, 3 poster presentations and 7 invited lectures. Fellows submitted an R-21 and an R-18 to the National Institute of Diabetes and Digestive and Kidney Disease Institute. Dr. Tomas Nuno successfully won a National Cancer Institute Academic Fellowship "R25T Continuing Umbrella of Research Experiences (CURES) Diversity Supplement" (Jan. 2013 to July 2015), David Alberts, Principal Investigator. Budget \$325,014.

Training Synopsis

During the COCER fellowship, each fellow had an individualized scientific training plan in addition to group training. Weekly 3-hour sessions fostered formal and *ad hoc* teaching, project collaborations, and information exchange. One-hour topical seminars augmented group sessions. These one-hour seminars were open and advertised to and throughout the five regional Arizona AHEC centers. Seminars were recorded and accessible through the AHSC BioCommunications websites. Experts and other resources were brought into the training depending on the fellows' training needs.

Scientific training included collaborative analysis of existing databases, prospective observational study, research synthesis, proposal-grant-publication writing, and course work in clinical outcomes and comparative effectiveness research.

The Family Medicine Center (FMC), operated by the Department of Family & Community Medicine (DFCM), was the interprofessional clinical practice training site. Located at the University of Arizona Medicine Center – South Campus, the FMC is one of the outpatient clinics within the University of Arizona Health Network (UAHN). By virtue of its location on the South Campus, the patient population at this clinic was ideally suited to the underserved/rural population emphasis of the COCER fellowship.

AzaHEC SPONSORSHIP

Arizona AHEC was proud to be a platinum sponsor of the 40th anniversary of the Rural Health Conference in Prescott, Arizona in August 2013. This annual event is presented by the University of Arizona Mel and Enid Zuckerman College of Public Health, Center for Rural Health. This year, Dr. Mary Wakefield, administrator for the Health Resources and Services Administration, delivered the Andrew W. Nichols Rural and Border Health Policy Lecture and discussed the implementation of the Federal Facilitated Health Insurance Exchanges under the Affordable Care Act, one of which will be in Arizona. Full conference information, including Dr. Wakefield's presentation, can be found at: <http://www.crh.arizona.edu/events/annual-conference/2013>

Arizona AHEC Medical Residencies

Graduate Medical Education (GME): GME (a residency program) is a period of specialty education that physicians undergo after they graduate from medical school. Most residency programs last from three to seven years, and during this time residents provide patient care under the supervision of physician faculty. Upon completion of the residency, the physician is eligible to take board certification examinations and practice independently. Residency programs are sponsored by teaching hospitals, academic medical centers, health care systems and other institutions. (Source: Accreditation Council for Graduate Medical Education. <http://www.acgme.org/acgmeweb/>)

The University of Arizona College of Medicine at University of Arizona Medical Center – South Campus Family Medicine Residency

Julia Hardeman, MD
Associate Program Director

Residents in family and internal medicine training programs through The University of Arizona College of Medicine – South Campus completed clinical rotations throughout rural Arizona this year as part of the rural curricula of each residency program. Thanks in part to support from Arizona Area Health Education Centers, we continue to work with rural preceptors in Wickenburg, Arivaca, Green Valley, Safford, Nogales, Polacca, Whiteriver, Tuba City, and have now added Show Low as a clinical site.

Studies suggest that providing exposure to rural rotations during clinical training increases the likelihood that a physician may choose to practice in a rural location after graduation. Though it will be several years before we have enough data to judge the impact of our residency's rural curriculum, one graduate of our family medicine residency commented about his experiences:

"During residency I was able to see different rural practice sites and meet many rural practicing physicians, which was important to seeing myself working in a rural location. My current job at a small hospital in rural Northern Arizona came about mostly because I rotated here as a resident. I really appreciate the support and encouragement during residency to explore and consider rural practice opportunities."

Our residents continue to receive preparation prior to their rural sites including ATLS, ACLS, PALS, NRP and an introduction to medical Spanish. They are taught about the multi-cultural situations they will experience prior to their rotations and receive an orientation to the housing and communities upon arrival to the clinical sites, coordinated by local AHEC and Indian Health Service (IHS) personnel.

Rural preceptors receive faculty development through an optional online training program through The Society for Teachers of Family Medicine (STFM), on-site preceptor shadowing and access to our online preceptor handbook. The feedback we receive from rural preceptors about our residents is positive; they appreciate



Ben Gonzalez, MD was invited to participate in a Native American Dance while on his Rural Family Medicine rotation.

the opportunity to teach residents who may choose to become the rural clinicians of the future. Patients also appreciate the care from our residents, often inviting them to return to their community upon graduation from residency. One resident recently noted that a patient she cared for in Nogales during her baby's delivery was very pleased with the care she received:

"She was so thankful I was involved with her delivery; she even brought me a gift of homemade Mexican cookies to show her appreciation."

Feedback from our residents continues to be positive. About his experience at the Hopi Health Center, one of our senior residents noted:

"Rotations like Rural Family Medicine are the reason I want to become a family doctor and why I came to this residency."

Another resident completed her rural emergency medicine rotation in Tuba City and commented:

"The full-spectrum demands of a rural location, the procedures, complexity of medical problems and decisions – all fired my imagination and captured my heart. I thought I was committed to rural/small underserved areas when I started residency over a year ago- now this has confirmed my long-term goals."

NAHEC and North Country Healthcare Family Practice Residency Development. Teaching Health Center Graduate Medical Education.

Sean Clendaniel, *Director NAHEC*

AzAHEC is working and financially supporting our Northern AHEC (NAHEC) regional center and their parent organization North Country Healthcare to develop Arizona's first community-based family residency program. Significant progress was made in 2013.

Frederick (Rick) Stone, MD, MPH, was recently hired to assume the position of the founding Program Director for NAHEC/North Country HealthCare's Family Medicine Residency

Program (FMRP). Dr. Stone has a distinguished career in academic medicine, a wealth of clinical experience (including additional fellowships), and a strong rural health background. All of this will serve NAHEC/North Country Healthcare well in developing the only FMRP for northern Arizona. According to Sean Clendaniel, NAHEC Director, "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. It is 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 community health center and an AHEC regional center. Over the past couple years a lot of development work has been done, and with Dr. Stone's arrival in January '14, the next stage of program development will commence. The inaugural class of residents will begin in July 2015."

Program Highlights from page 1

- 185 professional continuing education courses representing 808 contact hours for 8,006 participants including physicians, dentists, public health professionals, pharmacists, nurse practitioners and physician assistants
- Health Career Preparation Programs to 8,263 students including K-8th grade (1,991), high school (5,713), undergraduate (105) and adult learners (454)
- 8 students, faculty, and community small research/program grants
- 3 fellows who completed the AzAHEC Fellowship Program in

Clinical Outcomes and Comparative Effectiveness Research (COCER) in Rural Primary Care. The 3 graduates are employed by the UA College of Medicine, UA College of Nursing and Arizona Cancer Center

- The first interprofessional Rural Health Professions Program annual conference hosted by the UA College of Nursing in collaboration with the UA College of Medicine, UA College of Pharmacy and UA Zuckerman College of Public Health. The conference was also partially supported by the U.S. Dept. of Health and Human Services, Health Resources and Services Administration

IPEP at AHSC from page 14

Building Connections Through Technology and Social Media

By late 2012, it became clear that major changes were occurring in how people use the Internet. In response to these trends, in early 2013 IPEP redesigned its website to be mobile-friendly, improve usability and broaden social networking connections.

An investment in the strategic use of social media and digital communications allows IPEP to virtually reunite students and faculty who attend in-person events as well as network with IP organizations and programs around the world. In its first year, the IPEP Blog became one of the most active interprofessional blogs in the country, growing to include nearly 300 subscribers and publishing more than 50 articles.

National Partners

In the fall of 2012, IPEP was recognized as a leader in its field by the National Center for Interprofessional Practice and Education. The National Center, located at the University of Minnesota, invited the University of Arizona to be a pioneer university member in its Nexus Innovations Incubator. Through this opportunity, the University of Arizona and IPEP will participate in shaping interprofessional education and practice research, goals, implementation and evaluation across the United States.

Looking to the Future

IPEP continues to push forward, striving to position the University of Arizona Health Sciences as a national leader in interprofessional education. As the program grows in impact, reach and reputation, and the AzAHEC contract winds down, securing core institutional funding will be critical to future program sustainability and success.

Interprofessional education paired with IP practice opportunities for students are quickly becoming the norm in health professions education. As this standard continues to develop, it will become increasingly important for the University of Arizona to be a leader in order to attract exceptional students, professionals and faculty in health sciences.

The IPEP program has come a long way in its two years of funding through AzAHEC. On the cusp of the next chapter in program growth, the commitment to preparing future generations of health care workers to practice as part of successful interprofessional care teams is as strong as ever. IPEP will continue building innovative approaches and new partnerships to ensure AHSC students finish their education at the University of Arizona armed with the interprofessional competencies to provide safe, quality and patient-centered care.

Innovative Arizona AHEC Supported Projects



The first graduates of the MEPN Program, August 2013

Master Entry into Professional Nursing (MEPN)

Terry Badger, PhD, PMHCNS-BC, FAAN

Professor and Director, Community and Systems Health Science Division The University of Arizona College of Nursing

The primary purpose of this project was to establish an accelerated pre-licensure Master of Science (MS) in Nursing degree program, located on the inter-institutional Phoenix Biomedical Campus (PBC). Our Master's Entry to the Profession of Nursing (MEPN) program is the only masters entry option in the State of Arizona designed for those with a non-nursing bachelors degree interested in nursing as a second career. The MEPN program offers the local market (particularly those seeking Magnet recognition) with an RN pool with the requisite interdisciplinary competencies to be effective clinicians, patient advocates and transformational healthcare leaders. This program furthered the mission of Arizona AHEC to alleviate health care provider shortages and improve health care access for underserved persons in the Greater Valley Arizona Health Education Center (GVAHEC) region.

We have expanded the workforce of nurses educated at a baccalaureate level or higher. In August 2013, the first cohort (n=16) graduated with their MS in Nursing, with the majority seeking or having already obtained nursing positions in the GVAHEC region. We admitted our second Phoenix cohort (n=18) in May 2013.

Sixteen students are the first to receive a Master of Science degree for MEPN from the University of Arizona College of Nursing – Phoenix Campus. The students attended a celebration in Phoenix on Aug. 6 and then joined the Tucson-based graduates of the same program at a commencement ceremony in Tucson on Aug. 8.

MEPN is an accelerated nursing program for students with a non-nursing baccalaureate degree who would like to enter the profession of nursing as registered nurses (RN). One class is admitted per year, with students beginning the 15-month program in May and completing it the following year in August.

MEPN raised our visibility in the Greater Valley region. One of the primary missions for the Phoenix site coordinator this first Phoenix program year has been to facilitate clinical affiliations with many GVAHEC state, regional, and academic partners and to educate the Greater Valley region about our Phoenix MEPN site. Deb Gorombei has worked tirelessly to build support and visibility for the MEPN program on campus as well as with clinical agencies. As a team, we identified and worked to address actual and potential barriers. We began with three clinical affiliations/sites and are concluding our first program year with an additional seventeen Phoenix clinical locations. Our students have had clinical practica at Maricopa Integrated Health Systems (MIHS), Banner and Scottsdale Health organizations, public health departments in Maricopa County as well as other facilities associated with GVAHEC.

The University of Arizona 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 will receive its fourth cohort of students in fall of 2013. The program draws from the various disciplines that prepare 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.

As is the culture within the public health community, 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 utilizes a combination of distance and in-person teaching modalities. The internship or capstone, required of all students prior to graduating, integrates what students learned in the classroom by working in a practice setting. Students integrate into their culminating experience the core courses such as Epidemiology, Biostatistics, Environmental and Occupational Health, Public Health Policy and Management, and Socio-cultural and Behavioral aspects of public health. Additional skills include the administration and fiscal management of programs.

Increase Outreach Efforts in Central and Northern Arizona

Our outreach efforts to the Central and Northern regions of Arizona have targeted governmental, non-governmental and academic organizations. UA Zuckerman College of Public Health – Phoenix outreach efforts included numerous communications with representatives from state and county health departments, local hospitals, community health centers, Arizona State University, Northern Arizona University, the Arizona AHECs, and others. These communication efforts provided information about our programming, invitations to participate in events, and general agency contacts. Additionally, the Phoenix Coordinator attended multiple events to showcase our programs and connect with the public health and student communities. These events included the fall and spring NAU Graduate/Career Fairs, the fall and spring ASU Graduate School Fairs, ASU Career Fair, the fall and spring AzPHA meetings, and the U.S. Public Health Service (USPHS) Conference. The Phoenix Program Director was an active member of the USPHS planning committee in which they organized the USPHS Conference in Glendale, Arizona over a period of year. The Phoenix Coordinator co-hosted three Schools of Public Health virtual recruitment events and ten UA Zuckerman College of Public Health information sessions, both in person in Phoenix and Tucson and online.

We partnered with Northern Arizona University-Physician Assistant Program and the UA College of Medicine – Phoenix to submit to the Health Services and Resources Administration (HRSA) a workforce training program to establish a dual degree with UA Zuckerman College of Public Health – Phoenix and a certificate program with UA College of Medicine – Phoenix. In addition, we have continued to provide formal and informal presentations about the program to the Arizona Department of Health Services. Faculty participated in a panel discussion on the topic of Diversity and Inclusion with the Arizona Healthcare Executives, a top priority for the American Hospital Association (AHA) and the American College of Healthcare Executives (ACHE) nationally. 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. We have also fostered relationships with ADHS, Magellan Behavioral Health Services, and local non-profits such as Chicanos Por La Causa, People of Color Network, Valle del Sol Arizona Latino Arts and Culture Center, Aguila Youth Leadership program, among others.

The Phoenix Program joined forces with Wesley Community Health Center to establish a service learning program for Phoenix- and Tucson-based students. This past spring, students conducted outreach and interacted with the marginalized populations' characteristic of the central Phoenix area. Students participated in service projects with the various community gardens, the homeless shelter, and conducted a house-to-house survey on behalf of Wesley Community Health Center. Students also learned about the challenges experienced by veterans and their respective families by participating in a Military Immersion Program sponsored by the Coalition for Military Families.

UA Zuckerman College of Public Health faculty partnered with a grassroots advocacy organization to develop a Community Health Worker (CHW) program in collaboration with members of the Garfield Neighborhood Association. Eight community health workers received extensive training and will participate in a community health assessment of their neighborhood this spring. The assessment will be part of a MPH student's internship project. The MPH student will train the eight CHWs on community health assessments and how to collect and analyze data. Upon identifying the health priorities of the neighborhood residents, CHWs will develop a plan to address those concerns.

Building Community Relations (Local and Global)

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, within Maricopa County government. In addition, we are working with the Phoenix Children's Hospital Crews'n Healthmobile faculty and staff to create a database management system merging 12 years of data on homeless youth treated by the Crews'n Healthmobile. Once the database is established a patient profile will be articulated and future research questions will be generated.

A key aspect to the MPH program is the internship, which is considered both the cornerstone of the MPH and the capstone experience for students. It is expected that a significant number of internships will serve the greater public health community, and projects range in hours from 270 to 540. Our MPH PHP and MD/MPH Phoenix students have served a wide variety of agencies with very diverse topics.

Small Grant Funding

Since 2007, the Arizona AHEC Program has periodically solicited proposals for small research and project grants. The purpose is to 1) provide graduate health sciences students, medical interns, and residents with an opportunity to gain experience in rural and urban medically underserved Arizona communities through research and/or scholarly projects; 2) to interest Arizona Health Sciences students in rural and urban medically underserved practice and other areas of unmet needs; 3) to address community needs through health promotion and disease prevention research and relevant projects. The following abstracts reflect work completed by students last year.

AMI symptom experience of Mexican-American women: This is not what I know a heart attack to be

John Bowles, PhD, RN, PCCN
Marylyn McEwen, PhD, PHCNS-BC, FAAN
Anne Rosenfeld, PhD, RN, CNS, FAHA, FAAN
Lois Loescher, PhD, RN
The University of Arizona, Tucson, AZ

Introduction: Mexican-American (MA) women are a burgeoning population and are at increased risk for heart disease. However, there are no studies describing acute myocardial infarction (AMI) symptoms unique to this Hispanic subgroup.

Hypothesis: Guided by vulnerability theory, the aims were to describe MA women's perceptions of the AMI symptom experience and to measure their self-reported acute and prodromal MI symptoms.

Methods: A convenience sample of 8 MA women, mean age 63 years (range 41-78 years) with recent AMI from the U.S.-Mexico border region participated in a semi-structured interview and completed the McSweeney Acute and Prodromal Myocardial Infarction Symptom Survey (MAPMISS). Qualitative description was used to analyze codes from interview data and descriptive statistics were used to analyze the MAPMISS responses.

Results: MA women's symptom experience was incongruent with what they knew to be symptoms of a heart attack. They attributed AMI symptoms to non-cardiac causes and did not think they were having an MI. Women self-managed symptoms and delayed seeking health care until symptoms became severe. "Asphyxiatia" (asphyxiating) and "menos fuerza" (less strength) were the most commonly described symptoms in the interviews. On the MAPMISS, MA women reported a mean of 11.25 (range 5-22) acute and 8.75 (range 0-17) prodromal symptoms. Sleep disturbance was the most frequently reported prodromal symptom and weakness and nausea were the most frequently reported acute symptoms, as measured by MAPMISS. Prodromal leg pain was reported with more frequency than prodromal general chest pain.

Conclusions: Delays in seeking health services by MA women in the U.S.-Mexico border region reflect (1) the difference in

Dr. John Bowles has been in the Yuma community since 1990. He began his nursing education at Arizona Western College and continued undergraduate work at the University of Phoenix. Dr. Bowles recently completed his PhD from the University of Arizona, College of Nursing, majoring in vulnerable populations with a focus on U.S.-Mexico border health issues. He has presented research and evidenced-based practice at local, state, and regional professional conferences. Dr. Bowles' professional career includes positions in long-term care, acute medical surgical nursing, critical care, flight nursing, education and administration. He currently holds leadership positions at Yuma Regional Medical Center, Rio Colorado AzNA Chapter 7, and AzNA Chapter 18 Border Health Nurses.

their actual MI symptoms compared to preconceived ideas of a heart attack, (2) different terms used to describe their MI symptoms, and (3) not initiating healthcare services themselves. These findings can be used to inform MA women and healthcare providers in the U.S.-Mexico border region about the unique experiences of MA women. The findings that participants were not able to recognize or attribute their AMI symptoms suggest that heart health education should be tailored to MA women and targeted to MA families and communities.

Women's Health Promotion with Tucson's Bhutanese Refugee Community

Deirdre Demers, MPH, Project Director

Abstract: Refugees from Bhutan lived in camps in eastern Nepal for 18 years after fleeing conflict in their home country, before the U.S. began to accept Bhutanese for resettlement in 2007. In Tucson, over one-third of all refugee arrivals in fiscal year 2010 were Bhutanese. The resettlement experience in the U.S. is frequently characterized by a lack of information and understanding about health care services in the new country. Particularly in the Bhutanese, research suggests that there is a significant lack of knowledge regarding sexual and reproductive health. Community representatives in Tucson shared that many women were unaware of recommended preventative services and had experienced unmet need for family planning.

MPH student and grant recipient Deirdre Demers and her faculty mentor Dr. Karen Heckert, from the University of Arizona's Mel & Enid Zuckerman College of Public Health, partnered with the Bhutanese Mutual Assistance Association of Tucson (BMAAT) and the Family Planning Department of Pima County Health Department (PCHD), utilizing a community-involved approach to define health priorities and identify solutions that would increase the Bhutanese community's capacity to improve health outcomes. The UA Zuckerman College of Public Health and BMAAT representatives conducted an informal needs assessment, and the 3 program partners used the results to develop an adult education program covering the 3 modules of "Knowing Your Body", "Well Woman", and "Family Health Communication". Men and women were both included due to the acknowledgment that men are an integral part of family and women's health outcomes. BMAAT leadership selected 6 bilingual refugee community health educators, who participated in a full-day training provided by 8 PCHD program staff and clinicians. The refugee community educators and PCHD staff then jointly delivered the education program at two different locations; attendance at each session ranged from 21 to 55 refugees. Finally, PCHD provided a mobile clinic service delivery day, where staff counseled and educated over 40 refugees and provided clinical services to 12 (7 for the Well Woman program and 5 for family planning needs).

Challenges of this project included the inability to compensate the community educators for unanticipated time commitments to the project, such as door-to-door recruitment for the education program and mobile clinic event; and the difficulty of scheduling meetings, training, and education sessions with consideration for the refugee partners' commitments to work, family, school, and their community. Successes included the effective collaboration

of 3 different organizations, laying the groundwork for future cooperation to benefit the refugee community, the development of the refugee community educators into recognized health information and education resources among their peers, enabling the community to take ownership of its own health outcomes, and the sharing of project results by UA Zuckerman College of Public Health and BMAAT partners at a national conference.

Deirdre Demers attended George Washington University in Washington, D.C., where she was named a Presidential Academic Scholar and received a Bachelor's degree in Human Services. During college, Deirdre volunteered with many public health and human services agencies and lived for 6 months in rural Nicaragua working with a youth education organization. Her senior honors thesis was titled "Conflicting Evidence: Reproductive Health in Refugee Populations". Deirdre then pursued a Master's degree in Public Health, with a concentration in Global Family and Child Health, from the University of Arizona. She was awarded a scholarship through the U.S. Department of Health & Human Services' Maternal and Child Health Scholar Training Program and served as a Graduate Research Assistant and Teaching Assistant. Deirdre completed her graduate internship, "Making HIV Prevention Education Relevant to High-Risk Tucson Women", with Dequenesh Community Health, and currently serves on the Board of Directors for this organization. Deirdre's career interests include refugee and immigrant health, community-based health promotion, and health equity.

SEAHEC "Growing Our Own" Diverse and Culturally Competent Health Care Workforce



Tohono O'odham / SEAHEC Summer Camp for Youth Health Careers

Led by SEAHEC's newest Future Health Leaders (FHL) program coordinator, Tashina Machain, 10 Tohono O'odham High School students, 14-19 years old, held their first annual FHL Summer Camp. They worked with five University of Arizona Bureau of Applied Research in Anthropology (BARA) students to learn college-level research skills. The students gained hands-on experience through selecting research topics, conducting field work in their communities, and interviewing health care professionals. Topics included community agriculture as a strategy for combating diabetes, home nursing to monitor infant health, and physical therapy, among others.

At the end of the four-day research camp, the students presented their results to their community. "It is good that these kids learn early. They will learn to fix our problems and make a better life for us and themselves," said Shirley C. Bautista, grandmother of three camp participants, in response to the presentation.

Tohono O'odham High School FHL Club is the newest of SEAHEC's eight clubs.

Small Grant Funding

Development of a Communications Infrastructure to Support an Interprofessional Primary Care Practice-Based Research Network in Arizona

Christy Pacheco, DNP, FNP, *Project Director*

The primary aim of this project was to promote interprofessional collaboration for conducting primary care practice-based research to answer locally clinically relevant research questions to inform clinical practice and improve health outcomes, particularly among rural and medically underserved populations across Arizona. Participation in a practice-based research network (PBRN) has also been shown to improve clinician recruitment and retention in other rural and medically underserved areas, an issue across Arizona. Recognizing the widely-reported barrier of need for a sustainable infrastructure to support such collaboration, combined with the vast geographic area of Arizona, this project aimed to provide a sustainable communications infrastructure to bring together both community and academic resources and expertise. Interprofessional working groups, a planning conference and a faculty-led student project were the key elements that culminated in an interprofessional practice-based research website of tools and resources. Biweekly conference calls were conducted to get feedback from faculty with the UA College of Medicine, UA College of Nursing, UA College of Pharmacy, and UA Zuckerman College of Public Health, as well as the director of a fledgling Arizona PBRN. Monthly meetings were open to community stakeholders and included attendance by community clinicians. A listserv was developed to promote asynchronous communication. Research, collaboration, and networking needs of clinical, academic, and community stakeholders were also identified through working sessions at a statewide interprofessional PBRN planning conference as well as a PBRN workshop at a translational research conference. A two-semester faculty-led student project critically evaluating selected existing PBRN websites, conducted by two UA College of Pharmacy students, provided further guidance for website content and layout. These findings were also shared by students at a local poster session. The final PBRN resource website (<http://azippbrn.fcm.arizona.edu/>) includes an overview of a practice-based research network, news & events for statewide PBRN activities, a research page to highlight statewide PBRN activities, and a page of resources, including clinical, research, and networking/collaboration, and link to the Arizona Interprofessional PBRN listserv for additional information and updates. To facilitate adaptability and sustainability, the format employed promotes easy updating (from an IT perspective), and a UA server was used to host the website to avoid yearly fees. Formal launch is planned at the 2nd Interprofessional Practice-Based Research Network Planning Conference: Improving the Health of Arizonans Through Interprofessional Research and Practice.

Christy Pacheco, DNP, FNP-BC has been providing primary care services to rural and medically underserved populations in Northern Arizona for over 14 years, including 6 years living and working at a rural Indian Health Service site on the Navajo Reservation. Her primary focus is maternal-child health issues and improving quality and access to care through numerous leadership roles in maternal-child health, HIV, diabetes, and health promotion programs. Her research interests focus on informing clinical practice, including translational research and community partnering to improve outcomes, particularly in women of childbearing age, though her published work includes a broad range of issues impacting primary care. She has also been active in developing an infrastructure for statewide interprofessional practice-based research and education.

Dr. Pacheco earned her Doctor of Nursing Practice degree from the University of Arizona and her Master of Science in Nursing from Regis College. She has a Bachelor of Science in Nursing from Regis College and Bachelor of Arts in Biochemical Sciences from Harvard College.

Doctor of Nursing Practice-led Transitions of Care Model for Stroke and Transient Ischemic Attack

Helena Haynes, DNP, *Project Director*

Background/objectives: Gaps in care due to the movement of patients between health settings and/or practitioners, known as transitions of care (TOC), may contribute to second stroke or TIA events. The elements that impact TOC in the stroke/TIA population have not been fully elucidated. The purpose of this study is to identify key elements of a Doctor of Nursing Practice-led TOC model that could be used to develop and evaluate a TOC program for the stroke/TIA population.

Design: A descriptive study was performed to 1) identify elements that may affect transitions of care using a stroke database and post-discharge phone surveys and 2) based on information from Aim 1, propose a DNP-led TOC model specific to the stroke/TIA.

Setting: An urban primary stroke center in the southwest United States.

Participants: All patients in the GWTG®-stroke database from May 1 – December 31st, 2012 and patients who consented at discharge from the stroke unit following a stroke or TIA.

Measurements: Patient demographics included length of stay (LOS), age, race, ethnicity, comorbidities, insurance, discharge status, thirty-day readmission rate, and follow-up survey.

Results: Patient data (n=276) from GWTG®-stroke database was obtained. Average LOS was 7.81 +/- 11.15 days. The majority of patients were greater than age 65 (59%); 53% relied on Medicare support; those age 50-59 (21%) were most likely to be uninsured (47%). Fifty-one percent were discharged directly home, and 48% of those were referred to outpatient rehab services. Two-thirds received rehabilitation services during hospitalization. Eight patients experienced a subsequent hospital readmission; two of those had a repeat stroke event. Although patients reported understanding their discharge instructions, their perception of ongoing care was poor.

Conclusion: Key elements of a TOC model specific to the stroke and TIA patient population could include patient surveillance, comprehensive care planning, follow-up, stroke education and point of contact. Advanced practice nurses have been successful in leading such programs, and a DNP-led model providing continuity of care would support the transition of an effective model into clinical practice.

Helena Haynes, DNP, recently received her DNP from the University of Arizona and is now working as a Family Nurse Practitioner at Deseret Family Medicine in Gold Canyon, Arizona. Prior to her Doctorate degree her background included working in the neurosurgical ICU after completing her BSN at Regis University. She also holds a BA in Integrative Physiology from the University of Colorado at Boulder. The education she has received has allowed her to continue to help serve the stroke and TIA patient population by focusing her efforts on preventative care measures.

Currently Funded Projects

SPONSORING AGENCY	NAME OF PROPOSAL	AWARD AMOUNT	PRINCIPAL
Southeast Arizona AHEC	Healthy Farms Farmworker Community Health and Advocacy	\$5,000	Gail Emrick
University of Arizona Mel and Enid Zuckerman College of Public Health	Surveying the Community Nutrition Environment in Florence Arizona	\$4,749	Elizabeth Kizer
University of Arizona Mel and Enid Zuckerman College of Public Health	Building Capacity in Nutrition and Diabetes Prevention and Care	\$4,932	Kristen O'Flarity
University of Arizona Mel and Enid Zuckerman College of Public Health	CranioSacral Therapy Training at Hopi: An Introduction to Techniques Derived from Osteopathic Medicine	\$4,992	Alejandra Gabriel
University of Arizona College of Medicine – Tucson	Emergency Department Recidivism and Health Care Costs: The Impact of Dispensing Antibiotics at the Time of Emergency Department Discharge	\$5,000	Bradley Dreifuss
University of Arizona Mel and Enid Zuckerman College of Public Health	Evaluating Growth Among Infants and Teenagers	\$4,441	Angela Valencia
Eastern Arizona AHEC	Establish a Residency Program	\$5,000	Jeri Byrne

Regional Center Director Reports

Eastern Arizona Area Health Education Center (EAHEC) Activities

Workforce Development Summary - EAHEC

Type of Program	Number of Participants
Health Professions Students Education	141
Health Professionals Continuing Education	195
Health Careers Preparation	2,853
Community Health Education	555



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

The Eastern Arizona Area Health Education Center, located in Globe, Arizona is dedicated to the overall mission of the Arizona AHEC program in which we support current and future health professionals as well as healthy communities through education, support, and commitment to the overall future of the rural communities within Graham, Greenlee, Gila and the southeastern portion of Pinal Counties.

EAHEC has approached its mission through board and staff support and involvement in which we offer remarkable rural clinical and community sites to health professions students. Students who engage in an EAHEC program are fortunate in that they are exposed to a truly unique rural experience. Often students will come back for a 2nd rotation because the first one was so exceptional. EAHEC supports and sponsors students from Arizona's health professions programs as well as national and international programs. EAHEC supports not only the medical profession students but nursing and allied health students as well. For example, EAHEC works with the UA Zuckerman College of Public Health Program, and the most recent service learning project was held in Graham County. Fifteen public health students immersed themselves in the community to take part and assist with community projects. Overall, approximately 200+ students have been supported through EAHEC's clinical and community rotations.

EAHEC is unique in that our region is considered to be the most "rural" of the five Arizona AHEC programs. Our region consists of very rural communities as well as a designation of "frontier". The challenge for this region often comes in the

form of limited resources, so EAHEC has met the challenge by providing programs specific to the clinical and community sites. Not only are we supportive and collaborative of the clinical side of training, the EAHEC staff is also well-trained in non-clinical programs that have been requested, such as CPR training. EAHEC has participated in community "Stand Down" veterans' events, community health and safety fairs, San Carlos diabetes educational programs, and Morenci Hospital community resource fairs.

EAHEC has made a commitment to assist students who are exploring a possible career in health by sponsoring, implementing, and planning several summer youth initiatives such as Future Health Leaders Summer Camp for high school sophomores; the Med-Start program through the University of Arizona College of Medicine for high school juniors; health career classroom presentations for middle and high school students; hand-washing, hearing screening, and safety programs for elementary school students (EAHEC has written and implemented these programs for the past seven years); a spring break science camp for 5th grade students; and an 8th grade scrubs camp which explores all sides of the nursing profession.

EAHEC is pleased to support the San Carlos Apache Tribal Health Department as they continue their innovative Pathways into Health Careers for Native American Students. EAHEC has financially supported the summer component of this program and serves on the development committee for the expansion and implementation of the program.

One of our most impressive youth initiatives is with the Health Occupations Students of America (HOSA) program. This initiative is highlighted in the adjacent article. EAHEC plans to expand the HOSA clubs within our region with financial and staff support.

EAHEC Supports HOSA



Six students from Payson AzHOSA advanced to the national competition. Pictured left to right: Nisha Edwin, Marily Ridings, Mercedes Burciaga, Amity Justice (EAHEC Staff), Macy Dailey, Cassidy McAfee, Sedona O'Connor

With year-long financial and staff support from EAHEC, the Payson AzHOSA organization had an amazing and impactful year full of learning, educating, and service. Endorsed by the U.S. Department of Education, HOSA is the largest student organization that prepares students to enter the health care field. With strong and motivated leadership, the Payson group participated in a number of activities throughout the school year, including CPR/First Aid certification, guest speakers, HOSA online and live competitions, and several community projects.

The AzHOSA students identified a strong need to promote community awareness on healthy nutrition and lifestyles and partnered with Payson High School Culinary Arts students to present a three-part nutrition series to over 200 third grade students. The series was funded by the FuelUp to Play 60 C-CAP Scholarship Program with the Dairy Council of Arizona and provided the HOSA students great leadership experience, public speaking, collaborative partnerships, and the chance to be strong role models for younger children. The material was included in the Community Awareness project that four students designed for their participation in a competitive event later in the year.

In the spirit of service within their local community, Payson AzHOSA members participated in a grand-opening of a 24-hour medication drop box installed to keep prescription medications away from our children and out of the local water supply. The return box was a collaborative effort of several organizations including EAHEC, Cenpatico, Payson Police Department, PGCSC, AZ Department of Health Services, and Rim Country Coalition. HOSA members also volunteered their time at the 15th Annual Women's Wellness Forum celebrating women's health and fitness and the Tonto Apache Pathways Conference which raised awareness about the high incidence of diabetes on the Apache Indian Reservation. In April, EAHEC staff members accompanied nine Payson AzHOSA members to the HOSA State Competition in Tucson, AZ to compete in four different events, including an individual entry in Clinical Specialty and group entries in Career Health Display, CPR/First Aid, and Community Awareness. The students returned home with 2nd place state medals in the CPR/First Aid and Community Awareness events, and two of the graduating seniors were awarded state HOSA scholarships for their post-secondary education.

Regional Center Director Reports

Greater Valley Area Health Education Center (GVAHEC) Activities

Workforce Development Summary - GVAHEC

Type of Program	Number of Participants
Health Professions Students Education	167
Health Professionals Continuing Education	2,077
Health Careers Preparation	463
Community Health Education	3,617



Patti Taylor, CHES
*Director, Greater Valley Area
Health Education Center*

Greater Valley Area Health Education Center has had a fun and exciting year. The staff has been very busy growing new programs and strengthening the others. In order to share all the work we have been doing, we launched a YouTube channel, and the first video highlights what we can do in one year (<http://youtu.be/6chDEjbZZ34>).

Here are some highlights on our internship and our new work around clinical rotations.

The GVAHEC community health internship has had another great year. The interns have provided many great programs for the community. For the past few years we have partnered with the Humboldt Unified School District to offer nutrition education during their summer free lunch program. This year the interns put a different spin on the program and included a health career station. The kids at the lunch program had the opportunity to use a stethoscope, take a temperature, and learn about wound care. In addition, they were able to plant a radish seed and take it home and do some physical activity with the interns.

The nutrition students from Arizona State University, Chandler Gilbert Community College, and Paradise Valley Community College all have an opportunity to provide cooking demos in the community. What is so unique about these cooking demos is the students are only using ingredients that can be found in community food boxes. This challenges the students and provides an opportunity for community members to learn how to use some of those non-traditional foods they receive in their food boxes. Some cooking demos are no-cook recipes or cooking for one or two people for our senior citizen populations. This year the interns were able to participate in the Parent Ambassador

Program, a collaboration between the Maricopa County Health Department and the Arizona Public Health Training Center. The program trains parents to become public health “ambassadors” so they can advocate for school policies that affect their children’s health as schools develop mandatory school wellness plans. The Parent Ambassador Program was recognized as one of the 2012 Public Health Best Practices by the Division of Public Health and Interdisciplinary Education at the Health Resources and Services Administration Bureau of Health Professions.

GVAHEC interns are able to lead the parent workshops. The interns attend a two-day “train the trainer” workshop where they receive training manuals, learn the program and actually practice leading workshop activities. The “train the trainer” workshop introduces the interns to a wide variety of public health topics, including the importance of public health in everyday life, public health in our school systems, how to advocate within the school system and making an action plan for wellness. By acting as Parent Ambassador Trainers, interns already in the public health field have an invaluable opportunity to put their public health knowledge into practice. For interns from other health-related fields, this program gives them a broad overview of the importance of public health. As trainers, the interns have the opportunity to interact with community members, gain confidence in public speaking and experience presenting a curriculum that has been recognized as “best practice”.

GVAHEC has been working with Dr. Cartsonis at the University of Arizona College of Medicine – Phoenix campus to strengthen GVAHEC’s support of the Rural Health Professions Program. We are focusing on three rural and underserved areas, Wickenburg, Florence, and Gila Bend. The hope is to identify new preceptors in those areas who are willing and able to be preceptors for

the medical students in the GVAHEC area. This is new and exciting work for GVAHEC and we hope to further this work in the coming year.

GVAHEC interns Veronica Ruiz, Morgan Anderson, and Stella Hutchinson, Partners in Recovery East Valley Primary Care Launch, showing participants how to mix a healthy snack.



Regional Center Director Reports

Northern Arizona Area Health Education Center (NAHEC) Activities

Workforce Development Summary - NAHEC

Type of Program	Number of Participants
Health Professions Students Education	243
Health Professionals Continuing Education	4,184
Health Careers Preparation	2,264
Community Health Education	6,779



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

Hello AHEC stakeholders and partners! I am honored to give a very brief update on NAHEC, which is an impossible feat when I/we have the great honor of working with

so many passionate, mission-driven people, who work tirelessly to further our collective mission of addressing health disparities and growing the next generation of health professionals.

First and foremost, NAHEC celebrated its 25th anniversary this past year. It was an opportunity to reflect and celebrate the past. To do this, we had to pay homage to Dr. Ann Roggenbuck, our founding Director and current CEO at North Country HealthCare. Ann set this in motion all those years ago, and I feel honored to be part of a small lineage of NAHEC Directors. We are truly a visionary, mission-driven health system. Here is to another 25 years!

The Northern Arizona AHEC had yet another successful year. Here is a small glimpse into a few of our programs and services:

- Our many youth programs, including Future Health Leaders (FHL) programs, Indigenous Pride Health Worker program, STEM Camp for elementary school students, Health Occupations Students of America (HOSA), Girls on the Run, Skills for Success, 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 many health professions education programs with countless college/ university academic partners. We pride ourselves on being a teaching health center and in working to develop educational pathways across our vast service area. As we know, it takes a village to educate a health professional, and we are honored to be an active partner in this process.
- We graduated our third class of AT Still University School of Osteopathic Medicine Arizona medical students, and some of our inaugural class have since completed their residency training. We

are proud to say several are practicing here in northern Arizona, with many more to come!

- Speaking of medical education, we are excited to begin the next phase of 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. This year we will go for accreditation, with the inaugural class of residents thereafter (July 2015). This will join our current residency programs for pharmacy and dentistry.
- Through partnerships with several hospital and academic organizations and grant funding (CMS and HRSA), we are developing innovative interprofessional educational models.
- Our Health Provider Education and CE/CME programs held hundreds of events ranging from national conferences to regional workshops, and specialty trainings on a bevy of topics to individual licensing renewal (BLS, ACLS).
- 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 research program received grant funding, developed new academic-community research partnerships, and conducted several community-based, clinical, and telehealth projects.
- We are actively expanding our telehealth services through administrative, educational, research, and clinical uses. We are excited to be the nexus of innovation when it comes to telehealth. In fact, our hepatitis C telehealth program received the Arizona Alliance for Community Health Centers Innovative Program of the Year award.
- We were formally recognized by the National Committee for Quality Assurance (NCQA) as a Patient-Centered Medical Home. This is a standard of excellence and is important to achieve for a myriad of reasons, most notably as the “learning lab” for training health professions students.

This is but a small snapshot into our many programs and services 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.

Regional Center Director Reports

Southeast Arizona Area Health Education Center (SEAHEC) Activities

Workforce Development Summary - SEAHEC

Type of Program	Number of Participants
Health Professions Students Education	174
Health Professionals Continuing Education	985
Health Careers Preparation	1,759
Community Health Education	2,174



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

developed the 8-month training program in partnership with the farming community, Chiricahua Community Health Center, the University of Arizona Mel and Enid Zuckerman College of Public Health, and the Arizona Mexico Commission.

With support from AHEC small grants, the Cochise Community Foundation, and others, SEAHEC will continue to work with health professions students and CHWs to expand the benefits of Healthy Farms.

SEAHEC Supports AHEC Mission through Innovative Placement and Training



FRONTERA students pose with SEAHEC staff

FRONTERA “Focusing Research on the Border Area”

Through 10 weeks of service, research and reflection, undergraduate, graduate, and medical students from the UA College of Medicine learn how public health policy affects lives along the U.S./Mexico border. Hosted by SEAHEC, the students conduct hands-on research in “Ambos Nogales.” Students visit health care facilities and interview stakeholders on both sides of the border. At the end of each day they gather at SEAHEC to present their findings and reflect on their experience.

“I appreciated the learning experience provided from a variety of perspectives including the local sheriff, the border patrol, the migrant first aid station, and SEAHEC, and not just a one-sided perspective.”

Support for Preceptors and Students on Clinical Rotation

This year, in partnership with the Rural Residency Program, SEAHEC provided eleven residents with community orientations and housing assistance during their clinical rotations in Santa

Promoting Healthy Communities through Community Health Worker Initiatives

Arizona Healthy Hearts Initiative

SEAHEC implemented a National Heart, Lung, and Blood Institute-funded initiative to address heart health disparities in Arizona’s Native American and Latino communities. We partnered with the Arizona Community Health Outreach Workers’ Network (AzCHOW), the Mariposa Community Health Center (MCHC), the InterTribal Council of Arizona, Inc. (ITCA), and the University of Arizona Prevention Research Center (AzPRC) in training 16 master trainers in the NHLBI heart health curricula. Participating communities and agencies included five tribal nations and included a total of 142 community health workers in 11 counties.

Healthy Farms Initiative

“Healthy Farms” is an innovative training model for addressing Cochise County’s farm worker health needs through training community health workers (CHWs) and providing field placements for public health, nursing and medical student teams. Students work alongside CHWs to conduct community assessment and provide support for program evaluation and CHW field work.

This year 10 Cochise County farm workers from Winchester Heights became the first team of community health workers to focus on farm workplace health issues in the county. SEAHEC

Two “Home Grown” Future Pediatricians Return to Serve



Jose Vargas, SEAHEC / University of Arizona Alumnus Helps Families while Studying for MCAT

Growing up in “Ambos Nogales” has given former SEAHEC FHL member Jose Vargas a unique cultural experience needed in Arizona’s health care workforce. His binational experience helped him develop “a special understanding towards my two communities.”

Through SEAHEC’s Health Career Club, he became acquainted with his future alma mater by participating in science research and cross-border conferences. He also volunteered in Carondelet Hospital. Mr. Vargas graduated with honors from Nogales High School in 2008 and earned his BS in Psychology last May from the University of Arizona.

Working for Arizona Children’s Association as a resource family specialist in Sierra Vista while he prepares for his Medical College Admission Test (MCAT) is providing this future pediatrician with valuable social work experience. “I believe that the realm of social work is a wonderful introduction to real life social skills and knowledge that can prepare me as a future physician,” he said.

“Some of my most influential internship and volunteer activities have been accomplished within the child support and welfare areas. I’ve always been interested in medicine, but I became passionate about children and I suddenly realized that my professional goal was to become a pediatrician.”

Cruz County. SEAHEC works with the University of Arizona Rural Residency Program Director, Victor Weaver, MD and staff member Julia Hardeman, MD. SEAHEC also supports the nursing education needs of the University of Arizona by working with the Nurse Practitioner program in supporting students on rotation with travel stipends, housing, and other assistance. In addition, SEAHEC provided placement and support to 16 medical, 16 nursing, 12 dental and 13 physician assistant students.

IPEP “Interprofessional Education”

Working with local fire departments and UA IPEP Faculty, SEAHEC helped conduct a Fall Prevention Pilot Project for elderly Rio Rico residents. The initiative will relieve pressure on emergency resources by reducing preventable injuries through home safety modifications. It also gives students studying diverse fields an opportunity to learn to work as a team. This year’s group conducted home visits, formulated recommendations, and made several home modifications for fall prevention.

SEAHEC worked with University of Arizona Health Science Center Interprofessional Education and Practice (IPEP) faculty Ernie Schloss, Carol Galper, Jason Rivera, and Elizabeth Hall-Lipsy to develop and implement the program by providing access



Jaclyn Celaya, Karen Halverson Scholar Returns from Washington D.C. to Study Psychology and Pre-Medicine

Planning to become a pediatrician, this year’s Future Health Care Leader Karen Halverson Memorial Scholar Jaclyn Celaya acquired important university-level skills in her relationship with SEAHEC.

“No matter how tough things may get, if I truly try my hardest and want to pursue my dreams, nothing should stop me. I have also learned a lot about etiquette and the importance of spreading awareness and giving back to our community,” she wrote SEAHEC. The Rio Rico award-winning honors student raised funds and community awareness by selling domestic violence awareness T-shirts to support a women’s shelter in Nogales.

Internship highlights: Conducting research for the Medical Reserve Corps (MRC) to improve their deployment of volunteers and shadowing MRC Deputy Chief of Operations, Capt. Paul Reed, MD on his rotations as pediatrician at the Walter Reed National Military Medical Center.

Lessons learned as a Surgeon General’s intern: “If you are going to do something choose to do the thing you love to do the most!”

“Be flexible ... and love what you do, especially if going into a health career, do it for the enjoyment and care for others.”

to local data through our recently-conducted community health needs assessment and acting as liaison between the IPEP team and the Rio Rico Fire Department.

SEAHEC and the IPEP students are organizing a follow-up community forum where students will present their findings to the community.

SEAHEC and Partners Provide Continuing Education Opportunities for Health Care Professionals

One of many learning opportunities SEAHEC and partners provided this year was the Border Conference on Disability, which brought individuals with developmental disabilities and their families together with providers to address community and individual needs.

Workshops topics included new developments in behavior management, transitioning from high school to work, education & training, the Affordable Care Act and people with disabilities, self-advocacy, and assistive technology.

SEAHEC Continued on page 31

Regional Center Director Reports

Western Arizona Area Health Education Center (WAHEC) Activities

Workforce Development Summary - WAHEC

Type of Program	Number of Participants
Health Professions Students Education	145
Health Professionals Continuing Education	565
Health Careers Preparation	1,839
Community Health Education	9,256



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

Regional Center for Border Health, Inc. / WAHEC's greatest accomplishment during FY 2012-2013 was obtaining its national accreditation for its vocational school, the College of Health Careers, by the Accrediting Bureau of Health Education Schools (ABHES). The College of Health Careers provides training in the allied health professions, such as medical assistant, nursing assistant, phlebotomy technician, pharmacy technician, direct care worker, nutrition and food service management, medical office specialist, and medical coder & biller. All students enrolled in the above programs are prepared to test for a state or national certification exam, which leads them to earn employment in entry-level positions. The goals of the College of Health Careers are:

- To establish a pipeline for "growing our own" healthcare workforce in western Arizona.
- To work and engage local healthcare industries in addressing healthcare workforce needs.
- To work closely with medically underserved and health professional shortage areas.

The College of Health Careers trains over 180 students on a yearly basis to meet the workforce needs of the fast-growing healthcare industry throughout WAHEC's service area.

ABHES is recognized by the United States Secretary of Education for the accreditation of private, postsecondary institutions in the United States offering predominantly allied health education programs and the programmatic accreditation of medical assistant, medical laboratory technician and surgical technology programs leading to a certificate, diploma, associate of applied science,



Nursing Assistant Graduation Ceremony

associate of occupational science, academic associate degree, or baccalaureate degree, including those offered via distance education.

Asthma Day - Camp Not-A-Choo

On June 25, 2013, Regional Center for Border Health, Inc. / WAHEC in collaboration with the Yuma County Health Department coordinated Asthma Day. "Camp Not-A-Choo" was held at the city of Somerton's gym in Yuma County. A total of 26 participants between the ages of 7- 12 attended the full-day camp. The camp activities included kickball, relaxing/breathing exercises, animals as pets, and asthma medication classes with educational sessions such as the "Open Airways Curriculum" presented by the American Heart Association staff. The participants were taught to take control of their asthma by learning how and when to use their inhalers and how to recognize the warning signs of an asthma attack before it happens. The major goal of the camp was to empower the participants and let them know they're able to play outdoors, just like any normal child, if they know how to control their asthma. The camp helped the participants become more confident in engaging in physical activities, experience fun activities and learn how to take control of their asthma.

Family Practice Residency Program at Yuma Regional Medical Center Launches



Thanks to the funding support from the AzAHEC program office, Regional Center for Border Health, Inc. / WAHEC assisted in the development and implementation of the first family medicine residency program in Yuma County at the Yuma Regional Medical Center (YRMC). The YRMC recruited six incoming residents: Dr. Norma Cadena from Texas and a graduate from University of Guadalajara, Mexico; Dr. Simi Dhillon from

Phoenix and a graduate from Windsor University; Dr. Natalia Galarza (pictured above with Ines Pampara) from San Luis Rio Colorado Sonora, Mexico and a graduate from the University of Baja California, Mexico; Dr. Nina Greene from Canada and a graduate from American University of Antigua College of Medicine; Dr. James Lee from Korea and a graduate from University of Guadalajara, Mexico; and Dr. Renee Monteiro from India and a graduate from Universal College of Medical Sciences Nepal. The residency program began on July 1, 2013 under the overall supervision of Edward Paul, MD and Jim Lenhard, MD.

Interprofessional Clinical Rotation

Regional Center for Border Health, Inc. / WAHEC collaborates with a number of universities nationwide to place students in clinical rotations throughout the WAHEC service area. Students



San Luis walk in clinic staff and students

conducting their clinical rotations (4-6 weeks) at the San Luis Walk-In Clinic, Inc. in San Luis/Somerton are integrated in the community-based patient-centered care “medical home” interprofessional setting. RCBH/WAHEC defines “medical home” as primary medical care that is accessible, continuous, comprehensive, family/patient-centered, coordinated, compassionate, culturally-competent and cost-effective. Students have the opportunity to work with family medicine, OB/GYN, pharmacy, the community health mobile unit, mental health, social work, pediatrics, and a cadre of well-trained family care coordinators/patient navigators.

WAHEC has contracts with the following higher educational institutions: UA College of Medicine, UA College of Pharmacy, and UA College Nursing; Northern Arizona University; Chatham University, Pittsburgh, PA; University of Phoenix, Phoenix, AZ; A.T. Still University, Phoenix, AZ; Arizona Western College, Yuma, AZ; Wayne University, Detroit, MI; and Purdue University, Lafayette, IN.

SEAHEC Continued from page 29

Feedback was positive. Respondents of two surveys reported satisfaction with the conference, conference organization, and helpful staff. Rating of speakers and content was also positive. All but one (30 of 31 respondents) agreed that their life is better because of the conference. Comments included: “everything was helpful; thank you, great presentations, as a therapist very helpful to guide families I work for, gave me strength and encouragement.”

Other CE events held this year included:

- Partnering with Santa Cruz County Domestic Violence Task Force on “Domestic Violence: Through the Eyes of a Child Conference.” Nurses / social workers were among the 105 participants.
- Elder Abuse Conference, held in partnership with Santa Cruz County Public Fiduciary where nurses and social workers were among the 54 participants.
- “AT RISK TRAINING” for 16 school nurses and counselors where they learned how to recognize stress that may lead to suicide in high school students and how to refer students to local resources. Held in partnership with Santa Cruz County Adolescent Wellness Network.
- The 21st Annual EMS on the Border Conference, which drew 189 emergency department nurses and EMS personnel.
- Veterans mental health workshop offered to 54 attendees.
- Motivational interviewing training for 13 primary care providers and other health professionals.
- School nurse conference held at Ft. Huachuca with 17 nurses attending.
- Identification of physical injuries (child abuse) training with 26 EMS/nurse participants.

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Arizona AHEC Program Regional Centers 2012-13

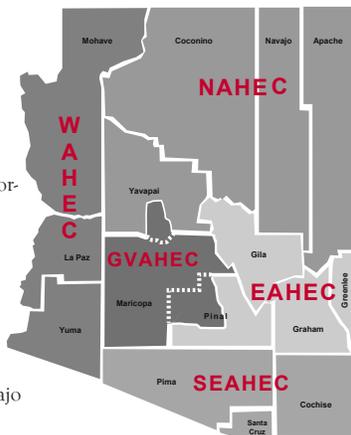
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ARIZONA AHEC
Area Health Education
Centers Program

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 College of Medicine – Tucson, UA College of Medicine – Phoenix, UA College of Nursing, UA College of Pharmacy, and the University of Arizona Mel and Enid Zuckerman College of Public Health.

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