

The Arizona Area Health Education Center (AzAHEC)

Undergraduate AHEC Scholars Manual 2021-22



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I. Introduction

This manual is designed for participants in the Arizona AHEC Undergraduate Scholars Program (ASP-U). It should be referenced frequently by Faculty Liaisons/Mentors and AHEC Scholars, as well as Center Directors and Staff.

The Arizona Area Health Education Centers (AzaHEC) Scholars Program (ASP-U) is an innovative two-year community-based interprofessional and experiential training program in Arizona's rural and underserved areas. The program is supported by Federal Health Resources and Services Administration (HRSA) and State of Arizona funding and administered by the AzaHEC Program Office.¹ It was developed as a two-year interprofessional program for graduate-level health profession students with advanced community-based experiences in rural and underserved settings at one of the [Arizona AHEC Regional Centers](#).² Beginning in 2021, the program has been expanded to include undergraduate students within these [supported colleges and programs](#) and the three State of Arizona public universities under authority of the Arizona Board of Regents (ABOR). Matriculated students within these colleges/programs are eligible for participation in the Arizona AHEC Undergraduate Scholars Program (ASP-U).

II. Scholar Recruitment and Acceptance

One Faculty Liaison is appointed from each supported college. Faculty Liaisons provide the overall collaboration and communication between their home college and the ASP-U. Each year, Faculty Liaisons recruit AHEC Scholars from their Undergraduate health profession program.

Eligibility. To qualify for the ASP-U, eligible students must be enrolled and remain enrolled in one of these [undergraduate-level health profession programs](#) under authority of ABOR and meet all academic and didactic training requirements of their respective program. Applicants must have 1) a minimum of four semesters prior to graduation; 2) completed at least four semesters of undergraduate studies; and 3) commit to meet all academic and didactic training requirements of their respective undergraduate health profession program. Student who have completed four college semesters and are awaiting acceptance to one of the programs may be considered for acceptance into the ASP-U.

Application Process. Enrolled students must apply on-line. The 2021-23 application link is available (as of 8/20/21) at: [AzaHEC Scholars Program Application 2021-23](#)³. There is a unique application link for each year which remains available **until the start of the Fall semester of each year**.

Acceptance and Assignment Process. Each [Faculty Liaison](#) evaluates applicants from their own college for participation in the AHEC Scholars Undergraduate Program and assigns them to an interprofessional team of two or more disciplines and advises Scholars of assignment.

¹ All communication should go to nparedes@arizona.edu Arizona AHEC Program Office who will disburse communication within the Program Office as needed. Her email address is hyperlinked throughout this document and shown on [Appendix B](#) as the primary contact for the AHEC Scholars Program.

² [Appendix A](#) illustrates the AHEC regions of Arizona. [Appendix C](#) provides contact information for Centers and Assigned Center Staff

³ Displayed hyperlink: https://uarizona.col.qualtrics.com/jfe/form/SV_4TSapUZEbKPtjTfIn

Over the course of the program, as determined by Faculty Liaison, ASP-U teams will rotate between two or more of the [AzaHEC Regional Centers](#).

The AHEC Scholars Program and Degree Requirements. In collaboration with their college's Faculty Liaison, each participating Home College ASP-U determines how AHEC Scholar expectations work within degree requirements. The Home College ASP-U arranges appropriate student clinical training experiences for AHEC Scholars following the policies and procedures of each college and discipline.

III. Faculty Mentorship

Each interprofessional AHEC Scholar team is supported by a [Faculty Mentor](#)⁴ to support the team's activities throughout the two-year program.⁵ Faculty mentors are shown in [Appendix D](#). Faculty mentor roles and responsibilities are shown in [Appendix G](#). As may be agreed upon by Faculty Liaisons, Faculty Mentors may function as co-mentors of all scholars.

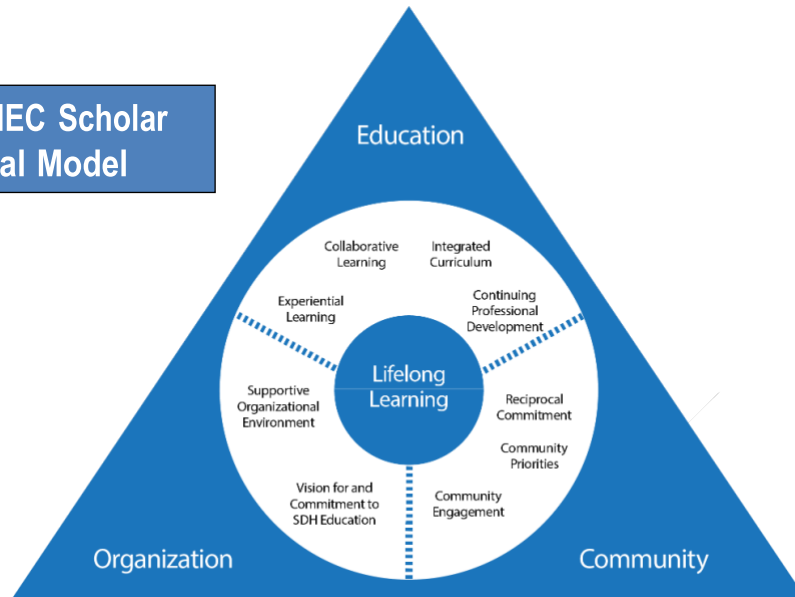
IV. AHEC Scholars Conceptual Learning Model

Many intractable health problems – including limited access to health services and disparities in health outcomes between rural and urban populations, economic and ethnic groups, employed and unemployed, insured and uninsured - have social determinants. A conceptual framework (Figure 1) of transformative, lifelong, community-engaged health professions learning effectively address the social determinants of health (SDOH). Cornerstones of the AHEC Scholars Program include experiential and collaborative learning, an integrated health professions curriculum, and continuing professional development.

⁴ [Appendix D](#) provides contact information for Faculty Mentors

⁵ [Appendix G](#) illustrates the Faculty Mentor Roles and Responsibilities

Figure 1. AHEC Scholar Conceptual Model



Adapted from: National Academies of Sciences, Engineering, and Medicine. (2016). A framework for educating health professionals to address the social determinants of health. National Academies Press.

The AHEC Scholars Conceptual Learning Model is based on the National Academies of Science framework for lifelong learning. Progressive learning occurs in four phases over the two years of the program:

- 1) *Introduction to rural and medically underserved communities (MUCs)* - rapidly familiarizes AHEC Scholars on core concepts, vocabulary, team-based learning, collaborative practice, and being a successful Scholar. Topics include social determinants of health, cultural competence, health literacy, behavioral health integration, practice transformation, current and emerging health issues, and required learning activities.
- 2) *Rural and MUC immersion* - involves direct engagement with individual patients, families, and communities served by the scholar's assigned AHEC Regional Centers and/or other community agency. Scholars experience the unique characteristics of communities served by Regional Centers. These provide engagement with communities and foster team-based, collaborative, interactive work to assess and work on problems identified. Scholars learn with each other and community partners, applying theoretical knowledge to assess their population of interest. Scholars spend time in their assigned communities and their team. Scholars remain with their cohort team and community over the two-year program.
- 3) *Integration* - involves student teams working together on a hands-on scholarly project from their population of interest and assessment activities. Seminars focus on project methodologies. The seminars and scholarly project teach core competencies and sometimes influence practice location choice after graduation. Integration empowers Scholars to synthesize content, teaching, learning, and knowledge about rural and underserved areas. Outreach and community engagement prepare Scholars with practice-ready, team-based skills to effectively work in rural and medically underserved communities.
- 4) *Informed dissemination* - teaches skills in presenting, data visualization, writing, and disseminating information, reports, and recommendations to lay and professional audiences.

The following tables summarize the progressive pathway of the ASP-U:

Rural MUC IPE Curriculum Progressive Pathway			
Year 1		Year 2	
Introduction	Immersion	Integration	Informed Dissemination
Introduction to MUCs & core topics on SDOH; start reflective journaling	Direct engagement & collaborative work on community assessment	Continuation of community efforts with scholarly project	Presentation of findings to community & scholarly audiences

MUC: Medically Underserved Community; SDOH: Social Determinants of Health; IPE: Interprofessional Education

Scholars Evaluation and Certificate of Completion: The ASP-U engages Scholars through immersion in a select rural or urban medically underserved community and provides skills to meaningfully work

effectively with each other in communities and impact future practice. Scholars are evaluated by Faculty Mentors based on participation, but do not receive a letter grade. Instead, Scholars are issued a certificate of completion at the end of the program.

V. AHEC Scholars Duties and Responsibilities

- Are assigned to an interprofessional Scholars team, a Faculty Mentor, and multiple Regional Center sites over the two year program.
- Commit to 80 hours/year for two years (didactic + community experiential learning).
- Attend and participate consistently in monthly sessions, immersions, and Interprofessional Rural Health conferences.
- Understand that individual patients, families, communities and health providers are partners in shaping and delivering the educational experience.
- Participate in reflection, active learning, and critical inquiry.
- Engage directly with patients and the community guided by their Faculty Mentor.
- Learn factors affecting the social determinants of health, cultural competency, behavioral health integration, practice transformation, and current and emerging health issues.
- Complete of all assignments
- Participate actively in group projects
- Progress in learning from introductory experiences – reflective journaling; reviewing community health needs assessments and in the published literature; reviewing publicly available health information and reports; developing and administering surveys; collecting, synthesizing, and reporting data; presenting findings using contemporary data visualizations targeted to specific audiences (e.g., lay public or a professional audience); assessing the literature; and making recommendations to improve individual and community health.
- Learn how collaborative relationships, team-based care, and interprofessional approaches to problems – including community agencies, patients, and health providers – are used.

Direct patient care experiences are vetted by the Faculty Liaison, following their college's protocols, policies, and procedures including clinical affiliation or preceptor agreements, faculty supervision and evaluation. All activities and assignments should be reflected on the [Activity Log](#) and be made available upon request to assigned Faculty Mentor.

VI. AHEC Scholars Program Year One

Year One of the ASP-U incorporates an Introduction and an Immersion of the ASP-U. By August 31 of each year, the Faculty Liaisons will identify the broad topic that will be incorporated into the next two years of cohorts' work. The Faculty Liaisons will notify the [Program Office](#) of the topic. The Program Office will post it to [D2L](#).⁶ Faculty Mentors will implement the broad topic throughout the academic year

Each Faculty Mentor, in collaboration with the Regional Center and the AHEC Scholars Cohort team, will

⁶ Further information about D2L is provided in [Section VIII \(a\) Learning Management Software](#)

identify a specific component of that topic that will be addressed by that cohort team, based on the unique characteristics of the regional center service areas where the interprofessional team will participate.⁷ AHEC Regional Center serves as rotating hosts for community-engaged experiential learning and plans the events in collaboration with the Faculty Mentor. Scholars co-learn with other health professionals - interprofessional and collaborative learning in and with the communities. AHEC Regional Centers provide Scholars local contextual learning about the residents and communities and the social determinants that affect health outcomes. Further details about the elements of the Introduction and the elements of the Community Immersion follow.

Introduction to Community-based Experiential Interprofessional Learning

Scholar Activities:

1. AHEC Orientation: September 11, 8 am – 5 pm via Zoom
 - a. Introduction to the AHEC Regional Centers.
 - b. Faculty Liaison
 - c. Faculty Mentor
 - d. Scholar expectations
2. Community Overview
 - a. Introduction to interprofessional education and collaboration
 - b. Introduction to the AHEC Core Topics

Immersion in Community-based Interprofessional Experiential Learning

1. Community Immersion hosted at AHEC Regional Centers:
 - a. Team Windshield Survey Activity. Each team will submit to D2L assignments. This is a cohort team activity with support from Faculty Mentors. Due date and details TBA.
 - b. Each cohort team member must participate in local learning activities as developed by their Faculty Mentor and assigned AHEC Regional Center
2. Post-Immersion Activities
 - a. Each Scholar will submit a written reflection on their experiences participating in the immersion, through reflective⁸ [journaling](#)⁹
 - b. Each cohort team will identify one challenge from the community assessment that serves as a foundation for a team-based community project to be completed in Year Two.
3. Monthly Seminars
 - a. Each scholar actively participates in monthly seminars
 - b. Seminars occurs 4th Tuesday of each month, beginning in **September**.
 - c. Seminar schedule is available on D2L.

⁸ Further information available at: Sadlon, P. The process of reflection: A principle-based concept analysis. [Koshy, K., Limb, C. and Jafree, D. Reflective practice in health care and how to reflect effectively. International Journal of Surgical Oncology. 2017. July; 2\(6\): e20.](#)

⁹ [Appendix H-2](#) provides reflective journaling directions for Year One Scholars

4. Complete a Community Assessment and summary
 - a. This is a cohort team activity with support from Faculty Mentors. D2L for further instructions (TBA).
5. [Poster](#)¹⁰ for the 10th Annual Interprofessional Rural Health Professions Conference in April 2022
 - a. Prepare, plan and submit a poster presenting findings of community assessment.
 - b. This is a cohort team activity with support from Faculty Mentor.
 - c. Poster must submitted to the [Program Office](#) in accordance with the timeframe published in [D2L](#) in January of each year.
6. Attend the Annual Interprofessional Rural Health Professions Conference
 - a. Poster presentation by first year cohort

NOTE: All Year One AHEC Scholar Cohort Undergraduate Teams present their posters at the Interprofessional Rural Health Professions Conference held in April The poster presentation should be submitted in accordance with the guidelines shown in this manual and within the timeframe published in [D2L](#) in January of each year and must be approved in writing by the Faculty Mentor prior to being submitted to the [Program Office](#).

VII. AHEC Scholars Program Year Two

Year Two of the ASP-U incorporates an Integration and an Informed Dissemination of findings. Faculty Mentors plan the AHEC Scholars Program Year Two experience¹¹ based on the following guidelines:

Integration in Community-Based Interprofessional Experiential Learning

The AHEC Scholar third phase is integration - enhancing community-engaged experiences in rural and medically underserved communities in an AHEC Regional Center. Integration is:

1. Participate in monthly seminars.
 - a. Occurs 4th Tuesday of each month, beginning in **September**.
2. Continue reflective journaling.
3. Conduct a Community Project on a health problem identified during community assessment in Year One, using a quality improvement process, and prepare and submit a [written report](#).¹²
4. Prepare a [podium presentation](#)¹³

Informed Dissemination Community-based Interprofessional Experiential Learning

The final phase is informed dissemination by the AHEC Scholar teams who present findings to professional audiences. Informed dissemination has a [required oral presentation of the Community Project at the Annual Interprofessional Rural Health Professions Conference](#).

Annual Interprofessional Rural Health Professions Conference

¹⁰ [Appendix H-4](#) provides Poster Guidelines for Year One Students

¹² [Appendix G-1](#) provides Scholarly Report Guidelines for Year Two Scholars

¹³ [Appendix G-2](#) provides an overview of Podium Presentations for Year Two Scholars

1. Attend Interprofessional Rural Health Conference
2. Podium Presentation by each Cohort Team

NOTE: All Year Two AHEC Scholar Cohort Teams make a podium presentation at the conference held in the Spring semester (i.e., April). The podium presentation should be submitted in accordance with the guidelines on D2L and within the timeframe published in [D2L](#) in January of each year and must be approved in writing by the Faculty Mentor when submitted to the [Program Office](#).

VIII. SCHOLAR SUPPORT

a. Learning Management Software: Desire2Learn

AHEC Scholars information is available through Desire2Learn (D2L)¹⁴, a cloud-based software learning management system used by the UA Arizona. Available information in D2L includes the AHEC Scholars Manual and a calendar function reflecting all upcoming activities and deadlines. Faculty Liaisons/Mentors and Scholars have access to D2L through their ASU, NAU, or UA login credentials and should sign in regularly to assure their review of the most current ASP-U information. Centers may request access to D2L through the [AzaAHEC Program Office](#).

b. AHEC Scholar Stipends

AHEC Scholars receive a maximum of a \$2,000 stipend which is paid over the two-year program. The stipend is paid to the Scholar by the assigned Regional Center. Stipend is paid in four semi-annual payments (i.e., two payments of \$500 during each year of the program). Regional Centers must provide [assigned Scholars](#) with information about the disbursement of stipends appropriate to their region, and collect required documentation to assure appropriate reporting of stipends. Scholars are not eligible to receive more than \$2,000 in stipends, regardless of period of participation in ASP-U.

c. AHEC Scholars Program Travel, Transportation and Hotel Accommodations Travel¹⁵

Prior to any community immersion or other experience requiring Scholar travel, a travel authorization must be processed by the Scholar's respective Faculty Liaison to assure compliance with that college's applicable policies. AHEC Scholars may be asked by their Faculty Liaison to provide information and/or sign forms related to travel authorizations. Center Directors/Staff, Faculty Liaisons, and the [AzaAHEC Program Office](#) will collaborate to ensure travel plans are authorized in advance of travel and that all AHEC Scholars have completed required travel authorizations prior to beginning travel.

Transportation

To participate in an in-person community immersion, AHEC Scholars may:

1. provide their own transportation and seek reimbursement through a travel authorization
 - a. reimbursement will be at the level determined by Home College ASP-U.
2. carpool with other Scholar(s).
3. request transportation through a university vehicle if available.

All expense reimbursement must comply with the policies of Scholar's college and university.

¹⁴ D2L Website Link: <https://d2l.arizona.edu/d2l/login/?target=%2fd2l%2fhome>

¹⁵ [Appendix H](#) provides information on ASP-U travel process and responsibilities

The methodology for transportation depends on the process within each Scholar's Home College and the availability of the Scholar's own transportation. Therefore, the process can vary significantly and Scholars should be prepared to identify their transportation needs/plan prior to any immersion weekend. The AHEC Program Office will use [D2L](#) and email to communicate with AHEC Scholars regarding needed transportation arrangements.

Accommodations

Centers will provide meal and hotel accommodations for AHEC Scholars while they are attending an immersion weekend at the assigned Center. Scholars will not be reimbursed for meal or hotel accommodations that were made available through a center.

IX. AHEC Scholar Program Status Changes

Changes in a Scholar's status in the ASP-U may either be self-initiated by the Scholar or initiated by the Faculty Liaison of the college where the Scholar is enrolled. Changes in status include but are not limited to the following examples:

1. Scholar's leave of absence or withdrawal from University.
2. Scholar's leave of absence or withdrawal from Health Profession Undergraduate Program
3. Scholar's leave of absence from ASP-U not to exceed three months during the same academic year.
4. Scholar's withdrawal from ASP-U.
5. Scholars return from leave of absence.

Changes in ASP-U participation must be documented on an [AHEC Program Change Form](#). Scholars are not eligible for stipends when they are on a leave of absence or withdrawn from the program and Centers should assure stipends are not issued during these times.

When a need for a change in a Scholar's status is identified, the Scholar and the Faculty Liaison will meet to discuss the process. If the Scholar's request is self-initiated, that Scholar should complete and sign the Program Change Form. Otherwise, the Faculty Liaison should complete and sign the Program Change Form. In both cases, the Faculty Liaison must sign the Program Change Form and send it to the Program Office. The Program Office will then notify and request signatures from the Scholar's Faculty Mentor and appropriate Center Director. Center Directors should ensure no stipends are issued to Scholars who are on leave or who have withdrawn from the program. The assigned Faculty Mentor for the Scholar should advise other Scholars in the cohort team of the updated status of the Scholar who will be on leave or terminating from the program and assure that any assignments are redistributed. Scholars not obtaining an approved absence prior to leaving the ASP-U may become ineligible for program reinstatement.

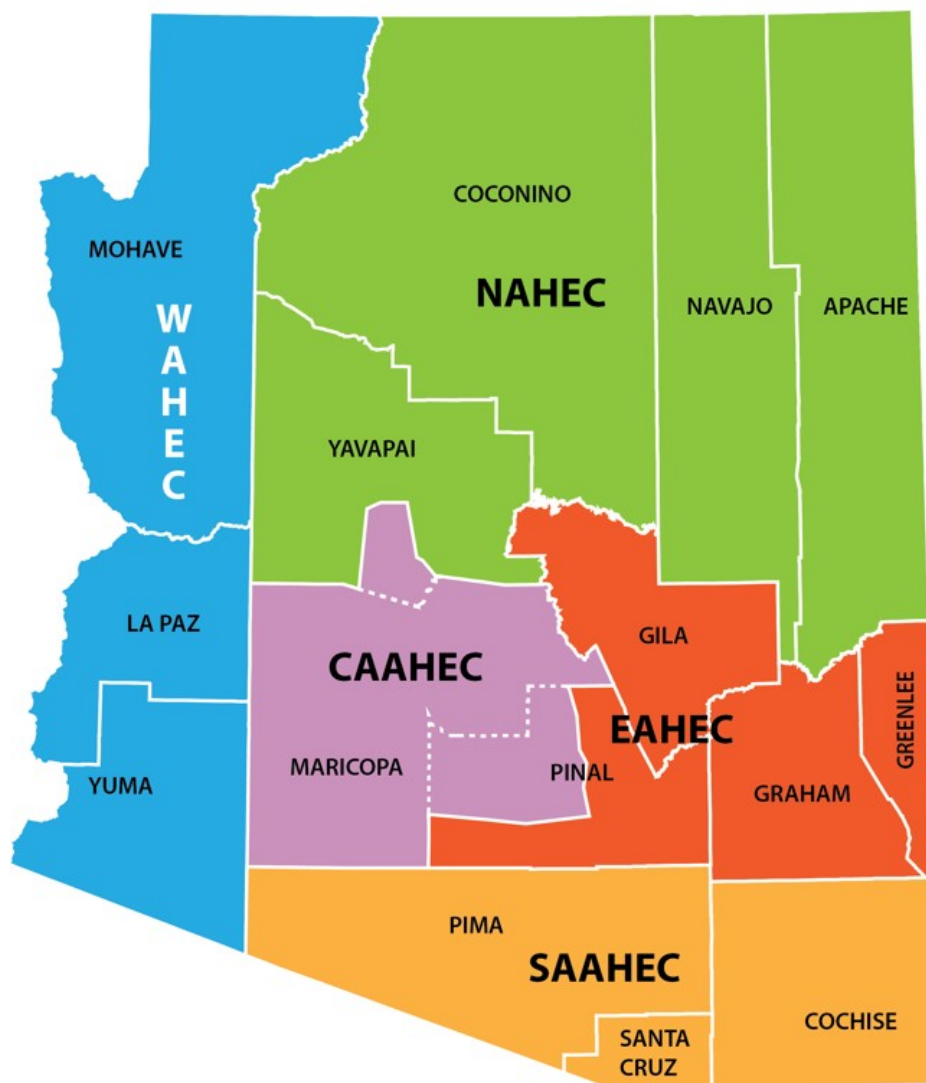
If the Scholar indicates to the Center Director, Center Staff, or Faculty Mentor that the Scholar plans to change their program enrollment status, that individual must:

1. Direct the Scholar to contact their Faculty Liaison to start the process of Change of Program Form.
2. Contact the Scholar's Faculty Liaison to advise them of the Scholar's plans.

Faculty Mentors who have been unable to contact an assigned Scholar after two attempts must advise the Scholar's Faculty Liaison and the [AzAHEC Program Office](#). The Faculty Liaison must take steps to determine the continued participation of the Scholar and indicate the status of any needed changes for that Scholar to the Program Office. Faculty mentors who have concerns related to Scholar attendance or participation must initiate a discussion with the Scholar **and** Faculty Liaison toward a resolution. Faculty mentors should not advise the Scholar of the Scholar's termination from the ASP-U; this occurs as a result of communication between the Scholar and the Faculty Liaison of the Home College ASP-U in which the Scholar participates.

A Scholar who plans to return to ASP-U from a leave of absence must contact the Faculty Liaison of the Home College where the Scholar was previously enrolled in ASP-U to determine eligibility. The Faculty Liaison must determine that the returning Scholar meets all criteria for re-enrollment. A Scholar returning from LOA may be assigned to a different team/cohort. The Program Change Form must be completed by the Faculty Liaison to indicate a return to the program and sent to the [Program Office](#). The Program Office will then notify the Scholar's Faculty Mentor of this action. Center Directors and Faculty Mentors must await this notification prior to reactivating a Scholar who has been on leave. Center Directors should ensure stipends are issued to eligible Scholars who have returned from leave. The assigned Faculty Mentor for the Scholar should advise other Scholars in the cohort team of the updated status of the Scholar who has returned from leave and assure that any assignments are redistributed.

APPENDIX A
AHEC REGIONAL CENTER MAP



APPENDIX B PROGRAM OFFICE CONTACT INFORMATION

Contact	Email Address
Nicole Paredes	nparedes@arizona.edu

APPENDIX C REGIONAL CENTER DIRECTORS AND COORDINATORS CONTACT INFORMATION

AzaHEC Regional Center	City	Regional Center Director	Email Address	Regional Center Coordinator	Email Address
1. CAAHEC	Phoenix	Ana Roscetti	AnaR@aachc.org	Mallika Peddada	Mallikap@aachc.org
2. EAHEC	Globe	Jeri Byrne	jbyrne@easternazahc.net		
3. NAHEC	Flagstaff	Marica Martinic	mmartinic@nchcaz.org	Courtney Madsen	cmadsen@nchcaz.org
4. SAAHEC	Tucson	Felipe Perez	TBA		
5. WAHEC	Yuma	Joena Ezroj	jezroj@rcbh.edu		

APPENDIX D PROGRAMS, FACULTY LIAISON, AND FACULTY MENTOR CONTACT INFORMATION

PROGRAM	FACULTY LIAISON	FACULTY MENTOR	Email Address
1. UA College of Nursing	Patty Nolan Goldsmith	Patty Nolan Goldsmith	png@arizona.edu
2. NAU Dental Hygiene Program	Denise Helm	Denise Helm	Denise.Helm@nau.edu

APPENDIX F

Faculty Mentor Recruitment and Appointment

Faculty Mentor Responsibilities include overall responsibility of a cohort team of up to 10 interprofessional Undergraduate Scholars who are assigned to two or more of the **Regional Centers**.¹⁷ Faculty Liaisons may serve as Faculty Mentors, or they may nominate **Faculty Mentors**¹⁸ from their respective colleges to mentor an interprofessional Scholar team. Alternatively, Faculty Liaisons may nominate a Faculty Mentor who is external to their college but who is qualified to be appointed as adjunct faculty as identified in the Faculty Mentor Responsibilities.

Based on Faculty Liaison nomination of qualified mentors, one faculty mentor is selected by the **Arizona AHEC Program Office** for each cohort team. If more mentors are identified than are required, the selection of the mentors made by the Program Office will be made to best accommodate an interprofessional mixture of mentors. Each year the AzaAHEC Program Office assigns one selected Faculty Mentor to each of the new interprofessional cohort teams assigned to an AzaAHEC Regional Center. Each Faculty Mentor is asked annually to indicate via email to the **AzaAHEC Program Office** their agreement to perform responsibilities identified on the Faculty Mentor Responsibilities document. Faculty Mentors are encouraged to contact Faculty Liaison for assistance in fulfilling the academic ASP-U projects.

All Faculty Mentor appointments are made for one year in duration. Faculty Liaisons are asked annually to identify to the Program Office all new and returning Faculty Mentors. Generally, a Faculty Mentor will continue with their AHEC Scholars cohort team for the entire two-year program. Faculty Liaisons include Faculty Mentor support in their annual AHEC budget request, with maximum support per Mentor of \$10,000 plus ERE. The Faculty Liaison, Faculty Mentor, and appointing entity (e.g., university, college) agree upon the terms of funding to the Faculty Mentor, which may be incorporated into the Faculty Mentor's base pay, paid as supplemental funding, or set aside for expenses. Payment will not be made by the Program Office directly to any Faculty Mentor and all employment agreements are the responsibility of the Faculty Liaison and/or the appointing entity.

¹⁷ **Appendix A** provides a map of the Regional Centers.

APPENDIX G

Faculty Mentor Roles and Responsibilities

AHEC Scholar Faculty Mentors will be academics who have a proven record of accomplishment in teaching students in rural and/or urban underserved communities or academics with a proven record of accomplishment conducting research or academic service with rural and/or underserved communities. Faculty Mentors are critical to ensuring AHEC Scholars have an engaging interprofessional experience and ultimately complete the two-year program.

Faculty Mentor duties include the following:

- Provide direct mentoring support to a team of up to 15 AHEC Scholars at assigned Regional Center site. Mentors ensure AHEC Scholars are reminded of responsibilities and deadlines during the course of the program and continuously promote Scholar retention. This includes participating in the electronic course management system, [D2L](#).
- Oversee and ensure AHEC Scholars individual assignments and team projects are completed, approved and submitted as documented in the AHEC Scholars Manual.
- Team projects
 - Windshield Survey
 - Community Assessment
 - Poster presentation
 - Community Project with Program Plan
 - Podium Presentation
- Individual assignments
 - One reflection per semester
 - Make-up assignments for monthly seminars
- immersions at assigned Regional Center and annual Interprofessional RuralHealth Professions Conference along with AHEC Scholars team. The Faculty Mentor will also collaborate with the Regional Center Director to plan curriculum for the immersions.
- Work with the AHEC Program Office to document and track progress of AHEC Scholar teams.
- Responsible for evaluating successful completion in accordance with established dates and timelines of AHEC Scholar projects and assignments, and providing results to the [Program Office](#) and ASP-U Faculty Liaisons.
- Ensure complete communication with the [AHEC Program Office](#) and assigned Regional Center. This includes attending organizational and implementation meetings and events for the AHEC Scholars Program as well as Annual Orientation Meeting. Mentors must develop a contingency plan if unable to attend meetings or events.
- At least once during the two-year appointment, each faculty mentor will prepare or develop a monthly seminar topic for AHEC Scholars based on one or more of the HRSA core topics. This may be fulfilled by identifying and coordinating with an outside presenter (who must have relevant academic credentials) or by faculty mentor's own presentation.

Qualifications

AHEC Scholar Faculty Mentors must meet the following requirements to be qualified to participate as a faculty mentor.

- Current full-time, part-time or adjunct ABOR faculty member (research, teaching, clinical, or administrative). Must have a Master's degree or above.
- Have relevant expertise related to teaching, conducting research, or practicing with rural and/or urban underserved populations and/or communities.
- Have relevant academic credentials to the disciplines represented in the AHEC Scholars program, specifically dental hygiene, medical, nurse, nurse practitioner, pharmacy, public health, physician assistant, and/or physical therapy.

APPENDICES H1-H4

ASP-U YEAR ONE PROJECTS

APPENDIX H-1 WINDSHIELD SURVEY GUIDELINES

In collaboration with AHEC Regional Center Director and the Faculty Mentor, Scholars should:

1. Select a community in the Center's geographic service area within driving distance.
2. Drive through the community and view it through the car windshield and take note of:
 - a. Condition of the streets, houses, types and sizes of homes, and businesses
 - b. If homes have gardens, air conditioners, TV cable and/or cable/satellite dishes
 - c. Evidence of critical infrastructure (types of housing, sanitation, schools, houses of worship, libraries, parks, places for recreation and leisure, groceries.
 - d. Businesses and potential sources of employment. Closed businesses or empty storefronts.
 - e. Populations' culture and values as expressed by language, faith-based organizations, politics, patriotism and other symbols of identity
 - f. Environmental hazards (bodies of water, busy streets, train tracks)
 - g. Health care services (hospitals, nursing home and rehab facilities, clinics, ambulances, urgent care, primary and specialty health care providers, dental care, pharmacies, behavioral health and social services
 - h. Public and private transportation
 - i. Presence of people out and about including probably residents, workers, customers, and protective services (police, border patrol, fire, EMT, security guards, etc.)
3. Collaborate to write team's summary report not to exceed three (3) pages.
4. One scholar will submit the written summary for their cohort team to D2L Assignments. Format and instructions TBA.

APPENDIX H-2: REFLECTIVE JOURNALING

Reflective Journaling provides evidence of critical thinking about learning events that happen when Scholars are in the community. Scholars reflect and write about their observations, activities, engagement in continuous learning and improvement in skills and knowledge as a health care provider. Scholars should select a significant learning event and reflectively analyze what that event contributed to in their understanding and preparation to practice in or serve a rural or urban medically-underserved community.

A Scholar's reflective journaling should draw from learning experiences in the field. Each Scholar will submit one journal entry per semester to D2L assignments. Each journal should be a minimum of 1-2 pages. Assignments to include the following:

1. Situation: What happened and in what order? Start writing without emotions, reflection or assumptions. This does not have to be a situation that went well or as planned. Write as much as needed. Include role and the final outcome. Affect and emotional state: How did the situation impact you? (e.g., how it affected you personally, your emotions, what you felt, positive or negative).

2. Interpretation about what happened: Why did it happen? What did you learn from the experience? Explain how the learning confirms or contradicts personal prior knowledge, theories, or understanding. Was it different from what you learned in class? Could the situation have been managed differently? What did you do well?
3. Decision and how practice will be changed: What decisions were made to become a better health care provider? How could this decision impact your future practice? (e.g., what might you change, do differently, and/or do better).

APPENDIX H-3 COMMUNITY ASSESSMENT Report.

Under the guidance of the assigned Faculty Mentor, Scholars will be assigned a community in the AHEC Regional Center service area for the project. Each team decides and assigns the roles and responsibilities for each team member. As an example, certain team members may visit the community to collect data whereas other team members conduct electronic data and literature searches (e.g., Census Bureau, peer reviewed journals) and other public health information. Each team submits one report. Detailed instructions for the report will be posted on D2L. The Community Assessment must be approved in writing and submitted to the Faculty Mentor to via D2L. The Community Assessment is due on April 1 (or next working day) of each fiscal year to the Arizona AHEC Program Office, who will distribute the assessment to Faculty Liaisons and Center Directors and will post the assessment in [D2L](#). Team-based reports teach real world skills in collaborating to write, publish, or submit grant proposals, team-based research reports, and business plans. Scholars learn to negotiate team member responsibilities, expectations and attribution. For example, the order of authorship often relates to contribution effort.¹⁹

APPENDIX H-4 POSTER GUIDELINES

A poster presentation is a way to communicate research or understanding of a topic in a short and concise format. It usually includes two elements - a poster and a brief (usually no more than 2 minutes) explanation. Poster presentations develop an ability to communicate perceptively (matching explanation to an audience) and concisely, which is an important workplace skill. First year Scholars will analyze and evaluate information, synthesis ideas, and creatively demonstrate understanding of a topic or the findings of their cohort team's research. A poster template will be provided for the undergraduate Scholars.

However, the following is an example of the components of a poster:

- **Title:** (Example) "A Community Assessment of Globe, Arizona"
- **Purpose:** (Example) "The purpose of this presentation is to report the results of a team-based field experience in X community"
- **Methods:** Describe the team's approach and strategies for conducting the assessment
- **Findings/Outcomes:** Describe the community; Summarize key rural or urban medically underserved, and concepts about the community; Summarize key health challenges that will

¹⁹ Further information on the team writing process found at: <https://writingcenter.unc.edu/tips-and-tools/group-writing/>



underpin a community project (community projects may also have implications for health policy); describe the next steps with respect to the team's community project.

The Poster Presentation is due to the Program Office **two weeks prior** to the Interprofessional Rural Health Professions Conference and must have the written approval of the Faculty Mentor when submitted. One team Poster Presentation is presented per team.

APPENDICES I1-I2

ASP-U YEAR TWO PROJECTS

Appendix I-1: Community Project Guidelines

TO BE ANNOUNCED.

Appendix I-2: Podium Presentation

Team Presentation Guidelines - Interprofessional Rural Health Professions Conference:

- Prepare a PowerPoint presentation (10 slides or less) about the team's community written Project. Submit it to the conference organizer (details to be announced). Include a Faculty Mentor email demonstrating review and approval of the presentation submission.
- The presentation should follow the format provided.
- Submit the PowerPoint and one page abstract for publication in the conference proceedings for attendees.
- Each team has 15 minutes to present and 5 minutes to answer questions from the audience.

The Podium Presentation is due to the Program Office **two weeks** prior to the Interprofessional Rural Health Professions Conference and must have the written approval of the Faculty Mentor when submitted. One team Podium Presentation is presented per AHEC Regional Center.

APPENDIX J

Travel Process

Purpose: To document procedures for authorizing travel and providing travel reimbursement and/or motor pool vehicles for AHEC Scholar program travel.

Scope: AHEC Scholar student travel related directly to the AHEC Scholar program within Arizona. This does not include travel for rotations or other ASP-U travel.

Note: Each AHEC Scholar's Home College ASP-U will be responsible for ensuring the Scholar's travel follows all applicable policies, including processing Travel Authorizations and Travel Expense Reports.

Out-of-State and Out-of-Country Travel: Any travel outside of Arizona must be identified no less than 12 weeks in advance in order to obtain all required approvals. Out-of-country travel is typically not allowed and may only be conducted following authorization by each Faculty Liaison and only if compliant with each university's policies. Following authorization by Faculty Liaison, impacted AHEC Scholars must also be surveyed to ensure availability of passports and ability to travel out-of-country. As the AHEC Scholars program emphasizes group interprofessional work, the trip may only proceed if all AHEC Scholars in the impacted team may attend.

Process:

UA College ASP-U

Procedure	Responsible Area
Identify need for the trip, AHEC Scholars attending, timeframe, destination, etc., and notify AHEC Scholars and all applicable College ASP-U contacts.	AHEC Scholar Mentor, potentially others
Prepare Travel Authorization. If existing Home College ASP-U budget is not available, please contact the AzAHEC Program Office for the account number to be listed as the Funding Source. Travel Authorization documents will be routed to Amanda Perkins (alperkin@arizona.edu) as the Fund Approver. Note that UA policy requires a completed Travel Authorization for all travelers on UA business even if reimbursement will not be requested.	Home College ASP-U(s); route for approval as applicable
If blanket Travel Authorizations are prepared for AHEC Scholars annually, applicable Home College ASP-U should notify the AHEC Program Office before each trip that will use AHEC funding.	Home College ASP-U

Where possible, encourage coordination of travel such as carpooling and sharing Motor Pool vehicles. Once coordination is complete, Faculty Mentor works with AHEC Scholars to reserve Motor Pool and/or other travel needs through applicable Home College ASP-U. Home College ASP-U ensures AHEC Scholar(s) are authorized to drive on UA business.	Faculty Mentor, AHEC Scholars, Home College ASP-U
After the trip, process Travel Expense Report in compliance with all applicable UA policies	Home College ASP-U

ASU and NAU College²⁰ Undergraduate Scholars Program:

Procedure	Responsible Area
Identify need for the trip, AHEC Scholars attending, timeframe, destination, etc., and notify AHEC Scholars and applicable College liaison contacts.	AHEC Scholar Mentor, potentially others
Follow applicable university policies related to travel. Complete a Travel Authorization. Evaluate whether existing ASP-U budget is available or whether additional funding will be required.	Home College ASP-U
If additional funding is required, notify Program Office prior to the travel.	Home College ASP-U, email Program Office
Coordinate, reserve, and pay as needed to facilitate student travel in compliance with applicable university policies.	Home College ASP-U
Prepare a Budget Modification Request form to request additional funding for travel. This may be submitted for each trip or may be submitted quarterly.	Home College ASP-U, submit through report/invoice Qualtrics link
Upon approval, submit invoice through regular invoice process to request reimbursement for AHEC Scholar travel expenses.	Home College ASP-U

²⁰ NAU travel policy can be found at <https://in.nau.edu/comptroller/travel-welcome/>

APPENDIX K
AHEC Scholars Program Change Form

Current Date: _____

Effective Date: _____

The following AHEC Scholar: _____

Has requested:

☐ Leave of Absence from the AHEC Scholars Program
☐ Withdrawal from the AHEC Scholars Program
☐ Leave of Absence from university
☐ Total withdrawal from university
☐ Return from Leave of Absence

From the following Undergraduate Scholars Program (ASP-U)

☐ Northern Arizona University Dental Hygiene Program
☐ University of Arizona College of Nursing

Name of Center to which Scholar assigned: _____

Student signature: _____

Faculty Liaison Signature: _____

Program Office Signature: _____

Faculty Mentor Signature: _____

AHEC Center Director Signature: _____

Process: 1) Scholar and Faculty Liaison complete and sign change request 2) Faculty Liaison forwards to AHEC Program Office 4) Program Office forwards to Faculty Mentor for signature, and requests return of signed copy; 5) Program Office forwards to Center Director for signature and requests return of signed copy.

APPENDIX L

SCHOLARS CONTACT INFORMATION

CURRENT VERSION OF THE ACTIVE SCHOLARS CAN BE FOUND IN [D2L](#) ON THE CONTENT SECTION

Appendix M

Schedule of Assignments

Year One		
Assignment /Activities	*Due Date	** ***Hrs. Range
Orientation & Community Overview	9/11/2021	6-8
Monthly Seminars	4 th Tue of @ month	14
Community Immersion - Windshield Survey w Summary - Community Needs Assessment - Community Needs Assessment Summary - Poster - Project Plan	12/1/2021 2/16/2022 2/16/2022 3/13/2022 5/4/2022	8-12 8-12 8-12 8-12 8-12
Annual Interprofessional Rural Health Professions Conference	4/8/2022	12
Reflective Journaling	12/1/2021 5/4/2022	4-8 4-8
Flex/Make-Up Assignments - Assignments - Community Activities	5/4/2022	****0-12
Year Two		
Orientation & Community Overview	TBA	6-8
Monthly Seminars	4 th Tue of @ month	14
Community Immersion cont. - Project Implement - Project Evaluation - Podium presentation Prep for Annual Interprofessional Rural Health Professions Conference - Final Summary with Abstract	10/5/2022 11/30/2022 3/15/2023 5/3/2023	10-15 10-15 10-15 10-12
Attendance at Annual Interprofessional Rural Health Professions Conference	TBA	12
Reflective Journaling	11/30/2022 5/3/2023	4-8 4-8
Flex/Make-Up Assignments - Assignments - Community Activities	5/3/2023	****0-12

*All assignments may be completed and turned in early

**All assignments are due on Wednesday

***To successfully complete the ASP-U Program, scholars are required to participate in a minimum of 80 hours of activities each year. At least one half of the total hours (40 hrs.) must be completed each semester.

****A maximum of 15% (12 hrs.) each year can be made up with Flex/Make-up Assignments

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GLOSSARY

Appendix O

- **Cultural humility:** Willingness to:
 - Accurately assess yourself, identifying your culturally informed beliefs, attitudes, and biases
 - Acknowledge your limitations in knowledge
 - Open yourself to new ideas, contradictory information and advice
 - Understanding and appreciating our own diversity
 - Being humble enough to assess the cultural dimensions and experiences of patients/populations, and letting go of the false sense of security that stereotype brings
 - The foundation of culturally sensitive practice and leadership, and the first step in lifelong journey of cultural competence
- **Culturally competent care:** A set of behaviors, attitudes and policies that come together in a system, agency or among professionals that enables effective work in cross-cultural situations.
 - Necessary for providing quality care to diverse populations
 - Is the ultimate goal on a continuum; ongoing, evolving process
 - An important step towards reducing disparities in health care delivery and decreasing vulnerability
- **Health care disparities:** differences between groups in health care coverage, access to care and quality of care; frequently associated with those groups with health disparities and are related to marginalization and discrimination.
- **Health disparity:** higher burden of illness, injury, disability, or mortality experienced by one population or group relative to another, usually associated with social, economic, or environmental disadvantage.
- **Health equity:** everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care (RWJ, 2017)
- **Rural:** (multiple definitions in the US)
 - A) People, housing and the territory that isn't within an urban area or urban cluster. An urban area is a place of 50,000 people (US Census, 2000)
 - B) A geographical area that is located outside towns and cities (Wordnet Search, n.d.)).
 - C) Areas with open areas and settlements of fewer than 2500 residents. Can have population densities anywhere from 1 -999 people per square mile (Congressional Research Service, 2005).
 - D) Any area other than a city or town that has a population of greater than 50,000 and the urbanized areas contiguous and adjacent to such a city or town (USDA, 2002).

- **Social determinants of health:** Impact of “place” on health: where people are born, live, learn, work, play, worship, & age. Affects a wide range of health, functioning, and quality-of-life outcomes and risks. Key domains: economic stability; education; social and community context; health and health care; neighborhood and built environment. May limit opportunities for good health choices. Key domains: economic stability; education; social and community context; health and health care; neighborhood and built environment (HP 2030)
- **Underserved populations:** Groups that experience health care disparities, or limited access to care. Often used interchangeably with vulnerable population. Populations frequently overlap.
- **Vulnerable population:** Groups at greater risk for poor health outcomes because of some demographic factor (age, race, ethnicity, gender, income, sexual identity or orientation, language, immigration status, citizenship, geography, education/literacy, disability status, health care need or religion)



The Arizona Area Health Education Center (AzAHEC)

Graduate AHEC Scholars Manual

2021-22





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I. Introduction

This handbook is designed for participants in the Arizona AHEC Graduate Scholars Program. It should be referenced frequently by Faculty Mentors and AHEC Scholars, as well as Rural Health Profession Program (RHPP) and Center Directors and Staff.

The Arizona Area Health Education Centers (AzaAHEC) Scholars Program (ASP) is an innovative two-year community-based interprofessional and experiential training program in Arizona's rural and underserved areas. It was developed as a two-year interprofessional program for graduate-level health profession students with advanced community-based experiences in rural and underserved settings at one of the [Arizona AHEC Regional Centers](#).¹ The program is supported by Federal Health Resources and Services Administration (HRSA) and State of Arizona funding and administered by the AzaAHEC Program Office.² The first AzaAHEC Scholar cohort began in 2018. Graduate-level health profession students who are enrolled in a [Rural Health Professional Program](#)³ (RHPP) are eligible for participation. RHPPs are authorized by Arizona Revised Statutes [§ 15-1754](#) and housed in the State of Arizona public universities under authority of the Arizona Board of Regents (ABOR).

II. Scholar Recruitment and Acceptance

Each year, the RHPP Directors recruit AHEC Scholars from their RHPPs.

Eligibility. To qualify for the ASP, students must be enrolled and remain enrolled in an RHPP and meet all academic and didactic training requirements of their respective graduate-level health professional program.

Application Process. Enrolled students in the nine RHPP colleges must apply on-line. The 2021-23 application link is available (as of 8/20/21) at: [AzaAHEC Scholars Program Application 2021-23](#)⁴. There is a unique application link for each year which remains available **until the start of the Fall semester of each year.**

Acceptance and Assignment Process. Each RHPP Director evaluates applicants from their own college for participation in the AHEC Scholars Program and advises the [Arizona AHEC Program Office](#) of approval. The RHPP Director advises the applicants who will not be accepted into program. The Arizona AHEC Program Office advises the applicants who have been accepted into the ASP, assigns them to an interprofessional team of two or more disciplines in one of the five AzaAHEC Regional Centers, and advises Scholars, Faculty Mentors, Centers, and RHPP Directors of center assignment.

The AHEC Scholars Program and Degree Requirements. Each participating RHPP college determines

¹ [Appendix A](#) illustrates the AHEC regions of Arizona. [Appendix C](#) provides contact information for Centers and Assigned Center Staff

² All communication should go to nparedes@arizona.edu Arizona AHEC Program Office who will disburse communication within the Program Office as needed. Her email address is hyperlinked throughout this document and shown on [Appendix B](#) as the primary contact for the AHEC Scholars Program.

³ [Appendix C](#) provides contact information for RHPP Program Directors and Assigned Staff

⁴ Displayed hyperlink: https://uarizona.col.qualtrics.com/jfe/form/SV_4TSapUZEbKPtjTf

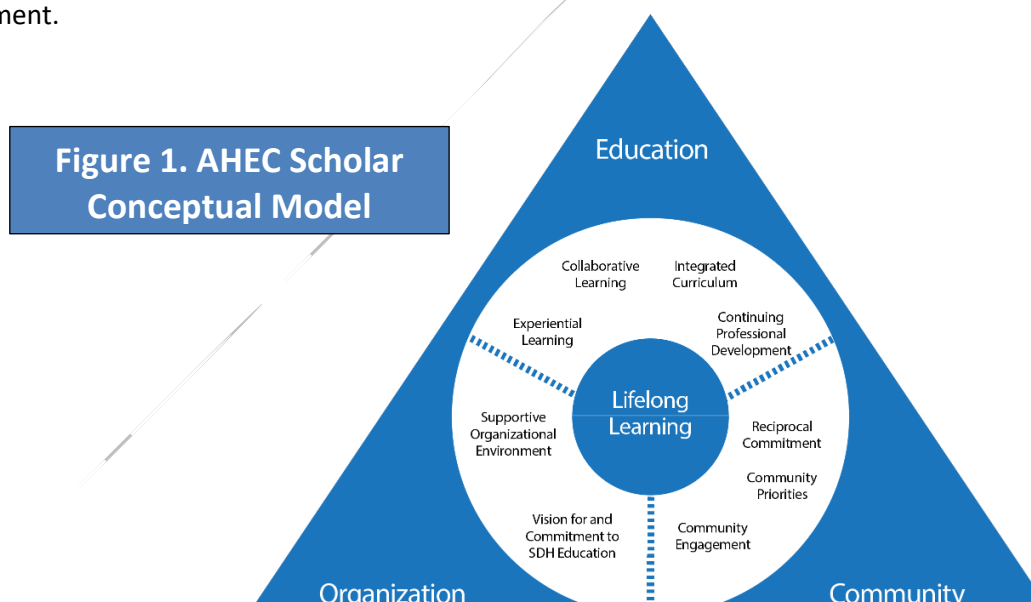
how AHEC Scholar expectations work within degree requirements. As with all other RHPP program participants, RHPP Directors arrange appropriate student clinical training experiences for AHEC Scholars following the policies and procedures of each college and discipline.

III. Faculty Mentorship

Each interprofessional AHEC Scholar team is supported by a Faculty Mentor.⁵ Faculty Mentors are recruited by [RHPP Directors](#)⁶. Each Faculty Mentor is assigned to an AHEC Scholar team to support the team's activities throughout the two-year program.⁷ Faculty mentors are shown in [Appendix E](#). Faculty mentor recruitment and appointment procedures are shown in [Appendix F](#). Faculty mentor roles and responsibilities are shown in [Appendix G](#).

IV. AHEC Scholars Conceptual Learning Model

Many intractable health problems – including limited access to health services and disparities in health outcomes between rural and urban populations, economic and ethnic groups, employed and unemployed, insured and uninsured - have social determinants. A conceptual framework (Figure 1) of transformative, lifelong, community-engaged health professions learning effectively address the social determinants of health (SDOH). Cornerstones of the AHEC Scholars Program include experiential and collaborative learning, an integrated health professions curriculum, and continuing professional development.



Adapted from: National Academies of Sciences, Engineering, and Medicine. (2016). A framework for educating health professionals to address the social determinants of health. National Academies Press.

⁵ [Appendix E](#) provides contact information for Faculty Mentors

⁶ [Appendix F](#) illustrates the Recruitment and Appointment Process for Faculty Mentors.

⁷ [Appendix G](#) illustrates the Faculty Mentor Roles and Responsibilities

The **AHEC Scholars Conceptual Learning Model** is based on the National Academies of Science framework for lifelong learning. Progressive learning occurs in four phases over the two years of the program:

- 1) *Introduction to rural and medically underserved communities (MUCs)* - rapidly familiarizes AHEC Scholars on core concepts, vocabulary, team-based learning, collaborative practice, and being a successful Scholar. Topics include social determinants of health, cultural competence, behavioral health integration, practice transformation, current and emerging health issues, and required learning activities.
- 2) *Rural and MUC immersion* - involves direct engagement in the assigned AHEC Regional Center, including individual patients, families, and communities. Scholars experience the unique characteristics of communities served by Regional Centers. These provide engagement with communities and foster team-based, collaborative, interactive work to assess and work on problems identified. Scholars learn with each other and community partners, applying theoretical knowledge to assess their population of interest. Scholars spend time in their assigned communities and their team. Scholars remain with their cohort team and community over the two-year program.
- 3) *Integration* - involves student teams working together on a hands-on scholarly project from their population of interest and assessment activities. Seminars focus on project methodologies. The seminars and scholarly project teach core competencies and sometimes influence practice location choice after graduation. Integration empowers Scholars to synthesize content, teaching, learning, and knowledge about rural and underserved areas. Outreach and community engagement prepare Scholars with practice-ready, team-based skills to effectively work in rural and medically underserved communities.
- 4) *Informed dissemination* - teaches skills in presenting, data visualization, writing, and disseminating information, reports, and recommendations to lay and professional audiences.

The following tables summarizes the progressive pathway of the ASP:

Rural MUC IPE Curriculum Progressive Pathway			
Year 1		Year 2	
Introduction	Immersion	Integration	Informed Dissemination
Introduction to MUCs & core topics on SDOH; start reflective journaling	Direct enagement & collaborative work on community assessment	Continuation of community efforts with scholarly project	Presentation of findings to community & scholarly audiences

MUC: Medically Underserved Community; SDOH: Social Determinants of Health; IPE: Interprofessional Education



Scholars Evaluation and Certificate of Completion: The ASP engages Scholars through immersion in a select rural or urban medically-underserved community and provides skills to meaningfully work effectively with each other in communities and impact future practice. Scholars are evaluated by the Faculty Mentor based on participation, but do not receive a letter grade. Instead, Scholars are issued a certification of completion at the end of the program.

V. AHEC Scholars Duties and Responsibilities

- Are assigned to an interprofessional Scholars team, a Faculty Mentor, and a Regional Center site.
- Commit to 80 hours/year for two years (didactic + community experiential learning).
- Consistent participation and attendance at monthly sessions, immersions, and RHPP conferences
- Understand that individual patients, families, communities and health providers are partners in shaping and delivering the educational experience.
- Participate in reflection, active learning, and critical inquiry.
- Engage directly with patients and the community guided by their Faculty Mentor, RHPP Director, and AHEC Regional Center Director.
- Learn factors affecting the social determinants of health, cultural competency, behavioral health integration, practice transformation, and current and emerging health issues.
- Completion of all assignments
- Active participation in group projects
- Progress in learning from introductory experiences – reflective journaling; reviewing community health needs assessments and in the published literature; reviewing publicly available health information and reports; developing and administering surveys; collecting, synthesizing, and reporting data; presenting findings using contemporary data visualizations targeted to specific audiences (e.g., lay public or a professional audience); assessing the literature; and making recommendations to improve individual and community health.
- Learn how collaborative relationships, team-based care, and interprofessional approaches to problems – including community agencies, patients, and health providers – are used.

Direct patient care experiences are vetted by the RHPP Director, following their college's protocols, policies, and procedures including clinical affiliation or preceptor agreements, faculty supervision and evaluation.

VI. AHEC Scholars Program Year One

Year One of the ASP incorporates an Introduction and an Immersion of the ASP. By August 31 of each year, the [Lead Faculty Mentor](#) will meet with the [RHPP Directors](#) to identify the broad topic that will be incorporated into the next two years of cohorts' work. The Lead Faculty Mentor will inform the Faculty Mentors and the [Program Office](#) of the topic. The Program Office will post it to [D2L](#).⁸ Faculty mentors should implement the broad topic throughout the academic year with the guidance of the Lead Faculty

⁸ Further information about D2L is provided in [Section VIII \(a\) Learning Management Software](#)



Mentor.

Each Faculty Mentor, in collaboration with the Regional Center and the AHEC Scholars Cohort team, will identify a specific component of that topic that will be addressed by that cohort team, based on the unique characteristics of the regional center service areas where the interprofessional team will participate.⁹ Each AHEC Regional Center serves as a host and sponsor site for community-engaged experiential learning and plans the events in collaboration with the Faculty Mentor. Scholars co-learn with other health professionals - interprofessional and collaborative learning in and with the communities. AHEC Regional Centers provide Scholars local contextual learning about the residents and communities and the social determinants that affect health outcomes. Further details about the elements of the Introduction and the elements of the Community Immersion follow.

Introduction to Community-based Experiential Interprofessional Learning

Scholar Activities:

1. AHEC Orientation
 - a. Introduction to the AHEC, Regional Centers, RHPPs
 - b. Faculty Mentor Role
 - c. Scholar expectations
2. Community Overview
 - a. Introduction to interprofessional education and collaboration
 - b. Introduction to the AHEC Core Topics

Immersion in Community-based Interprofessional Experiential Learning

1. Community Immersion sponsored by AHEC Regional Center:
 - a. Each Regional Center, in collaboration with Faculty Mentor, must prepare and submit to the [Program Office](#) a written plan for each cohort team's immersion at that Center no less than two weeks' prior to the immersion.
 - b. Each Faculty Mentor must work with their cohort team to conduct a windshield survey¹⁰ and prepare a written summary¹¹
 - c. Each cohort team member must participate in local learning activities sponsored by their assigned AHEC Regional Center
2. Post-Immersion Activities
 - a. Write about experiences participating in local learning activities through reflective¹² journaling¹³

⁹ [Appendix M](#) provides a summary schedule of Year One activities.

¹⁰ Further information available at: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main>

¹¹ [Appendix H-1](#) for Year One Scholars provides windshield survey directions.

¹² Further information available at: Sadlon, P. The process of reflection: A principle-based concept analysis. [Koshy, K., Limb, C. and Jafree, D. Reflective practice in health care and how to reflect effectively. International Journal of Surgical Oncology. 2017. July; 2\(6\): e20.](#)

¹³ [Appendix H-2](#) provides reflective journaling directions for Year One Scholars



- b. Identify one challenge from the community assessment that serves as a foundation for a team-based scholarly project to be completed in Year Two.
3. Participate in Monthly Seminars
 - a. Occurs 4th Tuesday of each month, beginning in **September**.
4. Prepare Community Assessment Paper¹⁴
5. Prepare and Submit Poster¹⁵
 - a. Cohort team from each Region must collaborate in the preparation of a poster.
 - b. Poster must be submitted in accordance with the timeframe published in [D2L](#) in January of each year.
 - c. Poster must be approved in writing by the Faculty Mentor and submitted to the [Program Office](#) in accordance with the timeframe published in [D2L](#) in January of each year.

Annual Interprofessional Rural Health Professions Conference

1. Attend Interprofessional Rural Health Conference
2. Poster presentation by each Cohort Team

NOTE: All Year One AHEC Scholar Cohort Teams prepare a poster for presentation at the conference held in the Spring semester (i.e., April). The poster presentation should be submitted in accordance with the guidelines shown in this handbook and within the timeframe published in [D2L](#) in January of each year and must be approved in writing by the Faculty Mentor when submitted to the [Program Office](#).

VII. AHEC Scholars Program Year Two

Year Two of the ASP incorporates an Integration and an Informed Dissemination of findings. Faculty Mentors plan the AHEC Scholars Program Year Two experience¹⁶ based on the following guidelines:

Integration in Community-Based Interprofessional Experiential Learning

The AHEC Scholar third phase is integration - enhancing community-engaged experiences in rural and medically underserved communities in an AHEC Regional Center. Integration is:

1. Participate in scholarly project monthly seminars.
 - a. Occurs 4th Tuesday of each month, beginning in **September**.
2. Continue reflective journaling.
3. Conduct a Scholarly Project on a health problem identified during community assessment in Year One, using a quality improvement process, and prepare and submit a [written scholarly report](#).¹⁷
4. Prepare a [podium presentation](#).¹⁸

¹⁴ Appendix H-3 provides guidelines on the Community Assessment Report

¹⁵ [Appendix H-4](#) provides Poster Guidelines for Year One Students

¹⁶ [Appendix N](#) provides a summary schedule of Year Two activities.

¹⁷ [Appendix G-1](#) provides Scholarly Report Guidelines for Year Two Scholars

¹⁸ [Appendix G-2](#) provides an overview of Podium Presentations for Year Two Scholars

Informed Dissemination Community-based Interprofessional Experiential Learning

The final phase is informed dissemination by the AHEC Scholar teams who present findings to professional audiences. Informed dissemination has a required oral presentation of the Scholarly Project at the Annual Interprofessional Rural Health Professions Conference.

Annual Interprofessional Rural Health Professions Conference

1. Attend Interprofessional Rural Health Conference
2. Podium Presentation by each Cohort Team

NOTE: All Year Two AHEC Scholar Cohort Teams make a podium presentation at the conference held in the Spring semester (i.e., April). The podium presentation should be submitted in accordance with the guidelines shown in this handbook and within the timeframe published in [D2L](#) in January of each year and must be approved in writing by the Faculty Mentor when submitted to the [Program Office](#).

VIII. SCHOLAR SUPPORT

a. Learning Management Software: Desire2Learn

AHEC Scholars information is available through Desire2Learn (D2L)¹⁹, a cloud-based software learning management system used by the UArizona. Available information in D2L includes the AHEC Scholars Handbook and a calendar function reflecting all upcoming activities and deadlines. Faculty Mentors, Scholars, and RHPP Directors have access to D2L through their ASU, NAU, or UA login credentials and should sign in regularly to assure their review of the most current ASP information. Centers may request access to D2L through the [AzAHEC Program Office](#).

b. AHEC Scholar Stipends

AHEC Scholars receive a maximum of a \$2,000 stipend which is paid over the two-year program. The stipend is paid to the Scholar by the assigned Regional Center. Stipend may be paid in two annual payments (i.e., one annual payment of \$1,000 during each year of the program); or in four semi-annual payments (i.e., two payments of \$500 during each year of the program), depending on the internal policies of the Regional Center. Regional Centers must provide [assigned Scholars](#) with information about the disbursement of stipends appropriate to their region, and collect required documentation to assure appropriate reporting of stipends. Scholars are not eligible to receive more than \$2,000 in stipends, regardless of period of participation in ASP.

c. AHEC Scholars Program Travel, Transportation and Hotel Accommodations Travel²⁰

Prior to any community immersion or other experience requiring Scholar travel, a travel authorization must be processed by the Scholar's respective RHPP to assure compliance with that college's applicable policies. AHEC Scholars may be asked by their RHPP to provide information and/or sign forms related to travel authorizations. Center Directors/Staff, RHPP Directors, and the [AzAHEC Program Office](#) will

¹⁹ D2L Website Link: <https://d2l.arizona.edu/d2l/login/?target=%2fd2l%2fhome>

²⁰ [Appendix H](#) provides information on ASP travel process and responsibilities

collaborate to ensure travel plans are authorized in advance of travel and that all AHEC Scholars have completed required travel authorizations prior to beginning travel. Center Directors must ensure travel authorization accommodates all planned community immersion activities.

Transportation

To participate in an in-person community immersion, AHEC Scholars may:

1. provide their own transportation and seek reimbursement through a travel authorization.
2. carpool with other Scholar(s).
3. request transportation through a university vehicle if available.

All expense reimbursement must comply with the policies of Scholar's college and university.

The methodology for transportation depends on the process within each Scholar's college and university and the availability of the Scholar's own transportation. Therefore, the process can vary significantly and Scholars should be prepared to identify their transportation needs/plan prior to any immersion weekend. The AHEC Program Office will use [D2L](#) and email to communicate with AHEC Scholars regarding needed transportation arrangements.

Accommodations

Centers will provide meal and hotel accommodations for AHEC Scholars while they are attending an immersion weekend at the assigned Center. Scholars will not be reimbursed for meal or hotel accommodations that were made available through a center.

IX. AHEC Scholar Program Status Changes

Changes in a Scholar's status in the ASP may either be self-initiated by the Scholar or initiated by the RHPP Director of the college where the Scholar is enrolled. Changes in status include but are not limited to the following examples:

1. Scholar's leave of absence or withdrawal from University.
2. Scholar's leave of absence or withdrawal from RHPP.
3. Scholar's leave of absence from ASP not to exceed three months during the same academic year.
4. Scholar's withdrawal from ASP.
5. Scholars return from leave of absence.

Changes in ASP participation must be documented on an [AHEC Program Change Form](#).²¹ Scholars are not eligible for stipends when they are on a leave of absence or withdrawn from the program and Centers should assure stipends are not issued during these times.

When a need for a change in a Scholar's status is identified, the Scholar and the RHPP Director will meet to discuss the process. If the Scholar's request is self-initiated, that Scholar should complete and sign the Program Change Form. Otherwise, the RHPP Director should complete and sign

²¹ [Appendix J](#) provides the AzaHEC Program Change Form which is additionally located in [D2L](#).



the Program Change Form. In both cases, the RHPP Director must sign the Program Change Form and send it to the Program Office. The Program Office will then notify and request signatures from the Scholar's Faculty Mentor and Center Director. Center Directors should ensure no stipends are issued to Scholars who are on leave or who have withdrawn from the program. The assigned Faculty Mentor for the Scholar should advise other Scholars in the cohort team of the updated status of the Scholar who will be on leave or terminating from the program and assure that any assignments are redistributed. Scholars not obtaining an approved absence prior to leaving the ASP may become ineligible for program reinstatement.

If the Scholar indicates to the Center Director, Center Staff, or Faculty Mentor that the Scholar plans to change their program enrollment status, that individual must:

1. Direct the Scholar to contact their RHPP Director to start the process of Change of Program Form.
2. Contact the Scholar's RHPP Director to advise them of the Scholar's plans.

Faculty Mentors who have been unable to contact an assigned Scholar after two attempts must advise the Scholar's [RHPP Director](#) and the [AzAHEC Program Office](#). The RHPP Director must take steps to determine the continued participation of the Scholar and indicate the status of any needed changes for that Scholar to the Program Office. Faculty mentors who have concerns related to Scholar attendance or participation must initiate a discussion with the Scholar **and** RHPP Director toward a resolution. Faculty mentors should not advise the Scholar of the Scholar's termination from the ASP; this occurs as a result of communication between the Scholar and the RHPP in which the Scholar participates.

A Scholar who plans to return to ASP from a leave of absence must contact the RHPP Director of the College where the Scholar was previously enrolled in ASP to determine eligibility. The RHPP Director must determine that the returning Scholar meets all criteria for re-enrollment. A Scholar returning from LOA may be assigned to a different team/cohort. The Program Change Form must be completed by the RHPP Director to indicate a return to the program and sent to the [Program Office](#). The Program Office will then notify the Scholar's Faculty Mentor and Center Director of this action. Center Directors and Faculty Mentors must await this notification prior to reactivating a Scholar who has been on leave. Center Directors should ensure stipends are issued to eligible Scholars who have returned from leave. The assigned Faculty Mentor for the Scholar should advise other Scholars in the cohort team of the updated status of the Scholar who has returned from leave and assure that any assignments are redistributed.

APPENDIX A
AHEC REGIONAL CENTER MAP



APPENDIX B

PROGRAM OFFICE CONTACT INFORMATION

Contact	Email Address
Nicole Paredes	nparedes@arizona.edu

APPENDIX C

REGIONAL CENTER DIRECTORS AND COORDINATORS CONTACT INFORMATION

AzAHEC Regional Center	City	Regional Center Director	Email Address	Regional Center Coordinator	Email Address
1. CAAHEC	Phoenix	Ana Roscetti	AnaR@aachc.org	Mallika Peddada	Mallikap@aachc.org
2. EAHEC	Globe	Jeri Byrne	jbyrne@cableone.net		
3. NAHEC	Flagstaff	Marica Martinic	mmartinic@nchcaz.org	Courtney Madsen	cmadsen@nchcaz.org
4. SAAHEC	Tucson	Felipe Perez	FelipeP@elrio.org		
5. WAHEC	Yuma	Joena Ezroj	jezroj@rcbh.edu		

APPENDIX D

RURAL HEALTH PROFESSIONS PROGRAM DIRECTORS AND COORDINATORS CONTACT INFORMATION

RHPP Program	RHPP Director	Email Address	RHPP Program Contact	Email Address
1. ASU CON	Diane Nuñez DNP, RN	Diane.Nunez@asu.edu		
2. NAU CON	Shelley Vaughn, DNP	Shelley.Vaughn@nau.edu		
3. NAU PA	Elias Villarreal, Jr., MPAS, DMSc, PA-C, DFAAPA	Elias.Villarreal@nau.edu		
4. NAU PT	Andrea Lerner, PT, DPT	Andrea.Lerner@nau.edu		
5. UA COM-P	Jonathan Cartsonis, MD	jcartsonis@email.arizona.edu		
6. UA COM-T	Carlos Gonzales, MD	elprofcg@email.arizona.edu		
7. UA CON	Christy Pacheco, DNP, FNP	christyp@email.arizona.edu		
8. UA COP	Elizabeth Hall-Lipsy JD, MPH	ehall@pharmacy.arizona.edu		
9. UA COPH	Marc Verhougstraete, PhD	mverhougstraete@email.arizona.edu	Jen Peters	petersjs@arizona.edu



APPENDIX E
FACULTY MENTORS CONTACT INFORMATION

AzAHEC Regional Assignment	City	Faculty Mentor 2021-23	Email Address	Faculty Mentor 2020-2022	Email Address
1. CAAHEC	Phoenix	Carol Moffett	Carol.Moffett@asu.edu	Debra Ilchak	Debra.Ilchak@asu.edu
2. EAHEC	Globe	Judy Hunt	jjhk10@gmail.com	Nicole Ferschke	Nicole.Ferschke@nau.edu
3. NAHEC	Flagstaff	Violet Siwick	vsiwik@medadmin.arizona.edu	Shelley Vaughn	Shelley.vaughn@nau.edu
4. SAAHEC	Tucson	Marc Verhougstraete*	mverhougstraete@email.arizona.edu	Michelle Morgan	michelle.s.morgan@asu.edu
5. WAHEC	Yuma	Jake Schwarz	jake.schwarz@gmail.com	Jacob Gubler	Jacob.Gubler@nau.edu

*Lead Faculty Mentor for Academic Year 2021-22



APPENDIX F

Faculty Mentor Recruitment and Appointment

Faculty Mentor Responsibilities include overall responsibility of a cohort team of up to 15 interprofessional Scholars assigned to one of the **Regional Centers**.²² RHPP Directors may nominate **Faculty Mentors**²³ from their respective colleges to mentor an interprofessional Scholar team assigned to one of the Regional Centers. Alternatively, RHPP Directors may nominate a Faculty Mentor who is external to their college but who is qualified to be appointed as adjunct faculty as identified in the Faculty Mentor Responsibilities.

Based on RHPP director nomination of qualified mentors, one faculty mentor is selected by the **Arizona AHEC Program Office** for each cohort team assigned to each Regional Center. If more mentors are identified than are required, the selection of the mentors made by the Program Office will be made to best accommodate an interprofessional mixture of mentors. Each year the AzAHEC Program Office assigns one selected Faculty Mentor to each of the new interprofessional cohort teams assigned to an AzAHEC Regional Center. Each Faculty Mentor is asked annually to indicate via email to the **AzAHEC Program Office** their agreement to perform responsibilities identified on the Faculty Mentor Responsibilities document. Faculty Mentors are encouraged to contact their RHPP Director or the Lead Faculty Mentor for assistance in fulfilling the academic aspects of the ASP.

All Faculty Mentor appointments are made for one year in duration. RHPP Directors are asked annually to identify to the Program Office all new and returning Faculty Mentors. Generally, a Faculty Mentor will continue with their AHEC Scholars cohort team for the entire two-year program. RHPP Directors include Faculty Mentor support in their annual AHEC budget request, with maximum support per Mentor of \$10,000 plus ERE. The RHPP Director, Faculty Mentor, and appointing entity (e.g., university, college) agree upon the terms of funding to the Faculty Mentor, which may be incorporated into the Faculty Mentor's base pay, paid as supplemental funding, or set aside for expenses. Payment will not be made by the Program Office directly to any Faculty Mentor and all employment agreements are the responsibility of the RHPP Director and the appointing entity.

²² **Appendix A** provides a map of the Regional Centers.

²³ **Appendix E** provides contact information for 2020-22 and 2021-23 Faculty Mentors, including Lead Faculty Mentor.

APPENDIX G

Faculty Mentor Roles and Responsibilities

AHEC Scholar Faculty Mentors will be academics who have a proven record of accomplishment in teaching students in rural and/or urban underserved communities or academics with a proven record of accomplishment conducting research or academic service with rural and/or underserved communities. Faculty Mentors are critical to ensuring AHEC Scholars have an engaging interprofessional experience and ultimately complete the two-year program.

Faculty Mentor duties include the following:

- Provide direct mentoring support to a team of up to 15 AHEC Scholars at assigned Regional Center site. Mentors ensure AHEC Scholars are reminded of responsibilities and deadlines during the course of the program and continuously promote Scholar retention. This includes participating in the electronic course management system, [D2L](#).
- Oversee and ensure AHEC Scholars individual and team projects are completed, approved and submitted as documented in the AHEC Scholars Handbook inclusive of adherence to deadlines for the following activities:
 - [Year 1 Poster Presentation](#)²⁴
 - [Year 1 Community Assessment Report](#)²⁵
 - [Year 2 Podium Presentation](#)²⁶
 - [Year 2 Scholarly Report](#)²⁷
- Attend and participate in scheduled immersions at assigned Regional Center and annual Interprofessional RHPP conference along with AHEC Scholars team. The Faculty Mentor will also collaborate with the Regional Center Director to plan curriculum for the immersions.
- Work with the AzaHEC Program Office, Rural Health Professions Program Directors and Staff, and Regional AzaHEC Directors and Staff to document and track progress of AHEC Scholar teams.
- Responsible for evaluating successful completion in accordance with established dates and timelines of AHEC Scholar projects and assignments, and providing results to the [Program Office](#) and RHPP Program Directors.
- Ensure complete communication with the [AHEC Program Office](#) and assigned Regional Center. This includes attending organizational and implementation meetings and events for the AHEC Scholars Program as well as Annual Orientation Meeting. Mentors must develop a contingency plan if unable to attend meetings or events.
- At least once during the two-year appointment, each faculty mentor will prepare or develop a monthly seminar topic for AHEC Scholars based on one or more of the HRSA core topics. This may

²⁴ [Appendix H-4](#) provides Poster Presentation Guidelines

²⁵ [Appendix H-3](#) provides Community Assessment Report Guidelines

²⁶ [Appendix I-2](#) provides Podium Presentation Guidelines

²⁷ [Appendix I-1](#) provides Scholarly Project Report Guidelines



be fulfilled by identifying and coordinating with an outside presenter (who must have relevant academic credentials) or by faculty mentor's own presentation. Each faculty mentor's topic will be approved by the Lead Faculty Mentor and the finalized schedule will be distributed to faculty mentors by the Lead Faculty Mentor. Faculty mentors should use the Lead Faculty Mentor as a resource when developing their seminar presentation.

Qualifications

AHEC Scholar Faculty Mentors must meet the following requirements to be qualified to participate as a faculty mentor.

- Current full-time, part-time or adjunct ABOR faculty member (research, teaching, clinical, or administrative). Must have a Master's degree or above.
- Have relevant expertise related to teaching, conducting research, or practicing with rural and/or urban underserved populations and/or communities.
- Have relevant academic credentials to the disciplines represented in the AHEC Scholars program, specifically medical, nurse practitioner, pharmacy, public health, physician assistant, and/or physical therapy.

APPENDICES H1-H4

ASP YEAR ONE PROJECTS**APPENDIX H-1 WINDSHIELD SURVEY GUIDELINES**

In collaboration with AHEC Regional Center Director and the Faculty Mentor, Scholars should:

1. select a community in the Center's geographic service area within driving distance.
2. drive through the community and view it through the car windshield.
3. note the condition of the streets, houses, types and sizes of homes, businesses, evidence of home and business upkeep.
4. note if homes have gardens, air conditioners, TV cable and/or cable/satellite dishes.
5. observe for evidence of community sanitation, schools, houses of worship, and other institutions and resources.
6. observe community culture as expressed by community symbols (e.g., signs that mark town limits, evidence of community centers, planned development such as main street development).
7. Collaborate to write team's summary report not to exceed three (3) pages.
8. Provide a written summary to Faculty Mentor by September 30.

APPENDIX H-2: REFLECTIVE JOURNALING

Reflective Journaling provides evidence of critical thinking about learning events that happen when Scholars are in the community. Scholars reflect and write about their observations, activities, engagement in continuous learning and improvement in skills and knowledge as a health care provider. Scholars should select a significant learning event and reflectively analyze what that event contributed to in their understanding and preparation to practice in or serve a rural or urban medically-underserved community.

A Scholar's reflective journaling should draw from learning experiences in the field. One journal entry per semester is required to be concisely written and submitted by each Scholar to Faculty Mentor to include the following:

1. Situation: What happened and in what order? Start writing without emotions, reflection or assumptions. This does not have to be a situation that went well or as planned. Write as much as needed. Include role and the final outcome. Affect and emotional state: How did the situation impact you? (e.g., how it affected you personally, your emotions, what you felt, positive or negative).
2. Interpretation about what happened: Why did it happen? What did you learn from the experience? Explain how the learning confirms or contradicts personal prior knowledge, theories, or understanding. Was it different from what you learned in class? Could the situation have been managed differently? What did you do well?
3. Decision and how practice will be changed: What decisions were made to become a better health care provider? How could this decision impact your future practice? (e.g., what might you change, do differently, and/or do better).

APPENDIX H-3 COMMUNITY ASSESSMENT

Under the guidance of the assigned Faculty Mentor, Scholars select a community in the AHEC Regional Center service area for the project. Each team decides and assigns the roles and responsibilities for each team member. As an example, certain team members may visit the community to collect data whereas other team members conduct electronic data and literature searches (e.g., Census Bureau, peer reviewed journals) and other public health information. The results of the assessment must be presented in a scholarly summary of publicly available data, and one (or more) current community health needs assessment(s) written in American Psychological Association (APA) format.²⁸ Scholars in each AHEC Regional Center submit one paper. The Community Assessment Report must be approved in writing and submitted by the Faculty Mentor to via D2L. The Community Assessment Report is due on April 1 (or next working day) of each fiscal year to the Arizona AHEC Program Office, who will distribute the assessment to RHPP Directors and Center Directors and will post the assessment in [D2L](#).

Team-based reports teach real world skills in collaborating to write, publish, or submit grant proposals, team-based research reports, and business plans. Scholars learn to negotiate team member responsibilities, expectations and attribution. For example, the order of authorship often relates to contribution effort.²⁹

APPENDIX H-4 POSTER GUIDELINES

A poster presentation is a way to communicate research or understanding of a topic in a short and concise format. It usually includes two elements - a poster and a brief (usually no more than 2 minutes) explanation. Poster presentations develop an ability to communicate perceptively (matching explanation to an audience) and concisely, which is an important workplace skill. First year Scholars should plan to analyze and evaluate information, synthesis ideas, and creatively demonstrate understanding of a topic or the findings of their cohort team's research.

The following is an example of the components of a poster:

- **Title:** (Example) "A Community Assessment of Globe, Arizona"
- **Purpose:** (Example) "The purpose of this presentation is to report the results of a team-based field experience in X community"
- **Methods:** Describe the team's approach and strategies for conducting the assessment
- **Findings/Outcomes:** Describe the community; Summarize key rural or urban medically underserved, and concepts about the community; Summarize key health challenges that will underpin a scholarly project (scholarly projects may also have implications for health policy); describe what the next steps are with respect to the team's scholarly project.

The Poster Presentation is due to the Program Office two weeks prior to the Interprofessional RHPP Conference and must have the written approval of the Faculty Mentor when submitted. One team Poster Presentation is presented per AHEC Regional Center.

²⁸ Further information on APA Guidelines found at: <https://new.library.arizona.edu/research/citing/guide>.

²⁹ Further information on the team writing process found at: <https://writingcenter.unc.edu/tips-and-tools/group-writing/>

APPENDICES I1-I2

ASP YEAR TWO PROJECTS**Appendix I-1: Scholarly Report Guidelines**

The Scholarly Project should be a well-written manuscript, policy brief, op-ed, frequently asked questions (FAQs), or policy leave-behind (one to two pages with graphics) or combination that demonstrate team's ability to conduct, analyze, synthesize and report on their Scholarly Project about a problem identified in the AHEC Regional Center geographic service area.

The written Scholarly Project Manuscript Narrative should be 15 pages or less (Title Page and References are not counted toward the total). Evaluation considers the importance of the topic either to the health of the community or identified by the community as high priority, the strength of the presentation, the quality of supporting data and contemporary references, the quality of writing, grammar, organization, and graphics. Teams should prepare their written Scholarly Project as if they intend to submit it to a peer-reviewed journal for publication, using that format. General style guidelines are as follows:

Style: APA or peer-reviewed journal article format.

Length: Scholarly Project narrative should be 15 pages or less (not counting the title page and references), 12-font (tables, graphs can use 10-font), double spaced, one inch document margins (top, sides, bottom).

Title Page: Follow APA Style or peer-reviewed journal article format.

Abstract: The abstract should be 12 font, single spaced, briefly summarizing the paper in no more than 300 words. The abstract should contain the purpose, key points/findings and conclusions of the paper. Abbreviations or references should be avoided in the abstract.

Key Words: Identify three key words that reflect the nature of the paper. The key words can be listed after the abstract on the abstract page.

Text, Tables, Figures, References, Appendices: Follow APA Style

The written Scholarly Project is due by April 1 of each year and must have the written approval of the Faculty Mentor when submitted. One team Scholarly Project written report is presented per AHEC Regional Center.

Appendix I-2: Podium Presentation**Team Presentation Guidelines - Interprofessional Rural Health Professions Conference:**

- Prepare a PowerPoint presentation (10 slides or less) about the team's written Scholarly Project. Submit it the conference organizer (details to be announced). Include a Faculty Mentor email demonstrating review and approval of the presentation submission.
- The presentation should follow the format of the scholarly paper.
- Submit the PowerPoint and one page abstract from the written Scholarly Project for publication in the conference proceedings for attendees.
- Each team has 15 minutes to present and 5 minutes for questions from the audience.

The Podium Presentation is due to the Program Office one week prior to the Interprofessional RHPP Conference and must have the written approval of the Faculty Mentor when submitted. One team Podium Presentation is presented per AHEC Regional Center.



APPENDIX J

Travel Process

Purpose: To document procedures for authorizing travel and providing travel reimbursement and/or motor pool vehicles for AHEC Scholar program travel.

Scope: AHEC Scholar student travel related directly to the AHEC Scholar program within Arizona. This does not include travel for rotations or other RHPP travel.

Note: Each AHEC Scholar's Home College RHPP will be responsible for ensuring the Scholar's travel follows all applicable policies, including processing Travel Authorizations and Travel Expense Reports.

Out-of-State and Out-of-Country Travel: Any travel outside of Arizona must be identified no less than 12 weeks in advance in order to obtain all required approvals. Out-of-country travel is typically not allowed and may only be conducted following authorization by each RHPP Director and only if compliant with each university's policies. Following authorization by RHPP Directors, impacted AHEC Scholars must also be surveyed to ensure availability of passports and ability to travel out-of-country. As the AHEC Scholars program emphasizes group interprofessional work, the trip may only proceed if all AHEC Scholars in the impacted cohort team may attend.

Process:

UA College RHPP:

Procedure	Responsible Area
Identification needed for trip, AHEC Scholars attending, timeframe, destination, etc., and notify AHEC Scholars and all applicable College RHPP contacts.	AHEC Scholar Mentor, potentially others
Prepare Travel Authorization. If existing Home College RHPP budget is not available, please contact the AzAHEC Program Office for the account number to be listed as the Funding Source. Travel Authorization documents will be routed to Amanda Perkins (alperkin@arizona.edu) as the Fund Approver. Note that UA policy requires a completed Travel Authorization for all travelers on UA business even if reimbursement will not be requested.	Home College RHPP(s); route for approval as applicable
If blanket Travel Authorizations are prepared for AHEC Scholars annually, applicable Home College RHPP should notify the AHEC Program Office before each trip that will use AHEC funding.	Home College RHPPs



Where possible, encourage coordination of travel such as carpooling and sharing Motor Pool vehicles. Once coordination is complete, Faculty Mentor works with AHEC Scholars to reserve Motor Pool and/or other travel needs through applicable Home College RHPPs. Home College RHPP ensures AHEC Scholar(s) are authorized to drive on UA business.	Faculty Mentor, AHEC Scholars, Home College RHPPs
After the trip, process Travel Expense Report in compliance with all applicable UA policies	Home College RHPPs

ASU and NAU College RHPP:

Procedure	Responsible Area
Identify need for trip, AHEC Scholars attending, timeframe, destination, etc., and notify AHEC Scholars and applicable College RHPP contacts.	AHEC Scholar Mentor, potentially others
Follow applicable university policies related to travel. Evaluate whether existing RHPP budget is available or whether additional funding will be required.	Home College RHPP
If additional funding is required, notify Program Office prior to the travel.	Home College RHPP, email Program Office
Coordinate, reserve, and pay as needed to facilitate student travel in compliance with applicable university policies.	Home College RHPP
Prepare a Budget Modification Request form to request additional funding for travel. This may be submitted for each trip or may be submitted quarterly.	Home College RHPP, submit through report/invoice Qualtrics link
Upon approval, submit invoice through regular invoice process to request reimbursement for AHEC Scholar travel expenses.	Home College RHPP



APPENDIX K

AHEC Scholars Program Change Form

Current Date: _____

Effective Date: _____

The following AHEC Scholar: _____

Has requested:

☐ Leave of Absence from the AHEC Scholars Program
☐ Withdrawal from the AHEC Scholars Program
☐ Leave of Absence from university
☐ Total withdrawal from university
☐ Return from Leave of Absence

From the following RHPP Scholars Program

Name of Center to which Scholar assigned: _____

Student signature: _____

RHPP Director Signature: _____

Program Office Signature: _____

Faculty Mentor Signature: _____

AHEC Center Director Signature: _____

Process: 1) Scholar and RHPP Director complete and sign change request 2) RHPP Director forwards to AHEC Program Office 4) Program Office forwards to Faculty Mentor for signature, and requests return of signed copy; 5) Program Office forwards to Center Director for signature and requests return of signed copy.



APPENDIX L

SCHOLARS CONTACT INFORMATION

CURRENT VERSION OF THE ACTIVE SCHOLARS CAN BE FOUND IN [D2L](#) ON THE CONTENT SECTION



APPENDIX M

AHEC Scholar Activities Year One

- 80 hours completed in Year One:
- 3.5 hours orientation
 - 16 hours fall Center immersion
 - 16 hours spring Center immersion
 - 14 hours monthly seminars including virtual simulation (2 hours x 7 months)
 - 18.5 hours community assessment review including community assessment report and poster development
 - 12 hours conference, including 2 hours of simulation, telehealth or other clinical practice topic

Activity	Fall Year One				Spring Year One			
	September	October	November	December	January	February	March	April
SEMINARS Total Hours: 14	Two hour Seminar 6:00pm by a Faculty Mentor on SDOH	Two hour Seminar 6:00pm by a Faculty Mentor on Cultural Competency	Two hour Seminar 6:00pm by a Faculty Mentor on behavioral health integration	Two hour Seminar 6:00pm by a Faculty Mentor on IPE	Two hour Seminar 6:00pm by a Faculty Mentor on Cultural Competency	Two hour Seminar 6:00pm by a Faculty Mentor on: Developing presenting poster	Two hour Seminar 6:00pm by a faculty mentor on a rural /MUC issue opioid epidemic	
PROGRAM ORIENTATION TOTAL HOURS: 3.5	3.5 hours of Orientation to AHEC and Region							

The seminar topics are tentative based on final approval of a Lead Faculty Mentor. Refer to [D2L](#) for most current information.

COMMUNITY IMMERSION Total Hours: 32	Community Immersion Dates TBA <i>Windshield survey completed at the immersion experience</i>				Community Immersion Dates TBA <i>Windshield survey completed at the immersion experience</i>			
COMMUNITY ASSESSMENT PAPER Total Hours: 8.5 <i>Includes Reflective Journaling</i>								Community Assessment Paper due upload to D2L April 1
POSTER DEVELOPMENT Total Hours: 10							Poster Due Two Weeks Prior to Annual RHPP Conference Final Date Posted via Email/ D2L	
RHPP CONFERENCE Total Hours: 12								RHPP Conference 4/8-9 2022 Posted via Email/D2L

APPENDIX N

AHEC Scholar Activities Year Two

80 hours completed in Year Two: 30 hours community assessment including Scholarly Project Report 14 hours monthly seminars including virtual simulation (2 hours x 7 months) 24 hours community assessment including Podium Presentation 12 hours conference, including 2 hours of simulation, telehealth or other clinical practice topic								
Activity	Fall Year Two				Spring Year Two			
	September	October	November	December	January	February	March	April
SEMINARS Total Hours: 14	Two hour Seminar 6:00pm by a Faculty Mentor on SDOH	Two hour Seminar 6:00pm by a Faculty Mentor on Cultural Competency	Two hour Seminar 6:00pm by a Faculty Mentor on behavioral health integration	Two hour Seminar 6:00pm by a Faculty Mentor on IPE	Two hour Seminar 6:00pm by a Faculty Mentor on Cultural Competency	Two hour Seminar 6:00pm by a Faculty Mentor on: Podium Presentations	Two hour Seminar 6:00pm by a faculty mentor on a rural /MUC issue opioid epidemic	
SCHOLARLY PAPER Total Hours: 30 <i>Includes Reflective Journaling</i>								Scholarly Paper due upload to D2L April 1
The seminar topics are tentative based on final approval of a Lead Faculty Mentor. Refer to D2L for most current information.								

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PODIUM PRESENTATION Total Hours: 24							Podium Presentation Due Two Weeks Prior to Annual RHPP Conference <i>Final Date Posted via Email/D2L</i>	
RHPP CONFERENCE Total Hours: 12								RHPP Conference 4/8-9 2022 Posted via Email/D2L



NOTES