

Maine AHEC CUP Scholar Honors Distinction Program

Learning Activity Guidelines

v2020

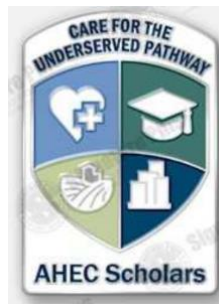


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CUP AHEC Scholars Learning Activities, General Guidelines



The **Maine AHEC CUP Scholars Honors Distinction Program** coordinates current and planned offerings in underserved care and combines them into a comprehensive pathway designed to ensure that rising healthcare providers will provide quality care for underserved patients in Maine and beyond. The purpose of the Maine AHEC CUP Scholars Program is to provide opportunities for health professions students to increase leadership skills, gain competencies in interprofessional education and team-based practice, understand and address health disparities and the social determinants of health in rural and underserved communities, and understand the role of practice transformation in addressing significant health and public health issues.

The 2020 CUP AHEC Scholars curriculum consists of 5 required components shown below:

Component 1	CUP AHEC Scholar Meetings	Monthly meetings that occur during the fall and spring semesters
Component 2	Team Immersions	Interprofessional team-based learning on a patient case to create a patient care plan
Component 3	Rural health immersion	Intensive trip to a rural community in Maine
Component 4	Community-based Activities with Associated Online Module	A specific curriculum of community-based activities that require an online public health module to be completed as a prerequisite
Component 5	Enhanced Clerkship	4-8 hours/week of interprofessional or population health activities during one clinical experience

Successful completion of each of these components requires participation in an approved Maine AHEC CUP Scholars activity. Each component is unique in the amount of time that it will take to complete. Components 1-4 are typically completed while the health professions students are on-campus. Component 5 is completed while the health profession students are off-campus performing a community rotation. After completing all 5 AHEC CUP Scholars Learning Activity Components, students will have participated in at least 160 hours of learning; 80 hours of Didactic and 80 hours of Community-based Service Learning and upon completion will be eligible for the Maine AHEC CUP Scholar Honors Distinction at graduation.

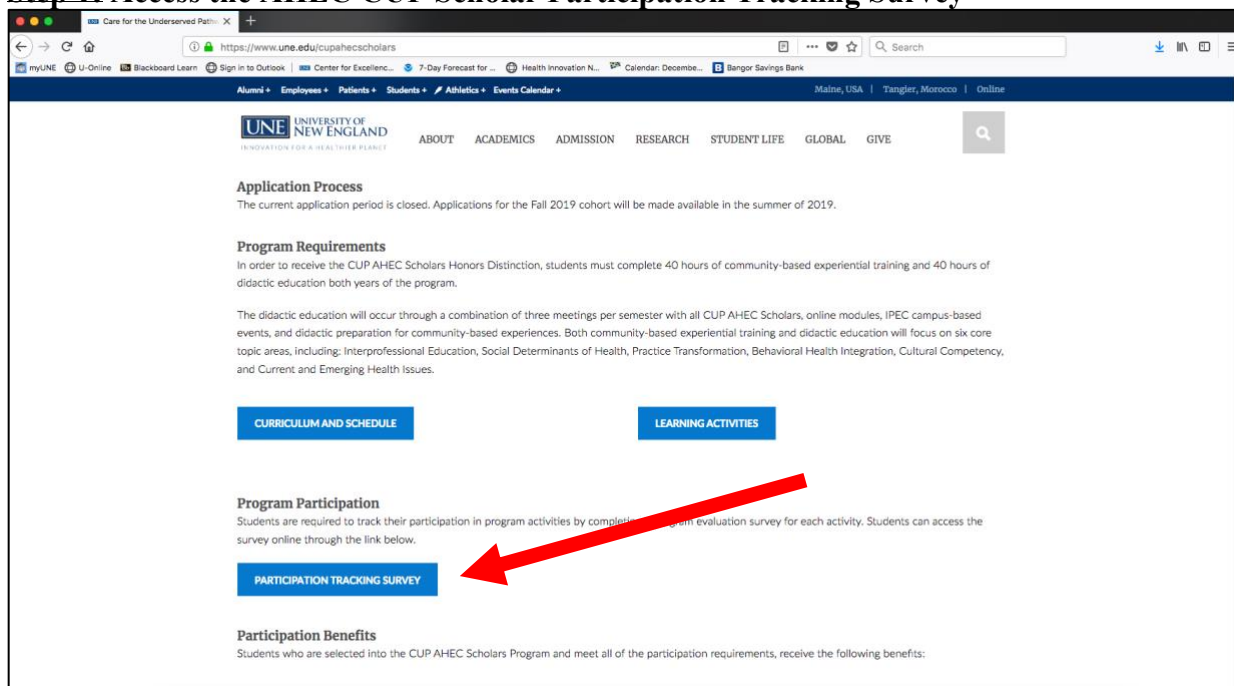
The AHEC CUP Scholars curriculum may change from year to year depending on funding, available activities, and national health priorities. Some of the dates within this document may be outdated but the material that is delivered within the activities will remain the same.

Guidelines for submitting Maine AHEC CUP Scholars activity reports

The AHEC CUP Scholars activity submission platform is located on the UNE CUP AHEC Scholars website <https://www.une.edu/cupahecscholars> and is titled “Participation Tracking Survey”.

After participating in an AHEC CUP Scholars learning activity you should access the submission platform on the CUP AHEC Scholars website at www.une.edu/cupahecscholars. (Step 1 below). Each activity submission will take 5-10 minutes to complete (Step 2 below). It is the student’s responsibility to keep track of the activities that they complete and to monitor their progress in the program by using the “AHEC CUP Scholars Learning Activity Checklist” and checking off completed components. Maine AHEC staff will check the tracking survey results regularly to monitor AHEC CUP Scholars student’s progress in completing activities for the program.

Step 1: Access the AHEC CUP Scholar Participation Tracking Survey



Step 2: Fill out the Completed Activity Form

Activity Details

Activity Details

First Name*

Last Name*

School Email*

Training Activity*



In which city and state did this activity take place?

If this event is a recurring event, like an IPEC event, then please include the specific title of the program.

Participation Date*

* - required

Next

Component #1

Monthly Meetings

4 per year



Maine AHEC CUP Scholars Monthly Meetings

Meet 4x per Academic Year



The Maine AHEC CUP Scholar program will meet regularly to discuss the six federally designated core topic areas that are designed to prepare future healthcare students to improve the health of underserved populations. The six core topic areas that will be covered include: *Interprofessional Education, Behavioral Health Integration, Social Determinants of Health, Cultural Competency, Practice Transformation, and Current and Emerging Health Issues.*

The meetings will alternate between UNE's Biddeford and Portland campuses and in some cases video conferencing may be available for remote students. Maine AHEC staff will facilitate the meetings.

Year 1: There will be two monthly meetings in the fall and two monthly meetings in the spring. The format of each monthly meeting will consist of 2 hours of lecture on one or more of the 6 core topic areas

Year 2: There will be three meetings in the fall which will focus on developing a case analysis for the Maine AHEC Case Competition. There will be one meeting in the spring which will focus on preparing for clinical practice.

Year 1

<u>Meeting</u>	<u>Focus Area</u>	<u>Content Area</u>
Fall Semester Session 1	Population Health Practice	Health Systems in Maine: The Safety Net
Fall Semester Session 2	Population Health Practice	Pediatrics: Vulnerable Populations
Spring Semester Session 3	Population Health Practice	Geriatrics: Challenges to Care
Spring Semester Session 4	Population Health Practice	Healthcare Teams

Year 2

<u>Meeting</u>	<u>Focus Area</u>	<u>Content Area</u>
Fall Semester Session 1	Clinical Practice	Maine AHEC Case Competition – Group work
Fall Semester Session 2	Clinical Practice	Maine AHEC Case Competition – Group work
Fall Semester Session 3	Clinical Practice	Case Presentations
Spring Semester Session 4	Clinical Practice	Preparing For Clinical Practice: The Enhanced Clerkship and Loan Repayment Options

Component #2

Team Immersion

Complete 1



Team Immersion (IPTI) Timeline AY 20/21

PILOT COLLABORATION BETWEEN UNE AND ROSALIND FRANKLIN BUILT UPON THE UNE IPTI FRAMEWORK

*In this pilot, the Interprofessional Team Immersion (IPTI) will place over the **entire** 20/21 academic year and will be comprised of 10 teams TOTAL. This is a change from previous years when there were 8 teams PER SEMESTER.*

IPTI SKILLS TRAINING (Fall 2020)

UNE and RF recruit students into the Team Immersion totaling 10 teams of 8-10 professions with 2 faculty facilitators, or one faculty and one student facilitator.

A brief Telehealth Module is created or chosen, and made available for students to take at their leisure.

Motivational Interviewing curriculum is determined and team taught **twice** during the months of September and October. To facilitate TEAMWORK, students participate in motivational interviewing and games.

Telehealth curriculum is determined and team taught and offered **twice** during the months of November and December. Teams practice motivational interviewing in a telehealth style with each other. IF standardized patients have been trained, they may be available for these sessions.

PLEASE NOTE: *The fall sessions are not confined to IPTI teams – all UNE Students are welcome to participate. Students interested in other IPE offerings: Pain Clinic, SBIRT, GEMS, Service Learning will be well prepared to engage in these activities in the spring after completing the fall sessions.*

IPTI SIMULATIONS (Spring 2021)

All 10 IPTI teams remain together into the spring semester.

SIM SESSION 1 = Pre-brief (8 minutes), **Clinical Encounter #1** (12 minutes), Warm Handoff (10 minutes), **Clinical Encounter #2** (12 minutes), Debrief (18 minutes). 1 HOUR TOTAL

SIM SESSION 2 = Pre-brief (8 minutes), **Clinical Encounter #3** (12 minutes), Warm Handoff (10 minutes), **Clinical Encounter #4** (12 minutes), Debrief (18 minutes). 1 HOUR TOTAL

Big Group Debrief: 1 hour, pre/post survey deployed

CECE Poster Session: ~3-5 minute virtual presentation

HONORS DISTINCTION BADGE* project complete!

**(IP Activities for MSPE (OMS only) must be completed by April of third year)*

Mercy Pain Clinic Training Program Overview

Chronic pain is a serious health problem that continues to grow in prevalence. A study based on the 2008 Medical Expenditure Panel Survey indicated that chronic pain affects about 100 million adults in the United States, with an estimated annual cost that ranges from \$560 to \$635 billion [1]. Yet, current medical education on pain management is extremely insufficient [2-4], which in part leads to the insufficient pain care provided by the health care providers during post-graduate practice [5]. We believe that to improve the training on chronic pain management, there needs to be more of an emphasis of learning in a clinical setting [6, 7]. Thus, in this training program, we assemble teams of UNE students in various health care professions and pair each team with a chronic pain patient. The team will conduct the initial evaluation, make treatment plans, and conduct follow-up examinations on the patient under the supervision of an experienced pain specialist at the Mercy Pain Center. The inter-professional team approach was chosen because of the emergence of inter-professional team-based practice models in managing complex conditions, such as chronic pain [4, 8, 9]. Hence, this will be training students in a situation that they will likely be working in in the future.

Excerpt taken from Training Program Overview document created by Ling Cao, MD, PhD, Associate Professor in UNE's College of Osteopathic Medicine. For complete document please contact Ling or Ian.



The below dates are from a prior year, but are given as a sample of what to expect for the schedule this year. For information on the dates for this year, as well as how to sign up, contact Ian Imbert at iimbert@une.edu.

Team 9 (Spring 2018)

Wednesday group

	Event	Date	Time
1	Initial meeting	2/7/2018	6:15-8:15 pm
2	Initial patient appointment	2/14/2018	2:30-4:00 pm
3	2nd meeting	2/21/2018	6:15-8:15 pm
4	2nd appointment	2/28/2018	3:00-4:00 pm
5	3rd meeting	3/7/2018	6:15-8:15 pm
6	Follow-up appointment	3/28/2018	3:00-4:00 pm
7	Final meeting	4/4/2018	6:15-8:15 pm
8	Presentation at UNE	4/18/2018	12:00-1:00 pm

Team 10 (Spring 2018)

Thursday group

	Event	Date	Time
1	Initial meeting	2/8/2018	6:15-8:15 pm
2	Initial patient appointment	2/14/2018	4:00-5:30 pm
3	2nd meeting	2/22/2018	6:15-8:15 pm
4	2nd appointment	2/28/2018	4:00-5:00 pm
5	3rd meeting	3/8/2018	6:15-8:15 pm
6	Follow-up appointment	3/28/2018	4:00-5:00 pm
7	Final meeting	4/5/2018	6:15-8:15 pm
8	Presentation at UNE	4/18/2018	12:00-1:00 pm

Interprofessional Geriatrics Educational Practicum (IGEP)

The Interprofesional Geriatrics Educational Practicum (IGEP) is a yearlong longitudinal team-based learning experience. It is the oldest interprofessional program at UNE which started back in the 90s. Students who participate will meet on three Friday mornings over the course of the fall semester with older adults who are living independently. In the spring, students will meet on three Friday mornings with dementia patients. At this time all visits occur on Friday mornings. The schedule may vary from year to year and depending on your profession. At the end of each semester each team will write up and present your findings on the patients to the leadership team at the end-of-semester IPEC research symposium.



Learning Objectives:

- Understand how healthcare teams collaborate, establish leadership, roles, and a process for working together with an underserved population
- Practice how you see a person with dementia as a person not as a patient with dementia
- Become familiar reviewing charts as an interprofessional team
- Improve journaling skills as you reflect upon working with someone with dementia
- Develop group presentation skills at an end-of-semester research symposium

Eligible student participants:

- 2nd year COM Students
- 2nd year PT Students
- 1st year PA students
- 1st/2nd year CDM students
- 2nd year pharmacy students

To sign up contact Ian Imbert, iimberty@une.edu

City of Portland's Maternal & Child Health (MCH) Program

The City of Portland's Family Health Program's Maternal Child Health (MCH) nurses visit the Family Shelter Warming Center in Portland every other Friday to assist new Mainers in connecting with medical care and other community-based resources. In addition to assisting with establishing primary care, nurses are providing prenatal care, weight checks for babies and addressing other general health concerns for children up to age five.

When the need arises, MCH nurses work with Maine Medical Center's International Clinic to enroll whole families with primary care providers. Families served have typically been in Portland for a week or less, so establishing a medical home is of utmost importance.

Behind the scenes, coordination with Maine Families and Greater Portland Health takes place in order to avoid duplication of services. Nurses are joined by a Community Health Outreach Worker with the Public Health Division's Minority Health Program as well as a representative from House of Languages to interpret Portuguese, French and/or Lingala.

Who

- Small (2-3) interprofessional team of UNE CUP AHEC Scholars during their first or second year in the CUP AHEC Scholars Program
- MCH nurses, Mary Anne and/or Larisa
- Liz Mann, UNE CEHI – MCH Program staff contact & will provide oversight of/assistance to team as needed

When

- Pilot during the Spring 2019 term – and then during at least one semester of each subsequent academic year
- Student must commit to participating in Family Shelter Outreach encounters with MCH nurses on March 1, April 12 and April 26, 2019. Outreach occurs every other Friday, from 0930-1130 (arrival time 0915).
- Students will connect at other times as needed over the course of the semester in order to complete tasks related to identified project

Where

- Outreach occurs at the Family Shelter Warming Center at 58 Chestnut St, Portland
- Informal briefing & debriefing will occur at the Family Shelter Warming Center with MCH Program Nurses & UNE CEHI staff during set-up and break-down of each Outreach encounter.
- Collaborative team work will occur in person and/or virtually, as determined by the team

What

Students will:

- 1) Meet with MCH staff for orientation to the Program – specifically the Family Shelter Outreach initiative – prior to the first Family Shelter outreach encounter.
 - a) An up to one-hour orientation, led by MCH staff, will occur either in person or virtually
- 2) Attend Family Shelter Outreach encounters with MCH nurses and community health outreach workers (CHOWs).

- a) Students will meet MCH Program staff at the Family Shelter Warming Center.
 - b) During outreach, students will initially observe MCH Program staff working with individuals and families, becoming familiar with workflow, processes, and the target population.
 - c) Subsequently, students may be able to provide assistance with tasks including obtaining/documenting client information; obtaining basic vital signs; and providing referral information to clients for community resources (all under supervision of MCH nursing staff).
- 3) Collaborate with MCH Program staff to identify improvement opportunities and select a priority issue to address over the course of the longitudinal experience.
- a) Potential opportunities may include improving workflow efficiencies; developing and/or assisting with data collection processes; identifying health promotion needs and providing relevant patient/family education; identifying and addressing a care gap; or other process improvement measure.
 - b) Students may choose to select a priority issue for rapid cycle improvement (i.e. PDSA) or implement a (modified) CIPC Population Health Learning Activity (<https://www.une.edu/research/centers/center-excellence-health-innovation/clinical-interprofessional-curriculum/population-health-learning-activities>).
 - c) Project or learning activity must be approved by MCH Program staff.
 - d) Opportunity/issue should be identified during Orientation or by the end of the initial Outreach encounter.
 - e) Students are expected to engage with each other as often as necessary outside of shelter-based experiences to advance and complete their chosen project by the last scheduled Family Shelter outreach encounter.
- 4) Successful completion of this activity fulfills the **Component 2: Team Immersions** requirement of the CUP AHEC Scholars Program.

At the conclusion of this activity, students will be able to:

- summarize how the incorporation of interprofessional collaborative practice competencies impacted their approach to the care of a vulnerable population;
- identify individual and population factors that impact the health of the population served by the MCH Program;
- describe the role of health providers in addressing health disparities and the social determinants of health;
- demonstrate growth in cultural competency and recognize the role of cultural competence in the design and delivery of health care; and
- use process improvement to increase effectiveness of population-focused services, programs, and policies.

Calling all UNE health professions students!

CLARION COMPETITION

ABOUT CLARION: CLARION is a case competition for health professions students, enabling them to achieve a 360-degree perspective on patient safety in today's health care system (in which 440,000 people die per year from medical errors) and how it might be improved.

Interprofessional student teams are given a case and must create a root cause analysis, which is presented to and evaluated by a team of interprofessional judges in the context of real world standards of practice. UNE has placed in this competition in the past! Compete against the likes of the UNIVERSITY OF ILLINOIS AT CHICAGO, UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL and TEXAS A&M UNIVERSITY.



RESUME BUILDER!

NATIONAL COMPETITION!

CASH PRIZE!

Are you a full-time health professions student (Portland, Biddeford, or Online) enrolled in one of the following UNE programs?

- | | | | |
|----------------------------|----------------------|------------------------|-----------------------|
| • Applied Exercise Science | • HWOS | • Nutrition | • Physical Therapy |
| • Athletic Training | • Health Informatics | • Occupational Therapy | • Physician Assistant |
| • Dental Hygiene | • Nursing | • Osteopathic Medicine | • Public Health |
| • Dental Medicine | • Nurse Anesthesia | • Pharmacy | • Social Work |

Offered each spring semester from January - March. The best UNE team will go on to compete at the national competition in April for an opportunity to win a cash prize.



Component 3

Rural Health Immersion

Complete 1



Rural Health Immersion

Description: The University of New England's Center for Health Innovation is offering Rural Health Immersion experiences which will focus on the unique public health and healthcare challenges and strategies of rural communities. This multiday learning opportunity will combine in-class sessions with rural immersion opportunities including interprofessional service learning, integrated clinical health experiences, and community-building efforts.



"I am extremely thankful for this opportunity, and could not have wished for a more welcoming group of people to spend a week with."

— Marina Izzi, COP Class of 2018

"It is such a great experience to share our different subjects of knowledge and work together on a project, and put our strengths together."

— Danielle Beard, OMS Class of 2020

Photo credit: Paul Cyr

Timing: There are at several opportunities each year to participate in a rural health immersion. Students are encouraged to complete the RHI in their first year of the Maine AHEC CUP Scholar Program.

	Option 1	Option 2	Option 3	Option 4
<u>Academic Year</u>	<u>Fall Long Weekend</u>	<u>Spring Break</u>	<u>Last week of May</u>	<u>Summer</u>
2020-2021	Many options exist	March 14-20, 2021	May 23-29, 2021	TBD 2021
2021-2022	October 7-10, 2021	March 13-19, 2022	May 22-28, 2022	TBD 2022

Cost: All costs will be covered through funding provided by the Area Health Education Center, UNE's Center for Health Innovation, or the programs whose students are participating.

Goal: To provide a basic understanding of and exposure to rural health characteristics including healthcare delivery, public health issues, interprofessionalism, and cultural characteristics in order to encourage students to explore a career in rural health.

Learning Outcomes: Students will demonstrate the following learning outcomes at the conclusion of the immersion:

- Define rural health.
- Describe the challenges and strengths of rural communities and healthcare and public health's role.
- Identify essential partners in building a system approach to ensuring the health of a rural community.
- Demonstrate the ability to assess needs and strengths of a rural community.
- Identify the values, skills, and competencies required for working in rural healthcare delivery.
- Describe the benefits and strategies for an interdisciplinary approach for providing care in a rural community.
- Evaluate personal interest in pursuing a career in community health

Component #4

Community-based Activity with Online Module Prerequisite

Complete 2 community activities, each with an online module prerequisite
for a total of 2 community activities and 2 online module prerequisites



Community-based activities with associated online module (choose at least 2)

Component 4 of the Maine AHEC CUP Scholars program consists of two parts:

1) an online didactic module and 2) an in-person community-based learning activity.

Each online module takes 1-2 hours to complete and can be completed at the student's own pace. The community-based learning activities vary in length and happen at specific times throughout the academic year.

<u>Activity Options</u> <u>1-4</u>	<u>Online Didactic Module Prerequisite</u>	<u>In-person Community-based learning activity(s)</u>
1. Influenza Surveillance and Vaccine Administration	<ul style="list-style-type: none"> ➤ Located on Blackboard ➤ Curriculum consists of Lectures and Videos ➤ Must pass a readiness assurance test <p>To enroll contact Liz Mann, emann1@une.edu</p>	Choose at least one: <ul style="list-style-type: none"> - Community Flu Clinic - On-campus Flu Clinic - POD Flu Clinic
2. Substance Use Disorder	<ul style="list-style-type: none"> ➤ Located on Blackboard ➤ Curriculum consists of Lectures and Videos ➤ Must complete a discussion post <p>To enroll contact Liz Mann, emann1@une.edu</p>	Choose at least one: <ul style="list-style-type: none"> - Drug Take Back Day - Opioid Overdose and Response Training - Needle Exchange
3. Oral Health Prevention	Complete one: <ul style="list-style-type: none"> ➤ Smiles for Life (click the next button) ➤ From the First Tooth 	Dental Screening & Surveillance Activity
4. Maine SNAP-Ed Program	Complete New England Public Health Training Center online module https://www.maine.gov/dhhs/mecdc/pht/ <ul style="list-style-type: none"> ➤ Select Yellow box "Sign up for a Course" in the upper right corner of website ➤ Complete "Food: Obesity, Access and More" module 	Choose from the following Maine SNAP-Ed programs and attend 2 classes: <ul style="list-style-type: none"> > Cooking Matters > 10 Tips > Pick a Better Snack
5. Vision & Hearing Screening Clinic	Read Department of Education Vision & Hearing Chapter 45	-Attend a Vision & Hearing Screening Clinic at a local elementary school
6. Expand Health Workforce Diversity	Complete New England Public Health Training Center online module https://www.maine.gov/dhhs/mecdc/pht/ <ul style="list-style-type: none"> ➤ Select Yellow box "Sign up for a Course" in the upper right corner of website ➤ Watch first two videos from "How Do We Train for Health Equity?" module <p>Complete short reading assignment provided at the time of sign-up</p>	Serve as a mentor to Maine high school students from refugee and immigrant backgrounds who are interested in pursuing a health career. All virtual this academic year.
7. Milestone Recovery	Must attend the formal orientation before participating	Milestone Recovery Homeless & Detox Shelter
8. COVID related activity	Follow the links and watch one webinar: New England Public Health Training Center Dean's Seminars: Coronavirus Seminar Series : American Public Health Association COVID Conversations	Attend a COVID related activity in the community

Component 5: **The Enhanced Clerkship**



Maine AHEC Network Program Office provides AHEC CUP Scholars with an opportunity to complete a community-based rural or underserved enhanced clinical Clerkship. This unique rotation generates interest in rural and underserved health care, and provides complementary experiences that incorporate the AHEC core competencies into clinical training, including behavioral health integration; social determinants of health; cultural competency; practice transformation; interprofessional education; and current & emerging health issues. The integration of these critical areas of knowledge will prepare the next generation of health care professionals to provide care to Maine's most vulnerable populations. This program offers a travel reimbursement of up to \$600, intended to offset travel and/or lodging costs for students whose clinical site is more than an hour from a site in a rural or underserved community in Maine.

How Is The Enhanced Clerkship Unique?

Maine AHEC and its community partners throughout Maine, New Hampshire, and Vermont have collaborated to ensure that AHEC CUP Scholars enjoy interprofessional and community-based experiences in underserved communities, primarily in federally qualified health centers and critical access hospitals. Students will learn to work across disciplines and sectors to improve communication, collaboration, and ultimately health outcomes that are especially relevant for underserved and/or complex populations. Students will spend a minimum of 40 total hours of their rotation, within community and clinical settings:

- Benefitting from intentional interprofessional interaction with providers, students, and patients that will reinforce their understanding of the complementary expertise that other health professions contribute to patient assessment, treatment, and care planning, while building skills needed to provide team-based care;
- Being mentored by engaged preceptors, representing diverse health disciplines;
- Actively engaging in the community to better understand its residents, rural life, and the pressing health and social needs of the community; and
- Exploring interests beyond, and complementary to, clinical practice.

How Is It Different From Traditional Clinical Rotations?

The objectives of the Enhanced Clerkship are the same as those of your traditional rotation, with emphasis on:

- Creating opportunities to strengthen AHEC Core Competencies in clinical practice, as well as interprofessional collaborative practice (IPCP) Core Competencies;
- Increasing knowledge of the influence of rural/urban social, cultural, and economic dynamics on illness and health;
- Understanding the psychosocial, economic, ethnic and cultural values of the community in which people live and work; and
- Participating in community-based and health promotion activities with health or social services providers in the community.

Timeline

COM	Community Health Rotation (3 rd year)	MSW/BSW	Practicum (final year)
CoP	Community Pharmacy APPE (4 th year)	ABSN	Community Rotation
PT	Rotation (2 nd or 3 rd year)	DH	Dental Hygiene Clinic
CDM	Externship (4 th year, may be in the CDM OHC)	MSPA	2 rotations during clinical year (1=FM)
MPH/BsPH	Practicum (final year)		