UNE CUP AHEC Scholars

Learning Activity Guidelines

v2018
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CUP AHEC Scholars Learning Activities, General Guidelines

The CUP AHEC Scholars 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 CUP AHEC 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 CUP AHEC Scholars curriculum consists of 6 required components shown below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1</td>
<td>CUP AHEC Scholar Meetings</td>
</tr>
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<td>Component 5</td>
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</tr>
<tr>
<td>Component 6</td>
<td>Enhanced Clerkship</td>
</tr>
</tbody>
</table>

Successful completion of each of these components requires participation in an approved UNE CUP AHEC Scholars activity. Each component is unique in the amount of time that it will take to complete. Components 1-5 are done while the health professions students are on-campus. Component 6 is completed while the health profession students are off-campus performing their clinicals. After completing all 6 CUP AHEC Scholars Learning Activity Components, students will have participated in 80 hours of Didactic and 80 hours of Community-based Service Learning and will be eligible for the CUP AHEC Scholar Honors Distinction.

The CUP AHEC 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 Some of the dates within this document may be outdated but the material that is delivered in the activities will remain nearly the same.
The CUP AHEC Scholars activity submission platform is located on the UNE CUP AHEC Scholars website [https://www.une.edu/cupahecscholars](https://www.une.edu/cupahecscholars) and is titled “Participation Tracking Survey”.

After participating in a CUP AHEC Scholars learning activity you should access the submission platform on the CUP AHEC Scholars website at [www.une.edu/cupahecscholars](http://www.une.edu/cupahecscholars) (Step 1). Each activity submission will take 5-10 minutes to complete (Step 2). 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 “CUP AHEC Scholars Learning Activity Checklist” and checking off completed components. Maine AHEC staff will check the tracking survey results regularly to monitor CUP AHEC Scholars student’s progress in completing and satisfaction with activities for the program.

**Step 1: Access the CUP AHEC Participation Tracking Survey**
Step 2: Fill out the Completed Activity Form

If you have completed an activity but do not see it on the CUP AHEC Scholars Activity Submission Platform and think it should be eligible as one of the CUP AHEC Scholars learning activities then please fill out the following activity request form: https://www.surveymonkey.com/r/CUPAHECRequest

The electronic form is the primary method for submitting new requests to have activities count toward the CUP AHEC Scholars Honors Distinction. Requests are reviewed on a weekly basis. If your request is urgent, and you cannot wait for a week, then please email Ian Imbert at iimbert@une.edu.

Before beginning this survey, you will want to make sure that you have all of the following information:

- Activity name
- A brief description of the activity
- Activity start and end date
- The delivery mode (classroom-based, experiential/field-based, etc.)
- Whether any clinical services are provided to the community during the activity
- The length of the activity in hours (split into two categories: didactic lessons and community-based activity hours)
- A list of organizations involved in offering the activity
- The location(s) where the activity takes place
- The core topic areas addressed during the activity
Component #1

Monthly Meetings
6 per year
The CUP AHEC Scholars program will meet regularly to discuss six federally designated core topic areas that have been intentionally selected 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. Jen Gunderman, MPH, Assistant Lecturer in UNE’s Westbrook College of Health Professions will facilitate the meetings. Additional UNE faculty, staff, and community partners will help deliver the content at the meetings.

Occasionally there will be voluntary clinical skill building trainings that are offered to CUP AHEC Scholars before the monthly meetings. These include things like, proper flu vaccine administration techniques, dental varnish application training, etc.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Focus Area</th>
<th>Content Area</th>
</tr>
</thead>
</table>
| Fall Semester Session 1         | Population Health Practice | Population Health Overview  
                                   |                                       | Community Health Assessment          |
| Fall Semester Session 2         | Population Health Practice | Key Populations and Social Determinants of Health  
                                   |                                       | Cultural Competency                  |
| Fall Semester Session 3         | Population Health Practice | Evidence Based Practice  
                                   |                                       | Engaging Community                   |
| Spring Semester Session 4       | Clinical Practice       | Population Health Data at Clinical Practice Level  
                                   |                                       | Health Communication and Literacy    |
| Spring Semester Session 5       | Clinical Practice       | SDH and CC at practice level  
                                   |                                       | Quality Improvement                  |
| Spring Semester Session 6       | Clinical Practice       | TBD                                                                          |
Component #2

Team Immersions
Interprofessional Team Immersion (IPTI)

Through interprofessional case-based learning and simulations, enhance your interprofessional clinical skills and future prospects by participating in the Interprofessional Team Immersion (IPTI).

Join the conversation

Why Team-Based Learning?

High functioning teams are essential in healthcare settings.

These teams are able to:
• Improve quality care delivery.
• Reduce medical missteps.
• Ensure the likelihood of full engagement by way of effective communication and timely patient/family-centered care.
• Participate in interprofessional simulations, which includes a physical exam and patient advocate.

IPTI participants build strong networks.

Students are better able to:
• Make professional peer contacts outside of their program.
• Advance interprofessional team-based skills that translate into clinical practice.
• Enhance opportunity to earn an Interprofessional Honors Distinction upon graduation.

Time commitment for IPTI is only 8-12 hours!

Contact: ipec@une.edu
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 UNEs College of Osteopathic Medicine. For complete document please contact Ling or Ian.

The below dates are from last 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 iiimbert@une.edu.

Team 9 (Spring 2018)

<table>
<thead>
<tr>
<th>Wednesday group</th>
<th>Event</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initial meeting</td>
<td>2/7/2018</td>
<td>6:15-8:15 pm</td>
</tr>
<tr>
<td>2</td>
<td>Initial patient appointment</td>
<td>2/14/2018</td>
<td>2:30-4:00 pm</td>
</tr>
<tr>
<td>3</td>
<td>2nd meeting</td>
<td>2/21/2018</td>
<td>6:15-8:15 pm</td>
</tr>
<tr>
<td>4</td>
<td>2nd appointment</td>
<td>2/28/2018</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>5</td>
<td>3rd meeting</td>
<td>3/7/2018</td>
<td>6:15-8:15 pm</td>
</tr>
<tr>
<td>6</td>
<td>Follow-up appointment</td>
<td>3/28/2018</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>7</td>
<td>Final meeting</td>
<td>4/4/2018</td>
<td>6:15-8:15 pm</td>
</tr>
<tr>
<td>8</td>
<td>Presentation at UNE</td>
<td>4/18/2018</td>
<td>12:00-1:00 pm</td>
</tr>
</tbody>
</table>

Team 10 (Spring 2018)

<table>
<thead>
<tr>
<th>Thursday group</th>
<th>Event</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initial meeting</td>
<td>2/8/2018</td>
<td>6:15-8:15 pm</td>
</tr>
<tr>
<td>2</td>
<td>Initial patient appointment</td>
<td>2/14/2018</td>
<td>4:00-5:30 pm</td>
</tr>
<tr>
<td>3</td>
<td>2nd meeting</td>
<td>2/22/2018</td>
<td>6:15-8:15 pm</td>
</tr>
<tr>
<td>4</td>
<td>2nd appointment</td>
<td>2/28/2018</td>
<td>4:00-5:00 pm</td>
</tr>
<tr>
<td>5</td>
<td>3rd meeting</td>
<td>3/8/2018</td>
<td>6:15-8:15 pm</td>
</tr>
<tr>
<td>6</td>
<td>Follow-up appointment</td>
<td>3/28/2018</td>
<td>4:00-5:00 pm</td>
</tr>
<tr>
<td>7</td>
<td>Final meeting</td>
<td>4/5/2018</td>
<td>6:15-8:15 pm</td>
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<td>8</td>
<td>Presentation at UNE</td>
<td>4/18/2018</td>
<td>12:00-1:00 pm</td>
</tr>
</tbody>
</table>
Interprofessional Geriatrics Educational Practicum (IGEP)

The Interprofessional 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, iimbert@une.edu
The Southern Maine Chronic Pain Support Group (CPSG) is an all-volunteer, nonprofit support group comprised of people living with chronic pain in Biddeford, Saco, Old Orchard Beach and other areas in Southern Maine. Its mission is to provide a safe place where people with chronic pain can support one another, develop friendships, share ideas and thoughts, obtain information about their condition from professionals and each other, and learn coping skills in a nonjudgmental and caring atmosphere. The group meets once a month to discuss the challenges of living with chronic pain and offer support to each other. Its members have been in a partnership with UNE since 2013 to promote pain awareness to students from all professions. CPSG has hosted UNE students to work with group members on what it takes to live with chronic pain and use the healthcare system. In 2018 this partnership became a Service Learning project to raise public awareness and formalize student involvement. Through this project, students learn not only how to collaborate with other professions but also directly with patient advocates through orientation, training, implementation of projects, and reflection. Completion of this Service Learning project is an excellent preparation for working with patients with chronic pain in future professional practice.

CPSG Collaborative Learning Objectives
- Obtain experience in working within an interprofessional team and meet IPEC competencies of teamwork, communication, values, and roles and responsibilities.
- Improve understanding of patients living with chronic pain and the challenges chronic pain patients face
- Propose strategies that could help health care providers to advance the health care for chronic pain patients

Collaborative Project Structure
Students wishing to participate in the collaborative must commit to each of the following required project elements.

Teambuilding Session – (September 27 – 5:45-7:15 pm) – on Biddeford campus, team formation
This will be an opportunity to meet team members and faculty mentors you’ll be working with throughout the year. Students and faculty will discuss ideas for activities. Team leaders will be identified and team planning meeting dates/times will be determined. We will also cover both the standards and competencies of interprofessional education, tips for working as effective interprofessional teams, and with support groups.

Planning Workshop – (October 4th) – 6-7:30 p.m. in the Hospitality Room of The Pines in Ocean Park, Maine, CPSG starts with icebreaker, then holds regular meeting for 45 minutes, then students conduct a quick Q&A to learn about the particular health needs and environmental conditions/constraints of staying healthy while living with chronic pain.

In the month between each Chronic Pain Support Group meeting the team should select a member to debrief previous CPSG meeting and present planned activities to faculty mentor(s) and CPSG leader Ernie Merritt prior to the next support group meeting.

Support Group and Shared Activity – (Nov 1st) – 6-7:30 p.m. in the Hospitality Room of The Pines in Ocean Park, Maine, - Students observe 45 min of regular meeting. And then, students facilitate pre-designed service activity for about 45minutes.

Support Group and Shared Activity – (Dec 6th) – 6-7:30 p.m. in the Hospitality Room of The Pines in Ocean Park, Maine - Students participate in the groups’ annual activity: Holiday Potluck & Yankee Swap of homemade presents while concurrently facilitate pre-designed service activity.

Application Deadline: Please submit by email to lcao@une.edu & ipec@une.edu by September 13.
Support Group and Shared Activity – (Jan 3rd) – 6-7:30 p.m. in the Hospitality Room of The Pines in Ocean Park, Maine - Students observe 45 min of regular meeting. And then, students facilitate pre-designed service activity for about 45 minutes.

Support Group and Shared Activity – (Feb 7th) – 6-7:30 p.m. in the Hospitality Room of The Pines in Ocean Park, Maine - Students observe 45 min of regular meeting. And then, students facilitate pre-designed service activity for about 45 minutes.

Debrief Session – (Feb 14th – 5:45-7:15 pm) – on Biddeford campus, Debrief and IPEC event planning
Students, faculty and CPSG leaders will gather for a closing session to discuss lessons learned, celebrate team accomplishments and strategize about how to improve the program moving forward. Work together to plan for the IPEC event.

IPEC Event – (March 6th – 12:00 – 1:15 pm) - Livestream
Team members modulate/facilitate the IPEC event that involves audience-engaging activities and discussions with representatives from the support group.

IPEC Poster Session May 1 – 12:00-1:30PM (optional; details will be provided later).

Application Deadline: Please submit by email to lcao@une.edu & ipec@une.edu by September 13.
The Southern Maine Chronic Pain Support Group (CPSG) – UNE Collaborative Project

NAME ________________________________ PRN _________________________

EMAIL _____________________________@UNE.EDU  CELLPHONE ______________________

PROGRAM ____________________________ GRADUATION DATE (Month/Year) _______/________

Applications will be evaluated based upon depth and detail of responses, including demonstration of professional communication, and capacity to commit to program requirements.

APPLICATION ESSAY
On a separate sheet, please provide a short essay (500 word max) that answers the following questions:

1. What is your previous experience working in IPE groups or with chronic pain patients?
2. Why do you want to participate in this project and what do you hope to gain?
3. What do you believe you will contribute to the interprofessional team?

Note once selected to participate in this program, you may be asked to complete specific questionnaires prior to the beginning of the project and after the completion of the project.

Successful completion of The Southern Maine Chronic Pain Support Group (CPSG) Collaborative Project can qualify for the IP Honors Distinction. FMI contact ipec@une.edu.

Application Deadline: Please submit by email to lcao@une.edu & ipec@une.edu by September 13.
Component 3

Rural Health Immersion

Students must complete two, one in their first year and one in their second year
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 Iuzzi, 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

Timing: There are at least three opportunities each year to participate in a rural health immersion. Students should complete one RHI in their first year and one in their second year.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>Fall Long Weekend</td>
<td>Spring Break</td>
<td>Last week of May</td>
<td>Summer</td>
</tr>
<tr>
<td>2021-2022</td>
<td>October 8-11, 2020</td>
<td>March 14-20, 2021</td>
<td>May 23-29, 2021</td>
<td>TBD 2021</td>
</tr>
<tr>
<td></td>
<td>October 7-10, 2021</td>
<td>March 13-19, 2022</td>
<td>May 22-28, 2022</td>
<td>TBD 2022</td>
</tr>
</tbody>
</table>

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 public health

To sign-up contact Ian Imbert, iimbert@une.edu
Component #4

Community-based Activity With Associated Online Module
## Community-based activities with associated online module (choose at least 2)

The fourth component of the CUP AHEC Scholars program consists of activities that are composed 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 each student’s own pace. The community-based learning activities vary in length and happen at specific times throughout the academic year so please plan accordingly if you intend to receive credit for these activities.

<table>
<thead>
<tr>
<th>Options (choose 2)</th>
<th>Online Didactic Module</th>
<th>In-person Community-based learning activity(s)</th>
</tr>
</thead>
</table>
| **Influenza Vaccine Administration**            | ➢ Located on Blackboard  
➢ A Mixture of Lectures and Videos  
➢ Must pass a quiz                                                                 | Choose at least one:  
- Community Flu Clinic  
- On-campus Flu Clinic (POD/ACS Exercise)                                                                 |
| FMI: Liz Mann, emann1@une.edu                   |                                                                                       |                                                                                                               |
| **A Population Health Approach to Opioid Use Disorder** | ➢ Located on Blackboard  
➢ A Mixture of Lectures and Videos  
➢ Must complete a discussion post                                                                 | Choose at least one:  
- Drug Take Back Day (last Saturday in October and April each year)  
- Opioid Overdose and Response Training                                                                 |
| FMI: Ian Imbert, iimbert@une.edu                 |                                                                                       |                                                                                                               |
| **Dental Varnish Application Training**         | Complete one:  
➢ [Smiles for Life](#) (click the next button)  
➢ [From the First Tooth](#)                                                                 | Dental Screening & Surveillance Activity                                                                 |
| FMI: Jen Gunderman, jgundermanking@une.edu       |                                                                                       |                                                                                                               |
| **TeamSTEPPS**                                  | ➢ 7 online modules focused on improving patient safety through enhanced team-based care. More info on how to sign-up on the next page. | N/A                                                                                                           |
| FMI: Ian Imbert, iimbert@une.edu                 |                                                                                       |                                                                                                               |
TeamSTEPPS Online Training for Enhanced Team-Based Care

Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) is an evidence-based tool that was created by the Department of Defense and the Agency for Healthcare Research and Quality to help to improve patient safety. TeamSTEPPS is based on team structure and has four teachable-learnable skills: Communication, Leadership, Situation Monitoring, and Mutual Support.

Students who complete the TeamSTEPPS training will be better equipped to improve the quality and safety of patient care by:

- Producing highly effective medical teams that optimize the use of information, people, and resources to achieve the best clinical outcomes for patients.
- Increasing team awareness and clarifying team roles and responsibilities.
- Resolving conflicts and improving information sharing.
- Eliminating barriers to quality and safety.

The TeamSTEPPS training is offered through the AHRQ website. There are two different versions offered by AHRQ, TeamSTEPPS 2.0 and TeamSTEPPS for Office Based Care. We are asking that you complete the TeamSTEPPS for Office Based Care version, Modules 1-7 only (there are 11 modules in total, modules 8-11 are optional). Each module takes 1-2 hours to complete so please plan accordingly. To register for the online TeamSTEPPS training follow these steps:

1. Access the AHRQ website: https://tslms.org/login/index.php and create a username and password to log-in
2. Log-in and select “Learn More & Enroll” in the TeamSTEPPS for Office-Based Care box (make sure that you select office-based care!)
3. Scroll to the bottom of the page and select Enroll in the Individual Modules
4. Complete Modules 1-7. Be sure to save the completion certificate after successfully completing each module as this is how your progress will be tracked.

Module 1: Introduction
Module 2: Team Structure
Module 3: Communication
Module 4: Leading Teams
Module 5: Situation Monitoring
Module 6: Mutual Support
Module 7: Summary

5. Once you have completed the modules send your completion certificates to Ian Imbert.
Component #5

Community-based Activity/Project, Conference, or International Immersion

Choose at least 1
Community-based activity/project, conference, or international immersion (choose 1)

Nutrition Education for Vulnerable Populations (SNAP-Ed)

- **What:** Students volunteer for a day with a SNAP-Ed nutrition educator, providing assistance with at least two nutrition education classes for vulnerable populations
- **Who:** Health professions students
- **When:** Year round
- **Where:** In communities across Maine
- **Core Topic Areas:** Social Determinants of Health, Cultural Competency, Current and Emerging Health Issues
- **Contact:** Ian Imbert, iimbert@une.edu

Interprofessional Mini-grant Project

- **What:** Teams from at least two professions apply for an IPEC mini-grant project
- **Who:** Students may pair with students from other UNE health professions.
- **When:** Mini-grant proposals are vetted and awarded throughout the year
- **Where:** Per mini-grant proposal.
- **Core Topic Areas:** Students must identify a minimum of one of the CUP AHEC competencies as a basis of their mini-grant proposal.
- **Contact:** Kris Hall, chall4@une.edu

Expanding Healthcare Workforce Diversity

- **What:** Students volunteer to provide established science modules and health career exploration activities to New Mainer high school students in Lewiston and Portland
- **Who:** UNE CUP AHEC Scholars
- **When:** From 12 -2 pm in Portland on 11/14/18, 1/9/19, 3/13/19, 5/8/19, and from 12 -2 in Lewiston on 12/5/18, 2/13/19, and 4/24/19
- **Where:** Lewiston High School in Lewiston or Deering High School in Portland
- **Core Topic Areas:** Social Determinants of Health and Cultural Competency
- **Contact:** Zoe Hull, zhull@une.edu

GPH (Greater Portland Health) Support Group for Refugees and Immigrants

- **Who:** First or Second year students in UNE's CUP AHEC Scholars program who have an interest in urban and/or international underserved healthcare. Being able to speak Spanish, French, Portuguese, Somali, or Arabic is preferred.
- **What:** Join a LCSW as she/he meets with recent refugees and immigrants in Portland
- **Where:** Maine Access Immigrant Network (MAIN), 237 Oxford Street, Suite 25-A, Portland
- **When:** Weekly (ongoing)
- **Core Topic Areas:** All 6 Core Topic Areas
- **Contact:** Ian Imbert, iimbert@une.edu

GPH Stress Management Group

- **Who:** First or Second year students in UNE's CUP AHEC Scholars program who have an interest in urban underserved healthcare.
- **What:** Join a LCSW as she/he meets with patients to discuss stress management
- **Where:** 63 Preble Street, Portland ME
- **When:** Weekly (ongoing)
- **Core Topic Areas:** All 7 CUP competencies with an emphasis on public health
- **Contact:** Ian Imbert, iimbert@une.edu
Ghana Cultural Immersion
- **What:** 2-week Ghana Cultural Immersion ([http://www.une.edu/wchp/service/ghana](http://www.une.edu/wchp/service/ghana))
- **Who:** Nursing, PT, MPH, pharmacy, dental, and medical students
- **When:** End of May each year
- **Where:** Sekondi, Ghana
- **Core Topic Areas:** All 6 Core Topic Areas
- **Cost:** Price varies (AHEC does not provide any funding for this activity)
- **Contact:** Jennifer Morton, jmorton@une.edu

Nicaragua Cultural Immersion
- **What:** 1-week Nicaragua Cultural Immersion ([http://powerofanickel.org/nicaragua-trip-information](http://powerofanickel.org/nicaragua-trip-information))
- **Who:** UNE healthcare students
- **When:** June or July each year
- **Where:** Based on need, determined by Nicaraguan Ministry of Health
- **Core Topic Areas:** All 6 Core Topic Areas
- **Cost:** $900 covers hotel and translators, airfare is an additional cost (AHEC does not provide any funding for this activity)
- **Deadline:** Registration in the Fall is encouraged
- **Contact:** Stacey Thieme, vthieme@une.edu

Dominican Republic Cultural Immersion
- **What:** 2-week DR Cultural Immersion ([www.PRHDR.org](http://www.PRHDR.org))
- **Who:** Graduate healthcare students
- **When:** Every January and June
- **Where:** Rural mountainous DR
- **Core Topic Areas:** All 6 Core Topic Areas
- **Cost:** ~$1,900 (AHEC does not provide any funding for this activity)
- **Contact:** Cynthia Robertson, searobin207@gmail.com

Cambodia Cultural Immersion
- **What:** multi-week Cambodia Cultural Immersion ([http://angkorhospital.org/](http://angkorhospital.org/))
- **Who:** currently only available for dental students
- **When:** As per CDM
- **Where:** Angkor Children Hospital, Cambodia
- **Core Topic Areas:** All 6 Core Topic Areas
- **Cost:** Price Varies (AHEC does not provide any funding for this activity)
- **Contact:** CDM

Thailand Cultural Immersion
- **What:** 4-week cultural immersion in Thailand
- **Who:** Only available to COP at this time
- **When:** Every November and June
- **Where:** Bangkok, Thailand
- **Core Topic Areas:** All 6 Core Topic Areas
- **Cost:** Price Varies (AHEC does not provide any funding for this activity)
- **Contact:** Jim Krebs
Health and Wellness Sessions at FedCap Program

- **What:** Students volunteer to provide Health and Wellness sessions at FedCap Program. The FedCap Program serves people who are seeking work including recently unemployed, refugees (New Mainers), and others experience economic challenges. The session topics have been determined and materials to present have been developed.
- **Who:** UNE health profession students including AHEC CUP Scholars
- **When:** In Biddeford 1:00-3:00: Sept 11 & 25; Oct. 9 & 23; Nov. 13 & 27; Dec. 11
  - In South Portland 1:00-3:00: Sept. 20; Oct. 18; Nov. 15; Dec. 20
- **Where:** FedCap Biddeford Office and FedCap South Portland Office
- **Core Topic Areas:** Social Determinants of Health, Cultural Competency, Current and Emerging Health Issues
- **Contact:** Jen Gunderman, jgundermanking@une.edu

School Based Oral Health Prevention Project

- **What:** Assist with a school based oral health clinic. Clinic includes oral health screenings, varnish application, and sealants. COM students will be trained to apply varnish to students.
- **Who:** UNE health profession students including AHEC CUP Scholars
- **Where:** Songo Locks School (Naples), Steven Brooks (Bridgton), Sebago Elementary (Sebago)
- **When:** September 27, another date TBD
- **Core Topic Areas:** Social Determinants of Health, Cultural Competency, Current and Emerging Health Issues
- **Contact:** Jen Gunderman, jgundermanking@une.edu

Maine Primary Care Progress

- **What:** Students participate in an annual Primary Care Progress (PCP) town hall meetings and participate in a program of home visits with volunteer patients to help PCP members understand the patient’s life in the home. Alternatively, students can participate in offering monthly educational sessions at a local women’s shelter. Students must attend at least two of the meetings.
- **Who:** UNE health profession students including AHEC CUP Scholars
- **Where:** Maine Medical Partners, Portland, ME
- **When:** Year Round
- **Core Topic Areas:** All 6 core topic areas
- **Contact:** Student leaders at pcpmaine@gmail.com

Conferences

There are a variety of conferences/trainings that students can attend that can qualify for this component.

Other Community-based Learning Activities

There are a number of other community-based learning activities that may qualify for this component. If you have completed a learning activity in the community and would like to have it count towards your CUP AHEC Scholars Honors Distinction please submit an activity request here [https://www.surveymonkey.com/r/CUPAHECRequest](https://www.surveymonkey.com/r/CUPAHECRequest)
Component 6: CUP AHEC Scholars Capstone

The Enhanced Clerkship
CUP AHEC Scholars Capstone
Enhanced Clerkship in an underserved community in ME, NH, or VT

Maine AHEC Network Program Office and the UNE Center for Excellence in Health Innovation are now offering CUP AHEC Scholars an opportunity to participate in a community-based rural or underserved clinical interprofessional Clerkship. This unique rotation is being offered to generate interest in rural and underserved health care, and pairs two or more health professions students for 4-8 hours each week to deliver coordinated interprofessional care to patients and populations with complex health needs. While funding is available, this program offers a travel reimbursement of up to $150/week, totaling up to $600 that is intended to offset travel costs for students whose clinical campus is more than an hour from a site in a rural or underserved community in Maine.

How Is It Unique?
UNE and its community partners in Maine, NH, and VT have come together to ensure that CUP AHEC Scholars have interprofessional clinical experiences in underserved communities, primarily in federally qualified health centers. Students will learn to work across disciplines to improve provider communication and collaboration that is especially relevant in underserved areas. Students will:

- Have interprofessional interaction with providers, students, and patients that will build understanding of the complementary expertise that other health professions bring to the providers approach to patient assessment, treatment, and care planning, and will build skills in providing team-based care;
- Be mentored by trained and engaged preceptors;
- Be actively engaged in the community to better understand the people and rural life by participating in a project or community activity that addresses local health needs; and
- Explore interests beyond, or complementary to, clinical practice.

How Is It Different From Current Clinical Rotations?
The objectives of the Enhanced Clerkship are the same as those found in your normal rotation, but enhance the traditional clerkship by:

- Creating opportunities to strengthen interprofessional education (IPE) Core Competencies and, if desired, work toward the Care for the Underserved Pathway (CUP) Scholars Distinction.
- Creating opportunities to work with providers and community organizations for a unique community experience.
- Collaborating with the Center for Excellence in Health Innovation who will assist you in this rotation
- Completing a pre-post evaluation to assess interprofessional aptitudes and experiences during the rotation, along with intentions to practice in underserved areas after graduation

Timeline

<table>
<thead>
<tr>
<th>Course</th>
<th>Rotation Details</th>
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<tbody>
<tr>
<td>COM</td>
<td>Community Health Rotation (3rd year)</td>
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<tr>
<td>CoP</td>
<td>Community Pharmacy APPE (4th year)</td>
</tr>
<tr>
<td>PT</td>
<td>Outpatient Rotation (3rd year)</td>
</tr>
<tr>
<td>CDM</td>
<td>Externship (4th year, may be in the CDM OHC)</td>
</tr>
<tr>
<td>MPH</td>
<td>Practicum (final year)</td>
</tr>
<tr>
<td>BSW</td>
<td>Practicum (4th year)</td>
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FMI: Contact Liz Mann, emann1@une.edu