



INDIANA AHEC
NETWORK

Enhancing Academic-Community Partnerships to Promote Student Interest in Rural Medicine

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Indiana Area Health Education Centers (AHEC) Network

Indiana University School of Medicine

East Indiana Area Health Education Center

Hoosier Upland Economic Development Corporation

Indiana State University

Why is Rural Important?

Rural residents often experience barriers to healthcare that non-rural residents do not experience. Timely access to care for rural populations can lead to:

- Increase in overall physical, social, and mental health status
- Prevention of disease
- Early detection and treatment of illnesses
- Improved quality of life
- Preventable death
- Increased life expectancy

Why is Rural Important?

People in rural areas are more likely to have to travel long distances to access healthcare services, particularly specialist services, so they often substitute primary care providers for specialists.

Barriers to Care

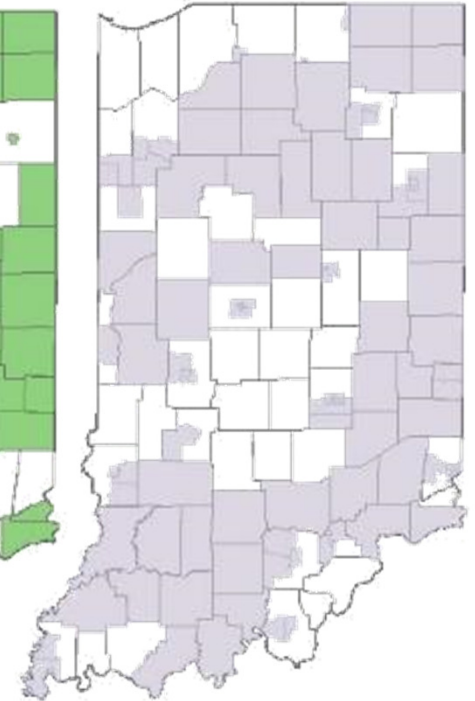
- Workforce Shortages
- Health Insurance Status
 - Rural uninsured are more likely to delay or forget medical care because of cost of care.
- Distance and Transportation
- Social Stigma and Privacy Issues
- Poor Health Literacy

As a state....

- 72 of the 92 (78.3%) of counties have a rural/partial rural designation.
- 70 of 92 (76.1%) of counties are a PC HPSA.
- 3 counties report no practicing PC health professional.
- 166 PC practitioners are needed in rural areas to removed designations.



PC HPSA Map 2017



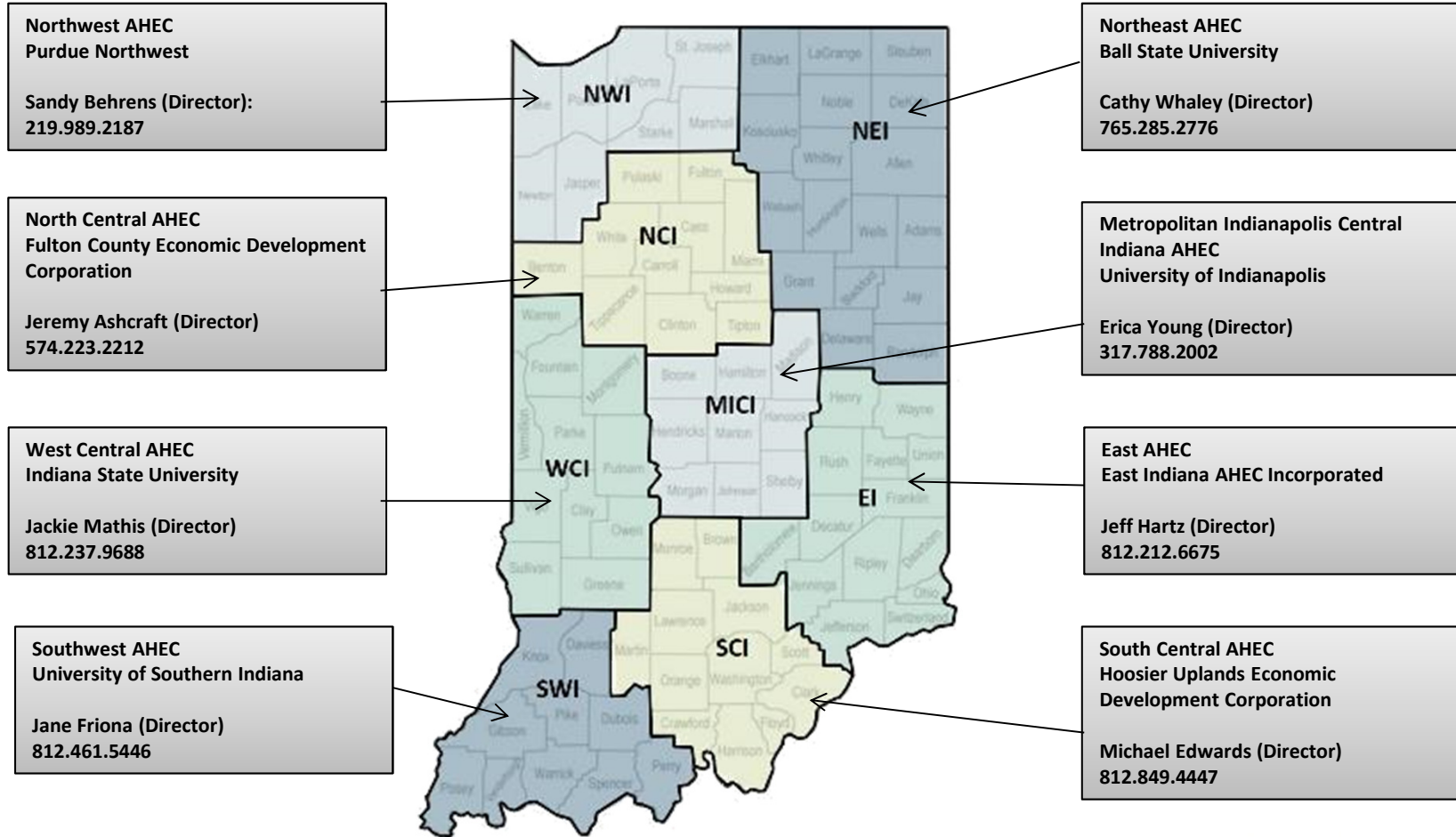
Rural Map 2017

Area Health Education Centers

- Mission: Improve the health of Indiana by recruiting, educating, and retaining health care professionals in rural/urban underserved communities
- Structure
 - 8 Regional Centers
 - Address goals guided by community engagement
 - Function systematically yet appropriately autonomously
- Collaborative Model – Partner to do more with less



AHEC Network



Primary Methods

- Traditional
 - Pipeline (9 – 16)
 - Community-based (Experiential) student education
 - Continuing education
- Emerging (additions):
 - AHEC Scholars (Healthcare Leadership Fellowship: Transforming Practice to Improve Quality) **Fall 2018**
 - AHEC Practice Transformation Readiness Bridge Program

AHEC Pipeline Program



Programs:

- Classroom programs
- Career Fairs
- Summer Camps
- Options program for adults looking for a career in the health field
- College Success programs

College Success Coalition

The College Success Coalition aims to support Hoosiers of all ages in their pursuit of furthering their education and training beyond high school.

The Lawrence County College Success Coalition meets on a bi-monthly basis to identify opportunities and efforts in our local community for post secondary education.

Coalition partners include:

- Bedford Public Library
- Ivy Tech Bloomington/Bedford
- Lawrence County Education Coalition
- Mitchell Community Schools
- Area Health Education Center (AHEC)
- North Lawrence Community Schools



AHEC Pipeline Programs

College Success



- Career Fairs
- College Visits
- SAT/ACT Preparation
- FAFSA Preparation



AHEC Clinical Experiences – EI Examples



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IUSM Family Medicine Clerkships

- IUSM Family Medicine has community Family Medicine specific curriculum / track as 3rd year rotation
- EI-AHEC identifies Family Medicine Physician Preceptors in rural and underserved communities
- EI-AHEC coordinates housing and facilitates community connections / interprofessional networking for each placed student



Marian COM Clerkships in EI-AHEC Region

- New for 2018-2019 academic year
- Community Connections support for Marian students being placed in our region
- 1hr to 1-half-day activities focused on IPE, community health survey, or wellness (or maybe all three)
- Will vary some based on rotation, site, student interests



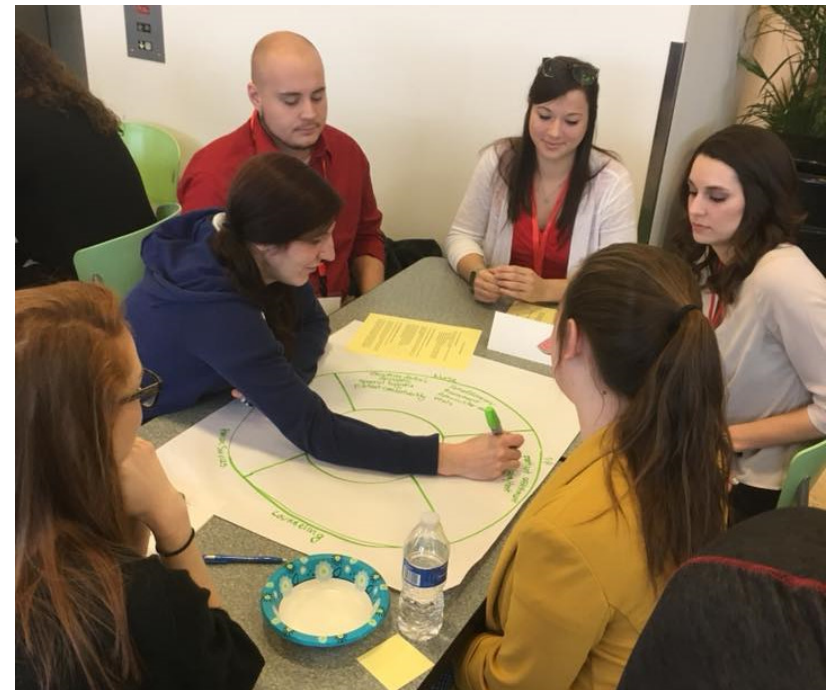
IU East / IUPUC BSN Nursing Clinical Support

- What are nursing student needs around community awareness and connections, leadership development, and IPE opportunities?
- IU East Community Health Fairs
- IU East Leadership / QI grants
- IUPUC Collaborative Practice Projects
- IUPUC as key IPE day driver



Ivy Tech Nursing, Health Science, & Human Services Clinical Support

- Simulation Lab / Program Support
- Clinical Site Teaching Tools
- Faculty / Preceptor Development
- IPE Opportunities



IUPUC MA Mental Health Counseling Clinical Support

- IPE Opportunities
- Faculty Development
- From SORH Mental Health Clinicals Grant:
 - ✓ Rural Clinicals needs assessment
 - ✓ Rural site placement – Madison Centerstone



EI-AHEC Clinical Student Support – Big Ideas



- IPE Lunch-And-Learns
- Coordinated experience – medicine + other profession at same site
- Connections with students who rotate into our region from campuses elsewhere in state (U Indy PT, Manchester PharmD, etc.)

Clinical Students / Sites Lessons We've Learned

- Relationships matter!
- Who at clinical site sees students as a priority?
- Student realities – clinical encounters / what is on exam is focus
- Preceptors need recognition, incentives, development opportunities

Improving the Mental Health Pipeline in Rural Areas

Purpose of the project: The development and facilitation of clinical training experiences for health profession trainees in the fields of mental health and/or substance abuse disorders.

Two-year project

Seven AHECs participated in year one.

This program is supported by the Grants to States for Operation of Offices of Rural Health from Department of Health and Human Services.



YEAR One: Part I: Regional Needs Assessments

One focus was trying to match the needs of the learners' academic needs with the capability of rural clinics.

- What training programs exist that address mental health and substance abuse disorders in the state of Indiana?
- Where are the training programs located?
- Do they have clinical training requirements?
- What types of organizations (FQHCs, Community Mental Health Center, etc.) and disciplines address mental health and substance abuse disorders in each region?
- What services are provided?
- Do they have the capacity to take students (for clinical experiences)?
- How can AHEC help eliminate barriers that exist to having students at your site?
- What continuing education training needs exist at your facility?



Program Curricula and Training Requirements

Social Work (Includes Bachelor of Social Work and Master of Social Work)

Bachelor of Social Work

School Name	Online program?	Clinical Training Required?	Specific Curricular Requirement	Site Requirements Provided?	If Yes, specific site requirements	Accreditation
Anderson University	No	Yes	internship experiences in course credits (20-50 hours) and practicum (472 hours)			Council on Social Work Education
Ball State University	No	Yes	Social work practice courses (4); social work practicum			Council on Social Work Education
Goshen College	No	Yes	Field work course, 400 hours	Yes	See Appendix IV	Council on Social Work Education
Huntington University	No	Yes	Senior Practicum (480 hours) and Internship			Council on Social Work Education
Indiana State University	No	Yes	Two field practicum courses, 175 clock hours each			Council on Social Work Education
Indiana University Bloomington	No	Yes	Practicums I (15 hours/week) and II (20 hours/week)	Yes	See Appendix I	Council on Social Work Education
Indiana University East	No	Yes	Practicums I (15 hours/week) and II (20 hours/week)	Yes	See Appendix I	Council on Social Work Education
Indiana University Northwest	No	Yes	Practicums I (15 hours/week) and II (20 hours/week)	Yes	See Appendix I	Council on Social Work Education

YEAR One: Part I: Regional Needs Assessments

Several important findings came out of the needs assessment.

- The field work requirements vary greatly between programs and academic institutions.
- There is a limited number of mental health professions students in programs in the rural areas.
- Often programs enroll non-traditional adult students who must balance school with family and work responsibilities. Non-traditional students may not be in a position to travel to a rural clinical site and there residentially for a month and many of the programs do not have a culture of expected remote clinical experiences as part of the curriculum
- Securing housing for learners in rural areas continue to be a concern.

On a Positive note!

At least 12 rural-based clinics/organizations and 5 academic programs expressed the interest in partnering with AHEC in order to provide students with clinical experiences in the future.



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YEAR ONE: Part II: Continuing Education Programs

Provide continuing education opportunities for mental health and substance abuse disorder health professionals employed in rural areas.

Training Examples include: Adult Mental Health First Aid, Self Care, Trauma Informed Care, Multicultural Clinical Supervision

- **91.9%** (of 322) reported an increase in knowledge.
- **86.3%** (of 315) reported a commitment to implement a change in practice based on what was learned in the program.
- **87.7%** (of 243) reported an intent to apply the program to their licensure/credentialing education requirements.



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YEAR TWO: Part I: Clinical Training Opportunities

Develop rural clinical training placements in the fields of mental health and/or substance abuse disorders health profession trainees.

YEAR TWO: Part II: Continuing Education Programs

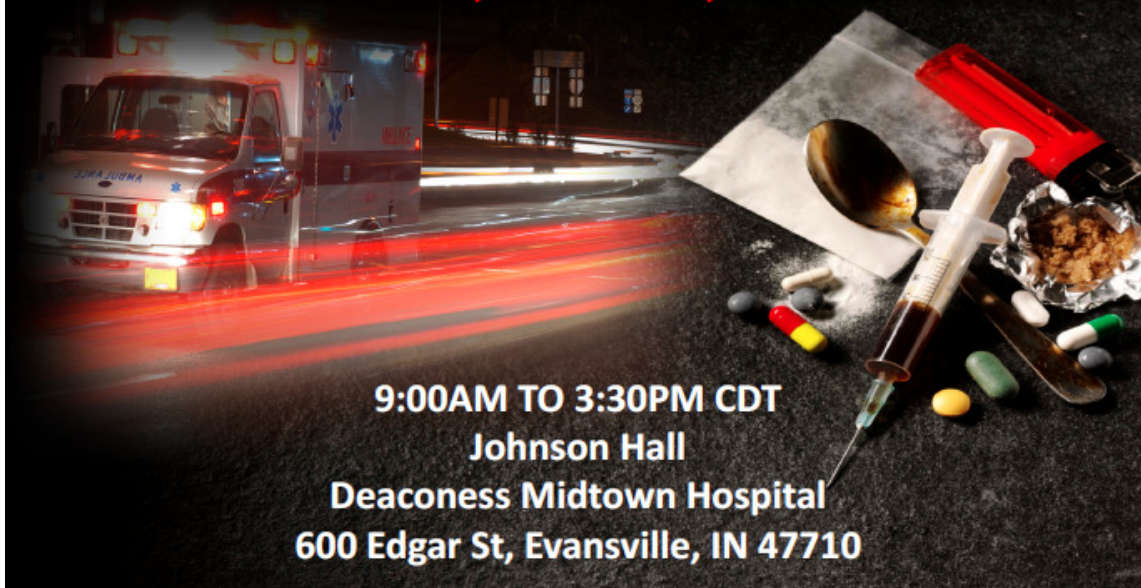
Working to improve continuing education opportunities for mental health and substance abuse disorder health professionals employed in rural areas.

- Specific Training Examples include: Opiate Awareness Symposium, Trauma Informed Communities
 - **94.6%** reported an increase in knowledge.
 - **88.4%** reported a commitment to implement a change in practice based on what was learned in the program.
 - **88.4%** reported an intent to apply the program to their licensure/credentialing education requirements.



OPIATE AWARENESS SYMPOSIUM

FRIDAY, APRIL 20, 2018



9:00AM TO 3:30PM CDT
Johnson Hall
Deaconess Midtown Hospital
600 Edgar St, Evansville, IN 47710

KEYNOTE SPEAKER



Dr. Andrew Chambers

Director, Addiction Psychiatry Fellowship Program
Indiana University

REGISTRATION

FREE – Includes lunch
Registration is required and seating is limited

www.indianaruralhealth.org/opiate-awareness-symposium

Program Outcome: After participating in this symposium, learners will have increased awareness of addiction and the state of the opiate crisis in Indiana. Learners will be able to discuss solutions and prevention techniques to apply toward opiate addicted individuals.

Target Audience: This program has been designed for nurses, physicians, mid-levels, case managers, social workers, hospital and health facility administrators, pre-hospital providers, law enforcement, and any other providers impacted by the opiate epidemic.

Questions: Sara Durbin at sara.durbin@deaconess.com



This program is supported by the Grants to States for Operation of Offices of Rural Health from Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services.



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IN AHEC Network Outcomes

at a Glance 2016-2017

- Reached **10,050** participants
 - **8,088** pipeline students
 - **626** clinical rotations (health profession students)
 - **34%** reported an intent to serve in a rural area (51% medically underserved)
 - **1,336** practicing health professionals (CE)
- **3,164** alumni now practicing health professionals
- **40%** practice in a HPSA
 - **33%** Mental Health professionals
 - **25%** Physicians



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AHECS improve intent to practice in rural areas

We assessed the relationship between AHEC-sponsored family medicine clerkships with a self-reported intent to practice in a rural setting upon graduation.



Study Methods

- We compared third-year medical students with the Indiana University School of Medicine who participated in AHEC-sponsored family medicine clerkships to the standard family medicine clerkship.
- Following the 4-week clerkship, students were asked to report their intent to work in a rural setting using a 5-point Likert scale.

Study Results

- There was a statistically significant association between self-reported intent and rural clerkship site, $X^2 (1, N = 587) = 6.542, p=.01$.
- Furthermore, 21.6% (n=25) of students with a rural clerkship experience reported a greater intent compared to 12.3% (n=58) of students with non-rural clerkship experiences

Results

- Confirmed a **significantly positive association** between participation in medical clerkship experiences in a rural primary care setting and the intent to practice in a rural setting upon graduation.
- Supports the potential value-added benefits through academic-community partnerships with AHECs, family medical and other primary care specialties

Scholars

AHEC Scholars: A Community Healthcare Fellowship

- Two year longitudinal fellowship for students in last two years of health program
- 40 hours didactic/40 hours team-based community experiential
- Concentration:
 - Practice transformation
 - Interprofessional education/practice
 - Social Determinants of health
 - Cultural competence (humility)
 - Behavioral health integration
- 15-25/center/year → 120-200/cohort each year (240-400/year) of “transformation-ready” professionals into the Indiana workforce
- “Authentic” curriculum results from statewide design team



**Interprofessional
Education
(Cindy Phelps)**

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Ball State University
(Student)

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Jewel Diller,
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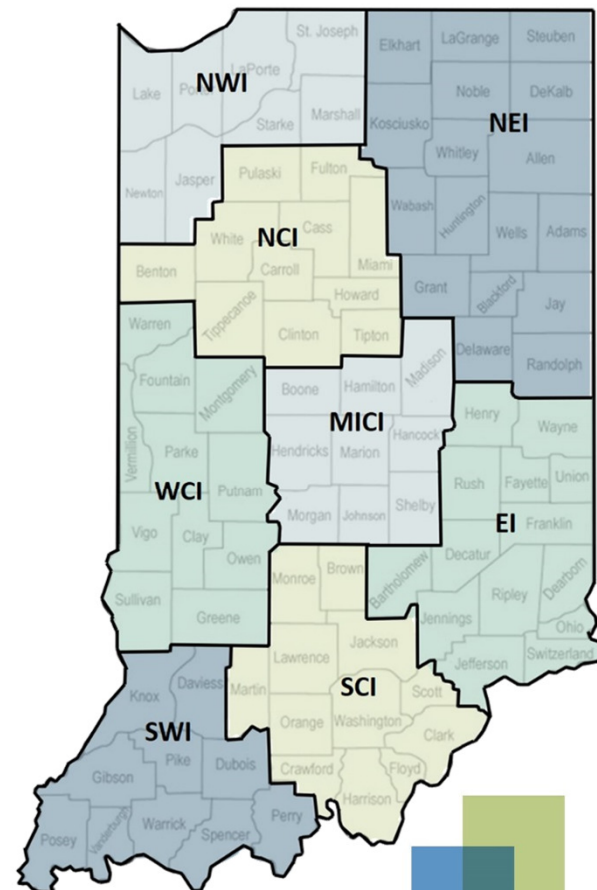
Shannon Love,
IUPUC

Moving Forward

How to Partner with AHEC

Identify the AHEC that serves your region

- Ensure your project aligns with AHEC's mission.
- *The mission of the Indiana AHEC Network is to improve health by recruiting, educating, and retaining health care professionals in underserved communities.*



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Still Have Questions? We've Got Answers...

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