

South Carolina

AHEC Scholars

Handbook



South Carolina AHEC

The South Carolina Area Health Education Consortium (AHEC) is a state agency that provides education, recruitment and retention programs to improve the training, diversity and distribution of South Carolina's healthcare workforce. South Carolina AHEC began in 1972 as one of the 11 originally funded projects of the federal AHEC program. The South Carolina AHEC System is comprised of a program office located at the Medical University of South Carolina, four regional AHEC centers and family medicine residency training programs throughout the state.

South Carolina AHEC connects students and professionals with the tools, training and resources necessary to provide quality healthcare, with a focus on primary care for rural and underserved communities. We provide education, recruitment and retention programs to build and support the healthcare workforce South Carolina needs.

AHECs and the Scholars Program

The AHEC Scholars Program is a nation-wide project, funded by the Health Resources and Services Administration (HRSA). Each AHEC is creating an AHEC Scholars program for their state, along the same set of guidelines and requirements, in order to increase the diversity and distribution of the nation's healthcare workforce.

Partners

This project would not be possible without our excellent partners:

Medical University of South Carolina
South Carolina Center for Rural and Primary Healthcare
South Carolina Office of Rural Health
University of South Carolina

SC AHEC has received federal funds from HRSA (Grant #U77HP03019) to assist in the development and implementation of the AHEC Scholars program.

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About the SC AHEC Scholars Program

The South Carolina AHEC Scholars program is a part of a national initiative to prepare tomorrow's health professionals to become leaders in interprofessional, transformative practice who serve those who need it the most.

The program consists of didactic and experiential training opportunities with a focus on interprofessional primary care and service to rural and underserved populations. AHEC Scholars will receive preference for innovative, team-based clinical fieldwork placements, in addition to networking opportunities with state leaders and primary care professionals from across the state.

Areas of Focus

Core Topics

Per requirements from the Health Resources and Services Administration (HRSA), all training will be focused around the following core topics:

- **Telehealth** leverages technology to extend access to care to individuals who may not otherwise be able to travel or reach health services. This can include extending access to specialists in rural and underserved areas, allowing for coordinated and patient-centered care and supporting the patient-centered medical home.
- **Interprofessional Education** supports a coordinated, patient-centered model of health care that involves an understanding of the contributions of multiple health care professionals.
- **Behavioral Health Integration** promotes the development of integrated primary and behavioral health services to better address the needs of individuals with mental health and substance use conditions.
- **Social Determinants of Health** includes five key areas (determinants) [Economic Stability, Education, Social and Community Context, Health and Health Care, and Neighborhood and Built Environment] and their impact on health.
- **Cultural Competency** seeks to improve individual health and build healthy communities by training health care providers to recognize and address the unique culture, language and health literacy of diverse consumers and communities.
- **Practice Transformation** aims to fully support quality improvement and patient-centered care through goal-setting, leadership, practice facilitation, workflow changes, measuring outcomes, and adapting organizational tools and processes to support new team-based models of care delivery.
- **TeamSTEPPS®** is an evidence-based set of teamwork tools, aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals.

Primary Care and Serving the Underserved

The Institute of Medicine (IOM) Committee on the Future of Primary Care [defines primary care](#) as "the provision of integrated, accessible health care services by clinicians who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community."

HRSA projects that demand will outstrip the supply of available primary care professionals by 2020 ([HRSA online](#)). In South Carolina, all but one county is a full or partial [health professions shortage area](#). With so many South Carolinians in need of access to health care, the need for health professionals to practice full-scope primary care in rural areas is great.

Program Benefits

- Network and receive mentoring opportunities with established leaders in primary care and rural health in South Carolina
- Receive preference for innovative team-based clinical fieldwork placements/rotations
- Increased competitiveness for [SC AHEC rural incentive grants](#)
- Certificate recognizing you as an AHEC Scholar and leader in primary care
- Stipends to assist with travel to rural clinical sites

Eligibility Requirements

Who Can Apply?

Students in good academic standing enrolled in one of the following health professions training programs.

Medical University of South Carolina Students

- Dental - 2nd Year
- Nurse Practitioner - 2nd Year, 1st Semester (full-time); or 6th Semester (part-time)
- Medicine - 2nd Year
- Pharmacy - 3rd Year
- Physician Assistant Studies - 1st Year

University of South Carolina Students

- Masters of Social Work - 1st Year
- Medicine - 2nd Year
- Nurse Practitioner - Family Nurse Practitioner - 1st Year
- Pharmacy - 3rd Year
- Physician Assistant Studies - 1st Year

Preference will be given to individuals with/that meet one or more of the following:

- South Carolina resident
- Rural background
- Commitment to a rural lifestyle
- Commitment to primary care
- Underrepresented minority
- Disadvantaged background

Program Requirements

The AHEC Scholars program provides students with innovative, interprofessional training and mentoring focused on building the skills and competencies needed to help transform primary care and improve patient care.

To successfully complete the AHEC Scholars Program, students will:

1. Attend orientation
2. Complete baseline evaluation measures
3. Participate in the AHEC Scholars program for at least 2 years (see a sample cohort timeline on page 4)
4. Complete 40 contact hours of experiential and 40 hours of didactic activities during each of the two years of the program. Opportunities include:
 - Primary care focused interprofessional simulation activities
 - Partnering with SC primary care leaders on quality improvement initiatives
 - Fieldwork placements/rotations in team-based practice settings
 - Access to online courses focused on core topics
5. Maintain enrollment in an eligible health profession academic program and be in good academic standing
6. Complete AHEC Scholars program evaluation
7. Complete a follow-up evaluation 1 year after exiting the program

Expectations for AHEC Scholars

South Carolina AHEC expects that its AHEC Scholars will:

- Complete training in each of the core topic areas (see page 1)
- Complete evaluations to assist with quality improvement of the AHEC Scholars program
- Active engagement with your interprofessional colleagues

Data Collection

South Carolina AHEC is committed to the delivery of quality services and information to its scholars. Accordingly, all participants within the AHEC Scholars program will be asked about their involvement for quality improvement. Additionally, SC AHEC has received federal funds from HRSA (Grant #U77HP03019) to assist in the development and implementation of the AHEC Scholars program. Demographic information and assessment data will be collected and reported as requested by our funders and will not identify individuals. If you have any questions regarding the reporting of data, please contact Jennifer Bailey at baileyje@musc.edu.

Sample AHEC Scholars Cohort Timeline

This chart illustrates when students from a sample AHEC Scholars cohort would enter and complete the program.

Program	Year 1			Year 2			Program Continuation*			
	Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2	Summer 3	Fall 3	Spring 3	
MUSC & USC Medicine	Apply to AHEC Scholars	M2: Foundation Year			M3: Clinical Year			M4: AHEC Scholar At-Large**		
MUSC & USC Nursing***	Apply to AHEC Scholars	NP: Foundation Year			NP: Clinical Year		Extended Scholar***			
MUSC & USC Pharmacy	Apply to AHEC Scholars	P3: Foundation Year			P4: Clinical Year					
MUSC Dental	Apply to AHEC Scholars	D2: Foundation Year			D3: Clinical Year			D4: AHEC Scholar At-Large**		
USC MSW	Apply to AHEC Scholars	MSW:1: Foundation Year			MSW2: Clinical Year					
MUSC PA	Apply to AHEC Scholars	PA1: Foundation Year			PA2: Clinical Year					
USC PA		Apply to AHEC Scholars	PA 1: Foundation Year			PA2: Clinical Year				

*Subsequent cohorts will continue to enter the program on this time table

**For programs longer than 2 academic years that entail statewide rotation requirements, students will become “at-large” during the 4th year

***Depending on whether an NP student has an MSN at point of entry to their program and/or is a full- or part-time student, completion dates vary

Experiential & Didactic Opportunities

Didactic vs. Experiential

Didactic education consists of online learning modules and elective classes in which material is presented through lectures and readings for example. You will see and hear material in this type of learning. Didactic education must be focused on the seven core topic areas: interprofessional education, behavioral health integration, social determinants of health, cultural competency, practice transformation, TeamSTEPPS® and telehealth. This can include a variety of activities such as the AHEC Scholars online modules, Interprofessional Electives, lectures, seminars as well as others. Active scholars are required to complete 40 hours (contact hours not semester hours) per year in addition to required courses for the health professions degree program. Please see the following menu of activities.

Experiential training gives students the opportunity to apply/practice what has been learned in didactic settings. Experiential learning includes hands-on activities in a clinical or community-based setting, as well as simulations. For the AHEC Scholars program experiential learning should be focused on rural or underserved populations in a team-based setting. In year two, scholars' experiential work will include working as part of an interprofessional team focused on a quality improvement initiative.

Overview of Opportunities

The following is a listing of possible activities to meet the criteria identified by the AHEC Scholars program.

AHEC Scholars Online Modules	The SC AHEC Learning Portal has over 60 contact hours of online modules addressing each of the core topic areas. Scholars will have some required modules and many choices for other core topic content that are self-paced and online. Detailed access information will be provided after acceptance to the AHEC Scholars Program.
Quality Improvement Projects	AHEC Scholars quality improvement projects (Year 2 of the curriculum) will be facilitated through online collaboration with IP teams.
Simulation Activities	Students will have the opportunity to participate in IP Primary Care focused simulation activities.
IP Electives	MUSC (see subsequent pages) USC Students (see subsequent pages)
Non-Credit Experiential IP Activities	MUSC Students: Simulated Interprofessional Rounding Experience (SIRE) USC Students: IPP Experiences, QuEST Program
Volunteer at Health Clinics or Health Screenings	MUSC Students: MUSC CARES Medical Clinic, Shifa Clinic, One80 Place, ECCO Clinic, St. Andrews, Dream Center Clinic, Fetter Clinics USC Students: Healthy Columbia, The Free Medical Clinic, FoodShare
Institute for Primary Care Seminars	The SC AHEC Institute for Primary Care Seminars are held monthly between September and April each year. Please visit our website for more details

	(https://www.scahec.net/students/healthstudents.html) (1.5 combined didactic and experiential credit hours per session attended)
Interprofessional Team Case Conference (ITCC)	The ITCC allows students to engage in interprofessional activities while on community-based rotations. Web-based videoconference technology allows students to collaboratively contemplate patient care from wherever they are located across the state. During the case conference, students bring the knowledge of their respective fields to the table to develop an interprofessional care plan and to discuss patient/person-and family-centered care, identification of social determinants impacting a patient's health, identification of needed clinical services and community resources, care coordination, and population health implications. (3 experiential credit hours)

Rotations, Fieldwork and Clinical Experiences

Clinical/Fieldwork Placements/Rotations that are part of your academic program, can be counted towards the 40 experiential hours for the program if the experience is in 1) a team-based learning environment and 2) serves rural and/or underserved populations.

USC students: USC has established an interprofessional clinical experience focused on primary care for patients with HIV/AIDS. Students receive didactic and experiential training during the two-week rotation. Interprofessional teams of students from nursing, medicine, pharmacy, and social work are precepted in an HIV/AIDS Ryan White clinic.

MUSC students: The MUSC College of Dental Medicine has established an interprofessional clinical experience, Special Needs for Special Populations, which takes place in the special needs dental clinic at MUSC. To learn more, please contact AHEC Scholars Faculty Dr. Joni Nelson.

How Can I Count Experiences and Activities Not Listed Here?

Log in to your account on the AHEC Learning Portal (www.scahec.net/schools) and submit additional experiences from your AHEC Scholars page. Your AHEC Scholars Advisor will review and approve other activities you submit to count toward your AHEC Scholar hours and determine the number of eligible didactic and experiential contact hours.

AHEC Scholars Online Module Descriptions

There are more than 60 contact hours of didactic material to choose from on our online learning management system: AHEC Learning Portal (ALP). Some modules are required for all AHEC Scholars and the rest are available to complete for credit toward your annual 40 didactic and 40 experiential contact hours.

Name and Description	Didactic Contact Hours	Experiential Contact Hours
AHEC Scholars Introduction	2	0

<p>Addictions</p> <p>This module contains two sections: The Opioid Epidemic in South Carolina and The Addict. The first section is a presentation by Sara Goldsby, director of South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS). The second section is based on a poem told from the perspective of a speaker who has been mugged and is struggling to find compassion and empathy for the addict who attacked him.</p>	2	0
<p>Anarcha’s Story: Considering Historical, Cultural and Community Contexts</p> <p>This module requires students to complete two short exercises that end with a brief reflection. Students will observe a piece of visual art, listen to a podcast, and read a short piece of literature, all of which cluster around figures in South Carolina medical history. This historical “case study” is aimed at providing insights into social histories that continue to shape community attitudes that rural and underserved populations may have toward health care “authorities “in South Carolina.</p>	1	0
<p>Behavioral Health Integration</p> <p>This module contains two sections: Eating Disorders Overview and Vincent VanGogh’s, Portrait of Doctor Gachet. MUSC Health eating disorder specialists Renee Rienecke, Ph.D., Director of the Friedman Center for Eating Disorders, and Elizabeth Wallis, M.D., provide tips on identifying eating disorders in primary care and discuss evidence-based approaches to treating them in section one. In the second section, you will observe Vincent Van Gogh’s, "Portrait of Doctor Gachet".</p>	2	0
<p>“Clan of the One-Breasted Women,” Terry Tempest Williams</p> <p>Terry Tempest Williams’ essay relates to the “neighborhood and built environment” associated with social determinants of health.</p>	1	0
<p>Cultural Sensitivity in the Healthcare Environment</p> <p>This module contains two sections: Culturally Appropriate Care and The Spirit Catches You and You Fall Down. The first section discusses developing cultural knowledge, skills in understanding cross-cultural interactions, and an awareness and acceptance of the dynamic variety of people and populations we work with are all crucial components of cultural competence. The second section is comprised of an excerpt and two video clips.</p>	2	0
<p>Health Literacy</p> <p>The goal of Health Literacy for Public Health Professionals is to introduce participants to the fundamentals of health literacy and demonstrate the importance of health literacy within public health practice.</p>	1	0
<p>Healthcare Access and Utilization Among the Poor, Part 1</p> <p>Students will have the opportunity to explore poverty thresholds and traditional poverty measures in the United States, understand the dimensions of healthcare access and describe the usage of healthcare utilization information to improve health outcomes for vulnerable populations.</p>	3	0
<p>Healthcare Access and Utilization Among the Poor, Part 2</p> <p>In Part 2 of this two-part module, students will continue to explore poverty thresholds and traditional poverty measures in the United States, understand the dimensions of healthcare access and describe the usage of healthcare utilization information to improve health outcomes for vulnerable populations.</p>	3	0

<p>“Hospital Writing Workshop”, Rafael Campo Rafael Campo is a Cuban-Italian poet and essayist who teaches and practices internal medicine at Harvard Medical School. In his poem “Hospital Writing Workshop,” he explores the value of patient storytelling, highlighting how the telling of stories can be healing for patients and informative for healthcare providers—an idea also central to the theory of narrative medicine.</p>	1	0
<p>ICARED Rural Behavioral Health and The Glass Castle This module contains two sections: ICARED Rural Behavioral Health Care and The Glass Castle. The Improved Care and Provision of Rural Access to Eliminate Health Disparities (ICARED) section discusses substance use treatment and recovery service needs in the rural United States and South Carolina. In The Glass Castle, you will watch two movie clips that show family dynamics surrounding addiction and locate articles about the integration of behavioral health services into primary care.</p>	2	0
<p>ICARED Introduction to Rural Practice This Improved Care and Provision of Rural Access to Eliminate Health Disparities (ICARED) module provides a brief introduction to assist in defining rural and explores rural needs, challenges and opportunities.</p>	1	0
<p>ICARED Rural Health and Primary Care This Improved Care and Provision of Rural Access to Eliminate Health Disparities (ICARED) module defines primary care and its relevance to rural communities, highlights rural health needs, explores unique challenges and practice considerations and discusses their implications for rural practice.</p>	1	0
<p>ICARED Rural School-Based Behavioral Health This Improved Care and Provision of Rural Access to Eliminate Health Disparities (ICARED) module explores the behavioral health needs of youth in the rural United States and South Carolina, interprofessional school-based behavioral health practice and practice considerations.</p>	1	0
<p>The Illness Narratives In The Illness Narratives: Suffering, Healing, and the Human Condition, Arthur Kleinman, a psychiatrist at Harvard Medical School, “observes the dichotomy between technological advances in medicine and the actual treatment of the ill, handicapped and dying. Profoundly moving reports illuminate the deprived lives of social outcasts, shunned and stigmatized, whose needs are not met by the medical community. There are also instructive descriptions of how an empathetic doctor can help “humans” (not cases) to regain health or, in extremis, die a ‘good death.’ Kleinman argues persuasively the need to reform today’s medical-care system to more fully serve humanity”.(Publisher’s Weekly, 1988)</p>	1	0
<p>Interprofessional Practice and Education This module contains two sections: Health Humanities - “How Do We Heal Medicine?” and The Nexus. “How Do We Heal Medicine?” is a Ted Talk by surgeon and writer Atul Gawande in which he reflects on the need for “pit crews” or strong teams in health care. In The Nexus, individuals see the potential of the Nexus to align health care redesign and interprofessional education to achieve the Triple Aim of improving the patient experience of care, improving the health of populations and reducing the per capita cost of health care. You will also see how a ‘care and learning team’ of students, community members, and practitioners interact with a patient to ensure that he takes better care of himself and stays out of the emergency room.</p>	2	0

<p>Looking at the Environment</p> <p>This module contains two sections: Upstream and Hardball & Junior Addict. In the first section, you will watch two Ted Talks that discuss the importance of a program that connects patients to basic care and resources. In the second section, you will watch a movie clip that reflects how certain circumstances of life may impact the health of the underserved living in poor, urban areas.</p>	2	0
<p>Media Depictions of Mental Illness</p> <p>This module is comprised of articles and media clips. You will view different depictions of mental illness and assess the accuracy of these depictions and the way they shape public attitudes toward mental illness and attitudes of primary health care providers.</p>	1	0
<p>Oral Health and Poverty, Part 1</p> <p>Participants will focus on the significance of oral health and systemic-related diseases and learn key aspects of public policy and social determinants of health that influence oral health disparities.</p>	3	0
<p>Oral Health and Poverty, Part 2</p> <p>In Part 2 of this two-part module, participants will learn the implications of poor oral health and look at potential solutions to reduce oral disease among vulnerable subpopulations living in the United States and examine potential solutions to reduce oral disease burden among vulnerable subpopulations living in the United States.</p>	3	0
<p>Partnering to Heal</p> <p>The Partnering to Heal training highlights effective communication about infection control practices and ideas for creating a culture of safety in healthcare institutions. Users assume the identity of five main characters and make decisions about preventing Health Care-Associated Infections (HAIs): a physician, a registered nurse, an infection preventionist, a patient family member and a third-year medical student.</p>	.5	2
<p>Patient Centered</p> <p>This module contains two sections: Family Illness as Depicted in Visual Arts and Patient Centered Medical Home. In the first section, you will observe paintings by Edvard Munch. In the second section, you will see the features of the patient centered medical home framework.</p>	2	0
<p>Patient Identities</p> <p>This module contains two sections: Integrating LGBT Health into Medical Education and Rafael Campo's poem, "The Chart". In the first section, you will watch clinical vignettes. These clinical vignettes are a part of a series highlighting various aspects of the health of LGBT and gender nonconforming populations, designed to give learners the opportunity to analyze clinician-patient communication strategies. In the second section, Rafael Campo's poem, "The Chart" invites readers to consider the value of engaging the patient instead of just the patient's chart.</p>	2	0
<p>"Phlebitis: At the Public Hospital", Lars Eighner</p> <p>Lars Eighner spent a period of time living homeless with his dog Lizbeth. During that time, he developed phlebitis and was forced to go to the emergency room for care. Read the short excerpt from chapter 9 of Eighner's memoir of homelessness, <u>Travels with Lizbeth</u> and answer the discussion questions that follow.</p>	1	0
<p>Plain Language</p> <p>In this module, participants will learn to define health literacy and identify strategies for improving health literacy.</p>	.5	0

<p>Poverty and Health In this module, participants will apply new concepts through the interactive poverty simulation that emphasizes foundational concepts decision making behaviors, comprehend individual and structural level factors that are relevant to understanding the complexities of poverty's role and health, describe the history of clinical and evidence-based research that presents significant implications of social disadvantages among America's vulnerable populations, and recognize local and national strategies to address the poverty and health paradox in the US.</p>	1	2
<p>Practice Facilitation This module is designed to assist in the training of practice facilitators as they begin to develop the knowledge and skills needed to support meaningful improvement in primary care practices.</p>	.5	0
<p>Professional Roles This module contains two sections: Care Coordination in the Primary Care Setting and The Things They Carried. In the first section, you will participate in an interactive eLearning module which introduces care coordination and common tools and strategies for care coordination in primary care. In the second module, you will focus on Tim O'Brien's <u>The Things They Carried</u>, a collection of stories on the Vietnam War.</p>	1	1
<p>Safer Opioid Use Pathways to Safer Opioid Use is an interactive training that promotes the appropriate, safe, and effective use of opioids to manage chronic pain. It's based on the opioid-related recommendations in the The Office of Disease Prevention and Health Promotion's National Action Plan for Adverse Drug Event Prevention (ADE Action Plan).</p>	0	2
<p>Seeking Health Equity: Examining Racism as a Social Determinant of Health This module will present two unfolding case studies based on real-world, actual events. The cases will require participants to review videos embedded into three modules and a summary module.</p>	1.5	0
<p>"The Ship Pounding," Donald Hall Donald Hall, a poet, was married to another poet named Jane Kenyon, whom he watched suffer with and die of cancer. Both poets wrote extensively about their experiences as patient and caregiver/ family member (respectively). "The Ship Pounding" Hall presents a metaphor for the hospital setting from the family member's perspective.</p>	1	0
<p>Social Determinants of Health This module contains two sections: What Are the Social Determinants of Health and Winter's Bone. In the first section, participants will view a presentation on Social Determinants of Health and how they are woven throughout Health People 2020. In the second section, participants view a clip from the film, <i>Winter's Bone</i>, about a teenage girl living in a rural area of the Ozarks.</p>	2	0
<p>Strategies for Quality Improvement In this module, you will learn about the key components of the Model for Improvement. You will also learn how the ideal US health care system matches up to reality. You'll also see how health systems around the world are facing similar challenges and how countries can study and learn from one another.</p>	3.5	0

<p>TeamSTEPPS® for the Clinical Setting Participants will become familiar with the principles, tools and strategies of TeamSTEPPS. Participants will reflect upon observed team dynamics in order to suggest strategies to improve team effectiveness to overcome barriers and demonstrate observation skills to recognize effective team dynamics in the clinical setting.</p>	3	0
<p>Technology, Innovation, and Patient Care Since Mary Shelley published Frankenstein in 1818, writers and artists have explored the risks of innovation and the double-edged sword of medical technology. This module includes excerpts and clips and invites students to consider ethical challenges we are facing and will face in the future of healthcare—as ever-improving technologies allow us to provide rapid or groundbreaking interventions, but patients increasingly mourn the loss of the patient-provider relationship and its healing properties.</p>	1	0
<p>Telehealth This module will provide an overview of the history of telehealth and how it plays a role in the current and future direction of healthcare. Interprofessional teams utilizing telehealth will be discussed.</p>	2.5	0
<p>“Watson and the Shark,” John Singleton Copley John Singleton Copley’s Watson and the Shark, 1778 (painting) represents a pivotal moment in several individual’s lives and arguably creates tension in the viewer. Students will analyze the work of art, write and draw analogies between teamwork.</p>	1	0

MUSC IP Electives

Academic Credit to AHEC Scholars Contact Hours Conversion

1 academic credit hour = 15 AHEC Scholars contact hours
 2 academic credit hours = 30 AHEC Scholars contact hours

Course ID	Course Name	Academic Credit Hours	AHEC Scholars Contact Hours	
			Didactic	Experiential
IP-717	Telehealth Teams of the Future	3	45	0
IP-731	Eye Spy for MUSC Undergraduate and Graduate Education: A Collaboration with Gibbs Museum of Art	1	0	15
IP-738	Seminars in Research Ethics	1-1.5	15-22.5	0
IP-742	Interprofessional Study of ASD-ND I	2-2.5	30-37.5	0
IP-754	Fundamentals of TeamSTEPPS®	1-3	15-45	Varies
IP-756/CG S-756	Integrated Interprofessional Studies	3	0	45
IP-770	Culinary Health and Wellness	1	0	15
DPOH-804	Impact of Poverty and Healthcare Consumerism	3	45	0

USC IP Electives

Academic Credit to AHEC Scholars Contact Hours Conversion

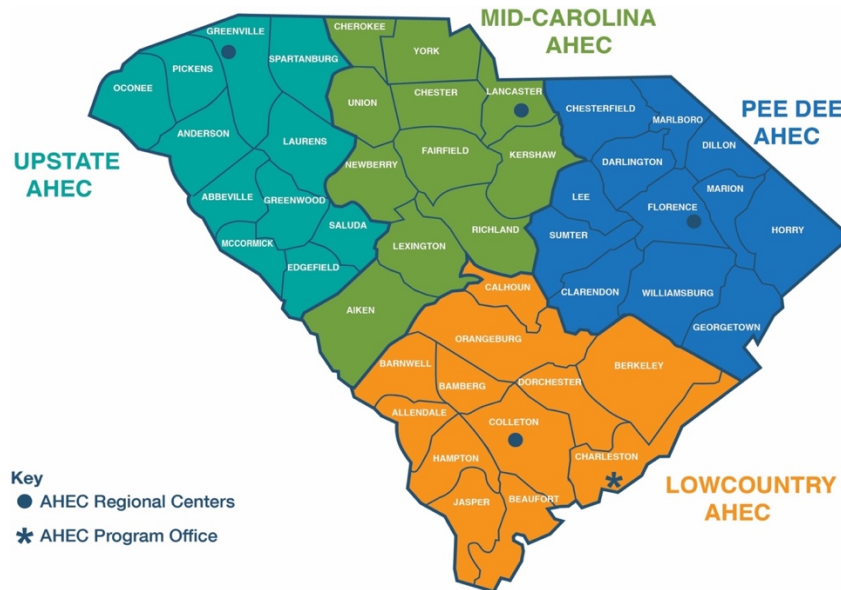
1 academic credit hour = 15 AHEC Scholars contact hours
 2 academic credit hours = 30 AHEC Scholars contact hours

Course ID	Name and Description	Academic Credit Hours	AHEC Scholars Contact Hours	
			Didactic	Experiential
SOWK 678 / PUBH 678	Transforming Health Care for the Future Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.	1	15	0
SOWK 679/ HPEB 679/ SCCP 788/ PHMY 788	Addressing Childhood Obesity Through Community Approaches Prevention of childhood obesity, using perspectives from health, social work, exercise science, pharmacy, medicine, and behavioral nutrition. Training to teach diet/physical activity lessons in elementary school settings.	2	21	9

AHEC Scholars Advisors & Faculty

Regional AHEC Coordinators

South Carolina AHEC is comprised of one Program Office and four regional centers across the state. The regional AHEC Centers provide services to healthcare providers and students in all counties of South Carolina.



Each Regional Center has a Health Professions Student (HPS) Coordinator who will serve as your AHEC Scholars Advisor. In this role, they will advise you on activities to meet the AHEC Scholars requirements as well as assist with housing, rotation/fieldwork placements, and quality improvement projects. Your regional HPS coordinators will serve as your primary guide throughout your time in the AHEC Scholars program.

Regional HPS Coordinators will:

- Monitor your progress of didactic and experiential hours to ensure you are on track for successful completion
- Review and approve other activities you submit to count toward your AHEC Scholars hours and determine the number of eligible hours
- Provide assistance with the South Carolina AHEC Learning Portal (ALP) where online modules are housed
- Mentor student teams participating in quality improvement projects at AHEC Scholars sites
- Work with program faculty to coordinate clinical rotation/fieldwork placements
 - *Note: You should work with your program to schedule your clinical rotations.*
- Provide housing for rural clinical rotations as needed and as available
- Facilitate Interprofessional Team Case Conferences (ITCC)

Lowcountry AHEC

Kimbley Stephens | (843) 782-5052, ext. 106 | stephensk@lcahec.com

Kimbley Stephens is a Health Professions Student Coordinator for Lowcountry Area Health Education Center. She received a BSHS in Community Health from Georgia Southern University in 1998 and a MSED in Health and Physical Education from Virginia Polytechnic Institute and State University in 2005. She coordinates the clinical rotations of health professions students in rural or underserved areas of the Lowcountry. Kim is a National Health Service Corps Ambassador.

Emily Warren | (843) 782-5052, ext. 105 | warrene@lcahec.com

Emily Warren has been a Health Professions Student Coordinator at Lowcountry AHEC for 18 years. Emily received a BS in psychology from the College of Charleston and a MSW from The University of South Carolina. She has been employed with Lowcountry AHEC since July 2000. Prior to AHEC, she worked as a medical social worker at Colleton Medical Center. Currently, she interfaces with South Carolina academic institutions to assist with identification of preceptors and clinical rotation sites. Emily facilitates various interprofessional activities including the Interprofessional Team Case Conference (ITCC) and the Pipeline Activity. She has presented with colleagues at several conferences recently on *Utilizing Telehealth Technology to Provide Community-Based, Interprofessional Clinical Practice Experience for Diverse Learners*. Emily is a National Health Service Corp Ambassador.

Mid-Carolina AHEC

Julie Ghent | (803) 286-4121 | jughent@comporium.net

Julie joined Mid-Carolina AHEC in 1997. She has 20 years' experience in the Human Resources field and was previously employed as Human Resources Director at Springs Memorial Hospital. Julie received her associate degree from the University of South Carolina. Julie says about her current position, "I thoroughly enjoy working with students and strive to give them a truly wonderful educational experience in our communities."

Beth McDonald | (803) 286-4121 | bmcdonald@comporium.net

Beth McDonald joined Mid-Carolina AHEC in January 2018 as a Health Professions Student (HPS) Coordinator. Beth received her Bachelor's of Science in Family and Consumer Science at Winthrop and her Master's in Early Childhood Education from USC. She was a school teacher for many years before joining the AHEC team. Her most recent teaching assignment was Teacher Cadet Instructor at Buford High School. Her duties included recruiting students to consider teaching as a career, setting up and monitoring student field experiences, and evaluation of these students. Her current duties as HPS Coordinator are similar with the focus on health professions students and careers.

Pee Dee AHEC

Lance Butler | (843) 777-5341 | lance.butler@mcleodhealth.org

Lance Butler was born in South Carolina, and my blood runs orange and purple. Lance is a graduate of Francis Marion University where he majored in English and of The University of Scranton where he received his Master of Science in Educational Administration. Prior to joining AHEC as a Health Professions Student Coordinator, Lance taught middle and high school for 7 years. He now feels that he has found his passion and his life-long career in health education.

Stephanie Flowers | (843) 777-5345 | sflowers@mcleodhealth.org

Stephanie Flowers joined Pee Dee AHEC as a HPS Coordinator in August of 2017. She received a Master of Healthcare Administration in 2016 from Walden University and Bachelor of Arts in Psychology in 2012 from Coker College. Prior to joining AHEC, she gained professional experience in oncology education, dentistry, marketing, sales, and public relations.

Stephanie has three children and volunteers her time with the McLeod Foundation, McLeod Children's Hospital, American Cancer Society's Relay for Life, and American Heart Association's Heart Walk.

Upstate AHEC

Tina Fulton | (864) 349-1168 | tfulton@upstateahec.org

Tina joined Upstate AHEC in 2005 as a Program Assistant/Marketing Coordinator and transitioned to a Health Professions Student Coordinator in 2010. As HPS coordinator, she collaborates with other staff to anticipate and meet the needs of health professions' schools, students, and preceptors.

Tina has a multitude of experience from several different areas including administrative, information technology, and media relations. She received her Bachelor's degree from Furman University in Business Administration and is currently working towards obtaining her MBA. She is the mother of two very energetic daughters and enjoys volunteering in her church community.

AHEC Scholars Faculty

AHEC Scholars faculty serve as your mentors. They will be source of information and guidance, as well as help you navigate the AHEC Scholars program and your academic program requirements. The faculty are available to help you determine how your program-specific courses, experiences and training opportunities fit into the AHEC Scholars curriculum.

South Carolina AHEC Faculty

Jennifer Bailey, MEd | baileyje@musc.edu

Jennifer Bailey, is the Associate Program Director for Education and Evaluation and Director of the Office for Telehealth Education at the South Carolina Area Health Education Consortium. She serves as Associate Director for Community Affairs with the Office of Interprofessional Initiatives and Assistant Professor at the Medical University of South Carolina (MUSC). Prior to her role with SC AHEC, she served in leadership positions at Wake Forest School of Medicine, facilitated the interprofessional core course at the University of South Carolina, directed the required interprofessional core course for MUSC Students, and worked with the MUSC Health clinical enterprise to develop teamwork and interprofessional collaboration training for all clinical staff. She is a Master Trainer for TeamSTEPPS® and has advanced training in quality improvement and change leadership from the Institute for Healthcare Improvement. Bailey has over 12 years of experience developing, facilitating, and evaluating health professions clinical and didactic education programs, interprofessional education and practice, teamwork training initiatives and professional development curricula for a variety of health care providers. Her research interests include participatory research, social determinants of health, interprofessional collaborative practice and education, patient safety and quality.

David Garr, MD | garrdr@musc.edu

Dr. Garr began his medical career as a rural family doctor in a practice that was established as a National Health Service Corps site. Common themes that have served as the underpinning to his career have been developing education programs that foster interprofessional collaboration, helping to reduce health disparities in rural and underserved populations, expanding the use of technology to aid in the access of health care, and studying ways to increase the quality of health care and the provision of preventive services to populations. As the Executive Director of the South Carolina Area Health Education Consortium (AHEC) and the Associate Dean for Community Medicine, Dr. Garr has maintained a long-standing interest in and commitment to these priority areas. Dr. Garr is currently the director of MUSC's Institute for Primary Care Education and Practice and the Co-Director for the Program for Community-Based Interprofessional Education and Practice out of the Office for Interprofessional Initiatives at MUSC.

Joining in November 2018:

Ann Lefebvre, MSW, CPHQ

Ann comes to the South Carolina AHEC with extensive experience as the associate director of the North Carolina AHEC program. She has leadership experience in strategic planning methods and the incorporation of new programs into an existing organization's infrastructure. She has been directing the North Carolina Practice Support Program, a statewide, quality improvement initiative serving primary care practices with a focus on improving clinical outcomes and patient satisfaction. This program has been recognized nationally as a model for practice facilitation and coaching. Ann has helped secure more than \$35 million in federal, state and philanthropic funds and has championed the use of technology in the provision of clinical care. She has collaborated and consulted with state and federal agencies and academic health systems to advance population health and respond to evolving health care needs.

Ann received her Bachelor of Arts in Speech and Hearing Handicapped Education from Plattsburgh State University and a Master of Social Work from East Carolina University. She has a faculty appointment at the University of North Carolina Chapel Hill School of Medicine.

MUSC Faculty

Anthony DeClue, PharmD | decluea@musc.edu

Anthony DeClue received his Doctor of Pharmacy from the Medical University of South Carolina in 2016, where he now serves as an assistant professor in the department of Clinical Pharmacy and Outcomes Sciences. He works as a community pharmacist for both MUSC Family Medicine as well as Walmart pharmacies. Currently, he serves on the national executive board for Phi Lambda Sigma, the Pharmacy Leadership Society. Prior to becoming a pharmacist, Anthony earned a Master's Degree in English and, in addition to his passion for teaching and pharmacy practice, he maintains a love for literature and the humanities.

Catherine Durham, DNP, APRN, FNP-C | durhamc@musc.edu

Dr. Cathy Durham is the Director of the DNP Program and Assistant Professor in the Doctor of Nursing Practice Program at the College of Nursing. She earned her Bachelors of Science in Nursing from Purdue University, Master of Science in Nursing from the University of South Carolina and her Doctor of Nursing Practice from the Medical University of South Carolina. Dr. Durham is an ANCC certified Family Nurse Practitioner.

She is currently the Chair of the advisory committee for the State Board of Nursing, the vice president for the Low Country Advanced Practice Association and a member of the American Academy of Nurse Practitioners. Dr. Durham is also an active drilling Reservist in the US Navy and holds the present rank of Captain. Dr. Durham was selected as the Assistant Deputy Chief of Staff for Navy Reserve, Navy Medicine Education and Training Command and is responsible for the facilitation of education and training programs that serve the 7,000 Navy Reserve Medicine Personnel. In addition to her program director role, Dr. Durham is the primary investigator (PI) for Choose Well, a grant project focused on increasing education content and clinical experiences regarding contraceptive options for advanced practice nurses across the pediatric, family and adult geriatric tracks. Dr. Durham is also a PI for a new HRSA Behavioral Health grant which seeks to provide educational stipends for behavioral health nurse practitioner students and increasing interprofessional clinical rotations. Dr. Durham also has previous experience in telehealth and telesupervision in a rural underserved clinic.

Dr. Durham maintains active practice in primary care in the underserved. Her interests include primary care, chronic disease management, and work injury prevention.

Matthew Ewald, MPAS, PA-C | ewald@musc.edu

Matt Ewald is currently an instructor in the MUSC Physician Assistant Program and serves as the program's Clinical Coordinator for Operations. Matt has practiced clinically at the MUSC adult emergency room since graduation from the MUSC PA program in 2011. He was an active alumnus and guest speaker for the PA program until he became a faculty member in 2016. Matt serves as a PA student preceptor, didactic year instructor, and clinical year faculty at MUSC. Matt also works with a team of interprofessional faculty on a grant initiative focused on building the healthcare workforce to serve underserved populations. He strives to provide PA students a diverse clinical year education, which includes rural rotation experience, medical simulation, and also student work-life balance.

Matt graduated from West Virginia University in 2008, with a degree in Exercise Physiology, prior to pursuing his career as a physician assistant in South Carolina.

Kristen Hood Watson, MD | watsonkh@musc.edu

Dr. Kristen Hood Watson is a Family Medicine physician at Medical University of South Carolina with a clinical interest in preventive health. Originally from Maryland, Dr. Hood Watson received her medical degree from the University of Maryland School of Medicine. She completed her Family Medicine residency at Trident/MUSC where she served as chief resident from 2013 to 2014.

Since graduation, she has focused on her interest in medical student education locally and nationally through involvement with the Society of Teachers of Family Medicine (STFM). She has served as the Family Medicine clerkship director since 2014. More recently, Dr. Hood Watson has become the Assistant Dean for Resident Inclusion and looks forward to collaborating on current diversity and inclusion efforts at the University as well as continuing to develop inclusion initiatives.

Joni Nelson, PhD, MS | nelsonjd@musc.edu

Dr. Joni Dunmyer Nelson, a native of Ravenel, South Carolina, is an Assistant Professor and Deputy Director in the Division of Population Oral Health at the James B. Edwards College of Dental Medicine and also serves in a dual appointment role in the Department of Public Health Sciences, College of Medicine. As a Health Promotion, Education and Behavioral specialist her research foci are qualitative research evaluation, social determinants of health equity, quality improvement science and collaborative care workforce models to reduce rural oral health inequities, in support of an interprofessional approach to improve population health outcomes. She is the program director for the Dental Safety Net Certificate Program and teaches a public health research methods course. She was appointed as a 2017 National Rural Health Association Fellow and serves as the National State Representative of South Carolina for DentaQuest Foundation's Oral Health 2020 Network, an initiative to improve oral health for all.

Dr. Nelson is a graduate of the Arnold School of Public Health in Health Promotion, Education and Behavior from the University of South Carolina and received a Masters in Biomedical Sciences from the Medical University of South Carolina.

USC Faculty

Betsy Blake, PharmD | blake@cop.sc.edu

Betsy Blake, Pharm.D., is the director of interprofessional education and an associate professor in the Department of Clinical Pharmacy and Outcomes Sciences at the University of South Carolina College of Pharmacy. She practices in a patient-centered medical home primary care clinic affiliated with Palmetto Health Richland, collaborating with providers to improve care for patients with diabetes. Blake received her doctor of pharmacy degree from the Medical University of South Carolina's College of Pharmacy in 2000. She then completed a pharmacy practice residency (2000-2001) and a primary care residency (2001-2002) at the Medical University of South Carolina. Since joining the faculty at the University of South Carolina College of Pharmacy in 2006, Blake has earned many teaching awards, including Teacher of the Year in 2010 and then the USC Clinical Practice Teaching Award in 2011. She was also named the Midlands Region Mentor of the Year in 2013. In 2016, she received the South Carolina Pharmacy Association Ken Couch Distinguished Mentor Award.

Blake has been involved with interprofessional education at the College of Pharmacy since 2009 as a charter faculty advisor for the IHI Open School for the Health Professions chapter. She now serves as the co-director for the university's committee for interprofessional education for the health sciences, which includes faculty members and students from all five of the university's health science programs.

Teri Browne, PhD | brownnetm@mailbox.sc.edu

Associate Professor Teri Browne joined the faculty of the College of Social Work in 2008, where she is also co-director of the Interprofessional Education for the Health Sciences. In 2017, Browne was inducted as a Society for Social Work and Research (SSWR) Fellow for her work as serving with distinction to advance the mission of the society. Prior to joining the University of South Carolina, Browne worked professionally for 18

years in New York, California and Illinois as a rape crisis counselor, nephrology social worker and director of social work for a dialysis center.

Browne is currently principal or co-investigator on eight externally-funded research awards. This includes serving as co-investigator for two studies on kidney disease treatment and transplant access. Funded by the Patient Centered Outcomes Research Institute, she is working to improve patient care from the early stages of kidney disease to kidney failure and determining whether the changes lead to improved health. The goal is to provide a nationwide model to improve the treatment of patients and families' well-being. Another study, funded by the National Institutes of Health, aims to eliminate health disparities in kidney transplant access among African American End Stage Renal Disease (ESRD) patients in Georgia, North Carolina and South Carolina by implementing a Reducing Disparities in Access to Kidney Transplantation (RaDIANT) regional study to increase rates of referral and medical evaluation.

Professor Browne's publications focus on nephrology (kidney diseases), health social work and enhancing interprofessional health education. She recently co-authored scientific journal articles on topics including, improving kidney transplant waitlists and reducing racial disparity, advancing social work education for health impact, and perceptions of long-term care residents' candidacy for kidney transplantation. Her publications have appeared in scholarly journals, such as the American Journal of Public Health, Journal of Behavioral Medicine and Clinical Kidney Journal.

Browne has served as Co-Chairperson of the Council of Social Work Education SBIRT Consortium and the Society of Social Work and Research conference abstract cluster co-chair. She is also editor-in-chief of the Journal of Nephrology Social Work since 2015. Active in the American Association of Kidney Patients, Browne is director at large for the board of directors and program chairperson for the annual meeting.

Browne received her Master of Social Work from the State University of New York at Buffalo. She earned her Ph.D. in Philosophy from the University of Chicago's School of Social Service Administration.

Brian Keisler, MD | brian.keisler@uscmcd.sc.edu

Brian Keisler, MD, joined the faculty of the University of South Carolina School of Medicine in 2005 after completing a primary care sports medicine fellowship with Palmetto Health Richland, Columbia, South Carolina. He completed a residency with Cabarrus Family Medicine Residency at Northeast Medical Center, Concord, North Carolina, serving as chief resident during his final year. Dr. Keisler has a special interest in education and has won several teaching awards. Currently, he serves as the Director of the third-year medical student Family Medicine clerkship. Dr. Keisler has served on various committees for both the University of South Carolina School of Medicine and Palmetto Health Richland. A graduate of the University of South Carolina, Columbia, South Carolina, Dr. Keisler earned a BS in biology. He continued his medical education in Columbia, receiving a Doctor of Medicine from the University of South Carolina School of Medicine. Dr. Keisler is board certified in family medicine. His special interests include medical student education, hypertension, diabetes and sports medicine.

Alicia Ribar, PhD, RN, FNP-BC | ribara@mailbox.sc.edu

Dr. Ribar has practiced professional nursing for 26 years and has over 20 years of advanced practice nursing experience. She began her career with a Bachelor of Science in Nursing from The University of Toledo, Medical College of Ohio, and subsequently worked in a variety of clinical settings and roles. In 1998, she completed her Master of Science in Nursing at Wright State University becoming a Family Nurse Practitioner. She is certified as a Family Nurse Practitioner by the American Nurses Credentialing Center and is recognized as an Advance Practice Nurse by the Ohio and South Carolina Boards of Nursing. In 2012, she completed her PhD in Nursing at Duquesne University concentrating in Epidemiology and transcultural health disparities. She has had active clinical practices in both acute care and primary care pediatric/family practice settings.

Frequently Asked Questions

When will I finish the program?

- Upon graduation of your academic degree program

How can I meet the hours required?

- See page 5 for a listing of currently available opportunities

How does this relate to other training programs I am involved in?

- AHEC Scholars is a complementary program to the Safety Net Dental program, Rural Interprofessional Behavioral Health Scholars, and ANEW programs. While we cannot guarantee all work will be eligible, we will make all efforts to ensure all relevant work will be counted for both programs. Please see your faculty for more information.
- AHEC Scholars is focused on providing you with interprofessional opportunities around the core topic areas with a focus on rural and underserved patient populations. Activities you are engaged in that meet these criteria will be considered and included as part of your required hours as appropriate.

Is there a sample timeline?

- See page 4 for a sample timeline

What are the differences between the IPC and AHEC Scholars Program?

	<u>AHEC Scholars</u>	<u>IPC Students</u>
Description of Program	<p>The program consists of didactic and experiential training opportunities with a focus on interprofessional primary care and service to rural and underserved populations. AHEC Scholars will receive preference for innovative, team-based clinical fieldwork placements, in addition to networking opportunities with state leaders and primary care professionals from across the state.</p> <p>All training will be focused on the seven core topic areas; telehealth, interprofessional education, behavioral health integration, Social determinants of health, cultural competency, practice transformation, and TeamSTEEPPS®</p>	<p>Provides a monthly interprofessional seminar; an annual conference; and opportunities for mentorship, networking, and leadership to students who are interested in and committed to primary care.</p> <p>The IPC provides innovative professional and interprofessional development experiences for advanced practice nursing, medical, pharmacy, and physician assistant students.</p>
Eligibility	<p><u>Medical University of South Carolina</u></p> <ul style="list-style-type: none"> •Dental-2nd Year •Nurse Practitioner-2nd Year, 1st Semester (full-time); or 6th Semester (part-time) •Medicine- 2nd Year •Pharmacy- 3rd Year •Physician Assistant Studies- 1st Year <p><u>University of South Carolina</u></p> <ul style="list-style-type: none"> •Masters of Social Work- 1st Year •Medicine-2nd Year 	<p><u>Medical University of South Carolina</u></p> <ul style="list-style-type: none"> • Advanced Practice Nursing • Medicine • Pharmacy • Physician Assistant Studies <p><u>University of South Carolina</u></p> <ul style="list-style-type: none"> • Advanced Practice Nursing • Medicine • Pharmacy • Physician Assistant Studies

	<ul style="list-style-type: none"> •Nurse Practitioner- Family Nurse Practitioner – 1st Year •Pharmacy-3rd Year •Physician Assistant Studies-1st Year 	
Length of Program	AHEC Scholars is a two-year program.	There are seven seminar opportunities over the course of a year; a student must attend five to receive recognition as an IPC Fellow

AHEC Scholars Checklist

Application to Program

- Complete application online at www.scahec.net/ahecscholars
- Receive program acceptance letter

Year 1

- Attend orientation
- Complete baseline evaluation measures
- Complete mandatory online modules:
 - *AHEC Scholars Introduction*
 - *TeamSTEPPS® for the Clinical Setting*
 - *Telehealth*
- Complete a total of 40 contact hours of didactic activities
- Complete a total of 40 contact hours of experiential activities

Year 2

- Complete a total of 40 contact hours of didactic activities
- Complete a total of 40 contact hours of experiential activities
- Complete end-of-program evaluation

One Year Follow Up

- Complete the post-graduation AHEC Scholars Follow Up Evaluation one year after program completion/graduation



www.scahec.net