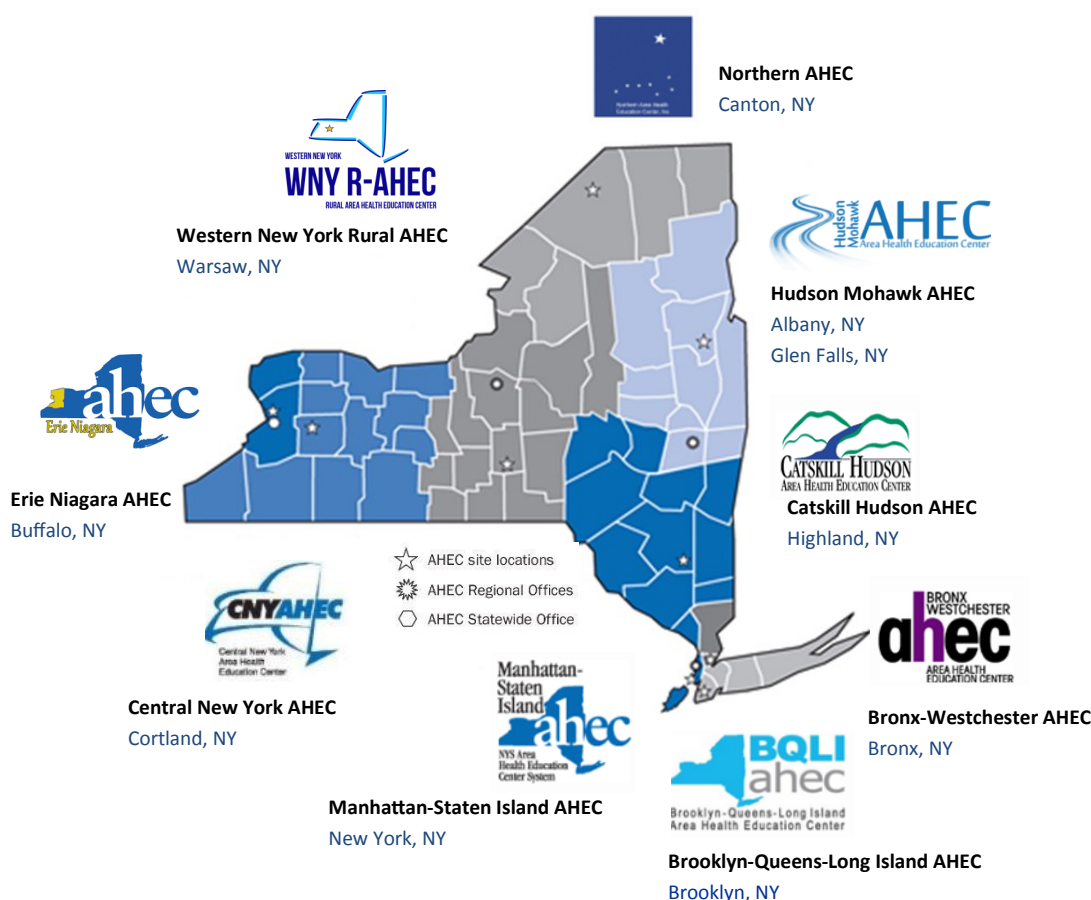




Project Objectives/Summary of Accomplishments July 1, 2017 through June 30, 2018

NEW YORK STATE AHEC SYSTEM

***“Connecting Students to Careers, Professionals to Communities,
and Communities to Better Health”***



Central Region Office at
Upstate Medical University

Eastern Region Office at
Albany Medical College

NY Metropolitan Region Office at
Institute for Family Health

Statewide Office at the University at Buffalo

The New York State AHEC System, comprised of nine AHECs, three regional offices and the Statewide Office, implements community-based strategies that cultivate a more diverse health workforce, address health workforce shortages — particularly primary care, and improve access to quality health care for all New Yorkers.

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Project Objectives/Summary of Accomplishments

July 1, 2017 through June 30, 2018

Mission:

The New York State AHEC System focuses on strategies to enhance access to quality health care and improve health care outcomes by addressing the health workforce needs of medically disadvantaged communities and populations through partnerships between institutions that train health professionals and communities that need them most.

Recruitment, Training and Retention Goals

1. Diversity

- ◆ Prepare a diverse, culturally competent primary care workforce representative of the communities served.

2. Distribution

- ◆ Improve the workforce distribution, particularly within medically underserved communities.

3. Practice Transformation

- ◆ Develop and maintain a healthcare workforce that is prepared to deliver high quality care in a transforming healthcare delivery system.

Objectives

- 1) Support the recruitment of underrepresented minorities/underserved populations into health professions with youth exposure activities, with an emphasis on high school students grades 9-12.
- 2) Support the community-based experiential training of health profession students in medically underserved communities through field placements and clinical rotations.
- 3) Enhance the local healthcare workforce through continuing education programs for currently practicing medical and healthcare professionals focusing on core topic areas.
- 4) Support the development and implementation of a two-year, interdisciplinary program curricula in core topic area with a defined set of clinical, didactic, and community-based training activities in medically underserved communities for a cohort of interprofessional students.
- 5) Connect health professional graduates to vacancies in medically underserved communities and raise awareness of debt reduction incentive programs for medically underserved community practice.
- 6) Develop and strengthen partnerships for implementing, advancing, and sustaining the work of the NYS AHEC Program.



Purpose/Need

According to 2018 HRSA data, there are approximately 5.82 million New Yorkers identified as residing in areas designated as "underserved" throughout New York's nearly 520 Health Professional Shortage Areas (HPSAs).^[1] It would require over 1,200 additional healthcare practitioners in these areas to remove the shortage status. Moreover, the NYS Department of Labor projects that the healthcare sector will account for one of the largest areas of growth, roughly 20.8% of all employees, within the next decade.^[2] As such, the NYS AHEC System's recruitment, training and retention strategies are solutions to current and future workforce needs.

[1] Designated Health Professional Shortage Areas Statistics. (2018). [Chart]. Bureau of Health Workforce, Health Resources and Services Administration, U.S. Department of Health and Human Services. Retrieved from <http://datawarehouse.hrsa.gov/topics/shortageAreas.aspx>

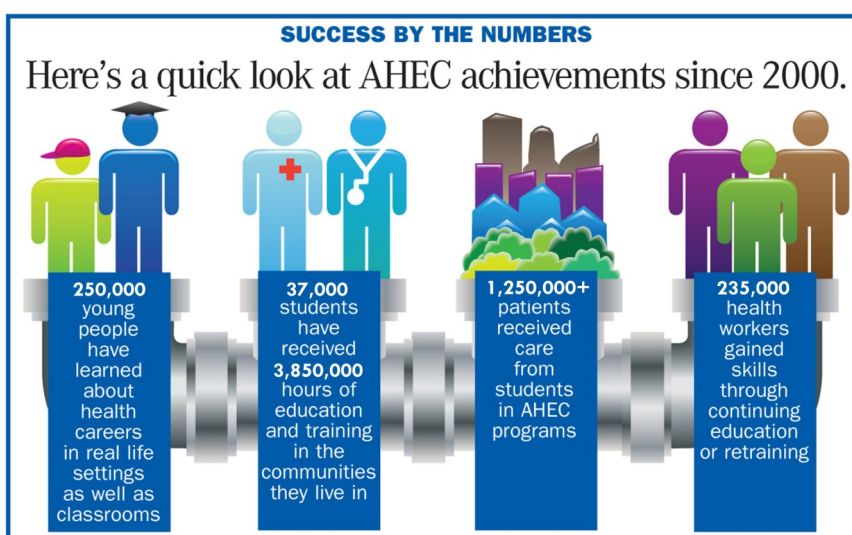
[2] New York State Department of Labor: Long Term Industry Employment Projections, 2012-2022. [Chart]. Retrieved from <https://www.labor.ny.gov/stats/lspoj.shtm>

Project Objectives/Summary of Accomplishments

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Overview: Outreach 2016-2017

- ◆ Roughly 1,300 elementary and middle school students, nearly 5,600 high school students and approximately 3,000 college students participated in health careers programs.
- ◆ Over 700 rotations were completed by medical, nursing and health professions students with over 250 preceptors/faculty at AHEC-sponsored community-based sites (e.g., community health centers, hospitals, clinics and private practices) with an emphasis on underserved communities.
- ◆ Nearly 45,000 health professionals received continuing education training via 190 workshops, seminars, conferences and distance learning programs/series. Retraining initiatives provided health professions training for adult career-changers, displaced and re-entry workers.



Note: These are round numbers. Please call the Statewide Office for detailed statistics.

Alignment with NYS Department of Health Priorities

- ◆ Since August of 2012, the New York State AHEC System has been monitoring, responding to and making recommendations to the New York State Department of Health about the \$6.2 billion Medicaid Waiver now referred to as the Delivery System Reform Incentive Payment (DSRIP) Program. Interventions include increasing access to primary care services and the necessary workforce training and re-training for these initiatives. Total funds expected for DSRIP related work and consultant services, including but not limited to programmatic activities, data tracking, and survey development, across multiple centers exceeds \$600,000 for the next two fiscal years.
- ◆ The New York State AHEC System continued its representation on the statewide Delivery System Reform Incentive Payment (DSRIP) Program/ State Health Innovation Plan (SHIP) Workforce Workgroup regarding DSRIP workforce transformation, MRT Workforce Workgroup recommendations, Rural Residency Program, telehealth and care coordination.
- ◆ R-AHEC was awarded a Health Workforce Retraining Initiative (HWRI) grant totaling \$607,616. The project period runs from January 1, 2017 through December 31, 2018.

Making all of New York state a Campus:

The New York State AHEC System has established affiliation agreements, participating school agreements and/or collaborative partnerships (to support training, pipeline and/or continuing education programs) with:

- 100 academic institutions;*
- 115 elementary/secondary schools;*
- 377 hospitals/health care systems/clinics/networks; and*
- 180 community and professional organizations/government agencies/businesses.*

Project Objectives/Summary of Accomplishments

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"All three of my sons attended the MASH Camp at Arnot Ogden Medical Center. They learned a lot, had fun and came away wanting to know more about the many opportunities in healthcare. It is a wonderful program. We are thankful it is available right in our community."

CNYAHEC mother

*"I love how they teach us
about different careers
and how they work."*

BQLI AHEC participant

"I was able to experience working with professionals [in bioinformatics], an opportunity that inspired my future."

ENAHEC participant

“Thank you for providing these opportunities and exposing me to careers and paths I never knew.”

MSI AHEC participant

“I was exposed to the healthcare field in such depth and detail that it allowed me to understand what working in a hospital is actually like, as well as all the different responsibilities that go into making sure a patient has a successful experience.”

BW AHEC participant

Evaluation

Data collected by the NYS AHEC System

The NYS AHEC System utilizes a cloud-based data management system called AHEC Tracker. Tracker provides the entire System with a data management and participant tracking system. Each Center and Regional Office utilizes Tracker to report on all Pipeline programs, Rotations, Health Professions Student Training, Practicums/Field Placements, and/or Continuing Education programs that the AHECs facilitate throughout NYS. This database provides the NYS AHEC System with secure access for authorized



Individual-level data is collected from all AHEC participants enrolled in pipeline programs, rotations/field placements, health profession student training and continuing education programs that are 4 or more hours. This includes demographics, socioeconomic data, previous exposure to math/science enrichment programs, residence, career plans and perception of the program. Health professions rotation participants provide AHEC's with intended practice location upon completion (NYS, underserved, rural/urban/suburban, etc.). Each participant is provided a unique identification/tracking number in the cloud-based database. This information is accessible in real time across the state for modifications, updates, reports, etc. Through the database and standardized evaluation instruments, the New York State AHEC System provides the required information on workforce recruitment, training activities, retention, intended practice location, and trainee characteristics, such as disadvantaged background, race and ethnic diversity.

Intermediate and Long Term Outcomes

The New York State AHEC System Statewide Office continues to implement longitudinal tracking via the National Student Clearinghouse (NSC) to ascertain college enrollment rates for past AHEC middle/high school students, now age 18 and older. The NSC is partnered with more than 3,500 colleges (2 and 4 year colleges as well as universities), representing 98% of US college students, and provides details on college enrollment, degrees received, and often includes college major or concentration.

Of 10,000 past New York State AHEC System Pipeline participants enrolled in pipeline programs anytime between 2002—2018, who were between the ages of 18 – 32 years at the time of the NSC data pull in June 2018, for whom the New York State AHEC System had adequate identifiable information, the NSC indicated that 43.2% (n=4,322) of them attended at least some college. This rate of college enrollment exceeds that of US population (41%) (US Department of Education, 2016). Furthermore, 30.9% (n=1,309) of AHEC participants graduated with a degree or certification, with over 60 of those participants earning two or more degrees/certifications. Of the degrees earned: 21% were Associate's, 55% Bachelor's, 16% Master's and 5% Doctoral. Most notable, of all the degrees/certifications earned 78% were within the Health Professions or a STEM-related field of study. The two most common Majors associated with a degree/certification were: "Nursing" and "Biological Sciences."

Project Objectives/Summary of Accomplishments

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NEW: NYS AHEC Scholars Program

Beginning Fall 2018, each AHEC Center will recruit and enroll an interdisciplinary team of health professions students for the brand-new AHEC Scholars program, a statewide, two-year longitudinal academic program designed to provide current health professional students with community-learning opportunities in underserved and medically disadvantaged areas. Utilizing a hybrid model of in-person experiences and online modules, participants will gain in-depth training on topics designed to augment patient care, such as cultural competency, social determinants of health, practice transformation, behavioral health integration, and interprofessional care coordination. In addition, all experiential or clinical training will be conducted in rural and/or medically disadvantaged settings throughout New York State.

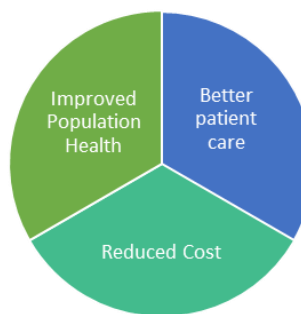
The overarching goal of the AHEC Scholars Program is for students to gain a valuable understanding about the numerous social and cultural factors that influence an individual's overall health and their ability to access quality care. By exposing students to social, financial, and cultural issues of care, this program aims to support the development of future healthcare professionals who are able to provide high-quality, patient-centric care to all members of their community.

Program Planning and Development:

On October 4-5, the NYS AHEC Statewide Office hosted an in-person AHEC Scholars Planning Meeting. In attendance were representatives from all nine centers, four regional offices, the Statewide Office Team, as well as the AHEC Scholars Program Director. The meeting objectives were to: (a) Understand the HRSA requirements, NYS AHEC Work Plan, and evaluation/data needs pertaining to the AHEC Scholars Program; and (b) Develop Center-level Action Plans that addressed: overcoming challenges/roadblocks to implement the AHEC Scholars program; developing relationships with programs, schools, and faculty; completing Strategic Partner Agreements; implementing important transitions that must take place; and sustaining the AHEC Scholars Program annually.

Each of the nine AHEC Centers were tasked with identifying and securing strategic academic and clinical partners to support the development and implementation of the AHEC Scholars Program. Numerous technical assistance webinars hosted by the Statewide Office throughout winter and early spring supported each of the AHEC Centers and their respective partners to address program development and logistical concerns. The Statewide Office provided additional program support, including the creation and dissemination of a comprehensive Frequently Asked Questions packet for potential partners, as well as a curriculum framework outlining topics that will be addressed within the AHEC Scholars didactic sessions.

During April, a standardized student application was created by the Statewide office for dissemination across the nine centers. Student recruitment began in May, and will continue until all cohort slots are full. Each center is expected to recruit one AHEC Scholars Team, comprised of 3-5 current health professional students. The program will begin September 1, 2018.



Objective #4:

Support the development and implementation of a two-year, interdisciplinary program curricula in core topic area with a defined set of clinical, didactic, and community-based training activities in medically underserved communities for a cohort of interprofessional students.

Project Objectives/Summary of Accomplishments

July 1, 2017 through June 30, 2018

Objective #1:

Increase elementary, secondary, community college and college students' knowledge and awareness of health careers through pipeline programs that promote medicine and health professions as viable options, particularly for students from disadvantaged and underrepresented minority backgrounds, in order to promote a culturally diverse workforce.

A total of 13,543 students (4,818 grades K-8 students, 8,186 grades 9-12 students and 539 college students participated in health careers programs.

Health Careers Multi-Session Programs:

- ◆ BQLI AHEC, Catskill-Hudson AHEC, Central NY AHEC (CNYAHEC), Northern (NAHEC), Erie-Niagara AHEC (ENAHEC), and WNY Rural AHEC (R-AHEC) hosted **MASH, MedQuest, HealthQuest and/or Summer Camps** serving over 700 elementary, middle, and high school students with hands-on exposure to health careers and brief job shadows.
- ◆ AHECs provided **internships, mentoring and job shadows**. BQLI AHEC, Bronx-Westchester AHEC (BW AHEC), Central NY AHEC (CNYAHEC), NAHEC, Manhattan-Staten Island AHEC (MSI AHEC), and R-AHEC conducted Summer Health Internship, mentoring and/or multi-session job shadow programs for 150 high school/college students.
- ◆ R-AHEC's **PULSE Academy** provided 3 school districts and over 600 high school students with healthcare career awareness and exploration activities.
- ◆ ENAHEC and R-AHEC provided over 700 high school students with exposure to **careers in bioinformatics and genomics** through hands-on gene annotation research as part of the Science Education and Partnership Award (SEPA) project.
- ◆ **College and Health facility tours**. BQLI AHEC, Erie-Niagara (ENAHEC), MSI AHEC, and WNY R-AHEC provided over 150 high school students with facility tours of local colleges, hospitals, nursing homes, and provider offices. By exposing students to local facilities, NYS AHEC encourages area development and retention.
- ◆ CHAHEC conducted **Scrubs Club (SC)** with 40+ high school students at SUNY New Paltz. Developed by CHAHEC, Scrubs Club has 28 lessons that can be incorporated into a curriculum or utilized as a 3-year, longitudinal, afterschool program. Scrubs Clubs was the **recipient of the Outstanding Rural Health Program of the Year award** at the 2016 Annual Conference for the New York State Association of Rural Health held in Clayton, NY.

Health Careers Awareness Programs

- ◆ Over **5,600** K-8, 9-12 and college students attended **single session awareness programs** via career fairs, presentations and trips/tours. These single session events increase awareness and exposure to health-related careers through lectures, hands-on activities, and demonstrations.
- ◆ CNYAHEC and NAHEC, in collaboration with SUNY Upstate Medical College, continued their joint **collaboration with NY's Health Occupations Students of America (HOSA)** to recruit HOSA chapters and expand into their current regions. CNYAHEC and NAHEC also participated in the HOSA Spring Leadership Conference, with over 100 students in attendance.
- ◆ **Health Career Scholarship (HMAHEC)**: A total of 7 high school students were awarded a scholarship in the amount of \$500. All recipients indicated an interest in attending a local community college with plans to pursue careers in Health Education, Dental Hygiene, Nursing, and Radiologic Technology.



Project Objectives/Summary of Accomplishments

July 1, 2017 through June 30, 2018

Pipeline Program Spotlight– SHIP

Brooklyn-Queens-Long Island AHEC (BQLI AHEC), Bronx-Westchester AHEC (BWAHEC), and Manhattan-Staten Island AHEC (MSI) collaborated with local healthcare facilities and community-based organizations to jointly host the Summer Health Internship Program (SHIP). The program provided a six week summer placement opportunity for underrepresented and/or economically disadvantaged students entering their junior and senior years of high school, as well as freshmen and sophomore in college, who have expressed an interest in the health field. Students interned at designated placement sites three days a week, with mandatory didactic sessions once per week. These sessions included lectures from guest speakers on a wide variety of health-related topics, field trips to local academic institutions and medical centers, and other interactive activities. At the end of the program, students were required to attend a closing ceremony and present a final project. Over the course of the program, students were exposed to a variety of careers in the health fields as well as to health issues affecting their communities. Past participants have rated the program positively with many participants indicating an increased interest in health careers. When asked to provide comments on the program, prior participants said:

- ♦ *"It was during this program that I discovered my passion for advocating for Women's Health, and that's something I will never forget!"*
- ♦ *"This experience has shown me that I don't have to be a doctor to help people. I can positively effect change by focusing on certain aspects of the health care. I am now looking at a graduate program in Health Administration and Policy. I want to make sure to provide patients with the resources and the education on how we can help them."*
- ♦ *"The programs and opportunities provided by MSI AHEC helped me get into college. I was a junior going into my senior year of high school and the experiences I had really solidified my decision to go into medicine."*

Pipeline Program Spotlight-MASH Camp (CNY)

Throughout the year, Central New York AHEC (CNYAHEC) hosted five MASH Camps for roughly 100 middle and high school students. MASH Camp, or the Medical Academy of Science and Health, is a fun and educational day camp for students to explore health careers. Students are exposed to a variety of health professions, covering everything from on-the-job-training to an advanced college degree. Held at community medical centers, campers enjoyed two to three days of fun and interaction at a local hospital, where they:



- ♦ Learned about a variety of health professions as viable career options;
- ♦ Learned about the educational requirements, skills, typical job duties, and personal qualities of successful health professionals and para-professionals; and
- ♦ Participated in interactive, hands-on workshops (on topics such as physical therapy, nursing, surgery, food service, clinical laboratory sciences, cardiac care, pathology, diagnostic imaging, recreational therapy, pharmacy, and emergency medicine) that highlight the skills, equipment, technology, and resources used by health professionals.

Overall, past participants have rated the program positively with many participants indicating an increased interest in health careers. When asked to provide comments on the program, prior participants said:

- ♦ *"I learned a lot and have a better understanding of health careers. I loved seeing all the different fields and what each one does!"*
- ♦ *"I liked that we got to see so many different professions and got to experience so many hands-on activities!"*
- ♦ *"Learning about all of these careers makes me appreciate what each of them does. It's a great experience."*

Objective #1:

Increase elementary, secondary, community college and college students' knowledge and awareness of health careers through pipeline programs that promote medicine and health professions as viable options, particularly for students from disadvantaged and underrepresented minority backgrounds, in order to promote a culturally diverse workforce.

"Connecting students to careers, professionals to communities, and communities to better health."

Project Objectives/Summary of Accomplishments

July 1, 2017 through June 30, 2018

Objective #2:

Expand and support health professions training programs and community-based training experiences in underserved areas for medical students, health professions students and post-secondary students, particularly those from New York State high schools and post-secondary schools.

A total of 2,823 rotations were completed by medical, nursing and other health professions students, totaling 213,893 hours of community-based training with over 400 preceptors. A total of 51 residents completed 97,920 hours of community-based training, and a total of 642 health professions students received 38,904 hours in non-rotation and/or didactic training programs.

Health Professions Students

- ◆ The NYS AHEC System, in collaboration with academic institutions such as Lake Erie College of Medicine, University at Buffalo, SUNY Upstate Medical University, and Albany College of Medicine provided the following students with community-based experiential learning:
 - * **372 Medical Students**
 - * **108 Nursing Students**
 - * **20 Physician Assistant Students**
 - * **17 Public Health Students**
 - * **163 Other Health Professional Students** (including Dental, Social Work, Nutrition, Pharmacy, Counseling/Mental Health, and Medical Technology)
- ◆ **Rotation sites included community health centers, ambulatory care sites, hospitals and non-profit community organization** including NY Metropolitan Region Office/Institute for Family Health (IFH) medical student rotations at ECHO Free Clinic (Einstein) and NYC Free Clinic (NYU), social work placements at IFH Psychosocial Program and Eastern Region Office/Albany Medical College (AMC) with Hudson Valley Community College team-based training for medical students and nurses at AMC's simulation center.
- ◆ During the summer of 2016, NY Metropolitan Region AHECs provided 15 NY Institute of Technology College of Osteopathic Medicine (NYITCOM) students with a **six week Community Health Experience (CHE)**. Students served in diverse community health settings and gained exposure to intercultural concerns and dynamics. CHE, in existence since 2005, has past NYITCOM evaluations showing CHE students were more likely to specialize in primary care in medically underserved communities.
- ◆ Western NY Rural AHEC (R-AHEC) manages a Hospitality House, conveniently located next to Wyoming County Community Hospital, to support current health professions students and professionals in the area. Over 30 medical/health professions students and visiting providers received **housing support**.
- ◆ Northern AHEC and Catskill-Hudson AHEC (CHAHEC) continued their **Rural Immersion Programs**. Over 20 medical students spent a week or more shadowing providers at hospitals and community agencies while exploring rural community life and identifying public health issues, including health care access. Local partners included Wells College, Touro University, SUNY Upstate, River Hospital, Canton-Potsdam Hospital, and Claxton-Hepburn Medical Center.
- ◆ Each NYS AHEC System center and regional office have staff who are **National Health Service Corps NHSC Ambassadors**. Each ambassador assists with increasing placements at sites with NHSC providers and informs students of scholarship/loan repayment options.
- ◆ Central Region Office (CRO)/Upstate Medical University continued their **Rural Medical Scholars Program** designed to increase the number of family physicians entering the rural workforce. Students completed all medical rotations in a rural and/or underserved setting.
- ◆ Western NY Rural AHEC (R-AHEC), through the Health Workforce Re-entry Initiative, provided over **45 first-time LPN students with the training and education needed to earn their license**.

Ongoing Summer Programs

- ◆ Hosted by MSI AHEC and BW AHEC, the **Health Career Internship Program (HCIP)** has eight enrollees, and will run throughout July 2017.
- ◆ A collaboration effort of the three NY Metro AHECs, the **Community Health Experience (CHE)** program has 15 enrollees, and will run throughout July 2017. Similarly, the **Summer Health Internship Program** has approximately 50 enrollees, and will run July-August.

Project Objectives/Summary of Accomplishments

July 1, 2017 through June 30, 2018

Health Professions Student Program Spotlight– Rural Health Immersion

NAHEC partnered with SUNY Upstate Medical University to host three separate rural immersion programs for a total of 18 first and second year medical students. Participants immersed themselves in the small town life of Canton and Ogdensburg, NY, taking part in local activities to gain an understanding of the local economy, recreational offerings, public health issues, educational resources, social influences, and many other elements that help define rural communities.. Students also actively participated in the local healthcare system by shadowing providers at the hospital and patient clinic, and discussing healthcare topics with local practitioners throughout the week. Program evaluations indicate students thoroughly enjoyed the opportunity to experience the benefits and challenges of rural life, with 100% of participants rating their experience as either excellent or very good. Moreover, 80% of students significantly improved their knowledge about the varying roles and responsibilities of rural physicians compared to urban practitioners. When asked to provide comments on the program, past participants responded:

- ♦ *“Providers are able to build more meaningful and lasting relationships with generations of patients...establishing mutual trust.”*
- ♦ *“It’s much easier to feel engaged when you know that it matters. I got to be reminded of why it matters this week.”*
- ♦ *“A rural community offers future practitioners the ability to practice medicine in a manner more aligned with their vision of how patient care should be.”*

Community Health Experience

In collaboration with the New York College of Osteopathic Medicine, all three NYC metropolitan AHECs (BQLI AHEC, BW AHEC, and MSI AHEC) coordinated the Community Health Experience. The program, designed for medical school students who have completed their first year, provides participants with a six-week long placement at a local health facility or community-based organization. Geared towards diverse community and public health experiences, students are not only exposed to underrepresented populations, but receive hands-on training designed to increase awareness of a wide array of issues affecting the overall health within that community. In addition to placement in community organizations, students also participate in a didactic lecture series once a week, with topics covering different community/public health centered issues. When asked to provide comments on the program, students responded:

- ♦ *“I was exposed to different underserved communities in Manhattan, the Bronx and Brooklyn. This program was a great opportunity and it gave me a better understanding of the factors affecting underserved communities.”*
- ♦ *“This program has given me the most hands-on, learning experience I have ever received.”*
- ♦ *“This program gave me a chance to affirm my belief that I belonged in the health field. I was able to interact with professionals whilst also providing assistance to the ones who needed it most.”*

Connecting Health Professional Graduates to MUCs

The NYS AHEC System is dedicated to reducing the shortage of healthcare professionals across the state, as well as increasing awareness of available debt reduction programs for eligible providers. Each of the nine centers has designated at least one staff member to serve as a National Health Service Corps ambassador to notify health professional students regarding debt reduction programs and incentives for MUC employment. The NYS AHEC System is further finalizing strategic partner agreements with employers in MUC settings to identify current and upcoming job vacancies and collaborate with local academic institutions to notify health professional graduates of available jobs. Current activities in progress include:

- ♦ Integration of a Job Board on center webpages to highlight available vacancies in medically underserved areas
- ♦ Social media posts and bi-monthly newsletters to followers regarding available vacancies and eligible loan forgiveness and scholarship programs
- ♦ Exposure and shadow programs with hiring healthcare facilities

Objective #2:

Expand and support health professions training programs and community-based training experiences in underserved areas for medical students, health professions students and post-secondary students, particularly those from New York State high schools and post-secondary schools.

Project Objectives/Summary of Accomplishments

July 1, 2017 through June 30, 2018

Objective #3:

Enhance the local health care workforce through continuing education programs for medical and health care professionals, development and support for career ladders and promotion of programs that support re-entry workers.

A total of 14,899 professionals representing medicine, nursing, allied health, pharmacy, social work, management, education and other disciplines, attended 229 programs. Programs were offered via employer and academic institution collaborations using workplace-based workshops and seminars, video conferences and distance learning.

Continuing Education Programs

- ◆ First responders received CE via AHEC programming. Catskill Hudson (CHAHEC) AHEC hosted two Columbia-Greene **EMS Education Days** serving nearly 90 emergency services and emergency room professionals, and co-hosted the **Emergency Responder Leadership Academy** for 104 participants. Hudson Mohawk (HMAHEC) collaborated with local EMS groups and academic institutions to co-host an two EMS related events, drawing a total of 43 EMS specialists and instructors.
- ◆ Central New York AHEC (CNYAHEC) continued to add **InService Solutions** (ISS) clients. Over 33,800 individuals completed roughly 30,000 hours of training over 17 modules. Northern AHEC (NAHEC) also utilized ISS to offer local partners ongoing CE programs. Over 1,000 participants completed their **training on corporate compliance, patient rights and safety, and workplace violence** to stay current on required regulations and certifications.
- ◆ CHAHEC co-sponsored: Twin Lakes Medical Associates' **Cardiovascular Teaching Day** (39 participants) and **SUNY Delhi Recovery and Mental Health Wellness** (63 attendees).
- ◆ Several NYS AHEC System Centers, including CHAHEC, CNYAHEC, ENAHEC, NAHEC, and R-AHEC, provided **Cultural Competency and Social Determinants Awareness Training** to roughly 6,000 current and aspiring healthcare professionals.
- ◆ Health Workforce Retraining Initiative (HWRI) activities **support career ladders and workforce re-entry**. Western NY Rural AHEC (R-AHEC) offered Basic Computer Skills and Healthcare Leadership training to over 1,250 staff at local and regional healthcare partners.
- ◆ Brooklyn-Queens-Long Island AHEC (BQLI AHEC) partnered with the National AHEC Organization (NAO) to host an **HPV Prevention and Vaccine Awareness event** for 60 current healthcare practitioners.
- ◆ HMAHEC, with several community partners, sponsored five events **highlighting recruitment and professional retention practices** for a total of 100 attendees.
- ◆ The Central Region Office (CRO)/Upstate Medical University, with University of Rochester and University at Buffalo, continued with a NYS DOH-sponsored program to **increase colorectal, breast and cervical cancer screening** in community practices.

Selected Continuing Education/Faculty Development Programs

Continuing Education Topic	No. of Programs	No. of Participants
Clinical Safety	14	8,478
Cultural Competency/Health Disparities	67	5,954
Emergency Preparedness/Safety	14	9,713
Healthcare Leadership	49	747
Mental Health	4	827
Patient Rights and Safety	25	4,403
Professional Development	18	567
Public Health	1	60

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ATHOS

Western New York Rural AHEC's ATHOS curriculum offers a wide range of quality educational resources for health care professionals. Individuals received training on techniques to enhance patient-centered care, improve the delivery of culturally appropriate healthcare services, and enhance professional behavior in the workplace. This year, R-AHEC provided over 130 healthcare professional with training on professionalism. Additional topics available for training include: (a) Motivational Interviewing for Community Health Workers; (b) Cultural Competency and Health Literacy to improve the delivery of healthcare services; and (c) Community Health Worker Skill Development. Overall, past participants have rated the program positively with many participants expressing the alignment of information taught with applicable practical skills and knowledge. Of the participants who recently took the Professionalism workshop, 97% agreed that the training was useful to their position. When asked to provide comments on the program, they responded:

- ♦ *"I would recommend this training because it is something that not everyone pays as much attention to as they should."*
- ♦ *"Brings to light many subjects, can be used in everyday life"*
- ♦ *"I believe everyone in the organization should take this training. We should also re-take this training occasionally."*

Cultural Competency and Health Literacy

As part of a multi-year contract with Millennium PPS, Erie Niagara AHEC (ENAHEC) offers cultural competency and health literacy trainings to over 150 partner organizations and approximately 100 community-based organizations throughout eight counties (Erie, Niagara, Chautauqua, Cattaraugus, Allegany, Genesee, Wyoming and Orleans) of Western New York. Training formats include in-class presentations, webinars, and online courses. To date, roughly 5,200 health professions employees in primary care, behavioral health, skilled nursing, and home healthcare have received training. Many of the participants found the training useful and applicable to the workplace setting. Specifically, a number of participants indicated their increased awareness for interpretation and translation services when providing care for patients and families. When asked to provide comments on the program, participants stated:

- ♦ *"[This training] increased my awareness of how culture impacts healthcare."*
- ♦ *"Excellent training. Very engaging and interactive. I learned a lot of information that I wasn't previously aware of."*

Emergency Responder Leadership Academy

Catskill Hudson AHEC's Emergency Responder Leadership Academy titled "Navigating the Business of EMS - A Strategic Vision" was held on July 14, 2017 at Marist College. The purpose of the program was to present on the pressing issues that affect Emergency Medical Services agency systems and personnel, as identified in the report "The Changing Face of Emergency Medical Services in New York State." Presentations were led by experts in the field of finance, public relations, legal/strategic counsel, and not-for-profit management. Over 100 Emergency Service professionals were in attendance, and received 6.25 CME credits from the EMS Bureau of the NYS Department of Health. The day concluded with a moderated Q&A panel discussion. Program evaluations were overwhelmingly positive, with the majority of attendees indicating that the quality of the program was excellent and that content was purposeful. When asked to provide comments, participants stated:

- ♦ *"[This event] is absolutely vital to all administrators and EMS leaders. We can all learn to listen to each other and further our agencies with best practices."*
- ♦ *"Great overall training. The quality of the information presented and the presenters themselves was tremendous. I left the training with an increased knowledge and ideas to try and implement."*

Objective #3:

Enhance the local health care workforce through continuing education programs for medical and health care professionals, development and support for career ladders and promotion of programs that support re-entry workers.

Project Objectives/Summary of Accomplishments

July 1, 2017 through June 30, 2018

Objective #6:

Develop and strengthen partnerships for implementing, advancing, and sustaining the work of the NYS AHEC Program.

The \$2,077,000 in 2016-17 state funding to the New York State AHEC System leveraged a workforce development initiative projected at approximately \$6 million (through federal, local, community and private foundation funding) invested in training programs, services and jobs in medically underserved rural and urban communities.

Leveraging NYS Investment

- ◆ **“Western NY Genetics in Research Partnership”** Year 5 activities were completed by students under the \$1.1 million National Science Foundation grant involving the Statewide Office (Department of Family Medicine, University at Buffalo (UB) School of Medicine and Biomedical Sciences), Erie Niagara AHEC (ENAHEC) and Western NY Rural AHEC (R-AHEC). The program was designed to promote STEM careers to local high school students for jobs at the growing University at Buffalo NYS Center of Excellence in Bioinformatics and Life Sciences (CBLS) and improve genomic competencies of local science teachers. The AHECs successfully reached a total of 730 students and helped the teachers to recruit 99 students to participate in the research study: 51 of the students were randomized into a treatment group and 48 students were randomized into the control group. In May, a Capstone Symposium was held in Buffalo, providing participating students and teachers the opportunity to present their projects and network with researchers and employers. A brief video was produced for the project which showcased both teachers and students in the program (<https://vimeo.com/164441141>).
- ◆ R-AHEC continued operation of the **Western New York Rural Broadband Healthcare Network (WNY RBHN)**. As the network administrator and consortium lead, R-AHEC assists eligible non-profit healthcare organizations throughout Western and Central New York to access funds for subsidized broadband services and equipment through the Federal Communication Commission’s Healthcare Connect Fund. The network consists of a consortium of post-secondary academic facilities providing medical education, rural and urban hospitals, community health centers, Federally Qualified Healthcare Centers and skilled nursing facilities. Through the network, members are able to expand use of telemedicine, clinical mentoring, collaboration, and training over a secure, high speed IP Network with scalable bandwidth to support telemedicine and distance-learning applications. There are roughly 150 healthcare and healthcare administrative facilities on the network. The program expands broadband accessibility in medically underserved and rural areas.
- ◆ BQLI AHEC received a subcontract award in the amount of \$50,000 to coordinate after-school internships for high school students as part of a NYC Department of Education program designed to promote career exploration activities.
- ◆ R-AHEC received a grant in the amount of \$110,000 from the John R. Oishei Foundation to support renovations and upgrades to the William F. Thiel Hospitality House.
- ◆ EN AHEC and R-AHEC received subcontracts in the amount of \$15,000 per year for 3.5 years to facilitate medical student and resident placements in underserved areas as part of the Doctors Across New York Ambulatory Practice Program through the New York State Department of Health.



Connecting students to careers, professionals to communities, and communities to better health

Project Objectives/Summary of Accomplishments

July 1, 2017 through June 30, 2018

AHEC State and National Leadership

Mid-Hudson Rural Integrated Delivery System Provider Network Board and **Eastern Dutchess Rural Health Network Advisory Board** (CHAHEC); **Board of Trustees to Erie Community College** [Erie-Niagara AHEC (ENAHEC)]; **Community Care of Brooklyn Community Engagement Committee** and [Brooklyn-Queens-Long Island AHEC (BQLI AHEC)]; **NYS Association for Rural Health** [CHAHEC, Northern AHEC (NAHEC), and Central Regional Office (CRO)]; **State Workforce Advisory Group** [(Statewide Office, Hudson-Mohawk AHEC (HMAHEC), and Northern AHEC (NAHEC)]; **National AHEC Organization (NAO) Center Director Constituency Group Representative** and Chair, **NAO Diversity Committee** [Manhattan-Staten Island AHEC (MSI AHEC)]; Vice Chair, **Resource Center for Accessible Living of Ulster County Board of Directors** (CHAHEC) and **NYS Health Innovation Plan** (NYS AHEC System Director); **DSRIP/SHIP Workforce Workgroups, Planning and Advisory Committees**.

Publications and Presentations

Janine M. Jurkowski, PhD, MPH (Advisory Board Member)

- ♦ Dennison, B., Nguyen, T., Xu, C., Fan, W., **Jurkowski, J.** (2017). Impact of state legislation on hospital breastfeeding support in New York. *Journal of Public Health Management and Practice*, 23 (5): 1-9.
- ♦ Applrys, D., Williams, E., Faith, T., Kamen, D., Vazques, E., and **Jurkowski, J.** (2018). Cultural and quality-of-life considerations when administering corticosteroids as a therapeutic for African American women living with systemic lupus erythematosus. *Patient Preference and Adherence*, 12: 1007-1014.

NYS AHEC System Online Activities



To meet the overarching NYS AHEC goals of increased awareness and retention, the statewide office has been promoting an increased and positive online presence. In June, the NYS AHEC System launched its new and completely renovated website (www.nysahec.org), which provides users with improved menu navigation, more concise and visually appealing front pages, and responsive page designs for alternative web access via mobile devices. The new website includes pages that identify additional resources with links to external information, such as governmental sites, professional associations, and our Health Professions Education Guide (a comprehensive guide of all health-related career programs offered at colleges and other educational institutions throughout NYS). The new website also highlights current pipeline, continuing education, rotation, and internship programs throughout the NYS AHEC System. A statewide program calendar is regularly updated, and details the activities, locations, and dates of upcoming programs across each of the nine centers and four regional offices. In addition to the above user-friendly changes, the new website facilitates back-end development, including simplified update capabilities, easier content development, and improved web analytics and tracking.

The NYS AHEC System also utilizes social media platforms such as Facebook, Twitter, and LinkedIn. By implementing these social media platforms, NYS AHEC aims to grow our overall following, increase active engagement, and encourage brand evangelism via the construction of relationships with similar groups, current affiliations, and the healthcare and education industries. Platforms are regularly maintained, monitored, and updated, with previous posts including: Current trends/reports (employment trends, salary growth, attendance/graduation information); Links to healthcare-related news (National, state, or local articles/videos/conferences); Upcoming deadlines/events/activities (including but not limited to NYS AHEC programs, sponsored events, local enrollments; and National Health Service Corps applications); and Upcoming healthcare-related holidays/celebrations (e.g. National Nurses Week, Thank a Doctor Day, etc..

