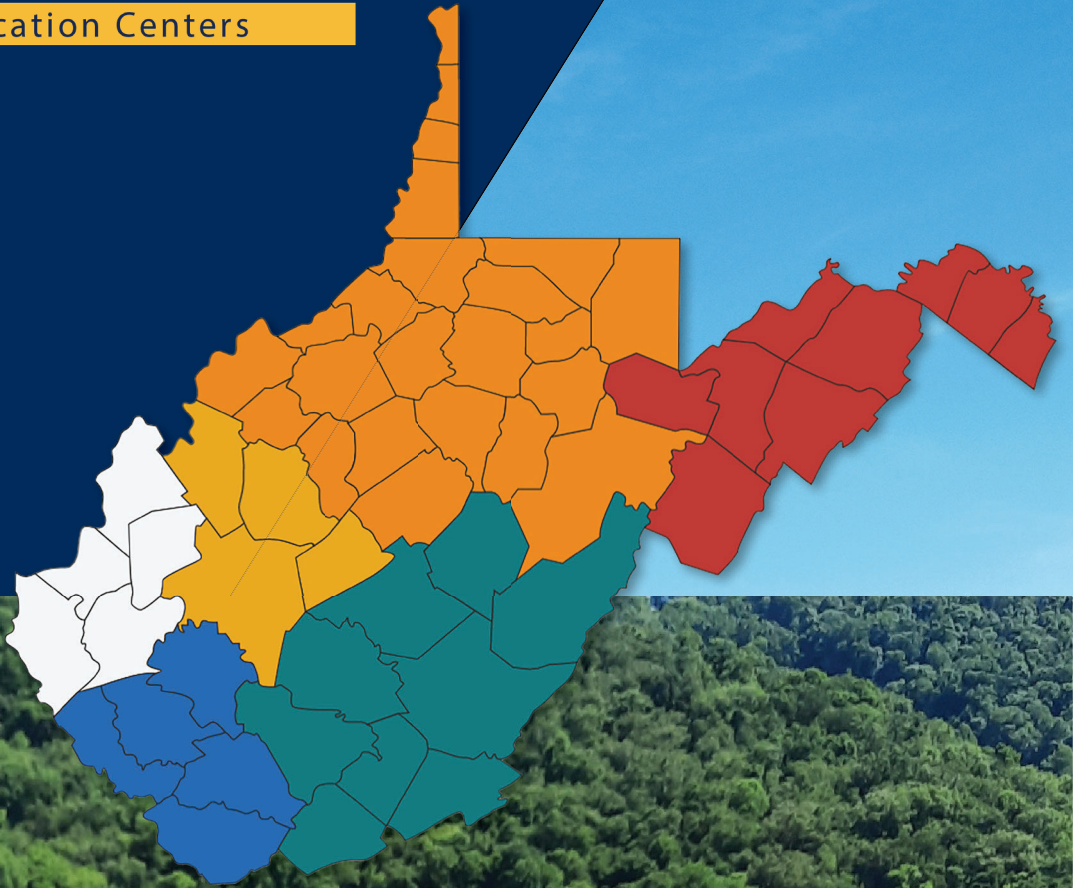


WEST VIRGINIA

# AHEC

Area Health Education Centers



**2022 Report**  
**Dedicated to Community Health**



## West Virginia Area Health Education Centers

[hsc.wvu.edu/west-virginia-area-health-education-center/](http://hsc.wvu.edu/west-virginia-area-health-education-center/)

West Virginia AHEC is a \*HRSA-funded rural health program housed within the West Virginia University Institute for Community and Rural Health.

Dr. Larry A. Rhodes

*Executive Director Rural Programs*

### WV AHEC Staff

Sandra Y. Pope

*Director and Principal Investigator*

Terry Wooten

*Assistant Director*

Victoria Sanchez

*Director of Research and Evaluation*

Jessica Stidham

*AHEC Scholars Program Manager*

Stephan Brooks

*Special Projects Coordinator*

### Central Counties AHEC

Jennifer Kayrouz

*Center Director*

### Eastern AHEC

Aaron Henry

*Executive Director*

Morgan Wright

*Associate Director*

Candus Sutphin

*Center Director*

Malinda Turner

*Rural Experiences Specialist*

### Northern WVAHEC

Amanda Fisher

*Center Director*

### Southeastern AHEC

Angela Alston

*Center Director*

Tara Morris

*Administrative Assistant*

### Southern WVAHEC

Audrianna Ray

*Center Director*

### WVU Institute for Community and Rural Health

[hsc.wvu.edu/icrh/](http://hsc.wvu.edu/icrh/)

April Vestal

*Director*

Victoria Sanchez

*Director of Research and Evaluation*

Donna Bush

*Southern Housing Coordinator*

Jacquelynn Copenhaver

*Grants Administrator*

Molly Linkous

*Rotation Coordinator*

Gerardo Patron-Cano

*Northern Housing Coordinator*

Amy Snodgrass

*RCORP Project Director*

Christie Zachary

*Program Manager, Student Outreach and Marketing*

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## OUR MISSION

Our mission is to improve the health of our communities by developing an interprofessional workforce prepared to address the health needs of rural and underserved communities of West Virginia.

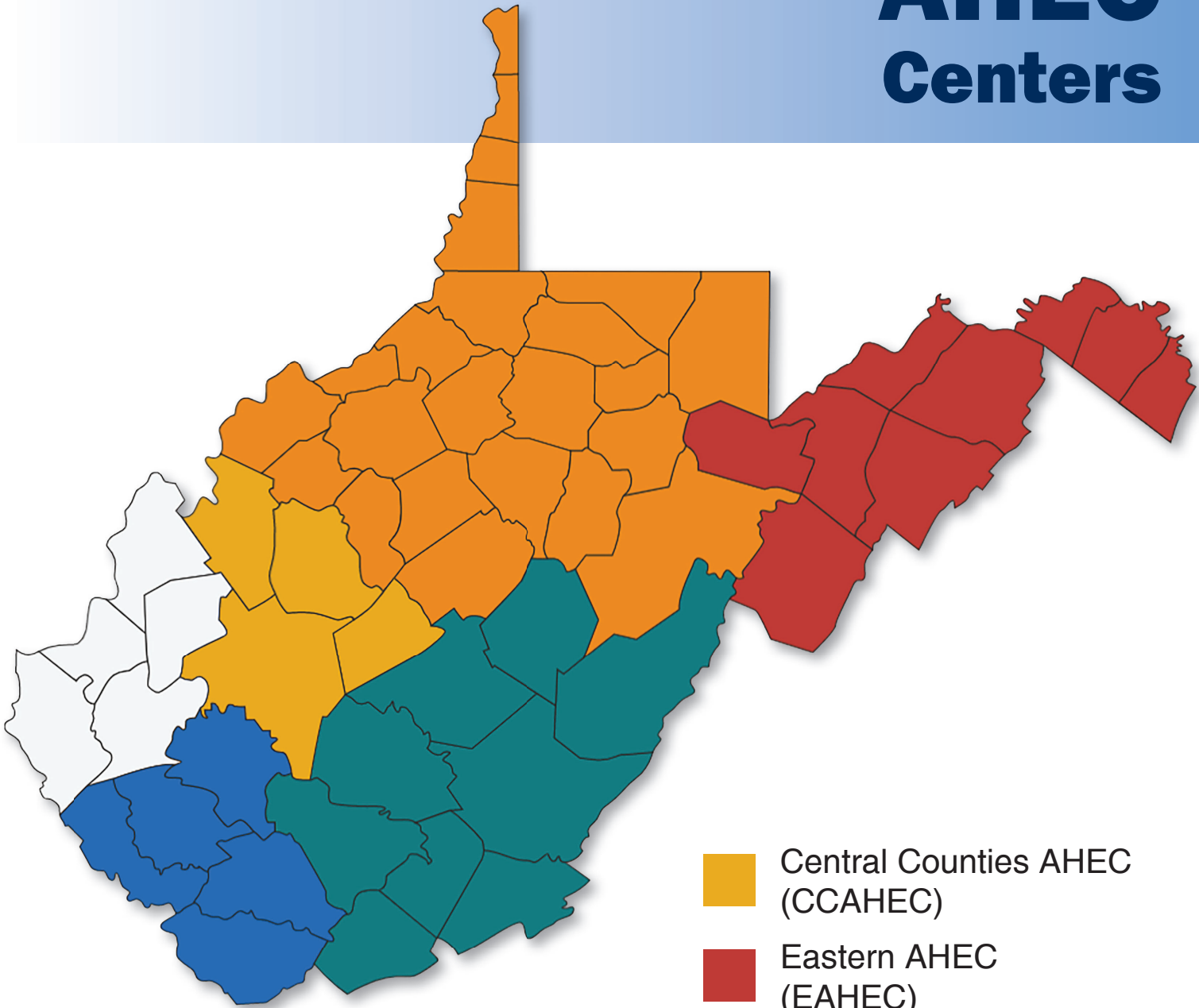
The Area Health Education Centers (AHEC) Program was developed by Congress in 1971 to recruit, train, and retain a health professions workforce committed to underserved populations. The West Virginia AHEC program helps to bridge the gap between academic medicine and local community health needs by addressing rural health disparities and encouraging cooperation between rural communities and health care professionals.






## AHEC Objectives

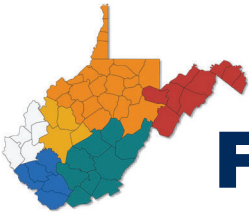
The following objectives place an emphasis on minority populations and rural and/or medically underserved settings:

- To introduce health profession careers and offer opportunities for academic enhancement to students in grades 9-12.
- To provide health professions students and residents in higher education with clinical experiences in community-based settings.
- To promote the optimal use of the healthcare workforce and improve quality of care delivered through interprofessional collaboration.
- To strengthen the existing healthcare workforce in rural and underserved areas and support the retention of community-based health professionals.

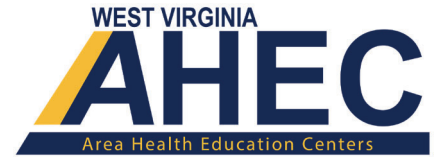
# West Virginia AHEC Centers



-  Central Counties AHEC (CCAHEC)
-  Eastern AHEC (EAHEC)
-  Northern WVAHEC (NWAHEC)
-  Southern WVAHEC (SWVAHEC)
-  Southeastern AHEC (SEAHEC)



# FY2022 Objectives:



## Objective 1: To introduce health profession careers and offer opportunities for academic enhancement to students in grades 9-12 (youth pipeline programs)

The WV AHEC Program Office works with the five WV AHEC Centers to provide quality programs that expose and recruit high school students in grades 9-12 into health careers, including public health, with an emphasis on minority populations and students from rural or disadvantaged backgrounds. Centers provide high school students with the opportunity to shadow different health professionals at Federally Qualified Health Centers, participate in health professions careers clubs, health career presentations, and health career expositions. Centers also collaborate with the WV Health and Sciences Technology Academy and Health Occupations Students Association chapters to expose minority populations and students from rural or disadvantaged backgrounds to science and health-related careers through interactive activities.

A total of 1,454 high school students completed pipeline activities in FY 2022. Most of these participants (95.3%) were from a rural or disadvantaged high school or self-identified their race/ethnicity as an underrepresented minority (Fig 1).

### Structured Programs

#### 2022 Health Sciences & Technology Academy Camps and Clubs

- HSTA's goal is to increase college attendance of students from underrepresented minority, disadvantaged, and/or rural background and increase healthcare providers in rural and underserved communities. Students join HSTA clubs in the 9th grade and remain in HSTA for four years. They engage in rigorous academic programs within the nurturing environment of a small after-school club. They develop research projects under the mentorship of teachers and researchers that examine and address health issues faced by their communities.
- HSTA Senior Camp Rising seniors attend West Virginia University for three weeks. Through this mini-college experience students earn four free college credits in Statistics and Service Learning. Students typically have a head start on their peers by living the experience of three weeks of college life which includes class work, study time management, career exploration, and dorm living. However, in 2021, this camp was held virtually due to COVID-19.
- Virtual HSTA Junior Camp (BioMed): Rising juniors attended the HSTA Junior Camp (formerly titled the Biomed Camp) virtually instead of in-person at West Virginia





University this year. Topics ranged from public health to zebra fish. Community engaged research skills were taught to all. Students developed research projects focused on their community's issues to be conducted during the school year.

- Virtual HSTA camp. Freshmen and Sophomores were immersed in a forensics experience, learning forensics and science techniques, evidence protocols, and presenting their findings to the magistrate. Curriculum included leadership skills and multicultural evening activities.

**Healthcare Exposure Week (CCAHEC)** - Students completing the program were exposed to multiple disciplines working within the healthcare system. They learned about healthcare teams, how to finance their training, shadowing providers across CCHS, and developing essential skills in professionalism and communication in healthcare teams. Additionally, participants obtained their certification in Red Cross Basic Life Support and American College of Surgeons Stop the Bleed. Students toured and shadowed providers in CCHS Kanawha City Clinic, Sissonville Clinic, Riverside School-based Health Center, and Sunnyside Clinic (at Kanawha health dept).

**2022 Health Careers Virtual Job Shadow Program (NWVAHEC)** - The Health Careers Virtual Job Shadow program identifies junior and senior high school students interested in health careers and provides them with virtual shadowing experiences in the health careers. The selection process is accomplished through a collaborative arrangement with the high school's HSTA teacher (when an active club is in place), the school's guidance counselor and AHEC Center staff. The Health Careers Virtual Job Shadow 20-week program is an opportunity to explore a wide range of health careers and experience a typical day utilizing an online platform. For each health career, students learn about education/skills needed, salary, colleges/universities with applicable programs, and explore actual job postings. Students complete online assessments to determine careers highly suited to their personal interests. Students complete 3 projects intended to further develop their health career interests. Through the virtual meetings, students meet and network with students with similar interests from other counties.

**2022 Moving Onward and Upward (NWVAHEC)** - The Moving Onward and Upward project identifies junior and senior high school students interested in health careers and provides them with extended shadowing experiences in the health careers. The selection process is accomplished through a collaborative arrangement with the high school's HSTA teacher (when an active club is in place), medical or mid-level staff working at an FQHC, and NWVAHEC staff. The MOU students rotated with appropriate health professionals from a variety of departments within the FQHC for 57 hrs. FQHC staff supervised these clinical rotations and acted as coordinators to manage the activities of the MOU students while completing their rotations. NWVAHEC staff met weekly with MOU students to discuss their rotation experiences, review journal entries, coordinate visiting speakers, and schedule activities with one of the state's schools of medicine. When available, undergraduate and graduate health profession students rotating in the NWVAHEC region met with the MOU students to increase their knowledge of health careers. In addition, NWVAHEC staff directed the MOU students while they completed three projects including public health research, health career research, and health professional interview. The students developed presentations that were delivered to staff of the FQHC at the conclusion of the MOU project. Students also completed assignments in the virtual job shadow platform which exposed them to additional career choices as well as college/program information, scholarships, and resume building.

**2022 Health Career Shadowing Program (SWVAHEC)** - A group of students from Mingo Central High School and Tug Valley High School shadowed various healthcare professionals and disciplines at Williamson Health and Wellness Center and Mingo County Health Department. The disciplines shadowed consist of Dentistry, Primary Care, Pediatrics, Podiatry, and Behavioral Medicine. The students have the opportunity to shadow various healthcare professionals such as Dentists, Dental Hygienists, Physicians (DO, MD), Registered Nurses, Medical Assistants, Certified Nursing Assistants,

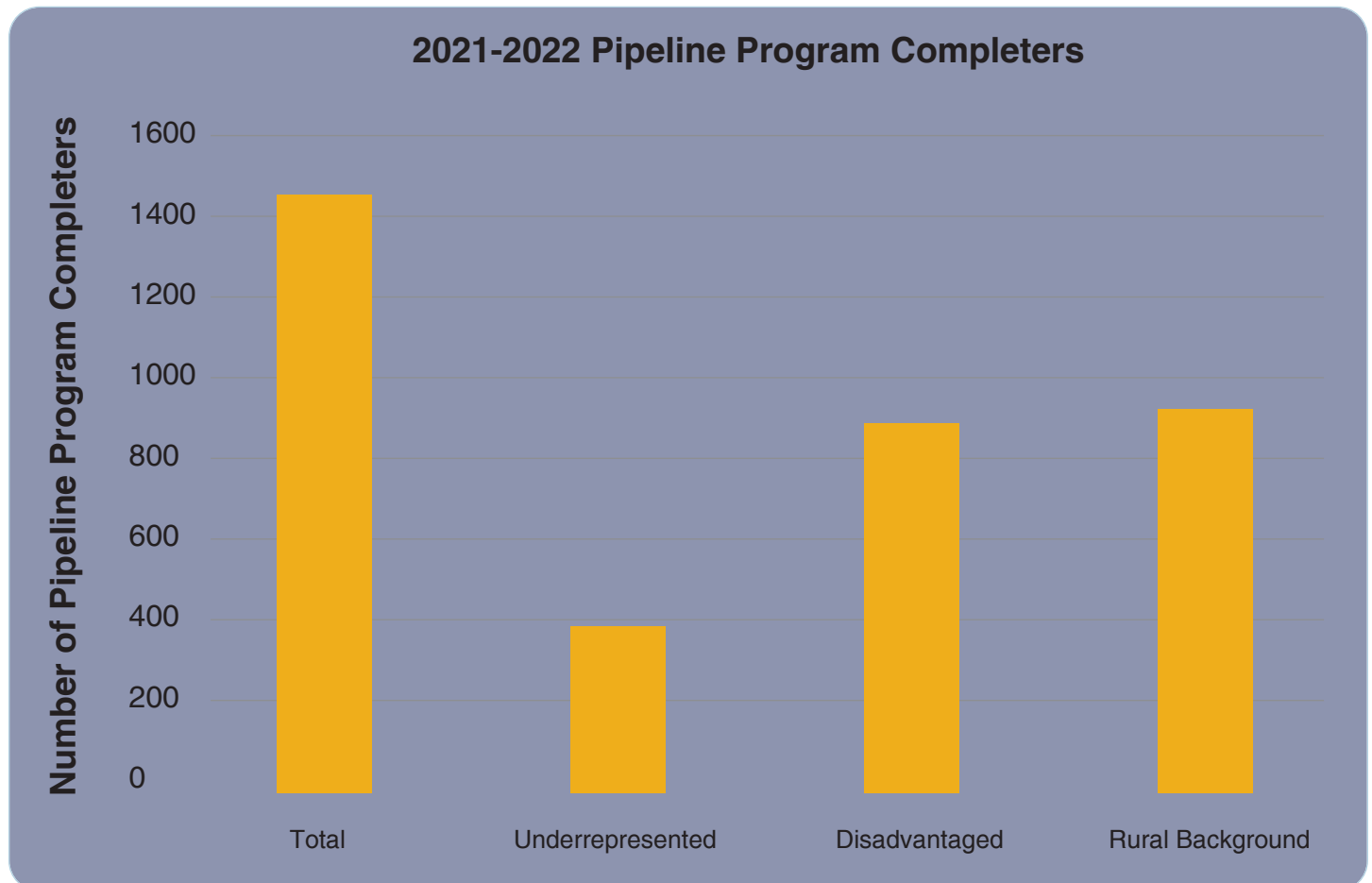
Licensed Practical Nurses, Nurse Practitioners, Licensed Professional Counselors, Social Workers, Medical Laboratory Technicians, Phlebotomists, and Community Health Workers.

**2022 Senior Portfolio Evaluation (SWVAHEC)** - A group of Mingo Central High School Seniors developed Senior Portfolios that consisted of a cover letter, resume, letters of recommendation, certifications, and hours of clinical experience during their senior year. Students interviewed with a panel of evaluators that included various healthcare professionals. The evaluators reviewed and provided feedback to student portfolios and interviews. Students gained valuable insight for future interviews, the healthcare workforce, and guidance for future health profession programs. Students were educated on HRSA NHSC loan repayment program opportunities as well.

**2022 Global Public Service Academy (SWVAHEC)** - Rural healthcare and shadowing program for high school students. For one week, students shadowed various healthcare professionals and disciplines at Williamson Health and Wellness Center. The disciplines shadowed consisted of Primary Care, Pediatrics, Podiatry, Dentistry, and Behavioral Health. The students shadowed various healthcare professionals such as Physicians (DO, MD), Registered Nurses, Medical Assistants, Licensed Practical Nurses, Nurse Practitioners, and Community Health Workers. Students also participated in health fairs throughout the community, home visits with community health workers, and joined SUD/OD recovery groups. The students learned about the history, culture, and barriers to healthcare within rural West Virginia.

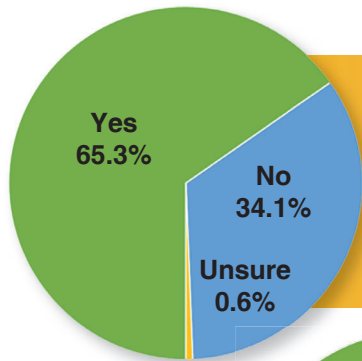
**2022 Petersburg High School Career Club (EAHEC)** – Health Career Club for Juniors and Seniors at Petersburg High School in Grant County, WV. The club also participated in the Virtual Job Shadow online program.

**2022 WVU Health Professions Club (EAHEC)** - High school health professions club open to Berkeley County high school students. Club members also participated in Virtual Job Shadowing activities.



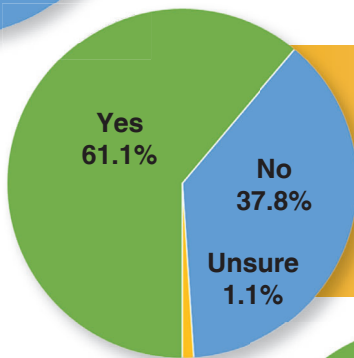


At the completion of structured activities, participants are asked about their intentions for their future careers. In FY 2022, more programs were held in person and survey response rates rose dramatically from 66% last year to 95.2% this year (970 of 1019 students responded to at least one question on the survey). Of those who responded to at least one survey question, more than half intend to pursue a health profession, work in a medically underserved area, and work in a rural area.



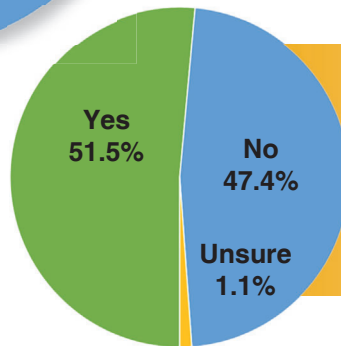
### Pursue a health profession

|        | n   | %     |
|--------|-----|-------|
| Yes    | 632 | 65.3% |
| No     | 330 | 34.1% |
| Unsure | 6   | 0.6%  |



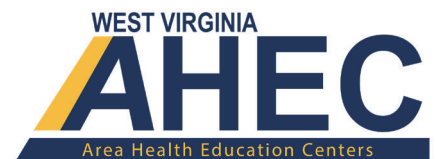
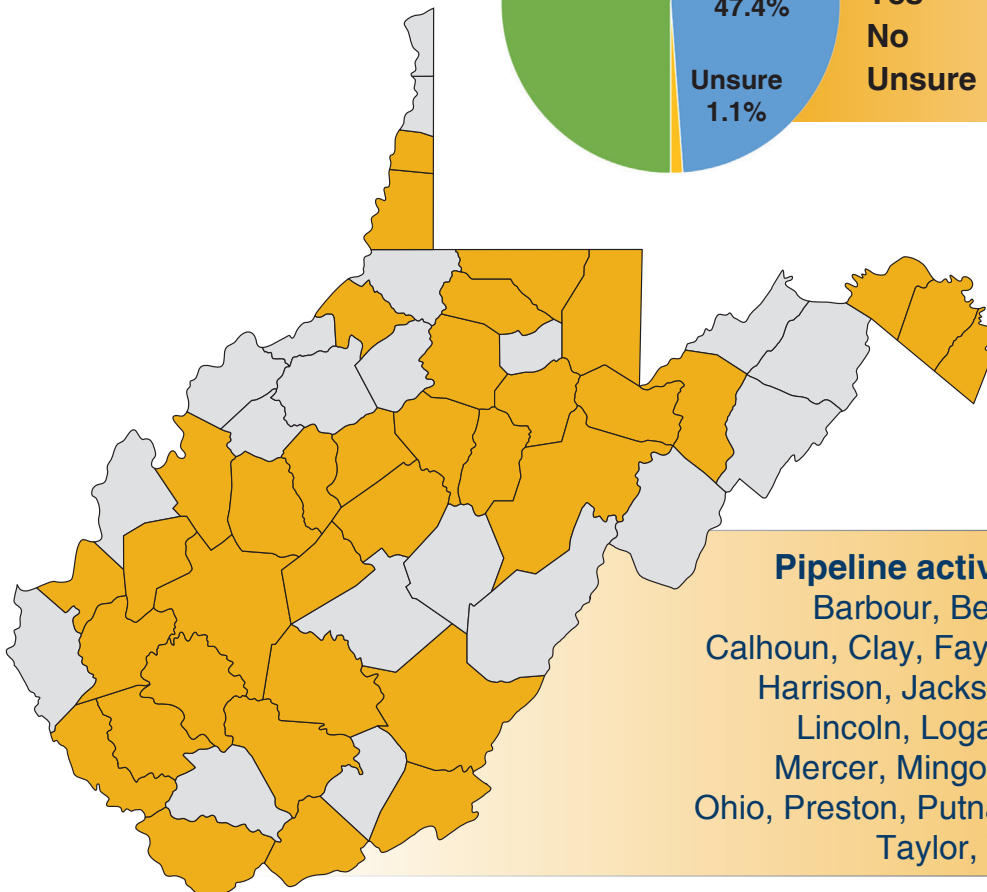
### Work in a medically underserved area

|        | n   | %     |
|--------|-----|-------|
| Yes    | 593 | 61.1% |
| No     | 367 | 37.8% |
| Unsure | 10  | 1.1%  |



### Work in a rural area

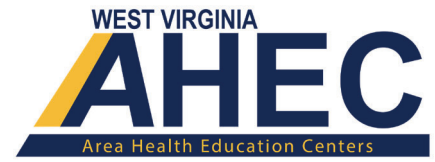
|        | n   | %     |
|--------|-----|-------|
| Yes    | 497 | 51.5% |
| No     | 458 | 47.4% |
| Unsure | 11  | 1.1%  |



**Pipeline activities served these counties:**  
 Barbour, Berkeley, Boone, Braxton, Cabell,  
 Calhoun, Clay, Fayette, Gilmer, Grant, Greenbrier,  
 Harrison, Jackson, Jefferson, Kanawha, Lewis,  
 Lincoln, Logan, Marion, Marshall, McDowell,  
 Mercer, Mingo, Monongalia, Monroe, Morgan,  
 Ohio, Preston, Putnam, Raleigh, Randolph, Roane,  
 Taylor, Tucker, Tyler, Upshur, Webster



# FY2022 Objectives:

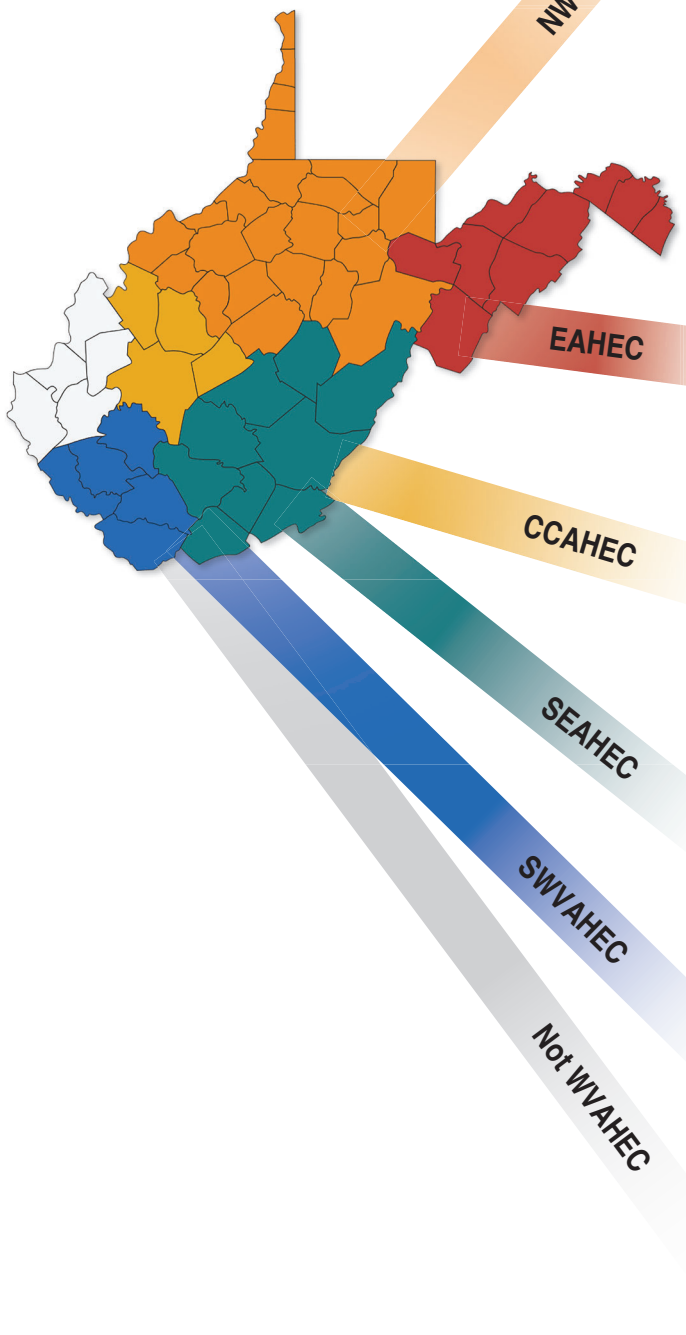


## Objective 2: To provide health professions students and residents in higher education with clinical experiences in community-based settings

In 2022, health professions students from a variety of fields participated in community-based clinical rotations, most of which were in rural or medically underserved communities (MUC). Rotations were supervised by clinical preceptors across the state.

| <i>Discipline</i>                                      | Number of rotations done by students in rural or MUC | Number of rotations done by students | Number of students who did rotations |
|--|--|--------------------------------------|--------------------------------------|
| <b>Pharmacy</b>  | 390  | 395                                  | 140                                  |
| <b>Medicine</b>  | 342  | 346                                  | 249                                  |
| <b>Nursing</b>   | 155  | 168                                  | 165                                  |
| <b>Pathologists' Assistant</b>                         | 82   | 114                                  | 31                                   |
| <b>Physical Therapy</b>                                | 78   | 78                                   | 43                                   |
| <b>Dentistry</b>                                       | 51   | 51                                   | 48                                   |
| <b>Nurse Practitioner</b>                              | 37   | 37                                   | 19                                   |
| <b>Physician Assistant</b>                             | 28   | 28                                   | 28                                   |
| <b>Dental Hygiene</b>                                  | 22   | 22                                   | 22                                   |
| <b>Medical Resident</b>                                | 18   | 18                                   | 17                                   |
| <b>Clinical Psychology</b>                             | 8  | 8                                    | 8                                    |
| <b>Dietetics</b>                                       | 4  | 4                                    | 4                                    |
| <b>Exercise Physiology</b>                             | 3  | 3                                    | 3                                    |
| <b>Health Informatics &amp; Information Management</b> | 1  | 1                                    | 1                                    |
| <b>Total</b>   | <b>1,219</b>   | <b>1,273</b>                         | <b>778</b>                           |

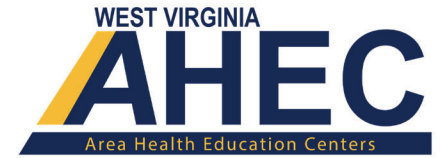




| <i>WV County</i> | Number of Preceptors | Number of Preceptors MUC or Rural | % of Preceptors MUC or Rural |
|------------------|----------------------|-----------------------------------|------------------------------|
| Barbour          | 4                    | 4                                 | 100%                         |
| Braxton          | 2                    | 2                                 | 100%                         |
| Brooke           | 9                    | 9                                 | 100%                         |
| Calhoun          | 0                    | 0                                 |                              |
| Doddridge        | 0                    | 0                                 |                              |
| Gilmer           | 1                    | 1                                 | 100%                         |
| Hancock          | 4                    | 4                                 | 100%                         |
| Harrison         | 33                   | 33                                | 100%                         |
| Lewis            | 2                    | 2                                 | 100%                         |
| Marion           | 25                   | 25                                | 100%                         |
| Marshall         | 10                   | 10                                | 100%                         |
| Monongalia       | 53                   | 52                                | 98%                          |
| Ohio             | 9                    | 9                                 | 100%                         |
| Pleasants        | 1                    | 1                                 | 100%                         |
| Preston          | 22                   | 22                                | 100%                         |
| Randolph         | 7                    | 7                                 | 100%                         |
| Ritchie          | 0                    | 0                                 |                              |
| Taylor           | 7                    | 7                                 | 100%                         |
| Tyler            | 0                    | 0                                 |                              |
| Upshur           | 10                   | 10                                | 100%                         |
| Wetzel           | 1                    | 1                                 | 100%                         |
| Wirt             | 1                    | 1                                 | 100%                         |
| Wood             | 9                    | 9                                 | 100%                         |
| Berkeley         | 23                   | 23                                | 100%                         |
| Grant            | 2                    | 2                                 | 100%                         |
| Hampshire        | 2                    | 2                                 | 100%                         |
| Hardy            | 1                    | 1                                 | 100%                         |
| Jefferson        | 20                   | 20                                | 100%                         |
| Mineral          | 5                    | 5                                 | 100%                         |
| Morgan           | 1                    | 1                                 | 100%                         |
| Pendleton        | 4                    | 4                                 | 100%                         |
| Tucker           | 2                    | 2                                 | 100%                         |
| Clay             | 1                    | 1                                 | 100%                         |
| Jackson          | 3                    | 3                                 | 100%                         |
| Kanawha          | 27                   | 27                                | 100%                         |
| Roane            | 1                    | 1                                 | 100%                         |
| Fayette          | 11                   | 11                                | 100%                         |
| Greenbrier       | 11                   | 11                                | 100%                         |
| Mercer           | 1                    | 1                                 | 100%                         |
| Monroe           | 0                    | 0                                 |                              |
| Nicholas         | 5                    | 5                                 | 100%                         |
| Pocahontas       | 2                    | 2                                 | 100%                         |
| Raleigh          | 32                   | 32                                | 100%                         |
| Summers          | 0                    | 0                                 |                              |
| Webster          | 2                    | 2                                 | 100%                         |
| Boone            | 1                    | 1                                 | 100%                         |
| Logan            | 2                    | 2                                 | 100%                         |
| McDowell         | 0                    | 0                                 |                              |
| Mingo            | 3                    | 3                                 | 100%                         |
| Wyoming          | 1                    | 1                                 | 100%                         |
| Cabell           | 0                    | 0                                 |                              |
| Lincoln          | 0                    | 0                                 |                              |
| Mason            | 0                    | 0                                 |                              |
| Putnam           | 4                    | 4                                 | 100%                         |
| Wayne            | 0                    | 0                                 |                              |
| Out of State     | 66                   | 52                                | 79%                          |



# FY2022 Objectives:



## Objective 3: To promote the optimal use of the healthcare workforce and improve quality of care delivered through interprofessional collaboration

Interprofessional collaboration is practice and education where individuals from two or more professional backgrounds meet, interact, learn together, and practice. WV AHEC weaves interprofessional education into team-based activities, rural immersion activities and the Rural Community Health Scholars Program.

Following Interprofessional Education activities, health professional students reported:

**73%** gained a better understanding of their own approach to care within an interprofessional team

**88%** gained an appreciation for the benefits of interprofessional teamwork

**88%** see themselves preferring to work on an interprofessional team

**85%** are confident in their ability to work collaboratively with other health professionals to achieve a goal

### Evaluation of Interprofessional Education for Training Activities for Current Health Professional Students, Residents and/or Fellows

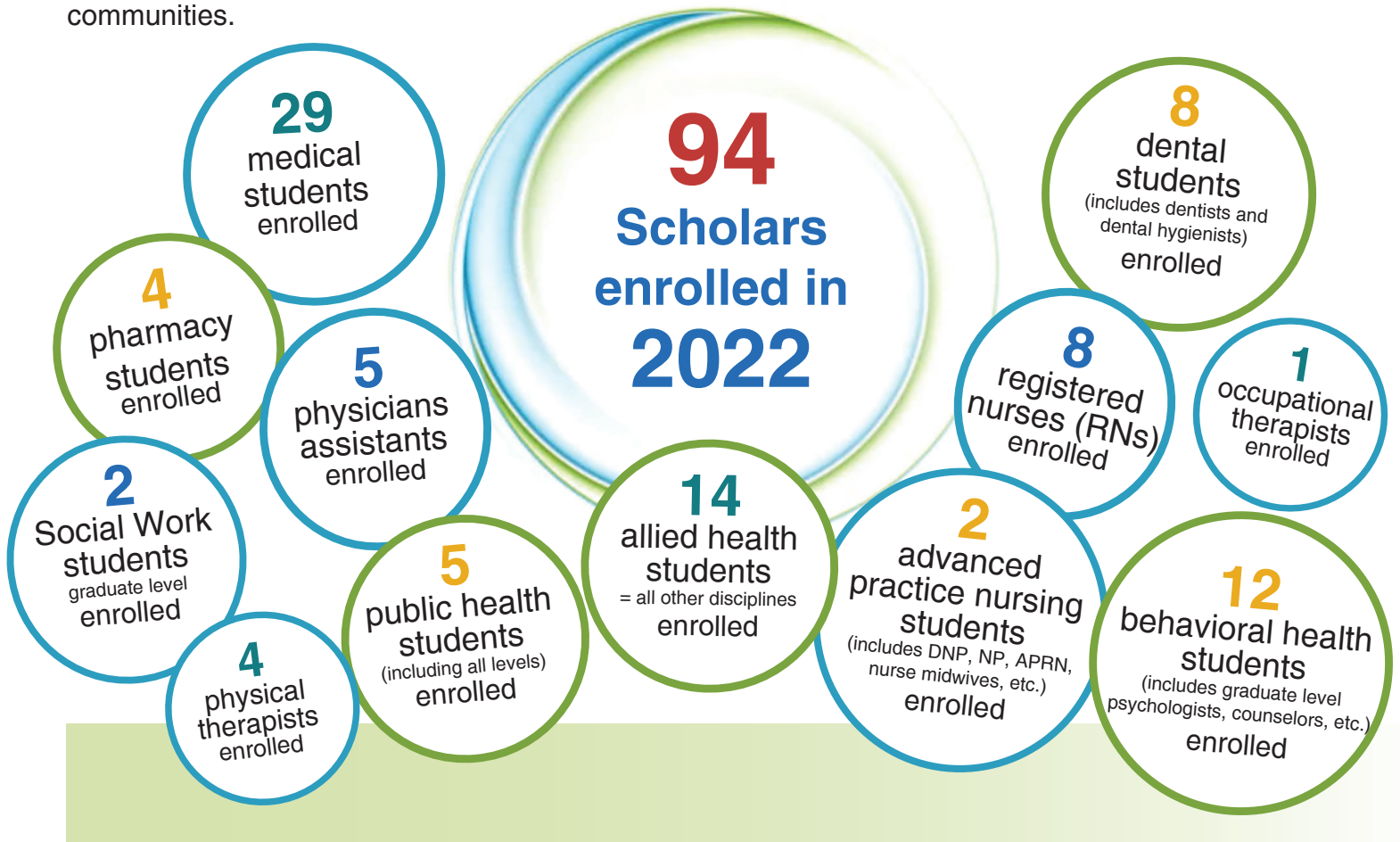
| <i>Interprofessional Socializing and Valuing Scale</i>  | <i>Not at all 1 – 2 – 3 – 4 – 5 – 6 – 7 To a very great extent WV</i> |   |          |
|---|---|---|----------|
|   | <i>N</i>  | <i>n</i><br><i>to a great extent (6)</i><br><i>and to a very great</i><br><i>extent (7)</i> | <i>%</i> |
| <i>I have gained a better understanding of my own approach to care within an interprofessional team.</i>              | 171   | 124   | 72.5%    |
| <i>I have gained an appreciation for the benefits of interprofessional teamwork.</i>                                  | 171   | 150   | 87.7%    |
| <i>I am preferring to work on an interprofessional team.</i>  | 171   | 150   | 87.7%    |
| <i>I feel comfortable initiating discussions about sharing responsibility for client care.</i>                        | 171   | 137   | 80.1%    |
| <i>I am able to share and exchange ideas in a team discussion.</i>  | 171   | 150   | 87.7%    |
| <i>AHEC IPE Post-Assessment</i>   | <i>Not at all confident 1 – 2 – 3 Very Confident</i>                  |   |          |
| <i>I am confident in my ability to develop and implement a community or clinic intervention.</i>                      | 171   | 73  | 42.7%    |
| <i>I am confident in my ability to identify appropriate roles and interventions of disciplines other than my own.</i> | 171   | 79  | 46.2%    |
| <i>I am confident in my ability to work collaboratively with other health professionals to achieve a goal.</i>        | 171   | 146   | 85.4%    |

IPT – Interprofessional Team; values reflect total participation and not unique individuals.



## WV AHEC Rural Community Health Scholars

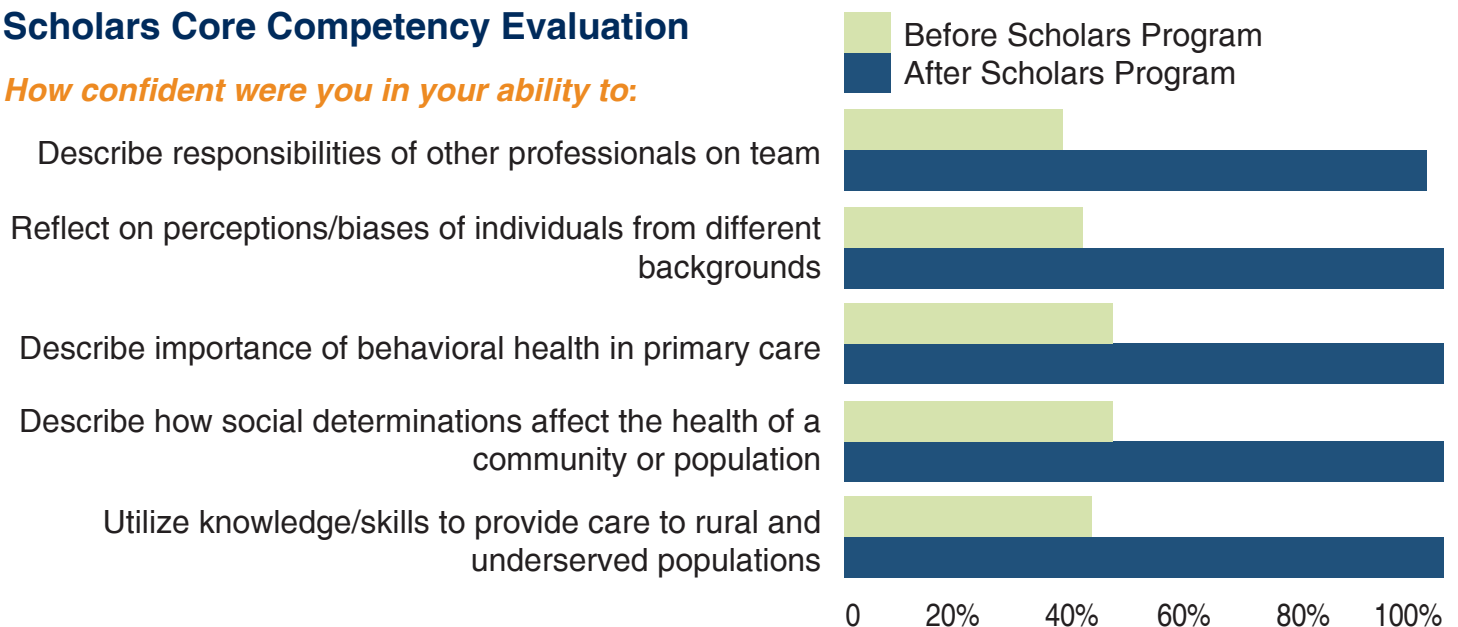
WV AHEC Rural Community Health Scholars is a two-year program available to 75 of West Virginia's top health professions students from institutions across the state, providing supplemental and interprofessional educational experiences to students interested in practicing in rural or underserved communities.



A survey of scholars program participants showed a 120% to 163% increase in their confidence in key abilities.

### Scholars Core Competency Evaluation

*How confident were you in your ability to:*



# What students are saying about the Scholars Program

“



Informing me of the unique needs of rural veterans and their families. I have learned a lot about signature wounds of war specific to veterans of different service eras. I have gained a deeper understanding of military culture and feel prepared to serve veterans during my clinical rotation at the Clarksburg VA.”

“



Through this program, I have gained experience and knowledge in serving underserved/rural areas, which I plan to continue serving after receiving my doctorate. I will take this knowledge with me to create an affordable, accessible, and integrated approach to treatment.”

“

Allowing me to do more rural rotations- all of which I love more than large academic centers. This has encouraged my desire to work rurally.”

”

”

“

Expanding my opportunities to engage with rural providers and community members now as I will most certainly be doing this in my future.”

“

Opened my eyes to the opioid crisis and provided the opportunity to discuss and see real life implications.”

”

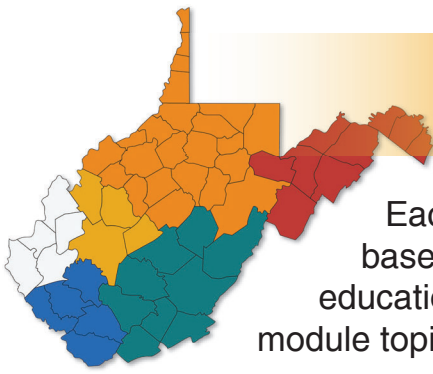
“

I chose my first clinical rotation based on the list of counties that are considered “rural”. I would have never chosen the hospital where I was placed, but I absolutely loved it. I was at Jackson General Hospital (a WVU hospital in Ripley, WV). The people there were great and I will never forget my time there.”

”

”





Each year of the program, Scholars complete 40 hours of community-based experience in rural West Virginia, plus 40 hours of didactic education based on the core topic areas required by HRSA. Didactic module topics and learning objectives in 2022 were:

## • **Addiction in Rural Populations**

- o Identify the major theories of the etiology and drives of addiction
- o Define the continuum of addiction treatment options and the basic characteristics of the treatment and recovery process.
- o Define the basic characteristics of opioids as an addictive substance and describe the factors that led to the current opioid epidemic.
- o Describe key attributes of 12-step peer support groups and learn about 12-step meetings through direct experience.

## • **Community-based Chronic Disease Prevention**

- o Learn strategies for preventing chronic disease.
- o Explain connection between food insecurity and chronic disease.
- o Explain connection between physical activity and chronic disease.
- o Identify challenges related to long term stability of behavior change.
- o Reflect on your role for chronic disease prevention.



## • **Community Rural Immersion**

- o Identify sources of care and barriers to healthy living in rural communities.
- o Explain the connection between the economy and health care in rural communities.
- o Describe how experience impacted attitude toward practicing in a rural community.
- o Identify unique community characteristics which are assets to the health of the community.

## • **Cultural Competency**

- o Recognize the role of cultural competence in health care access, delivery and diagnosis and be able to articulate disparities in health care settings.
- o Articulate a public health framework for culture's role in healthcare.
- o Reduce unconscious bias and stereotyping in health care delivery.
- o Develop skills to optimize settings for diverse patient populations.





## • Health Policy

- o Identify the American system of government/basic civics.
- o Recognize the process for legislation in the American system of government.
- o Analyze a case study.
- o Identify and describe a public health or healthcare issue and develop a legislative solution.



## • Interprofessional Education

- o Define interprofessional education and explain the four core competencies for interprofessional education.
- o Understand the IPE concepts: educational theory, assessment, debriefing and simulation.
- o Utilize your knowledge of IPE and your profession to contribute to HSC IPE sessions focused on the core competencies.
- o Use the knowledge and skills developed to serve as an active participant throughout IPE Week.

## • Substance Use Disorder: Pregnant and Parenting Women

- o Become familiar with the biopsychosocial model of risk that often sets the stage for Substance Use Disorder in women of childbearing age in Appalachia.
- o Become familiar with the developmental impacts of in-utero substance exposure to substances on infants at birth and the interactive impacts of this exposure with other environmental risk factors throughout childhood
- o Become familiar with recommended best practices for working with women and their families to help them move toward successful recovery
- o Become familiar with the characteristics of rural West Virginia/Appalachian culture that create risk and resilience factors for these women.

## • Trauma Informed Treatment Practices for Children and Families in Rural Areas






- o Articulate the varying definitions of “rural” including those used by the federal government as well as the colloquial definitions used by community members.
- o Understand the biopsychosocial model that surrounds families raising children with complex medical conditions and developmental disorders.
- o Define the risk and resilience factors that function in nuclear and extended families in rural and urban areas and integrate an understanding of cultural impact on these factors.
- o Understand the unique role that profession plays in meeting the needs of these families as a functioning system embedded in a culturally grounded community and the importance of working in integrated care teams.

## • Veterans in Rural Healthcare

- o Understand the characteristics of rural veterans and how service experiences and social determinants of health contribute to veteran health care needs.
- o Identify current and emerging health needs and issues and the role of culture and how the values within the context of military service impact health outcomes and access to care.
- o Become familiar with current evidence-based practices and interprofessional approaches to meet veterans' health care needs.
- o Become familiar with locations and models of care in the rural health landscape to meet veterans' health care needs.

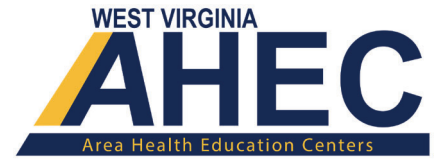


### For the Rural Immersion module, students could choose from the following immersions hosted by the five AHEC Centers:

-  Substance Use Disorder Treatment and Partnerships in Rural Communities - The Virtual Immersion included training in the characteristics of addiction and SUD, teams and individuals associated with SUD treatment in rural communities, community resources available to assist individuals in recovery, and how generational trauma and cultural identity affects addiction and SUD.
-  Food Insecurity and Nutrition in Rural Communities – Students learned about nutrition in rural communities with the goal of being able to pass that information along to patients including individuals with dietary restrictions due to illness such as diabetes mellitus, financial constraints and other common barriers.
-  Rural Opioid Misuse Rural Immersion - students engaged in virtual community immersion activities to provide insight on opioid misuse in rural communities and how it relates to their future roles as health professionals. Community partners provided presentations to educate students on the background of the opioid crisis, opioid use paraphernalia, children in foster care, pharmacy industry, and pain clinics. Guided by health professions faculty and in conjunction with leaders from community partners, students engaged in a variety of activities designed to enhance inter professional interaction and develop leadership skills.
-  Health Inequities and Disparities in Rural Communities - Students learned about the history, culture, growth, initiatives, assessments, and programs that support and address health inequities and disparities in rural communities. Students gained understanding of the barriers that rural underserved communities face in Southern West Virginia.
-  Cultural Competence and Cultural Humility Virtual Immersion- Students learned concepts of culture, awareness, humility and competence, as well as how to incorporate cultural humility into public health and healthcare settings through practical applications. Activities focused on increasing awareness and appreciation for cultural diversity and developing skills necessary to work effectively across diverse cultures.



# FY2022 Objectives:



## Objective 4: To strengthen the existing healthcare workforce in rural and underserved areas and support the retention of community-based health professionals

Continuing education (CE) supports the lifelong learning of healthcare professionals through didactic programs that keep providers informed about the latest developments in healthcare. WV AHEC Centers provide CE programs on a variety of healthcare topics. Centers also promote weekly Project ECHO® sessions to providers in their region. Project ECHO®, developed and implemented through the West Virginia Clinical & Translational Science Institute, provides best-practice specialty care information through hub-and-spoke knowledge-sharing networks, led by expert teams who use multi-point video conferencing to conduct virtual clinics with community providers. Project ECHO® topic areas include:

- Campus Mental Health
- Chronic Lung Disease
- Covid-19
- Endocrine
- Hepatitis and HIV
- Memory Health
- Psychiatry
- Medication Assisted Treatment/  
Substance Use Disorders (SUD)
- Pregnant and Parenting Women  
with SUD
- Quality Improvement for SUD







Number of Continuing Education and Project ECHO participants who work in each county

WV County

## West Virginia County Participation

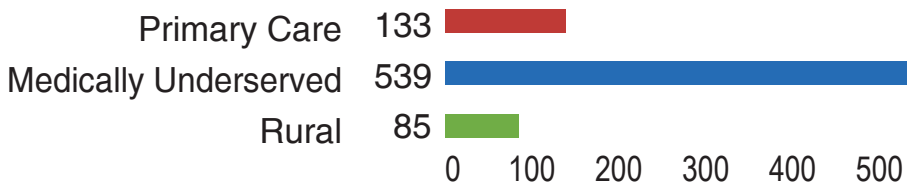
### Participant Disciplines

WV AHEC Centers provide continuing education programs to:

|                            | n           | %     |
|----------------------------|-------------|-------|
| <b>Other</b>               | 584         | 37.7% |
| <b>Behavioral Health</b>   | 532         | 34.4% |
| <b>Medicine</b>            | 241         | 15.6% |
| <b>Nursing</b>             | 123         | 7.9%  |
| <b>Public Health</b>       | 48          | 3.1%  |
| <b>Physician Assistant</b> | 17          | 1.1%  |
| <b>Dentistry</b>           | 3           | 0.2%  |
| <b>Total</b>               | <b>1548</b> |       |

### Employer Site Characteristics

WV AHEC CE and WV Project ECHO participants work in:



**96%** agree or strongly agree that participation in this continuing education activity increased their knowledge of the topic

**90%** agree or strongly agree that after completing this education activity, they intend to implement at least one practice improvement

**90%** agree or strongly agree that after attending this ECHO Session, they feel confident in their ability to treat patients and answer questions regarding this topic area

|              |            |      |
|--------------|------------|------|
| NWAHEC       | Barbour    | 11   |
|              | Braxton    | 4    |
|              | Brooke     | 8    |
|              | Calhoun    | 4    |
|              | Doddridge  | 3    |
|              | Gilmer     | 3    |
|              | Hancock    | 5    |
|              | Harrison   | 27   |
|              | Lewis      | 6    |
|              | Marion     | 22   |
|              | Marshall   | 2    |
|              | Monongalia | 216  |
|              | Ohio       | 27   |
|              | Pleasants  | 2    |
|              | Preston    | 14   |
|              | Randolph   | 24   |
|              | Ritchie    | 13   |
|              | Taylor     | 5    |
|              | Tyler      | 4    |
|              | Upshur     | 11   |
| Wetzel       | 1          |      |
| Wirt         | 3          |      |
| Wood         | 27         |      |
| EAHEC        | Berkeley   | 31   |
|              | Grant      | 22   |
|              | Hampshire  | 9    |
|              | Hardy      | 3    |
|              | Jefferson  | 16   |
|              | Mineral    | 6    |
|              | Morgan     | 4    |
|              | Pendleton  | 4    |
|              | Tucker     | 2    |
|              | CCAHEC     | Clay |
| Jackson      |            | 21   |
| Kanawha      |            | 304  |
| Roane        |            | 4    |
| SEAHEC       | Fayette    | 23   |
|              | Greenbrier | 55   |
|              | Mercer     | 69   |
|              | Monroe     | 7    |
|              | Nicholas   | 12   |
|              | Pocahontas | 6    |
|              | Raleigh    | 49   |
|              | Summers    | 2    |
|              | Webster    | 6    |
| SWAHEC       | Boone      | 9    |
|              | Logan      | 11   |
|              | McDowell   | 10   |
|              | Mingo      | 35   |
| Not WV AHEC  | Wyoming    | 10   |
|              | Cabell     | 90   |
|              | Lincoln    | 14   |
|              | Mason      | 13   |
|              | Putnam     | 25   |
| Wayne        | 7          |      |
| Unknown      | 95         |      |
| Out of State | 118        |      |

## WV AHEC Centers

# Central Counties Area Health Education Center (CCAHEC)

Charleston, WV

### Counties Served

Kanawha, Clay, Roane, Jackson

### Mission Statement

The mission of Central Counties AHEC is to promote the health and well-being of all people in our communities, especially the most vulnerable, through health care that is guided by science, compassion, and respect and to contribute to the education of skilled and caring health professionals.

### CCAHEC

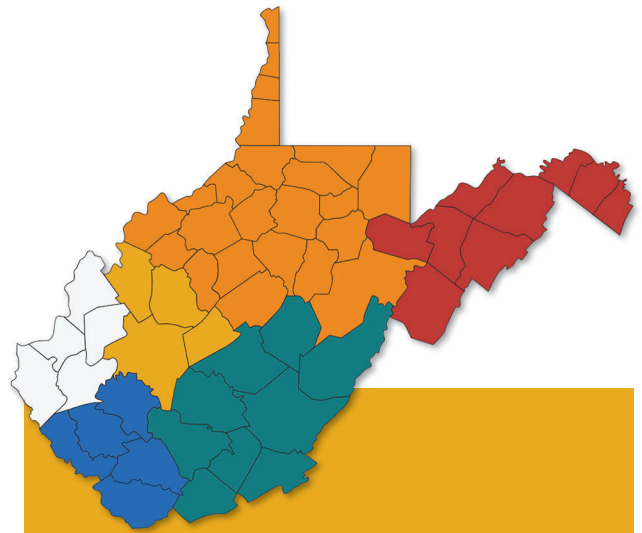
CCAHEC has been working with Cabin Creek Health Systems, a federally qualified health center, to meet the mission and goals of the WV AHEC Program since 2006. Partners include Red Barn Stables, WV Project ECHO, United Way of Central WV, Manna Meal, and Kanawha Valley Collective.

CCAHEC implements programs designed to support the AHEC goals of promoting healthcare professions, providing community education, supporting interprofessional collaboration, and workforce development. Programs include support of the West Virginia Social Work Conference, Trauma Informed Care, COVID-19 vaccine clinics, Healthcare Exposure Week, and WV AHEC Rural Community Health Scholars.

### Program Participants Say...

"I really enjoyed my Healthcare Exposure Week experience. It helped me learn about all kinds of healthcare professions and created a strong base of knowledge that will come in handy throughout college and in my future profession. The experience made me look forward to being a healthcare professional someday."

"I appreciated all the clinics and tours we went on throughout the week. I was glad to see firsthand on how much goes into making a facility work and run smoothly. This experience will be with me for the rest of my life, and I'm thankful for what I've learned and the people I've met. It was, indeed, a fantastic opportunity."



### Staff

Jennifer Kayrouz, Executive Director

### Host Agency

Cabin Creek Health Systems



## WV AHEC Centers

# Eastern Area Health Education Center, Inc. (EAHEC)

Martinsburg, WV

### Counties Served

Berkeley, Mineral, Grant, Morgan, Pendleton, Hardy, Tucker, Jefferson, Hampshire

### Mission Statement

Central to the mission of the Eastern Area Health Education Center is service to the community. These services are provided in two ways: 1) the provision of service to the community via AHEC faculty and trainees. 2) The provision of education to the community via community-based outreach education.

### EAHEC

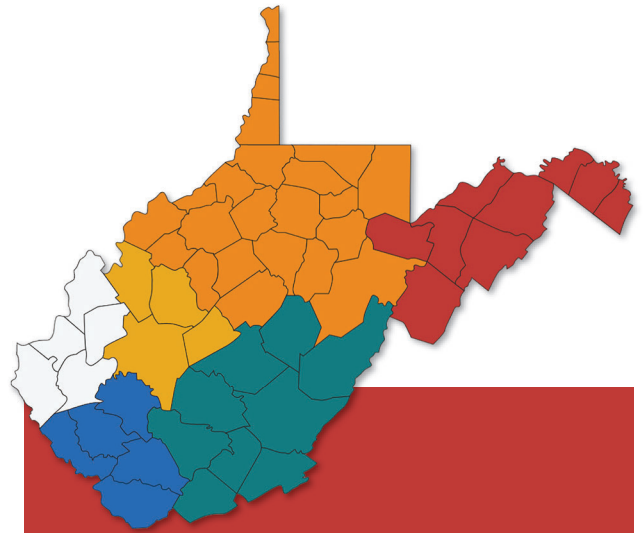
Eastern AHEC is housed in the WVU Health Sciences Center Eastern Campus and has been serving the eastern panhandle since 2002. EAHEC is an independent 501c3 organization governed by an advisory board of directors. Community partners include University Healthcare Physicians, Inc., WVU School of Medicine Eastern Campus, Shenandoah Community Health, Berkeley and Grant County Schools, WVU Medicine Berkeley & Jefferson Medical Centers, and the Rural Family Medicine Residency Program.

EAHEC addresses issues related to community health and wellness, nutrition and obesity, elder care, substance use disorder, pain management, and diabetes. Programs include continuing education, student pipeline education, WV AHEC Rural Community Health Scholars, health career clubs in Berkeley and Grant counties, and support for WV Health Sciences & Technology Academy students.

### Program Participants Say...

“The early exposure to CPR, pharmacy, and a high-tech medical school with the WVU Health professions club in high school really helped influence my interest in medicine and I am still planning on pursuing medicine. The CPR program, the visit to Morgantown, and the other lessons, were truly highlights of my high school experience.”

“I think the impact of Eastern AHEC is felt in many ways. For me personally, the most significant impact is that to the community. Whether it be Freedom’s Run or sponsoring providers and learners to attend outside trainings, you all just foster and grow the sense of community and the knowledge within.”



### Staff

Aaron Henry, Executive Director  
Morgan Wright, Associate Director  
Candus Sutphin, Center Director  
Malinda Turner, Rural Experiences Specialist

### Host Agency

The Eastern AHEC is a stand-alone 501©3 non-profit organization





## WV AHEC Centers

# Northern WV Area Health Education Center, Inc. (NWVAHEC)

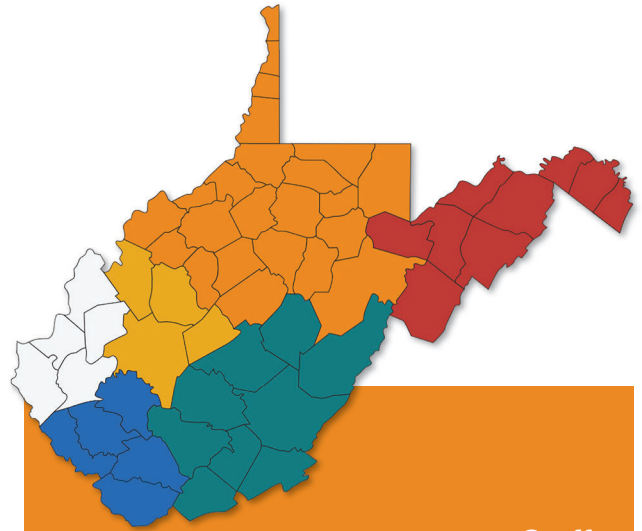
Glennville, WV

### Counties Served

Barbour, Ohio, Braxton, Pleasants, Brooke, Preston, Calhoun, Randolph, Doddridge, Ritchie, Gilmer, Taylor, Hancock, Tyler, Harrison, Upshur, Lewis, Wetzell, Marion, Wirt, Marshall, Wood, Monongalia

### Mission Statement

NWVAHEC's mission is to bring quality healthcare to the underserved populations in 23 West Virginia counties by training, recruiting, and retaining health care professionals.



### Staff

Amanda Fisher, Executive Director

### Host Agency

Glennville State University  
Research Corporation



## NWVAHEC

NWVAHEC is located on the Glennville State University campus and has been operating as a 501c3 nonprofit since 2003. Partners include Project ECHO, Minnie Hamilton Health System, Davis Memorial Hospital, Calhoun Middle/High School, WVU Institute for Community and Rural Health, Glennville State University, HSTA, WVU Medicine United Hospital Center, and The Opportunity House.

NWVAHEC provides resources and rural healthcare experiences to undergraduate and graduate students and residents, continuing education to healthcare professionals, and pipeline programs to expose high school students to health careers. Programs include WV AHEC Rural Community Health Scholars; Project ECHO continuing education for healthcare professionals; support for HSTA camps; and Virtual Job Shadow, Moving Onward and Upward, and Health Occupations Today (HOT) Expo for rural high school students.

### Program Participants Say...

“My favorite experiences were helping the patients, learning about the different health fields, and the research projects.”

“The students were very engaged and had many questions. This is one of my favorite events. I think it's wonderful that you give them this opportunity.”



## WV AHEC Centers

# Southeastern Area Health Education Center (SEAHEC)

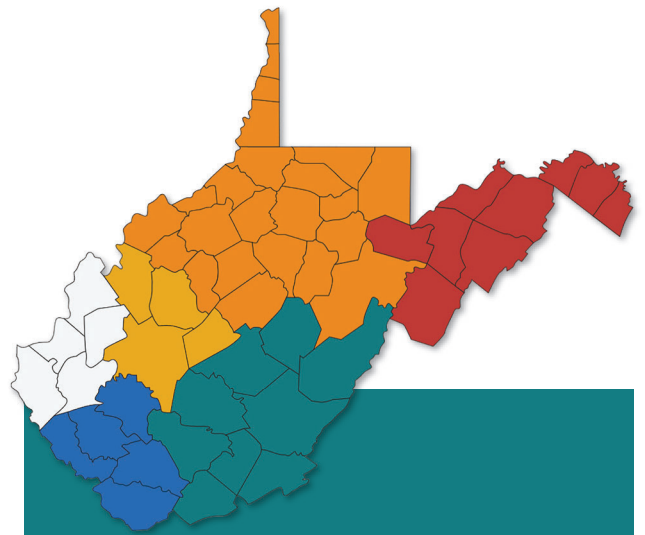
Lewisburg, WV

### Counties Served

Fayette, Pocahontas, Greenbrier, Raleigh, Mercer, Summers, Monroe, Webster, Nicholas

### Mission Statement

To advocate for quality primary and preventive health care delivery to rural and underserved populations by improving the distribution of health care professionals through academics and community collaboration.



### Staff

Angela L. Alston, Executive Director  
Tara Morris, Administrative Assistant

### Host Agency

Mountain State Osteopathic  
Postdoctoral Training Institutions  
(MSOPTI)

## SEAHEC

SEAHEC is located on the campus of the West Virginia School of Osteopathic Medicine (WVSOM) and has been providing programs since 2002. Partners include the WVSOM Alumni Association, Center for Rural and Community Health, Rural Health Initiative, and Statewide Campus; South Central Educational Development, Inc.; Bluefield Regional Medical Center; Charleston Area Medical Center; Concord University; Bluefield State College; West Virginia University Institute of Technology; Pocahontas Memorial Hospital; Bluefield Union Mission; Access Health Teaching Center; and Monroe Health Centers.

### Program Participants Say...

“I appreciate the time and effort put into this tour to help me further my knowledge on what I want to do in the medical field.”

“The experience has overall motivated me to become a health care professional later in life.”



## WV AHEC Centers

# Southern West Virginia Area Health Education Center (SWVAHEC)

Williamson, WV

### Counties Served

Boone, Logan, Mingo, McDowell, Wyoming

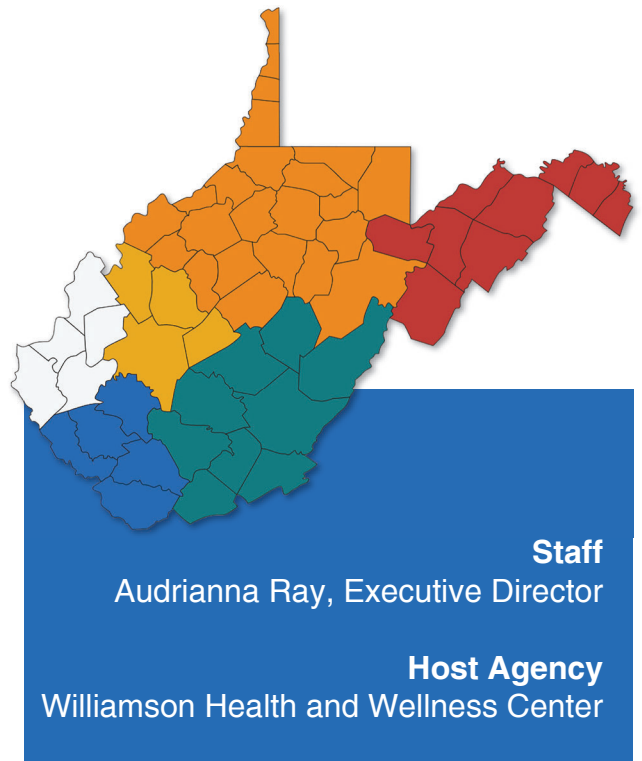
### Mission Statement

The mission of Southern West Virginia AHEC is to improve the overall health of rural and underserved populations in southern West Virginia through exceptional education, training, recruitment, and program activities.

### SWVAHEC

Since 2018, SWVAHEC has been housed at Williamson Health and Wellness Center, a federally qualified health center in southern West Virginia. Partners include WVU Institute for Community and Rural Health, WVCTSI, Healthy in the Hills, The Center for Rural Health Development, Global Public Service Academy, and the Interstate Post-Graduate Medical Association.

SWVAHEC improves healthcare in their region by training healthcare professionals, encouraging high school students to pursue careers in healthcare, and helping health profession students expand their knowledge of rural healthcare disparities and increase their skills in caring for people in rural communities. Programs include Virtual Job Shadow, Trauma Informed Care, Motivational Interviewing, WV AHEC Rural Community Health Scholars, Behavioral Medicine Intake Process and Health Careers Shadowing.



### Program Participants Say...

“The Social Determinants of Health Rural Immersion far surpassed my expectations. I gained tremendous insight and knowledge on addressing Social Determinants of Health in our rural community”

“The Social Determinants of Health Rural Immersion interprofessional experience provided an opportunity to learn about barriers to treatment in rural areas and highlighted the importance of creativity and teamwork to help residents of rural areas receive the best healthcare possible. I highly recommend that other students in the program participate in this experience as it is truly one of a kind.”