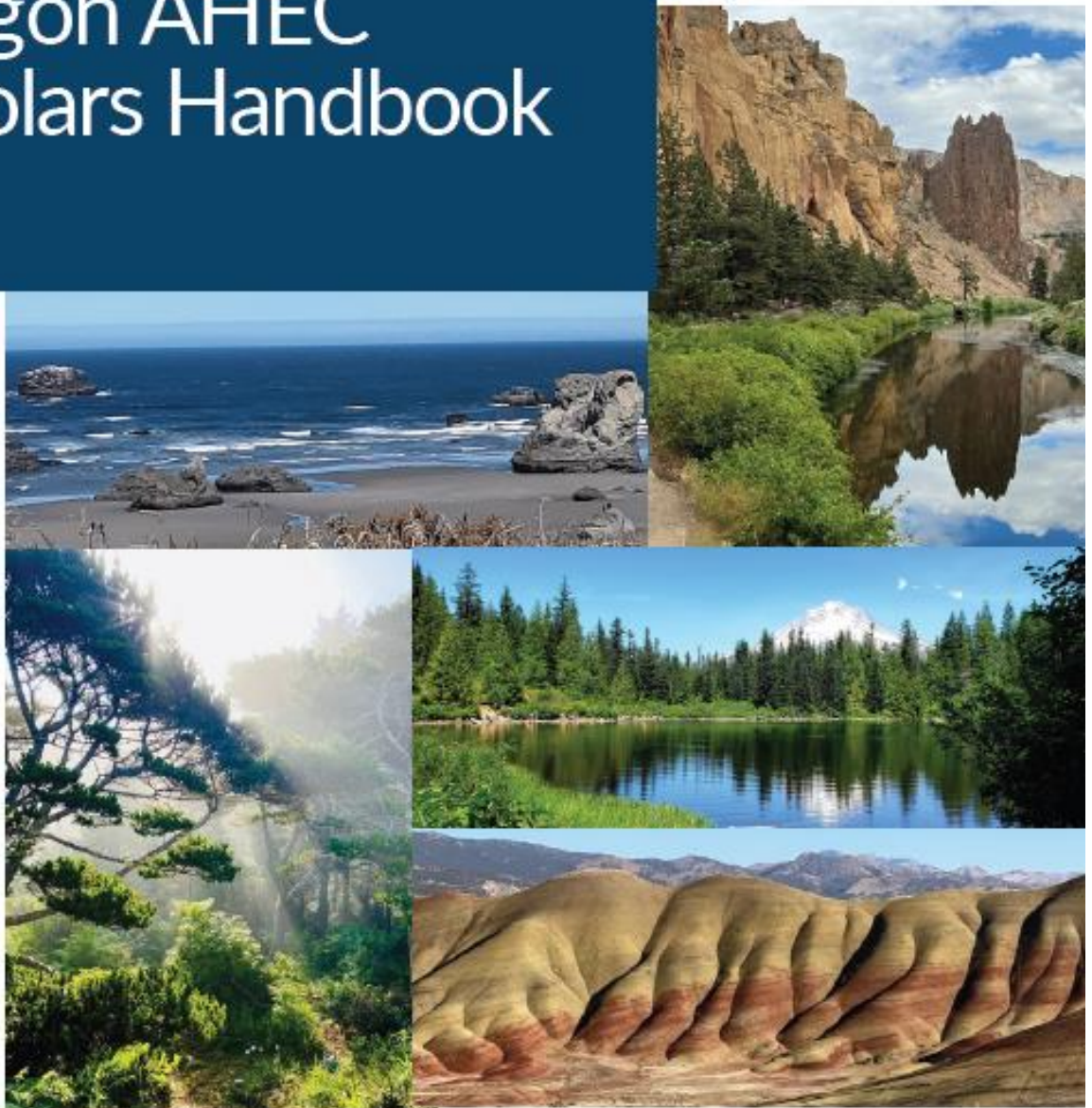


Oregon AHEC Scholars Handbook



Oregon
AHEC



NATIONAL AHEC ORGANIZATION

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Table of Contents

Scholars Overview	4
Program goals	
Core Topic Areas	4-5
Eligibility Requirements	6
Who can apply?	
Program Benefits and Resources	7
Program Requirements	7
Expectations for AHEC Scholars	8
Data Collection	
Didactic Learning	9
Didactic criteria	
Overview of opportunities	
Experiential Learning	10
Experiential criteria	
Rural definition for Oregon	
Qualifying rural and urban underserved populations	
Map of Oregon's urban/rural/frontier areas	11
AHEC Scholars Program Staff	12
Resources	12
Regional AHEC Centers	13
Northeast Oregon AHEC	
Oregon Pacific AHEC	
Cascades East AHEC	
AHEC Southwest	
Oregon Healthcare Workforce Institute AHEC	
AHEC Nationwide	14
National AHEC Organization Program Highlights	15
Activity Tracking Sheets	
Year One	16, 17
Year Two	18, 19
FAQ's	20
Media Release Form	21

Scholars Overview

Program Goals

Welcome to the Oregon Area Health Education Center (AHEC) Scholars Program! Thank you for your interest, this handbook is intended to give an overview of the program and answer frequently asked questions. Let's start with our program goals:

Diversity: We seek to prepare a diverse, culturally competent primary care workforce representative of the communities we serve;

Distribution: We work to improve workforce distribution throughout the state, particularly among rural and underserved areas and populations; and

Practice Transformation: We are developing and maintaining a health care workforce that is prepared to deliver high quality care in a transforming health care delivery system with an emphasis on rural and underserved areas and communities.

The Oregon Area Health Education Center (AHEC) Scholars Program is a part of a national initiative to prepare tomorrow's health professionals to become leaders in interprofessional, transformative practice for medically underserved communities.

The program consists of didactic and experiential training opportunities with a focus on interprofessional collaborative care and service to rural and underserved populations. AHEC Scholars receive preference for some clinical fieldwork placements and have unique access to networking opportunities with leaders and professionals from across the state and nation.

Oregon Scholars join a nationwide cohort of multidisciplinary students committed to rural and underserved communities. Oregon AHEC is under the umbrella of the National AHEC Organization (NAO), which has ongoing opportunities to connect and learn. Scholars are invited to attend webinars, conferences, and other activities hosted by NAO and states across the country. After graduation, NAO has alumni opportunities as well.

Our Eight Core Topic Areas

Per requirements from the Health Resources and Services Administration (HRSA), all training will be focused on the following eight core topic areas, with a minimum of one hour completed in each core topic:

1. **Interprofessional Education** supports a coordinated, patient-centered model of health care that involves an understanding of the contributions of multiple health care professionals.
2. **Behavioral Health Integration** promotes the development of integrated primary and behavioral health services to better address the needs of individuals with mental health and substance use conditions.

3. **Social Determinants of Health** are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.
4. **Cultural Competency** seeks to improve individual health and build healthy communities by training health care providers to recognize and address the unique culture, language and health literacy of diverse consumers and communities.
5. **Practice Transformation** aims to fully support quality improvement and patient-centered care through goal setting, leadership, practice facilitation, workflow changes, measuring outcomes, and adapting organizational tools and processes to support new team-based models of care delivery.
6. **Virtual Learning and Telehealth** leverages technology to extend access to education and care to individuals who may not otherwise be able to travel or reach health services and learning.
7. **Connecting Communities and Supporting Health Professionals** aims to increase training and development of CHWs and paraprofessionals to be the connectors who are able to serve as liaisons between health professions and the community to facilitate access to service and improve health equity, community/population health, and social determinants of health.

8. Current & Emerging Health Issues (HRSA approved for Oregon)

- Diseases of despair/illnesses of poverty: high school graduation rates, mental/behavioral health, suicide and suicide prevention
- Substance use disorders: alcohol, tobacco, opioid use disorder
- Prevention/health promotion: maternal/fetal wellbeing, physical inactivity, cancer
- Community health/resiliency: emergency preparedness, pandemic response, emerging diseases, climate change, public health policy
- Cardiovascular disease/prevention, strokes, diabetes
- Healthcare workforce shortages, provider well-being, lack of rural preceptors
- LGBTQ+ health and access
- Health equity

Eligibility Requirements

Students are eligible and encouraged to apply to the Oregon AHEC Scholars Program if they are enrolled and in good academic standing in one of the health professions degree programs listed below. Applications are accepted on a rolling basis, with preferred application times dependent on each program's academic calendar. Per HRSA, participation is during the last two years of these programs, culminating in graduation. Frontier Nursing University's Nurse Practitioner program and Mt. Hood Community College's R.N. to B.S.N. program are the only exceptions approved for one year of participation.

Oregon Health & Science University (OHSU)

School of Dentistry – D.M.D.

School of Medicine – M.D.

School of Medicine – P.A.

School of Nursing – N.P.

OHSU & Oregon State University

College of Pharmacy – Pharm.D.

Oregon State University - Cascades

Doctor of Physical Therapy – D.P.T.

Pacific University

College of Physician Assistant Studies – P.A.

College of Pharmacy – Pharm.D.

School of Occupational Therapy – O.T.D.

Western University of Health Sciences

College of Osteopathic Medicine of the Pacific Northwest – D.O.

College of Health Sciences NW – D.P.T.

Frontier Nursing University

Onboarding 2024: F.N.P.

Mt. Hood Community College

Onboarding 2024: R.N. to B.S.N.



Program Benefits

- ❖ National AHEC Organization (NAO) Certificate of Completion
 - ❑ The only national certificate recognizing specialized training in rural/underserved.
- ❖ Eligibility to apply for the Oregon Primary Care Loan Forgiveness (PCLF) program
 - ❑ Information on the PCLF can be accessed at the [Oregon Office of Rural Health](#) website.
Application opens in November for funding the following year. This is an optional program, and you are not required to apply nor are you guaranteed to be awarded.
- ❖ AHEC Scholars Fund
 - ❑ Students may apply for up to \$1,000 per academic year, funding permitting.
- ❖ Preferential placement in clinical rotations at some sites
- ❖ Scholarship and poster presentation opportunities at the Annual Oregon Rural Health Conference
- ❖ Opportunities to participate in the Campus for Rural Health IPE course
- ❖ Access to learning opportunities that enhance preparation for rural and urban underserved patient care

Important note: AHEC Scholars is not a scholarship program and does not require a service commitment. Participation will not compete or conflict with any scholarships or service commitments you have and/or may pursue.

Program Requirements

To successfully complete the AHEC Scholars Program, students will:

- ❖ Attend orientation.
- ❖ Maintain enrollment in an eligible health profession academic program and be in good academic standing.
- ❖ Complete and report 40 contact hours of experiential and 40 hours of didactic activities during **each** of the two years of the program.
- ❖ Complete an AHEC Scholars program evaluation.
- ❖ Complete a follow up evaluation one year after graduation.

Expectations for Scholars

The AHEC Scholars program provides students with leading edge learning and interprofessional opportunities focused on building the skills and competencies needed to help transform primary care and improve health equity in underserved areas.

Oregon AHEC is committed to the delivery of quality services and information to its Scholars. Accordingly, all participants in the AHEC Scholars program will be asked to complete surveys about their involvement. Survey responses help steer ongoing program development and quality improvement.

Additionally, Oregon AHEC has received federal funds from HRSA to assist in the development and implementation of the AHEC Scholars program. Demographic information and assessment data will be collected and reported as requested by HRSA and our state and local funders and will not identify individuals. If you have any questions regarding the reporting of data, please contact ahec@ohsu.edu.

Program Learning Objectives

Participants will have demonstrated their:

1. Ability to work with individuals from other disciplines within a climate of mutual respect and shared values.
2. Knowledge of team-based professional skills, roles, and responsibilities in order to ensure an environment for safe, efficient, effective, and equitable care.
3. Ability to describe the roles, responsibilities, and contributions of various health professions to patient-centered care.
4. Ability to communicate with team members confidently, clearly, and with respect to ensure a common understanding of information and care decisions.
5. Ability to use the knowledge of one's own role and those of other professions to appropriately assess and address the social and behavioral health care needs of rural and medically underserved populations.
6. Ability to reduce common misunderstandings about the behavioral health needs of rural and underserved populations.
7. Ability to improve understanding of unique cultures and values of rural and underserved communities.
8. Ability to communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.
9. Ability to increase understanding of health care delivery that is responsive to the evolving needs of the health care system.

Didactic Learning

- ❖ Didactic education consists of live and on-demand activities; all focused on the eight core topic areas.
- ❖ Per HRSA requirements, didactic hours *cannot be part of your core academic curriculum*, although some programs have rural tracks that are eligible.
- ❖ Complete 40 contact hours **per year**.
- ❖ Sources of content:
 - On-demand via Sakai
 - Live activities
 - Electives
 - Weekly Didactic email
 - 1 credit Rural Health Equity course through OHSU Campus for Rural Health
 - Other approved activities that cover core topic areas

Report all hours using reporting forms on Sakai or via Qualtrics survey links in weekly email.

Didactic learning is obtaining knowledge from a source, and there are many examples of activities that may qualify, such as: Attending the Oregon or National Rural Health Conference; podcasts; books; documentaries; some TV shows or movies; Grand Rounds; and more. If you are unsure if an activity qualifies, please reach out to program staff.

Experiential Learning

- ❖ Experiential education pertains to gaining knowledge through experience.
- ❖ Students apply/practice what has been learned in settings that are:
 - Team-based and community-based
 - Medically underserved
- ❖ Complete 40 contact hours per year.
- ❖ *Experiential learning can be part of your core academic curriculum.*
- ❖ Clinical rotations completed at a **rural or urban underserved** site.
- ❖ Other activities can qualify, check with AHEC Director, Education Director, or Education Coordinator.

Report all hours using reporting forms on Sakai or via Qualtrics survey links in weekly email

Rural is defined as: Geographic areas 10 or more miles from a population center of 40,000 people or more (Oregon Office of Rural Health, 2016). See map and links on next page for more details.

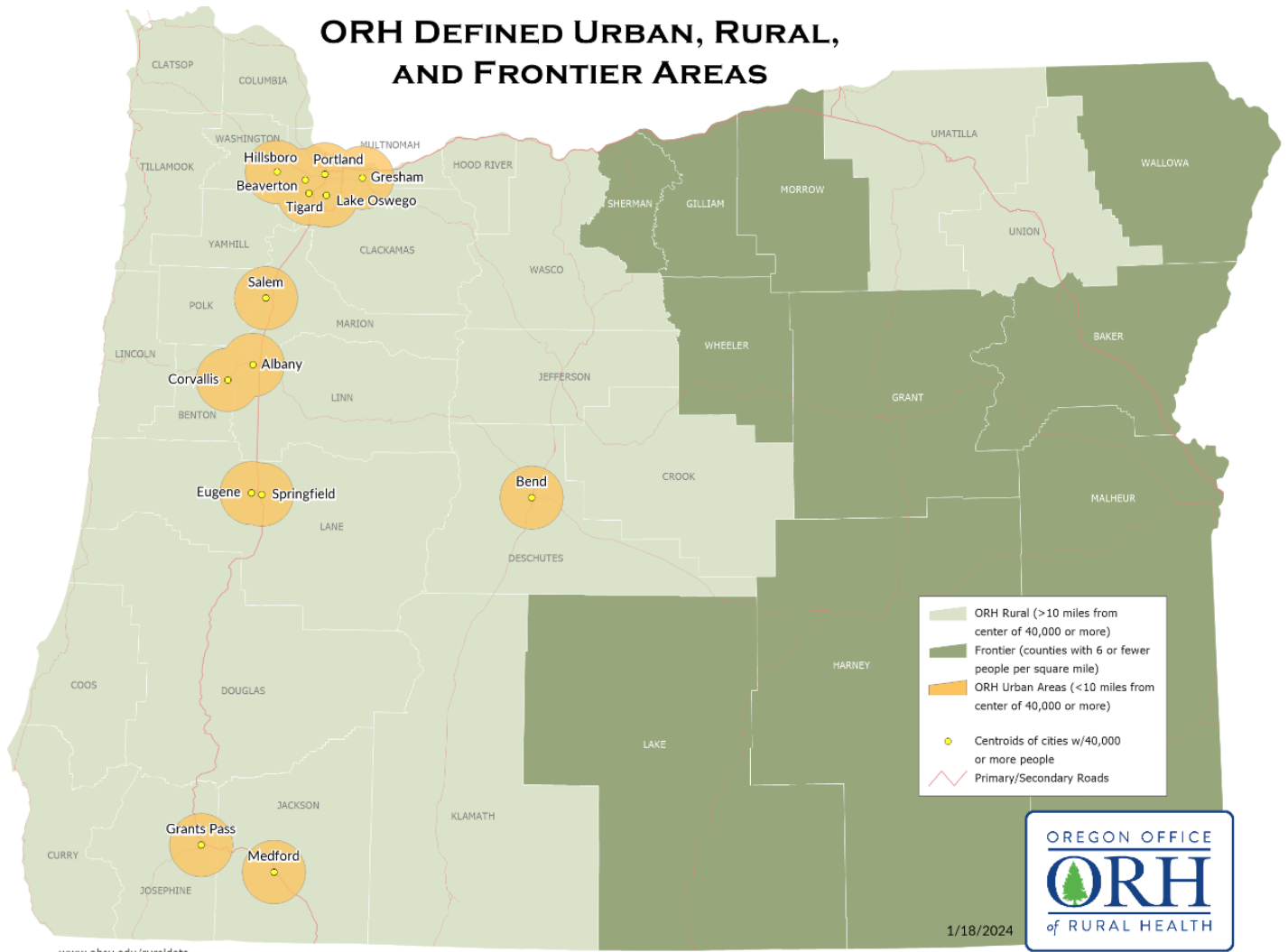
Qualifying Urban Underserved Clinical Sites

- Federally Qualified Health Centers (FQHC's)
- County and State correctional facilities
- Community mental health clinics
- Oregon State Hospital
- A non-profit facility, with a HPSA for your profession, seeing a minimum of 50% Medicaid patients.
- Other primary care facilities, as identified by the Oregon Office of Rural Health, with a HPSA score for your profession
- Veterans Affairs facilities - for primary care, cardiology, gen surgery, psychiatry or behavioral health
- LGBTQ+ (clinics like NARA, Prism, KP Gender Pathways)
- Tribal Health clinics

Underserved Area/Populations

- The Elderly, Individuals with HIV-AIDS, Substance Abuse, and
- Victims of Domestic Violence
- Homeless Populations
- Health Professional Shortage Areas/Populations
- Medically Underserved Areas/Populations
- Migrant and Seasonal Farm workers
- Nurse Shortage Areas
- Residents of Public Housing
- Rural Communities
- Transgender Health

Pro tip: The Oregon Office of Rural Health [website](#) has data and maps (including a dynamic version of the map below) that can help inform you about rural/urban boundaries and what facilities qualify.



AHEC Scholars Program Staff

Eric Wiser, M.D.

Oregon AHEC Interim Director
Assistant Professor, OHSU MD Program

Katie Caba, PA-C

Education Director
Regional Clinical Coordinator, OHSU PA Program

Kate Hubbard, B.A.

Education Coordinator

General AHEC contact: ahec@ohsu.edu

Resources

General program information

Oregon AHEC uses the learning management system Sakai to house our program overview, contact information, forums, reporting forms and submission links, and our library of curated didactic content. Students accepted into the Scholars program will be granted access and given instructions on how to log on.

- Access Sakai [here](#).

Social media

Connect with staff and peers on Instagram! Follow us for important announcements and to see student activity around Oregon. Please reach out to program staff if you have suggestions of other sites that would enhance the Scholar experience.

- Instagram: @oregonahecscholars

Website

Visit the “Current Scholars” section of the Oregon AHEC [website](#) for news and program information.

We also recommend the following sites:

[Oregon Office of Rural Health](#)
[Rural Health Information Hub](#)
[National Rural Health Association](#)
[CDC - Rural Health](#)

Oregon AHEC Regional Centers

Outreach with Oregon's five Regional Centers

Connect, share feedback, and participate in community events for additional program hours. Examples of previous opportunities: summer camp instructors, speed networking tables, pathway discussion panels, staffing health fair booths, and more!

Connect with Oregon AHEC's Regional Centers

Regional center staff have local expertise and welcome your questions, whether you are on rotation or considering employment in their areas. Here are quick links for each center's contact information (see map below for coverage areas).

[Oregon Pacific AHEC](http://www.opahec.org)

[Oregon Healthcare Workforce Institute](http://www.pacificu.edu/ohwi)

[Northeast Oregon AHEC](http://www.neoahc.org)

[Cascades East AHEC](http://www.cascadeseast.org)

[AHEC of Southwest Oregon](http://www.aviva.health/ahcsw)

Oregon AHEC System

Oregon Pacific AHEC

www.opahec.org

Hosted by Samaritan Lebanon Community Hospital. The Center serves communities along the Oregon Coast and I-5 Corridor including the Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, and the counties of Benton, Clatsop, Columbia, Lincoln, Linn, Marion, Polk, Tillamook, and Yamhill.



Oregon AHEC Program Office

www.ohsu.edu/area-health-education-centers
Hosted by OHSU in Portland.



Oregon Healthcare Workforce Institute

www.pacificu.edu/ohwi

Hosted by Pacific University. The Center serves Clackamas, Multnomah, and Washington counties.

Northeast Oregon AHEC

www.neoahc.org

Located on the campus of Eastern Oregon University in La Grande. The Center serves Baker, Gilliam, Hood River, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, and Wheeler counties.



AHEC of Southwest Oregon

www.aviva.health/ahcsw

Hosted by Aviva Health in Roseburg. The Center provides services to Coos, Curry, Douglas, Lane, Jackson, and Josephine counties.



Cascades East AHEC

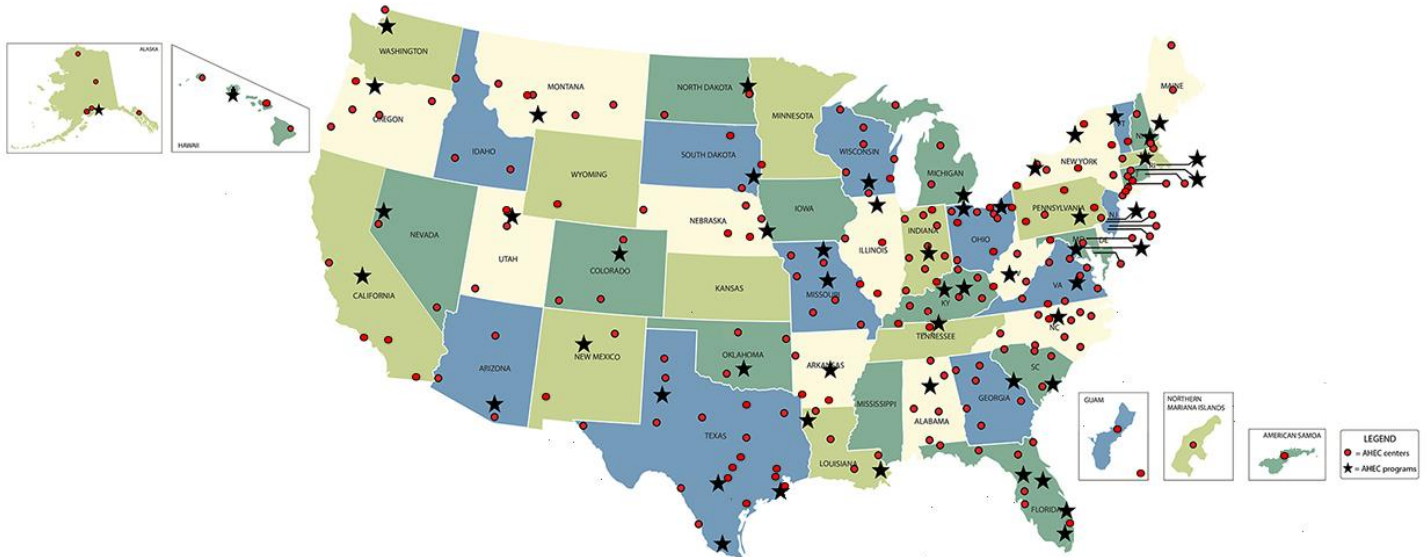
www.cascadeseast.org

Hosted by St. Charles Health System in Bend. The Center serves Central and Southeastern Oregon and includes the Confederated Tribes of the Warm Springs, Crook, Deschutes, Grant, Harney, Jefferson, Klamath, and Lake counties.



AHEC Nationwide

As part of a national cohort, you have additional ways to connect and learn. For out of state rotations or residencies, note the location of an AHEC nearest you. Every star on the below map is a program office, and every red dot is a regional center (and more are being added since this map was created).



Connect with the National AHEC Organization

Access the [NAO website](#) for opportunities both during your time as an AHEC Scholar, and as a Scholar alumnus.

During your time as a Scholar, you are encouraged to engage with your peers nationwide via the Scholars Track at the Biennial Conference, and an ongoing variety of speaker series, case studies, and other events shared by AHECs across the country. Access these via our Instagram page or from announcements in the weekly didactic email.



National AHEC Organization

2022-2023 Health Workforce Program Highlights

718,133

AHEC Participants

The Area Health Education Centers' (AHEC) mission is to enhance access to quality healthcare, particularly primary and preventive care, by improving the supply and distribution of healthcare professionals through community/academic educational partnerships.



Pathway Programs

Pathway Programs (also known as Pipeline Programs) expose students to health careers and develop intent to pursue postsecondary education in primary healthcare professions.

247,092

Health Career Participants

Background Percentage of Pathway Completers

25%

From Disadvantaged Background

27%

From Rural Background

15%

From Under-represented Minority



Clinical Training

Clinical Training improves readiness, willingness, and ability of health professions trainees to serve in primary care, rural, and medically underserved community settings.

25,190

Facilitated Rotations

Location Percentage of Health Professions Students

16%

Rural Areas

42%

Primary Care Settings

40%

Medically Underserved Communities



AHEC Scholars

AHEC Scholars is a program designed to prepare future health professionals with the leadership skills necessary to better serve vulnerable populations in rural and medically underserved communities.

7,604

Disciplines of AHEC Scholar Students in the 2023 interprofessional cohort:

- Medicine
- Dentistry
- Pharmacy
- Behavioral Health
- Physician Assistant
- Advanced Practice Nurse, Nurse Practitioner
- Registered Nurse
- Physical Therapy
- Occupational Therapy
- Public Health
- Community Health Worker
- Allied Health

92%

AHEC Scholar Completers utilize skills from AHEC Scholars Program to provide care to medically underserved.

10,523

Total AHEC Scholars Program Completers (2019-2023)



Continuing Education

Continuing Education provides health professionals with access to resources to improve the quality of care for medically underserved communities and populations with health disparities.

438,247

Continuing Education Participants Nationwide



Scan the QR code or visit our website at <https://www.nationalahec.org/>

Dr. Julie Bazan, NAO President BazanJ@uthscsa.edu
Dwain Harris, NAO CEO dwharris@nationalahec.org
www.nationalahec.org | info@nationalahec.org

Year One Didactic Tracking Form

Submit this form via Sakai or Qualtrics to report all qualifying didactics. Multiple activities can be reported under each topic area, as needed. If you are unsure if an activity qualifies, please reach out to the AHEC Education Coordinator.

Do NOT report didactic activities that are part of your required curriculum. Those cannot be counted.

Student Name

University

Program

Topic Covered *Click for definitions	Month	Title of Didactic	Source	Hours
Interprofessional Education				
Behavioral Health Integration				
Social Determinants of Health				
Cultural Competency				
Practice Transformation				
Virtual Learning & Telehealth				
Connecting Communities & Supporting Health Professionals				
Current & Emerging Health Issues <i>*Must check the applicable box(es) →</i>		<input type="checkbox"/> Diseases of Despair/Illnesses of Poverty, H.S. grad rates, health equity, mental/behavioral health, suicide and suicide prevention <input type="checkbox"/> Substance Use Disorder: alcohol, tobacco, OUD <input type="checkbox"/> Prevention/Health Promotion: maternal/fetal wellbeing, physical inactivity, cancer	<input type="checkbox"/> Community Health/Resiliency: emergency preparedness, pandemic response, emerging diseases <input type="checkbox"/> Climate change & public health policy <input type="checkbox"/> Cardiovascular disease/prevention and strokes, diabetes <input type="checkbox"/> Healthcare Workforce: shortages, provider well-being, lack of rural preceptors <input type="checkbox"/> LGBTQ+ health and access	

Year One Experiential Learning Reporting Form

This form should be used by AHEC Scholars students or programs to report ONLY for the experiential training activity(ies) being used to meet the AHEC Scholars Program requirement. For example, if a student has two rotations that meet the requirement, students should select only one to report on.

Submit this form to Sakai or Qualtrics after completing the experiential requirement for AHEC Scholars. If you have questions, please reach out to the Education Coordinator or program staff.

Student Name	Rotation Dates
School	Program of Study
Name of Clinical Site & Preceptor	Address of Clinical Site

Number of Training Hours				Total Hours
IPE or IPP	Primary Care	Medically Underserved	Rural Area	

Population served (*check all that apply*):

- | | |
|--|--|
| <input type="checkbox"/> Health professional shortage area / population
<input type="checkbox"/> Homeless population
<input type="checkbox"/> Medically underserved area / population
<input type="checkbox"/> Nurse shortage area
<input type="checkbox"/> Urban underserved population | <input type="checkbox"/> Residents of public housing
<input type="checkbox"/> Rural area / population
<input type="checkbox"/> The elderly, individuals with HIV-AIDS, substance abuse, victims of domestic violence |
|--|--|

Type of clinic (*check all that apply*):

- | | |
|---|---|
| <input type="checkbox"/> Academic institution
<input type="checkbox"/> Ambulatory practice site
<input type="checkbox"/> Certified Rural Health Clinic (RHC)
<input type="checkbox"/> Community mental health clinic
<input type="checkbox"/> County or State correctional facility
<input type="checkbox"/> Critical access hospital (CAH), or other rural hospital
<input type="checkbox"/> Federally Qualified Health Center | <input type="checkbox"/> (FQHC) or look-alike
<input type="checkbox"/> Hospice
<input type="checkbox"/> Long-term care facility
<input type="checkbox"/> State Mental Hospital
<input type="checkbox"/> Tribal clinic
<input type="checkbox"/> Veteran Affairs facility
<input type="checkbox"/> Other: |
|---|---|

Year Two Didactic Tracking Form

Submit this form via Sakai or Qualtrics to report all qualifying didactics. Multiple activities can be reported under each topic area, as needed. If you are unsure if an activity qualifies, please reach out to the AHEC Education Coordinator.

Do NOT report didactic activities that are part of your required curriculum. Those cannot be counted.

Student Name

University

Program

Topic Covered *Click for definitions	Month	Title of Didactic	Source	Hours
Interprofessional Education				
Behavioral Health Integration				
Social Determinants of Health				
Cultural Competency				
Practice Transformation				
Virtual Learning & Telehealth				
Connecting Communities & Supporting Health Professionals				
Current & Emerging Health Issues <i>*Must check the applicable box(es) →</i>		<input type="checkbox"/> Diseases of Despair/Illnesses of Poverty, H.S. grad rates, health equity, mental/behavioral health, suicide and suicide prevention <input type="checkbox"/> Substance Use Disorder: alcohol, tobacco, OUD <input type="checkbox"/> Prevention/Health Promotion: maternal/fetal wellbeing, physical inactivity, cancer	<input type="checkbox"/> Community Health/Resiliency: emergency preparedness, pandemic response, emerging diseases <input type="checkbox"/> Climate change & public health policy <input type="checkbox"/> Cardiovascular disease/prevention and strokes, diabetes <input type="checkbox"/> Healthcare Workforce: shortages, provider well-being, lack of rural preceptors <input type="checkbox"/> LGBTQ+ health and access	

Year Two Experiential Learning Reporting Form

This form should be used by AHEC Scholars students or programs to report ONLY for the experiential training activity(ies) being used to meet the AHEC Scholars Program requirement. For example, if a student has two rotations that meet the requirement, students should select only one to report on.

Submit this form to Sakai or Qualtrics after completing the experiential requirement for AHEC Scholars. If you have questions, please reach out to the Education Coordinator or program staff.

Student Name	Rotation Dates
School	Program of Study
Name of Clinical Site & Preceptor	Address of Clinical Site

Number of Training Hours				Total Hours
IPE or IPP	Primary Care	Medically Underserved	Rural Area	

Population served (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Health professional shortage area / population
<input type="checkbox"/> Homeless population
<input type="checkbox"/> Medically underserved area / population
<input type="checkbox"/> Nurse shortage area
<input type="checkbox"/> Urban underserved population | <input type="checkbox"/> Residents of public housing
<input type="checkbox"/> Rural area / population
<input type="checkbox"/> The elderly, individuals with HIV-AIDS, substance abuse, victims of domestic violence |
|--|--|

Type of clinic (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Academic institution
<input type="checkbox"/> Ambulatory practice site
<input type="checkbox"/> Certified Rural Health Clinic (RHC)
<input type="checkbox"/> Community mental health clinic
<input type="checkbox"/> County or State correctional facility
<input type="checkbox"/> Critical access hospital (CAH), or other rural hospital | <input type="checkbox"/> Federally Qualified Health Center (FQHC) or look-alike
<input type="checkbox"/> Hospice
<input type="checkbox"/> Long-term care facility
<input type="checkbox"/> State Mental Hospital
<input type="checkbox"/> Tribal clinic
<input type="checkbox"/> Veteran Affairs facility
<input type="checkbox"/> Other: |
|---|---|

Frequently Asked Questions

Q: Why does Sakai send me notifications that assignments are due?

A: Monthly reporting forms are set up that way in Sakai to give reminders, but nothing is “due” and you are not required to report monthly, although regular reporting is encouraged so that we know you are still active in the program.

Q: What format can I use to submit my hours reporting?

A: Forms may be submitted in **Word, Excel, or PDF** format. If you are encountering barriers, please reach out to the Education Coordinator for assistance.

Q: Does AHEC coordinate my rotations in rural/underserved areas?

A: AHEC does not coordinate rotations, you will work with your academic program to schedule these.

Q: I'm interested in participating in the Campus for Rural Health's (CRH) IPE Rural Health Equity course while I'm on rotation in one of their areas (Klamath Falls, NE Oregon, and the Southern Oregon coast), how do I enroll?

A: If you are an OHSU student rotating in these areas, you will automatically be enrolled unless it's your MD core rotation. If you are not an OHSU student, reach out to the Education Coordinator to connect you with the CRH.

Q: When does the AHEC Scholars Fund accept applications and how do I apply?

A: The fund typically opens to applications in August or September and funding is awarded on a first-come, first-served basis for eligible applications until funds are fully dispersed. The application link will be posted in Sakai and shared in the weekly email from the Education Coordinator.

Q: How does participation align for students in the dual degree MD-MPH program?

A: Dual degree students apply and are accepted into AHEC Scholars at the end of year two. Participation is put on hold during the predominantly MPH third year, with active participation commencing during that last two years and culminating at graduation.



OHSU Strategic Communications
 3181 S.W. Sam Jackson Park Road
 Mail Code: L217
 Portland, OR 97239-3098
 Phone: 503-494-8231
 Fax: 503-494-8246



MEDIA RELEASE FORM

HIPAA Authorization Form is required in addition to this Media Release Form if participant is a patient.

Individual's full name (printed): _____ ("I/my" or "Individual")

Purpose (check (✓) all that apply):

- Marketing, advertising and media use by OHSU and/or OHSU Foundation (including, printed or electronic publications, brochures, advertisements, news reporting, use on OHSU Web site, etc.)
- For educational purposes (teaching, training, etc.)
- Use by external media, organization or other third party ("Entity"): Oregon AHEC

How Entity will use: Newsletter, Website, Instagram

I hereby grant consent to Oregon Health & Science University (OHSU) and/or Entity (if applicable), or its contractor, assignee or licensee to take photographs, videos or audio recordings of me for the Purpose identified above. I give permission to OHSU and/or Entity (if applicable) to use these images, videos, and recordings, including my name, likeness, image and/or voice or other recordings ("Recordings") and hereby irrevocably consent to the unrestricted use of the Recordings throughout the world and in perpetuity in accordance with this Media Release.

I hereby authorize and consent to OHSU and/or Entity and their respective officers, directors, employees, agents and contractors acting on its behalf, the use of the Recordings in any form of media, including still image photograph, voice audio, and/or video image, and to offer those images and/or recordings for use or distribution for the Purposes identified above without notifying me and to use, copy, reproduce, exhibit or distribute and create derivative works in any medium (e.g. print publications, video tapes, CD-ROM, Internet/WWW) those Recordings. Neither OHSU nor Entity is required to use any Recording obtained and may discontinue using such Recordings at any time.

I understand that all negatives, prints, digital reproductions, recordings, and videotapes shall be the property of OHSU and/or Entity and shall not be returned to me. I waive any rights, title, claims or interest I may have to control or approve of the use of my identity or likeness in any publication or media (printed or electronic) or other use of the Recordings now or in the future, whether that use is known or unknown to me, and I waive any right to royalties or other compensation arising from or related to the use of the Recordings.

I hereby agree to release and hold harmless OHSU and Entity, including their respective officers, directors, employees, agents and contractors from and against any claims, damages or liability arising from or related to the use of the Recordings, including but not limited to any re-use, distortion, blurring, alteration, optical illusion or use in composite form, either intentionally or otherwise, that may occur or be produced in production of the finished product. I agree to release OHSU and Entity and those acting pursuant to their respective authority from liability for any violation of any personal or proprietary right I may have in connection with any use of the Recordings for any use described above.

I have read the terms of this release and I understand it.

Individual's signature*: _____ Date: _____
**If participant is under the age of 18, a parent's name and signature must be obtained consenting for the Individual.*

Parent/Legal Guardian's signature*: _____ Date: _____

Parent/Legal Guardian's printed name: _____