



**AHEC Scholars Program Syllabus (*DRAFT subject to change*)
2018**

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The best way to reach me is by email. If you email and I do not respond within 24 hours, please feel free to call my office or my cell.

Other AHEC Staff members you could potentially be interacting with include Dwain Harris, Center Director (dharris@soahec.org) and Sherry Spragens, Student Services Coordinator (sspragens@soahec.org)

Program Description

❖ **About Rockcastle Regional**

Rockcastle Regional Hospital and Respiratory Care Center has been providing quality healthcare to Rockcastle and surrounding counties for more than 50 years. Starting as an acute-care facility in 1956, the hospital has adapted as healthcare needs have changed.

In 1980, Rockcastle Regional opened its first long-term care unit with 32 beds and added 28 more beds just 12 years later. In 2009, Rockcastle Regional again saw a growth of 14 beds. In Summer 2017, another 28 beds were added to our Respiratory Care Center facility which offers comfortable, professional, long-term care for a total of 127 ventilator-dependent patients, mostly from Kentucky.

We care for up to 20 patients in our acute-care facility, including a special care unit for those needing more intensive attention. And, hundreds of patients benefit from our convenient outpatient surgery and services.

Rockcastle Regional is a not-for-profit healthcare provider that accepts patients from all walks of life- regardless of age, sex, race, ethnicity, disability, sexual orientation, type of insurance or ability to pay for services. Our staff cares for patients based on what will best meet their needs, not what is best for the bottom line.

❖ **About AHEC Scholars**

AHEC Scholars is a program for health professions students interested in supplementing their education by gaining additional knowledge and experience in rural and/or underserved urban settings. This is a longitudinal program with interdisciplinary curricula to implement a defined set of clinical, didactic, and community-based activities. All experiential or clinical training will be conducted in rural and/or underserved urban settings.

Program duration is two years and each year includes the following for a total of 160 hours:

- 40 hours community-based, experiential, or clinical training in rural and/or underserved area
- 40 hours didactic education (focused on six Core Topic Areas)
 - Core Topic Areas
 - Interprofessional Education
 - Behavioral Health Integration
 - Social Determinants of Health
 - Cultural Competency
 - Practice Transformation
 - Current and Emerging Health Issues

Program Goals

Students who participate in this program will have opportunities to:

- Shadow and work with an interdisciplinary team of health care professionals
- Study real-life patient scenarios
- Boost your resume
- Network with other future health professionals
- Earn a stipend for your time
- Distinguish yourself for future employers

Required Equipment

The majority of your program course work will be completed online, so you will need:

- Reliable access to the internet.
- Zoom Conference and Google Classroom capabilities.

There will also be two in-person meetings (August and December 2018), so please ensure that you have adequate transportation for both.

Program Assignments

❖ ***Clinical Aspect***

The program will officially begin August __, 2018 with an all-day meeting at Rockcastle Regional Hospital and Respiratory Care Center. This will serve as an orientation to the hospital, the AHEC Scholars program, and to each other.

Upon completion of the August meeting, Scholars will receive their first case study, which they will focus on for the next four weeks. You will complete specific assignments for the case study and correspond with myself along the way for any assistance or check-ins, posts, etc. Once the first case study assignments are completed, you will be asked to attend a Zoom Conference in early September.

This Zoom Conference will serve two purposes: to give you an opportunity to hear from a guest speaker AND to provide you with your second case study.

Upon completion of the second case study, you will do the same set of assignments for a third case study.

You will find an example a case study with corresponding assignments listed below.

❖ ***Didactic Aspect***

Throughout the course of the AHEC Scholars program, we will provide you with a variety of opportunities to gain even more knowledge through conferences, service learning, simulations, etc. More details to come.

Possible didactic learning opportunities include:

- Lectures given by health care professionals from our AHEC region
- Video seminars broadcast by the statewide AHEC system
- Online learning modules (CE)

CASE STUDY 1: RUTH

Ruth is a 77-year-old female brought to the hospital with right-side hemiparesis and slurred speech. Her husband states that his wife woke up this morning with everything normal but by mid-morning she was dizzy and couldn't talk or move one side of her body. Her past medical history includes hypertension and hyperlipidemia. Her surgical history includes a hysterectomy 10 years ago. Currently, she takes Captopril 25 mg twice daily and lovastatin 20 mg twice daily. She does not smoke or drink alcohol.

Vital signs:

Temp: 98.8	Pulse: 91	Resp rate: 19
BP: 138/88	Height 5'2	Weight: 165

History/Physical: Elderly female; heart rate is regular with no gallops or rubs; point of maximal impulse at the fifth intercostal space in the midclavicular line. HEENT is normal with slightly dry mucous membranes in the throat without any exudates or lesions.

Neurologic: New onset weakness of the right side involving right arm and leg. Face and arm weakness is disproportionate to leg weakness and sensation is impaired on the contralateral side. Dysarthria with tongue deviation. Cranial nerves III, V, VII, XII impaired. Motor function tone and strength diminished. Plantar reflex decreased on right side. Blink reflex intact.

Extremities: Reduced strength, bilaterally.

Skin: Normal without lesions.

Chest/lungs: Respirations normal; no crackles, rhonchi, wheezes, or rubs noted.

Peripheral vascular: Bilateral, 3+ pedal pulses.

Abdomen: Normal bowel sounds. No hepatomegaly, splenomegaly, masses, inguinal lymph nodes, or abdominal bruits.

Nursing assessment

Abdominal appearance: rounded, obese.

Palpation of abdomen: soft.

Bowel function: incontinent.

Bowel sounds: present in all four quadrants, stool color brown and formed.

GU: catheter with yellow urine.

Integumentary: pale skin color, cool and intact.

Example Assignments (Based on Ruth's case study on previous page.)

- **Week 1 (8/5-8/11)**
 - ***Research issues facing Ruth (diseases, conditions, ailments)***
 - Familiarize yourself with the conditions hemiparesis, hypertension, and hyperlipidemia.
 - Familiarize yourself the hysterectomy procedure.
 - Familiarize yourself with the Captopril and Lovastatin medications (why they are prescribed, how they work, possible side effects)
 - ***Submit a Word document detailing what you have learned about the Ruth's history, condition, current medications, and any other valuable information relevant to her care.***
 - ***Submit by Saturday 8/11 at 12:00 pm et.***

- **Week 2 (8/12-8/18)**
 - ***Respond to the Ruth's case from the standpoint of your respective allied health program (Think of this as, for example, "As a PTA, how would I go about caring for/treating Ruth?")***
 - You will need to demonstrate the care you would initiate for Ruth, specific to your discipline.
 - Demonstrate knowledge of responsibilities/duties in your particular area of expertise.
 - ***Submit a discussion post to Taylor in which you fully describe the courses of action you would take if you were caring for Ruth. Include as much detail as possible in regard to your area of study. Response must be at least one paragraph (5 sentences) in length.***
 - ***Submit by Saturday 8/18 at 12:00 pm et.***

- **Week 3 (8/19-8/25)**
 - ***Group discussion among Scholars as a Care Plan Team. (Think of this as, "How can we best co-care for this patient?")***
 - All members of the Scholars Care Plan Team will need to engage via the discussion board tool to best figure out a plan for co-treating Ruth.
 - ***Submit 1 initial discussion post detailing your program-specific ideas for care (much like your post submitted to Taylor last week.) Then, read your Care Plan Team's responses and submit at least 2 posts to the group discussion detailing your plans for co-treatment. Responses must demonstrate knowledge of your specific field of care, as well as the expertise of other group members' fields of care.***
 - ***Submit by Saturday 8/25 at 12:00 pm et.***

- **Week 4 (8/26-9/1)**
 - ***Presentation of assignments to Rockcastle Regional staff for review.***
 - I will collect all Scholars' ideas and plans regarding Ruth's care and garner feedback from staff. For example, I will consult the PT department for feedback on the PTA Scholar's response, the hospital administrators about the HCA Scholar's response, etc. They will provide me with constructive comments to share with you, and from there we can assess the care plan for Ruth both one-on-one and as a group before moving on to the next case.

- *As I collect feedback from your respective departments and return the comments to you, I would like for you to submit a discussion post reflecting upon Ruth's case. What was something new that you learned? How did the responses to Ruth's care from your team members influence the care you planned on giving originally? Did you learn something you did not know already about the duties/responsibilities of a different health care profession? Discussion post must be at least one paragraph (5 sentences) in length.*
- *Submit by Sunday 9/1 at 12 pm et.*

Once the three case studies have been completed, the semester will conclude with another all-day meeting at Rockcastle Regional Hospital. This will serve as an opportunity for the Scholars to debrief and wrap-up the first semester, as well as gear up for the second semester.

Program Participation

Your participation in this program is assessed through your care-plan assignments (both in person and online), as well as completion of the didactic learning opportunities provided.

All in-person and online interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. You are absolutely welcome to speak to me about any concerns you may have about classroom participation and classroom dynamics.

Program Policies and Information for Scholars

❖ INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Southern KY AHEC, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

❖ HIPPA POLICY

Rockcastle Regional Hospital and Respiratory Care Center in conjunction with the Southern Kentucky AHEC Scholars program has adopted a policy that protects the privacy and confidentiality of protected health information (PHI) whenever it is used by company and program representatives. The private and confidential use of such information will be the responsibility of all individuals with duties requiring access to PHI in the course of their jobs or programs.

❖ TECHNOLOGY POLICIES

When utilizing technology to complete assignments based on patient records, Southern KY AHEC Scholars must:

- Ensure the confidentiality, integrity, and availability of all electronic medical information they create, receive, maintain or transmit;
- Identify and protect against reasonably anticipated threats to the security or integrity of the information;
- Protect against reasonably anticipated, impermissible uses.

❖ PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS

All Southern KY AHEC Scholars will be expected to adhere to the course syllabus when submitting assignments/activities, unless otherwise instructed by program personnel. If a Scholar anticipates an issue regarding a due date or an extension, they are encouraged to correspond with program personnel to coordinated and resolve.

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.

Preliminary Schedule of Topics, Readings, and Assignments

In regard to the case studies, you will be permitted from Monday-Saturday of the designated week to submit your assignments. I will review your submissions and (tentatively) provide you with feedback by the following Monday.

****Descriptions of assignments will be added into syllabus schedule before program begins***

Dates	Events/Assignments	Deadlines
8/7/18 (tentative)	Program understanding and other administrative papers signed and turned in to Taylor.	Due at 12:00p
8/11/18	Case Study 1: Assignment 1	Due at 12:00p
8/18/18	Case Study 1: Assignment 2	Due at 12:00p
8/25/18	Case Study 1: Assignment 3	Due at 12:00p
9/1/18	Case Study 1: Assignment 4	Due at 12:00p
9/8/18	Case Study 2: Assignment 1	Due at 12:00p
9/15/18	Case Study 2: Assignment 2	Due at 12:00p
9/22/18	Case Study 2: Assignment 3	Due at 12:00p
9/29/18	Case Study 2: Assignment 4	Due at 12:00p

10/6/18	Case Study 3: Assignment 1	Due at 12:00p
10/13/18	Case Study 3: Assignment 2	Due at 12:00p
10/20/18	Case Study 3: Assignment 3	Due at 12:00p
10/27/18	Case Study 3: Assignment 4	Due at 12:00p
11/3/18	Case Study 4: Assignment 1	Due at 12:00p
11/10/18	Case Study 4: Assignment 2	Due at 12:00p
11/17/18	Case Study 4: Assignment 3	Due at 12:00p
11/24/18	Case Study 4: Assignment 4	Due at 12:00p