Summer 2014

“Wisconsin AHEC: On Location” presents highlights of programs and people who bring teaching and learning to life in communities across the state. Suggestions for future articles are welcome; send ideas to Keri Robbins, AHEC Communications Coordinator (krobbins@wisc.edu) or Megan Hakes, Communications Assistant (mhakes@wisc.edu).

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TRIVIA CONTEST: Identify the location pictured in the masthead and win a gift! Send your entry to: krobbins@wisc.edu Be sure to include your U.S. Mailing address.

In this issue:

TEACHING

PROFILE: Mark Beamsley, MD; Primary Care Clerkship Faculty Director, UW SMPH Family Medicine Department

RESOURCES:
- Affordable Care Act Implementation Actions by AHEC
- Leadership for Population Health Improvement Certificate

LEARNING

1) Global Health Institute Training Workshop (March 8, 2014)
2) Extrication Drill (April 28, 2014)
3) Wisconsin Express (May 18-23, 2014)

ALUMNI: Introducing the AHEC Alumni Association Board

AWARD: “Health Literacy Advocate” to Keri Robbins, MS Ed; coordinator of AHEC community projects for medical students

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PROFILE: Mark Beamsley, MD

Director, Primary Care Clerkship - UW School of Medicine & Public Health
Family Medicine Physician - UW Health

By Megan Hakes

UNIVERSITY OF WISCONSIN -- “Most students come away from their community-based projects with a bigger awareness of the impact they can have and the complexities of community health,” says Mark Beamsley, MD, about the projects that Wisconsin’s regional AHEC centers help arrange for students during the third year of medical school. UW medical students are required to complete 24 hours of service work on a community-based project during the 8-week Primary Care Clerkship through the School of Medicine and Public Health, which Dr. Beamsley directs. “Students share tips on ways that something was accomplished where they were working and how that could be applied in other places. There’s an exchange of ideas, a broader perspective on community health.”

Dr. Beamsley also works as a Family Medicine physician at UW Health’s Odana Clinic. He describes himself as “a product of the system,” having completed his residency at UW and staying for 12 years. He has served as Director of the Primary Care Clerkship program for the past two years.

One aspect of his role with the Primary Care Clerkship is developing the curriculum. This responsibility entails working with other physician educators to determine “what we want students to learn about and experiences we want them to have, so that they have a good sense of what it is like to work as a primary care physician — some of which relates to their community engagement.” According to Dr. Beamsley, the biggest learning goal of the community project is for students to discover “how to recognize the needs of a community, rather than imposing their view of what a community needs.”

Through Wisconsin’s regional AHEC centers and local partners across the state, a robust network of collaborative teachers has emerged, according to Dr. Beamsley. “We’re really lucky here in Wisconsin. We have over 300 physicians and clinics that work with students on the Primary Care Clerkship.”

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Dr. Beamsley believes that teaching the next generation of physicians is a core responsibility of current physicians and a valuable opportunity. “It reminds me of the things that are important or the fundamentals that we’re all taught as medical students, it keeps me grounded in that way. It also keeps me on my toes with new information going forward.”

Watching students develop as physicians while working on the clerkships and their projects is also rewarding. “They’ve had little clinical experience before that. We do an orientation with them and watch how students become more confident in their skills. It’s that development that’s really my favorite part.”

In recent years, there has been a push for more sustainable projects. Students are encouraged to work on projects that can become self-sustaining, to pick up projects previous students began, or to design their projects so that communities can continue the work after they leave. Many students have had great success by doing so, including those who work with asthma education in Milwaukee Public Schools, an ongoing connection between Milwaukee AHEC and the Fight Asthma Milwaukee program. “Medical students work in classrooms of (elementary school) students where there are high rates of asthma and asthma complications. They help younger students to learn about this condition and what is happening in their environment and with their health and how they can improve asthma outcomes.” The program has been around for a while, and Primary Care Clerkship students recently got involved as teaching assistants. “I think that’s been a real eye opener for medical students as to a successful program, how that can be implemented and brought into the schools,” says Dr. Beamsley. See sidebar for student reflection comments.

Another ongoing community project focuses on alcohol awareness in La Crosse. “Being a college town, there are some pretty big events there where I think there’s some community concern. Students have been involved with community awareness on that and have worked at some of the events. I think it is helpful for them to look at that sort of health problem from a different lens than they’re used to looking through.”

Dr. Beamsley models the importance of getting involved with the community and working on projects. He volunteers with MEDiC Clinic, a free clinic at the Salvation Army that UW students run. Also, he works with Physicians for Social Responsibility, a group that provides leadership for environmental health and public health topics and projects.

The community-based projects are designed to emphasize these types of future leadership opportunities and the skills students can offer communities as medical professionals. “They have a lot of information that can be very useful to these areas and uniquely applied,” says Dr. Beamsley.

Read more about the UW Primary Care Clerkship: http://www.fammed.wisc.edu/med-student/pcc

Medical student reflections about ongoing work with “Asthma Smarts”/Fight Asthma Milwaukee curriculum in Milwaukee Public Schools

“I never appreciated the extent of the need for asthma education in MPS before participating in this project. I had asthma as a child and remember using a peak flow meter, inhaler, nebulizer etc. However, I don’t remembering being responsible for these treatments at such a young age, as my mother handled the medications. Many of the students I interacted with do not have this same family support. Therefore, in many cases, the children themselves are in charge of managing their own asthma symptoms and medications. This concept had a significant impact on the way I think about the effect of asthma on the pediatric population.”

“Teaching just three lessons at Milwaukee Academy of Chinese Languages has given me a newfound appreciation for public school teachers. It was both challenging and rewarding working with the kids. The third graders were the most rowdy group at first, but by the end of the last lesson, I was able to control them better. After getting hugs from the kids and hearing ‘I don’t want this to be our last day!’ I understood the rewards of teaching. Teaching the Asthma Smarts curriculum helped me to learn how to better explain asthma management to my patients. I now have practiced how to bridge different levels of health literacy and can identify which parts of asthma management are difficult for patients to grasp. Overall, I believe this was an extremely worthwhile project to be involved in, and it is perfectly organized to fit in the PCC clerkship.”

“This gave me a good opportunity to interact with children outside of a health care setting, to supplement the experience I got in my family medicine rotation. Additionally, I was able to develop my skills in patient education. I noticed a lot of similarities between what I did with the students during these sessions and what I did when I was explaining asthma to a patient. Throughout my career I will need to explain complicated medical conditions in a reasonable way to patients without medical training, many of whom may have lower education overall as well. The skills I developed, including using useful analogies to everyday life, watching the use of medical jargon and asking questions to assess their level of understanding will be useful to me as I go forward with my career.”
UPDATE: Affordable Care Act Resources
Regional AHECs Helping Implement Obamacare During Summer

By Michael Jacob

The first open enrollment period under the Affordable Care Act has come and gone, so it’s time to sit back and wait for the next open enrollment this fall, right? Not at all, and that includes AHEC.

Just some of what is on-going in this Obamacare “off-season:”

- Ensuring those who signed up for coverage through the ACA pay their premiums. Only those who do will be fully enrolled and able to access care.
- Making sure people who have a change in their life status – marriage, divorce, kids, change of job, etc. – know they may become eligible for coverage during this special enrollment period due to life changes.
- Making sure that young adults know they are eligible to be on their parents’ insurance coverage up to age 26. Also making sure that those who are or become eligible for BadgerCare know that they can enroll any time throughout the year.
- Spreading the word about how Obamacare works, what’s covered and the availability of financial help through tax credits.
- Helping providers and other health care professionals help the newly covered access and understand the care they can now get.

AHEC Regional centers across Wisconsin, along with the state program office, will continue to be active on the last two fronts in particular. Thanks to modest grants from the National AHEC Organization, regional centers are helping explain the ins and outs of the Affordable Care Act to health professionals and students working their way into health professionals.

AHEC staff do so by weaving into the vast network of Federally-funded navigators and locally funded/volunteer Certified Application Counselors. In many ways, this work is not only important, but an easy and natural thing to do given AHEC’s statewide reach and deep connections to organizations and individuals in local communities.

If you have a need for education or training about the Affordable Care Act in your community, contact your regional center or Michael Jacob (608-262-7237, mbjacob@wisc.edu) in the statewide Wisconsin AHEC Program Office.

How Many Uninsured Wisconsinites are Eligible for Assistance under the ACA?

Under the ACA, in Wisconsin, seven in ten (70%) uninsured nonelderly people are eligible for financial assistance to gain coverage through either Medicaid or the Marketplaces.

With the state’s expansion of Medicaid to 100% of poverty, over one-third (36%) of uninsured Wisconsinites are eligible for either Medicaid or CHIP as of 2014.

An additional third (34%) of those currently uninsured in the state are eligible for premium tax credits to help them purchase coverage in the Marketplace.

Leadership for Population Health Improvement Certificate

Of interest to public health professionals considering additional education

The University of Wisconsin School of Medicine and Public Health now offers a Leadership for Population Health Improvement Certificate. The classes are taught entirely online, making it possible for busy students and professionals to complete the certificate on their own time. Students must hold a baccalaureate degree from a regionally accredited U.S. institution or equivalent, have strong academic performance and have a minimum of five years of professional experience. Leadership for Population Health Improvement Certificate students will complete classes about public health principles and practice, management and policy, politics of health policy, and leadership for population health change.

For more information on the program visit: http://www.pophealth.wisc.edu/Prospective-Students/Leadership-PopHealth-Improve-Certificate
FEATURED PROGRAM: Global Health Institute Training Workshop  
High school students from 4 rural districts attend Saturday event in Madison

By Megan Hakes

SOUTH CENTRAL AHEC REGION - In partnership with the University of Wisconsin-Madison Global Health Institute and the college student organization GlobeMed, South Central Wisconsin AHEC hosted a Global Health Institute Training Workshop in Madison on Saturday, March 8, 2014, on campus at the Health Sciences Learning Center. The workshop was free to students. South Central AHEC provided each school a $300 stipend for travel expenses.

Teachers from four regional high schools brought 17 students to the half-day workshop:

- Adams-Friendship High School (5 students)
- New Glarus High School (5 students)
- Portage High School (4 students)
- Watertown High School (3 students)

Presentations were conducted by the Global Health Institute Education Programs Associate Sweta Shrestha, MPH; and several UW-Madison students pursuing Certificates in Global Health. Participants discussed health disparities and consequences of foreign medical aid by college students without medical training, watched a TED talk about cultural misunderstandings, and engaged in asking questions about the presenters’ experiences.

“It’s never too early for students to think about what public health or global health is,” said Ms. Shrestha. “Getting that seed started of what’s going on around the world, what kind of health disparities there are, and what the world of public health looks like gives students an advantage.”

For additional details, more photos, and a brief video about this event, see feature story online at: http://ghi.wisc.edu/introducing-rural-wisconsin-students-to-global-opportunities/

FEATURED PROGRAM: Patient Extrication Drill  
Medical and pharmacy students observe emergency response team exercise in Blooming Grove, WI

By Michael Jacob

SOUTH CENTRAL AHEC REGION - What happens at the scene of an accident - the pre-hospital setting - is a critical piece of patient care that health profession students learn about but don’t often see in action. Wisconsin AHEC worked with the Blooming Grove Fire Department to facilitate an opportunity for UW students to see a live vehicle accident drill requiring patient extrication.

Six students observed the entire emergency response process, including initial dispatch, on-scene arrival, establishing scene safety and vehicle stabilization, patient care in the vehicle, and extrication (“jaws of life”) and packaging for transport to the hospital. The EMS Division Chief at Blooming Grove Fire was with the students for the drill, explaining what was happening in terms of safety precautions, communications, initial patient stabilization and then patient care on scene and en route. As an unplanned bonus, the fire department received a real world call during the debrief time and so the students got to witness the ambulance, fire engine and rescue squad personnel gear up and exit the building in real time.

“It was very cool to see you guys in action, [with the EMS Division Chief] narrating and answering questions. From a pharmacy student’s perspective, what I enjoyed most about the experience was just being able to see a more complete picture of what happens at the beginning of the transitions of care before a patient is admitted into the hospital. I also found it very interesting to see how medications are utilized in these emergency situations. I was very impressed with the demonstration and I really appreciate you setting this up. It was definitely a worthwhile experience.” - UW Pharmacy Student
AHEC’s 16th annual Wisconsin Express program welcomed 89 students to regional sites across the state from May 18-23. Earlier in spring, two program sites (Rusk/Barron and Sheboygan) also conducted this immersion experience for an additional 18 students, bringing this year’s program total to 107 participants.

During the week, students travel to community settings and stay on site to discover the regional challenges and resources for health care. Most Wisconsin Express sites also explore a specific culture predominant in the local population, such as Native American, Hmong, Amish, African-American, or Somali. All sites introduce students to residents and local leaders, as well as the range of service providers, agencies, and cultural highlights of living in that region.

Each site is comprised of students from many different health professions - offering a unique opportunity for interprofessional education, discussion, and teamwork. Listening and responding to questions and comments from students trained in other disciplines is a hallmark of the Wisconsin Express program, with experienced facilitators to guide their travel itinerary as well as their reflection sessions and group dialogue.

Photos from this year’s trips are being added to our Wisconsin AHEC Facebook albums, open to all to view online at:

www.facebook.com/WisconsinAHEC

Additional details and demographics about this year’s participants will be published this fall at:

www.ahec.wisc.edu/wisconsin-express

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### May 2014 Regional Sites

1. **Ashland (9 students)**  
   **Site Coordinator:** Lori Cannon  
   Visits included rural health care settings featuring women’s health, acute care, public health, tribal clinics and others in the Chequamegon Bay area.

2. **Beloit / Janesville (6 students)**  
   **Site Coordinator:** Angie Flickinger  
   Students met with local organizations, free clinics and the Beloit Community Action Agency, to learn about the Hispanic, African American, uninsured/underinsured, homeless and rural populations of this area.

3. **Green Bay (6 students)**  
   **Site Coordinator:** Chris Vandenbouten  
   Participants explored the diverse cultures in this area of the state. Activities challenged students to see health care from the perspective of the Native American culture and the underinsured.

4. **La Crosse (6 students)**  
   **Site Coordinator:** Bob Milisch  
   Students learned about the backgrounds and health care needs of the area’s Hmong and Amish people. Site visits included an Amish carpentry shop, school, and a rural hospital serving low-income patients.

5. **Menominee County / Shawano (8 students)**  
   **Site Coordinator:** Gail Nelson  
   Immersion into the Menominee Native American tribe throughout the week offered these students the opportunity to learn about Native American culture and the health disparities affecting this population.

6. **Milwaukee (9 students)**  
   **Site Coordinator:** Suzanne Letellier  
   Opportunities to learn about Milwaukee’s Latino, African American and Hmong communities were provided at this site. The students explored issues of poverty, lack of access to health care, homelessness, language barriers and AODA issues.

7. **Minocqua / Rhinelander / Lac Du Flambeau (10 students)**  
   **Site Coordinator:** Mark Scully and Larry Bergum  
   Students investigated health care issues such as chronic illness, obesity, substance abuse and domestic/sexual violence facing rural and Native American communities in the Northern Highland region of Wisconsin.

8. **Rusk Barron – Somali Focus (8 students)**  
   **Site Coordinator:** Jackie Pederson  
   Students learned about rural community health, with an emphasis on the Somali community. Sites on the travel itinerary included the International Center and local public schools.

9. **Sheboygan – Hmong and Hispanic Focus (11 students)**  
   **Site Coordinator:** Jill Niemczyk  
   Students explored the problems in health care access and health literacy that face the Hmong and Hispanic populations in the northeastern region of the state.

10. **Stevens Point (10 students)**  
    **Site Coordinator:** Jasie Steinmetz  
    Health care needs of low income, Hmong and Hispanic residents of Stevens Point and surrounding rural communities were examined, with an additional focus on sustainability and nutrition.

11. **Wausau – Amish and Mennonite Focus (6 students)**  
    **Site Coordinator:** Rebecca Morris  
    Participants delved deeply into Amish and Mennonite culture and rural health care practice in the Wausau area.
ALUMNI: AHEC Alumni Association

Participants of AHEC signature programs (including Youth Health Service Corps, Wisconsin Express, Community Health Internship Program, and regional summer health careers camps) who completed their program in good standing are invited to join the AHEC Alumni Association. Alumni Association members have opportunities to participate in seminars with guest speakers, attend regional events planned by the Alumni Board, and network with past or current program participants. Announcements for alumni are also posted to the AHEC Facebook page. To learn more, visit http://www.ahec.wisc.edu/students

The association was established in 2012 and selected its inaugural board of student officers in Fall 2013.

TeAngelo Cargile Jr.
- President
- Region: Milwaukee AHEC
- UW-Milwaukee junior studying American Sign Language Interpreting & Studies
- Plans to earn a master’s in public health
- Youth Health Service Corps program assistant for Milwaukee AHEC; alum of YHSC

Zachary Meyer
- Vice President
- Region: South Central AHEC
- UW School of Medicine and Public Health/Wisconsin Academy of Rural Medicine - entering 2014
- Alum of Wisconsin Express; Community Health Internship Program

Jewel Yang
- Secretary
- Region: South Central AHEC
- UW-Madison junior studying Human Development and Family Studies
- Alum of Youth Health Service Corps

AWARD: Keri Robbins recognized as “Health Literacy Advocate”

MADISON - The Wisconsin AHEC Communications and Interprofessional Programs Coordinator, Keri Robbins, MS Ed, was honored by the Literacy Network as a “Health Literacy Advocate” for her ongoing work matching UW medical students with community projects statewide, including placements in the “English for Health” class in Madison. The award was presented on June 4 at a ceremony for English language learners, tutors, and community members.

Since 2011, Keri has collaborated with staff at the Literacy Network to match third-year medical students with the “English for Health” class, where they serve as tutors. The medical students also participate in simulation activities which enable class members to practice an appointment and gain comfort with the health care system. The class has been recognized as an evidence-based practice for improving health outcomes for English language learners and their families. Medical students also report gaining important insights that will improve their future practice.

Board members welcome your suggestions for future meetings and programs. Contact the AHEC Alumni by sending email correspondence care of TeAngelo at: Tcargile@milahec.org