AHEC Academic Fellowship
This catalog describes the Academic Fellowship of Area Health Education Centers at the University of Arkansas for Medical Sciences. Revision 6.
2010-2011
AHEC Academic Fellowship Catalog
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FELLOWSHIP SELECTION COMMITTEE

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INTRODUCTION – AHEC ACADEMIC FELLOWSHIP

The primary focus of the AHEC Academic Fellowship is on the strategic plan and mission of the AHEC system and Center for Rural Health. This encompasses the planning and implementation of the Patient Centered Medical Home; the development of chronic disease quality improvement programs that includes reports and patient registries; maximizing patient centered information systems, translational research, and as always, quality education of family medicine residents and students while improving overall healthcare management. This fellowship will consist of educational experiences that are short-term seminars, formal graduate courses, specific projects, research and longitudinal experiences that will enhance the ability of the fellows to further their individual professional development and also advance the strategic plan, education programs and patient care of the Area Health Education Centers and the Center for Rural Health.

This fellowship helps to formalize the attitudes, knowledge, and skills required to respond to the changing health care needs of today’s patients and the educational needs of family medicine residents and students. The purpose of this fellowship is to provide a program of advanced study for faculty members in the AHEC program. In this two-year fellowship, participants will learn to apply new knowledge for the ongoing improvement of healthcare services and medical education.

The fellowship is designed for those of who have received a faculty appointment in the last three years of 50% time or greater. The program is designed to offer the opportunity to combine the principles and practices of quality improvement, managerial skills, translational research and education. The structure of the curriculum will require core education experiences but be flexible enough to respond to individual needs. The fellowship program uniquely allows the fellows to continue their regular work at their AHEC home and through the fellowship funding support for released time, be able to dedicate time to participate in the fellowship program.

The fellowship program is designed to provide a well-rounded integrated, interdisciplinary educational experience. We are fortunate to have energetic faculty in all aspects of the fellowship curriculum who will contribute to this innovative program. The AHEC Academic Fellowship offers a combination of educational opportunities utilizing the resources of UAMS and the individual AHECs.

If you have questions about the fellowship or your eligibility, please send an e-mail to AHECAcademicfellowship@uams.edu or call (501) 603-1202.
AHEC ACADEMIC FELLOWSHIP OVERVIEW

Fellowship Candidates are physicians, Ph.D.s, Pharm. D's and other faculty appointed in the last three years, who work at least 50% time and who have an interest in pursuing or continuing academic careers in a clinic-setting that promotes effective teaching, translational research, effective management, quality improvement and state of the art information systems. Fellows will engage in mentored experiences that include graduate courses, seminars, on-line courses, research activities and projects that are aimed at enhancing faculty performance and productivity. Experienced faculty as well as faculty mentors will help to guide each fellow’s education program. Mentors will be matched with fellows to offer complementary expertise, in terms of basic research, teaching, management and other areas of the curriculum.

WHO MAY APPLY TO THE FELLOWSHIP PROGRAM?

The AHEC Academic Fellowship is designed for those of who have received a faculty appointment in the last three years of 50% time or greater. We strongly encourage applications from minorities and women. We are looking for faculty candidates that are interested in advancing their knowledge and skills in academic family medicine and who have a strong interest in improving the environment where we teach and provide health care. In addition, a strong interest in research and quality improvement will be considered. Other selection criteria include: motivation to pursue an academic career and commitment to life-long learning, clarity of career objectives and positive letters of recommendation for the fellowship program.

HOW ARE FELLOWS SELECTED?

All applications to the fellowship program undergo a two-phase review process. In the first stage, the applications are reviewed by the Fellowship Director and the Fellowship Selection Committee. The application and letters of recommendation will be reviewed by the Selection Committee. After assessing Committee comments and recommendations, the Vice Chancellor for Center for Rural Health will select the candidates most suited for the fellowship. Selected candidates must be willing to make a two year commitment to the fellowship program and agree to remain employed at the AHEC for an additional two years.

FELLOWSHIP MENTORS

Experienced faculty mentors will help guide each fellow's program of study. Mentors will be matched with fellow's needs and interests. Fellows will be paired with a mentor by selecting mentors from a list provided by the fellowship program. A fellow may also initiate the selection of an appropriate mentor that is approved by the Fellowship Selection Committee. The Fellowship Selection Committee will prepare the list of approved mentors and meet with fellows to guide them through the mentor selection process.
FELLOWSHIP STRUCTURE AND CURRICULUM

IDENTIFICATION AND REVIEW OF INDIVIDUAL GOALS

At the beginning of their fellowship program, each new fellow will provide his/her career goals to the Fellowship Director, the Fellowship Committee, and his or her mentor. Each fellow will develop a fellowship plan. This customized educational program will be established at the beginning of each fellowship, which includes a set of required courses, seminars, and electives. Each fellow will be expected to develop a plan for their fellowship program complete with objectives. The Fellowship Director and mentor will meet with the fellow monthly to formally review the status of the fellows’ program progress.

LIST OF MENTORS

The core faculty in the program is composed of faculty from the AHEC and various departments at UAMS. A complete list of mentors is currently being assembled.

<table>
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<tr>
<th>Faculty</th>
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FELLOWSHIP CURRICULUM

The Fellowship Program Curriculum will consist of both core requirements and elective experiences. The individual fellowship objectives of any fellow can be met through a combination of these required courses and seminars as well as elective experiences. Fellows should choose electives that will improve and augment their knowledge in an area of care in which they desire more exposure. All courses are pass/fail. Courses taken through the College of Public Health must be passed.

FELLOWSHIP LEARNING GOALS

Fellows will demonstrate skills, knowledge, understanding, and mastery of a broad range of concepts, principles and competencies, which include:

- Identify strengths, deficiencies, and limits in one’s knowledge and expertise
- Set self-learning and improvement goals
- Identify and perform appropriate learning activities
- Systematically analyze practice, using quality improvement methods, and implement changes with the goal of practice improvement
- Incorporate formative evaluation and feedback into daily practice
- Locate, appraise, and assimilate evidence from scientific studies related to patients’ health problems
- Use information technology to optimize learning, research and patient care
- Participate in the education of patients, families, students, residents and other health professionals, as documented by evaluations of a resident's teaching abilities by faculty and/or learners
- Develop better designs for clinical studies to make certain that patients with rare as well as common chronic diseases benefit from new medical therapies
- Produce enriched environments to educate and develop the next generation of teachers, providers and researchers who will eventually go into practice
- Compete for grants and awards to cover costs of research. Innovation grants may be available for pilot research studies
- Design new and improved clinical research biometrics/informatics tools
- Expand outreach efforts to rural, minority and medically underserved communities
- Work with interdisciplinary teams that cover the complete range of clinical practice and research
- Practice the principles of NCQA standards for the Patient Centered Medical Home
- Practice and support the principles and functions of effective clinical, program and project management
- Practice the concepts and principles of good, clinical, group teaching as well as the principles of effective and timely feedback
- Understand the ethical and legal aspects of healthcare research
- Improve communication skills with patients, families, professional colleagues, and community groups
- Be aware of cultural aspects of care including issues relating to geographic location (urban vs. rural), ethnicity, and socioeconomic status
• Create new partnerships with private and public health care organizations
• Acquire and practice skills in quality improvement methodologies
• Learn professional self-care, such as self-reflection, life-long learning, balancing work and personal interests
• Utilize the principles of effective leadership
• Encourage, support and practice the principles of translational research in all healthcare activities

**FELLOWSHIP REQUIRED COURSES**

The AHEC Academic Fellowship program requires six (6) semester credit hours in two (2) COPH (College of Public Health) classes. It is not required that individuals be admitted into the COPH in order to take these classes. For more information visit, [http://www.uams.edu/coph/applicants/Application%20Checklist/NON%20DEGREE%20STUDENT.doc](http://www.uams.edu/coph/applicants/Application%20Checklist/NON%20DEGREE%20STUDENT.doc)

The COPH required courses are:

• Introduction to Public Health
• Health Care System

**PBHL 5003: Introduction to Public Health**

An introduction to basic and contemporary issues of public health, including tools of community-based health assessment, surveillance, health promotion, disease prevention, policy and ethics will be presented. This course provides an overview in the diverse areas of public health practice.

Objectives:

• To assess and understand the health status of a population
• To identify determinants of health and illness
• To identify factors influencing utilization of health services
• To identify organizational forms for the delivery of health services
• To identify issues of health services delivery
• To define application of policy analysis to health services
• To define ethical dilemmas and issues in health care
• To demonstrate effective written and interpersonal communications skills.
• To identify performance indicators for a health care system or organization

Instructional Method: On-Line Course

**PBHL-5123 Health Care System**

This course will lay the foundation for analytical thinking about the health care system of the United States. The U.S. health care system is segmented into several components that
represent major organizational and policy concerns in contemporary U.S. health care delivery.

Objectives:
- To assess and understand the health status of a population
- To identify determinants of health and illness
- To identify factors influencing utilization of health services
- To describe the various types of healthcare organizations involved in the delivery, financing and regulation of healthcare services
- To describe the basic management functions and processes in a health care organization
- To define application of policy analysis to health services
- To describe governance structures of hospitals
- To define ethical dilemmas and issues in health care
- To demonstrate effective written and interpersonal communications skills
- To identify performance indicators for a health care organization
- To identify systems to assess and improve the quality of care and services

Instructional Method: Online Course

OTHER REQUIRED COURSES TAUGHT AS SEMINARS OR ONLINE COURSES INCLUDE:

- A Guide to Research in Family Medicine
- Fundamentals of Clinical Research
- Fundamentals for Translational Research
- Introduction to Epidemiology
- Ethics in Family Medicine
- Instructional Development & Evaluation I, II, III
- Residency Management
- Principles of Leadership in Healthcare
- Principles of Effective Management
- Grant Writing
- Clinical Teaching Techniques
- Community Engagement

A Guide to Research in Family Medicine
The participant will learn and apply knowledge gained to real issues in family medicine research. Areas to be covered will include: research in a clinical practice, management of primary care clinical databases, properties of instruments used in family medicine research, recruitment and retention of subjects, analytic tools used in quantitative and qualitative family medicine research, collaborative research in family medicine and dissemination and implementation of research results.
Objectives:
- Assess their own knowledge and attitude toward research
- Development of a fundable research protocol within a clinical practice
- Acquire techniques of peer collaboration for research
- Apply their understanding of research as it applies to translational research
- Fellows will acquire the skills to formulate a clear research question and specific research objectives from daily practice
- Design a study, with a plan to collect and manage data
- Develop a plan for data analysis
- Develop a plan for preparing a report for publication

Instructional methodology: Seminar
Instructor: Geoffrey Goldsmith, M.D., M.P.H., Jack Kennedy Endowed Chair and Professor, College of Medicine, Dept. of Family & Preventive Medicine
Project: Required Family Medicine Research Project

**Fundamentals of Clinical Research**
Fundamentals of Clinical Research starts with the history of legislation and regulations that govern clinical research and an overview of drug, biologic, and device development. Writing effective and professional monitoring reports is also addressed. This is intended for physicians, statisticians, epidemiologists and others with little or no previous experience in the conduct of clinical trials. The seminar introduces issues in the design, organization, and operation of randomized clinical trials. Topics include: trial design, concepts of controls, masking, and randomization, data collection and analysis principles and monitoring for evidence of adverse or beneficial treatment. The instructor highlights the differences between device and drug/biologic studies. Participants develop a thorough knowledge base of Good Clinical Practices (GCP) and International Conference of Harmonization guidelines and gain a sound understanding of clinical trial development and management.

Objectives:
- Identify the GCP obligations in protecting the rights of study subjects
- Distinguish the different roles and obligations between the investigator, sponsor, and IRB
- Explain the ‘ideal’ elements used in conducting a clinical trial
- Demonstrate the ability to perform monitoring and coordinating activities and detect deficiencies
- Choose the different problem-solving techniques in resolving GCP deficiencies
- Be able to state an overview of clinical trials and statistics
- State basic terms and concepts
- Design techniques to avoid bias
- Describe at least two designs for clinical trials
- Ethical issues in trial design
Instructional methodology: Web-based and online course
Instructor: Kathryn Henning, PhD., Office of Research Compliance, Research Education Program

Required Project: The fellow will develop a drug or non-drug protocol for a study as a term paper. The study developed must be a randomized study.

- Title of Proposal
- Background and significance of the proposed study
- Objectives: State the hypotheses in terms of intervention and specific outcomes (efficacy and/or safety) to be addressed by the trial. State the primary question and response variable, secondary questions and response variables, any subgroup hypotheses, and list any adverse effects that will be monitored
- Patient selection: State the source of participant recruitment, disease state under investigation, and specific criteria for inclusion/exclusion of participants; Develop your recruitment plan
- Intervention: If you are proposing a drug therapy, describe the drug formulation, route of administration, amount of each dose, frequency of dose, duration of therapy, dose modification, monitoring participant compliance
- If you are proposing a non-drug therapy intervention, describe similar information but for the specific type of intervention you are proposing. For example, if you are proposing an educational intervention, describe the content and format of the intervention (workshops, classes, etc. for patient education), the frequency, the duration, etc
- Study measurements: baseline assessment, definition of primary and secondary study endpoints, criteria of participant response, side effects that will be monitored
- Develop a trial design: intervention allocation, randomization, blinding, placebo, etc.
- Develop a study calendar: frequency of evaluations, tests, procedures (include any extended follow up period)
- Develop sample size and statistical analysis: sample size justification, timeline for patient accrual, data and safety monitoring, interim analysis, final data analysis plan
- Assumptions about drop-outs, withdrawals, losses to follow-up, and non-adherence

**Fundamentals for Translational Research**

This course provides an overview of the methods of translational research. Emphasis is on developing skills in the interpretation and application of findings of translational research. Topics include study design, biomarkers, statistical analyses, validation strategies, and evidence synthesis methods.

Objectives:
- Describe the different levels of translational research
- Apply translational research skills and knowledge to a collaborative study designs
- State the role of conducting translational research to pay for faculty performance and scholarly success
- Identify the GCP obligations in protecting the rights of study subjects
• Distinguish the different roles and obligations between the Investigator, Sponsor, and IRB
• Apply translational research studies to on-going clinical practice

Instructional Methodology: Online course presented by the Center for Clinical and Translational Research.
Instructor: CCTR Staff
Required Project: The project will be the ongoing development of the proposed study done in Fundamentals of Clinical Research. The research proposal will be evaluated on the importance of the hypothesis and specific aims, originality, the clarity and feasibility of the project and available funding for the project. The hypothetical translation of research findings from the above study will be developed into evidence-based policies and practices that should improve the healthcare of all patients. The proposed study will later be used as a basis to write and request a grant.

Introduction to Epidemiology
This introductory seminar provides an overview of chronic disease epidemiology and prevention strategies. This course addresses the most important groups of chronic diseases, including heart disease, stroke, hypertension, cancer, diabetes, lung diseases and depression. It focuses on the biological basis, incidence, prevalence, morbidity and mortality of chronic diseases as well as etiological factors accounting for differences in incidence and mortality. Participants will learn how to apply epidemiological methods in studies of chronic disease prevention and control and to understand the importance of surveillance and applied research as a basis for public health interventions. This seminar is an introduction to the skills needed by public health professionals to interpret critically the epidemiological literature and will provide participants with the principles and practical experience needed to develop these skills.

Objectives:
• Know the epidemiology of common diseases in populations
• Understand epidemiological concepts and principles
• Discuss, apply, and interpret basic epidemiologic concepts and measures of disease occurrence in populations: incidence, prevalence, relative risk, attributable risk, standardization
• Be able to critically assess published medical evidence
• Use basic methods for investigating an outbreak of a health problem in a community, making use of the concepts of disease variation in time, person and place

Instructional Methodology: Seminar
Instructor: Talmage Holmes, PhD. M.P.H., Associate Professor, Emergency Medicine
Project: Required Epidemiology Project
**Ethics in Family Medicine**

A review of ethical considerations in human subject research will include the Nuremberg Code, the Declaration of Helsinki, the Belmont Report, and other pertinent and current literature and case studies.

Objectives:
- Provide an overview to the development and philosophy of ethics
- Describe a minimum of three case studies so that can be considered real-world examples of ethical issues
- Cite resources that assist researchers in designing studies that respect patient confidentiality, local regulations, cultures and expectations
- Cite ancillary reference documents on modern perspectives that shape the research ethics field

Instructional Methodology: Seminar
Instructor: Chris Hackler, PhD., Director, Division of Medical Humanities

**Instructional Development & Evaluation I, II & III**

This three-part seminar presents instructional development and evaluation as important processes in continuing efforts to improve medical education. Accordingly, this seminar will cover the curriculum development and evaluation processes. Examples of instructional and curriculum development will be provided along with examples of how to plan for an educational program including identification and selection of objectives, selection of learning experiences, the organization of learning experiences, and the effectiveness of the educational program. Instructional and curriculum evaluation approaches will be presented including a collection of material about learner knowledge and satisfaction. Examples of workshops, intensive short courses and models of delivery will be presented.

Objectives:
- Review a minimum of three instructional and curriculum development models
- Review the Competency-based curriculum development process
- Compare at least two models of program and project evaluation
- Utilize key functions of management to assess management function of the residency
- Prepare one evaluation project utilizing key functions of evaluation

Instructional methodology: Seminar with team teaching
Instructors: Steve Boone, Ph.D., Director, Office of Educational Development
Project: Required

**Residency Management**

Residency management will include how to monitor, improve communication, collaborate, and improve residency information management. The purpose of this seminar is to further develop the participants’ critical residency management skills.
Objectives:
- Planning, implementation and evaluation of the competency-based curriculum.
- Monitoring techniques for the residency program
- Development of residency evaluation systems
- Counseling the underperforming faculty member
- Counseling the underperforming resident
- Budgeting for the residency program
- Principles of residency feedback
- Evaluating and modifying clinic functions that interfere with resident education
- Regional and national organization for residency education
- Preparing and managing resident program review

Instructional methodology: Seminar and Residency Director Panel
Instructors: Robert Price, PhD., Professor, AHEC and Center for Rural Health, Family & Preventive Medicine, College of Medicine, UAMS; Pat Vannatta, M.S.P.H., CHES; Associate Director of Education, Central Operating, Center for Rural Health

**Principles of Leadership in Healthcare**
This seminar is designed to provide a detailed understanding of the administration and organization of healthcare systems, including analysis of management problems, planning, evaluation, operations, and policy analysis within the healthcare environment. Throughout the seminar, fellows will practice the roles of a leader and team member during a case study. Fellows will develop a leadership style to build successful high-performance medical teams.

Objectives:
- Examine the impact of different leadership traits and styles in today's health care organization
- Develop a personal vision of leadership
- Identify the differences between formal and informal power and leadership
- Be able to describe the characteristics of effective leaders

Instructional methodology: Seminar
Instructor: Mark Mengel, M.D., M.P.H., Vice Chancellor for Center for Rural Health Project: Leadership in Healthcare Project

**Principles of Effective Management**
This seminar discusses the major areas of clinical operations, financial and human resource management, community relations, capital finance, physician relations and collective bargaining. Coursework includes a study of several AHECs to examine how they function.

Objectives:
- Describe the key functions of management
- Describe the issues surrounding the management of their home AHEC
• Apply the key functions of management to their own home Center and prepare an analysis of the issues and potential solutions

Instructional Methodology: Seminar
Instructor: Mark Mengel, M.D., M.P.H., Vice Chancellor for Center for Rural Health
Project requirements:
• Identify and examine a management issue that needs resolution
• Identifying the management needs of your clinic
• Design a plan to solve the problem
• Secure a buy-in from stakeholders
• Implement a plan to solve the problem
• Write a short paper on what problem you found and the process used to resolve it.
• Present the proposal in the seminar

Grant Writing - Writing Successful Grants
This course provides an overview of the processes of actual grant writing in a series of didactic discussions and take-home assignments. Participants are required to design a study and prepare a scientific protocol and a grant application using Public Health Service Form 398 including the development of a consent form and budget. Emphasis will be placed on grant and scientific writing, the Institutional Review Board and NIH review process.

Objectives:
• Demonstrate the ability to evaluate a variety of funding sources, write concept papers and letters of intent in biomedical sciences
• Describe the principles of writing a competitive research proposal
• Describe an understanding of the NIH review process
• Write a draft of and NIH proposal

Instructional Methodology: Seminars
Project Required: Draft a pilot Grant
Instructors: Robert Price, PhD., Professor, AHEC and Center for Rural Health, Family & Preventive Medicine, College of Medicine, UAMS and Brandie Mikesell, M.A., Grants Writer, Center for Rural Health

Clinical Teaching Techniques I, II & III
This course includes concepts and principles of clinical teaching and the exploration of clinical educator's methods and processes of clinical teaching, principles of supervision, feedback, and preparation of clinical teaching plans and the evaluation of students’ performance.

Objectives:
• Describe the concepts and principles to clinical teaching in a healthcare setting
• Describe the principles of different types of learners and learning
• Identify desirable characteristics of effective clinical educators
• Define the methods and processes of clinical teaching
• Select clinical teaching methods appropriate to students/residents’ needs and background
• Develop clinical teaching plans
• Describe the principles and techniques of “continuity in clinical teaching”
• Identify the methods and processes of students’ performance feedback and evaluation

Instructional Methodology: Interactive Seminar
Instructor: Robert Price, PhD., Professor, AHEC and Center for Rural Health, Family & Preventive Medicine, College of Medicine, UAMS

Community Engagement
Community engagement refers to the process by which community benefit organizations and individuals build ongoing, permanent relationships for the purpose of applying a collective vision for the benefit of a community. While community organizing involves the process of building a grassroots movement involving communities, community engagement primarily deals with the practice of moving said communities towards change, usually from a stalled or otherwise similarly suspended position.

Objectives:
• Define translational research and its potential for the improvement of community health and improving health disparities
• Students will gain an understanding of the following principles:
  1. Community engagement efforts should address multiple levels of the social environment, rather than only individual behaviors, to bring about desired changes
  2. Health behaviors are influenced by culture. To ensure that engagement efforts are culturally and linguistically appropriate, they must be developed from a knowledge and respect for targeted community culture
  3. People participate when they feel a sense of community; see their involvement and the issues as relevant and worth their time, and view the process and organizational climate of participation as open and supportive of their right to have a voice in the process
  4. While it cannot be externally imposed on a community, a sense of empowerment – the ability to take action, influence and make decisions on critical issues is crucial to successful engagement efforts
  5. Community mobilization and self-determination frequently need nurturing. Before individuals and organizations can gain control and influence and become players and partners in community health decision-making and action, they may need additional knowledge, skills and resources
  6. Coalitions, when adequately supported, can be useful vehicles for mobilizing and using community assets for health decision-making and action
  7. Participation is influenced by whether community members believe that the benefits of participation outweigh the costs. Community leaders can use their
understanding of perceived costs to develop appropriate incentives for participation

Instructional Methodology: Seminar
Instructor: CTSA Staff
Project Required: Community Engagement

Fellowship Continuity Seminars
The Continuity Seminar will be a monthly seminar. This seminar has several purposes, the first being a monthly check on the progress of each fellow. The second purpose will be the introduction of seminar topics. Instructors will include fellowship and guest faculty. The seminar topics will include:

- The Patient Centered Medical Home
- Research Studies in Progress
- Federal Grant Programs
- Preparing the National Presentation
- Scholarly Productivity and Promotion
- Principles of Mentoring
- Principles of Marketing
- Quality Improvement Concepts and Principles
- Project Management Principles
- Project & Program Evaluation Techniques
- Regional & National Conferences
- Conflict Resolution
- Dynamics of Teams
- Evidence-Based Medicine
- “What do Good Clinical Teachers Do?”

FELLOWSHIP ELECTIVE COURSES
Six (6) elective courses are also required for completion of fellowship. Electives may be chosen from the following:

- Professional Development in Healthcare
- Introduction to Biomedical Informatics
- Introduction to Business Principles in Healthcare Management
- Cultural Competency & Disparities in Healthcare
- IRB Human Research & Research Compliance (Aria, Crimson)
- Principles of Quality Healthcare
- Community & Patient Education
- Communication and Group Dynamics

Professional Development in Healthcare
Opportunities for professional development are held monthly for informal faculty development discussions planned and offered by the Office of Faculty Affairs and the Women’s Faculty Development Caucus. Examples of seminars are “Letting Go of Perfectionism,” “Career Development for Scientists,” “Managing Generational Differences,” and “Networking up for Scientists and Clinicians” to name a few choices.

All sessions are open to faculty and students. All sessions are brown bag from noon - 1 pm and will either originate at UAMS to be broadcast to ACH and participating ACHECs or the reverse.
Objectives:

- Participants will learn both personal and professional methods and strategies to improve their quality of life

Instructional Methodology: Seminars and Workshops
Instructors: Coordinated by Glenda Cooper, M.A., Director of Faculty Affairs, College of Medicine
Resources: [http://www.uams.edu/facultyaffairs/prof_wellbeing.asp](http://www.uams.edu/facultyaffairs/prof_wellbeing.asp)

**Introduction to Biomedical Informatics**
This course includes an introduction to fundamental concepts in bioinformatics in the emerging field of public health informatics and will introduce fellows to data that is being managed, databases where this data resides, knowledge bases which are used to associate concepts with each other, and tools of analysis of this data. Fellows will gain knowledge and skills needed to participate in the design or implementation of healthcare data systems.

Objectives:

- Learn how data are used to enhance clinical care and population health
- Gain insights into the change management principles necessary for successful technology adoption at the organizational and systems levels
- Attain educational experience in clinical and public health setting
- Describe the role of informatics in quality healthcare and research
- Become aware of the role of medical informatics in the management of healthcare information

Instructional Methodology: Workshop
Instructor: William Hogan, M.D., M.S., Chief of Biomedical Informatics, College of Medicine

**Introduction to Business Principles in Healthcare Management**
This course provides an introduction to and application of business principles to the fields of health care management. Participants are instructed in basic concepts: utility, marginal analysis, demand, elasticity, cost, supply, opportunity costs, market structure, and private, public, and social goods in terms of business theory and practice, income, and fiscal and monetary policy. From this background, they will apply their understanding to issues specific to health management, including topics such as demand versus need, costs of providing health care services, structure of the health care market, labor, hospitals, managed care, insurance (public and private), and pharmaceutical interventions and practice patterns.

Objectives:

- State an understanding of basic business concepts and principles
- Demonstrate an understanding of health care basic economics
• Apply the basic concepts to health care structures, as they exist as well as their role in policy development
• Evaluate effective clinic management complete with staff satisfaction and performance
• Be able to write a job description and describe the process of employee recruitment and interviewing

Instructional Methodology: Seminar
Instructor: Sterling Moore, MBA, Assistant Director of Finance, Center for Rural Health

Cultural Competency & Disparities in Healthcare
This course depicts the growing concerns about racial and ethnic disparities in health and the need for health care systems to accommodate increasingly diverse patient populations, cultural competence for healthcare providers. Participants will learn to improve the quality of health care services given to diverse populations by learning to be more aware of their own cultural beliefs and more responsive to those of their patients.

Objectives:
• Participants will learn to think in ways they might not have previously which can lead to self-awareness, and over time, changed beliefs and attitudes that will translate into better health care. Also addressed is the meaning of race, ethnicity, social class and culture, and how these constructs affect health, health outcomes, and clinical research in addressing health disparities

Instructional Methodology: Seminar
Instructor: Mary “Kate” Stewart, M.D., M.P.H., Director, Office of Community Based Public Health, College of Public Health

IRB Human Subject Seminar/ARIA/Crimson
Training is offered by the IRB Department of UAMS. Ethical theory and principles are introduced, followed by a brief history of research ethics. Topics covered in lectures and moderated discussions include informed consent for research participation, role and function of institutional review boards, just selection of research subjects, ethical aspects of study design, and privacy and confidentiality. Participant’s evaluation will be based on participation in moderated discussions, an informed consent exercise and written case analysis.

Objectives:
• Discuss the principles of bioethics and how these principles should be applied the ethical conduct of human subject research
• Identify, define, and analyze ethical issues in the context of human subject research
• Identify, through case studies, ethical issues that arise in different contexts and begin to reason through an appropriate course of action
Community and Patient Education
This seminar is designed to provide participants with an overview of the significance and the role in which community and patient education has in the health care system. Attention is given to the development of competencies, which enable health professionals to include education as an essential aspect of the total care provided within various health organizations and settings.

Objectives:
- Describe an overview of patient and community health education
- Site strategies for presenting information to patients
- State methods for working with cultural differences
- Describe methods for educating non-English speaking patients
- Describe methods for presenting educational material to illiterate patients
- List strategies for working with difficult patients

Communication and Group Dynamics
This seminar provides a general introduction to the structure and dynamics of working groups and teams. The seminar is designed to familiarize participants with the principles of interpersonal communication and group process and to develop, enhance, and strengthen skills in these areas. Participants will participate in a variety of activities, including readings, role play, and written and oral presentations that illustrate relevant principles and provide practice in their application.

Objectives:
- Assess their individual communication skills
- Describe how their communication skills can be improved
- Describe at least one model of communications
- Describe how teams communicate
- Identify conflict ground rules & how to overcome communication challenges
- Discuss how preferences, expectations and agendas impact team communications, relationships & productivity
- State the principles of cultural diversity and communication
- Be able to apply the Rogerian model of Diffusion of Innovation
Certificate of Public Health
Even though not required for fellowship completion, a fellow wishing to complete the College of Public Health Certification in may do so by applying at the College of Public Health for their certificate in Public Health. Other required courses for the certificate are listed below. Complete details on the certificate program can be found at www.uams.edu/coph.

PBHL 5013: Biostatistics I
Introductory topics in descriptive biostatistics and epidemiology, database principles, basic probability, diagnostic test statistics, tests of hypotheses, sample-size estimation, power of tests, frequency cross-tabulations, correlation, nonparametric tests, regression, randomization, multiple comparisons of means and analysis of variance for one- and two-factor experiments.

PBHL 5113: Environmental and Occupational Health
This course is intended to provide a detailed overview of the fields of environmental and occupational health, with an emphasis on the practical aspects of the recognition, evaluation and control of chemical, physical and biological hazards, including basic quantitative assessment of these hazards. Additional topics include significant legal and historical influences as well as currently important issues in the fields.

PBHL 5133: Health Behavior and Health Education
Introduction to health behavior, health education, theory, and practice; key terms/concepts; theories of individual health behavior; variables influencing responses to interventions; interpersonal theories examining environment elements affecting health behavior; basic planning models; and includes discussion of ethical principles and the application of theory in culturally distinct and/or other unique populations.

PBHL 5173: Epidemiology I
An introduction to epidemiology and the basic principles and methods of epidemiological research and practice. Overview of the history and the theoretical basis of epidemiology; measures of morbidity, mortality, disease transmission and risk; major study designs; measures of association; bias, confounding and interaction; evaluation of screening tests; inference; casualty. Prerequisite: PBHL 5013: Biostatistics I (may be taken concurrently) or equivalent.
**FELLOWS’ ACTIVITY BLOCK**

All fellows spend part of their fellowship training dedicated to individual studies. Having this time during the clinical year allows fellows to integrate academic activities with their clinical and teaching duties and allows them to work on fellowship projects, begin writings assignments and grant proposals. For fellows considering a research emphasis or who will be completing elective research seminars during their fellowship, this time will allow them to begin collaborating with mentors and collaborators for project studies.

*The Continuity Seminar will be a monthly seminar. This seminar has several purposes, the first being a monthly check on progress of each fellow. The second will be the introduction of seminar topics. This will require fellows to be in Little Rock at UAMS twice a month.

**CURRICULUM TIMELINE**

Below is a sample timeline of the two year fellowship program.

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<thead>
<tr>
<th>Fellowship Orientation</th>
<th>Jul-10</th>
<th>Aug-10</th>
<th>Sep-10</th>
<th>Oct-10</th>
<th>Nov-10</th>
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<td>Fundamentals of Clinical Research</td>
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<td>Final Exams</td>
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<td>Continuity Seminar*</td>
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| Research Project |        |        |        |        |        |        |
| Complete Program |        |        |        |        |        |        |
FELLOWSHIP PROGRAM RESOURCES

At the beginning of her/his fellowship term, each fellow should have access to the following resources at no cost to the fellow or to her/his research funds:

- An office space suitable for studying, writing, communicating with convenient access to academic resources including library resources, electronic databases, and faculty
- A computer suitable for communication with internet access
- A office telephone with necessary charges paid by the program
- Parking will be provided while on campus
FELLOWSHIP EVALUATION
The fellows will be evaluated in all aspects of their fellowship program. This will include performance in all courses, seminars, and projects. The evaluation will include evaluation by fellowship faculty as well as self-evaluation. The emphasis will be placed on evaluation of knowledge gained in formal courses to the application of concepts and principles in seminars and fellowship projects.

FELLOWSHIP COURSE EVALUATION
The fellows will be required to evaluate all components of the fellowship program. This will include all courses, seminars, on-line courses as well as project requirements. Monthly, the fellowship director will meet with the fellows in the Fellowship Continuity Seminars to assess the status of the program. This course evaluation information will be directed back to fellowship improvement. Fellows are asked to complete a Program Evaluation Form at the end of their first and second year. The intent is to evaluate the quality of the fellows' experiences and to assure the balance of teaching, research and other fellowship curriculum components. A comprehensive form will detail all aspects of the program in a quantitative manner and encourages qualitative narrative. This data will be used to complement the fellows’ feedback provided during the monthly fellows’ meetings and during individual sessions with the Fellowship Director.

EVALUATION OF FELLOWSHIP GRADUATES
After graduation, fellows will provide information about the impact of the fellowship on their professional activities. This will be done on a yearly basis for three years following fellowship graduation. Graduating fellows will be contacted on a yearly basis through mail or email with a standardized questionnaire.
FELLOWSHIP FACULTY

Steve Boone, Ph.D., Director, Office of Educational Development, UAMS
Glenda Cooper, M.A., Director of Faculty Affairs, College of Medicine, UAMS
Dr. Geoffrey Goldsmith, M.D., M.P.H., Jack Kennedy Endowed Chair and Professor, College of Medicine, Dept. of Family & Preventive Medicine, UAMS
Dr. Chris Hackler, PhD. Director, Medical Humanities, UAMS
Amanda Harvey, M.S., CHES, Health Educator, AHEC North Central Administration
Dr. Kathryn Henning, PhD. Office of Research Compliance, Research Education Program, UAMS
Dr. William Hogan, M.D., M.S., Chief of Biomedical Informatics, College of Medicine, UAMS
Dr. Talmage Holmes, PhD., M.P.H., Associate Professor, Emergency Medicine
Dr. Mark Mengel, M.D., M.P.H., Vice Chancellor for Center for Rural Health
Brandie Mikesell, M.A. Grants Writer, Center for Rural Health
Sterling Moore, MBA, Assistant Director of Finance, Central Operating, Center for Rural Health
Dr. Robert Price, PhD., Professor, AHEC and Center for Rural Health, Family & Preventive Medicine, College of Medicine, Director, CTSA Community Engagement, UAMS
Dr. Mary “Kate” Stewart, M.D., M.P.H., Director, Office of Community Based Public Health, College of Public Health, UAMS
Katharine Toler, M.A. Research Analyst, Center for Rural Health
Pamela M. Valentine, M.P.A., IRB Director, Dept. of Biomedical Research, UAMS
Pat Vannatta, M.S.P.H., CHES, Associate Director of Education, Central Operating, Center for Rural Health
NON-DISCRIMINATION POLICY

The University of Arkansas for Medical Sciences abhors and condemns all forms of bigotry and racism. Such behavior is a violation of an individual’s human rights and is also unlawful. UAMS will comply with and enforce Titles VI and VII of the Civil Rights Act of 1964 (as amended), Executive Order 11246, Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973 (Sections 503 and 504), the Age Discrimination in Employment Act, the Americans With Disabilities Act of 1991, U.S. Federal Court Decree in the Adams Cases of 1973 and Acts 99 and 962 of the Arkansas General Assembly. UAMS shall recruit, retain, promote and graduate students without regard to race, color, gender, age, sexual orientation, religion, national origin or disability status. Specifically, UAMS will not discriminate on the basis of race, color, gender, age, sexual orientation, religion, national origin or disability status as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance, and other personnel or educationally-related actions. Therefore, the policy of UAMS is that members of the University community neither commit nor condone acts of bigotry, racism, or discrimination. Actions on the part of any employee or official of the University contrary to this policy will be addressed promptly and appropriately, according to current UAMS disciplinary procedures. The Office of Human Relations acts on a campus-wide basis for all students, faculty, and employees regarding such matters and within each college or school, there is an associate or assistant dean designated to assist students of that college in utilizing a special grievance procedure.

Any student who alleges the existence of any policy, procedure, or practice prohibited by Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Educational Amendments of 1972 (Title IX), the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), and their implementing regulations should contact the Associate Dean for Academic Affairs. Copies of the procedure for addressing such grievances are available from the Fay W. Boozman College of Public Health Office of Student Services and are included in this Handbook.

POLICY STATEMENT ON STUDENTS WITH DISABILITIES

The AHEC Academic Fellowship embraces the philosophy of inclusion and strives to reflect diversity in its staff, faculty and student body. Consistent with this philosophy is the belief that students who have disabilities are entitled to equal access and a friendly environment for learning within the College. The AHEC Academic Fellowship policy statement is identical to that of the UAMS campus.
How long will I spend in the program?
This is a two year fellowship that formalizes the attitudes, knowledge, and skills required to respond to the changing health care needs of today’s patients and the educational needs of family medicine residents and students.

How will my time in the Program be spent?
The vast majority of your time will be spent in educational, management and quality improvement topics with some lectures, seminars, workshops and COPH courses. Some classes will be online and others are a classroom setting. There will also be professional development workshops that will give you the skills you need to network, handle stress, communicate with other professionals, and develop your skills for lifelong learning.

Will I get paid?
Fellows will be given 20% of their work time to participate in the fellowship program. An average of two days per month will be spent at UAMS and two days each month in self-study and project related activities. Each AHEC will be reimbursed for the fellows’ time away from their AHEC home up to $50,000 for fellows.

Will my travel be reimbursed?
Travel will not be reimbursed. All travel is the responsibility of the AHEC fellow.

Can I still see patients/teach/work during my training?
Yes, you will still carry out your regular job duties, but be allowed time to complete the fellowship requirements.

What if I start the program and then do not have time to complete it?
Selected candidates must be willing to make a two year commitment to the program and agree to remain employed at the AHEC for an additional two years.

Which hospital affiliations do you have?
Our training program is affiliated with the UAMS Hospital.

For more information about the AHEC Academic Fellowship:

Dr. Robert D. Price, Fellowship Director
AHEC Academic Fellowship Committee
1123 S. University Ave., Ste. 400
Little Rock, AR 72204
Phone (501) 603-1202
APPLICATION TO THE FELLOWSHIP

Fill out an application, then send your a statement of intent including a summary of teaching, research and other applicable work experience along with your motivation for enrolling in the fellowship program, and three letters of recommendation (from clinical and/or research mentors).

If you need assistance or have questions please contact our Fellowship Coordinator at 501-603-1202.

We will be able to let you know within **30-60 days** if you have been accepted into the fellowship program. If you are accepted, you and a mentor will develop a written program plan and a research proposal describing the work you will undertake while in the program.

Your written research proposal must be completed and approved by the Selection Committee within **90 days** of the start of your fellowship. Selected candidates must be willing to make a two year commitment to the program and agree to remain employed at the AHEC for an additional two years.

APPLICATION PROCESS

An application must be fully completed and submitted to the AHEC Academic Fellowship Office before April 1.

Applicants are required to be AHEC faculty members appointed in the last three years and employed at least at the 50% level or greater. We strongly recommend backgrounds and interest in education, management and research. Highly qualified and successful applicants are invited to visit the fellowship program to meet participating faculty and fellows. There are no application fees.

To apply, send the following:
- A completed application form
- A personal statement of intent that includes work experience and career goals
- At least three letters of recommendation

Letters should be from people who are familiar with your qualifications and abilities. It is the applicant’s responsibility to ensure all materials are received in a timely manner. All applications and materials become the property of the AHEC Academic Fellowship Program and will not be released to the applicant or to any other person, institution, or agency. No official action will be taken on any application until all materials are received.
INSTRUCTIONS FOR FILLING OUT AN APPLICATION

Personal Data
It is essential that you provide your name, email address and mailing address for identification and communication purposes. Provide all of the other requested information as completely as you can. Please enter the address where we can contact you during the application process under “mailing address” and e-mail for electronic mail. These are the addresses to which all mail and e-mail will be sent.

Letters of Recommendation
Recommendation letters are one of the most important parts of your application. We require THREE letters of recommendation and no more than four from professional references.

Please ask your referrals to comment on:
- Your desire to be an AHEC Academic Fellow
- Your willingness to complete fellowship
- A work environment conducive to fellowship responsibility

Statement of Intent
The Statement of Intent should be an approximately one page description including:
- Your interest in the program
- What you wish to accomplish during the fellowship
- Your long term career goals

Checklist for Your Application and Certification
☐ Make sure you have completed each of the items in the application.
☐ Your signature on a paper application is your affirmation that all information presented is correct.
☐ Please send materials through US Mail to:

Dr. Robert Price, Fellowship Director
AHEC Academic Fellowship Program
1123 S. University Ave., Ste. 400
Little Rock, AR 72204
Application for the AHEC Academic Fellowship

Date of Application ______________________

Name ______________________________________________________________________________________

Mailing Address______________________________________________________________________________

Home Address________________________________________________________________________________

Telephone_______________________ Email Address:__________________________________________

Number of Years in a Faculty Position: ______________________

Check Position:

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<tr>
<th>Do you work?</th>
<th>If P/T Percentage worked:</th>
<th>AHEC Location:</th>
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<tr>
<td>{ } Clinical Pharmacy</td>
<td>{ } Doctor of Education</td>
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<td>{ } Physician</td>
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<td>{ } Social Work</td>
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☑ Please include your statement of intent.
☑ Please include your letters of recommendation from persons under whom you have worked and studied.

Are there any current DEA, misconduct, malpractice or other issues that may keep you from completing this fellowship program? *Yes { } No { } *If yes, please give a complete explanation on a separate sheet of paper.

SIGNATURE ______________________________________________________________________ DATE____________

PRINTED NAME______________________________________________________________________________