WV AHEC Rural Community Health Scholars
Curriculum & Module Development:
Outline and Expectations

<u>Using SOLE:</u>

1) To develop your module, you will first need a SOLE (online learning portal) account. If you do not have one already, please reach out to Jessica Stidham (contact info below).
2) To better understand how to navigate SOLE, we strongly recommend registering for their online Certificate Courses listed under 'Training' on the ITS SOLE Support website.

<u>Module Specifications:</u>

1) Each module is to include **40 hours** of curricular material involving:
    a. Online learning via SOLE (didactic material(s))
    b. An experiential component of your choosing (immersion activity, interprofessional activity, etc.)
2) The module is not a full semester college level course; rather, consider it as an introductory, continuing education experience for participants. Accordingly, instructors should develop the curriculum in a way that is both meaningful and interactive within the allotted 40 hour timeframe.
3) Each module will be completed by students asynchronously between November 1 – June 30, and the instructor should therefore design the course to allow completion at the students' discretion.
4) Curriculum should consist of both didactic components and several assessments.
    a. Assessments should be easily completed, and should not require intensive manual grading.
    b. Many assessment options can be found in SOLE (exam, survey, journal, form, etc.).
5) Interprofessional education is a central component of the AHEC Scholars Program. Accordingly, instructors should emphasize interprofessional development and interaction throughout the module.
6) Educational and training activities, as developed in your module, should support at least one of the following six Core Topics; your core topic area should therefore be carefully considered as you develop your module (please see Appendix B for more detailed information on each topic area):
    a. Interprofessional Education
    b. Behavioral Health Integration
    c. Social Determinants of Health
    d. Cultural Competency
    e. Practice Transformation
   f. Current and Emerging Health Issues

<u>Module Development Timeline:</u>

1) Instructors are required to develop module content over a three month time period. Please work with the AHEC Scholars Program Coordinator to develop a timeline for module completion.
2) You are required to meet with the following personnel as described below. Some instructors may require additional meetings, to be added at the discretion of the instructor and/or Program Coordinator:
    a. Initial meeting with Jessica Stidham, AHEC Scholars Program Coordinator:
        i. Occurs after instructor is contracted to provide an overview of the program.
        ii. Discussion of curriculum and course structure, template schedule, content examples, and answer any basic SOLE questions, etc.
    b. Second meeting with Lova Jaros, Instructional Designer, and Jessica Stidham, AHEC Scholars Program Coordinator:
        i. Occurs after the instructor has brainstormed about their assessments; suggestions will be offered regarding which SOLE tools would be best suited and applicable based on the curriculum.
        ii. Answer any design management questions in regards to online standards.
    c. Midway check-point with Lova Jaros, Instructional Designer, and Jessica Stidham, AHEC Scholars Program Coordinator:
        i. Occurs when instructor has 1/3 of curriculum (schedule and content) completed.
        ii. Check-in to ensure instructor is confident in SOLE use, is uploading curriculum and implementing assessments correctly, answer questions, etc.
    d. Additional check-point(s) with Lova Jaros, Instructional Designer, and Jessica Stidham, AHEC Scholars Program Coordinator:
        i. As needed
        ii. Can be requested by instructor and/or Program Coordinator
    e. Final meeting with Jessica Stidham, AHEC Scholars Program Coordinator:
        i. Implement checklist
        ii. Add course certificate
        iii. Make final adjustments to course, if needed

Module Design:

1) Content Folder: this folder is built into your SOLE course and contains the following information:
    a. Start Here sub-folder for students: this is an introductory folder that contains the following pre-loaded content pages:
        i. Welcome letter: includes a customizable template for the instructor. Use this to provide students with information about the module and yourself as a professional.
        ii. Scholars Program description: gives an overview of the Scholars program. The program description is uniform across all modules and should not be edited.
        iii. Schedule: this is your course syllabus, and may be downloaded from your module for editing. Please see Appendix A for an example.

2) Unit Folders: these folders are specific to your module topic and are not pre-loaded into SOLE. These must be created at the discretion of the instructor:
    a. Categorize your course topics into units; be sure to include a specific objective for each unit, as shown in Appendix A.
    b. Each Unit should include didactic material, required reading (if desired), and assessment. Didactic material can include:
        i. Readings
        ii. Multimedia
        iii. Lecture videos
        iv. Etc.

3) Each module must include an Interprofessional Team Survey (per the HRSA grant requirements), which will be added by the Scholars Coordinator when your course nears completion. This is mandatory in each module.

4) A Checklist and Certificate of Completion will also be added by the Scholars Coordinator after your module is completed. Please contact her to complete this step, as required in the timeline above.
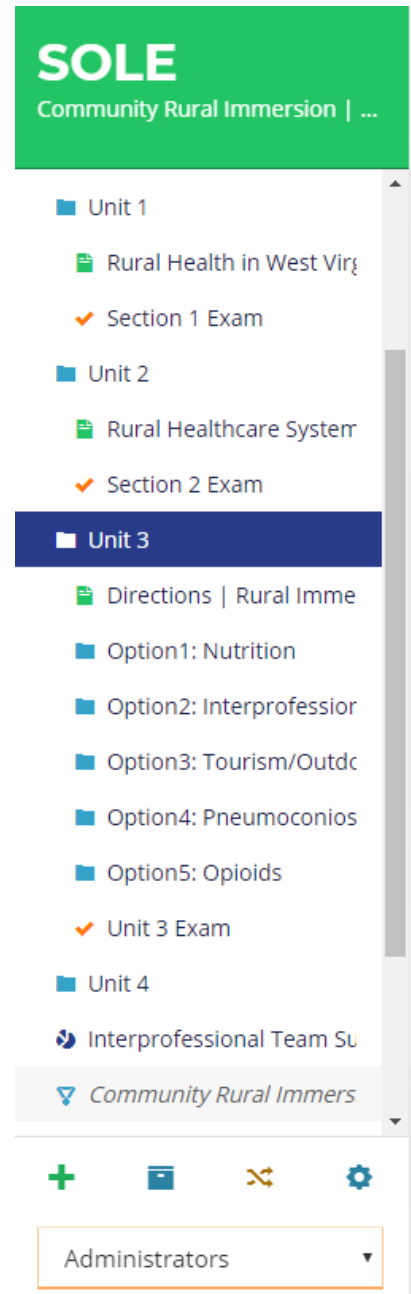
*Should your course vary from the above recommendations, please contact the WV AHEC Rural Community Health Scholars Program Coordinator to discuss your options.

<u>Module Completion Contacts:</u>

For questions about the AHEC Scholars Program, Module Development, Timeline, etc., contact:	Jessica Stidham, MA WV AHEC Rural Community Health Scholars Program Coordinator (304) 293-4996 Jessica.stidham@hsc.wvu.edu
For questions about how to develop your curriculum, contact:	Treah Haggerty, MD WV AHEC Rural Community Health Scholars Faculty Liaison (304) 581-1658 haggertyt@wvumedicine.org
For "how to" or 'how do I' type questions that pertain to SOLE (ex: how do I create an exam question, how do I create a content folder, etc.), contact:	ITS SOLE Support (304) 293-2491 option 1 solesupport@hsc.wvu.edu

Appendix A

1) Module Objectives (MO 1-4): These are uniform objectives defined by the AHEC Scholars program and cannot be changed.
2) Unit Objectives: Based on your curriculum, create unit objectives; be sure to link the unit objectives that you create to the appropriate MO. Please see the Blooms Taxonomy list in Appendix C for your reference when creating objectives.
3) Activities: list what the student should review in each unit.
4) Assessment: list the assessment(s) that the student will complete in each unit. This should also be used to evaluate the student's comprehension of the unit objectives.

Community Rural Immersion Module | WVAHEC SCHOLARS

Module Objectives (MO):
MO1: Use the full scope of knowledge, skills and abilities of professionals from health and other fields to provide care that is safe, timely, efficient, effective and equitable.
MO2: Recognize one's limitations in skills, knowledge and abilities.
MO3: Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services and programs.
MO4: Engage health and other professionals in shared patient-centered and population focused problem solving.

Unit	Unit Objective(s)	Activities (To Do List)	Assessment(s)
1	1. (MO1) Identify the main sources of health care for rural communities in WV. 2. (MO1) Identify patient barriers to healthy living in rural communities.	1. Complete reading in Unit 1: Rural Health in West Virginia	1. Take the exam.
2	1. (MO2) Explain the connection between the economy and health care in rural communities.	1. Complete reading in Unit 2: Rural Healthcare Systems and Rural Economies	1. Take the exam.
3	1. (MO1) Identify the main sources of health care for rural communities in WV. 2. (MO1 & MO2) Explain the connection between the economy and health care in rural communities. 3. (MO3 & MO4) Identify patient barriers to healthy living in rural communities. 4. (MO3 & M04) Describe if and/or how this experience impacted their attitude about practicing in a rural area.	1. Read the page corresponding to the rural immersion you will take part in.	1. Complete a post on the discussion board. 2. Complete the exam.
4	1. (M03 & MO4) Reflect on clinical and experiential activities specific to the topic of the rural immersion. 2. (M01, M03 & M04) Identify unique community characteristics which are assets to the health of the community.	1. Reflect on your experience in the rural immersion experience	1. Make a journal entry about your experience.

Appendix B:

AHEC Scholars Didactic Education
(Inclusive of Innovative and/or Interactive Learning Activities)
Six AHEC Core Topic Areas

WV AHEC Rural Community Health Scholars must support the development of a longitudinal program with interdisciplinary curricula to implement a defined set of clinical, didactic, and community-based training activities. All experiential or clinical training must be conducted in rural and/or underserved settings for those students who are enrolled in the AHEC Scholars Program.

Core Topic Areas: Scholars must participate in a minimum of 40 hours per year of didactic education (inclusive of innovative and/or interactive learning activities) focused on the six HRSA AHEC Core Topic Areas, as noted below:

- Inter-Professional Education (also known as interdisciplinary training), which supports a coordinated, patient-centered model of health care that involves an understanding of the contributions of multiple health care professionals.

- Behavioral Health Integration which promotes the development of integrated primary and behavioral health services to better address the needs of individuals with mental health and substance use conditions.

- Social Determinants of Health includes five key areas (determinants) [Economic Stability, Education, Social and Community Context, Health and Health Care, and Neighborhood and Built Environment] and their impact on health.

- Cultural Competency which seeks to improve individual health and build healthy communities by training health care providers to recognize and address unique culture, language and health literacy of diverse consumers and communities (e.g. National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care).

- Practice Transformation which aims to fully support quality improvement and patient-centered care through goal-setting, leadership, practice facilitation, workflow changes, measuring outcomes, and adapting organizational tools and processes to support new team-based models of care delivery. To that end, AHEC Program award recipients are expected to develop and implement educational and training activities and build and strengthen strategic partnerships as defined below. Educational and training activities under practice transformation must target the specific skills and competencies needed to prepare students and practicing health professionals to effectively practice in a transforming health care system.

- <u>Current and emerging health issues</u> (e.g. Zika virus, pandemic influenza, opioid abuse, geographically relevant health issues, etc.) may be proposed, but will need prior approval from the HRSA program office before implementation.

- <u>Pipeline Activities</u> - Recipients must support recruitment, training, interactive and/or didactic activities developed for high school students (grades 9-12), which must focus on exposing youth to health careers, including public health. HRSA strongly recommends recipients use no more than 10 percent of the total award for these activities.

- <u>Continuing Education</u> - Recipients must support didactic and experiential training activities focused on the Core Topic Areas developed for currently practicing health professionals. HRSA strongly recommends recipients use no more than 10 percent of the total award for these activities.

Appendix C:

Bloom's Taxonomy Action Verbs

Level	Definition	Sample verbs					Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	arrange define describe duplicate	identify label list match	memorize name order outline	recognize relate recall repeat	reproduce select state	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	explain summarize paraphrase describe illustrate classify	convert defend describe discuss distinguish estimate explain	express extend generalized give example(s) identify indicate	infer locate paraphrase predict Recognize	rewrite review select summarize translate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	use compute solve demonstrate apply construct	apply change choose compute demonstrate discover dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	analyze categorize compare contrast separate apply	change discover choose compute demonstrate dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design hypothesize invent develop arrange assemble	categorize collect combine comply compose construct create	design develop devise explain formulate generate plan	prepare rearrange reconstruct relate reorganize revise	rewrite set up summarize synthesize tell write	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Argue	Assess Attach Choose Compare Conclude Contrast	Defend Describe Discriminate Estimate Evaluate Explain	Judge Justify Interpret Relate Predict	Rate Select Summarize Support Value	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.