



## *“Stories of the River: From Source to Sea”*

### The RTT Collaborative Annual Meeting

Wednesday through Friday, April 27-29, 2022

[Skamania Lodge](#), 1131 SW Skamania Lodge Way, Stevenson, WA 98648

Hosted by Providence Oregon Family Medicine Hood River Rural Training Program, [The RTT Collaborative](#) is enjoying its ninth year of existence as a nationwide cooperative of rural programs. This year we are using the metaphor of the river to talk about honoring our history and that of the community, bringing tributaries together in building an effective team, navigating transitions, rapids, and other turns in the river – ensuring our legacy and preparing for ‘when the salmon return.’



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### ***Join other health professions educators from rural training programs around the nation, to achieve the following:***

Join us in exploring the implications for health professions education and training in rural places. Join other educators from rural programs around the nation, and leave with the ability to:

1. Engage with rural communities in the design, development, and implementation of education and training programs that are responsive to community needs
2. Implement decolonizing practices in place-based health professions education and training
3. Build an effective team
4. Share at least two novel ideas for program development, finance, governance, and curriculum design with others
5. Adapt at least one innovation implemented by others to their own program
6. Become part of a growing network of individuals and organizations engaged in the education and training of health professionals, both undergraduate and graduate programs, from around the nation

*The AAFP has reviewed The RTT Collaborative Annual Meeting 2022 and deemed it acceptable for up to 9.00 Live AAFP Prescribed credits. Term of Approval is from 04/27/2022 to 04/29/2022. Physicians should claim only the credit commensurate with the extent of their participation in the activity.*

*Wednesday, April 27, 2022*

<b>11:00 AM – 6:00 PM</b>	<b>Registration – Skamania Lodge Conference Center Lobby</b>
<b>11:00 AM – 1:00 PM</b>	<b>The RTT Collaborative Annual Board Meeting (includes lunch)</b> <b>Baker</b>
<b>1:30 – 3:30 PM</b>	<p><b>Preconference: Rural Residency Consultant Learning Community</b> <b>Adams</b></p> <div>  <p><b>By invitation only for RRCLC participants</b></p> </div> <p>Will join RRPD grantees from 3:45 to 5:00 PM</p>
<b>2:00 – 5:00 PM</b>	<p><b>Preconference: Rural Residency Planning and Development Grantee Meeting</b> <b>Cascade Locks A</b></p> <p><b><u>By invitation only for registered RRPD Grantees</u></b></p> 

<b>6:00 PM</b>	<b>Opening Reception from 6:00 to 7:00 PM – Garden Patio</b>
<b>7:00</b>	<b>Welcome and Networking Dinner – Cascade Locks Ballroom</b>
	<p><b>Host</b> – Robert Gobbo, Program Director, Providence Hood River Family Medicine Rural Training Program and One Community Health (OR)</p> <p>Tribal Blessing – Jeremy Takala (OR)</p> <p><b>Welcome</b> – Randall Longenecker, previously Executive Director, and now Senior Advisor, The RTT Collaborative (OH)</p>
<b>8:00 – 8:45</b>	<p><b>Plenary #1: “From Source to Sea – Stories of Healing and Hope from The Big River”</b></p> <p>Speaker – Peter Marbach, Photographer and Author (OR)</p> <p>“Salmon have proven they are tenacious survivors. Through the chapters of our lives, we are all swimming upstream, seeking safe passage as we reach our way toward home.”</p> <p><i>The Big River: Salmon Dreams and the Columbia River Treaty</i></p>
<b>8:45</b>	<p><b>Passing the Torch – Robert Gobbo, President of the Board</b></p> <p>In recognition of Randy Longenecker’s service as founding director and the transition in leadership to Hana Hinkle, the new Executive Director, and Darin Bell, Associate Director</p>

***For Access to Posters Online:***

Follow this link to [a DropBox folder](#) (Also listed by title on page 19)

*Thursday, April 28, 2022*

**7:00 AM Breakfast – Cascade Dining Room**

*Session I*

<b>7:45</b>	<b>Welcome – Cascade Locks Ballroom</b>
<b>8:00</b>	<b>Plenary #2: “A River Runs Through Us All”</b> Speaker: Tina Castañares MD, Family Physician (OR) Suggested pre-assignment: <a href="https://jamanetwork.com/journals/jama/article-abstract/2767353">https://jamanetwork.com/journals/jama/article-abstract/2767353</a>
<b>8:45</b>	<i>Break</i>

<b>9:15</b>	<i>Breakout Session #1 (Descriptions on page 9ff)</i>		
Program Enrichment	Program Development	Faculty Development	Curriculum
<b>1A: Stevenson C/D Mentorship</b> <ul style="list-style-type: none"> <li>• J Skariah (OR)</li> <li>• J Lewis (OR)</li> <li>• R Garvin (OR)</li> </ul>	<b>1B: Cascade Locks A Lessons Learned</b> <ul style="list-style-type: none"> <li>• D Smith (CO)</li> <li>• A Ware (CO)</li> <li>• D Reed (CO)</li> <li>• S Moore (CO)</li> </ul> <b>Rural Training Menu</b> <ul style="list-style-type: none"> <li>• J Landeck (WI)</li> <li>• L Sanner (WI)</li> <li>• S Hannah (WI)</li> <li>• J White (WI)</li> <li>• J Sena (WI)</li> </ul>	<b>1C: Cascade Locks B Tips and Tricks</b> <ul style="list-style-type: none"> <li>• A Weidner (WA)</li> <li>• J Waits (AL)</li> <li>• R Epstein (WA)</li> </ul>	<b>1D: Hood Clinical Reasoning</b> <ul style="list-style-type: none"> <li>• K Bergeson (WA)</li> <li>• A Gray (WA)</li> </ul>
<b>10:15</b>	<i>Break</i>		
<b>10:30</b>	<i>Breakout Session #2 (Descriptions on page 9ff)</i>		
<b>2A: Rm Stevenson C/D Philanthropy</b> <ul style="list-style-type: none"> <li>• J Haney (WA)</li> <li>• N Fike (WA)</li> <li>• S Hall (WA)</li> <li>• R Mayes (WA)</li> </ul>	<b>2B: Hood Engaging the Community in Developing Rural GME</b> W Weeks (GA)	<b>2C: Cascade Locks A Rural PD Development</b> <ul style="list-style-type: none"> <li>• D Bell (MT)</li> <li>• M Mady (PA)</li> <li>• A Flaim (HI)</li> <li>• P Sandroni (ND)</li> </ul>	<b>2D: Cascade Locks B EPAs</b> <ul style="list-style-type: none"> <li>• J Hollander-Rodriguez (OR)</li> <li>• R Garvin (OR)</li> <li>• K Nordling (OR)</li> <li>• D Swanson (OR)</li> <li>• AM Kessler (OR)</li> </ul>
<b>11:30</b>	<i>Break</i>		

<b>11:45</b>	<b>Cascade Locks Ballroom</b> <b>Plenary #3: “Journey of the Salmon: Where culture as medicine bridges the cultural divide in rural medical education and practice ”</b> Speakers: Naomi Bender and Panel <ul style="list-style-type: none"> <li>• N Bender (WA)</li> <li>• L Alvord (WA)</li> <li>• W James (WA)</li> <li>• G Ferguson (WA)</li> </ul>
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## 12:30      Networking Luncheon – Cascades Dining Room

### *Session II: Conference on the Move*

<p><b>Rural Medical Educators – Cascade Locks A &amp; B</b></p> <p>Everyone is welcome – UME or GME! Initial meeting at the Skamania Lodge, then hike and network with peers!</p> <p><b>1:30</b></p> <p><b>Journey of the Salmon: Establishing Culture as Medicine through Indigenous Teaching and Practice within a Center for Native American Health at Washington State University</b></p> <ul style="list-style-type: none"> <li>• N Bender (WA)</li> <li>• L Alvord (WA)</li> <li>• W James (WA)</li> <li>• G Ferguson (WA)</li> </ul> <p><b>2:30</b></p> <p><b>Final report: Collaborative research on medical school primary care output and impact of family physicians on rural maternity care</b></p> <ul style="list-style-type: none"> <li>• M Deutchman (CO)</li> </ul> <p><b>3:30</b></p> <p><b>Join hike led by Dr. Deutchman, who previously practiced in the area, or explore on your own</b></p>	<p><b>Hood River RTT – Hood River, OR</b></p> <p><b><u>Limited to 50 participants*</u></b></p> <p><b>1:30</b> Travel by vans to Hood River</p> <p><b>2:15</b> Hospital presentations, then travel to CHC</p> <ul style="list-style-type: none"> <li>❖ Hospital tour and 2 presentations at the hospital – Providence Memorial Hood River (Critical Access Hospital)</li> <li>❖ Tour and Overview of One Community Health and it's special programs</li> </ul> <p><b>4:45</b> Hike to scenic overlook, the Eastridge (Whoopedee trail)</p> <p><b>6:15</b> Dinner - Mt. Hood Winery</p> <ul style="list-style-type: none"> <li>❖ Facilitated discussion with graduates, residents, and faculty</li> <li>❖ Local musicians: Mick Doherty and Spuds Siegel</li> </ul> <p>Leave for half-hour ride to Skamania Lodge by 8:30 or 9:00 PM</p> <p>* For those not able to participate in this event please visit the Residency website for a <a href="#">self-guided tour</a>.</p>
<p><b>Dinner Options:</b></p> <p>On-site (Cascade Dining Room, River Rock Dining)</p> <p>Multiple restaurant options nearby in Stevenson, WA, and Hood River, OR</p>	

We are interested in your feedback! Please complete our evaluation by the end of our conference, or before, in case you leave early, by using the QR code or clicking either link below:



[Evaluation: The RTT Collaborative Annual Meeting 2022](#)

*Friday, April 29, 2022*

**7:00 AM Breakfast – Cascade Dining Room**

***Session III***

<b>7:45</b>	<b>Welcome – Cascades Locks Ballroom</b>
<b>8:00</b>	<b>Plenary #4: “Abundance in Times of Drought: Training health professionals with scarce resources”</b> Speaker: Joyce Hollander-Rodriguez (OR)
<b>8:45</b>	<b><i>Break</i></b>

<b>9:15</b>	<b><i>Breakout Sessions #3 (Descriptions on page 9ff)</i></b>		
<b>Context of Education</b>	<b>Program Finance</b>	<b>Research</b>	<b>Surgical Training</b>
<b>4A: Stevenson C/D Rural LIC</b> <ul style="list-style-type: none"> <li>• M Meyers (MO)</li> <li>• J Porter (MO)</li> <li>• L Morris (MO)</li> <li>• M Todd (MO)</li> </ul> <b>Integrated Residency</b> <ul style="list-style-type: none"> <li>• M Todd (MO)</li> <li>• L Morris (MO)</li> </ul>	<b>4B: Cascade Locks A Medicare GME</b> <ul style="list-style-type: none"> <li>• L Sanner (WI)</li> </ul>	<b>4C: Cascade Lock B Rural Match</b> <ul style="list-style-type: none"> <li>• D Patterson (WA)</li> <li>• D Schmitz (ND)</li> <li>• N Oster (ID)</li> </ul> <b>Rural OB Training</b> <ul style="list-style-type: none"> <li>• D Evans (WA)</li> <li>• D Patterson (WA)</li> </ul>	<b>4D: Hood Family Medicine - Surgery</b> <ul style="list-style-type: none"> <li>• D Kermode (IA)</li> </ul> <b>CAH and COVID</b> <ul style="list-style-type: none"> <li>• J Wells (IA)</li> <li>• D Kermode (IA)</li> </ul>
<b>10:30</b>	<b><i>Break</i></b>		
<b>10:45</b>	<b><i>Breakout Session #4 (Descriptions on page 13ff)</i></b>		
<b>5A: Rm Stevenson C/D Residency Within a Practice</b> <ul style="list-style-type: none"> <li>• E Steinbacher (NC)</li> </ul> <b>FQHCs as a Teaching Setting</b> <ul style="list-style-type: none"> <li>• M Janasik (OR)</li> </ul>	<b>5B: Cascade Locks A Separate Accreditation</b> <ul style="list-style-type: none"> <li>• R Longenecker (OH)</li> </ul> <b>Consulting Wisely</b> <ul style="list-style-type: none"> <li>• Rural Residency Consultant Learning Community</li> </ul>	<b>5C: Cascade Locks B RRPD Outcomes</b> <ul style="list-style-type: none"> <li>• C Page (NC)</li> <li>• E Hawes (NC)</li> <li>• A Weidner (WA)</li> <li>• F Chen (WA)</li> </ul> <b>Practice Based Research Networks</b> <ul style="list-style-type: none"> <li>• K McKenna (OR)</li> <li>• L Ferrara (OR)</li> </ul>	<b>5D: Hood Rural Surgery Initiatives</b> <ul style="list-style-type: none"> <li>• A Kumar (WA)</li> </ul> <b>Rural Surgery Tracks</b> <ul style="list-style-type: none"> <li>• R Spencer (WI)</li> <li>• A O’Rourke (WI)</li> </ul>
<b>11:45</b>	<b><i>Conference adjourns – Complete Evaluations</i></b>		

**We are interested in your feedback! Please complete our evaluation using the QR code or the link below:**



[Evaluation: The RTT Collaborative Annual Meeting 2022](https://rttcollaborative.net/)



## Plenary Speakers

### Tribal Blessing

#### Jeremy Takala

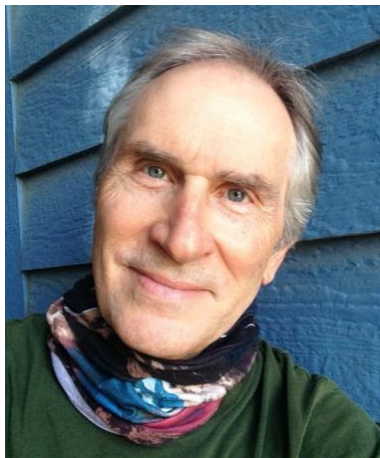
Jeremy Takala, Indian name Pax'una'shut, is a Tribal Councilman of the Yakama Nation and is from the Kahmiltpah Band (Rock Creek) of the Columbia River area. Prior to becoming a member of the Yakama Nation Tribal Council (YNTC) he worked for the Yakama Nation Fisheries Project (YKFP) for 12 years at the Klickitat River Research Monitor Evaluate (RME). He currently serves on the Fish and Wildlife Committee, Legislative Committee, Law and Order Committee, and the Veterans Committee for the YNTC.

Jeremy grew up in Goldendale, WA and was brought up as a drummer and provider for the Rock Creek Longhouse. He acknowledges his traditional teachers which include a long list of family members and tribal elders. Jeremy and his family remain active in the Washut ways and together with his wife Kim, they continue to hand down those teachings to their two sons, Tyler and Clint. He is known in the pow wow circle as a round bustle dancer which is a style that originates from the Yakama Nation. He enjoys being in the mountains, along the Columbia River, gathering traditional foods and medicines and making memories with his family to continue the practices that were shown to him during his upbringing. For Jeremy and his family, it's a team effort that involves the entire community.



### From Source to Sea

#### Peter Marbach, Professional Photographer (Oregon)



Peter Marbach is known for his evocative landscapes and visual storytelling. He has produced six photo essay books and has numerous national publication credits, including National Geographic.

In 2013, Peter accepted an invitation to serve as a volunteer photographer traveling to rural Nepal to work on a documentary film about an inspiring Nepali man who turned a medical tragedy into a lifelong mission to build a community health clinic in his village. That experience deeply impacted him and awakened a long dormant desire to focus his talents more toward community service.

Peter's recent photo essay book, "Healing the Big River - Salmon Dreams and the Columbia River Treaty," was a 14-year self-assignment to help right wrongs of the past imposed by the U.S and Canada and support tribes and first nations desire to restore salmon runs and bring healing to the people of The Big River.

### A River Runs Through Us All

#### Tina Castañares MD, Family Physician (Oregon)

Each rural physician is a change agent. We serve people and communities in need, contributing to positive changes and healthier experiences. But each of us is also a channel, acted upon by other mighty forces, swept and scraped by powerful currents. The emergence and persistence of the coronavirus pandemic have demonstrated both aspects of our lives in dramatic ways.

Having traveled through rural America throughout the latter half of 2021, Tina has witnessed much that has surprised her....culturally, materially, politically. She will share how she has been deeply affected by it all and

reflect on its relevance to rural medical practice today. Tina Castañares, MD has been active in Oregon public health, primary medical care, hospice and palliative medicine, public policy, and philanthropy for over 35 years. She retired in 2011 from practicing family medicine and clinical and executive leadership at One Community Health, formerly known as La Clínica del Cariño, a federally qualified community and migrant health center which she helped to open in 1986. She has been a private practitioner, emergency room physician, medical examiner, Health Officer of Hood River County, a hospice physician for 12 years, and a consultant around ethics and palliative care for decades. She has provided technical assistance and site visits to over sixty community and migrant health centers. and for over a decade was the national Clinical Ombudswoman for Farmworker Health to the U.S. Deputy Surgeon General. In her rural community, she convened a grassroots organization known as the Aging in the Gorge Alliance (Alianza de la Tercera Edad), and she remains an activist on behalf of elders and caregivers, becoming a board member in 2019 of the AGE+ Foundation. Among her other professional passions are advocacy for Community Health Workers, immigrant rights, and upstream public health initiatives.



Now living with cancer, she has learned a great deal from being a patient with a serious illness, just as she did from living with her mom for 14 years until mom's death at home at the age of 98. Tina is a grandmother of five and a practicing poet. She plays percussion with a local band and dabbles in other musical pursuits. She and her husband Pablo, now in their seventies, took a car camping road trip with their two rescue dogs across rural back roads in Canada and the USA, logging over 12,000 miles between last September and March of this year. On this trip they discovered more than ever about rural communities.

### ***Journey of the Salmon: Where culture as medicine bridges the cultural divide in rural medical education and practice***

Through the oral histories, stories, dreams, and spirit guides of our people, indigenous healers who represent salmon from many waters have formed an alliance in the tributaries of the Pacific Northwest. Together, we embark upon our 4,000-mile journey, to bridge the long held cultural divide between western medicine and indigenous healing perspectives and balance them in ways that honor the healing needs of our people for generations to come. Today, we will share the beginnings of this historical journey, so other salmon may join us.

#### **Facilitated Panel (Washington)**



**Naomi M. Bender, PhD**, serves as Washington State University's Director Native American Health Sciences. She is an administrator and educator who has initiated and co-developed the nation's first Indigenous Healing Perspectives Certificate, Indigenous Clinical Simulation, and developed-managed over 30 pathway programs into medicine, nursing, pharmacy, and allied health disciplines. She is *Quechua*, Indigenous of the northern Andean Mountain region of Peru.

**Gary Ferguson II, ND**, serves as Faculty and Director of Outreach & Engagement at Washington State University's Institute for Research and Education to Advance Community Health (IREACH) located in the Elson S. Floyd College of Medicine. Formally trained as a Naturopathic Physician, he has a passion for incorporating

indigenous healing traditions into healthcare settings. He is Unangaġ (Aleut) and an enrolled member of the Qagan Tayagunin Tribe, originally from the Shumagin Islands community of Sand Point, Alaska.

**Lori Arviso Alvord, MD**, is a general surgeon and author. She is the first Navajo surgeon, and the author of the bestselling memoir, *The Scalpel and the Silver Bear*. Dr. Alvord's interests include the healing properties of Navajo ceremonies, and healing environments. She is Chief of Staff at Astria Toppenish Hospital in Washington.

**Wilbert James, MD**, serves as Clinical Assistant Professor in the WSU Elson S. Floyd College of Medicine and in the WSU Native American Health Sciences as Assistant Director of Mentoring and Student Success. Dr. James is a Family Practice physician and citizen of the Swinomish Indian Tribal Community practicing Western medicine from a native perspective and teaching people from an Oral Tradition as a traditional speaker.

***Following this plenary and lunch, the panel will be offering a workshop at 1:30 PM:***

**Journey of the Salmon: Establishing Culture as Medicine through Indigenous Teaching and Practice within a Center for Native American Health at Washington State University**

This workshop will include a traditional welcome, introductions, story, and a presentation of the work being conducted by Washington State University's Center for Native American Health Healers Cohort, who are developing the nation's first indigenous healing perspectives clinical simulation space, curriculum, and teaching practices through decolonizing ways that embrace and honor indigenous perspectives of educating, healing, and practicing medicine. Audience members will learn and engage using their own rural and/or educational settings and experiences through individual and small group polling and other activities that utilize key principles, examples, and frameworks provided by presenters.

See full description under Abstract 3A.

***Abundance in Times of Drought: Training health professionals with scarce resources***

**Joyce Hollander-Rodriguez, MD, Program Director, Cascades East Family Medicine Residency and Regional Associate Dean for the OHSU Campus for Rural Health (Oregon)**



Joyce Hollander-Rodriguez, M.D., is an associate professor at Oregon Health & Science University, and the residency program director for the OHSU-Cascades East Family Medicine Residency Program in Klamath Falls, Oregon. Joyce has been the Program Director for Cascades East Family Medicine since 2011 and serves as Regional Associate Dean for the OHSU Campus for Rural Health. She is active in organizations and efforts to support community health and holds a certificate of added qualification in Hospice and Palliative Care. Dr. Hollander-Rodriguez is passionate about rural health education, health equity, and community-engaged approaches to health in the Klamath Basin and beyond.

Her plenary, the morning of our final day, will focus on one of the domains of competence important to rural practice, abundance in the face of scarcity and limits, informed by her experience in our current pandemic. Another story of the river of medical education in which we stand, in a critical time of drought.



## ***Breakout Session Descriptions – Thursday, April 28***

### **1A: Advising & Mentorship—The Art of Developing a Productive Relationship with the Resident Physician**

Joe Skariah, DO, MPH, MBA, Program Director, Portland Residency, Oregon Health and Science University (OR)  
 Jinell Lewis, MD, Program Director, Three Sisters RTT Residency, Oregon Health and Science University (OR)  
 Roger Garvin, MD, Vice Chair of Education Department of Family Medicine, Oregon Health and Science University (OR)

- Identify key elements of resident advisors and mentors
- Identify key resources that are needed for successful advisors
- Develop a framework for assessing learners in difficulty

While new rural training programs have faculty who can provide rich clinical teaching, the other hats of being residency faculty require development. Furthermore, residents are in the process of developing their professional identity. Advisors and mentors are critical to the success of that process. Rural faculty may not have had training or opportunity to advise or mentor learners. These roles are commonly viewed as similar if not the same. The truth is that advisors and mentors have quite distinct roles, skill requirements and expectations of residents. Navigating these role differences can be especially challenging for new faculty members. By paying careful attention to preparation for these roles, faculty can increase their own satisfaction while aiding resident development.

### **1B:**

#### **Navigating Rural Rivers Across America: Lessons Learned**

David Smith, MD, Program Director, North Colorado Family Medicine in Greeley, Sterling & Wray (CO)  
 Asa Ware, MD, Associate Program Director, North Colorado Family Medicine in Greeley, Sterling & Wray (CO)  
 David Reed, MD, Rural Site Director, North Colorado Family Medicine in Wray (CO)  
 Sarah Moore, MD, Rural Site Director, North Colorado Family Medicine in Sterling (CO)

- Identify essential characteristics of a successful rural training location
- Determine essential training needs for a region
- Embrace the natural evolution of a program's curriculum

The lead speaker has been busy with creating and sustaining rural training efforts since 1992 for 4 different family medicine residency programs around the country. He and his current colleagues would like to share our lessons learned with the RTT Collaborative to help all of us accomplish our goals.

#### **A Rural Training Menu: Building on the RTT**

Jillian Landeck, MD, University of Wisconsin Department of Family Medicine and Community Health (WI)  
 Lou Sanner, MD, Faculty, University of Wisconsin Department of Family Medicine and Community Health (WI)  
 Stuart Hannah, MD, Program Director, Baraboo 1-2 RTT Family Medicine Residency Program (WI)  
 Jennifer White, Program Manager, UW Family Medicine and Community Health Residency Programs (WI)  
 Justin Sena, MA, University of Wisconsin Department of Family Medicine and Community Health (WI)

- Describe how to create a “menu” of 4 residency training options with varying amounts of rural exposure that build on an urban program with an RTT partnership
- Describe the curriculum behind successful rural track and rural pathway models.
- Understand how the curriculum within the Rural Health Equity Track (RHET) and rural pathway models help train rural physician leaders by promoting engagement in community health and advocacy experiences

We offer a unique “menu” of 4 rural training options within the University of Wisconsin-Madison Family Medicine Residency Program.

The UW-Madison Baraboo Rural Training Track was founded in 1996 and is a 1-2 RTT with 2 residents per class. In the standard Madison Program, we expanded our rural Belleville clinic site from 2 to 4 residents per class in 2017 and created the Rural Health Equity Track (RHET) which includes a minimum of 27 weeks of rural rotations. In 2019, we created a rural pathway that involves a minimum of 14 weeks of rural rotations.

The standard UW-Madison residency program comprises 10 weeks of rural rotations. Among graduates from the past 5 years, approximately 15% of the UW Madison graduates and 60% of the Baraboo RTT graduates are in rural practice. 80% of RHET and rural pathway graduates to date are in rural practice and one graduate is currently in fellowship.

### **1C: Developing faculty: Tips and tricks for increasing quantity and quality of rural faculty**

Amanda Weidner, MPH, Research Consultant, University of Washington Family Medicine Residency Network (WA)

John Waits, MD, FFAFP, CEO, Program Director & DIO, Cahaba Medical Care Foundation and Cahaba-UAB Family Medicine Residency (AL)

Rob Epstein, MD, Rural Program Director, North Olympic Healthcare Network (WA)

- Articulate the challenge of faculty development in rural residency settings
- Describe several ways RRPD programs have met their faculty development needs
- Apply ideas for faculty development generated in the discussion to their own programs

Several challenges and barriers to developing rural residency programs have been highlighted in the experiences to date of the residency programs participating in the Health Resources and Services Administration (HRSA)-funded Rural Residency Planning and Development (RRPD) program. One of these common barriers is developing faculty – both in terms of quantity and quality; programs face the challenge of finding enough faculty who can provide residents with quality educational experiences and who can step up in other ways, including as part of succession planning for leading programs into the future. In this session, RRPD grantees will share their on-the-ground experiences of developing faculty in and for new rural programs and will engage audience members in a facilitated discussion to generate creative and location-specific solutions to developing faculty in their own locale.

### **1D: Navigating the Rapids: Teaching Clinical Reasoning to Residents and Medical Students**

Keri Bergeson, MD, Rural Site Director, University of Washington School of Medicine Rural Training Program, Chelan (WA)

Andrew Gray, MD, PGY3 Resident, University of Washington School of Medicine Rural Training Program, Chelan (WA)

Christine Davenport-Welter, MD, PGY2 Resident, University of Washington School of Medicine Rural Training Program (WA)

- Describe the basic components of clinical reasoning and dual-process theory
- Identify common cognitive errors seen in the clinical reasoning process
- Develop at least one exercise in clinical reasoning to be used for teaching

Clinical knowledge is a fundamental requirement of effective clinicians. It is easy to teach and to measure. How that knowledge is applied is far more complicated. The need for concrete clinical reasoning is even more acute in rural settings where clinicians are often pushed outside their comfort zone to care for medically complex patients. By intentionally integrating exercises in clinical reasoning, we can help our learners build lifelong habits for effective problem solving and provide more accurate self-assessment of their own abilities. Understanding this framework also helps teachers better diagnose cognitive errors when they occur. A curriculum to address clinical reasoning can feel overwhelming to implement, especially in rural programs where faculty time may be more limited. This workshop will review the structure and components of a longitudinal clinical reasoning curriculum. It will teach simple and effective clinical reasoning exercises that can be done with limited time and resources.

### **2A: Making the Case: An Approach to Philanthropy in Our Rural Communities**

Jeff Haney, MD, Chair, Dept. of Medical Education and Clinical Sciences, Washington State University (WA)

Nancy Fike, Senior Development Officer, Elson S. Floyd College of Medicine, Washington State University (WA)

Steve Hall, MD, Founding Program Director, WSU Pullman Family Medicine Residency (WA)

Rueben Mayes, MBA, Chief Development Officer for Pullman Regional Hospital (WA)

- Describe fundable qualities and efforts of Community Engaged Medical Education
- Create a case statement for future donor support
- List strategies to identify potential donors

"Limited supply" are not words commonly associated with the effort, creativity, and education needed in rural training. They are common words in the context of financial constraints of programs. Philanthropy can be a mechanism to reverse the trend of limited supply. Often programs, program leaders and communities struggle with both the concept and the action of philanthropy. Fortunately, the programs have a ready-made case statement and donor audience. The workshop will explore barriers to philanthropy, creation of a case statement, and identification and relationship building needed in donor development.

## **2B: Developing GME in a Rural, Community-Based Health System: Changing the Current in Your Community**

Woodwin Weeks, DO, Associate Program Director, Georgia South Family Medicine Residency, Moultrie(GA)

- Identify key populations in their rural community whose buy-in is needed for successful implementation of Graduate Medical Education
- Develop unique and innovative strategies for introducing Graduate Medical Education to their community.
- Identify and address potential community roadblocks in successful implementation of Graduate Medical Education

Rural Communities and their health systems often have unique and deeply engrained beliefs about the delivery of health care. Transitioning from a community-based hospital system to a teaching hospital can be an arduous task especially if there is no community buy-in. In this session, we will discuss identifying key populations who can help (or hinder) in the implementation of graduate medical education. Additionally, we will explore practical ways to garner community buy-in that is sustainable throughout the ramp-up process. Using Georgia South Family Medicine Residency as framework, we will explore the foundational importance of community support when introducing graduate medical education to a rural community.

## **2C: Rural Program Director Development**

Darin Bell, MD, Associate Director RTTC; Associate Director for Rural Education, Family Medicine Residency of Western Montana, Missoula (MT)

Randall Longenecker, MD, Senior Advisor and Consultant, The RTT Collaborative, Athens (OH) Mackenzie Mady, MD, Program Director, Schuylkill Rural Family Medicine Residency, Pottsville (PA)

Allison Flaim, DO, Program Director, Hawaii Islands Family Medicine Residency Program, Hilo (HI)

Peter Sandroni, MD, Program Director, University of North Dakota School of Medicine and Health Sciences Rural Programs in Williston and Minot (ND)

- Evaluate your program's needs for leadership development and understand resources available through the RTTC
- Learn about the National Institute of Program Director Development (NIPDD) fellowship rural scholarship program, and apply or encourage others to apply
- Join "Rural PDU" as a member of the learning community or serve as a source of peer support

The RTTC has been assisting with the development of rural program directors and leadership, through NIPDD scholarships and the Rural Program Directors University, piloted over the past year. This breakout session will feature presentations on projects of three NIPDD scholarship recipients: Drs., Flaim, Mady and Sandroni:

- Finances for a Rural Tropical Residency Amidst RHC Conversion – Flaim (HI)
- It Takes a Village: Community Engagement in Residency Development – Mady (PA)
- 10-Year Mock Self-Study of the Williston Rural Training Track – Sandroni (ND)

The session will also include a discussion led by Drs. Bell and Longenecker, on the first year of the Rural Program Directors University and ideas on how to improve the process for the benefit of new rural programs. This session is open to all who are interested in leadership development and how the RTTC can better serve our membership with that that process.

## **2D: EPAs for Thriving in Rural, Underserved, and Indigenous Health Settings**

Joyce Hollander-Rodriguez, MD, Program Director, OHSU - Cascades East FMR (OR)

Roger Garvin, MD, Vice Chair of Education Department of Family Medicine, Oregon Health and Science University (OR)

Kay Nordling, MD, Program Director, OHSU Hillsboro FMR (OR)

Dallas Swanson, MD, Core Faculty, OHSU-Cascades East FMR (OR)

Anne Marie Kessler, MD, Core Faculty, OHSU-Cascades East FMR (OR)

- Understand how the EPAs for rural, underserved, and indigenous settings create a new framework for curriculum and learner development.
- Explore the application of this framework to a community-engaged residency didactic and workshop curriculum.
- Identify EPAs and tools that could be applied to your student or resident curriculum.

To transform the workforce to be better prepared, more equitably distributed and more deeply connected to rural, underserved, and tribal communities, the COMPADRE Curriculum team worked to answer the question, “How do we best train providers to thrive in rural, indigenous, and underserved settings?”

We built on existing rural competency domains to craft Entrustable Professional Activities (EPA) for rural, underserved settings, and indigenous health, including decolonizing practices and addressing structural inequities. These EPAs describe tasks that a provider must master to thrive in such a setting. They do not describe all the tasks of such a provider but those that are particularly challenged in rural, underserved, and indigenous settings.

We will describe the 10 EPAs, key functions, and skills progression, including toolkits for learning strategies. We will then share specific examples of how two residencies have applied this curriculum in workshops and community engaged learning.

### **3A: Journey of the Salmon: Establishing Culture as Medicine through Indigenous Teaching and Practice within a Center for Native American Health at Washington State University**

Naomi Bender, MD, Director Native American Health Sciences & Director Center for Native American Health, Washington State University (WA)

Lori Alvord, MD, Clinical Faculty, Surgery, Washington State University's Elson S. Floyd College of Medicine (WA)

Wilbert James, MD, Assistant Director Native American Health Sciences, Washington State University (WA)

Gary Ferguson, ND, WSU IREACH Director of Outreach & Engagement, Washington State University's Elson S. Floyd College of Medicine (WA)

- Describe ways to bridge the cultural divide between Salmon and Western medical education and practices
- Describe and design ways in which rural healthcare education settings can be decolonized
- Describe and illustrate ways to engage community stakeholders to integrate cultural beliefs and values

We are the salmon people. For centuries salmon have fed our people and sustained us physically, mentally, emotionally, spiritually, and culturally. As native people, our understanding of creation is a space where we travel through time in a symbiotic relationship with the salmon. We use the salmon to teach us of ourselves and our environment and how to approach healing. In Western medicine, this has not been the approach. Moreover, it has set aside the unique needs of indigenous patients and communities for much too long, contributing to the higher number of health disparities and mortalities of our people. Through the nation's first indigenous developed clinical simulation space at WSU, an Indigenous cohort of healers, and a strengths-based approach, we are using decolonizing pedagogies, approaches, indigenous perspectives of healing, modalities, and design, and community-based research, to bring the salmon home in ways that honor our ancestors and promote resiliency.

The workshop will include a traditional welcome, introductions, story, and a presentation of the work being conducted by Washington State University's Center for Native American Health Healers Cohort, who are developing the nation's first indigenous healing perspectives clinical simulation space, curriculum, and teaching practices through decolonizing ways that embrace and honor indigenous perspectives of educating, healing, and practicing medicine. Audience members will learn and engage using their own rural and/or educational settings and experiences through individual and small group polling and other activities that utilize key principles, examples, and frameworks provided by presenters.

### **3B: Final report: Collaborative research on medical school primary care output and impact of family physicians on rural maternity care**

Mark Deutchman MD, Professor, Dept. of Family Medicine; Director, Rural Program; and Associate Dean for Rural Health, University of Colorado Anschutz Medical Campus (CO)

- Discuss steps involved in conceiving and conducting collaborative research and carrying findings through to peer-reviewed publication
- Describe how medical schools overstate their primary care output and a new method of predicting actual primary care output at the time of medical school graduation.
- Describe the impact of family physicians on rural maternity care

In this session, two successful collaborative research projects will be presented with two major objectives. One objective is to share the rationale and process involved in conducting research that involves multiple collaborators located in widely dispersed locations. The second objective is to present the results of the two studies. The first study explores the stated versus actual primary care output of multiple U.S. medical schools and a new method of



predicting actual primary care output at the time of medical school graduation. The second study documents the impact of family physicians on rural maternity care. Participants will be able to discuss steps involved in conceiving and conducting collaborative research and carrying findings through to peer-reviewed publication

## *Breakout Session Descriptions – Friday, April 29*

### **4A: Context of Education**

#### **Development and Implementation of a Longitudinal Integrated Clerkship at Rural Track Training Sites in Missouri**

Meghan Meyers, MPH, MHA, Senior Program/Project Support Coordinator, Longitudinal Integrated Clerkship Coordinator, University of Missouri – Columbia (MO)

Jana Porter, MS, Senior Program Director, University of Missouri – Columbia (MO)

Laura Morris, MD, MSPH, Rural Track Medical Director, Longitudinal Integrated Clerkship Director, University of Missouri – Columbia (MO)

Misty Todd, MD, Longitudinal Integrated Clerkship Adjunct Assistant Professor, University of Missouri – Columbia (MO)

- Understand the reasoning for and process of developing and implementing a Longitudinal Integrated Clerkship within the MU SOM Rural Track Training Program, as well as lessons learned after implementation of first site
- Discuss synergies between Longitudinal Integrated Clerkships and Rural Track Training programs
- Begin conversations on Longitudinal Integrated Clerkship development at home institutions

The University of Missouri School of Medicine's Rural Track Pipeline Program was created as a commitment to addressing physician shortages in rural Missouri. The goal of this program is to solidify student interest in rural practice and increase the numbers of physicians practicing in rural areas of need in Missouri. Of the 101 rural counties in Missouri, 99 are designated Primary Medical Care Health Professional Shortage Areas. Studies have shown that medical students who participate in a Longitudinal Integrated Clerkship are positively influenced towards rural career choices. With this in mind, the first Longitudinal Integrated Clerkship within the University of Missouri's School of Medicine was created in partnership with Bothwell Regional Health Center in Sedalia, Missouri. We will discuss the development and implementation of this clerkship since its start in June 2021, as well as lessons learned as we implement this clerkship at two additional rural track training sites.

#### **Integrated Residency: An Avenue for Recruiting and Retaining Medical Students as Residents**

Misty Todd, MD, Longitudinal Integrated Clerkship Adjunct Assistant Professor, University of Missouri – Columbia (MO)

- Identify strategic recruiting and retention techniques
- Identify ways in which to advocate to legislature to assist with physician shortages
- Identify ways to make mutually beneficial transitions for residents and residencies

Since the mid 1990s, the University of Missouri Family Medicine Residency and more recently, the Bothwell-University of Missouri Rural Family Medicine Residency, have been able to recruit and retain highly sought-after medical students with integrated residency positions. These positions are competitive, only open to 3rd year medical students at the partnering University of Missouri School of Medicine who are interested in continuing their training with either program and who intend to practice medicine in Missouri. If selected, integrated residents reap financial benefits in their last year of medical school while gaining valuable mentorship from current faculty and residents, building their continuity practice, and becoming fully assimilated into didactics and social events within the residency with assurance of matriculating in the spring through The Match.

### **4B: Medicare GME Update for Rural Programs**

Lou Sanner, MD, Lou Sanner, MD, Faculty, University of Wisconsin Department of Family Medicine and Community Health, and Consultant, AAFP Residency Program Solutions (WI)

- Understand in detail the final rules for the Consolidated Appropriations Act (CAA) affecting GME
- Consider other legislations that may be active as of April 2022 (e.g., THC permanence)
- Consider how these changes may affect your program or planned program

The Consolidated Appropriations Act passed late December 2021 included three provisions affecting GME. As of early November 2021, the final rules implementing these provisions have not been released but are expected before the April RTTC meeting. There are other legislative initiatives which may also have passed between November 2021 and April 2022. This workshop will present and discuss the "final rules" (if released) for the CAA GME

provisions plus any other GME related legislation passed or pending as of the April 2022 meeting. Other Medicare GME questions may also be discussed if time permits.

#### **4C: Research**

##### **Recruitment to Rural Residency Programs: Match Rates and Best Practices**

Davis Patterson, PhD, Associate Research Professor of Family Medicine, University of Washington School of Medicine (WA)

David Schmitz, MD, Professor and Chair, Department of Family and Community Medicine, University of North Dakota School of Medicine (ND)

- Describe patterns in match rates for rural vs. urban family medicine residency programs for the 25-year period from 1996 to 2020.
- Describe the association of rural program match rates with program outcomes, such as performance on in-training exams (ITE) and yield to rural practice.
- Adopt successful recruitment strategies in their own residency programs.

Rural family medicine residency programs can struggle to recruit residents, just as rural communities struggle to attract physicians. We analyzed rural and urban program match rates using data from the National Resident Matching Program for a 25-year period (1996-2020). We also interviewed rural residency coordinators to identify successful recruitment strategies. This presentation will summarize our findings, including an analysis of whether match rates are associated with markers of program quality, such as performance on in-training exams. Over the 25-year period, the number of rural residency programs increased from 27 to 97, offering an average of 3.4 positions in the match (vs. 5.6 in urban programs). The percentage of rural match slots filled increased over time from 71% to 79%. Successful recruitment strategies include highlighting the small-town connections that characterize rural life, practice, and training and collaborating with community members outside of health care to introduce applicants to the community.

##### **Delivering Rural Obstetric Training for Family Physicians: Precipitators and Arrests**

David Evans, MD, Professor of Family Medicine, University of Washington (WA)

Davis Patterson PhD, Director, WWAMI Rural Health Research Center, University of Washington (WA)

- Describe characteristics of robust rural OB training
- Compare results of a national survey on rural OB training to participant lived experience
- Apply presented data to strengthen rural OB training at participant program

This session will explore barriers to and facilitators of OB training drawing on data from web-based surveys of 115 rural residency programs (50% response rate) and 21 OB fellowships programs (62% response rate) as well as interviews. Most residencies (86%) reported enabling trainees to provide comprehensive prenatal/delivery care, and 29% equipped trainees for surgical OB. Major challenges residencies reported included competition with other OB providers and practices (49%), shortages of FM faculty providing OB care (47%), lack of community awareness of FP scope of practice (36%), and lack of resident interest in OB (33%). Major challenges fellowships reported included competition with other OB providers and practices (31%) and declining OB patient populations (31%). We will discuss practices of successful programs and compare study results with participants' lived experiences as rural educators, equipping attendees with knowledge for advocacy and education in support of rural obstetric training in family medicine programs.

#### **4D: Surgical Training**

##### **The Case for a Combined Family Practice/General Surgery Residency: The Interaction and Collision of Training and Culture**

David Kermode, DO, General Surgeon, Surgical Lead Enhanced Surgical Skills Fellowship, Wayne County Hospital, Corydon, IA (IA)

- Know the availability of new general surgery graduates to address the surgical needs of rural and frontier residents.
- Acknowledge the collision of cultures between academic medical centers and rural and frontier hospitals.
- Consider blending the cultures of rural acute medicine and rural generalist practice.

The practice of medicine takes place in a community. Each community has unique traits that translate into threats and opportunities. In broad terms, medicine is practiced in two distinct places. The academic medical center and the community hospital. Both are needed by our nation and should be viewed as equally necessary. In rural and frontier settings, acute care procedural medicine is practiced by general surgeons and other physicians with additional training. For a robust, sustainable, and patient centric solution for effective care to occur in this setting, this culture must be blended. We advocate for the creation of a dual residency in family practice and general surgery. This, in combination with family medicine physicians trained in additional essential surgical skills will allow the creation of a sustainable department of surgery in small rural and frontier hospitals.

### **Rise to the Occasion: The Experience of one Critical Access Hospital in Addressing the Covid 19 Pandemic**

Joel Wells, DO, Family Physician, Fellowship Director RESST Program, Wayne County Hospital, Corydon, IA (IA)  
David Kermod, DO, General Surgeon, Surgical Lead Enhanced Surgical Skills Fellowship, Wayne County Hospital, Corydon, IA (IA)

- Know the extent of critical care practice capability and practice pattern of the typical critical care access hospital prior to the Covid 19 pandemic.
- Describe the evolving capability of one critical access hospital during the pandemic.
- Discuss what we can do as a community of rural practice to address future medical crisis in rural America.

The Covid 19 pandemic has resulted in an accreted transformation of critical access hospital capability to serve as the first point of diagnosis and treatment in a rural health care emergency. This care capability has been maintained by geographically isolated communities of practice. The presence of this core capability in the treatment of critical illness has allowed these hospitals to adapt to a rapidly changing need to treat critical patients. This includes the management of ventilator dependent patients. We will describe a hospital's experience with the Covid 19 pandemic and the lessons learned as well as the imperative for better planning to address future medical emergencies.

### **5A:**

### **"Residency Within a Practice": A 25-year Look Back at our De-centralized Community-based Training Model for Producing Rural Full Scope Family Physicians**

Erika Steinbacher, MD, Vice-Chair Department of Family Medicine Atrium Health, Cabarrus Family Medicine Residency-Atrium Health Cabarrus (NC)

- ✓ Describe the key elements of a decentralized community-based training program.
- ✓ Describe some of the successes and challenges of this model.
- ✓ Describe the potential impact of the decentralized training model on a community.

Cabarrus Family Medicine Residency was started in 1996 due to a primary care crisis in the area and the difficulty finding family physicians trained in the full scope of services required. The founders of the program believed that a different model of training was needed to produce the type of graduates they were seeking. The design proposed, which at the time required an ACGME exemption, was to establish four community practices with residents embedded in each practice. The concept became known as the “residency within a practice” model. We have now graduated 176 family physicians, the vast majority of whom have stayed in North Carolina and a high percentage have gone on to practice in small towns and rural communities (over one-third) and continue full scope care. We will describe our graduate outcome data, key elements of our successes and some of the challenges posed by the decentralized model.

### **FQHCs as a Teaching Setting**

Max Janasik, CEO, Community One Health, Hood River (OR)

- ✓ Expanding reach into rural communities with a mobile medical unit
- ✓ Integrating telehealth, behavioral health, and community health worker programs
- ✓ Reducing fear, anxiety, and misinformation over the Covid Vaccine to increase rates of vaccination for underserved communities

In the past two years, Colombia Gorge-based One Community Health has thrived in the face of the pandemic, gaining the trust of their community and patients to achieve their mission of health equity. In this session, learn how the FQHC model and unique patient needs act as constraints that drive innovation for clinical teams and residents.



## 5B: GME Finance and Design

### Accredited: To be or not to be

Randall Longenecker, MD, Senior Advisor and Consultant, The RTT Collaborative (OH)

- Articulate the advantages and disadvantages of separate program accreditation
- Describe the process for making the accreditation decision
- Decide whether to be separately accredited at the appropriate time

With recent changes in both accreditation and finance, a rural residency program has options around program design and whether to pursue separate accreditation. Changes introduced by the Consolidate Appropriations Act of 2021 and the addition of a pre-accreditation process for endorsing a program as a rural track are not yet well understood. This lecture-discussion will lay out the options facing newly developing as well as established programs and provide participants the opportunity to clarify and/or answer questions regarding this important decision.

### Consulting Wisely

Rural Residency Consultant Learning Community (RRCLC)

- Share lessons learned from past consultations
- Make informed decisions regarding informal and formal consultation in the design and development of a rural residency program

There are many options to consider when looking for advice and assistance in developing a new program or problem-solving in an established program. Participants in this learning community over the past year and a half will engage the audience regarding the choice, manner, and timing of a formal consultation in the design, development, or implementation of a rural residency program.

## 5C: Research

### Outcomes from the HRSA Rural Residency Planning and Development Program

Cristen Page, MD, MPH, Executive Dean, UNC SOM, Professor, Department of Family Medicine, University of North Carolina School of Medicine (NC)

Emily Hawes, PharmD, Associate Professor, Department of Family Medicine, University of North Carolina School of Medicine (NC)

Amanda Weidner, MPH, Research Consultant, WWAMI University of Washington Family Medicine Residency Network (WA)

Frederick Chen, MD, MPH, Professor, WWAMI University of Washington Family Medicine Residency Network (WA)

- Understand quantitative and qualitative findings from the Rural Residency Planning and Development (RRPD) program.
- Evaluate key facilitators and barriers to rural program development.
- Provide feedback on the evaluation strategy to help ensure broad impact for rural program development and sustainability.

Rural America has fewer physicians leading to poorer health outcomes. As a result, the Health Resources and Services Administration (HRSA) funded a Rural Residency Planning and Development - Technical Assistance Center (RRPD) to support development of 46 rural residency programs in family medicine (n=35), internal medicine (n=4), psychiatry (n=6), and general surgery (n=1). Twenty programs have obtained ACGME accreditation (283 resident positions at full complement), and 12 rural programs launched and successfully recruited residents (94 filled positions). Quarterly and summative results are available demonstrating trajectories and timelines by initial stage of development, including overall measures as well as specific barriers related to the stages. During this session, attendees will 1) Understand quantitative and qualitative findings from the RRPD program. 2) Evaluate key facilitators and barriers to RRPD grantee development. 3) Provide feedback on the evaluation strategy to help ensure broad impact for rural program development and sustainability.

## **Partnering with a practice-based research network enhances QI program development: A case study of One Community Health improving HPV immunization rates in partnership with the Oregon Rural Practice-based Research network**

Kate McKenna, MD, MPH, Family physician and Core Faculty at Providence Hood River Family Medicine Residency Rural Training Program, One Community Health, and OB/Peds Chair at Providence Hood River Memorial Hospital

Laura Ferrara, MA, Practice Enhancement Research Coordinator, Oregon Practice Based Research Network

- Describe how Practice Based Research Networks work with rural practices to advance QI research and scholarship.
- Explain the benefits of clinic partnership with a PBRN to do innovative research and boost quality improvement (QI) capacity.
- Understand how community involvement can inform and shape resident QI projects.

Oregon Rural Practice-based Research Network (ORPRN) is a state-wide primary care network that partners with hundreds of community practices to improve health outcomes for Oregon. One Community Health (OCH) is a multisite rural health center, a rural family medicine residency training site, and active member of ORPRN. Involving residents in ORPRN projects has enhanced QI skills and helped underserved patients in rural communities. One project, the Rural Adolescent Vaccine Enterprise (RAVE), aims to increase adolescent HPV vaccination rates and boost general clinic QI capacity via a monthly-facilitated intervention with a practice facilitator. Increasing QI capacity assists residents to advance their own future QI projects. OCH has worked with ORPRN to consult with local community and patient advocacy group on QI projects, including Community Health Advocacy & Research Alliance (CHARA) and The Next Door. We will describe how the partnership of ORPRN and OCH, informed by CHARA and The Next Door, advances quality improvement in this rural health center and residency.

### **5D: Surgical Training**

#### **Spawning Rural Surgery Initiatives in Washington State**

Anjali Kumar, MD, MPH, Director, Clinical Education – Surgery, Elson S. Floyd College of Medicine (WA)

- List types of rural training programs in surgery
- Articulate surgery work-force shortage trends and forecasts in Washington state
- Describe strategies around the formation of RTT Collaboratives among surgeons

Introduction: Rural surgeons work in environments with unique limitations compared to those in urban/academic institutions. Our project aimed to 1) form connections with and among these surgeons to 2) better define their challenges and research priorities.

Methods: We conducted a pilot mixed-methods study of rural general surgeons in Washington State. Surgeons at critical access hospitals were identified. Outreach identified participants via convenience sample. Three phases of our project commenced: 1) virtual semi-structured interviews/surveys; 2) site visits, 3) consortium creation.

Results: We interviewed 23 of 79 identified surgeons and surveyed 16. Three main areas of concern about Washington rural surgery were identified: blood bank limitations; limited staff and nurse training; concerns around adequacy of resident training (especially pertaining to solo rural practice).

Discussion: Preliminary results suggest that consortium creation is feasible to further uncover and collaboratively explore solutions to unique challenges of WA rural surgeons.

#### **Creating a pipeline of rural surgeons through dedicated residency training tracks in surgical specialties**

Ryan Spencer, MD, MS, OB-GYN Residency Program Director, University of Wisconsin School of Medicine and Public Health (WI)

Ann O'Rourke, MD, MPH, General Surgery Residency Program Director, University of Wisconsin School of Medicine and Public Health (WI)

- Identify the challenges to procedure-based rural residency training and approaches to overcoming them
- Initiate discussions with administrators and clinicians about initiating and sustaining surgical rural GME training
- Identify key principles for the success of new rural procedure based GME programs

Although rural-focused residency programs have existed in other specialties for decades, surgical specialties have relatively few such programs. The University of Wisconsin has two innovative rural track residency programs in General Surgery and Obstetrics & Gynecology. Over the past 6 years, each program has matched residents in each class and placed graduating residents into rural practice. Both programs aim to increase the pipeline of rural surgical specialists in rural communities while also working to disseminate these models to other institutions for development of similar rural training tracks throughout the United States. We will discuss recruitment of rural partner sites from the perspective of both the clinician and hospital administration, teaching residents in rural settings where learners may or may not already be present, and how partnering in these programs can be a powerful physician recruitment tool of health care systems.

**Posters (Follow this link to [a DropBox folder](#) for PPTs, some with narration)**

A Pandemic and Two Infusions into a Rural Medical Community; Monoclonal Antibodies and Graduate Medical Education

Glenn Gookin, Faculty, Sierra Nevada Memorial Hospital

[Glenn.Gookin@commonspirit.org](mailto:Glenn.Gookin@commonspirit.org)

Application of Geographic Information Systems to support Collaboration in Rural Osteopathic Medical Education and Community Health Initiatives

Meron Tadesse, Public health student, University of North Texas Health Science Center

[MeronTadesse@my.unthsc.edu](mailto:MeronTadesse@my.unthsc.edu)

Behavior Change and Rural Health Education: A Review of the Challenges and Opportunities

Dawson Brown, Medical Student, University of Virginia

[dmb8nwz@virginia.edu](mailto:dmb8nwz@virginia.edu)

Development of an Integrated Residency in Family Medicine for Rural Pathway Students

Drake Lavender, Faculty, The University of Alabama

[drake@ua.edu](mailto:drake@ua.edu)

Development of the Rural Longitudinal Integrated Clerkship at University of Colorado SOM

Roberto Silva, Faculty, University of Colorado School of Medicine

[roberto.silva@cuanchutz.edu](mailto:roberto.silva@cuanchutz.edu)

Maximizing Rural Patient Engagement by Innovative Multidisciplinary Approaches to Effective Tinnitus Care

Libba Reed McMillan, Auburn University College of Nursing

[reedreb@auburn.edu](mailto:reedreb@auburn.edu)

Primary Care Physician Training in New Mexico

Nicole Mandall, Director of Operational Development for a consortium of all Primary Care Residencies in New Mexico, New Mexico Primary Care Training Consortium

[nmandall@chi-phi.org](mailto:nmandall@chi-phi.org)

Taking The Back Roads: Rural Agricultural Health Training for Resident Doctors

Dawn Caviness, Cabarrus Family Medicine Residency Program

[dawn.caviness@atriumhealth.org](mailto:dawn.caviness@atriumhealth.org)

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## *Oregon Host and Planning Committee*

Robert Gobbo, Program Director, Providence Hood River Family Medicine Rural Training Program and One Community Health, Hood River, OR

Liz Jex, Residency Coordinator, Providence Hood River Family Medicine Rural Training Program, Hood River, OR  
Tiffany Jones, Administrator, Family Medicine Residency Network, Department of Family Medicine, University of Washington, Seattle, WA

Emily Hawes, UNC Eshelman School of Pharmacy and Deputy Director, Rural Residency and Teaching Health Center planning & Development -TAC, Chapel Hill, NC

### **Planning Support - The RTT Collaborative Staff**

Randall Longenecker, previously a rural family medicine residency program director, with 30 years of comprehensive family medicine practice experience in Logan County, Ohio, is now Assistant Dean Emeritus Rural and Underserved Programs and Professor of Family Medicine at Ohio University Heritage College of Osteopathic Medicine. He is founding executive and now Senior Advisor and Consultant for The RTT Collaborative, senior advisor for the Rural Residency Planning and Development Technical Assistance Center, and associate project director for the Collaborative for Rural Primary care Research, Education, and Practice (Rural PREP), Athens, OH.

Dawn Mollica is Administrative Director, Rural and Underserved Programs, Ohio University Heritage College of Osteopathic Medicine, and Administrative Director for The RTT Collaborative, Athens, OH

Hana Hinkle, Executive Director, The RTT Collaborative, and Interim Department Head and Director, National Center for Rural Health Professions, University of Illinois College of Medicine Rockford, Rockford, IL

Darin Bell, Associate Director, The RTT Collaborative, and Associate Director for Rural Programs and Clinical Associate Professor, Family Medicine Residency of Western Montana, Missoula, MT

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### **Acknowledgement of America's First Peoples**

The RTT Collaborative wishes to acknowledge that its meeting is taking place on the homelands of Native peoples, who have lived in this region from time immemorial. We wish to express our deepest respect for and gratitude towards these original and current caretakers of the region. As an academic community, we acknowledge our responsibility to establish and maintain relationships with these tribes and Native peoples, in support of tribal sovereignty and the inclusion of their voices in teaching, research and programming. We also pledge that these relationships will consist of mutual trust, respect, and reciprocity.

For tribes and nations whose homelands are in the Columbia River system, please visit:

<https://www.confluenceproject.org/library-post/tribes-of-the-columbia-river-system/>



*A Special Thanks to our Meeting Sponsors (including those from 2020)*



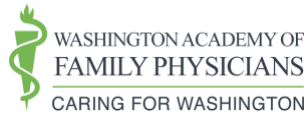
Providence Health and Services, Pacific Northwest



Rural Residency Planning and Development Technical Assistance Center



WWAMI Family Medicine Residency Network – Washington, Wyoming, Alaska, Montana, Idaho



Washington Academy of Family Physicians

## Oregon GME Consortium

Oregon Graduate Medical Education Consortium, Roseburg, OR



Oregon AHEC, Oregon Health & Sciences University, Portland, OR



Oregon Rural Practice-Based Research Network, Portland, OR



One Community Health  
Hood River, OR



Providence Hood River  
Memorial Hospital, Hood  
River, OR



Oregon Academy of Family  
Physicians, Portland, OR

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### ***Further Credits:***

**Rural PREP** (The collaborative for Rural Primary care Research, Education and Research), a cooperative agreement with HRSA's Bureau of Health Workforce and the Departments of Family Medicine, University of Washington School of Medicine, University of North Dakota School of Medicine, and Ohio University Heritage College of Osteopathic Medicine, provided travel and meeting allowances to participants in the Annual Scholarly Intensive for Rural Programs in January.

Rural Residency Planning and Development Technical Assistance Center (**RRPD-TAC**), a grant funded center for supporting developing rural residencies in multiple specialties, a cooperative agreement with HRSA's Bureau of Health Workforce and Federal Office of Rural Health, provided funding for a pre-conference and conference planning support.

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*A special thanks to Participants and Sponsors of The RTT Collaborative for  
Academic Year 2021-2022:*

**Program Participants**

- ❖ Alabama: Cahaba Family Medicine Residency – Centreville, Rurally located program
- ❖ Arkansas: Arkansas College of Osteopathic Medicine Rural Initiative (ARI) – Poplar Bluff, Rurally located program
- ❖ Arkansas: University of Arkansas Medical School NW RTT Family Medicine Residency Program – Berryville and Eureka Springs, Developing Integrated RTT
- ❖ Arkansas: University of Arkansas for Medical Sciences Regional Centers Magnolia Rural Program – Magnolia, Rurally located program (Closing June 30, 2022)
- ❖ California: Adventist Health Ukiah Valley Family Medicine Residency Program, Ukiah, Rurally located program
- ❖ California: Sierra Nevada Memorial Hospital – Grass Valley, Developing Integrated RTT
- ❖ California: Sutter Health Family Medicine Program Amador Track, Jackson, Integrated RTT
- ❖ Colorado: Morgan County Rural Training Program- Fort Morgan, Integrated RTT
- ❖ Colorado: North Colorado Medical Center – Sterling Rural Training Track, Sterling, Integrated RTT
- ❖ Colorado: North Colorado Medical Center – Wray Rural Training Track, Wray, Integrated RTT
- ❖ Colorado: Southern Colorado Family Medicine Alamosa Rural Training Track – Alamosa, Integrated RTT
- ❖ Iowa: Wayne County Hospital Obstetric RESST Fellowship – Corydon, Rural fellowship program
- ❖ Iowa: IMEC Family Medicine Resident Rural Program – Des Moines, Urban program with a rural pathway
- ❖ Idaho: Family Medicine Residency of Idaho, Inc., Caldwell RTT – Caldwell, Rurally focused program
- ❖ Idaho: Family Medicine Residency of Idaho, Inc., Magic Valley RTT – Jerome, Integrated RTT
- ❖ Idaho: Family Medicine Residency of Idaho Nampa- Nampa, Rurally focused residency program
- ❖ Idaho: Madison Rexburg Rural Training Track- Rexburg, Integrated RTT
- ❖ Illinois: Gibson Area Hospital and Health Services- Gibson City, Urban residency with a rural pathway
- ❖ Kansas: Community Health Center of Southeast Kansas Rural Family Medicine Residency-Pittsburg – Integrated RTT
- ❖ Kentucky: St. Clair Regional Medical Center- Morehead, Rurally located program
- ❖ Maine: Northern Maine Medical Center Family Medicine Residency Program RTT – Fort Kent (and Torrington, CT), Developing Integrated RTT
- ❖ Maine: Swift River Family Medicine – Rumford, Urban program with a rural track
- ❖ Michigan: McLaren Northern Michigan Rural Training Track-Petoskey, Integrated RTT
- ❖ Missouri: Bothwell Family Medicine Residency-Sedalia, Integrated RTT
- ❖ Montana: Montana Family Medicine Residency-Billings, Rurally focused program
- ❖ Montana: Family Medicine Residency of Western Montana – Kalispell, Urban program with a rural track
- ❖ Montana: Montana WWAMI TRUST Program, Whitefish, Medical school rural program
- ❖ Nebraska: University of NE Medical Center RTT – Grand Island, Kearney, North Platte, Scottsbluff, Integrated RTT
- ❖ Nevada: University of Nevada, Reno School of Medicine Elko Rural Residency Training Site – Elko, Urban program with a rural track
- ❖ New Mexico: El Centro Family Health-Family Medicine Residency Program-Espanola, Developing Integrated RTT
- ❖ New Mexico: Gerald Champion Medical Center Family Medicine Residency Program, Alamogordo, Integrated RTT
- ❖ New Mexico: Hidalgo Medical Services Family Medicine Residency Program – Silver City, Integrated RTT

- ❖ New Mexico: Rehoboth McKinley Christian Hospital Family Medicine Residency Program – Gallup, Rurally located program
- ❖ New Mexico: Shiprock University of NM Family Medicine Residency-Shiprock, Integrated RTT
- ❖ New York: University of VT Health Network Champlain Valley Physician Hospital Family Medicine Residency Program-Plattsburg, Rurally located program
- ❖ North Carolina: Rural Family Medicine Program at Vidant Medical Center-Ahoskie and Beulaville, Integrated RTT
- ❖ North Dakota: UND Bismarck-Center for Family Medicine – Hettinger RTT, Hettinger, Integrated RTT
- ❖ North Dakota: UND Minot-CHI St. Alexius Health-Williston Medical Center /Rural Residency-Williston, Williston, Integrated RTT
- ❖ North Dakota: Rural Opportunities in Medical Education (ROME) University of ND School of Medicine and Health Sciences-Grand Forks, Medical school rural program
- ❖ Ohio: Ohio University Rural and Urban Scholars Pathways Program (RUSP) – Athens, Medical school rural program
- ❖ Ohio: University of Cincinnati Area Health Education Center, Cincinnati, Medical school rural program
- ❖ Ohio: Wright Rural Health Initiative – Celina, Medical school rural program
- ❖ Oklahoma: Chickasaw Nation Family Medicine Residency-Ada, Rurally located residency program
- ❖ Oregon: Oregon Health & Science University – Cascades East Family Medicine Residency, Klamath Falls, Rurally located program
- ❖ Oregon: Providence Oregon Family Medicine Hood River Rural Training Program – Hood River, Integrated RTT
- ❖ Oregon: Roseburg Family Medicine Residency- Roseburg, Rurally located program
- ❖ Oregon: Samaritan Health Services Corvallis (Newport) Program, Newport, Integrated RTT
- ❖ Pennsylvania: Indiana Regional Medical Center Family Medicine Residency Program, Rurally located program
- ❖ Pennsylvania: LVHN-Schuylkill Rural Family Medicine Residency, Pottsville, Rurally located program
- ❖ Pennsylvania: St. Luke's RTT, Tamaqua, Integrated RTT
- ❖ South Carolina: McLeod Health Manning and Cheraw, Integrated RTT
- ❖ South Dakota: Pierre Rural Family Medicine Residency Program – Pierre, Integrated RTT
- ❖ Tennessee: East Tennessee State University, Bristol Family Medicine-Bristol, Developing Rural Residency
- ❖ Tennessee: UT Chattanooga Family Medicine Residency Program-Chattanooga, Urban residency with a rural track
- ❖ Texas: UNT HSC Rural Medical Education – Fort Worth, Medical school rural program
- ❖ Texas: University of Texas Health Sciences Center at Tyler Rural Family Medicine Residency, Pittsburg, Integrated RTT
- ❖ Virginia: Virginia Commonwealth University-Community Memorial Hospital Rural and Underserved Family Medicine Residency-South Hill, Rural track program
- ❖ Washington: St. Peter Family Medicine Chehalis Rural Training Program, Chehalis, Integrated RTT
- ❖ Washington: University of Washington School of Medicine Chelan Rural Training Program-Chelan, Integrated RTT
- ❖ Washington: Family Medicine Rural Training Track – Colville, Colville, Integrated RTT
- ❖ Washington: Central Washington Family Medicine Residency Program Ellensburg Rural Site, Ellensburg, Urban program with a rural track
- ❖ Washington: Swedish Cherry Hill Family Medicine Port Angeles RTT- Port Angeles, Integrated RTT
- ❖ Washington: Providence St. Peter-Summit Pacific Rural Family Medicine Program, Elma, Integrated RTT
- ❖ West Virginia: Marshall Community Health Consortium Rural Surgery Residency Program, Logan, Developing Integrated RTT
- ❖ Wisconsin: Aurora Lakeland RTT Family Medicine Residency, Elkhorn, Integrated RTT



- ❖ Wisconsin: Health Partners Western Wisconsin Rural Family Medicine Residency- Amery and New Richmond, Integrated RTT
- ❖ Wisconsin: MercyHealth Family Medicine residency Program-Lake Geneva, Rurally located residency program
- ❖ University of Illinois College of Medicine in Rockford/Monroe Clinic-Monroe, Integrated RTT
- ❖ Wisconsin: University of Wisconsin Baraboo Rural Training Track Family Medicine Residency Program, Baraboo, Integrated RTT
- ❖ Wisconsin: UW Department of Family Medicine and Community Health Madison Residency Program Rural Health Equity Track (RHET)-Madison, Rurally focused program
- ❖ Wyoming: University of Wyoming Thermopolis Rural Training Track,-Thermopolis, Integrated RTT

**The following major sponsors of The RTT Collaborative have provided a one-time contribution and/or have achieved cumulative sponsorship recognition through program participation:**

#### **Bronze Sponsors**

- ❖ Cahaba Medical Care Foundation – Cahaba Family Medicine Residency, Centreville, AL
- ❖ Arkansas College of Osteopathic Medicine Rural Initiative (ARI), Fort Smith, AR
- ❖ Adventist Health Ukiah Valley Family Medicine Residency Program, Ukiah, CA
- ❖ Wayne County Hospital Obstetric RESST Program, Corydon, IA
- ❖ Swift River Family Medicine, Rumford, ME
- ❖ Family Medicine Residency of Western Montana – Kalispell, MT
- ❖ Rural Family Medicine Program at Vidant Medical Center, Ahoskie and Beulaville, NC
- ❖ University of Nevada, Reno School of Medicine, Elko Rural Residency Training Site, Elko, NV
- ❖ The University of Oklahoma Rural Residency Program, Bartlesville, OK
- ❖ Providence Oregon Family Medicine Hood River Rural Training Program, Hood River, OR
- ❖ Oregon Health and Science University-Cascades East Family Medicine Residency, Klamath Falls, OR
- ❖ St. Luke's Rural Training Track, Tamaqua, PA
- ❖ McLeod Family Medicine Rural Residency Program, Manning and Cheraw, SC
- ❖ Seneca Lakes Family Medicine Residency Program, Seneca, SC
- ❖ UNT HSC, Rural Medical Education, Ft. Worth, TX

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- ❖ Colorado Institute of Family Medicine: Alamosa, Fort Morgan, Sterling, and Wray, CO
- ❖ Family Medicine Residency of Idaho: Caldwell, Magic Valley, and Nampa, ID
- ❖ University of North Dakota: Hettinger and Williston, ND
- ❖ New Mexico Primary Care Training Consortium: Alamogordo, Espanola, Gallup, Silver City, and Shiprock, NM
- ❖ Washington State Consortia: Chehalis, Chelan, Colville, Ellensburg, Elma, and Port Angeles, WA
- ❖ Wisconsin Collaborative for Rural GME: Elkhorn, Amery, New Richmond, and Baraboo, WI
- ❖ Anonymous

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- ❖ Ohio University Heritage College of Osteopathic Medicine - Athens, OH



**The purpose of this organization is to sustain health professions education in rural places through mutual encouragement, peer learning, practice improvement, and the delivery of technical expertise, all in support of a quality rural workforce. The RTT\* Collaborative (RTTC) is a board-directed cooperative of participating programs and individuals committed to this mission.**

#### **Directors and Advisors**

- ◇ Hana Hinkle, Executive Director; Interim Department Head and Director, National Center for Rural Health Professions, University of Illinois College of Medicine Rockford; Associate Director, Illinois Area Health Education Centers Network (AHEC), Loves Park, IL
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#### **The RTT Collaborative Board and Resident and Student Representatives**

- ◇ Robert Gobbo, Program Director, Providence Hood River Family Medicine Rural Training Program and One Community Health, Hood River, OR ( President)
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- ◇ Araminta “Minta” Ray, MS2, East Tennessee State University School of Medicine, John City, TN
- ◇ Victoria Vorward, MS2, University of Colorado, Aurora, CO

\*Although “RTT” originally referred to an accredited “1-2 Rural Training Track,” this phrase is no longer formally used in accreditation or regulation, and RTT is now being used less specifically to mean a rural track in either medical school or residency. In addition, many of these RTT programs train health professionals other than physicians. Therefore, RTTC chose to use the acronym as our general moniker for health professions education in rural places, and for the future wishes to expand its focus to any rural health profession.