

# PRIMARY CARE PLUS: EXPANDING INTERPROFESSIONAL PREVENTION EDUCATION AT AN ACADEMIC HEALTH CENTER

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## INTRODUCTION

- Focus: Providing Medical (MD) and Physician Assistant (PA) students knowledge, skills, and values needed to partner with public health
- Goal: Build the prevention workforce by increasing the number of primary care providers with public health skills practicing in medically underserved areas of Texas
- Funding: HRSA Primary Care Training Enhancement Grant (Interprofessional and Interdisciplinary Joint Graduate Degree Program)

## LEVELS OF ACTIVITY

### Level 1: Think Prevention

All MD and PA students

- **Public Health and Prevention Theme**
  - Integrate prevention curriculum into clinical, basic science courses, using a case-based curriculum
- **Focus On:**
  - Prevention in the Clinical Encounter
  - Prevention in the Practice of Medicine

### Level 3: Partner for Prevention

Selected MD and PA Primary Care Plus Scholars  
**Requirements:**

- Scholarly Track:
  - 5 elective blocks over 4 year MD curriculum
  - 3 elective blocks in 2 year MPAS curriculum
- Knowledge:
  - Public Health Boot Camp or Topics in Public Health
  - Monthly Seminar Series
- Practice:
  - Public Health in Community Elective or Monthly Communities of Practice Meeting
- Research:
  - Scholarly Research Project

### Level 2: Practice Prevention

Self-selected MD and PA students

- **Public health opportunities include elective classes and experiences**
  - **Electives for Credit:**
    - Topics in Public Health
    - Public Health in the Community
    - Public Health Research
    - Integrated Clinic-Public Health Practice Course
  - **Experiences:**
    - Public Health Boot Camp
    - Public Health Community of Practice
    - Seminars (monthly)
    - Service Projects

### Level 4: Think Prevention, Practice Prevention, Partner for Prevention

Dual-degree students

**MD-MPH**

- 5 year curriculum
- MPH between years 3 and 4 of medical school

**MPAS-MPH (Planned)**

- 3 year curriculum



Medical student, Jasmeet Kaur, presents her project at The UTMB National Public Health Week Symposium.

## LOGIC MODEL

Figure 1: UTMB Primary Care Plus Program Logic Model  
Preparing an Effective Prevention Workforce by Providing Integrated Care-Public Health Curricula

| Inputs   | Outputs   |   | Outcomes – Impact   |   |  |
|--|---|---|---|---|--|
|  | Activities  | Participation   | Short   | Medium  | Long   |
| <b>Faculty</b><br>Primary Care MD<br>Primary Care<br>Public Health<br><br><b>Community Partners</b><br>Clinic Sites<br>Public Health Sites<br><br><b>Student Organizations</b><br>Primary Care<br>Public Health<br>Community Service<br><br><b>Active Learning Curricular Plans</b><br>Medicine<br>Physician Assistant<br>Public Health<br><br><b>Faculty Development Workshops and Training</b><br>Curriculum Building<br>Educational Technology<br>Mentoring | <b>Primary Care Plus Curriculum</b><br><br><b>Level 1</b><br>Think Prevention<br><br><b>Level 2</b><br>Practice Prevention<br><br><b>Level 3</b><br>Partner for Prevention<br><br><b>Level 4</b><br>Think Prevention<br>Practice Prevention<br>Partner for Prevention | <b>Student Participation</b><br><br>All medical<br>(4 cohorts n=920/ year)<br>PA students<br>(2 cohorts n=140/year)<br><br>Self-selected medical and PA students<br><br>Recruited, screened and competitively selected medical and PA students<br><br>Recruited, screens and competitively selected medical and PA students | <b>Faculty Participants</b><br>Enhanced ability to collaborate with other disciplines in curriculum development<br><br>Enhanced ability to develop active learning opportunities, employ educational technologies<br><br><b>Student Participants</b><br>Enhanced ability to collaborate with public health practitioners<br><br>Enhanced ability to identify and partner with public health entities<br><br>Enhanced ability to perform basic population health research and practice functions<br><br><b>Community Partners</b><br>Increased capacity to identify high yield projects for student service learning experiences, research rotations | <b>Health Science Center</b><br>Integrated primary care-public health curricula sustained and materials available to all schools and programs<br><br>Primary care residency programs interview, recruit medical students with prevention, public health skills<br><br><b>Local Community</b><br>Sustained university-community partnerships integrating primary care and public health approaches to identify problems, resources, and solutions<br><br>Increase in number of sustained partnerships producing more effective results<br><br><b>Medical Educators</b><br>Dissemination of curricula and strategies to agencies and educators in primary care, public health, and prevention | <b>Health Care System</b><br>Increased number of primary care providers prepared to employ public health approaches and partner with public health entities<br><br>Increased number of public health trained primary care providers practicing in medically underserved areas<br><br>Increased number of minority primary care providers with public health training<br><br><b>Communities</b><br>Improved access to quality medical care in population<br><br>Growth in primary care-public health partnerships to address community problems<br><br>Improved population health |

## PROGRAM CHALLENGES

- Clinical curricula already full with required courses
- Students from different programs have conflicting schedules
- Students in clinical clerkships and rotations are geographically dispersed
- Physician and other clinical faculty have demanding clinical schedules
- Public health faculty have competing research programs
- Community partners are geographically dispersed and short staffed
- Limited exposure to and knowledge of public health

## WORKABLE SOLUTIONS

- **Public Health Boot Camp:** One intensive week of experiential public health learning for students. Students are able to start primary care rotations with a foundation in essential public health services.
- **Community of Practice:** Online activity designed for discussion between experts and novices around solving public health problems.

## LESSONS LEARNED

Boot Camp has been a success with multiple cohorts of medical and physician assistant students participating. The in-person intensive format provides an interactive public health learning experience. Field trips and in-class active learning exercises prepare student to Think Prevention

The online Community of Practice was less successful in helping students Practice Prevention or Partner for Prevention. Given the number of students and faculty involved in Primary Care Plus, participation was low. Most comments on online discussion boards were posted by a small number of students and one faculty member. It is imperative to assign leadership roles within a Community of Practice. Strong Community Leaders and Faculty Sponsors are needed to encourage and sustain participation.