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)

LOGIC MODEL

<table>
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<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Participation</th>
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<tr>
<td>Faculty</td>
<td>Primary Care Plus Curriculum</td>
<td>Level 1</td>
<td>Student Participation</td>
</tr>
<tr>
<td>Primary Care MD Primary Care Public Health</td>
<td>Level 2 Think Prevention</td>
<td>All medical</td>
<td>(4 cohorts = 920/6 year) PA students (2 cohorts = 140 year)</td>
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<tr>
<td>Community Partners Clinic Sites Public Health Sites</td>
<td>Level 3 Practice Prevention</td>
<td>Self-selected medical and PA students</td>
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<tr>
<td>Student Organizations Primary Care Public Health Community Service</td>
<td>Level 4 Partner for Prevention</td>
<td>Recruited, screened, and competitively selected medical and PA students</td>
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<tr>
<td>Elective Learning Curriculum Plans Medicine Physician Assistant Public Health</td>
<td>Level 4 Practice Prevention</td>
<td>Preventer for Prevention</td>
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<tr>
<td>Faculty Development Workshops and Training Curriculum Building Educational Technology Mentoring</td>
<td>Level 4 Think Prevention</td>
<td>Recruited, screened, and competitively selected medical and PA students</td>
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<tr>
<td>Short</td>
<td>Outcomes – Impact</td>
<td>Long</td>
<td></td>
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<tr>
<td>Faculty Participants</td>
<td>Health Science Center</td>
<td>Integrated primary care public health curricula sustained and available to all schools and programs</td>
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<tr>
<td>Enhanced ability to collaborate with other disciplines in curriculum development</td>
<td>Primary care residency program initiatives affect medical students with prevention, public health skills</td>
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<td>Enhanced ability to develop active learning opportunities for public health curricula</td>
<td>Local Community</td>
<td></td>
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<td>Enhanced ability to identify and partner with public health entities</td>
<td>Sustained internal-external partnerships integrating primary care and public health approach to develop guidelines, resources, and solutions</td>
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<tr>
<td>Enhanced ability to perform basic population health research and practice functions</td>
<td>Increase in number of sustained partnerships and improved public health outcomes</td>
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<tr>
<td>Community Partners</td>
<td>Medical Educators</td>
<td>Dissemination of curricula and strategies to prevent and address community problems</td>
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<tr>
<td>Increased capacity to identify high yield projects for student learning, curriculum, research, and practice</td>
<td>Improved population health</td>
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INTRODUCTION

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

- Focus: Providing Medical (MD) and Physician Assistant (PA) students knowledge, skills, and values needed to partner with public health
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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 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 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 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

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 students 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.