

# GETTING TO “YES”:

## HOW MULTIPLE DISCIPLINES AGREE ON A PRIMARY CARE CURRICULUM

Carla Lambert ,MD, Unity Health Care, George Washington University

Carole Stone, MSN, BSN, CPNP, Catholic University

Donna Cameron, PhD, MPH, Georgetown University

Sandy Hoar, MPAS, PA-C, George Washington University

# DC AHEC

- **Formed in 1999.**

- **Mission Statement**

The mission of the DC AHEC is to improve the health status of residents of the District of Columbia with limited access to health care by redistributing health professional training programs towards the medically underserved,

## DC AHEC

- **Mission Statement cont.**

developing or sustaining creative partnerships with community-based providers, and enhancing the sensitivity and responsiveness of health providers and trainees to the needs of the underserved.

# Unique Healthcare Needs of DC

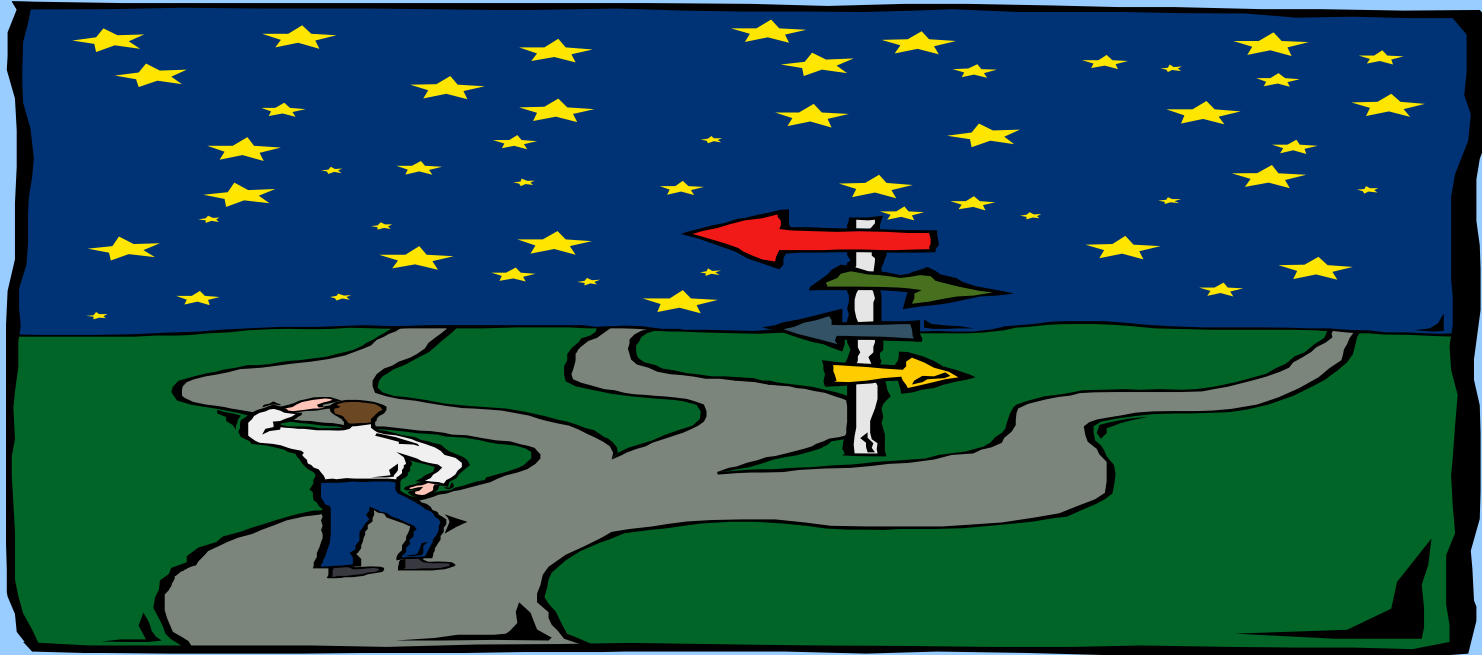
- Multicultural population, including non-English-speaking immigrants, widespread uninsured and working poor. Key languages: Spanish, French, Farsi, Amharic, Chinese, Vietnamese
- Largely served by the network of safety net clinics. Prime opportunity for community-based clinical experiences.

## DC AHEC

- **Most AHEC's are rural and 1 university partnered with 1 or 2 community health centers.**
- **DC AHEC is urban and a collaboration of multiple partners.**

# Challenges to interdisciplinary/ inter-institutional collaboration

- **Geographic barriers**
- **History of past unsatisfactory collaborations**
- **Different school & program schedules**
- **Different professional programs' clinical requirements**
- **Clinic differences (size, staff/volunteers, culture, language barriers, clinic expertise/specialization)**



# Getting to “Yes”

Designing a Web-based  
Multidisciplinary AHEC Curriculum

# The Curriculum Challenge

## One Curriculum

- Multiple Universities (4)
- Multiple Disciplines/Programs (15)
- Diverse Community (16 clinics)
- Varied Background Knowledge & Needs



# DC AHEC

## **The Four Universities:**

- Catholic University
- Georgetown University
- George Washington University
- Howard University

# The Sixteen Clinics

- Children's National Medical Center Pediatric Health Centers:
  - Shaw, Good Hope Road, and Adams Morgan Clinics
- Bread for the City
- Community of Hope Clinic
- Columbia Road Health Services
- La Clinica del Pueblo

## The Sixteen Clinics cont.

- Mary's Center for Maternal and Child Care
- Unity Health Care Clinics:
  - Anacostia, Congress Heights, East of the River, Federal City (CCNV), Upper Cardozo, and Walker Jones Clinic, Spanish Catholic Center
- Washington Free Clinic

# DC AHEC

## The Solution—An Online Curriculum:

- Schedule flexibility
- Curriculum can be tailored to needs of institution/department
- Removes geographic barriers
- Levels the playing field granting every student access to the same, consistent basic curriculum

# The Critical Questions??????????

- Who? The Representative Committee
- What? The Essential Content
- How? Curriculum Plan & Methodology
- Where? On-Line Web-Based
- When? Transition & Long term

**The Catholic University**  
Nursing  
Advanced Practice Nursing  
Social Work  
Education

**The Community**

**George Washington University**  
Medicine  
Physician Assistant  
Public Health

**Core  
Interdisciplinary  
COPC  
Curriculum**

**Georgetown University**  
Medicine  
Nursing  
Adv Practice Nursing

**The Community**

**Howard University**  
Medicine  
Nursing  
Adv Practice Nursing  
Dentistry  
Pharmacy

# Establishing a Committee “The WHO”

- Representative of all AHEC Partners
- Representative of all Disciplines
- Nineteen members appointed



# AHEC Curriculum Committee

## “The WHO” cont.

### Disciplines included

- Medicine,
- Nursing,
- Physician Assistant,
- Public Health,
- Community,
- Information systems,
- Dentistry

# AHEC Curriculum Committee

## “The WHO” cont.

- Disciplines planned to be added:
  - Social Work,
  - Behavioral health,
  - Pharmacy,
  - Community Worker

# Identify Essential Components “the WHAT” to include

- Principles of COPC
- Principles of Interdisciplinary Collaborative Team Building
- Communication Skills
- Principles of Ethics
- Workforce recruitment
- Advocacy focused
- Cultural Awareness & competency training
- Community assessment
- Epidemiology

## “the WHAT” cont.

- Community focused
- Population Based
- Multidisciplinary & Interdisciplinary
- Culturally Based
- Incorporates Service/ Learning Model
- Undergraduate, Graduate & Post Graduate Training
- Faculty/preceptor development
- Mentor Opportunities for community H/P

# “The What” cont.

- Health Promotion & Disease Prevention  
Healthy People 2010
- Health Education
- Optional language courses
- US Health Care Delivery System/Health Policy & Finance
- Principles of Continuous Quality Improvement
- Values
- Information Literacy

# Methodology to Develop Curriculum “the HOW”

- SURVEY of all health profession programs involved in DC AHEC to determine current curriculum content related to COPC
- REVIEW and Analyze model curricula from other AHEC’s
- Implement an RFP for curriculum cataloging and design project

# Curriculum SURVEY

Sent to identify where in current curriculum of each school the following content is addressed.

Content   Name of Course/s   # of Hrs   Place in Curriculum

- **Communication Skills**
- **Community Assessment**
- **Community Oriented Primary Care Concepts/Principles**
- **Continuity of Care**
- **Cultural Awareness/Competence**
- **Epidemiology**

# Curriculum SURVEY cont.

<u>Content</u>	<u>Name of Course/s</u>	<u># of Hrs</u>	<u>Place</u> <u>in Curriculum</u>
----------------	-------------------------	-----------------	--------------------------------------

- Ethics
- Evaluation/Continuous Quality Improvement
- Health Promotion/Disease Prevention Individual & Population-based
- Health Education
- Information Literacy

## Curriculum Survey cont.

<u>Content</u>	<u>Name of Course/s</u>	<u># of Hrs</u>
----------------	-------------------------	-----------------

Place in Curriculum

- US Health Care Delivery System /Health Policy/Health Care Financing
- Interdisciplinary Team Building
- Languages (Spanish, French, other)
- Patient/Community Advocacy
- Service Learning Principles

# Curriculum Survey cont.

Please identify where in your curriculum the following content is addressed.

Content   Name of Course/s   # of Hrs   Place in Curriculum

- **Major Strengths of Program as it relates to Interdisciplinary COPC**
- **Major weakness/deficits of Program as it relates to Interdisciplinary Community Oriented Primary Care**

# REVEIW Model Curricula

## “Don’t reinvent the Wheel”

- ISCOPEs (Interdisciplinary Student Community Patient Enhancement Service)
- WRAC (Washington Regional Academic and Community consortium)
- PEW



# REVEIW cont.

- Community Based Partnerships
- NJAHEC (New Jersey AHEC)
- Other



# The RFP



- Catalogue community health practice curricula in the 4 AHEC universities
- Synthesize data from surveys and make available online
- Expand literature search to identify other models & content
- Develop a resource packet to be used for curriculum development

# Development of Web-Based Modules

- Develop criteria for module development
  - Seven Criteria
- Identify potential modules based on data
  - Nine modules refined to 6 modules



# Development of Web-Based Modules cont.

- Prioritize module development
  - Introductory module, Cultural Competency, COPC and Interdisciplinary Team Care
- Develop task groups to develop individual modules



# Criteria for Web-Based Modules

## 1. Objectives

3-4 clear, achievable, measurable

## 2. Content Outline

## 3. Text

Essential content including pictures, diagrams,  
slides

# Criteria for Web Based Modules cont.

## 4. Readings

1-3 critical readings that relate to objectives & expand on text

2-3 supplementary readings for motivated students

## 5. Case Studies

1-2 cases for consideration that exemplify knowledge gained from module. Include questions to guide problem solving

# Criteria for Web Based Modules cont.

## 6. Pre and Post Test

- 10 short multiple choice questions

- Can be answered and returned online

## 7. Links

- Whenever possible to other relevant web-sites

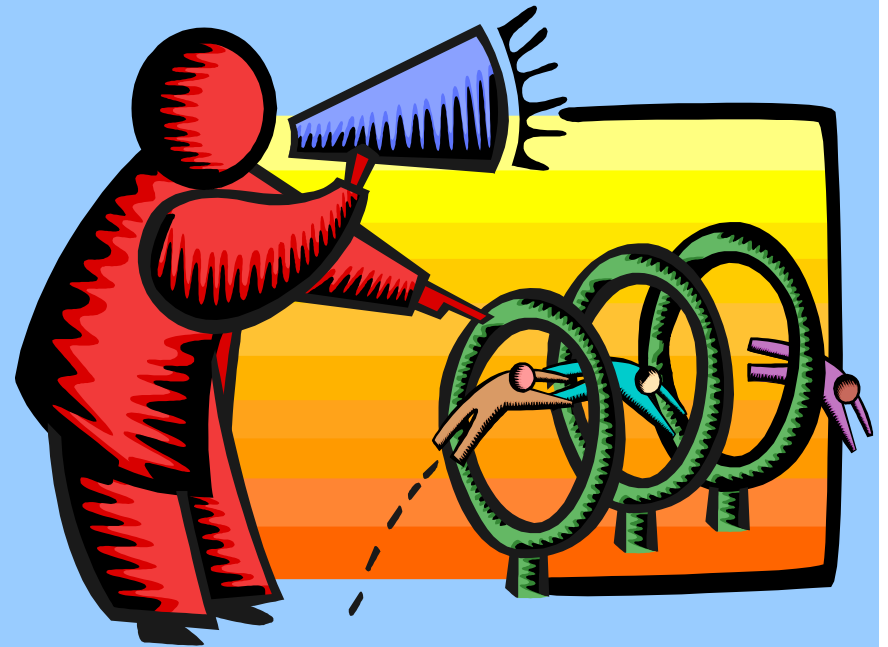
# Initial Modules

- Introductory (Required)
- Community Oriented Primary Care
- Cultural Competency
- Interdisciplinary Team Primary Care
- Community Assessment & Epidemiology
- Health Promotion, Health Education & Health Advocacy

# Transition curriculum

## “The time had come”

- Resources reviewed
- Decision to focus on Introductory module as the transition curriculum and use ISCOPEs & Prometheus to Implement



# Preceptor Guidelines

- Review preceptor guidelines of partnering schools
- Modify and develop one set for AHEC students
- Added to Prometheus

# Student Handbook

- Hardcopy available for all students
- Available on line

# Evaluation

- Curriculum
- Service Learning Experience
- Faculty evaluation of students

# Establishing a Committee “The WHO”

- Representative of all AHEC Partners
- Representative of all Disciplines
- Determining role of Committee



# Recommendations

- Prepare for the long haul
- Keep it simple
- Recognize own strengths
- Compromise
- Clarify roles and duties of committee
- Clarify roles and activities of other committees
- Evaluate & Revise Evaluate & Revise



# Strengths

- Diversity
  - Enrichment
  - Buy In
- Accessibility
  - Maximizes on line potential
  - Ubiquitous access
  - Unlimited building of information

# Problems

- Expanding and Maintaining committee structure to ensure representation
- Being Realistic regarding amount of information
- Development of a standardized consistent approach for all disciplines
- Accountability –How to make students accountable and who would monitor

# Problems cont.

- Expectations-What should be required and what could be optional
- Expectations of committee responsibilities & overlap with other committees
- Separating service learning from on line curriculum

# Technology and Evaluation

# Curriculum Technology Development Summary

- Initial potentially relevant curriculum material gathered.
- Adapted and created curriculum material, placed on-line in Prometheus, a web-based curriculum tool.
- Curriculum placed on the DC AHEC website.

# Web-Based Tool ADVANTAGES

- Instructor controlled access
- Protection of copy written material
- Material easily changed or modified
- Availability of survey tool for evaluations of curriculum, site, and student experience

# Web-Based Tool ADVANTAGES

## cont.

- Ability to create teams with team specific email, discussion, real-time chats, file sharing
- Multiple people able to view results
- Contract for Tool may change

# Web Site Page ADVANTAGES

## cont.

- Standard access
- Searchable
- Able to be used by others worldwide

# Web-Based Tool DISADVANTAGES

- Lack of public access
- Not searchable
- Learning curve for use of available features, i.e. file sharing
- No team or group features

# Web Site Page DISADVANTAGES

## cont.

- Changes and additions need to be directed to a single individual with web design ability and compete with other duties
- Evaluation results need to be distributed.

# Evaluation

Initial evaluations included:

- Curriculum design and use
- Needs assessment
- Site evaluation
- Rotation experience and needs assessment
- Experience with preceptor

# Progression of Evaluations

Newer evaluations have been:

- Compressed
- Site specific
- Curriculum evaluation has been added to the site evaluations
- Each professional program and course still is able to give their own specific evaluation

# Student Evaluation 2002

## Student Information

- DATES of ROTATION
- REQUIRED or ELECTIVE
- PRECEPTOR(S)
- NAME
- UNIVERSITY and PROFESSIONAL PROGRAM (i.e. Howard University, PA)

# Student Evaluation cont

- ROTATION SITE
- TYPE and LENGTH of ROTATION (i.e. Internal Medicine 8 hrs/wk x1 month)

# Service Learning Questions

- Overall did this service learning clinical experience meet your expectations?
  - a: Unsatisfactory
  - b: Satisfactory
  - c: More than Satisfactory
  - d: Excellent

# Service Learning cont.

- How would you rate the quality of precepting you received during your service learning experience?
- How would you rate your AHEC experience for opportunities to explore the health care beliefs and practices of different cultures and population groups?

# Service Learning cont.

- How would you rate your AHEC experience for opportunities to increase your understanding of the nature of Community Oriented Primary Care?
- How would you rate your AHEC experience for opportunities to experience working with different members of the Health Profession team and understand their roles in providing health care to underserved populations?

# Service Learning cont.

- How would you rate your AHEC experience for opportunities for population-based health promotion and health education (activities outside of the individual patient encounters)?
- What did you learn that was of the most value from this experience?

# Service Learning cont.

- What would you suggest to improve or enhance this experience?
- How much interest do you NOW have in working with underserved populations in a community-oriented primary care site following completion of your professional training/education?

# Service Learning cont.

- Please explain your answer to future interest in working with the community

# ONLINE CURRICULUM

## Questions

How well did the on-line curriculum help you meet the stated objectives?

- Define the concept of Service Learning and describe how it was applied to your work setting.
- Provide a working definition of community-oriented primary care including the essential elements

# Online Curriculum cont.

- Provide a working definition of community-oriented primary care including the essential elements.
- Identify unique skills and knowledge needed by health care providers working in a community-based setting with culturally diverse populations.

## Online Curriculum cont.

- Develop strategies for creating successful partnerships between health care providers and specific communities.
- Describe the special health care needs of the least-served populations in the District of Columbia and identify community strengths which could form solutions for those health care problems.

# Online Curriculum cont.

- What did you like most about the online curriculum?
- What did you like least?
- Comments/ Suggestions

<http://dcaheec.gwumc.edu/>

## Training

- AHEC Curriculum
  - 1 Intro to the AHEC and the Community Session
  - 2 Cultural Competency Session
  - 3 Interdisciplinary Health Care Teams Session
  - 4 The Conceptual Framework of COPC Session
  - 5 COPC Applications Session

<http://dcahec.gwumc.edu>

## AHEC Curriculum cont.

- 6 Student Evaluation Session
- 7 Preceptor Guidelines

### Other Links

- Course Resources
- Tests
- AHEC Evaluation by Student

# Interdisciplinary Health Care Teams Post Test

Question 1: Essential components of the collaborative practice model include all EXCEPT:

- a: Mechanisms for monitoring patient outcomes.
- b: A rational appreciation for the hierarchy of team structure.

# Interdisciplinary cont.

- Question 1 cont.
- c: Common goals for patient outcome and shared commitment to meeting the goals.
- d: A team member's function is relative to the individual member's expertise and education.

# Interdisciplinary cont

Question 2: Patients are most likely to be able to choose their own provider in an interdisciplinary team when which model of practice is employed:

- a: Shared Model.
- b: Parallel Model.
-

# Interdisciplinary cont

- Question 2 cont.
- c: Sequential Model
- d: Collaboration

# Interdisciplinary cont

Question 3: The scope of practice for an advance practice nurse practice is BEST described in:

- a: Federal Guidelines.
- b: Nurse practice acts.
- c: Specific certification regulations.
- d: Educational standards established by schools of nursing.

# Interdisciplinary cont

Question 4: A registered nurse is seeking employment in a new state and is interested in obtaining information about her authorized practice role. This information is available from the:

- a: Institution in which one is employed.
- b: Schools of nursing in that state
-

# Interdisciplinary cont

- Question 4 cont.
- c: Federal nursing statutes.
- d: Board of nursing.

# Interdisciplinary cont

Question 5: An interactive Interdisciplinary Team method of practice might include:

- a: MDs from different specialties who share the responsibility for leadership.
- b: An MD, RN, SW, & an NP who share the responsibility for leadership.

# Interdisciplinary cont

- Question 5 cont.
- c: An MD, SW, PA, & nutritionist with a formal leader designated that makes final decisions.

# Interdisciplinary cont

Question 6: Which of the following statements reflects an Interdisciplinary Team Practice Model

- a: All members of the team are trained to perform similar skills for maximum efficiency

# Interdisciplinary cont

- Question 6 cont.
- b: All members of the team must be actively functioning as part of the team at all times

# Interdisciplinary cont

- Question 6 cont.
- c: Formal and informal structures are available for collaboration as is determined by the particular patient problem or health care system problem that is encountered

# Interdisciplinary cont

- Question 7: I found this module to be clearly written.
  - a: Very clearly written
  - b: Somewhat clearly written
  - c: Not clearly written
  - d: Not sure
- Question 8: Please explain below what would improve this module. Thank you.

<http://dcaheec.gwumc.edu>

- AHEC Program Office  
900 23rd Street  
GWU Hospital-6th Floor 6188  
Washington, DC 20037  
Tel: (202) 994-7669

<http://dcaheec.gwumc.edu>

AHEC Center Office

Greater Southeast Hospital

1310 Southern Ave, SE

Room 244

Washington, D.C. 20032

Tel: (202) 574-6022