

The Development of a Competency Map for Population Health Education



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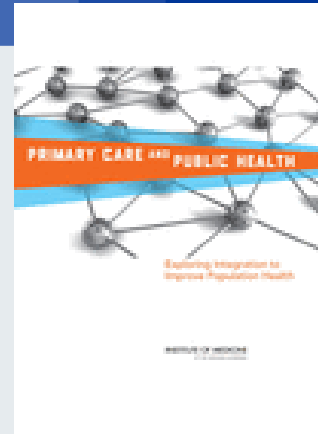


Goals and Objectives

- Provide an overview of a competency map developed to guide population health education for faculty and learners**
- Share lessons learned from implementation of competency map**
- Elicit session attendees' experiences with teaching population health in their home institutions**



Background



- Increasing calls for population health education
 - Defined as “the health outcomes of a group of individuals, including the distribution of such outcomes within the group.”
- Traditional 1:1 visit not sufficient for challenges faced
- Skills to manage populations
ACOs, PCMH, Pay for Performance





Background

- Duke Medicine provides care for majority of Durham population
- Rich history of initiatives to improve health of our home community
- These experiences served as platform for integrating population health into our clinical training programs



Identified keys to successful population health program.

- Using public health methods
- Engaging diverse community partners
- Critical thinking and assessment
- Interprofessional teams

<u>Training Level</u>	Foundational (Basic)	Applied (Proficient)	Proficient (Advanced)
<u>Learner Type</u>	<ul style="list-style-type: none"> •All students •All residents 	<ul style="list-style-type: none"> • PCLT students • Primary Care Residents • Community/Family Medicine faculty 	<ul style="list-style-type: none"> • Population Health fellows • Community Health scholars • Community Health faculty
Public Health			
Community Engagement			
Critical Thinking			
Team Skills			



Public Health (PH)

- **PH-1:** Examine the characteristics of community
- **PH-2:** Address role of population-level determinants of health on the health status of individuals and populations
- **PH-3:** Use community assets and resources to improve health
- **PH-4:** Apply strategies that improve the health of populations
- **PH-5:** Discuss the functions of public health systems
- **PH-6:** Integrate population health and community engagement in daily practice
- **PH-7:** Understand and support the principles of accountability and accreditation at the community or public health agency level



Community Engagement

- CE-1: Discuss principles of community engagement
- CE-2: Analyze the role of community engagement as a strategy for identifying community health concerns, improving health and reducing health disparities
- CE-3: Analyze the ethical complexities of CEnR
- CE-4: Specify how cultural and linguistic competence and health literacy influence the conduct of CEnR and population health intervention
- CE-5: Participate in population health improvement strategies by using community-based participatory methodologies



Critical Thinking (CT)

- **CT-1:** Use qualitative and quantitative data to assess the health status of a population
- **CT-2:** Appraise the quality of the evidence of peer-reviewed medical and public health literature and its implications at patient and population levels
- **CT-3:** Apply QI principles in community or public health
- **CT-4:** Assess process and outcome of interventions



Team Skills (TS)

- **TS-1:** Effectively practice as member of interprofessional health care teams
- **TS-2:** Lead interprofessional teams in health improvement
- **TS-3:** Communicate with team members to clarify each person's responsibility in executing a health intervention
- **TS-4:** Support and manage change in complex environments



Examples

- **Population Health and Improvement Leadership curriculum**
 - Year long curriculum for cohorts of learners/ faculty
 - Produces population health project
- **Primary Care Leadership Track**
 - Community Team Experience 2nd year
 - Community engaged research 3rd year
- **Prevention Course**
 - Interdisciplinary course (MD, PA, PT)



Lessons Learned

Organization allows assessment of curricula

- ✓ Identify gaps
- ✓ Add curriculum components in key areas
 - QI project evolved into 2 year population health improvement project



Discussion

- Experiences with population health curricula?
- Thoughts on this map? Other tools?
- Evaluation?

Questions?



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Thank you

