

# PRIMARY CARE TRAINING ENHANCEMENT PROGRAM

## *Awardee Profile: University of California, Riverside*

Organization	<b>University of California, Riverside</b> Department or Division: School of Medicine
Principal Investigator	<b>Michael N. Nduati, M.D., M.B.A., M.P.H.</b> michael.nduati@ucr.edu (951) 827-7662
Partners	N/A

### PROJECT OVERVIEW

Trainee Group(s) and Discipline(s) Targeted

- Medical or predoctoral students
- Advanced practice students: pharmacy
- Bachelor's students: nursing
- Residents: family medicine, general internal medicine
- Practicing physicians: family medicine, general internal medicine
- Other: licensed vocational nursing students

Primary project objectives

- Develop and deploy a curricular research thread equipping learners with population health skills. Immerse medical students and residents in the reality of providing health care delivery to a diverse and disadvantaged patient population. Implement and evaluate the resulting research-based practice and quality improvement findings in community-based clinical settings.
- Steer faculty development to the new, integrated, and longitudinal model of clinical training and continuous quality improvement.

### EVALUATION OVERVIEW

Evaluator contact information

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HRSA Priority Outcomes

- Rate of graduates/program completers practicing in primary care, at least 1 year after program completion.
- Rate of graduates/program completers practicing in underserved areas, at least 1 year after program completion.

Measures and Tools

- Ongoing self-reported levels of confidence in communication and decision-making skills in a health care team setting.
- Pre-program and post-program surveys of new skills.



## EVALUATION OVERVIEW

*Continued*

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### Measures and Tools

- Collection of data on medical school graduates and residents and students who match into primary care residencies and residents who remain in inland Southern California following residency completion.
  - Post-project satisfaction feedback and plans from all learners.
  - Qualitative data of projects (e.g., health outcomes studied, practice processes evaluated).
  - Bi-annual survey of student and resident research activities.
  - Annual post-post-program survey to assess graduates use of skills acquired.
  - Clinician and biomedical scientist evaluate each student's project.
  - Pre-post changes in knowledge and attitudes in interdisciplinary work.
  - Annual number of graduates (medical school and residency program) practicing primary care specialties and/or medically underserved communities yearly.
  - Benchmark national norms on rates of graduates of medical school practicing in primary care.
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## ABSTRACT

*As submitted with proposal*

The proposed project, to be led by the University of California, Riverside School of Medicine, will expand and strengthen the primary care workforce. Enhanced training in practice improvement and quality improvement research, along with interprofessional education, will be provided to prepare the next generation of physicians to transform healthcare delivery systems in order to improve health outcomes and lower overall costs, particularly for patient populations facing healthcare disparities. This collaborative project will integrate training activities along the educational continuum from medical student education and resident training through faculty development in primary care specialties (i.e., family and general internal medicine). Project objectives are to:

1. Develop and deploy a curricular research thread equipping learners with population health skills. Immerse medical students and residents in the realities of providing health care delivery to a diverse and disadvantaged patient population, through the use of critical analysis and a systems improvement-oriented perspective. Implement and evaluate the resulting research-based practice and quality improvement findings in community-based clinical settings.
2. Expand the pipeline of future health care leaders through hands-on, longitudinal interprofessional experiences in problem-based learning and simulation.
3. Ground faculty development to the new, integrated and longitudinal model of clinical training and continuous quality improvement.

These objectives will be accomplished by integrating key population health concepts and skill competencies in epidemiology and biostatistics with the school's Undergraduate Medical Education and Graduate Medical Education programs. This integration will be developed through "practice improvement projects" required of medical students in the innovative Longitudinal Ambulatory Care Experience component of the M.D. curriculum and in the quality improvement research projects required of residents training in primary care specialties. Interprofessional education opportunities will enhance trainees' skills in chronic condition management and team-based patient care, including practical hands-on experience in two student-run, faculty-supervised free clinics in inland Southern California. A faculty development curriculum will be designed and deployed to provide community-based clinical teaching faculty with the necessary understanding to deliver the integrated training program. The geographic setting of the proposed project is inland Southern California, a geographically large, ethnically diverse, and rapidly growing region of 4.3 million people with a severe shortage of primary care physicians and poor health outcomes, particularly from chronic conditions such as diabetes and coronary heart disease.