

Title:

Interprofessional Faculty Development: Review of Year 1 in a Primary Care Fellowship Program

Patrick Cafferty, Megan Rich, Daniel Hargraves

PRESENTER: Patrick Cafferty, MPAS, PA-C, DFAAPA

INTRO:

- We aim to examine the impact, via evaluation data, of a one-year faculty development fellowship curriculum in healthcare transformation, medical education, and leadership for physician assistants and physicians.

METHODS

- Two primary care physicians and one physician assistant participants completed a self-assessment and three well-being inventories prior to and after training.
- Fellows provided feedback through focus groups (after 6 and 12 months) along with completion of quarterly feedback forms.
- Pre and post-test responses were analyzed for any statistically significant change and focus group transcripts were analyzed for prevailing themes.

RESULTS

- Increased knowledge and confidence was found in:
 - the use of quality improvement tools,
 - primary care issues related to public policy,
 - the availability of local treatment services for those with substance use disorder; and
 - assessment of personal signs of burnout.
- Prevailing qualitative themes included increased confidence in caring for patients with substance use disorder, the importance of understanding and engaging in quality improvement, medical education skill, and advocacy with community leaders and other health care professionals.

DISCUSSION

- This fellowship's self-assessment and focus groups will be utilized as an active feedback loop for continuous improvement
- By learning how population health, quality improvement, and integrated team-based care can strengthen primary care in a community, this training may mitigate the gaps in care related to health disparities experienced by our most vulnerable and underserved patients.

A part-time interprofessional faculty development fellowship for physician assistants is one possible way to teach healthcare transformation, medical education, and leadership.



Learn more

Results from selected self-assessment survey items

1= Not at all
2= Slightly
3= Moderately
4= Quite
5= Extremely

How confident are you with each of the following steps involved in implementing a QI project?

	Data Collection		Designing an intervention		Evaluating Outcomes	
	Pre	Post	Pre	Post	Pre	Post
A	2	3	2	3	2	3
B	3	3	3	3	3	3
C	2	4	2	4	2	4

How knowledgeable are you about public policy (at local, state or national level) regarding the practice of primary care?

	Pre	Post
A	3	3
B	3	4
C	2	4

How knowledgeable are you about local treatment services and community resources for patient with substance use disorders?

	Pre	Post
A	3	4
B	4	4
C	2	4

How knowledgeable are you about the Collaborative Care Model for the care of patients with mental illness?

	Pre	Post
A	2	4
B	4	4
C	3	4

How confident are you creating an individualized learning plan?

	Pre	Post
A	3	3
B	2	4
C	1	3

How often do you assess your wellbeing in the following ways?:

	Signs/Symptoms of Burnout		Work Satisfaction/Engagement		Level of stress	
	Pre	Post	Pre	Post	Pre	Post
A	3	3	3	3	3	4
B	3	4	3	4	3	4
C	3	5	4	5	3	5



MOUNT ST. JOSEPH UNIVERSITY
Physician Assistant Program



University of CINCINNATI
FAMILY AND COMMUNITY MEDICINE