

# Introduction to the Community-Oriented Primary Care Curriculum

## Background

Primary care has been challenged to embrace its mandate to improve population health. Providers looking to pick up this gauntlet need strategies and tools to operationalize these calls to action. Community-Oriented Primary Care (COPC) serves as the theoretical foundation for community health centers and is one such blueprint that can guide the community health efforts of the primary care providers of tomorrow. This free, online COPC curriculum will help educators teach COPC principles using tools that harness the growing availability of clinic and community-level data.

## Project Aims

- 1) To teach COPC principles to faculty and learners at educational health centers
- 2) To encourage learners, faculty, and providers to conduct COPC projects

## Target Audience

This curriculum targets faculty and learners at educational health centers (community health centers that involve learners) though it is generic enough that it could be utilized in any health care setting. We developed this curriculum so that it would be applicable to providers of all specialties (family medicine, internal medicine, surgery, etc.) and to a wide range of health professionals (medical assistants, nurses, pharmacists, etc.). If possible, we also recommend trying to present the material to inter-professional teams of learners. The case study discussions hopefully will be richer if diverse health care perspectives are presented.

## Available Materials

We have developed modules, a case study, and resource guides that will facilitate the introduction of COPC into your curricula.

### 1) **Modules:**

Four modules (Introduction to COPC, Defining Community, Identifying Health Problems, and Developing and Monitoring Interventions) describe the COPC process. The modules are available in PDF and native PowerPoint formats. They are each accompanied by narration documents so that they can either be read separately by learners or presented through lectures by faculty.

The modules (Table 1) are intended to reach educators, practitioners, and learners; therefore, certain slides may not be appropriate for your audience. We encourage you to remove slides that are less applicable to your learners. These slides also have content that has been personalized to tell COPC stories (the personalized text is underlined within the PowerPoint presentations and the module notes). Please feel free to remove those personalized aspects. The modules can stand alone without them, and we would encourage you to replace those stories with examples that you have seen from your own experiences or at your institution.

Module	Objectives
Module 1: Introduction to Community-Oriented Primary Care (COPC)	<ul style="list-style-type: none"> <li>• Define Community-Oriented Primary Care</li> <li>• List 3 seminal figures in the history of COPC</li> <li>• State the steps involved in the COPC process</li> <li>• List the potential members of a COPC team</li> <li>• State the barriers to initiating COPC activities</li> <li>• Provide an example of a COPC activity</li> </ul>
Module 2: Defining Community	<ul style="list-style-type: none"> <li>• Describe ways of defining a community</li> <li>• Walk through an example of refining a community definition</li> <li>• Discuss geographic retrofitting and how to use that to define community</li> <li>• Explain geocoding</li> <li>• Explain census codes</li> <li>• Provide example of tools to do this work online</li> </ul>
Module 3: Identifying Health problems	<ul style="list-style-type: none"> <li>• List the steps involved with gathering quantitative data about a community</li> <li>• List the steps involved with gathering qualitative data about a community</li> <li>• Define social determinants of health</li> <li>• List the steps involved with prioritizing health problems</li> </ul>
Module 4: Developing and Monitoring Interventions	<ul style="list-style-type: none"> <li>• Name two resources that can be used to learn more about community level interventions</li> <li>• List two types of measures that can be tracked in an evaluation</li> <li>• State two reasons why it is important to perform an evaluation</li> <li>• State why it is important to develop the evaluation concurrently with the intervention</li> </ul>

**2) Case Study:**

The modules reference online mapping tools that can be used to facilitate each of the COPC steps. The case study provides opportunities for learners to experience firsthand how to use those tools and to discuss how to implement a COPC project. We have also created a facilitator's guide to help faculty spur discussion among the learners. The case study has pre and post activities so that the learners can become familiar with the online tools and the community beforehand. We have a sample dataset that accompanies the case study and provide step by step instructions on how to use the mapping tool. If the learners are unable to access the mapping tool, we have created maps and tables (located in a separate PowerPoint file) so that the learners can still follow the case.

**3) Resource Guides:**

After completing the curriculum, participants may want to apply these skills to their own communities. Therefore, we have developed resources that demonstrate how to map point data (i.e. the location of patients at specific addresses) and thematic data (i.e. the percentage of

people within a census tract with diabetes). For those who want to learn more about these concepts, we list other helpful primary care geographic information system (GIS) and COPC resources.

### **Continuing Medical Education (CME) Credit**

The Robert Graham Center and Virginia Commonwealth University adhere to the conflict-of-interest policy of the American Academy of Family Physicians as well as to the guidelines of the Accreditation Council for Continuing Medical Education and the American Medical Association.

Current guidelines state that participants of continuing medical education (CME) activities should be made aware of any affiliation or financial interest that may affect an author's article. Disclosures do not suggest bias but provide readers with information relevant to the evaluation of the contents of these recommendations.

**Winston Liaw, MD, MPH** has reported no conflicts of interest relative to this program.

**Jennifer Rankin, PhD, MPH, MS, MHA** has reported no conflicts of interest relative to this program.

**Andrew Bazemore, MD, MPH** has reported no conflicts of interest relative to this program.

On March 8, 2013, The American Academy of Family Physicians (AAFP) Continuing Medical Education Credit Systems & Compliance Department approved this curriculum for CME credit. This certification expires on March 8, 2014. Each of the modules and case study is approved for 1 prescribed credit (total of 5 credits if all four modules and the case study have been completed). Participants should claim only the credit commensurate with the extent of their participation in the activity.

In order to obtain CME credit, you must complete the following tasks:

- 1) Complete the module(s) or case study.
- 2) Complete the post-activity quiz (There are quizzes for each module and case study).
  - a. The last question of the quiz provides a prompt to indicate your email address. **If you want to receive CME credit, you must provide your email address so that we can document the score of your quiz appropriately.**
- 3) Score at least 75% on the quiz (For quizzes with 4 questions, you must answer at least 3 questions correctly. For quizzes with 5 questions, you must answer at least 4 correctly).
- 4) Complete the CME certification form.
  - a. **In order to match the CME certification form with your quiz, you must provide the same email address that you provided during the post-activity quiz.**

Once these steps have been completed, we will mail, fax, or e-mail your certificate of completion. It is your responsibility to self-report the accurate number of hours to your appropriate CME accrediting body. Please check to determine whether your accrediting body will accept CME credit from the AAFP.

Continuing Medical Education Form:

<https://www.surveymonkey.com/s/53NGY5S>

Module 1 Quiz:

<https://www.surveymonkey.com/s/5G27GP2>

Module 2 Quiz:

<https://www.surveymonkey.com/s/5GW7MMV>

Module 3 Quiz:

<https://www.surveymonkey.com/s/5GRD3TD>

Module 4 Quiz:

<https://www.surveymonkey.com/s/5GMXB5V>

Overall Curriculum Quiz:

<https://www.surveymonkey.com/s/5GF9JXQ>

Case Study Quiz:

<https://www.surveymonkey.com/s/5GGQ5B6>

Please complete this evaluation survey to help us make the curriculum better!

<https://www.surveymonkey.com/s/5BP3MT6>

To report your CME credit through the American Academy of Family Physicians (AAFP), follow these instructions:

1. Go to the following website: <https://nf.aafp.org/cme/reporting/ClaimCredit.aspx>
2. Enter AAFP Member User name and Password
3. Under the Self-Study heading, Click on the "Search self-study activities" link.
4. Select the date the physician completed the activity.
5. Enter "VCU - Fairfax Family Medicine Center" in the Provider box
6. Click the "Search Self-Study" box
7. Click the boxes next to each of the Modules that the physicians completed
8. Click the "Report Selected Activities" button
9. Credits will be added to physicians CME transcript

### **Partners**

This work is supported by the National Association of Community Health Center's Cooperative Agreement from the Health Resources and Services Administration, Bureau of Primary Health Care.

The curriculum was developed by the Robert Graham Center and Virginia Commonwealth University.

We are also indebted to the members of our advisory committee, who provided us with insight, direction, and feedback.

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### **Feedback**

Please feel free to send feedback regarding the curriculum to Jennifer Rankin at [jrankin@aafp.org](mailto:jrankin@aafp.org).