The current chronic disease burden, growing health disparities, and evolution of our healthcare system require that medical students be equipped with basic public health education to effectively manage patients, navigate the healthcare system, and advocate for health equity. The Institute of Medicine and the AAMC emphasize the need for physicians to be trained in public health. The inaugural year of our revised curriculum at The George Washington University School of Medicine and Health Sciences (GW SMHS) represented a first step at the institution to integrate clinical public health into medical education. As part of this process, the Clinical Public Health (CLiPH) Working Group, a student formed advisory board, was created to give real time feedback and assess the Public Health & Health Policy Theme curriculum in the first year at GW SMHS. The project objectives were:

- To review and evaluate the effectiveness of the public health theme curriculum in the first year of the revised curriculum, including first year medical students’ perceptions and knowledge of the public health theme.
- To develop a proposal to maximize opportunities and achieve better integration of the public health theme into the curriculum.

Background

The project was funded by grants from the William and Flora Hewlett Foundation, the National Institutes of Health, the Robert Wood Johnson Foundation, and the American Medical Association. The project team included faculty from the Department of Family Medicine, the Department of Medicine, and the Department of Health Policy.

Project Objectives and Work Plan

Below is a summary of the overarching project goals, the specific deliverables and the current status of the large project. Because this project had many moving parts and many contributors, this Work Plan served as a living document for project tracking and organization.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Work Plan</th>
<th>Deliverables</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literature Review</td>
<td>Conduct a short literature review to synthesize current landscape in regard to public health in medical education</td>
<td>2 page literature summary</td>
<td>Completed</td>
</tr>
<tr>
<td>2. Summary of Student &amp; Department Surveys</td>
<td>Analyze student and professional feedback and compile summary reports to direct work to enrich the clinical public health curriculum. Data points for student feedback include: 1. Spring 2015 CLiPH Surveys 2. Clinical Public Health questions 3. GW SMHS Student Evaluations of the 2014 Winter &amp; 2015 Spring Interim Semesters 4. MS Health Policy Capstones 5. Fairfax Health Department</td>
<td>2 page summary of student feedback from CLiPH and OME surveys 2 page summary from Fairfax HD</td>
<td>Completed</td>
</tr>
<tr>
<td>3. Review and Recommendation Summaries: Public Health Sessions</td>
<td>Complete a review and recommend requirements for each session within the public health and health policy curriculum theme: 1. Complete a 1-2 page review for each session that will be offered again in the 2015-2016 MS1 curriculum 2. Summarize successes and improvements for sessions no longer being offered 3. Brainstorm list of recommendations for sessions scheduled for the future blocks in the Fall 2015 MS2 curriculum. The student工作组 will work together to share input and utilize the literature review, student feedback summary and the expert faculty recommendations to guide these discussions.</td>
<td>Completion of PHi Session reviews submitted to the Public Health and Health Policy Theme Director</td>
<td>Completed</td>
</tr>
<tr>
<td>4. Review and Recommendation Summaries: CSR Sessions</td>
<td>Work within core based structure of disease and clinical courses to highlight public health concepts. Partner with social justice group and CSR director, Dr. Floro and Dr. Baker, to integrate public health concepts into CSR sessions Complete a review and recommend requirements for each CSR session: Complete a 1-2 page review for each session of the 2014-2015 MS curriculum.</td>
<td>Compilation of CSR reviews submitted to the CSR directors</td>
<td>Completed</td>
</tr>
<tr>
<td>5. IMR for Class of 2016 Survey</td>
<td>Submit an IMR addendum application for data collection of the incoming MS2 Class of 2019 evaluation of the clinical public health awareness and interest, and perceptions of the clinical public health curriculum for the 2015-2016 school year Create a framework to ensure continued student feedback assessment, engagement and implementation of new initiatives to enrich the clinical public health curriculum.</td>
<td>IMR addendum</td>
<td>Completed pending response</td>
</tr>
<tr>
<td>6. Faculty &amp; Agent Engagement</td>
<td>Engage in GW faculty and clinical public health and medical education experts in face-to-face meetings to highlight the need for feedback and identify topics. Draft concept and implement the institution of the position of a Clinical Public Health Liaison (CPL) to the MS1/MS2 core curriculum blocks to assist the block directors in working to make integrating clinical public health possible.</td>
<td>CPHL position description Secure at least 2 CPL’s</td>
<td>Completed [1 position secured at this time]</td>
</tr>
<tr>
<td>7. Partner with the GWU School of Public Health</td>
<td>Develop a course on the IMR in the SMHS MPA program in order to create more opportunities to collaborate within the clinical public health curriculum. Reach out to faculty and individuals with affiliations with the IMR for potential student candidates. Collaborate with the Public Health Association (HPA).</td>
<td>Recruit a HPA faculty member to serve as a CPL Establish working relationship between the CPiH Student Group and the HPA.</td>
<td>CPHL recruit not from the HPA Working relationship established.</td>
</tr>
<tr>
<td>8. Marketing of SMHS MPA Program Clinical Public Health Curriculum</td>
<td>Map clinical public health curriculum to the needs of the medical programs to effectively market and share the unique and innovative clinical public health program implemented at the GWU SMHS.</td>
<td>Summary of supported website revisions. Develop materials and profiles highlighting summer experiences in clinical public health.</td>
<td>Completed</td>
</tr>
<tr>
<td>9. Institutionalization of CPiH Working Group</td>
<td>Develop the IMR in the SMHS and of the SMHS for repeat interest in clinical public health. Plan and organize a lecture series to provide students with information and resources in clinical public health. Partner with the HPA and invite their members to the student organization. Organize the summer opportunity of the CPiH Student Working Group to work with the Dean’s Office to continue providing student driven curriculum development. Document accomplishments and brainstorm for next steps to establish continuity.</td>
<td>Establish the Students for Clinical Public Health (SCiPH) as a student organization at the SMHS. Host lecture series. Compile projects and hand off document.</td>
<td>Completed [First lecture scheduled September 26, 2015]</td>
</tr>
</tbody>
</table>

Next Steps

Future work to revise the curriculum should include study of the evolution of students’ knowledge, attitudes, and beliefs surrounding clinical public health and the impact it has on their development as a physician. To better inform the development of the curriculum and how best to engage students with clinical public health, major stakeholders, such as health departments, community stakeholders, public health experts, and most importantly students should continue to be a part of the dialogue.

The group aims to lead clinical public health integration across the four year medical degree curriculum and better collaboration with the GW Milken School of Public Health (SPH) to create an expanded scope of practice within public health for practicing physicians. The CLiPH working group aspires to cultivate a “core social institution” that is of the community, chartered by the community in partnership. The CLiPH vision for clinical public health includes:

- Longitudinal community engagement and service
- Expanded network of mentors actively conducting public health work
- Interprofessional education and collaboration
- Advocacy training and opportunities
- Skills in epidemiology, biostatistics, and EBM
- Appropriate evaluation measures for clinical public health skills
- Social justice integration

Acknowledgements

Student summer projects were funded by the Health Services Scholarship. The student working group would like to give special appreciation for the guidance and mentorship of Dean Dayton, Dr. Popiel, Dean Goodman, Anne Linton, Dr. Bartholomew, and the numerous SMHS and SPH faculty that collaborated on this project.

References

6. Capilide 1953 Changes in the MCAH and UCAMC Ensure That Future Physicians Have What They Want? 2015/12/03 2015-12-03