Educating Tomorrow’s Physician
Improving Community Health
IOM : Educating Health Professionals to Address the Social Determinants of Health Consensus Study Committee Presenters:

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Associate Dean for External Affairs
Professor and Founding Chair, Department of Medicine, Family Medicine, and Community Health
Strand Leader: Medicine and Society

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Vice Chair, Department of Medicine, Family Medicine, and Community Health

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Associate Professor and Vice Chair for Education, Department of Medicine, Family Medicine, and Community Health
Assistant Strand Leader: Medicine and Society
Associate Course Director: Community Engaged Physician (NeighborhoodHELP™)
Herbert Wertheim College of Medicine

- Graduated first class 2013
- Public university
- Educational mission
- Community oriented
- Social determinants of health (SDOH)
- Professionalism, ethics, and policy
Launching Big Ideas

- Mission, vision, and strategic plan
- Initial focus on accreditation and successful match
- Rapid growth 40/40/80/120
- Outreach and community engagement
- Developing clinical component / compliance / IT
- Integration, stabilization, and expansion
Mission

By providing an environment enhanced by diversity, clinical innovation, and research.

Florida International University Herbert Wertheim College of Medicine prepares socially accountable, community-based physicians, scientists, and health professionals who are uniquely qualified to transform the health of patients and communities.
Racial and Ethnic Diversity

**HWCOM - 2015**
- Non-Hispanic White: 30%
- Hispanic: 34%
- Asian: 11%
- Black: 5%
- Other: 20%

**National – AAMC - 2014**
- Non-Hispanic White: 51%
- Hispanic: 4%
- Asian: 19%
- Black: 6%
- Other: 4%
### Entering Class Demographics

<table>
<thead>
<tr>
<th></th>
<th>HWCOM %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>In-state</td>
<td>79</td>
<td>61</td>
</tr>
<tr>
<td>MCAT</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>GPA</td>
<td>3.6</td>
<td>3.7</td>
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</table>
USMLE Results

Class of 2016 Distribution of Step 1 Scores: Percent Comparison to National Performance

Class of 2016 Summary

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>HWCOM</th>
<th>NATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN</td>
<td>237.04</td>
<td>229</td>
</tr>
<tr>
<td>MEDIAN</td>
<td>237</td>
<td>N/A</td>
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<tr>
<td>SD</td>
<td>15.6</td>
<td>20</td>
</tr>
<tr>
<td>PERCENT PASS</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>EXAMINEES</td>
<td>109</td>
<td>22392</td>
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</table>
HWCOM 2016 USMLE results

- 8 points above the national mean
- 74% scored above the national mean
- 24% >1 SD above the national mean
- 100% pass rate
### Period 1: Foundations

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genes, Molecules, and Cells</td>
<td>Structure of the Human Body</td>
<td>Integrated Functions of the Human Body</td>
<td>Pathology and Infectious Diseases</td>
<td>Pharmacology</td>
<td></td>
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<tr>
<td><strong>Orientation</strong></td>
<td></td>
<td></td>
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<tr>
<td>Clinical Skills I</td>
<td></td>
<td></td>
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<tr>
<td><strong>Clinical Epidemiology and Quantitative Methods</strong></td>
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<tr>
<td><strong>Ethical Foundations of Medicine</strong></td>
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<tr>
<td>Socioeconomic and Cultural Aspects of Health</td>
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</tbody>
</table>

**Strands:**
- Yellow = Human Biology/Disease, Illness, and Injury
- Green = Clinical Medicine
- Orange = Professional Development
- Brown = Medicine and Society
### Period 2: Integrated Organ Systems

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular and Respiratory Systems</td>
<td>Hematopoietic and Lymphoreticular Systems</td>
<td>Break</td>
<td>Integumentary System</td>
<td>Musculoskeletal System</td>
<td>Gastrointestinal System and Medical Nutrition</td>
<td>Endocrine Systems</td>
<td>Reproductive Systems</td>
<td>Renal System</td>
<td>Nervous System and Behavior I</td>
<td>Nervous System and Behavior II</td>
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</table>

<table>
<thead>
<tr>
<th>Clinical Skills II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Based Medicine &amp; Complementary and Alternative Medicine</td>
</tr>
<tr>
<td>Community-Engaged Physician I</td>
</tr>
</tbody>
</table>

### Period 3: Clerkship Year

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<tr>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Pediatrics</td>
<td>Neurology and Radiology</td>
<td>Obstetrics and Gynecology</td>
<td>Psychiatry</td>
<td>Medicine</td>
<td>Family Medicine</td>
<td>Surgery</td>
<td>OSCE</td>
<td></td>
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</tbody>
</table>

- **Core Concepts in Medicine**
- **Community-Engaged Physician II**

OSCE = Objective Structured Clinical Examination  
USMLE = United States Medical Licensing Examination
Curricular Map Period 4

- Advanced Medicine or Surgery Selective (1)
- Emergency Medicine or Critical Care Selective (1)
- Subinternship Selective (1)
- Selectives (1) Medical, Surgical, or Hospital-Based Specialty
- CEP III
- Research Scholarship (2)
- Electives (2)
- Capstones (1) Medicine and Society, Clinical Medicine/Professional Development
- Family Medicine Geriatric Clerkship (1)

NOTE: Community-Engaged Physician III is a longitudinal course in Period 4.
Medicine and Society Strand

• Current organization (Department and other colleges)
• Divisions (IM, FCM, PRCD, EHA, LS)
• EPAs (Dr. Brown)
• Integration (With COM, FIU)
Green Family Foundation
NeighborhoodHELP™ Service Learning

- Household-centered care
- SDOH/population health
- Interprofessional teams
- Longitudinal experience
- Continuity of care
- Reflection
GFF NHELP continued

- NHELP (History, trust, and dependence, view from the community in, not us looking out)
- 180 Community Partners
- The importance of Social Scientists to resolve Americas Health problems (Major Players)

- The overwhelming importance of our communities
- Get in early and work as a team
## 2015 Graduate Questionnaire

<table>
<thead>
<tr>
<th>Experience</th>
<th>HWCOM %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective experience with service learning</td>
<td>85.5</td>
<td>53.7</td>
</tr>
<tr>
<td>Elective experience related to health disparities</td>
<td>84.1</td>
<td>61.7</td>
</tr>
<tr>
<td>Elective experience in cultural awareness/competence</td>
<td>88.4</td>
<td>64.2</td>
</tr>
<tr>
<td>Community-based research project</td>
<td>62.3</td>
<td>26.0</td>
</tr>
<tr>
<td>Agree or strongly agree that diversity enhanced training</td>
<td>85.5</td>
<td>62.0</td>
</tr>
<tr>
<td>Participated in required Interprofessional Education (IPE)</td>
<td>95.7</td>
<td>79.7</td>
</tr>
<tr>
<td>IPE experience with active engagement with patients</td>
<td>92.4</td>
<td>68.3</td>
</tr>
<tr>
<td>IPE experience community project or service learning</td>
<td>75.8</td>
<td>23.4</td>
</tr>
</tbody>
</table>
Impact of an Academic – Community Partnership in Medical Education on Community Health: Evaluation of a Novel Student-Based Home Visitation Program

• Home visitation by interprofessional student teams is an effective way to improve the use of preventive health measures among participants
• Service-learning via home visitation is an effective method for students to learn about primary prevention and primary care
• Early results after 1 year of intervention indicate favorable short-term and immediate impacts on health, cost savings, and efficacy

» Southern Medical Journal Volume 107, Number 4, April 2014
Invited Commentary

• “teaches medical students the value of preventive medicine”
• “provides longitudinal experiences that often are lacking in traditional clinical rotations”
• “encourages interprofessional collaboration and teamwork, in addition to offering enduring experiences through community-based service-learning”
• “exposes students to patients in their natural environments”
  • Southern Medical Journal Volume 107, Number 4, April 2014
Any Questions or Comments?