PPC Overview

The University of Arizona Pediatric Pulmonary Center

The UAPPC training rubric will include interprofessional didactic/practicum course work, interprofessional clinical experiences, and interprofessional research. Trainees will gain knowledge of underserved and diverse populations and collaborate with community-based systems to provide public health education in response to community needs. The trainee will serve in a leadership role in bridging evidence-based knowledge to practice between the communities and the UAPPC training program. The trainee will participate in current research activities with faculty and advocacy activities. At the end of the traineeship, trainees will have experienced interprofessional family-centered care in pediatric pulmonary clinics, interprofessional didactic sessions, interprofessional research activities and have developed their own educational project to disseminate educational materials to underserved and diverse populations. Trainees will experience planning and conduct a regional training event (UAPPC School Health Training Event) and attend a national MCHB related conference.

Orientation Training:

• HRSA Welcome from the Director / Trainee Toolkit
  https://mchb.hrsa.gov/training/tr_toolkit.asp

• Sign up for the MCH Trainee Listserv
  https://public.govdelivery.com/accounts/USHHSHRSA/subscriber/new?qsp=HRSA-subscribe

• Visit MCH Navigator https://www.mchnavigator.org/
  o MCH 101

• Visit PPC National Website https://ppc.mchtraining.net/resources/curricula/index.html
  o History of the Pediatric Pulmonary Leadership Training Center

• Collaborative Institutional Training Initiative (CITI)
  o CITI is a modular based on-line system that is customized to meet the needs of both Behavioral and Biomedical researchers. Simply log onto the system at www.citiprogram.org, and register with a user name and a password of your choosing. You will need to complete the Biomedical Research Modules and report a CITI Course Completion Record.

• Review the MCH Leadership Competencies. http://leadership.mchtraining.net/

Required Components:

Competency Preparation/Didactic (Minimum 80 hours):
MCH Leadership Competencies: The Individual Learning Contract is based on the MCH Leadership Competencies. http://leadership.mchtraining.net/ Trainees are also required to complete the MCH Leadership Skill Assessment before beginning the training and when training is completed.
http://leadership.mchtraining.net/mchlc_docs/MCH_Leadership_Skills_Self-Assessment_v3.0_June_2009.pdf

MCH Leadership Training: Trainees are required to participate in the MCH Leadership Training with AZLEND.
UAPPC Core Curriculum: Trainees must complete in the Fall and Spring UAPPC Core Curriculum, which will include lectures such as: Cystic Fibrosis (CF) and the Role of Newborn Screening; Pharmacotherapy in Treatment of CF; Community Needs Assessment; Pulmonary Function Testing; Social Work and CF; Nutrition and CF, Transitioning to Adult Care; MCHB Performance Measures/HRSA/Title V; Asthma; Clinical Research; Clinical Ethics; Cultural Beliefs; School and Asthma; Health Reform; Social Determinants of Health; Life Course Theory; Family-Centered Care; Palliative Care; Death and Dying/End of Life Issues; Native American Cultures and Beliefs; Medication Adherence; Bright Futures; Child Life; Inpatient Side of Interdisciplinary Care; “Public Health: What Are We Facing?”; Complementary and Integrative Medicine; and emerging issues in MCH such as Pediatric Sleep Health.

Cultural Competency On-Line Modules: Trainees will complete on-line Pediatric Pulmonary Center Cultural Competency Modules.

http://support.mchtraining.net/national_ccce/

Family Collaborative with National PPCs: Trainees will attend two teleconference meetings with trainees from all national PPCs to work on a collaborative project.

Clinical: Interprofessional and Family-Centered Care (50-100 Hours)
Trainees will complete clinical experiences in outpatient, inpatient, and community-based systems including: Cystic Fibrosis Interprofessional Clinic, Asthma and Severe Asthma interprofessional clinics, BUMC-TC in-patient care, Children’s Rehabilitative Services clinics, and other clinics arranged by the mentor. Outcomes will include appropriate clinical interviewing, counseling, and teaching skills.

Research (25 hours)
Trainees will participate in current research or community public health research. Lectures will also be viewed. Trainees will also have the opportunity to attend joint MCH lectures and prepare a Letter of Intent.

Community/Public Opportunities (Minimum 100 hours):
Advocacy, Public Health, and Leadership Projects

Leadership Project: Community Health Educational Project: A Leadership product will be developed on a topic with a specific public health perspective, derived from a needs assessment conducted at an underserved, diverse community-based care system. The Leadership project will include cultural preparation, needs assessment, development of educational material, and presentation to community-based system or community incorporating use of current technology in all facets. The community-based system participants and trainee will complete an outcome evaluation to assess the improvement in a public health practice.

Interviewing Skills: UAPPC trainees will participate in family and patient interviewing activities, and will complete a recorded mock interview for review with the interprofessional faculty members.
Family Centered Interprofessional Case Study: Trainees will complete an interprofessional case study on a patient from the Cystic Fibrosis Clinic. Guidelines to be considered: Provide an assessment of clinical status; Identify barriers to care; Present recommendations to overcome identified barriers. School Healthcare Training Event: Trainees will participate in hosting and, when applicable, presenting at a UAPPC School Healthcare Training Event. Trainees will be involved in the planning, developing, and delivering of the training event.

National or Regional Conference: Trainees must apply to present or participate in a national or regional conference such as the UAPPC Annual Meeting, the AUCD Disability Conference, the Making Lifelong Connections Meeting, or submit an abstract or capstone to a professional conference.

Making Lifelong Connections: Trainees must submit their Leadership project to present at the MLC meeting.

Community Resources and Cultural Awareness: Trainees will participate in gaining cultural awareness of a given community by attending community events such as border health fairs, community resource agencies, and Sonora Border Tours.

Collaborative MCH Leadership Activities
Advocacy: UAMCH trainees will attend cross MCHB training programs lectures on advocacy, and will work on projects and activities together. Activities may include developing a policy memo or a white paper.

Life Course: UAMCH trainees will also participate in Life Course lectures together and then act in a leadership role, presenting Life Course to residents, public health students, and to community-based MCH practitioners. UAPPC trainees will develop snapshots of their own life course and one of a family with a CYSHCN.

Elective Components: Trainee may attend more clinical hours, national conferences, training events, recruiting events, and community-based systems. Trainees may elect to participate in service learning components with MCH Public Health students at a underserved, diverse community. Trainees may watch more educational lectures on line and participate in the Western States Case Conferences and have additional resource hours.