Helping Early Clinical Learners Add Value in a Patient Centered Medical Home (PCMH)

Roohi Kharofa, MD, Julie Mitchell, MD, Karen Marcdante, MD
With assistance from: Kelly Klotz, Olivia Mac, Matthew Mohorek, Erich Stauder, Gretchen Wagner and Christabel Yamoah (Class of 2016)

Medical College of Wisconsin
Milwaukee, Wisconsin

Welcome!

• Learning Objectives for today:
  • List at least 3 ways early clinical learners (ECLs) can add value to your practice/PCMH
  • Describe strategies for how to impart knowledge about PCMH principles to learners and patients
  • Practice teaching an ECL with a focus on PCMH principles and receive feedback
  • Add to our list of value-added tasks for ECLs

In preparation....

• Which of you
  • Precept ECLs?
  • Work with/teach ECLs in other capacities?
  • Know what a Patient Centered Medical Home is/can be?

Introduction

• At least 110 U.S. medical schools use preceptorships to enhance M1/M2 students’ (ECLs) clinical skills
  • Primary care receptor recruitment for ECLs is challenging
  • Barriers to recruitment:
    • Inexperience with teaching ECLs
    • Time constraints of busy faculty
    • Assumptions that ECLs hinder workflow and patient care

Students, PCMH, & Value-Added

• Principles of the Patient Centered Medical Home (PCMH) such as team-based care, patient self management, and between-visit care increase the number of tasks primary physicians oversee
  • Many of these tasks can be accomplished by an ECL as a team member (with appropriate guidance)
  • In addition to enhancing team work flow, value-added activities within the PCMH include:
    • Foster higher quality patient care
    • Improve work satisfaction of clinicians
    • Allow trainees to learn to provide direct clinical services
    • Improve recruitment and retention of clinicians
    • Contribute to the future of health care

Workshop Format

- Two clinical scenarios enacted
- Preceptor, standardized student (and observers)
- Immediate feedback to preceptors
- Value-added task list brainstorming
- Session evaluations completed by preceptors following workshop

Objectives for task:

At the end of the session, the clinical preceptor, when working with an early clinical learner, will:

1. Explicitly comment on something the student did that is aligned with the principles of a PCMH
2. Suggest one task that the student can complete that adds value to patient care
3. Provide at least one constructive feedback comment about how to improve future clinical performance

Case Presentation 1

- 18 yo F with URI symptoms coming in for acute visit
- Student and preceptor will act out scenario (student presentation, preceptor feedback)
- Observer(s) and student provide feedback to preceptor (Were the objectives successfully met?)
- As a group, brainstorm additional value-added tasks that students can perform (Do not have to be scenario specific.)

Case Presentation 2

- 55 yo F with HTN and DMT2 coming for follow-up
- Student and preceptor will act out scenario (student presentation, preceptor feedback)
- Observer(s) and student provide feedback to preceptor (Were the objectives successfully met?)
- As a group, brainstorm additional value-added tasks that students can perform (do not have to be scenario specific.)

How can students add-value?

- Do follow-up on blood pressure checks with physician supervision
- Encourage patient to schedule next visit
- Arrange follow-up visits when possible
- Increase adherence with the same diabetes education program
- Use documented tasks specifically to improve chronic conditions in re-assessment modification (such as smoking)
- Encourage patient to follow the medication guidelines
- Participate in evidence after 1 year
- Help physician to maintain care for maintenance of chronic disease
- Encourage the preceptor to improve care for diabetes
- Encourage patients to discuss their care with the preceptor

Value-Added Tasks List

- Help patients with self-management
- Assess patient expectations
- Assist in coordination of care with another provider
- As a group, brainstorm additional value-added tasks that students can perform (Do not have to be scenario specific.)
- Help patients with actions planning
- Assess patient expectations
- Assist in coordination of care with another provider
- As a group, brainstorm additional value-added tasks that students can perform (Do not have to be scenario specific.)
- Help patients with actions planning
- Assess patient expectations
- Assist in coordination of care with another provider
- As a group, brainstorm additional value-added tasks that students can perform (Do not have to be scenario specific.)
- Help patients with actions planning
- Assess patient expectations
- Assist in coordination of care with another provider
- As a group, brainstorm additional value-added tasks that students can perform (Do not have to be scenario specific.)
Debriefing

• What went well? What did you learn?

• What should we work on to improve?

• How useful would this be at your own institution?

Question/Comments?

• Please feel free to contact us:
  Roohi Kharofa (r.kharofa@mcw.edu)
  Julie Mitchell (j.mitchel@mcw.edu)
  Karen Marcante (k.marcante@mcw.edu)

• Thank you for participating today! We hope you feel better prepared to host early clinical learners in your practice!