



The Key Elements:
Using the Patient
Centered
Medical Home (PCMH)
Model in Inter-
Professional Education
and Training
Webinar 3

Medical,
Dental, and
Public Health
Education

Curriculum
Transformation

Primary Care
Residency
Training

Quality
Patient-
Centered
Medical Care

College-wide Patient-Centered
Medical Home Program
Meharry Medical College

Renee. Frazier, MHSA, FACHE
Principal Consultant, PCMH

+ The PCMH Project



The PCMH project focuses on developing and implementing an interdisciplinary/interprofessional curriculum of didactic and clinical experiences that provide a diverse knowledge base, clinical skills, and competencies necessary in the practice of modern medicine and general dentistry from a team-based, continuous quality improvement, and valued added process and practice for medical and dental students as well as primary care residents.



The PCMH Approach to Training



- Each school, in the College, with its designated leadership, will implement current principles and practice of medicine and human diseases and treatment classes which will focus on continuity of care, chronic disease management, health disparities, and population health tied to increasing health outcomes under the PCMH model.
- Work Plan: All primary care and dental clinic sites will engage in PCMH activities to teach and train medical, dental, students and residents in the core elements of the PCMH.
- The steering committee includes, but not limited to deans, chairs, residency directors, clerkship directors, will work closely with the sites through professional medical education and clinical affairs to integrate **six** PCMH elements into the training of the residents in their clerkship experience in medicine and dentistry .



To provide an overview of the goals and objective of this Project



GOALS of the PCMH Project

1. Create the academic infrastructure and process for transforming the existing curriculum in the School of Medicine (SOM) and the School of Dentistry (SOD) by integrating the PCMH model as a module to expand and enhance the resident and student training;
2. Integrate the PCMH model in the training of residents and students by using an inter-professional curriculum; and
3. Implement the PCMH model across all schools at Meharry.



Six Elements of the Patient Centered Medical Home



- Enhances Access and Continuity of Care
- Identifies and Manages Patient chronic illnesses
- Plan and Manage Care through team-based services
- Provide Self-Care Support and Community Resources
- Tracks and Coordinates all Care within a special space.
- Uses Performance Measurement and Quality Improvement to insure population health



Measurable Objectives of the Project



- Develop and establish a PCMH Steering Committee in Years 1-5 to design and implement a comprehensive PCMH training program for 420 medical students, 200 dental students and 72 residents (18 family medicine/45 medicine/9 general practice);
- Design and integrate 5 components of the PCMH into existing curriculum in Years 1-2;
- Implement the PCMH module in the medical and dental schools training in Years 3-5 for 420 medical students, 200 dental students and 72 residents (18 family medicine and 45 medicine and 9 general practice residents).

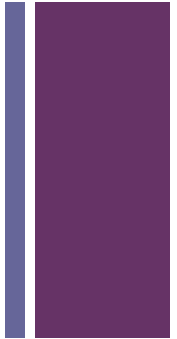


Goal 1: Create the academic infrastructure and process for transforming the existing curriculum in the School of Medicine (SOM) and the School of Dentistry (SOD) by integrating the PCMH model as a module to expand and enhance the resident and student training

- **Objective 1: Develop and establish a PCMH Steering Committee in Years 1-5 to design and implement a comprehensive PCMH training program Methodology: Model the steering committee with members from each of the schools within the College.**
- The department chairs will serve as Associate Project Directors. Drs. Collins (Family Medicine), Smoot (Internal Medicine); Bean (Pediatrics), and Williams (Oral Maxillofacial) along with the clerkship directors from each department within each school will serve on this committee.

Work Plan of the Steering Committee:

1. Collect all existing outcome data on current implementation and compiling informing on current trends on evidence-based PCMH models, that are working with lessons learned





Implementation: From Process to Practice/Roles and Responsibilities



- There will be three tasks of the Steering Committee

- 1) Identify members of a subcommittee to analyze where in the existing curriculum that the integration of the elements of the PCMH model can occur;

- 2) Identify, enhance, improve and/or establish clinical placements in urban, inner city, and rural sites for implementing the PCMH model; and

- (3) Provide guidance and support for students and residents to complete a health service research project.



Process and Practice: Educational Components



- The PCMH Committee will establish its subcommittee structure and will establish the college-wide Curriculum Transformation Committee (CTC).
 - This subcommittee includes members of the curriculum committee, the clerkship directors, and the academic deans from both schools.
 - They will meet weekly to establish its time line for achieving its task.
 - The first task of this committee will be to identify its members from across schools.
 - Its second task will be to develop a longitudinal PCMH module for medical and dental students. The CTC will examine the curriculum and analyze the courses.
 - The committee will provide an overview of the six major areas of chronic diseases and health disparities (cancer, cardio-metabolic disease, HIV/AIDS, Maternal and Child Health issues, Intentional and Unintentional Injury, and Substance Abuse/Mental Health).



Implementation: The Educational Process: From Start to Development



- The chairs will assign faculty from their respective departments.
- Each curriculum committee in each school will partner with the Project Director to determine appropriate curriculum changes alignment, and timelines for implementation of the PCMH module.
- Work Plan: Each curriculum committee along with the Steering Committee will present progressive yearly learning objectives for curriculum content, key tools, and teaching methods that each has developed.



Goal 2: : Design and Integrate the PCMH model in the training of residents and students by using an inter-professional curriculum

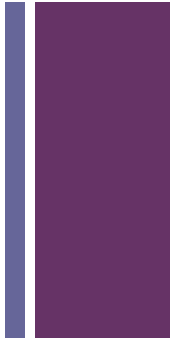
- **Objective 2: . Integrate 5 components of the PCMH model into the medical and dental student curriculum in Years 1-2 and into the curriculum of the medicine and dental residents in Year 1 of the project.**
 1. Collaborative /integrative and inter-professional project including access and continuity of care, chronic disease management, health disparities/population health, and continuous quality improvement will be introduced by inter-professional faculty in MAPS in the summer upon entry.
 2. Other opportunities for integration may be Principles and Practice of Medicine (PPM) IA & B, Foundation of Human Diseases and Treatment, Principles and Practice of Research, Principles and Practice of Medicine IIA & B, the chronic disease modules such as cardiovascular, pulmonary, and renal, Psychiatry & Behavioral Sciences and through the





Goal 3: Implement the PCMH model across all schools

- **Objective 3: Implement the PCMH module in the medical and dental schools training in Years 3-5 for 420 medical students, 200 dental students and 72 residents (18 family medicine and 45 medicine and 9 general practice residents).**
- **Methodology: Steering committee members will closely work with inter-professional teams and the project staff to support the efforts of the Meharry Medical Group (family medicine, medicine, and pediatrics) efforts in its clinical practice to enhance PCMH activities that can be galvanized by training medical students and residents.**
- **Learning components and training infrastructure: integrated health courses, stimulation activities with case studies and standardized patients, clerkships, and electives.**



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- PCMH supports the clinical practices in the alignment and development of daily operational procedures which utilize the elements of PCMH.
- Work Plan: Use of multi-disciplinary teams to align the evidence-base guidelines for chronic disease management, CQI, and appropriate training tools for medical and dental students and residents in the classroom and clinical setting.