



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

Retreat Debrief

Webinar 5
2/ 2017

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

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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 .



Today's Webinar: CTC Update

- Curriculum Transformation Committee: First meeting held Jan. 24, 2017
- Members of the committee
- Focus #1 Curriculum Mapping Status.
- Focus #2 Scheduling of meetings for each individual curriculum committee to overview the PCMH integrated training and educational project. Timeline
- Focus #3 Determining the use of technology to support mapping efforts with Master teacher.



Curriculum Transformation Committee

- ***Machelle Thompson, R.D.H., M.S.P.H.***
Chairperson, Curriculum Transformation
Committee (PCMH)
Assistant Dean, Clinical Affairs,
Associate Professor, Dental Public Health
- ***Leslie Halpern, M.D., D.D.S., Ph.D.***
(PCMH) Module Liaison
Director and Associate Professor, Oral
Maxillofacial Surgery Residency Program
- ***Daphne Ferguson-Young, D.D.S.***
(PCMH) Module Liaison
Director and Professor, General Practice
Residency
- ***Medhat Kalliny, M.D.***
(PCMH) Module Liaison
Assistant Professor, Family & Community
Medicine Immed Office Residency Director
- ***Regina Offodile, M.D.***
Assistant Professor, Integrated Didactics
- ***Richmond A. Akatue, M.D., M.S.C.I., F.A.C.P.***
(PCMH) Module Liaison
Interim Assistant Dean, GME, Internal Medicine
Immed Office, Residency Director
- ***Leonard Webster, M.D.*** Interim Chair Integrated
Didactics Medical Education
- ***Sandra Harris, D.D.S.***, Vice Dean, SOD
Associate Professor and Chair, Orthodontics
- ***Gerald Davis, D.D.S.***, Interim Assistant Dean,
Academic Affairs, SOD
- ***Digna Forbes, M.D.***, Associate Professor,
Pathology, Anatomy and Cell Biology
- ***Vanisha Brown, Ph.D.***
Assistant Professor, MS Public Health

+ Curriculum Mapping

- CTC meeting update -January 24, 2017
- Process for developing a longitudinal PCMH module for medical and dental students
 - Subcommittees
 - Examine the curriculum and analyze the courses
 - Medicine, Dentistry, and Residency/Graduate School
 - Curriculum Integration
 - Mapping Curriculum to 6 key components of the PCMH module

of Care	Chronic Illness	through team-based services	community resources	Management
		<p>Compare and contrast the professionalism issues which may arise due to participation of physicians and other health care professionalism in</p> <ul style="list-style-type: none"> a) disciplining physician incompetence; b) "policing" of patient behavior; c and d) provision of health care services to which the healthcare professional has a religious or cultural objection (conscientious objection); and e) disaster management 		
		<p>Discuss the concept of "social contract" and its relevance to medical professionalism.</p>		
	<p>List and evaluate the factors impacting the quality of the patient-doctor interaction including, but not limited to</p> <ul style="list-style-type: none"> a) physical environment, b) demographic characteristics of physician and patient, c) interpersonal skills of the physician and other members of the health care team, d) cultural and language differences, etc. 			
	<p>Integrate basic sciences knowledge in the clinical assessment\management of</p>			

+ CTC Next Steps

- Finalize curriculum mapping
- Steering committee approval at March PCMH retreat
- Meet with curriculum committee
 - Examine curriculum and analyze courses
- Integration timeline

+ Thank you

■ Questions?