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Educating and developing exemplary physicians who practice patient-centered health care

Integration of Basic & Clinical Sciences Across the Curriculum in a Community Based Distributed Campus Model

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Speaker Disclosure

- None of the speakers have any financial relationships or affiliations to disclose.

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Overview

- Background information
  - Genesis of FSUCOM
  - Overview of our distributed campus educational model.

- Movement to 6 ACGME competencies
  - Past (10 domains)
  - Present (6 domains)

- Strategies used to acquaint faculty with competency domains

- Ownership of the competencies
  - Linking competencies with learning objectives
  - Sharing across clerkships and Biomedical Science courses

- Next Steps: More Integration, expanded evaluation, …..

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Background

- <u>Legislative Mandate</u>: Educate physicians responsive to community needs
- <u>Mission</u>: Patient-centered care to elder, minority, & underserved populations in Florida
- First class in 2001 – 30 students
- 120 students per class
- 6 regional campuses + 2 Rural Sites

Marianna, Pensacola, Tallahassee, Daytona Beach, Orlando, Sarasota, Fort Pierce, Immokalee

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Years 1 & 2

- Semi traditional Basic Science Curriculum
  - Clinical or medical context for each course
  - Learning communities
  - Curriculum
    - 1/3 case-based small groups
    - 1/3 lecture based
    - 1/3 other (lab, standardized patients, clinical skills, TBL, simulation)

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Years 3 & 4

- Community Based Clerkships
  - All 3-4 training at regional campuses
  - 70% ambulatory
  - 100% private practice
  - One-on-one training with paid clerkship faculty
  - Required faculty development
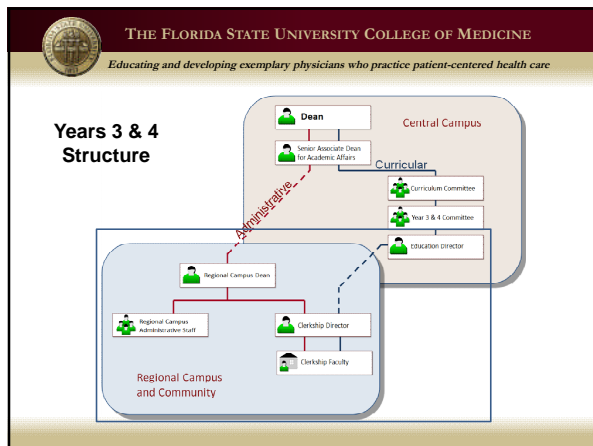
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Years 3 & 4 Structure

Central Campus

Dean

Senior Associate Dean for Academic Affairs

Curricular

Curriculum Committee

Year 3 & 4 Committee

Education Director

Regional Campus Dean

Regional Campus Administrative Staff

Clerkship Director

Clerkship Faculty

Administrative

Regional Campus and Community

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Spring 2007
Clerkship Director's Meeting

- Basic Sciences faculty answered questions about their courses
- "Panel of Experts" approach
- Highly rated by all who attended
- Lots of interest in each others' viewpoints

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Adopting the ACGME 6

- Movement to 6 ACGME competencies
  - Past (10 domains)
    - AAMC-MSOP Orientation
    - Needed awareness, interest, ownership, recognition

  - Present (6 domains)
    - Recalibration for a clear purpose
    - Alignment with residency programs

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Competencies & Objectives Alignment
- Student support for information gathering

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Clerkship Directors' Meeting
"Pair & Share" Model

- Connection through knowledge sharing
  - Year 1 & 2 Course Directors were paired with Clinical Experience Directors
  - All Year 3 & 4 Clerkship Education Directors were involved in the process
- Pairs formed the core of faculty teams for conversations about the competencies
- Pairs met to negotiate a "script" ahead of the statewide Clerkship Directors' Meeting (Spring 2010)

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"Pair and Share Session"

Spring 2010 in Tallahassee

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Mixing it Up

Anatomy Prof · Surgeons · Physiologist · Internal Medicine Docs · Pediatricians · Neuroscientist · Psychiatrists

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Competency Posters: "Mark 'em Up!"

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Microanatomist Presents Doctoring 1

March 2010 Clerkship Directors' Meeting

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Medical Biochemistry Course Director Presenting Clinical Course (Doctoring 3)

Please Refer to Session Presentation Email for Video Link

(Video Clip)

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The Competency Grid

COMPETENCY DOMAINS	Family Medicine & Advanced FM	Pediatrics	Emergency Medicine	Geriatrics	Summer Clinical Practicum	Doctoring 3
Patient Care	8	3	3	5	5	6
Medical Knowledge	5	3	3	3	4	6
Practice-Based Learning and Improvement	3	1	1	3	5	4
Interpersonal and Communication Skill	3	2	2	2	4	2
Professionalism	4	1	2	2	5	2
Systems-Based Practice	1	1	1	3	4	1

**Average Number of "Competency Hits"
per Major Curricular Topic**

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June 2010: Follow-up Conference

Clinical Course Director Presenting Biochemistry Course

Please Refer to Session Presentation Email for Video Link

(Video Clip)

Slide 1

The Competency Grid

FSU COM CURRICULUM

Patient Care	64
Medical Knowledge	54
Practice-Based Learning and Improvement	30
Interpersonal and Communication Skill	32
Professionalism	29
Systems-Based Practice	21

**Sum of Averages for "Competency Hits"
Across Clinical Course & Clerkships**

Slide 2

Purpose of the Two Sessions

- **Sharing**
  - Starting point for understanding the ACGME Medical Competencies ("gotta start somewhere")
  - Individual conversations to understand the others' specific learning objectives
- **Excitement**
  - Clinical faculty understand what students have already learned
  - Basic sciences faculty understand where students need during rotations in clinics

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Outcomes

- Competency Talk → brings them into the open
- Objectives Talk → discussion of specific points for each course & clerkship
- Passion Transfer: Passion & enthusiasm conveyed through understanding with enough intensity to present someone else's topic

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Slide 4

March 2010 Program Outcomes

85% of participants agreed or strongly agreed that the "Pair & Share" session helped them to attain a better understanding of the Competency Domains

AFFIRMATION!

"It was well done. I enjoyed both the humor and professionalism".

SUGGESTION?

"Better understanding, but still confused [about whether] our objectives are adequate to cover the domains sufficiently from an LCME standpoint"

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Program Outcomes

77% agreed or strongly agreed that the session allowed a better understanding of the connection among competency domains, educational program objectives, and specific learning objectives

AFFIRMATION!
"We got to look at a big picture of what is going on."
"[I have] better understanding of the competency domains"

Slide 6

Program Outcomes

91% of participants agreed or strongly agreed that the session allowed them to better understand how FSUCOM is preparing for the LCME accreditation visit in Spring, 2011.

AFFIRMATION!

"I genuinely felt I was a part of the team that was preparing for the task that lies before us."

"This kind of format and program encourages team work and promotes values."

"I learned - better insight into the LCME process"

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June 2010 Program Outcomes

- Better understanding of the year 1 & 2 curriculum

- Greater appreciation of Basic Sciences faculty

- Better understanding of overall curriculum

- Appreciation that all competencies are being addressed

- Better understanding of systems-based practice

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Next Steps and Challenges

- More clarification of competency domains
- Refinement of educational program objectives and specific learning objectives
- More horizontal and vertical integration
- Expanding measurement methods

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Questions for Our Audience

- Have you started a Competency development process at your institution?

- How is it similar?

- In what ways is it different?

- Are you satisfied with faculty participation?

- What have you done to encourage faculty participation?

- Are you using the competencies as a context for encouraging integration?