

Value-Added Student Roles that Align Education and Health System Needs

#psusync #changemeded

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Session Objectives:

1. Describe the ongoing transition from a two-pillar to three-pillar education model focused upon basic, clinical, and Healthcare Delivery Science.
2. Define "value-added medical education" and discuss its' implications.
3. Conceptualize a new research agenda for "value-added" medical education.
4. Describe one educational model in Healthcare Delivery Science with the use of student patient navigators.



Objective 1:

1. Describe the ongoing transition from a two-pillar to three-pillar education model focused upon basic, clinical, and Healthcare Delivery Science.



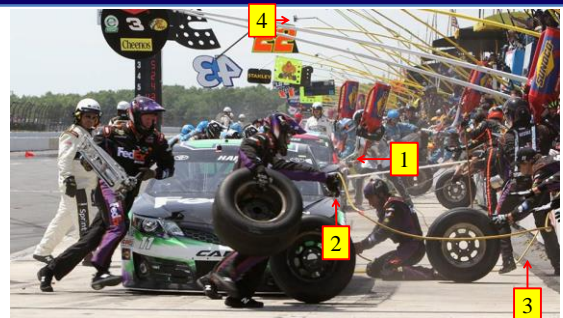
Describe US Healthcare:

Word cloud describing US Healthcare:

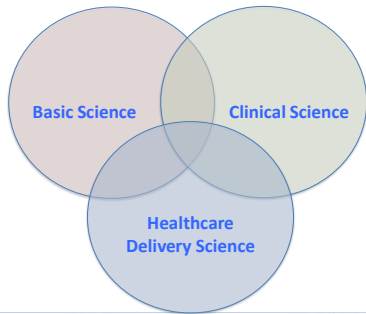
expensive, unsafe, inefficient, physician-centric, hurried, insufficient, low-quality, confused, uncoordinated, not-patient-centered, chaotic, burnt-out-providers, insurance-driven, wasteful, siloed, costly, GDP18, complicated, rushed, choppy, wasteful, siloed, costly



The 12-Second Pit Stop

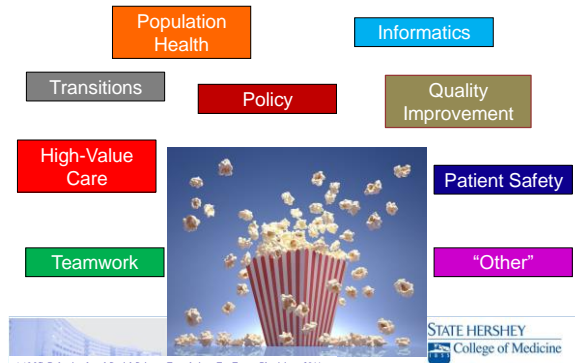


A New Triad



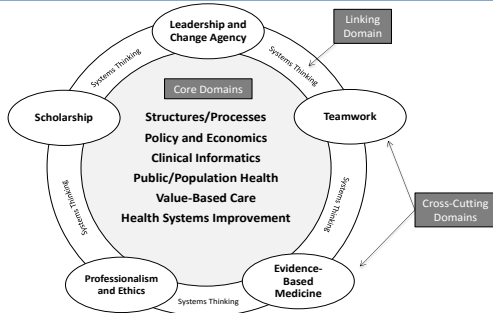
Gonzalo, Wolpaw, et al. *Academic Medicine* 2015
 Lucey. Medical education: part of the problem and part of the solution. *JAMA IM* 2013

What are the Healthcare Delivery Sciences?



AAMC Behavioral and Social Science Foundations For Future Physicians 2011

Healthcare Delivery Science



Gonzalo, Skochelak, et al. Identifying and Defining Curricular Content Domains for HCDS. SGIM (4/15)

Objective 2:

1. Describe the ongoing transition from a two-pillar to three-pillar education model focused upon basic, clinical, and Healthcare Delivery Science.
2. Define "value-added medical education" and discuss its' implications.

Are medical students an asset or liability to the health system?



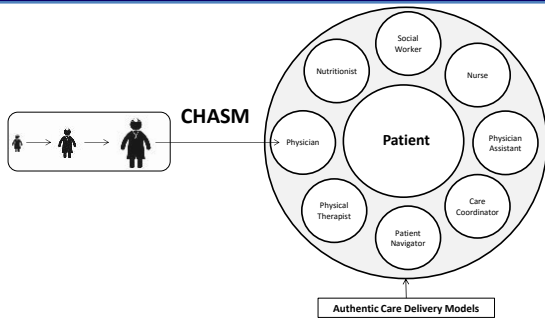
Lin, et al. Value-Added Medical Education: Engaging Future Doctors to Transform HealthCare Today. *JGIM* 2014
 Shee, et al. Compensation to a dept. of medicine for the teaching of medical students. *NEJM*, 96.
 Jones, et al. On the cost of educating a medical student. *Academic Medicine*, 97.

Definition of Value-Added Medical Education:

"Medical student roles that are experiential and authentic, and have the potential to:

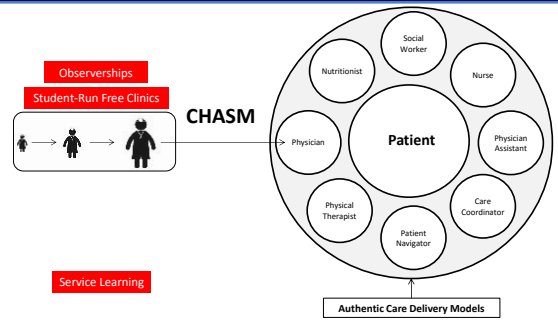
1. Have a positive impact on outcomes related to patients, populations, costs of care, or other processes within the healthcare system, and,
2. Enhance student knowledge, attitudes, and skills in the Clinical or Healthcare Delivery Sciences.

The Current Medical Education Model: The Mini Physician Model



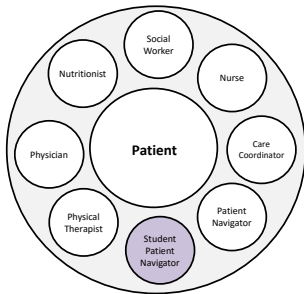
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The Current Medical Education Model: The Mini Physician Model



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Getting Students on Teams: The "Ball Bearing" Model



TASKS
Monitoring progress with care plans
Facilitating access to services
Patient education
Patient assessments
Performing medication reconciliation
Partnering with patients for health coaching
Facilitating communication
Improving clinical processes

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Objective 3:

1. Describe the ongoing transition from a two-pillar to three-pillar education model focused upon basic, clinical, and Healthcare Delivery Science.
2. Define "value-added medical education" and discuss its' implications.
3. Conceptualize a new research agenda for "value-added" medical education.

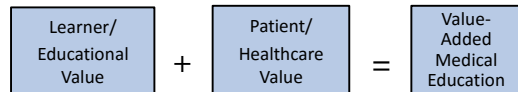
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From Traditional to Value-Added

- **Traditional evaluation**
 - Long-term outcomes/impact of education evaluated distally or not at all
- **Educationally sensitive patient outcomes**
 - Connecting medical education with patient outcomes is critical
- **Value-added medical education evaluation**
 - Evaluating patient outcomes *while* learner is engaged in educational program

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Value-Added Medical Education



Value-Added Medical Education:

- Value to Patient or Healthcare *through* Learner's work
- Value to Learner *while* they work

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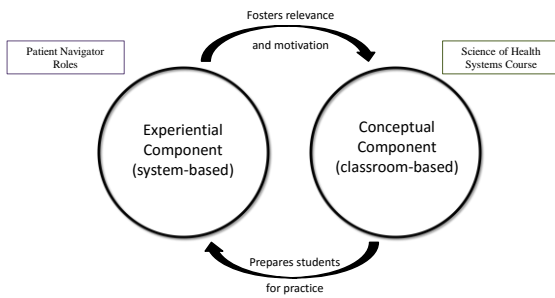
It's Not Just about Learner Outcomes...

Type	Benefit	Cost
Educational System <ul style="list-style-type: none"> • Learners • Medical Educators • Medical School Curriculum 	<ul style="list-style-type: none"> • Improved learner knowledge, skills, abilities • Enhanced learner professional identity formation 	<ul style="list-style-type: none"> • Additional faculty/staff time to direct program • Competing demands of curriculum • Competing demands of board examinations
Health Care System <ul style="list-style-type: none"> • Patients • Clinical or Community Site • Clinical educator 	<ul style="list-style-type: none"> • Improved patient care experience • Improved patient outcomes • Enhanced services offered 	<ul style="list-style-type: none"> • Reduced productivity of clinical educator • Discomfort/dissatisfaction of pt with program • Additional resources needed

Objective 4:

1. Describe the ongoing transition from a two-pillar to three-pillar education model focused upon basic, clinical, and Healthcare Delivery Science.
2. Define "value-added medical education" and discuss its' implications.
3. Conceptualize a new research agenda for "value-added" medical education.
4. Describe one educational model in Healthcare Delivery Science with the use of student patient navigators.

Penn State's Systems Navigation Curriculum

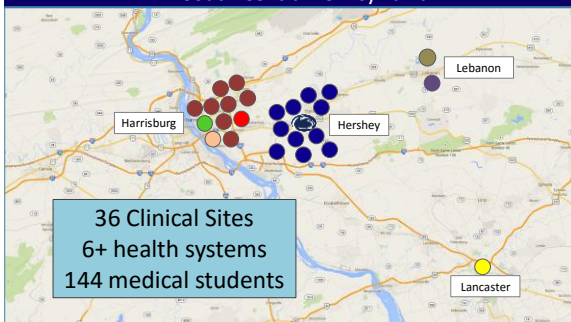


Gonzalo, Wolpaw, et al. *Academic Medicine* 2015
Freeman. Patient navigation: a community centered approach. *Cancer education*, 2006.
Fround et al. National Cancer Institute Patient Navigation Research Program. *Cancer* 2008.

Science of Health Systems Course

Module #1	Patient Navigation
14hrs	
Module #2	Health Systems
12hrs	
Module #3	Healthcare Reform
12hrs	
Module #4	Population and Public Health
14hrs	
Module #5	Socio-Ecological Medicine
12hrs	
Module #6	Performance and Quality Improvement
12hrs	
Module #7	Leadership and Change Agency
12hrs	
Thread #1	Evidence-Based Medicine
28hrs	
Thread #2	Teamwork and Leadership
14hrs	

Clinical Sites for Patient Navigation: South-Central Pennsylvania



Patient Navigator Sites and Examples

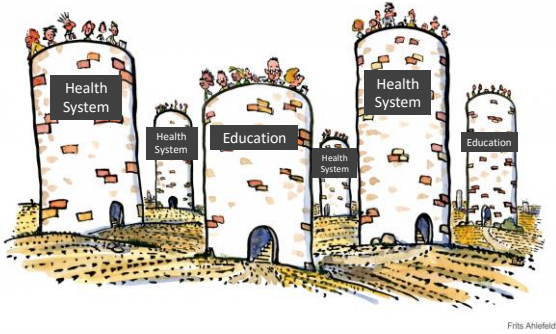
Inpatient Setting
Acute Rehab Hospital Transitions Program
Emergency Department
Internal Medicine Discharge Program
Psychiatric Hospital Discharge Program
Skilled Nursing Transitions Program
Surgical-Oncology Transitions Program
Outpatient Setting
Breast Cancer Program
Heart Failure Clinic
HIV Clinic
Inflammatory Bowel Disease (IBD) Clinic
Internal Medicine Clinic
Family Practice Outreach Program
High-Risk Outreach Clinic
Patient-Centered Medical Home
Spine Clinic
Surgical Weight Loss Program
DOH Tuberculosis Clinic
Palliative Care Program

Psychiatric Hospital Discharge Program
Students work with recently discharged patients to assess their care plan, identify barriers, and provide emotional support.

High-Risk Outreach Clinic
Students are linked with high-risk patients to make home visits and identify/resolve barriers to care (e.g. transportation, insurance).

Patient-Centered Medical Home
Students partner with patients and monitor their progress through home visits, attending appointments and follow-up phone calls.

The Silo of Medical Education



Acknowledgements

AMA Accelerating Change in Medical Education



Thank you for your attention!
Any questions?

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