

BEGIN WITH THE END IN MIND

A LONGITUDINAL PATIENT-CENTERED
PRE-CLERKSHIP CLINICAL SKILLS COURSE

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System Background

- ▣ Required 2-year course in interviewing and physical diagnosis. Multidisciplinary faculty, hospital-based
 - Year 1 – reading, discussion, 1 interview, write-up.
 - Year 2 – lecture, H&P practice, shadowing
- ▣ HMS is home of the Cambridge Integrated Clerkship (for 12 of 175 students)
- ▣ Historically strong in basic research, and research shows that history is strong

New Educational Plan

- ▣ Plan to transform 4-year curriculum: year 1 is 15 months. Year 2 is principal clinical year. Years 3-4 are electives, basic science, research, boards study, interviews
- ▣ New Center for Primary Care
 - Innovation
 - Leadership
- ▣ New initiatives in interprofessional education

Proposed Clinical Skills Plan

- ▣ 1 full day per week for all “1st year” students
- ▣ Mornings are discussions, demonstrations, focused workshops, actively observed
- ▣ Afternoons would be longitudinal, patient-centered, team-based care

Team-based Care Activities

- ▣ Med students in multi-disciplinary teams follow a cohort of patients to visits, tests, etc.
- ▣ Time in office with MD students seeing multiple patients, practicing clinical skills with daily direct observation
- ▣ Phase 1 – Information gathering project– team chooses patient(s). Meets to determine what information is needed and who gathers what information. Collect the info, work together to identify the key problems, make a plan to address. Present to PC preceptor

Team-based Care Activities

- ▣ Phase 2 - Team develops questions that if studied deeply can improve patient health. Research divided per team.
- ▣ Phase 3 -Team prepares a care management plan for the patient. Present to preceptor, incorporating background information and researched questions.
- ▣ Phase 4 – Team identifies a gap in care and develops a solution, including a plan to test the solution. Present to clinic team.

Discussion Questions

What are:

- ▣ Potential issues/consequences of doing this so early in medical school? How might risks be mitigated?
- ▣ Best ways to for students to engage meaningful written work to best facilitate learning?
- ▣ Best ways to integrate this with basic science in the classroom?
- ▣ Implementation challenges and other considerations? (...and suggestions?)