



Supporting Learners Who Care for Socioeconomically Disadvantaged Persons: An Interprofessional Curriculum Outcomes Report (caringwithcompassion.org)

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Background:

- Many clinicians lack formal training to address special health care needs of socioeconomically disadvantaged and underserved populations.
- University of Michigan internal medicine residents scored an average of 44% on a needs assessment quiz regarding social determinants of health and public healthcare systems.
- Qualitative provider needs assessment demonstrated compassion fatigue and lack of confidence in ability to meet the needs of disadvantaged patients.
- In response, the Caring With Compassion Interprofessional team developed a freely shared, online, modular curriculum regarding healthcare systems and bio-psychosocial care for socioeconomically disadvantaged patients, with special emphasis on care of homeless and underserved persons.

Care for the Homeless and Uninsured

Public Healthcare Systems

Epidemiology:
homeless
and
uninsured

Medicare
and
Medicaid

VA, FQHC,
CMH, and
Free Care

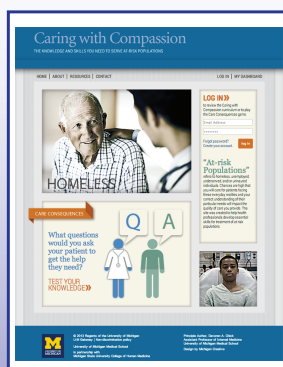
Bio-Psychosocial Model

Biomedical
Concerns
for the
Homeless

Social
Determinants
of Health

Psycho-
social
Concerns
for the
Homeless

Inter-
professional
Team Care



National Results:

- Over 2500 learners have enrolled online, from over 300 health profession programs.
- Highly significant improvement in knowledge scores for all content areas (see table).
- Over 300 CME hours certified.
- Recipient of the "Best Program Innovation" award, Association of Program Directors in Internal Medicine.

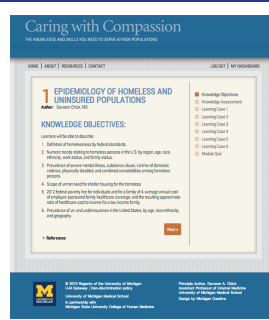
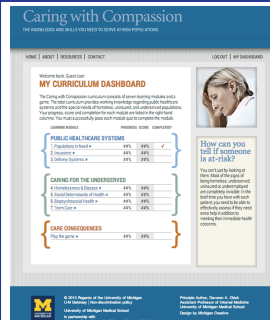
Module Exam	N (paired)	% correct	2 tailed T test
Epidemiology	289	44	77 P<0.00001
Insurance	187	47	75 P<0.00001
Care Systems	163	40	74 P<0.00001
Biomedical	189	55	82 P<0.00001
Determinants	191	46	63 P<0.00001
Psychosocial	155	29	61 P<0.00001
Team Care	165	53	76 P<0.00001

Methods:

- We identified two relevant curricular domains: Public Healthcare Systems and the Bio-Psychosocial Model of Care. Each domain comprised subtopic knowledge modules (see graphic).
- Each module was presented in a clinical case-based format and housed online at caringwithcompassion.org.
- An interactive learning game, Care Consequences, enhances interaction.
- Curricular support tools include: individualized learner dashboards, faculty guide, case formulation pocket guide, milestone-based assessment tool.
- Medical student focus group feedback was used for improvements.
- Knowledge outcomes were assessed using two-tailed T tests for paired pre and post online examination scores for each subtopic module.

Local Results:

- Caring with Compassion is a resource for UMMS and UMSO courses and for a cross-listed inter-professional course for DDS students, PharmD students, and Integrated Health Scholar Social Work students.
- Used by medicine-pediatric physicians-in-training who rotate through local clinics serving disadvantaged teenagers.
- Recipient of the Provost's Teaching Innovation Prize.



Summary, Lessons Learned and Next Steps:

- Caringwithcompassion.org is a freely shared, interprofessional curriculum supporting socioeconomic and sociobehavioral knowledge for clinicians.
- Enrollment, CME activity and national feedback demonstrate enthusiastic national reception of a freely shared and professionally produced online curriculum.
- Examination scores demonstrate successful achievement of knowledge objectives.
- This interprofessional project required substantial individual and team effort, both funded faculty effort and a professional design and website implementation team were essential to success.
- With future funding, next steps include creation of an administrative tracking portal for institutional users and development of enhanced faculty development tools to support clinical application and learner feedback.

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