



Optimizing Patient Care Curriculum: Bridging Three Domains of Knowledge for a Fully-Integrated, Longitudinal Curricular Thread



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Background

As U-M Medical School embarks on a major, comprehensive curricular revision, we have significantly modified and expanded curriculum components related to medical decision making moving from a course-based to integrated curriculum.

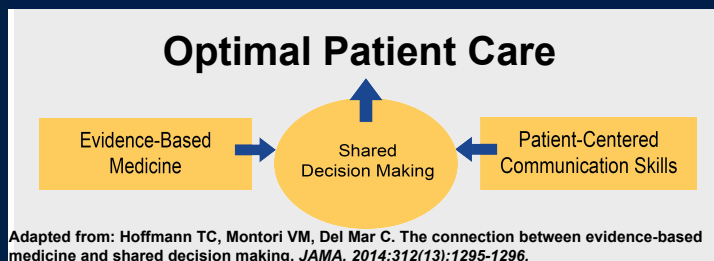
Methods

An interdisciplinary team with combined expertise in the three Optimizing Patient Care Curriculum (OPCC) foci developed an inaugural curriculum for first-year learners. Learning objectives have been developed, and experiences encompassing each of the three OPCC domains are being integrated in :

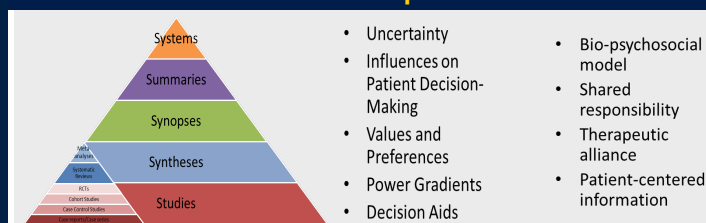
- M1 Launch
- Foundations in Molecular Medicine (first sequence of the M1 year, with a focus on biochemistry and genetics)
- Chief Concern Course (a longitudinal course focusing on clinical reasoning)
- Initial Clinical Experience (a longitudinal first-year clinical experience with a focus on patients, healthcare teams, and healthcare systems).

Elements integrated in curricula are being designed by incorporating experiential learning and critical reflection using a variety of pedagogical approaches including self-directed learning, the flipped classroom framework and small group learning.

Three Domains



OPCC Components



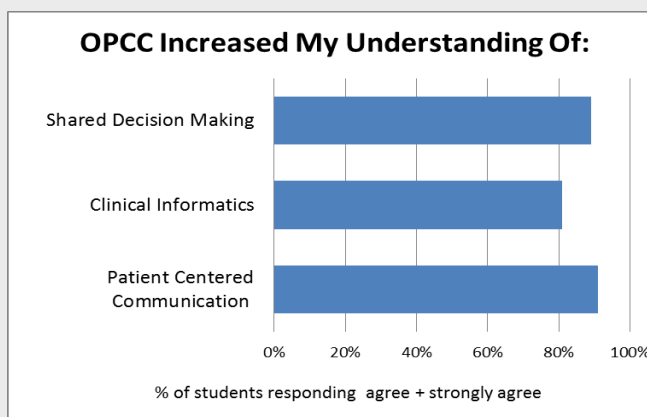
Key Goals

Explore medical decision-making and develop habits of learning and inquiry to actively seek and answer questions from clinical informatics resources

Reflect upon and incorporate patient-centered communication mechanisms in order to approach patient care using a shared decision making perspective

Initial Results

Student feedback on initial OPCC sessions has been favorable. Sessions during M1 Launch yielded the following evaluation outcomes. 57 out of 85 students responded, yielding a 67% response rate.



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Lessons Learned

Compared to developing a stand-alone curriculum, integrating a curricular thread requires additional effort to fully integrate material from multiple domains in a manner that builds sustainable habits, opportunities for inquiry, and also touches all relevant elements of the new curriculum in ways that are synergistic.

Assembling an interdisciplinary team to develop the curriculum, and by intentionally and proactively seeking and achieving points of collaborative integration with other curricular components, we were able to initiate a fully integrated longitudinal thread

Next Steps

- Summative evaluation of current OPCC based experiences to identify the extent to which content from all three domains were appropriately woven into curricular areas, and provided opportunities for students to start developing habits of inquiry
- Continue to identify OPCC integration points via program evaluation surveys and program reviews with learners, course/sequence directors, and OPCC faculty
- Integrate assessment questions into different sequences that will provide insight into student knowledge and skills gained

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