The Partnership for the Advancement of Clinical Training ("PACT"): Development and Implementation

AACOM/AODME
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NYIT
College of Osteopathic Medicine
Challenge

- Given the diversity of hospitals, ambulatory centers, and preceptor offices within our 3rd and 4th year clerkships, quality assurance remained a major challenge.

- There is an “unevenness” among hospital training sites with regard to clinical experiences, student engagement, supervision, and the assessment process.
Diversity of Training Facilities

- Over forty (40) Clinical Affiliates for required 3rd and 4th year clerkships;
- Rural—Community—Preceptor Offices—Tertiary Care/Urban Settings;
- Large geographic area:
  - New York, New Jersey, Connecticut

College of Osteopathic Medicine
Diversity of Faculty

• Most are “Voluntary—Hospital or Office based”;
• Uneven engagement and supervision of Students;
• Little Financial Incentives;
• Diverse teaching styles—
  – Quality and Content
Diversity of Students

- Individual variability in learning styles
  - Lecture/Discussion Based Track
  - Problem Based Track

- Cultural diversity
  - Émigré Physician Program (EPP)
  - Health Careers Opportunity Program (HCOP)
Scheduling

• Approximately 300 Students per Class;

• Six (6) 3rd Year Core Clerkships plus a 3rd Year Selective;

• Ten (10) 4th Year Clerkships;

• Total of 5,100 Clerkship Assignments
Solution
The Vision: “PACT”

Partnership for the Advancement of Clinical Training;

• The PACT initiative provides a framework for the College (NYITCOM) and its Affiliated Hospitals to collaborate in the development of an educational infrastructure to promote quality clerkship education.
"PACT"

• Following a “pilot” with our three (3) major clinical campuses, the PACT is now extended to thirteen (13) affiliated hospitals;

• Encompassing the allocation of College resources for “Technology Mediated Clinical Education”; and,

• Delivery of a consistent core clinical curriculum across sites, electronic evaluation systems, and faculty development of designated clerkship directors.
NYITCOM-DESIGNATED CLERKSHIP DIRECTOR AT HOSPITAL (FOR EACH DEPARTMENT)

Serve as the Primary Mentor and Core Clerkship Director for NYITCOM students at assigned hospital site; function as administrative & educational liaison to the hospital DME, the NYITCOM Office of Clinical Education and the relevant NYITCOM clinical department for the core 3rd year clerkship within the clinical discipline at the hospital.
Responsibilities:

• Conduct departmental orientation for NYITCOM students on the first day of each clerkship;

• Design the structure of the clerkship’s components (e.g., for OB/GYN: Labor/delivery, Women’s Health clinic, GYN surgery), and identify appropriate clinical supervisors for each component; submit this plan to the NYITCOM Assistant Dean for Clinical Education;

• Organize didactic curriculum for the clerkship in line with College guidelines, and work with the Assistant Dean for Clinical Education for Continuous Quality Improvement;
Responsibilities: (continued)

• Complete the “official” college Student Performance Evaluation Form – constituting a “composite” of input from diverse clinical supervisors—and transmit to NYITCOM electronically via the E*Value System;

• Review, verify, and assess student submission of PELS/DEALS/Duty Hours by NYITCOM students. This will insure “authentication” of student logs of clinical procedures/education activities via the E*Value System;
Responsibilities: (continued)

- Facilitate planning and implementation of hospital-based faculty development in collaboration with the College; and,

- Participate in meetings at least 3 times per year with cohort of clinical coordinators, or by discipline.
“PACT”: Students

- Empower students to learn with on-line resources;
- Supplement hospital-based clerkship education;
- Quality and Consistency of content and delivery
“PACT”: Faculty

- Identify, educate and develop Clerkship Directors at all Core clerkship sites;
- Faculty “ownership” of the educational process;
- Provide educational resources for consistency of content and delivery of core clinical concepts
Innovative Approach

• The development and implementation of the PACT requires the dedication of, and collaboration with all of the College’s Clinical Disciplines:
  – Office of Information Technology,
  – Institute of Clinical Competence (Virtual Medicine),
  – Hospital DMEs,
  – Clinical Chairs, and
  – College supported hospital clerkship directors.
The collaboration began at the highest levels of the College and Hospital Administration, and was launched with an inaugural "Educational Summit".
Educational Summit
(July, 2012)

- Over 75 participants, representing 23 of our affiliated hospitals.
- Outline of program structure—
  - Morning Presentations;
  - Afternoon “Breakout” Workshops with NYITCOM Clinical Chairs and their respective hospital clerkship faculty.
Introduction: “The Challenge”

- Barbara Ross-Lee, DO (Vice President for Health Sciences and Medical Affairs, NYIT) provided the framework for the PACT “Challenge”.

- Deliver “consistent quality no matter where the student is”, and devise “an educational system that is a model for what undergraduate medical education can be”.

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Ronald Portanova, PhD (Assoc. Dean, Academic Affairs) provided an overview of NYITCOM’s two (2) Pre-Clinical Tracks:

- **Doctor-Patient Continuum (DPC), a “Problem-Based” Curriculum”; and,**
- **Lecture Discussion Based Track (LDB), a “Systems-based, Active Learning Curriculum”** for years 1-2.
Clerkship Curriculum

• Abraham Jeger, PhD (Assoc. Dean, Clinical Education) presented an overview of the 3rd and 4th year clerkship curriculum, as well as an overview of the Clerkship Evaluation System.

• Leonard Goldstein, DDS, PhD (Director, Clerkship Education) described the “Introduction to Clinical Medicine” transition course, and the student logging requirement.
Simulations:

• Anthony Errichetti, PhD (Chief of Virtual Medicine)
Simulation in clinical assessment, with examples of both “Standardized Patient” (SP) encounters and the use of “Robotic-Patients”. He described the overarching purpose of our ICC:
  – Data Gathering;
  – Interpersonal Communication; and,
  – Patient Management & Note Writing.
Wolfgang Gilliar, DO (Dean, NYITCOM) gave a detailed presentation on the integration of OMM in clerkship education.

- Challenge of OMM integration in hospitals;
- Willingness of NYITCOM to share resources with hospital partners to assist OMM faculty development; and,
- Standardizing training of students and hospital based faculty.
Technology Support:

• Chellappa Kumar, PhD (Chief Information Officer)

Synopsis of how technology can support clerkship education, focusing on:

– NYITCOM supplying electronic exams to hospitals;
– Organize and deliver online courses to all students at partner hospitals; and,
– “Key educational content” (Inkling, i-pads)
The afternoon session encompassed six (6) concurrent workshops led by NYITCOM’s Clinical Chairs, focusing on:

- Reviewing current 3rd year clerkship core curriculum;
- Discussing the evaluation system;
- Examining clerkship structure at representative hospitals; and,
- General recommendations for clerkship enhancement.
PACT Implementation

• The appointment of a new Assistant Dean for Clinical Education to nurture PACT implementation:

David C. Levine, MD, FACS
PACT Technology Training

• Technology training was initiated through ten (10) small group sessions for:
  
  – Hospital DMEs;
  
  – Hospital-based Clerkship Directors; and,
  
  – NYITCOM Clinical Chairs.
PACT Technology Training

• All participants were given new i-Pads and training for:

  – Sending and receiving NYITCOM email (and personal and/or hospital email);
  – Use of Skype and Facetime;
  – Accessing NYITCOM Library Resources;
  – Accessing NYITCOM E*Value Program to view student log submission, and submit **Student Performance Evaluation Forms**;
  – Download textbooks from “INKLING”; and,
  – Access NYITCOM “Academic Web-site”.

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Student/Hospital Technology Mediated Resources

- MED-U.org (Medicine, Surgery, Pediatrics, Family Medicine, Radiology)
- APGO.org (OB/GYN)
- Symptommedia.com (Psychiatry)
- Inkling - on line, interactive textbooks
Benefits of Resources

- On-line, readily accessible 24/7/365;
- Case based, Problem oriented scenarios;
- Required responses-interactive and engaging;
- Rich audio-visual format and content; and,
- Cases follow Clinical decision making.
Benefits of Resources

• Tracking of student outcomes:

**Formative**
- Number cases completed
- Time to complete
- Number correct responses

**Summative**
-- Exam question bank
Evaluation Plan

- Process and outcome measures
  - Student engagement and satisfaction with Technology Mediated Education (TMC) - survey
  - Student feedback of overall clinical experience (PACT vs Non-PACT Clerkships) - survey
  - Performance on COMAT (PACT vs Non-PACT Clerkships)
  - Preceptor evaluation of students, Log verification and authentication.
PACT

Where do we go from here?

• Include ALL training facilities;

• Broaden formal Clerkship Director designation;

• Monitor compliance of implementation; and,

• Evaluate Outcomes.
QUESTIONS?
Please share your experiences

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