



Florida Atlantic University
Charles E. Schmidt College of Medicine

Using the Healthcare Matrix to Teach Patient Safety Throughout Longitudinal Integrated Clerkships

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About us:

Launching a new medical school

- The 134th allopathic medical school in North America
- Founded in 2011
- Fully accredited in 2015
- 64 students per class
- 2nd class graduated last spring
- 7 affiliated hospitals
- Over 150 outpatient preceptors
- Over 1000 affiliate teaching faculty



Context



- During the third year, our students participate in two 6-month long longitudinal integrated clerkships (LICs).
- Medical and Surgical Sciences (MSS) is a six month block that contains inpatient and outpatient experiences in medicine, critical care, surgery, anesthesiology, emergency medicine, pathology, radiology, geriatrics, and palliative care.
- Family and Community Health Sciences (FCHS) is a six month block incorporating psychiatry, obstetrics, gynecology, and pediatrics, as well as other related disciplines.
- Throughout the entire third year, our students are also assigned one on one to a primary care provider for their longitudinal preceptor experience. Curricular threads including Ethics, Cultural Competency, and Clinical and Translational Research are woven into the curriculum as well.

Background

- Patient Safety and Quality Improvement are two topics that are sometimes difficult to teach and implement in undergraduate medical education.
- The Healthcare Matrix is a standardized tool that was developed to teach the ACGME core competencies, and to link those competencies to the Institute of Medicine's aims for patient care.

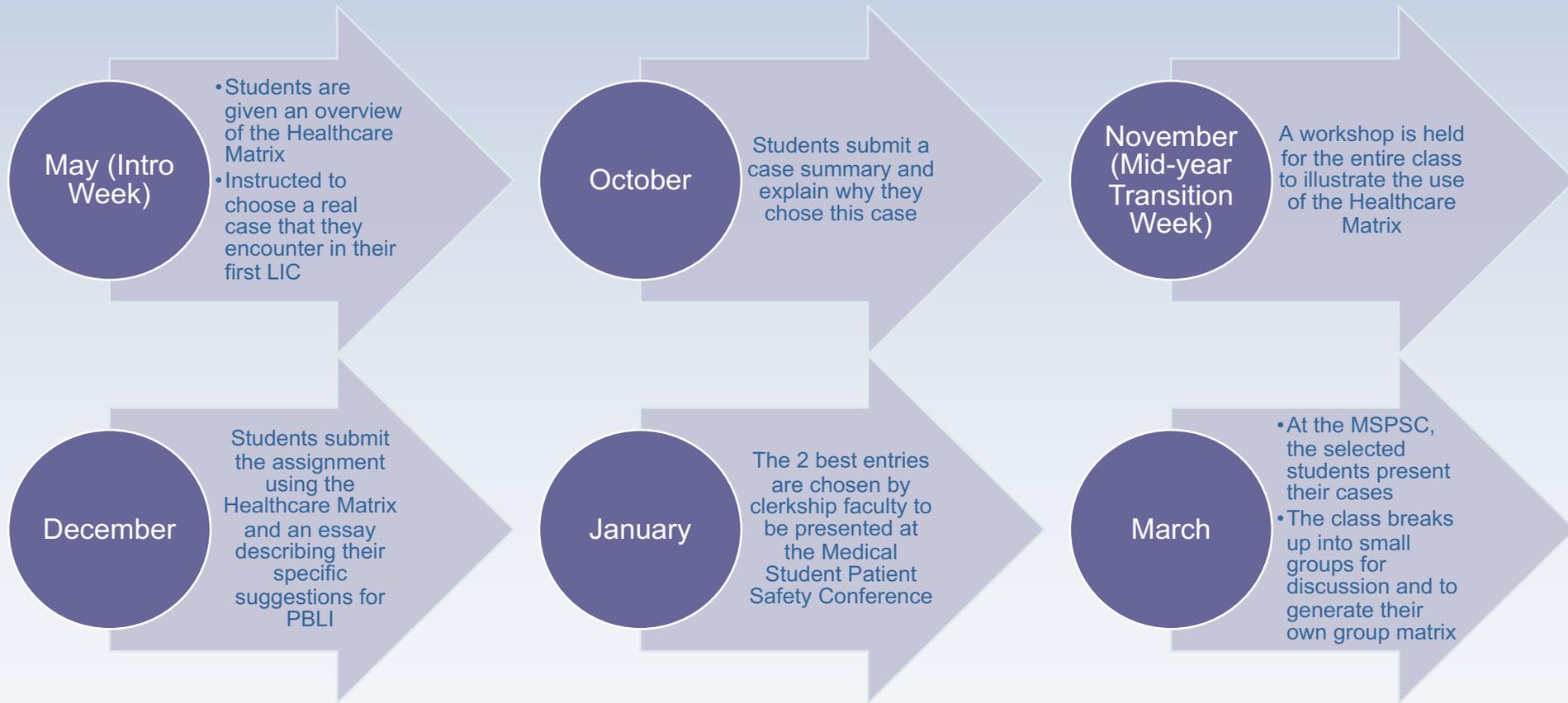


SAMPLE HEALTHCARE MATRIX

Aims / Competencies	Safe	Timely	Effective	Efficient	Equitable	Patient-Centered
Patient Care (Overall Assessment) Yes/No						
Medical Knowledge (What must we know?)						
Communication (What must we say?)						
Professionalism (How must we behave?)						
Systems-Based Practice (On whom do we depend and who depends on us?)						
Practice-Based Learning and Improvement (What have we learned? How will we improve?)						

Innovation

We use the Healthcare Matrix as a year-long assignment that spans the course of our LICs in order to assess whether our students can work effectively within a healthcare system to provide patients with high value care.



Innovation

	SAFE	TIMELY	EFFECTIVE	EFFICIENT	EQUITABLE	PATIENT-CENTERED
<p>PATIENT CARE (Overall Assessment)</p>	<p>No, the p severe n complica avoidabl also suff extended hypoxia.</p>					<p>and No. Patient actively ved in her care re her orrhage and ery. After her was taken to ni, the patient no longer ved in the care r baby or lications.</p>

Implementation

- The first two graduating classes of our institution completed the initial case summary, Healthcare Matrix, and reflective essay as their third-year assignment, receiving some feedback from their Learning Community Advisors.
- During this past year, we made the assignment more robust, incorporating the clerkship directors as evaluators of the assignment itself, and as facilitators during the Medical Student Patient Safety Conference. This required two brief faculty development sessions to enable the faculty to take part in this longitudinal assignment.

Evaluation

- Students completed pre- and post-assignment surveys, and were overall very satisfied with the assignment and conference, as they felt more empowered to try and improve the quality of their patients' care in the future.
- The success with this exercise has inspired us to now use the Healthcare Matrix as the basis of our longitudinal portfolio across the four years of education, juxtaposing the IOM aims for patient care to the PCRS competencies, instead of the ACGME competencies.

Take-Home Points



1. The Healthcare Matrix is a useful tool to teach medical students how to assess the safety, efficacy, and patient-centeredness of patient care in a systematic manner, and is a way to introduce the quality improvement process early in medical training.
2. Developing workshops and assignments using the Healthcare Matrix within longitudinal clerkships allows students to reflect on improving systems of care.
3. Students' qualitative reports indicate they enjoyed this opportunity to discuss complex cases with other students and their clerkship directors.
4. LICs provide a perfect longitudinal opportunity to analyze the care of patients over time, and potentially even allow students to be involved in initiating and implementing quality improvement projects at their clinical sites.

References

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Questions?