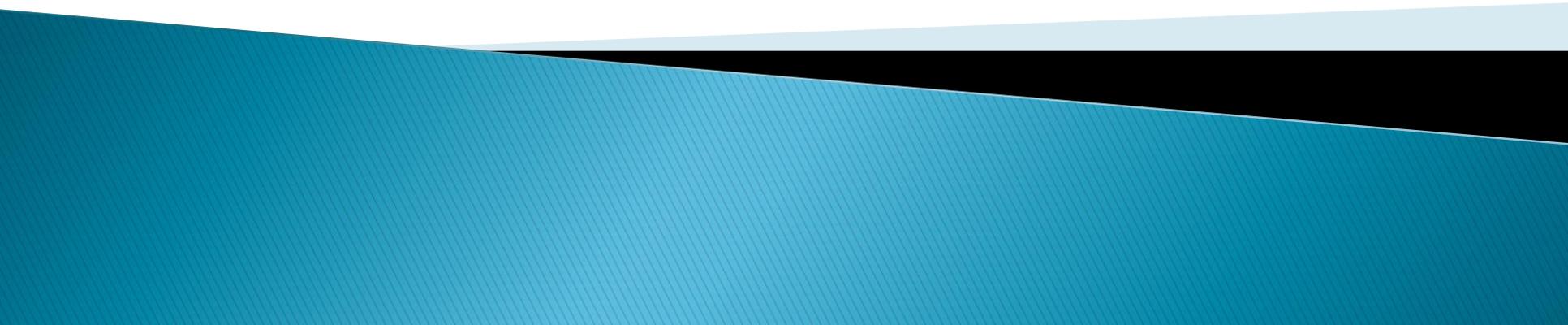


Medical Education in Transition Care

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Disclosures

- ▶ It's a med-peds thing!

Objectives

- ▶ Review current status of education in transition care practices
 - ▶ Review Next Accreditation System and it's role in transition education
 - ▶ Review the role of the Patient Centered Medical Home and it's role in transition education
 - ▶ Review new Maintenance of Certification and it's role in transition education
 - ▶ Discuss recruitment of students into fields for transition care
- 

“Listen to Mama”

- ▶ A PGY-3 med-peds resident is rounding on inpt IM.
- ▶ The pt is a 30 y/o male with Cerebral palsy, GT and trach. He is non-verbal and totally dependent for cares.
- ▶ Attending: “ready to go home”
- ▶ Resident: “not according to Mama”



“I like nurses better...”

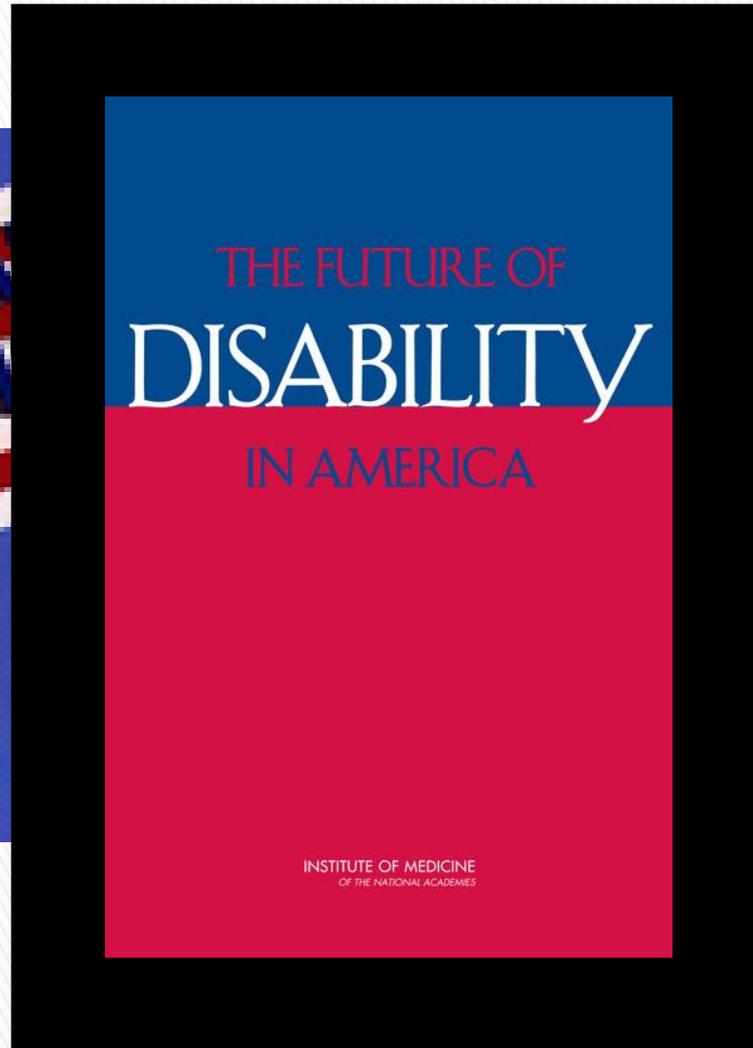
- ▶ Alyssa, a 22 y/o female with Crohn’s Disease and poorly controlled hypertension
- ▶ Failed transition attempts x 4
- ▶ Enrolled in PCMH at Med–Peds clinic
 - Nearly daily interactions with nurse coordinator
 - Improved management of blood pressure
 - Fully transitioned



“I think genetic disorders are interesting...”

- ▶ Medical student conference for pediatrics
- ▶ Discussed careers in pediatrics and med-peds
- ▶ Never heard of genetics as a specialty

Chronic Disease Management in US



Report Findings (2007)

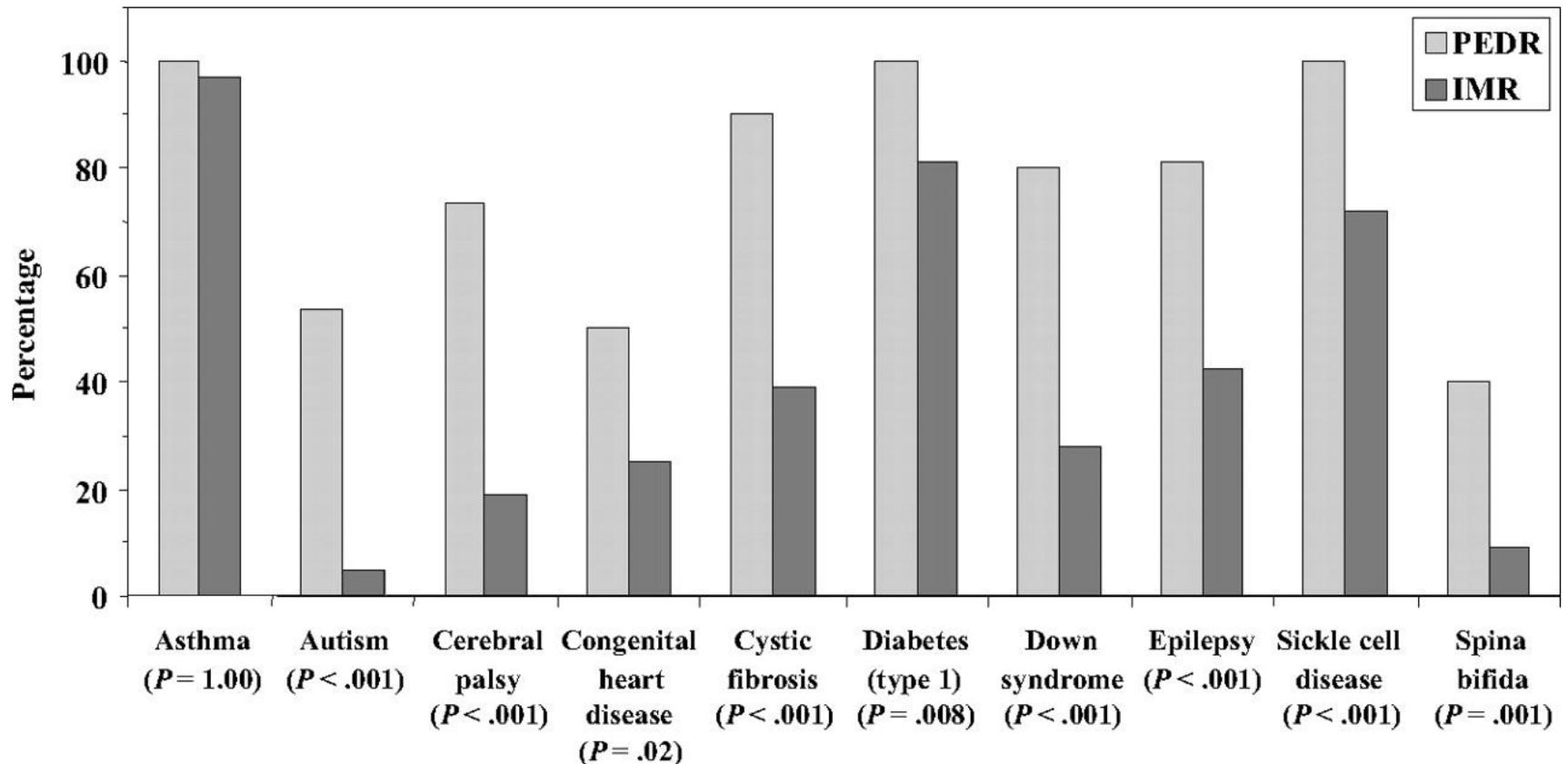
- ▶ Minimal to no training in US Medical Schools and Residency programs
- ▶ Inadequate chronic care management training
 - Geriatric syndromes
 - Chronic pain
 - Nutrition
 - Developmental milestones
 - End of life care
 - Psychosocial issues
 - Patient education
 - Assessment of care giver needs
 - Coordination of services
 - Interdisciplinary teamwork

Report Findings (2007)

- ▶ Disparity between beliefs and practices in medicine
- ▶ “Transition is great – I just don’t do it”

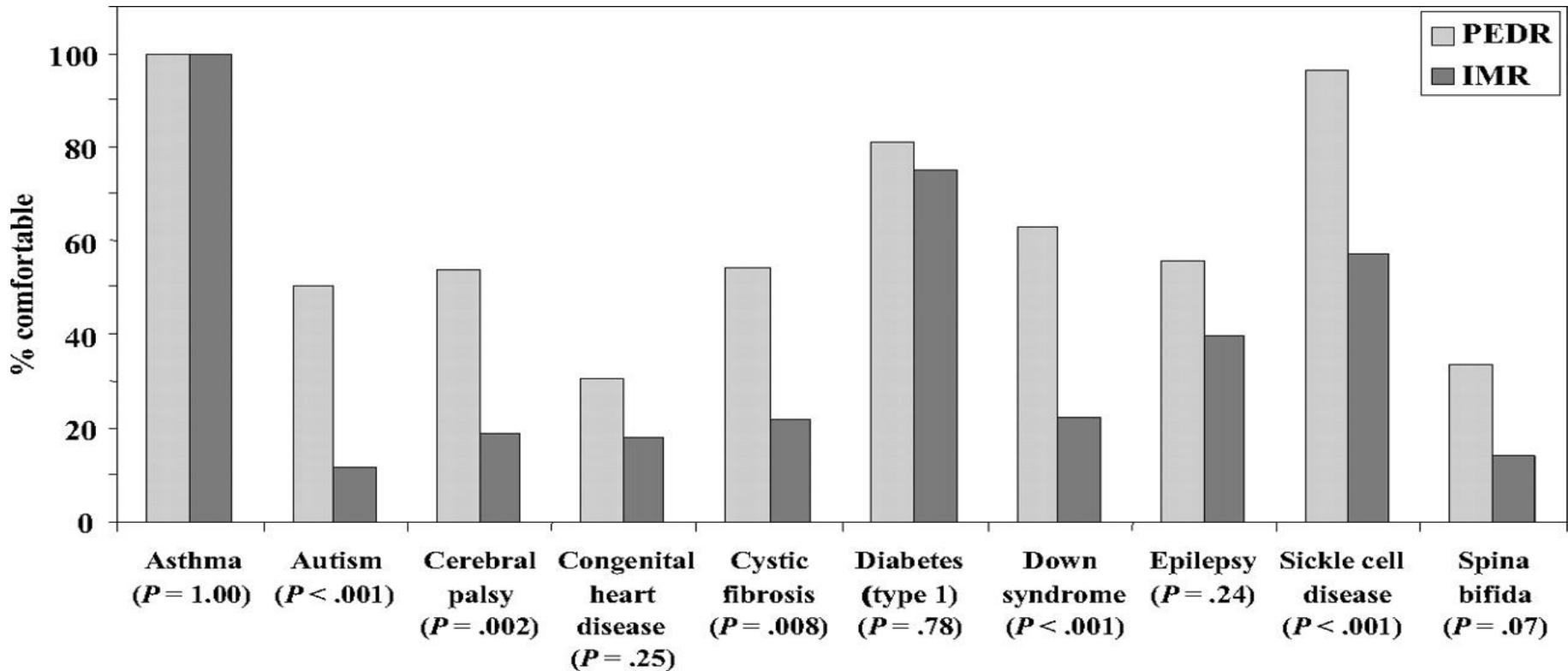
Telfair et al. “Providers’ Perspectives and Beliefs Regarding Transition to Adult Care for Adolescents with Sickle Cell Disease”
Journal of Healthcare for the Poor and Underserved; August 2004, Volume 15, Number 3.

Perceptions of Residents (2010)



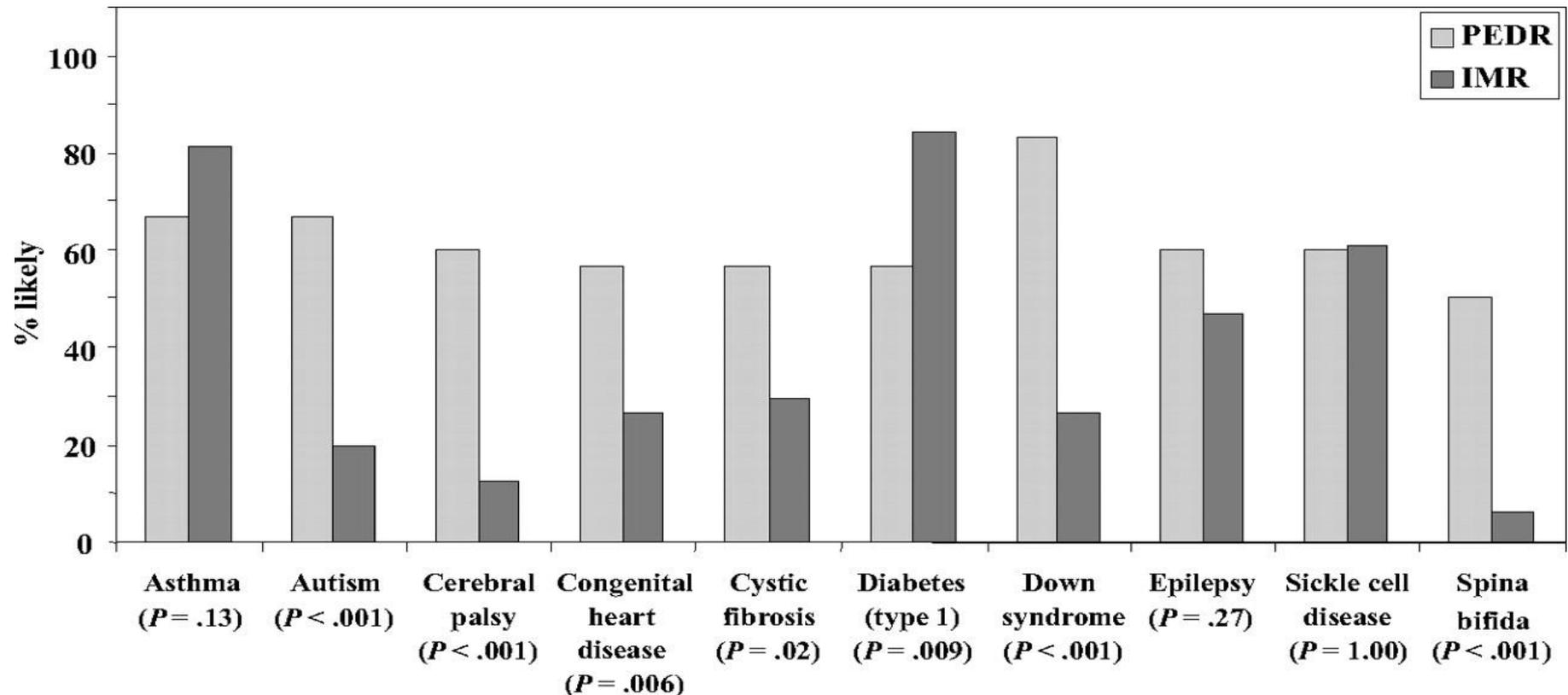
Proportion of PEDRs and IMRs who were comfortable with inpatient management of childhood-onset chronic disease.

Perceptions of Residents (2010)



Proportion of PEDRs and IMRs who were comfortable with outpatient management of childhood-onset chronic disease.

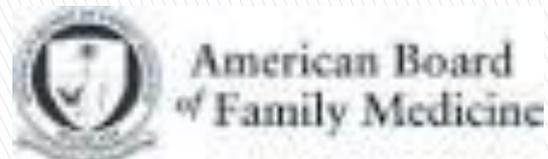
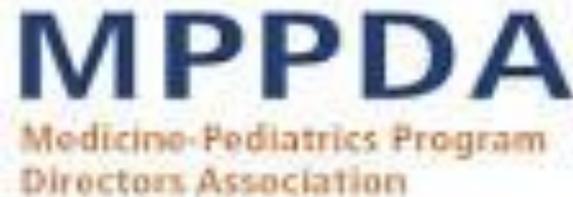
Perceptions of Residents (2010)



Proportion of PEDRs and IMRs who were likely to care for patients with specified childhood-onset chronic disease after the completion of residency.



Hope for education!



Medical Student Education

- ▶ Institute for Improving Clinical Care
- ▶ Started in 2005
- ▶ Chronic Care Collaborative
 - 10 academic institutions
- ▶ Goal
 - “to improve the care of patients with chronic illness and the education of the health care teams providing the care in academic settings”
- ▶ Expanding project nationwide
 - Including UMKC!

UAB Project on Transition

- ▶ Chronic Care Collaborative project uses transition care as interdisciplinary teaching tool

Resident Education

Healthcare transition topic	Overall topic average rank	% Ranking high (1–2) need/interest (average rank)			
		IM	Peds	FM	IM/Peds
Medical knowledge of pediatric illness persisting into adulthood	2.8	77 [*] (2.1)	47 (3.6)	55 (3.1)	88 [†] (1.6)
Identifying appropriate stage for transition initiation	3.4	47 (3.1)	34 (3.7)	55 (3.3)	13 (3.6)
Addressing psychosocial needs of adult patients with childhood-onset chronic disease	3.1	59 (2.8)	44 (3.4)	55 (2.8)	38 (3.6)
Caring for adult patients reliant on caretakers	4	53 ^{*‡} (2.8)	9 (4.9)	46 [§] (3)	13 (4.8)
Discussing end-of-life issues in a young adult	2.5	65 [‡] (2.4)	69 [‡] (2.5)	36 (3)	13 (3.9)
Discussing medical and social independence	3	59 [‡] (2.9)	53 [‡] (3)	46 (3.3)	13 (4.3)
Identifying resources	2.9	53 (3.5)	50 (3.1)	82 (2.2)	63 (3.1)
Overall program average rank		2.8 ^{*‡}	3.2	2.9	3.6

P ≤ 0.05: ^{*}IM vs Peds, [†]Peds vs IM/Peds, [‡]IM vs IM/Peds, [§]FM vs Peds. Rank scale: 1 = high need/interest, 7 = low need/interest.

Resident Education

- ▶ Next Accreditation System
 - Competency based
 - Milestone reporting

Competencies in GME

- ▶ Medical Knowledge
 - ▶ Patient Care
 - ▶ Interpersonal and Communication Skills
 - ▶ Professionalism
 - ▶ Practice Based Learning and Improvement
 - ▶ Systems Based Practice
- 

Milestones in Systems Based Practice

▶ Pediatrics

- ▶ Work effectively in various health care delivery settings and systems
- ▶ Coordinate patient care within the health system
- ▶ Incorporate considerations of cost awareness and risk–benefit analysis in patient and/or
- ▶ population–based care as appropriate
- ▶ Advocate for quality patient care and optimal care systems
- ▶ Work in interprofessional teams to enhance patient safety and improve patient care quality
- ▶ Participate in identifying system errors and implementing potential system solutions
- ▶ Know how to advocate for the promotion of health and the prevention of disease and injury in populations

▶ Internal Medicine

- Works effectively within an interprofessional team
- Recognizes system error and works for improvement
- Identifies forces that impact cost of health care, advocates for and practices cost–effective care
- Transitions patients effectively within and across health care settings

Learning from Practice

- ▶ Patient Centered Medical Home
 - Most residency programs participate
 - Implementation of SBP at the bedside
 - Ideal for transition



UCLA Curriculum

- ▶ Generalizable, broad-based curriculum in transition
- ▶ Hope to publish in next 12–18 months

Transition Education in Practice

- ▶ Online tools and resources
 - ▶ National collaborations
 - ▶ Gottransitions.org
 - ▶ SGIM Forum series
- 

MOC and Transition

- ▶ Demonstrating ongoing practice based learning and improvement
 - ▶ Completion of projects to demonstrate competency
 - ▶ ABP has transition module
 - ABIM will accept for credit
- 

Recruiting the next generation of transitioners...

- ▶ Medical Student Interest Groups
- ▶ Promotion of primary care specialties
- ▶ Promotion of transition as specialty practice
- ▶ Fellowship opportunities



