

Advanced Core Curriculum
Chronic Disease Management

Contacts:

Director
Karen James

Description of Rotation

The overall goal of the rotation is to provide the student with more focused appreciation of longitudinal care for both routine and complex patients using a single-disease model as the basis for the experience. Students will be exposed to concepts that are common to management of chronic diseases in general, in the context of the service area in which they are rotating.

This is a 4 week experience compartmentalized into two consecutive 2-week blocks. The students will be able to choose from among a number of rotation options. Ideally, the student will be assigned to see a substantial proportion of returning (follow-up) patients, as well as a few new patients. A set of group presentations will be included to complement the connection between exposure to a single disease area and the general concepts of managing chronic diseases. There is no night or weekend call with this rotation.

Prerequisites:

All students must have completed both Basic Core I and Basic Core II

Staff Responsibilities

Staff will primarily be responsible for the teaching and evaluation of students in this rotation. They will be responsible for providing attention and day-to-day consistency for every learning objective outlined below. The assigned staff from each content area may also be responsible for attending one (Wednesday) seminar session as a content expert. It is expected that the students will see at least two (2) patients daily. Students will request faculty feedback on two (2) patient interactions each week, which will be performed on-line using the Clinical Assessment Template (below).

Student Responsibilities

Learning Objective	How they will be met
Assess and prioritize the patient's signs and symptoms as they relate to the chronic disease being evaluated.	Direct exposure/evaluation by preceptors
Learn how to take a focused history and perform a physical exam related to the chronic disease in question.	Direct exposure/evaluation by preceptors

Recognize the various laboratory and radiologic tests used to evaluate the chronic disease in question.	Direct exposure/evaluation by preceptors
Demonstrate the ability to work as part of a multidisciplinary team in caring for patients with chronic diseases.	Direct exposure/evaluation by preceptors. Contact time/shadowing of team members (e.g social work, NP)
Evaluate the functional capacity of patients being treated for chronic disease.	Direct exposure/evaluation by preceptors
Demonstrate the application of an appropriate evidence-based guideline to the evaluation/management of the disease.	Direct exposure/evaluation by preceptors, seminar, presentation to preceptors
Describe the general principles, strengths and pitfalls of using evidence-based guidelines.	Didactic seminars, readings, group presentations
Understand basic concepts of medical decision-making (such as cost-effectiveness), and demonstrate the application of decision-making analysis to the disease	Didactic seminars, readings, group presentations, presentation of a related article to preceptor
Describe the general principles of quality of life indices, including their construction, validation, and roles in medical research or patient care.	Didactic seminars, readings, group presentations, presentation of a related article to preceptor
Appraise at least one study that evaluates QOL for the disease in question, and summarize the implications for care of this chronic disease.	Didactic seminars, readings, group presentations, presentation of a related article to preceptor or administration of a QOL index to patients within that area
Learn to incorporate the patient as part of the care team	Didactic seminars, readings, group presentations.

Clinical venues

Focus	Site Director	Capacity
Epilepsy	Ajay Gupta	
Diabetes	Byron Hoogwerf	
Heart Failure	Karen James	
Vascular Surgery	Vikram Kashyap	
Vascular Medicine	J. Bartholomew	
Infectious Disease	Kristin Englund	
Heme-Oncology (Pediatric)	Kate Gowans	

Breast Diseases	Katherine Lee & Lawrence Levy	
Spine Disease	Richard Schlenk	
Pediatric Gastroenterology, Hepatology & Nutrition	Kadakkal Radhakrishnan	

Seminars

Every Wednesday afternoon, there will be seminars from 2 to 5 p.m. on a city-wide basis to be held at the VA hospital. Some of the seminars will be web-based.

Didactics

Each week there is to be a seminar covering a general chronic disease topic city-wide, held at the VA hospital or the CCF Beachwood location. The dates, times, and sites are subject to change each module per schedules of the speakers. The topics may not necessarily be covered in the order that follows.

Module One:

Objective - Familiarize students with chronic care model (CCM) and interdisciplinary team approach to care.

Delivery – In person interactive power point presentation on CCM and importance of team in caring for patients with chronic illness – Dr. Susan Kirsh.

Module Two:

Objective - Identify evidence based guidelines, cost effectiveness analyses and how to use them in caring for patients with chronic disease.

Delivery – Dr. Stern at the VA (There is also an electronic module on evidence based guidelines on the portal).

Module Three:

Objective - Understand principles of self management and patient education.

Delivery – Dr. Ken Goodman

Module Four:

Objective - Recognize tools that physicians can use to modify and improve care of patients with chronic illness (registries, clinical reminders, electronic medical record, preventive health checklists)

Delivery – Dr. Susan Kirsh

Assessment Schedule:

First week of module (Formative Assessment) – Student is to request preceptor assessment on a minimum of any 3 patients of student's choosing that they have seen that week. The student can request these assessments any day(s) during the week, but must be done by Friday of that week. The student can request from any preceptors with whom they have worked; it can be one or >1 preceptor.

Second week of module (Summative Mid-Block Assessment) – Same format as above. These assessments will be performed on-line and in person by whomever was the preceptor on the subspecialty rotation who had the most contact with the student.

Fourth week of module (End-of-Block Assessment) – Students from each of the Chronic Disease Management subspecialties will meet briefly with Dr. James to review their overall performance and experience on the CDM rotation. A final summary evaluation will be entered on-line based on a collation of the earlier assessments of their respective subspecialty preceptors.

Clinical Assessment Template

Competence	Targeted Areas for Improvement	Areas of Strength
<p><u>Patient Care</u></p> <ul style="list-style-type: none"> ▪ Patient interviewing Skills ▪ History Taking ▪ Physical Exam ▪ Data Retrieval ▪ Developing DDX ▪ Diagnostic Plan ▪ Treatment Plan <p><u>Medical Knowledge</u></p> <ul style="list-style-type: none"> ▪ Demonstrates initiative in acquiring and sharing knowledge ▪ Demonstrates ability to apply the following areas of knowledge in clinical settings: <ul style="list-style-type: none"> ❖ Pathophysiology ❖ Anatomy ❖ Interpretation of diagnostic testing (lab, imaging, other) ❖ Risks, benefits, complications of diagnostic and therapeutic interventions ❖ Chronic care model <p><u>Communication Skills</u></p> <ul style="list-style-type: none"> ▪ Oral case presentations ▪ Written case presentations ▪ Formal conference presentations ▪ Communication with patient and patient's family ▪ Communication with 		

<ul style="list-style-type: none"> other professionals ▪ Listening skills (including feedback) <p><u>Professionalism</u></p> <ul style="list-style-type: none"> ▪ Interactions with medical team (doctors, nurses, others) ▪ Interactions with patients and patient's families ▪ Dependability (timeless, completing assignments) ▪ Honesty, integrity, ethical behavior ▪ Compassion ▪ Response to feedback ▪ Assumes responsibility for learning <p><u>Practice-based Learning</u></p> <ul style="list-style-type: none"> ▪ Identifies and addresses areas for improvement ▪ Searches medical literature ▪ Appraises scientific evidence ▪ Awareness of patient safety considerations <p><u>Systems-based Practice</u></p> <ul style="list-style-type: none"> ▪ Transitions of care – coordination with social workers, discharge planners, and home health professionals <p><u>Research</u></p> <ul style="list-style-type: none"> ▪ Applies basic principles of the scientific method to formulate a hypothesis in the context of patient care ▪ Demonstrates habit of generating research questions to test hypotheses in clinical practice ▪ Analyzes research literature 		
--	--	--

EVALUATION of the Chronic Illness Management (CIM) Rotation

- 1) Your year of training while on the CIM rotation (circle one):
R1 R2 R3
- 2) How *comfortable* did you feel in caring for patients with this illness:
BEFORE rotating through the CIM clinic?
Not very comfortable 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very comfortable
AFTER rotating through the CIM clinic?
Not very comfortable 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very comfortable
- 3) How would you rate your *knowledge* of chronic management of patients:
BEFORE rotating through the CIM clinic?
Not very knowledgeable 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very knowledgeable
AFTER rotating through the CIM clinic?
Not very knowledgeable 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very knowledgeable
- 4) How would you rate your *knowledge* of the chronic care model of health care delivery:
BEFORE rotating through the CIM clinic?
Not very knowledgeable 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very knowledgeable
AFTER rotating through the CIM clinic?
Not very knowledgeable 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very knowledgeable
- 5) How would you rate your *ability* to set up a chronic care model of care delivery for any chronic disease:
BEFORE rotating through the CIM clinic?
Not at all able 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very able
AFTER rotating through the CIM clinic?
Not at all able 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very able
- 6) How would you rate the *educational experience* obtained in the CIM clinic?
Not very educational 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very educational
- 7) How would you rate your *enjoyment* of caring for chronically ill patients?
BEFORE rotating through the CIM clinic?
Not at all enjoyable 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very enjoyable
AFTER rotating through the CIM clinic?
Not at all enjoyable 1 -- 2 -- 3 -- 4 -- 5 -- 6 Very enjoyable
- 8) Please list 3 ways you plan to change (or have already changed) your approach to caring for patients in your continuity clinic practice:
- 1.
 - 2.
 - 3.

9) How would you rate the *function* of the clinic in supporting your learning during the CIM rotation?

Not very functional 1 -- 2 -- 3 -- 4 – 5 – 6 Highly functional

10) How could we improve the CIM rotation? (Please be as specific as possible. Use back side, if needed.)