

M UNIVERSITY OF MICHIGAN

Caring with Compassion

<http://caringwithcompassion.org>

**An Online, Systems-Based, Interprofessional Curriculum
Supporting Care for the
Homeless and Underserved**

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Health Behavior and Biological Sciences
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Caring with Compassion
THE KNOWLEDGE AND SKILLS YOU NEED TO SERVE AT-RISK POPULATIONS

Our Inter-professional Team:

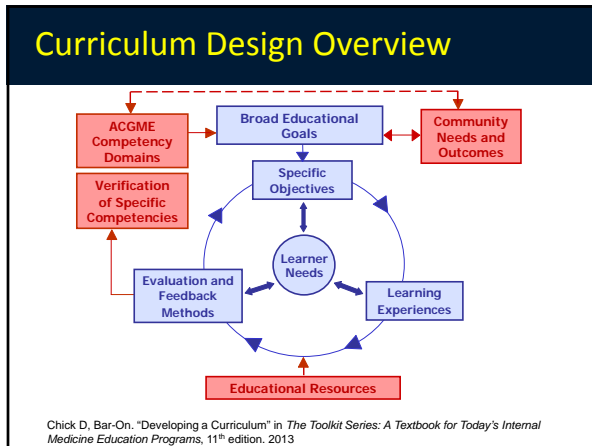
Davoren Chick, MD – Medicine, Learning Health Sciences
April Bigelow, PhD, ANP-BC – Nurse Practitioner Education
Heather Rye, LMSW – Complex Care Management
F Jacob Seagull, PhD – Research Methods
Pamela Davis, MD – Medicine and Pediatrics
Brent C Williams, MD, MPH – Medicine, Global Health Disparities
Michigan Creative – Communications, Design, and Publicity

Funded by the University of Michigan Graduate Medical Innovations Program

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- ### Practical Curriculum Development
- Identify the curricular purpose
 - Form a curricular development team
 - Recognize fixed curricular drivers
 - Envision educational outcomes and identify goals
 - Perform a needs assessment
 - Establish progressive learning objectives
 - Select teaching options and learning experiences
 - Select assessment methods
 - Draft a written curriculum
 - Implement and monitor the curriculum
 - Peer review and feedback
- Chick D. Bar-On. "Developing a Curriculum" in *The Toolkit Series: A Textbook for Today's Internal Medicine Education Programs*, 11th edition, 2013.



Needs Assessment

- Local learner needs
 - Knowledge
 - Attitudes, perceptions
 - Clinical confidence (skills)

Needs Assessment: Local

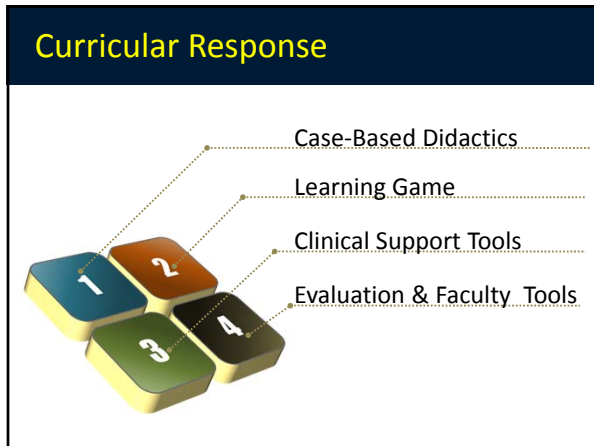
No Significant Benefit of Informal Education

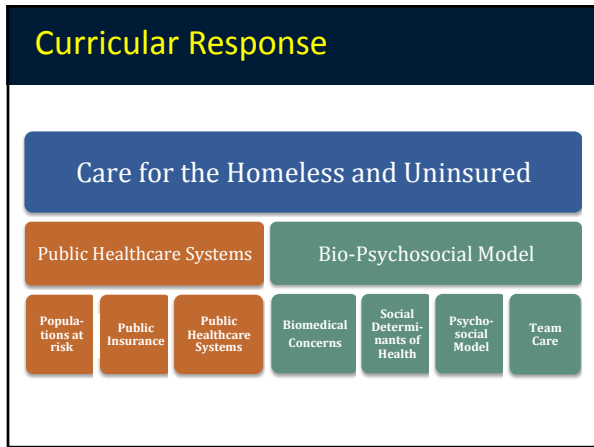
Ambulatory Rotation	N	Score	
+ Underserved Clinic	34	46%	NS
- Underserved Clinic	30	42%	
Total	64	45%	

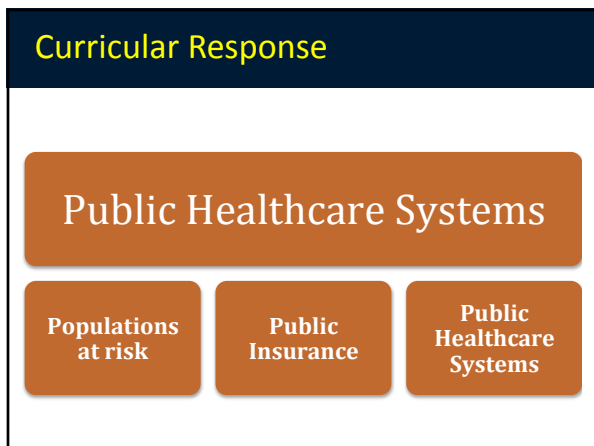
U of MI medicine residents, 20 MCQ test at close of ambulatory rotation

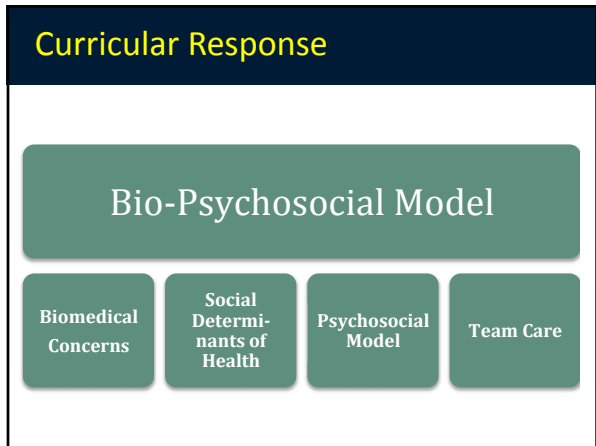
Needs Assessment

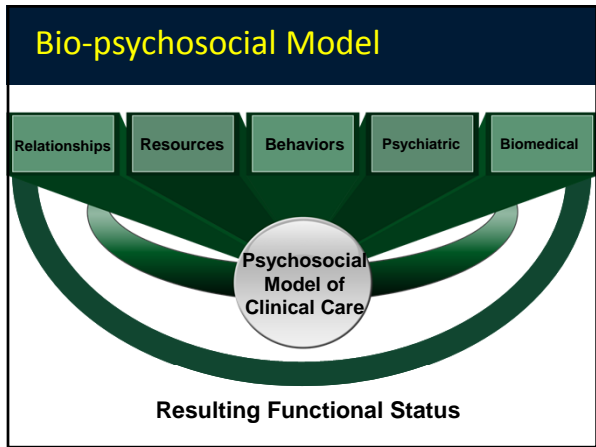
- Patient/societal needs
 - AAMC, AHA, Association of Academic Health Centers
 - IOM, Macy Foundation
- Institutional needs
 - ACGME CLER: “Health care quality, *including reduction in health care disparities*”
 - Reporting Milestones
 - NONPF, NTF

















Faculty Support Tools

- Instructor's Guide
- Detailed learning objectives, milestones
- Bio-psychosocial pocket case guide
- Extension resources
- Clinical milestone evaluation
- Free CME

Challenges

Local Challenges

- Faculty engagement
- Resident (Chief Resident) buy-in
- Competing priorities/Time
- Data collection

Universal Challenges

- Sustaining success
- Funding

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Learners
Web-based Learning Game
User Dashboard
Resources

Faculty
Instructor Guide
Evaluation tools
Peer Reviewed CME

Patients
Compassionate Care

Accreditation
ACGME CLER
Milestones

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