Bringing the Patient Centered, Medical Home Concept to Medical Education

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Rationale

◆ Positive and supportive relationships between faculty and students contribute to professional development of the student, a sense of connectedness to the greater medical school, university and profession, and an opportunity for both students and faculty to note areas of need and areas of possible enhancement in each student’s individual experience of the curriculum.

◆ Our challenge is to provide an experience that engages students in the core values of the college throughout medical school, across independent learning activities, wide geographic areas and an even wider array of experiences in the profession of medicine.

Description of Curriculum

Students will be organized into groups of 4-5 and assigned a mentor. The mentor will be assigned according to the geographic region in which the students of the group are likely to have most of their required clinical experiences. The goal is to create a small group learning environment that will endure for the entire length of the medical school curriculum. The small groups will meet once to twice a week, depending on the curriculum for the semester. Faculty will meet as a group for an additional session per week for faculty development and assessment of the program. The focus of the groups will be process oriented and not organized around didactic material. Students will prepare and maintain a professional development portfolio that may include such things as personal reflections, artistic endeavors, audios of discussions within the group or with others, annotations of positive comments or assessments from other faculty and colleagues, evidence of issues that needed remedy and how this was accomplished.

Discussion

This concept borrows very heavily from the positive experience of students and faculty at the University of Arizona-Tucson. The experience in Tucson is that faculty compete to be part of this program, remain in the role for years, and that student and faculty satisfaction are high.

The Academic Affairs Deputy Dean also attributes the following, to a greater or lesser extant, to the positive relationships built in this type of program: high rate of first choice in match, early intervention for students in academic trouble, faith that the professionalism issues are comprehensively addressed, student confidence at graduation. Such a program would need to be informed by the experience of other schools with learning communities, both large and small.

Curriculum Objectives

1. Students will develop a mentoring relationship with faculty that will extend throughout the four year curriculum.
2. Students will understand and be able to chart important career milestones, decisions related to these milestones, and timelines related to these decisions.
3. Students will actively map their career development.
4. Students will assist one another in mapping career trajectories.
5. Students will use the mentor relationship for discussion of professional development matters according to a curriculum and as they arise in the learning environment.

1. Students will understand and be able to chart important professional development and attributes in a systematic way.
2. Students will assist one another in mapping career development.
3. Students will use the mentor relationship for discussion of professional development matters according to a curriculum and as they arise in the learning environment.
4. Faculty will use the mentor relationship to assess professional development and attributes in a systematic way.