



Integrating a Primary Care Transformation Curriculum – Curricular Mapping Activity

This exercise is meant to help you assess how you may be *already* teaching and demonstrating some of the 10 Building Block principles in your current resident curriculum. We encourage residency programs to assess their strength areas using this exercise, and not “reinvent the wheel” for concepts they are already teaching well. After you have assessed your current teaching, you can use the PCT curriculum material available on our website to fill in any gaps.

Please refer to the [introductory practice transformation presentation](#) to familiarize yourself with the 10 building blocks, and to see what concrete demonstrations of each block might look like. It may also be helpful to refer to the [10 building block practice assessment](#) and do a survey of your residency practice to see how well each block is integrated into your program now.

The next step is to clearly identify where you are already teaching, demonstrating, or practicing these principles in your residency curriculum.

You may already have a lot of material that teaches and exemplifies some of the building blocks, and you may have some for which you have little or no material.

You may find this helpful to do with the assistance of several other faculty members, or at a faculty meeting. Often, the 10 building blocks can be represented in multiple areas of a residency curriculum, so it is helpful to have a representative group of faculty available who are familiar with all current teaching material

For reference as you review your curriculum, it is helpful to have available:

- [Introductory Practice Transformation Presentation](#) (Under “Practice Transformation” → “Presentations”)
- [10 Building Block Assessment](#)



Instructions:

1. Start by looking at the learning objectives for each of the four “Threads” of the PCT curriculum. Each thread has a grid associated with it, representing the Building Blocks within that thread.
2. Start with one Thread and its associated Building Blocks. Brainstorm what presentations, activities, or experiences already exist in your curriculum that exemplify these blocks. Refer back to the thread learning objectives to help guide you through this exercise. Use the 10 Building Blocks presentation and practice assessment for examples of what clinic practices exemplify the material of each building block, and think about whether these already exist in the main site(s) that your residents now practice in.

Bear in mind that this curriculum may live in other rotations – for example, a practice management block, community medicine rotation, behavioral health curriculum, quality improvement or scholarly activity curriculum, etc.

It is okay if you cannot think of any material that you currently teach that fulfills a particular block. Fill out only what you can.

3. As you brainstorm for each block, sort your existing material into **knowledge-based activities** in the left-hand column (for example: didactic presentations, lectures, chalk-talks) and **skills-based activities** in the right-hand column (facilitated experiences, interactive activities, role-plays, exercises - either in clinical practice or during didactic time).
4. When you have filled out all you can for the first Thread, then move to the next Thread and repeat steps 1-3.
5. After you have filled out the entire grid as best you can, fill out last page (map summary) to gauge where you already have some curriculum, and where you have opportunities for more material.
6. Now that you’ve identified where you are already teaching practice transformation and where some of your gaps are, answers the questions on the last two pages to brainstorm how you will further develop your practice transformation curriculum in your residency and in your clinic.



Care Team Thread

Objectives

- 1) Describe and participate in sharing the care for patient panels through expanded team roles by working and communicating effectively with all health care team members.
- 2) Demonstrate robust patient partnerships by empowering their patients to engage in their care and practicing shared decision making with patients.
- 3) Apply cultural humility and assess patient's socio-economic and health literacy needs to facilitate a partnership to provide high quality care.
- 4) Describe the larger medical network they are a part of and recognize gaps and opportunities in care integration.
- 5) Develop clinic systems and action plans with their care team to ensure a consistent level of access for their patients, even in their absence and in times of transition.



Care Team Thread

BB 4: Team-Based Care

Knowledge-Based Material	Skills-Based Material

BB 5: Patient-Team Partnership

Knowledge-Based Material	Skills-Based Material

BB 6: Comprehensive Care and Care Coordination

Knowledge-Based Material	Skills-Based Material



Population Thread

Objectives

- 1) Articulate the importance of empanelment to a single PCP *and/or* single care team; specifically, how this benefits patient satisfaction, quality/safety, and coordination of care.
- 2) Verbalize key principles of population management, such as:
 - Using registries to identify and track patients with high risk, complex, and chronic conditions
 - Tracking preventative and chronic condition quality markers (ie HEDIS measures)
 - Using tools for patient in-reach and out-reach to address gaps proactively
 - Mobilizing appropriate care team members to help with in-reach/out-reach and complex condition management.
- 3) Describe why continuity with PCP matters to patients, and different ways that continuity can be measured. Discuss importance of continuity at transitions of care for maintaining patient safety and care quality, particularly for complex/at-risk patients. Explain how effective medical record documentation can increase continuity for patients in a care-team setting.



Population Thread

BB 3: Empanelment

Knowledge-Based Material	Skills-Based Material

BB 6: Population Management

Knowledge-Based Material	Skills-Based Material

BB 7: Continuity of Care

Knowledge-Based Material	Skills-Based Material



Access Thread

Objectives

1. Discuss the importance of outpatient access to care and how it impacts patient health and wellness, satisfaction, ED/hospital utilization, and overall system costs.
2. Understand ways in which we fail to provide comprehensive access for individuals that are non-English speaking, have limited literacy, or have diverse cultural backgrounds. Consider novel ways to optimize access for diverse populations.
3. Discuss and/or demonstrate (depending on capacity of training site) strategies to enhance patient access to their medical home for care, such as extended-hours or after-hours care options, proactive schedule management to allow adequate same-day and advanced scheduling access, non-physician care visits, and “virtual” care encounters (telephone, secure messaging, video visits).
4. Become familiar with how patient access for different care needs (same-day, acute, preventative, chronic care follow up, etc) can be tracked over time, and how to use this data to innovate systems to meet these needs.



Access Thread

BB 8: Access

Knowledge-Based Material	Skills-Based Material

BB 10: Template of the Future

Knowledge-Based Material	Skills-Based Material



Change Management Thread

Objectives

1. Articulate practice-wide vision/mission statement and discuss why a practice-wide vision/mission statement is important for an organization.
2. Understand methods to improve performance to achieve measureable objectives, including project management methods, change management methods, and CQI methodology.
3. Describe your own leadership/collaboration style, strengths, and areas for improvement, and reflect on how they can best interact with team members who have variable needs as collaborators, leaders, and followers.



Change Management Thread

BB 1: Engaged Leadership

Knowledge-Based Material	Skills-Based Material

BB 2: Data-Driven Improvement

Knowledge-Based Material	Skills-Based Material



Curricular Mapping Summary:

THREAD	KNOWLEDGE MATERIAL				SKILL-BASED MATERIAL				
	None	Little	Mod	Lots	None	Little	Mod	Lots	
Thread: Care Team									
BB4 - Team Based Care									
BB5 - Patient-Team Partnership									
BB 9- Comprehensive/Care Coordination									
Thread: Population									
BB3 - Empanelment									
BB 6 - Population Management									
BB 7 - Continuity of Care									
Thread: Access									
BB 8 - Access									
BB 10 - Template of the Future									
Thread: Change Management									
BB 1- Engaged Leadership									
BB 2- Data-Driven Improvement									



5) Who will be your curricular champion?

6) How will you integrate this work into practice transformation in your own clinic?

7) How will you integrate this curriculum with your residents' quality improvement projects?

8) What are your next steps?