

Learning Communities at Morehouse School of Medicine

Beginning in the academic year 2011-2012, all entering medical students will become members of a Learning Community, with phased dates of implementation for other educational programs. Medical students will be assigned to one of four Learning Communities supported by two faculty leaders. Learning Communities will assist students to connect, interact, support and learn from each other as they progress through their academic career at Morehouse School of Medicine.

Activities of the first year Learning Community for medical students will include required curriculum elements of Community Medicine service learning projects and discussion sessions related to the Fundamental of Medicine course. Students will participate in forums to discuss topics such as life-long learning, study skills, professionalism, ethics and working effectively in teams.

Members of each Learning Community will have the opportunity to interact with medical students from other years, to receive peer tutoring, and attend planned social events.



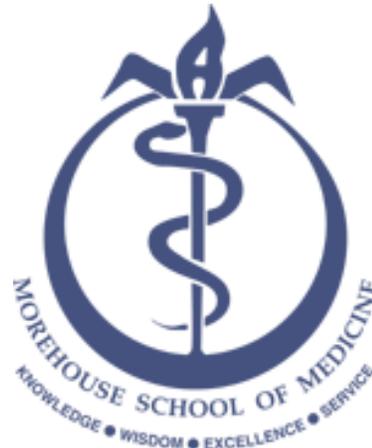
Acknowledgements:

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*"Through the Patient's Eyes:
Medical Students Navigation of
Healthcare Systems in Learning
Communities"*



*AAMC Learning
Communities Institute:
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Moscone Center West*

Learning Community Curriculum: Patient Navigation of the Healthcare System



Purpose:

To reflect on the patient experience navigating a complex healthcare system

Rationale:

In order to effectively care for patients, one must have an understanding of the patient experience. This lesson allows participants to analyze several healthcare cases through the patient's eyes

Objectives:

- ◇ To strategize ways to assist patients in navigating a complex healthcare experience
- ◇ To recognize the impact a fragmented healthcare system can have on a patient

Competencies:

- ◇ Communication (Demeanor)
- ◇ Life-long Learning (Inquisitiveness)
- ◇ Teamwork (Cooperation, Future Potential)

Learning Activity

- ◇ Session will focus on looking at various healthcare experiences from patient's perspective. (5 min)
- ◇ Explain the activity to the large group.
- ◇ Break the large group up into 4 small groups.
- ◇ Distribute the case scenarios (2 inpatient experiences, 2 outpatient experiences) so each group has a case.
- ◇ Distribute the list of practitioners that patient may experience during the scenario along with the post-its and pens/pencils.
- ◇ Ask the groups to read the scenarios, write the names of each practitioner the patient will encounter, and create a "post-it map" of the patient's experience. (15-20 min)
- ◇ Bring the groups back together in 1 large group and allow each group to present their "post-it" map. (give each group about 10 minutes to present)
- ◇ Include the discussion questions throughout the processing of the scenarios. Make sure to highlight the stressors patients experience in complex systems. Challenge them to think of ways to help create optimal patient experiences.

Program Evaluation

Students participated in an online survey, comprised of 5-point Likert scale questions (1-poor; 5-outstanding) to evaluate the session. Fifty-two students (93% response rate) gave an average rate of 4.02 out of 5 points, indicating a high level of satisfaction with the experience

Discussion:

Student participants were able to learn about the complex nature of the healthcare system from the patient's perspective. They applied the interactive exercise to patient cases during a subsequent shadowing experience at Atlanta's largest safety net hospital

Lessons Learned

Medical students value interactive learning sessions as an educational tool to gain knowledge on navigating complex and fragmented healthcare systems from a patient's perspective

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