Patients & Populations
Year 2 REVISED Proposal
A presentation to the Medical Education Committee

Brenda Sirovich, MD, MS
on behalf of The New Course Faculty Work Group
Including Amanda Albright, Pamela Bagley, Alex Grossman, Jon Huntington, Donna McGrath, Carolyn Murray, Cathy Pipas, Judy Rees, Brenda Sirovich, and Craig Westling
By the conclusion of the course . . .

. . . students will be empowered with the knowledge, capabilities, and motivation
. . . to be effective, collaborative problem solvers and change agents
. . . who go on to make a difference in the health of both individuals* and populations
. . . and advance the effectiveness and value of healthcare.

Specific objective
Apply statistical and epidemiological methods to clinical decision-making and to interpreting and appraising the medical, health, and healthcare literature.

Analyze the forces, explicit (e.g. legal, financial) and implicit (e.g. historical, cultural), that influence individual and population health and the practice of medicine.

Demonstrate knowledge, skills, and awareness to effectively lead change at the individual, team, and system levels.

Demonstrate the structure and function of front line systems in healthcare and apply principles and practices that improve processes, outcomes, and value.

Communicate effectively with individuals and groups about health and healthcare.

Synthesize a clear plan to address a challenge by: succinctly framing the issue; evaluating the available information, whether from data or the literature; analyzing local and societal context; and defining the collaboration needed to develop solutions.
PATIENTS & POPULATIONS: IMPROVING HEALTH AND HEALTHCARE

By the conclusion of the course . . .

. . . students will be empowered with the knowledge, capabilities, and motivation
. . . to be effective, collaborative problem solvers and change agents
. . . who go on to make a difference in the health of both individuals* and populations
. . . and advance the effectiveness and value of healthcare.

YEAR 1

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>Oct</td>
<td>Nov</td>
</tr>
<tr>
<td>Dec</td>
<td>Jan</td>
<td>Feb</td>
</tr>
<tr>
<td>Mar</td>
<td>Apr</td>
<td>May</td>
</tr>
</tbody>
</table>
We’ve learned a lot ... including ...

- We can do better with the sequence
We’ve learned a lot . . . including . . .

- We can do better with the sequence . . .
- The domains (capabilities) need to be named and differentiated
- We need to strongly emphasize *applications* of these capabilities
- And we need to demonstrate connections to the larger goal, continually.
Patients & Populations: Improving Health and Healthcare
Patients & Populations: Improving Health and Healthcare

Year 2

Healthcare Delivery Science Four-Year Curriculum

Year 1
- Context
- Systems
- Leadership
- Data
- Communication

Year 2

Year 3

Year 4
YEAR 2

**HEALTHCARE DELIVERY SCIENCE FOUR-YEAR CURRICULUM**

- **YEAR 1**
  - Context
  - Systems
  - Leadership
  - Data
  - Communication

- **YEAR 2**
  - Ultimately..
    - Case-based curriculum
    - Project-based curriculum
  - STAGED implementation, REVISED
    - Starting with ADDING 6 hours, required
      - Context  Why?
      - Plus 2 optional ‘lab’* modules
        - Negotiation & Conflict management (commitment required)
        - Critical appraisal of literature and media coverage
    - And a project-based (team) elective
Thank you

Questions, Suggestions, Compliments?