

Curriculum Content Report – Continuity of Care

Search terms: Continuity of Care, follow up, transition

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Year 1	
Course	Content
Doctoring 1	Emphasized during longitudinal experiences with community preceptors and with Cornerstone experience Define and explain the significance of patient-centered care
Biostatistics & Epidemiology	Demonstrate an understanding of physician involvement in the epidemiologic and public health aspects of health care.
Year 2	
Clinical Preceptorship 2 (Doctoring 2 in future)	Emphasized during experiences with community preceptors
Introduction to Clinical Psychiatry	Relevant learning objectives: 1. Impact of the physician-patient relationship and communication skills on continuity of care including barriers to continuing care as a result of these issues 2. Use of Motivational interviewing for continuing care of behavioral health problems like nicotine use, obesity, hypertension, diabetes type II, use of alcohol and other drugs of abuse use, etc. 3. Communication techniques useful for facilitating discussions for continuing care with patients on sensitive health topics like sexual behavior, sexual dysfunction, substance abuse, etc. 4. Levels of care for patients with substance abuse, with emphasis on the importance of the chronic disease model of continuing care. 5. Communication strategies for screening for, assessment of, and ongoing medical management of patients with suicidal ideation. 6. Ongoing medication management of patients with major depression, anxiety

	<p>disorders, bipolar disorders, and psychotic disorders.</p> <p>7. Models for the management of the somatoform disordered patient.</p> <p>8. Psychotherapy treatments for various disorders and importance of psychotherapy as a maintenance treatment for some psychiatric disorders.</p>
Year 3	
Community Medicine Clerkships	<p>Clerkship objective: 4) The student will interact with the interprofessional healthcare team, will be able to identify roles and responsibilities of various members, and will communicate effectively with all team members. The student will explain the relationship of community leaders to medical care.</p> <p>Continuity of care is incorporated when the student develops a patient treatment plan for inpatients that includes working with the medical, nursing, social work and discharge nursing team to make assessments and plans for a hospital patient.</p> <p>Continuity of care is also a focus of lectures and discussions on nursing home and end-of-life care for patients and families.</p> <p>Health fair experiences address follow up for patients seen during health fairs.</p> <p>Community focused histories and physicals emphasize use of community resources to care for patients.</p>
Family Medicine Clerkship	<p>Home visit report [follow-up on patient] with additional follow-up with other team members.</p> <p>Emphasis on continuity in clinical activities: students see same patient throughout hospital stay as well as often times see patients in >1 setting (ex. Hospital and Office; Hospital and Home; Office and Home).</p>

	<p>Working with faculty and residents with continuity of patient care in the clinics.</p> <p>Participation in post-discharge clinics</p>
Internal Medicine Clerkship	<p>Relevant learning objectives:</p> <p>Student will give or receive a handover to transition care responsibility in an inpatient setting.</p> <p>Demonstrate the ability to collaborate as a member of an inter-professional team in a ward setting.</p>
OB/GYN Clerkship	<p>Relevant learning objectives:</p> <p>Demonstrate the ability to collaborate as a member of an interprofessional team both in an inpatient and outpatient setting.</p> <p>Demonstrate an understanding of System Based Practice and the students role in a culture of patient safety and continuous quality improvement.</p>
Pediatrics Clerkship	<p>The student will participate in multidisciplinary treatment teams.</p> <p>Continuity of care in Pediatrics is established by working with NICU on discharges and setting up a treatment plan that is coordinated for multiple specialists and on occasions they are then able to follow up with these patients in the clinic.</p> <p>Other forms of continuity of care is in the asthma action plans and setting up follow up in patients in the hospital at the time of discharge.</p> <p>When students are in the clinic and patients return for follow up students seeing the patient during admission will participate in the follow up visit.</p>
Psychiatry Clerkship	<p>Relevant learning objectives:</p> <p>The student will describe the key elements of the referral and consultation process</p>

	<p>The student will participate in different team roles to establish, develop and continuously enhance inter-professional teams to provide patient-and population-centered care that is safe, timely, efficient, and equitable.</p>
<p>Rural Primary Care Track Clerkship</p>	<p>Relevant learning objectives:</p> <p>Demonstrate the principles of family medicine care (which include the biopsychosocial model, comprehensive care, contextual care, continuity of care and coordination of care).</p> <p>The student will identify community resources/range of services and how to access them.</p>
<p>Surgery Clerkship</p>	<p>Continuity of care is incorporated when the students develop a patient treatment plan that includes consultation and therapy. The student also must demonstrate learned patient care activity (to include a patient treatment plan) to their health care team based on their learned didactic sessions, reading, case studies, given case presentations, and morning rounds.</p> <p>Case presentations by students at surgery conferences emphasize pre-operative workup, surgical procedures, and post-operative care.</p>