

Transitions of Care: Surgical Care Navigator Program

Elective Course Proposal

Course Title: Transitions of Care: Surgical Care Navigator Program

Sponsoring Department: Department of Surgery

Course Director:

Kirstyn Brownson, MD; Assistant Professor of Breast Surgical Oncology

Kirstyn.brownson@hci.utah.edu

801-581-2304

Rational for the New Elective:

Value-based healthcare is a national priority, driven in part by the Institute for Healthcare Improvement's "triple aim" to provide an exceptional patient experience and improve the health of populations while decreasing costs. Healthcare payers are moving toward value-based incentive and payment models; away from paying for quantity and toward paying for quality of care provided. Transitions of care within the healthcare system are moments at which issues of safety, quality, patient experience and cost all come to a head and are particularly challenging to deliver.

Nearly all adults in the US have undergone a surgical procedure at some point in their life, or know a family member or close acquaintance that has. Despite being a common occurrence, undergoing surgery is described as a confusing experience due to the many challenges associated with navigating the healthcare system. One of the primary problems for older medically-complex surgical patients is that their care is often poorly coordinated during transitions between surgical and non-surgical healthcare providers and between community and inpatient settings. When care coordination is poor, these vulnerable patients are unduly tasked with providing the only consistent linkage longitudinally across the episode of surgical care, navigating from step to step with little guidance.

A typical surgical episode of care involves the patient's transition from the primary care team to the surgical team that cares for the patient during the hospitalization period for their operation. Once patients are discharged from the surgical hospitalization they transition back to their PCP. During this course, students will work on multi-disciplinary care navigator teams to directly observe all of the different providers and services needed to coordinate patient care. Multi-disciplinary student teams will be composed of medical, physician assistant, pharmacy, nursing, and Doctorate of Nursing Practice trainees. Following patients across an entire episode of surgical care provides students with an excellent opportunity to be a part of a comprehensive longitudinal patient experience and to learn about the spectrum of care services that need to be coordinated to optimize patient-centered care and clinical outcomes.

As the national landscape of healthcare delivery has evolved, the medical education community has embraced the need to teach this emerging "third science" of health systems. Leading medical education governing bodies, including the AAMC, have recognized the need to incorporate concepts of quality, safety and cost into the UME curricula to adequately prepare future physicians for the workforce. The AAMC Core Entrustable Professional Activities for Entering Residency (CEPAER) include EPA #13, "identify system failures and contribute to a culture of safety and improvement." Many systems failures are noted at moments of transition; this course is uniquely designed to help students explore those moments through direct clinical experiences and guided reflections.

Type of Elective: Experiential / Clinical

Number of Credits: 0.5 credits

Timing of Course Offering: all semesters

Pre- or Co-Requisites: None

Transitions of Care: Surgical Care Navigator Syllabus

Contact Information

Name	Position	Phone/Pager	email
Kirstyn Brownson, MD	Director	918-645-7742 (cell)	Kirstyn.brownson@hci.utah.edu
Julie Beckstrom	Coordinator		Julie.beckstrom@hsc.utah.edu

Course Information

Brief Description of Course

The Surgical Care Navigator course is an inter-professional experience intended to provide students with an introduction to transitions of care in clinical practice. Students will participate as part of an inter-professional team consisting of 1-3 other health professions students (physician assistant, nurse, nurse practitioner, pharmacy) in a progressive, simulated, patient encounter over a 3 week period. Each week information regarding the fictitious surgical patient will be presented on an electronic platform and students will work as a team to address patient issues/questions/concerns as this patient moves through various phases in their surgical care. Student teams will also follow a real surgical patient throughout the entire cycle of care, including pre-operative assessment, peri-operative inpatient care, and post-discharge follow up. Asynchronous learning through an online discussion platform will provide additional opportunities for inter-professional reflection and learning.

Course Goals

As a result of successfully completing Surgical Care Navigator, students will be able to:

1. Integrate the knowledge, skills, abilities, and experiences of other clinical professionals as appropriate for the patient and clinical situation to provide care that is ethical, safe, timely, efficient, effective, and equitable.
2. Identify and explain principles of utilization resource management.
3. List and explain Coleman's 4 pillars of effective care transitions in relation to the clinical case they followed during the course.
4. Discuss at least one issue they observed during care transitions related to each of the following value concepts: safety, quality, service, and cost.

Course Format & Schedule

Timeline

The course will be delivered online through assigned readings, power point slides and online discussions. Students enrolled in the course will meet once at the beginning of the semester for orientation and once at the end of the semester for debrief and wrap-up. Given COVID-19 the Orientation and Debrief sessions will likely be held over Zoom.

Dates of the Course: Tuesday September 1, 2020 11AM-12PM (Orientation/Introduction)
 Tuesday December 1, 2020 11AM-12PM (Debrief)

Location: This course will be held over Zoom. To join the 9/1/2020 Orientation/Introduction please use the following link:
<https://utah-health.zoom.us/j/95673557563?pwd=SFIRm1ppVlgydm14bUVvUmY3MGJNZz09>

Or log in using the following Meeting ID: 956 7355 7563 and Password: 577357

Educational and Instructional Modalities

5% didactic, 70% self-study and guided clinical experience, 25% online discussion and reflection

Role of the Student in this Course

During the Surgical Care Navigator Program, students are placed in to an inter-professional team consisting of at least 2 different disciplines (e.g., nursing, pharmacy) and are expected to complete the following activities:

1. Investigate the agreement among the patient/caregiver/family and different clinical providers with the plan of care.
2. Investigate how different clinical providers address the patient and the family's personal goals of care from the perspective of both the providers and the patient and family.
3. Investigate the roles different clinical providers play in coordinating patient care before and after discharge from the hospital. Clinical providers to consider include (but are not limited to) nurse, pharmacist, physician, social worker, case manager, medical assistant, physician assistant, nurse practitioner.
4. Observe and assess communication among patients, family members, and clinical providers throughout the course of the patient's cycle of care. Communication includes both written (medication list, discharge summary, EMR notes) and verbal moments of communication, which often occur during hand-offs and transitions of care.
5. Incorporate principles of utilization resource management across different clinical specialties in the coordination of patient care.

Required Textbook(s)/Readings

Readings will be provided through Canvas. There is no required textbook for this course. A suggested textbook for reference is listed below.

Book Title + ISBN	Author/Publisher/Edition	Appx Cost
Health Systems Science (ISBN 978-0-323-46116-0)	Skochelak and Hawkins, Elsevier, 2017	\$50

Additional Resources

Additional resources and readings will be provided as needed throughout the semester.

Assessment & Grading

Preceptor Evaluations

Not Applicable

Assessments –

The assessment for this elective course is based upon three factors:

- 1) Following one complex surgical patient and completion of REDCap survey items: Students will work as a member of an inter-professional team in following one complex surgical patient through all stages of their surgical care (pre-operative, in-patient, and post-operative) in order to observe patient transitions of care. While this task can be completed as a team or individually, each group will be required to conduct a patient interview at each stage of the patient's care (one interview in the pre-operative setting, one patient in the in-patient setting, and one in the post-operative setting). The group is required to submit patient data via a REDCap survey.
- 2) Inter-professional team participation in an online virtual patient experience: A patient's experience in transitioning through various phases of surgical care will be simulated virtually. Students will receive a prompt each week for a total of 3 weeks about the virtual patient's experiences in the pre-op, operative, and post-operative phases of care. Students will work together as an inter-professional team to answer 1-3 discussion questions each week about how to optimize patient transitions of care. These responses will be posted on CANVAS.
- 3) Reflective paper (1 page, 12-point font, double spaced): For the final paper, students will reflect on the course content and identify one topic that they found particularly interesting or important for their future career in medicine. Topics may be drawn from the course objectives, lectures or readings. Explain what was learned about this topic. Discuss how this new knowledge or skill may impact your career choices and/or how you practice medicine in the future.

Assessment/Assignment	Due Date	Weight towards Final Grade
Participation & completion of REDCap items	End of semester	Must pass
Participation & completion of virtual patient simulation	End of semester	Must pass

Final Paper	End of semester	Must pass
Attendance at course Orientation/Introduction	September 1, 2020	Must pass
Attendance at course Debrief	December 1, 2020	Must pass

Grading System

Students will receive a final letter grade of PASS (P), or FAIL (F) for this course.

PASS: A student who achieves the passing criteria for EACH of the must pass elements will receive a course grade of PASS.

FAIL: A student who fails to achieve the criteria for PASS will be assigned a grade of FAIL for the course.

Student Feedback

Student feedback is important and helps identify opportunities to improve the course.

At the conclusion of the course, medical students are required to complete a formative evaluation. Evaluations are completed electronically and remain confidential.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

- Accommodations**
- Addressing Sexual Misconduct**
- Attendance policy**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**

Center for Disability & Access Services

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access, 162 Olpin Union Building, 581-5020 (V/TDD). Staff of the Center for Disability and Access will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability and Access.

The Senior Director of the Academic Success Program, Dr. Steven Baumann (1C047B SOM Dean's Office, 587-3671, or steven.baumann@hsc.utah.edu), serves as the liaison between the School of Medicine and the Center for Disability and Access.