

Preparing the Future Primary Care Workforce Together

Professionals Accelerating Clinical and Educational Redesign (PACER)

Patrice Eiff, MD

PACER Project Director, Co-PI

Professor of Family Medicine

Oregon Health & Science University



PACER

- 3 years, 9 institutions, 27 primary care residencies (FM, IM, Peds)
- 10 member IP faculty teams: medicine, nursing, pharmacy, physician assistant, behavioral health

Faculty Development Program

- to transform practices and educational programs
- to prepare trainees in high performing patient centered medical homes (PCMH)

9 PACER Teams

3 Regional Centers Planned



UC Davis
UCSF Fresno
University of Colorado
Mayo Clinic
Western Michigan University

Wright State University
Univ of So. Carolina/Palmetto Health
Eastern Virginia Medical School
Northwell Health

PACER Program

- April 2016: Training Session #1
- Aug-Dec 2016: Collaborative Site Visits
- Sep 2017: Training Session #2
- Ongoing: Coaching
- Intervals: Topic-based Webinars



How Do We Know this Can Work? *The PCFDI**

2 yr Pilot, 4 institutions, 12 residencies (IM, FM, Peds)

*PCFDI was an important **catalyst***

- Learning communities formed
- Despite their differences the teams all found a way to create cohesion and work collaboratively
- Speaking with one unified voice helped strengthen primary care
- Clinic and residency changes are happening

“We would be doing only 10% of what we are doing now without PCFDI.” – Peds faculty

*Carney et al, Acad Med 2015;90(8):1054-1060

*Eiff et al, Acad Med 2016; 91(9):1293-1304.

PCFDI → PACER

Interdisciplinary → Interprofessional

- Teamwork is needed in the PCMH.
- Many health professionals have never trained together in this model.
- We need IP practice opportunities for learners guided by patient needs.

The practice is the curriculum.

- A learning community approach can accelerate change.



What's Unique About This?

- Builds excellent local clinical environments through collaborative efforts of the primary care professions
- Creates a new cadre of faculty change agents who think about their work differently (interdisciplinary & interprofessional)
- Provides an explicit link between clinical redesign and educational redesign.
- Led by FM, IM and Peds certifying boards working in harmony

Unique Funding

- Josiah Macy Jr. Foundation
- American Board of Family Medicine Foundation
- American Board of Internal Medicine
- American Board of Pediatrics Foundation
- Accreditation Council for Graduate Medical Education



Areas of commonality emerging from PACER teams

- Continuity of care
- Care coordination
- Managing transitions of care
- Patient engagement
- Team huddles
- Shared measures for evaluating change
- Learning more about professional training and roles for PAs, NPs, pharmacy, behavioral health
- Joint Grand Rounds and conferences

Challenges of training and working interprofessionally within organizations

- Health professions education and healthcare systems are fraught with biases and by nature are very hierarchical
- Lack of understanding of each other's professional training, strengths, in-depth knowledge, precepting requirements for learners
- Parallel work versus integrated work
- Often a scheduling nightmare!
- Affiliation Agreements/Contracts barriers

Some Early PACER Quotes....

- “As an intern, I had to utilize other team members to get the work done - ‘How can the team help me get my work done,’ but by third year, my goal is to maximize how well the team is working.” – ‘How can I help the team.’ -FM 3rd year resident
- “PACER has given us hope that we can change.” - IM faculty
- “PACER now comes into my thinking regularly – makes we ask the question, ‘how is this interprofessional?’” - PA faculty
- “We are now asking patients questions we would have never asked before because we can now do something about the answers.” – FM faculty on the benefit of IP practice
- “We’ve gone to each other’s houses, but now we need to see what’s in each other’s drawers.” – Psychology faculty



Creating New Paths...



- Solving problems together
- Learning from others farther down the path
- Learning from others with different perspectives and different strengths
- Instilling hope that this work is possible and important