

PACER Team Report Summary Wright State

What They Did:

Educational Transformation Accomplishments

Interprofessional Modules

- They included learners in all disciplines (Students: pharmacy, professional psychology, nurse practitioner, and physician assistant; and Residents; Internal Medicine, Pediatrics, and Family Medicine) in this work. Modules were conducted live (1.5 to 2 hours in the late afternoon) and were case-based. Some modules included pre-session assignments.
- Each module was designed by two faculty members from different professions (members of the PACER team) supported by a PhD statistician, MSN and PhD educator faculty, distance-learning experts, and our MS project manager. Members of the PACER faculty team were facilitators. Six modules were created: Inter-professional team-based care, Social determinants of health, Stewardship of resources, Patient self-management, Quality improvement, and Transformative leadership.

Example: Social Determinants of Health Module

Pre-didactic

- Participants completed a pre-assessment before playing an online Life Course game. The Life Course game gave participants an introductory perspective on how social determinants of health affect an individual's life trajectory.

Didactic

Face to Face Didactic Session involving simulated patient interviews

- Inter-professional teams facilitated the face-to-face didactic session. Small groups consisted of resident physicians (internal medicine, family medicine, pediatrics), nurse practitioner students, physician assistant students, doctorate of pharmacy students, doctorate of psychology students, and faculty.
- Participants watched a video of a simulated patient (SP) encounter, then each inter-professional group interviewed a simulated patient portraying the same video case.
- Inter-professional groups developed a treatment plan that addressed the patient's social determinants of health.
- Inter-professional groups reflected on lessons learned regarding the patient case and team collaboration, then shared with others in a large group format.
- Faculty and SPs provided feedback to the large group.

School of Pharmacy Connection

- Because of the relationship-building that has come through PACER, the Cedarville University School of Pharmacy wants to continue to strengthen their relationship with Wright State University – there is now an IPE task force, which is very positive and includes many learners working together.

How They Did It:

Key Elements

- PACER was a good opportunity to work inter-professionally in a purposeful way. Family Medicine was already working with behavioral health but it was more just boots on the ground – PACER helped Family Medicine and other disciplines think about working with each other in more meaningful ways.

Enablers

- The Deans of many schools (PA, Pharmacy, Nursing, Medicine) all wanted this project to occur. Obtaining a funded Primary Care Transformation HRSA grant to further the work had a positive impact on implementation. There was money to purchase FTE, fund learning activities, and fund participation at meetings.

Barriers/challenges

- Disciplines are spread out all over Dayton region, so it can be challenging to unify as disciplines. Each professional group is working hard separately on patient care and trying to hit patient care targets.
- Closing of a local hospital
- Competing demands and priorities,
- Lack of funding for the PACER project and team
- Financial concerns at WSU
- Turnover of team membership

Overall Insights:

- Make sure to take time, initially, before doing actual work, to build the relationships and trust on the team.
- After experiencing significant turnover on the team, take the time to work on relationship-building and team-building before re-starting.
- Make sure everyone who needs to be at the table is really at the table before PACER type work starts. This includes support staff to take ideas and operationalize them. Initial and full commitment are needed.
- Small steps in the right direction are better than undertaking things that just won't work. Successes will create positive momentum.
- Have an open mind toward new spin-off projects based on newly established relationships and a collaborative spirit.
- After creating an overall plan for our project, we split into smaller work groups who met regularly to finish respective portions of the project. It was much easier to coordinate the schedules of a smaller group membership.
- The entire group still met periodically to check-in for direction and accountability.

Future Plans:

- PACER at WSU ended in May 2018.
- There is a multi-year HRSA grant of which PACER was "Goal I". It involves medical student education, resident education, and transformation fellowships.
- The modules were created to be useable for distance-learning. After more robust evaluation they may be used as enduring learning materials.

Publications or Presentations related to PACER work:

Presentations

1. Stephenson, M., Cigrang, J., Hayburn, A., Evans, A., Brown, Jr., E., Pavlack, T., Neeley, S., Knowles, H., Spurlock, M. (September, 2017). *The Future of Primary Care: Hot Topics and Practices in Primary Care*, Advocate Primary Care Transformation Collaborative (PCTC).
2. Knowles, H., Boreman, C., Righter, E.L., Spurlock, M. (Nov – Dec, 2017). Lessons Learned from Creating Inter-Professional Education Curriculum Module for Patient Centered Medical Home. STFM Conference on Practice Improvement. Louisville, KY.
3. Angerer-Fuenzalida, F, Righter, E, Crawford, T., Knowles, H., Pavlack, T, Otto, D. Spurlock, M. (October 22, 2018). Piloting an Inter-Professional QI Exercise, Physician Assistant Education Association Conference (PAEA) 2018:

Team Members:

Name	Title
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Bruce Binder, MD, PhD	Chair and Associate Professor, Family Medicine
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