Residency Practice PCMH Implementation: A Reference Guide

What is a residency practice?
A practice that supports the period of education in a chosen specialty that physicians undergo after they graduate from medical school
• 3 to 7 years depending on the residency training program
• Care for patients occurs under the supervision of faculty physicians who also participate in educational and research activities
• Graduation from a residency program is an eligibility requirement to take the board certification examination – a requirement to practice independently

What is different about a residency practice compared to other primary care practices?
• Residency practices often serve the un- or under-insured patients within the hospital or healthcare system
  • These patients have more complex barriers to optimal care and specialty services than practices with typical commercially insured patients (socio-economic, language, system barriers)
  • Though the practice is often seeing more complex patients, the staff/provider ratio tends to not be reflective of the need for additional support for a provider
• Residencies tend to be very large (60-90 people), which creates additional challenges for communication, engagement, spread and sustainability – especially with part time providers
  • Many part time faculty providers and residents who rotate every 3 years – creates challenges to meet PCMH recognition guidelines and requirements especially related to patient continuity and access
  • Defining PCP is a challenge as residents see patients as their PCP but bill under a faculty provider due to their level of training, with that defining, measuring and educating patients on continuity is especially challenging
  • The staff in a residency practice tend to provide the continuity relationship for patients as the full-time, non-moving parts of the practice
  • Residencies often have access to ancillary staff – behavioral health, Pharm D, care managers, though they are not integrated in the practice and need help getting integrated into patient care
  • Residencies face the dual priority of meeting hospital goals and resident education goals, aligning these priorities and expectations with PCMH transformation is critical to success and can be especially challenging
    • As part of the hospital, Joint Commission requirements (http://www.jointcommission.org/)
    • As part of resident education, Accreditation Council for Graduate Medical Education Graduation Requirements (http://www.acgme.org/acgmeweb/)
  • Generally residencies start as a large practice and one key goal is to help them break into smaller, more manageable and high functioning clinical teams to improve team-based care

Why should residency practices work toward becoming a PCMH?
• It is critical to prepare the workforce of the future and residency practices in PCMH competencies
• Provides medical students with medical home options for residency, helping to recruit the highest level residents with a passion for primary care and continuous improvement
• Residency graduates trained in this model will be change agents who seek out practices that either are or will be medical homes
• Potentially feed local/state practices and associated hospital system and health networks with physicians and staff well-trained in PCMH transformation efforts

Resident Curriculum Redesign that Supports PCMH Transformation
Practice redesign alone is not sufficient – curriculum redesign helps to fulfill ACGME graduation requirements to train residents in PCMH concepts and to practice practical application of continuous quality improvement
• Initial assessment of resident competency and curricular PCMH content
• Facilitation and consultation for PCMH-related curriculum changes
• Rotation considerations and adjustments to free up residents to participate in PCMH and Quality Improvement
• Shared resource development across programs
• Active involvement of residents in practice redesign process – training as QI team leaders and use of QI tools
• Use of the ABFM approved e-Learning platform for PCMH education (https://www.theabfm.org) and STFM Leading Change faculty curriculum (http://www.stfm.org/OnlineEd/LeadingChangeCurriculum)

Additional Links and Resources
Accreditation Council for Graduate Medical Education
• http://www.acgme.org/acgmewebsite

American Board of Family Physicians
• https://www.theabfm.org/index.aspx

American Board of Medical Specialties
• http://www.abms.org/

American College of Physicians
• http://www.acponline.org/

American Medical Association (Residency Page)
• http://www.ama-assn.org/ama

North American American Primary Care Research Group
• http://www.napcrg.org/

Society of General Internal Medicine
• http://www.sgim.org/

Society of Teachers of Family Medicine
• http://stfm.org/

Colorado Residency PCMH Project Publications