Trainees in Transformation:
Practice Facilitation in the Academic Teaching Context

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BACKGROUND

• Practice transformation can be particularly challenging in teaching clinics, with resident education and clinical services often perceived to be in conflict
• Residents often train in clinical systems that do not expose them to high performing models of care and may be less likely to remain in full-time primary care
• The Double Helix approach proposes that the two strands (clinical transformation and resident education) can interwine and support one another, with preceptors and quality improvement (QI) projects acting as a bridge

THE DOUBLE HELIX APPROACH

Education strand teaches residents skills to transform primary care and ways to think about system structures and change
Clinic Transformation strand inspires residents to transform primary care by providing rewarding clinical experiences
Faculty Development demonstrates how faculty and preceptors can engage residents in practice transformation
Resident QI Projects empower residents to identify and lead clinical transformation efforts

METHODS

• Pragmatic trial of a didactic and experiential primary care transformation curriculum and clinic transformation project within four primary care residencies and teaching clinics. Launched in 2016 and will continue until 2020
• Measure: Organizational self-assessment: Building Blocks Primary Care Assessment for Transforming Teaching Practices (BBPCA-TTP)
• Education redesign: 3-year curriculum based on the 10 Building Blocks of High Performing Primary Care
• Clinical transformation: Practice coaches work with clinic leaders at clinical teaching sites. The BBPCA-TTP, SMART goals, training programs, and preceptor video series are all utilized to promote practice transformation.

RESULTS

Organizational Self Assessment Scores 2015-2018 for Blocks 1-5

<table>
<thead>
<tr>
<th>Block</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tr>
<td>Block 1: Engaged Leadership</td>
<td>8.0</td>
<td>7.1</td>
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<td>Block 2: Data Driven Improvement</td>
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<td>Block 3: Empowerment</td>
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<td>Block 4: Team-Based Care</td>
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<td>5.15</td>
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Organizational Self Assessment Scores 2015-2018 for Blocks 6-10

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<tr>
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<td>Block 6: Population Management</td>
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<td>Block 9: Coordination of Care</td>
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<td>Block 10: Template of the Future</td>
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DISCUSSION

• Consistent improvements in the Foundational Blocks: Engaged Leadership, Data Driven Improvement, Team-Based Care, Resident Scheduling, and Resident Engagement are encouraging.
• Our work corroborates other research that clinical transformation is a slow process that requires making basic structural changes before implementing newer models of care.
• The progress in all the teaching practices-related building blocks suggests that the alignment of the educational and clinical care goals can result in improved resident engagement.

CONCLUSION

These preliminary results suggest that the double helix approach of aligning resident education and clinic transformation may be a promising way to facilitate practice transformation and improve resident engagement within teaching practices.

RESOURCES AND INFORMATION

To access the completed resident curriculum and educational materials, please visit: www.ucsfpracticetransformation.org

To access clinical toolkits, please visit: https://cepc.ucsf.edu/residency-teaching-clinics

For any additional questions or to receive more information regarding the preceptor video series, please email: beatrice.huang@ucsf.edu

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