

Is it a building? Assessing medical students' knowledge of the Patient's Medical Home (PMH): A qualitative study



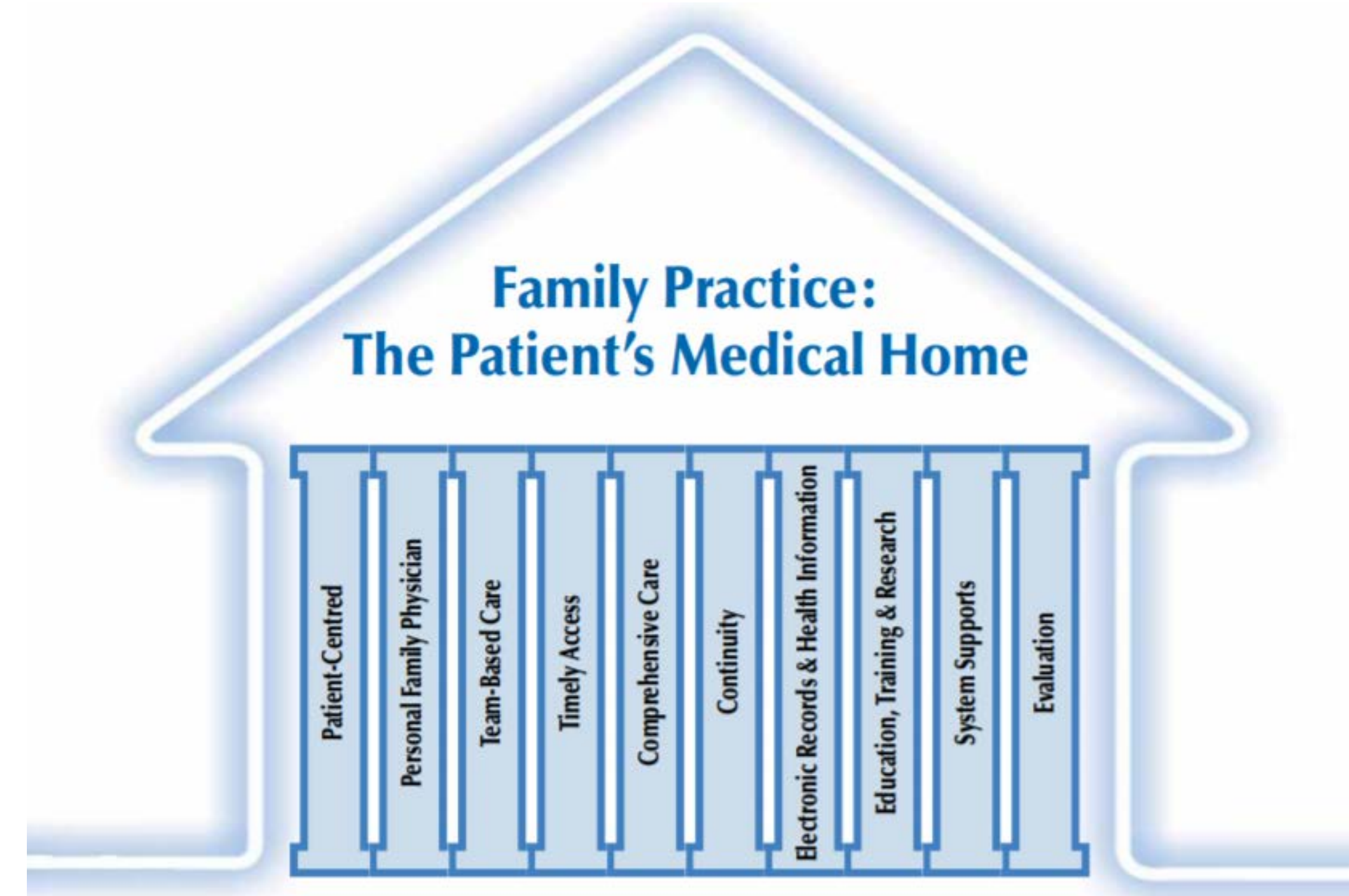
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PURPOSE

- The Patient's Medical Home (PMH) model is a made-in Canada vision providing a road-map for present and future delivery of high quality accessible primary care
- Despite implications for medical education, little is known about medical student understanding of PMH
- **Objectives:**
 1. To assess undergraduate medical students' knowledge of the PMH
 2. To develop structured teaching and curriculum around the PMH in undergraduate medical education

THE 10 PILLARS OF THE PMH



METHODS

- Exploratory focus group study at the Cumming School of Medicine, a three-year graduate level medical program
- Convenience sampling, recruited by Undergraduate Medical Education administration staff and family medicine medical interest groups (FMIG)
- Iterative data collection and analysis. Interview transcripts read independently by team members and individual codes assigned
- Codes organized into themes based on the 10 conceptual pillars of PMH

RESULTS

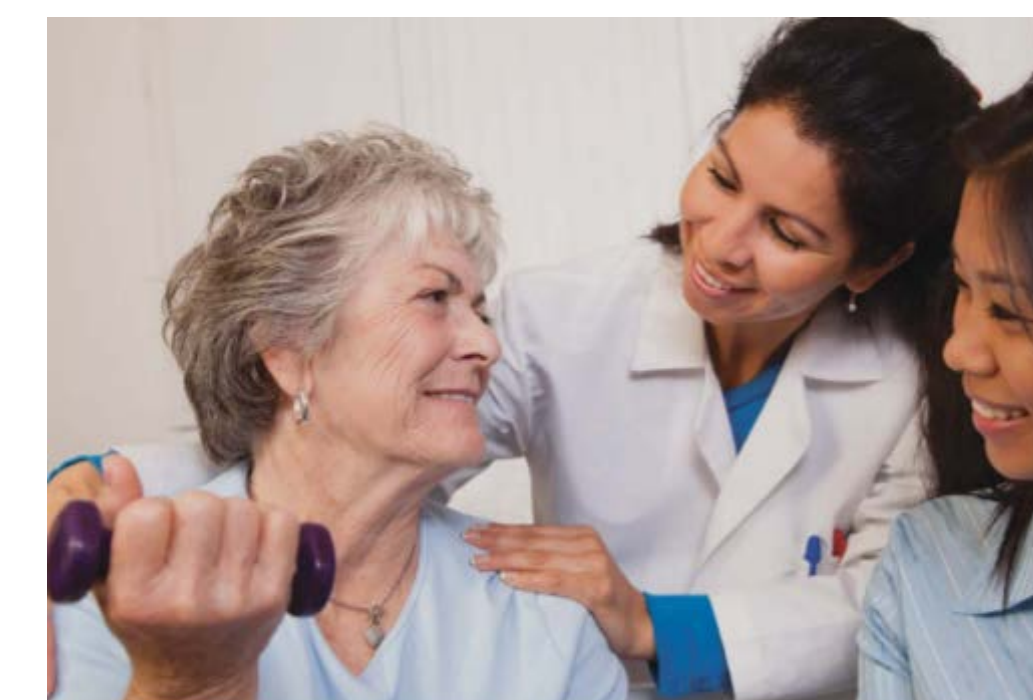
- 19 medical students (6 male, 13 female; 16 year one, 3 year two) contributed to three focus groups from October 2018 to December 2018
- Most students have heard the term of PMH, but none could confidently define it. Students thought it was a physical building, a system of delivery healthcare or a physician remuneration model
- Of the 10 conceptual pillars, students were most familiar with patient centered care

SELECT MEDICAL STUDENT QUOTES ON THE PMH



"...[It] would be so cool if you walk into your doctor's office [and say] this is my home and I know all the people here and I trust them all as if it were my home."

"It's presented as a physical building where all of these professions work together but then sometimes I get the impression that it's a comprehensive system that has easy access of referral to these other professions so I'm a little bit confused."



"[Allied health teams] are highly effective and efficient because the different roles have different strengths and doctors can't and shouldn't do it all."



"It's important to have a leader of your care who understands the patient as a whole."



"I think it's really important for us to be well versed in all of these [Pillars] and understand their role in what it means for us, for our patients, for other health care professionals."

DISCUSSION

Summary

- Students knew very little about the PMH
- Students recognized that PMH is an increasingly important aspect of medical practices and is the "way of the future", but felt teaching on it is lacking. They would prefer information on PMH to be provided in the latter years of training
- Students had good understanding of team-based care and patient-centredness but had many questions about the other pillars of PMH

Limitations

- Small focus group size n=19, lack of 3rd year student input, and single site of study limit the generalizability of our data

Implications and Next Steps

- Curriculum interventions are needed to educate students about PMH
- Although students would prefer direct clinical experience in a PMH, it is logistically challenging and may not be feasible. We plan to strategically place students in a PMH clinic at least once during their 3 years of placements
- An informational PMH video featuring physicians, residents, patients, allied health team members and clinical staff is currently being developed
- Considering the Pan-Canadian importance of PMH, future research could focus on ascertaining understanding of PMH at other Canadian medical schools

References

1. College of Family Physicians of Canada (CFPC). The Patient's Medical Home [Internet]. Mississauga, ON: CFPC; 2019 [cited 24 February 2019]. Available from: <https://patientsmedicalhome.ca/>.
2. CFPC. The Patient's Medical Home Provincial Report Card—February 2019. Mississauga, ON: CFPC; 2019.

Photos: CFPC 2014; Life Health Professional Canada 2017

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