Advancing Your Personalized Learning Plan

An ACP Education Update

Davoren Chick, MD, FACP
Chief Learning Officer & SVP, Medical Education - American College of Physicians
Adjunct Professor of Medicine - University of Pennsylvania Perelman School of Medicine

Louisiana Chapter 2023 Annual Scientific Meeting
March 4, 2023
Disclosure of Interests

Dr. Chick has no interests to disclose relevant to this presentation.
Your ACP Medical Education Division

**Instructional Design & Events**
- Internal Medicine Meeting
  - Scientific Program & Pre-Courses
- Clinical Skills
  - Clinical Skills Center & IMM Workshops
  - Waxman Scholars
  - POCUS
  - Special events
- Virtual Live & Hybrid courses
  - Board Review Courses
  - Course Recordings
  - Special Events
- Instructional Design
  - Innovations & Multimedia
  - Grants
  - Resolution deliverables
- Online Learning Center

**Research & CME Compliance**
- College Research
  - Surveys (e.g., Members, ITE PDs/residents)
  - Member demographics
  - DEI landscape
  - Research consultations & projects
  - IM Insider Research Panel
- CME/MOC Compliance & Accreditation
  - Chapters
  - National

**Assessment & Education Programs**
- In-Training Examination
- MKSAP 19, ACP MKSAP
- Board Prep Curriculum
- Board Review Course Curriculum
Goal: Feeding Our Purpose Through Longitudinal Learning

Objectives:

• Meet CME needs with ACP’s Online Learning Center

• Identify High-Yield ACP Learning Resources
  • POCUS
  • Coding
  • Pain Management
  • Obesity Management
  • Podcasts
  • And more!

• Prepare for Examinations

• Explore the MKSAP 19 Learning Plan

• Advocate for education policy improvements

• Get excited for San Diego!
Need CME/MOC?

ACP Online Learning Center

http://acponline.org/olc
Online Learning Center

Explore a wide-ranging library of online CME and MOC activities, aimed at improving your knowledge and practice.

Search | Format | Product Name | State CME Requirements

Search the Online Learning Center
CME Requirements for:
Louisiana

20 hours of Category 1 CME credits annually. Louisiana physicians must complete a board sponsored/approved orientation program within their first renewal period following licensure.

All practitioners with a Controlled Dangerous Substance license have additional requirements.

- Drug diversion training, best prescribing practices of controlled substances, appropriate treatment for addiction (3 hours of CME within their first license renewal term)

The following categories contain activities that may be related to these requirements. Please review the Louisiana State Board of Examiners site to determine the eligibility of individual activities before completing. All activities on the Online Learning Center are accredited by the ACCME for AMA PRA Category 1 credit(s)™ and will help meet your state requirements.

Opioid Therapy  
Substance Use Disorder
Point of Care Ultrasound (POCUS) for Internal Medicine

From beginner to advanced, refine your procedural skills to effectively implement ultrasound exams into your practice with ACP's dynamic and comprehensive POCUS series. Seven foundational self-paced courses have received a 2023 update, developed in collaboration with over 14 national experts. Six additional advanced courses are also available, free to members. Start on your POCUS Pathway today!

View Hub

Coding for Clinicians | Fully updated for 2023!

ACP's Coding for Clinicians is a subscription-based training program that teaches you to code smarter and more efficiently—saving time, driving accuracy, and optimizing payments. Thirteen regularly updated self-paced activities cover a wide range of topics, including non-face-to-face services, coding modifiers, federal guidance for documentation, and inpatient and outpatient categories. Newly updated 2023 coding guidance includes inpatient coding based on updated medical decision-making guidance, the new unified hospital inpatient/observation evaluation and management code set, new time-based coding thresholds and prolonged service coding, and major changes to inpatient and outpatient consultation coding. The complete program offers a year of access to learning modules and support materials.

View Program
Continuous Glucose Monitoring: Going Beyond A1C To Improve Type 2 Diabetes Management
Want to expand your skills?
ACP Point-of-Care Ultrasound

http://acponline.org/pocus
ACP POCUS Step 1: Foundational Learning
Online & In-Person

1. Obtaining Adequate Clinical Images for Interpretation
2. Lung Ultrasound
3. Focused Cardiac Imaging
4. Intra-Abdominal Free Fluid
5. Urinary System
6. Deep Venous Thrombosis
7. Patient-Centered Scanning
ACP POCUS Step 2: Skills Mentorship

- Livestream, Virtual Course
- 6 months: May – September
  - Choose your own schedule
- 1:1 personalized training with expert mentors
- Customized to your needs
- POCUS devices available to loan
- Directly observed feedback while scanning live models

ACP POCUS Step 3: Advanced Learning Online & In-Person

8. Skin/Soft Tissue and Musculoskeletal
9. Abdominal Aortic Aneurysm
10. Gallbladder
11. Lower Extremity Musculoskeletal
12. Upper Extremity Musculoskeletal
13. PEARLS – An Ultrasound Physical Examination
Point-of-Care Ultrasound Mentorship Program 2023

EARLY BIRD DISCOUNT!

Become proficient in practice. Reserve your spot today!
Need to optimize payment?

ACP Coding For Clinicians

http://acponline.org/coding
Keep up with 2021, 2023 Coding Changes

acponline.org/coding
1. Diagnosis Coding and Core Knowledge
2. Hierarchical Condition Categories and Value-Based Payment
3. Inpatient Evaluation and Management (E/M)
4. Inpatient Special Topics
5. Pediatric Inpatient Care
6. Outpatient Services
7. Outpatient Prolonged Services
8. Outpatient Consultation
9. Preventive Visits
10. Concurrent Procedures and E/M
11. Concurrent Preventive and E/M
12. Guidance for Teachers, Residents, and Students
13. Chronic and Transitional Care Management
Coding

Beginner and advanced medical coding resources, including member exclusive content and ACP's Coding for Clinicians subscription series.

Improve your coding skills to represent the true complexity of your patient care and secure appropriate compensation for your professional services with ACP coding resources.

Get the most out of ACP's coding resource suite by subscribing to ACP Coding for Clinicians, providing interactive learning modules to help you code smarter and ensure maximum payment. CME/MOC available.

LEARN MORE ABOUT SUBSCRIBING

- Diagnosis Coding and Core Knowledge
- Hierarchical Condition Categories and Value-Based Payment
- Inpatient Evaluation and Management
Inpatient Special Topics

Pediatric Inpatient Care

Outpatient Services

Learning Module
Select outpatient service codes 99202-99205 and 99211-99215 using the new 2021 guidelines.

Begin NOT SUBSCRIBED? LEARN MORE

Guidance and Tools

• Outpatient Evaluation and Management Codes
• Primary Care Do's and Don'ts for Clinical Documentation
• Medical Specialty Do's and Don'ts for Clinical Documentation
• Telehealth
  ○ Video Visits
  ○ Telephone Visits
• COVID-19
  ○ COVID-19 Coding and Billing

Video

• Outpatient Coding: Getting Paid for What You Do

Outpatient Prolonged Services

Includes Free Member Content
Remote Physiologic Monitoring Codes

Bill for remote monitoring in addition to chronic care management and transitional care management.
ACP Advocacy to Improve Physician Payment

Learn about ACP's advocacy focused on improving physician payment and the RVS Update Committee (RUC) process in which ACP participates to help develop relative value recommendations for codes.

- **Physician Fee Schedule and Quality Payment Program**
  - ACP recommendations reflected in positive CMS 2022 Physician Fee Schedule changes and in new federal programs
  - Summary of 2022 Medicare Physician Fee Schedule and Quality Payment Program Final Rule
  - Read ACP's Comments on 2022 Final Physician Fee Schedule & Quality Payment Program Rule

- **Evaluation and Management**
  - Documentation Guidance from "State of the Note" Summit (Jan. - Apr. 2021)

- **Understanding the RUC Process**
  - Webinar: The Relationship Between ACP and Other Specialty Societies Serving on the RUC (ACP MEMBER EXCLUSIVE)
Learning Series in Device-Responsive Formats

Chapter 6 of 6

Critical Care

Critical care services may be required in any inpatient setting.
Self-Paced, Interactive Learning
- On-demand, online access
- Physician-to-physician perspective
- Case-based examples
- Resources, guidance, and tools

**Mr. Patel**
A 56-year-old man presents with left lower quadrant abdominal pain.
Risk Score Calculation

Each HCC is assigned an administrative value reflecting clinical risk. The value is then adjusted based on demographic factors, including disability status and whether the person has a low socioeconomic status. Adjusted HCC values are additive. On top of this, certain conditions are known to be particularly risky when combined. These HCC combinations trigger an augmentation value when reported in the same year. The final HCCs, demographic adjustments, additive and augmented values result in Mr. Davis's final risk score.
If SMBP analysis is performed on the same day that a patient presents for an E/M visit to the same billing professional, the SMBP analysis should be considered as part of the E/M and not billed separately.

Key Points:

- Ventilator machine management codes are used to report ventilator management that is not part of comprehensive E/M or critical care services.

- The initial day ventilator management code refers to the first day of ventilator initiation for a newly ventilated patient, or the first day of ventilator setting assessment and adjustment for a chronically ventilated patient.
CME/MOC Quiz

To claim CME credit:

1. Correctly all of the following 3 quiz questions.

2. After passing the quiz, select the option to "SUBMIT for CME" to access the CME submission link.

3. After you complete your CME submission, you will be provided with an option to also request MOC points, which will require you to provide your ABIM diplomate identification information.

START CME/MOC QUIZ
Please rate your ability to report CPT codes for non-face-to-face prolonged outpatient services.

Answered: 39    Skipped: 0
Please rate your ability to report critical care or ventilator management

Answered: 31    Skipped: 0

Before this module:

After this module:

- Green: Poor
- Blue: Fair
- Orange: Good
- Light Blue: Very good

- 0% to 30%
- 30% to 60%
- 60% to 90%
- 90% to 100%
“This is one of the only inpatient coding CME modules I have ever seen. And I have been looking for one for two years! THANK YOU!”

acponline.org/coding

• Updated tools for 2023
• New group practice subscription rates
Have patients struggling with pain management?

ACP Pain Hub

http://acponline.org/painhub
Pain Management Learning Portfolio

7 Interactive Modules
Lecture Videos
2 Sets Interactive Cases
DEI Podcast + MAT Webinar
QI Learning Collaborative
1-Day Course (recordings)
ACP Chapter Toolkit

Complementary Materials: Learn Your Way
ACP Pain Management Advisory Group & Peer Reviewers

Patient and Family Advisors
Physical Therapists
Pain Management Physicians
General Internal Medicine Physicians
Addiction Medicine IM Subspecialists
Addiction Consult Liaison Nurses
Clinical Pharmacists
Medical Illustrators
Medical Education Instructional Designers
Pain Management Learning Hub

Health care professionals have long struggled to effectively assess and manage pain within the broader context of clinical uncertainty, biopsychosocial complexity, and societal stigma. The staggering rise of opioid use and misuse has added even more urgency to the need for appropriate and effective pain management.

Explore these peer-to-peer learning materials to advance your skills in pain management.

The ACP Pain Management Learning Series

This series consists of 7 core modules and 2 sets of case studies. The core modules use evidence-based and patient-centered pain management principles to help physicians assess and manage pain. The sets of case studies provide opportunities to practice skills necessary for pain assessment, diagnostic differentials, treatment plans, and patient-centered care.
Help Patients Make Changes

Improving pain requires making changes. Each patient needs to consider changing how they have been treating and coping with their pain.
Integrated Videos & Audio

A Patient on What Makes a Moment With a Doctor (0:43 min)

Good Clinical Encounter - Ricki Fairley | National Patient Advocate...
Graphic Medicine
Communication
Interactions

&
Interactive Medical Illustrations
Practical Pearls and Key Points

Pain Pearl: Because change takes time, consider making a specific note in your patient’s chart about the stage of change they seem to be in. Note the results of any discussions. For patients in contemplation stage or later, note the patient’s intended current plan to move forward along the stages of change. On the next visit, any clinician will be able to resume patient-centered motivational interviewing and change management counseling.

Key Points

- The experience of pain is inherently subjective, varying significantly from person to person, making assessment of patients with chronic pain more challenging.

- For a patient who has anchored on 1 request and has difficulty considering potentially more beneficial approaches, FRUP and the 5 A’s can assist in refocusing without undermining the physician-patient relationship.
Reflection

In your practice, which groups do you think are most affected by implicit bias?

What are some ways you might improve health equity, especially in the area of pain management?
Please rate your ability to discuss treatment options for opioid use disorder, including psychosocial interventions, methadone, buprenorphine, and naltrexone.

Answered: 34    Skipped: 0
Clinical Cases

- Knee Pain
- Back Pain

ACP Pain Management Cases: Low Back Pain

These 3 case studies provide interactive training on assessment and treatment to improve pain, function, and mood for patients with low back pain.
A positive test is when this reproduces their pain radiating down the leg below the knee.
Case Communication Videos
How about obesity management?

ACP Obesity Hub

http://acponline.org/obesityhub
Interprofessional & Multidisciplinary Design

Multidisciplinary team-based care is more likely to produce significant weight loss that physician counseling alone.

ACP Obesity Management Advisory Group
- General internal medicine
- Obesity medicine
- Nutrition & dietetics
- Bariatric surgery
- Psychology
- Pharmacy
- Patient and family advocacy
- Health policy
Obesity Management Learning Hub

The US Preventive Services Task Force (USPSTF) recommends that physicians offer intensive counseling to adults with obesity to promote weight loss. Yet, many physicians do not feel they have adequate training to provide it. ACP has developed a multifaceted approach to increase confidence in providing counseling and treatment to patients with overweight and obesity by developing a curriculum that addresses multiple aspects of patient engagement and care to assure a team-based approach to managing obesity.

The ACP Obesity Management Learning Series

This comprehensive, up-to-date learning series provides practical guidance to support physicians and their teams in treating patients with obesity. Three web-based, interactive learning activities address lifestyle modification, pharmacologic therapy, and surgical intervention. Patient education resources are included to bolster physician recommendations and support patient success.
The ACP Obesity Management Learning Series

This comprehensive, up-to-date learning series provides practical guidance to support physicians and their teams in treating patients with obesity. Three web-based, interactive learning activities address lifestyle modification, pharmacologic therapy, and surgical intervention. Patient education resources are included to bolster physician recommendations and support patient success.

- Module 1: Lifestyle Modification
- Module 2: Pharmacotherapy
- Module 3: Bariatric Surgery
ACP Obesity Patient Education Materials

These ACP-produced patient education handouts were made for physicians and their teams to share with their patients in order to bolster physician recommendations and support patient success.

- Lifestyle and Nutrition Handout
- Lifestyle and Nutrition Checklist
- Weight Loss Surgery
- Medication and Weight Loss
- Who’s Who on the Obesity Care Team
The DEI Shift Podcast: Obesity Mini-Series

This 2-part mini-series on obesity is produced for ACP by The DEI Shift podcast. The series explores topics related to obesity, diversity, equity, and inclusion. These podcasts are supported by an educational grant from Novo Nordisk Inc.

CME/MOC credit are free to ACP Members. Nonmembers may purchase access to claim CME/MOC credit for each podcast for $25.

Episode 1: “Defining Obesity, Challenging Weight Bias” .5 CME

This episode, featuring Dr. Fatima Cody Stanford, digs deep into historical, structural, and individual bias in care of patients with obesity.

Listen to Podcast

Episode 2: “Weight and Cultural Considerations” .5 CME

This episode explores how physicians can incorporate culture and social determinants as they partner with patients with obesity. Featuring commentary from Dr. Shreela Sharma and patient representative Ms. Latoshia Rouse.

Listen to Podcast
Most learners (92% or greater) reported positive progress towards meeting each learning objective across all 3 modules.

Greatest gain occurred in learning related to identifying management approaches for inadequate weight loss or weight regain following bariatric surgery.
Most learners (82% or greater) reported plans to implement changes to practice/patient care after completing the modules and podcasts.
Care of the Patient After Metabolic and Bariatric Surgery

Weight loss surgery, also known as metabolic and bariatric surgery (MBS), is an effective weight loss treatment and is associated with reduced mortality and improvements in obesity-related health conditions and quality of life. Postsurgical anatomical and physiologic changes include decreased absorption of micronutrients and...
No time to sit still?

ACP Sponsored Podcasts

http://acponline.org/podcasts
Preparing For an Exam?
ACP Board Prep Resources
http://acponline.org/boardprep
Board Review Support

Board Review Courses: 5 days On Location or Virtual
- High frequency, high importance topics - ABIM exam blueprint
- Interactive, case-based, and expert clinician-educator team
- Tips on test-taking strategies
- Complete e-syllabus + 6 months access to course recordings
- Ongoing, real-time written Q and A with faculty

Board Review Course Recordings
- 39 hours divided into 5-10 min single-question interactive segments

Board Prep Curriculum for residency programs
- Slide decks support 69 planned lectures across high importance exam topics
- Ongoing, real-time written Q and A with faculty
Ready for a comprehensive personal MKSAP Learning Plan?

MKSAP 19 ... and ACP MKSAP
New Features!

- Complete Green format
- Enhanced Text
  - Board Basics integration
  - Embedded lab values
  - Multimedia enhancements
  - Multicolor personal text highlighting
- Question Bank
  - New “Quick Qs”
  - New Shuffle Mode
  - New Extension Questions
- Personalized Learning Plan
  - Integrated ACP Learning Links
  - Collated Key Points, notes, highlights
  - New IM-ITE Score Upload Opt-in
- Earn-as-You-Go CME
- Modernized Guidance
  - Board Exam Topic Guide
  - How-To videos
  - MKSAP and the LKA
  - Enhanced search

In development: unlockable timed questions & achievement certificate
Individualized Learning Plan

- **Access all topic-specific MKSAP content**
- **Review topics in depth**
- **Access collected Key Points, collated personal notes and highlights**
- **Track progress towards goals**
## Individualized Learning Plan

### Learning Links for Pain

<table>
<thead>
<tr>
<th>Topics</th>
<th>Access Related Learning Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP Pain Management 1: Pain Fundamentals</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>ACP Pain Management 2: Pain Assessment</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>ACP Pain Management 3: Pain Management Principles</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>ACP Pain Management 4: Nonpharmacologic Therapies</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>ACP Pain Management 5: Nonopioid Pharmacotherapy</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>ACP Pain Management 6: Opioid Therapy</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>ACP Pain Management: Chronic Pain: Beyond Opioids</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>ACP Video</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Management of Acute Pain From Non–Low Back Musculoskeletal Injuries:</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>A Systematic Review and Network Meta-analysis of Randomized Trials</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>(2020) ACP Article</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Non-Pharmacological and Pharmacological Management of Acute Pain from</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Non–Low Back Musculoskeletal Injuries in Adults: A Clinical Guideline</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>from the American College of Physicians and American Academy of</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Family Physicians (2020) and Pharmacologic Management of Acute Pain</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>From Non–Low Back Musculoskeletal Injuries in Adults: A Clinical</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Guideline from the American College of Physicians and American</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Academy of Family Physicians</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Optimizing Pain Management in an Era of Opioid De-escalation: 2021</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Video Recordings Package</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Predictors of Prolonged Opioid Use After Initial Prescription for</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Acute Musculoskeletal Injuries in Adults: A Systematic Review and</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>Meta-analysis of Observational Studies (2020)</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>The DEI Shift: Addressing Bias and Disparities in Pain Management</td>
<td><img src="#" alt="Link" /></td>
</tr>
<tr>
<td>ACP Podcast</td>
<td><img src="#" alt="Link" /></td>
</tr>
</tbody>
</table>

**Access topic-related learning links from across ACP**
Quick access to highly tested content

Strategic direct study or Learning Plan construction
# 2021 Internal Medicine In-Training Examination (IM-ITE) Report

Select a content area to view your incorrectly answered questions

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percentage Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular Medicine (4)</td>
<td>30%</td>
</tr>
<tr>
<td>Endocrinology and Metabolism (4)</td>
<td>30%</td>
</tr>
<tr>
<td>Gastroenterology and Hepatology (4)</td>
<td>30%</td>
</tr>
<tr>
<td>General Internal Medicine (4)</td>
<td>30%</td>
</tr>
<tr>
<td>Geriatric Medicine (4)</td>
<td>30%</td>
</tr>
<tr>
<td>Hematology/Oncology (4)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Review the educational objectives of your incorrectly answered questions and read the corresponding content. Add the related topics to your Learning Plan for additional study.
The Future is Edition-less, Longitudinal, and Digital

- One unified digital learning system
- Continually updated syllabus
- Longitudinal learner data
- Single residency Tracker system
- Expanded multimedia integration
- Ongoing MCQ additions & revisions
- Growing question bank
- Highly favorable member pricing
- 2024 presale bonus content year
- Supports lifetime learners
Caring for at-risk patients?

Caring With Compassion

http://caringwithcompassion.org
“The primary nonmedical factor affecting health is socioeconomic status.”
An Inter-Professional Team

Davoren Chick, MD, FACP – Internal Medicine
April Bigelow, PhD, ANP-BC – Nursing
Heather Rye, LMSW – Complex Care Management
F Jacob Seagull, PhD – Research Methods
Ryan Crowley, BSJ – Public Policy
Brent C Williams, MD, MPH, FACP – Internal Medicine

Michigan Creative & ACP Digital Products and Services – Web Design
CME and continuing support – ACP staff
Critical Care Unit

Resulting Condition

- Neurologic
- Cardiovascular
- Respiration
- Renal & Electrolyte
- GI & Nutrition
Ambulatory ICU & Ward ICU

- Biomedical Conditions
- Psychiatric Conditions
- Social Relationships
- Resources
- Behaviors & Priorities

Resulting Functional Status
Bio-psychosocial Model

- Relationships
- Resources
- Behaviors
- Psychiatric
- Biomedical

Psychosocial Model of Clinical Care

Function
Bio-Psychosocial Problem List

- Presenting Concerns
- Biomedical Conditions
  - Chronic conditions requiring active management and minor medical findings
- Psychiatric Conditions
  - Impacting self management, function, access to care, or quality of life
- Behaviors and Substance Use Disorders
  - Stage of behavioral change, assessment of self efficacy
- Social Support Systems
  - Counseling needs, conditions requiring monitoring intervention, role models
- Community and Environmental Resources
  - Housing, community safety, food security, childcare, transportation, income, insurance, etc
- Priorities and Functional Goals
  - Relative to functional status
- Health Maintenance
  - Risk-based assessment for STI, substance-related disease, nutritional deficiencies, exposure-related conditions, and standard screening
Caring with Compassion
THE KNOWLEDGE AND SKILLS YOU NEED TO SERVE AT-RISK POPULATIONS

Login

Log in
Email Address
Password
Login
Forgot password?
Create your account

UNDEREMPLOYED

"AT-RISK POPULATIONS" REFERS TO HOMELESS, UNEMPLOYED, UNSERVED, AND/OR UNINSURED INDIVIDUALS.

caringwithcompassion.org
Welcome back, Davoren Chick

**MY CURRICULUM DASHBOARD**

The Caring with Compassion curriculum consists of seven learning modules and a game. The total curriculum provides working knowledge regarding public healthcare systems and the special needs of homeless, uninsured, and underserved populations. Your progress, score and completion for each module are listed in the right-hand columns. You must successfully pass each module quiz to complete the module.

<table>
<thead>
<tr>
<th>LEARNING MODULE</th>
<th>PROGRESS</th>
<th>SCORE</th>
<th>COMPLETED?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUBLIC HEALTHCARE SYSTEMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Populations in Need</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Insurance</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Delivery Systems</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CARING FOR THE UNDERSERVED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Homelessness &amp; Disease</td>
<td>100%</td>
<td>90%</td>
<td>✓</td>
</tr>
<tr>
<td>5. Social Determinants of Health</td>
<td>67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Biopsychosocial Health</td>
<td>78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Team Care</td>
<td>98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CARE CONSEQUENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play the game</td>
<td>25%</td>
<td>15 pts</td>
<td></td>
</tr>
</tbody>
</table>

---

**Case-Based Didactics**

**Learning Game**

**Faculty Support:**

**Progress Sharing**
CARE CONSEQUENCES

LEVEL 1: MEET THE PATIENT

A 24-year-old man presents at your outpatient primary care practice to seek medical care. He reports back pain and asks for a prescription for MS Contin.

Patient History
You have not earned any patient history for this level.

You may choose to:
GET MORE HISTORY About The Patient
OR
Make one of four TREATMENT CHOICES

How are you doing, Doc?

- Patient biomedical health: 7 pts
- Patient resources: 3 pts
- Patient social supports: 5 pts
- Clinician experience: 0 pts

Total Points: 15/37

Save & Exit
For Educators
Caring with Compassion is designed to enhance understanding of the knowledge needed to provide care for at-risk populations: homeless, underserved, and those with chronic conditions. It also demonstrates how to use team-based and personalized care for at-risk populations.

There are 3 main components:

1. Caring with Compassion user is provided with a personalized learning dashboard. The dashboard tracks progress in completing 7 educational modules. Specific content learning objectives for each module are provided. (The collected objectives can be reviewed using the menu on this page.) Each learning module provides case-based instruction and includes a post-module quiz. Final quiz scores for all modules are maintained on each user’s learning dashboard. Scores may be shared with someone to verify completion.

2. Care Consequences – the learning game. This game provides low-stakes interactive reinforcement of key learning points. Learners must make clinical decisions and receive feedback.

3. Instructional Supports

   - Overview
   - Instructor’s Guide
   - Milestones
   - Objectives
<table>
<thead>
<tr>
<th>Item</th>
<th>% Agree / Strongly Agree</th>
<th>Item</th>
<th>% Agree / Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There was adequate orientation in performing BPS evaluation.</td>
<td>(69%)</td>
<td>6. The preceptor utilized the information from the BPS evaluation in the care and follow up of the patient.</td>
<td>(48%)</td>
</tr>
<tr>
<td>2. The BPS evaluation helped identify barriers to care and follow up.</td>
<td>(83%)</td>
<td>7. The information from the BPS evaluation improved my understanding of my patient and their needs.</td>
<td>(90%)</td>
</tr>
<tr>
<td>3. There were resources to help with barriers.</td>
<td>(83%)</td>
<td>8. BPS curriculum helped me to create a comprehensive problem list to identify at risk patients.</td>
<td>(66%)</td>
</tr>
<tr>
<td>4. The medical team used the BPS evaluation to help utilize resources in pharmacy, nursing, and social work.</td>
<td>N (69%)</td>
<td>9. I was able to develop a plan of care to address at least one barrier to care.</td>
<td>N (76%)</td>
</tr>
<tr>
<td>5. The BPS evaluation had added value to the history and physical.</td>
<td>(72%)</td>
<td>10. I used the caring with compassion website for resources and education in learning about at risk patients.</td>
<td>(31%)</td>
</tr>
</tbody>
</table>

National: “I Will ...”

... better serve veteran patients

... be more understanding with the homeless

... better understand the roles of case managers and social workers

... know the different coverage provided by each type of Medicare program

... now understand what dually eligible is

understand better what coverage my patients have and give advice on what coverage to apply for
National: “I Will ...” QI

... template social determinant questions into EHR

... ask disabled males about homelessness more consistently

... change prescribing habits for homeless patients with certain conditions

.... improve discharge planning
Related Educational Resources...

- Human trafficking (module)
  - Adverse childhood experiences
- Trauma-informed care (podcasts)
- Food insecurity (2 podcasts)
- Intimate partner violence (modules)
- Immigrant/migrant health (podcast)

**CME/MOC Free Member Benefit**
Frustrated by certification policies and systems?

ACP Has Your Back!
Physician Education Advocacy
ABMS Continuing Certification: Vision for the Future

Vision Commission
Testimony, Draft Recommendations, & Public Comment

4 ABMS execs
2 CMSS reps (1 ACP)
1 ACGME
1 ACCME
1 AMA
2 public
1 Coalition for Physician Accountability

5 of 24 positions filled by internal medicine:
- Davoren Chick, MD, FACP (internist, ACP)
- Chuck Cutler, MD, MACP (primary care internist, private practice in PA)
- Ole-Petter R. Hamnvik, MBBCH, BAO, MMSc (endocrinologist, BWH / Harvard)
- Bruce Leff, MD, FACP (geriatrician, Johns Hopkins)
- Andrea Russo, MD, FACC (cardiologist/electrophysiologist, Cooper University Health Care, NJ)
ABMS Continuing Certification: Vision for the Future

Vision Commission
Testimony, Draft Recommendations, & Public Comment

Standards Task Force
Common Standards Draft

Oversight Committee:
ABMS CEO + Board Execs (FM, PMR, A&I, OBGYN)

Standards Task Force
(Dr. Davoren Chick, ex officio CMSS rep)

ABMS Common Standards for Continuing Certification
Implementation

2017
ABMS Governance Restructuring

Planning Committee
Names multistakeholder Vision Commission

2018
Vision Commission
Report to ABMS BOD

Achieving the Vision
Oversight Committee & Standards Task Forces formed

2019

2020
ABMS Draft Common Standards for Continuing Certification

2021

2022
Standards Implementation

2025
See You in San Diego!

Internal Medicine Meeting 2023

New professional development center

Expanded poster sessions

Pre-courses and Clinical Skills: Sign Up Soon!
Internal Medicine Meeting 2023

• **New** pre-courses of note:
  • Primary Care Psychiatry
  • POCUS-Guided Procedures; Advanced POCUS for ambulatory medicine

• **New** Ultrasound Alley stations
  • Dialysis Access Evaluation by Physical Exam and Ultrasound
  • Ultrasound-Guided Peripheral IV Placement

• **New** Clinical Workshop topics include:
  • Advanced Communication Skills: How to Turn a Volatile Interaction into a Successful Patient Encounter Where You Come Out Unscathed
  • Personal Branding: Knowing and Promoting You
  • Stories that Heal and Reveal: A Radical Listening and Reflective Writing Workshop

• **Added Session**: "Providing Women’s Healthcare in a Post-Dobbs America: What Internal Medicine Needs to Know"
Advancing Your Personalized Learning Plan

An ACP Education Update

Davoren Chick, MD, FACP

Chief Learning Officer & SVP, Medical Education - American College of Physicians
Adjunct Professor of Medicine - University of Pennsylvania Perelman School of Medicine

Louisiana Chapter 2023 Annual Scientific Meeting
March 4, 2023