

Patient Priorities Care Train-the-Trainer Educational Course

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A seven-session virtual course will be presented outlining the Patient Priorities Care (PPC) content and approach to clinical decision making for older adults with multiple chronic conditions. As you may be aware, PPC (<https://patientprioritiescare.org/>) is an approach to decision making that aligns healthcare decision making with each person’s own health priorities- the health outcome goals they most desire given the healthcare tasks they are willing and able to do to achieve them. This approach has been shown to be feasible in clinical practice and associated with a number of improved outcomes including: 1) Reduced treatment burden; 2) Reduction of unwanted care; 3) Increased desired care.

Who should take this course?: Directors and educators who provide training in the care of older adults to health professional trainees (e.g. medical and nursing students; residents; geriatric, psychiatric APRN and doctoral nursing trainees; etc.). As leaders in education in caring for older adults, this course will provide you with the knowledge and skills to teach Patient Priorities Care to your health professional trainees.

Certification: Participants who attend “in person” for at least 6 sessions will receive a certificate as an “Patient Priorities Care Expert Educator” (We plan to record the sessions for anyone who wishes to be trained but is unable to attend at the time of the session).

Dates and Times: Tuesday, March 8 – May 31, 2022; 2-3 PM EST

Registration: You can register at app.smartsheet.com/b/form/... to receive information regarding the course. If the spring session fills, we will be offering this on a rolling basis moving forward.

Learning objectives and approach: Learning objectives are listed below for each session. Each session will include a short didactic and mentored case feedback to increase your comfort and fidelity with PPC. There will be an opportunity for homework and practice between sessions.

Date All sessions will occur on Tuesdays from 2:00-3:00 PM EST	Session Title	Learning Objectives	Homework
March 8	Introduction to Patient Priorities Care (PPC) as an operational framework for using "What Matters Most" in the care you provide	<ol style="list-style-type: none"> 1. Identify how the challenges of caring for older adults with multiple medical issues can be simplified by patient priority-aligned care. 2. Contrast how the PPC approach differs from the disease guideline-based approach to caring for older adults with multiple chronic conditions 	<ol style="list-style-type: none"> 1. PPC Explainer Video (https://patientprioritiescare.org/how-it-works/eplainer-video) 2. PPC Infographic (https://patientprioritiescare.org/how-it-works/infographic/) 3. PPC Core Steps (https://patientprioritiescare.org/wp-content/uploads/2021/09/PPC-Flowchart_Updated-8-20-21_V4.pdf) 4. PPC Nonrandomized Trial Abstract- JAMA Internal

		<ol style="list-style-type: none"> 3. Identify how PPC aligns with the Age Friendly Health System initiative. 	<p>Medicine, Tinetti, ME (Nov 2019). https://jamanetwork.com/journals/jamainternalmedicine/fullarticle/2752365</p> <ol style="list-style-type: none"> 5. Explore the My Health Priorities website (MyHealthPriorities.org)
March 22	What Matters Most: Values, Goals and Preferences	<ol style="list-style-type: none"> 1. Identify the 4 domains of patient values (matters most) that drive specific, realistic, actionable and measurable goals. 2. Understand and apply the process of identification of individual patient priorities (health outcome goals and healthcare preferences). 3. Understand the key differences between values and goals. 4. Identify a “One Thing” the patient would like to focus their alignment of care around. 5. Appreciate how to assist patients in the ongoing process of refining and improving priorities, including making them more specific, realistic and actionable. 	<ol style="list-style-type: none"> 1. Before piloting with a patient, each participant will engage with <i>EITHER</i> a family member, friend, or with their own values through the My Health Priorities website- www.myhealthpriorities.org 2. Each participant will have at least one discussion with a patient to identify what matters- to values and goals, care preferences, and a “One Thing”- Use the toolkit annotated template to assist with this conversation.
April 5	In The Clinician's Head: Considering Healthcare Interventions that Align with Priorities	<ol style="list-style-type: none"> 1. Relate the importance of reflecting on the meaning of what matters about the identified priorities to current care. 2. Recognize and be comfortable discussing components of the care plan which are ill-aligned with care preferences and components which are obvious targets for care modification/escalation to achieve a priority. 3. Engage regarding care tradeoffs which require further discussion and 	<ol style="list-style-type: none"> 1. Each participant will build on the patient encounter they worked on last session. They will have at least one discussion with a patient to identify what matters- values and goals, care preferences, and a “One Thing” AND consider care as related to the priority identification (helpful care, burdensome care, and tradeoffs). 2. Direct learners to supportive training resources from the toolkit- The annotated

		negotiation based on priority identification.	template can be used to assist with this conversation.
April 19	Aligning Healthcare with What Matters	<ol style="list-style-type: none"> 1. Be comfortable implementing strategies for aligning healthcare decision-making with patient priorities. 2. Embrace care alignment anchored in patient priorities as the focus of communication and decision-making. 3. Appreciate the utility of the “One Thing” as a guide for care alignment decisions 	<ol style="list-style-type: none"> 1. Each participant will complete and document at least two PPC encounters, including identifying priorities and aligning healthcare with the identified priorities. 2. Participants will consider three challenges and one success they have encountered in the process of PPC implementation thus far and be prepared to discuss these during session 5.
May 3	Patient Priorities Care Permeates Practice	<ol style="list-style-type: none"> 1. Understand how to use PPC to focus clinician communication around identified priorities. 2. Appreciate how to assist patients in refining and improving priorities, including making them more specific, realistic and actionable. 3. Be comfortable modifying care over time to ensure fuller and/or ongoing attainment of the identified outcome goals and the “One Thing”. 	<ol style="list-style-type: none"> 1. Each participant will complete and document at least two PPC encounters, including identifying priorities and aligning healthcare with the identified priorities. They will incorporate at least two of the three strategies for aligning healthcare decision-making with patient priorities.
May 17	Practical Pearls of Implementing Patient Priorities Care	<ol style="list-style-type: none"> 1. Understand how PPC might best be integrated in clinical practice (i.e. significant health/life event, Annual Wellness Visit) 2. Appreciate how PPC can be utilized to ensure healthcare remains aligned during episodes of life or health changes. 	<ol style="list-style-type: none"> 1. Reflect on your experiences with the PPC framework of decision making and identify 2 challenges you anticipate when implementing this into practice.

		3. Introduce the role of PPC in trainee education	
May 31	Practical Teaching Tips and Trainee Reflections	<ol style="list-style-type: none"> 1. Appreciate how to effectively integrate PPC education for health professional trainees in a variety of educational settings (didactics, bedside encounters, case based discussions). 2. Introduce methods for incorporating PPC into bedside teaching and precepting in the inpatient, outpatient, and long-term care setting. 	<ol style="list-style-type: none"> 1. Reflect on your experiences with the PPC framework of decision making and identify 2 challenges you anticipate when teaching this to trainees.