**Innovation Identified**

Interprofessional Health Systems Science Model

Navigators develop health systems science knowledge and skills by functioning as a member of an interprofessional patient-centered medical home (PCMH) team. Navigators perform a variety of functions as a critical member of the health care team leading to increased health system knowledge and positive impact on the team and patient. This innovation is built upon the interprofessional dialectical model of team learning where teams build on different perspectives of members by problem-solving in a back and forth process of sharing, co-construction and constructive conflict.

**Resources Needed and Potential Barriers**

The PODS approach required the following:
- Identification of high-performing community PCMH practices with complex medical and social patients, willing to engage in medical education innovations.
- A faculty/practice development process to build partnership in the curriculum, share goals and objectives, and identify potential student population health and QI activities that would enhance patient and population outcomes.
- IRB to track student learning, patient outcomes, and practice/partner impacts.
- Development of a core curriculum for students, including online resources, and monthly meetings with course directors.
- Identification of staff support for curriculum implementation.
- Credentialing, EMR training and community practice credentialing.
- Approval for course implementation by curriculum governance structure within the medical school.
- Development of a recruitment process for pilot students and patient/families.

**Need/Gap Addressed**

Health System Science is needed in the preclerkship curriculum, but has been difficult to integrate into a crowded curriculum in a meaningful way.

Early health professional students may not have sufficient experience with health care to understand the challenges, and often have misperceptions of other health professionals.

Community practices with resource limitations and complicated patients are wary of additional teaching responsibilities with early medical students.

The Patient Navigator (Professionals Orchestrating Delivery Systems - PODS) approach is intended to address community practice needs, leverage the power of team learning, and provide students with a meaningful curriculum in health system science that encourages health system thinking.

Two high-performing patient-centered medical homes (VA Center of Excellence in Primary Care Education and Neighborhood Family Practice, a federally qualified community health center) have integrated first and second year medical student navigators on their PCMH teams, serving identified veterans and newly arrived refugee families.

**Timeline Proposed**

Our team took six months to develop the curriculum, plan evaluation strategy and the complete IRB submission.

We chose to time the recruitment of medical students into the program to facilitate student interest in the “pilot”.

Our major barrier is the scalability of the project beyond 2 community practices and 30 medical students. We anticipate that the majority of time for a full-scale implementation would involve identification and preparation of practices which would vary by institution.

**Institutional Contact**

Please provide the name and email of an institutional contact(s) for other Consortium members interested in learning more about your innovation.

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