**Training Health Care Professionals for 21st-Century Practice: A Systematic Review of Educational Interventions on Chronic Care**

**Reference:**
Bogetz JF¹, Rassbach CE², Bereknyei S³, Mendoza FS¹, Sanders LM¹, Braddock CH III⁴. *Training Health Care Professionals for 21st-Century Practice: A Systematic Review of Educational Interventions on Chronic Care.* Academic Medicine. 2015 Jun [ePub ahead of print]:1-12

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**Tags**

**Clinical domain**
- Scholar
- Professional
- General

**Educational domain**
- Other:
- Interprofessional

**Background**

Chronic disease affects large numbers of individuals worldwide, and the burden is expected to increase with the aging of populations in many countries. Multiple studies show the quality of care these patients receive is often inadequate. Preparing future physicians to care for patients with chronic disease, especially patients with multiple chronic conditions, is critical to the future health of populations and healthcare systems.

**Purpose**

The purpose of this study was to systematically review the evidence regarding educational interventions to train health care professionals effective approaches to chronic disease care.
Type of paper
Systematic review

Key Points on the Methods

1) The literature search appears to have been robust and used reasonable search terms. What may have been missed by the search strategy were studies targeting effective quality improvement interventions that may have also targeted teaching and curriculum about chronic disease care.
2) The authors nicely used a series of frameworks to guide their review: the Wagner Chronic Disease Model (CDM) and the Miller competence “pyramid.”
3) The authors used a validated instrument to judge study quality (MERSQI).
4) They did not check conference proceedings from internal medicine or family medicine, two disciplines actively engaged in chronic disease care so this review may have missed some studies.
5) The study excluded qualitative studies that could have provided insights into how to implement the CDM.

Key Conclusions

The authors conclude that few high quality studies exist on implementing educational interventions for chronic disease care, and most of these were performed with undergraduate students.

However, a few important lessons include:
   1) Include learners in redesigned health care delivery that fosters team-based care
   2) Incorporate training in patient self-management (important communication skill)
   3) Involve learners in quality improvement initiatives

Much more work in needed to build out effective educational experiences in CDM with special attention to using patient level quality data as an outcome measure for the educational intervention (i.e. quality performance indicators for chronic disease).

Spare Keys – other take home points for clinician educators

While it is possible some studies were missed due to the search strategy, it is sobering to see the limited number of studies published on the chronic disease model/care in graduate medical education where meaningful interaction with healthcare teams and patients should be possible. The best study in this review in fact targeted interprofessional education at the GME level.

Shout out

Bogetz and co-authors for tackling a timely and much needed topic.