

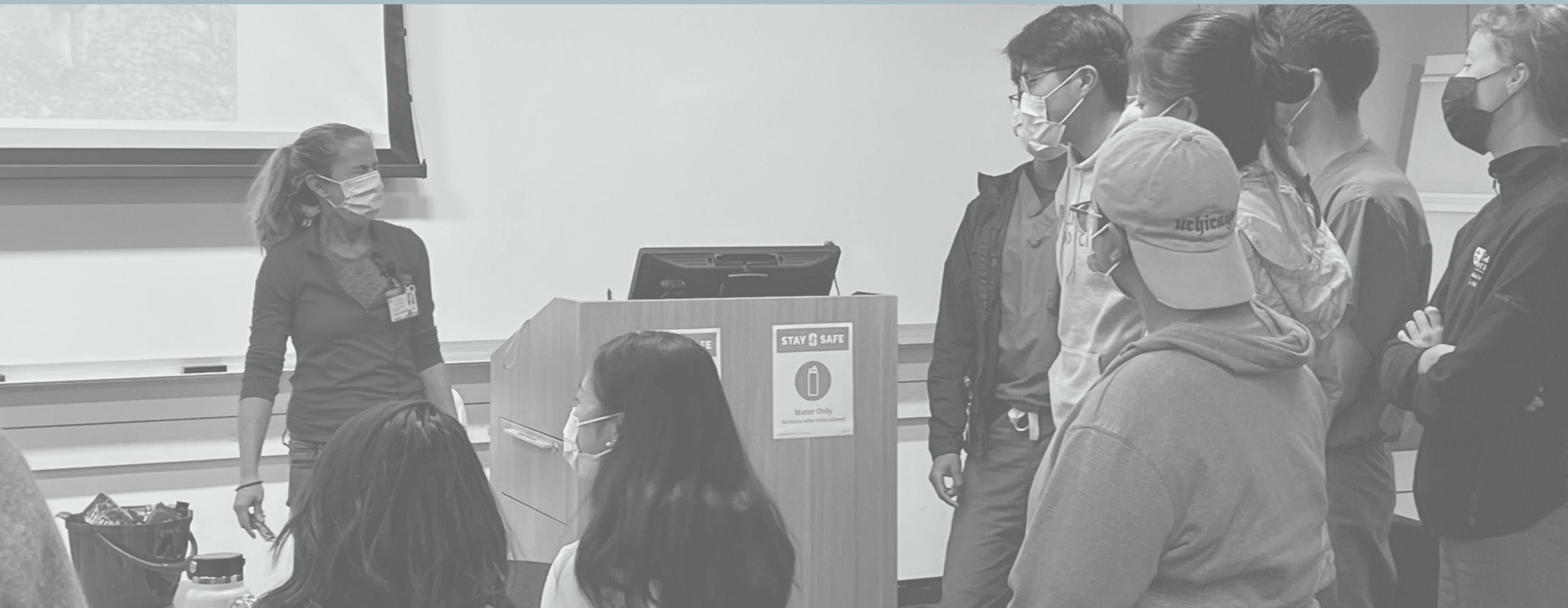
# PCPH EDUCATION ANNUAL REPORT

AY 2020-2021



**Stanford**  
MEDICINE

Division of Primary Care  
and Population Health  
*Department of Medicine*





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# MESSAGE FROM THE VICE CHIEF

In our previous Division education programs report we reflected on our community of educators' amazing ability to pivot, finding novel ways to continue to serve our education mission online while navigating uncertainty early in the pandemic. Now, as I reflect on the 2020-2021 academic year I continue to be in awe of the resilience of our community, and the ability of our faculty and staff to not only sustain but to grow programs during a period of continued uncertainty. I am particularly struck by the level of thematic improvement that took place over the academic year, with various faculty and staff moving forward improvements in areas such as telehealth, community engaged learning and advocacy, and setting the foundation for learning in emerging fields such as data science and AI.

*OUR FACULTY CONTINUE TO MENTOR LEARNERS IN THEIR CLINICAL, RESEARCH, AND PROFESSIONAL GROWTH, WITH GENEROUS PAYOFF IN THE FORM OF PIPELINE DEVELOPMENT.*

I am also encouraged by the fact that our education programs did not falter during this period of transition but were sustained and in some areas experienced growth. Our faculty continue to mentor learners in their clinical, research, and professional growth, with generous payoff in the form of pipeline development.

Over the past year, two Stanford MD graduates joined the Stanford- O'Connor Family Medicine Residency, one former Stanford MD student is a member of the current cohort of ACE (Ambulatory Care Excellence) mentorship program, one former Stanford MD student has joined the faculty at the Stanford-O'Connor Residency program, two O'Connor residents and three Stanford Internal Medicine Residents have been appointed to faculty in the division. All of this is a testament to our collective resilience and commitment to enriching the lives of our patients and community by ensuring that our evolving future includes professionals educated in, and committed to, primary care and population health.



A handwritten signature in grey ink that reads "Erika Schillinger".

**Erika Schillinger, MD**  
Vice Chief for Education  
Primary Care and Population Health

## COMMUNITY ENGAGED LEARNING AND ADVOCACY

### **New course for MD Students serves as launchpad for community-engaged learning and advocacy and will be a required capstone course for a new scholarly concentration**

Health Equity Advancement and Leadership Through Community Engagement (HEAL-CE), [MED 269](#), launched in Spring 2021 after a two-quarter course development and community outreach effort by PCPH faculty and students. Course directors Drs. David Chang and Stephen Richmond mentored students through a community-participatory-focused approach to curriculum development and partnered with colleagues in the Department of Pediatrics and the Office of Community Engagement to position the course as foundational preparation for MD students planning to engage in projects with community partners. The first quarter included speakers from several local community organizations including those working in the juvenile justice system, public health, and housing and homelessness. Student leaders developed a database of community-engaged student projects spanning Schweitzer Fellowship, Valley Fellowship, and Med Scholars to include project scope, community organizations, and faculty mentors, and two students from the course identified mentors and a shared project to address clinical issues related to housing insecurity and homelessness through the Schweitzer Fellowship program.

In Summer 2021, faculty incorporated early identification of students with an interest in health equity and community engagement through connection with the Leadership in Health Care Disparities Program ([LHDP](#)). Through this connection, additional students have been recruited and are working with faculty on curriculum re-design for Winter Quarter 2022, and creating a plan for sustained student pipeline and community project development.

*"Course directors Drs. Dave Chang and Stephen Richmond mentored students through a community-participatory-focused approach to curriculum development and partnered with colleagues in the Department of Pediatrics and the Office of Community Engagement to position the course as foundational preparation for MD students planning to engage in projects with community partners."*



[Dave Chang](#)



[Stephen Richmond](#)

## COMMUNITY ENGAGED LEARNING AND ADVOCACY

### Family Medicine Residents lead Community Engagement in the local San Jose communities, supporting the program's focus on advocacy

Residents in the Stanford-O'Connor Family Medicine Residency launched the Advocacy and Community Engagement ([ACE](#)) committee that strives to foster connections between the program and the historically marginalized and underserved groups within the local San Jose communities. The goals of the program are to promote a culture that is not only tolerant, but also anti-racist, inclusive, supportive, and active, through a constant presence in the educational curriculum, regular participation in community activities & events, direct advocacy & policy work, and partnerships with local non-profit community organizations. The ACE committee aims to make promoting social justice and health equity in San Jose easier, accessible, and a part of their fundamental role as physicians.

The recently expanded Addiction Medicine program directed by Dr. [Rachel Sussman](#) has led to the establishment of the residency program and the continuity teaching site at Indian Health Center also serving as a new training site for Stanford Addiction Medicine Fellows.

These programs align with program leadership support for growth in community engagement and Diversity, Equity, and Inclusion (DEI) efforts which included the recent appointment of Dr. [Bridget Harrison](#), core faculty and medical director of the residency clinic at Indian Health Center, as the DEI Faculty lead.



*The ACE committee aims to make promoting social justice and health equity in San Jose easier, accessible, and a part of their fundamental role as physicians*

# COMMUNITY ENGAGED LEARNING AND ADVOCACY

13 PCPH faculty actively lead and model excellence in community-based medicine for our learners and in support of our community partnerships:

## Opportunity Center/Peninsula Health Care Connection



[Dave Chang](#)



[Angie Chen](#)



[Angela Jiang](#)



[Tamara Montacute](#)



[Laura Vaughan](#)

## Roots Community Health Center



[Tem Woldeyesus](#)



[Stephen Richmond](#)

## Ravenswood / Mayview



[Jonathan Shaw](#)



[Meena Chelvakumar](#)



[Meg Tabaka](#)



[Norma Villalon](#)



[Maria Tiscareno](#)



[Kathan Vollrath](#)

## Students follow faculty to train at community partner clinics

34 students rotated with adjunct faculty at community and rural clinics as part of the Family Medicine Core Clerkship in AY 20-21. This includes rural clinics in Humboldt, and local community clinics including [Ravenswood](#), [MayView](#), and [Opportunity Center/Peninsula Health Care Connection](#) (PHCC).

These local clinics also included additional students in a “follow the faculty” model where medical students join their Stanford Family Medicine or Internal Medicine preceptors who split clinical time between SHC clinics and these community partner clinics as part of the division’s community partnership program. This model not only facilitates continuity of clinical teaching for the student but enables experience in a community clinic setting without placing an additional teaching expectation on the community clinic physicians.

Faculty have also mentored learners in research and capacity-building projects that fill a need for the community partner at these clinics and at Roots Community Health Center. Select students in the Continuity of Care Clerkship have also begun longitudinal precepting relationships with adjunct faculty at Roots San Jose Clinic this academic year.



# PATIENT & FAMILY ENGAGED MEDICAL EDUCATION

## 30

**Patient & Family Partners who participated longitudinally in PCPH education programs. A 30% increase.**

## 37

**Patient & Family Partners who participated on an ad hoc basis, such as in focus groups and speaking engagements**

### **Program Highlight: Medical Education Patient & Family Advisory Council**

The Medical Education Patient and Family Advisory Council ([Med Ed PFAC](#)) was founded in October 2019 by a group of enthusiastic patient volunteers guided by Stanford faculty and staff leadership and support. The objectives of the Med Ed PFAC are to provide patient and family perspectives during the implementation or improvement of new and existing educational programs and curriculum design; to inform how patient engagement can further improve the patient-centeredness of medical school programs; to promote the role of patients, families, and caregivers as partners in medical education at Stanford, and to disseminate experiences through local and national conferences on medical education.

Over this next year the Med Ed PFAC is looking to collaborate with other SHC PFACs to further integrate patient engagement from the point of training to care delivery and participate in project-based improvement initiatives that align with PCPH strategic goals.

Faculty interested in learning more about the Patient and Faculty Engagement Toolkit, strategies for incorporating patients and families into teaching, or improvement projects that would benefit from patient participation can connect [here](#).

During AY20-21 the council continued to meet online monthly and among the group's achievements for the year:

- Members provided feedback and reviewed 'The Patient Engagement in Medical Education Survey' used to collect data on which education programs at Stanford are engaging patient volunteers in the learning process or are interested in doing so. Members reviewed the data and used the insights gleaned from the survey to prioritize future projects.
- The PFAC worked with faculty teaching in the Geriatrics thread of the Practice of Medicine course and in the longitudinal Walk with Me course to review plans for patient engagement in specific sessions and provide feedback on strategies for recruiting and preparing patients, families, and caregivers for their roles in the classroom. This feedback became the foundation for a "Patient and Faculty Engagement Toolkit", which is in a pilot implementation in AY21-22.
- Members of the [SAYAC](#) (Stanford Adolescent and Young Adult Cancer) Program consulted the PFAC on their plan to develop a course for medical learners. The consultation resulted in a patient-designed session in the Walk with Me course.

# MENTORING LEARNERS

DATA SNAPSHOT\*:

156

STUDENTS WHO PARTICIPATED IN THE PRIMARY CARE & POPULATION HEALTH SPEAKER SERIES

48

PRIMARY CARE PRE-CLINIC TEACHING MODULES, WRITTEN BY 39 FACULTY

11

PCPH FACULTY REPORTING LONGITUDINAL MENTORING OF MEDICAL STUDENTS

2

SPONSORED MENTORING EVENTS

19

PCPH FACULTY MENTORING A RESIDENT

4

PCPH FACULTY MENTORING AN UNDERGRADUATE

\*Data on longitudinal mentoring collected during initial database development project. Scope of data collection efforts to be expanded in 2022.

## New programming yields increased learner engagement

### Lunch time speaker series launched

PCPH faculty, staff, and student leaders in the [Primary Care Progress](#) (PCP) and [Family Medicine Interest Group](#) (FMIG) student organizations created a monthly lunch time speaker series to expand targeted learning opportunities in Primary Care and Population Health. 156 students participated in the seminar series, which averaged 22 MD and MSPA students per session. The group also organized 2 additional sponsored mentoring events for students, PCPH faculty, and residents.

### Family Medicine Elective Clerkships open to Visiting Students and SCORE program

Stanford-O'Connor initiated participation in the [Stanford Clinical Opportunity for Residency Experience](#) (SCORE) program and welcomed the first 2 students. SCORE brings fourth-year medical students from diverse backgrounds to Stanford for a four-week residential clinical training program, which now includes the Elective Clerkship in Family Medicine at O'Connor.

### Ambulatory Care Excellence (ACE) program expands mentoring activities for Internal Medicine residents

Engagement in the [ACE](#) program expanded to 8 residents, with growth in faculty mentor participation as well. Close partnership with residency leadership has lead to guaranteed ACE rotations for resident members, and additional outpatient rotations, and quarterly meetings have been added to foster community

### HEA3RT team sets foundation for education program through learner mentoring

The Stanford Healthcare AI Applied Research Team expanded mentoring ranging from high school students to fellows to spark learner engagement in their projects and a result of including Learner Engagement as one of the five strategic priorities in [HEA3RT's 2022-2025 Strategic Plan](#).

## EDUCATION IN TELEHEALTH



Steve Lin



Rika Bajra



Elyse Torres



Tracy Rydel

### It takes a Tele-Village: Educating across the continuum

In their roles on the STFM telehealth task force, Drs. Steven Lin and Rika Bajra developed the STFM National Telemedicine Curriculum for Medical Students and Residents, which piloted five modules and resources this past fall. The curriculum objectives are mapped to the AAMC telehealth competencies. At Stanford, Dr. Bajra teaches the curriculum in the Practice of Medicine course, along with Dr. Elyse Torres in the Family Medicine Core Clerkship, including a telehealth OSCE developed with Dr. Tracy Rydel. In addition to teaching in the core curriculum, division faculty mentored students in outreach and research to improve vulnerable population access to video visits. S-CORPS ([FAMMED 280](#)), led by Drs. Olivia Jee and Matt Mesias began the previous summer and continued as a selective course for MD students meeting their early clinical experience requirement.

Telehealth was integrated into teaching in Geriatrics on several fronts. Geriatric Fellow Alice Mao developed and led a quality improvement project that included medical and undergraduate students in multilingual outreach to residents of older adult communities, and included student-led training sessions on using Zoom and the role of video visits.

Additional Geriatrics telehealth curriculum for fellows was led by Dr. Sowmya Iyer of the VA, which included integration of a new telehealth rotation, exposure to rural telehealth services, and tele-dementia care.

Each quarter undergraduate students in the Stanford Technology Access Resource Team (START) course led by Dr. Nancy Cuan, have an opportunity to explore concepts in communication, community-building, design thinking, and team-based patient care while providing a service that connects vulnerable patients and their caregivers to health care providers through video visits.



Alice Mao



Matt Mesias



Olivia Jee



Nancy Cuan



Sowmya Iyer

358

students trained in telehealth in the Family Medicine Core Clerkship ([FAMMED 301A](#)), and in the Practice of Medicine ([POM](#)) course for 1st and 2nd year MD and PA students

196

patients with improved access to video visits through START program - [MED 258](#) (78% patient portal sign-up success rate for patients contacted - Stanford and Ravenswood)

## The Master of Science in Clinical Informatics Management (MCiM)

The [MCiM program](#) of the Stanford Clinical Excellence Research Center ([CERC](#)) welcomed its inaugural cohort of 25 students in June 2021. As a novel degree program bridging medicine, business, and technology, MCiM directly addresses the health care and public health challenges of our time. Students engaging in this program will be prepared, as the next generation of leaders, to oversee and implement innovative uses of technology within health care. MCiM is uniquely focused on the management of clinical informatics, blending core business disciplines with data, health technology and ethics. To reflect the highly applicable interdisciplinary curriculum, MCiM teaching faculty are drawn from across the University based on their expertise and interest in health care, including PCPH faculty [Sara Singer \(MED 238\)](#) and [Gordon Bloom \(MED 224\)](#) who reimagined their courses to include sections for the MCiM program.

MCiM students represent a variety of professional and cultural backgrounds but are united in their passion to create innovation in the US healthcare system. MCiM is designed for working professionals, allowing for students to bring real challenges they are grappling with into the classroom and directly apply learnings to their organizations the following week. The program also features a cohort-based learning environment that supports a strong sense of community within the diverse cohort.

*MCiM IS THE ONLY INTERDISCIPLINARY  
MANAGEMENT PROGRAM ON THE  
WEST COAST DESIGNED FOR LEADERS  
AND EMERGING LEADERS IN HEALTH CARE  
AND TECHNOLOGY.*



## Center for Innovation in Global Health

The education programs within the [Center for Innovation in Global Health](#) saw significant growth in the 2020-2021 academic year. The Center is now home to the [Global Health Media Fellowship](#), a collaboration with the Stanford Journalism program and CNN, and the [Planetary Health Post-Doctoral Fellowship](#), a collaboration with The London School of Hygiene & Tropical Medicine (LSHTM) and the [Stanford Woods Institute for the Environment](#).

The [Global Health Residency Track](#) Program provides a specialized track and pathway of distinction in the Department of Medicine for interested residents, and further training in global health research methods available to residents and graduate-level students via a two-day intensive research methods retreat. The Center includes guidance via the [Stanford Global Health Research Administration Roadmap](#) for learners and other Stanford researchers as a quick guide to launch global health research projects.

Global Health: Scaling Technology in Low-Resource Settings ([MED 232](#)), open to undergraduates and graduate students, and Global Health: Beyond Diseases and International Organizations ([MED 233](#)) a two-week intensive course for graduate students provide insight and practical education to prepare students to engage in meaningful work in global health. Students are further engaged through the [Human Biology Minor sub-stack in Global Health and the Global Health Student Council and Organization for Global Health](#).

Stanford Medicine [EQuIP Global](#) – QI education program and online [Ethical Challenges in Short-Term Global Health Training](#) further extend the reach and impact of the center.

Full information about the center's programs can be found on their [website](#).



STANFORD  
CENTER FOR INNOVATION IN  
GLOBAL HEALTH

## One faculty member's approach to navigating teaching and mentoring

Faculty new to teaching, or new to teaching at Stanford, often wonder how to navigate to teaching opportunities and where is the best place to get started. For Takudzwa Shumba the answer is easy: work backwards from where you would like your efforts to connect to the fulfillment of your passions.



Dr. Shumba is a social justice advocate - both locally and globally - and focuses her mentoring efforts on generating sparks of interest across the training continuum and in line with her passion to build a more equitable and representative pipeline into primary care and population health. This includes participating in procedures workshops for medical students and physician assistant students, and in lectures on women's health, contraception, and social justice for learners in various stages of training, beginning from pre-med to graduate students. Connecting and providing subject matter expertise in collaboration with other division faculty who direct other courses and programs broadens the scope of impact of her efforts. As co-director of the Leadership Education in Advancing Diversity ([LEAD program](#)), she is involved in developing the 10-month resident curriculum, and has been able to glean best practices in DEI from across GME.

In her global health teaching, Dr. Shumba carries out curriculum development and delivery with the goal of planting the seeds of ethical practices in global health early. She designed and teaches an undergraduate introductory seminar on Decolonizing Global Health ([MED 54Q](#)) and has taught the material as lectures in the Global Health Equity and Global Child Health seminars. This information has been leveraged in talks to residents and faculty to encourage a participatory approach in designing a global health partnership for Stanford PCPH and its Kenyan partners, culminating in reciprocal exchange that will engage Stanford residents in a global health rotation in Kenya, and will ultimately allow Kenyan students to participate in a rotation at Stanford.

A [menu of teaching opportunities](#) is available on the PCPH website and is updated twice annually for those looking to explore similar opportunities

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Resources for creating new courses and engaging in mentoring are also located on the [division intraweb pages](#)

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Unsure how to get started or have a question not answered on the website, [please reach out to Education Section Staff](#) who can help you navigate



[Stephanie Harman](#)



[Winnie Teuteberg](#)



[Marina Martin](#)



[Joshua Fronk](#)



[Ankur Bharija](#)



[Amelia Sattler](#)



[Anu Phadke](#)

207

*Providers Trained by the Serious Illness Care Program (SICP) in over 45 sessions (residents, fellows, attendings, APPs, occupational therapists, social workers, case managers, across specialties)*



[Felicia Hui](#)

20+

*Community partner relationships initiated and strengthened*



[Grant Smith](#)

1000+

*Participants reached via 28 community-based webinars, lectures, and workshops educating the public about palliative care and advanced health care planning*

Primary Care providers led by Amelia Sattler and Anu Phadke teamed up with SICP (Winnie Teuteberg, Clinical Director) to pilot the Care Coach model of having ACP conversations with patients over the age of 65

Created New Quality Improvement Rotation

Launched a new, patient-centered educational brochure about palliative care (available in print and in Epic)

# OSLERR Teaching Evaluation



# 5.4 X

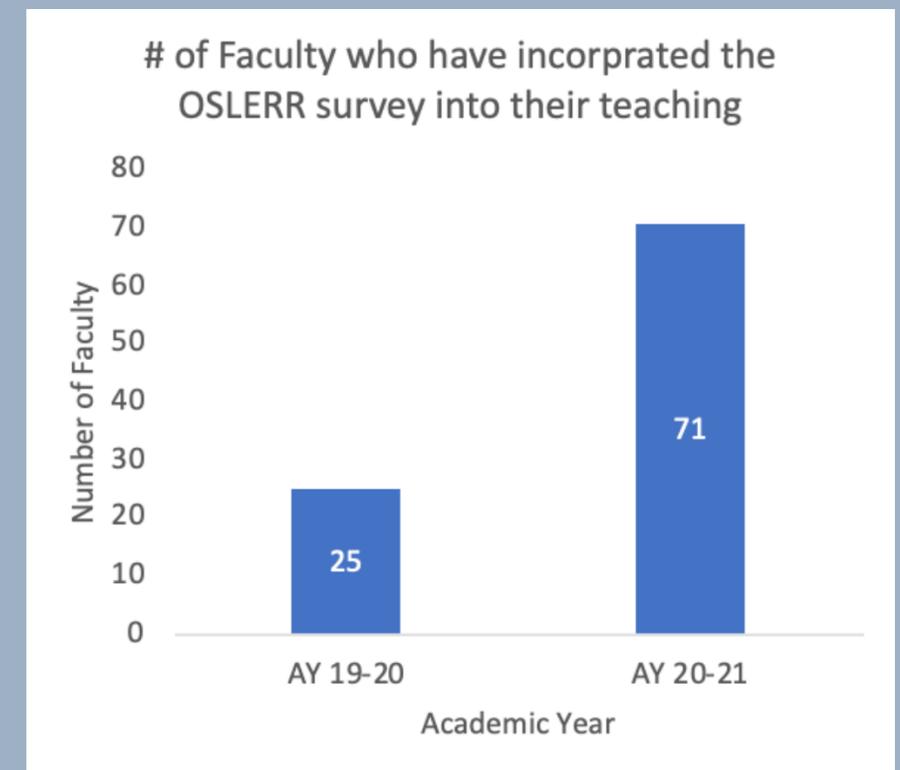
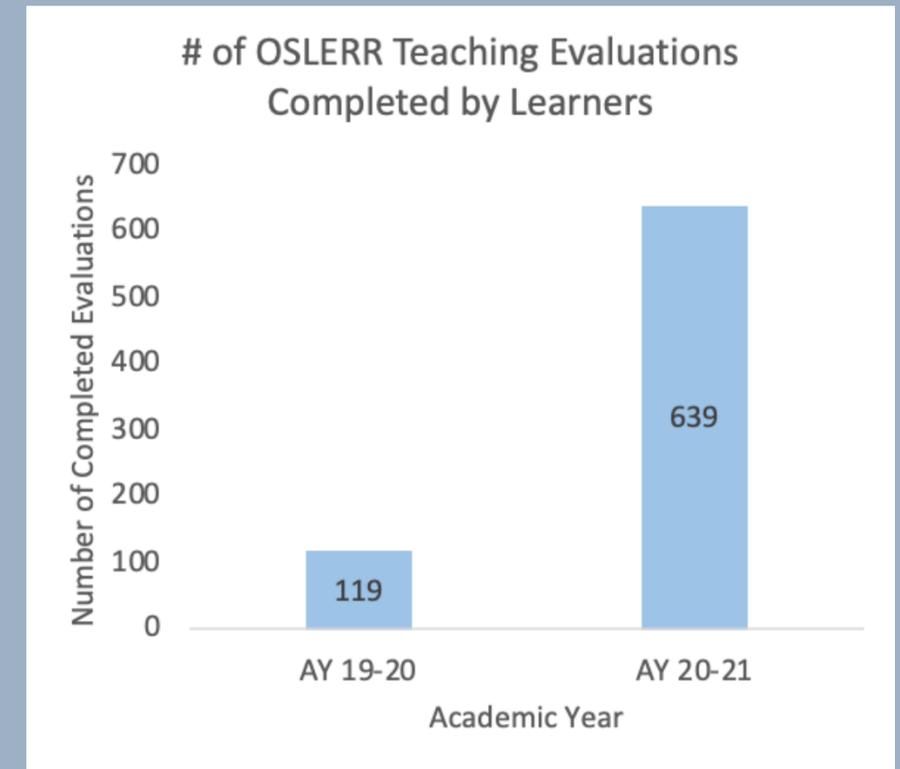
*More than 5 fold increase  
in number of teaching  
evaluations*

# 4.81

*Overall Average Rating,  
on a 5-pt scale, for all  
OSLERR Evals completed  
in AY20-21*

# 184%

*Increase in number of  
faculty who have  
incorporated the survey  
into their teaching*

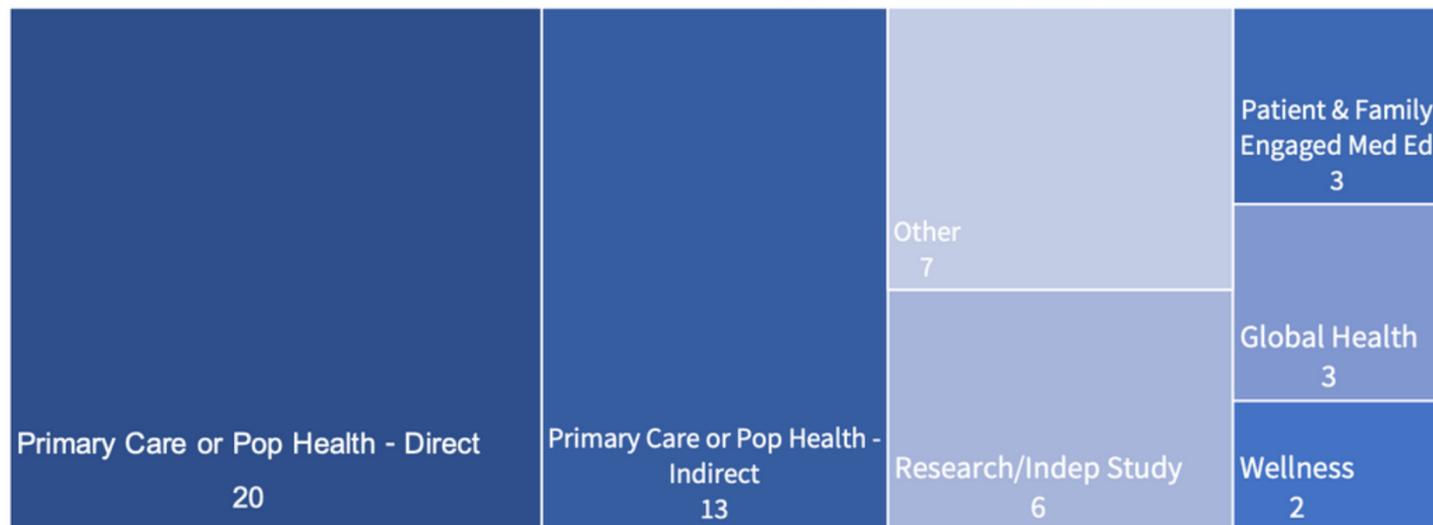


## PCPH Faculty-Led Courses & Clerkships

**38 division faculty held either director or co-director roles across 54 courses and clerkships.**

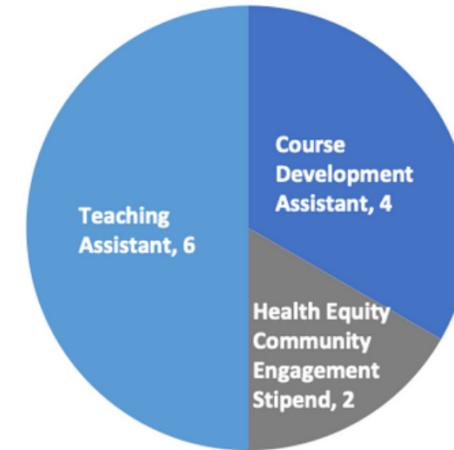
7 courses were added in AY20-21, which included 5 courses that were developed to appeal to students seeking online options to engage with patients, clinical faculty, and the community during the pandemic. Two courses engaged undergraduates, in curriculum on the humanities and global health. Of the 54 courses led by PCPH faculty, 39 are administered within the division. 20 directly address Primary Care and Population Health pipeline development, with curriculum content that directly focuses on Primary Care and Population Health topics, specifically clinical care and careers in primary care, geriatrics, and palliative care. An overall drop in enrollment in AY20-21 can be partially attributed to the pandemic, and was limited to 7% overall due to new course development and online shifts during this time.

PCPH Faculty-Lead Courses & Clerkships, by Area of Focus (N=54)



## Student Workers Hired to Support Division Courses

AY20-21 Student workers, by type  
N=12, 100% increase from AY19-20



The number of students doubled year over year. 12 students were onboarded to course support roles in AY 20-21. This included 2 students hired as Community Courses Assistants through a Health Equity Community Engagement student stipend, 4 additional undergraduate course development assistants, and 6 graduate-level teaching assistants.

Engaging students in coordination and teaching roles, and including a variety of student workers, aids in pipeline development.

## Enrollment All Division Electives\* with change over last year

**703** **-7%**  
All Students

**279** **-26%**  
MD Students

**192** **+8%**  
Other Grads

**232** **+14%**  
Undergraduates

\* Does not include enrollment across all division faculty-directed courses administered in other departments/divisions

## FACULTY AWARDS

**DOM/PCPH ANNUAL TEACHING AWARDS  
(PRESENTED IN SPRING)**

2020 Nancy Cuan: Internal Medicine

2020 Matthew Mesias: Geriatrics

2020 Shireen Heidari: Palliative Care

**SOM MD PROGRAM AWARDS**

2020 Exceptional Contributions to Service-Learning: David Chang

2020 Exceptional Service to Stanford Medical Students and  
SOM: Julieta Gabiola / Peter Pompei

**PCPH DIVISION AWARDS (PRESENTED IN AUTUMN)**

2021 Division Faculty of the Year Award - Education:  
Chwen-Yuen Angie Chen

## PROGRAM

**National Innovative Program Award from Society of Teachers in  
Family Medicine (STFM):** COMET Scribe Program

## STUDENT AND TRAINEE AWARDS

**Stanford Community Impact Award, 2021:** Bright Zhou, Crystal Lin, Jimmy Zheng, Lydia Tam, Mike Dacre, Vinita Shivakumar

**Gold Humanism Honor Society Inductees, 2021:** Claire Rhee, Jenny Tiskus, Jimmy Zheng

**AAFP Foundation Family Medicine Leads (FML) Emerging Leader Institute Scholarship, 2021:** Crystal Lin

**STFM MSE Student Scholars, 2021:** Bright Zhou, Jonathan Lu, Richard Sapp, Mike Dacre

**CAFP Medical Student Research Grant, 2020-21:** Dillon Stull

**Yang Chiao Wang Award:, 2020:** Bright Zhou and Torsten Rotto

**Blue Ribbon for Outstanding Poster, 2021 Society of Teachers of Family Medicine Conference:** Students: Torsten Rotto, Bright Pan Zhou, Kara Lee Lubieniecki. Faculty: Erika Schillinger

**AAFP Award for Excellence in Graduate Medical Education, 2020:** Emmeline Ha, Stanford O'Connor

## CONTACTS

### EDUCATION SECTION STRATEGIC PROGRAMS AND CENTRAL OPERATIONS TEAM



[Erika Schillinger, MD](#)  
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[Luis Hernandez](#)  
Clerkship Coordinator



[Cicily Chirayath, MDC](#)  
Education Program Coordinator

### EDUCATION SECTION OPERATIONS

[General inquiries regarding education in PCPH](#)

[Education Section Web Pages](#)

[Patient & Family Engaged Medical Education](#)

[Community Engaged Learning & Advocacy](#)

### CENTERS

[CARE: Center for Asian Health Research and Education](#)

[CERC: Stanford Clinical Excellence Research Center](#)

[Stanford Center for Innovation in Global Health](#)

### PROGRAMS

[HEA3RT: Stanford Healthcare AI Applied Research Team](#)

[COMET: Clinical Observation and Medical Transcription](#)

[CSI: Stanford Clinical Summer Internship](#)

### RESIDENCIES

[Family Medicine - Stanford-O'Connor](#)

[Internal Medicine - Ambulatory Care Excellence \(ACE\)](#)

### GERIATRICS AND PALLIATIVE CARE

[Geriatric Medicine Fellowship](#)

[Resident Rotations in Geriatric Medicine](#)

[Hospice and Palliative Medicine Fellowship](#)

[Palliative Care Student and Trainee Education](#)

[Serious Illness Care Program](#)