The Health Professional Education Service Line: A Mechanism for Strategic Positioning of Education in an Academic Medical Center

Barbara Barnes, MD, MS
Associate Vice Chancellor/Associate Dean, University of Pittsburgh
VP, UPMC
The AMC of the future will be system-based with a broad regional presence and clinical services aligned across the continuum of care.

Academic health systems require strong and aligned governance, organization, and management systems committed to a unified direction, transparency, and internal and external accountability for performance.

University relationships will be challenged to evolve as academic health systems grow and develop.
• The AMC of the future will be system-based with a broad regional presence and clinical services aligned across the continuum of care. Need for education to support this.

• Academic health systems require strong and aligned governance, organization, and management systems committed to a unified direction, transparency, and internal and external accountability for performance. Need for new organizational structures for clinical care and education.

• University relationships will be challenged to evolve as academic health systems grow and develop. Need to find ways to align educational needs and resources of the university with the needs and resources of the delivery system.
Once Cash Cows, University Hospitals Now Source of Worry for Schools

Academic medical centers expected to become less profitable, leading schools to rethink health-care operations

Teaching hospitals—which have long been seen as good medicine for university coffers—are beginning to drag down the financial health of some schools. WSJ's Melissa Korn reports. Photo: Josh Anderson for the Wall Street Journal

By MELISSA KORN
Updated April 22, 2015 4:40 p.m. ET

21 COMMENTS
The Growing Divide Between The University and The Delivery System
PRESSURES ON THE CLINICAL LEARNING ENVIRONMENT

Decreasing Supply:
• Shifting sites of care
• Shifting clinical volumes
• Need for ↑clinical productivity
• Consolidation within health systems

Increasing Demand
• ↑ #’s of students and professions
• ↑ educational expectations (e.g., milestones and competencies)
• Inter-professional and team-based education
CRITICAL CHARACTERISTICS OF ORGANIZATIONAL STRUCTURES TO SUPPORT EDUCATION AND THE CLE

• Enterprise-wide processes for comprehensive strategic planning and direction
• Consistent vision for inter-professional education and core competencies
• Functional reporting structures for key components
  – University and AMC
  – Across professional disciplines
  – Across the continuum
• Methods for enterprise-wide budgeting and cost accounting
• Enterprise-wide educational infrastructure
  – Faculty development
  – Assessment resources
  – Training facilities
  – Information resources
HOW IS THIS BEING ADDRESSED IN PITTSBURGH?
The Pitt/UPMC Educational Landscape

### STUDENTS/FACULTY
- ALLIED HEALTH
- DENTAL MEDICINE
- MEDICINE
- NURSING
- PHARMACY
- PUBLIC HEALTH
- SOCIAL WORK

### GRADUATE EDUCATION
- DENTAL MEDICINE
- PHARMACY

### CENTER FOR CONTINUING EDUCATION
- ASSOCIATE VC/ASSOCIATE DEAN VP

### ASSOCIATE DEAN GME DIO

### FORMAL AFFILIATION
- PITT
- UPJM

### PRE-PROFESSIONAL STUDENTS (PITT/NON-PITT)
- HEALTH PROFESSIONAL STUDENTS (UPMC, PITT AND NON-PITT/UPMC*)
- GRADUATE EDUCATION
  - MEDICINE (UPMC)
  - PA (UPMC)
  - DENTAL MEDICINE (PITT)
  - PHARMACY (PITT)
- PRACTICING PROFESSIONALS (UPMC, PITT, NON-PITT/UPMC*)

*MULTIPLE AFFILIATION AGREEMENTS
THE UNIVERSITY OF PITTSBURGH AND UPMC

CLASSROOM

PITT

UPMC

[Diagram illustrating connections between PITT and UPMC through multiple nodes and images of classrooms and interactions]
UPMC FOOTPRINT

20 HOSPITALS
8 TEACHING
> 500 OP SITES
What Type of Organizational Structure Can Optimize and Coordinate Education Across These Two Large and Diverse Organizations?
SERVICE LINE CONCEPT

• Horizontal, “virtual” structure
• Brings together previously disparate functions while not disrupting line and staff reporting mechanisms
• Aligns resources with output
• Incorporates entire continuum of work
• Supports global budgeting and cost accounting
• Increasingly common in the clinical setting (supports bundled payments and shared risk)

JOINT REPLACEMENT SERVICE LINE EXAMPLE
HEALTH PROFESSIONAL SERVICE LINE RESPONSIBILITIES

• Set strategic direction for all health professional education at UPMC
• Align the scope of education with current and future workforce needs
• Incorporate new models of care delivery and quality initiatives into education, with common core competencies across the professions (prepare individuals at all levels for practice at UPMC)
• Improve the quality and efficiency of point of care teaching
• Establish appropriate infrastructure
• Align resources with strategic priorities and establish financial models to support education on an enterprise-wide basis
• Oversee accreditation status
CURRENT INITIATIVES

• Create buy-in from key stakeholders
• Assessment of existing educational affiliation agreements and size/complement of students rotating through UPMC sites
• Determination of impact of teaching on clinical productivity
• Identification of additional sites for Pitt medical and Pitt/UPMC nursing and PA students
• Enhancement of inter-professional CPD in UPMC practices and hospitals
• Integration and consolidation of library resources across the health system
• Coordination of simulation and skills training resources
• ABMS Portfolio Program implementation
WHAT LIES AHEAD?