The goals of FHD are to:
- Create self-directed learners
- Integrate the patient care experience with medical knowledge
- Integrate systems knowledge with clinical care
- Cultivate respectful professionals

Significance: FHD not only provides early clinical contact, but impacts patient care in tangible ways and ultimately creating a workforce that has a systems-level analysis approach to problem-solving necessary for transformation of the health care system.

## Curricular Overview

Foundations of Health Care Delivery (FHD) is comprised of two tracks for Years 1 and 2:

**First Year**
- **Foundations of Medical Knowledge**
  - 80% of medical students are enrolled in CCX
  - Students assigned a clinic mentor and attend one afternoon weekly
  - Students meet with faculty small group facilitator every 8 weeks to share experiences and learn system-analysis skills

**Second Year**
- **Foundations of Clinical Care**
  - Students attend clinic with preceptors once weekly as interprofessional teams
  - Students meet as a program regularly to discuss clinical experiences and improve interprofessional skills

### Vanderbilt Program in Interprofessional Learning (VIPIL)

- Collaborative undertaking with the Vanderbilt School of Nursing, Belmont and Lipscomb Colleges of Pharmacy, and TSU and UT Schools of Social Work
- 10% of medical students apply and are accepted to the VIPIL program
- Students attend clinic with preceptors once weekly as interprofessional teams
- Students meet as a program regularly to discuss clinical experiences and improve interprofessional skills

## Initial Experience

The course was similarly well-received by preceptors as seen in Table 3.

<table>
<thead>
<tr>
<th>Department</th>
<th>CCX Preceptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VIPIL</strong></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td></td>
</tr>
<tr>
<td>Radiology</td>
<td></td>
</tr>
<tr>
<td>General Surgery</td>
<td></td>
</tr>
<tr>
<td>Orthopedics</td>
<td></td>
</tr>
<tr>
<td>DESGN</td>
<td></td>
</tr>
<tr>
<td>Neurology</td>
<td></td>
</tr>
<tr>
<td>Ophthalmology</td>
<td></td>
</tr>
<tr>
<td>Surgery</td>
<td></td>
</tr>
<tr>
<td>Oral Surgery</td>
<td></td>
</tr>
<tr>
<td>Plastic Surgery</td>
<td></td>
</tr>
</tbody>
</table>

**VIPIL 2**
- Advanced and Young Adult Health
- Pediatric Primary Care

**Vanderbilt Heart Institute – Adult Frailty Clinic**

**Pediatric Care**
- Diabetes Center
- Ophthalmology

**Pediatric Neurogenetics and Metabolism**
- Vanderbilt Center for Integrative Health
- Sickle Cell Clinic
- Vanderbilt Cooley Center – Long Term

**Pediatric Palliative Care**
- Vanderbilt Adult Palliative Care
- Palliative Care

**Advanced Communication**
- Interprofessional Education
- Quality Improvement

**Health Systems**
- Capstone
- Payment Models

### Contributions to Clinical Care

Through the course, CCX students were able to contribute to clinical care in the following meaningful ways:

**First Year**

- **Health Coaching**
  - Scholar patients in 155 monitored encounters

- **Medication Reconciliation**

- **Inventoried medication reconciliation processes in 155 clinical sites**

- **Quality Improvement/Patient Safety**

- **Problem identification, fishbone and flow chart analysis in 155 clinical sites**

- **Discussed patient safety with 300 clinical team members**

### Second Year

- **Transitions of Care**

- Monitored over 300 care transitions, identifying areas for improvement

- **Advocacy**

- Connected 77 patients to community resources

### Future Directions

Years 3 and 4 will include the following topics:

- CCX Year 1
  - Community resources
  - Interprofessional approaches
  - Patient or family involvement
  - Communication

- CCX Year 2
  - Interprofessional teamwork
  - Care plans
  - Patient safety

---

**References**