

# Teaching Multimorbidity

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# Conflicts of Interest

We have not in the past 2 years had a financial interest, arrangement or affiliation with one or more organizations that could be perceived as a direct/indirect conflict of interest in the content of the subject of this or any other program.

# Teaching Multimorbidity

- Multimorbidity in family practice
- Teaching multimorbidity as it currently stands
- Review a simple method to teach about multimorbidity
- Discussion re: any other methods for teaching about multimorbidity that participants use or are aware of.

# Multimorbidity in Family Practice

- Over 50 % of patients presenting in family practice suffer with multimorbidity.
- Guidelines are derived from studies that often exclude patients with multimorbidities.
- The treatment of one disease can worsen another.
- There are few studies on patients with multimorbidities.
- There is little literature on teaching about patients with multimorbidities.

## **Kim GP, Osmun WE, Harrison ER, Boisvert L. Multimorbidity in Canadian family medicine undergraduate education. (unpublished data)**

Methods: environmental scan of departmental websites and survey of DFM undergraduate directors.

Conclusion: The majority of programs do not include formal teaching on multimorbidity and /or comorbidity in their family medicine clerkships. However, the findings indicated that there is growing recognition of the significance of multimorbidity in family practice and the need for curricular change.

# Playing the Multimorbidity Game

- Low tech, may be played anywhere.
- Follow the principle of “shifting dullness”, i.e start with the students and work up to senior residents/staff.
- All technologies may be used.
- Allied health professionals are welcomed to provide their insights.
- Each game is different.

# The Game

- Generate a list of chronic diseases
- Generate a list of acute diseases
- Start with one chronic disease and discuss its impact on the patient under investigation, treatment, consultations, allied health, monitoring, other diseases and patient/family.
- Add successive chronic and acute diseases, and discuss how the multiplicity of disease affects treatment, resources, patient and family.

# Wrap up

- Any comments regarding the game?
- Any suggestions for improvement?
- Any other methods of teaching multimorbidity that you use or are aware of?
- Any other comments?



# Thank you