# Title
*High-Value Cost-Conscious Care: Teaching About Administering Quality Care While Reducing Unnecessary Healthcare Costs*

## Purpose
With the *Affordable Care Act* and recent pushes to diminish healthcare costs in the United States, it will prove beneficial to provide healthcare cost education early in medical school emphasizing the concept of “high-value cost-conscious care”. The goal of this project was to construct a small group session geared towards teaching 1st year UCSF medical students about the costs associated with 5 common diagnostic procedures and tests: MRI, CT Scan, Ultrasound Imaging, Complete Blood Count, and Opiate Toxicity Test.

## Background
Currently at UCSF, the first organized curriculum for teaching medical students about common healthcare costs is during the 3rd year of medical school. After speaking with Course Directors of the Year 1 Curriculum, we strongly feel creating a small group during BMB block of 1st year centered around “high-value cost-conscious care” will prove highly efficacious as the medical students continue past 1st year with the valuable knowledge of common healthcare costs.

## Methods
We analyzed various time points through the 1st year of medical school at UCSF during which to implement the small group, and determined that creating the small group during the BMB Psychiatry block will be most beneficial because during this latter part of the year most 1st year medical students will have gained sufficient medical knowledge and experience with hypothetically ordering MRI, CT Scan, Ultrasound Imaging, Complete Blood Count, and Opiate Toxicity tests.

## Evaluation Plan
In order to judge the efficacy of the small group, there will be a pre- and post-small group questionnaire that must be completed by students to get credit for that small group. The pre-small group questionnaire will ask students to predict the average costs for
MRI, CT Scan, Ultrasound Imaging, Complete Blood Count, and Opiate Toxicity tests for a patient receiving the services at UCSF. In the small group patient case, students will have the flexibility to “order” tests for the work-up of the patient, and there will be a chart with the associated average costs of the 5 medical tests. During this small group, the patient’s insurance will be paying for the services. The post-small group questionnaire will consist of the same patient scenario, but this time the patient will be paying for the services out-of-pocket. In this post-small group questionnaire, the students will be asked if they will now order the same tests or not, providing justification for their answers.

| Dissemination | The small group and pre- and post-small group questionnaires will be mandatory for all 1st year UCSF medical students as part of the BMB course curriculum. A poster summarizing the results will be featured at the Curriculum Ambassadors Showcase to highlight the importance of “high-value cost-conscious care” education early in medical school. |
| Reflective Critique | Feedback from fellow Curriculum Ambassadors and current 2nd year UCSF medical students indicate excitement at the idea of educating medical students early on about the costs of common procedures that we have become so ingrained to order in nearly every patient case! Feedback will also be obtained from Course Directors as the year proceeds and the small group is actually implemented. |