



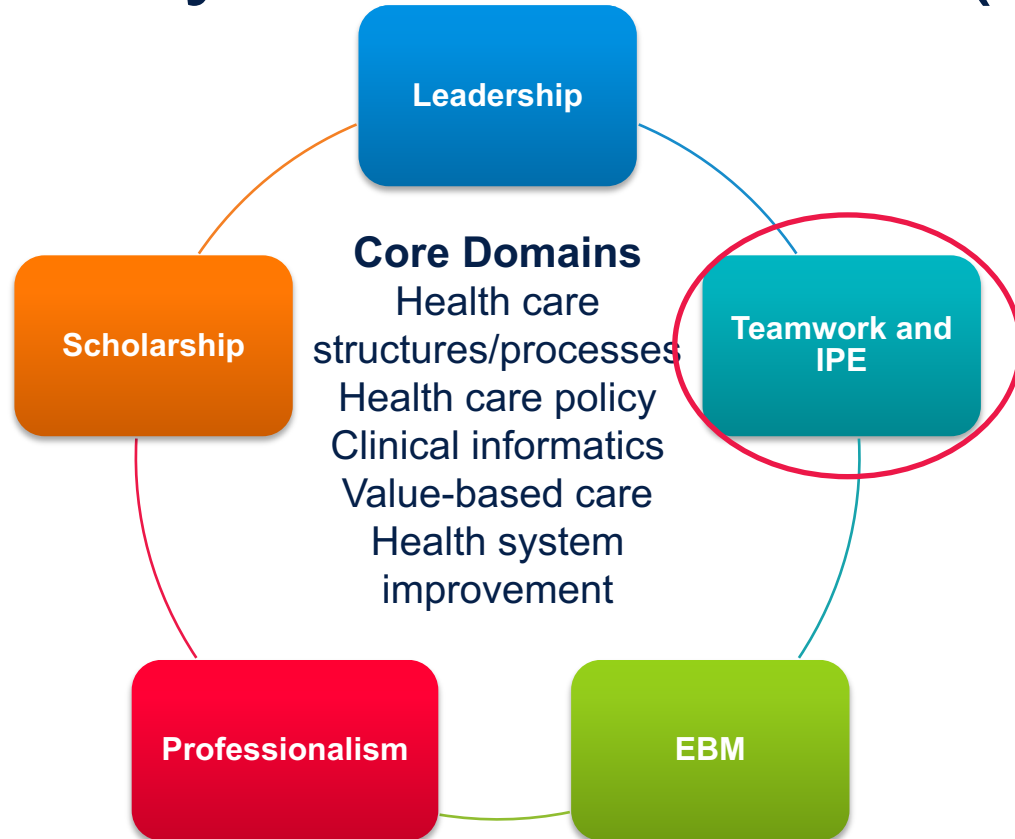
University of California
San Francisco

‘Getting out of that siloed mentality early’: Opportunities for interprofessional learning in a longitudinal clinical placement for early medical students

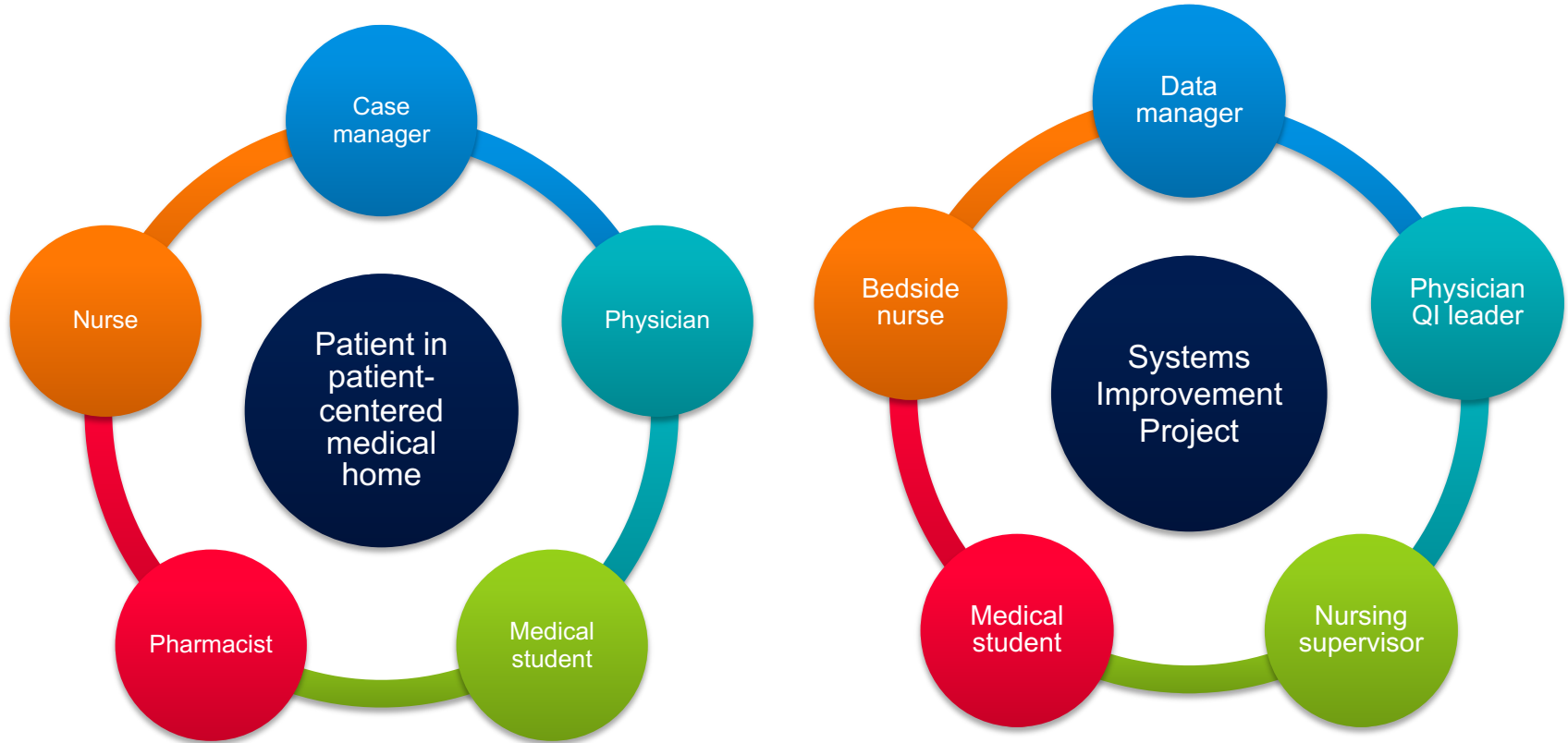
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Health Systems Science (HSS)



Value-added clinical systems learning roles

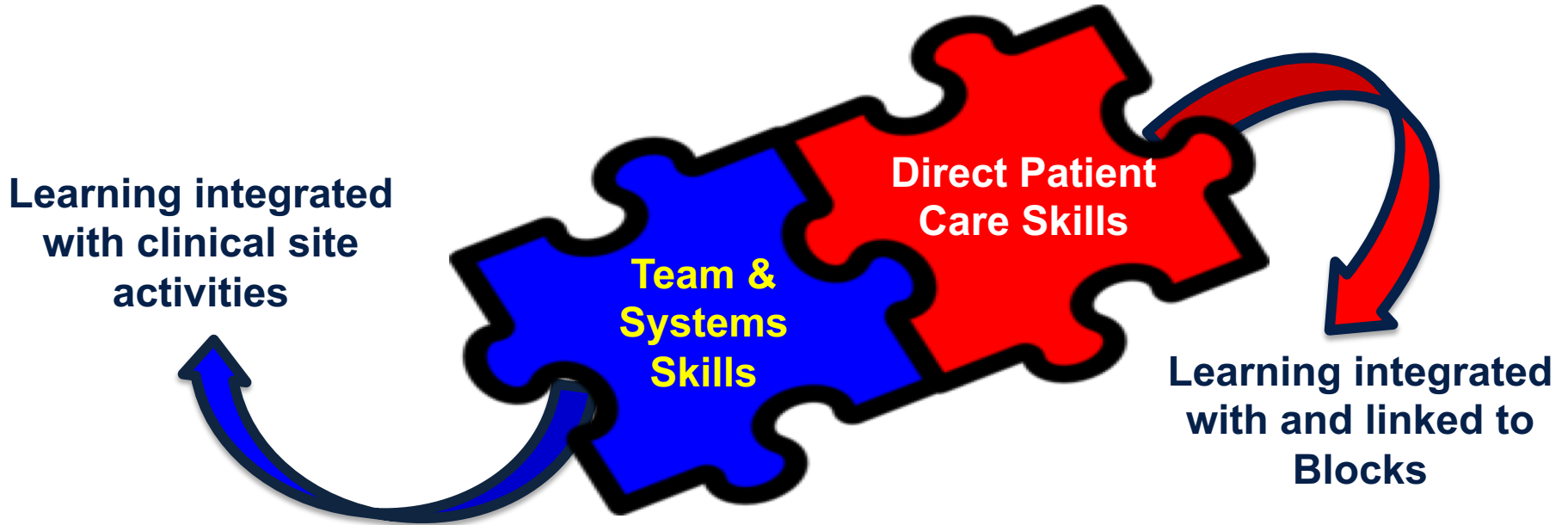


Research Questions

- What are the opportunities for IPL for students in value-added clinical systems learning roles?
- What are the affordances and barriers to IPL for students in these roles?

Clinical Microsystems Clerkship – Year 1

16 month Longitudinal Clinical Site Immersion



Data Collection

- 30 ending first-year medical students invited to participate
- Purposive sampling (setting, health system, student characteristics)
- Semi-structured interviews audio recorded and transcribed
- Situated learning guided development of interview questions

Data Analysis

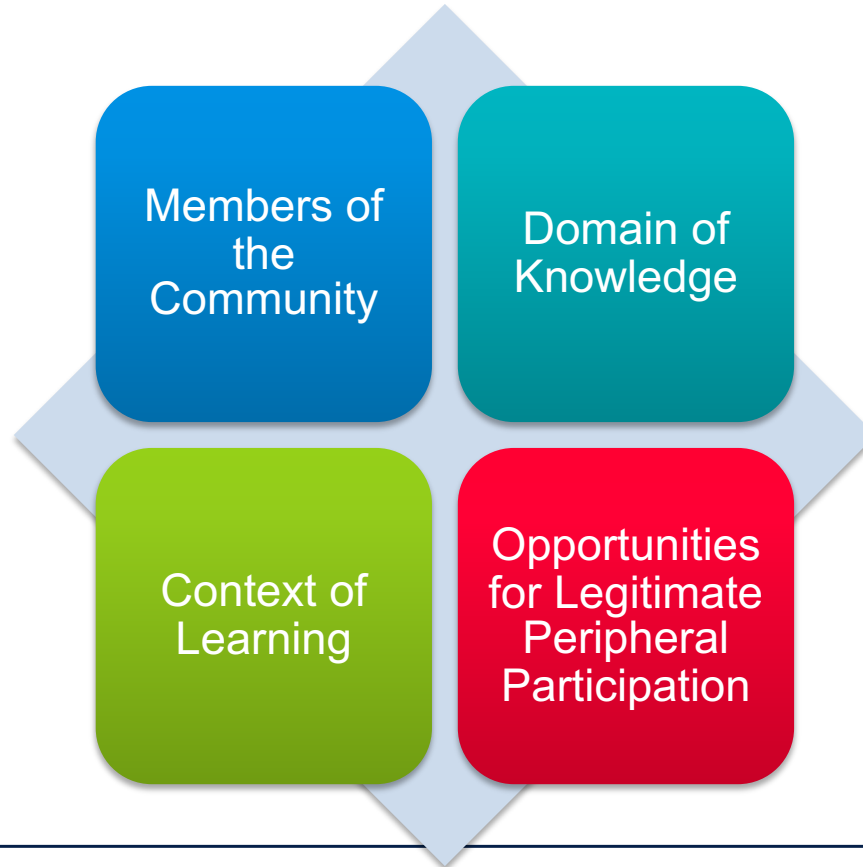
- Conventional content analysis
- 3 authors reviewed a sample of interviews and developed preliminary codes
- All transcripts independently coded by 2 authors and differences were reconciled

Results

- 14 students interviewed (8 females, 6 males)
- Clinical Microsystem Clerkship settings
 - 7 inpatient, 5 outpatient clinics, 1 ED
 - 3 different hospital systems (academic, affiliated county hospital, VA)

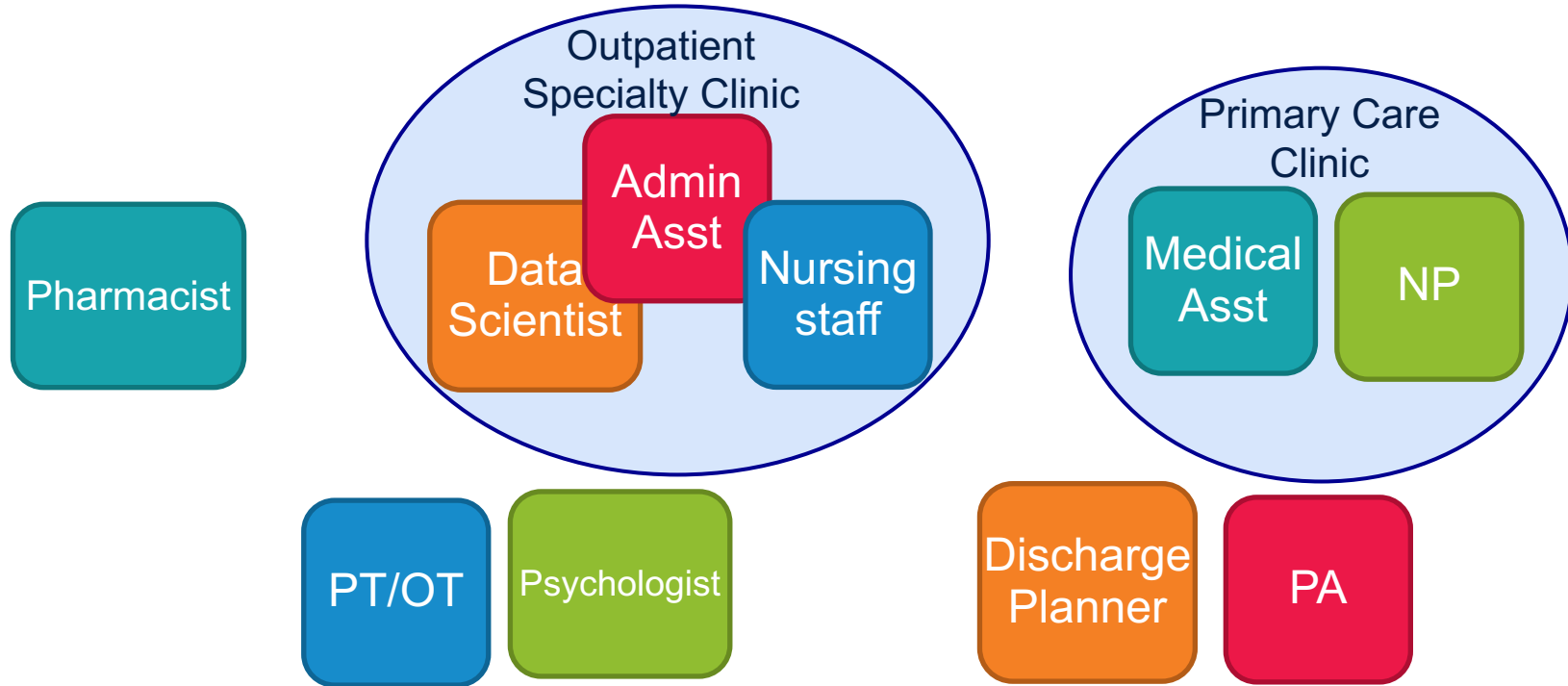


Conceptual Framework: Communities of Practice

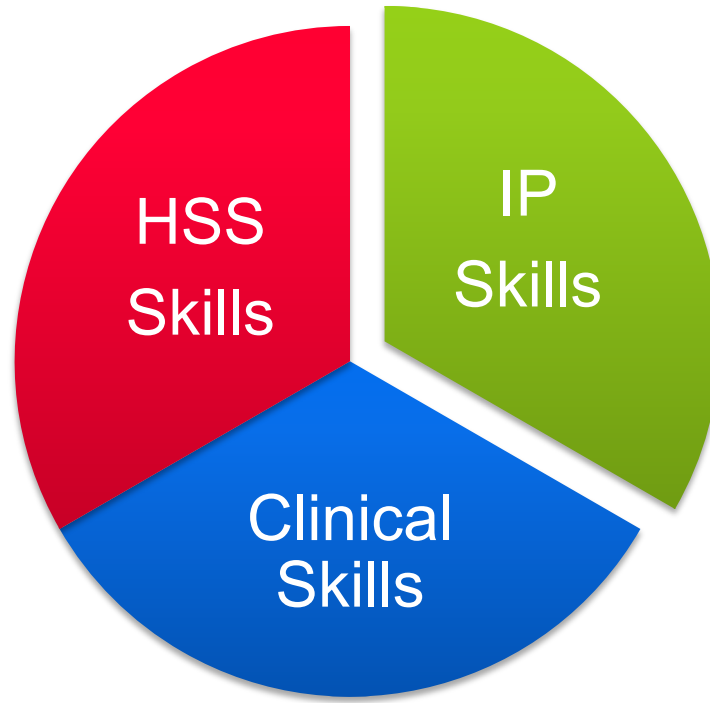


Gonzalo et al 2017

Community Members

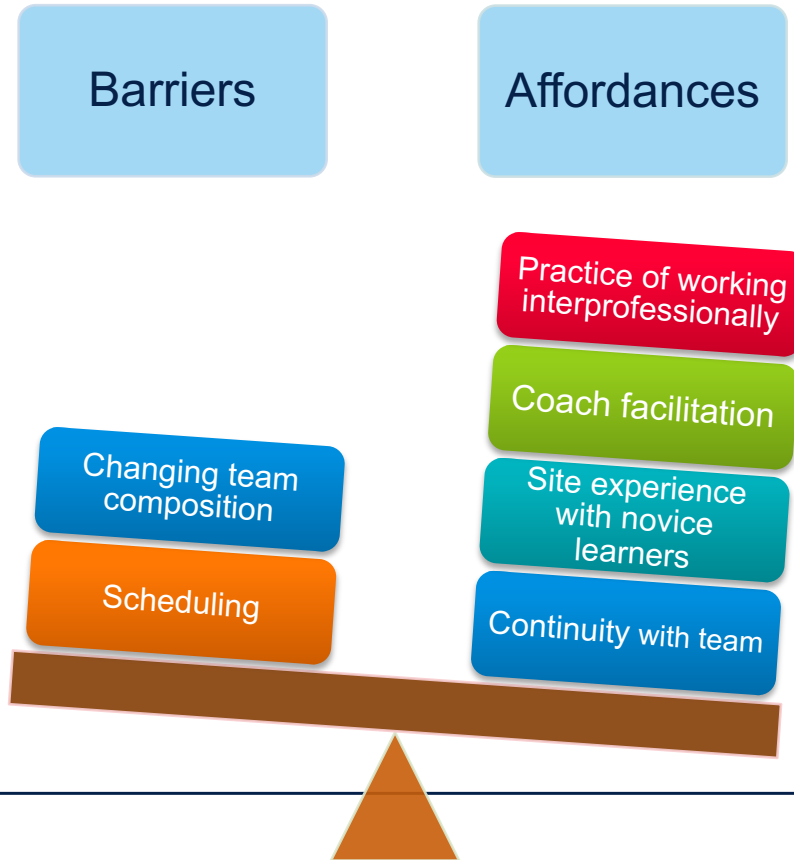


Domain of knowledge



- **Systems Improvement (SI) Project**
- Formal IPE Curriculum
- Clinical Skills

Context of Learning Experience



Opportunities for legitimate peripheral participation

- SI projects involving other HCPs promoted IPL

- Student: *"I think the fact that we were doing a project that was designed on staff*

to have doctors do a better job to help physical therapists, so it

was a project that they were interested and was aimed at better

...our role is these first-year medical students who aren't really supporting them, so I think the fact that our project didn't involve

members of the patient care team who are coming in and doing more work for them, but actually involved making their lives

this project that might not have been built from the ground up." So easier meant that the content was interesting to them.

it's not like we have, necessarily, the buy-in from the frontline staff.

And so I was always a little uneasy with the fact that we were just

coming in and sometimes being a burden, it felt like, to, like, the

nurses, for example, who already have a bunch on their plate."

Outcomes

- Learning interprofessional roles/responsibilities
- Appreciation of knowledge/experiences and perspectives of other HCPs
- Improved understanding of the hierarchy in other ways like they would be

“...the overall experience makes you really appreciate, you know, that while technically the barriers interacting with the triage...”

“They have different perspectives on patient care. The clinical psychologist really excelled at the behavioral aspect of patient care.”

...since my project involved patients having medication. I became aware of a lot of the difficulties in communication between physicians, and pharmacists, and patients and how the onus is on the patient to communicate between the two.”

Conclusions

- IPL for students in value-added learning roles varied widely between clinical sites
- To maximize IPL for students, program leaders should prioritize
 - clinical sites with a practice of working interprofessionally
 - SI projects that are inherently interprofessional
 - faculty development for site coaches to enhance IPE facilitation skills
 - formal curricular activities to enhance learning about roles and responsibilities

Acknowledgments

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Thank You





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