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

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Core Domains
- Health care structures/processes
- Health care policy
- Clinical informatics
- Value-based care
- Health system improvement

Leadership

Teamwork and IPE

Scholarship

Professionalism

EBM
Value-added clinical systems learning roles

- Case manager
- Patient in patient-centered medical home
- Pharmacist
- Nurse
- Physician
- Medical student
- Bedside nurse
- Systems Improvement Project
- Medical student
- Data manager
- Physician QI leader
- Nursing supervisor

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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

Learning integrated with clinical site activities

Direct Patient Care Skills

Learning integrated with and linked to Blocks

Team & Systems Skills
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

- Members of the Community
- Domain of Knowledge
- Context of Learning
- Opportunities for Legitimate Peripheral Participation

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Community Members

Outpatient Specialty Clinic
- Admin Asst
- Data Scientist
- Nursing staff

Primary Care Clinic
- Medical Asst
- NP

- Discharge Planner
- PA

Pharmacist
- PT/OT
- Psychologist
Domain of knowledge

- Systems Improvement (SI) Project
- Formal IPE Curriculum
- Clinical Skills
Context of Learning Experience

Barriers

Changing team composition
Scheduling

Affordances

Practice of working interprofessionally
Coach facilitation
Site experience with novice learners
Continuity with team
Opportunities for legitimate peripheral participation

- SI projects involving other HCPs promoted IPL

- Students expressed concerns about being a burden on staff

“...our role is these first-year medical students who aren’t really members of the patient care team who are coming in and doing this project that might not have been built from the ground up. So 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/expertise and perspectives of other HCPs
- Importance of IP collaboration to optimize patient care

“...the overall experience makes you really appreciate, you know, that while technically the doctor is in some ways are the top of the hierarchy in other ways like they would be nothing without a good pharmacist, without MEAs [medical evaluation assistants] running the schedule, and doing the triage...”

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

“I think I learned a lot about the barriers interacting with professionals, specifically since my project involved patients having prescription 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
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