



A Required Interprofessional Clerkship for Fourth Year Medical Students at The Commonwealth Medical College.

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INTRODUCTION

- A robust curriculum in interprofessional education (IPE) is recognized as an important component of health care higher education, including medical education.
- The Commonwealth Medical College (TCMC), one of the nation's newest medical colleges located in northeast/central Pennsylvania, offers a community-based model of medical education.
- The mission of TCMC is to "educate aspiring physicians and scientists to serve society using a community-based, patient-centered, interprofessional and evidence-based model of education that is committed to inclusion, promotes discovery and utilizes innovative techniques."
- As a means to partly meet the mission related to interprofessional education, we have included in our curriculum a required fourth year selective rotation in interprofessional education and practice.

COURSE OUTCOMES

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values and Ethics)
2. Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served. (Roles and Responsibilities)
3. Communicate with patients, families, communities, and other health professionals in a responsive and responsive manner that supports a team approach to the maintenance of health and treatment of disease. (Interprofessional Communication)
4. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective and equitable. (Teams and Teamwork)
5. Demonstrate professional integrity with awareness of and commitment to the principles and responsibilities of the health professions and a profound respect and unconditional regard for human dignity. (Professionalism)

Outcomes 1 through 4 are derived from: Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

COURSE DESIGN AND DESCRIPTION

- All students are required to complete a 2-week clerkship in a highly-functioning interprofessional team.
- This IPE selective can occur in a number of different settings allowing students to foster individual interests so that they can continue to develop the attitudes and skills necessary to practice medicine in a team setting.
- Potential sites were identified which met the following criteria:
 - Patient care is delivered in a high functioning, team based environment.
 - There is active involvement of at least one additional health care provider beyond medicine (physician extenders were not included).
 - There is opportunity for students to attend team-based care meetings.

COURSE ACTIVITIES

Students will participate in the following activities during this clerkship:

- Accompany various health care practitioners (or students) during their normal clinical activities and actively participate in the care of patients. Students should be working closely with these providers in a respectful manner that supports optimal patient care (Outcome 1).
- Attend and participate in team-based meetings which address the care of individual patients. (Outcome 4).
- Interact and communicate with patients or their caregivers under supervision. This may include patient education, counseling, or providing direct care. (Outcome 3)

COURSE ASSIGNMENTS

To further support meeting course objectives, students will complete the following assignments.

1. Health-care Learner/Provider Interview. Students will interview at least two other health care provider students (i.e. nursing, pharmacy, physical therapy, social work, etc) that they have encountered during their clerkship.(Course Outcome 2).
2. Review of care plan. Students will review at least one patient-specific care plan which has been developed by another health profession or an interprofessional team. The student will compare this to the traditional medical-model. How is the patient included in the development of the care plan? How do medicine and the other profession approach to patient care differ? How are they similar? (Course Outcome 2).

COURSE ASSIGNMENTS (CONTINUED)

3. Clinical Question/Answer and presentation. Under the direction of the preceptor, the student will identify a clinical question which is appropriate to the learning environment. The questions should be related to a specific patient or the patient population at the site. The student will prepare a written response and a presentation. (Course Outcome 3)
4. Final Reflection. The student will prepare a brief (one page) reflection which is due on the final day of the rotation (no earlier, no later). The reflection will be sent directly to the course director and will address the following question: *How have my knowledge, skills and attitudes toward clinical practice changed due to my IPE selective rotation?*

CLINICAL SITES

- Wright Center for GME (HIV or Primary Care)
- Life Geisinger (Geriatrics)
- Habit Opco (Opioid Addiction)
- St. Joseph's Center (Physical Disabilities)
- Global Health Program (TCMC)
- First Hospital Wyoming Valley (Behavioral Health)
- Clearbrook Treatment Center (Opioid and Alcohol Addiction)
- Hospice of the Sacred Heart (Hospice and Palliative Care).
- Heinz Rehab Hospital of Allied Services (PM&R)
- Susquehanna Health Palliative Care (Palliative Care)
- Susquehanna Health Rehabilitation Services (PM&R)

ASSESSMENTS

- The course is pass / fail.
- Assignments 1-3 are assessed by the preceptor at site. Assignment #4 is assessed by the course director. Using a rubric, assignments are assessed as "meeting" or "not meeting" expectations.
- Students will receive an online survey after completion of the rotation to assess their experience in the rotation.
- The final reflection and open-ended questions from the online survey will be analyzed using standard qualitative approaches.

CONCLUSION

- A required fourth year selective rotation in interprofessional care is a unique approach to medical education.
- Results of this study will determine if this approach to IPE is effective.