

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 part of our mission to IPE, we have implemented 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 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

- In the fourth year of the program, all students are required to complete a 2-week clerkship in a highly-functioning interprofessional team environment.
- IPE sites were selected based upon the following criteria:
 - ✓ Patient care is delivered in a high functioning, team based environment.
 - ✓ Active involvement of at least one additional health care provider beyond medicine (physician extenders were not included).
 - ✓ Opportunity for students to attend team-based care meetings.
- The course is graded pass/fail.
- Fourteen clinical sites from the three regions were identified. These included primary care, hospice care, physical disabilities, PM&R, addiction, geriatrics, and behavioral health.

COURSE ACTIVITIES

Students were required to participate in the following *activities*:

- 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).

COURSE ASSIGNMENTS

The following *assignments* were required for the course.

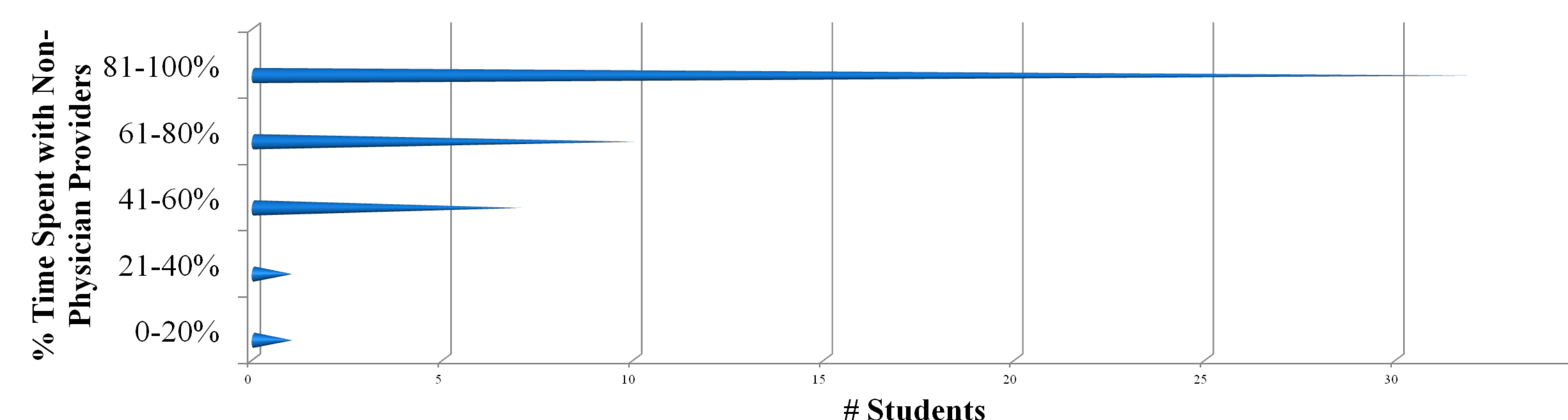
1. *Health-care Learner/Provider Interview.* Students will interview at least two other health care provider students.(Course Outcome 2).
2. *Review of Care Plan.* Students will review at least one patient-specific care plan which has been developed by another health. The student will compare this to the traditional medical-model. (Course Outcome 2).
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 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. The reflection will be sent directly to the course director and addresses the following question: *How have my knowledge, skills and attitudes toward clinical practice changed due to my IPE selective rotation?*

ASSESSMENTS

- Assignments 1-3 were assessed by the preceptor at the site. Assignment #4 was assessed by the course director. Using a rubric, assignments were assessed as “meeting” or “not meeting” expectations.
- At the end of each clerkship, students were asked to complete an anonymous survey which included both Likert scale and open-ended questions regarding the site, course and overall experience.
- IRB approval was obtained for this research.

RESULTS

- A total of 64 students completed an IPE rotation and 51 surveys were completed and returned.



RESULTS

<i>Activities and Assignments</i> (5) Extremely Influential (4) Very Influential (3) Somewhat Influential (2) Slightly Influential (1) Not at all influential	Mean
<i>Activity 1:</i> Accompanying various health care practitioners (or students) during their normal clinical activities.	4.4
<i>Activity 2:</i> Attending and participating in team-based meetings.	4.3
<i>Assignment 1:</i> The health-care student (or provider) discussion.	3.7
<i>Assignment 2:</i> The review of the care plan assignment.	3.7
<i>Assignment 3:</i> The clinical question/answer presentation.	3.4
<i>Assignment 4:</i> The final reflection activity.	3.5
<i>Overall Course and Site</i> (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly disagree	Mean
After this course, I have a better understanding of the roles and responsibilities of other health professionals.	4.6
After this course, I am better able to work with individuals of other health professions to maintain a climate of mutual respect.	4.4
After this course, I am better able to work with individuals of other health professions to maintain a climate of shared values.	4.4
After this course, I am better able to work with individuals of other health professions to assess the healthcare needs of patients.	4.5
After this course, I am better able to communicate with individuals of other health professions to support a team approach to the maintenance of health.	4.5
After this course, I am better able to communicate with patients and their families to support a team approach to the maintenance of health.	4.3
After this course, I feel more confident in engaging in interprofessional activities with individuals of other health professions.	4.4
I would recommend this site to my student colleagues.	4.7
Overall, this course was effective in enhancing my understanding of interprofessional practice.	4.4

CONCLUSION

- A required fourth year selective rotation in interprofessional care is a unique approach in medical education.
- This course was well received by most students, over 85% of the students agreed or strongly agreed that the course was effective. Comments in the surveys suggested that students appreciated the ability to interact with a wide variety of professionals.
- Students liked the activities but were less receptive to the formal assignments. Many considered them “busy work”.
- This course was considered very effective and will be continued. Modifications to the course include making some of the assignments optional based on preceptor preference.

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