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.

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 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. (Teams and Teamwork)
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, 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. (Professionality)

ASSIGNMENTS

• Assignments 1-3 were assessed by the preceptor at the site. Assignment 64 was assessed by the course director. Using a rubric, assessments 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.

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

• 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).

RESULTS

<table>
<thead>
<tr>
<th>Activities and Assignments</th>
<th>Mean</th>
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<tbody>
<tr>
<td>1. Extremely influential</td>
<td>4.4</td>
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<tr>
<td>2. Very influential</td>
<td>3.4</td>
</tr>
<tr>
<td>3. Somewhat influential</td>
<td>3.0</td>
</tr>
<tr>
<td>4. Not at all influential</td>
<td>2.6</td>
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</tbody>
</table>

Mean scores were as follows:
- After this course, I have a better understanding of the roles and responsibilities of other health professions: 4.6
- After this course, I have a better understanding of the roles and responsibilities of other health professions: 4.4
- After this course, I have a better understanding of the roles and responsibilities of other health professions: 4.5
- Overall course and site: 4.3

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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