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Family Medicine Clerkship Students' Experiences With Team-Based Care

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Family Medicine Clerkship Students' Experiences With Team-Based Care

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Family Medicine Clerkship Students' Experiences with Team-Based Care

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EAST TENNESSEE STATE
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Disclosures

- The authors have nothing to disclose.

Objectives

- Explain the need for exposing medical students to high functioning, integrated team-based primary care.
- Compare and contrast students' knowledge of and experiences with team-based care before and after implementation of a comprehensive team-based care curriculum.
- Identify ways in which they might incorporate students into more team-based care experiences in their own settings.

Why team-based care?

LCME

- **7.9 Interprofessional Collaborative Skills**
 - The faculty of a medical school ensure that the core curriculum of the medical education program prepares medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions.

Current Infrastructure is NOT Sufficient

Panel of 2500 primary care patients:

- 7.4 hrs preventive care
- 10.6 hrs chronic care
- 4.6 hrs for acute care
- 22.6 hrs per day!

Future of health care!

Safford, B, Manning CA. Six characteristics of effective practice teams. Fam Pract Manag. 2012 May-June;19(3):26-30.

2015 - HRSA PCTE Grant

- Develop & implement team-based care curriculum for faculty, residents, students.
- Increase team-based care practice
- Deployed resident curriculum in 2016/2017
- Jr Clerkship didactic introduced 2017/2018

About our clerkship

- 6 week FM clerkship
 - 50/50 inpatient/ambulatory
 - Embedded in 3 residency programs
- Interprofessional experiences:
 - Home visit
 - Transitions of Care clinic
 - Interprofessional rounds
 - Pharmacist, Social Worker, Behavioral Health, NP at each ambulatory site



Team Care Didactic

- Introduced in 2017-2018
- Scheduled in first 10 days of rotation
- Facilitated by Psychologist, Social Work, Pharmacist
- Uses complex patient case as discussion point



Team-based care survey

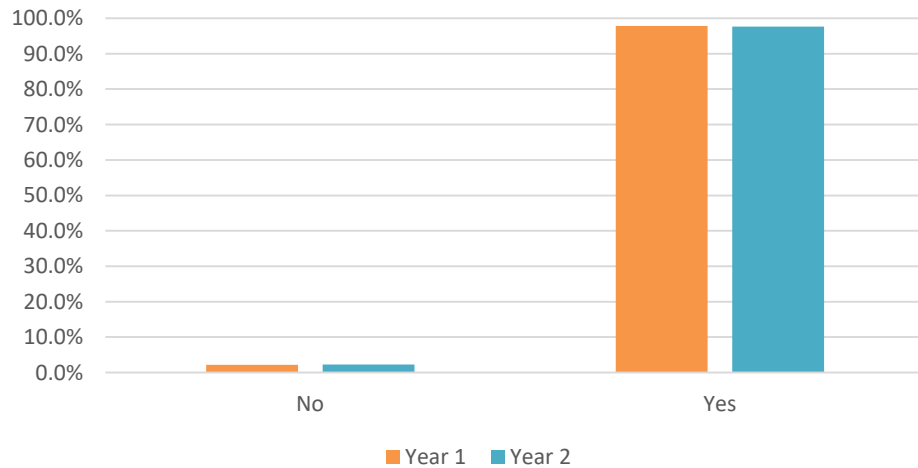
- Two years of data
 - 2016/2017
 - 2017/2018 (TBC didactic introduced)
- N=89
 - 46 & 43 students
 - Evenly distributed among 3 locations

Team-based care survey

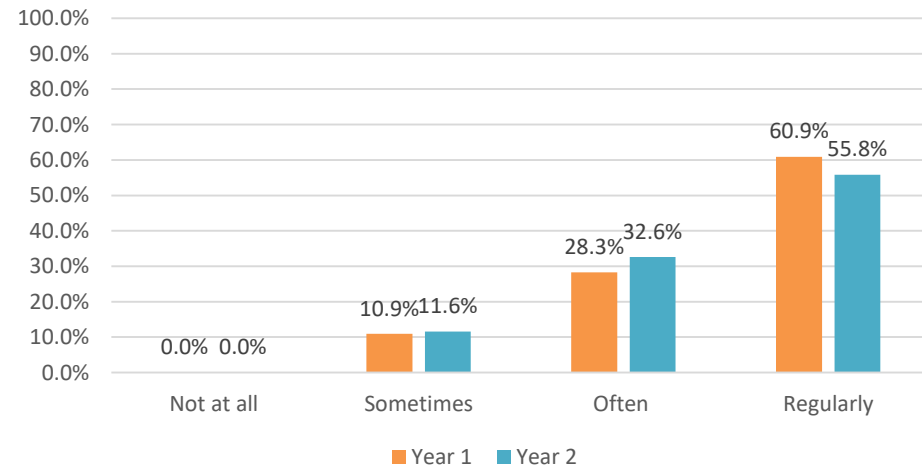
1. Did you get to participate in TBC?
2. Did you see TBC practiced in the clinic?
3. How confident are you that you could engage in TBC in the future?
4. What did you learn about TBC? Describe your experience.
5. Define team-based care.

Survey Results

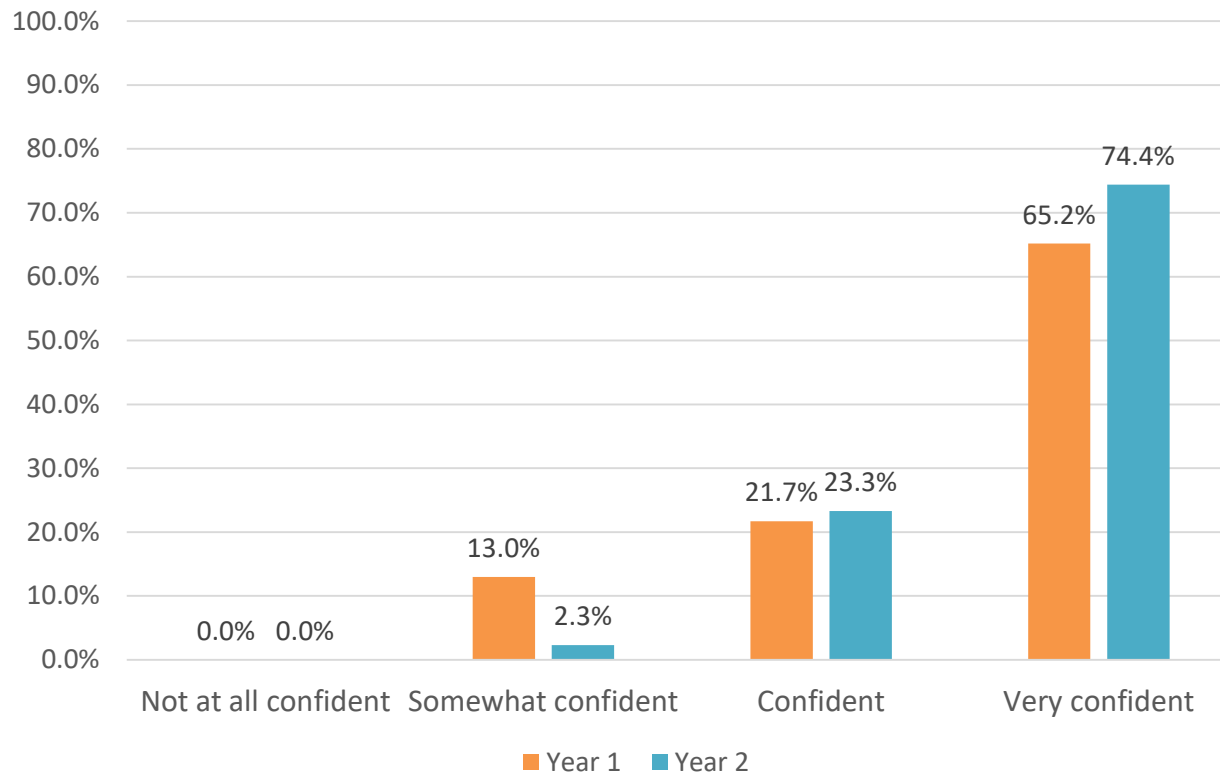
Did you get to participate in TBC?



Did you see TBC practiced in the clinic?



How confident are you that you could engage in TBC in the future?



$p < .05$

Qualitative Themes – What did you learn?

- Improved patient care
- Valuing the team
- Roles & responsibilities
- Communication

Valuing the team

- Year 1 – 28%

I saw firsthand the value of involving other professionals in managing difficult/complex patients.

- Year 2 – 53%

Other team members can make my role as a physician much easier.

I learned just how helpful it is to have people with different viewpoints all looking at the same problem.

Describe your experience.

2016/2017

1. Transitions of care clinic
2. Hospital (Rounds with pharmacist)
3. Integrated ambulatory experiences
4. Home visit

2017/2018

1. Integrated ambulatory experiences
2. Transitions of care clinic
3. Hospital (Rounds with pharmacist)
4. Home visit

Integrated ambulatory experiences

- Year 1 – 30%

In clinic, observed the benefit of having behavioral health professionals immediately available for consultation and direct care.

- Year 2 – 67%

I saw the seamless integration of mental health, pharmacy, and family medicine. All teams communicated in the huddle, warm handoffs were frequent. This was a great experience.

Define TBC

- Multiple professionals
- Team interactions
- Improved patient care

Year 1

Several fields working together to better provide care for the patient and improve well-being.

... utilizes the skills of various healthcare professionals in order to achieve the best outcome for the patient.


Year 2

Integrated roles and responsibilities in an outpatient setting whereby pts needs/concerns are met more efficiently and effectively.

Integrated approach where all team members can weigh in on a patient and collectively decide a good approach to the problems.

Conclusions

- Med students on FM clerkship saw and participated in TBC in variety of ways.
- Post-TBC didactic, students more likely to be “very confident” they can engage in TBC
- Both years described positive TBC experiences and had accurate TBC definitions.
- Post-TBC didactic, more frequent mentions of valuing the team and descriptions of integrated TBC.

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