

# Medical Students' Added Value in Accelerated Training program

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## Consortium projects

**Medical Student Added Value Roles in Accelerated Training program:** Program plans to measure value added by medical students as they participate in and provide care at their clinical sites in helping interprofessional staff including, Medical Assistants, nursing staff, pharmacists, social work and behavioral counselors, patient navigators and care coordinators as well as part of QI projects in process and population health improvement.

**Recruitment Innovations:** Program is evaluating use of situation judgement tests, behavioral and emotional intelligence measures, as well as multiple behaviorally based interviews in choosing candidates for the accelerated 3+3 family medicine program

**Longitudinal Health Systems Science Curriculum:** Program is utilizing 7 longitudinal HSS courses over 3 years, six 3 credit hour courses and one 12 credit hour course. Comparisons of HSS NBME scores of HSS cohort vs non-participants at end of course will be made.

**Longitudinal Integrated Clinical Curriculum including ACES/Trauma informed care:** Core family medicine skills are being taught from the first year and competencies have been linked from the Undergraduate Medical School expected competencies to the Family Medicine Graduate competencies. We will compare them to non-participant cohort at each of two family medicine residencies through curriculum competency committee review processes.

**Competency Based Evaluation:** A competency based evaluation of all clinical and health systems science work has been implemented; each semester meetings to review and prepare for competency completion before graduation.

## Grant team members

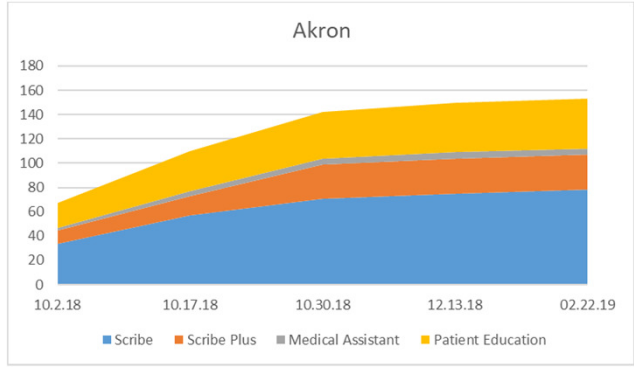
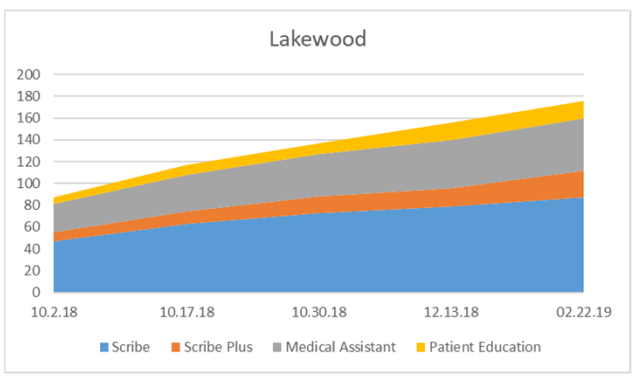
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## Medical Student Value Documented

Students are required to keep weekly journals documenting patient visits, diagnoses, noted social determinants of health, quality improvement ideas [as result of the visit or care outcomes] and their role in the care. These are reviewed monthly. Students also receive a competency-based evaluation weekly with comments for improvement.

Over time we note increased value in Medical assisting skills and activities and patient education provided. Students are provided with training and knowledge related to these skills both in class and at their clinical sites.



## Need/Gap Addressed

The OUHCOM Transformative Care Continuum aims to prove value to learners through participation in projects that teach skills related to quality improvement, leadership and teamwork. These skills will be practiced in a longitudinal and progressive way that ultimately results in community based population health projects. The program also aims to show value added to the programs that participate in training these students that will help to offset the time costs to faculty participating in training the students.

Additionally, rather than being a form of non-productive work, we aim to show student gains in knowledge, attitudes, behaviors, and skills that result from these value added skills. This will be achieved by following survey data as well as journal entries and competencies over time.

Recruitment efforts to select students with skills to adapt with rapid changes and respond with high emotional intelligence in team and interprofessional settings has begun. Currently, professionalism is a area of concern both in undergraduate medical settings as well as in graduate medical education programs.

Finally, by addressing core educational areas important for future family physicians, the program aims to produce more "residency-ready" and "practice-ready" professionals, who can bring improvement to the current value and satisfaction equation in healthcare.

## Institutional Contact

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