

Optimizing Student Learning: The CLE & HSS

Kelly Caverzagie, MD, FACP, FHM (Kelly.Caverzagie@unmc.edu)

University of Nebraska Medical Center

Nebraska Medicine



Optimizing the Clinical Learning Environment

The Clinical Learning Environment (CLE) impacts physician practice patterns and patient outcomes yet little is known about how to effectively measure the CLE within the interprofessional health system. To better understand the CLE at Nebraska Medicine, our primary clinical partner, we adapted a validated survey instrument to formally measure the CLE in our hospitals and clinics.

Example scores from our survey are provided below:

Opportunities for improvement were identified and Nebraska Medicine personnel in the Office of Health Professions Education (OHPE) are actively working to improve key drivers of our CLE for all professions and levels of learner.

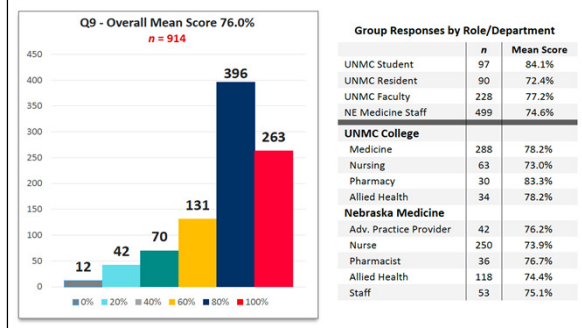
The results of the survey were also used to develop a formal metric that is currently included on Nebraska Medicine's institutional performance scorecard. Please contact Kelly Caverzagie for more information.

Health Systems Sciences 2.0

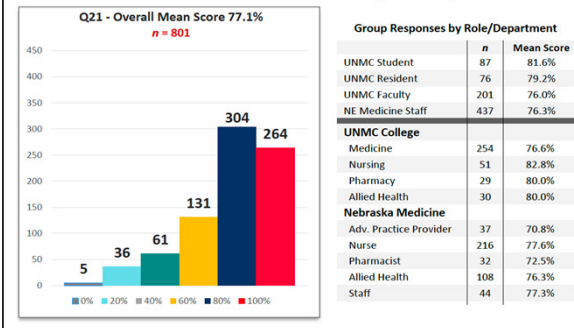
In partnership with the Nebraska Medicine Office of Health Professions Education (OHPE), we plan to launch a "Wicked Problems Pilot" in which a cohort of pre-clinical medical students are embedded within a Nebraska Medicine primary care clinic with the intent of working to solve a vexing problem for that clinic. Doing so will require student completion of formal curricular elements from multiple HSS domains with documented assessments by a faculty facilitator. Health systems leadership is supportive of these efforts as they recognize the potential value-added from a cohort of medical students. If successful, the pilot will be scaled up to include all Nebraska Medicine primary care clinics and all medical students.

2018 Nebraska Medicine CLE Assessment - Selected Scores

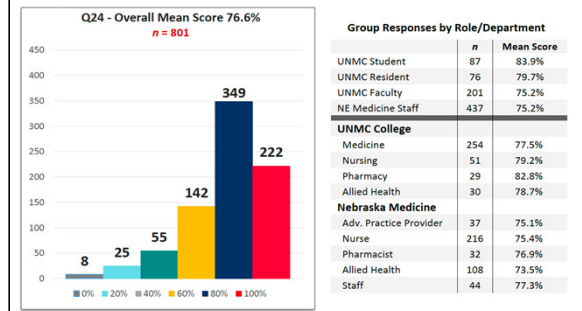
Q9: How often are individuals treated with respect?



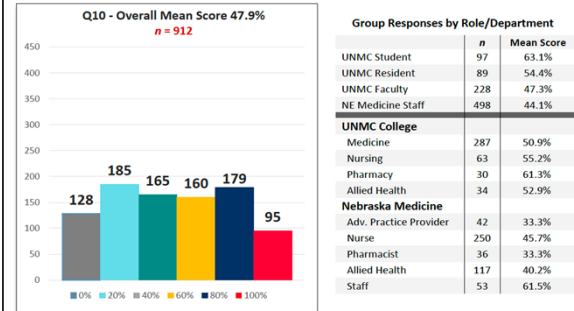
Q21: How often are all members of the care team encouraged to ask questions?



Q24: How often do care teams think in terms of the appropriate next steps for optimal patient care?



Q10: How often is structured time intentionally set aside for learning and reflection?



Keys to HSS Implementation Success

In collaboration with the University of North Carolina School of Medicine, we have initiated a qualitative study of early implementers of HSS curriculum as part of the AMA Innovation Grant program. The goal of this participatory research project is to elucidate key contextual factors related to successful/unsuccessful implementation of HSS at AMA Consortium schools.

Please contact Kelly Caverzagie if you would like to be included in the study.

Grant team members

Kelly Caverzagie, MD, FACP, FHM (Associate Dean, UNMC COM)
 Kay Grant, MS (Office of Health Professions Education)
 Frank Pietrantonio, MS (Director, Office of Health Professions Education)
 Carla Snyder, MHA (Office of Health Professions Education)
 Geoff Talmon, MD (Assistant Dean, UNMC COM)
 Jordan Warchol, MD, MPH (Assistant Professor, UNMC COM)

