Students as Value-Added Participants in Healthcare Delivery

Elizabeth McMurtry, DO, FACEP
Assistant Dean for Clinical Education and Faculty Development
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OBJECTIVES

- Describe how students can be productive members of the healthcare team
- Invite students to help you take care of patients
- Incorporate teaching into day-to-day activities of patient care
- Choose how you'll let students help you be more productive in your practice
"Roles that are experiential and authentic, and have the potential for a positive impact on outcomes related to patients, populations, costs of care, or other processes within the healthcare system, and enhance student knowledge, attitudes, and skills in the clinical science or health systems science"
AMA’s Accelerating Change in Medical Education Consortium

Student attributes that contribute to the quadruple aim
- Time
- Technological skills
- Mindset

Proposed value-added student roles
- Point-of-care contributions
- Longitudinal patient outreach
- Quality improvement initiatives
Systematic review in *BMJ* 2015: average time cost = 30-120 minutes per day

1.24 additional hours time per day
EMERGENCY DEPARTMENT
Attending + Resident = More RVUs
Attending/Sr Resident + Student = No decrease in RVUs

OFFICE-BASED PRODUCTION
Zero to 0.6 fewer pts/half day

SALARY-BASED HMO
Zero to 4.2 fewer pts/half day

PATIENTS REPORT:

- "Second opinion"
- Better explanations
- More time to talk
- More thorough H&P
- Self-esteem by contributing to education

![Bar Chart]

- Accurate H&P
- Enjoyable
- Improved Care
- Interferred

Percentages (%)
SITUATIONAL STRATEGIES

Clinic
- FAMILY MEDICINE
- INTERNAL MEDICINE

Hospital
- EMERGENCY DEPARTMENT
- LABOR AND DELIVERY
"When I have no students, I get behind. When I have one student, I stay on time. When I have two students, I get ahead"

Dr. T. Scandalis
### WAVE MODEL PATIENT ROOMING

<table>
<thead>
<tr>
<th>Time</th>
<th>Trainee 1 Duties</th>
<th>Preceptor Duties</th>
<th>Trainee 2 Duties</th>
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<tbody>
<tr>
<td>8:00-8:20</td>
<td>See pt 1</td>
<td>See and finish pt 2</td>
<td></td>
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<tr>
<td>8:20-8:40</td>
<td>See/teach pt 1</td>
<td></td>
<td>See pt 3</td>
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<tr>
<td>8:40-9:00</td>
<td>Chart pt 1</td>
<td>See and finish pt 3</td>
<td>See/teach pt 3</td>
</tr>
<tr>
<td>9:00-9:20</td>
<td>See pt 4</td>
<td>See and finish pt 5</td>
<td>Chart pt 3</td>
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<td>9:20-9:40</td>
<td>See/teach pt 4</td>
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<tr>
<td>9:40-10:00</td>
<td>Chart pt 4</td>
<td>See and finish pt 6</td>
<td>See/teach pt 6</td>
</tr>
</tbody>
</table>

*Ferenchick et al., “Strategies for Efficient and Effective Teaching in the Ambulatory Care Setting.”*
COMMUNITY-BASED CLINIC VS. ACADEMIC HEALTH CENTER

Vijn et al., “Involving Medical Students in Providing Patient Education for Real Patients.”
Tanner et al., “Incorporating Students into Clinic May Be Associated with Both Improved Clinical Productivity and Educational Value.”
EMERGENCY DEPARTMENT

Teaching Quality
Student Involvement

VERSUS

RVU Generation
EHR Documentation
ED Length of Stay

Baugh et al., "Documentation Displaces Teaching in an Academic Emergency Department."
Macintosh, Lebowitz, and Ganti, "Medical Students and Metrics."
LABOR AND DELIVERY

Students contribute to patient care and can improve bidirectional communication between caregivers and patients

Malhotra, Thomas, and Arora, “Impact of Medical Students on Patient Satisfaction of Pregnant Women in Labor and Delivery Triage.”
WHAT WE’LL TAKE WITH US GOING FORWARD
WHAT WE’LL TAKE WITH US GOING FORWARD

Students can make unique contributions...
WHAT WE’LL TAKE WITH US GOING FORWARD

...to accomplish the quadruple aim...
WHAT WE’LL TAKE WITH US GOING FORWARD

...when afforded value-added roles...
WHAT WE’LL TAKE WITH US GOING FORWARD

...on the medical team!
WHAT WE’LL TAKE WITH US
GOING FORWARD

How will you invite students to help your daily practice?
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