

Preparing Medical Students For Interprofessional Practice During The COVID-19 Pandemic

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INTRODUCTION

- The LCME and ACGME highlight the importance of teamwork and collaboration as a cornerstone in healthcare; However, unlike medical knowledge and clinical skills, these competencies may be challenging to instill in learners.¹
- Here, we present a model that may be utilized to demonstrate and practice Interprofessional skills.

ACGME CORE COMPETENCIES

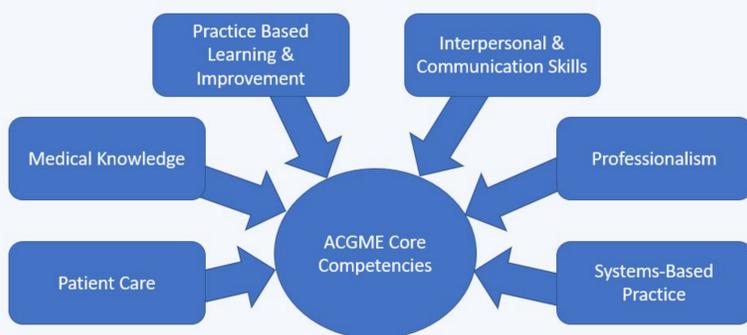


Figure 1. above is a representation of the ACGME Core Competencies in graphical form.

METHODS

- As part of the KSOM capstone curriculum in 2022, a two-week activity was designed to teach medical students appropriate response to pages from nursing staff.
- In coordination with our school of nursing, we asked nursing students to page medical students from a pool of patients with common medical problems.
- Medical students were all provided with a sign out for all patients and they would then return calls to nursing students answering questions regarding patient care.
- Medical students were surveyed before and after the curriculum.

METHODS



Figure 2. Flowchart demonstrating major events of the study.

RESULTS

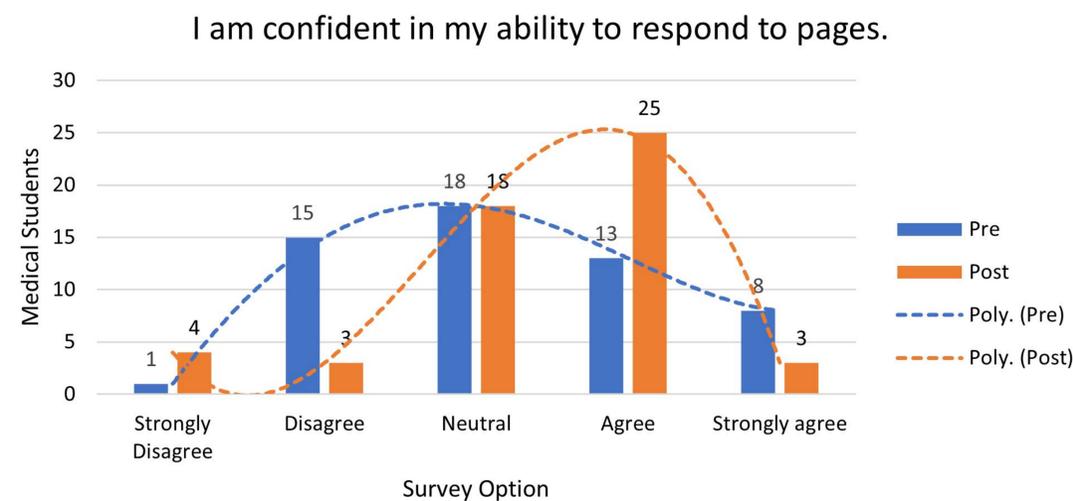


Figure 3. Survey results before and after capstone curriculum in bar graph form with polynomial trendline drawn.



Figure 4. Survey results before and after capstone curriculum in bar graph form with polynomial trendline drawn.

RESULTS

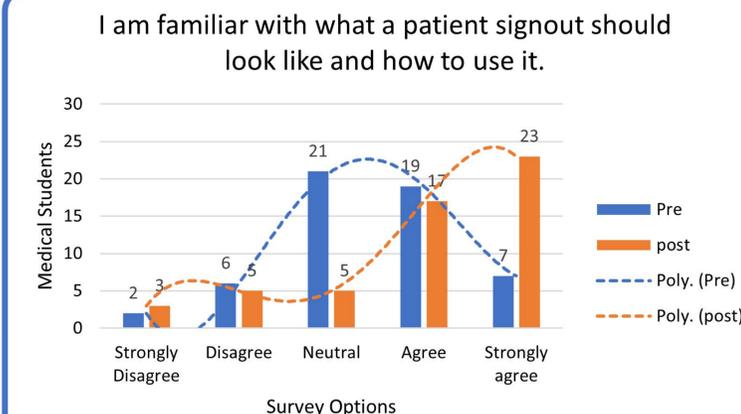


Figure 5. Survey results before and after capstone curriculum in bar graph form with polynomial trendline drawn.

DISCUSSION

- After the activity, medical students felt more confident in their ability to communicate with nursing staff regarding patient care and felt more confident in their ability to ask follow up questions.
- Engaging in interprofessional activity has been difficult for medical students in general, especially during the covid-19 pandemic.²⁻⁴
- The above curriculum represents one such way that this gap can be addressed.

REFERENCES

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