


Students as Value-Added Participants in Healthcare Delivery



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**SITUATIONAL
STRATEGIES**

MEANINGFUL METRICS

**VALUE-ADDED TEAM
MEMBERS**

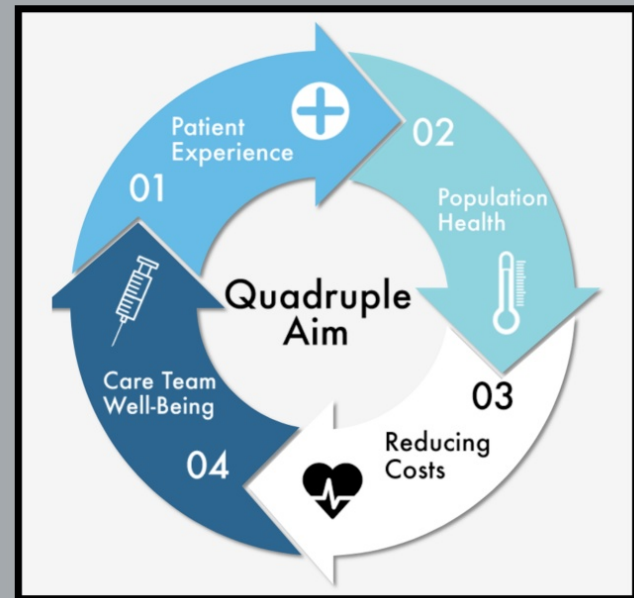
OBJECTIVES



- *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*

**WHAT DOES
VALUE-ADDED
MEAN?**

**KEYS TO
SUCCESS**



"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"

Gonzalo et al., "How Can Medical Students Add Value?"



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



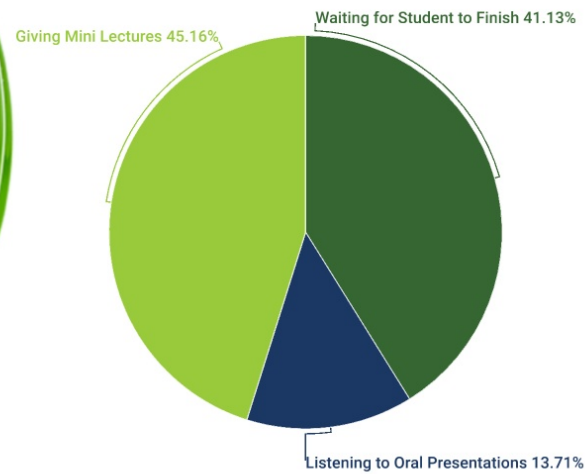


WHERE DOES THE TIME
GO?





*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 RVU's

**Attending/Sr Resident + Student =
No decrease in RVU's**

OFFICE-BASED PRODUCTION

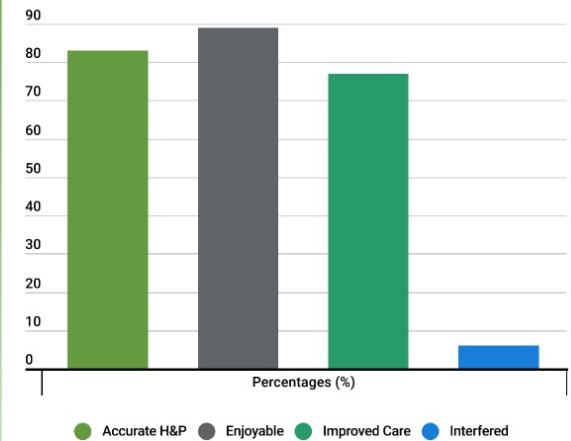
Zero to 0.6 fewer pts/half day

SALARY-BASED HMO

Zero to 4.2 fewer pts/half day

Cobb T, Jeanmonod D, Jeanmonod R. The Impact of Working with Medical Students on Resident Productivity in the Emergency Department. *Western Journal of Emergency Medicine*. 2013;14(6):585-589. doi:10.5811/westjem.2012.12.12683.
Ferenchick GS, Chamberlain J, Alguire P. Community-based teaching: defining the added value for students and preceptors. *Am J Med*. 2002;112:512-7.
Kirz HL, Larsen C. Costs and benefits of medical student training to a health maintenance organization. *JAMA*. 1986;256:734-739.

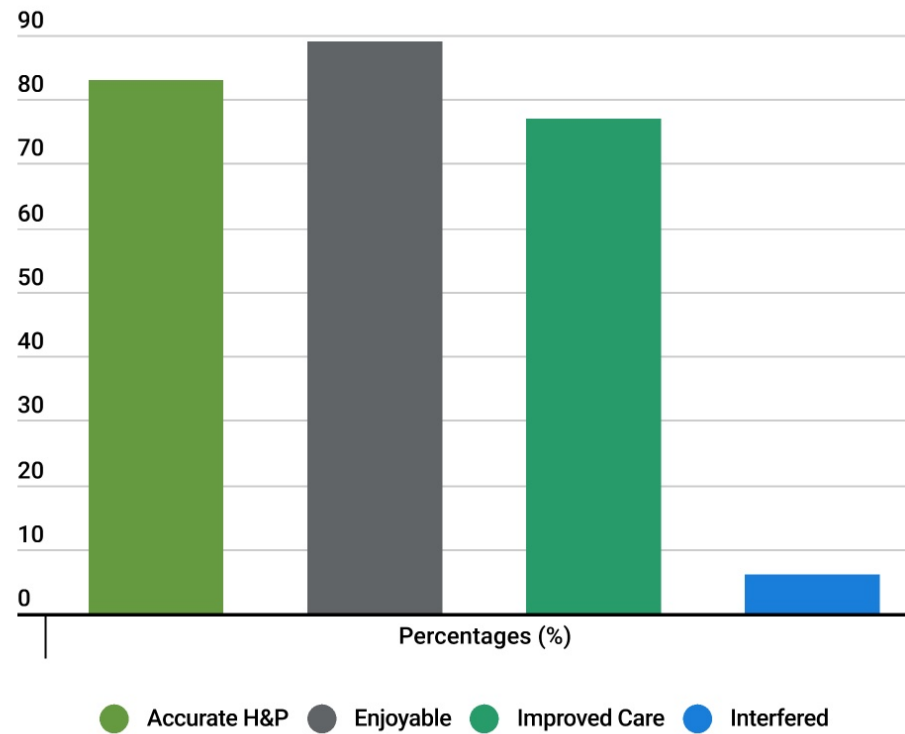
PATIENTS REPORT:



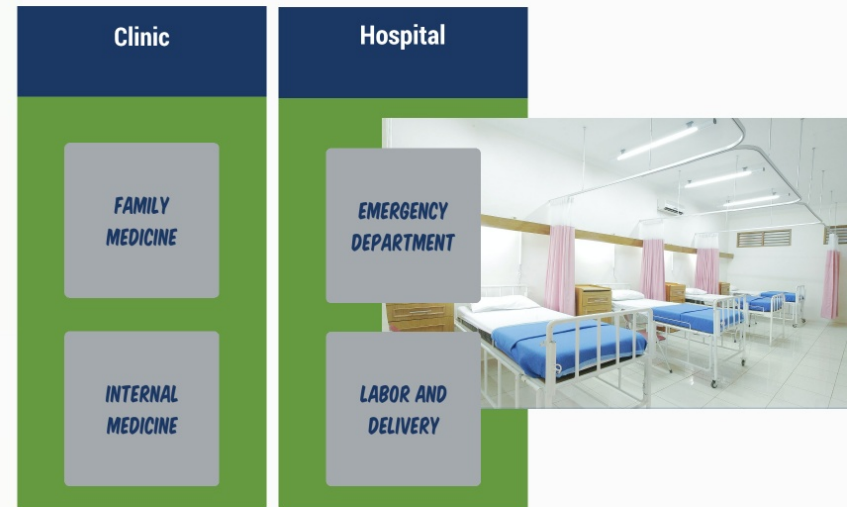
Patients' perceptions of medical students in a longitudinal family medicine clerkship M. D. Prislín, E. Morrison, M. Giglio, P. Truong, S. Radecki Fam Med. 2001 March; 33(3): 187-191.

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

PATIENTS REPORT:



SITUATIONAL STRATEGIES



"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

Time	Trainee 1 Duties	Preceptor Duties
8:00-8:20	See pt 1	See and finish pt 2
8:20-8:40	See/teach pt 1	
8:40-9:00	Chart pt 1	See and finish pt 3
9:00-9:20	See pt 4	See and finish pt 5
9:20-9:40	See/teach pt 4	
9:40-10:00	Chart pt 4	See and finish pt 6

Time	Trainee 1 Duties	Preceptor Duties	Trainee 2 Duties
8:00-8:20	See pt 1	See and finish pt 2	
8:20-8:40	See/teach pt 1		See pt 3
8:40-9:00	Chart pt 1	See/teach pt 3	
9:00-9:20	See pt 4	See and finish pt 5	Chart pt 3
9:20-9:40	See/teach pt 4		See pt 6
9:40-10:00	Chart pt 4	See/teach pt 6	

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*



Zuckerman et al., "Narrative Review of Clinical Productivity and Teaching in Emergency Medicine."
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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