**Introduction**

**Medical Students as Learners & Team Members**
- Medical students (MSs) on clinical rotations are learners & active members of the health care team.
- Educators have been challenged to better align MSs' expectations with the team’s accountability for patient quality, safety and experience of care.
- Early clinical learners (MS1-2) perceive that they can make meaningful contributions to patient care and/or the health care team’s learning.
- Students and team members often have anecdotal data highlighting students' value to patient care.
- However, there is limited formal data from senior MSs re: the value they add to patient care and/or the team during their required clinical rotations.

**Project Aim**

To obtain and codify senior MSs’ perceptions re: the value they add to patient care and/or the health care team during their required clinical rotations.

**Methods: Trainees & Setting**

- **Trainees:** Allopathic and osteopathic M3s at end of required clinical rotations.
- **Setting:** A large, not-for profit health care system with MSs at multiple hospitals & outpatient clinics.
- **Data Collection:** MSs voluntarily completed an on-line, anonymous 5-item value care survey.
  - **Item #1:** MSs checked if they added value to 1 of 5 literature derived categories.
  - **Item #2:** Described the Situation (HIPPA compliant).
  - **Items #3-5:** Demographics.
- **Data Analysis:** included frequency tabulations and review of narrative examples by category.
- **Not HSR:** Project was determined to not be HSR by organization’s authorized body.

**Results:** Perceived Value+ to Patient Care/Team Learning

<table>
<thead>
<tr>
<th>% of Reports x Value Added Focus Area (N=131)</th>
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<tbody>
<tr>
<td>Pt/Fam Experience w &amp; Care</td>
</tr>
<tr>
<td>CI</td>
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<tr>
<td>Safety</td>
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<tr>
<td>Perceptor/Team Learning</td>
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**Results: Representative Comments x Value Category**

- **Patient’s/Family’s Experience of Their Care [PFEC]** (e.g., enhancing patient’s understanding of their clinical situation)
  - I had a visit (with patient) who had a gynecological concern, but also had recently lost her twin sister. I addressed her chief complaint, but then spent some extra time talking to her about how she is handling her loss and the grief she is experiencing.
- **Clinical Quality [CQ]** (e.g., obtaining data/information from the patient that impacted a clinical decision, identifying alternative approaches)
  - I was able to take more time to talk to patients while my physician was busy, especially with a youth patient who was struggling with depression.
  - Often I was able to stay with the patient and keep answering questions while preceptor saw other patients. In one instance I helped a patient calm down during a panic attack so that he could give an organized history. He was grateful that I was able to explain how his body was reacting during this stressful time.
- **Patient Safety [PS]** (e.g., shared a PS concern/a potential risk)
  - Patient was on two antipsychotic medications. My preceptor was going to add a 3rd, but I asked about possible side effects such as prolonged QTc interval. The plan was modified appropriately.
- **Preceptor/Team Learning [PTL]**
  - I was interested in one of the patient cases of TB, so together with the preceptor we were able to do more research and find out more answers for ourselves, which improved care for that patient.
  - Talked with the triage nurse and MA about serum screening tests for rheumatoid arthritis that they weren’t aware of.

**Discussion:**

**SR MSs Perceive They Add Value**

- Predominately via 2 key accountability metrics for physicians/health care systems
  - Patient and family experience with care
  - Clinical quality
- Contributing to Preceptor/Team Learning is critical to high reliability health care org.

**Significance**

- Identifying MSs value added → educating key stakeholders re: how #MedEd contributes care
- A foundational step towards calculating ROI (Return = Gains-Costs/Costs) enhancing ability to
  - Enhance students’ roles & preceptor recruitment
  - Justify system resources for medical education

**Next Steps:** Comparison of MSs’ findings with preceptor perceptions.

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**References**