

Interprofessional Student Education: Exchange Program Between Albert Einstein College of Medicine and PCOM



Overview

1. Initial partnership developed in 2007
2. Educational, research, board activities
3. Survey of both groups of students in 2011
4. Article published in Explore (2012)
5. Revision of presentation for Einstein based on survey results 2013
6. Phase II research to look at changes in worldview of health and science 2016

Initial partnership

- Research
- Clinic shifts (Einstein at PCOM)
- Interinstitutional faculty/board appointments, and
- Educational activities

Student Education

- Orientation to Chinese medicine for medical students
- Prereq for 4 hour preceptorship at PCOM outpatient clinic
- Optional auricular acupuncture experience
- PCOM students receive lecture and dissection lab

2011 Survey

21 Einstein students

- 18 item survey
- Highest rated:
 - Appreciation of what is involved in the clinical application of acupuncture 4.83
- Lowest
 - Knowledge and confidence in referring future patients for acupuncture treatment 3.74

2011 Survey

16 PCOM students

- 12 item survey
- Highest rated
 - Understanding of the gross anatomy of the human body 4.77
 - Appreciation of the tissues underlying acupuncture points 4.77
 - Appreciation of the value of developing professional relationships with medical doctors 4.77
- Lowest rated
 - Appreciation of safe needling technique 4.23

General Comments

Einstein Students

- Appreciation for the value of experiencing acupuncture for enhancing understanding and for referral purposes
- Appreciation for the PCOM clinic visit to better understand: what acupuncture treats, complexity of diagnosis and treatment, and the patient experience
- Value of integrated medicine and the way in which the two medical systems can work together
- Questioning of acupuncture effectiveness and desire to see the research evidence
- Desire for more specific information about: referring patients, conditions that acupuncture treats, mechanism, efficacy, contraindications, adverse events

General Comments

PCOM Students

- Significantly enhanced understanding of gross anatomy
- Appreciation for where acupuncture needles penetrated under the skin surface
- Better understanding of allopathic medical education and enjoyment of sharing information with medical students
- Value of relationship building with medical students
- Enhanced understanding of integrated medicine and the value of working together

INNOVATIONS IN INTEGRATIVE HEALTHCARE EDUCATION

INTERPROFESSIONAL STUDENT EDUCATION: EXCHANGE PROGRAM BETWEEN ALBERT EINSTEIN COLLEGE OF MEDICINE AND PACIFIC COLLEGE OF ORIENTAL MEDICINE

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The growing popularity of complementary and alternative medicine (CAM), of which estimated 38% of adults in the United States used in 2007, has engendered changes in medical school curricula to increase students' awareness of it. Exchange programs between conventional medical schools and CAM institutions are recognized as an effective method of inter-professional education. The exchange program between Albert Einstein College of Medicine (Einstein, Yeshiva University) and Pacific College of Oriental Medicine, New York campus (PCOM-NY) is in its fifth year and is part of a broader relationship between the schools encompassing

research, clinical training, interinstitutional faculty and board appointments, and several educational activities. The Einstein/PCOM-NY student education exchange program is part of the Einstein Introduction to Clinical Medicine Program and involves students from Einstein learning about Chinese medicine through a lecture, the experience of having acupuncture, and a four-hour preceptorship at the PCOM outpatient clinic. The students from PCOM learn about allopathic medicine training through an orientation lecture, a two-and-a-half-hour dissection laboratory session along side Einstein student hosts, and a tour of the clinical skills

center at the Einstein campus. In the 2011/2012 offering of the exchange program, the participating Einstein and PCOM students were surveyed to assess the educational outcomes. The data indicate that the exchange program was highly valued by all students and provided a unique learning experience. Survey responses from the Einstein students indicated the need for greater emphasis on referral information, which has been highlighted in the literature as an important medical curriculum integrative medicine competency.

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Revision of Presentation at Einstein

- More evidence of effectiveness
- What a good referral includes
 - condition
 - how long
 - how much money
 - does it hurt
- Safety

Phase II Research

- Ways medical students think about science
- Does their worldview of science change after the exchange program?
- Impact of exchange program on worldview
 - All medical students at Einstein
 - Medical Students in exchange program
 - All PCOM students
 - PCOM students in exchange program

ACCAHC IPE Competencies

COMPETENCY 1 – Value and Ethics for Interprofessional Practice

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

COMPETENCY 2 – Roles and Responsibilities

Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.

COMPETENCY 3 – Interprofessional Communication

Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.

COMPETENCY 4 – Teams and Teamwork

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

Conclusion

- IPE is important for medical students
- Schools can start small
- Exchange a lecture to start
- Add in clinic observations
- Add in labs
- Exchange faculty/board members
- Conduct research on changes