



Collaboration Between Basic Scientists and Clinicians in Learning Communities

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CHM Learning Academy Model

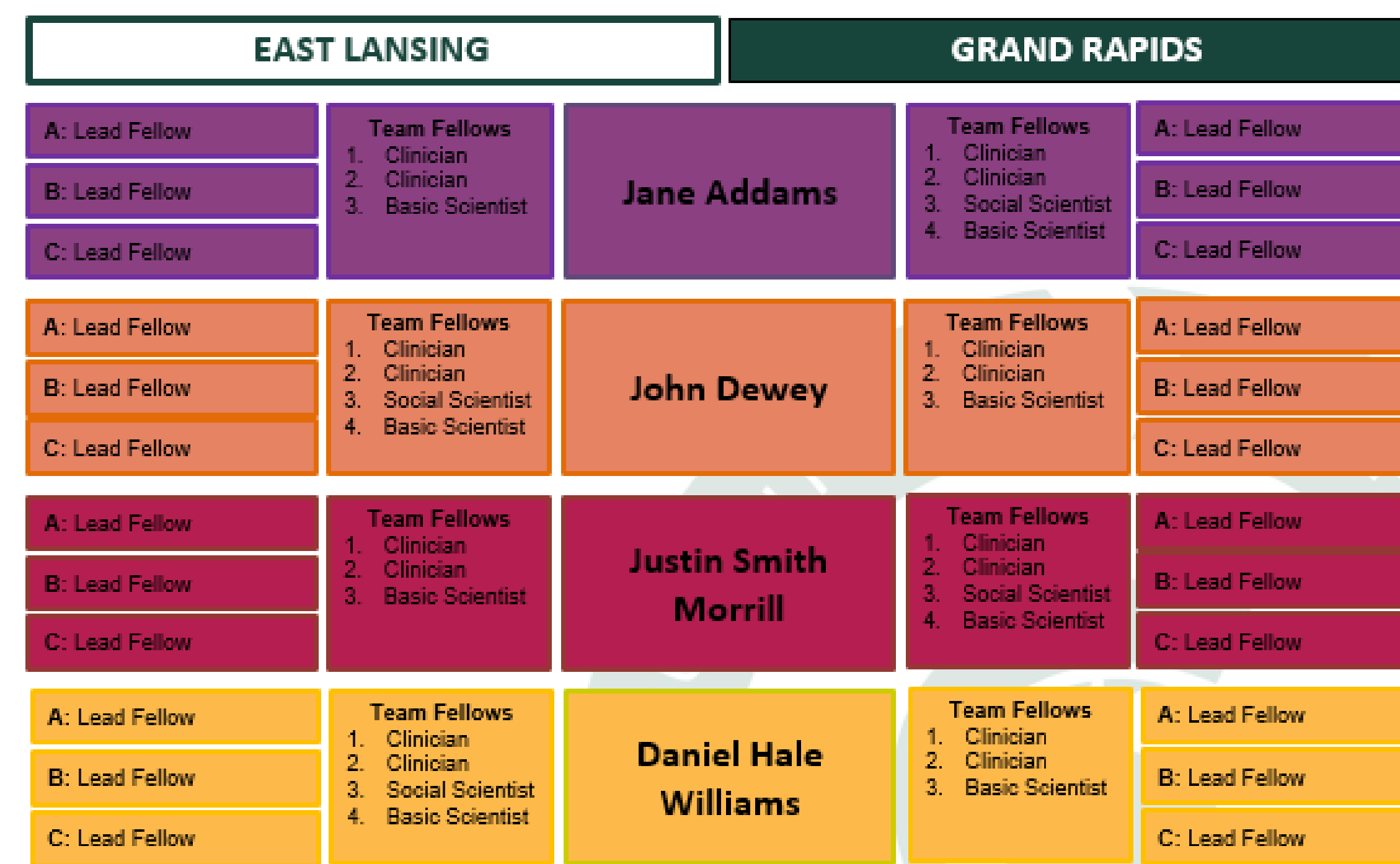


Figure 1. MSU-CHM Learning Societies (Jane Addams, John Dewey, Justin Smith Morrill, and Daniel Hale Williams)

INTRODUCTION

- Learning communities (LC) serve many different functions.
- At Michigan State University College of Human Medicine (MSU-CHM), our LC are comprised of basic and social scientists, and clinicians who collaborate to deliver a fully integrated curriculum.
- Collaboration may be challenging, particularly for basic scientists navigating through clinical vignettes.
- We sought to understand the level of satisfaction and some of the challenges faced by basic scientists in our LC.

PROGRAM DESCRIPTION

- At MSU-CHM, 4 Learning Societies, our version of LC, are further grouped into Scholar Groups. (Figure 1)
- Scholar Groups are composed of 7-8 students, 1 Clinician Lead Fellow, 1 clinician and/or basic scientist team fellow (Figure 1)
- Students apply their knowledge, gained from independent learning, in their Scholar Group sessions through case-based clinical vignettes and debrief their clinical experiences.
- Additionally, Scholar Group faculty meet students twice per semester to coach students on how to develop and implement their individualized learning plans (ILP).

METHODS

- Basic scientists (n=11) were anonymously surveyed
 - to determine their level of involvement in scholar group sessions and ILP meetings,
 - to rate their level of satisfaction (1 = not satisfied; 10 = highly satisfied) as faculty in the Academy,
 - and provide comments and suggestions for their role as team fellow.

RESULTS

Basic scientists who reported that they have an “active role” and “take the lead role on occasion” in Scholar Group sessions rated their level of satisfaction as 8 or greater (n=5, Table 1, yellow).

One basic scientist who reported having a “limited role” and did not participate in C-ILP meetings had the lowest level of satisfaction (Table 1, red).

A summary of comments from those who rated their level of satisfaction with their role as 7 or below is provided (Table 2). A common theme is to allow the basic scientists to lead scholar group sessions more often and to improve faculty development in collaboration and co-teaching methods.

DISCUSSION

Effective collaboration between faculty members is important to support MSU-CHM integrated curriculum, can impact students’ learning environment and faculty satisfaction. Basic scientists who reported increased participation in scholar group sessions rated a high level of satisfaction.

CONCLUSIONS

Future faculty development sessions will focus on how to improve the co-teaching relationship between basic scientists and clinicians, help basic scientists with clinically-focused content, and improve their coaching skills.

REFERENCES

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Basic Scientist	Involved in C-ILP meetings	Scholar Group Sessions				Overall level of satisfaction (1-10)
		Active role	Take the lead role on occasion	Provide input in my area of expertise	Limited role	
1	no		✓			7
2	no	✓	✓	✓		9
3	no	✓	✓	✓		8
4	YES	✓	✓			9
5	no	✓	✓			10
6	no	✓				8
7	no	✓				7
8	no			✓		7
9	no	✓				9
10	no				✓	5
11	no	✓	✓	✓		9

Table 1. Basic scientists (n=11) were anonymously surveyed. Questions asked were if basic scientists were involved in coaching ILP meetings (C-ILP); if they took an active role in the Scholar Group sessions; if they take the lead role on occasion; if they provided input in their basic science area of expertise; or if they have limited role in the Scholar Group sessions; and their overall level of satisfaction as faculty in the Academy

Basic Scientist	Comments	Suggestions
1	Feeling under-utilized; feeling not “helpful” to the students; scholar group sessions are imbalanced toward clinical skills and application	Allow the basic scientist to occasionally lead the scholar group sessions, particularly on heavier basic science weeks
7	Feeling shut out by the clinical lead fellow	Improve faculty development for clinician lead fellows on how to collaborate with the basic science fellows
8	Lack of time to coordinate how the scholar group session is delivered between the basic scientist and the clinical lead fellow	Allow the basic scientist to occasionally lead the scholar group sessions
10	Feeling uncertain on how “useful” he/she is to the students	“I’m not sure”

Table 2. Summary of comments and suggestions from basic scientists who rated their level of satisfaction with their role as 7 or below.