

Title: Toward Patient-Centric Care: Implementing a Shared Decision Making Curriculum in a Longitudinal Integrated Clerkship

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Background: An increasingly important component of clinical decision making is involvement of patients in medical decision making. Studies have shown that shared decision making (SDM) leads to improved patient satisfaction and likely improves patient outcomes. Currently, very few SDM curricula are known to exist at the undergraduate medical education level. While there are time constraints to contend with in clinical practice, establishing the importance and relevance of SDM early in medical training may improve the likelihood of SDM being performed by providers in their future practice.

Program Objective: The goal of this program is to develop the knowledge, skills and attitudes of medical students to perform effective shared decision making and provide patient-centric medical care. This goal will be achieved by providing medical students knowledge about SDM, provide practice developing skills in performing SDM, and facilitate observation, patient-centric interviewing and reflection about the use of SDM in clinical practice.

Methods: Medical students enrolled in the Veterans Affairs (VA) longitudinal integrated clerkship (LIC) will all be taught SDM in a workshop format with practice sessions that include non-clinical and clinical scenarios and real-time feedback. They will then observe SDM at an intake visit with a patient and follow that patient's clinical experience as it unfolds. Four weeks after the initial clinic visit, the student will interview their patient about their experience with the SDM and the resulting follow-up. Following the interview, the student will write a reflection piece that synthesizes their observations at the SDM visit, subsequent visits, and their patient interview.

Results and Evaluation Plan: 10 medical students began the LIC in January 2022 and participated in the SDM workshop as part of their LIC orientation. Post-pre and post-session evaluations of student knowledge and attitudes with regards to SDM were administered. All students agreed or strongly agreed that SDM is important, both on post-pre and post-session surveys. Only one student strongly agreed that they knew what SDM was on the post-pre survey, while 7 of the 10 students strongly agreed on the post-session survey. Prior to the workshop, only 60% of students agreed or strongly agreed they were confident in their ability to perform SDM, while after the session 90% of students were confident. All students found the workshop valuable and plan on using skills practiced in the workshop in their future practice. Student reflection pieces will be collected and qualitatively analyzed for themes. Following completion of the reflection piece, medical students will be surveyed regarding their experience with SDM during this curriculum and their plans for future application of the SDM approach.