

Interprofessional Student Hotspotting Learning Collaborative

Frequently Asked Questions

Q: Who should I include on my interprofessional student team?

A: Students should aim to build a diverse team. Diversity of professions, genders and personality styles will be an asset to your team and will strengthen your ability to connect with patients and gain a holistic understanding of the factors contributing to their healthcare utilization. We suggest that you look outside your immediate social and academic circles when building your team.

The skill sets needed for this project are largely relational. While reaching out to the groups mentioned above, we also suggest that you look for team members with qualities that will allow them to build strong relationships with patients and providers and to problem solve in order to help patients better navigate the healthcare system. Motivation to help others, social engagement, strong communication, maturity, flexibility, and empathy are more important qualities for this project than academic excellence.

Q: What should I look for in a faculty advisor?

A: Patients with high-utilization tend to have multiple chronic conditions as well as social barriers to receiving quality care. A faculty advisor who understands the importance of a patient-centered approach to providing high-quality care will be better suited to help you understand the factors contributing to your patients' healthcare utilization than someone who takes a strictly medical approach. Try also to find a faculty advisor who understands the intricacies of the healthcare system; someone who has worked in a variety of settings in a medical or social services field will be better able to understand patients' experiences and barriers and to help you assist your patients in navigating these systems to improve their care and health.

Q: What will be expected of my faculty advisor?

A: Your faculty advisor should provide guidance on your team's approach to identifying patients with high-utilization and navigating your health care delivery system as well as provide overall mentorship and guidance to the student team. You should establish a schedule for regularly meeting with your faculty advisor throughout the six-month project. The faculty advisor will also be required to participate in at least one case conference with the student team.

Q. How should I approach my dean about participating?

A: When you meet with your dean to discuss the project, you should pitch it as a joint collaboration between Primary Care Progress (PCP), AAMC, and the Camden Coalition of Healthcare Providers (Camden Coalition). Emphasize that this project is a form of root-cause analysis: you will be learning about the healthcare system by accompanying patients and observing their experience, then bringing this learning back to your educational institution. You will not be giving medical advice, providing direct care, or producing a research product. Consider demonstrating your commitment and preparedness by framing this project in the context of national healthcare reform. As healthcare spending in the U.S. soars to unprecedented levels, millions of new patients are gaining access to healthcare despite worsening shortages of primary care providers in many communities. There has never been a more critical time for students to understand the challenges and opportunities for improving our care delivery system to achieve the Triple Aim. This project could be an important part of your journey to become a healthcare leader in your own community. AAMC, PCP and Camden Coalition will hold a conference call for deans and faculty in order to address any specific questions and concerns.

Q: Will each student need to attend all learning collaborative webinars?

We encourage all student team members to participate in as many of the calls as possible as this will be a unique opportunity to gain new skills and expertise to guide your efforts.

However, at least one student from each site will be required to represent the team on each of the learning collaborative webinars.

Q: How many patients will we be working with?

A: 3- 4 patients per team, and all patients must be over the age of 18.

Q: What is the time commitment expected?

A: Based on last year's cohort, 5+ hours per week per student is expected. We understand that you also have a commitment to your institution's curriculum, so please consider the additional responsibility prior to applying.

Q: How often should we see our patients?

A: This depends entirely on the needs of the patient, but interacting with each patient at least once per week is recommended.