Inside Out: Space and Hierarchy in an Interprofessional Student-Run Free Clinic

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Methods & Analysis
We followed 39 student teams composed of:
- A medical student serving as primary care provider
- A pharmacy student
- Other team members could include Physical Therapy, Physician Assistants and/or Medical Nutrition students.

We engaged in participant observation and informal interviews on their interprofessional roles and educational experience. Ethnographic data collection occurred over a span of 32 months and resulted in 260 hours of observation. All data was entered into Atlas-TI and coded using an inductive grounded theory approach.

Preliminary Themes
Leadership styles from analysis of observations & interviews
Star Player: Top-down leadership style, a bit of a dictator.
Team Leader: The "chair" of a meeting. This style is directive and respectful. They will elicit all points of view and then make a decision.
Tea Player: This leadership style is a shared governance model, where everyone on the team is equal and decisions are made collaboratively.

Leadership in Space: Stability & Change
Formal spaces preserve a Team Leader model, whereas informal spaces are more collaborative.

Skills in leadership style by the PCP common throughout three spaces, with the most common shift from Team Leader to Star Player.

Team Leader in Informal and Formal spaces
MF & P2
Before the Patient Exam (Informal Space)
"Medical student mostly ran the show, but didn't seem to dominate over the pharmacy student. He actively tried to include them, but most of the times required the medical student to ask questions."

After precepting (Informal Space) "Sometimes, the medical student comes and gets the pharmacy student, brings them back so the pharmacist can finish something together [AVS] to get it to the patient. Seems to be a little rushed, definitely doesn't want to keep the patient waiting." (A little later) "Medical student tells pharmacy student to go work on that note. Pharmacy students are really helpful, they seem股东大会..."

Leadership Style Shifting in Team Across Time & Space
M2 & P3
Before the Patient Exam (Informal Space, First Precept)
"They head into the staff rooms to find the medical student for the test and introduced themselves to the medical student, who is helping her with the patient chart in EHR and she's little confused about the fact that she needs to spend more time with the patient's record. During the entire exchange, the medical student is calm and the pharmacy student seems shy behind him; however, she is very interactive and collaborative in these initial interactions and the patient is comfortable and forthcoming in speaking to both of them. She tells them, pretty early, what they should talk about in the room with the patient. He isn't talking, he is talking, but in a gentle tone. The pharmacy student that reflects it back to him: 'Okay, I'll just go over the meds then', 'Yeah, great' he responds with his back to her."

Interaction after Precepting (Informal Space, Team Player)
"The physical therapy student and medical student are arguing what will happen when they return to the room, as the patient has stated that they have some joint/mobility issues. This cues the pharmacy student, medical student to take control of the situation and forward her their thoughts while looking at the record. She tells them, pretty early, what they should talk about in the room with the patient. He isn't talking, he is talking, but in a gentle tone. The pharmacy student that reflects it back to him: 'Okay, I'll just go over the meds then', 'Yeah, great' he responds with his back to her."

Conclusion
- Under the GOODLIFE model, most PCPs had a leadership style that was consistently effective. Those who worked with a "top down" leadership style tended to shift to more participatory styles over the course of the evening.
- Informal spaces elicited more shared leadership than formal spaces.
- Student experiences at clinic and participation in a collaborative team reinforces and deepens their understanding of interprofessional behavior.

Field site: GOODLIFE Clinic
( Greater Omaha Ombuds for Diabetes Lifestyle Impacting Fitness and Education)

Most teams had mixed gender composition, with 9 teams with only women and 1 team with only men.
Medical and pharmacy students were about evenly split between 3rd-4th year and 5th-6th year in the sample.

Team Demography n=39

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<thead>
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<th>Year</th>
<th>M</th>
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<tbody>
<tr>
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<tr>
<td>Total</td>
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Our co-author, Hay, is the director of the clinic. He described an interprofessional team in terms of the primary care provider's role in the clinic. He described an interprofessional team in terms of the primary care provider's role in the clinic. He described an interprofessional team in terms of the primary care provider's role in the clinical setting possessioned significant authority over other health professions. This contributed to a "top down" leadership approach.

Research Questions
Space informs the performance of our social roles, particularly in a clinic environment where student are socialized into professional roles through both experience and direct teaching.

For this study we examined formal and informal spaces defined by the primary clinic activities: Patient examination and precepting are formal spaces, and the other areas of clinic are informal spaces. We asked:

- How does the leadership style of the primary care provider (PCP) on collaborative interprofessional teams manifest differently according to space?
- How do formal and informal spaces affect hierarchical interaction?

Team Player in Informal Space
(M2 & P3, R36 01/18)

Before the Patient Exam (Informal Space)
"A medical student comes over and grabs a pharmacy student and pulls them into the bullpen to look at notes..." (A little later) "Medical student tells pharmacy student to go work on that note. Pharmacy students are really helpful, they seem股东大会..."

Selected References
- Vincent, C. Social scientists and patient safety: Critics or contributors? Social Science & Medicine. 2010. 26:228
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