

# Build Your Pipeline:

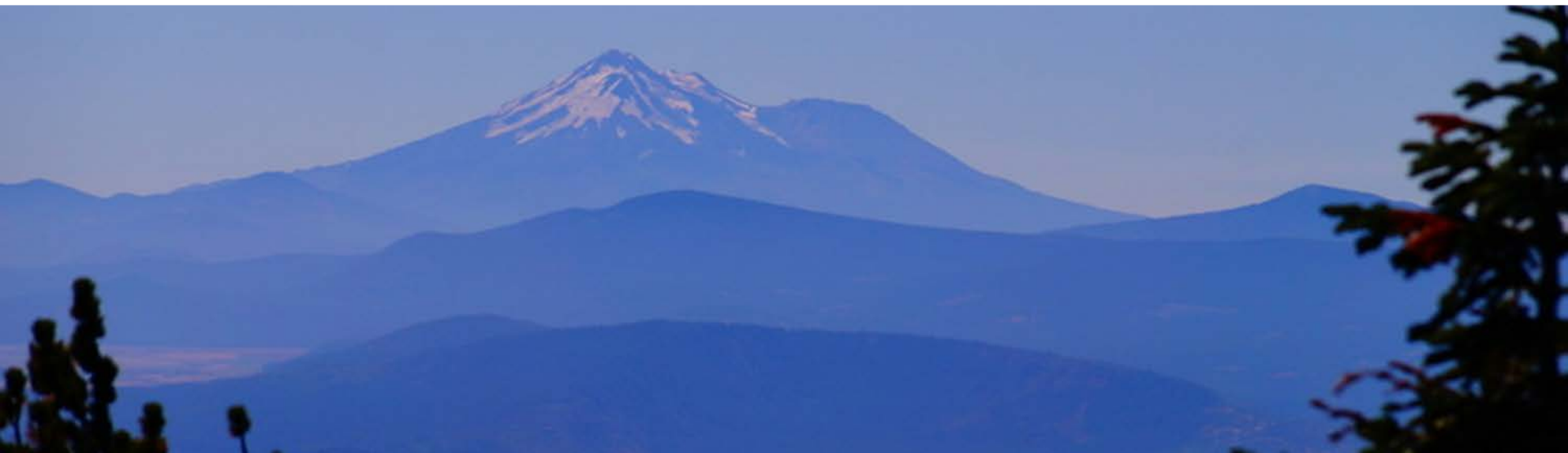
Integrating a Rural Residency, an Interprofessional  
Rural Campus and a Medical Student Track

Kristi Coleman, MD and Joyce Hollander-Rodriguez, MD  
OHSU - Cascades East Family Medicine Residency  
Klamath Falls, OR



## Disclosures:

Joyce Hollander-Rodriguez is a shareholder and board member of Cascade Health Alliance, a local Coordinated Care Organization in Klamath County.



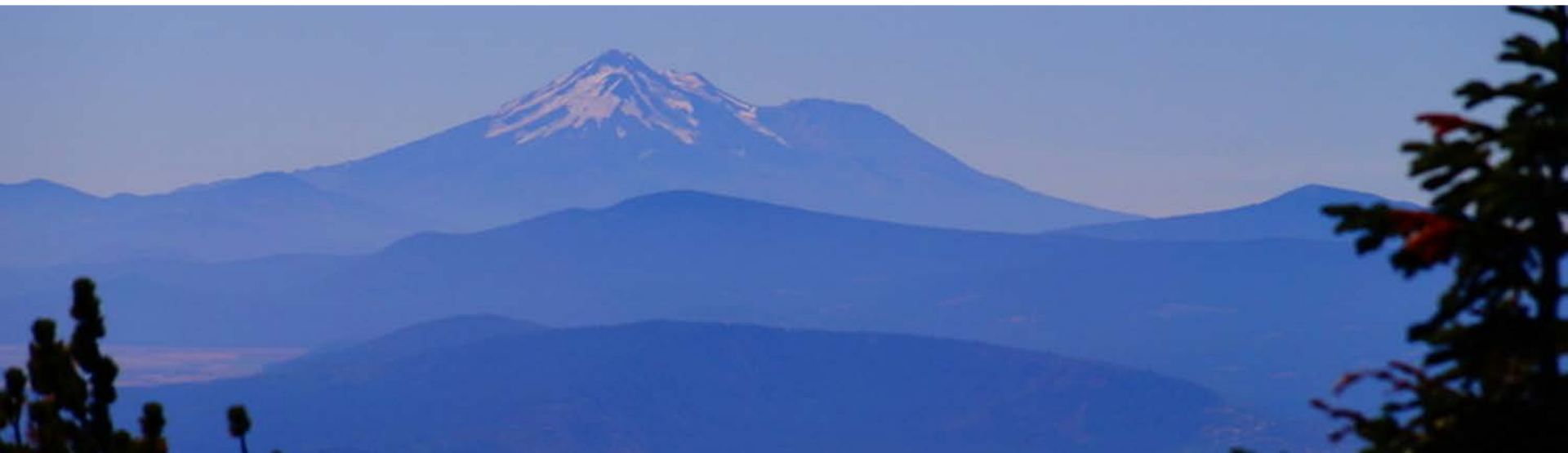
## Objectives:

- Describe the different formats through which residencies can connect with universities to increase learners
- Consider how diversifying faculty time and increasing learners increases recruitment, retention and sustainability of rural programs
- Review local resources and identify potential new educational models for the participant's program



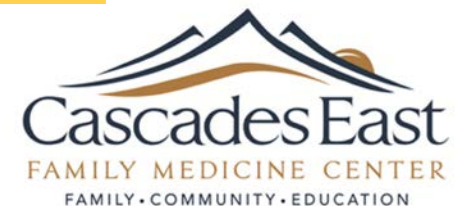
Community in the fullest sense is the smallest unit of health ... to speak of the health of an isolated individual is a contradiction of terms.

-Wendell Berry



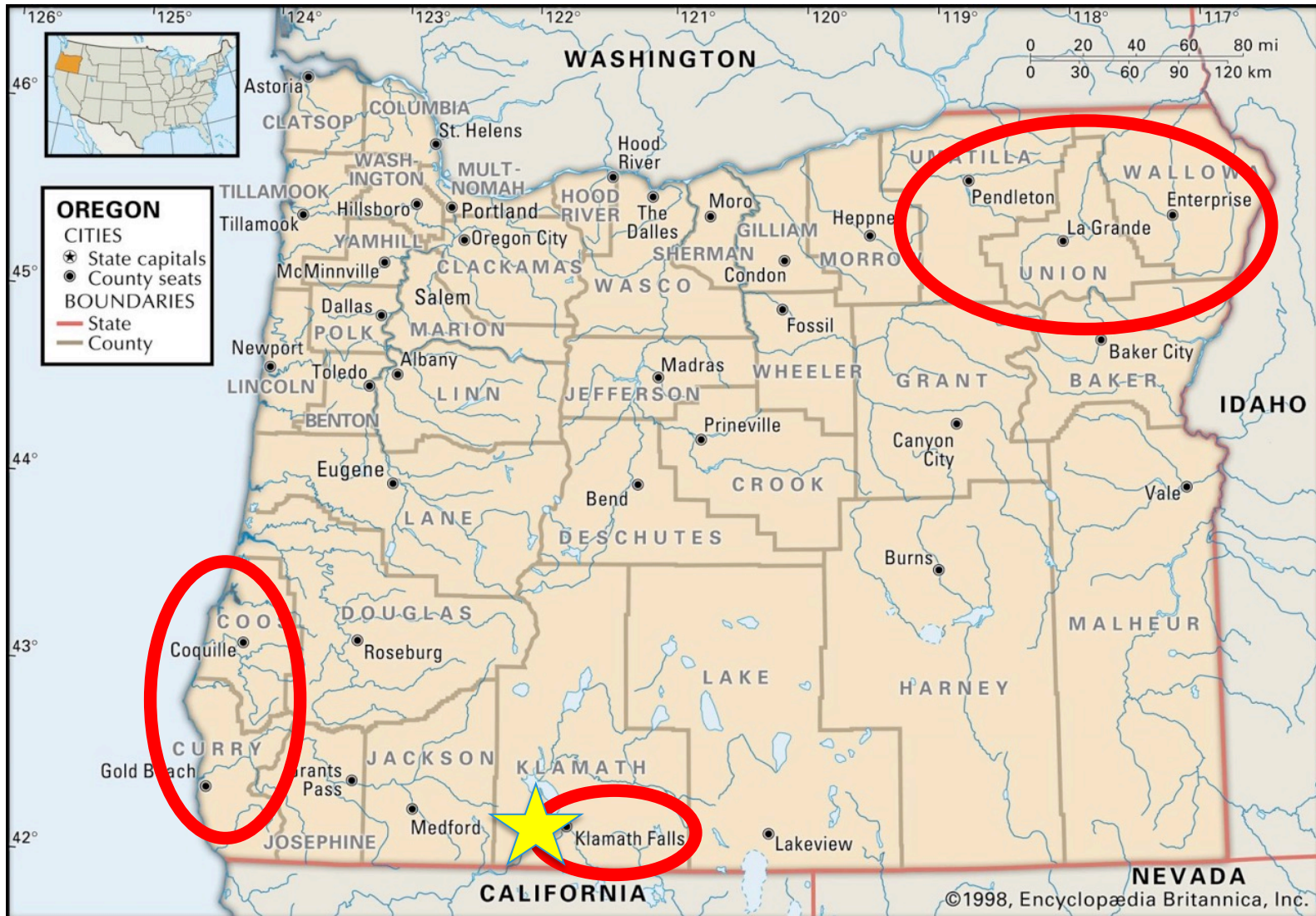
# History of the Residency and Partnerships

- Cascades East Family Medicine Residency, est. 1994
  - 8-8-8, University-administered
  - Sky Lakes Medical Center
- Oregon Health & Science University
  - OHSU Regional School of Nursing Campus
  - OHSU Campus for Rural Health, est. 2015





# OHSU Campus for Rural Health



# Our Challenges

- Resident recruitment
  - Relationship with university
- Faculty retention and recruitment
  - Relationship with community and hospital
- Financial Sustainability
- Rediscovering joy in practice

# The Opportunities

- Strong rural graduate outcomes
- Partnerships with local college
- The interprofessional education buzz
- Strong hospital partnership



# Opportunities

- New curriculum at our university
  - Individualization of medical education
  - Competency-based education
- Increased class size
  - need for more sites

# Solutions

- Interprofessional and multidisciplinary
  - Academic
  - Clinical team integration
- Community Integration
  - Clinical preceptors
  - Stake-holders
- Resident involvement

# 1. Oregon FIRST: FAMILY MEDICINE INTEGRATED RURAL STUDENT TRAINING

- Integrated 4<sup>th</sup> year of medical school
- Plan to match in our residency
- Goals:
  - Increase value, individual learning goals
  - Increase preparedness for residency
  - Alternative to increased GME training
  - Decrease burnout ???
  - More in-depth exposure to rural healthcare challenges, comprehensive skills
  - Increase objective sense of preparedness for rural practice
- Outcomes
  - What have we noticed?
    - Longitudinal clinical practice
    - Managing a panel

# 1. Oregon FIRST

- Challenges
  - Preceptor training and time
  - How is this different than other medical student precepting?
    - Appropriate autonomy
    - Fostering patient trust
  - Burnout
  - Objective measures of preparedness
  - Selection criteria and process

## 2. OHSU Campus for Rural Health

- Interprofessional education and training
  - Advance Practice Nursing, Dental, Medical, Physician Assistant and Pharmacy students
- Shared living accommodations and shared participation in rural community-engaged projects
- Student projects bridge interprofessional education, research and community needs



## 2. Campus for Rural Health

- Interprofessional learner experience
  - MD, PA, FNP, PharmD, Dental
  - Who's not here?
- Goals:
  - Address rural work-force pipeline
  - Interprofessional learner experience
  - Rural context and curriculum around SDH
  - Community engagement
- How?
  - Collaborative practice setting (KOD and CEFP home visits)
  - Shared living accommodations
  - Weekly class (discussion and community project)



# 2. Campus for Rural Health

- Outcomes
  - Increased learners (average of 8 per year to 65+)
  - Learner evaluations positive
  - Increased recruitment for APP
  - Community identity
  - Improve residency education (?)
  - Social IPE
- What don't we know
  - Increase in rural workforce
  - Increase in primary care in the match
  - Improved relationship and collaboration among different providers
- Opportunities
  - Creative organic collaborative practice sites
  - Increase community preceptors

# Social IPE

- Curt Stilp, Ed. D., PA: Qualitative and Quantitative analysis of a cohort of learners across two OHSU Campus for Rural Health sites
  - High value placed on the non-clinical, social IPE time
  - Community engagement
  - Gained an appreciation for the hardships faced by rural communities
- Consider making this intentional
- Make time for reflection

# 3. Community-engaged Projects

- Longitudinal community engagement
- Learner teamwork
- Address rural health issues
  - Exposure to rural health disparities
    - Outside of clinical setting
- Outcomes
  - Pros
    - Alternative to collaborative practice setting for some learners
  - Challenges
    - Time outside of clinic, school requirements and support (messaging), preceptor buy-in

# Future Directions

- Exposure rotations vs Longitudinal
  - Expanding PA experiences
    - complete the full clinical year in our community
    - Potential rural track
  - Advanced practice nursing cohort
  - MPH students
  - Human Nutrition/Dietetics students
- New Building
- New degree programs (college partnership)
- FTE support for faculty and directors

# Sustainability

- Build your own pipeline
  - Residency applicants
  - Interprofessional providers for your practice and community
- Respond to needs
  - Community
  - University
  - Hospital
  - College
  - Local economic development

# Sustainability

- Faculty/Preceptor recruitment/retention
  - Professional development
  - Protected teaching time
    - Funding options, grants
    - Diversify learners
  - Variety of roles and schedules
  - Leadership opportunities, room for growth



# Sustainability

- Economic development
  - Find your local economic development association
  - Explore housing
  - New buildings
  - Workforce needs

# Potential Formats

- Student clinical experiences
  - Bridge UME and GME, share resources
  - Longitudinal clerkships
  - Longitudinal integrated clerkships
  - Integrated fourth years
  - Accelerated tracks
  - Branch campuses
  - Regionalization of health professional education

# Potential Formats

- Interprofessional models
  - Explore degrees that exist or are needed
  - Explore barriers with departments, faculty
- Multiple medical schools
- AHEC

# Group Exercise (15 min)

- Reflect – pair – share
- Who are your partners?
- What are the needs/pain points for you or your partners?
- What are your potential resources?
- Which pipeline model might work best?



[hollajoy@ohsu.edu](mailto:hollajoy@ohsu.edu)

[coleman@ohsu.edu](mailto:coleman@ohsu.edu)

**QUESTIONS?**

