The influence of the clinical microsystem on residents' communication skills during clinical practice.

Setting

Mirja van der Meulen PhD¹, Colleen Gillespie PhD^{1,2}, Khemraj Hardowar¹, Jeffrey Wilhite¹, Zoë Philips¹, Kathleen Hanley MD¹, Lisa Altshuler PhD¹, Andrew Wallach MD¹, Sondra Zabar MD¹ ¹Division of General Internal Medicine and Clinical Innovations, New York University School of Medicine ²Institute for Innovations in Medical Education, New York University School of Medicine

INTRODUCTION

Residents' journey to independent practice requires balancing the simultaneous challenges of learning on the job and practicing safe patient care. As residents progress through training, they receive less direct supervision and take on more responsibility in the complex world of clinical care.

The quality improvement field has begun to focus on the influence of the "clinical microsystem" – the smallest unit in which care is provided – has on quality of care. Although this shift in attention has started, research of the influences of the clinical microsystem on residents' performance has received less attention.

It is essential to learn more about the clinical microsystem and its influences, especially for residents since they are learning on the job. It is important to know whether and how residents are influenced by the clinical microsystem, and to (re)design their learning as well as the clinical environment accordingly.

PURPOSE

Thus





Question? Mirja van der Meulen | mirja.vandermeulen@nyulangone.org



Department of Medicine Program of Medical Education Innovations and Research

Residents were grouped into below average - average above average - groups, based on their previous OSCE

microsystem: better functioning microsystems