**Psychologist as Educator**

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Each intern from A.F. Williams and Salud is required to select a Psychologist as Educator track. Interns from J.F.K. Partners can elect to select a track, with permission from JFK supervisors (Drs. Judy Reaven and Audrey Blakeley-Smith). **The purpose of the Psychologist as Educator track is to expose psychology interns to aspects of medical education that can become part of their careers as health care professionals. It is an experiential curriculum that will provide interns an opportunity to work as facilitator/teachers at the UCSOM and to expose them to an interdisciplinary leadership role that is well suited for psychologists.**

Psychologists are generally not trained to see themselves as medical or health services providers. Thus, they may be slower to develop professional identities that include being a health care services provider. In order to support the primary care health services identity development of our psychology interns, we have created three new learning opportunities for interns. Interns will select one of the three opportunities to complete over the course of the training year. These include opportunities for interns to:

1. Teach in two required courses on the UCSOM campus—Foundations of Doctoring course and the Inter-professional Education course;
2. Participate in service learning activities (e.g., oral health clinics) with the interdisciplinary track at UCSOM for service to the urban underserved; or
3. Participate in a week-long interdisciplinary rural immersion trip that is hosted by the School of Medicine’s interdisciplinary rural health training track and the Colorado Area Health Education Consortium (AHEC).

**The Foundations of Doctoring Curriculum (FDC)**. The FDC is a three-year curriculum required of all students admitted to UCSOM. It prepares students to be outstanding physicians who will care for our diverse society. It contains the curriculum for physical examination, clinical reasoning, medical communication skills and early clinical experience in preceptor sites in the Front Range area of Colorado. Psychology interns would have the opportunity to be facilitators for the communication skills training portion of this course which involves standardized patients and personalized coaching for all first and second year medical students.

**The Inter-professional Education course (IPE)**. The IPE is the largest course taught at the UCSOM. It brings students from schools of nursing, medicine, pharmacy, physical therapy, physician assistant and dentistry together 16 times per year for learning about health care and interdisciplinary work in a team based learning (TBL) format. Over 400 students per year participate in this course. The goal of the campus wide IPE course is to improve population health, quality of care, and reduce health care costs through the creation of a patient-centered, collaborative practice-ready workforce with competencies in team work and collaboration, values and ethics, quality and safety in patient care and interdisciplinary practice.
 Initial discussions with IPE course leadership about interns’ participation in these interdisciplinary classes lead to the discovery that the level of training that psychology interns have upon entering internship makes them much more likely to grow and learn by becoming teacher/facilitators of these classes than participants. Thus, UCSOM and the IPE campus leadership agreed that our interns will be trained in the TBL model along with interdisciplinary faculty throughout the medical campus, oriented to the curriculum, and serve as facilitators for the year long course. This opportunity will allow interns to not only engage in a large, campus wide interdisciplinary course, but also to take on leadership roles in which they will practice, receive feedback, and supervision on both teaching and facilitation skills.

**Interdisciplinary immersion learning experiences.** Other options that our trainees may choose from include participating in community based immersion experiences that are offered through the elective interdisciplinary ‘track system’ at the UCSOM. The ‘track system’ is a longitudinal system of training that medical, nursing and physician assistant students may apply to at the time of matriculation to the University of Colorado. The CUSOM sponsors tracks that specialize in the care of urban underserved populations and the care of rural populations. As part of this course work, students participate in community based learning experiences including foot care clinics at homeless shelters, free oral health care fairs at Salud, and a weeklong immersion in a rural Colorado community. These experiences are supervised by physicians, nurses and psychologists, but are lead and carried out by interdisciplinary teams of trainees. These options would be open to our interns as well as our graduate level psychology trainees.