

# ACP integration into undergraduate medical training (Minnesota example)

**What:** Integration of ACP into medical student undergraduate training

**Why/rationale:** Using existing education structures to establish ACP as a core competency for medical students through the Respecting Patient Choice programme.

**Who:** Respecting Patient Choice team, Minnesota, USA

## Benefits/value added:

- ACP introduction to medical students and how it relates to their practice regardless of specialty.
- Consistent ACP messaging.

## Risks/challenges:

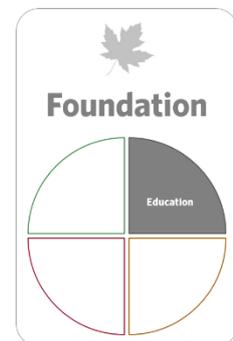
- Support required from training institution.
- Commitment from supporting organisation to provide training/mentorship to the students.

## Steps: How this looked on the ground

### **Foundation**

First year students: Public health project (optional)

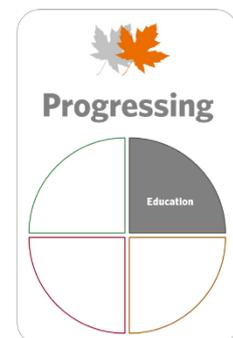
1. ACP is offered as a project topic.
2. Respecting Patient Choice team offer mentorship to any students interested in an ACP project.
3. Students submit a poster of their project (resource for ACP team to use in the future).



### **Progressing**

Second year students: Long term placement component (compulsory)

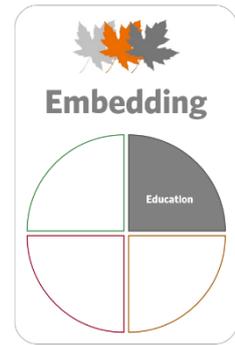
1. Messaging that ACP is a 'conversation'.
2. Students attend ACP presentations and undertake an ACP webinar.
3. Students asked to complete their own ACP.
4. Students meet with volunteers (often retired doctors, nurses and social workers) who have completed their own ACPs. Discussions around why they have completed an ACP and what value it adds to their care.
5. Scholarships offered for students wanting to undertake the Respecting Patient Choices training.



## ***Embedding***

Fourth year students: ICU rotation (compulsory)

1. Messaging that death is part of life.
2. Practical 'how to' of ACP incorporated into the rotation:
  - how to use and ACP/advance directive
  - where to find
  - when to implement
  - legalities
  - cultural recognition – importance of using professional interpreters rather than family
  - where/how to ask for help (ie, developing their own systems to honour patient's choices).
3. Role-plays: using actors to play clinicians and family members to allow students to practice saying the words and asking the questions.
4. Quiz about their own ACP.
5. Touch on [POLST](#) (Physician Orders for Life Sustaining Treatment) and their responsibilities.



### **Future opportunities:**

The team are in the early phases of developing similar processes to integrate ACP into undergraduate nursing, social work and public health training. This includes guest lecturing and offers to mentor students.

### **Similar examples from others:**

[27.0 ACP education for nursing staff \(CDHB\)](#)