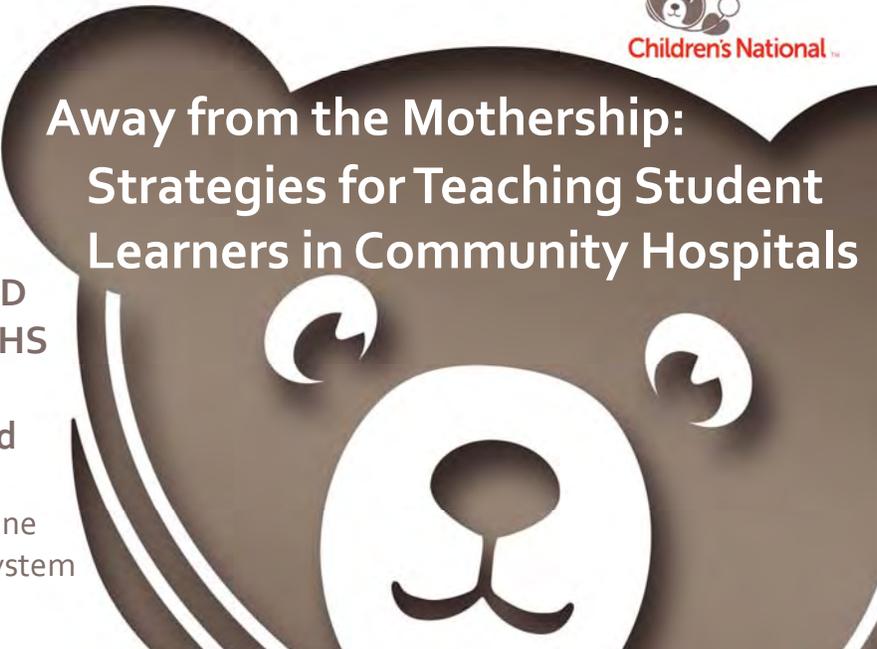




Away from the Mothership: Strategies for Teaching Student Learners in Community Hospitals

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Introduction

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Learning Objectives

- Identify opportunities and challenges for student education in the community hospital setting
- Discuss approaches and resources to strengthen teaching on a community hospital student rotation
- Commit to adapting a tool or strategy to address a specific medical education challenge at your institution



Timeline



Who is in our audience?



Who is in our audience?

- 1) Community Hospitalist
- 2) Community Hospital Rotation/Site Director
- 3) University-Affiliated Clerkship Director
- 4) Others?



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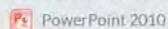
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What type of learners are at your site?

- 1) Medical students
- 2) Residents
- 3) Advance practice provider students



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How many learners are at your site at a given time?

- 1) Individual learner
- 2) 2-3 learners
- 3) 4 or more learners



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Where do you teach at your community site?

- 1) Inpatient pediatric unit
- 2) Well-baby nursery
- 3) Emergency department
- 4) NICU
- 5) Others?



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Community Hospital Education Opportunities

- Ample "bread and butter" pediatric cases
- Exposure to acute, unstable, or undiagnosed patients
- Individual or small group interaction
- Increased student autonomy
- Facilitates review of best practices amongst hospitalists



Community Hospital Education Challenges

- Low or high patient census
- Lack of attending continuity
- Inconsistent expectations
- Limited didactics and teaching resources
- Lack of dedicated teaching time for hospitalists
- Lack of support from university-affiliated hospital



Breakout Sessions



Breakout Session Ground Rules

- 3 breakout sessions
 - 8 minutes each followed by facilitator led discussion
 - Orientation and Expectations
 - Teaching Strategies
 - Feedback and Evaluation
- Safe learning environment
- Be efficient – save the networking for later 😊



Orientation & Setting Expectations



Orientation Strategies

- Use a reliable administrative process for onboarding
- Send pre-rotation orientation email
- Develop a site-specific syllabus
- Develop an orientation module to include:
 - Guidance on using EHR
 - Physical tour of unit
 - Pre-rounding and Family Centered Rounding materials
 - Pediatric Physical Exam resources



Setting Expectations

- Establish student expectations with entire hospitalist group
 - Will the student serve as primary contact for patient?
 - What are the expectations for student documentation?
 - How are rounds structured and how many patients should a student carry?
 - What is their daily schedule? What should learners do during down time?
- Include student education in hospitalist orientation
- Send a pre-rotation email
 - Assign specific roles to hospitalist
- Create a clerkship calendar



Teaching Techniques for Variable Census



Educational Checklists

- Learning objectives
- Mandatory assignments
- Documentation requirements
- Independent study topics
- Supplemental learning activities
- Physical exam observations
- Procedures

Inpatient Pediatrics

The image shows a 'Mary Washington Inpatient Pediatric Clerkship Student Checklist' for the year 2017. It includes fields for Name, Date, Rotation, and Preceptor. The checklist is divided into sections for 'Self-Directed Learning Objectives' (to be completed by the end of week 1) and 'Course Objectives' (to be completed with the preceptor). The 'Course Objectives' section includes categories like 'Self-Directed Learning Objectives', 'Physical Exam', 'Case Reports', 'Literature Review and Present', and 'Research Presentations'. There is also a 'Daily Program Notes' section and a 'Suggested Topic List' table. The form is signed by SAJ, LM & D/2017.



Didactic Lecture Topic Lists

Well Baby Nursery Lecture Topics		
BLOCK #	DATES:	
Date	Initials	Topic
		Examination of the Newborn
		The Transition Period
		Routine Newborn Care
		Common Rashes and Skin Lesions in the Neonate
		The Late Preterm Infant (including gest age assessment)
		Breastfeeding
		Delayed Voiding and Stooling
		Respiratory Distress
		Hypoglycemia
		Hypothermia
		Abnormal Fetal Growth (LGA, SGA, IUGR)
		Overview of Maternal and Newborn Infections
		Group B Strep
		HIV
		Syphilis
		Herpes B
		Chlamydia and Gonorrhea
		Tuberculosis
		HSV
		CMV
		Hyperbilirubinemia
		ABO and Rh Incompatibility
		Infant of a Diabetic Mother
		Developmental Dysplasia of Hip
		Heart murmurs
		Congenital Heart Disease
		Birth Injuries
		Drugs that Affect the Fetus and Infant
		Neonatal Abstinence Syndrome
		Circumcision
		Antigenic Sinusitis
		Anomalies and Care of the Umbilicus
		Hematologic Issues (polycythemia, anemia, thrombocytopenia)
		Abdominal Masses
		Neonatal Seizures
		Car Seat Testing and Guidelines
		Newborn Metabolic Screen
		Other:
		Other:

PEDIATRIC WARD CURRICULUM CHECKLIST
 Dates: _____

Bolded topics are core topics that should be prioritized during the four-week student rotation. Teaching residents (and acting interns) should date and initial formal didactic sessions they give to medical students. Please date and put attending name or initials for 12 noon conferences to keep this checklist up-to-date.

<p>General</p> <ul style="list-style-type: none"> Attending Orientation Teaching Resident Orientation <p>Fluids/electrolytes/nutrition</p> <ul style="list-style-type: none"> Dehydration Fluid and electrolytes <p>Newborn Issues</p> <ul style="list-style-type: none"> Hyperbilirubinemia Thermoregulation Feeding problems Delivery Room Dilemmas <p>Lower Respiratory Tract Disorders</p> <ul style="list-style-type: none"> Asthma Pneumonia Bronchiolitis <p>Upper Respiratory Tract Disorders</p> <ul style="list-style-type: none"> Croup Epi-glottitis Tonsillar or peritonsillar abscess Retropharyngeal abscess Sinusitis and complications <p>Infectious Diseases</p> <ul style="list-style-type: none"> Antibiotics UTI/Pyelonephritis Occult bacteremia Fever, Rule Out Sepsis Kawasaki Disease Fever of Unknown Origin Lyme disease Herpes Simplex infections Syphilis Group B strep infections Group A strep infections Polio: Inflammatory Disease Enteroviral infections <p>Dermatology</p> <ul style="list-style-type: none"> Infectious Exanthems <p>Genetics</p> <ul style="list-style-type: none"> Inborn Errors of Metabolism Genetic Syndromes 	<p>Gastrointestinal disorders</p> <ul style="list-style-type: none"> Acute gastroenteritis Gastroesophageal Reflux Pyloric Stenosis Inflammatory Bowel Disease Pancreatitis Hepatitis <p>Rheumatologic Disorders</p> <ul style="list-style-type: none"> Toxic Synovitis Reactive Arthritis Henoch Schonlein Purpura Juvenile Idiopathic Arthritis Systemic Lupus Erythematosus <p>Endocrinology</p> <ul style="list-style-type: none"> Diabetes mellitus and DKA Rickets Failure to Thrive <p>Hematology</p> <ul style="list-style-type: none"> Sickle cell disease Anemia Bleeding/thrombocytopenic purpura <p>Neurological Disorders</p> <ul style="list-style-type: none"> Seizures (febrile and afebrile) <p>Cardiology</p> <ul style="list-style-type: none"> Congenital Heart Disease Reading EKG's <p>Nephrology</p> <ul style="list-style-type: none"> Hemolytic Uremic Syndrome Nephrotic Syndrome Glomerulonephritis <p>Emergencies</p> <ul style="list-style-type: none"> Ingestions/Poisonings ALTE Child Abuse <p>Other</p> <ul style="list-style-type: none">
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Teaching Techniques on the Pediatric Unit

- Attending or resident-led case scenarios



Strategies for Effective Feedback and Summative Evaluations



Assessment / Feedback / Evaluation

Assessment: Gathering information in order to make a determination about a student's learning

Feedback: Providing information about a student's learning or skill acquisition in order to plan future learning goals and to ameliorate behavior and skills

Evaluation: Judging or putting a value on a procedure, the degree to which knowledge has been gained, or a skill

http://preceptor.healthprofessions.dal.ca/?page_id=1242



PRIME:
A shared mental model
for student assessment



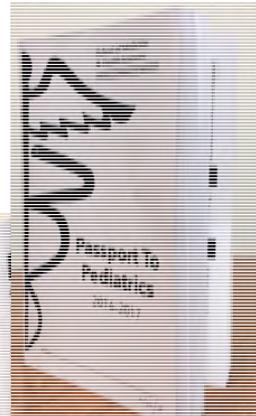
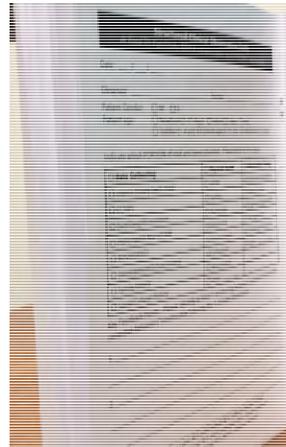
Build consensus by
asking for edits

Projects



Student Directed Collection of Assessments

- Gather in a Passport
 - Direct Observation Forms (SCO) from faculty on specific patients:
 - History taking
 - PE skills
 - Anticipatory guidance
 - Daily feedback forms
 - Presentation feedback forms
 - Mid-month feedback form



PRIME: A shared mental model for student assessment

Learners should focus attention on meeting the skills of one level before progressing to the next:

- **PROFESSIONALLY FUNCTION ON BEHALF OF THE PATIENT AND THE TEAM** with honesty/integrity, responsibility/reliability/dependability, empathy, commitment to competence and excellence as a part of the team and with respect to patients.
- **REPORT** data to the team and patient based on the medical knowledge and skills necessary to gather and organize key information from the history, exam, and studies verbally and in writing
- **INTERPRET** gathered material to defend a working diagnosis, compare a reasonable number of justifiable diagnoses, and/or assess the response to treatment on an established patient
- **MAKE MANAGEMENT** suggestions based on a working diagnosis or problem while explaining the reason for the plan. Offer sound anticipatory guidance to the patient and **EDUCATE** the team and patient about relevant patient focused, evidenced-based principles.

As the faculty member, I believe this student is most regularly functioning at this level:

Professional Reporter Interpreter Manager/Educator



What examples can you provide that highlight the student's current level?

- 1.
- 2.

What can the student do to improve?

[Pangaro L.](#) A new vocabulary and other innovations for improving descriptive in-training evaluations. Acad Med. 1999;74(11):1203-7



When you don't have as much data as you would like, take advantage of the **Student's Self-Assessment**

- Which patients were most memorable to you?
- What parts of the exam did you become more comfortable with this month?
- What conditions did you read about? What resources did you use?
- Do you recall suggesting any plans that affected a patient's stay?



Easier for Team to Edit than Draft

- Instead of asking for feedback on the student, ask your team to provide feedback on your assessment
- It will often generate more reactions from the team with specific examples
 - Agreement
 - Disagreement



Projects

- Patient write-up
- Case presentation
- Answer to a clinical question using EBM techniques
- Audio-taped oral presentation and feedback using a presentation feedback tool



Additional Resources



Recruit Other Members of Health Care Team for Education

- Observe ECHOs, EEGs, or other diagnostic studies
- Shadow social worker, nurse, or RT
- Spend time in the emergency room
- Watch a circumcision
- Participate in a lactation consult
- Tour the NICU, attend a delivery



Maximize Teaching Impact at the Bedside

- Priming (before)
 - Orient student to patient, give task/goal for encounter, plan for discussion
 - History: wheezing patient...
 - Physical: watch video before going in for well baby newborn exam:
CHOP Pediatric exam YouTube series:
[youtube.com/user/ChildrensHospPhila/featured](https://www.youtube.com/user/ChildrensHospPhila/featured)
- Modeling (during)
 - Observation of preceptor by student using different techniques
 - Reflective modeling
 - Activated demonstration
- Feedback (after)
 - Formative feedback based on observation of a student's patient encounter
 - Set up planned observation beforehand
 - Utilize an observation tool



Teaching Resources in the Nursery

- Newborn PE video [learn pediatrics: newborn exam](#)
- Develop a clinical resource manual
- Stanford nursery website newborns.stanford.edu
- Med Ed Portal: Newborn Nursery mededportal.org
- Nursery Scavenger Hunt



Additional Educational Strategies, Tools, & Resources

For the Hospitalist...

- Teaching cheat sheet
- Shared folders with pre-set lecture materials
- Quality improvement
- SOHM reference list
(www.sohmlibrary.org/education.html)

For the Learner...

- Self directed learning
- Synchronous conference platforms
- Online learning modules
- Simulation
- Review articles
- Parent education materials



Faculty Development

- University workshops
- Journal articles and public domain modules
- Site visits
- Curriculum committee meetings



Take Home Points

- Be aware of the many opportunities and challenges for medical education in the community hospital setting and capitalize on your site's strengths.
- Do not reinvent the wheel! There are many existing tools and strategies that you can apply to your community hospital setting.



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