PREPARING STUDENTS TO INTEGRATE BASIC SCIENCES INTO THE CLINICAL CLERKSHIP YEARS

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Learning Objectives

- Demonstrate how we use evidence-based clinical cases to teach basic foundational sciences in 2 different schools/curricula

- Discuss the use of Standardized Patients and Simulation Exercises in our curricula
Problem-Based Learning (PBL)

Restructured PBL cases to have format of:

- Chief Complaint (CC)
- History (Hx of present illness, Past Medical History, Family History, Social History....)
- Physical Exam (PE: OMM included in each case)
- Laboratory Studies & Imaging
- Management (including: Treatment Choices) and Outcome
Problem-Based Learning

- As they go through CC, Hx, PE, students generate list of Differential Diagnoses
- After PE, students list their Plan of tests to rule out/in differentials
- As the students request laboratory study results (clinical data), they are required to explain/justify the foundational basis, encompassing integrated basic science disciplines
- SOAP notes are required after each completed Hx and PE
Clinical Exam

- Standardized Patients (SP) are used for teaching and testing clinical skills
- Clinical Exam skills correlate with PBL cases - cardiovascular, abdomen, neuro etc
- In second year, students collaborate with nursing program in a Simulation Lab with mannequins and SPs
How did we integrate clinical reasoning skills with basic sciences?

- Responded to students’ needs and changed PBL format – use standard text books, create dynamic, integrated exams for PBL, create buy-in from engaging students by allowing them to choose exam topics for each PBL exam

- Reflect on evaluations of the course and facilitators

- Re-work the cases and the PBL and CE programs to incorporate changes

- Repeat the cycle with relevant changes (makes sure changes are delivered in a timely manner)
How do we enhance leadership skills through this?

- PBL is done in groups of 7 – 8 students, and students are asked to play roles – doctor, scribe, reader, SOAP note presenter

- In CE, students work in teams in Simulated Encounters – allows students to play doctor/leader while encounters are video-taped and graded