Simulated PGY1 Night Call: Early exposure to EPA 10

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INTRODUCTION

Measuring EPAs in the undergraduate clinical curriculum can be enhanced by early exposure to these activities during first and second year. We endeavored to expose students to EPA 10, Recognize a patient requiring urgent or emergent care and Initiate Evaluation & Management, using high-fidelity simulation. Student teams were exposed to three patient cases simultaneously and asked to act as PGY1s on night call.

The three cases varied in acuity from post-op complication to minor exacerbation. The primary learning objective was to prioritize patient cases and act on urgent and emergent case(s) appropriately.

Secondary objectives included effectively acting as a healthcare team (EPA 9) and identifying patient safety elements of patient care (EPA 13). At the close of the encounter scenario, a physician debriefed the students walking through the clinical thought process, appropriate management of each case and any student concerns for the patients. Further, writing orders and progress notes in hospital settings were covered.

PROCESS

Physician gives i-PASS handoffs to “PGY1” team in pre-brief

"This experiences a night in the life of an intern.

• You will need to prioritize cases and collaborate with nursing for information, orders, etc.
• You will have 3 cases- some will require reassessment after intervention.
• Stay together as a rounding team"

Students begin in Room 1. The nurse provides the room 2 scenario as soon as the students identify the need for nebulizer treatment (Rm. 1). They are provided room 3 information 2 minutes after they identify bloody drainage in Room 2.

Total time allowed for scenario(s): 30 minutes + 30 minutes debriefing with physician

PATIENT PRESENTATIONS

Room 1: Admitted for cellulitis, now experiencing shortness of breath

Room 2: Post hysterectomy, is not feeling well –10/10 pain, nausea, dizziness

Room 3: Currently pain free; BP 178 systolic, sleeping

DATA COLLECTION

EPA # 10—Recognize a Patient Requiring Urgent or Emergent Care and Initiate Evaluation & Management
[data collection template]

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time the session started</td>
<td>Time on the clock</td>
<td></td>
</tr>
<tr>
<td>Time the student presented to the critical patient's room</td>
<td>Time stamp in scenario</td>
<td></td>
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<tr>
<td>Time the student left the critical patient's room</td>
<td>Time stamp in scenario</td>
<td></td>
</tr>
<tr>
<td>Did the student recognize the critical nature of the patient</td>
<td>Yes or No</td>
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<tr>
<td>What strategies did the student employ in order to simultaneously manage the lesser acuity patients?</td>
<td>Examples: ask for information from the nurse; offer reassurance they will be there soon; call for another physician to go assess the patient; use information from credible sources to aid in decision making</td>
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RESULTS

6/8 Rooms (75%) recognized the critical status of the patient in Room 2 (post-op bleed)

Strategies employed to manage the three patients included:
• Asking nursing to monitor the stable HTN patient with instructions to alert the clinicians with changes (50%)
• Consulting with surgery before leaving the post-op bleed patient (50%)

Student feedback indicated that the simulation was realistic (mean=4.8; 5.0 = strongly agree)

Student Comments (What worked?):
• I liked that these were real and common diagnoses that we will see in the future.
• Learning to be comfortable to call your senior when the patient case is complicated and you are unsure what to do.
• Recognizing severity of illness, utilizing resources, evaluating various organ systems concurrently.
• Having to multitask and juggle multiple patients at the same time. Having to prioritize patients is a valuable skill we need to learn.

CONCLUSIONS

• Human patient simulation can be used effectively to enable students to authentically identify patient cases varying in acuity (EPA 10).
• The experience of monitoring multiple patients at one time is an important skill to build.
• These exercises emphasize the need for an interprofessional healthcare team and allow students to work through the roles and responsibilities of themselves and others (EPA 9).