Using Technology to Stay Up Close and Personal with Students at Distant Clerkship Sites

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Statement of the Problem and Our Solution

Problem: lack of consistent experience for students at distributed clerkship sites

• Presentation of didactic material, opportunity to ask questions
• Strengthen ongoing connection to DMU faculty and classmates

Solution: Use of technology to create live, virtual didactic session parallel to in-person sessions offered to local students

• Initially piloted in required 3rd year Psychiatry clerkship beginning fall 2016
• Online didactic sessions started for required 3rd year OB/Gyn clerkship beginning fall 2017, with somewhat different goals and teaching strategies
Outline of Sessions

Psychiatry: (4) 90-minute sessions

Session 1 objectives:
• Review Mental Status Exam and psychiatric interviewing
• Identify personal goals for the rotation

Sessions 2-4 objectives:
• Reflect on difficult or challenging experiences from the week
• Present a psychiatric case
• Discuss peers’ cases, with a focus on developing a differential diagnosis and treatment plan

OB/Gyn: (4) 60-minute sessions

Session 1: Orientation to clerkship objectives/learning materials; development of interviewing skills, discuss professional behavior in the context of women’s health

Two sessions: case presentations designed to develop differential diagnosis, choose appropriate diagnostic tests

Final session: individual assigned presentations on women’s health topics, timed and assessed

Sharing of challenging and interesting patient encounters at each session

5/21/2018
Quick Facts

**ORIGINS**
Paper Cards

**CASE CONVERSION**
Storyline

**DELIVERY**
Skype
The Tech

Psychiatry Sessions

- Microsoft Outlook
  - Webcam
  - Quiet Room
  - Lighting
  - Strong Wi-Fi

- Skype for Business
  - Optional
    - HD Webcam
    - Tripod
    - Headphones
    - Mouse
    - Second Monitor

OB/GYN Sessions

- Desire to Learn
- Articulate Storyline

The Tech
Assessment of the Pilot

Psychiatry

Student feedback (n=26, pilot sample)

All questions were open-ended and narrative

• Sessions Useful: 96%
• Prefer live, synchronous sessions to online modules: 95%
• Appreciated hearing classmates’ stories: 42%
• Broadened clinical exposure: 35%

Obstetrics and Gynecology

Student self-assessments (n=50)

• Connection to faculty
  • 27% (pre); 69% (post)

• Confidence delivering bad news
  • 17% (pre); 31% (post)

• Confidence with case presentations
  • 34% (pre); 73% (post)

• Confidence selecting appropriate labs/imaging
  • 29% (pre); 60% (post)
Common Challenges (Both courses)

- Inconsistent availability of wi-fi, site regulations
- Student reluctance to share video feed
  - Rely on chat system
- Student participation and comfort level
- Scheduling
- Faculty comfort and familiarity with technology
- Number of students
Final Thoughts

Questions?

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