

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

Authors

Lisa Streyffeler, Rebecca D. Shaw, Tyler Moore, Matthew Drilling,
Leslie Wimsatt



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

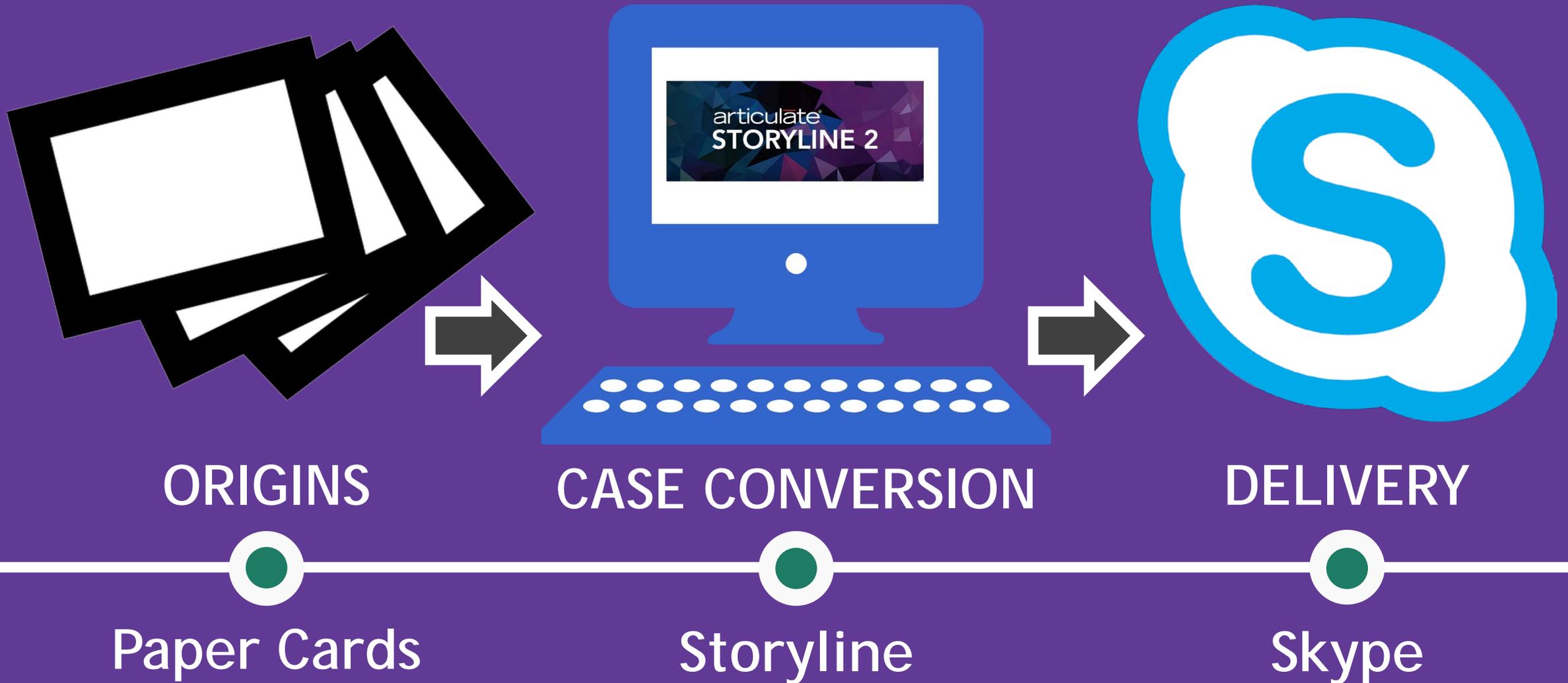
Session 1: Orientation to clerkship objectives/learning materials; development of interviewing skills, discuss professional behavior in the context of women's health

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

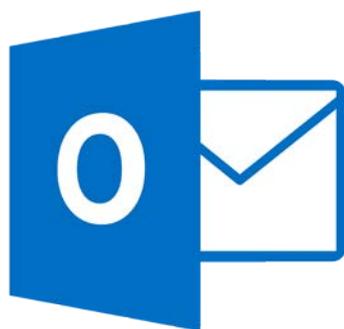
Quick Facts



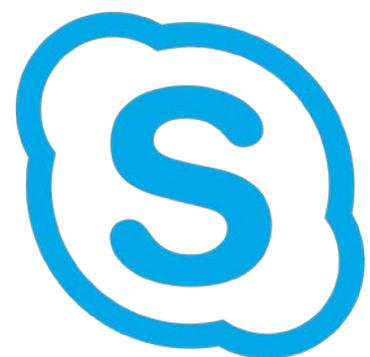


Psychiatry Sessions

Microsoft Outlook



Skype for Business



Considerations

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



OB/GYN Sessions



Desire to Learn



Articulate Storyline

Optional

- HD Webcam
- Tripod
- Headphones
- Mouse
- Second Monitor

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?



Tweet at us:
#AskDMU