

Virtual Clinical Support - Internal Medicine Elective Preparation

Adapted from Czapka M, Raff A, Risley M. Safe Transitions: An active learning module for discharge summaries and interprofessional care. MedEdPORTAL iCollaborative. 2017

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Included:

- 1) Preceptor Skills Session Overview

Virtual Clinical Support Elective Preparation – Faculty Overview

Target Audience: MS3/4 students

Facilitators: Asynchronous

Location: N/A

Time: TBD

Context:

As early as M3, students may be expected to write hospital summaries for their own/their resident's patients – often to aid in completion of transfer notes/discharge summaries. During the Sub-Internship, students have the increased responsibility of completing their own transfer notes and discharges. Unfortunately, these tasks have proven difficult or confusing for students as there was not a formal introduction to these types of clinical communication, and suggestions on accomplishing these tasks on the floors are often rushed or non-specific given the busy clinical services. Every type of physician will need to understand how to appropriately communicate transitions of care – whether that be from inpatient to outpatient, from one team to another, or from day to night shift. Being able to effectively communicate in these formats facilitates transitions of care. Clarity in this arena may aid in avoidance of unnecessary repetition of diagnostic tests, and may be beneficial to patient safety.

Learning Objectives:

1. Summarize the purpose and audience of a discharge summary
2. Effectively and efficiently synthesize discharge summaries and discharge instructions through chart review - including notes, laboratory data, imaging, and other sources - and communicate with the primary medical team in an efficient manner

3. Communicate a patient's follow-up needs to the patient's outpatient care team, including primary care providers or specialist providers
4. Demonstrate strong communication skills in the setting of remote clinical work
5. Relate clinical decision-making by inpatient teams to illness scripts
6. Report an increase in confidence writing discharge summaries and instructions
7. Develop skills for providing formative feedback to adult learners

General Workflow for the Session (Asynchronous):

Introductory information sheet containing tips, examples, and purposes of hospital discharge summaries to be made available to students and facilitators. Materials will be provided to students ahead of elective start date.



A case will be provided to all students. Based on the case, each student will create a sample discharge summary for the patient.



Upon completion of the discharge summary, a scoring rubric will be made available to the students. They are to score their work using the objective criteria listed. They will then receive access to an “expert” discharge summary for the same patient. Similarities and differences, as well as reasons for such, between the students' product and the official discharge summary will be explored via written exercise – effectively providing feedback on the task. The rubric can also be used as a means of comparing the student's work to the example. Students are encouraged to reflect on their experience, determine their comfort level with the material, and how they should go about developing this skill set.



A preceptor will be available after students complete the above assignments to answer questions prior to elective start date.

Preceptor Note:

Please give particular attention to the following areas likely to be problematic:

a) *Hospital course* – Please focus on problem-based approach and inclusion of essential elements with overall brevity. You can query students why the example discharge summary included/excluded certain information that might be present/absent on their own, and lead a discussion on reasoning behind these decisions. Mild metabolic derangements or hyper inclusion of details relating to fluids or typical prophylaxis should be avoided. Rationale for medications should be included.

b) *Discharge instructions/follow up* – The students should know that these instructions are to be given to the patient, and should be written in a manner which is understandable

to a lay person. Special attention should be given to the possibility that language and/or literacy barriers can play in patient and family communication.

c) *Relevant labs/imaging* – Please ensure that the students are being extremely selective in what to include in this section as opposed to simply copy and pasting all full radiology reports and all lab results from hospital stay (as providers may just skip reading this secondary to information overload). Pertinent imaging interpretations (TEE/MRI) and culture data should suffice for this case.

This exercise should help them identify key components to include the discharge summaries they prepare for their patients to ensure smooth transitions of care from the hospital setting to the outpatient setting.

Adult Learning:

This activity has clearly defined educational goals, which serve to develop a skill set that should be of immediate use to students. The activity and assessment (using scoring rubric), assesses the student's discharge summary creation skills. The activities provided should allow successful meeting of the goals through the methods of evaluation listed.

The module provides a variety of learning activities/preferences: learning from text (prep material given to students), experiential learning (in creating a discharge summary), social/peer learning (discussion of points to include in discharge summary). When the official case summary and rubric/scoring sheet is revealed, students will also have the chance to critically reflect on their work and clarify any muddled points.

Items Included in Packet:

Available to Preceptor: All - Discharge Case Extended Summary, Discharge Summary Expert Reveal, Discharge Summary Grading Rubric, Virtual Inpatient Medicine Discharge Summary Curriculum

Available to Student Prior to Session: Discharge Case Extended Summary, Virtual Inpatient Medicine Discharge Summary Curriculum (Other documents including grading rubric and expert reveal are to be withheld from students until Reveal portion of the activity)
