

Abstract 28

Title: It's in your hands: Empowering an Active Student Educational Environment (EASEE Card)

Problem/Needs Assessment:

Recent trends in medical education highlight challenges in medical student integration into ambulatory care. Students have limited rights and roles within the electronic medical record. Less formal note writing and presentation instruction, as well as reduced overall interaction with faculty, has resulted. This study investigates how a discrete change in medical student and faculty engagement in clinic affects the educational experience of both groups.

Program Objectives:

1. Empower students to take an active role in their ambulatory education
2. Improve the quality and quantity of faculty educational interaction with students
3. Provide direct feedback on verbal presentations and written documentation

Description of Program:

Third year students on the Internal Medicine clerkship receive a checklist card to complete during their ambulatory experience. The checklist includes: eight formal presentations, two note evaluations by an attending and review of five ambulatory education cards with an attending or senior resident. Faculty sign off on the checklist as students' progress through the week and they are submitted to the clerkship administrator.

Evaluation/Assessment:

A survey was distributed to students following their clerkship. For comparison two cycles of students who completed the clerkship prior to implementation were surveyed. Students presenting ≥ 4 times increased from 50% to 77%, and ≥ 6 times from 25% to 53%. Feedback on ≥ 4 presentations increased from 31% to 62%, and on ≥ 2 notes, from 13% to 62%. Faculty preceptors were surveyed regarding their experience. Following the intervention, 83% reported students formally presenting ≥ 1 time, increased from 51% pre-intervention. The number of faculty who never gave feedback on notes decreased from 25% to 0%. Seventy-five percent rated themselves as more engaged and recommended continued use of the card.

Conclusions and Lessons Learned:

Results show that using a checklist card during the Internal Medicine clerkship significantly increased the frequency of student presentations to faculty as well as discrete feedback on presentations and written documentation. By providing the students and faculty a literal “invitation” to interact via a physical card, the educational experience was markedly improved for both groups.