INDE 297: REFLECTIONS, RESEARCH AND ADVANCES IN PATIENT CARE (RRAP)

2016-17 ORIENTATION AND OVERVIEW

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Orientation Goals

- Discuss the goals and objectives of RRAP Day
- Introduce new features of the RRAP curriculum
- Address student questions and comments about RRAP sessions
INDE 297 Course Information

- Course Directors: Poonam Hosamani, Lars Osterberg, Charles Prober, Audrey Shafer
- Graduation requirement, 4 units
- Required for all students enrolled in clerkships at Stanford and its affiliated sites *(exception for away rotations)*
- Request for absences must be sent in advance to course directors *(make-up assignments may be required if the absence is approved)*
Purpose

The curriculum for Reflections, Research, and Advances in Patient Care (RRAP) is designed to provide structured time independent of clinical clerkship duties, in order to promote both reflection on and reinforcement for learning in the clinical environment. Reflections, Research, and Advances in Patient Care is structured as a two-year curriculum to span the clinical years. Sessions occur every 8 weeks, on the third Friday of even-numbered clerkship periods (see dates below), and incorporate the curricular components outlined below.
Objectives

1. Learn skills that promote professional identity formation through mentoring, social interactions and self-reflection on experiences in clerkships.

2. Reinforce the study of behavioral, cultural, ethical, social and socioeconomic topics with an increased emphasis on the patient experience.

3. Introduce advances in medical discoveries, emphasizing their application in clinical practice (translational medicine), with focus on the perspective of patients.

4. Examine broader career paths through the sharing of experiences.
To be a physician requires a transformation of the individual— one does not simply learn to be a physician, one becomes a physician.

- Abraham Fuks and colleagues
  “The Foundation of Physicianship”
Carnegie Study of Medicine: Four recommendations

• Integration
  ◦ Connect knowledge and experience

• Habits of inquiry and improvement
  ◦ Focus on excellence

• Standardization and individualization
  ◦ Set outcomes and allow flexibility in learning

• Identity formation
  ◦ Develop professional values and dispositions
The Dual Responsibility of Medical Educators

- Teaching skills and knowledge
- Supporting the development of a professional identity in our trainees
Spectrum of Learning in Medical School


Med School Curriculum

Formal
Lectures, scheduled activities, exams

Informal
Unstructured, “non-scripted” supervision; feedback

Hidden
Norms, customs, culture of medicine
Hidden Curriculum

to describe those lessons which fall outside of the more formal curriculum of medical school and residency. Medical students and junior residents observe and learn from the behaviors and attitudes of more senior doctors, and the lessons imparted are frequently sobering, sometimes even cynical.

-Medical sociologist F.W. Hafferty (1994)
INDE 297 AY2016-17 Schedule

- Doctoring with CARE: 10:30 am-12:00 pm (various locations)
- Break: 12:00-12:30 pm
- Advances & Perspectives in Medicine Lunch & Lecture Series: 12:30-2:00 pm (LKSC 130)
- Break: 2:00-2:30 pm
- What Would You Do (WWYD)?: 2:30-3:30 pm (various locations)
Doctoring with CARE

- 10:30 – 12:00 pm
- Reflection sessions facilitated by E4C faculty
- Groups of 6-12 clerkship students
- A safe, confidential space where students can freely discuss their professional experiences
- Open discussion of students’ “critical incident” experiences in clinical training
Doctoring with CARE Goals

- Learn coping strategies from fellow medical students
  - Help with student self-care
  - Help students deal with problems encountered on medical teams
  - Help prevent student burnout
- Provide a positive influence on professional growth
- Develop skills of self-reflection
- Promote and maintain humanism and professionalism
- Maintain connection with faculty mentor/learning community
Discussion Themes: Examples

- Abuses of power
- Medical Errors
- Preparing for clerkships/role on a team
- Death and dying
- Delivering bad news
- Dealing with unprofessional behavior or mistreatment
- Witnessing acts of true compassion and humanism
Advances and Perspectives in Medicine Lunch Lecture Series

- 12:30-2:00 pm
- Designed for clerkship students, APM explores advances in biomedical sciences and medical practice, faculty career pathways, reflections on doctoring, and the broader context of medicine in society. Some sessions include patient perspectives through concurrent patient presentations.
- Student involvement is encouraged, particularly for speaker recommendations, lively Q&A, and student leadership of individual sessions.
What Would You Do (WWYD)?

- Resident guided case-based discussions
- Focus on challenging ethical, diagnostic and/or social scenarios that may be encountered in clinical practice
- Representation across various specialties throughout the AY
WWYD Course Objectives

- Generate a differential diagnosis through case-based discussion of challenging clinical scenarios
- Formulate a management plan of cases identified from their rotations
- Apply evidence based literature to guide management on cases
- Perform near-peer teaching and learning in safe educational environment
Stanford Capstone Clerkship

John Kugler
Jeff Chi
Why Capstone?
Major Themes

- Practical Preparation for any intern year
  - Pain control
  - PRN meds
  - Med rec
  - Procedures

- Improved communication skills
  - Interdisciplinary
  - Bad news/GOC/hand offs/mistakes
  - Calling consults

- Crisis Management
  - Crisis resource management
  - Calling for help

- Cross Cover
  - Paging
  - signout
Capstone 2017: What you need to know

- Increase curricular time from one to two weeks
  - Add a meaningful clinical experience
  - Increase curriculum on wellness
  - Additional curriculum and practice on handoff/signout

- Optional but highly encouraged

- Sign up through Fishbowl or email Brian Herman
Capstone Registration

- Available on Fishbowl as Med 397A (May 1-14)
- Please contact course directors if unable to register due to Graduation Quarter to be placed on wait list
- Max capacity 30