

# Clinical Skills Remediation Workshop

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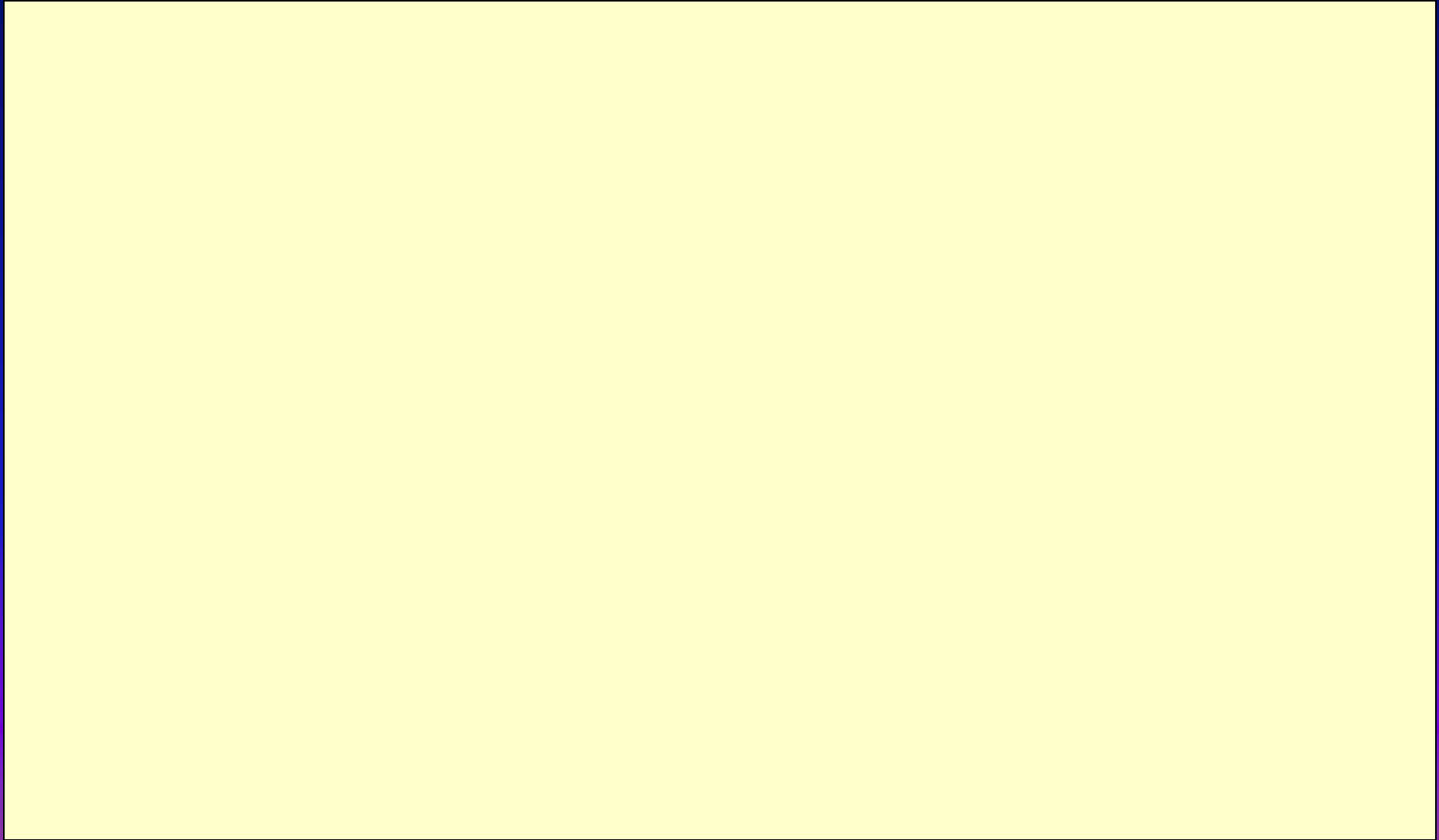


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# Challenges

What is the most challenging problem you face regarding remediation of clinical skills deficiencies?

# Challenges



# Objectives

By the end of the workshop, participants should be able to:

- Identify and categorize clinical skills deficiencies based upon samples of student performance on a CSA
- Use a worksheet developed at RMC to facilitate the remediation process
- Compare and contrast student self-assessments using the remediation worksheet at RMC and NUFMSM
- Develop an individual learning plan for remediation of clinical skills deficiencies for a sample student

# Exercise #1

**Observe this student's performance in a focused clinical encounter with a standardized patient.**

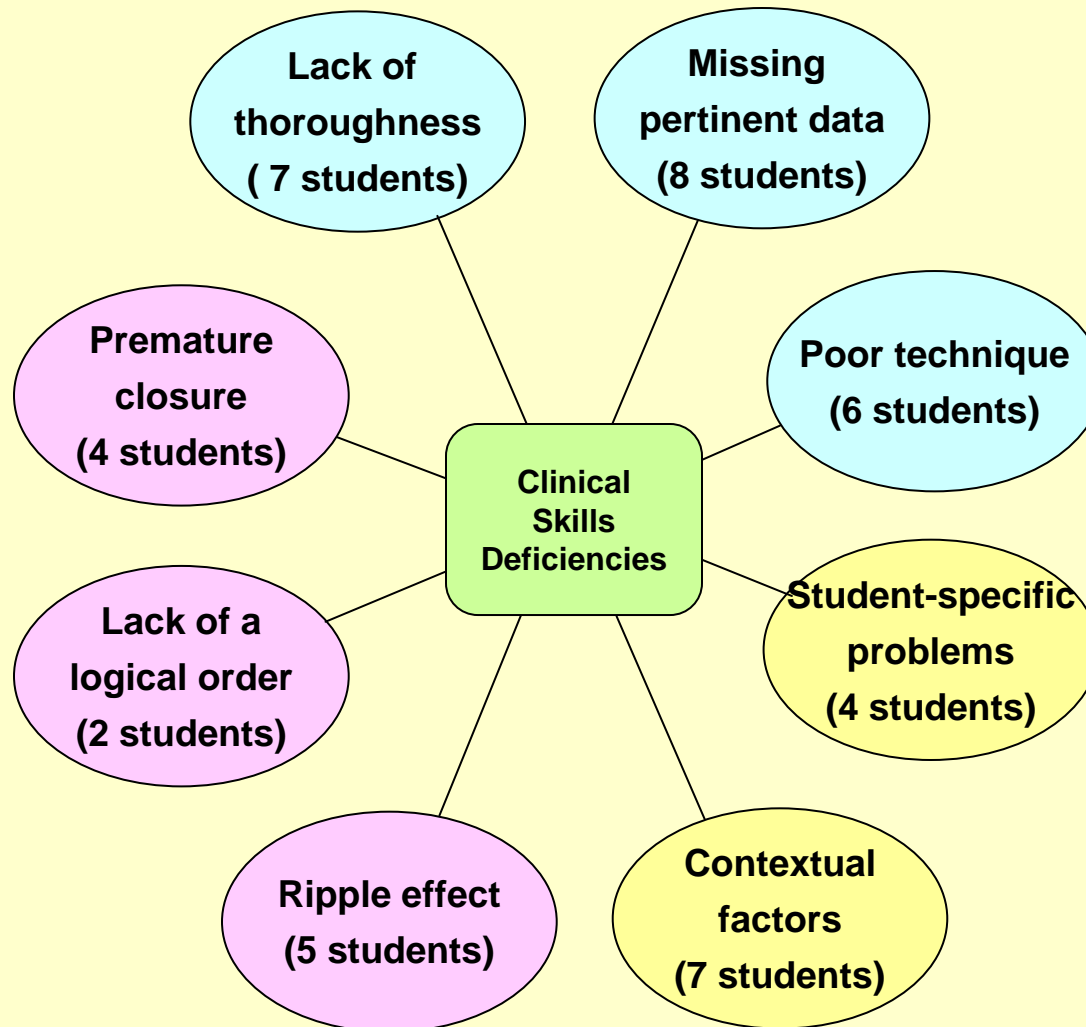
What behaviors do you observe that might result in this student needing remediation of clinical skills?

# Exercise #2

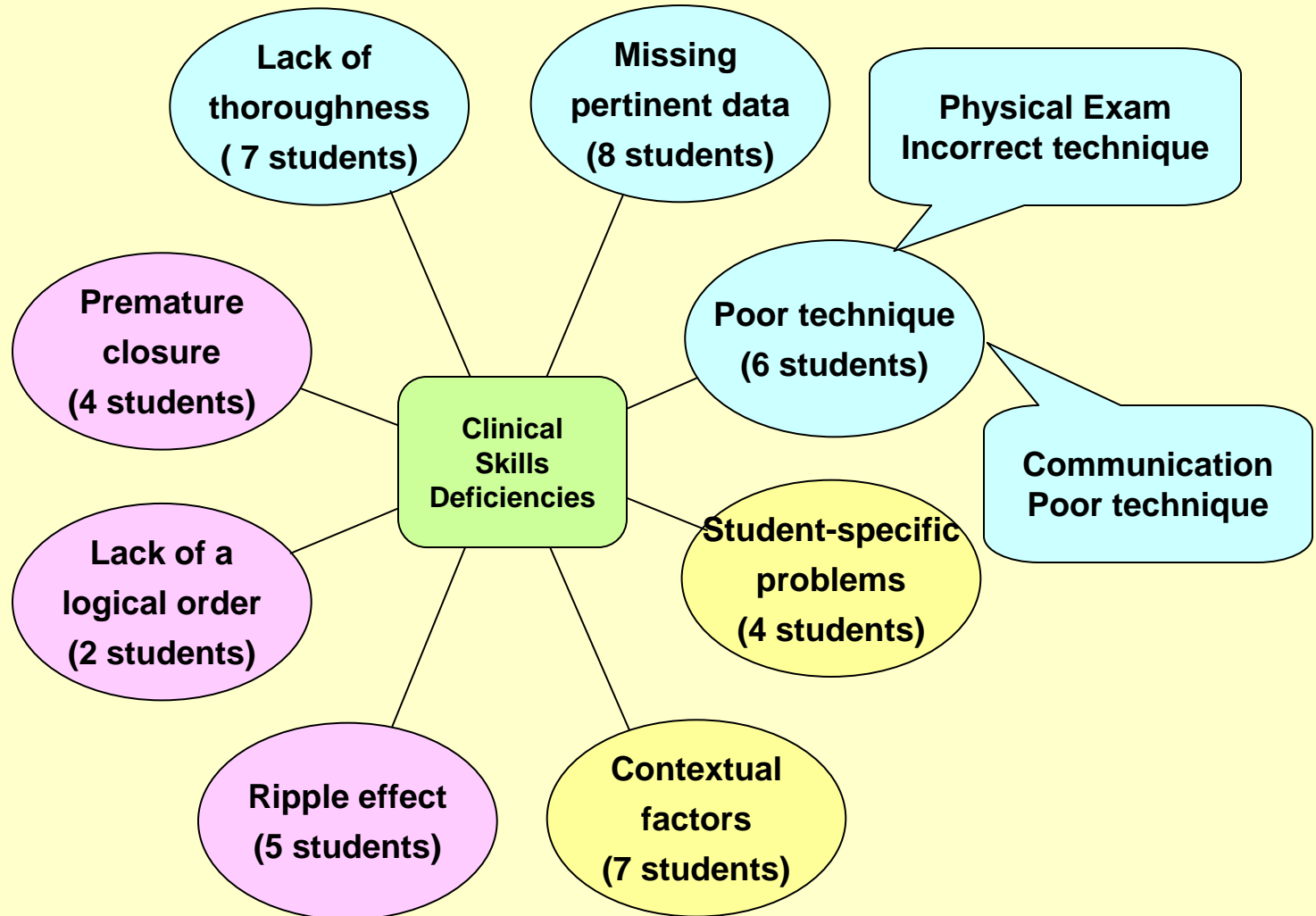
**Review this student's self-assessment worksheet.**

How is the student's self-assessment similar or different from your assessment of the student's performance?

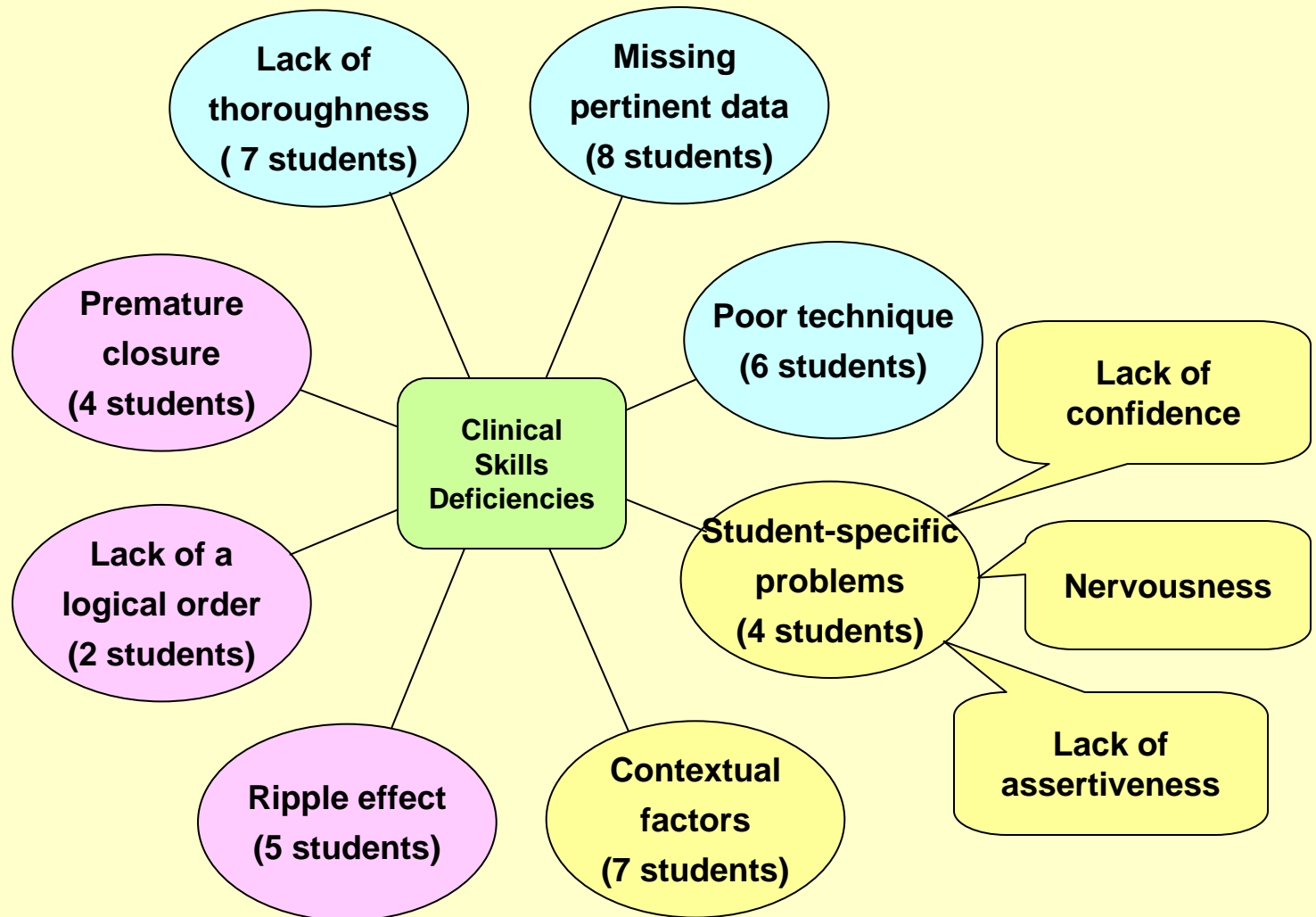
# Self-Assessment



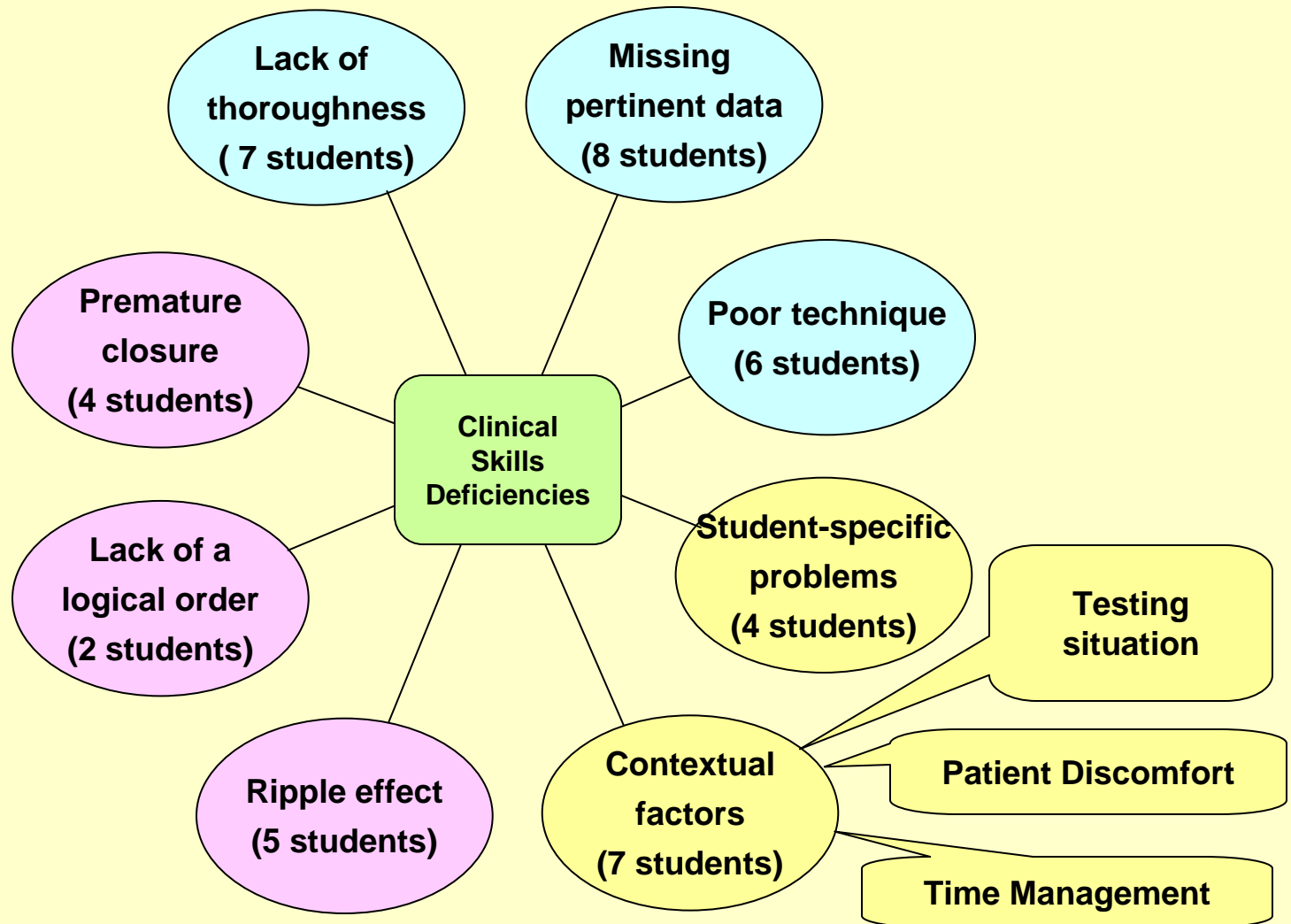
# Self-Assessment



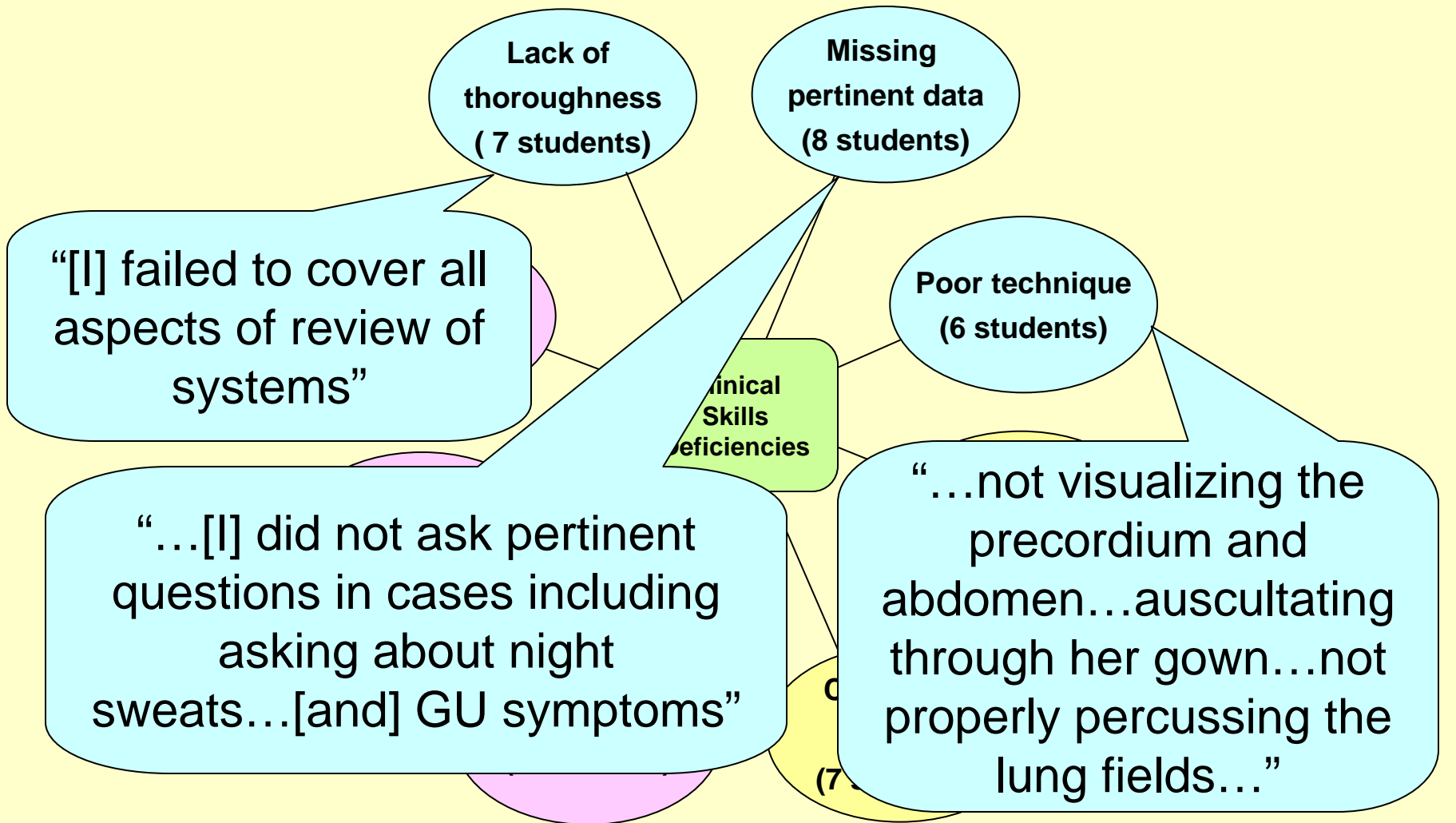
# Self-Assessment



# Self-Assessment



# Self-Assessment



# Self-Assessment

“I narrowed the ddx too much without including other etiologies like...”

**Premature closure  
(4 students)**

**Lack of a logical order  
(2 students)**

**Ripple effect  
(5 students)**

“I would feel too awkward/embarrassed about skipping some of the physical exams because they were not in logical sequential order that I would end my encounter as opposed to stopping and thinking of any other exams I had not done”

“An incomplete history led to an incomplete exam which lead to an incomplete differential”

# Self-Assessment

“I was so nervous that day, everything kinda went out the window”

closure

“I tend to feel bad for the patients (even though this was a mock exam) when they seem to be in a lot of pain...which hinders me from doing the exam that I need to do”

Common  
Skill  
Deficiencies

Missing  
pertinent data  
(8 students)

Poor technique  
(6 students)

Student-specific  
problems  
(4 students)

Contextual  
factors  
(7 students)

REMEDIATING  
SECOND YEAR STUDENTS'  
OSCE PERFORMANCES:  
A NORTHWESTERN EXPERIENCE

Heather Heiman, MD  
Clinical Education Center  
Northwestern University Feinberg School of Medicine

# Second-Year OSCE

- Culminating exam for year-long M2 Clinical Skills course
- Changes to OSCE 2009
  - Better blueprint of the range of subjects taught
  - Clear instructions to students for each station
  - Faculty evaluation of write-up
  - Plan for individualized remediation

# Northwestern M2 Clinical Skills Assessment

	2007-2008	2008-2009
Cases (#)	2 long cases	1 long case/5 mini-stations
Content	Abdominal pain SOB/CP	Abdominal pain Harvey (♥ sounds) Lung sounds Pelvic exam Knee/neuro exam Multiple choice quiz
Passing standard	Criterion (>80%)	Normative > 2 SDs above mean
Remediation	Group	Individualized

# Remediation

- Faculty created individual learning plans
  - Incorporated other evidence from the course
    - Preceptor evaluations
    - Quiz scores
    - History and physical examination write-ups
- Students met with faculty
  - Completed worksheet prior to meeting

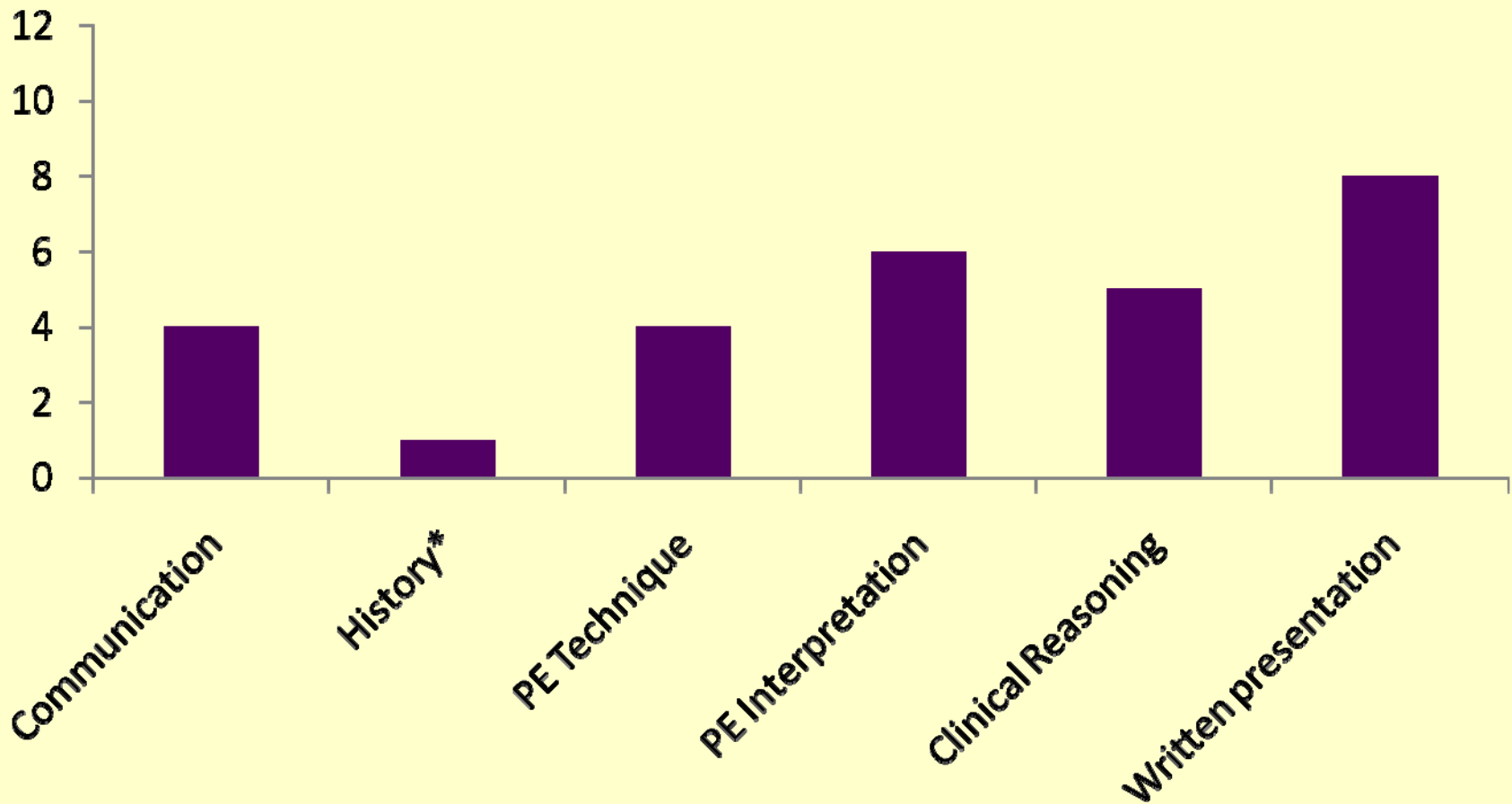
# Modifications to worksheet

- Based on station scores, we allowed students to choose from a list of domains they felt needed work
  - Videos not available for all cases
  - Domains
    - Communication
    - History Taking
    - Physical Exam Technique
    - Physical Exam Interpretation
    - Clinical Reasoning
    - Written Presentation

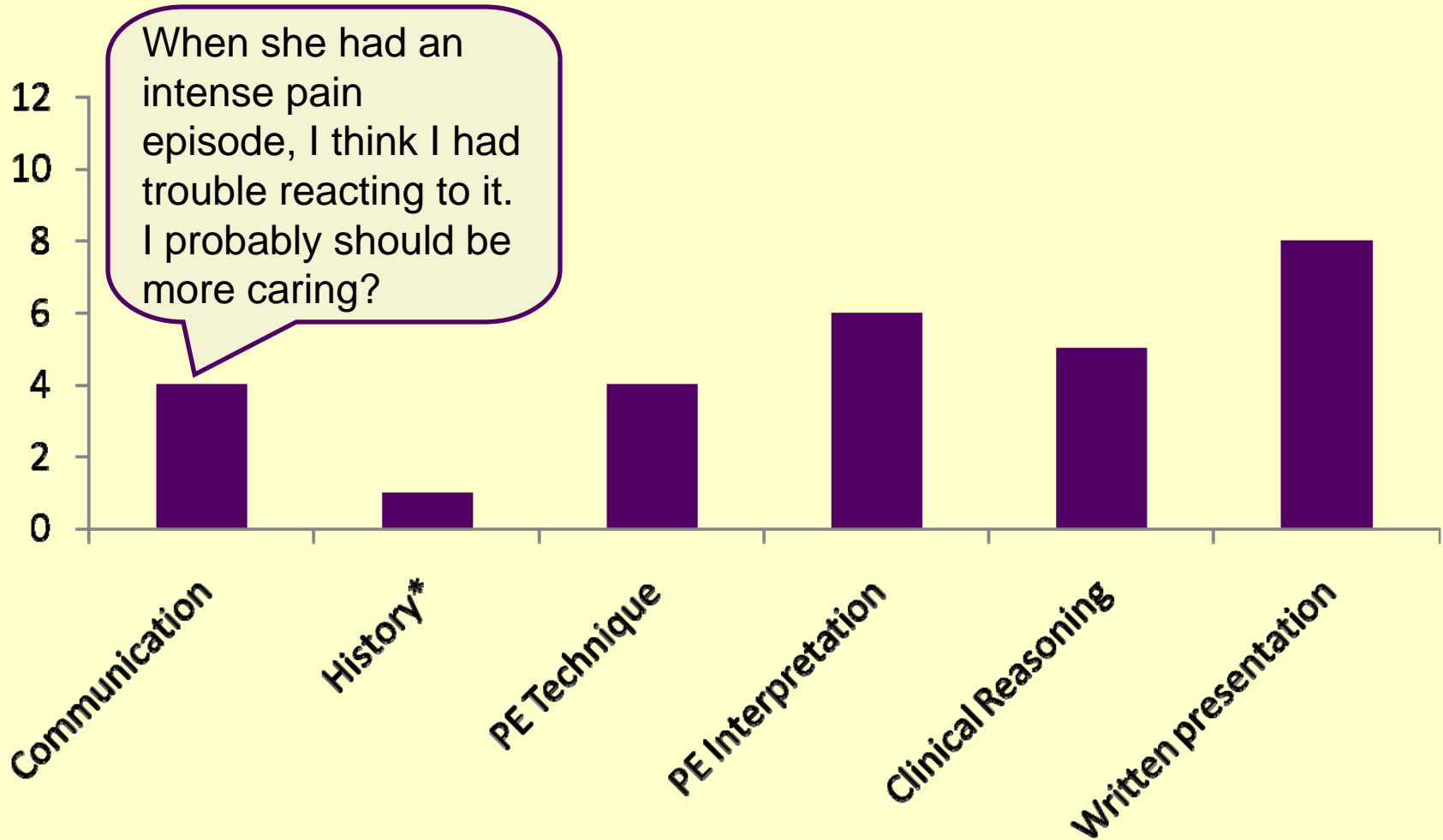
# Utility of worksheet

- Permitted individualization of learning plan
- Springboard for discussion
  - Allows alignment of student and faculty objectives
  - Permitted some “venting”
- Introduced remediation as a process, not just a retest
- Encouraged video review

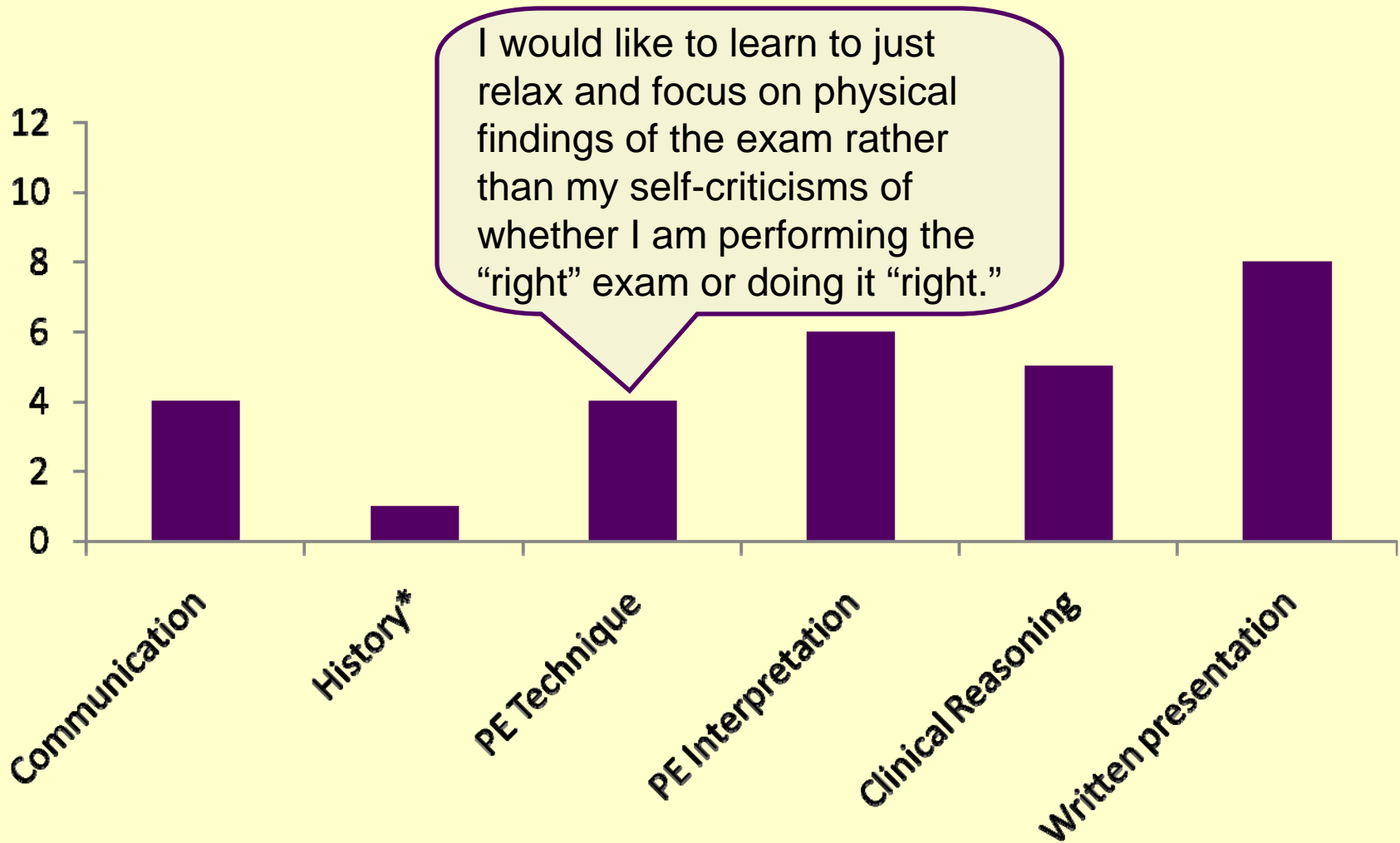
# Students' Views of Own Deficiencies (12 students)



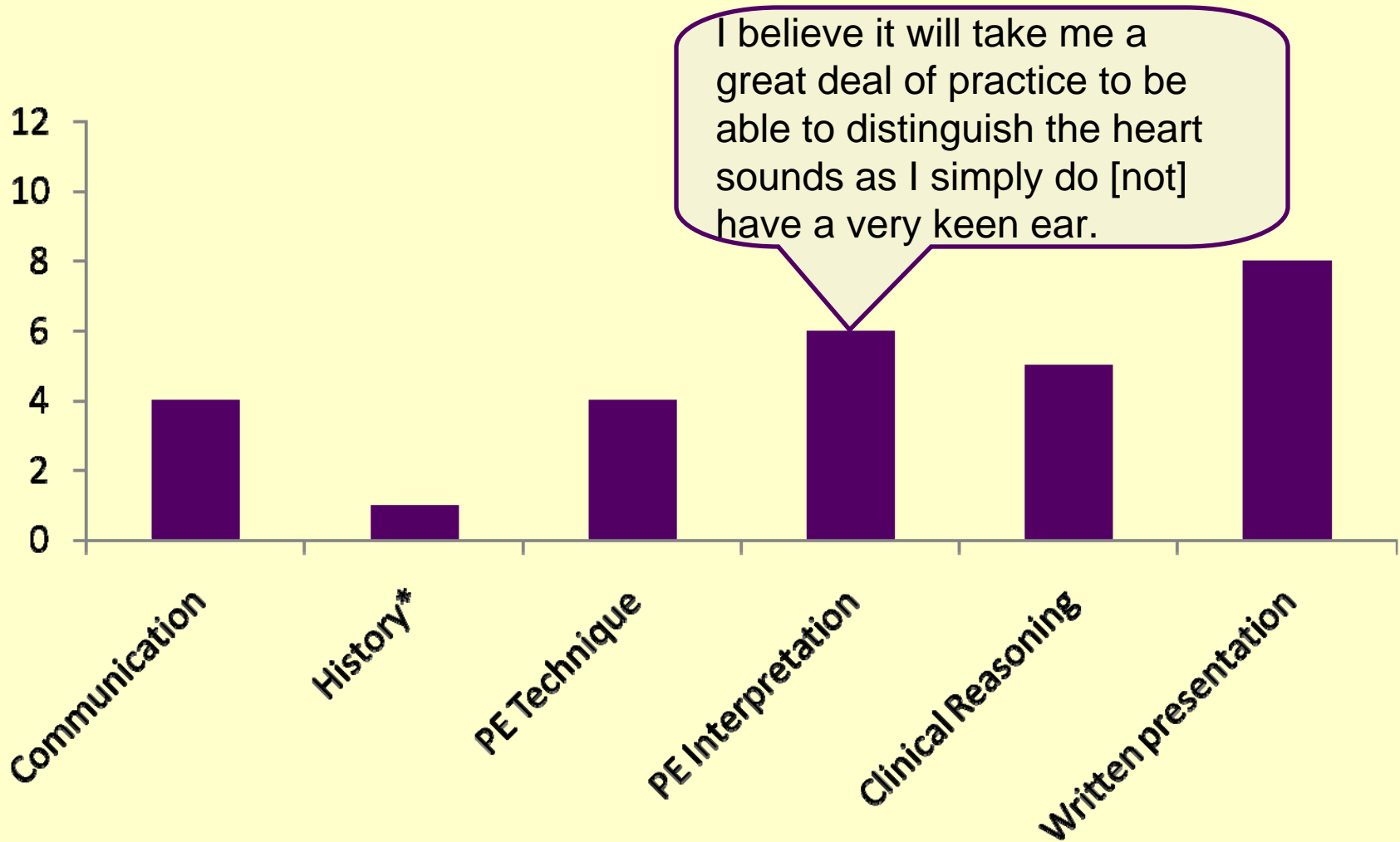
# Students' Views of Own Deficiencies



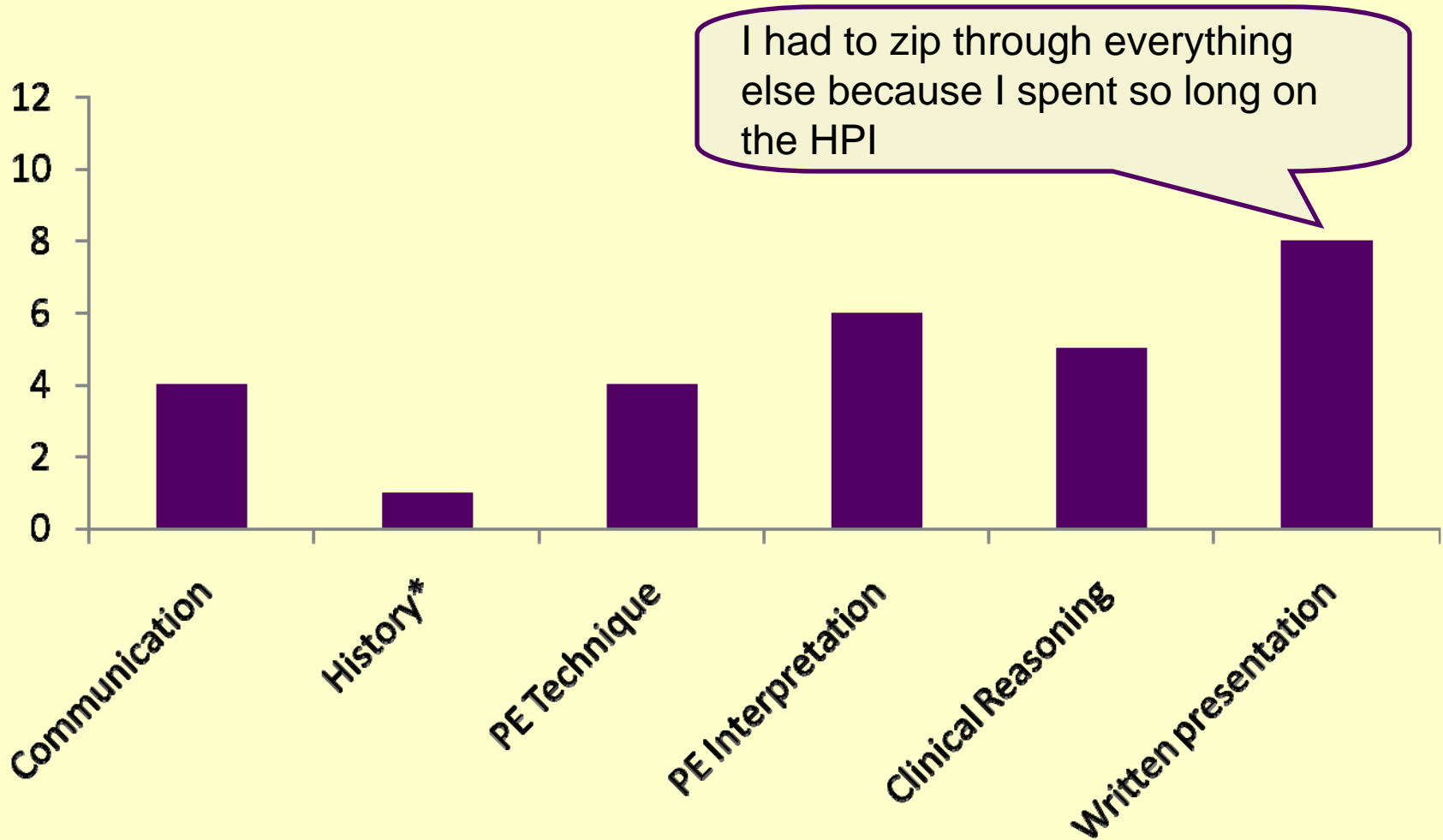
# Students' Views of Own Deficiencies



# Students' Views of Own Deficiencies



# Students' Views of Own Deficiencies



# What accounts for your score? What would you do differently?

Rush M3s

Both groups

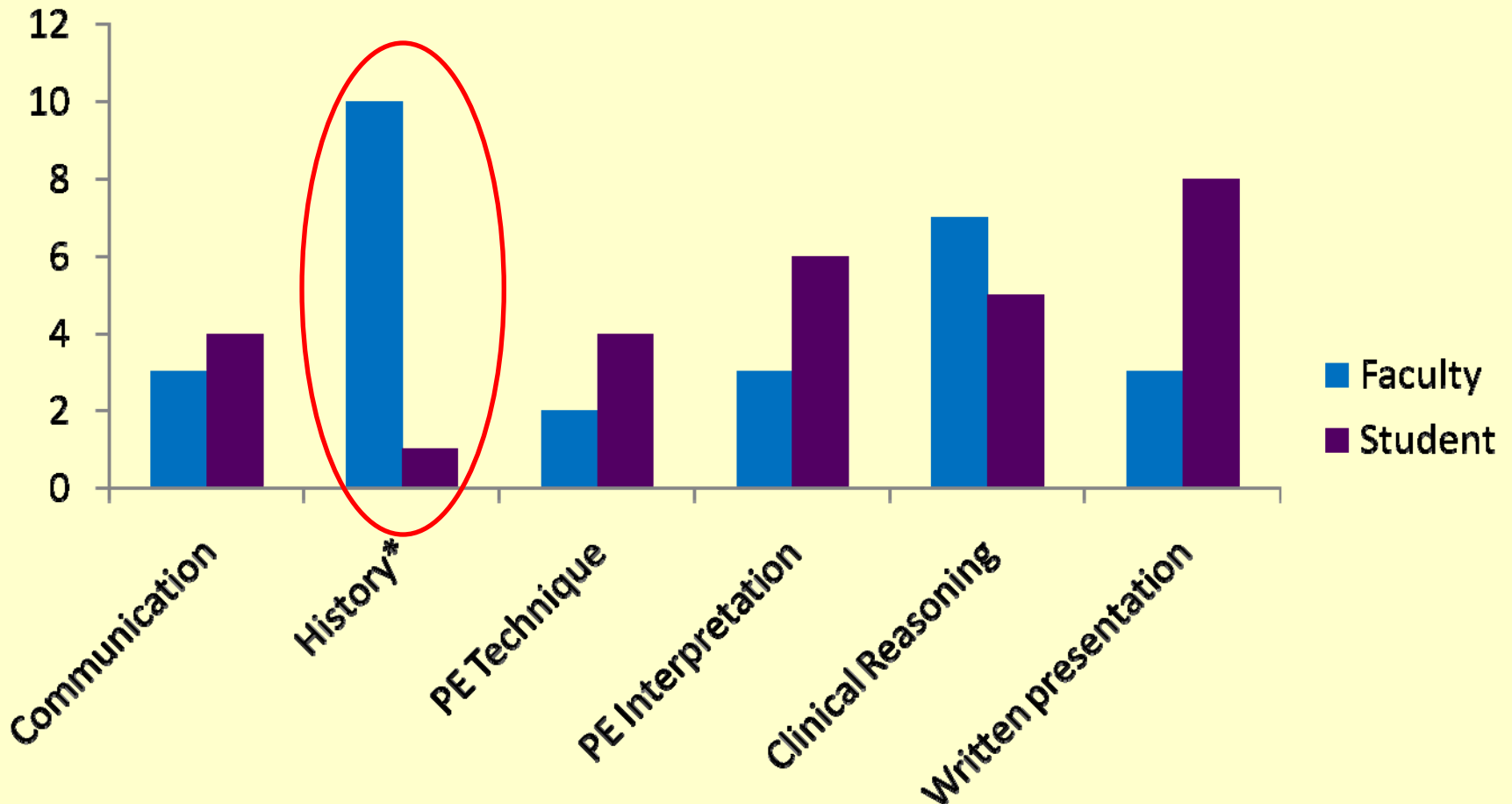
NU M2s

- Lack of pertinence
- Diagnostic process
- Premature closure
- Poor communication

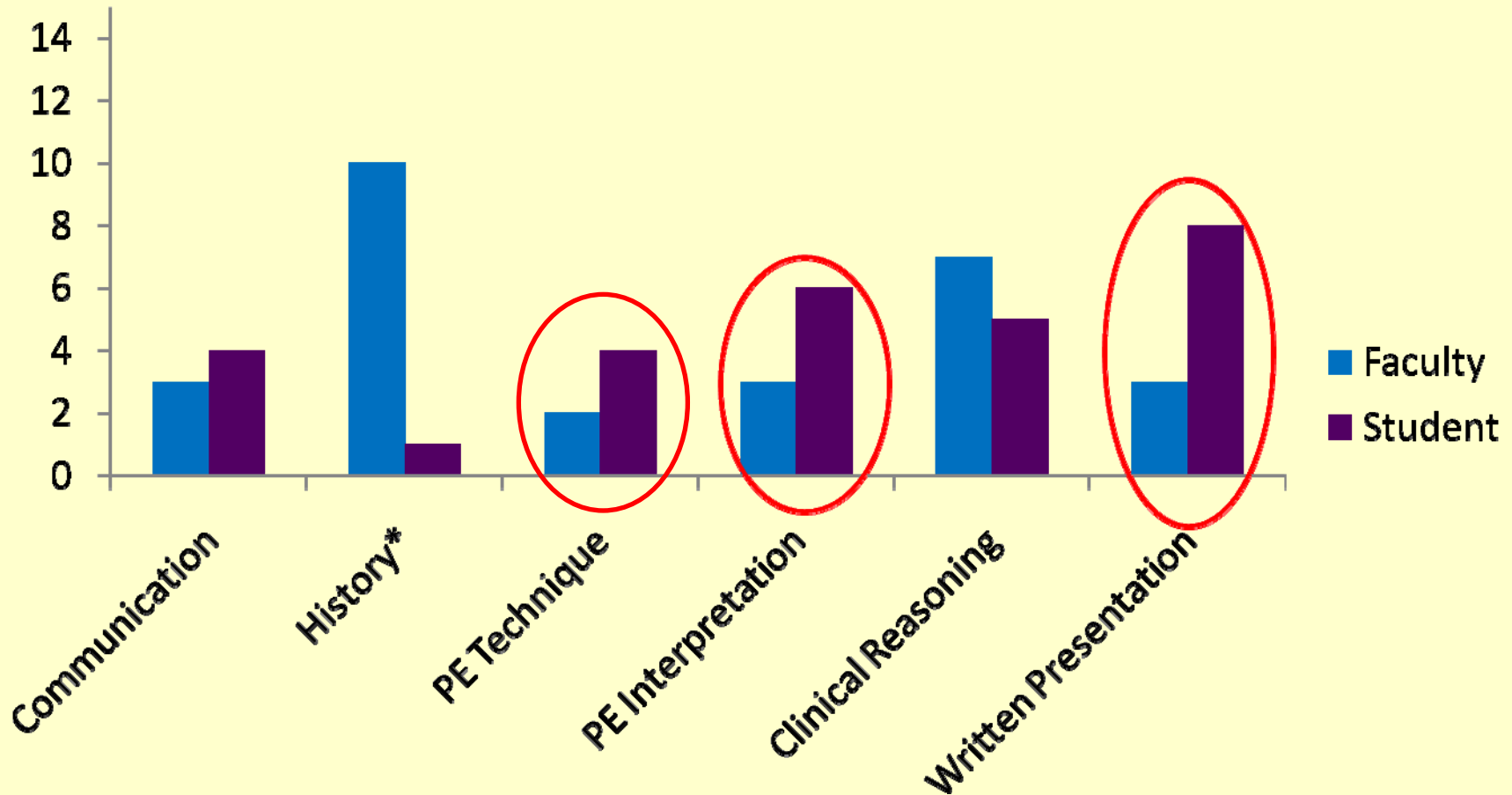
- Not thorough enough
- Sequence out of order
- Time pressure
- Nervousness

- Incorrect exam technique
- Interpretation of findings
- Lack of preparation
- Unsure what I could do differently

# Faculty and Student Opinions of Deficiencies (12 students)



# Faculty and Student Opinions of Deficiencies



# Remediation Activities and Outcome

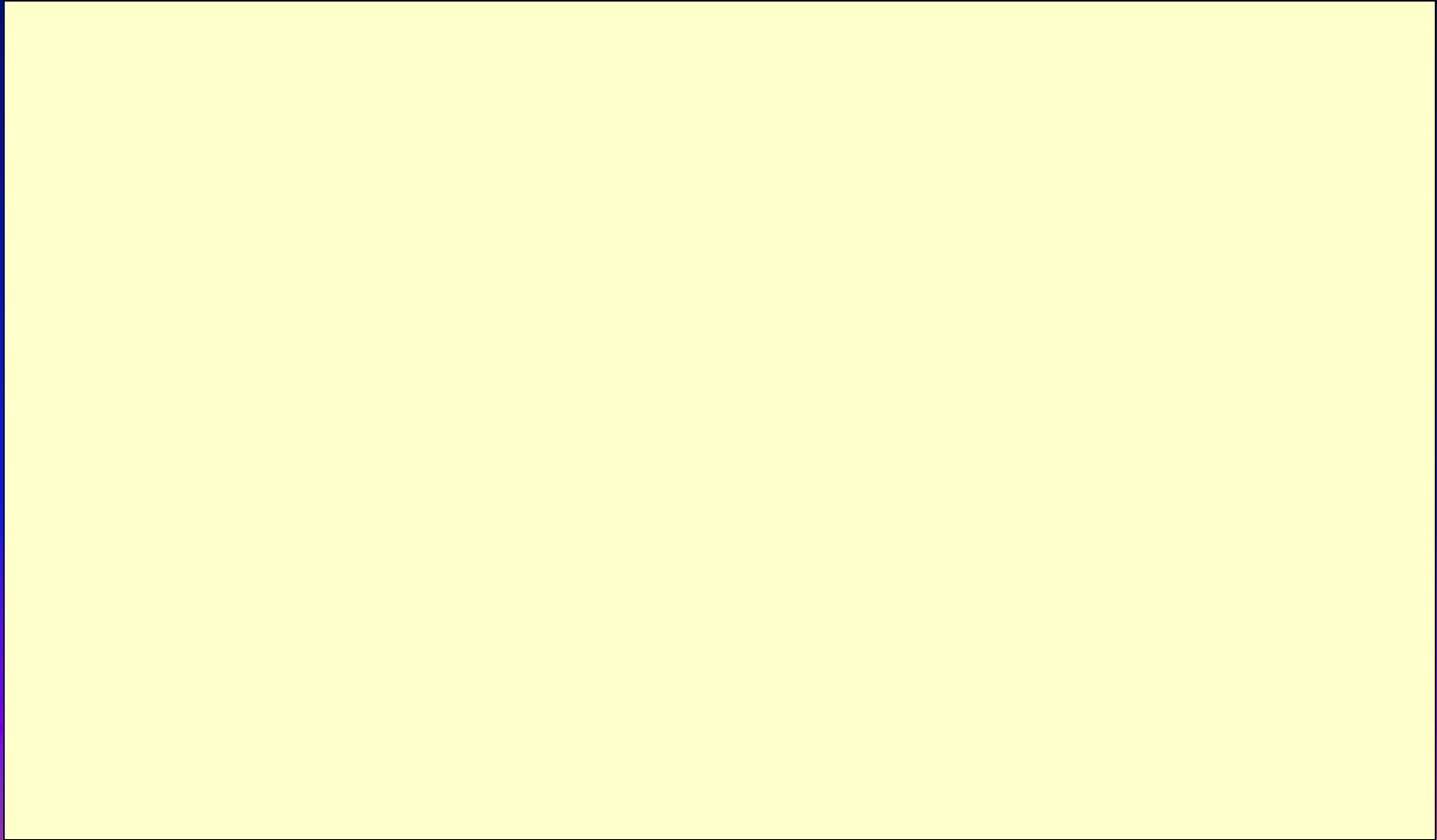
- Activities
  - Re-do stations with instructor
    - Exam techniques
    - Multiple choice
    - Lung/heart sounds
  - Interview hospitalized patients with supervision
  - Rewrite assessments
- Outcome
  - All students passed
  - Most felt positive about the experience

# Exercise #3

**Create an individualized learning plan for the student you just observed.**

- Short term (within 2 months)
- Long term (beyond 2 months)

# ILP



# Thank You!



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