



Evening Report: Student-Faculty Shared Learning for Clinical Reasoning

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Adam Boggon BSc(Hons) MBChB DTM&H PGCertMEd
Clinical Teaching Fellow, Royal Free Hospital
Honorary Clinical Lecturer, UCL Medical School

Matthew McCann BA(Hons) MA
Year 5 MBBS, UCL Medical School



Royal Free London
NHS Foundation Trust



One-liner: Faculty and students can collaborate to prepare and deliver high-quality teaching



Context

The Royal Free Hospital: 630-bed tertiary-referral hospital in Hampstead, London

Base for 240 Year 4 and 5 medical students from University College London (UCL)



“...Students should be able to elicit a comprehensive clinical history, perform a thorough physical examination, construct a sensible differential diagnosis and devise an appropriate management plan for every patient.”



~~By the end of year 4, students should be able to elicit a comprehensive clinical history, perform a thorough physical examination, construct a sensible differential diagnosis and devise an appropriate management plan for every patient.~~

Challenges

- Winter 2020/21 COVID-19 Second Wave (1821 confirmed cases of COVID-19, up to 334 COVID-positive inpatients at once, 96 of whom in intensive care)
- 180 junior doctors redeployed to emergency department, acute medicine and intensive care unit
- 189 UCL medical students recruited into healthcare assistant roles (contributed over 10,600 hours clinical work)

HOSPITAL



Royal Free
Medical Reserve

Challenges

Pandemic has disrupted medical education:

- Placement cancellation and reorganisation
- Reduced patient contact and case mix

Limitations of virtual education experience:

- Absence of clinical role models
- Blurring lines between home and university life
- Poor attendance and engagement
- Perceived overload of virtual platform-based teaching

Wilcha, Robyn-Jenia. 'Effectiveness of Virtual Medical Teaching During the COVID-19 Crisis: Systematic Review'. *JMIR Medical Education* 6, no. 2 (18 November 2020).

McCann M, Ismail K, Iftikhar H. 'Using Social Media as a Learning Platform - A Student's Perspective'. *Medical Teacher* 0, no. 0 (22 March 2021): 1-1.

UNIVERSITY COLLEGE LONDON MEDICAL SCHOOL



UCL



Developing Clinical Method

Students encouraged to become active participants in clinical teams through apprenticeship-style placements

Clinical Mentor Programme (60 doctors paired with students for regular bedside teaching/personalised tutorials for duration of academic year)

35 Junior Undergraduate Teaching Leads appointed to support and optimise ward-based placements.

Evening Report
(Weekly case-based lecture)

Evening Report

- Weekly case-based interactive lecture delivered online and in person
- Sessions presented jointly by UCL faculty (teaching fellow) and student
- Cases presented as diagnostic puzzles
- Focus on clinical reasoning (analysis of history, examination findings and investigations to reach accurate diagnosis)
- Case themes (e.g. confusion, breathlessness) aligned to curriculum map

Anti-NMDA Receptor Encephalitis

What We Learned From Intensive Care

Diabetic Ketoacidosis

New diagnosis HIV

Neuroleptic Malignant Syndrome

Lithium Toxicity

Ventricular Standstill

Hypercalcaemia

Neutropenic Sepsis

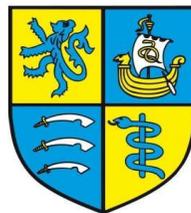
Primary Sclerosing Cholangitis

Adrenal Insufficiency

Prostate Cancer

Nephrolithiasis

Gianotti-Crosti Rash



Technology in Evening Report

- Advertised link via UCL online platform (Moodle™) and student WhatsApp® groups – Same link used weekly
- Two-way audio and live video via Microsoft® Teams – facilitates interactive session style
- Live Google™ sheet used for presenter sign-up

Evening Report Sign-Up			UCL		
<p>Evening Report is a weekly case-based teaching session pitched at UCL Clinical MBBS students It runs every Thursday 5.30-6.30pm in the Peter Samuel Hall (1st Floor Royal Free Hospital) and via MS-Teams The main aim is to provide students with an opportunity to present cases and receive feedback, and to develop clinical reasoning Presenting students will receive CBD/other appropriate sign-offs after presenting a case</p> <p>Teams Link: https://teams.microsoft.com/l/meetup-join/19%3a3b3af2d5228b410e9d3d2a6e5500de44%40thread.tacv2/1607014575814?context=%7b%22tid%22%3a%2237c354b2-85b0-4 Sign Up Link: https://docs.google.com/spreadsheets/d/1-GHmGyE6BujBjSj215b2UOrGSrLHpFC63PieyV5Ejg/edit#gid=0</p> <p>Please sign-up to present a case using this form and send an email Adam Boggon (adam.boggon@nhs.net). *N.B. Cases are presented in the form of a diagnostic puzzle so when signing up please leave the theme blank or state the presenting complaint only</p>					
Date	Theme	Student Presenter	Faculty 1	Faculty 2	Ot
14th January	What We Learned From Intensive Care	None	Dr. Adam Boggon		
21st January	Inside the abdomen: surgical cases	Issi Platt + Dom Frichte	Dr. Adam Boggon	Dr. Vignesh Gopalan	
4th February	Cardiac Syncope	Sophie McWilliam	Dr. Adam Boggon		
11th February	Chest Pain	Masako Shimato	Dr. Adam Boggon		
18th February	Hypercalcaemia	Matthew McCann	Dr. Adam Boggon	Dr. Chloe Merriion	
25th February	Head Injury	None	Dr. Adam Boggon		
4th March	Diabetic Ketoacidosis	Upayan R. Palchaudhuri	Dr. Adam Boggon		
11th March	Neutropenic Sepsis	None	Dr Sophie Taylor	Dr. Adam Boggon	
18th March	Adrenal Insufficiency	Josephine Hogh & Noga Oren	Dr. Adam Boggon	Dr. Chloe Merriion	
25th March	HIV	Christina Plowman	Dr. Adam Boggon		
1st April	Anti-NMDA Receptor Encephalitis	Ashley Poole	Dr. Adam Boggon		
8th April	Easter Break	Easter Break			

Evening Report 5.30-6.30pm Today

Today's Evening Report is a rare but important cause of itch and should be of particular interests to students in gastroenterology, hepatology and acute medicine.

Evening Report is a weekly case-based teaching session pitched at UCL Clinical MBBS students.

Results and Evaluation

- Evening Report has been delivered 18 times
- Median attendance 11; mean 12; range 5-25

- 100% (n=9) student survey respondents rated the session as 'very good' or 'excellent'
- Students valued diagnostic reasoning exercises, interactivity, opportunity to discuss cases in 'Grand Round' format
- Opportunity for students to adopt role of teacher/facilitator within a supportive environment

What We've Learned

- Tailoring sessions to the expressed needs of learners is likely to increase engagement and participation
- Use an iterative approach to improve format and content in response to formal and informal feedback
- Working with students to co-produce sessions helped to ensure content pitched at an optimal level
- Use real-life problems as a 'way in' to clinical/basic science discussions
- Include exam-style questions to check knowledge and maintain attention
- Students and faculty can benefit from co-delivery of teaching and learning activities given adequate supervision

Main Message

Collaboration between faculty and students in preparing and delivering teaching activities can yield novel opportunities for learning

Student-faculty co-production of teaching and learning activities may be applicable across disciplines, particularly where a problem-based approach can be followed

Evening Report



Thank you for listening!



Adam Boggon



Matthew McCann

