



Sub-Internship Curriculum Development – Emergency Medicine



Raquel F. Harrison, MD

Department of Emergency Medicine, Yale School of Medicine, New Haven, CT

OBJECTIVE

Develop a curriculum for the Sub-Interns rotating through the Emergency Department that best reflects the perceived needs of the students and faculty.

BACKGROUND

Sub-Internships in Emergency Medicine are critical to 4th year medical students seeking residency positions in Emergency Medicine. Additionally, sub-internships are equally as critical for the residency hosting the sub-intern. Whether a student at the home institution or rotating from an outside medical school, sub-internships provide a student with the ability to increase their training within their specialty and learn more about the institution where he/she is a sub-intern. A sub-internship allows the hosting institution time to get to know a potential resident and also showcase the strengths of the program.

Currently, the Sub-Internship in Emergency Medicine is primarily a clinical experience. Students rotate through the Emergency Department completing clinical shifts and attending resident didactics which are held every Wednesday morning from 9am-2pm.

METHODS

A needs assessment was completed in December, 2014 to further understand goals of Sub-Internship curriculum. A survey using Qualtrics was performed to identify the needs of important stake holders: Residents (those who were most recently sub-interns) and Faculty (those who will be working closely with sub-interns).

- 18 Residents responded
- 16 Faculty responded

The survey was comprised of both quantitative questions formulated on Likert scales and qualitative questions allowing free responses.

RESULTS

Quantitative Data: Please see graphs.

Qualitative Data:

Resident Results:

What skills did you learn during your sub-internships that were helpful for residency?

- Procedures (anything from IVs and simple lacerations to complex nerve blocks and central lines)
- Presentation skills – including calling consults
- Structuring an Emergency Medicine focused History and Physical exam within a presentation
- Learning the Emergency Medicine approach

What skills do you wish you would have learned prior to becoming a resident?

- Procedures
- Communication skills
- Ultrasound

Faculty Results:

What are your first thoughts when you see a sub-intern on shift with you?

- Excited to see what the student is capable of
- Concerned that time constraints will limit teaching opportunities

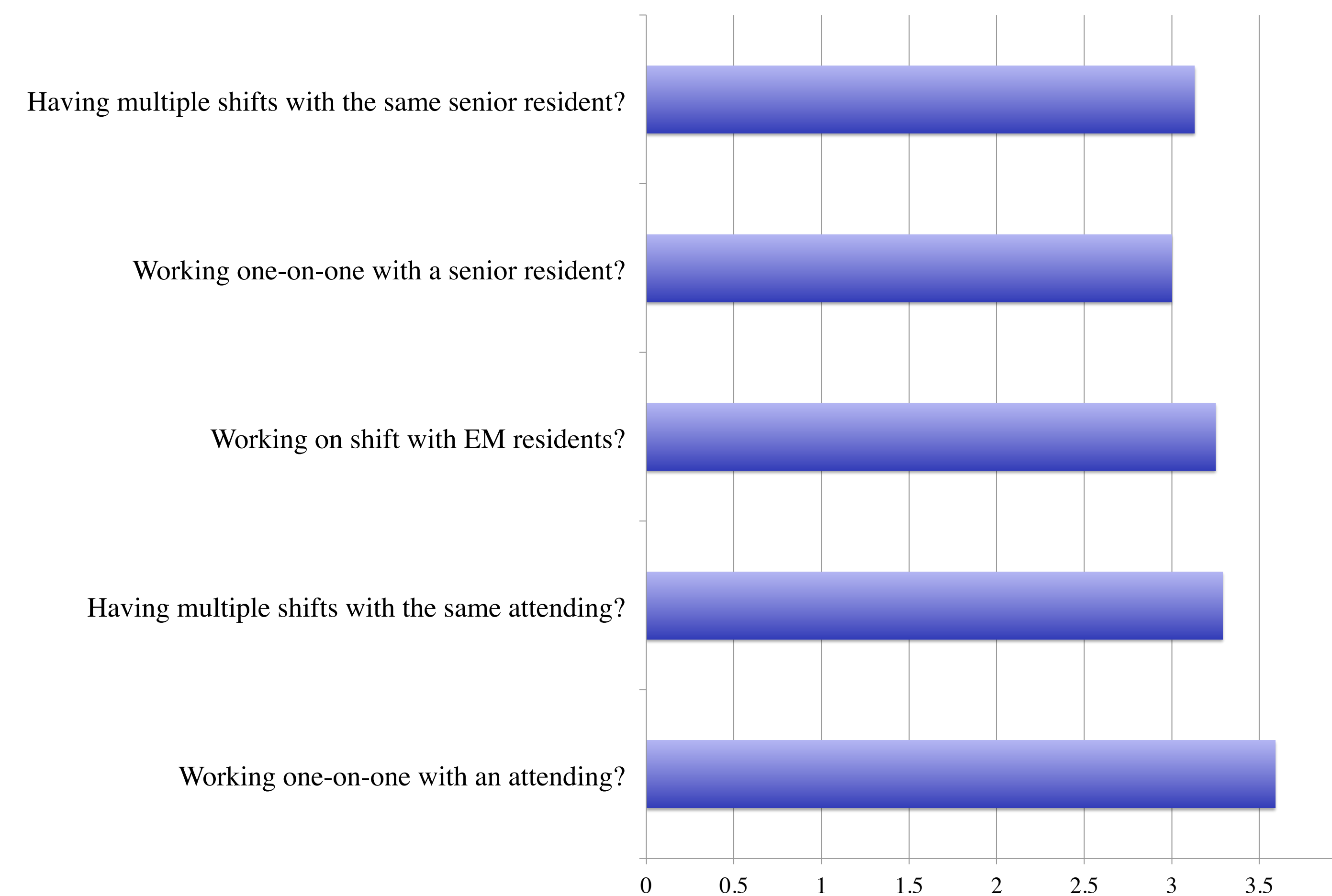
What role do you give sub-interns?

- Attempt to understand their capabilities quickly and assign accordingly
- Give 1-2 rooms in less acute areas or stick with the senior resident in areas of highest acuity

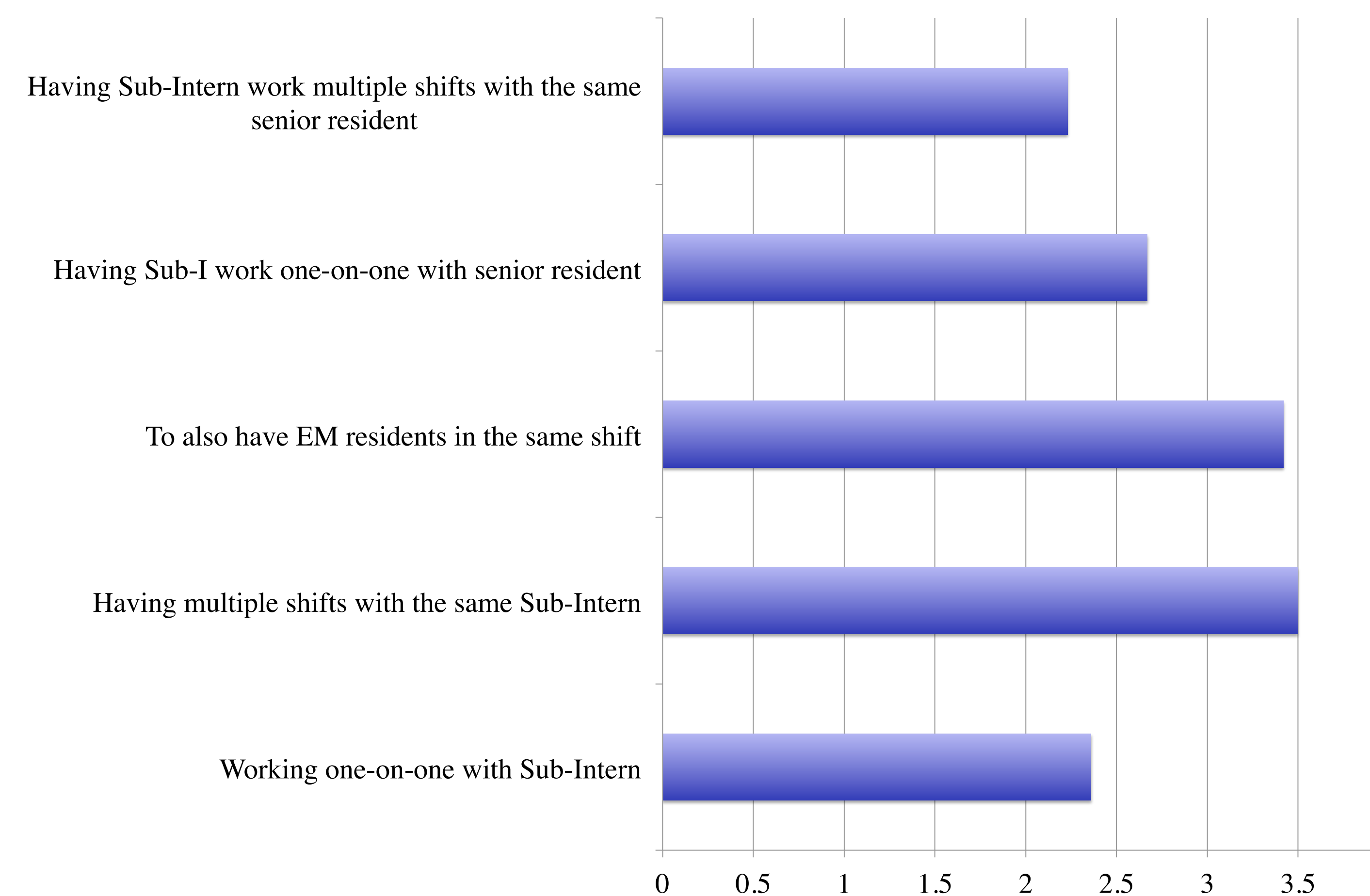
What skills do you expect of interns on day 1 of intern year?

- Taking a reliable focused History and Physical exam
- Begin to develop a differential diagnosis
- Recognition of a “sick” patient

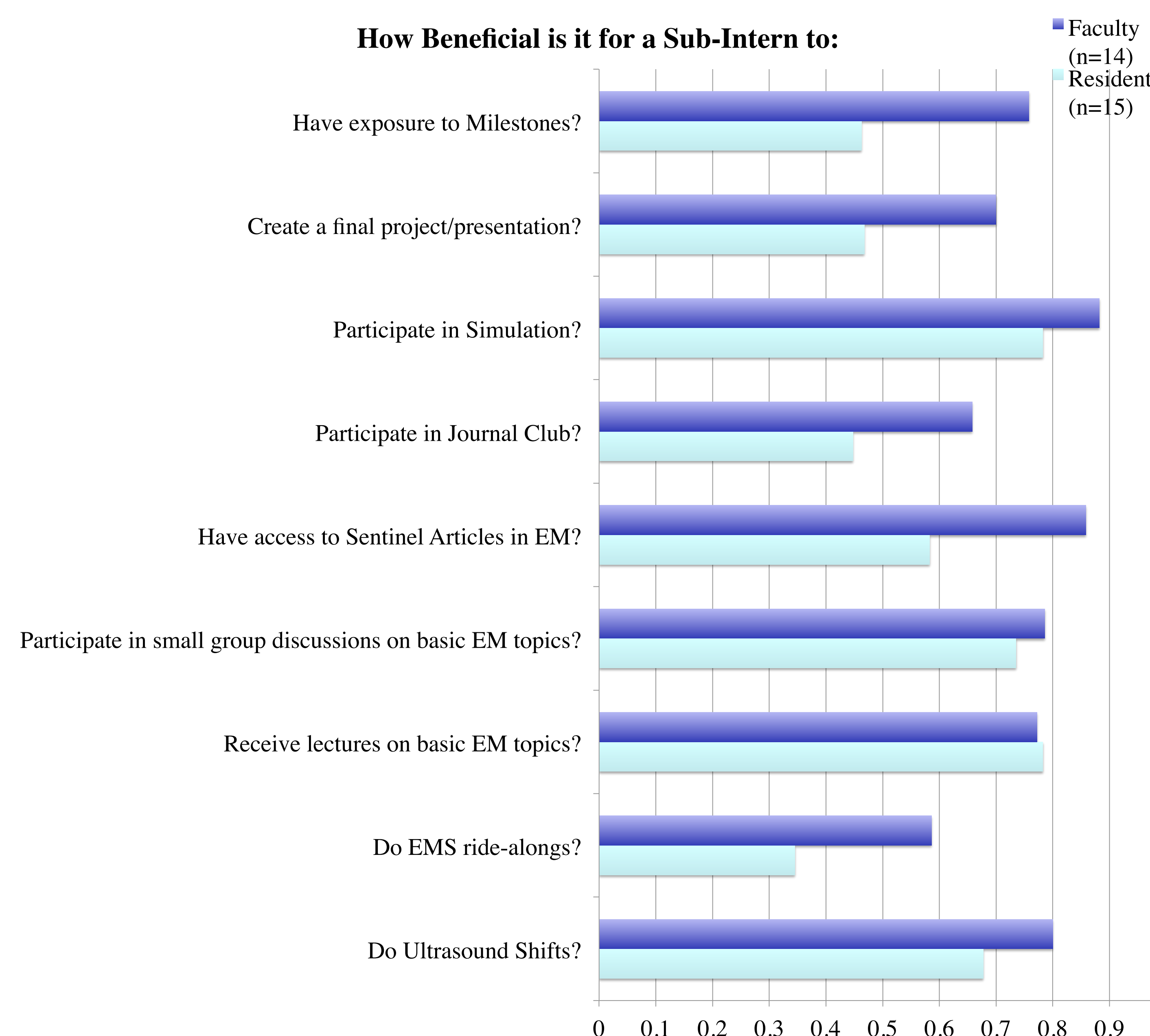
Resident Results: For Sub-Interns, how beneficial was or do you think is:



Faculty Results: When I work with Sub-Interns, I prefer:



How Beneficial is it for a Sub-Intern to:



CONCLUSIONS / LIMITATIONS

The results of the needs assessment have helped frame the goals of the sub-internship curriculum that is currently under development.

- Scheduling goals:
 - Important for sub-interns to receive continuity with attending physicians and work multiple shifts with the same attending physician.
 - Important for sub-interns to interact with Emergency Medicine residents, but not necessary to have continuity with the same senior resident.
- Curriculum will benefit from the inclusion of the following:
 - Ultrasound teaching during clinical interactions
 - Simulation
 - Exposure to basic topics in Emergency Medicine (format can be more flexible: lectures vs small group discussions)
- Less beneficial elements for inclusion in curriculum include:
 - Ride-along with EMS
 - Journal Club
 - Final Project

Limitations: Only approximately one quarter of eligible respondents participated in the survey. Ultrasound and Simulation are two growing strengths within the department potentially biasing the results.

FUTURE PLANS

Currently under development is the structure of the sub-intern curriculum for the Department of Emergency Medicine.

The sub-internship will span over four weeks with approximately 14 eight-hour shifts where students will get to work one-on-one with a member of the education faculty within the department. Shifts will be focused in areas of high acuity so as to maximize sub-intern exposure to Emergency Medicine residents.

Didactics will occur on Tuesdays and Wednesday. On Tuesdays, Sub-interns will attend either Ultrasound discussions or participate in Simulation. Simulation will cover several basic topics in Emergency Medicine and include debriefing sessions and small group discussions conducted by either a member of the educational faculty or by a senior resident. On Wednesdays, sub-interns will attend regularly scheduled resident didactics.

A PGY-4 will now have a dedicated role as Resident Director of Medical Student Education. He/She will act as a resource for both the educational faculty and the sub-interns. Additionally, he/she will have an increased number of opportunities to teach medical students during both formal and informal education.

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