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Typical (Pre-COVID) Format

- Clinical wards block:
 - ~3-4 students a time on wards: MD/DO students and PA students
 - Usually 7 residents (mostly pediatrics but also family medicine and emergency medicine)
- MS3 Pediatrics rotation:
 - 6 weeks: 2 inpatient, 2 outpatient, 1 nursery, 1 elective
 - Medical student didactics
 - Several in-person lectures led by various faculty members
 - In-person case-based sessions: flipped classroom model

Challenges during COVID

- Clinical experiences:
 - Lower volume of patients at the beginning of the pandemic
 - Students not able to see PUIs or rotate in the newborn nursery, further limiting the volume and types of patients they can see
 - Need to prioritize infection control and limit number of people in patient rooms on FCR

Approaches to clinical experiences

- Lower volume of patients at the beginning of the pandemic and shorter clinical rotations → **relied on more formal didactics and RATs, reviewing clinical questions as a group**
- Students not able to see PUIs or rotate in the newborn nursery, further limiting the volume and types of patients they can see → **working with administration to allow for more flexibility and identifying appropriate online resources**
- Need to prioritize infection control and limit number of people in patient rooms on FCR → **iPads for virtual rounds**

Challenges during COVID

- Formal didactics:
 - Converting didactic sessions to virtual format
 - Encouraging participation and discussion over Zoom/Webex
 - Switched from 6 weeks “in person” to 4 weeks plus 2 weeks online for VTCSOM



Fig. 5. Camera: off. The ability to zone out for the duration of class: on.

Approaches to formal didactics

- Converting didactic sessions to virtual format
 - Virtual Morning Report and Cases of the Week
- Encouraging participation and discussion over Zoom/Webex
 - Required students to have video on
 - Took breaks and pause for questions
 - Prioritized case-based lectures in flipped classroom model, assigning cases to students
 - Heads Up and charades for developmental milestones
- Switched from 6 weeks “in person” to 4 weeks plus 2 weeks online for VTCSOM
 - Aquifer/CLIPP cases
 - Making up for lack of newborn nursery experience with online resources and experiences
 - Exploring use of journal articles to stimulate reflection and discussion of health systems sciences

Lessons Learned

- Hold students accountable: require all students to turn video on for virtual sessions
- Learn to be comfortable with silences and pause after questions and take breaks for longer lectures
- Try creative ways to encourage learner engagement: polling, games, existing online resources
- Seek feedback and be flexible to different approaches



Questions?

THE FIRST PARTY



a.c.s