

Impromptu Undergraduate Medical Education Project

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Setting

The Faculty of Medicine of Espírito Santo Federal University Hospital, a busy full-service teaching facility. We are classmates/alumni; Dr. Zaganelli's small group teaching commitment permitted us to conceptualize, design, and implement the impromptu project using current pedagogic methodology.

Background

- IOM, ACGME, and AAMC support for behavioral/clinical science integration in medical education inspired
- A synergistic teaching/learning/student integration of behavioral/developmental science knowledge, skills, and attitudes into clinical situations in a pediatrics clerkship

Project Characteristics

- Driven by the active learning principle
- Learner-centered
- Small group-oriented
- Service-based

Participants

- Twenty students (Two groups, $N = 10 + 10 = 20$; teams of 2- 4)
- Pre-requisites completed

Project

Components

- Two 8:00am-12:00pm modules:
Service learning; 2-h post sessions;
Feedback.
- Service learning homework.
- Electronically share, discuss, give feedback on each other's assignments; forward to us.
- Grading.

Service Learning Exercise

- Interview/examine mother-child pairs.
- Identify/prioritize factors found.
- Take relevant action: Demonstrate convergence of expected critical thinking, clinical decision-making, & clinical skills.
- Use supervisory support as needed.

Table 3: Characteristics of Feedback. [King J.(1999)]

- Descriptive of behavior, not of personality
- Specific, not general or wholesale
- Sensitive to needs of giver and receiver
- Directed at changeable behavior
- Timely

One Clinical-personal Drama

A team gave Mary, 29, exit instructions: She had delivered a full-term baby boy after adequate prenatal care. Mary breast fed the baby, whom the team had found to be healthy, as she had her daughter, now 7. Suddenly she burst into convulsive sobs, tears drenching the baby's blue blanket. She said her family told her that her husband of over 10 years, and sick for 5 months, was too ill to work. The family was too poor to feed or treat him. Bereft, Mary foresaw her grim task: commit him to a hospital as indigent and face alone the consequences.

Results

- I. Students demonstrated
 - Constructive teamwork
 - Effective organization/time management
 - Integration
- II. Teaching/learning synergism achieved.

Discussion

The project generated

- Institutional enthusiasm
- Student requests for its expansion
- Open avenues for collaboration