

Piloting clinical reasoning teaching resources for undergraduate palliative medicine teaching

Dr B Nimmo¹, Dr K Cumming², Dr J Prentice³

1. Clinical development fellow palliative medicine 2. ST4 palliative medicine 3. Consultant palliative medicine

Ayrshire Hospice
Making today matter

Introduction

Clinical reasoning is key for safe medical practice and should be integrated into the undergraduate curriculum (1,2). This project aimed to develop new teaching materials for 4th year medical students at the Ayrshire hospice. We incorporated clinical reasoning skills into case studies using a serial-cues approach (3). The intended learning outcomes were aligned with the University of Glasgow Medical School palliative medicine curriculum (figure 1).

1).

Glasgow University Palliative Medicine ILOs Figure 1

- Symptoms requiring palliative care (pain and physical symptoms other than pain)
- Managing the dying patient
- Psychosocial concerns including spiritual care and care of family

Methods

A workbook containing three palliative medicine case studies was developed with a mixed media approach and incorporating formative assessment. Questions consisted of single best answer, short answer and completing tasks such as filling in a Kardex. Students were provided with access to resources via QR codes. The cases were based around opioid toxicity, malignant spinal cord compression, and end of life care. After the students had completed the cases a member of the medical team provided corrective real time feedback (2). The students were asked to complete a short survey before and after completing the workbook. They were asked to state three learning outcomes and to rate their confidence regarding palliative medicine topics.

Results

9 medical students attended the hospice over a 2-month period. 7 Completed the pre assessment survey and 6 completed the post assessment survey. All students felt their palliative medicine knowledge had improved (figure 4). The workbook received an average rating of 4.17/5 (figure 2). All students were able to list 3 things they had learnt which were aligned with the workbooks intended learning outcomes (figure 3). Students also provided feedback regarding clarity of questions.

How would you rate the workbook



4.17 Average Rating

I found the workbook appropriate for my knowledge level

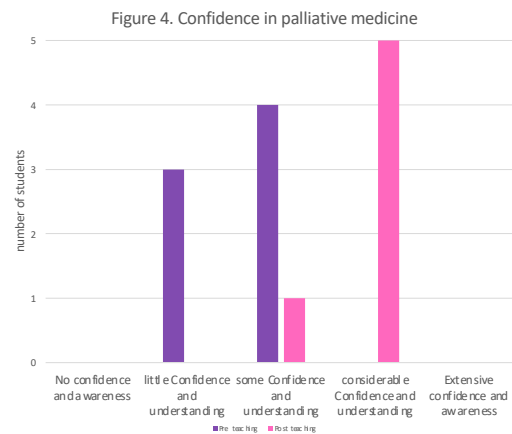
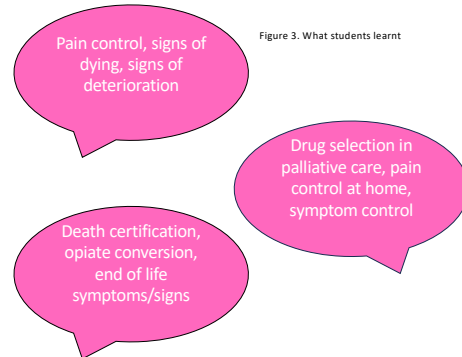


4.50 Average Rating

If I did not know the answer, I was provided with the resources to find it



4.17 Average Rating



Discussion

Initial feedback from this small study suggests that our new teaching material has been successful in its ILOs. Feedback from the medical team was also good allowing education whilst managing a busy inpatient unit. Members of the team who had not written the booklet were able to guide medical students through the questions easily. A limitation of this project is that only one form of feedback was collected (4). Additionally collecting formal feedback from tutors would help support the booklets use.

Conclusion

In this initial pilot, students engaged well with the new teaching material and provided positive feedback. Following this, teaching materials will be further developed and shared with palliative care teams regionally.