MHD 2018-19
Small Group Sessions
Student Orientation

• MHD I Sessions - 17
• MHD II Session - 14
• "Other" small group sessions
  – Bacteriology x 2
  – Coagulation x 2
  – Neurology x 4

Goals of Small Group Sessions

• Enhance, integrate clinical relevance of concepts (pathology, pathophysiology, microbiology, therapeutics) introduced in lecture
• Provide opportunities for students to learn to and demonstrate ability to communicate effectively with fellow students and faculty about common/prototypic disease entities
• Prepare students for successful participation in clinical clerkships via their "patients on paper"
• Foster intellectual curiosity
Meeting Times

- Scheduled time in LUMEN or 7:00am (or 5:00pm)
  - Time for each session is determined by the Faculty Facilitator for the session
- 0-2 (occasionally 3) sessions/week (based on lecture material sequence)
- 1st session is Friday, August 31, 2018
  - Rina Goslawski will let you know the time of session
- Schedules will be posted on MHD homepage under Schedules and Assignments → Small Group Facilitator schedules

Attendance at EACH Small Group Session is a Course Requirement

- Each student is responsible for attending the small group to which they have been assigned and for signing the designated attendance sheet for each session before the session ends.
- Each small group will be assigned a student who will be responsible for turning the attendance sheet in to the course coordinator after each session

Unexpected/Emergency Absences from Required Activities

- “Examinations or other required academic activities (in MHD small group and laboratory sessions) missed due to illness or other legitimate, serious, extenuating reasons may be made up only if the Course Director and Associate Dean for Student Affairs or designate have received notice of the absence, in advance if non-emergent or as soon as possible if emergent, and granted permission for an excused absence. Absence due to illness requires written documentation from the Student Health Service and/or the physician caring for the student submitted to the Office of Student Affairs”.
Non-Emergent Absences from Required Activities

Petitions for approved absences for serious but non-emergent reasons from activities in which attendance is mandatory (i.e., examinations, and in MHD small group and lab sessions) must be submitted in writing to the Course Director, Course Coordinator, and Associate Dean or Assistant Dean for Student Affairs at least thirty days prior to the start of the course in which the absence will occur. A student must have a serious reason for an excused absence or request for a change in an exam date. The petition should detail the nature of the conflict and available supporting documentation should be attached (e.g., copy of a jury summons or invitation to present a poster). A petition for permission to be absent is a request, requires review, and is not automatically approved simply by submission. In granting permission, the logistics and feasibility of rescheduling the missed academic activity are weighed and the student is notified of the decision. Non-emergency absences not requested at thirty days in advance of the start of the course may not be able to be accommodated and may be denied.

For any MHD small group or laboratory session that is not attended, in addition to following the SSOM policy outlined above, students must submit their answers to the small group case questions to the course coordinator by 9:00am on the day of the scheduled session.

Attendance sheets for small group sessions will be reviewed. Repeated absences will result in a “Concern” being noted within the “Professionalism” Competency Assessment.

A pattern of excessive absences will result in a “Does Not Meet Expectations” for the “Professionalism” Competency.

Signing in for a session and leaving before its completion or having a student sign an attendance sheet for another student are considered forms of academic dishonesty and will result in a “Does Not Meet Expectations” for the “Professionalism” Competency.
Student Preparation/Participation

- Small group facilitators will note satisfactory preparation for and participation during the small group discussions.

Facilitator Feedback

- Facilitators will meet with each student individually to provide feedback.
  - Time allotted in SG schedule after SG session 11-1, 11-26.
Small Group Cases

• 1 – 4 cases/session

• Students are expected to have reviewed the cases and questions before the session and come prepared for discussion.

Small Group Cases

• Patient cases (majority based on real patients!)
  – provide patient history, physical examination
  – when pertinent laboratory, radiology, and pathology data (usually in a format that appears in the medical record)

Small Group Cases

• Provide opportunities to
  – correlate pertinent positives and negatives from history and physical with disease process
  – review anatomy, physiology related to the disease process
  – begin the skill of interpreting clinical laboratory, radiologic and pathology data
Small Group Case Images

- On LUMEN
  - x-rays, physical exam findings, Gram stains, gross/microscopic morphology
  - There will be images on USMLE exam

Unknowns

- For many sessions there will be “unknowns”
  - questions; tables; USMLE-type questions
  - students will NOT have until the session meets
- You will problem solve with your student colleagues and learn to “think on your feet”
  (like you will do next year during clinical clerkships)
Faculty Facilitators

- The small group sessions are facilitated by faculty
- Small group sessions are not lectures by facilitators
- Students are the main discussants

Questions Beyond Lecture Material

- “Helpful resources for cases”
  - Included for many sessions
  - Books, articles
- Cultivate life-long learning

Resources
Self-Directed Learning Assignment
“Asking a Clinical Question”

• Each student will be participate in the “Asking a Clinical Question” assignment during the MHD small group sessions.
• Goals:
  – Develop a pertinent clinical question based on discussion during the small group case discussions
  – Identify and demonstrate the use of information technology to access accurate and reliable on-line medical information
  – Demonstrate basic awareness and early skills in appraisal of both the sources and content of medical information
• This exercise will simulate what students will be doing on a regular basis during your clinical clerkships and for the rest of your careers as physicians

“Asking a Clinical Question”
A.

• Each student will be assigned a session during which they will develop a specific answerable question which arises during the small group case discussion.
  – This is a question regarding one of your small group case “patients”.
• Develop a focused clinical question about the types of decisions you will need to make as a clinician
  – Question be directed to
    • diagnostic testing, drug therapy, specific intervention, risk factor, prognosis related to the patient’s disease process
• Your small group colleagues and facilitator should be helping you develop the question
NEXT SG session

• At the beginning
• Students share information, information-seeking strategy
• Be prepared to answer questions regarding search strategy and why selected the references

• This discussion should take no more than 5-10 minutes during the small group session

B.

• Identify pertinent information resources to answer your question.
  – To do this decide what kind of literature you need to answer your question?
    ▪ For example, is your question broad (topic overview for foundational learning) or focused (seeking more discrete information on a topic)?
  
  Textbook to gain foundational knowledge?
  Synthesized information resources?
  Pediatrics Care Online, UpToDate
  Review articles?
  Primary research?
C.  
• Determine how you will best find the appropriate resources?  
  – Book collections through the Health Sciences Library  
    • Access Medicine, Clinical Key, LWW Health Library, LWW Clerkship Library or other collection  
  – Primary literature, research articles, reviews  
    • Pub Med, PubMed Clinical Queries, MedGen  
• NOTE using "Google" searches is not acceptable for this assignment

D.  
• What "key words" will you use for your search?

E.  
• Identify the type(s) of resource(s) you used to answer the question  
  – Textbook Chapter? Textbook Section?  
  – If an article – what type of article is it?  
    • If a primary research article, what kind of study design?
F.

• Evaluate the information resource(s) used to answer the questions

  – Recall the CRAAP criteria for evaluating information resources
    – Developed by Sarah Blakeslee MLS, Meriam Library, University of California Chico

G.

• Share the information and your information-seeking strategy with your small group at the beginning of the next small group session
  – include
    • why you chose the resource(s)
    • strategy you used to access the information
    • if the information you found answered the clinical question
  
• Be prepared to answer questions regarding your search strategy

• Currency: The timeliness of the information
  – Is there a creation date? How often is it updated? Is there a revision date?

• Relevance: The importance of the information for your needs
  – Is the information provided at the appropriate level and depth?
  – Is the information written for students, professionals or the general public? (Note: information geared to the general public should NOT be used for this simulation)

• Authority: The source of the information
  – Is the author name and/or source with a revision/edit available?
  – Is contact information to verify the author/editor prominently available?

• Accuracy: The reliability, truthfulness and correctness of the content
  – Is the information supported by evidence? Is the information error-free?

• Purpose: The reason the information exists
  – Is it to inform, teach, sell, entertain? Is the information fact or opinion? Is the content bias-free?
  – Do the authors/sponsors make their intentions or purpose clear
Summary

Students will provide a written response to the following:

- What is the question?
- Is this a background question or a focused clinical question?
- What strategy did you use to find the appropriate resources to answer the question? Be specific.
  - Textbook Collection: (Access Medicine, Clinical Key, LWW Health Library or LWW Clerkship Library or other collection)
  - PubMed, Clinical Queries, Med Gen
  - “Google” searches are not acceptable
- Why did you use this search strategy?
- What search terms did you use?
- Cite 1-3 resources you identified to answer your question.
  - Provide a copy of the 1st page of each
- What kind of resources are they? Be specific
- Why did you select this/these type(s) of resources?
- Evaluate the quality of these resources in answering the question
  Resources directed to the general public are not acceptable
- Concise “answer” to your question

- Turn in a hard copy of your written summary to Rina Goslawski in the Educational Affairs Office after the small group session.
- The summary will be reviewed by a faculty member

Faculty Assessment – Practice Based Learning and Improvement Competency

- Meets Expectations
- Meets Expectations with Concerns
- Does not Meet Expectations
  - Failure to complete this assignment, present during the small group session, turn in the written summary, and/or provide a thoughtful approach to the search for answering the formulated question will result in a “Does Not Meet Expectations” on the MHD Small Group “Practice Based Learning and Improvement” Competency.
Ultimate Small Group Goal
Enjoy this learning experience with your student colleagues and facilitators!

What will I be tested on?
- Small group discussions provide opportunity to
  - Synthesize, integrate, apply material from lectures
- You will be informed if a question on the exam comes directly from the small group case discussions

Public Service Announcement
- On rare occasion, a facilitator may not be at the session as scheduled
  - After ~10-15 minutes PLEASE let Rina know
Additional Announcements

• “quiz” on 8/31, 9/7 and 9/13.
  – Self assessment
  • No “grade”

Questions?