

FOSCEs: Adding Another Library Tile to the Medical School Mosaic

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Background:

The launch of the revised medical school curriculum in Fall 2014 provided new opportunities for librarians to collaborate with clinical faculty. As a result of our past informatics instruction embedded in the first year curriculum, we were invited to expand this content as part of a new Formative Objective Structured Clinical Examination (FOSCE) initiative.



Developing the Cases:

- For MS1s: 5 cases over 10 months; for MS2s: 2 cases over 5 months
- Developed for use with small groups of students (12 or 16)
- Collaboration with multiple faculty members to develop cases/scenarios
- Cases were block and week-specific, created to match content in other courses within the block
- Lots of active learning including standardized patients and real-time research

Facilitating the Cases:

- ½ of group goes to 'Librarian Instructor-Led Exercise' while other ½ does 'Standardized Patient Encounters with CSRIs' (Clinical Skills and Reasoning Instructors) and they switch after 50 minutes
- Librarian instructor-led exercise taught in small groups by two librarians
- Required librarian prep sessions prior to each case to introduce the material/format to those librarians who would be facilitating the sessions



Lessons Learned:

- One librarian is enough to teach the session
- Remain flexible; many sessions finished development just before they were introduced to the librarian instructors. Cases are 'works in progress' and change based on experience and circumstances
- Faculty are open to proposed curricula and collaboration, especially when it solves one of their problems.
- Faculty now have an enlarged perspective of librarians as curriculum developers and fellow instructional faculty
- Success leads to greater involvement:
 - Led to development of librarian-created presentation curriculum introduced in academic year 2015-2016
 - Led to more successful negotiations for placement of informatics sessions in MS1 year
- This activity created a new leadership role for some of our librarians



13 FOSCE: Anemia / Presentation Curriculum

- Draw out a Punnett square from the genograms showing the likelihood that their child would have sickle cell disease / sickle cell trait
- Changed to an introduction to the presentation curriculum for Fall 2015.



13 FOSCE: Fever

- Interview a standardized patient who presents with fever.
- Determine her recent travel history and use several commonly-available travel health websites to help determine a proper diagnosis.



CPR FOSCE: Chest Pain

- Read presentation and lab results for a patient with classic characteristics of heart disease
- Use CVD calculators to determine likelihood of major CVD event and discover ways of lowering his risk



CPR FOSCE: Dyspnea

- Interview a standardized patient who presents with shortness of breath.
- Choose appropriate tests and look up information on various exposures the patient mentions (pet, chemical, etc.)



GI/Liver FOSCE: Abdominal Pain

- Interview standardized patient who presents as mother of a girl who has swallowed some pills.
- From photos, use drug resources to ID different pills that may have been ingested to determine likelihood of their being the cause



MSK: Joint Pain

- Review drug apps introduced during MS1.
- Several cases were introduced which required students to look up drug information in order to evaluate the usability, accuracy, & completeness of 3 drug apps (DynaMed, Epocrates Essentials, & Lexicomp).



Brain & Behavior: Presentation Curriculum Introduction

- Gave a crash course in proper presentation skills.
- This session was one time only as they were not introduced to the presentation curriculum during their MS1 year this will be replaced in the Fall 2016 semester for the rising MS2s.

Take Home Message:

- Be open to opportunities
- Seek to find solutions (for yourself and others!) and opportunities
- Be proactive; seize the moment
- Propose a solution to a problem that develops on the fly
- Envision yourself in new roles
- Opportunities often arise during periods of great change



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