

RATIONALE/NEED

- With the increased frequency of physician handovers, the importance of clear, succinct and prioritized communication is vital for both patient safety and overall quality of care.
- The Core Entrustable Professional Activities (EPAs) described by the Association of American Medical Colleges (AAMC) has listed this type of communication as a key area of physician competency for an intern starting residency.
- This educational session will be geared towards developing this skill with third year medical students in order to refine their ability to demonstrate competency in EPA 8: "Give or receive a patient handover to transition care responsibility."

METHODS/DESCRIPTION

- This is a modified team-based learning (TBL) exercise in which 3rd year medical students will be challenged to apply knowledge, obtained from advanced preparation reading assignments, in the form of role-played patient handovers.
- Students will be provided preparatory readings regarding septic arthritis and patient handovers (including a description of the I-PASS mnemonic).
- Each cohort of students will be broken up into two teams for each portion of this exercise (**Figure 1**).
- Members of each team will first answer multiple choice questions covering aspects of the pathophysiology, diagnosis, and clinical management of septic arthritis first as the Individual Readiness Assessment Test (iRAT) and then as the Group Readiness Assessment Test (gRAT).
- The instructor will then conduct a Clarification Review to discuss answers to the iRAT/gRAT.
- Two clinical vignettes (the admission and discharge of a pediatric patient with septic arthritis) serve as the basis for Group Applications Exercises (GAEs).
- In addition to completing the GAEs, each team will participate in a handover at the time of admission and discharge.
- Teams will take turns as the provider and receiver of a handover (**Figure 2**).
- The instructor will both facilitate discussion and provide active feedback during these handovers.
- At the end of this exercise, time for debriefing as well as peer and faculty evaluation will be provided.

EPA 8: "Give or receive a patient handover to transition care responsibility."

Figure 1: Suggested Timeline

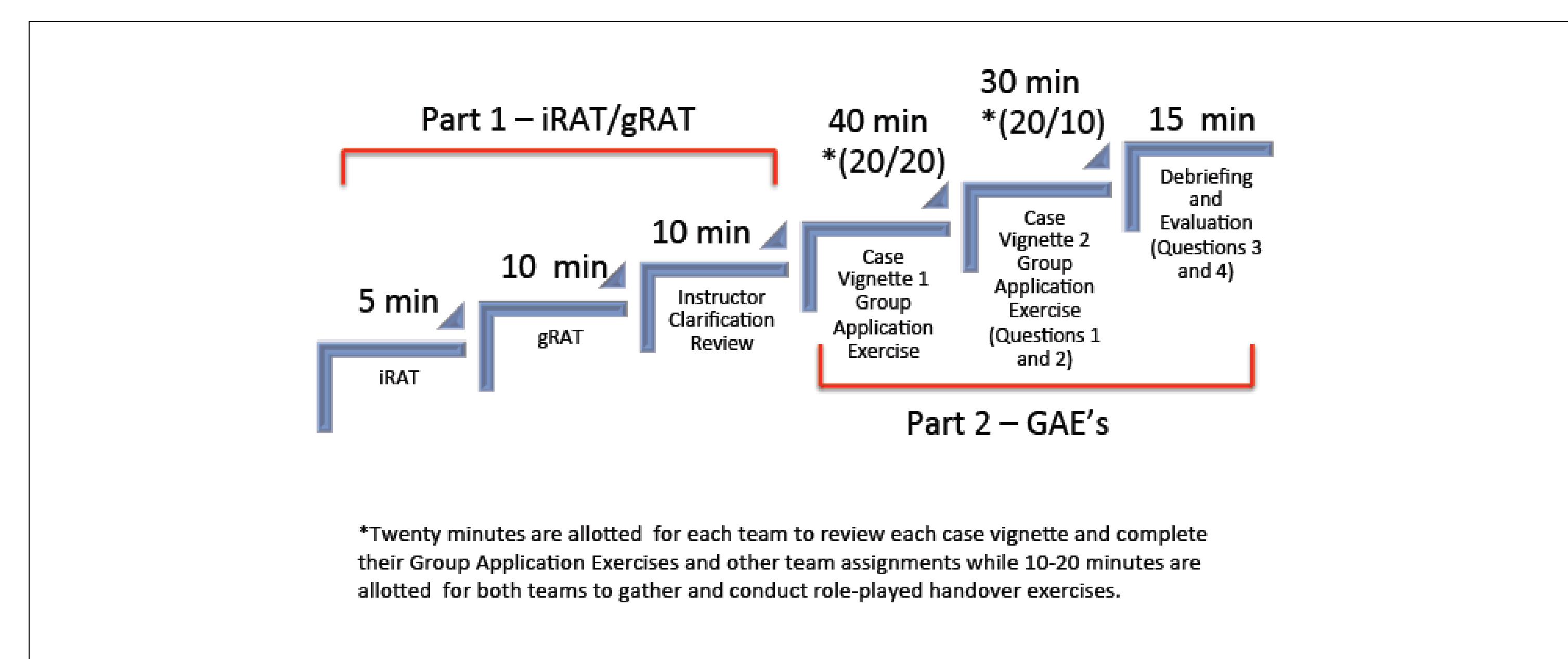
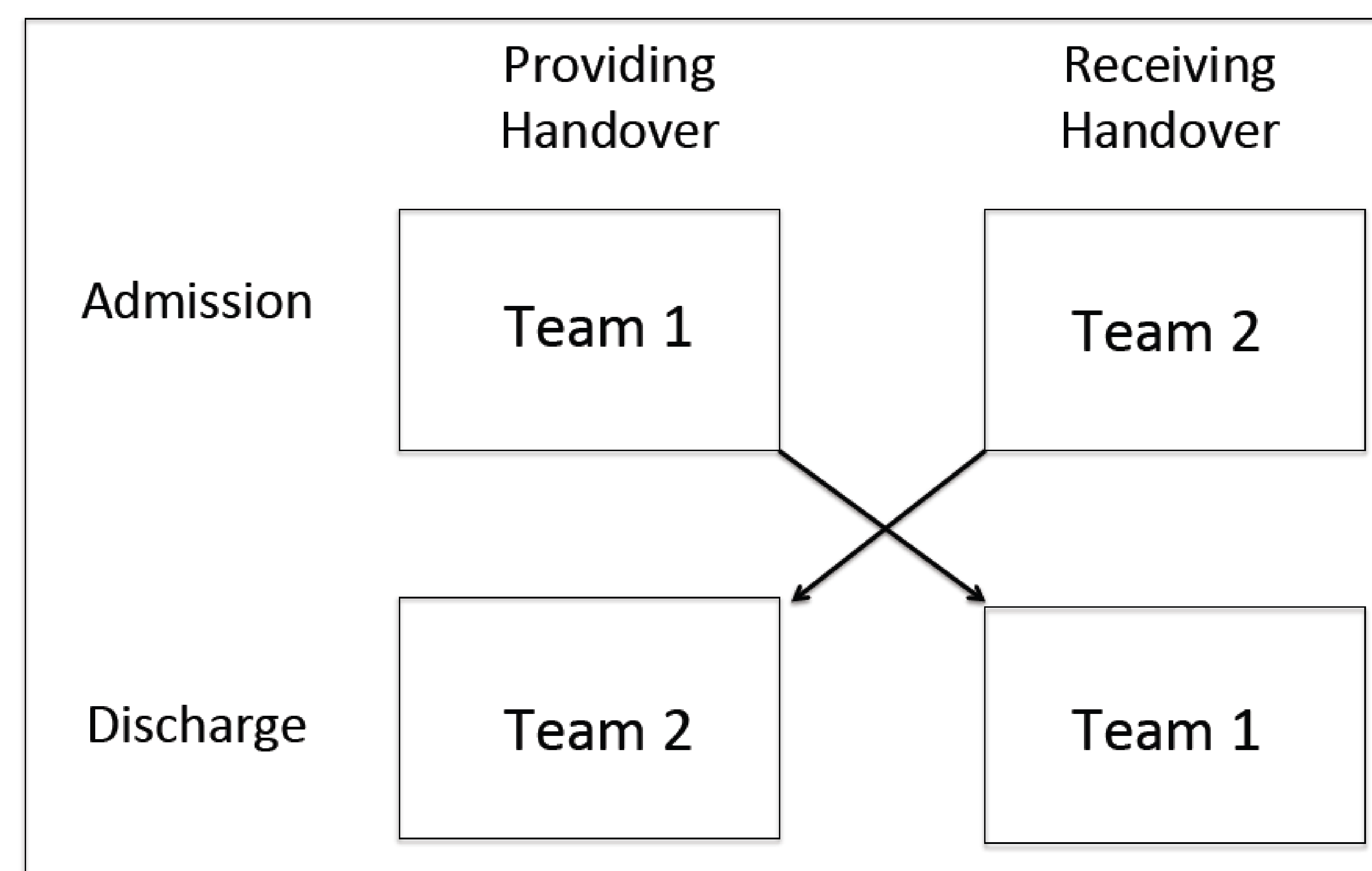


Figure 2: Team Handover Roles



EVALUATION PLAN

- The instructor will utilize a checklist (based on I-PASS), during the handover occurring with each clinical vignette, in order to help track the effectiveness of both the provision and reception of both handovers (admission and discharge) in the areas of:
 - Illness severity
 - Patient summary
 - Action list
 - Situation awareness and contingency planning
 - Synthesis by receiver
- Students will complete peer evaluations for each member of their team regarding:
 - Preparation
 - Contribution
 - Respect for others' ideas
 - Flexibility

POTENTIAL IMPACT

- After completion of this TBL session our students should have accomplished the following learning objectives:
 - Demonstrate the ability to generate an appropriate differential diagnosis and management plan for a child who is admitted to the hospital for failure to bear weight on a lower extremity.
 - Demonstrate the ability to participate actively and effectively in the verbal handover of a patient upon admission to the hospital and as they are discharged.
- This exercise will allow our medical students to further demonstrate their ability to perform EPA 8.

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