

RATIONALE/NEED

- The DSM IV-TR classified Attention-Deficit/Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD) as disruptive behavior disorders (DBDs).
- In DSM 5, ADHD is removed from DBDs and placed in the neurodevelopmental disorders category.
- It is often difficult for the practitioner to differentiate between these disorders as the key symptoms overlap.
- An effective treatment plan for a patient can only be formulated when the correct diagnosis is reached.
- This project creates a lesson plan for third year medical students rotating through the psychiatric medicine clerkship on how to systematically approach a case with symptoms of disruptive behavior and attention/focus problems in order to improve their ability to establish the correct diagnosis.

METHODS/DESCRIPTION

- During the M-3 psychiatry clerkship, a 50 minute didactic session is facilitated by a Child and Adolescent Psychiatry physician.
- A Problem-Based Learning (PBL) case provides a systematic approach to making a diagnosis in a pediatric patient who presents with attention and focus problems and disruptive behavior.
- The case-based learning exercise is progressively disclosed over the course of the 50 minute session.
- The team of students is responsible for gathering information to declare a diagnosis, utilize appropriate assessment tools and recognize when the need of other professionals is warranted.
- To prepare for the session, students will be reminded of the M-2 sessions that covered ADHD and DBDs and provided the chapters and page numbers in DSM-5 and their assigned course textbook (The American Psychiatric Publishing Textbook of Psychiatry Sixth Edition, by Robert Hales, M.D., M.B.A., Stuart C. Yudofsky, M.D. and Laura Weiss Roberts, M.D., M.A) that cover ADHD and DBDs.
- On the day of class, students will be provided a booklet of the entire case - divided into several sections that are progressively disclosed to the team. The end of each section is marked by a stopping point where several questions are posed. The questions prompt assessment and evaluation of the information already disclosed. The students are urged to consider the information, identify the facts, consider hunches and suggest what the next step of their assessment/procedure would be to verify or dismiss hunches and move on in treatment.
- The facilitator's guide mirrors the student booklet, but has additional information that includes further prompts for assessment and procedure and typical issues that arise in practice (anticipating and answering parent questions).

EVALUATION PLAN

Performance objectives are assessed with a 10 point pre-/post-test questionnaire: students to identify 10 pieces of information (one point each) covered based on the learning objectives.

PBL on Disruptive Behavior Disorders and ADHD

Identify 2 advantages of using a Clinical Attentions Problem (CAP) form in the assessment of ADHD and DBDs.

Identify 2 disadvantages of using a Clinical Attentions Problem (CAP) form in the assessment of ADHD and DBDs.

Identify 2 advantages of using a Vanderbilt form in the assessment of ADHD and DBDs.

Identify 2 disadvantages of using a Vanderbilt form in the assessment of ADHD and DBDs.

Name 2 non-physician professionals and at least one contribution that professional may have, who may be involved in the care of a pediatric patient with ADHD or DBDs.

(Professional) (Contribution)

(Professional) (Contribution)

At the end of the case, students complete an evaluation of the class: 7 questions that use a Likert scale for scoring as well as a question that allows for free text response to strengths and areas for improvement of the class.

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Division of Child and Adolescent Psychiatry

Evaluation of CAP PBL Sessions by Learners

Facilitator Name: _____

Topic: PBL on Disruptive Behavior Disorders and ADHD

Session Type

- Lecture
- Block of Lectures
- Conference/Small Group Discussions
- Laboratory/Clinical Teaching

Learner Type

- Medical Student
- Resident
- PhD Student
- Other Learner

Directions: For each statement that follows, darken the bubble that most accurately reflects your opinion of the learning session(s) indicated above. If a statement is not applicable to the teaching behavior described by the statement, please darken the bubble in the N column.

| In today's case, I felt: | Strongly Disagree | | | | | | | N | Strongly Agree | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | |
| 1. I was prepared for the sessions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 2. Important points were emphasized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 3. Facilitator appeared knowledgeable about content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 4. I was motivated to learn more. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 5. I was provided opportunities to ask questions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 6. Facilitator answered questions appropriately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 7. Facilitator was, overall, an effective teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

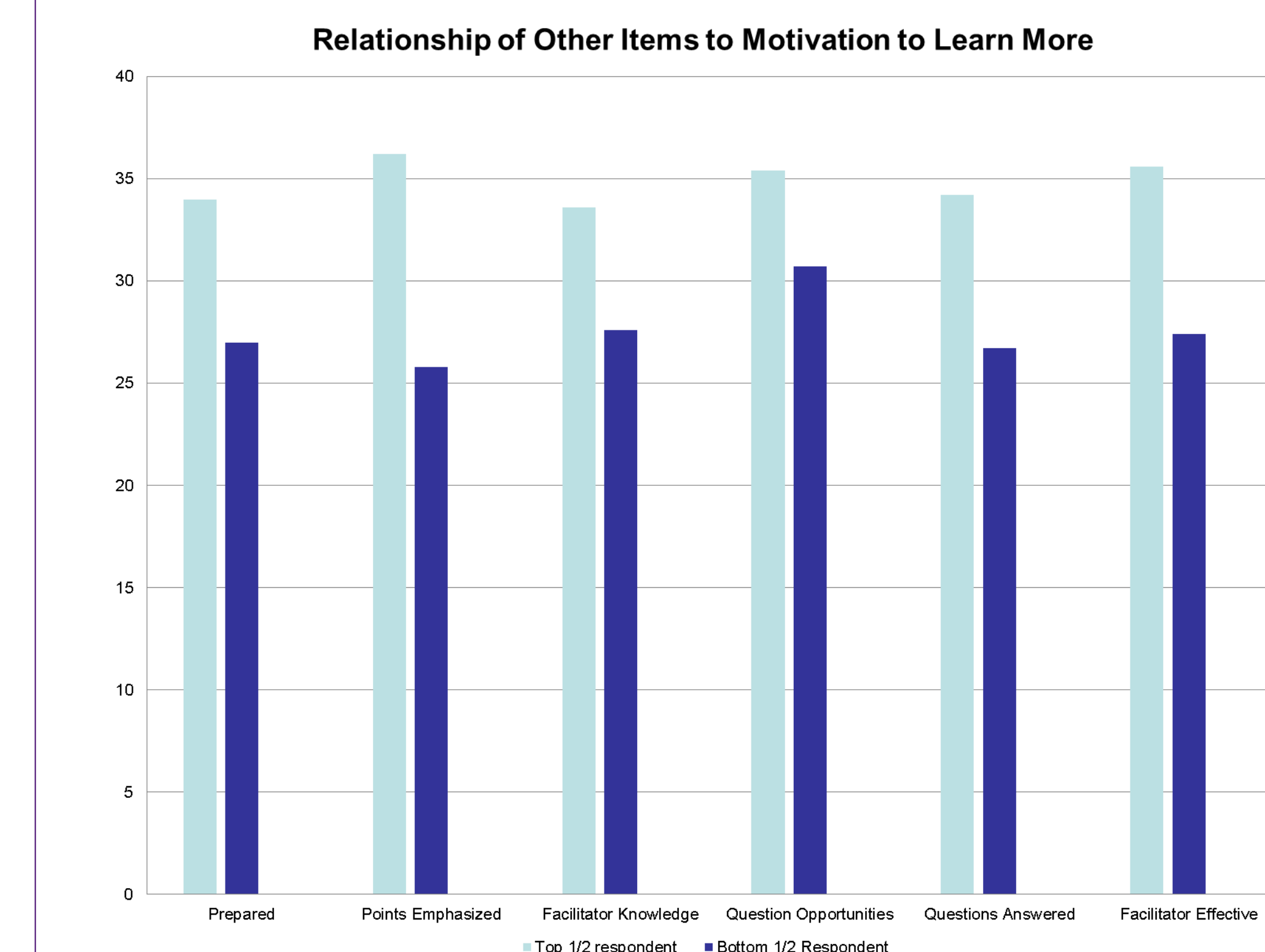
Please identify any strengths and areas for improvement:

RESULTS

12 Student Cohort with full participation
Evaluation of Learning



Motivation to Learn More



- We chose "motivation to learn more" (Ques. 4) as the outcome measure
- Used a median split on each independent variable (Ques. 1,2,3,5,6,7) to understand the impact on motivation to learn more
- Respondents who agreed most that "important points were emphasized" had the highest motivation to learn more
- Respondents who felt less strongly that important points were emphasized had the lowest motivation to learn more

IMPACT/LESSONS LEARNED

- M-3 students remain very focused on written objectives. There is a relationship between the perception that important points are emphasized and their motivation to learn more.
- A question for future study would be the correlation between post-test scores and motivation to learn more.

ACKNOWLEDGEMENTS

This poster was prepared with financial support from the American Medical Association (AMA) as part of the Accelerating Change in Medical Education Initiative. The content reflects the views of the authors and does not necessarily represent the views of the AMA or other participants in this initiative.