

INTRODUCTION

Prepare and evaluate medical students (M4) for their knowledge and skills in recognizing different types of cardiac rhythm devices, including pacemakers, defibrillators, cardiac resynchronization devices and implantable loop recorders.

PURPOSE

The purpose of the online module *Basic overview of cardiac rhythm devices* is to educate learners who care for patients implanted with these devices to acquire basic knowledge in the fundamental concepts of the indications, recognition of the different type of devices by CXR and work together in collaborative interprofessional teams and be able to communicate their findings to other advanced professional caregivers with expertise in heart rhythm disorders.

OBJECTIVES

Upon completion of the *Basic overview of cardiac rhythm devices* module, the learner will be able to:

- 1) Identify the different types of cardiac rhythm devices by history taking, CXR interpretation and review of the prior procedure note.
- 2) Acquire knowledge in the indications of each of these devices.
- 3) Identify the need for pacemaker or ICD interrogation and be able to call the correct care provider
- 4) Learn the principles of management of a patient with infected cardiac rhythm device
- 5) Manage a patient with recurrent ICD shocks

PREPARATION & DIADACTICS

Advanced Preparation Assignment:

- Current clinical guidelines,
- Textbook readings,
- Current journal articles
- Industry educational modules (Medtronic connect)
- Core competencies

Didactic presentation:
45-minute presentation by heart rhythm expert

READINESS ASSURANCE TEST

Readiness Assurance Test Questions will be administered individually (IRAT) and will be available on Blackboard. A group discussion will then be held with a faculty preceptor in attendance.

The questions will be about the following 3 scenarios:

Case 1: 4 CXRs are shown. Identification of the correct cardiac rhythm device

Case 2: Management of a patient receiving recurrent ICD shocks

Case 3: Management of a patient with infected pocket

The questions will require that students be familiar with the management plan for each of the scenarios, and the scope of practice for each provider. Students must also be familiar with team-based care and acquire communication skills to provide clinically important and appropriate information.

EVALUATION PLAN

Learners will complete a brief evaluation of the various components of the curriculum:

1. Online module
2. Didactic presentation
3. Group discussion
4. Teaching skills of the faculty preceptor

Facilitation Schema

Activity	Time Allotment
Advanced Preparation Assignment	6 hours
Individual Readiness Assessment Test	1 hour
Group discussion	2 hours
Evaluation	30 minutes

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