



Virtual Pediatrics for
Visiting 4th Year
Medical Students at
Vidant Medical
Center/ECU

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Selection for the course

- Application was a modified version of our regular VSAS application for visiting AI's
- Application was open to students interested in pediatrics or medicine-pediatrics residency
- The course was given a pass/fail designation and 1 credit at their respective medical schools

- 6 enrolled students from all over the country and some from other parts of the world

The course

- 2-week virtual course with interactive and self-directed components
- The course consisted of the following assignments:
 - Students were given pre-reading materials prior to the lectures and were expected to attend at least 80% of the virtual lectures

Lectures

- There were 19 virtual pediatric lectures given through our Webex platform by the Vidant/ECU faculty members
- Most lectures had pre-reading materials from the AAP and other similar sources that were provided to the students to read before hand
- General pediatric topics covered included management of patients with ADHD, how to perform a newborn physical, management of a febrile infant, injury prevention, etc
- In addition, we were able to use our ECU Brody simulation lab to run through simulation cases with students
 - Cases included how to manage a seizing patient, how to get consent for a procedure, how to handle a difficult parent, etc

The course

- 2-week virtual course with interactive and self-directed components
- The course consisted of the following assignments:
 - Students were given pre-reading materials prior to the lectures and were expected to attend at least 80% of the virtual lectures
 - Students were given discussion board topics each week where they were expected to post on a pediatric topic and respond to their classmates' responses
 - Students were given a post-week quiz on the material they learned over the week with a pass/fail grade
 - Students were expected to finish a longitudinal project over the course where they were asked to advocate for pediatric patients in their community during the pandemic.



Mentorship

- In addition to the course work, students were assigned faculty mentors at Vidant Medical Center/East Carolina University who could help them navigate through their final year of medical school and talk to them about “what to expect in residency”

Feedback

- Students and faculty members who gave lectures were given the opportunity to provide feedback bidirectionally
- All feedback was collected by me and anonymously distributed to the students and faculty members
- All 6 students completed the post course evaluation
- Of the 19 lectures, all of the lectures were ranked as excellent or good by the students

Positive Student Feedback

- “The rotation was so enriching I would say everything was helpful. So many great lessons from the lectures. A big take out from febrile infantile; the importance of good communication and negotiation skills during encounters with worried parents.”
- “As we participated in lectures, simulations and interacted with faculty, we got the opportunity to learn various principles of inpatient and outpatient management, as well as preventative medicine. We could reflect on how we will integrate these learnings with the hospital practice during residency while providing guidelines-based patient care.”
- “Lectures for inpatient admissions and emergencies, pediatric math, as well as the simulation sessions. These were unique and practical intros which will be extraordinarily helpful when we jump in as interns. I also very much appreciated the faculty mentor - in addition to learning a lot of clinical information, I felt like I got a lot of support for preparing to enter intern year!”
- “I sincerely appreciated getting to know everyone as well as all the very useful lectures. Thank you for this opportunity!”



Student Suggestions for Improvement

- “Maybe it could last a little longer. I was such an excellent opportunity to learn from a group of well-rounded and experienced pediatricians. I'll miss it.”
- “Although it can be intimidating to be called on, I think virtual settings require more of this so that everyone gets a chance to answer questions and show what they know, even if they aren't the first one to hit "unmute".”
- “I appreciated when lectures were interactive, so maybe have more interaction with lectures and allocate more time for lectures that will require more participation. The last SIM session was a little difficult because it was virtual; however, I think that you did the best you could with the circumstances, and it was helpful!”

Feedback from Faculty

- Faculty members, particularly those who served as mentors for the students, were able to give thorough feedback for each individual student.
- Feedback included the student's ability to be a team player in a virtual setting, their pediatric medical knowledge, and their engagement in the course.
- The students also received individualized feedback on their translational projects they turned in at the end of the course.

Recruitment

- The course provided the programs the ability to “meet” these students who were all applicants of the ECU pediatrics and medicine-pediatrics residency programs
- 4/6 students in the virtual course matched at Vidant/ECU for this upcoming year



Future Direction

- This course served as valuable to the students who were able to participate as well as to the program to be able to evaluate the students as potential candidates for the residency program
- Continuing to offer virtual courses could help us identify potential candidates who would otherwise be unable to do acting internships in person at our institution

The background features a gradient from light blue on the left to light green on the right. Overlaid on this are several concentric, wavy white lines that create a sense of depth and movement.

Questions?