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Mock paging program in Internal Medicine Boot Camp

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INTRODUCTION

Transitioning between medical school and internship is rarely seamless. Commonly, interns feel unprepared and lack confidence in their skills, knowledge and abilities when beginning residency. One expected skill is answering and triaging pages, by utilizing clinical knowledge, behaviors and attitudes to provide the best patient care possible.

STUDY OBJECTIVE

We sought to create opportunities to practice paging simulation for graduating medical students as an expected skill that would occur on day one of residency. To increase experience, comfort level and critical thinking skills, we created 14 unique internal medicine (IM) cases commonly found on the wards for mock paging through the Southern Illinois University (SIU) mock paging program.

METHODS

An invited panel of experts reviewed each IM case for appropriate responses, including assessments, investigations, management, and communication which aided in creating a rubric of what students should and should not do in each case. During the monthlong boot camp course, SIU nurse educators called the students and introduced a patient scenario. Students were expected to ask questions to discover the patient's diagnosis and communicate a plan regarding the common IM topic they were presented. Immediate feedback was offered by the educators after case completion and then weekly compiled feedback to the group was utilized to debrief the case and assess for areas of learning opportunity. At the end of the boot camp course, a retrospective pre-post 5-point Likert scale survey was given to assess comfort level regarding paging.

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RESULTS

Nurse Pager gives scenario: Ms. Thomas is a 32 year old woman admitted last night with pyelonephritis. I was just checking her vitals and her blood pressure is 85/60.

Dialogue and information to be provided based on instructions and inquiries:

If queried, the following relevant information should be provided:

<p>Vitals BP 85/60, HR 115, RR 18, Temp 37.8, Pulse Ox 98% on RA Wt 58 kg</p> <p>Previous vitals 110s/70s, HR 60-80 RR12-16 Temp afebrile Pulse Ox 94-98%</p> <p>I/O Regular diet – eating well UOP ok this morning but she hasn't peed in last 8 hours</p> <p>Current Meds Oxycodone 5mg 1-2 tabs Q4hr PRN Ceftriaxone 1g q24h Duloxetine 30mg po daily Lovenox (Enoxaparin) 30 mg SQ daily</p> <p>Home Meds Duloxetine 30mg po daily</p> <p>Labs from AM WBC 13 (from 18), Hgb 12, Plt 176 Chem 7 unremarkable</p> <p>Urine Clx >100,000 GNR</p> <p>Blood Clx Pending, NGTD</p>	<p>Assessment Patient still not feeling great since admission, now feeling a bit dizzy and weak.</p> <p>Alert, oriented Lungs sound clear Heart tones: regular rate & rhythm Pulses normal, no edema + R CVA tenderness Abdomen soft, non-tender</p> <p>Past Medical History Depression</p> <p>NKDA</p>
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Figure 1: Example of pager case. SIU nurse educator reports the scenario to the student and then the student is expected to query for the information listed in order to propose a management plan.

Summary of Student Performance

Must Do	Done	Not Done
Ask for vitals	5	0
Ask for patient assessment	5	0
Proceed to bedside right away	5	0
Ask for repeat blood pressure in 15 minutes	2	3
Order lactate	0	5
Administer fluid bolus	4	1
Inform senior promptly	4	1
Initiates read-back (closed loop communication)	4	1
Should Do		
Ask about medical history, home medications	5	0
Ask about current medications and treatments	5	0
Could Do		
Check Bladder scan	0	5
Escalate antibiotic coverage	1	4
ICU consultation	0	5
Shouldn't Do – please note “not doing” these are correct		
Order Imaging (CT scan, Ultrasound)	1	4
Mustn't Do – please note “not doing” these are correct		

Figure 2: Example of pager case responses with actual student performance from inaugural cohort (2019).

DISCUSSION

Our retrospective pre-post survey for our inaugural cohort (2019) showed that prior to our boot camp course students felt a low comfort level in answering pages and after the mock paging program, they felt an increased comfort level in answering pages. We surveyed them again 4 months into their residency; all surveyed reported increased comfort level during the beginning of residency after participation in our mock paging program.

The purpose of our boot camp course is to increase student's comfort level entering residency as well as their preparedness for this role change.

We demonstrated increased comfort level with mock paging and acknowledge retrospective pre-post surveys can be influenced by recall bias. We had a limited sample size given our small inaugural class. Overall, our study supports that students perceive benefit from a mock paging program. Our work would be strengthened by tying this perception to on-the-job skills.

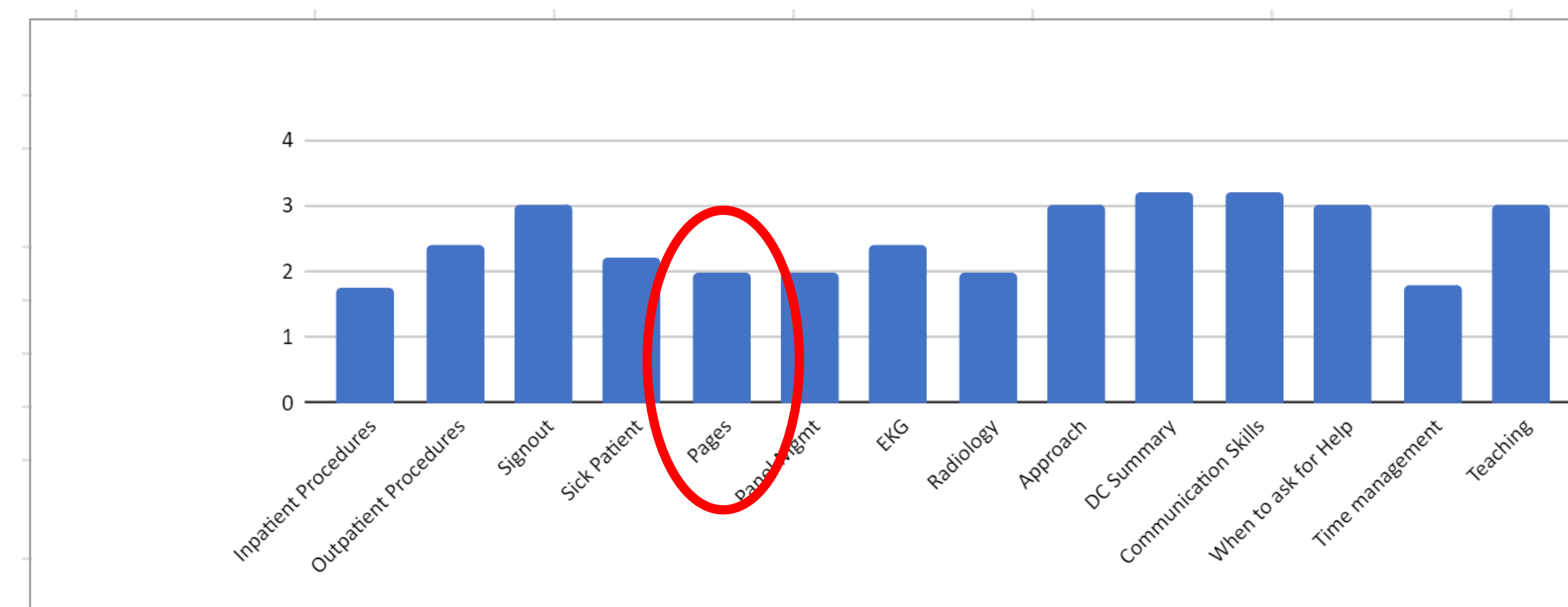


Figure 3: Survey responses. Pre-IM Boot Camp Comfort Level with paging, mean 2 (on 5-point Likert scale)

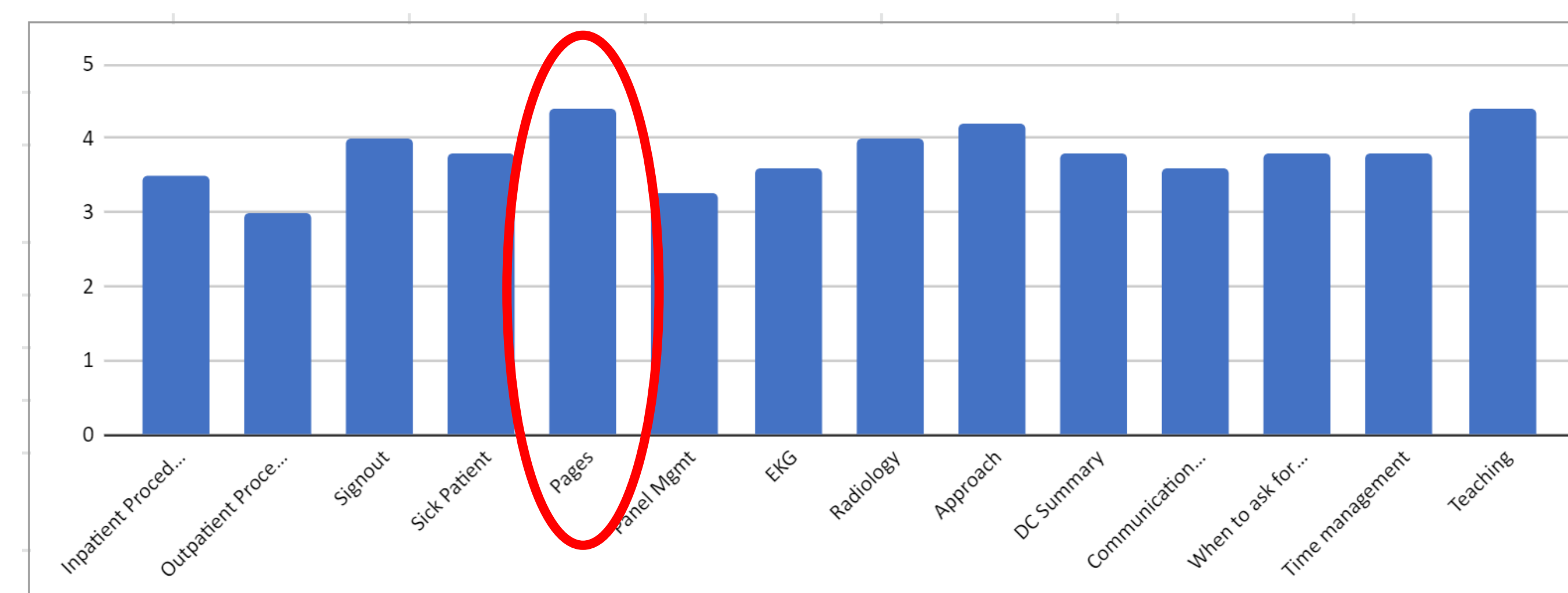


Figure 4: Survey responses. Post-IM Boot Camp Comfort Level with paging, mean 4.4 (on 5-point Likert scale)