

Bedside to Desktop: Patient Narratives as an Affective Learning Tool for Rheumatology

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Introduction

Burnout and compassion fatigue are established consequences of the rigors of medical training [1, 2]. Anecdotal evidence suggests that these inauspicious habits of mind begin to take hold in Year 1 of medical school, when large volumes of medical knowledge must be assimilated without an emotional or experiential context.

Here, we produced 12 ten-minute videos highlighting the real-life experiences of patients with genetic and rheumatologic diseases. These interview-style films are designed to be integrated into the Year 1 Genetics and Rheumatology courses, with the dual goal of further humanizing course material and improving student attitudes toward their preclinical learning.

Methods

-Patients were recruited from RIH Genetics and Rheumatology clinics.

-Written informed consent was obtained prior to filming.

-Each video includes:

- Patient name
- Patient's condition in his/her own words
- Life story and family story (if applicable)
- Medical treatments
- Advice for future physicians

**For Rheumatology videos, we will create a didactic, clinical summary slide at the end of each video.

-Curricular integration:

- Videos uploaded to Canvas website Genetics page
- Listed as "recommended," tied to specific lectures
- 2 genetics videos will be used as part of small-group sessions; rheumatology videos will be linked to associated lectures

Evaluation Methods

Objectives:

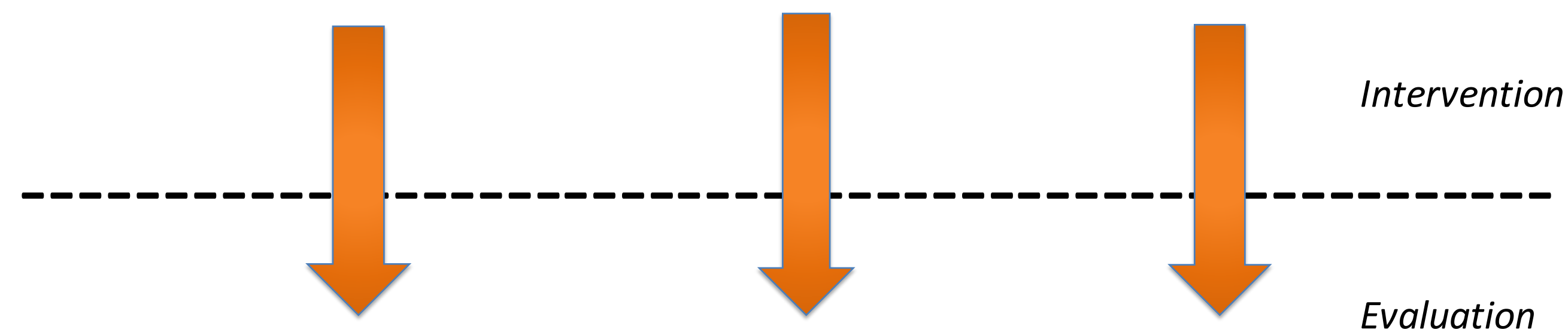
1. To improve student satisfaction in the Rheumatology course
2. To increase student motivation to learn course material
3. To pilot a new format of clinical case presentation

6 Genetics Videos: Nov. 2016

- Duchenne Muscular Dystrophy
- Turner Syndrome
- Achondroplasia
- Lynch Syndrome
- PKU
- Hypertrophic Cardiomyopathy

6 Rheum Videos: March 2017

- Rheumatoid Arthritis (x2)
- Osteoarthritis
- Polymyalgia Rheumatica
- Psoriatic Arthritis
- Osteochondroma



1. Student watches video at home, then Rapid reflection during next day's lecture

In what way did watching this video influence your perception of patients with [condition]?

2. Second year focus group: Video watching, then feedback

How might these videos have changed your experience in the [Genetics or Rheumatology] block?

3. End-of-course survey on SurveyMonkey

What will stick with you longest after watching these videos?

2nd year focus group feedback

"The videos demystify [genetic] disorders...and remind us that these patients are empowered...they could benefit from having a clinical summary slide at the end."

"The strongest point about these videos is that they help us recall details about [genetic disorders]..."

Future Directions

- Preliminary feedback suggests that these videos may have unanticipated didactic value in addition to their emotional value.
- A new study suggests that medical students may learn optimally in a "neutral" affective state, rather than a positive or negative state [3]. We will design further evaluations to determine whether our patient videos produce a constructive, "neutral" emotional state in students.

References

1. West et al., *Lancet*, 28 Sep. 2016.
2. Weintraub et al., *J Perinatol.*, 4 Aug. 2016.
3. McConnell et al., *Acad. Med.* Nov. 2016.

Acknowledgments

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