BOARD REVIEW: MAKING LEARNING FUN

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DISCLOSURES

None



OBJECTIVES

- Engage resident involvement in board review
- Promote resident self-awareness of gaps in medical knowledge base
- Integrate board review into daily activities



BOARD REVIEW

Traditional Approach

- Review Multiple choice questions
 - Question banks: MSKAP, Med Study
 - Answer questions as individuals or as a group discussion
 - Response: verbally or by technology
- Lectures given to residents
 - Questions built in to the presentation



BOARD REVIEW

Residents



Face of boredom

Faculty



Struggling

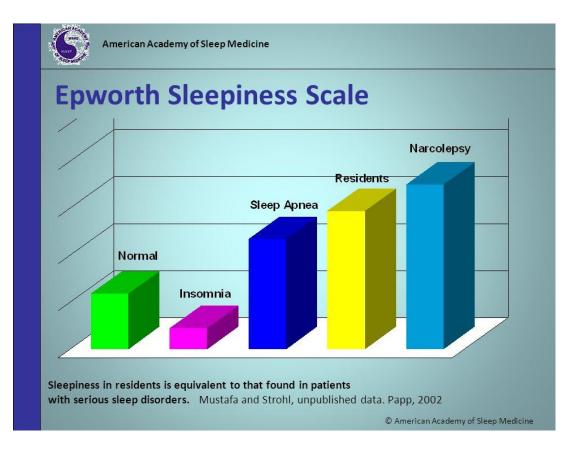


If you do what you've always done you'll get what you've always gotten -Tony Robbins DevelopGoodHabits.com



WHAT IS THE ISSUE?

- Tradition lectures and multiple choice exam entail:
 - Passive learning and recognition
 - Residents may recognize information when hearing it, but may not realize they do not know the information.
 - Residents do not feel engaged with a passive approach
 - Most residents fall between those with sleep apnea and narcolepsy on the Epworth sleepiness scale
 - It may be difficult to stay alert and focus when sitting





Sleepiness in residents is equivalent to that found in patients with serious sleep disorders. Mustafa and Strohl, American Academy of sleep Medicine. Papp, 2002.



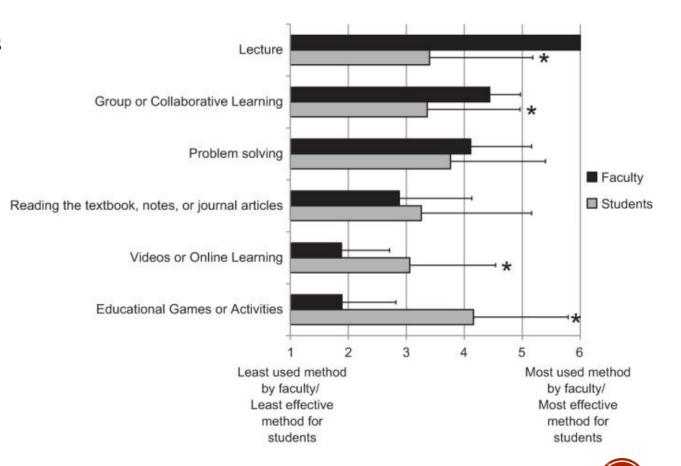


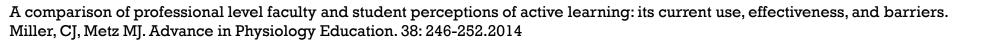




ACTIVE LEARNING

- Comparative study of the perceptions between learners and teaching faculty on activing learning techniques
 - Students first year dental students
 - Faculty Teaching faculty at Department of Physiology and Biophysics who taught at Schools of Medicine, Dentistry, or Graduate studies

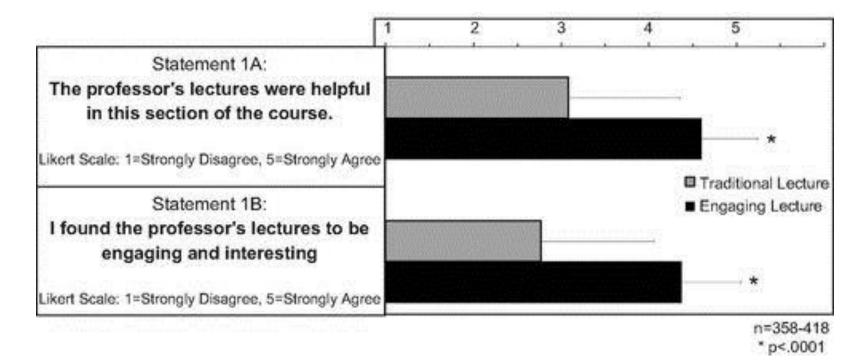




ACTIVE LEARNING

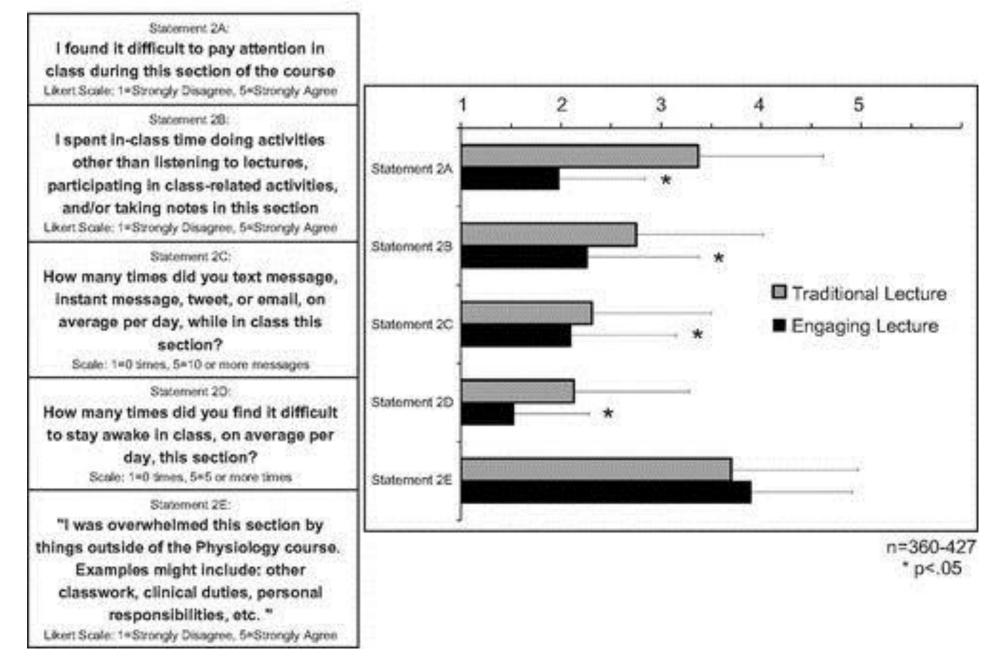
Perceived Effectiveness of Lectures

 Comparison study engaging physiology lectures versus didactic lectures in first year dental students





Student Distractions

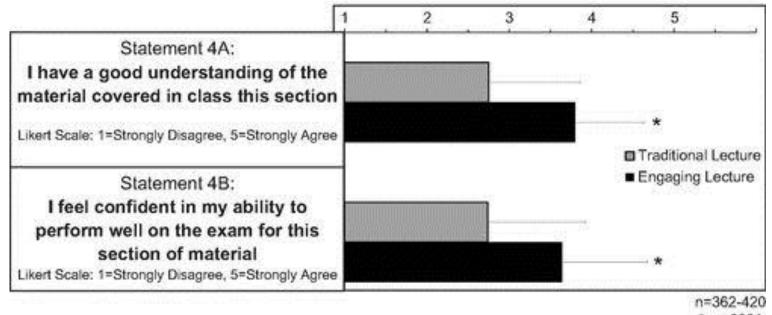




ACTIVE LEARNING

Student Confidence with Material

 Students demonstrated an improved long term retention of information via higher scores on the comprehensive final exam



^{*} p<.0001



BOARD REVIEW

- We utilize system specific "rapid fire" fill-in-the-blank questions
- Open forum
- Residents know of the topic a head of time, if they choose study in advance



Cardiology Board Review – Part 1

1.) Patient is a 55 yo M presents with complaints of fatigue. He states his stool has been "very dark" over the past several weeks. On exam he is noted to have a midsystolic murmur in the right second intercostal space that has a crescendo decrescendo characteristic that radiates to the clavicles.

Murmur type: _____

Given how young the patient is, you should consider this abnormality:

Name of syndrome when associated with a gastrointestinal bleed:

Mechanism of above syndrome: _____



Cardiology Board Review – Part 1

1.) Patient is a 55 yo M presents with complaints of fatigue. He states his stool has been "very dark" over the past several weeks. On exam he is noted to have a midsystolic murmur in the right second intercostal space that has a crescendo decrescendo characteristic that radiates to the clavicles.

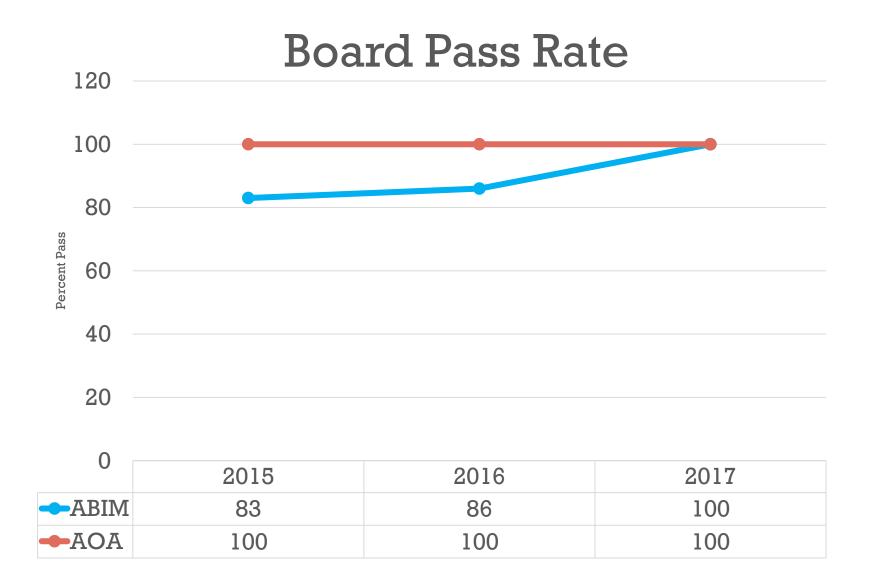
Murmur type: Aortic stenosis

Given how young the patient is, you should consider this abnormality: Bicuspid aortic valve

Name of syndrome when associated with a gastrointestinal bleed: <u>Heyde syndrome</u>

Mechanism of above syndrome: Angiodysplasia and acquired vWD deficiency









LGH BOARD REVIEW

Benefits

- Residents and teachers want active learning
- Gives the resident time to reflect on self medical knowledge
 - Realization of lack of knowledge may motivate residents to study that area
- Residents can compare self knowledge vs peer knowledge
- Difficulties
 - Difficult for teachers to measure individual knowledge base in the group setting
 - Residents can switch to passive mode if they want to



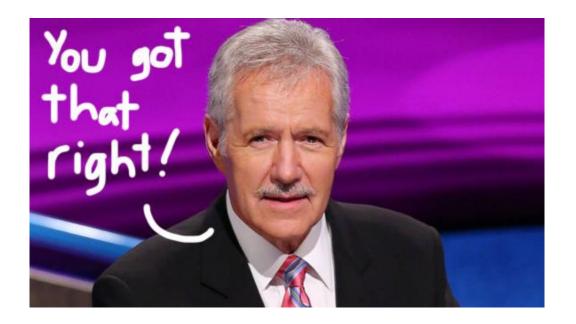
BOARD REVIEW: BOOT CAMP

Small group teams

- Groups of 3 or 4
- 10 minutes to individually answer a set of board questions
- 1 minute to discuss team answer for each question
 - (play fun music as they discuss)
- Teams hold up their answers and they earn points
- Final "Jeopardy" question to win

Benefits

- Allows for individual assessment
- Peer to Peer teaching
- Fun game
- Difficulties
 - Time consuming to prepare







DAILY DOSE OF BOARD REVIEW

Send out a daily "Huddle" email

Contains:

- Admissions overnight
- Outline of lectures for the week and reading links
- Residents: rotations, clinic, absents
- Daily board question

Daily board question (see below for answer):

30 yo man presents due to R testicular swelling x 1 week. He experienced mild trauma after a fall from a bicycle 1 month ago. No medical problems. No medications. VS normal. On exam, there is a non-tender R testicular mass. US scrotum shows a well defined 2 x 1.5 cm hypoechoic lesion without cystic components in the right testis. HIV is negative. AFP and beta HCG are normal. CT abdomen/pelvis shows no LAD.

Likely diagnosis?

What to do?

Hopkins Modules	Block 10: Pneumonia & GERD.
IHI Modules	See <u>IHI module schedule</u> .

Answer:

Testicular germ cell tumor, likely a pure seminoma

Right radical inguinal orchiectomy

US differentiates cystic from hypoechoic (more likely malignant) lesions. In addition, ultrasound can also rule out hydrocele or epididymitis. The CT abdomen shows no lymphadenopathy; testicular cancer usually spreads to the regional retroperitoneal lymph nodes first. Radical orchiectomy is required for confirming the diagnosis, histologic classification, and local tumor control, even in patients with metastasis.

The majority (95%) of testicular cancers are germ cell tumors (GCT), which are further divided into seminomas and non-seminomatous tumors. Non-seminomas typically have elevated AFP and/or β -hCG. This patient likely has a **pure seminoma**.

Testicular biopsy is <u>contraindicated</u>. This can lead to local seeding of cancer along the needle track.





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