Remote Clinical Service Support:
Step-by-step Instructions for Residents and Faculty

Background

Responding to the pandemic, medical students on clerkships were excluded from direct patient contact in order to conserve PPE, protect non-essential health-care workers, and reduce contagion. Faced with this unusual circumstance, we have developed a plan using our students -- working remotely -- to improve patient care, offload/assist with selected resident duties, and continue their training in clinical neuroscience. By restructuring our curriculum to use our students to provide remote clinical services, we have developed the means for achieving and assessing many learning objectives.

STEPS

1. Medical students will access Epic remotely. Resident will assign cases.
2. Student will review and summarize clinical information and provide preliminary differential.
3. After reviewing the resident's Epic history and exam (but not assessment/plan), the student will develop a differential diagnosis, and make diagnostic testing and treatment recommendations.
4. Student and resident discuss differences in differential diagnosis and management strategy by phone
5. Student reviews self-directed learning project with resident for appropriateness.
6. If needed, student will call patient and/or family to get additional history/collateral history.
7. Student will follow case, write notes and communicate with patient and resident as directed.

RESOURCES/REGULATIONS

1. All written communication takes place within Epic,
2. Write/route student notes in Epic in standard manner.
3. Strict adherence to HIPPA.

ASSESSMENTS

1. The student will write up case summary for review by clerkship director.
2. Student performance will be scored using standard UC clerkship rubric. Nine of ten (all but the physical examination) can be scored.
3. Self-directed learning project will be scored by clerkship director.
4. Student feedback will be reviewed for improvements.