TITLE: Scribe Program Preclinical Elective

COURSE NO.: SOMN 716

DEPARTMENT: Emergency Department

DURATION: 6 months or 12 shifts, whichever comes first

DIRECTOR (faculty responsible for grading):
Kristopher Brickman, MD
Chairman, Department of Emergency Medicine
Medical Director of Emergency Department
Director, Office of Global Health
University of Toledo Medical Center
419-383-6716
Kris.Brickman@utoledo.edu

COORDINATOR:
Angela Johnson, MS2
248-877-4799
Angela.Johnson@utoledo.edu
UTscribes@gmail.com

FACULTY PARTICIPANTS: Emergency Department Physicians

SEMESTERS AVAILABLE: Students may apply to participate during the second semester of their first year. MSBS students who are beginning their first year of medical school are eligible to participate during their first semester. Second year students who want to participate throughout their second year will be allowed as well.

NUMBER OF STUDENTS: 10 students will be accepted each year between MSBS, first years and second years, not counting the students already working

LOCATION: University of Toledo Medical Center, Emergency Department

GENERAL DESCRIPTION:
A scribe is a medical student who would like to work in a clinical environment to gain early exposure to clinical medicine. The principle duties of a scribe include: free text documentation of chief complaint and history of present illness, documentation of physical exam, past medical history, social history, family history and lab & imaging data. The scribe accompanies the physician into the exam room to hear the patient’s history of present illness and chief complaint. The scribe takes down this information on a pad of paper and reviews it with the physician while exiting the room. The scribe then types this information as a free text note into the patient’s electronic medical record. While in the exam room, the scribe takes notes on the pertinent physical exam findings. The scribe also notes which findings are normal and abnormal. This information is reviewed with the physician while exiting the patient’s room. The scribe then works through a “quick click” documentation screen, which often requires the use of addendums to thoroughly
detail the exam. The scribe is expected to alert the physician when lab results or imaging study data are available to be viewed. The scribe can also document all procedures performed, consultations ordered and changes in patient’s course of care and response to treatment. The scribes assist the physicians with improving efficiency in the emergency department because the physicians are able to spend more face time with each patient and can access the next patient more quickly. This aspect of a scribe program improves workflow and patient satisfaction. The scribe adheres to the workflow design established for the emergency department and meets all job performance standards. The scribe performs other duties as assigned.

EDUCATIONAL OBJECTIVES:
As an ED scribe, the medical student has the chance to work side-by-side with the physician, seeing many patients per hour. The first or second year medical student would not normally have a chance to see patients until their clinical rotations during their third and fourth year, so this early clinical exposure is a great way to expand their growing knowledge base. When the medical student scribe does begin rotating during the clinical years of medical school, he/she will be much better prepared to understand medical jargon, work with the hospital's computing system, and more importantly, provide the best patient care possible. As a result to early exposure to doctor-patient interactions, the medical student can begin to understand the different styles with which physicians provide care and begin to form his or her own opinions about how they would like to provide care and in what specialty of medicine they would like to plan a career.

Additionally, the peer interactions that the medical student scribes are privy to surpass those present in simulated clinical exercises. With a secure, password-protected blog, the members of the scribe program are asked to share their thoughts, experiences, hardships and excitement about scribing in the ED within one week of completing each shift. One student may choose to share what she learned about pneumonia in the elderly, while another student might explain how to chart on a trauma patient brought in by Life Flight. With access to the hundreds of entries written by fellow scribes, each participant can share and learn from the experiences of their peers. This early collaboration between medical students is essential to a future of working with colleagues from many realms of medicine. This blog is closely monitored by ED faculty physicians and Scribe program members. The students will be carefully instructed how to compose these entries without violating HIPAA guidelines in any way.

METHODS OF TEACHING:
The initial instruction for the medical student scribe will come from an 8-10 hour scribe orientation in the Emergency department with a senior member of the scribe program. This will enable the scribe to understand the emergency department charting system, ED workflow, and their responsibilities as a working member of the ED.

METHODS OF STUDENT EVALUATION:
Students will be evaluated based on scheduled shift and mandatory meeting attendance, faculty feedback, timely completion of their Scribe Log entry, professionalism and academic standing. A student who cannot attend a shift must make arrangements for another scribe to cover this shift with advance notice of 24 hours to both the student covering the shift and to one of the senior members of the program. The senior members, however, will not be responsible for finding a replacement; the scribe must do this on their own. A scribe who does not make these arrangements and leaves a shift uncovered without an extenuating circumstance will receive NO credit for this elective. For the success of the scribe program, it is of the utmost importance that our scribes are professional and on time. At the completion of the 12 month participation, and a minimum of 12 shifts, the scribe will be assigned a grade by Dr. Brickman and Angela Johnson that will determine if the participants will receive credit.

LINKAGE TO EDUCATIONAL PROGRAM OBJECTIVES:
In order to be hired as a scribe in the emergency department, each medical student will be asked to first
shadow in the emergency department for four hours, during the evening, to become acquainted with the
flow of patients. Afterward, the students will be sent a link to online video modules, initially created by
the university’s IT department to orient medical students and new residents to the computing system in
the ED. The videos will help to familiarize the students with our Emergency Care system, McKesson's
Horizon Emergency Care.

ELECTIVE EVALUATION: Credit/No Credit based scoring.

PREREQUISITES:
Before participating, the medical student will be asked to prepare a short essay regarding their interest in
the program. The student will also be asked to fill out an application with references and past job history.
Additionally, the student will be interviewed by ED physicians and senior members of the Scribe program
before being accepted. The scribe must hold and remain in good academic standing, with no current fails
on their record. If the student has failed a course, they must have remediated it to participate. A notice of
successful remediation and support from the course director will be asked of the student. The student
should be familiar with Microsoft Word, Excel and PowerPoint and should have proficient typing skills.
The student must also have the ability to handle and prioritize multiple tasks simultaneously and needs to
possess excellent written and verbal communication skills. During the interview, these skills will be
assessed with a scoring rubric. The scribe must have the ability to work with little supervision. The scribe
must be able to occasionally provide assistance with lifting patients or other small physical tasks.

LINKS TO EDUCATIONAL PROGRAM OBJECTIVES (EPO’S):

K1 Knowledge of structure and function of body and its organ systems
K3 Knowledge of the causes of many maladies and how they operate on the body
K4 Knowledge of the altered function of the body and its many organs as seen in disease states
K6 Pharmacological basics for therapeutics
K7 Application of science to clinical practice
K9 Relieving pain and alleviating patient suffering

S1 The ability to communicate effectively, both orally and in writing, with patients, patients’ families,
colleagues, and others with whom physicians must exchange information in carrying out their
responsibilities.
S2 The ability to demonstrate sensitivity and responsiveness to patients’ culture, age, gender and disabilities.
S3 The ability to obtain an accurate medical history that covers all essential aspects of the history.
S5 The ability to produce a written report of a patient encounter that is legible, organized, concise and
accurate.
S9 The ability to identify factors that place individuals at risk for disease or injury, to select appropriate tests
for detecting patients at risk for specific diseases or in the early state of disease, and to determine strategies
for responding appropriately.
S10 The ability to recognize patients with immediately life threatening conditions and to institute appropriate
initial therapy.
S11 The ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical
information for solving problems and making decisions that are relevant to the care of individuals and
populations in order to stay abreast of ongoing scientific advances.

P1 Ethical, responsible, reliable and dependable behavior in all aspects of their professional lives and a
commitment to patients, society and the profession.
P2 Honesty and integrity in all interactions with patients, patients’ families, colleagues and others with whom
students interact in their professional lives.
P4 Professionalism in dress, grooming, manner of speech and personal interactions with colleagues, faculty,
staff, patients, patients’ families.
P5 Compassionate treatment of patients, and respect for their privacy and dignity.
P7 Knowledge of, and respect for, the roles of other health care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations.

FUTURE PLANS OF THE SCRIBE PROGRAM PRECLINICAL ELECTIVE:
Eventually, this program hopes to have students working within many departments of UTMC. The transition to EMRs has been the most obvious in the Emergency Department, but many other departments are transitioning as well. To aid this transition, we would like to have students working with each department to both learn their EMR system and help to make their charting more efficient. This expansion would enable our program to utilize many more medical students, thus further engaging our medical student population in early, real life clinical learning.