UndergroundMed: medical videos for students, by students

Xinran Liu - Geisel School of Medicine MSIV
Whitney de Luna - Geisel School of Medicine MSIV
Sharath Bhagavatula - NYU School of Medicine MSIV
Outline

• Background
• Influences
• Where we are now
• Future Plans
Background

Every Day of 3\textsuperscript{rd} Year
UndergroundMed Influences

- Learning Theory
- Multimedia Learning
- Design
- Transparency and Accessibility
- Crowd Sourcing
Where we are now:

• 56 videos, 75,000+ views
• Feedback from students and faculty has been positive

“I've watched the videos you linked to, they're pretty amazing and definitely a great concept!”

”I again really think this has great utility.!!!!”

“These are really good Leo, perfect length and amount of detail.”

“ The video work they are doing is very interesting....making complex topics bite size and accessible from the students point of view...”

“Very good stuff. I like how you break it down, keep it simple, and focus on reality and practicality.”
Where we are now

• MedU Partnership

• Reading Electives at Geisel

• International Health

• Social Media, Conferences
Future Plans

• Interactive Medical Student Community

• Collaborators at other Medical Schools

• Residents?
List of people who have helped UndergroundMed

- Adam Weinstein
- Amanda Ratliff
- Anita Arora
- Anthony Gemignani
- Anupriya Grover
- Ann Davis
- Arifa Toor
- Brian Remillard
- Charles Mannix
- Chiquita Paula de Sousa
- David Anthony
- Gautham Suresh
- Gordon Koff
- Greg Fairbrothers
- Henry Andoh
- Jessica Swienckowski
- Joe ODonnell
- John Stephens
- Leslie Fall
- Lyndon Tyler
- Mandeep Sidhu
- Manish Mishra
- Matt Crowson
- Mattew Wood
- Mena Khan
- Meredith Bartelstein
- Michael Avesar
- Mina Ghaly
- Nancy McNaulty
- Norm Berman
- Petra Lewis
- Rand Swenson
- Raphael Lizcaino
- Roshini Pinto-Powell
- Rich Cohen
- Rich Simmons
- Ritwik Grover
- Scott Weiner
- Shahid Ali
- Sharath Bhagavatula
- Shauni Goodwin
- Tim Lahey
- Todd Poret
- Tony Zitwek
- Valorie Jacob
- Whitney de Luna
- Xinran Liu
- Zilla Hussain
- Zubair Hasan
Thanks!!!

- Questions?
Health Education Literacy Project (HELP)

New York University School of Medicine

Presenter: Vineet Tyagi
vineet.tyagi@med.nyu.edu
Health Education Literacy Program (HELP)

NYU School of Medicine
Judith Katz
Vineet Tyagi
Program

• Student-driven initiative
• Six lessons over the course of a semester
  • Hypertension
  • Diabetes
  • Nutrition
• Group activities to encourage discussion
Goals

• **Adult GED students:**
  – Learn about the most relevant health issues
  – Improve health literacy in order to apply principles acquired in the classroom to daily life
  – Acquire basic health knowledge and tools

• **Medical students:**
  – Understand potential cultural barriers
  – Educate and interact with members of the community
  – Develop effective strategies to educate others
Research

Sample Survey Questions

Hypertension
Most of the time a person will know if he/she has high blood pressure because he/she will feel bad or have symptoms.
[ ] True [ ] False

Diabetes
The A1C is a good test for diabetes because:
[ ] It measures your blood sugar at the time of the test
[ ] It shows what your blood sugar has been like for 3 months
[ ] It shows what your blood sugar has been like for 6 months
[ ] The A1C is not an effective test for diabetes

Nutrition
Which fat do experts say is the most important for people to cut down on?
[ ] Monounsaturated fat
[ ] Polyunsaturated fat
[ ] Saturated fat
[ ] Not sure
Newest Vital Sign (NVS)

**READ TO SUBJECT:** This information is on the back of a container of a pint of ice cream.

**QUESTIONS**

1. If you eat the entire container, how many calories will you eat?
   
   **Answer** 1,000 is the only correct answer

2. If you are allowed to eat 60 g of carbohydrates as a snack, how much ice cream could you have?
   
   **Answer** Any of the following is correct:
   - 1 cup (or any amount up to 1 cup)
   - Half the container
   
   Note: If patient answers "2 servings," ask "How much ice cream would that be if you were to measure it into a bowl?"

3. Your doctor advises you to reduce the amount of saturated fat in your diet. You usually have 42 g of saturated fat each day, which includes 1 serving of ice cream. If you stop eating ice cream, how many grams of saturated fat would you be consuming each day?
   
   **Answer** 33 is the only correct answer

4. If you usually eat 2500 calories in a day, what percentage of your daily value of calories will you be eating if you eat one serving?
   
   **Answer** 10% is the only correct answer

Pretend that you are allergic to the following substances: Penicillin, peanuts, latex gloves, and bee stings.

5. Is it safe for you to eat this ice cream?
   
   **Answer** No

6. (Ask only if the patient responds "no" to question 5): Why not?
   
   **Answer** Because it has peanut oil.

**Total Correct**
# Results

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Knowledge Scores

Classes Attended

Percent Correct

- Diabetes
- Hypertension
- Nutrition
Lessons Learned

• Participants self-identify as having difficulty with medical forms and literature
• Low mean NVS score suggests low initial health literacy
• Students who attended a greater number of education sessions achieved higher diabetes knowledge scores
Looking Forward

• Updated research study focusing on weight status and diabetes risk

• New unique identifier system
Acknowledgements

- Dr. Shonna Yin
- Adult education center staff
- AOA and the NYU SOM Office of Student Affairs
- Students involved in development and volunteering
Students for Growing Interest for Transplantation (S4GIFT)

New York University School of Medicine

Presenter: Joanna Miller
Joanna.miller@nyumc.org
Students for Growing Interest for Transplantation

Joanna Miller, NYU School of Medicine
Background

• US is in the midst of an organ shortage crisis\textsuperscript{1}

• 6,500 individuals die waiting each year\textsuperscript{1}

• 115,000 individuals are waiting for a transplant
Background

How many people is that really?

Yankee Stadium + Citi Field + MSG + Carnegie Hall = 115,000 = ORGAN SHORTAGE CRISIS
Mission

To educate health care professional students about organ/bone marrow donation and empower them to engage with their local community and future patients

We do not have an official position on organ/bone marrow donation
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What We Do

Education

Community Service

Research

S4GIFT
Community Service

Donor Drives

Fundraising

Students for Growing Interest in Transplantation Presents

5K DONORDASH
9AM Saturday, April 28 2012
Riverside Park
Race starts at Promenade on 109th St.
Education

We strive to integrate existing infrastructure to create a program that can be easily replicated.
Education

- 3 lectures taught by professionals in the field
- Guest speakers at each lecture
- Pizza and certificates!
Hypothesis
The S4Gift curriculum is effective at improving the understanding of health care professional students with regard to organ and bone marrow donation.

Study design
Independent sample with pre- and post-test

Study population
Health care professional students in New York State

Outcomes of interest
Changes in knowledge, attitudes and enrollment
Long-Term Goals

- To determine our success using our research study
- To spread throughout the country
- To make a dent in this critical gap in healthcare education
- To help alleviate the donor shortage crisis

To get YOU involved!!!!!
Thank you
Healthcare Reform Forum (HCRF)

The University of Texas Health Science Center at San Antonio

Presenter: Ryan O’Hara
oharar@livemail.uthscsa.edu
Healthcare Reform Forum

RYAN O’HARA – MS2
UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO
Why is this program needed?

- Educate students as to why healthcare reform is necessary in the United States.

- Make students aware of the potential effects of the Patient Protection and Affordable Care Act (PPACA) on healthcare delivery.

- Give students a source of accurate and non-biased information on healthcare reform.
Objective

- Provide students with a structured and student-led discussion that addresses various aspects of healthcare reform in the United States. This elective encourages students to think about the health care system they will be working in, as well as expose them to others’ opinions regarding the controversial topic of healthcare reform.
Format

- A series of 5 evening sessions that address different aspects of the reform
  - “The Dollars and Cents of Healthcare”, “Issues in Graduate Medical Education”, etc.
- Students are given readings to complete before meeting and each session begins with a brief introduction to the topic by the guest speaker
- Faculty and other knowledgeable speakers attend the sessions, but students moderate the sessions with pre-determined objectives and discussion questions
Results & Future Goals

- Feedback to this point has been overwhelmingly positive from both students and faculty
- Adapt the curriculum based on developments in Washington D.C.
- Offer the elective to more students while maintaining high levels of individual participation
- Work to find non-MD speakers who can give a different perspective to the healthcare law
Hands-on Experience with Medical Ethics:

Medical Student Participation in Hospital Ethics Committees

University of Miami Miller School of Medicine

Presenter: Melissa Stone
mdstone@med.miami.edu
Hands-on Experience with Medical Ethics: Medical Student Participation in Hospital Ethics Committees

Student Programming Showcase
AAMC OSR Annual Meeting 2012

Melissa Stone, B.S.
University of Miami Miller School of Medicine
November 2, 2012
Medical Ethics Education in United States Medical Schools

• No *unified approach* for teaching medical ethics

• Mostly done by small-group case discussions

• Rarely have "*hands-on" experience* with real-time ethics cases, especially during the first two years

• Primary obstacles to medical ethics education are *lack of time* in curriculum and faculty schedules

• 20% of schools do not provide *funding* for ethics education

Developed a sign-up procedure for medical students to participate in hospital ethics committee meetings at:

- Jackson Memorial Hospital
- Holtz Children’s Hospital
- University of Miami Hospital
- Sylvester Comprehensive Cancer Center
- Miami Veteran’s Affairs Medical Center (pending)

- Ethics Staff Conferences
- Consortium of South Florida Pediatric Bioethics Committees
  - Miami Children’s Hospital
  - Baptist Hospital of Miami
  - UHealth System
Hospital Ethics Committees

- An advisory body of physicians, philosophers, nurses, hospital administrators, lawyers, social workers, pastoral staff, community members, and now, medical students

Ethics Consultations

- Withdrawing intravenous fluids for a baby born with incurable congenital abnormalities

Hospital Policies

- Brain Death Policy
- Disclosure of HIV Status to Minors Policy

Clinical Ethics Education

- Ethics Grand Rounds
- Dialogues in Ethics
Impact of Medical Student Participation in These Committees

- Over fifty medical students have attended meetings to date
- Committee members enjoy teaching and learning from students
- Has facilitated medical ethics education for UMMSM students

Preliminary Results from an IRB-Approved Participant Survey

- Medical students generally enjoy the meetings and learn a great deal from them that they believe they would not otherwise have learned in the classroom through small-group case discussions
**Strengths**

• A **unified approach** that can be applied to other medical schools
• A **“hands-on” experience** with medical ethics in real-time cases
• A **free, easy, and time-efficient** way for medical ethics education

**Weaknesses**

• Reaches only interested students since it is a **voluntary** activity
• No organized discussion or debriefing afterwards
• Each meeting **varies** so student experiences are **unpredictable**
Acknowledgements

- Thomas Masterson, B.S.
- Kenneth Goodman, Ph.D
- Jeffrey Brosco, M.D., Ph.D
- Robin Fiore, Ph.D.

- Jackson, Holtz, UMH, Sylvester, and VA Hospital Ethics Committee Members

- UM Bioethics Program

- UM Council for Honorable and Professional Conduct