



# Professional Enrichment Course

University of Pittsburgh School of Medicine

Office of Medical Education

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## Advanced Pediatric Interviewing

<b>Enrollment Period:</b>	Spring 2022
<b>Course Dates:</b>	January 11, 2022; February 1, 2022; February 8, 2022; February 15, 2022 (Orientation Dec 14, 2021)
<b>Student Max:</b>	12
<b>Class Year:</b>	MS2
<b>Course Director:</b>	James Bowen, MD – <a href="mailto:james.bowen@chp.edu">james.bowen@chp.edu</a> Geoffrey Kurland, MD – <a href="mailto:geoffrey.kurland@chp.edu">geoffrey.kurland@chp.edu</a> Traci Kazmerski, MD – <a href="mailto:traci.kazmerski@chp.edu">traci.kazmerski@chp.edu</a> Jessica Garrison, MD – <a href="mailto:jessica.garrison@chp.edu">jessica.garrison@chp.edu</a> Rachel Hill, MD – <a href="mailto:rachel.hill@chp.edu">rachel.hill@chp.edu</a>
<b>Course Administrator:</b>	Marlynn Haigh - <a href="mailto:marlynn.haigh@chp.edu">marlynn.haigh@chp.edu</a>
<b>Location:</b>	Will be at UPMC Children’s Hospital of Pittsburgh; exactly location TBA
<b>Registration:</b>	Via Amp Up – You will receive an email with enrollment info
<b>Course Description:</b>	<p>This mini-elective course takes place over a four-week period with four 2-hour meetings per course. For each session, students are assigned an illness or diagnosis, or assigned the task of interviewing. The “patient” student can portray a patient (say, a teenager) or a parent. The interviewing student has 20 minutes to obtain a history from the “patient” student in order to reach a reasonable differential diagnosis based solely on history. Faculty are present for the sessions to provide direct feedback and to suggest different lines of questioning for the interviewers. At the end of the 20-minute history, the interviewer summarizes the history and offers a differential diagnosis. The “patient” student then reveals the diagnosis, giving a brief discussion of the typical presentation and history. The other students and faculty then comment on the “interviewing” student’s technique. Each student has the opportunity to be “patient” or “interviewer” in each session.</p> <p>This course has been enthusiastically received by students who have taken it in the past. It is our impression that students who have participated in the course had improved facility with pediatric interviews during their required clerkship in Pediatrics.</p>
<b>Objectives:</b>	<ul style="list-style-type: none"><li>• To enhance directed interviewing skills.</li></ul>

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<b>Pre-Requisites:</b>	None
<b>Requirements:</b>	<ul style="list-style-type: none"> <li>• Attendance and participation in the brief orientation and all 4 course sessions is MANDATORY.</li> <li>• Out-of-class research on the assigned diagnoses, as preparation for in-class role-play related to the condition.</li> </ul>

## **COURSE OVERVIEW**

### **Advanced Pediatric Interviewing**

ORIENTATION: December 14, 2021 at 4:30pm at UPMC Children’s Hospital of Pittsburgh, Conference Room 1104 – 1<sup>st</sup> Floor Faculty Pavilion. Orientation will only be for 30 minutes, but it is MANDATORY attendance.

#### **Logistics of the Course:**

The course will run for 4 weeks for 2 hours per week (3:30pm-5:30pm). There will be an orientation session before the course commences

#### **Location:**

#### **Specifics of the Course:**

- For each session, one student will be the “patient” or “parent” (with an assigned illness) and the other student will be the interviewer. The student with the assigned illness will be required to research that particular illness prior to the session. Acting as “patient” or “parent”, the student will have a chief complaint. It will be the duty of the interviewer to ascertain a reasonable differential diagnosis through exploration of the history of present illness (HPI) in approximately 20 minutes.
- As the interview progresses, the preceptor may inquire about the interviewer’s thought process or offer non-leading suggestions for re-direction.
- At the end of the 20 minutes, the interviewer will summarize the “patient’s” history and offer a differential diagnosis
- Following this, the patient will reveal the diagnosis and give a brief talk discussing it. Key elements in the history not explored by the interviewer may be discussed.
- The “patient” student may choose to provide a printed handout describing the “diagnosis” that is distributed to the group.