"FASTS Precepting: Engaging Medical Learners

In Virtual Patient Encounters With A Mnemonic Based Tool"

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Fig 1.   "FASTS" Precepting Model for Telehealth Learners

F	Formulate a relevant clinical question
A	Ask the attending/resident
S	See the patient virtually
T	Talk with the attending/resident
S	Save the information for later as a resource

Background

·   Shift to virtual platforms during COVID-19 pandemic

·   Of medical schools with a preclinical telemedicine curriculum, only 53% utilize patient encounters to develop competencies.[1]

·   Graduating medical students as a whole feel unprepared to utilize telehealth for patient care.[2]

·   2021: AAMC released 6 domains of virtual care with various competencies

· Many of the guidelines related to virtual care implementation and trainee instruction in this setting rely mainly on expert opinion.[3]

· Traditional precepting models such as SNAPPS, the One-Minute preceptor, remain valuable tools, but we identified a need to develop a standardized tool to support learner-centric growth in the AAMC's competencies, while accounting for the unique challenges of telemedicine workflows.

· The FASTS tool standardizes an approach Preceptors can take to maintain a learner-centric, andragogic approach to clinical education in the telemedicine environment.

References

1. Waseh S, Dicker A. Telemedicine Training in Undergraduate Medical Education: Mixed-Methods Review

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2. Lehrer M, Murray S, Adler C, Haerter S. Needs assessment regarding telemedicine education. Poster presented at: Innovations in Medical Education; February 19, 2016; San Gabriel, California.

3. Zickuhr L, Kolfenbach J, Bolster MB. Applying Educational Theory to Optimize Trainee Education in the Ambulatory Virtual Care Environment [published online ahead of print, 2021 Aug 17]. Med Sci Educ. 2021;1-8. doi:10.1007/s40670-021-01365-0

Hypotheses

1.) Use of the FASTS approach to precepting in the telemedicine environment results in consistent identification of learner-identified clinical questions. (**behavior**)

2.) Use of the FASTS approach to precepting in the telemedicine environment consistently results preceptor teaching and sharing of resources to support learner goals   (**behavior)**

3.) Use of the FASTS approach to precepting in the telemedicine environment results in preceptor and learner satisfaction with the teaching/feedback encounter. **(attitude)**

Fig 2.   Draft 3-Question Survey

Relevant Hypothesis	Potential Question
1	**A learner-identified clinical question was identified during each precepted patient encounter.** *Always Frequently Sometimes Rarely Never*
2	**Precepting the learner resulted in teaching points/resources shared related to a learner-identified clinical question.** *Always Frequently Sometimes Rarely Never*
3	**The teaching encounter was effective for telehealth-related learning.** *Strongly Disagree Disagree Neutral Agree Strongly Agree*
1-3	**(Optional) Comments:**

Appendix

(Original Iteration)

Virtual Patient Encounter Self Reflection Form

Your Role (please circle):   Student   Physician Teacher (Resident, Faculty, etc.)

For the below statements about your experiences with virtual patient encounters, please circle a number from 1-5 based on your satisfaction level: 1 being completely disagree and 5 being completely agree.

I feel that both the student and physician teacher were engaged in the virtual patient encounter.	**1**	**2**	**3**	**4**	**5**	**N/A**
I feel that both the student and physician teacher showed ownership over the patient care given during this virtual patient encounter.	**1**	**2**	**3**	**4**	**5**	**N/A**

I feel that a specific goal for knowledge or skill development was identified prior to the virtual patient encounter beginning.	1	2	3	4	5	N/A
I feel that the pre-identified goal was adequately achieved during the virtual patient encounter.	1	2	3	4	5	N/A
I feel that there was adequate time and opportunity for providing feedback regarding the virtual patient encounter.	1	2	3	4	5	N/A
I feel that the feedback provided was applicable to the pre-identified goal.	1	2	3	4	5	N/A
I feel satisfied with the quality and applicability of information and resources provided in regards to pre-identified goal.	1	2	3	4	5	N/A

Please feel free to use the space below to provide any other feedback not addressed in the above statements.