

Case 1. Systems Related Issues

A student is taking care of a patient with an abscess, which was drained in the ED. The patient needs help with the wound care but doesn't meet requirements for admission. The student tried to get a bed for the patient at a respite shelter for wound care and limb elevation but SW tells her there aren't any beds available.

Student Quote:

She reflects that “the limited availability of respite for the injured and sick puts the patient in a bad situation where their health outcome is at risk and leaves a bad taste in the mouth of the provider who disposes their patient to the street...”

What is causing student distress in this case?

How do you prepare students for this scenario?

What strategies do you use to debrief with students when this scenario occurs?

Case 2. Provider Specific Issues

A student cares for a patient with chest pain. They come up with a great differential and management plan. After a CXR, EKG and some labs the patient is feeling better and the attending tells them that the patient can go home.

Student Quote:

They discharge the patient but later write, "this can be an extremely unsettling feeling, sending a patient out the door without a clear diagnosis or treatment..."

What is causing student distress in this case?

How do you prepare students for this scenario?

What strategies do you use to debrief with students when this scenario occurs?

Case 3. Patient-Provider Conflict

A student is asked to perform a third RUQ US on a patient who came in for abdominal pain for educational purposes. The patient already had a formal US of the abdomen. She is handed the probe in front of the patient and feels compelled to comply, so performs the educational US.

Student Quote:
Afterwards she thinks, “while I admit, I appreciate the hands-on learning, and the US is a non-invasive and generally harmless study to have a number of students repeat, it still felt a little funny. Clearly the patient hadn't consented to be a model/example for learning.”

What is causing student distress in this case?

How do you prepare students for this scenario?

What strategies do you use to debrief with students when this scenario occurs?