COMSEP
Better Health for All Patients Through Pediatric Education

The Pediatric Educator
Council on Medical Student Education in Pediatrics

In This Issue…

Message from the President

Hello COMSEP!

I hope you are all well and enjoying a beautiful Fall! Our front porch is adorned with pumpkins and we are ready for Halloween!

Governance Structure

COMSEP's Executive Committee met last week in Washington and we spent considerable time discussing how best to structure COMSEP so that our organization could provide meaningful ways for our members to become engaged, accomplish great things, nimbly respond to change, enact our strategic plan, and fully support our leaders. We are excited about the changes we will implement at the Denver meeting. More details coming soon!

Collaboration

One of the main pillars of our strategic plan is Collaboration. In the past few months, I have reached out to pediatric organizations and undergraduate medical education organizations to learn more about their initiatives and share what COMSEP is doing.

I've spoken to the leaders of APPD (Association of Pediatric Program Directors), APA (Academic Pediatric Association), COPS (Council of Pediatric Subspecialties), PUPDOC (Paediatric Undergraduate Program Directors of Canada), STFM (Society of Teachers of Family Medicine), CDIM (Clerkship Directors in Internal Medicine); and representatives of ACE (Alliance for Clinical Education), ADMSEP (Association of Directors of Medical Student Education in Psychiatry), and AMSPDC (Association of Medical School Pediatric Department Chairs). Conversations with these organizations have helped inform our decisions about governance re-structuring.

Recently, Dr. Sherilyn Smith and I met with leaders of APPD, APA, COPS, and AMSPDC. We shared a conversation about how our 5 organizations could work together to support our members, improve pediatric

education, and positively influence patient care. We identified joint projects that are of relevance to our organizations such as mentorship and wellness. We will reach out to COMSEP members as we begin these initiatives.

This edition of the Educator features two more Tech Corners – features written by our Learning Technology Task Force to help us incorporate technology into our teaching to improve student learning and engagement. Thank you to this group for helping to educate us all!

It is a delight to serve this organization. The Executive Committee and I are open to ideas and suggestions – please contact us.
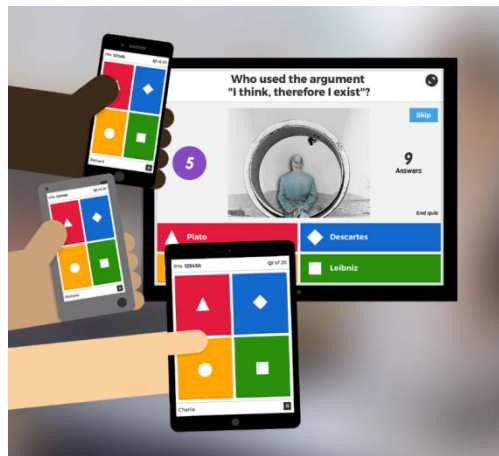
Happy Halloween!!

Susan Bannister, MD
COMSEP President

Tech Corner – Kahoot!

Kahoot! (Web, iOs, Android)
Christopher Bergsman, MD

The LTTF continues its Tech Corner series in which we introduce COMSEP to our favorite apps, tools, and gadgets for teaching pediatrics to medical students. The authors and editors have no relevant financial relationships with the companies that produce the software and devices that we discuss.

Kahoot is a great online learning tool that can be used to create fun learning games for students of all ages.

Quizzes, polls, and surveys can be quickly created online (https://getkahoot.com/) for free. Pictures can be added as well. Questions with multiple choice answers can be displayed to the group (either shown directly using a PC, laptop, or iPad or connected to a projector or monitor for larger numbers of students). Each student or small group can use a phone, tablet, or laptop to choose their answers using either a free app or in

their web browser using a link that Kahoot will generate. Nicknames or pseudonyms can be used to maintain anonymity.

If using the quiz mode, correct responses are awarded points depending on how rapidly the participant answers. The amount of time allowed to answer the questions can be adjusted. There is music played during the quiz that adds to the fun. The answers are displayed to the group after the allotted time runs out and the teacher can then pause to explain answers more fully.   If desired, you can display the top 3 scores at the end of the quiz and give plaudits or awards to the winners. You can also save a file with a record of all the responses.

Overall, this is a very easy site to use with very little experience. Limitations include the relatively short length of questions and answers allowed (everything must be concise; clinical vignettes won't fit) and each question must be created using the online tools (no importing of existing Powerpoint slides or PDFs). Some learners may not be as comfortable with the pressure of trying to answer questions quickly. A nice easy practice question to start off with might help students get accustomed to the format—you can make individual questions worth points or not. I have used this learning tool several times over the past year with success (for orientation quizzes and end of rotation reviews) and would strongly encourage it as an effective learning tool.

Tech Corner – Coggle.it

Coggle.it
Kirstin A.M. Nackers, MD FAAP

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Mind-mapping (also known as concept mapping) is a great way to help organize information, especially when there is not a clear sequential relationship or when you want to highlight the inter-relatedness of ideas.

You can do this with pen and paper (or whiteboard and marker), but this is the _Tech Corner_! Technology makes it easy for us to share and collaborate on mind-maps. Coggle.it is a great tool for mind-mapping that is free and creates aesthetically pleasing mind-maps. Start a mind-map by entering the topic in the gray box in the center of your *coggle*. (As an example, Figure 1 shows a mind-map detailing important clinical aspects of unconjugated neonatal hyperbilirubinemia.) There is a small point on each side of the central box – hover over it and click on the plus sign that appears to add a branch. Label your branch with the first sub-topic (in this example, "Clinical Presentation"), then click its end to add another branch. Right-clicking will give you more options such as moving or deleting the branch (see Figure 1a). Create branches to show the hierarchy of sub-topics (see Figure 1b). You can also cross-link from one branch to another to demonstrate connections between related sub-topics (see Figure 2).
You can use this with learners in a number of ways. To improve engagement and retention, learners could create mind-maps "live" during a teaching session to help them organize and interact with the material that is being presented to them. They could do this independently while information is presented, or in groups. You can also use this to help self-directed learning! Have students create a mind-map of a topic before a teaching session. Add to or edit it after completion of the session to demonstrate how much they have learned.
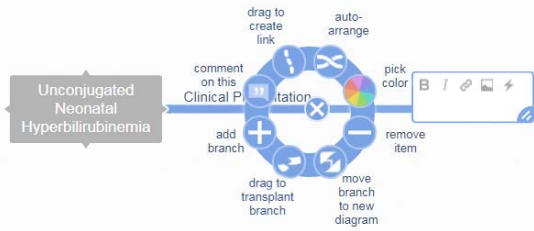
Figure 1a. Click to add a branch, or right click (shown above) to access the menu to edit, move, cross-link, or remove branches in your diagram.
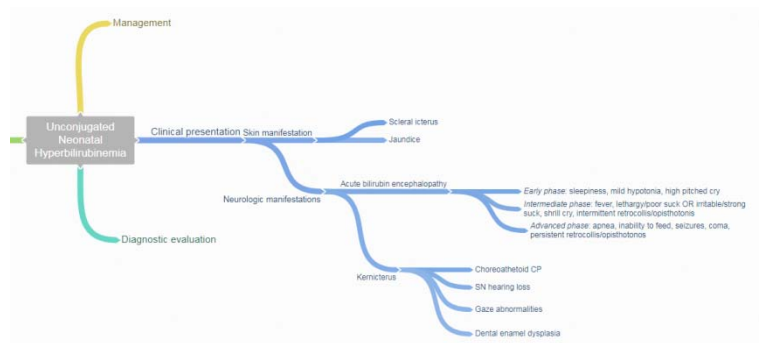

Figure 1b. Build out the diagram as far as you'd like!

Mind-mapping can also be used for curriculum development! I was tasked with designing an integrated curriculum that would emphasize working with caregivers and caring for vulnerable populations in a required clinical course spanning pediatrics, women's health, and geriatrics. I initially struggled with how to incorporate geriatrics, and mind-mapping helped me visualize the relatedness of these seemingly disparate clinical areas. In turn, this has informed creation of student clinical schedules and creation of teaching materials for this new curriculum. A portion of the mind map is shown in Figure 2, below.
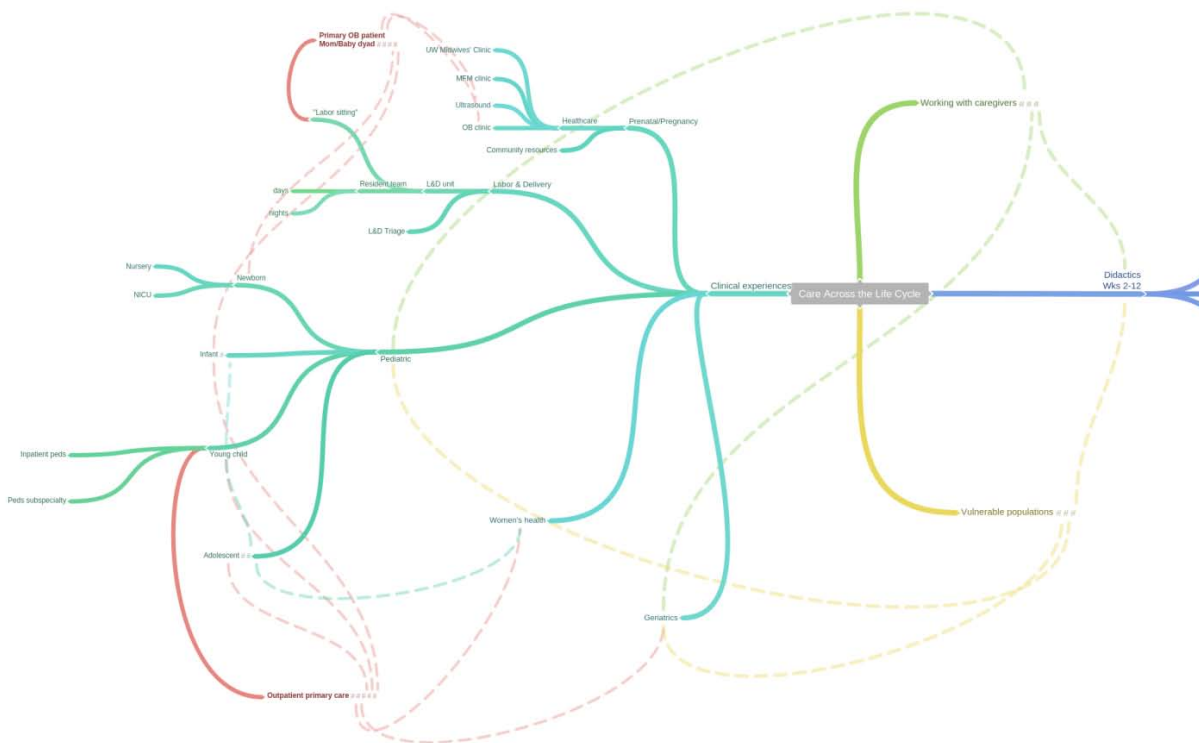

Figure 2. Mind map starting to show relationship across disciplines for integrated clinical clerkship, "Care Across the Life Cycle"

Coggle.it (http://coggle.it) is an excellent free resource for mind-mapping. It's a third party, cloud-based product which you can link to your google account allowing you to share coggles with collaborators. Other free options for mind mapping include: LucidChart (http://www.lucidchart.com), Popplet

(http://www.popplet.com/; free for limited number of maps), Gliffy (https://www.gliffy.com/), and NovaMind (https://www.novamind.com/; the "lite" version is free to download).

Annual Meeting

Save the Date

Climbing Every Mountain: Reflective Practices and Storytelling Across the Continuum