Family Centered Care (FCC) is associated with a variety of improved healthcare outcomes. It is common for medical schools to teach FCC through required activities outside of the classroom, including the use of family faculty. Many medical schools report teaching FCC through required activities outside of the classroom, including the use of family faculty. However, there is a paucity of literature on curricular models to explicitly teach FCC to medical students in clinical encounters.

The assignment of the Family Faculty; the rationale of the 4 questions; the assignment; the end of the Family Faculty. The orientation covers the concepts of Family Centered Care; the role of the Family Faculty; the rationale of the 4 questions; the assignment; the end of clinic discussion and evaluation process.

### Background
- Family Centered Care (FCC) is associated with a variety of improved healthcare outcomes.
- Family centered rounding is the most common style of rounding amongst pediatric hospitalists in the US and Canada, but is represented in fewer than half of all institutions. Students at these institutions may have FCC role-modeled without an explicit curriculum.
- Many medical schools report teaching FCC through required activities outside of the clinical setting, including the use of family faculty. However, there is a paucity of literature on curricular models to explicitly teach FCC to medical students in clinical encounters.

### Objectives
- To implement a curriculum (“From the Other Side of the Stethoscope”) in FCC utilizing students’ clinical experiences on their pediatric rotation.
- To incorporate a family faculty’s unique perspective throughout the curriculum.
- To examine student reflections for repetitive themes.
- To assess student’s qualitative feedback for strengths and weaknesses as well as ideas for improvement.

### Methods
- Participants: 121 3rd year medical students enrolled in the Pediatric Clerkship at Dartmouth Medical School, June, 2009 to January, 2011.
- Preparation: Clerkship leadership, family faculty and the Community Pediatrics coordinator held a series of meetings to develop a curriculum and an assignment to facilitate students’ education in FCC.
- Orientation: Students are introduced to the From the Other Side of the Stethoscope (FOSS) process by a staff member and a member of the Family Faculty. The orientation covers the concepts of Family Centered Care; the role of the Family Faculty; the rationale of the 4 questions; the assignment; the end of clinic discussion and evaluation process.

### Results of the reflection process
#### Example of student reflections
- "I also felt with a clear sense of disservices that I had done this patient and his family the previous week. I evaluated his behavior when he was upset and in pain, and I based my conclusions about who he was as a person on that. I failed to consider that that’s not who he was, even as his father was telling me it wasn’t. I had ignored the person who I should have listened to the most, and simply believed what I saw. I had probably allowed myself to do this because I was frustrated at not having known how to handle the patient initially. This made me blind to anything but what I had seen, so that I could think I had done a good job. In fact, I hadn’t. I had asked questions and then not listened to the answers, making my impressions meaningless. This experience has taught me to listen to what my patients tell me, as simple a lesson as that is."

#### Example of student reflections
- "When I entered the room, the kid was under an array of medical attention, with nurses and respiratory therapist suctioning, placing IV, etc. Grandpa was standing by the bedside, looking worried and quite tired. I walked in and told him the boy had not been TB and explained to him the difference between TB and common bacterial pneumonia. And imagine the grandpa going through the entire night agonizing if the kid was going to catch a cold without being bundled up in thick blankets? It was something easily done that I could not take any credit for, yet we healthcare providers are often so caught up in our busy schedules that we forget to simply address our patients: What is your concern today? What is your understanding of this illness? And take the time to sit down and fulfill our duty as our patient’s educators."

#### Example of student reflections
- "While it has been heartbreaking to watch this family deal with such a terrible situation, I have felt very privileged to be able to be a part of EL’s care. I am glad I chose to utilize the “Stethoscope” questions during that first interview with EL and her mom. The questions helped me to gain a better understanding of the family’s perception of the problem initially, and I believe this additional insight has given me a deeper understanding of what the family has been going through over past 2 weeks. I have continued to use these questions (in various forms) when I am working with EL’s family (and other patients) over the last few weeks, and again, listening to their responses over time has also been very informative and insightful."

### Future Directions
- Examine family perceptions of encounter w/students before & after intervention.
- Solicit preceptor impressions of students’ patient care w/ w/o use of 4 questions
- Assess carry-over of this experience into future clinical rotations.

### References