Life and PD Hacks

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Life and PD Hacks

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Randall Bly, MD
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Matthew Carlson, MD
Marc Gibber, MD
CAPS FOR SALE
A Tale of a Peddler, Some Monkeys and Their Monkey Business

TOLD & ILLUSTRATED BY
Esphyr Slobodkina

CELEBRATING 75 YEARS
What is a “Hack”?

“Creative solution to a problem”

“Workaround”
“Life Hack”

trick, shortcut, skill, or novelty method that increases productivity and efficiency
COOKING TWO PIZZAS AT ONCE
The Hackers

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A COMPUTER SIMULATION MODEL TO ANALYZE PROCESS FOR COMPETITIVE RESIDENCY IN PROGRAMS

RANDALL A. BLY, MD
Mark E. Whipple, MD, SM, Anthony B. Law MD, PhD
DISCLOSURES

• Consultant and stock holder, Spiway, LLC. Non-financial (e.g. advisory committee, review panel, board, etc.)

• Co-founder, Edus Health, Inc. Dr. Randall Bly holds a financial interest of ownership equity with Edus Health, Inc.

• Co-founder, EigenHealth, Inc. Dr. Randall Bly holds a financial interest of ownership equity with EigenHealth, Inc.
INTRODUCTION

OBJECTIVE:
Create computer model to analyze Otolaryngology match system

- Record number of applicants
  ✓ 73 applications per applicant
  ✓ 317 applications per program
- How can a program earnestly review applications?
- Student’s perspective: optimize probability of matching
METHODS

• Computer simulation of interview invitations – Otolaryngology
• Easy to Measure
  ✓ Board scores, grades, class rank
• Difficult to measure
  ✓ Life achievements, Leadership skills
• Multiple scenarios
• Outcome: Interview invitation
RESULTS

Interview invitations for Average Student by Number of Applications

Index student metrics

- Difficult: Average
- Easy: Average

<table>
<thead>
<tr>
<th>Number of Applications (index student)</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 applications (all other students)</td>
<td></td>
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<td></td>
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<tr>
<td>20 applications (all other students)</td>
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<tr>
<td>30 applications (all other students)</td>
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</tr>
</tbody>
</table>
STRATEGIES TO IMPROVE EFFICIENCY

- Limit applications
- Increase cost
  - Time
  - Money
- Sub-I rotations
- Extra paragraphs specific to programs
- Indicate preference to top 10 programs
Interviews for Students with Varying Characteristics & Preference Sharing

Number of applications submitted by all applicants

No student preferences

Index student preference only

All student preferences

All student preferences except index student
Interviews for Students with Varying Characteristics and Preference Sharing

![Graph showing the number of interviews received against the number of applications submitted. The graph has two y-axes, 'mean hard' and 'mean easy', and three lines representing different scenarios:

- Red line: No student preferences
- Purple line: Index student preference only
- Black dashed line: All student preferences except index student

The x-axis represents the number of applications submitted by all applicants, ranging from 0 to 100. The y-axis on the left side represents the number of interview invitations received, ranging from 0 to 20.]
Interviews for Students with Varying Characteristics & Preference Sharing

Number of applications submitted by all applicants

No student preferences

Index student preference only

All student preferences

All student preferences except index student

Number of interview invitations received
Interviews for Students with Varying Characteristics & Preference Sharing

No student preferences

Index student preference only

All student preferences

All student preferences except index student

+2sd hard | +2sd easy

Number of interview invitations received

Number of applications submitted by all applicants
Interviews for Students with Varying Characteristics and Preference Sharing

- No student preferences
- Index student preference only
- All student preferences
- All student preferences except index student

Number of interview invitations received vs. Number of applications submitted
Interviews for Students with Varying Characteristics & Preference Sharing

No student preferences

Index student preference only

All student preferences

All student preferences except index student

Number of applications submitted by all applicants
SUMMARY & CONCLUSION

- Student’s benefit by applying to more programs
- Unmatched positions occur at top programs when all students apply to majority of programs
  - Top programs select those to interview without knowing sincere interest
- Indicating preference is optional
- Benefits the majority with no practical detriment to top applicants
- Unlike making a limit, it is an acceptable way to increase efficiency of the match
Life Hack: BID Model for Intraoperative Teaching

Robbi A. Kupfer, MD
Associate Program Director, Otolaryngology Residency
Program Director, Laryngology Fellowship
Briefing

Intraoperative teaching

Debriefing

Briefing

Develop a mutual, clear, focused learning objective

“What do you want to learn during this operation?”

“I would like you to focus on ____ during this case.”
Intraoperative teaching

**Focused** on mutual learning objectives and observed performance

“What are you thinking as you do ___ [step of operation]?”

“Here is how experts think about that problem.”
Debriefing

**Solidifies** objective-based learning

4 Parts: Reflection, Rules, Reinforcement, Correction
Debriefing: Reflection

Ask learner to reflect on their performance and ability to attain the objective

“How do you think you did? Why do you think so?”
Debriefing: Rules

Ask the learner to state a rule to guide future practice

“Tell me what you will remember from today the next time you do this operation.”
Debriefing: Reinforcement

Reinforce what was done right

“When you _____, you did it _____, which made it effective.”
Debriefing: Correction

Mistakes or inappropriate performance **must be corrected**

“When you do ____, make sure you consider ____.”
An Intraoperative Teaching Moment
You've probably done a few trachs by now. What would you like to work on during this case?

I seem to have a hard time getting good exposure of the trachea to figure out where to enter the airway. So I guess I'd like to work on that.

That's a great objective for you to focus on. When we get in there, I want you to talk me through your approach as you are working on your exposure.
You’ve done a nice job identifying the strap muscles. Tell me your thought process now as you work on your exposure.

I’m going to find the midline, divide the straps, and then identify the trachea. But I’m not sure the best way to use the retractors.

You’ve got the right idea.

...This is how I like to place the retractors at this point in the surgery. Now, how might you figure out where to enter the airway?
DEBRIEFING: waiting for patient to wake up…

How do you think you did with your exposure?

I was able to expose the trachea well once I used the retractors like you showed me. But I had some trouble with the thyroid and got into more bleeding than I would have liked.

What’s something that you learned from this case that you will remember for next time?

I’ll remember that trick with the retractors. And I’ll remember to look for the thyroid and take care of it before I make it bleed.
DEBRIEFING: continued…

During the initial exposure, when you were careful to make sure you were in midline, it got you on the right track. Later in the case, even though you got into some bleeding, you quickly realized it was the thyroid and improved your exposure by adjusting the retractors so we could control it.

Next time remember what you learned from this case about the thyroid to avoid having to spend so much time getting hemostasis.

Got it!
## BID Model of Intraoperative Teaching

<table>
<thead>
<tr>
<th>Stage</th>
<th>Step</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefing</td>
<td>Set learning objectives for</td>
<td>“What would you like to focus on?” OR</td>
</tr>
<tr>
<td></td>
<td>encounter</td>
<td>“Today I want you to focus on…”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intraoperative teaching</td>
<td>Focused on stated objectives</td>
</tr>
<tr>
<td></td>
<td>Teaching during the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>encounter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Debriefing</td>
<td>“How do you think you did? Why?”</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>“What did you learn for next time?”</td>
</tr>
<tr>
<td></td>
<td>Rules</td>
<td>You did well at…”</td>
</tr>
<tr>
<td></td>
<td>Reinforcement</td>
<td>Next time, do this…”</td>
</tr>
<tr>
<td></td>
<td>Correction</td>
<td></td>
</tr>
</tbody>
</table>

In Pursuit of the Best Desk Ever

Noel Jabbour, MD
Assistant Professor
Fellowship Program Director
Pediatric Otolaryngology, Children’s Hospital of Pittsburgh
Assistant Residency Program Director
Department of Otolaryngology
MY PROBLEMS:

- FALLING ASLEEP
- STUDYING/READING
- LACKING EXERCISE
- CLEAN DESK SPACE FOR ADULT ADHD
- SITTING = SMOKING
Residency/Fellowship Solution:
Office/Work Solution:
1677 miles = 134,160 calories =
Life Hack

Treadmill ......$300
Shelf...............$20
2\textsuperscript{nd} Monitor......$90
Bike...............$100

$510
Sitting Is The New Smoking