Evaluate Sessions and Win!

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- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC Conferences mobile app or website
You Can’t Teach THAT Online
Blended learning strategies for health professional education programs

Allison Sohanlal
Sarah Patterson
If we transition the delivery of our program from in-person to online...how can we retain or improve the quality of education in a professional practice program?
Transition from Traditional Learning to Online Learning

Post Graduate Diploma Program in Child Life
(1988 – 2016)

- Traditional in person program
- Problem based learning format
- 8-month program
  - Coursework
  - Clinical internship in child life (16 weeks)
- Clinical education seminars in person or hybrid

MSc Child Life & Pediatric Psychosocial Care Program
(2016 – present)

- Two streams
  - Entry to child life practice
  - Advanced skills in pediatric psychosocial care
- Blended program
  - Online coursework
  - In person residencies (2 weeks total)
  - Clinical internship (Stream 1)
Stream 1
Entry to Child Life Practice

- Full time
- Seeking qualifications to write certification exam post graduation (Certified Child Life Specialist)
- Coursework + 26 weeks of clinical internships
- 2 years

Stream 2
Advanced Skills in Pediatric Psychosocial Care

- Part time or full time
- Advanced education for health care professionals
- Course based masters (no internships)
- 1-4 years to complete
Key Components of PBL

- Small group learning
- Faculty facilitation
- Use of patient-based cases
- Learning objectives
Miller’s Pyramid

Miller's pyramid for assessing clinical competence

Miller, G.E (1990)
Adapted by Drs R. Mehay & R. Burns, UK (Jan 2009)
Connection
Engagement
Application

Theory → Practice

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