

Speed Up and Slow Down

Changes and Challenges of Medical Education During the Pandemic

Dr. Mark Best, Dr. Elise Everett, Dr. Peter Horneffer,
Dr. Santiago Lorenzo, Dr. Teresa Pettersen, Dr. Bei Zhang

Evaluate Sessions and Win!



- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation*

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

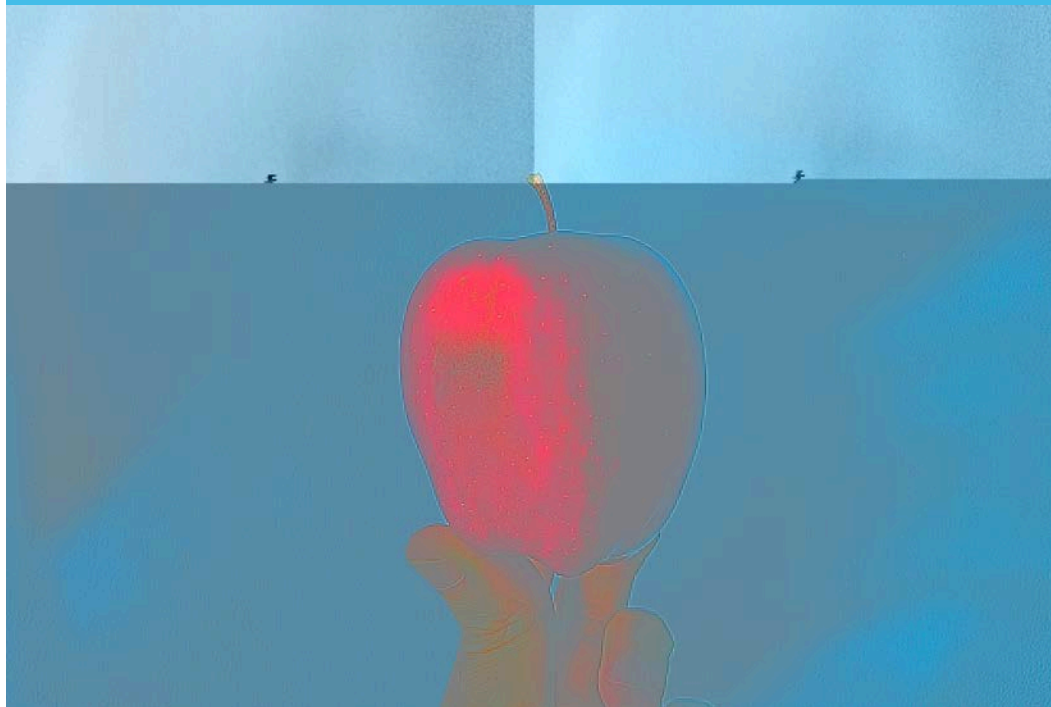
Five (5) \$25 gift cards will be awarded

Must submit evals using the OLC conference website, beta platform mobile app

Disclosure Statement

The panel presenters have no financial relationship with the tools, programs or resource providers mentioned in this presentation.

U-PICK!



ONLINE LEARNING™
CONSORTIUM

 MERLOT

 **OLC Innovate**
EDUCATION REIMAGINED

What Are Your Favorite Topics?

1. Successful and Unsuccessful online courses
2. TBL and PBL migration online
3. Online exam proctoring
4. Simulation and objective structured clinical examination (OSCE) during the pandemic
5. Popular learning tools and resources used by students
6. Popular teaching tools and resources used by faculty
7. Student and faculty support during the pandemic
8. Teaching and learning moments from the crisis

Preclinical Science

- Problem based learning (PBL)
- Clinical exam & osteopathic manipulative treatment labs
- Anatomy & mini-courses
- Key Elements

PBL

virtual

Pros?
Flexibility, no travel time

Cons?
Lack of effective connection and interaction, screen fatigue, tech problems

live

Pros?
More comradeship & interpersonal engagement

Cons?
Not flexible

hybrid

Pros?
More comradeship & interpersonal engagement

Cons?

Objective Structured Clinical Examination (OSCE) lab sessions/teaching and feedback

Pros

Swiftly timed

Concepts are focused

Delivery Style

Safety Measures

Cons

Setting limitations

Exam Room

Personalization

Orientation

Key Elements

- Be flexible
- Be a process expert, not a content expert
- Adapt to the constraints
- Ask questions
- Engage the students
- Support/Maintain social etiquette

Challenges to Delivering a Clinical Curriculum during Covid

- Student safety
- More with Less
 - Numbers and types of patients
 - Increased learner/patient ratios
 - Increased learner/faculty ratios
 - Physical space in clinical environment
- Assessment and Grading

Solutions to Delivering a Clinical Curriculum during Covid

- Student safety
 - Delayed entry into Clerkship
 - Batching
 - 8 week remote active learning curriculum
 - Additional Training for Re-Entry
 - PPE, eye protection, hand washing, physical distancing, OSHA training
 - Public health education: The Green and Gold Promise
 - Symptom Screening and Covid testing (App)
 - Telehealth

Solutions to Delivering a Clinical Curriculum during Covid

- Numbers and Types of Patients
 - Increased learner/patient, learner/faculty ratios
 - Physical space in clinical environment
- Online cases
 - Facetime, smartphones, tablets
 - Virtual rounds
 - Telehealth

Solutions to Delivering a Clinical Curriculum during Covid

- Assessment and Grading
 - Focus on Goals and Objectives
 - Less time based, more competency based
 - More longitudinal
- Changes
 - P/F NBME exam
 - Remote exam proctoring
 - P/F Clerkships (Bias)
 - Formative OSCEs

Technology

The Solution to Keeping Pace with Knowledge Acquisition

COVID 19'S SILVER LINING:

Social distancing has forced academia to explore the capabilities technology affords

Technology Affords a Transformation of the Educational Process

Lock step progression  Mastery-directed learning

Historical precedent  Data-driven teaching and learning

Testing to assign rank  Testing as a diagnostic and learning tool

Teaching/Learning Platforms Are The Key!

- Curated content- Quality teaching materials in multiple formats
- Guided delivery
- Evidence-based strategies: Spaced retrieval/ Interleaving
- Data tracking
- Greatly facilitate a student-centered active learning approach such as the flipped classroom

Key Elements of A Good Platform

- Video and text content library- first pass learning before coming to class- should be customizable
- Spaced retrieval algorithms built in: use AI to augment concept retention and understanding
- Remote proctoring- frequent testing key to good understanding of one's progress. We are all poor judges of our own capabilities. Need for external calibration
- Mechanisms to promote non-confrontational interaction; in-class polling, game- like solution solving, Problem solving individually or in teams
- Data tracking and analyses

Your Take-home Question?

COVID 19'S SILVER LINING:

Forced academia to re-examine the education process

The Presenters

- Dr. Mark Best, Lake Erie College of Osteopathic Medicine (mbest@lecom.edu)
- Dr. Elise Everett, University of Vermont Medical Health Center (elise.everett@uvmhealth.org)
- Dr. Peter Horneffer, All American Institute of Medical Sciences/Lecturio/Sinai Hospital of Baltimore, (pjh.medss@gmail.com)
- Dr. Santiago Lorenzo, Lake Erie College of Osteopathic Medicine (slorenzo@lecom.edu)
- Dr. Teresa Pettersen, Lake Erie College of Osteopathic Medicine (tpettersen@lecom.edu)
- Dr. Bei Zhang, Robert Larner, College of Medicine, University of Vermont (bei.zhang@med.uvm.edu)

Evaluate Sessions and Win!



- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- 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 conference website, beta platform mobile app



T₁ H₄ A₁ N₁ K₅
Y₄ O₁ U₁



ONLINE LEARNING™
CONSORTIUM

MERLOT

OLC Innovate
EDUCATION REIMAGINED