Challenges with Building and Promoting a New Blended-Learning Paradigm for Clinical Education

AACOM/AODME Annual Conference, Washington, DC

Erik Langenau, DO, MS, FAAP, FACOP
Joseph M. Kaczmarczyk, DO, MPH
Disclosures

• None
Learning Objectives

1. Explain the rationale for developing an organized blended learning program for students across training sites.
2. Describe the steps taken to develop a comprehensive blended learning program.
3. Describe how unique challenges were addressed, such as faculty training, student engagement, and integration with clinical training.
Blended Learning

Components

• Face-2-Face
• Online activities

Rationale

• Multiple Sites
• Multiple Students
• Consistency
• Remove Didactic Burden
• Off hours engagement
Blended Learning: PCOM Model

CD: Course Director
P: Preceptor / Site Director
S: Student
Blended Learning: PCOM Model

CD: Course Director
P: Preceptor / Site Director
OP: Online Clinical Preceptor
S: Student
Rationale

- Acute loss 30% OB/GYN Clerkships
- Peds, OB/GYN, and Psychiatry Clerkships
- Relieve didactic burden
Rationale Continued

- Philadelphia campus 2 clerkship models: Rotating J-Group and Core Clinical Campus
  - Comparability across geography and clerkship models
  - Technology to obviate return to campus didactics
- Standardization and centralization
Step 1: Started with Philadelphia OB/GYN Clerkship

- APGO resources informed content
- PCOM Library Guide housed content
  - Orientation voice-over PPT
  - “Topics You Should Know” with hyperlinks
  - uWISE X2 (subscription)
  - APGO The OB/GYN Clerkship: Your Guide to Success
  - EFM online course
Step 2: Hired Online Preceptors Peds, OB/GYN, and Psychiatry

- OB/GYN Clerkship
  - Dedicated Clerkship Blackboard site
  - Orientation video (YouTube) Online Preceptor
  - APGO videos supplanted hyperlinked readings
  - Continued prior content (uWISE x2, EFM, etc)
  - Weekly discussion boards monitored by Online Preceptor
  - Electronic attestation statement

- Peds and Psychiatry Clerkships required development de novo
Step 3: Evolution and Expansion

- Added sequentially Cardiology, Internal Medicine, Surgery, Internal Medicine Sub-I, and Ambulatory Sub-I
- Planned expansion
Unique Challenges
## Unique Challenges

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>- Use and comfort&lt;br&gt;- Account access</td>
</tr>
<tr>
<td>Administration</td>
<td>- Financing&lt;br&gt;- Buy-in&lt;br&gt;- 2 campuses&lt;br&gt;- Different disciplines</td>
</tr>
<tr>
<td>Faculty</td>
<td>- Online preceptors&lt;br&gt;- Course Directors&lt;br&gt;- Preceptors&lt;br&gt;- Clinical Education</td>
</tr>
<tr>
<td>Student</td>
<td>- Perception&lt;br&gt;- Engagement&lt;br&gt;- Accountability&lt;br&gt;- Grading&lt;br&gt;- Accessibility / ADA</td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
</tbody>
</table>

Philadelphia College of Osteopathic Medicine
Questions?
Thank you

- Erik Langenau, DO, MS, FAAP, FACOP
- Chief Academic Technology Officer, PCOM
- ErikLa@pcom.edu

- Joseph Kaczmarczyk, DO, MPH
- Associate Dean of Undergraduate Medical Education, PCOM
- Josephkac@pcom.edu
References

- Stravredes T, Hereder T. A guide to online course design. 2014