Introduction

Faculty development is an ongoing task of the academic community that is hampered by time constraints and a distributed community. Online education is one approach that has been used successfully to address this problem. However, there is a gap in existing faculty development for preceptors that includes:

- At your convenience, online training for preceptors that offers Continuing Medical Education (CME) credits
- The topic of Osteopathic Principles and Practices (OPP) and Osteopathic Manipulative Techniques (OMT) education
- Continuity of OPP and OMT education within the third and fourth year clerkship rotations

Goals

The study was designed to explore:

- The impact of online, technology delivered CME education for adjunct faculty preceptors.
- Improvement in skill level and comfort in supervision of OPP education provided to students by the preceptors.
- Improvement in preceptor’s comfort with students providing OPP care to the preceptor’s patients.

Objectives

1. Identify one approach to osteopathic education utilizing an online CME platform.
2. Examine 2-3 distance-learning challenges to preceptor faculty development.
3. Apply lessons learned from the project to their own distance-learning osteopathic education.
4. Understand the value of a one-stop-shopping platform in professional development.

Methods

Three online OPP/OMT training video modules were created (Figure 1). They were delivered through the LMU-DCOM online CME portal. Participating preceptors (n=13) were asked to complete the OPP/OMT module relevant to their discipline. CME credit was offered to participants who successfully completed requirements.

An anonymous survey with four Likert Scale questions was administered through SurveyMonkey® at three intervals: 1) prior to viewing the module; 2) mid-project after completing the module and utilizing information; and 3) end of project. The third survey was also used as a reminder to complete their module and utilize information. Because this was an at-your-convenience training, timing between project dates and participation varied.

Results

At the close of the study a total of 13 participants responded to the surveys. There are indications that bear comment and further exploration:

- Reviewing the online modules may increase the knowledge of the study participant.
- Reviewing the modules may decrease the desire to learn more about OPP/OMM/OMT.
- Impact on preceptor’s preparedness and confidence is unclear.

Results by Question*

<table>
<thead>
<tr>
<th>Survey Type</th>
<th>Survey Participants n=13</th>
<th>Q1 Knowledge of OPP/OMM/OMT</th>
<th>Q2 Prepared in Supervising Students</th>
<th>Q3 Interest in Enhancing Knowledge and Skills</th>
<th>Q4 Confidence in Allowing Students to Provide OMT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Survey</td>
<td>8</td>
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<td>2.1</td>
<td>3.5</td>
<td>3.4</td>
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<tr>
<td>Mid-Survey</td>
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<td>3.2</td>
<td>2.8</td>
<td>4.0</td>
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<tr>
<td>Post-Survey</td>
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<td>3.3</td>
<td>2.7</td>
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<td>3.3</td>
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<td>Δ over time</td>
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<td></td>
<td>24%</td>
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<td>30%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

* 5 point rating scale

Challenge

Lack of ongoing engagement of preceptors in the study limits the continuity of learning and survey participation. Survey data from preceptors is limited for desired analysis. Project design and timing of surveys increases the complexity of the study and may limit desired outcomes.

Successes

The study demonstrates applicability of OMM/OMT to a number of clinical specialties which many preceptors might not normally think of as potentially applicable.

Lessons Learned

The study underscores the importance of sufficient recruiting and retention measures of preceptors to increase faculty development program success and to effectively reach community-based rotation sites.

References


