

Data Bank

Identify and use basic applications for web based curriculum manager. We will be discussing and introducing the potential of such a tool to facilitate coordination of course/curricular material to a large group of students/residents.

1. What do I need to communicate to my students/residents? Identify the data you need to disseminate-(schedule, site specific goals and assignments, evaluation /feedback resources, curricular information).

2. What are my resources/my audiences resources? What can I reasonably expect them to “get” from this? (access to technology, time, skill set)

3. What is my format? (basic folders, timeline, subject based)

4. What is my goal “outcome” measurement going to be? (satisfaction with clerkship, timely completion of assignments, grades)

5. How will I “man” this feature? (tracking feature, grade books)

Discussion Boards

Identify and conceptualize the construction of a topic/activity that would be structured as a discussion board on web based manager.

1. Define the goal/objectives of your exercise? (is this for your assessment of them, their assessment of experience or to broaden life long learning skills)
2. What is to be the topic or category of discussion?
3. What are my resources/audience resources? What can I expect? (skill set/comfort zones)
4. How will I assess students/residents? (assignment vs assessment vs journal feature)
5. How will I “man” this feature? (responses, feedback-making it tangible-- asynchronous)

Disease /Management module

Discuss the features of web based manager that can be used in the creation of a basic module to enhance teaching of disease evaluation/management strategies. Select a sample topic and work through the format of the module.

1. What am I trying to achieve with this module? (medical knowledge, curricular enhancement, core curriculum, replace didactic)
2. What competencies can I address with a module? (med knowledge-didactic, PBL-PICO, communication /professionalism-interactive components , SBP-discharge planning, order sets)
3. What content can I include?(articles, links, lectures, guidelines....)
4. How will this meet ACGME criteria for curricular validity? (link to goals and objectives, data tracking and documentation)
5. How will I roll this out and to whom? How will I monitor and ensure compliance/completion?
6. How will I “man”this feature?(options for teach functions)

Quality Improvement

Explore and create a web based local approach to incorporate ACGME required QI activities.

1. What information do I need to disseminate to my residents regarding this requirement?
2. What tools do they need to successfully navigate a project?
3. What are my existing resources? Can I integrate or coordinate those in my module?(don't reinvent this wheel!)
4. How will I monitor participation in a project to ensure compliance in a time sensitive fashion?
5. How can I create a living forum for CQI that is faculty supported and supervised, resident driven, sustained and has opportunity for growth?

Use of Modules for competency based activities

Brainstorm and design a module that is either competency based and or fulfills another ACGME requirement. Explore advanced features of web based manager that enhance such an activity.

1. What competencies am I lacking or in need of fulfilling more robustly?
2. What competencies can I address with a module? (patient care-EBM curriculums, med knowledge-didactics, PBL-QI, PICO, communication/SBP-interactive journaling, professionalism-podcasts)
3. What other ACGME requirements are amenable for web based manager?
4. How and when do you “fit”this in to busy duty hour restricted schedules?
5. What is your current content and method of delivery for this kind of information?
(ex: sleep and fatigue education)
6. What options do you have to make it more accessible and user friendly to ensure more than basic compliance? (make it meaningful to residents and have meaningful documentation for ACGME)