Enhancing Student Learning of EBP and Instructors EBP Evaluation Skills through an Innovative Web Based Tool

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Problem: Preparing preceptors at regional sites on techniques to evaluate new curriculum additions has been a problem. Web based technology offers a mechanism for delivery of the necessity faculty development. A second problem is preparing all of the students on how to organize and deliver the required new curricular addition. However, online learning, though increasingly popular, has been cited to inherently hold several challenges, including the lack of immediate feedback offered by online courses.

Evidence: Lack of immediate feedback indicates a significant barrier to learning. Immediate feedback has been showed to increase student achievement, with immediate corrective feedback being especially important. In a commitment to enhance skills, KCOM developed this module which provides learners with immediate (and, when appropriate, corrective), feedback (Dempsey,.2009).

Strategy/Practice Change:
A new technology based tool which enhances the student’s learning of EBM concepts and prepares preceptors to evaluate students’ EBM activities was developed. The unique features of the web design demonstrate a more effective method of teaching students about EBM concepts and of enhancing preceptor’s evaluation of student EBM skills. This innovative web-based learning tool optimizes concept acquisition and provides immediate learner feedback.

Still Learning employs video presentations, based on ThinkAboutIt architecture, to enhance student’s understanding of EBP and to help community-based faculty assess EBP student competency. Users view a medical student’s case presentation, make a decision about how to apply evaluation criteria, and give a rationale for their choice. Immediate feedback is given in a second phase, when the tool graphically displays frequencies of all users’ choices and lists users’ and other’s rationales. A coach is available to provide helpful hints and an expert gives an authoritative description of how rating criteria should have been applied. Evaluations continue through multiple cases.

Results: Forty seven students have accessed the leaners site and results from the EBM efficiency scale are forthcoming.
Recommendations: Preceptors report increased understanding of the assessment of student EBP concept mastery. An end of activity assessment which provides a quantitative grade may be helpful to determine that the EBP objectives have been met.

Bibliography: