Distance Learning: Same content, flexible delivery methods

The Underserved Pathway – University of Washington School of Medicine

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Underserved Pathway Requirements

**Phase 1: Foundations**  
(~ 18 months)
- Underserved:
  - Community experience
  - Non-clinical selectives and/or Intercessions (2 credits)
  - Scholarly project

**Phase 2: Patient Care**  
(~ 12 months)
- Clerkships at underserved sites  
  (12 credits or 6 weeks)

**Phase 3: Career Exploration and Focus**  
(~ 14 months)
- Mentorship (4 meetings/year of medical school)
- Modules (10 total: on-line or in-person)
- Service learning, advocacy, community service or engagement in an underserved setting (24 hours)
Phase 1: Foundations
(- 18 months)

Phase 2: Patient Care
(- 12 months)

Phase 3: Career Exploration and Focus
(- 14 months)

Modules (10 total: on-line or in-person)

- Oral Health
- Race, Ethnicity, and Health Care
- Homelessness
- Medicaid
- Public Health Epidemiology
- Medicare
- Behavior Change and Motivational Interviewing
- Advocacy
- Substance Abuse
- Community Health
- HIV/AIDS
- The Danger of a Single Story
- Exploring Disability
- Health Literacy
- Team Care
- Refugee and Immigrant Health
- Intimate Partner Violence
- Ethics of Medical Volunteerism

Who are the Underserved?

3 new on-line modules!
- Incarcerated Healthcare
- Rural Health Module – Part 1: Living and Working in Rural Communities
- Rural Health Module – Part 2: Service Structure and Access to Care in Rural Communities

NOW A TOTAL of 23 ON-LINE MODULES, including.....
Challenges of the new curriculum

- Increased number of students
- Students are never all in the same location
- Emphasis on consistency across campuses for required and extracurricular courses.
  - Content & Context
  - Assessment
  - Evaluation
Methods for completing modules:

- Focusing on the UP Health Literacy Module

Facilitators Guide:
Assist with delivery of WWAMI in-person modules

Asynchronous
Most students complete modules online

Interactive In-person
Faculty facilitated interactive module session

Modified In-person
Faculty led discussion session
Asynchronous

Students complete module on their own at their own pace. Via our online modules.

Introduction and Module Requirements: Health Literacy Module

Introduction:

Health literacy as an important component of health communication, medical product safety, and oral health. Health literacy is defined in *Health People 2010* as: "The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions." This module will introduce students to key concepts and issues related to Health literacy.

This module serves as an introduction to health literacy. You will review a case and write down some initial thoughts. Then you will explore some resources for health literacy. Finally you will perform a self-assessment and complete a written assignment.

Requirements for this module:

1. **READ** and work through the Case Study and Assignments 1-3: Health Literacy Module
   - Read the case study and go through all three of the assignments listed below the case. You do not have to post answers to assignments 1-2. Assignment 3 includes the written reflection for this module.

2. **WATCH** the Podcast: Health Literacy Module (25 min)

3. **POST** your reflection on Assignment: Health Literacy Module

4. **EVALUATE** this module's contribution to your education.

5. **RECORD** completion of this module on your UP Assignment Tracker Page!
Health Literacy Recipe Toolkit: Recipe 3

Break into groups of three; there will be three roles – the teacher, the learner, and the observer. Each recipe should take roughly 5-7 minutes.

Teachers: Much like providing health care, your time in the kitchen is a partnership. You and your learner need to make this recipe together, and it is essential that they know a few key pieces on information. Your role is to read the recipe to the learner, in order to mimic the amount of information and time of an office visit, please read the entire recipe. In the process of reading the recipe you need to teach the learner the following 3-4 key pieces of information that it is essential. You have 5 minutes to complete this task.

1. The name of the recipe – Garlic Stuffed Mushrooms with Béchamel and Scallions
2. Key Ingredient One – 2 1/2 c scalded Milk (More or less, depending on the thickness)
3. Key Ingredient Two – Garlic Puree From 3 Large Heads Of Roasted Garlic
4. Cooking Instructions – Beat the egg in a bowl. Beat some of the sauce into the egg. Next beat the egg mixture back into the garlic sauce.

Garlic Stuffed Mushrooms with Béchamel and Scallions
Modified In-person Module: Asynchronous & Discussion

1. Students complete module online

2. Come together with regional faculty for discussion on module

**Health Literacy**

- Introduction and Module Requirements
- Case Study and Assignments 1-3: Health Literacy Module
- Podcast: Health Literacy Module
- Assignment: Health Literacy Module
- UP Online Module Evaluation
- RECORD Completion of Module on Your UP Assignment Tracker Page
Student Evaluations: Health Literacy

Average Likert by method

- **Contributes to knowledge**
  - Asynchronous: 3.8 (n=4), 3.6 (n=11)
  - Interactive In-person: 4.0 (n=59)

- **Effectiveness**
  - Asynchronous: 3.8 (n=4), 3.5 (n=11)
  - Interactive In-person: 4.3 (n=60)

- **Impact future work**
  - Asynchronous: 4.3 (n=4), 3.8 (n=11)
  - Interactive In-person: 4.4 (n=60)

- **Likely to work with underserved**
  - Asynchronous: 4.5 (n=4), 3.5 (n=11)
  - Interactive In-person: 4.4 (n=60)
Need for more distance learning options

Barriers to WWAMI In-person sessions

• Limited time for students to complete modules
• Time constraints on faculty

Needed more content delivery tools...

• ZOOM:
  • Online conferencing technology similar to Adobe Connect
  • Up to 50 participants
Student Evaluations: Advocacy
Average Likert by method

- **Contributes to knowledge**
  - Interactive In-person Winter 2015: 3.9 (n=39)
  - Zoom Session Winter 2016: 2.9 (n=19)

- **Effectiveness**
  - Interactive In-person Winter 2015: 4.3 (n=39)
  - Zoom Session Winter 2016: 2.8 (n=19)

- **Impact future work**
  - Interactive In-person Winter 2015: 4.3 (n=39)
  - Zoom Session Winter 2016: 2.8 (n=19)

- **Likely to work with underserved**
  - Interactive In-person Winter 2015: 3.7 (n=19)
  - Zoom Session Winter 2016: 4.3 (n=39)
Student feedback Interactive In-person:

“The worksheets and informational sheets were very helpful because many of the topics that we learned about will encounter months and years from now, so it’s great to have resources to refer to.”

“Giving concrete ways/ideas to advocate (rather than theoretical). Advocacy is not a natural inclination for me but is something I feel a responsibility for. This helps open the door/makes it more accessible.”

“I was glad that we broke into smaller groups and I think that the handouts are great – the worksheets on the back will be very useful.”

Student feedback ZOOM Session:

“I really appreciated that it was an advocacy module but focused on a specific means of being an advocate. Always nice to get to do an interactive module while out in WWAMI land.”

“The most valuable aspect was learning about the different policies in the WWAMI states.”

“When we split into the groups it seemed disorganized, didn’t know who was in our group, only two people participated. Somehow connecting people better would be helpful!”

“The zoom format was terrible in my opinion.”

“I think sending instructors to sites, or using faculty already in place throughout regions, to coordinate in-person meetings is way more effective and personal.”

“Having some kind of voting or polling feature instead of chatting.”
Future Plans:

• Continue to recruit more regional faculty to run WWAMI In-person sessions
• Gather some more data and do more formal analysis
• Work with UWSOM IT to test new conferencing technologies available for engaging students.
• Request additional features directly to ZOOM software engineers.
Questions?

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