

DISTANCE EDUCATION: HOW TO SET UP MULTI-SITE CURRICULA

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Disclosure

- ▶ None



Objectives

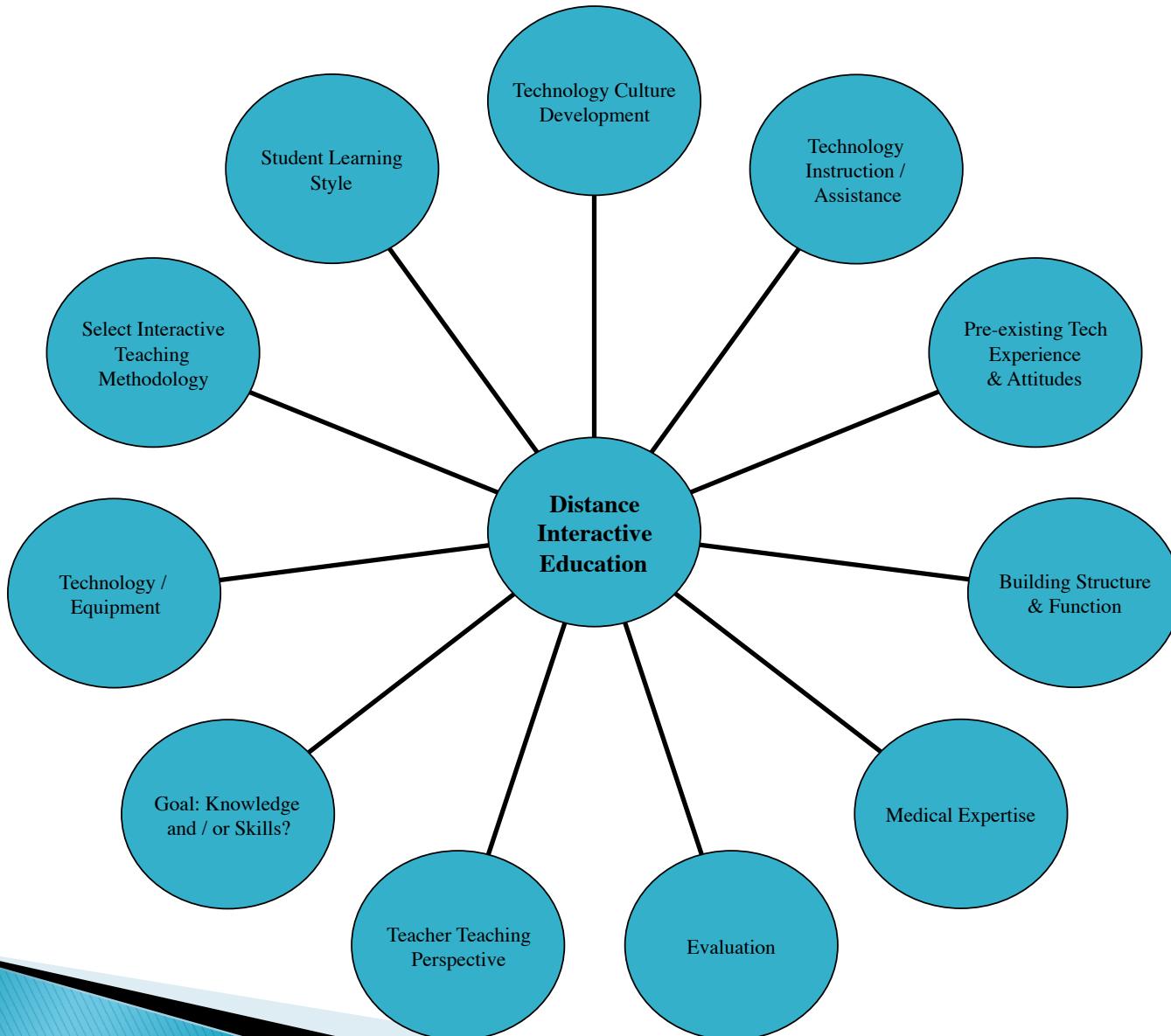
- ▶ To learn an approach to a distance education curriculum and compare it with in-person curricula
- ▶ To learn the components of a distance education curriculum
- ▶ To match program, teacher and learner goals with teaching methods and technology selection



An approach to distance education

- ▶ Definition
- ▶ Approach
- ▶ Technology platform
- ▶ Focus of initiatives/areas
- ▶ Education: teaching and learning
- ▶ Change management
- ▶ Evaluation



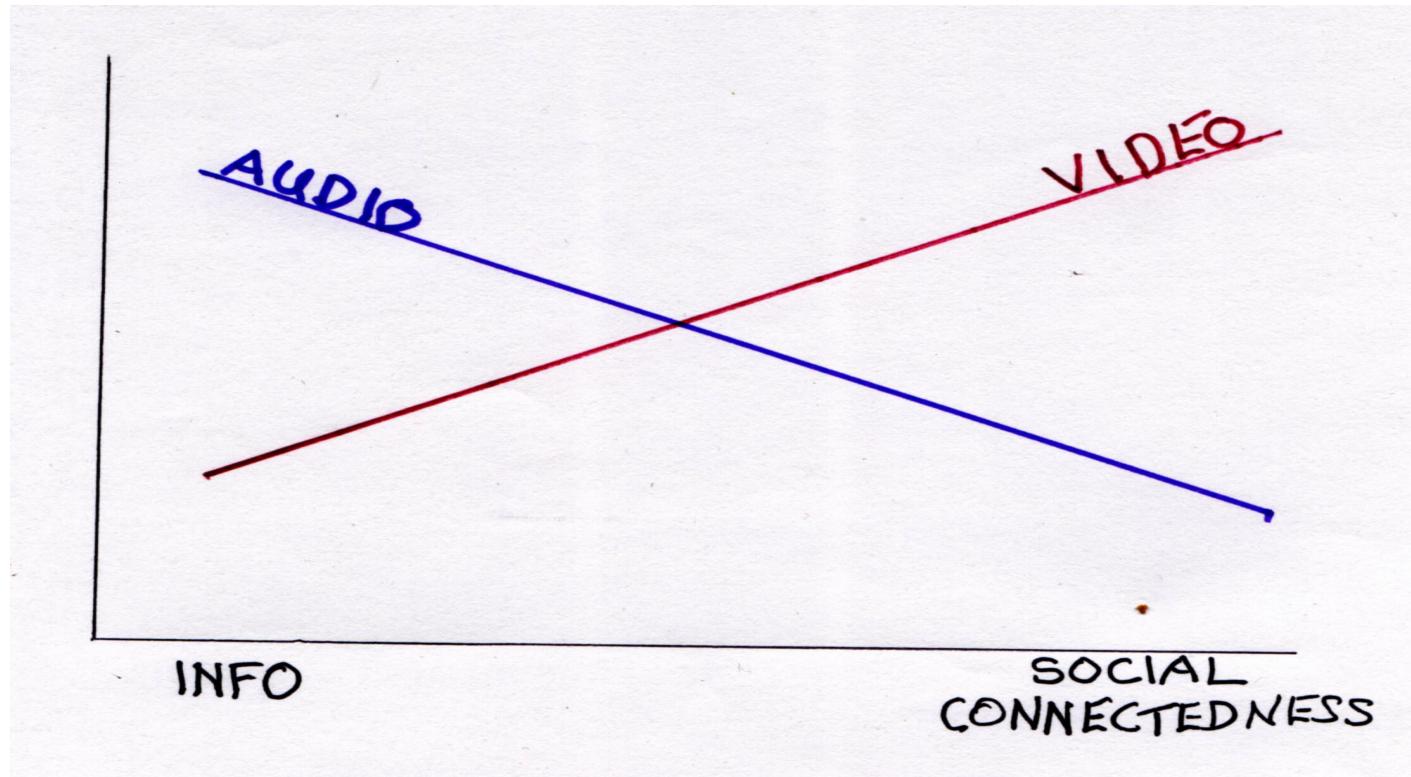


Distance education technology platform I: mode

- ▶ **Synchronous**
 - Phone
 - Web-based
 - Videoconferencing
- ▶ **Asynchronous**
 - Group
 - Individual
- ▶ **Analogy: stepped MH care?**



Information vs. connectedness



Distance education technology platform II: technology selection

- ▶ Objectives/goals
- ▶ Funding/\$
- ▶ Existing resources
 - Technology
 - Faculty
 - Other
- ▶ Mission(s) alignment



Distance education technology platform III: e-platform

- ▶ Phone or web
 - Virtual
- ▶ Videoconferencing
 - Primary/core sites
 - Multiple learners
 - High #s of learners
 - LCME and/or ACGME required rotations
 - Partners: County? VA? Other?



Distance education technology platform III: e-platform (cont.)

▶ Videoconferencing

- Secondary/adjunct sites
 - Added value
 - Secondary “hub” (e.g., a central site for 4–5 other sites’ trainees to join)
 - Population (rural, forensic, other)
 - Partners: Dept? School? Telehealth program? Community?



Distance education technology platform III: e-platform (cont.)

- ▶ Bridge technology
 - Multiple site connection (usually up to 10)
- ▶ Computer
 - Hardware/software
 - Video cameras
 - Other
- ▶ Room/plant
 - Microphones
 - Furniture



Focus of initiatives: clinical?

- ▶ Clinical platform for telepsychiatry
 - Integration of in-person and telehealth care?
 - EHR and email platform for patients?
 - Credentialing, privileging and other
 - Models of care
 - Consultation vs. management
- ▶ Educational platform: longitudinal rotation
 - Patient care
 - Education: supervision, reading seminar, case discussions

MS, R/fellow and faculty education

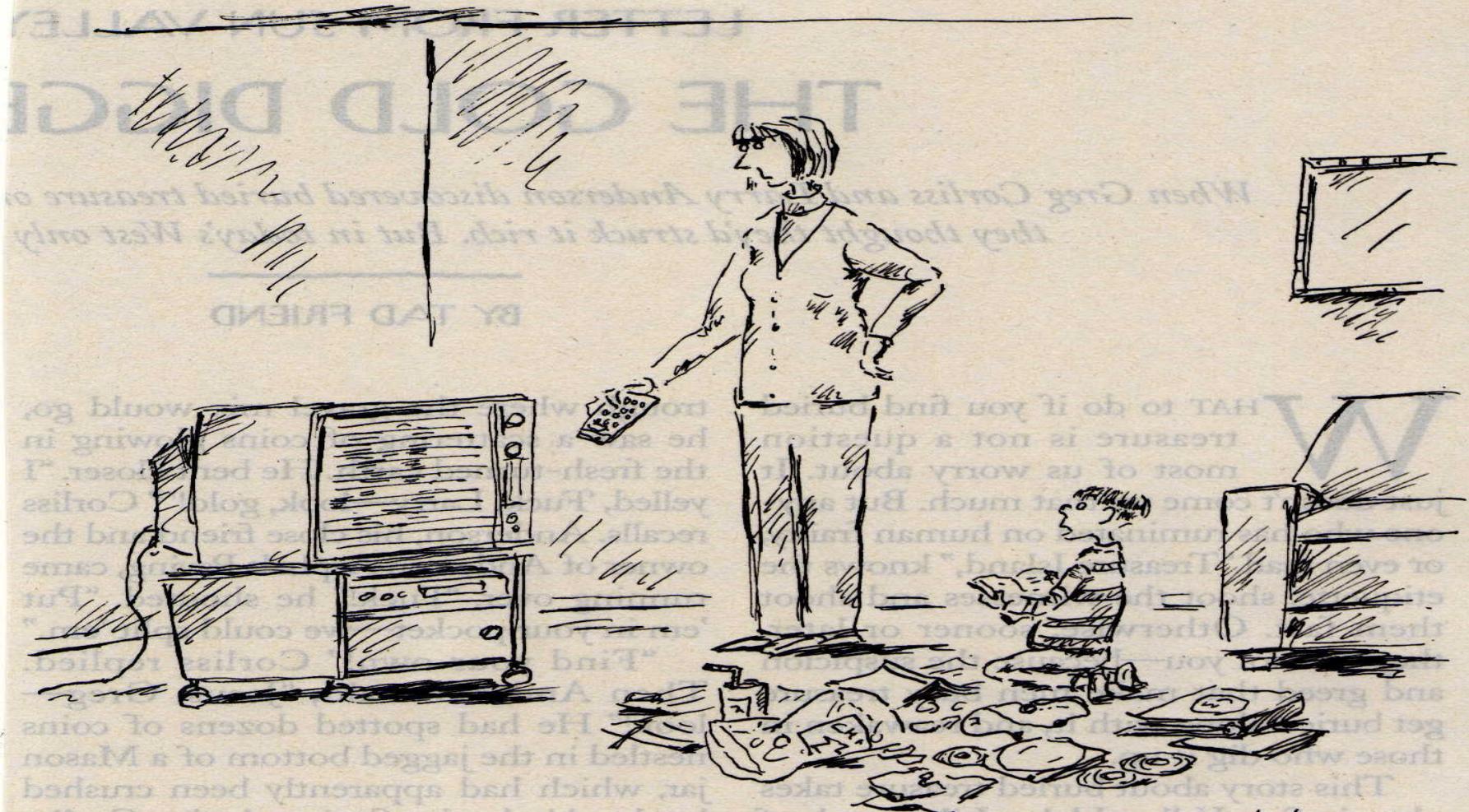
▶ Technology

- Patient engagement and communication
- Do's and don'ts
- Adaptations vs. in-person care (e.g., replace handshake with? Replace handed tissue with?)
- Attire, projecting self, and other

▶ Clinical

- Role per care type, documentation, scope of practice, and other





"Have some respect for my learning style."

B. S n a l c

Distance educational approach

- ▶ Mode of instruction
 - In-person, distanced, hybrid?
- ▶ Learner needs
- ▶ Faculty/teacher skills
- ▶ Pacing by group or individual
- ▶ Didactics based on size of group, location(s), objectives/goals, and technology availability



Teaching at a distance I: preparation

- ▶ Pick your technology
 - Align with teaching method and exercise
 - Simple (phone) to complex (video)
 - # learners or sites
- ▶ Teaching methods and material
 - Build in interaction (e.g., distance learners)
 - Balance didactic with interactive styles
- ▶ Content/material
 - Reduce by 10%-20%
 - Pre-distribute if necessary?



Teaching at a distance II: day of...

- ▶ Test run technology (preferably in advance of the day of)
- ▶ Get to site of teaching early
- ▶ Arm distant learners with links, slides, and help-lines
- ▶ Consider co-teaching roles
 - Primary: content/material
 - Facilitator: interaction, observation, process*
- ▶ Prepare for the worst; assume problems?



Teaching at a distance III: remember the big picture

- ▶ Attitude
 - Patience
 - Be positive
 - Have fun
- ▶ Teacher and learner differences
 - Check-in with learners
 - Engage learners
- ▶ Remember if problems arise
 - Don't make things worse
 - Reduce expectations



Teaching at a distance IV: is it really different than in-person?

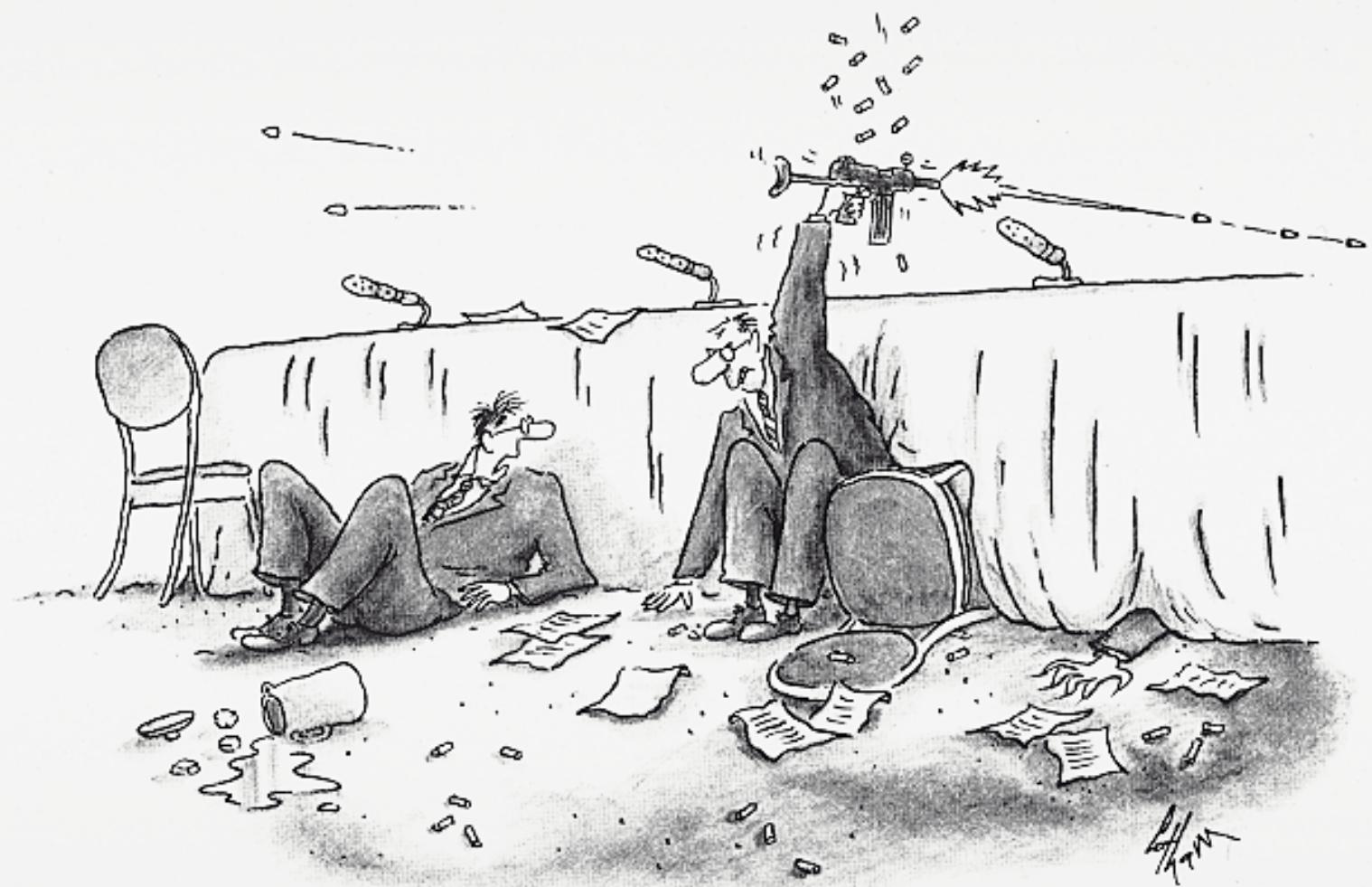
- ▶ No
 - Takes preparation and practice
 - I am just doing what I love to do...teach
 - Well, in large auditoriums, I cannot see folks faces, either
- ▶ Yes
 - It is different if I have in-person and distant learners (hybrid model)
 - I am doing what I love...but I have to adjust it
 - Where are my visual cues to adjust/gauge learners?
 - It is more like being on stage/choreography



Teaching at a distance V: at the end... evaluation...aim for 360°

- ▶ Strengths and weaknesses
 - Material
 - Technology
 - Teaching methods
- ▶ Self-evaluation
 - What would I do differently?
 - What did I do well?
- ▶ Learners' evaluation: areas above,
satisfaction (presence, fun, shared
experience)





"This symposium has gotten completely out of hand!"

Educational approach II

- ▶ Faculty development
 - Attitude vs. skills >> knowledge
 - 2–pager on Tips for Teachers
 - Preparatory phase
 - Action phase
 - Post-evaluation phase
- ▶ Administration:
 - Same phases and oversight
 - 2–pager on Tips for Course Director/Manager/Staff

Evaluation and QI

- ▶ Pre-assessment
- ▶ Learner and teacher observations
- ▶ Satisfaction vs. in-person
 - Presence
 - Interruptions
 - Continuity
- ▶ 360
 - Quantitative and qualitative
 - Systems evaluation with iterative feedback



Take home

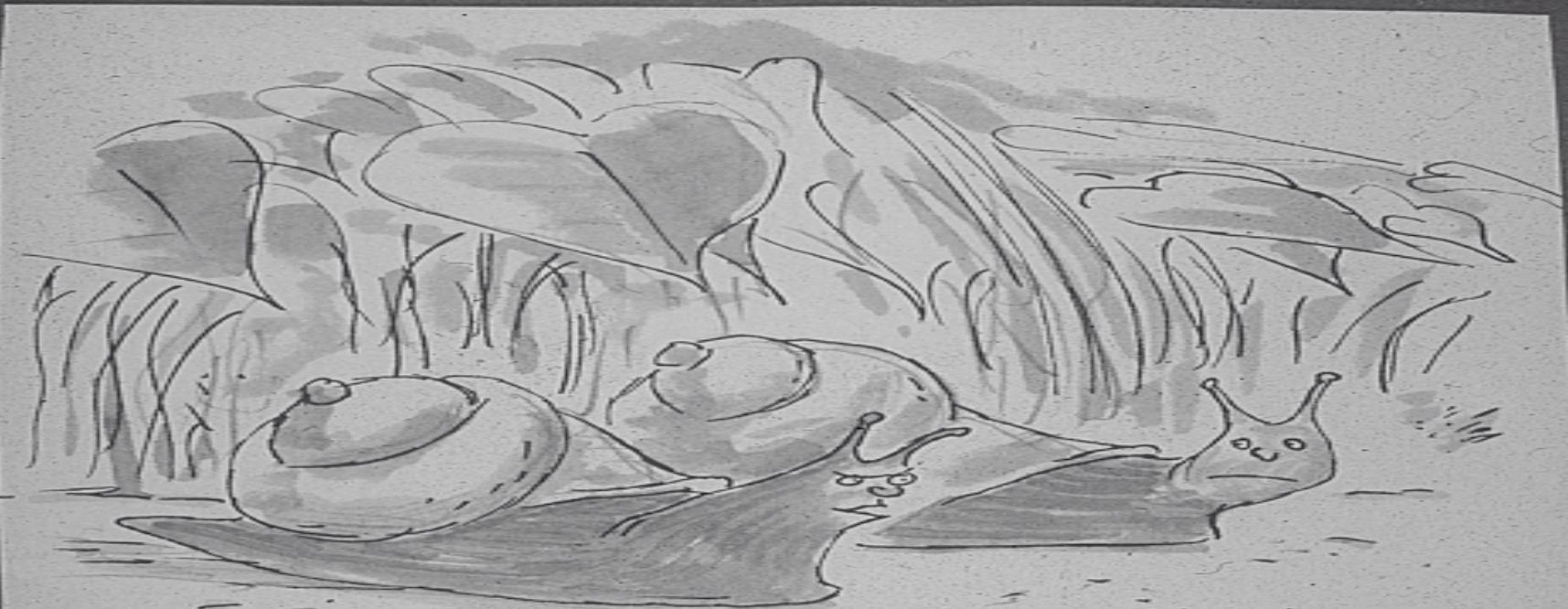
- ▶ **Intangible**

- An approach to distance education
- Applications to home
 - Adjust current and add potential teaching ideas

- ▶ **Tangible**

- Distance education wheel
- Tips for teachers and course directors/managers/staff
- Outline (Word)
- MS telemed training guide?
- Reference list





*"When you're on their flowers, you're a snail. When they
want to eat you, suddenly you're an escargot."*

Questions?

