

Online**MedEd**

# Teaching a Preclinical Curriculum with OnlineMedEd



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1:00 p.m. Central Time

# Friendly Reminders

This webinar is being recorded, and the recording will be sent out 24-48 hours afterward.

We'll have a short, 30-second survey for you to let us know what you think.

We welcome you to engage and participate in the chat. We'll do a Q&A at the end of the presentation.



# Institutional Success Team



**Stephen DeMeo, DO, MEd**  
Director of Medical Education



**Courtney Cross, PhD**  
Assistant Director of  
Medical Education



**Yating Teng, PhD, MS**  
Director of Institutional  
Research



**Rebecca Blanchard, PhD, MEd**  
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**Michele Toussaint, MS,  
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**Danelle Guillory, MD, PhD**  
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**Neal Weber, EdD, MEd**  
Director of Instructional  
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**Anne Gravel Sullivan, PhD**  
Director of Continuing  
Education



**Maggie Hadinger, EdD, MS, ACC**  
Director of Academic  
and Student Affairs

# Learning Outcomes

**By the end of this presentation,  
participants will be able to:**

Explain the benefits and importance of utilizing a learner-centered philosophy when integrating OnlineMedEd's content to produce stronger student performance and progress.

Describe how faculty leverage OnlineMedEd's preclinical curriculum to deepen student learning.

- 01** Curriculum Overview
- 02** Our Curricular Philosophy
- 03** Use Cases
- 04** Progress and Performance
- 05** Q&A



# Learning Objectives

In this presentation, we will:

Describe the value of a learner-centered curriculum philosophy.

Outline OnlineMedEd's preclinical curriculum and the integration process.

Discuss the benefits of our implementation process.



# 01 Curriculum Overview





## Practical Application Skills



## Core Knowledge



# Our Preclinical Curriculum

## Foundations



Biochem

The Cell

Immune

## Organ Systems



Cardiac

MSK

GI

Renal

Heme Onc

Endocrine

Pulmonary

Neuro

Repro



# The PACE Model



**Prime**

Detailed notes



**Acquire**

Video lessons



**Challenge**

Questions



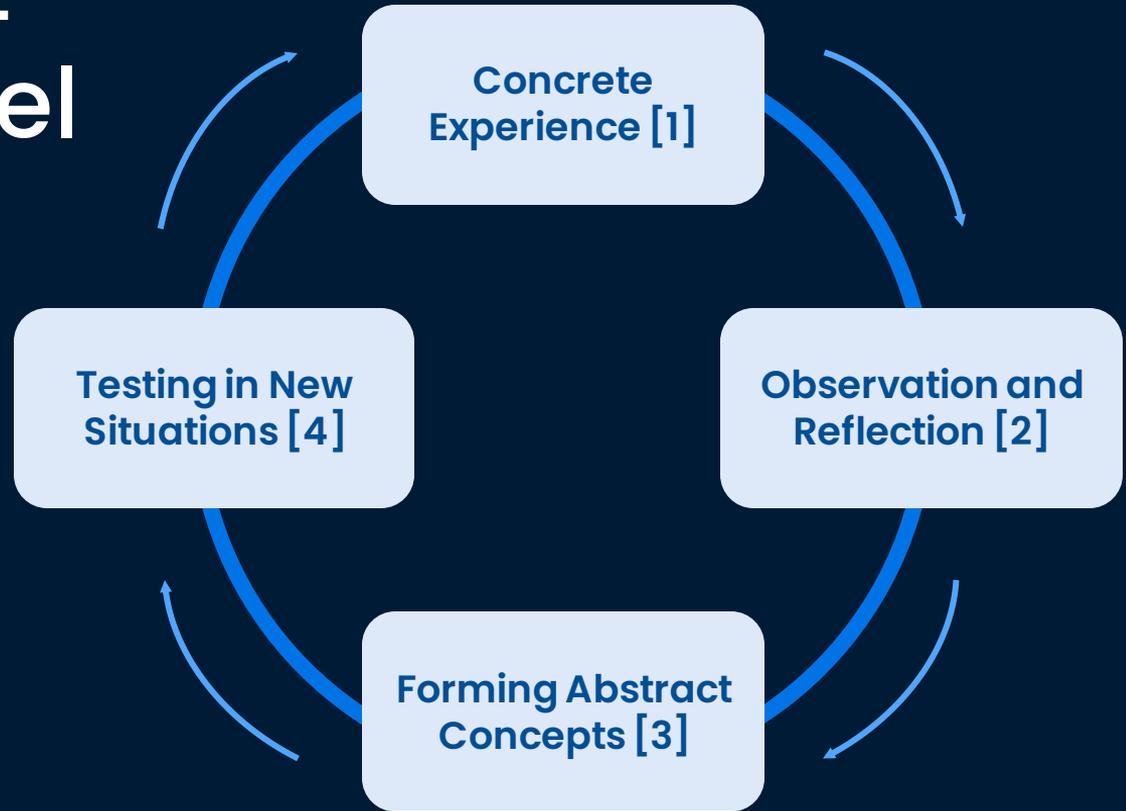
**Enforce**

Review activities

# 02 Our Curricular Philosophy: Learner Centeredness



# Constructivist Learning Model



# Student Centered Learning

Chunking

Meta-  
cognitive  
practice

Building  
schemata

Retrieval  
based  
practice

Managed  
cognitive  
load

Growth  
mindset

# 03 Use Cases



# Benefits of OnlineMedEd in UME

Eliminates dissonance

Tailors learning to learner level  
+ needs

Supports faculty integration  
however they see fit

Decreases faculty workload

Offers multiple modalities that  
can be flexed and used however  
institutions + faculty see fit

Institutional Success Team  
available to fully support  
smooth, efficient  
implementation



# 01

## Pre-Work

To be completed prior to a flipped classroom activity. Gives students the base knowledge for application, synthesis, and skill building.

# 02

## SDL & SRL

Resource for self-directed curricular time and self-regulated learning.

# 03

## Filling Gaps

Content fulfills curricular or faculty gaps, ensures continuity of content.

# 04

## Exam Prep

Students receive a schedule or build their own, to prepare for a board exam or fulfill remediation requirements.





**REQUIRED**

1

OME resources are assigned as **supplemental** to school curriculum.

Students are **required** to complete lessons.

2

OME resources are fully **integrated and foundational** to school curriculum.

Students are **required** to complete lessons.

**OPTIONAL**

3

OME resources are assigned as **supplemental** to school curriculum.

Students are **not required** to complete lessons.

4

OME resources are **fully integrated and foundational** to school curriculum.

students are **not required** to complete lessons.

**SUPPLEMENTAL**

**FOUNDATIONAL/  
INTEGRATED**



**REQUIRED**

1

**Example**

Student Success Office assigns students to complete OME lessons after student identified as needing additional support.

2

**Example**

School replaces clerkship lectures with OME; school tracks OME completion for grading

**OPTIONAL**

3

**Example**

School library offers OME as a resource but no faculty assign OME as required

4

**Example**

School replaces course and clerkship lectures; school does not require or track OME completion for grades

**SUPPLEMENTAL**

**FOUNDATIONAL/  
INTEGRATED**

REQUIRED

1

OME resources are **required**.  
The **student** sets the study pace.

2

OME resources are **required**.  
The **school** sets the study pace.

OPTIONAL

3

OME resources are **optional**.  
The **student** sets the study pace.

4

OME resources are **optional**.  
The **school** sets the study pace.

SELF-PACED

STRUCTURED/  
SCHEDULED

**REQUIRED**

1

**Example**

School identifies learning need or gap and student creates individualized schedule of when to study which lessons

2

**Example**

School identifies learning need or gap and school creates schedule of when to study which lessons; typically school tracks OME lesson completion and ties to grade or IEP

**OPTIONAL**

3

**Example**

Student self-assesses learning need or gap and creates individualized schedule of when to study which lessons

4

**Example**

School identifies learning need or gap and school suggests schedule of when to study which lessons; typically school does not track OME lesson completion and does not tie lesson completion to grade or IEP

**SELF-PACED**

**STRUCTURED/  
SCHEDULED**

REQUIRED

1

OME resources are assigned to students as *pre-work* before class.

Completion is *required*.

2

OME resources are assigned to students as *course review/ exam prep*.

Completion is *required*.

OPTIONAL

3

OME resources are offered to students as *pre-work* before class.

Completion is *optional*.

4

OME resources are offered to students as *course review/ exam prep*.

Completion is *optional*.

COURSE PRE-WORK

COURSE REVIEW/  
EXAM PREP

COMMON OME USE CASES IN UME:  
CURRICULAR FOUNDATION



REQUIRED

1

Example

Faculty include OME resources as in syllabus as required pre-work in flipped classroom/problem-based/active learning module

2

Example

School identifies learning need or gap and school creates schedule of when to study which lessons; typically school tracks OME lesson completion and ties to grade or IEP

3

Example

Faculty include OME resources as optional pre-work in flipped classroom/problem-based/active learning module

4

Example

School identifies learning need or gap and school suggests schedule of when to study which lessons; typically school does not track OME lesson completion and does not tie lesson completion to grade or IEP

OPTIONAL

COURSE PRE-WORK

COURSE REVIEW/  
EXAM PREP

What implementation  
strategy does OnlineMedEd  
recommend?



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# 04 Progress and Performance



# Benefits of OnlineMedEd on Progress

## **Institutional Reporting:**

Institutional metric mapping

Personal reporting and  
performance dashboard

## **Institutional Success Team Assistance:**

Design specific progress  
milestones

Cross-connection to OME and  
school's curriculum activities



# Benefits of OnlineMedEd on Performance

## Challenge Question Assessments:

MCQs designed to map to the content lesson

Data to support retention and retrieval of key concepts

## Case X:

Self-paced case modules to promote the industries workflow of a patient

## Future of OME for Performance:

QBank generator and practice tests



Please take our quick,  
30-second survey.



UPCOMING WEBINAR

# Teaching a Clinical Curriculum With OnlineMedEd



Tuesday,  
February 14, 2023



1:00 P.M.  
Central



**Steve DeMeo, DO, MEd**  
Director of Medical Education



**Michele Toussaint,**  
EdD, MS, PA-C, AACC  
PA Director

**TODAY**

JAN  
31

**Teaching a Preclinical Curriculum**  
with Courtney Cross, PhD & Neal Weber, MEd

**COMING UP**

FEB  
14

**Teaching a Clinical Curriculum**  
with Steve DeMeo, DO, MEd & Michele Toussaint,  
EdD, MS, PA-C, AACC



# 05 Q&A

