

USE OF A WEBINAR PLATFORM FOR A USMLE STEP 1 BOARD REVIEW COURSE ACROSS REGIONAL MEDICAL CAMPUSES

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Innovation Identified

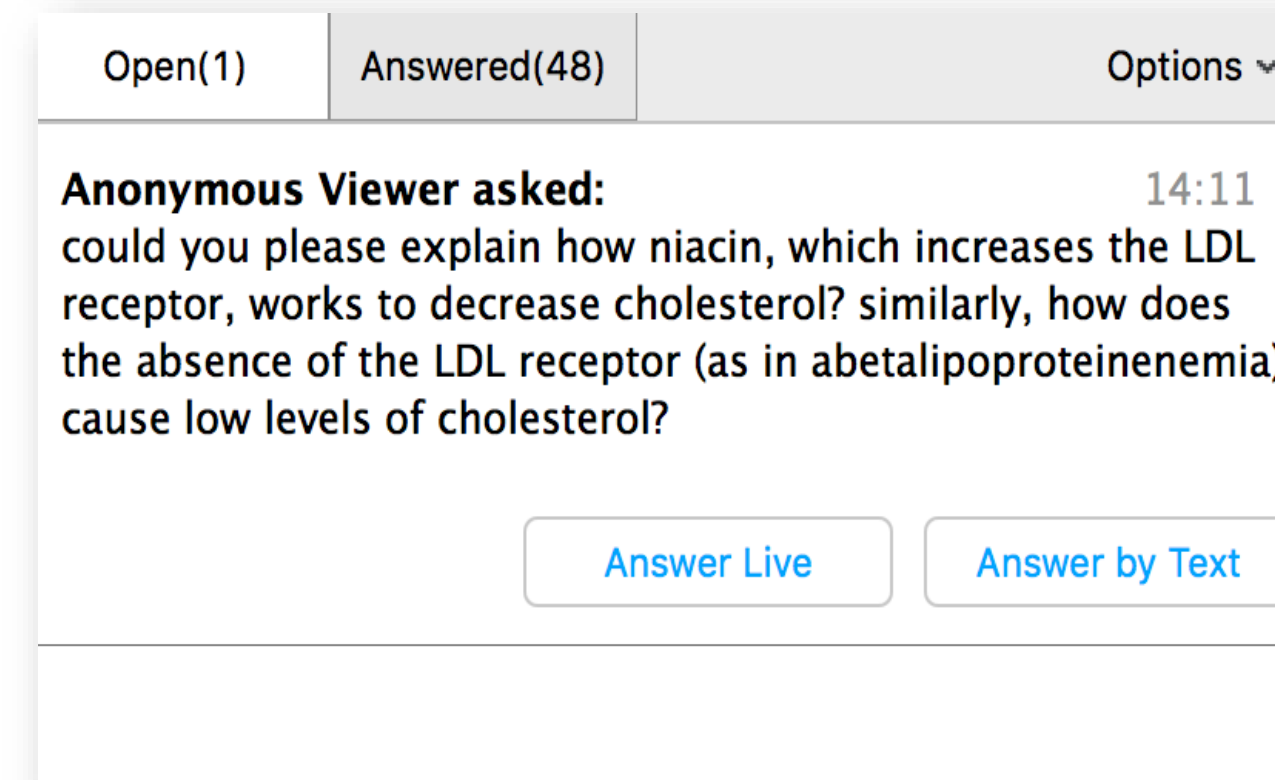
- At the conclusion of the UWSoM Foundations basic science phase, 245 students are spread across 5 states and 6 regional campuses and preparing to study for the USMLE Step 1 exam.
- We created a novel, two-week Board Review curriculum using an exclusively distance-learning platform, allowing students to be located anywhere while participating in review of high-yield topics.
- 24 unique review sessions were offered; students were required to complete 12 sessions but could choose which ones to attend based on their own needs and interests; no sessions were concurrent to maximize student choice.
- 3 additional required sessions covered novel content, including test-taking strategies.
- Sessions included brief pre-class material review (videos, readings) and then a live webinar including Board-style questions; onscreen student panels from multiple sites provided an “audience” for speakers, and audience response system and active question & answer forum facilitated student engagement and allowed faculty to gauge student understanding and set stage for presentation, discussion and questions.
- Some sessions used friendly competition to spur learning and student participation, such as game show formats with student group contestants and prize trophy for “winning team.”

Resources Needed and Potential Barriers

- A needs assessment process identified remaining curricular gaps in areas of importance to Step 1 to ensure that information covered was “value added.” Gaps were identified from:
 - Student block partners
 - Faculty block directors
 - Weak performance areas by students on Comprehensive Basic Science Examination (CBSE)
 - Alignment of block learning objectives with published NBME subject areas
- Course leader also acted as technical organizer and webinar moderator, sitting next to faculty, managing forum and fielding questions.
- Course used a dedicated room with technical team on-hand full-time during the two weeks to ensure smooth operation.
- An introductory “open house” for faculty prior to webinars helped them develop familiarity and comfort with process.

Need/Gap Addressed

- Providing a common curriculum across multiple regional campuses presents many challenges.
- A common review of materials in preparation for USMLE Step 1 presented across regional campuses helps to standardize and ensure student preparation in core content areas, while allowing for student choice in content review based on their own needs.
- Webinars offer an effective format for building community and engaging students and residents across multiple geographic sites.



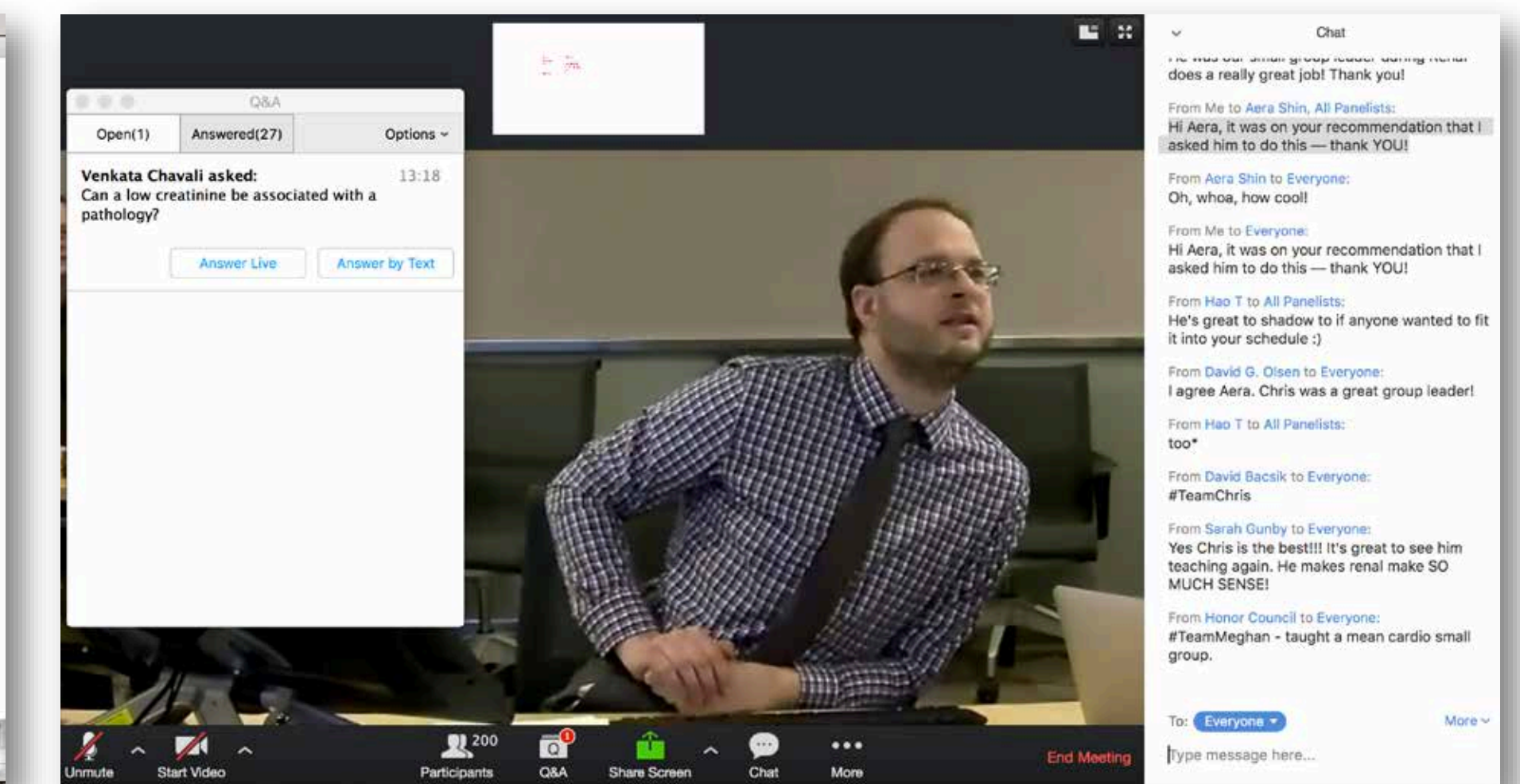
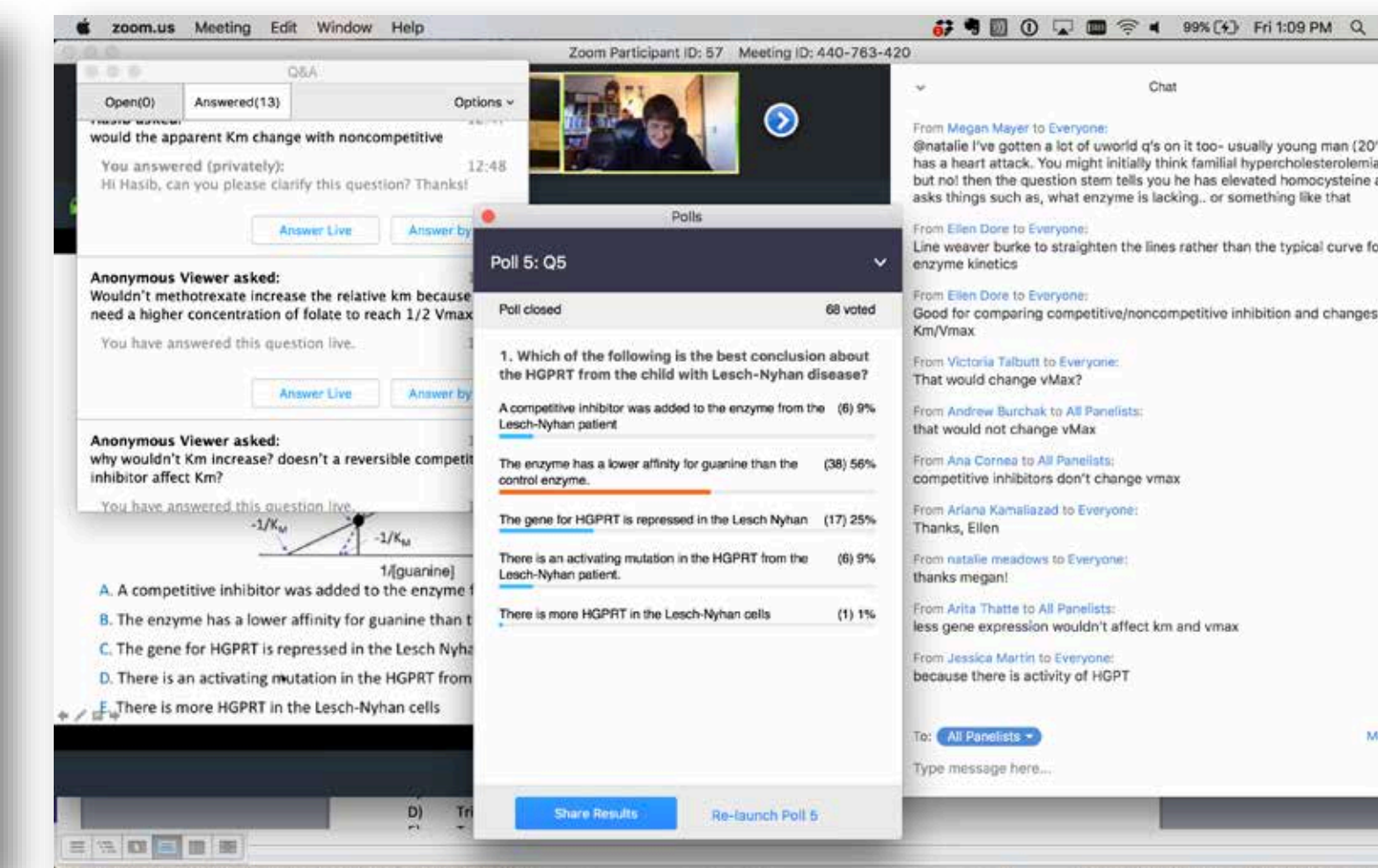
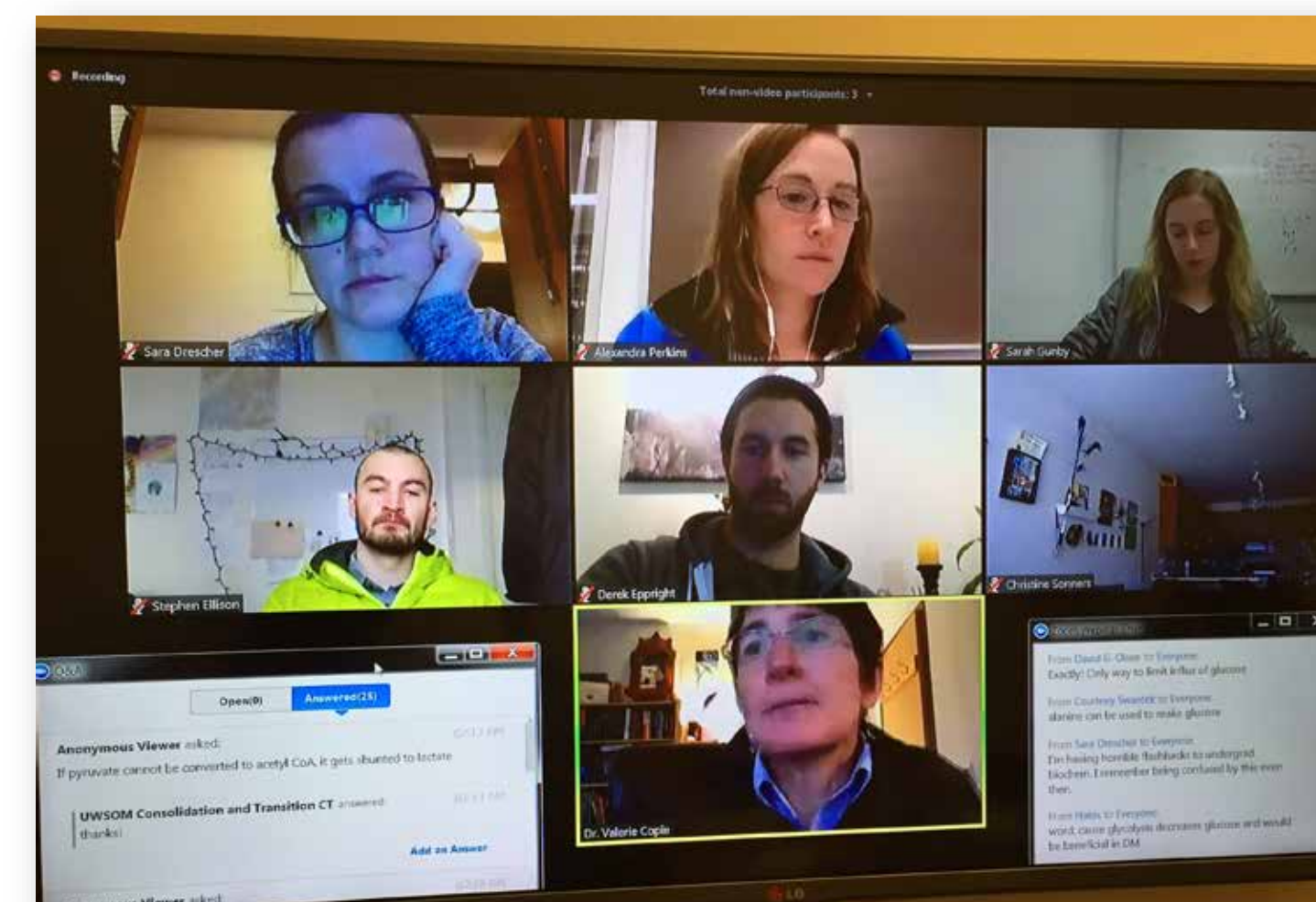
Stakeholder Input

- Both students and faculty completed surveys assessing the experience.
- On a five-point scale (1=low to 5=high), students rated 24 of 27 webinars 4 or higher.
- A majority of students (155) attended more than required 12 sessions; average attendance was 14.75 sessions per student.
- Students and faculty alike noted the importance of having a skilled and prepared moderator to field questions.
- Faculty who attended the open house felt more prepared; before the session, 0% of faculty felt “very comfortable” with webinar format; after their session, 50% of respondents felt very comfortable.



Spokane M2s Win the Gastric Cup Trophy

Energetics and Homeostasis block director, Bruce Silverstein, MD, hosted a jeopardy style GI review session in January. The event helped serve as board prep for the block content. Nine WWAMI-wide teams completed in the “Gut Bowl” for the coveted Gastric Cup. Congratulations to the outstanding gut authority Spokane team members! The Gastric Cup is proudly on display in the lobby.



Timeline Proposed

- The course needs to be in development throughout the school’s Foundations curriculum period to identify gaps or clarify student understanding of materials.
- Recruitment of faculty occurs throughout the year to give webinars.
- Student panelists were a mix of volunteers and assigned, with a gift card drawing for each webinar as an incentive.
- The faculty leader/moderator is on-site full-time during the two-week webinar period, answering questions from students and faculty alike and working with the technical team to ensure smooth implementation.

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