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.”

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.

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.

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.

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.

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