

Faculty Development Preceptor Online Training

Module 1: Medical Student Educators Tutorial

Valid Dates:

November 1, 2022 to October 31, 2025

Syllabus

Online Enduring Material
Oklahoma City, OK 73104

Instructions for Participation and Credit:

There are no fees for participating in or receiving credit for this online educational activity. This activity is designed to be completed within the time designated on the title page; physicians should claim only those credits that reflect the time actually spent in the activity. To successfully earn credit, participants must complete the activity and post-test online during the valid credit period that is noted on the title page. To receive CME credit, you must receive a minimum score of 80% on the post-test. Instructions for accessing the video and post-test are at the end of this syllabus.



ACCME/AMA PRA Accreditation Statement:

The University of Oklahoma College of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The University of Oklahoma, College of Medicine designates this internet activity enduring material for a maximum of .75 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Successful completion of the post-test(s) is/are required to earn *AMA PRA Category 1 Credit™*. Each module is separate; successful completion is defined as a cumulative score of at least 80% percent correct. Upon passing the post-test and completing the evaluation credit will be awarded. You have three (3) attempts to pass each test.

Activity Description:

The University of Oklahoma College of Medicine's (OU's) HRSA TRU OK grant's mission for the "Expansion and Enhancement of Medical School Curriculum to Increase Physicians in Underserved Oklahoma Sites" is designed to create the *Primary Care Pathways to Sustainable Health and Healthcare Network*. OU aims to develop this *Primary Care Pathways Network* to identify and mentor students from tribal, rural, and medically underserved communities in Oklahoma (TRU-OK) beginning K-12 through medical school. This pathway will prepare OU medical students through a cohesive trajectory of enhanced curricula featuring interprofessional, team-based educational experiences in TRU-OK sites. OU will augment how we identify and nurture career interests in primary care, and develop future physicians knowledgeable and empowered to deliver high quality, transformative primary care to meet the needs of TRU-OK communities. OU will leverage our

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strengths in outreach and recruitment of tribal youth, community medicine education and community engagement, and network capacity building to develop a robust *Primary Care Pathways Network*. This network will enable OU to create a pipeline starting with mentored youth transitioning to medical school then ultimately residency and primary care practice in TRU-OK. This will foster a self-sustaining pipeline with future physician mentors who then nurture interests in the next cadre of youth in primary care careers in their communities.

The objective for this CME online training experience is to expand and enhance the resourcing of GOAL 3 in the TRU-OK Primary Care Pathways Network through robust professional, enduring faculty preceptor educational infrastructure. The faculty preceptor learning activities will be enriched and extended through the creation of easy to access training materials provided on multiple learning platforms. Special emphases will be targeted to the distinctive knowledge and skills for teaching students in a Primary Care Pathways Collaborative network. The core curriculum will build upon skills of supervisor roles and attitudes to meet educator knowledge gaps while creating a professional learning community that will sustain the pipeline of new primary care physicians entering practices in Oklahoma. The initial five core educational interventions were developed based upon a study of community preceptor knowledge gaps as well as literature supporting the importance of enhancing educator knowledge, skills, and attitudes about practicing within a cultural context, modeling professionalism, and increasing awareness of one's role in the health of a community.

Overall Program Professional Practice Gaps:

Many experienced and knowledgeable physicians are relied upon for teaching medical students in the community, however, most do not have formal training in educational methods used for training students in the busy clinical setting. Relative to these concerns, there are four specific areas of inquiry that are researched and outlined in the literature and which are listed below:

- Learner centeredness
- Interpersonal and communication skills
- Professionalism and role modeling
- Practice-based reflection and improvement

Overall Program Learning Outcomes:

Upon completion of this course, participants will improve their competence and performance by being able to:

1. Develop educational models for medical students in an ethical and professional manner in keeping with OU policy and directives
2. Describe critical population health needs including diversity, equity, inclusion, and social determinants of health
3. Practice self-care strategies to prevent professional and personal burn-out and to enhance practice.

Module 1 Professional Practice Gaps:

Professional training adapts the One Minute Preceptor teaching model and other evidence-based feedback models to enable an efficient approach to effective assessment, instruction, and feedback in the context of busy clinical practice while outlining strategies for creating positive learning environments for learners. This instruction will outline the issues that impair learning such as student maltreatment and will describe college policies that outline scope of practice and supervision.

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Module 1 Learning Objectives:

Upon completion of this module, participants will improve their competence and performance by being able to:

1. Use evidence-based feedback methods in the context of busy clinical practice.
2. Create positive learning environments for learners.
3. Identify and address issues that impair learning such as student maltreatment.
4. Provide frameworks set by college policies to outline scope of practice and supervision.

Module 1: Educational Outcomes:

1. Recognize that student educators have a profound influence on student learning through modeling professional, respectful, and empathetic behaviors during interactions with colleagues, patients, nurses, and others.
2. Create positive learning environments to prevent student maltreatment.
3. Apply the One Minute Preceptor teaching model and other evidence-based feedback models to enable an efficient approach to effective assessment, instruction, and feedback in the context of busy clinical practice.
4. Identify knowledge of and implementation strategies for the OU College of Medicine policies that outline scope of practice and supervision.

Target Audience:

All medical specialties.

Learning Format:

Internet Enduring Material

Mitigation Statement:

The University of Oklahoma College of Medicine, Office of Continuing Professional Development has reviewed this activity's planner and presenter disclosures and has mitigated all relevant financial relationships with ineligible companies, if applicable.

Accreditation Council for Graduate Medical Education (ACGME)

American Board of Medical Specialties (ABMS) Competencies:

- ✓ Professionalism
- ✓ Interpersonal and communication skills

Disclaimer Statement:

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Accommodation Statement:

Accommodations are available by contacting Myrna Page at 405-271-2350, ext. 3 or e-mail to: myrna-page@ouhsc.edu.

For questions concerning course content, please contact Cynthia Guillory at Cynthia-Guillory@ouhsc.edu or Karen Ortiz at Karen-Ortiz@ouhsc.edu. For questions concerning CloudCME or CME credit please contact Myrna Rae Page at myrna-page@ouhsc.edu or (403) 271-2350 ext. 3. We want you to have an exceptional online learning experience.

Policy on Faculty and Presenters Disclosure:

It is the policy of the University of Oklahoma College of Medicine that the faculty and presenters identify all financial relationships with ineligible companies relating to the topics of this educational activity, and also discloses discussions of off-label or investigational drugs/devices and/or therapies during their presentation(s).

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This grant does not meet the definition of commercial or in-kind support.

Required hardware and software

- **Operating Systems:** Any operating system that supports modern web browsers that adhere to the WC III standards.
- **Browsers:** For best performance and compatibility, we recommend using the latest version of Firefox, Chrome, or Microsoft Edge. The CloudCME® administration system will run in Safari and the iOS browser, though performance and display of some items may vary.
- **Cookies:** Cookies must be enabled in your browser to allow the system to operate. Cookies are not used to store any personal information but are used by the program for basic screen management operations.
- **JavaScript:** JavaScript must be enabled in your browser to allow the system to operate. The only time JavaScript would not be enabled is if you work in an environment where the IT department has disabled JavaScript
- **Security:** Setting the browser security to Medium High or High may disable certain operations in CloudCME®. Browser security should be set to the default, standard settings.
- **Screen Resolution:** A minimum resolution of 1024x768 can be used, but due to the large amount of data on many screens the highest resolution available on your system will provide more usable space and make using CloudCME® more efficient.

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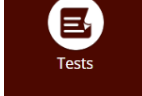
Instructions to Complete Module and Receive *AMA PRA Category 1 Credit™*

For physicians to officially receive *AMA PRA Category 1 Credits™* credit, participants are required to register, watch the 45-minute video, pass the post-test and complete the online evaluation.

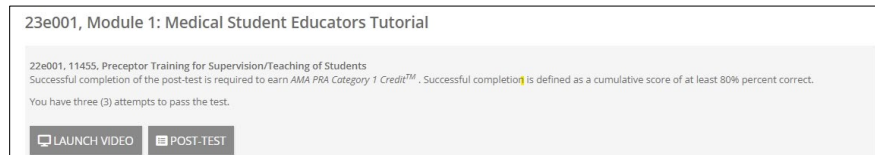
To View the educational material:

1. Log into your CloudCME account at <https://ouhsc.cloud-cme.com>

2. Click on the yellow “My CME” button: 

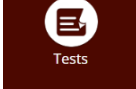
3. Click on the “Tests” button: 

4. Click on “Launch Video” button:



To Complete the Post-Test:

1. Click on the yellow “My CME” button: 

2. Click on “Tests” button: 

To Complete the Evaluation:

Computer/Tablet Evaluation Instructions:

1. Log in at <https://ouhsc.cloud-cme.com>

2. Click on the yellow “My CME” button: 

3. Click on “Evaluations and Certificates” button: 

CloudCME™ App Evaluation Instructions:

1. Use your CloudCME™ App on your cell phone to access the evaluation
2. Open **CloudCME™ App**
3. Open the “My Evaluation” tab
4. Once you have completed your evaluation, you will be able to print your CE certificate. The certificate will be available to print and/or download for approximately two months. Credits will be available on a transcript that you can access anytime on the [CPD Website](#).

The online evaluation will be available once you have passed the post-test.

CloudCME™ App: Download Instructions

The CloudCME™ App allows you to use your smart phone to view the syllabus and presentations, complete your evaluation and have a record of your CME credits.

To Download the CloudCME™ App:

1. Open the app store on your smartphone and search for CloudCME™.
2. Once you download this app, enter the organization code: **ouhsc**
3. Sign in to your account using your e-mail address and CloudCME™ password (OUHSC employees: sign in with your OUHSC user name and password).

