

Kyle McDaniel, BS, Amanda F. Tompkins, BA, and Christopher J. King, MD
University of Colorado School of Medicine

WHAT WE LEARNED

A novel, student-created hybrid curriculum is well received by students who find it to be generally "very useful" or "essential".

BACKGROUND

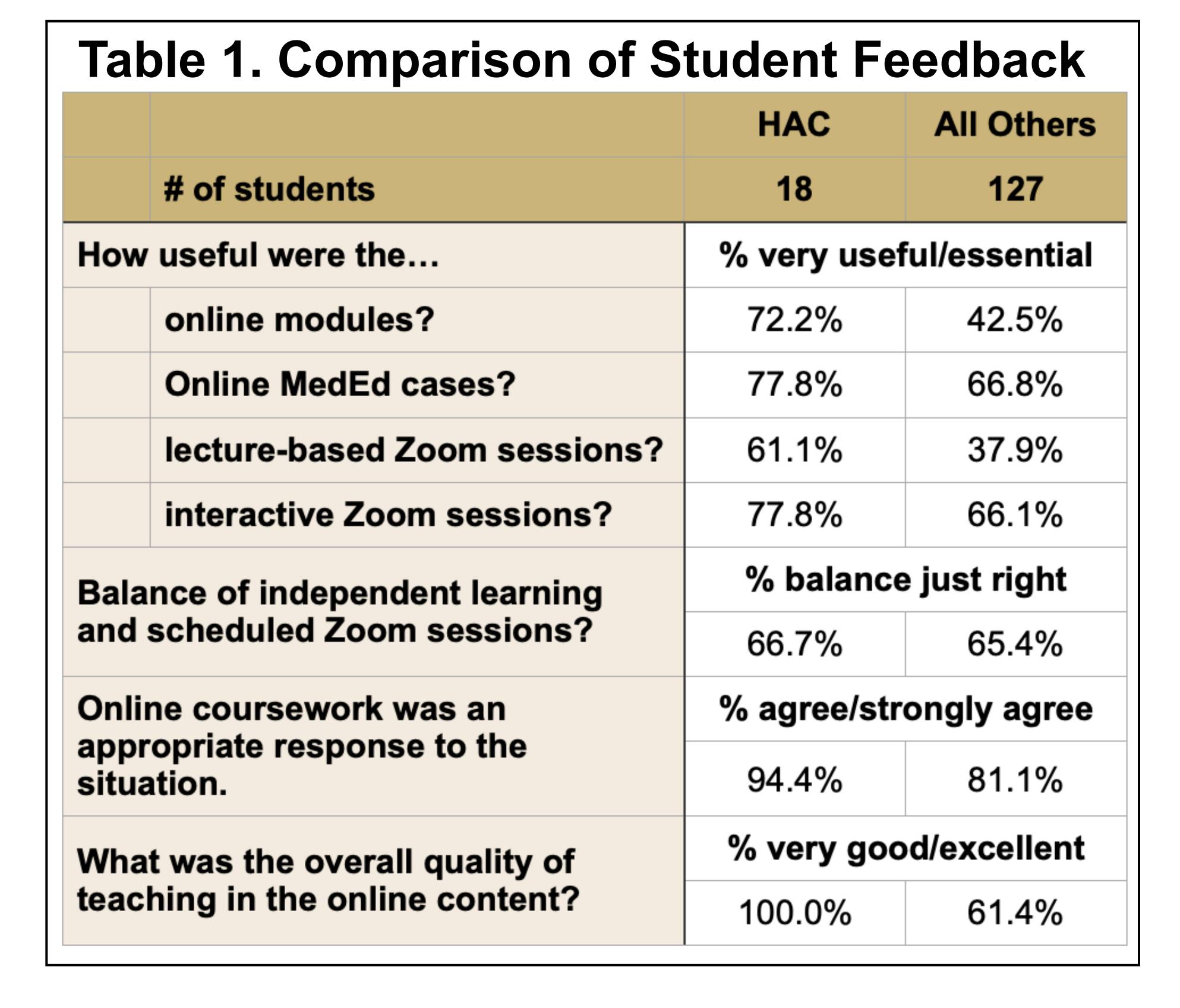
- ➤ Clinical clerkships for CU SOM students were suspended in March 2020 due to the COVID-19 pandemic.
- Students were given the chance to engage in curriculum development for each block, including Hospitalized Adult Care (HAC).
- ➤ Most clerkships were shortened by ½ their typical duration, and students added virtual components for ½ the duration of the eliminated time.

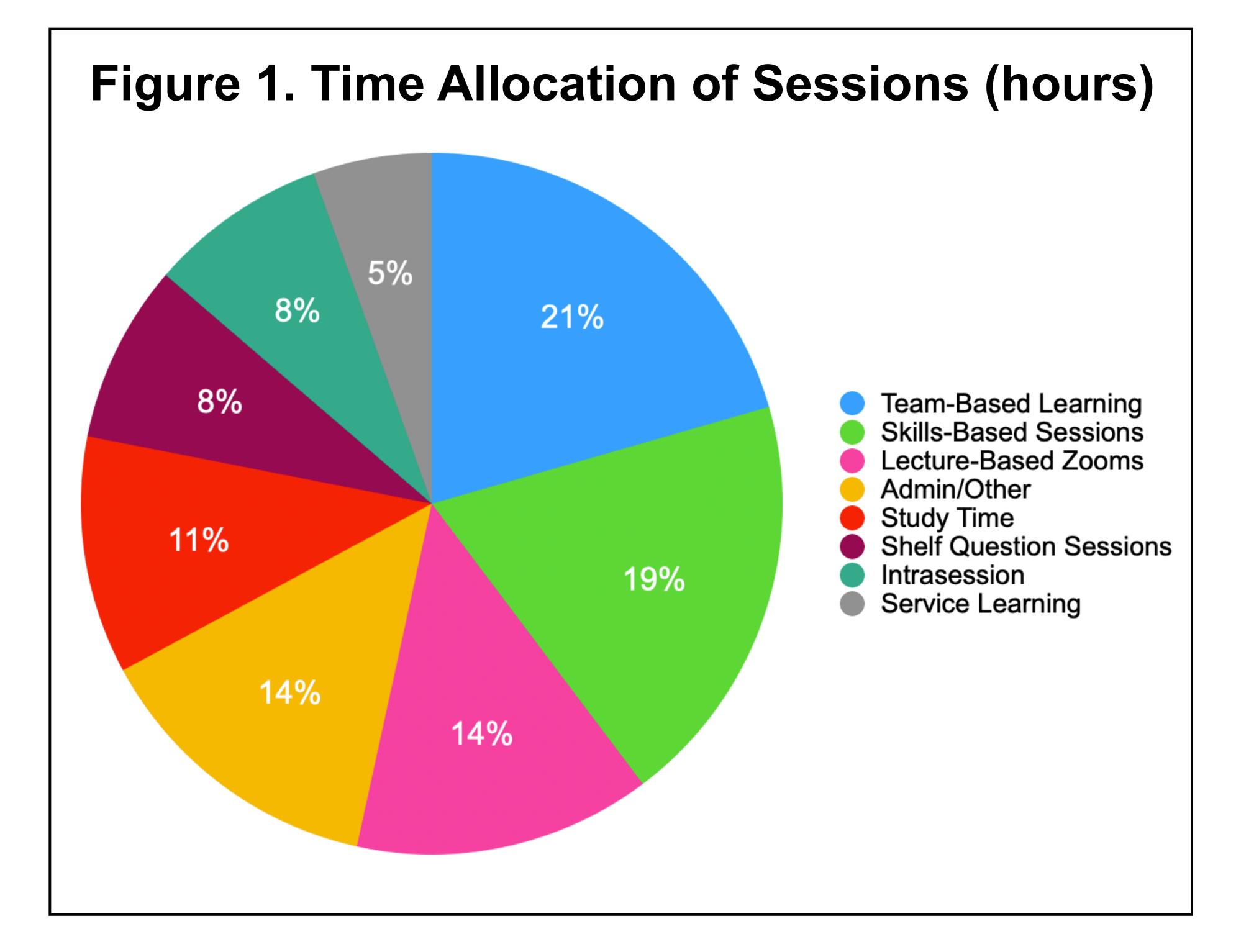
OBJECTIVES

- ➤ To design a student-created hybrid curriculum for the third-year HAC clerkship.
- To evaluate the learner perceived effectiveness, utility, and balance of the various components.

METHODS

- Five students who had already completed the HAC clerkship were selected to develop two weeks of virtual content to accompany a 4 week clinical rotation.
- Students met with course directors to determine priorities and adopted case-based resources (such as Online MedEd's (OME) CaseX platform) to cover core clinical conditions, adapted versions of resident-led Team-Based Learning (TBL) groups to a Zoom format, and created scheduled opportunities for shelf-exam practice to prepare them for their clinical rotation.
- Courses were evaluated by students participating in the virtual clerkship at the end of the entire rotation (virtual and clinical components).





RESULTS

- ➤ 18 students completed the course evaluation (100% response rate).
- ➤ 77.8% of students agreed that the OME cases and the interactive Zoom sessions were "very useful" or "essential".
- ➤ Online modules were rated more favorably ("very useful"/"essential") than lecture-based Zoom sessions (72.2 vs. 61.1% respectively).
- ➤ 94.4% of students agreed or strongly agreed that the online coursework was an "appropriate response to the COVID situation", and 100% of students agreed that the quality of the online content was "very good" or "excellent".

LIMITATIONS

➤ Objective data about impact on student performance would help to quantify the quality of this curriculum.

CONCLUSIONS

- ➤ Although this virtual curriculum was developed under an expedited time frame, all students enrolled in the HAC hybrid course responded that the online content was "very good" or "excellent."
- ➤ Creating a virtual/clinical hybrid curriculum is a well received adaptation for students impacted by unpredictable factors affecting the clinical learning environment.
- The HAC clerkship continues to utilize these virtual materials as supplementary instruction for students even with students having returned to the clinical learning environment.