

Standardizing Outpatient MSK Curriculum Access and Delivery Utilizing Google Classroom

Jared Placeway, DO; Sharnee Mead, DO

MetroHealth Medical Center; Case Western Reserve University School of Medicine, Cleveland, Ohio

Internal Mentor: Richard Wilson, MD

External Mentor: David J. Kennedy, MD



Introduction

- The ACGME requires residency programs to provide goals and objectives for each educational experience and distribute them to faculty and residents in written or electronic form.
- MSK Faculty members and residents have difficulty accessing learning objectives and monitoring progression towards completion.
- The current method uses a shared intranet storage drive for faculty and residents to access objectives.
- A platform is needed that allows efficient, uniform access to goals and objectives across multiple locations.



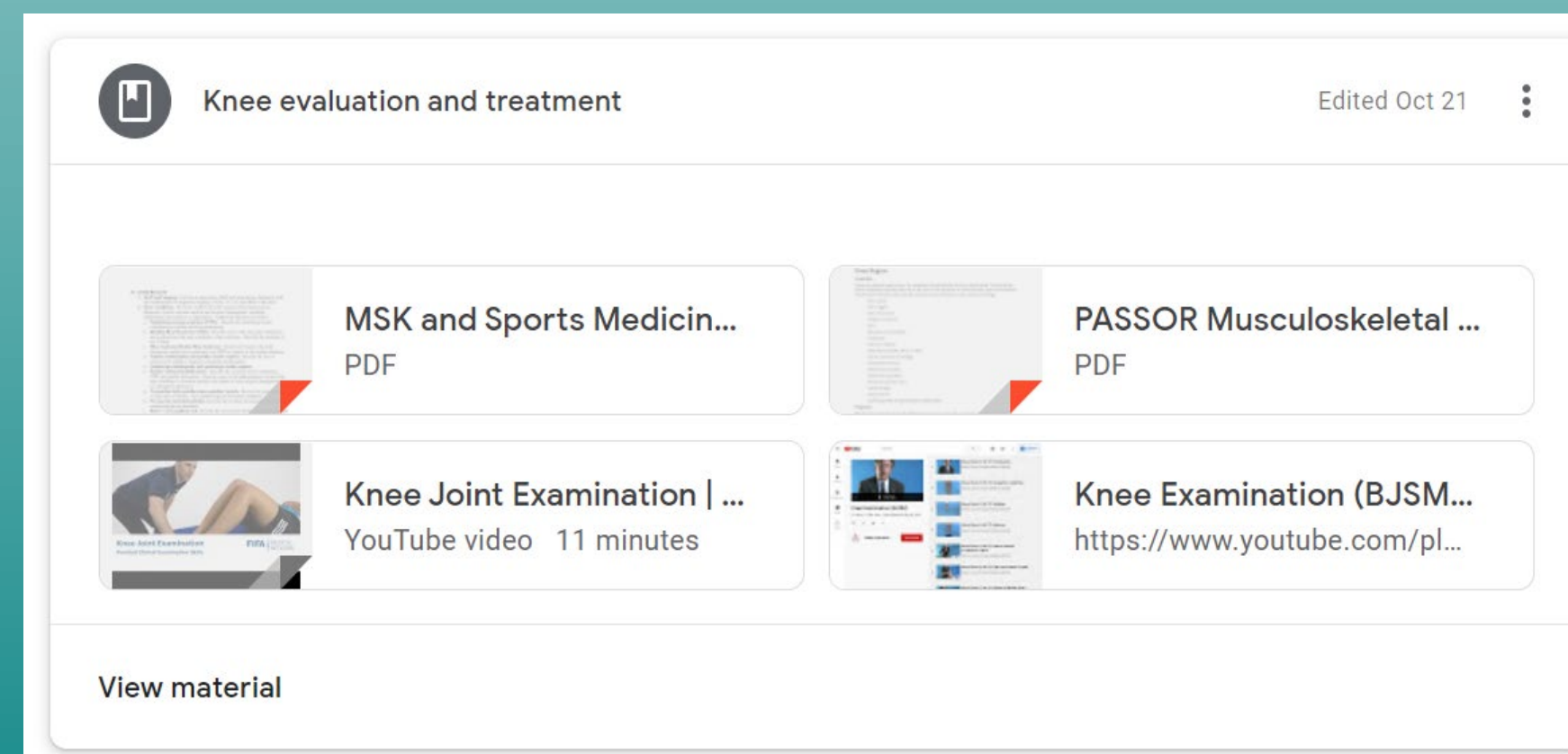
Objectives

- Google Classroom is a web and app based educational platform
- Classroom is a tool to facilitate creating assignments, sharing of materials, and fostering communication between students and educators.
- The goal of this project is to evaluate if Google Classroom can be used as a tool to improve access to residency learning objectives and educational materials compared to the current method (shared intranet/G drive).



Methods

- A Google Classroom was created containing the goals, objectives, and educational materials for the MSK rotation.
- Pre and post-surveys were created
- The pre-survey was administered to current residents who completed the MSK rotation prior to the start of the project.
- Classroom was trialed over a 2 month period and the post-survey was administered to the participating residents.
- Questions for the surveys included:
 1. Have the goals and objectives been reviewed?
 2. Rate the ease of access to the learning objectives, both in clinic or off site/at home.
 3. Rate the effectiveness of Classroom as a tool for the distribution and organization of learning materials. (5 point Likert scale used for numbers 2 and 3 above)
- The project was complicated by IS security protocols instituted mid project, which limited on site/in clinic Classroom access requiring a workaround using iPads for the residents. Faculty on site access was affected most severely.



Sample of learning materials on Google Classroom

Results

Pre -Survey (10 respondents)

80% - had **not** accessed the learning objectives using the G drive.

The respondents (2) that had accessed the objectives, rated the in-clinic and at home accessibility as **Neutral** (5 point Likert scale from Very Easy to very Difficult)

Post-Survey (4 respondents)

100% - had accessed the learning objectives using Google Classroom

100% - rated the ease of in clinic and home access as Very Easy

100% - rated the Google Classroom as Very Effective for distribution and organization of materials.

Comments:

“I really enjoyed being able to access the guidelines from anywhere. Overall it streamlined my learning and offered fast reference material”

Conclusion

- Google Classroom is an effective education tool for distribution of learning material.
- This project was hampered by limited security access to Google Classroom due to institutional security risk concerns.
- This will limit long term effectiveness of using Google Classroom and necessitate looking for other web based or mobile app solutions.
- Future projects may focus on other platforms that would not be considered a security risk.

REFERENCES:

1. ACGME Common Program Requirements. (2017). Accreditation Council for Graduate Medical Education (ACGME).