Redefining our Territory: Reaching Pre-Matriculation Students With Case-Based, Online Instruction

Cynthia M. Schmidt  
*University of Nebraska Medical Center, cmschmidt@unmc.edu*

Teresa Hartman  
*University of Nebraska Medical Center, thatman@unmc.edu*

Follow this and additional works at: [https://digitalcommons.unmc.edu/mcgoogan_pres](https://digitalcommons.unmc.edu/mcgoogan_pres)

Part of the Interprofessional Education Commons, and the Library and Information Science Commons

**Recommended Citation**  
[https://digitalcommons.unmc.edu/mcgoogan_pres/1](https://digitalcommons.unmc.edu/mcgoogan_pres/1)

This Conference Proceeding is brought to you for free and open access by the McGoogan Library of Medicine at DigitalCommons@UNMC. It has been accepted for inclusion in Posters and Presentations: McGoogan Library of Medicine by an authorized administrator of DigitalCommons@UNMC. For more information, please contact digitalcommons@unmc.edu.
Abstract:
Online educational tools have made it possible for our library to claim some educational territory that was previously unavailable to us, the pre-matriculation period. During the summer of 2015 we were able to add a two-part, case-based, online tutorial to our incoming medical students’ pre-matriculation materials. We created the story of Sarah Pilger, a hypothetical, obese, pregnant teenager whose pregnancy was complicated by fetal toxoplasmosis. The case introduces the incoming students to almost all the resources they might want to use while enrolled at UNMC and also introduces students to the roles of the many healthcare professionals who are essential to the care of Sarah and her daughter Emily. Questions are posted throughout the Guide-on-the-Side tutorials and instant feedback is provided. Student response to the 2016 tutorial was overwhelmingly positive. We revised the tutorial for use during the summer of 2017, added pre- and post-tests, and will be able to present results of these tests at meeting time. Our dream is to have tutorials for each of UNMC’s colleges’ entering classes based on Sarah’s case, and to use these tutorials to foster inter-professional conversation and education. We have already worked with faculty in UNMC’s College of Allied Health Professionals to create versions of the tutorial for clinical nutrition and ultrasonography students. The new tutorials are now used as the basis of an inter-professional learning experience in these programs’ obstetric units.

Building the Tutorial Series
We used a first toxoplasmosis case because this allowed us to introduce the new tool to a wide variety of healthcare professionals as well as to a wide variety of information resources. After creating a rough outline of the tutorial case we consulted our campus’ Interprofessional Education Committee to learn that tools for introducing the various professions were already in place. The tutorial was created in Guide-on-the-Side software (freeware from University of Arizona). This software is easy to use, allows for easy insertion of screenshots, linked definitions, and interactive questions. The tutorial was designed to “walk” the students through the material. Guide-on-the-side also provides for image captions that make the final product ADA compliant.

Tutorial Storyline, Learning Issues, Resources

Sarah’s lab work shows high anti-toxoplasmosis IgM and high levels of low avidity, anti-toxoplasmosis IgG. Other professionals involved: Medical Technologist, Clinical Pathologist

Pre-Test/Post-Test Results, Student Comments

Conclusions:
The Sarah’s Baby tutorials were aimed primarily at increasing students’ ability to select an appropriate online resource, find, and search that resource. Post-tutorial survey results show that students felt they had been achieved. The tutorial did present Pubmed search tips (the use of Boolean operators, paraphrases, quotes, asterisks, filters, and the advanced search page). However, student understanding of the tips was not reinforced with interactive, search-tip-related questions. Survey results showed some improvement in students’ PubMed searching facility, but not as much improvement as desired. In the comment section of the post-tutorial survey, several students requested more interactive questions focused on search techniques, and additional questions concerning PubMed search techniques will be added next year.

References

Redefining our Territory: Reaching Pre-matriculation Students With Case-based, Online Instruction
Cynthia Schmidt and Teresa Hartman, Education & Research Services, McGoogan Library of Medicine, University of Nebraska Medical Center, Omaha, NE