

Developing and monitoring clinical reasoning — from a distance

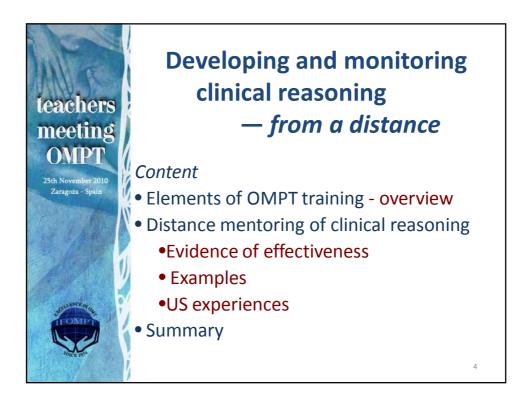
Purpose

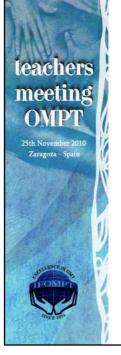
teachers

meeting OMPT

Internet-based learning is increasing in popularity in health education

Does it have a place in clinical mentoring and the development of clinical reasoning?



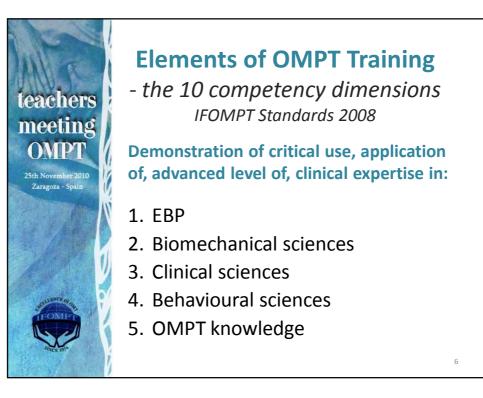


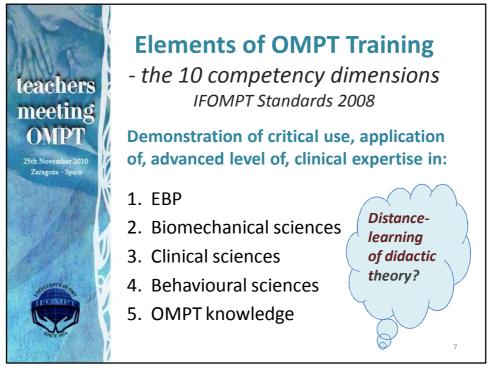
Elements of OMPT Training

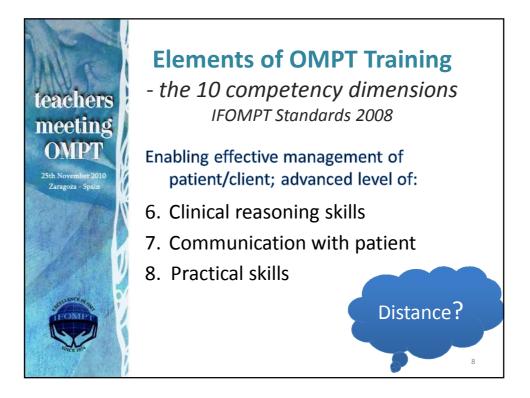
Demonstration of critical use, application of, advanced level of, clinical expertise in

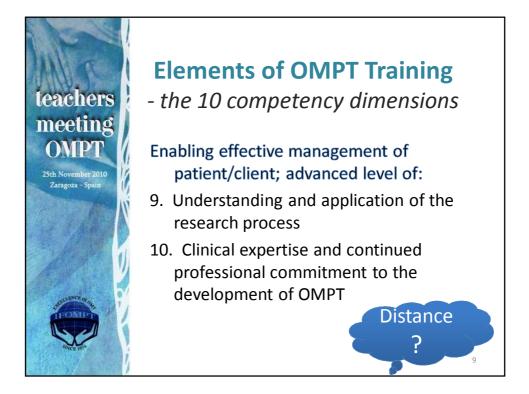
- KNOWLEDGE
- SKILLS
- ATTRIBUTES
- in 10 competency dimensions

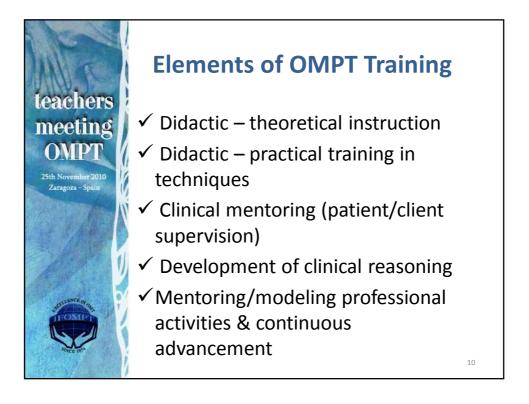
IFOMPT Standards 2008

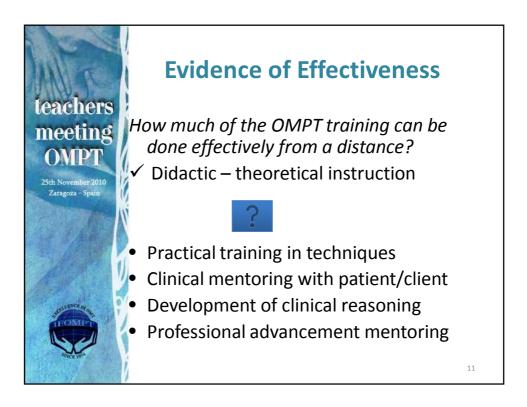


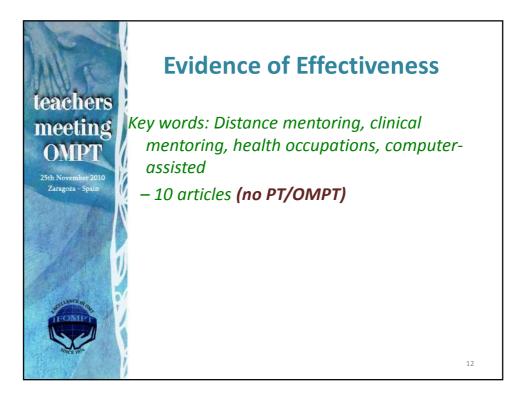


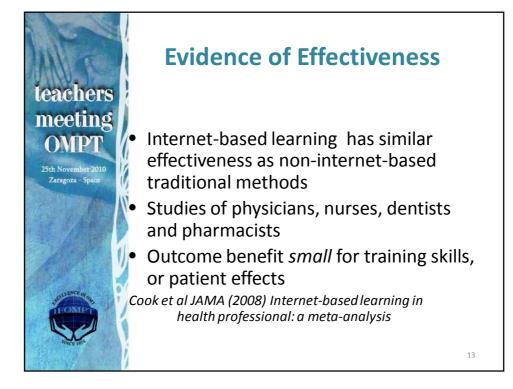


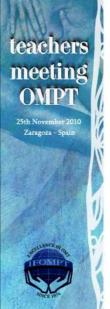










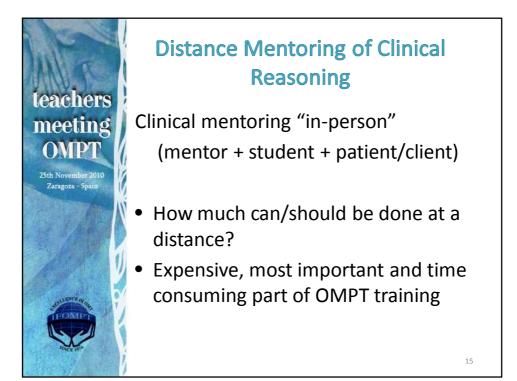


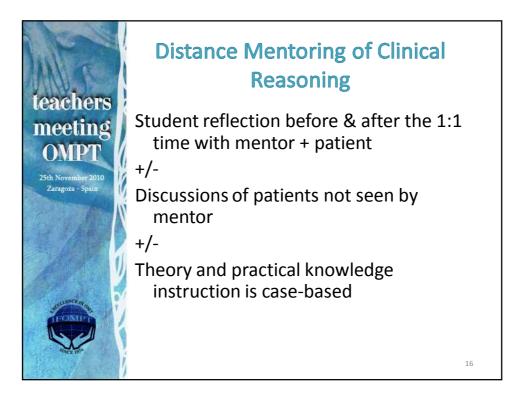
OMPT Clinical Mentoring – distance Evidence

- Online discussions of patient care
 - Students talked based on personal or clinical experience but rarely attempted interpretation or explanation
 - Faculty posed questions and prompted student discussion but rarely corrected students, highlighted key learning points or summarized discussions
 Kim et al (2006) Fam Med 38 (7)

14

7

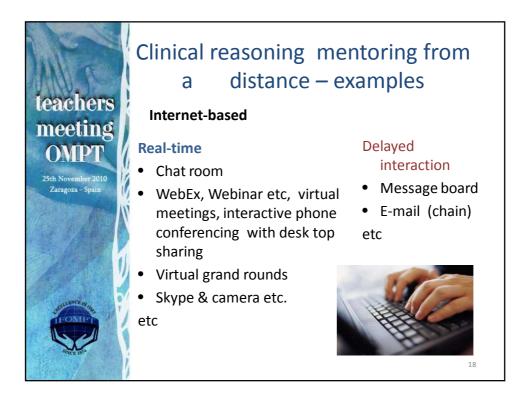


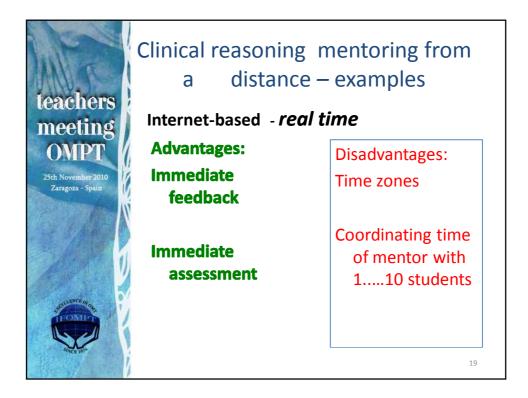


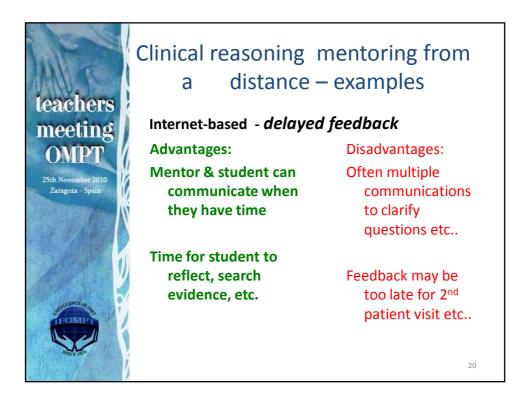
Comparison Comparison Comparison Social media policies - Medical schools should develop policies for on-line behaviours & patient confidentiality (Kind & Genrich, Med Educ Online.15. 2010) - Patient privacy

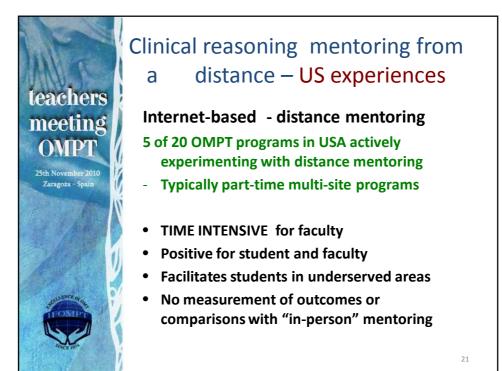
- Maintain patient privacy; protect sensitive information
- Never use name of patient, doctor or clinic

17











Summary

- The clinical mentoring in OMPT will always need "in-person" hours (mentor + student + patient)
 - but many aspects can be *enhanced* utilizing distance learning
 - Is it as efficient and effective as "in person"?

22