**example 5: fellow**

**INNOVATIVE CURRICULUM DESIGN AND/OR ASSESSMENT WORKSHEET**

|  |  |
| --- | --- |
| **Brief description of curriculum or assessment product** | **Web Based Teaching Modules for Pathology Residents:** Three interactive web-based pathology modules that we developed, piloted and disseminated at MSSM |
| **Co-developer(s)** | I collaborated with Drs. X |
| **Your role in development** | Content Co-developer with other faculty members in pathology  |
| **Intended Audience** | Pathology residents  |
| **Number of Learners Taught****(Quantity)** | * Development of three interactive web-based modules for utilization during residency training as adjunct review material for specialty boards and/or in-service examinations.
* Created for all 30 pathology residents but primarily for senior residents
 |
| **# Years this has been used** | * Developed 3 years ago (Year 1), pilot testing Year 2, final modules developed in Year 3
 |
| **Goals/Objectives** | * To develop a series of interactive cases in three gynecologic pathology areas – breast, ovarian and uterine – and deliver them using a web platform thus allowing for easy access.
* To provide domains within these content areas that were relevant and specific to the desired population.
* To provide a wide range of disease processes and manifestations that reflect the most common pathologic diagnostic presentations of the 3 organ systems.
 |
| **Needs Assessment** | * The three content areas were selected based on in house (focus groups with residents) and external research (discussions with 3 other Pathology residency program directors) showing these were areas where pathology residents have knowledge gaps in specialty examinations.
 |
| **Design** | * 3 interactive, 1 hour-long web-based modules were developed by the team of content expert MDs at MSSM. The content was piloted with a group of faculty pathologists for content accuracy as well as appropriateness for level of learners. A web-design expert led the conversion to the web interface.
* Each module included content tabs specific to that gynecologic pathology as well as slides and pictures that describe and show typical pathology as well as variations and links to other resources providing more detailed explanations of these pathologic conditions.
* The modules presented clinical scenarios with biopsies and asked several questions for each scenario providing a score, critique, and feedback.
 |
| **Evaluation Methods and Findings** | **Learner Assessment:*** Multiple choice case-based questions developed for each module with immediate feedback provided for the learner. The feedback is linked to content in the module as well as other online links found on the web.
* Self report of behavior change at baseline, 6 months and 1 year are being assessed using online surveys

**Programmatic Evaluation**: * Resident satisfaction with the web-based platform and overall educational experience are being assessed immediately following module completion.

|  |  |  |
| --- | --- | --- |
| **Year** | **Year 1** | **Year 2** |
| **Quality of Web Modules***Rating Scale (1-5, 5 Superior)* | N=12Rating=4.23 | N=12Rating=4.48 |
| **Quality of User Interface***Rating Scale (1-5, 5 Superior)* | N=12Rating=4.68 | N=12Rating=4.74 |

 |

|  |  |
| --- | --- |
| **Evidence of Dissemination** | * Accepted poster presentation at regional conference and submitted abstract to a national conference
* Another pathology residency is piloting this curriculum this year
 |