



Psychiatry Mystery Module: An Interactive Patient-Based E-Learning Module to Teach Psychiatric Diagnosis and Treatment to Medical Students

Introduction

- The College of Human Medicine (CHM) at MSU developed an online interactive patient-based learning module to increase and improve student knowledge of psychiatric diagnosis and treatment during the third-year core Psychiatry clerkship.

The module allowed students to practice on the following key areas for student learning:

- 1) Be able to construct a comprehensive differential based on the patient's presenting psychiatric signs and symptoms
- 2) Be able to differentiate between different organic, substance use, and psychiatric disorders with overlapping symptoms
- 3) Be able to decide the most appropriate courses of action for the patient when confronted with comorbid conditions.

- This study was designed to determine how students use the online interactive module, to identify features that are important to students, and to explore educational benefits of the module.

Methodology

- Articulate Storyline, an E-learning authoring software was used for designing and publishing the interactive online module that third-year Psychiatry clerkship students piloted during spring 2016. The module integrates a variety of multimedia such as video, images and animations, assessments with immediate feedback, and relevant links to online resources.

- 3rd year Psychiatry clerkship students were invited to participate in the study to evaluate the interactive module. 5 different pilot sessions were planned during the Psychiatry clerkship to allow for student's schedule flexibility and to maximize student participation in the study. A total of 22 medical students participated in the pilot. After completing the module, students filled out an anonymous survey and participated in focus group sessions. The survey included questions about content organization, technology and assessment questions embedded in module. Focus group questions elicited feedback on how the online module supported student learning, areas for improvement and topics that can be developed in the future.

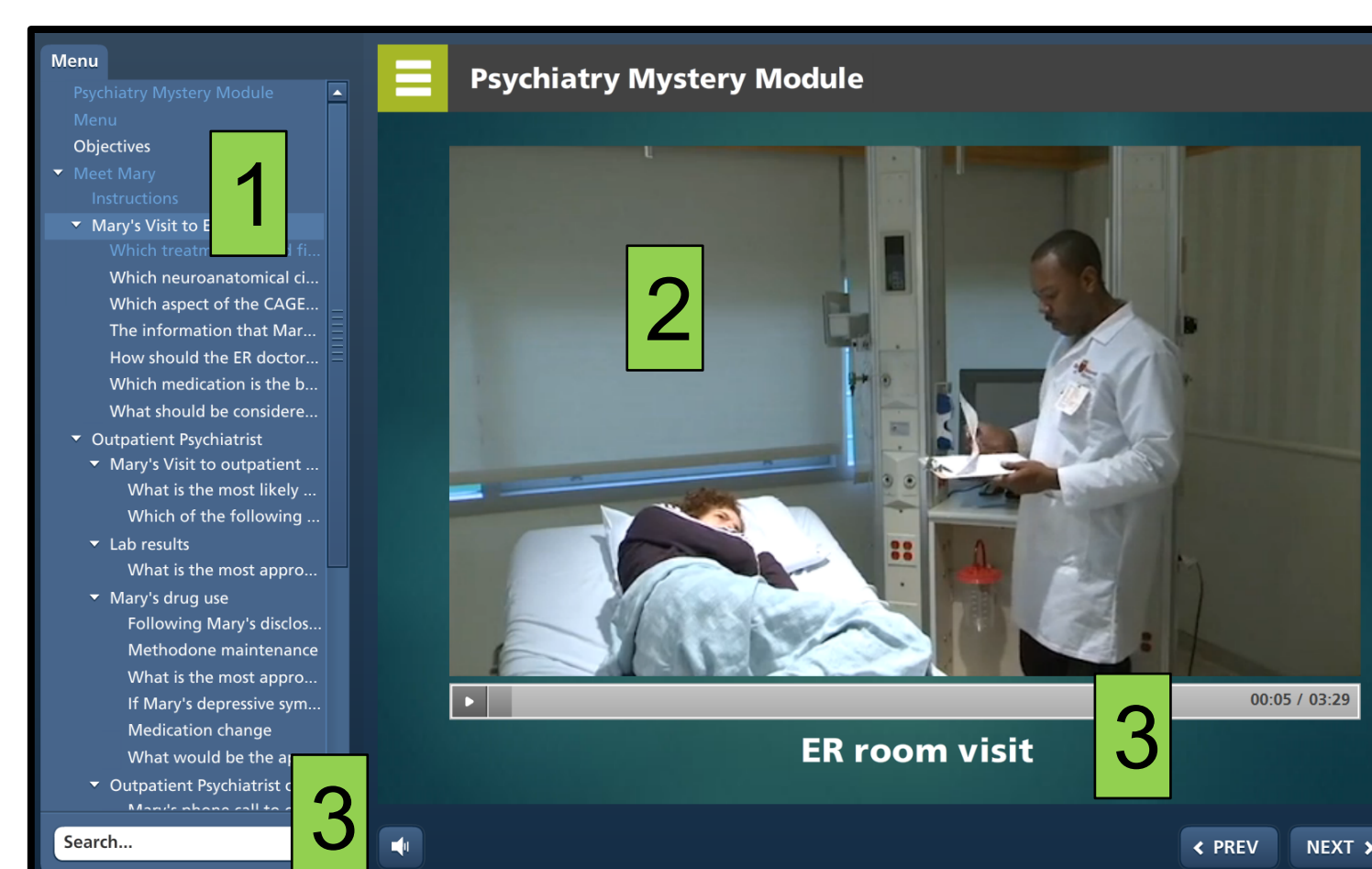
Module Delivery



- The online module interface is designed to be intuitive, easy to use and to provide the learner with the greatest flexibility and control over the content.

The module interface contains key areas to navigate content in the module:

1. Table of contents: Quick overview of materials and control to access any content areas with a click.
2. Main content window: Displays all relevant content (video, text, quizzes, audio).
3. Module player: Offers users playback controls (play, stop, pause, search, volume, previous, next).

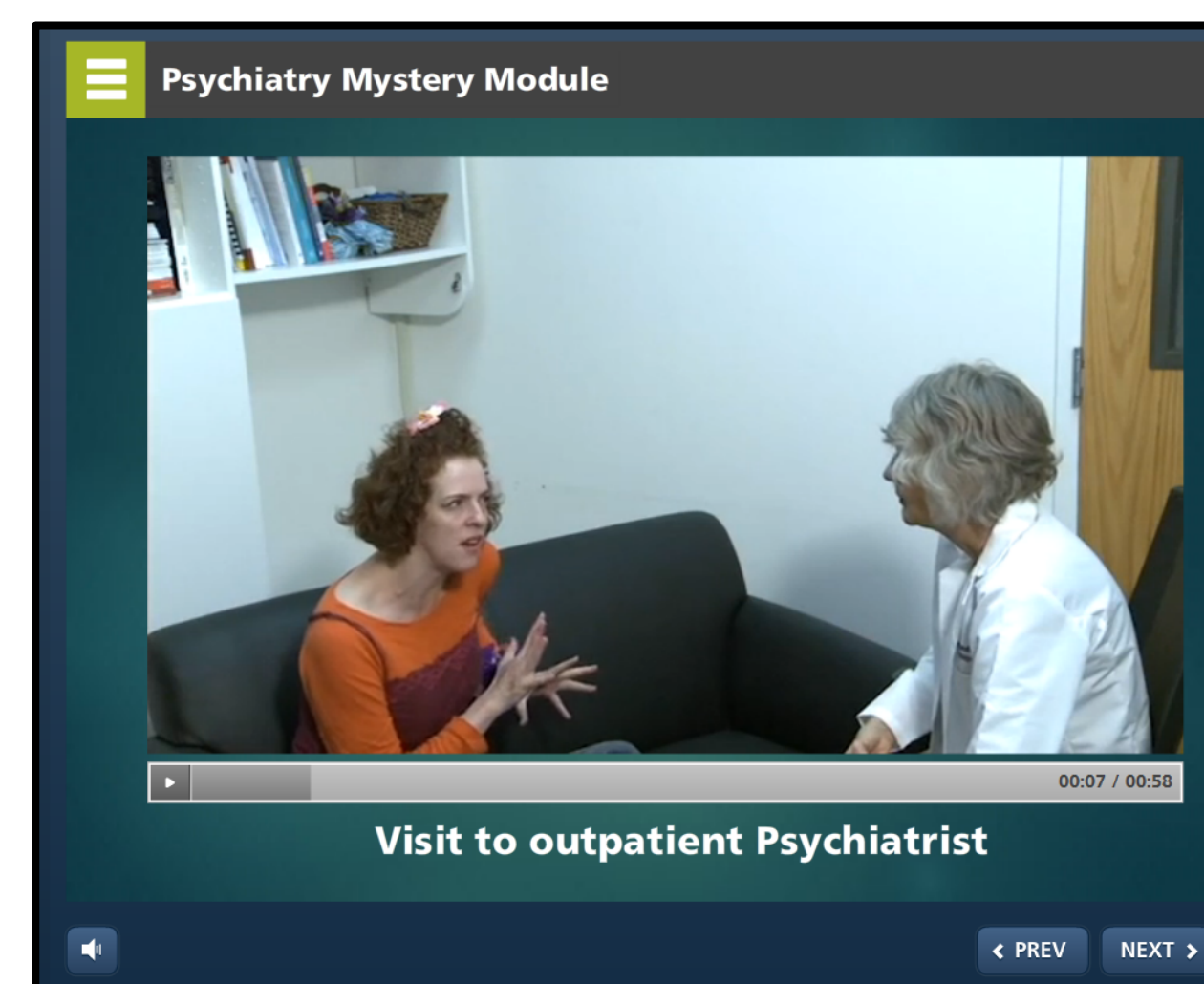


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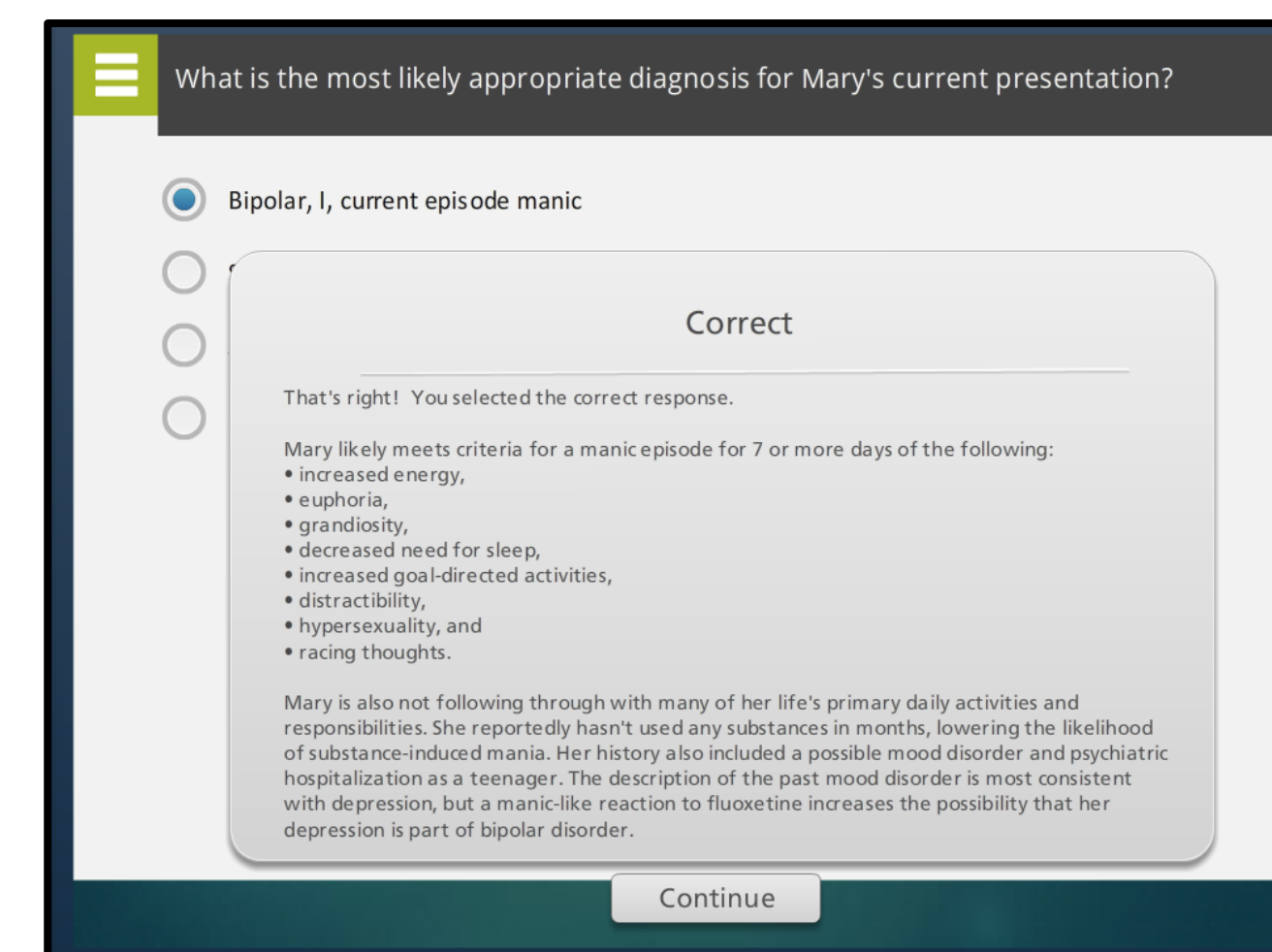
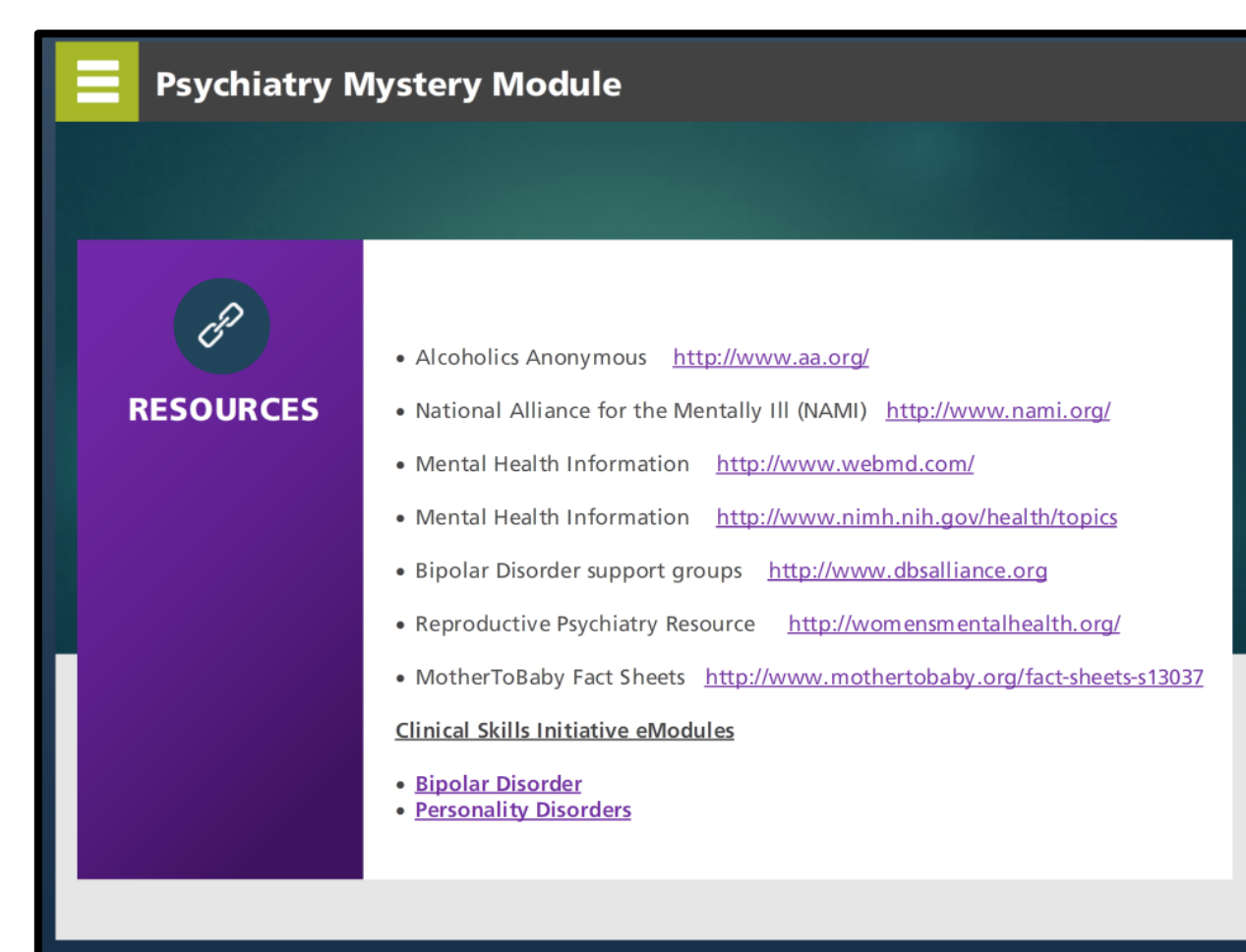
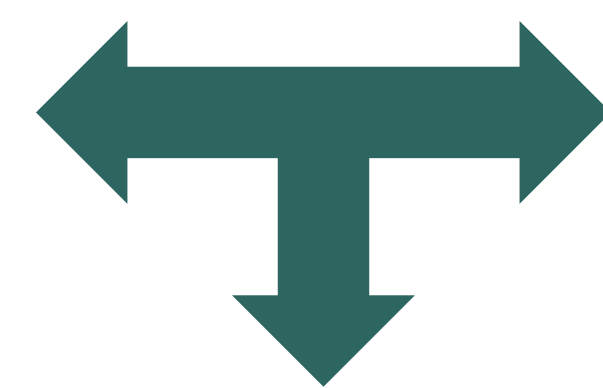
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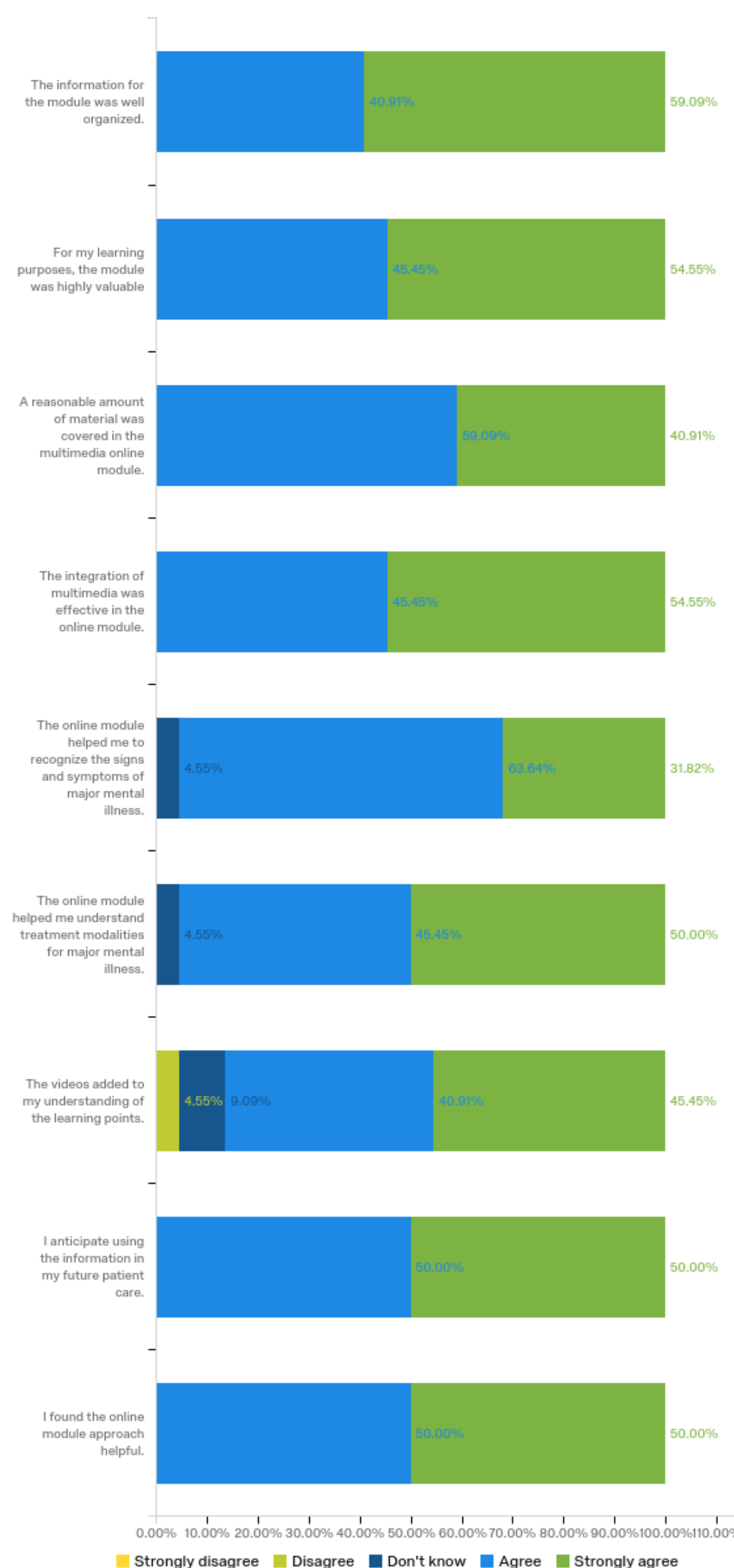


Intentional integration of content, formative quizzes and curated resources to enhance student learning

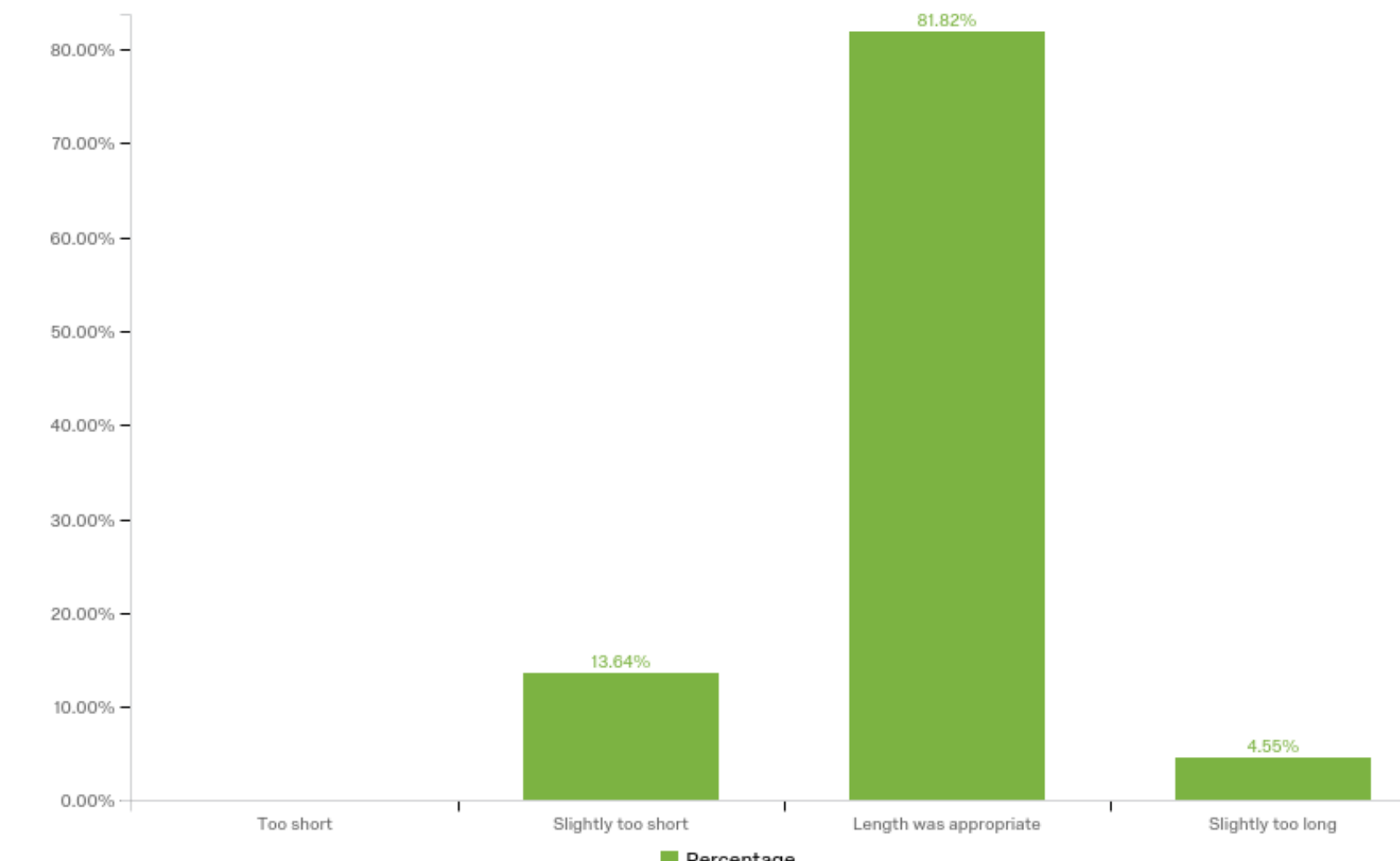


Results

N= 22



Q - Please rate the length of the module



Q- Actual time I spent in the module (in minutes):



Q- What were the best sections of the online module?



Q- The embedded self-assessment quizzes were useful learning tools

