

## Options for Moving Clerkship to a Digital/Distance Learning Experience

Quick tips are below. For specific resources, please see the [crowdsourced list](#)

Clerkship Curricular Element	Strategy and Tools	Keep in Mind
Readings	<ul style="list-style-type: none"> <li>• Host readings in your learning management system</li> <li>• Help students debrief the article. Some options:               <ul style="list-style-type: none"> <li>○ Use the discussion board feature in your LMS to ask a question and get their responses</li> <li>○ Have a journal club by webconference</li> <li>○ Ask students to submit questions or quiz/flash cards they make based on the article, to help them study</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post the article URL or PDF in line with copyright laws; see your librarians if you have questions</li> <li>• Moderating the asynchronous discussion board postings fosters success – learners need to know you are ‘present’</li> <li>• Set a response word limit (e.g. 250 words on your answer)</li> <li>• Set expectation for engagement (e.g. respond with a thoughtful comment to 2 posts from your peers)</li> </ul>
Academic Half Day or Lectures	<ul style="list-style-type: none"> <li>○ Host a live ‘lecture’ session in a webconferencing tool</li> <li>○ Pre-record the ‘lecture’ using a webconferencing tool and post the URL to the recording in your Learning Management System</li> </ul>	<ul style="list-style-type: none"> <li>○ Create engagement with <a href="#">active learning strategies</a></li> <li>○ Use the polling feature to create engagement in live sessions</li> <li>○ Ask students to participate in small group discussions using break-out rooms in the webconferencing tool</li> </ul>
Direct Observation	<ul style="list-style-type: none"> <li>○ While not the complete patient encounter, there are online video tools that allow the clerkship to present a video (Standardized Patient or faculty presenting the scenario) and record and score a student response. This works well for history taking, or consults (e.g. palliative care). See for example <a href="#">YouSeeU</a></li> </ul>	<ul style="list-style-type: none"> <li>○ You will need to create the patient vignette and set the ‘timer’ for students to pause and compile their verbal response</li> <li>○ Faculty will need to set aside time to score the student responses (or engage Standardized Patients who can assess learners)</li> </ul>

Patient Cases	<ul style="list-style-type: none"><li>○ Many virtual patient case formats allow learners to complete the history, physical examination, investigations, differential and a management plan</li><li>○ Newer technologies in Virtual Reality allow patient encounters on 2D computer screens or in Virtual Reality</li></ul>	<ul style="list-style-type: none"><li>○ The physical exam in a virtual environment often asks learners to locate on a picture (or click on the name of an anatomical region) where they would do PE and then gives the findings to the learner</li><li>○ Deliberate practice with virtual patients helps students hone cognitive clinical reasoning skills</li></ul>
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