

E~Learning

The Cognitive Acceleration Program using the Script Concordance Test is a new academic proposal developed by the PRACTICUM Institute of Applied Research en Health Sciences Education (Madrid, Spain) with the objective of contributing to the support of clinical performance of health professionals. The teaching model combines scientific accuracy and strict methodology with a modern educational technology platform putting it at the forefront of systems for distance learning. Its medical content has been developed and validated by experienced professionals from different countries who contribute to each specialty in our international academic committees linked to the “Script Concordance Test” educational project. The teaching strategy of the Cognitive Acceleration Program has been designed and supported by accredited specialists in medical education and includes solid theoretical support from cognitive psychology and neuroscience in relation to the understanding of knowledge, learning and reasoning by the health professional during his clinical performance.

THE DIFFERENCE

The academic focus of e-learning is entirely innovative and breaks with the traditional structures of virtual courses and programs offered in continuous medical education. It is based on the principle that knowledge transmitted in a unilateral manner without reflection is not effective. In consequence, it is oriented towards a different model, linked to praxis and can promote accelerated constructivist self-learning based on exercises based on his/hers own practice. Our proposal is essentially a practical one: through continuous self evaluated exercises and training of reasoning capacities and secondary learning, the professional will be able to transfer new learning to his practice. During the course you will experience real contact with your professional world in authentic clinical situations, which will permit you to reproduce your own reasoning strategies in decision making concerning each patient. In this way, we move from training based on the transmission of knowledge to a dynamic and individualized formative process in which you will learn from your own daily reality using clinical thinking.

FOUNDATION

In medical practice, continuous education is necessary to maintain an adequate level of professional competence. Thus, continuous medical education programs will play an important role in meeting the needs of professionals. These activities offer physicians the possibility of obtaining credits to maintain certification. However, it is worthwhile to point out that the majority of training strategies and evaluation tools being used to measure clinical competence focus mainly on knowledge and rote memory without taking into account that knowledge represents only one of the elements that make up the multidimensional concept of competency. This absolutely does not mean that medical practice is not supported by scientific knowledge. However there is no doubt it is the ability that the physician has to rationally use that knowledge, through contextual reasoning



enriched by the indispensable recourse to experience, which shapes the real art of efficiently managing each particular situation.

It is known that the simple reading of one or several articles or the visualization of conferences, which are the resources most frequently used in online medical education, are rarely sufficient to effect a change in conduct and medical attitude. It is therefore necessary to have educational efforts and strategies which make the health professional participate actively and take part for one or the other option when faced with clinical situations, to help him set concepts (significant learning) and make practical decisions. Taking into account that with present progress in diagnostic means, to suggest a diagnosis very often does not in itself constitute a challenge. The real challenge consists in making the most appropriate decision in the midst of uncertainty through reasoning and correct critical judgment. In pursuit of this goal we have designed the Program of Cognitive Acceleration.

METHODOLOGY

Our e-learning program which is totally online, is structured transversally along two crucial thematic axis of medical practice: reasoning while in action and decision making. Then follows methodology based on solving clinical cases in each specialty and putting the professional in a single learning experience, from his own reality in medical care to the course and from the course to his daily practice with patients.

PRACTICUM INSTITUTE OF APPLIED RESEARCH IN HEALTH SCIENCES EDUCATION

SCRIPT CONCORDANCE TEST

COGNITIVE ACCELERATION PROGRAM

UNIVERSITE LAVAL

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Pablo Gottifredi

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TUTORIAL

Videoconference

Upcoming Videoconference

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SCRIPT CONNECT

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SCRIPT CONCORDANCE TEST TO BE COMPLETED

Script Concordance Test of the day

Clinical case

A sixty-seven year old male patient had a carotid doppler ultrasound as part of a routine checkup and a 80% obstructive lesion was found in the left internal carotid.

Read (+)

Previous Script Concordance Test

Script Concordance Test to be retaken

RESULTS AND PERFORMANCE

See all results

CURRENT AVERAGE SCORE

Course progress: 65 %

Script Concordance Tests completed 13

Current average score: 47

PERCENT RATIO OF SOLVED/UNSOLVED ITEMS

99 — 1

Answered Unanswered

PERCENTAGE OF ANSWERED TEST OF EACH TYPE

100

Diagnost. TraCam. Inv./Complem.

During e-learning you will receive a new Script Concordance Test every day composed of a clinical vignette which will reproduce a real case of your regular practice. In this way, when your training is completed you will have made decisions and treated over 250 patients or different clinical situations, which you would normally face in your daily practice.

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ITEM: 0 1 2 3 4 5

CLINICAL VIGNETTE

68-year old woman with a severe psychological stress history, several weeks long. Admitted to the emergency room with precordialgia and dyspnea that started 7 hours ago, but which have lessened. The ECG shows negative T waves from v1 to v6.

HYPOTHESIS

If you were thinking of the following diagnosis:
Severe ischemic syndrome

NEW INFORMATION

And then you find:
Echocardiogram within normal limits

QUESTION

What effect would have this new information on the diagnosis hypothesis?

ANSWER OPTIONS

A The hypothesis becomes very unlikely or almost eliminated.
B The hypothesis becomes less probable.
C The new information has no effect on the hypothesis.
D The hypothesis becomes more probable.
E The hypothesis becomes very probable.

TIME LEFT

00'00''

CONFIRM ANSWER >

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Optimizado para 1024 x 768

Diagnostic hypothesis, complementary tests or treatment option

Clinical vignette

New Information

Answer possibilities

The medical content of the course is organized by specialty and treat those thematic areas that are of more relevance in each discipline. This permits testing your reasoning processes in all possible areas of your clinical practice. Each Script Concordance Test is composed of a clinical vignette describing the situation and various items with new information that could have an impact on decisions related to the clinical situation. For each item you must choose the best option through adequate contextual reasoning in order to solve the problem of the patient. The decisions, which must be made, depending on the Script Concordance Test, which you are answering, can be one of diagnostic, of complementary tests or of treatment. The interactive model we have designed will make it so that you can immediately visualize the results you obtain and analyze your skill level to face and solve each clinical problem having as references chosen answers by a group of expert physicians in your specialty.

The screenshot displays the 'SCRIPT CONCORDANCE TEST' interface. At the top, it identifies the 'PRACTICUM INSTITUTE OF APPLIED RESEARCH IN HEALTH SCIENCES EDUCATION' and 'UNIVERSITE LAVAL'. The main header reads 'SCRIPT CONCORDANCE TEST COGNITIVE ACCELERATION PROGRAM'. The user is logged out.

The current test item is titled 'The daily Script Concordance Test'. The question is: 'What effect would have this new finding on the therapeutic option?'. The user has selected option B, 'The treatment becomes less useful or detrimental', and has spent 00' 02" on the question, with a score of 0.

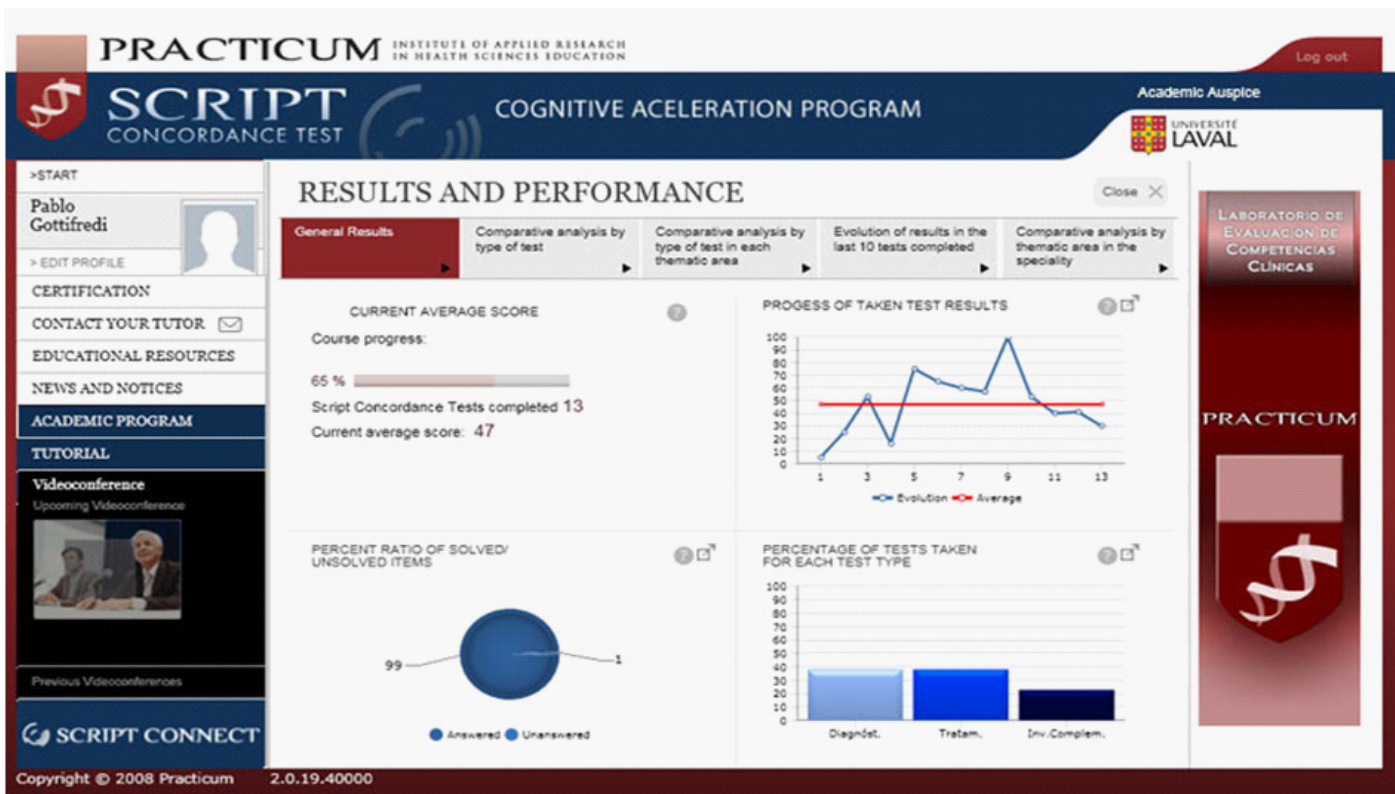
The 'EXPERTS ARGUMENTS' section provides context: 'Treatment with recombinant factor VIIa is indicated in the treatment of coagulopathies secondary to liver failure. In this particular case, it will be rapidly consumed, which is a waste of money. In this particular patient, the critical clinical situation is a priority and blood product infusion should be administered while local bleeding is controlled.'

The 'PROFILE OF THE ANSWER BY THE EXPERTS' bar chart shows the distribution of expert answers: A (15%), B (70%), C (15%), D (0%), and E (0%).

The 'EVOLUTION OF YOUR RESULTS BY ITEM' line graph shows the user's performance across three items: Item 1 (score 1), Item 2 (score 0), and Item 3 (score 1).

At the bottom, there are buttons for 'CONTACT YOUR TUTOR' and 'CONTINUE >'. The footer includes 'Copyright © 2008 Practicum 2.0.19.40000'.

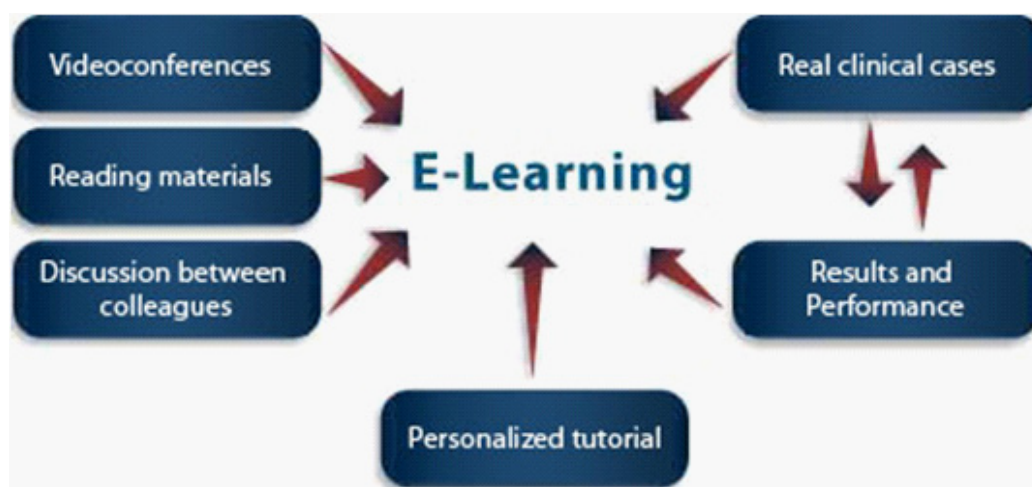
The Script Concordance Test is different from the multiple choice questions with which you are probably accustomed in that there is not a unique answer for the presented situation. This means that on each test, that is, in each clinical case, you will compare your level of agreement for the decision you have made, with the “conduct” and chosen action of the reference panel of experts. In consequence, you will be able to analyze the distance of your decision from the selected answers of the experts. This learning exercise will help you not only to continually maintain and self evaluate the quality of your clinical reasoning, but also to transfer your learning to your own professional practice. The analytic processor of results, which is incorporated into our educational platform, will also at all times permit you to have an ongoing and precise evaluation of your results and of your own training process during the course. Furthermore, by means of graphic and infography, you will always be able to consult your performance in the different areas of clinical practice in your



specialty and in different types of medical decisions, which are evaluated by the Script Concordance Test.

The E-learning is further complemented by other resources such as:

- Live videoconferences by internationally known academicians, who will treat topics of great interest for the medical profession such as: clinical competence, biological and psychological bases of cognitive phenomena in professional behavior, medical thinking in decision making, abduction and intuition in medicine and new models and forms of evaluation in the health sciences.
- The SCRIPT forum, a section dedicated to dialog and thoughtful discussion between colleagues.
- Various pedagogical materials in digital format.



PROGRAM

Upon entering your personal page, with your user name and password, you will find the specific academic program corresponding to your specialty.

There you can review:

- Length and dates for the beginning and ending of the activity
- Thematic content
- Entities (scientific societies, medical colleges and/or universities) that support or give learning credits
- Success in the of the program that you have undertaken and certification
- Number of credits granted
- Professionals that compose your academic committee

PURPOSE

The Cognitive Acceleration Program Script Concordance Test program pursues the following goals:

1. To offer a model of e-learning which will help to maintain and strengthen clinical reasoning of health professionals.
2. To offer a new way of managing personal knowledge, nourished by your own health care reality.
3. To foster constructivist learning linked to professional practice.
4. To help the physician understand by means of various didactic resources and practical challenges, how mental processes operate in clinical performance.
5. To contribute and consolidate the clinical competence of health professionals.

BENEFITS FOR THE PROFESSIONAL

Participation in this e-learning program will offer you the possibility to:

- Measure and self evaluate the quality of your clinical reasoning in real situations of your daily practice by comparing the level of concordance of your clinical decisions with those of a committee of well-known experts in your specialty.
- Recognize your reflective strengths and weaknesses in distinct areas of your clinical skills
- Train your reflexive abilities
- Increase your confidence and certainty in decision making
- Improve clinical problem solving skills in normal practice and your clinical competence.