



Student assessment of psychiatry clinical simulation teaching modules

Adriana Foster, Teresa Johnson, Howard Liu, Jeffrey Cluver, Sarah Johnson, Chelsea Neumann, Michael Marcangelo, Renate Rosenthal, Hendry Ton, Bernard Davidson & Martin Klapheke

To cite this article: Adriana Foster, Teresa Johnson, Howard Liu, Jeffrey Cluver, Sarah Johnson, Chelsea Neumann, Michael Marcangelo, Renate Rosenthal, Hendry Ton, Bernard Davidson & Martin Klapheke (2015) Student assessment of psychiatry clinical simulation teaching modules, Medical Teacher, 37:3, 300-300, DOI: [10.3109/0142159X.2014.948834](https://doi.org/10.3109/0142159X.2014.948834)

To link to this article: <https://doi.org/10.3109/0142159X.2014.948834>



Published online: 01 Sep 2014.



Submit your article to this journal [↗](#)



Article views: 877



View related articles [↗](#)



View Crossmark data [↗](#)

Letters to the Editor

Student assessment of psychiatry clinical simulation teaching modules

Dear Sir

Recognizing a need for computer-based instruction in psychiatry education, a clinical simulation initiative (CSI) by the Association of Directors of Medical Student Education in Psychiatry (ADMSEP) developed a free database of psychiatry teaching modules, intended to enhance the learning that takes place during a clinical interaction, or provide a meaningful learning experience if the ideal of direct exposure to the desired clinical condition is not possible. The modules contain illness-specific information, including etiology, epidemiology, differential diagnosis, clinical manifestations and treatment, and are illustrated with video-clips of evolving patient cases played by actors. Interactive quizzes are included in each module to consolidate knowledge, promote critical thinking, and stimulate further learning. Of fourteen areas of psychopathology delineated by ADMSEP's clinical learning objectives, to date modules that address the psychiatric interview, dementia, bipolar disorder, personality disorders, post-traumatic stress and anxiety disorders have been published on MedEdPORTAL for free access by educators, and additional modules are under development. We obtained data on student satisfaction and the modules' impact on students' confidence in disorder-specific knowledge, using surveys that evaluated the modules' quality and effectiveness. Survey items include educational value, general feedback, and confidence in disorder-specific knowledge, diagnosis, and treatment. Items are rated on a 5-point Likert-type scale, where 1 = Strongly Disagree and 5 = Strongly Agree. Comparisons between pre- and post-module student confidence ratings were assessed using non-parametric Wilcoxon signed rank tests. Complete survey data from 215 students at seven universities in USA yielded mean ratings of 3.9–4.6 on items measuring module quality and effectiveness. All but one of the student confidence ratings were significantly higher post-module as compared to pre-module ($p < 0.05$). Data from our study demonstrate student satisfaction with the modules and positive impact on students' confidence in disorder-specific knowledge. CSI modules help fulfill educational requirements in psychiatry

clinical clerkships and the open access model fosters educational collaboration between institutions.

Adriana Foster, Georgia Regents University, Augusta, USA.
E-mail: afoster@gru.edu

Teresa Johnson, University of Central Florida College of Medicine, Orlando, USA

Howard Liu, University of Nebraska Medical Center, Omaha, USA

Jeffrey Cluver, Medical University of South Carolina, Charleston, USA

Sarah Johnson, University of Louisville, Louisville, USA

Chelsea Neumann, Duke University, Durham, USA

Michael Marcangelo, University of Chicago, Chicago, USA

Renate Rosenthal, University of Tennessee Health Science Center, Memphis, USA

Hendry Ton, University of California, Davis, Sacramento, CA, USA

Bernard Davidson, Georgia Regents University, Augusta, USA
Martin Klapheke, University of Central Florida College of Medicine, Orlando, USA

Declaration of interest: The authors do not have any conflicts of interest.

This research was supported by an intramural pilot grant from University of Central Florida College of Medicine awarded to Martin Klapheke, MD. The Departments of Psychiatry at the participating schools have offered various levels of support to site principal investigators. ADMSEP Council supports the project and is hosting the peer reviewed modules on the organization's server, thus making them available world-wide free of charge.

Peer-assisted learning for clinical anatomy

Dear Sir

Despite its traditional importance, anatomy teaching has become increasingly depreciated in medical curricula. Indeed, approximately half of the new doctors in the United