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The evaluation of an e-learning module for an effective well-baby visit using the Rourke Baby Record

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Background/Purpose: Well-baby/well-child visits are increasingly important with the emerging evidence that early childhood development and experiences affect not only learning but also lifelong physical, mental, and emotional health. This project evaluated an eLearning module designed to teach medical students how to conduct an effective well-baby visit of a healthy six-month infant using the resources of the Rourke Baby Record (RBR). The objectives were to assess medical student knowledge of well-baby care and the RBR before and after module completion and to gather student feedback about the module. The module began as a medical student summer research project, involved an instructional design specialist to “build” the module, and obtained assistance from MESOC for the project evaluation. **Methods:** Participants were medical students training at Memorial University in either their second year (Y2 pre-clerkship) or third year (Y3 clerkship) during the 2012-13 academic year. The evaluation used (1) a pre/post-test (10 multiple choice questions) to evaluate knowledge gains; and (2) a questionnaire to evaluate satisfaction regarding module content, clinical applicability and web delivery. **Results:** ninety-six per cent (96% — 121/126) of Y2 and Y3 students participated. Both Y2 and Y3 students showed a significant increase in their post-test scores ($p < 0.001$). On average, 90.9% of students answered satisfaction survey questions positively. The majority indicated the module should be part of the curriculum, significantly more by Y3 students (78.8% of Y2 and 98.0% of Y3 students, $p = 0.030$). Also, more Y3 students felt the module enhanced their knowledge ($p = 0.016$) and provided learning applicable to patient care ($p = 0.022$). Suggestions for improvement were largely focused on web delivery and test questions. **Conclusions:** This eLearning tool to teach pre-clerkship and clerkship medical students how to conduct a well-baby visit resulted in significant knowledge gains and was highly rated. The team approach kick-started by a medical student and involving an instructional design specialist resulted in a unique tool. This module is now part of the MUN curriculum. A second well-baby module of an 18-month child who shows some developmental milestone delay is now under development.