

UTHSCSA Innovative Teaching Grants Program
ITG Application

Title of ITG proposal: Virtual Women's Health Library/Course

Names and titles of project director and principle collaborators:

Project Director:

Name: Martha A. Medrano, MD, MPH

Title: Director, Medical Hispanic Center of Excellence

Department & Division: Medical Hispanic Center of Excellence

E-Mail: medranom@uthscsa.edu

Campus phone number: 210-567-0963

Collaborators

Name: Michelle Turechek, Ed.M.

Title: Education Specialist

Department & Division: Medical Hispanic Center of Excellence

E-Mail: turechek@uthscsa.edu

Campus phone number: 210-567-0968

Name: Melissa Palomo-Ramon

Title: Research Coordinator I

Department & Division: Medical Hispanic Center of Excellence

E-Mail:

Campus phone number: 210-567-0963

Name:

Title:

Department & Division:

E-Mail:

Campus phone number:

ITG Proposal Synopsis

Project Title: Virtual Women's Health Library/Course

What is the educational problem or need that is addressed by this project? {50 words}

Improving the health status of women, in particular minority women, is an interdisciplinary endeavor. Currently there is no comprehensive, interdisciplinary women's health course. The Medical Hispanic Center of Excellence (MHCOE) will develop a virtual, interdisciplinary Women's Health Elective to increase availability and accessibility of the course by all UTHSCSA students.

What do you propose to do? (briefly describe what you will develop – E.g., what is the product or outcome that will be produced?) {50 words}

We propose to develop a virtual women's health elective. We will record live sessions of women's health presentations in all UTHSC schools starting this March. We will also utilize Sonic Foundry software to create online presentations that allow the students to view the speaker as well as a PowerPoint Presentation.

What type(s) and numbers of students will directly benefit from this project?

The course will be customizable with a variety of women's health related topics to choose from and can be used by the entire UTHSCSA community. We have no doubt numbers and breadth of the project will increase with time, but our conservative estimate of students affected in year one is 100.

How will you evaluate the effectiveness of this project? {50 words}

We'll conduct evaluative meetings with current virtual course participants to identify any improvements for the Women's Health Course format. We'll conduct pilot tests over this summer and hold a focus group to determine format usability and appropriateness of topics. During the course, we'll use a pre-test/post-test method of evaluation.

Total amount of funding requested: \$ 1,975.00

Project Approval by Department Chair:

Name: Dr. Medrano

Department: Medical Hispanic Center of Excellence

Signature: _____ **Date:** _____

UTHSCSA Innovative Teaching Grants

ITG Proposal

Your application is expected to answer each of the six questions below. Please read the review criteria on page 6.

1. **Why should this project be implemented?** Discuss the problem, need or deficiency that will be addressed by this project and discuss why it is important to resolve this problem.
2. **What will be developed or implemented?** Describe the product or outcome.
3. **What objective(s) do you hope to achieve by implementing this project?**
4. **What tasks will be performed to complete the project and who will perform each of these tasks?** Describe the plan / methods for completing the work.
5. **How will you evaluate the effectiveness of this project?** Describe how you will evaluate whether or not the project objectives were achieved.
6. **What is your plan for continuation of the project after ITG funding support concludes?**

Other:

- Complete the project budget.
- Develop a logic model for your proposal (example of logic model provided).
- Attach a 2 page biographical sketch of the Project Director.
- Schedule a pre-submission consultation meeting with the ITG Coordinator.

UTHSCSA Innovative Teaching Grants Budget Request

Project Director: Martha A. Medrano, MD, MPH

Title of Proposal: Virtual Women's Health Library/Course

		Funds Requested
1. Consumable Supplies (Itemize below)	\$	0.00
2. Equipment (Itemize below)	\$	0.00
3. Hourly Rate Services (such as software programming) Must be calculated at an hourly rate.	\$	1,975.00
Example: 30 hrs programming @ \$30/hr = \$900		
4. Other expenses (Itemize precisely)	\$	0.00
TOTAL	\$	1,975.00

Itemize Expense Items

Consumable Supplies	Equipment	Hourly Rate Services	Other Expenses
		Videoconferencing - 40 hrs onsite Sonic Foundry @ \$35/hr = \$1575 Videoconferencing - 8 hrs offsite Sonic Foundry @ \$50/hr = \$400	

Travel and equipment: Budget requests to support travel for presentations at meetings related to an ITG project must be justified in the application. If the grant is funded, travel expenses may not exceed 10% of the total award. If the project budget includes funds for purchasing equipment, the applicant must document that such equipment is not available or accessible at The UTHSCSA.

<p>Define the target population:</p> <p>Who will your program serve?</p> <p><i>Be specific:</i> If age range, SES, geographic location are important, then specify them.</p>	<p>What are the theoretical assumptions you are making about how your program will work?</p> <p>What assumptions are you making regarding:</p> <ol style="list-style-type: none"> 1) participants? 2) environment? 3) staff? 	<p>Resources:</p> <p>What resources does the program have available to achieve the program objectives/goals?</p> <p>Constraints:</p> <p>What obstacles or challenges might there be? Example: Legal or regulatory constraints</p>	<p>These are the services/interventions that a program provides to fulfill its goals.</p> <p>Activities lead to outputs and are directly related to outcomes.</p>	<p>Outputs are the products of a program's activities such as the number of classes held, the number of home visits made, the number of people attending/completing classes, etc.</p>	<p>Outcomes are the benefits for participants during, or after their participation in your program. Outcomes may be related to, knowledge, skills, attitudes, values, behavior or status.</p> <p>There are usually <i>short-term, intermediate, and long-term</i> outcomes.</p>	<p>Outcome indicators</p> <p>Are the observable, measurable characteristics or changes that result represent the achievement of an outcome.</p>
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Program Logic Model

Virtual Women's Health Library/Course

Program Goal:

TARGET POPULATION	ASSUMPTIONS	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	OUTCOME INDICATORS
<p>4th Year Medical Students enrolled at UTHSCSA interested in the Women's Health Senior Didactics</p> <p>Any department, class or individual who wishes to view the course or a particular lecture from the MHCOE web site; this will include medical, dental, nursing, and allied health professions as well as residents from various departments</p>	<ul style="list-style-type: none"> - The need for an interdisciplinary Women's Health course exists. - There will be interest in the course and people will enroll - Target population will be have the means, desire, and ability to complete a virtual course. - By providing a virtual library for course development we will be able to accommodate more people than a traditional course because of flexibility for the user. 	<p>Resources:</p> <ul style="list-style-type: none"> - Cooperative Subject Matter Experts - Videoconference Operations' resources to videotape and convert into Sonic Foundry - Focus Groups' feedback to improve/develop the virtual course - MHCOE's knowledge of online learning and courses <p>Challenges:</p> <ul style="list-style-type: none"> - Any technical difficulties that should arise. - Computer accessibility for students if they want to do the course off campus 	<ol style="list-style-type: none"> 1. Marketing and recruitment for the virtual course, will require some end-user education to generate interest. 2. Course materials available to students enrolled in course 3. Course materials available to teachers/course directors to incorporate in their courses 4. Lectures available for viewing from the MHCOE web site 	<ol style="list-style-type: none"> 1. # of marketing and recruitment events held/flyers posted 2a. # of students enrolled in the course 2b. # of students who successfully complete the course 3. # of teachers/course directors who use a lecture or a portion of the women's health elective for their course 4. # of people that view lectures from the MHCOE web site 	<p>Short-term</p> <ol style="list-style-type: none"> 1. UT system/UTHSCSA is aware of the course 2a. Understanding of specific Women's Health needs that aren't focused on in medical school 2b. Interest in the special health care needs of women and girls 2c. Better performance of Association of Professors of Gynecology and Obstetrics' Competencies for Medical Students 3. & 4. Better interdisciplinary coverage of women's health <p>Intermediate</p> <ul style="list-style-type: none"> - More culture and gender sensitive health care provided by participants - Continued interest in women's health issues - Prepared to encounter women's health issues seen in PGY1 and beyond - even if participant is not in a woman-focused speciality (i.e. OB/Gyn) 	<p>Short-term</p> <ol style="list-style-type: none"> 1. Students register for the course 2a. Students do better on the post-test than pre-test 2b. Enrollment in course increases after the first year 3. All UTHSCSA schools use at least part of the course 4. Number of people who view the lectures increases as word spreads <p>Intermediate</p> <ul style="list-style-type: none"> - Demand for course increases - Positive feedback from participants <p>Long-term</p> <ul style="list-style-type: none"> - Women's health topics are incorporated into all appropriate curriculum in all UTHSCSA schools.

Review Criteria for ITG Proposals

ITG proposals will be evaluated in relation to the applicants' responses to the areas below. A pre-submission meeting with the ITG Coordinator is required.

1. Description and justification of the problem, need or deficiency

Why should this project be implemented? What is the problem, need or deficiency that will be addressed by this project? And why is it important to address this problem.

2. Uniqueness of the project

What will be developed or implemented and, importantly, why is this approach innovative and likely to enhance students' learning or the quality of their educational experience?

3. Potential for impact

What objective(s) do you hope to achieve by implementing this project?

4. Thoroughness of the work plan.

What tasks will be performed, how it will be done, and who will do the work?

5. Appropriateness of the evaluation plan

Describe how you will evaluate whether or not the project objectives were achieved.

6. Plan for continuation

What is the plan for continuation of the project after ITG funding concludes?

7. Development of a Logic Model

The logic model is a tool that will provide assistance in the planning and implementation phase of the project.

8. Pre-submission meeting with the ITG Coordinator

The ITG Coordinator will certify that the meeting occurred.

ITG Application Template

Please complete each section of the application. Please type.

1. Why should this project be implemented? Discuss the problem, need or deficiency that will be addressed by this project and discuss why it is important to resolve this problem.

The Department of Health and Human Services, Office on Women's Health, designated the University of Texas Health Science Center at San Antonio (UTHSCSA) a National Center of Excellence in Women's Health (NCoEWH) in October 2004. The goal of the UTHSCSA NCoEWH is to enhance and integrate women's health care, education and training both within and outside the UTHSCSA. Areas of focus for training and curricular activities of medical students within our NCoEWH are 1) the psychological, social, and cultural aspects of the woman patient; 2) health care disparities (cancer, diabetes, cardiovascular disease, HIV/AIDS); and 3) cultural and linguistic competency in women's health care delivery.

The Medical Hispanic Center of Excellence has agreed to collaborate with the NCoEWH in the creation of an interdisciplinary women's health curriculum.

We are proposing to integrate a minority women's health curriculum from the MHCOE, Department of Medicine, Family and Community Medicine and Obstetrics and Gynecology residency programs into the 1st and 4th year medical school curriculum via a women's health elective and Senior Didactics.

This current project is part of the Senior Didactics. MHCOE wants to take the live classroom-based Women's Health Senior Didactic course to the next level and convert it into a format that is easy to use and easy to transfer to other sites or departments. With a virtual format we will be able to have a vastly larger audience of medical students, nursing students, allied health students, UTHSCSA faculty and staff, and area health care providers than if we scheduled live didactics and continuing education events. In short, the amount of people we can affect with a virtual is astronomical compared to a traditional classroom-based course.

In addition to a Senior Didactic course for the medical students we also plan to develop a 'virtual library' of women's health related topics. Course directors/curriculum designers will then have the option of picking and choosing the specific topics for their courses. They will be able to develop virtual courses or can choose to supplement their live courses with some online presentations and talks. This will greatly increase the number of people affected by the material.

2. What outcome(s) do you hope to achieve by implementing this project?

The outcomes we hope to achieve by introducing an interdisciplinary Women's Health Senior Didactic are :

To create a virtual library of Women's Health topics to be used by the UTHSCSA/UT system community via the MHCOE website portal

To increase the understanding of specific Women's Health needs that aren't focused on in medical school

To generate a continued and driving interest in the special health care needs of women and girls

To improve the performance of Association of Professors of Gynecology and Obstetrics' Competencies for UTHSCSA Medical Students

To create more culturally and gender sensitive health care providers

To expose and thereby help prepare the medical, nursing, allied health, and dental students for specific women's health care issues seen in beginning of their careers and beyond

To increase comfort and familiarity with online/virtual environments

The specific areas of focus for the Senior Didactic Course are:

1. The psychological, social, and cultural aspects of the woman patient
2. Health care disparities (cancer, diabetes, cardiovascular disease, HIV/AIDS)
3. Cultural and linguistic competency in minority women's health care delivery

3. What will be developed or implemented? Describe the products or outcomes. Examples: web-based curriculum, CD-ROM, teacher training programs.

The specific product that will be developed is a virtual course on Women's Health to be used during Senior Didactics. We will also compile a repository of topics course directors can pick and choose from to easily customize their own Women's Health elective. Each presentation will be a self-sufficient hour long talk. The presentations can then be put into BlackBoard or WebCT and will use Sonic Foundry to deliver audiovisual presentations on various women's health topics. The presentations will be recorded from the March 2006 Senior Didactics and over the summer of 2006 and will include the following topics:

- Ethics
- Bone Health
- Obesity/physical activity
- Gestational Diabetes
- Cardiovascular Health
- HIV/AIDS and STDs
- Domestic Violence
- Adolescent Health
- The Gender Sensitive History and Physical Exam
- Oral Health
- Cancer
- Breast Feeding
- Other topics as available

The virtual environment will allow us to offer more topics because of the ability to accommodate presenter's busy schedules (i.e. they can come present to a camera when it's convenient to them, not when the class time is scheduled for.) One problem we had with the classroom course were presenters who were unable to present in the narrow time frame we demanded; we feel the students are losing out by not having the opportunity to see those presentations.

In addition to the virtual course to be offered during the Senior Didactics to the medical students, the presentations will be available for viewing on a website library. MHCOE will grant access of the site to various departments, community members, schools, etc. The flexible format of the virtual course will greatly increase the number of participants who can benefit from the material presented. The Sonic Foundry presentations are extremely easy to work with and will require minimal work for a course directors to incorporate them into a course or to even create their own virtual course.

4. Methods: What tasks will be performed to complete the project and who will perform these tasks? Describe the plan / methods for completing the work.

January/February 2006 - (Dr. Medrano/Michelle Turechek) Schedule speakers for Women's Health Senior Didactic course as well as ad hoc speakers for additional topics

February 2006 - (Dr. Medrano and Speakers) Development of course material for didactic course. (Michelle Turechek) Collection/creation of powerpoint presentations for speakers.

March/April 2006 - (Michelle Turechek/Videoconferencing) Recording of presentations during 2006 Women's Health Senior Didactic course. Conversion over to Sonic Foundry.

May 2006 - (Michelle Turechek/Videoconferencing) Finish recording presentations. (Michelle Turechek) Compile the course in a Blackboard or WebCT format. Create a virtual library to collect and house all the presentations.

May 2006 - (Michelle Turechek) Internal testing and viewing of course by MHCOE. Development of training materials for distribution to Sonic Foundry users.

Summer 2006 - Pilot Testing - (Dr. Medrano and Michelle Turechek) This will be conducted over the summer, probably during Pre-Mat Program to evaluate how receptive medical students are to a virtual course environment.

Summer 2006 - (Michelle Turechek/Videoconferencing) Record any additional presentations.

Fall 2007 - Finished library, course ready for customization and use.

March 2007 - Deployment of first virtual course during Senior Didactics.

April/May 2007 - Evaluation of course.

Ongoing - Maintenance and testing by MHCOE.

5. How will you evaluate the effectiveness of this project? Describe how you will evaluate whether or not the project objectives were achieved.

To develop the course we will first conduct individual meetings of the students enrolled in the MS 4 Tutoring Elective currently being offered in a virtual format. We plan to incorporate the lessons learned in the focus groups in the Virtual Women's Health Course.

This summer we will pilot the virtual course with our Pre-Matriculation students and select volunteers. We will contract with ERD to conduct focus groups to further improve the course.

The students in the course will take a pre-test and a post-test; we will use this as an objective measure of learning that occurred. The reflective writing assignments in the course will be used more as a subjective measure of attitude change in the students.

We will also use statistics to determine the number enrolled in the course, the number of times each lecture is viewed, the number of 'outside' attendees, the number of 'outside' UT attendees, etc. These numbers will help us target our marketing efforts for the course in the future.

We also plan to take a look at which topics are selected most often by course directors to use in their courses across the colleges. The MHCOE will meet with course directors and the colleges to determine if additional topics are desired.

6. What is your plan for continuation of the project after ITG funding support concludes?

The initial setup will be the most costly portion of the project. Once all the presentations have been converted to Sonic Foundry the maintenance costs associated with the course will be very low.

MHCOE will maintain the web site. As topics become outdated or as new topics emerge in the coming years MHCOE will be able to replace/create new presentations one by one. A slow replacement process will be much more economical, than the initial start-up fees.

Project Director biosketch:

BIOGRAPHICAL SKETCH

NAME

Martha A. Medrano, M.D., M.P.H. POSITION TITLE

Associate Dean of Continuing Medical Education

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION DEGREE

(if applicable) YEAR(s) FIELD OF STUDY

The University of Texas at El Paso B.S. 1973-1977 Biology

The University of Texas Health Science Center at San Antonio M.D. 1997-1981 Medicine

The University of Texas Health Science Center at Houston, School of Public Health M.P.H. 1994-1997 Community Public Health

A. Positions and Honors.

ACADEMIC APPOINTMENTS:

Month/Year Position Institution/Location

9/04 - present Associate Dean of CME The University of Texas Health Science Center at San Antonio, Texas

9/04 - present Professor of Psychiatry, Pediatrics and Family Community Medicine The University of Texas Health Science Center at San Antonio, Texas

9/02 -8/04 Assistant Dean of CME The University of Texas Health Science Center at San Antonio, Texas

9/01 – 8/04 Associate Professor of Psychiatry, Pediatrics and Family Community Medicine The University of Texas Health Science Center at San Antonio, Texas

1/86 – 9/ 01 Assistant Professor of Psychiatry The University of Texas Health Science Center at San Antonio, Texas

1/86 - Present Clinical Assistant Professor of Pediatrics The University of Texas Health Science Center at San Antonio, Texas

POST-GRADUATE TRAINING:

Year Discipline Institution/Location

1/85 - 6/86 Child Fellow, Child Psychiatry The University of Texas Health Science Center at San Antonio, Texas, Department of Psychiatry

7/83 - 12/84

7/86 - 12/86 Resident, General Psychiatry The University of Texas Health Science Center at San Antonio, Texas, Department of Psychiatry

7/81 - 6/83 Resident, Pediatrics The University of Texas Health Science Center at San Antonio, Texas, Department of Pediatrics

Membership on Federal Government public advisory committee:

01/02-Present

1996-Present Advisory Council Member

Office of Women's Health Panel of Experts

National Institute of Health, Office on Research on Women's Health, Washington, D.C.

National Institute of Health, Office of Women's Health, Washington D.C.

Honors

2003 The United States Border Health Commission, Recognition Award, San Diego, California

2003 Latina Women in Action Award, La Prensa Foundation, San Antonio, Texas

2003 United Latin American Medical Student Association Appreciation Award, University of Texas Health Science Center at San Antonio, San Antonio, Texas

2002 Golden Nugget Award, Outstanding Alumni for the College of Science, University of El Paso, El Paso, Texas

2002 National Hispanic Medical Association National Advisory Board Recognition Award, Washington, D.C.

2000 Mental Health Professional Group Prize, 56th Annual Meeting of the American Society for Reproductive Medicine, San Diego, California

2000 National Medical Fellowship Distinguished Service Award, New York, New York

1999 National Hispanic Medical Association Leadership Fellowship, Washington, D.C.

1999 Speaking of Women's Health Conference Honoree, San Antonio, Texas

1999 National Hispanic Medical Association National Advisory Board Recognition Award, Washington, D.C.

1999 Who's Who in Women's Executive and Business Professionals

1999 San Antonio Women's Hall of Fame Inductee, San Antonio, Texas