1-2020

Developing an Online Critical Care Electroencephalography Curriculum for Epilepsy and Neurophysiology Fellows

Brooke Hancock
Thomas Jefferson University, brooke.hancock@jefferson.edu

Anne Woehling
Thomas Jefferson University, anne.woehling@jefferson.edu

Nathanael Lee, MD
Thomas Jefferson University, nathanael.lee@jefferson.edu

Connie Tang, MD
Thomas Jefferson University, connie.tang@jefferson.edu

Allyson Pickard, MD
Thomas Jefferson University, allyson.pickard@jefferson.edu

Authors

Brooke Hancock; Anne Woehling; Nathanael Lee, MD; Connie Tang, MD; Allyson Pickard, MD; and Andres Fernandez, MD

SKMC Class of 2022: SI/ME Abstract

Word count: 240 (excluding title and authors)

Developing an Online Critical Care Electroencephalography Curriculum for Epilepsy and Neurophysiology Fellows

Anne Woehling, Brooke Hancock, Nathanael Lee, MD, Connie Tang, MD, Allyson Pickard, MD, Andres Fernandez, MD***

(*) indicates primary project advisor

(**) indicates another student who is declaring the same project as primary for SI

Purpose: This project aims to create an Electroencephalography (EEG) curriculum that synthesizes the teachings of current publications and faculty expertise within a single digital platform. The goal is to remedy the unmet need for a centralized resource for learners to use when learning EEG interpretation.

Methods: The target learner population is epilepsy and neurophysiology fellows. The platform will be accessible from any computer, tablet, or phone, allowing for mobile, self-paced learning to take place. To date, the curriculum outline has been designed with extensive literature review and collaboration from other institutions, and two pilot modules have been completed using the story-board platform Articulate. Data about efficacy and usefulness will be collected via learner feedback forms when the program goes live.

Results and Conclusions: We anticipate that fellows will appreciate the streamlined approach to learning high-yield topics in EEG interpretation. The hope is that the platform will save users

time currently spent sifting through textbooks and publications because it incorporates a conglomerate of resources, including qualitative input from experts across the country. That time, in turn, can be spent with more targeted interactions with their teachers (the platform serves as a complement to the existing face-to-face instruction). Learning activities for progress-evaluation will be embedded within each module of the platform with the goal of allowing learners to self-identify areas of improvement to help focus studying efforts. Further results and conclusions will be recorded and updated as progress continues to be made.