

Remedial Education: New Opportunities in the 21st Century

Catherine V. Caldicott, MD, FACP

Medical Director, PBI Education

2022 FSMB/AIM Spotlight Poster Summary Handout



Scan to view the entire poster.



Introduction: Regulators may grapple with whether to revert back to requiring remedial education that is conducted in person or to continue to approve virtual courses. This poster offers:

- Guidance to help regulators feel confident about the quality of remedial instruction they approve for their licensees
- Features of virtual remedial instruction that make it a viable means of accomplishing the educational and disciplinary goals of professional regulation

Defining characteristics of courses delivered virtually by PBI Education

- All the same features of a traditional in-person classroom (e.g., real-time presentation of expert content, interactive discussions, 1:1 faculty:participant interaction)
- Added features of a course proctor who confirms that participation expectations are met and provides 1:1 technology training

Qualitative data (531 responses to optional evaluation question)

Common positive themes (negative comments were inadequate for thematic analysis):

- Barrier reduction
- Privacy and confidentiality
- Emotionality, indicating intensiveness of course
- National and international audiences
- Technical characteristics
- Comfort

Quantitative data from virtual courses held April 2020-March 2022 (n = 1027)

Course evaluation question	Strongly agree + agree
My privacy and confidentiality were respected and maintained	96.7%
I was able to participate in collaborative, open, and honest discussions with the faculty and other participants	98.2%
I believe this course, facilitated live-virtually, was as effective as it would have been if facilitated in person	93.9%

Advantages

Accomplishment of educational, disciplinary, and regulatory goals

- High-touch educational philosophy, crucial for impactful educational intervention
- Rapid access accelerates practice change
- Accessible, regardless of licensee's location or transportation options
- Robust accountability measures ensure active and honest participation

Surprising advantages

- Ensures licensees' physical health and safety
- Trauma-informed approach increases sense of security conducive to learning
- Accessible and inclusive, regardless of physical ability, finances, other constraints
- Emotional security supports licensee health and recovery process

Conclusions

As a viable means of accomplishing educational and disciplinary goals, participant data indicate that the virtual experience compares favorably with traditional in-person instruction. The virtual classroom facilitates licensees' health and recovery, recommitment to professional ideals, and return to safe practice by

- Opening up opportunities for new audiences and more geographically diverse participants
- Accommodating personal needs safely
- Extending the principles of trauma-informed care, inclusivity, and accessibility to participants