

Framework for Utilizing Preparation and Consolidation Time

The importance of students taking responsibility for their learning and of using prep time effectively should be a goal of all FOM courses. Adequate student preparation should be assessed, and count towards student grades as appropriate.

Content should represent important concepts that will be directly applied in the course in close proximity to the assignment.

Time can be used to introduce student to content/ concepts that will not be directly presented in faculty content hours of the course, but will be applied in later course sessions.

Determination of the amount of time needed for students to complete work should be realistic (favor generous) - we are aiming for 1 hour so try to model something you believe they can complete in 45 minutes.

Examples of some appropriate uses of prep time include:

- Reading and related questions for consideration
- Viewing a video or podcast (brief, 40 min or less) with related questions (if you use narrated PowerPoint's also include a word doc of narration for note-taking)
- Looking up/finding something
- Analyzing a case with specific outline
- Taking a formative assessment (can also be done in class, feedback is important)
- Reviewing specific content from a previous course with questions for guidance
- Problem sets (working as part of a team as well as individually)

This time can also be effectively used for consolidation of material presented in class.

Considerations:

- Allotment- related to # of co-existing courses and time devoted to each concurrent course
- Assigned proportionally in 1 hour time blocks (no more than 2 courses can be assigned on a particular day)
- Prep time might not all be scheduled/used in a given week (avoid using time simply because it is available – it may not always be necessary - sometimes less is more!)
- Important to provide relevant materials, resources and the directions students will need to utilize when doing prep work (e.g. medical definitions, equations with examples, helpful tables, relevant links, 'normal' references, etc.) Basic resources will allow better use of the 2 hours and allow deeper interactions during course discussions.

- Monitor time allocations (are most students able to complete the prep in allotted hour(s)?
Potential methods include
 - a. if using BLS, ask students how long prep took them
 - b. identify students (current or senior) to monitor prep time and supply feedback to course co-leaders.
- Need to consider ways for faculty to provide feedback on non-MCQ tests in a timely fashion (use of rubrics, pass fail etc.)
- Appears on the curriculum calendar
- Make prep work helpful! Students responsive when prep time is relevant to
 - a. clinical practice
 - b. course assessment
 - c. board preparation
- Utilize mixed methods to engage learners
 - a. key is clear goal/objective of exercise
 - b. ok to use both simpler assignments, moderately complex materials (narrated PowerPoint) and more highly choreographed electronic sessions (with embedded interaction, assessment, reactive to student responses)
 - c. in general, student resources, specific skills and tasks to accomplish should be clear (in some cases finding a resource may be part of the activity)
- Identify skills taught in the general curriculum that can be reinforced though using specific methods for prep time, and stage them appropriately to student development
 - a. co-leaders are willing to adapt some prep-time to use specific methods to reinforce these skills (i.e. literature search, critical assessment of materials)
- Include regular, specific self-assessment ***
 - a. early in curriculum more frequent 'quizzes' may help reinforce method and give important feedback to students and faculty
 - b. 3-minute quiz at start of class
 - c. audience response system
 - d. make some of these formative (but could be reviewed if a student is not doing well on class participation or exams), some summative (counting towards grade)
- Build on prep time in class
 - a. application of material covered by student in prep should be clearly linked to class activity - but don't do a complete review – check in to see if they did it and build on prep work
 - b. consider continuing a prep time case in class (i.e. do part at home and finish in class)
- Cover expectations and general framework for prep time orientation to your course