

## AQUIFER EDUCATOR CONNECTION PODCAST

### Episode 9: Targeted Learning Support for Remediation and Flexible Pathways

Guest: Jaime Bowman MD, Clinical Education Director of Family Medicine, Washington State University's Elson S. Floyd College of Medicine.

Host: Lynne Robins, PhD, Professor Emerita, Department of Biomedical Informatics and Medical Education, University of Washington School of Medicine, Seattle, WA.

Description: As medical schools actively recruit more students from underrepresented populations (women, minorities, first generation learners, and students with a military background), the expectations for a "straight line" trajectory through MD programs will need to change. Educators need help meeting all students where they are and supporting them on their path to graduation. Dr. Jaime Bowman is a first-generation learner herself. She makes a compelling plea for flexible pathways and shares her approach for using Aquifer to provide individualized support for students needing remediation due to ongoing gaps or because they are returning from a family or personal leave.

#### Jaime's Key Takeaways:

1. Aquifer offers a safe playground for students to try out and work on skills no matter what the educational challenge or gap might be.
  - a. Use the search function in Aquifer to find cases specifically targeted to a students' areas for growth.
  - b. Tailor cases and assignments to the individual student's needs by adding expectations or features.
    - i. Review progress based on case completion status and assigned deliverables.
    - ii. Schedule meetings to discuss cases to assess what the student has learned, and where they are still struggling
    - iii. When needed, assign additional work.
  - c. Be intentional about telling learners that Aquifer is a safe space for learning. Mistakes are inevitable – and provide opportunities for learning. It's okay to mess up – a real patient will not be injured.
2. You don't need to develop new assessment tools to gauge progress through remediation or a targeted skills development plan.
  - a. Use your own workplace-based assessments and knowledge tests.
  - b. Consider making case assignments "zero stakes" or formative.
3. Understand that educational pathways can be circuitous, have on and off ramps, bumps, and areas where learners will have to yield, delay, and speed up. This opens the door for accessibility for all.

- a. Temporal or skills gaps shouldn't be a reason to hold students back from their development in their medical education.

Additional Resources:

- [Blog: Remediation Part 1 – Aquifer Tools & Strategies](#)
- [Blog: Remediation Part 2 – Success Stories & Structures](#)
- [Webinar: Using Aquifer to Support Struggling Learners](#)

Theme Music: “Little Idea” by [scottholmesmusic.com](http://scottholmesmusic.com)