

AQUIFER EDUCATOR CONNECTION PODCAST

Episode 9: Remediation & Targeted Skills Development with Aquifer

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: Dr. Jaime Bowman shares how she supports students in need of remediation or targeted skills development through an individualized approach. She finds that Aquifer cases provide an ideal low-stakes environment for allowing learners to practice skills, try new things, and build confidence in an accessible and safe space. Dr. Bowman applies her framework to help students who need to catch up, advance their skills, return from family or personal leave, or take an alternative pathway through their education. The breadth of cases available in [Aquifer's Content Library](#) provide a rich opportunity for customizing learning plans and assignments to meet learners where they are and addressing specific gaps in knowledge or skills, customizing assignments by clinical location, patient age, condition, or clinical focus.

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