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Needs analysis for VPs from wider community

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eContentplus

This project is funded under the *eContentplus* programme¹,
a multiannual Community programme to make digital content in Europe more accessible, usable and exploitable.

A. Introduction

¹ OJ L 79, 24.3.2005, p. 1.

A key aspect of the eViP project is understanding the current use of virtual patients (VPs) in institutions across the European Union (EU), as well as how ready these institutions might be to adopt a repository of VPs produced by eViP. A survey has been used to gather data on current use and potential future use of VPs across the EU and globally.

B. Structure of the survey

An online survey was constructed in SurveyMonkey¹, a commercial survey and data analysis service. A paper version of the survey was also created for manual distribution and completion at the AMEE 2008 conference in Prague².

The online survey was publicised via the MedBiquitous virtual patient working group³ mailing list, mededportal list⁴, the UK higher education academy mailing list⁵ and through various other local networks across partner countries.

The survey was divided into 5 sections:

1. An introduction describing the purpose of the survey and defining virtual patients.
2. Questions relating to the current use of virtual patients, including educational settings, etc
3. Questions relating to the potential future use of VPs including perceived barriers, curriculum areas best suited to VPs, etc
4. Questions relating to the use of a collection of VPs including some outline business and licensing models.
5. Personal information including country, host institution and well as respondent demographics and contact details.

Appendix 1 contains a PDF copy of the complete survey.

C. Survey responses

The survey was first released to the wider community on the 27th of August 2008. As of the 8th of September 2008, a total of 216 survey responses were collected both online and in paper, with 79% of respondents answering every question. Data from the paper-based responses were added to the online data, so that all responses could be analysed together. Due to the successful response rate at such an early stage, the eViP team have agreed to keep this survey open for the time being to ensure as much data is captured in order to assist with our exit and sustainability model (WP6).

Appendix 2 contains a summary report of all responses.

¹ <http://www.surveymonkey.com/>

² <http://www.amee.org/>

³ http://www.medbiq.org/working_groups/virtual_patient/index.html

⁴ <http://www.aamc.org/mededportal>

⁵ http://www.medev.ac.uk/resources/news/display_single?newsindex=3351

Analysis and commentary on individual questions

Questions relating to the current use of VPs

1. *Are virtual patients used somewhere in your curriculum? (212 responses, 4 respondents skipped)*

Interestingly, responses were equally split between respondents who are currently using VPs and those who are not. So this question sets the context for the rest of the survey as half of all respondents answered questions in relation to their own current use of VPs. Since half had little or no experience of using VPs, their responses were based upon their perceptions of the benefit or otherwise of a virtual patient approach. Future analysis will compare the responses of these two groups.

2. *Do you currently use virtual patients in your own practice (teaching, learning and/or assessment)? (144 responses, 72 skipped)*

55% of respondents currently use VPs in their own teaching but the surprisingly large number of respondents skipping this question suggests that perhaps many assumed that this question was asking the same information in question 1. The purpose of this question was to determine the balance between institutional use of VPs and personal use by the respondent. A refined version of this survey would make this distinction clearer.

3. *If yes, please briefly describe the educational scenarios in which you use virtual patients (95 responses, 121 skipped)*

The dominant educational scenarios were independent learning (58.9%) and problem-based learning (45.3%). Both of these scenarios require the student to work alone or with a small number of peers.

Free-text responses listing other educational scenarios included:

Assessment (3 responses)

Integration with basic science teaching (2 responses)

Distance learning or other online activity (2 responses)

Other activities (2 responses)

4. *At what stage/level your students usually use virtual patients? (106 responses, 110 skipped)*

Clinical (67%) or pre-clinical (48.1%) undergraduate level activities accounted for the majority of responses with residency (26.4%) and CPD (12.3%) being less represented. A future survey might uncover the reason for this split between undergraduate and postgraduate/CPD use.

5. *Are students expected to use VPs (115 responses, 101 skipped)*

For independent study (66.1%) was the dominant response, confirming question 3 as a planned activity rather than as a student-led activity. The remaining responses were approximately equally spread over other timings including preparing for classes, during a class, as a follow up to classes or in assessment.

6. *Where do the virtual patients you use come from? (115 responses, 101 skipped)*

VPs currently in use by respondents overwhelmingly came from their own institution (67%). The remainder of respondents either shared their VPs with other institutions as part of a collaboration (33%) or purchased them commercially (23.5%). The least popular way of getting VPs was finding them on the Internet (20.9%) which is a significant riposte to those who say all e-learning materials can be easily found on the Internet. For higher-level e-learning content such as VPs this does not appear to be the case, at least for the respondents to this survey. This underlines the importance of content collaborations such as eViP.

7. Does your virtual patient system include any question types? (88 responses, 128 skipped)

Multiple-choice questions (MCQs) are the dominant for of self-assessment within VPs (79.5%) with open questions (50%) the next most popular. Extended matching (25%) and long-menu questions (18.2%) were considerably less well used. Free-text responses to this question also listed hot-spot questions as being used (2 responses). These findings are important evidence for the technical interoperability standard for VPs. MCQs as part of the question and test interoperability specification are currently being incorporated into the eViP technical application profile.

8. Have you used virtual patients in summative student assessment? (62 responses, 154 skipped)

A surprising number of respondents have used VPs in some aspects of assessment including preparation (51.6%), in Objective Structured Clinical Examinations - OSCEs (46.8%) or in preparation for exams (51.6%) although these represented only 62 out of 216 respondents in total. However, it does show that VPs have a valuable part to play in assessment.

9. Have you conducted any evaluation of virtual patients with students? (115 responses, 101 skipped)

The majority of respondents have not evaluated their VPs (58.3%). However, of those who have (41.7%) a number have been published in the peer reviewed literature (6 responses) and these references will be consulted in eViP as part of WP5 (Assessment and Evaluation).

10. Do you use a computer-based system to manage your virtual patients? (113 responses, 103 skipped) and 11. Is your virtual patient system a commercial system, open source, or has your institution developed it? (100 responses, 116 skipped)

A little over half of respondents use a computer-based system to manage their VPs (59.3%) with 53% using a system developed by their own institution (53%). Of the systems listed as being used, the following were the most popular:

Home-grown (7 responses)

Laerdal MicroSim and related software (5 responses)

CASUS (4 responses)

Moodle (3 responses)

These are interesting results as the most common systems in use are home grown or non-commercial. A number of systems quoted as being used e.g Moodle are not VP systems *per se* so it will be interesting to find out more about how these are used to manage VPs.

12. Do you know if your virtual patient system supports import/export of virtual patients? (91 responses, 125 skipped)

This is a vital question for the eViP project because it gives a clue as to the state of technical preparedness for standards-based content packaged VPs. If VP systems cannot import standards-based content packages then eViP content will be largely inaccessible to these systems. Of the 91 responses, 19.8% stated their systems can import new VPs while 16.5% stated their systems could export. A total of 63.7% of respondents did not know. It will be essential during year 2 of eViP that more awareness of the technical standard for VP import/export reaches the wider developer community.

Questions relating to the potential future use of VPs

13. *Is there a need for virtual patients in your curriculum as a whole?* (179 responses, 37 skipped) and 14. *Do you have a need for virtual patients in your teaching or assessment?* (169 responses, 47 skipped)

An overwhelming 88.3% of respondents supported the need for VPs in their curricula and especially their own teaching (89.3%). Justification for this included:

“an important way of standardization”

“modern way to enrich curriculum”

“More students with less training time”

“There aren't many 'real' patients available for every student”

“VPs are needed to ensure uniform exposure to patients across teaching sites and throughout the year”

However some are still unconvinced of the need for VPs (11.7%). Their comments include:

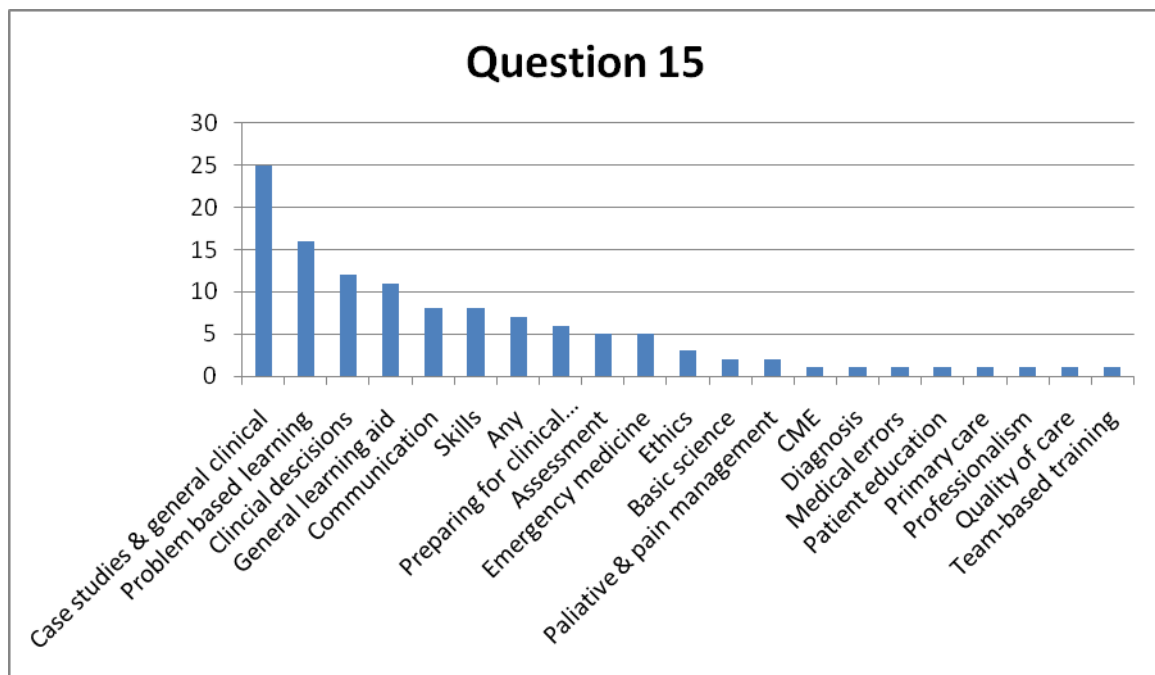
“Patient actors suffice and I believe are more spontaneous”

“I don't consider it promotes learning”

“It's not realistic enough”

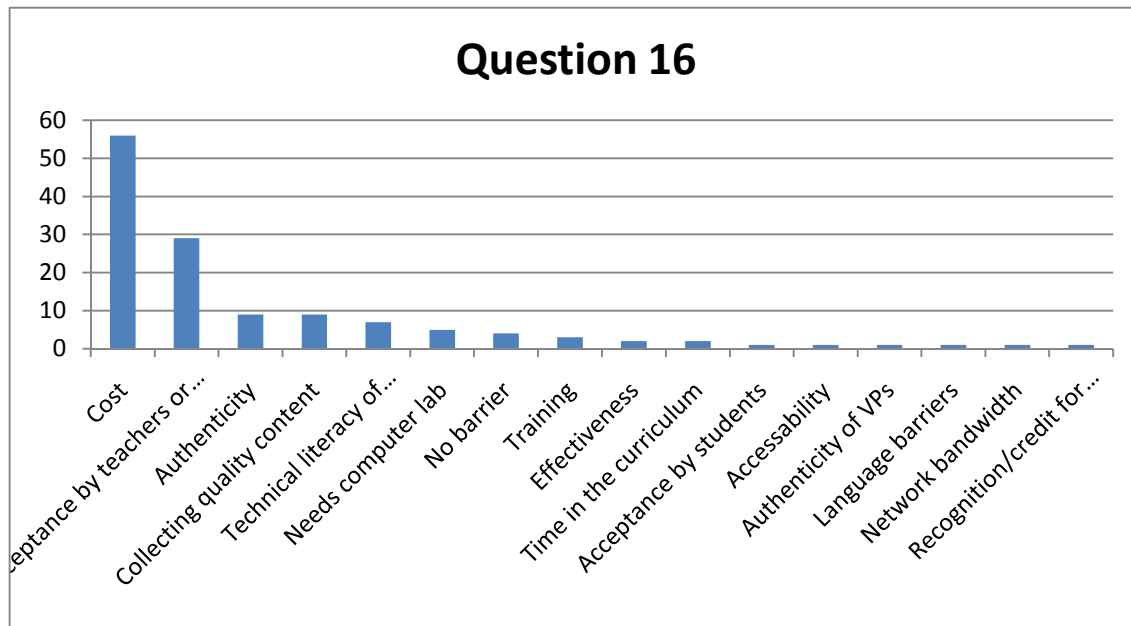
15. *What kind of educational scenarios do you think best fit the use of virtual patients?* (126 responses, 90 skipped)

The chart below shows the responses to question 15.



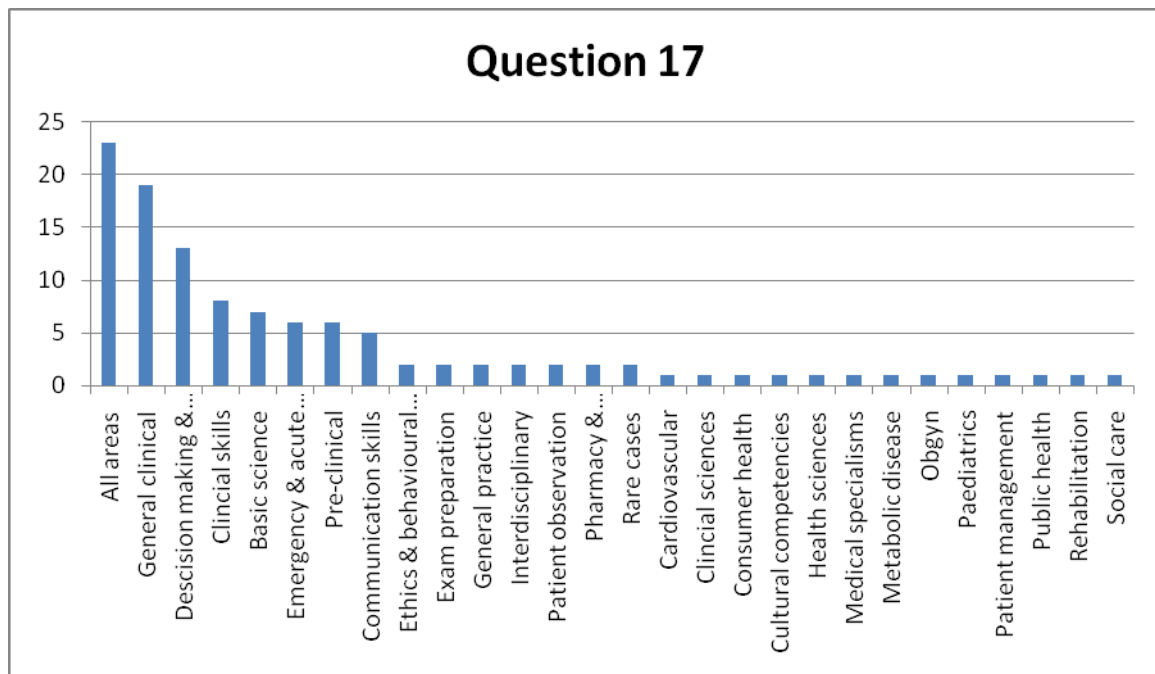
16. *If time was not a barrier, what would be the main barrier to more widespread use of virtual patients in your institution?* (132 responses, 84 skipped)

The chart below shows the responses to question 16.



17. What areas of the curriculum do you think are especially relevant for virtual patients? (124 responses, 92 skipped)

The chart below shows the responses to question 17.



18. In what discipline areas do you think virtual patients can be a useful learning tool? (170 responses, 46 skipped)

Medical education was the dominant response (96.5%). However nursing (75.9%) interdisciplinary (65.3%), dental (60.6%), and other health-related education (54.7%) were

also chosen by more than half of respondents. Basic science teaching was thought to be the least appropriate discipline area for VPs (38.8%).

19. How many virtual patients would ideally be required to cover a complete medical curriculum? (167 responses, 49 skipped)

Relatively few respondents wanted to commit to a specific number of VPs required to cover a curriculum, instead 43.1% thought “*It depends upon the educational strategies in curriculum*” and a further 36.5% thought “*Impossible to say, students need access to an unlimited variety of patient cases, real or virtual*”.

Questions relating to a virtual patient collection

20. Please rate the following statements [about a VP collection] (167 responses, 49 skipped).

On a 5-point Likert scale from Strongly Disagree to strongly agree the majority of respondents chose to Agree with these statements:

I believe access to virtual patients and related e-learning content should be free as a result of centralised educational funding (39.8%)

I would expect my institution to pay for me to access a repository of virtual patients (50.9%)

I would support my institution reallocating teaching resource funding to implement virtual patients (46.6%)

Commercial sponsorship is acceptable for virtual patients (37%)

I would be willing to contribute virtual patients to a repository (46.3%)

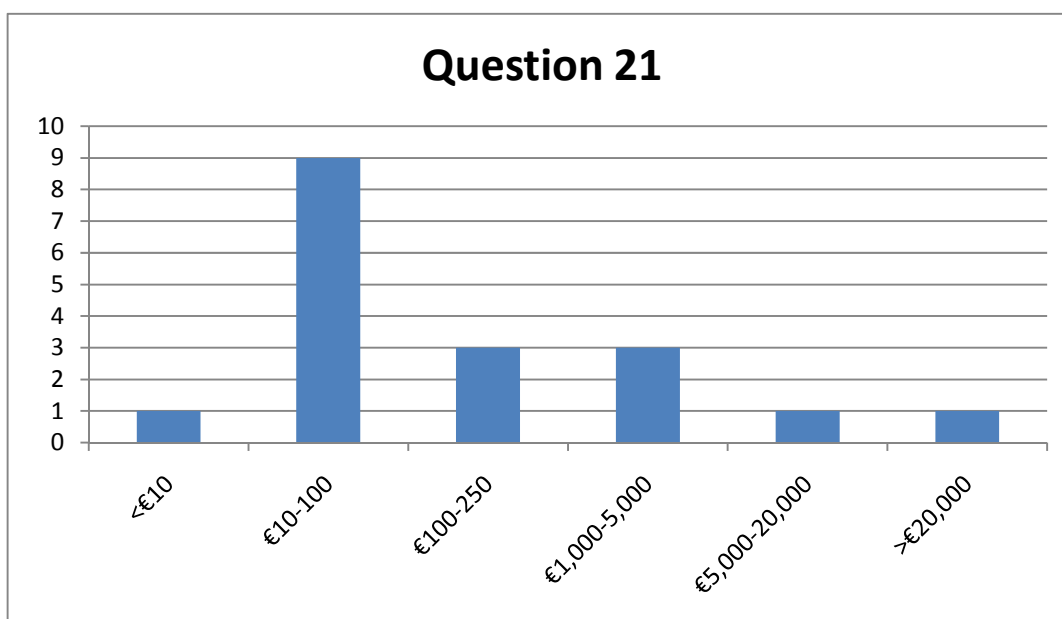
While the majority chose to disagree with the following statement

I would be willing to pay personally to access a repository of virtual patients (33.7%).

21. On what basis do you think that you or your institution would be prepared to pay for virtual patients? (155 responses, 61 skipped)

A total of 44.5% of respondents thought that VPs should be free, 33.5% favoured a variable fee based upon the number of students, and 21.9% were prepared to pay a fixed fee per VP.

A free-text question asked respondents to quote a figure that they would be prepared to pay per VP (in Euros). The chart below shows the results of question 21.



22. *Would you or your institution be willing to use virtual patients developed by others, for example from eViP? (154 responses, 62 skipped)*

Reassuringly 93.5% of respondents would be prepared to use VPs developed by others. This is a marked shift from the “not invented here” syndrome that has plagued reusable e-learning content for many years.

23. *Were you previously aware of eViP? (164 responses, 52 skipped)*

After only one year, 33.5% of respondents had already heard of eViP. Awareness will have been further raised by the survey itself, and the dissemination events at the AMEE conference.

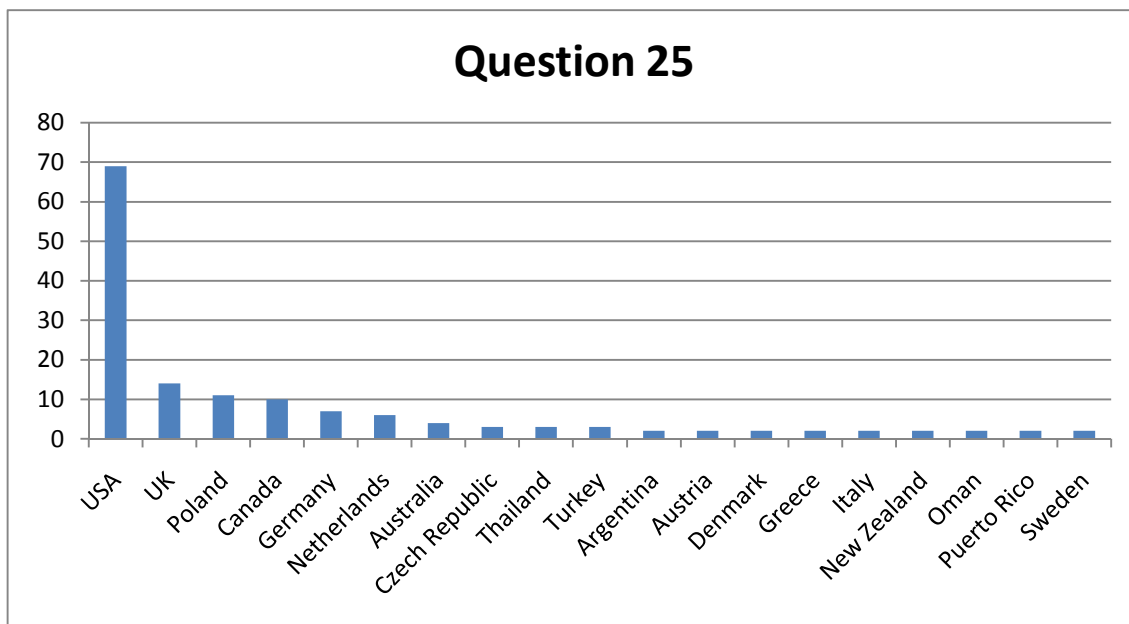
24. *Are you aware of the work by MedBiquitous in the area of virtual patients? (163 responses, 53 skipped)*

Similarly although 27% of respondents had heard of MedBiquitous, a further 27% had not heard of their VP work and a further 41.1% had not heard of MedBiquitous at all. So awareness needs to be raised about this group and its efforts to develop a virtual patient technical standard.

Questions about the respondent

25. *The country where you work (166 responses, 52 skipped)*

The list below shows the countries that were represented by one survey respondent. For a complete list of countries that were represented, please refer to the appendix.



26. *Your institution (154 responses, 62 skipped)*

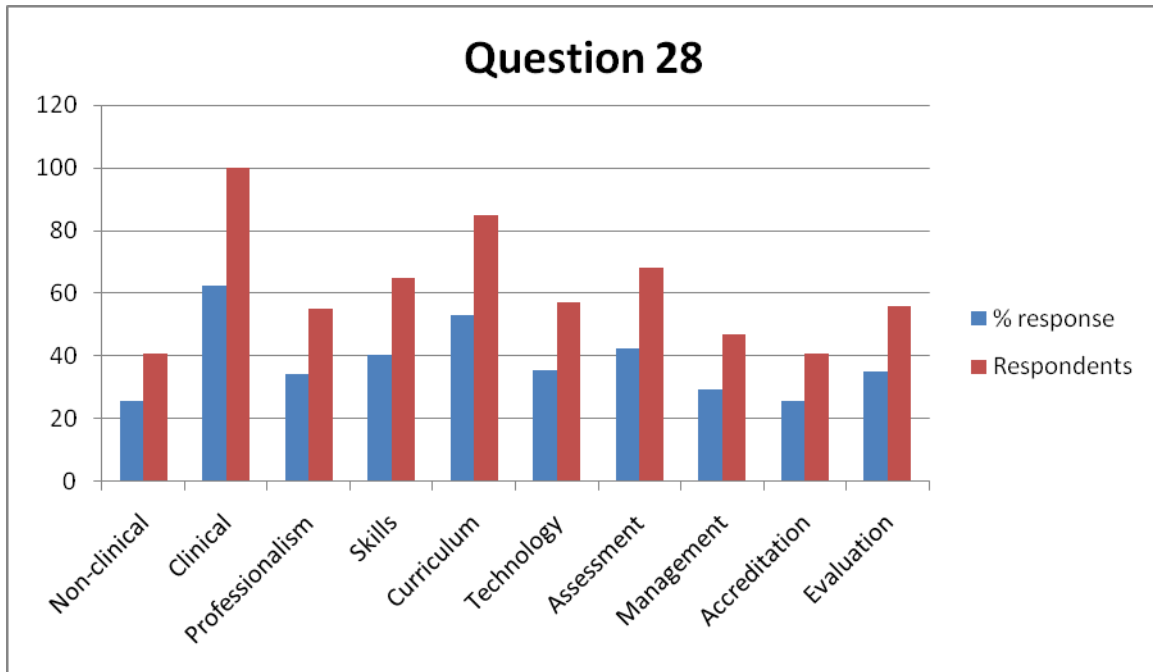
A full list of institutions can be found in Appendix 3.

27. *Your role (155 responses, 61 skipped)*

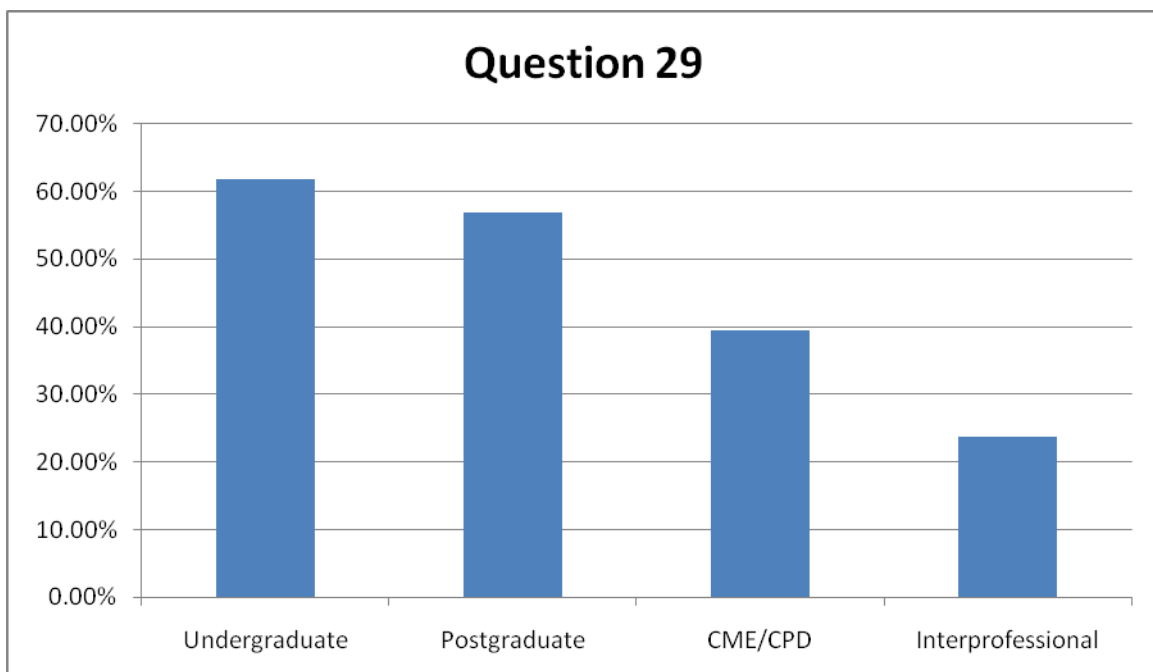
A full list of respondent roles can be found in Appendix 4.

28. Your area of focus (160 responses, 56 skipped)

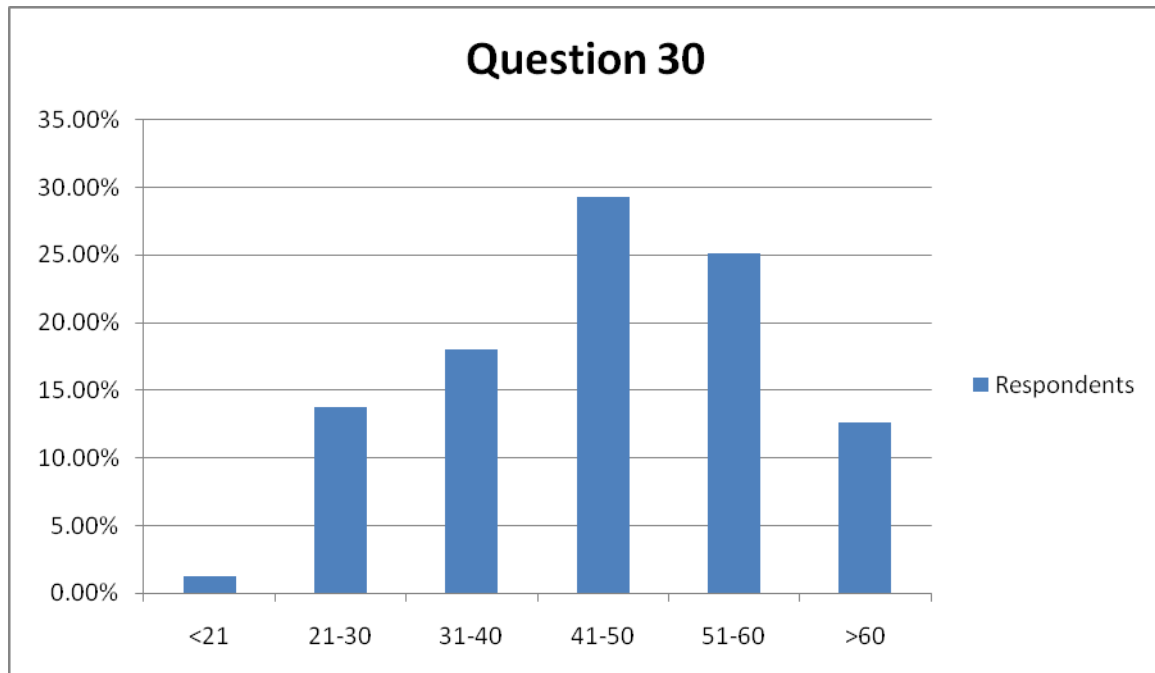
The chart below shows the results for question 28.

**29. The level at which you work (160 responses, 56 skipped)**

The chart below shows the results for question 29.

**30. Your age (167 responses, 49 skipped)**

The chart below shows the results for question 30.



31. Your sex (158 responses, 58 skipped)

45.6% female, 54.4% male.

Questions 32 and 33 asked for name and email address. Those responding to this question will receive a copy of the survey report and will be invited in the future to join an eViP mailing list.

D. Conclusions and recommendations

The overall conclusion is that this survey has successfully reached an international audience and has provided invaluable background information on the current use of virtual patients and virtual patient systems, as well as gathering opinion on the potential future use of VPs.

The recommendations are that:

- Members of the eViP project should continue to raise awareness of the project and its deliverables. This will be most effectively done in the coming year by attending international medical education and technical meetings as well as publishing scholarly articles. These will be ongoing activities in WP4.
- Results of technical questions be fed into the MedBiquitous virtual patient working group via WP2 leads so that any implications for the emerging virtual patient technical standard be considered.
- WP5 leads follow up on published evaluation results listed by survey respondents.
- WP6 leads consider the background business issues raised in this survey.
- That detailed analysis of this survey's data be conducted to correlate responses by geographic region, by discipline area (medical, nursing, dental etc) and by level of working (undergraduate, postgraduate, etc).
- The large amount of survey data will be further analysed to see if statistically significant differences exist between subgroups of survey respondents, such as

respondents who do or do not have experience with virtual patients (question 1) or teach at different academic levels (question 29).

- Survey results should be shared with respondents.
- The survey should be modified based upon this first use and an updated survey be released by the end of 2008 using the AMEE mailing list and thereafter at the end of the second year of the project to track changes in usage and opinion about VPs.

Appendix 1: VP Survey

eViP Virtual Patient Survey

1. Introduction

What is eViP?

eViP is a 3-year programme co-funded by the European Union to create a bank of repurposed and enriched multicultural virtual patient cases from across Europe. The programme officially started in September 2007 and is due to finish in September 2010.

What is a virtual patient?

A virtual patient is defined as: "an interactive computer simulation of real-life clinical scenarios for the purpose of medical training, education, or assessment". Virtual patients usually have 2 components, the patient case including patient data, and the educational activities leading to a specific educational goal.

What is the purpose of this survey?

This survey, which is divided into five sections, will allow the eViP team to gain a better understanding of the current use of virtual patients across a wide range of countries and to help the programme meet the needs of the community.

2. Your current use of virtual patients

The section of the survey asks about your current use of virtual patients, how you use these with students, and if you use a computer-based system to manage virtual patients.

1. Are virtual patients used somewhere in your curriculum? (If the answer is 'No', please click 'No' below, then proceed to question 13 in the next section of the survey)

Yes

No

2. Do you currently use virtual patients in your own practice (teaching, learning and/or assessment)?

Yes

No

3. If yes, please briefly describe the educational scenarios in which you use virtual patients (select all that apply)

Problem Based Learning

Group work

Independent learning

Bedside teaching

Lecture aid

Supplementary resource

Others (please specify)

eViP Virtual Patient Survey

4. At what stage/level your students usually use virtual patients?

- Preclinical
- Clinical
- Residency
- CPD

Other (please specify)

5. Are students expected to use VPs (select all that apply):

- Preparing for classes
- During classes
- As a follow-up to classes
- For independent study
- In examinations or other forms of summative assessment

Other (please specify)

6. Where do the virtual patients you use come from?

- Created by you or your institution
- Purchased commercially
- Found on the Internet
- Shared with one or more institutions as part of an academic collaboration

Other (please specify)

7. Does your virtual patient system include any question types? (select all that apply)

- Multiple choice questions
- Extended matching questions
- Open questions
- Long menu questions

Other (please specify)

eViP Virtual Patient Survey

8. Have you used virtual patients in summative student assessment?

Preparing for exams

In exams

In OSCEs

Other (please specify)

9. Have you conducted any evaluation of virtual patients with students?

Yes

No

If yes, have the evaluation results been made public or published, and if so, please give a reference.

10. Do you use a computer-based system to manage your virtual patients?

Yes

No

If yes, please tell us the name of your virtual patient system.

11. Is your virtual patient system a commercial system, open source, or has your institution developed it? (select all that apply)

Don't know

Commercial

Open source

Developed by my institution

Other (please specify)

12. Do you know if your virtual patient system supports import/export of virtual patients?

It can import new virtual patients

It can export virtual patients

Don't know

Please add any comments below

3. Potential use of Virtual Patients

Based on your understanding of virtual patients and thinking about their potential future use, please answer the following questions.

eViP Virtual Patient Survey

13. Is there a need for virtual patients in your curriculum as a whole?

Yes

No

Please explain your answer

14. Do you have a need for virtual patients in your teaching or assessment?

Yes

No

Please explain your answer

15. What kind of educational scenarios do you think best fit the use of virtual patients?

16. If time was not a barrier, what would be the main barrier to more widespread use of virtual patients in your institution?

17. What areas of the curriculum do you think are especially relevant for virtual patients?

18. In what discipline areas do you think virtual patients can be a useful learning tool?

Basic science teaching

Medical education

Nursing education

Dental education

Other health-related education

Interdisciplinary education

Other (please specify)

eViP Virtual Patient Survey

19. How many virtual patients would ideally be required to cover a complete medical curriculum?

- Impossible to say, students need access to an unlimited variety of patient cases, real or virtual
- Around one virtual patient case per day
- Around one virtual patient case per week
- Around one virtual patient case per month
- It depends upon the educational strategies in curriculum

Please enter your comments

4. A Virtual Patient Collection

Cost estimates for the production of each new virtual patient range from typically €6-35k to as much as €70k. One of the goals of the eViP programme is to create a collection of virtual patients for use across Europe and potentially worldwide. Such a collection could provide cost-effective access to high quality virtual patients and associated e-learning materials. In this context, please answer the following questions.

20. Please rate the following statements

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I believe access to virtual patients and related e-learning content should be free as a result of centralised educational funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be willing to pay personally to access a repository of virtual patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would expect my institution to pay for me to access a repository of virtual patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would support my institution reallocating teaching resource funding to implement virtual patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commercial sponsorship is acceptable for virtual patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be willing to contribute virtual patients to a repository	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

eViP Virtual Patient Survey

21. On what basis do you think that you or your institution would be prepared to pay for virtual patients?

- I would expect virtual patients to be free
- Fixed fee per virtual patient
- Variable fee based upon number of students

How much would you be prepared to pay (in Euros) for a single virtual patient

22. Would you or your institution be willing to use virtual patients developed by others, for example from eViP?

- Yes
- No

23. Were you previously aware of eViP?

- Yes
- No

24. Are you aware of the work by MedBiquitous in the area of virtual patients?

- Never heard of MedBiquitous
- Heard of MedBiquitous but not VP work
- Heard of MedBiquitous VP work
- Involved in MedBiquitous VP work

5. Personal Information

This final section will ask about you and where you work, so the data can be analysed for differences in groups of tell us your email address at the end of this survey.

25. The country where you work

26. Your institution

27. Your role

eViP Virtual Patient Survey

28. Your area of focus (select all that apply)

- Non-clinical
- Clinical
- Professionalism
- Skills
- Curriculum
- Technology
- Assessment
- Management
- Accreditation
- Evaluation

Other (please specify)

29. The level at which you work

- Undergraduate
- Postgraduate
- Continuing medical education/Continuing professional development
- Inter-professional education

30. Your age

- <21
- 21-30
- 31-40
- 41-50
- 51-60
- >60

31. Your sex

- Female
- Male

32. Your name (optional)

33. If you would like to receive a summary copy of this survey's results please tell us your email address.

Appendix 2: VP Survey Results



survey title:

eViP Virtual Patient Survey [Edit Title](#)

[design survey](#) | [collect responses](#) | [analyze results](#)

- [View Summary](#)
- [Browse Responses](#)
- [Filter Responses](#)
- [Download Responses](#)
- [Share Responses](#)

current report: Default Report [Add Report](#)



Response Summary

Total Started Survey: 216
Total Completed Survey: 170 (78.7%)

[Show this Page Only](#)

Page: Your current use of virtual patients

1. Are virtual patients used somewhere in your curriculum? (If the answer is 'No', please click 'No' below, then proceed to question 13 in the next section of the survey)

	Response Percent	Response Count
Yes <input type="text"/>	50.0%	106
No <input type="text"/>	50.0%	106
<i>answered question</i>		212
<i>skipped question</i>		4

2. Do you currently use virtual patients in your own practice (teaching, learning and/or assessment)?

	Response Percent	Response Count
Yes <input type="text"/>	54.9%	79
No <input type="text"/>	45.1%	65
<i>answered question</i>		144
<i>skipped question</i>		72

3. If yes, please briefly describe the educational scenarios in which you use virtual patients (select all that apply)

	Response Percent	Response Count
Problem Based Learning <input type="text"/>	45.3%	43
Group work <input type="text"/>	33.7%	32
Independent learning <input type="text"/>	58.9%	56
Bedside teaching <input type="text"/>	11.6%	11

Lecture aid	<input type="text"/>	25.3%	24
Supplementary resource	<input type="text"/>	37.9%	36
Others (please specify)	<input type="text"/>		14
answered question			95
skipped question			121

4. At what stage/level your students usually use virtual patients?


		Response Percent	Response Count
Preclinical	<input type="text"/>	48.1%	51
Clinical	<input type="text"/>	67.0%	71
Residency	<input type="text"/>	26.4%	28
CPD	<input type="text"/>	12.3%	13
Other (please specify)	<input type="text"/>		6
answered question			106
skipped question			110

5. Are students expected to use VPs (select all that apply):


		Response Percent	Response Count
Preparing for classes	<input type="text"/>	39.1%	45
During classes	<input type="text"/>	41.7%	48
As a follow-up to classes	<input type="text"/>	31.3%	36
For independent study	<input type="text"/>	66.1%	76
In examinations or other forms of summative assessment	<input type="text"/>	33.0%	38
Other (please specify)	<input type="text"/>		5
answered question			115
skipped question			101

6. Where do the virtual patients you use come from?


		Response Percent	Response Count
Created by you or your institution	<input type="text"/>	67.0%	77
Purchased commercially	<input type="text"/>	23.5%	27

Found on the Internet	<input type="text"/>	20.9%	24
Shared with one or more institutions as part of an academic collaboration	<input type="text"/>	33.0%	38
Other (please specify)	<input type="text"/> 		9
answered question			115
skipped question			101


7. Does your virtual patient system include any question types? (select all that apply)

		Response Percent	Response Count
Multiple choice questions	<input type="text"/>	79.5%	70
Extended matching questions	<input type="text"/>	25.0%	22
Open questions	<input type="text"/>	50.0%	44
Long menu questions	<input type="text"/>	18.2%	16
Other (please specify)	<input type="text"/> 		12
answered question			88
skipped question			128

8. Have you used virtual patients in summative student assessment?


		Response Percent	Response Count
Preparing for exams	<input type="text"/>	51.6%	32
In exams	<input type="text"/>	51.6%	32
In OSCEs	<input type="text"/>	46.8%	29
Other (please specify)	<input type="text"/> 		17
answered question			62
skipped question			154

9. Have you conducted any evaluation of virtual patients with students?


		Response Percent	Response Count
Yes	<input type="text"/>	41.7%	48
No	<input type="text"/>	58.3%	67
If yes, have the evaluation results been made public or published, and if so, please give a reference.	<input type="text"/> 		19
answered question			115

skipped question **101**

10. Do you use a computer-based system to manage your virtual patients?

	Response Percent	Response Count
Yes <input type="text"/>	59.3%	67
No <input type="text"/>	40.7%	46
If yes, please tell us the name of your virtual patient system. 		39
answered question		113
skipped question		103

11. Is your virtual patient system a commercial system, open source, or has your institution developed it? (select all that apply)

	Response Percent	Response Count
Don't know <input type="text"/>	14.0%	14
Commercial <input type="text"/>	34.0%	34
Open source <input type="text"/>	14.0%	14
Developed by my institution <input type="text"/>	53.0%	53
Other (please specify) 		13
answered question		100
skipped question		116


12. Do you know if your virtual patient system supports import/export of virtual patients?

	Response Percent	Response Count
It can import new virtual patients <input type="text"/>	19.8%	18
It can export virtual patients <input type="text"/>	16.5%	15
Don't know <input type="text"/>	63.7%	58
Please add any comments below 		21
answered question		91
skipped question		125


Show this Page Only

Page: Potential use of Virtual Patients


13. Is there a need for virtual patients in your curriculum as a whole?

	Response Percent	Response Count
Yes <input type="checkbox"/>	88.3%	158
No <input type="checkbox"/>	11.7%	21
Please explain your answer 		87
answered question		179
skipped question		37


14. Do you have a need for virtual patients in your teaching or assessment?

	Response Percent	Response Count
Yes <input type="checkbox"/>	89.3%	151
No <input type="checkbox"/>	10.7%	18
Please explain your answer 		75
answered question		169
skipped question		47

15. What kind of educational scenarios do you think best fit the use of virtual patients?

	Response Count
	126
answered question	126
skipped question	90

16. If time was not a barrier, what would be the main barrier to more widespread use of virtual patients in your institution?

	Response Count
	132
answered question	132
skipped question	84

17. What areas of the curriculum do you think are especially relevant for virtual patients?

Response Count

 view

124


answered question

124


skipped question

92

18. In what discipline areas do you think virtual patients can be a useful learning tool?

		Response Percent	Response Count
Basic science teaching	<input type="text"/>	38.8%	66
Medical education	<input type="text"/>	96.5%	164
Nursing education	<input type="text"/>	75.9%	129
Dental education	<input type="text"/>	60.6%	103
Other health-related education	<input type="text"/>	54.7%	93
Interdisciplinary education	<input type="text"/>	65.3%	111
Other (please specify)	<input type="text"/> 		9
		answered question	170
		skipped question	46

19. How many virtual patients would ideally be required to cover a complete medical curriculum?

		Response Percent	Response Count
Impossible to say, students need access to an unlimited variety of patient cases, real or virtual	<input type="text"/>	36.5%	61
Around one virtual patient case per day	<input type="checkbox"/>	4.8%	8
Around one virtual patient case per week	<input type="text"/>	13.2%	22
Around one virtual patient case per month	<input type="checkbox"/>	2.4%	4
It depends upon the educational strategies in curriculum	<input type="text"/>	43.1%	72
Please enter your comments	<input type="text"/> 		20
		answered question	167
		skipped question	49

Show this Page Only

Page: A Virtual Patient Collection

20. Please rate the following statements

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Rating Average	Response Count
I believe access to virtual patients and related e-learning content should be free as a result of centralised educational funding	4.2% (7)	7.2% (12)	18.1% (30)	39.8% (66)	30.7% (51)	3.86	166
I would be willing to pay personally to access a repository of virtual patients	21.5% (35)	33.7% (55)	23.9% (39)	19.0% (31)	1.8% (3)	2.46	163
I would expect my institution to pay for me to access a repository of virtual patients	3.0% (5)	6.7% (11)	13.9% (23)	50.9% (84)	25.5% (42)	3.89	165
I would support my institution reallocating teaching resource funding to implement virtual patients	3.1% (5)	10.4% (17)	20.9% (34)	46.6% (76)	19.0% (31)	3.68	163
Commercial sponsorship is acceptable for virtual patients	10.9% (18)	20.0% (33)	19.4% (32)	37.0% (61)	12.7% (21)	3.21	165
I would be willing to contribute virtual patients to a repository	1.2% (2)	4.3% (7)	28.7% (47)	46.3% (76)	19.5% (32)	3.79	164
						<i>answered question</i>	167
						<i>skipped question</i>	49

21. On what basis do you think that you or your institution would be prepared to pay for virtual patients ?

	Response Percent	Response Count
I would expect virtual patients to be free <input type="checkbox"/>	44.5%	69
Fixed fee per virtual patient <input type="checkbox"/>	21.9%	34
Variable fee based upon number of students <input type="checkbox"/>	33.5%	52
How much would you be prepared to pay (in Euros) for a single virtual patient <input type="text" value="view"/>		41
	<i>answered question</i>	155
	<i>skipped question</i>	61

22. Would you or your institution be willing to use virtual patients developed by others, for example from eVIP?

	Response Percent	Response Count
Yes <input type="checkbox"/>	93.5%	144
No <input type="checkbox"/>	6.5%	10

<i>answered question</i>	154
<i>skipped question</i>	62

23. Were you previously aware of eViP?

	Response Percent	Response Count
Yes <input type="text"/>	33.5%	55
No <input type="text"/>	66.5%	109
<i>answered question</i>		164
<i>skipped question</i>		52


24. Are you aware of the work by MedBiquitous in the area of virtual patients?

	Response Percent	Response Count
Never heard of MedBiquitous <input type="text"/>	41.1%	67
Heard of MedBiquitous but not VP work <input type="text"/>	27.0%	44
Heard of MedBiquitous VP work <input type="text"/>	27.0%	44
Involved in MedBiquitous VP work <input type="checkbox"/>	4.9%	8
<i>answered question</i>		163
<i>skipped question</i>		53

Show this Page Only

Page: Personal Information

25. The country where you work

	Response Count	
 view	164	
<i>answered question</i>		164
<i>skipped question</i>		52

26. Your institution

	Response Count
 view	154

answered question **154**

skipped question **62**

27. Your role

**Response
Count**



155

answered question **155**

skipped question **61**

28. Your area of focus (select all that apply)

**Response
Percent Response
Count**

Non-clinical 25.6% 41

Clinical **62.5%** 100

Professionalism 34.4% 55

Skills 40.6% 65

Curriculum 53.1% 85

Technology 35.6% 57

Assessment 42.5% 68

Management 29.4% 47

Accreditation 25.6% 41

Evaluation 35.0% 56

Other (please specify) 14

answered question **160**

skipped question **56**

29. The level at which you work

**Response
Percent Response
Count**

Undergraduate **61.9%** 99

Postgraduate 56.9% 91

Continuing medical
education/Continuing professional
development 39.4% 63

Inter-professional education 23.8% 38

answered question **160**
skipped question **56**


30. Your age

	Response Percent	Response Count
<21 <input type="checkbox"/>	1.2%	2
21-30 <input type="checkbox"/>	13.8%	23
31-40 <input type="checkbox"/>	18.0%	30
41-50 <input type="checkbox"/>	29.3%	49
51-60 <input type="checkbox"/>	25.1%	42
>60 <input type="checkbox"/>	12.6%	21
<i>answered question</i>		167
<i>skipped question</i>		49


31. Your sex

	Response Percent	Response Count
Female <input type="checkbox"/>	45.6%	72
Male <input type="checkbox"/>	54.4%	86
<i>answered question</i>		158
<i>skipped question</i>		58

32. Your name (optional)

	Response Count	
 <input type="button" value="view"/>	91	
<i>answered question</i>		91
<i>skipped question</i>		125

33. If you would like to receive a summary copy of this survey's results please tell us your email address.

	Response Count	
 <input type="button" value="view"/>	121	
<i>answered question</i>		121

	<i>skipped question</i>	95
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Appendix 3: Institution List

Displaying 1 - 156 of 156 responses

































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Next >>




































Jump To:



































1





















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	Comment Text	Response Date
 Find	1. University medical centre	Tue, 9/9/08 1:13 PM
 Find	2. univeristy of Stellenbosch	Tue, 9/9/08 1:00 PM
 Find	3. Cerralpasa Medical School	Mon, 9/8/08 3:44 PM
 Find	4. LMU, Munich	Mon, 9/8/08 3:34 PM
 Find	5. Ministry of Health	Mon, 9/8/08 3:18 PM
 Find	6. University of Melbourne	Mon, 9/8/08 3:14 PM
 Find	7. Maimonides University	Mon, 9/8/08 3:12 PM
 Find	8. Hasaryk University	Mon, 9/8/08 3:08 PM
 Find	9. James Cook Hospital	Mon, 9/8/08 3:02 PM
 Find	10. Hospital	Mon, 9/8/08 2:58 PM
 Find	11. Hacettepe University	Mon, 9/8/08 2:51 PM
 Find	12. University of Central Lancashire	Mon, 9/8/08 2:44 PM
 Find	13. Karolinka Institutet and Hamadan University of Medical Sciences	Mon, 9/8/08 2:36 PM
 Find	14. Buddhachinnaraj School of Medicine	Mon, 9/8/08 2:29 PM
 Find	15. Buddhachinnaraj School of Medicine	Mon, 9/8/08 2:21 PM
 Find	16. Palacky University	Mon, 9/8/08 2:12 PM
 Find	17. Medical University Graz	Mon, 9/8/08 2:04 PM
 Find	18. Manchester University	Mon, 9/8/08 1:59 PM
 Find	19. University of Manchester	Mon, 9/8/08 1:56 PM
 Find	20. Medical University Graz	Mon, 9/8/08 1:53 PM
 Find	21. Nottingham	Mon, 9/8/08 1:35 PM
 Find	22. Aristotle University of Thessaloniki	Mon, 9/8/08 1:31 PM
 Find	23. Karolinska Institutet	Mon, 9/8/08 1:24 PM
 Find	24. Campus Bio-Medics	Mon, 9/8/08 1:22 PM
 Find	25. St George's University Of London	Mon, 9/8/08 1:18 PM
 Find	26. TU Dresden	Mon, 9/8/08 1:12 PM
 Find	27. Nice University	Mon, 9/8/08 1:09 PM
 Find	28. College Of Physicians and Surgeons	Mon, 9/8/08 1:01 PM
 Find	29. Swansea University	Mon, 9/8/08 12:49 PM
 Find	30. NYCOM	Mon, 9/8/08 12:47 PM
 Find	31. Brighton and Sussex Medical School	Mon, 9/8/08 12:39 PM
 Find	32. LMU Munich Medical School	Mon, 9/8/08 12:34 PM

 Find	33. Hannover Medical School	Mon, 9/8/08 12:25 PM
 Find	34. West Virginia University	Mon, 9/8/08 12:20 PM
 Find	35. University Of Chile	Mon, 9/8/08 12:14 PM
 Find	36. Erasmus MC	Mon, 9/8/08 12:06 PM
 Find	37. Ankara University, School of Medicine	Mon, 9/8/08 12:06 PM
 Find	38. Faculty of Medicine, University of Helsinki	Mon, 9/8/08 12:00 PM
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 Find	40. University of Toronto	Mon, 9/8/08 11:46 AM
 Find	41. University Of West Indies	Mon, 9/8/08 11:41 AM
 Find	42. University Of Toledo	Mon, 9/8/08 11:36 AM
 Find	43. Panum	Mon, 9/8/08 11:29 AM
 Find	44. 3rd Faculty of Medicine, Prague	Mon, 9/8/08 11:25 AM
 Find	45. St George's, University of London	Mon, 9/8/08 11:13 AM
 Find	46. Karolinska institutet - CLINTEC	Mon, 9/8/08 9:56 AM
 Find	47. Griffith University	Mon, 9/8/08 9:49 AM
 Find	48. technion	Mon, 9/8/08 9:13 AM
 Find	49. University of California. Davis	Mon, 9/8/08 7:18 AM
 Find	50. AUT University	Mon, 9/8/08 5:16 AM
 Find	51. IGiChP	Sun, 9/7/08 8:02 PM
 Find	52. Institute for Tuberculosis and Lung Disease	Sun, 9/7/08 5:04 PM
 Find	53. Faculty of Health Science	Sun, 9/7/08 10:28 AM
 Find	54. Lincoln Memorial University	Sat, 9/6/08 9:31 PM
 Find	55. Jagiellonian Univeristy, Cracow	Sat, 9/6/08 10:22 AM
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 Find	76. University	Fri, 9/5/08 4:44 AM
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 Find	81. university of alberta	Thu, 9/4/08 10:42 PM
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 Find	87. CME Enterprise	Thu, 9/4/08 6:07 PM
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 Find	91. education outcomes science	Wed, 9/3/08 5:45 PM
 Find	92. University of Colorado SOM	Wed, 9/3/08 4:37 PM
 Find	93. Radford University	Wed, 9/3/08 3:17 PM
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 Find	96. Jagiellonian University Medical College	Tue, 9/2/08 9:52 PM
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 Find	100. medical specialty	Tue, 9/2/08 4:23 PM
 Find	101. vanderbilt University School of Medicine	Tue, 9/2/08 3:01 PM
 Find	102. University of Alberta	Tue, 9/2/08 2:57 PM

 Find	103. University of Louisville	Tue, 9/2/08 2:39 PM
 Find	104. East Carolina University, Greenville, NC	Tue, 9/2/08 2:29 PM
 Find	105. School of Medicine, University of Maryland, Baltimore	Tue, 9/2/08 1:09 PM
 Find	106. Temple Univ. School of Med Clinical Campus in Pittsburgh	Mon, 9/1/08 7:47 PM
 Find	107. King Abdulaziz Hospital	Mon, 9/1/08 3:34 PM
 Find	108. Deatiny University School of Medicine and Health Sciences	Mon, 9/1/08 2:28 PM
 Find	109. Cardiff University / Wales PGMDE	Mon, 9/1/08 11:36 AM
 Find	110. Aristotle University of Thessaloniki	Mon, 9/1/08 8:55 AM
 Find	111. Indiana University	Mon, 9/1/08 5:26 AM
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 Find	113. Cardiff University	Sun, 8/31/08 10:13 PM
 Find	114. University of Tennessee Health Science Center	Sun, 8/31/08 9:44 PM
 Find	115. University of New Mexico School of Medicine	Sun, 8/31/08 8:33 PM
 Find	116. u of Calgary	Sun, 8/31/08 4:53 PM
 Find	117. Univ of Calgary	Sun, 8/31/08 4:40 PM
 Find	118. University of Alabama at Birmingha,\m	Sun, 8/31/08 1:56 PM
 Find	119. Ross University School of Medicine	Sun, 8/31/08 1:16 PM
 Find	120. Am Acad on COmmunication in Healthcare	Sun, 8/31/08 12:56 PM
 Find	121. Univ Pittsburgh	Sun, 8/31/08 10:02 AM
 Find	122. LMU Munich	Sun, 8/31/08 9:09 AM
 Find	123. USC and Loma Linda	Fri, 8/29/08 3:46 PM
 Find	124. sgul	Fri, 8/29/08 3:27 PM
 Find	125. Jhpiego	Fri, 8/29/08 2:16 PM
 Find	126. Hospital Italiano de Buenos Aires	Fri, 8/29/08 11:04 AM
 Find	127. Universidad Popular Autónoma del Estado de Puebla	Fri, 8/29/08 3:54 AM
 Find	128. SKKU School of Medicine	Fri, 8/29/08 3:11 AM
 Find	129. RCSI	Thu, 8/28/08 10:33 PM
 Find	130. aesthetic society	Thu, 8/28/08 10:25 PM
 Find	131. Medical Directions, Inc	Thu, 8/28/08 10:12 PM
 Find	132. american society of anesthesiologists	Thu, 8/28/08 8:50 PM
 Find	133. Kaiser Permanente Colorado	Thu, 8/28/08 7:18 PM
 Find	134. American Board of Surgery	Thu, 8/28/08 7:00 PM
 Find	135. UCSF School of Medicine	Thu, 8/28/08 6:31 PM
 Find	136. Johns Hopkins Community Physicians	Thu, 8/28/08 6:30 PM

 Find	137. CRI Critical Care Education Network	Thu, 8/28/08 5:29 PM
 Find	138. University of Washington	Thu, 8/28/08 5:28 PM
 Find	139. health dept	Thu, 8/28/08 5:16 PM
 Find	140. medical college of georgia	Thu, 8/28/08 4:43 PM
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 Find	148. Henry Ford Health System	Thu, 8/28/08 2:32 PM
 Find	149. Columbia University	Thu, 8/28/08 2:24 PM
 Find	150. New Jersey Academy of Family Physicians	Thu, 8/28/08 2:15 PM
 Find	151. Radboud university Nijmegen medical centre	Thu, 8/28/08 1:53 PM
 Find	152. Northern Michigan Regional Hospital	Thu, 8/28/08 1:47 PM
 Find	153. Society of Critical Care Medicine	Thu, 8/28/08 1:44 PM
 Find	154. AXDEV Group International	Thu, 8/28/08 1:35 PM
 Find	155. University of Maryland School of Pharmacy	Thu, 8/28/08 1:35 PM
 Find	156. U of Miami	Thu, 8/28/08 1:29 PM

250 responses per page 

Appendix 4: Role List
















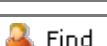


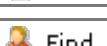
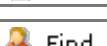
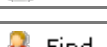
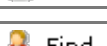
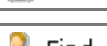
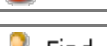





Displaying 1 - 157 of 157 responses

































<< Prev
































Next >>































Jump To: 1

































Go >>

	Comment Text	Response Date
 Find	1. teacher	Tue, 9/9/08 1:13 PM
 Find	2. clinical skills teaching	Tue, 9/9/08 1:00 PM
 Find	3. Medical Educator	Mon, 9/8/08 3:34 PM
 Find	4. Director	Mon, 9/8/08 3:18 PM
 Find	5. Student	Mon, 9/8/08 3:14 PM
 Find	6. Director of Health Science Faculty	Mon, 9/8/08 3:12 PM
 Find	7. Research Assistant and e-learning staff	Mon, 9/8/08 3:08 PM
 Find	8. Anaesthetist	Mon, 9/8/08 3:02 PM
 Find	9. PhD student	Mon, 9/8/08 2:58 PM
 Find	10. Professor	Mon, 9/8/08 2:53 PM
 Find	11. head, dept. medical education and med inf	Mon, 9/8/08 2:51 PM
 Find	12. Pro Vice Chancellor and Executive Dean Health and Social Care	Mon, 9/8/08 2:44 PM
 Find	13. Faculty member, phd candidate and director of edc	Mon, 9/8/08 2:36 PM
 Find	14. Medical Staff	Mon, 9/8/08 2:29 PM
 Find	15. ENT doctor	Mon, 9/8/08 2:23 PM
 Find	16. Medical Staff	Mon, 9/8/08 2:21 PM
 Find	17. Head of Centre for Clinical Practice Guidelines, PhD student	Mon, 9/8/08 2:12 PM
 Find	18. President of Students Union and part of Clinical Skills Center Team	Mon, 9/8/08 2:04 PM
 Find	19. Student	Mon, 9/8/08 1:59 PM
 Find	20. PhD student and ST3 in Paeds	Mon, 9/8/08 1:56 PM
 Find	21. Student representative	Mon, 9/8/08 1:53 PM
 Find	22. Postgraduate Student	Mon, 9/8/08 1:31 PM
 Find	23. Dean of Medical Education	Mon, 9/8/08 1:24 PM
 Find	24. PhD Researcher	Mon, 9/8/08 1:22 PM
 Find	25. Learning Technologist	Mon, 9/8/08 1:18 PM
 Find	26. Translater from german to english	Mon, 9/8/08 1:12 PM
 Find	27. Physician	Mon, 9/8/08 1:09 PM
 Find	28. Registrator	Mon, 9/8/08 1:01 PM
 Find	29. Senior Clinical Tutor	Mon, 9/8/08 12:49 PM

 Find	30. Director, Clerkship Education	Mon, 9/8/08 12:47 PM
 Find	31. Registrar	Mon, 9/8/08 12:39 PM
 Find	32. Research assistant	Mon, 9/8/08 12:34 PM
 Find	33. Associate Professor, Department Emergency Medicine	Mon, 9/8/08 12:20 PM
 Find	34. Dean of Medical School	Mon, 9/8/08 12:14 PM
 Find	35. Program manager e-learning	Mon, 9/8/08 12:06 PM
 Find	36. Specialist in Department of Medical Education and Informatics	Mon, 9/8/08 12:06 PM
 Find	37. student	Mon, 9/8/08 12:00 PM
 Find	38. Student	Mon, 9/8/08 11:52 AM
 Find	39. Clinical Educator (int. med)	Mon, 9/8/08 11:46 AM
 Find	40. Educational Technologist	Mon, 9/8/08 11:41 AM
 Find	41. Course Director	Mon, 9/8/08 11:36 AM
 Find	42. Student	Mon, 9/8/08 11:29 AM
 Find	43. Student	Mon, 9/8/08 11:25 AM
 Find	44. Lecturer in Medical Ethics	Mon, 9/8/08 11:13 AM
 Find	45. Physician, PhD-stud, tutor, instructor.	Mon, 9/8/08 9:56 AM
 Find	46. A/Prof Primary Health Care	Mon, 9/8/08 9:49 AM
 Find	47. chair of med ed	Mon, 9/8/08 9:13 AM
 Find	48. Course Director, Clinical Site Director	Mon, 9/8/08 7:18 AM
 Find	49. Nursing Lecturer	Mon, 9/8/08 5:16 AM
 Find	50. Physician	Sun, 9/7/08 8:02 PM
 Find	51. physician, chief of department	Sun, 9/7/08 5:04 PM
 Find	52. University Teacher	Sun, 9/7/08 10:28 AM
 Find	53. Nursing professor	Sat, 9/6/08 9:31 PM
 Find	54. student	Sat, 9/6/08 10:22 AM
 Find	55. Nursing faculty member	Sat, 9/6/08 1:45 AM
 Find	56. Student	Sat, 9/6/08 1:07 AM
 Find	57. Professor in Faculty of Health Sciences	Fri, 9/5/08 7:26 PM
 Find	58. clinician-educator	Fri, 9/5/08 6:37 PM
 Find	59. resident	Fri, 9/5/08 4:06 PM
 Find	60. CBT Developer	Fri, 9/5/08 4:00 PM
 Find	61. teacher and with interest in medical education	Fri, 9/5/08 3:45 PM

 Find	62. Teacher	Fri, 9/5/08 3:23 PM
 Find	63. program director	Fri, 9/5/08 3:11 PM
 Find	64. Faculty	Fri, 9/5/08 2:10 PM
 Find	65. Lecturer	Fri, 9/5/08 1:26 PM
 Find	66. Assistant Dean for Academic Affairs	Fri, 9/5/08 12:43 PM
 Find	67. simulation Education Specialist/Director	Fri, 9/5/08 12:38 PM
 Find	68. advisor	Fri, 9/5/08 12:36 PM
 Find	69. software manager	Fri, 9/5/08 11:20 AM
 Find	70. Public Health	Fri, 9/5/08 8:46 AM
 Find	71. md, PROFESSOR OF MEDICINE	Fri, 9/5/08 7:55 AM
 Find	72. professor	Fri, 9/5/08 6:55 AM
 Find	73. Associate Dean and Professor	Fri, 9/5/08 5:11 AM
 Find	74. Vice Chair	Fri, 9/5/08 4:44 AM
 Find	75. Medical Doctor/ Medical educator (to be)	Fri, 9/5/08 2:57 AM
 Find	76. Director of medical education	Fri, 9/5/08 12:24 AM
 Find	77. Assistant Professor / Director of Student Learning Assessment	Thu, 9/4/08 11:45 PM
 Find	78. Program Coordinator	Thu, 9/4/08 10:49 PM
 Find	79. Interprofessional Initiative Education Manager	Thu, 9/4/08 10:42 PM
 Find	80. med student	Thu, 9/4/08 10:35 PM
 Find	81. Academic	Thu, 9/4/08 10:21 PM
 Find	82. director of medical student education in psychiatry	Thu, 9/4/08 10:16 PM
 Find	83. Director of Instructional Technology for the Health Sciences	Thu, 9/4/08 10:16 PM
 Find	84. Executive Director	Thu, 9/4/08 10:01 PM
 Find	85. Curriculum Development Specialist	Thu, 9/4/08 6:07 PM
 Find	86. professor	Thu, 9/4/08 1:51 PM
 Find	87. Computer Based Training developer	Thu, 9/4/08 9:06 AM
 Find	88. teacher	Wed, 9/3/08 8:35 PM
 Find	89. Sr. Director, CME	Wed, 9/3/08 5:45 PM
 Find	90. Director of Educational Research & Development	Wed, 9/3/08 4:37 PM
 Find	91. educational technologist	Wed, 9/3/08 3:17 PM
 Find	92. professor	Wed, 9/3/08 8:06 AM

 Find	93. teaching and research assistant	Tue, 9/2/08 10:45 PM
 Find	94. Professor of Biochemistry; Head of the Council for the School of Medicine in English, Faculty of Medicine, JUMC	Tue, 9/2/08 9:52 PM
 Find	95. Technology sales	Tue, 9/2/08 8:08 PM
 Find	96. Educational Design	Tue, 9/2/08 7:16 PM
 Find	97. Program Director, Rheumatology Fellowship; 3rd year clerkship rheumatology experience	Tue, 9/2/08 4:29 PM
 Find	98. director of education	Tue, 9/2/08 4:23 PM
 Find	99. teaching and administration	Tue, 9/2/08 3:01 PM
 Find	100. Professor	Tue, 9/2/08 2:57 PM
 Find	101. Clinical Director simulation center	Tue, 9/2/08 2:39 PM
 Find	102. Associate Dean, Medical Education	Tue, 9/2/08 2:29 PM
 Find	103. Course Director, Intro to Clinical Medicine	Tue, 9/2/08 1:09 PM
 Find	104. Education, Curriculum & Evaluation Consultant	Mon, 9/1/08 7:47 PM
 Find	105. Chief of Neurosurgery	Mon, 9/1/08 3:34 PM
 Find	106. Chief Executive Officer	Mon, 9/1/08 2:28 PM
 Find	107. CT1 and MSc Student	Mon, 9/1/08 11:36 AM
 Find	108. Medical Student involved in Curriculum Development	Mon, 9/1/08 8:55 AM
 Find	109. Statewide Director for Problem Solving Competency	Mon, 9/1/08 5:26 AM
 Find	110. Professor of Medical Education	Sun, 8/31/08 11:49 PM
 Find	111. Clinical Lecturer	Sun, 8/31/08 10:13 PM
 Find	112. Director of Instructional Technology	Sun, 8/31/08 9:44 PM
 Find	113. Assistant Dean Simulation & Assessment	Sun, 8/31/08 8:33 PM
 Find	114. Elearning team lead	Sun, 8/31/08 4:53 PM
 Find	115. Associate Dean DLRI	Sun, 8/31/08 4:40 PM
 Find	116. pediatric Clerkship director, former associate dean	Sun, 8/31/08 1:56 PM
 Find	117. Senior Associate Dean, Clinical Sciences	Sun, 8/31/08 1:16 PM
 Find	118. managing editor, doc.com: an interactive learning resource for healthcare communication.	Sun, 8/31/08 12:56 PM
 Find	119. Dean, Education Technology	Sun, 8/31/08 10:02 AM
 Find	120. e-learning commissioner	Sun, 8/31/08 9:09 AM
 Find	121. Faculty	Fri, 8/29/08 3:46 PM
 Find	122. e-project technologist	Fri, 8/29/08 3:27 PM

 Find	123. Learning Technology Advisor	Fri, 8/29/08 2:16 PM
 Find	124. Head of the Eye Department	Fri, 8/29/08 11:04 AM
 Find	125. Past Dean	Fri, 8/29/08 3:54 AM
 Find	126. faculty	Fri, 8/29/08 3:11 AM
 Find	127. Poist graduate Vice Dean	Thu, 8/28/08 10:33 PM
 Find	128. distance learning mgr	Thu, 8/28/08 10:25 PM
 Find	129. Education Director	Thu, 8/28/08 10:12 PM
 Find	130. director of education	Thu, 8/28/08 8:50 PM
 Find	131. Director of Education	Thu, 8/28/08 7:18 PM
 Find	132. Consultant	Thu, 8/28/08 7:00 PM
 Find	133. Educational Technology	Thu, 8/28/08 6:31 PM
 Find	134. social worker	Thu, 8/28/08 6:30 PM
 Find	135. Manager of Curriculum Development & Research	Thu, 8/28/08 5:29 PM
 Find	136. FAculty	Thu, 8/28/08 5:28 PM
 Find	137. consumer informatics	Thu, 8/28/08 5:16 PM
 Find	138. surgical educator	Thu, 8/28/08 4:43 PM
 Find	139. CEO	Thu, 8/28/08 4:27 PM
 Find	140. Associate Dean	Thu, 8/28/08 4:18 PM
 Find	141. Online Medical Publishing	Thu, 8/28/08 4:06 PM
 Find	142. Basic science instructor	Thu, 8/28/08 3:44 PM
 Find	143. Administration of education	Thu, 8/28/08 3:07 PM
 Find	144. Education director	Thu, 8/28/08 3:02 PM
 Find	145. VP	Thu, 8/28/08 2:43 PM
 Find	146. Instructional Designer / Project Manager	Thu, 8/28/08 2:36 PM
 Find	147. Director of Instructional Design	Thu, 8/28/08 2:32 PM
 Find	148. medical education company	Thu, 8/28/08 2:31 PM
 Find	149. Manager	Thu, 8/28/08 2:29 PM
 Find	150. Administration	Thu, 8/28/08 2:24 PM
 Find	151. Deputy EVP	Thu, 8/28/08 2:15 PM
 Find	152. senior consultant education	Thu, 8/28/08 1:53 PM
 Find	153. CME Coordinator	Thu, 8/28/08 1:47 PM
 Find	154. Program Manager	Thu, 8/28/08 1:44 PM



Find

155. President and founder

Thu, 8/28/08 1:35 PM



Find

156. Assistant Dean of Instructional Design and Technology

Thu, 8/28/08 1:35 PM



Find

157. Associate Director for Education, Geriatric Research VA Health Care

Thu, 8/28/08 1:29 PM

250 responses per page