# OUTLINE FOR PECS UNIVERSITY SESSION

<u>Learning Objectives (LO)</u>:

Upon completion of this training session, participants will be able to:

1. Identify their knowledge base pertinent to the use of Micromedex Solutions.
2. Perform problem-solving tasks based on Micromedex Solutions data.
3. Become effective collaborators in Micromedex Solutions usage.
4. Integrate the Micromedex Solutions database as a complementary resource to clinical practice.

| Content | Time Allotted | Teaching Strategies | L.O. |
|---|---|---|---|
| Introduce the Micromedex Solutions platform; identify homepage components and useful links; assess baseline knowledge of the platform | 5 min | Demonstration Discussion | 1 |
| Appropriately differentiate between quick answers and in-depth answers and how they can be implemented into the clinical workflow from the perspective of drugs, disease, etiology and symptomatic management | 5 min | Demonstration Problem-Based Learning | 3,4 |
| Review deep-level information of subscription-specific components as they pertain to drugs, diseases, herbs, drug interactions, IV compatibility, lab tests, calculators… | 25 min | Group Discussion Collaborative Learning Case Problem | 2-3 |
| Discuss internal editorial process to understand the value of the content included within the Micromedex Solutions platform and understand how it can promote more efficient workflow through basic case studies | 5 min | Lecture | 2-3 |
| Synthesize benefits of the enhanced subscription to Micromedex Solutions functionality that promotes inter-related features as they pertain to toxicology, therapeutic management of disease processes, and flow that the patient goes through from admission to discharge, including transfers through case studies and real-life examples | 15 minutes | Pattern Recognition Socratic Questioning | 2-4 |
| Introduce the mobile application and explain the benefits | 5 min | Demonstration | 2-3 |
| Conclusion | | | |

## The Cognitive Dimension Matrix (see explanation below)

| Knowledge Dimension | Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|---|
| **Factual** | Label | Know | Show | Break down | Describe | Compile |
| **Conceptual** | Name | Interpret | Use | Contrast | Compare | Organize |
| **Procedural** | Reproduce | Translate | Apply | Distinguish | Conclude | Generate |
| **Metacognitive** | Recall | Convert | Solve | Deconstruct | Justify | Compose |

# The Cognitive Dimension Matrix

The matrix is a table added to highlight specific components of the cognitive dimension of *Bloom's Revised Taxonomy of Learning* considering the different categories on his theory of learning, from basic to more complex fundamentals that involve tasks associated with:

- Remembering: information recall

- Understanding: comprehension

- Applying: knowledge in action

- Analyzing: understanding of the organizational structure; facts vs. inferences

- Evaluating: value judgment

- Creating: putting parts together to form a whole and create new meaning

To further enhance the performance processes relative to the aforementioned cognitive features, the visual aid highlights the knowledge dimension components:

- Facts: how one incorporates baseline data required to understand the main goal or purpose for the learning experience

- Concepts: how one performs to show interrelationships between common elements from concrete to complex

- Processes: how one displays business (describing clinical workflow) and technical (how things work in the environment) processes. It is the potential one has to apply knowledge to the work environment (how newly-acquired knowledge is effectively displayed in the work environment vs. how to use it)

- Metacognition: how one demonstrates knowledge