

Strategy Scenario

Strategy: Metaphors

Content: Medicine

Title: Doctor's Office Metaphor for Computer Based CME

Time Required: 1 or more hours of CME

Number of Participants: 1

Target Audience: Medical students, residents or practicing physicians

Goal of Activity: For the physician to feel comfortable using CBI as a source of CME.

Purpose of Script: To illustrate the use of metaphors in computer based instruction for a usable interface

Learning Outcome(s), Gagne's Taxonomy: Intellectual Skills

Learning outcome(s), HEO Taxonomy: Application

Learner Characteristics: Adults in medical training or seeking continuing medical education.

Entry Skills: Some computer literacy in the use of CBI.

Setting: In office setting, home or academic facility computer lab.

Media: Can be used on any computer.

Process:

1. Use a doctor's office interface for computer based CME instruction which involved history taking, physical exam and diagnosis.
2. The books on the shelves link to text book based instruction. A radio will provide audio of the text. Pictures can be included in the text books.
3. The video links to a video of certain physical examination techniques necessary for proper diagnosis of the conditions being taught.
4. X-ray view box links to diagnostic images which apply to the instruction.
5. A door into an exam room links to practice in examination and diagnosis of patient.
6. A chart box provides patient information prior to practice.
7. Within the exam room, a stethoscope can bring up heart sounds or others appropriate to the lesson.
8. Click on a microscope to see slides of pathology or see laboratory data.
9. Journals can be clicked on to bring up appropriate articles on the subject.

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Strategy Assessment:

The interface should undergo extensive formative evaluation and revision before final production of lessons using the interface. It should be adaptable so as to accommodate a variety of subjects which lend themselves to the ambulatory setting.

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References:

West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: implications from cognitive science*. Englewood Cliffs, NJ: Prentice Hall.