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Podcasts como herramienta de aprendizaje para la Residencia de Psiquiatría del Niño y del Adolescente

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Hoja de Ruta

El Problema

La Pregunta

Los Objetivos

El Método

Factibilidad

1. El Problema

La enseñanza de la psiquiatría en la
era de la información



The background of the slide is a blurred photograph of a library. In the foreground, on the left, there is a stack of several books. Behind them, rows of bookshelves filled with books stretch into the distance. The lighting is warm, and the background is out of focus, creating a bokeh effect with light spots. A dark diagonal line runs from the top left towards the bottom right, separating the text area from the rest of the image.

Adquiriendo conocimientos:

- Libros



Adquiriendo conocimientos:

- Conferencias

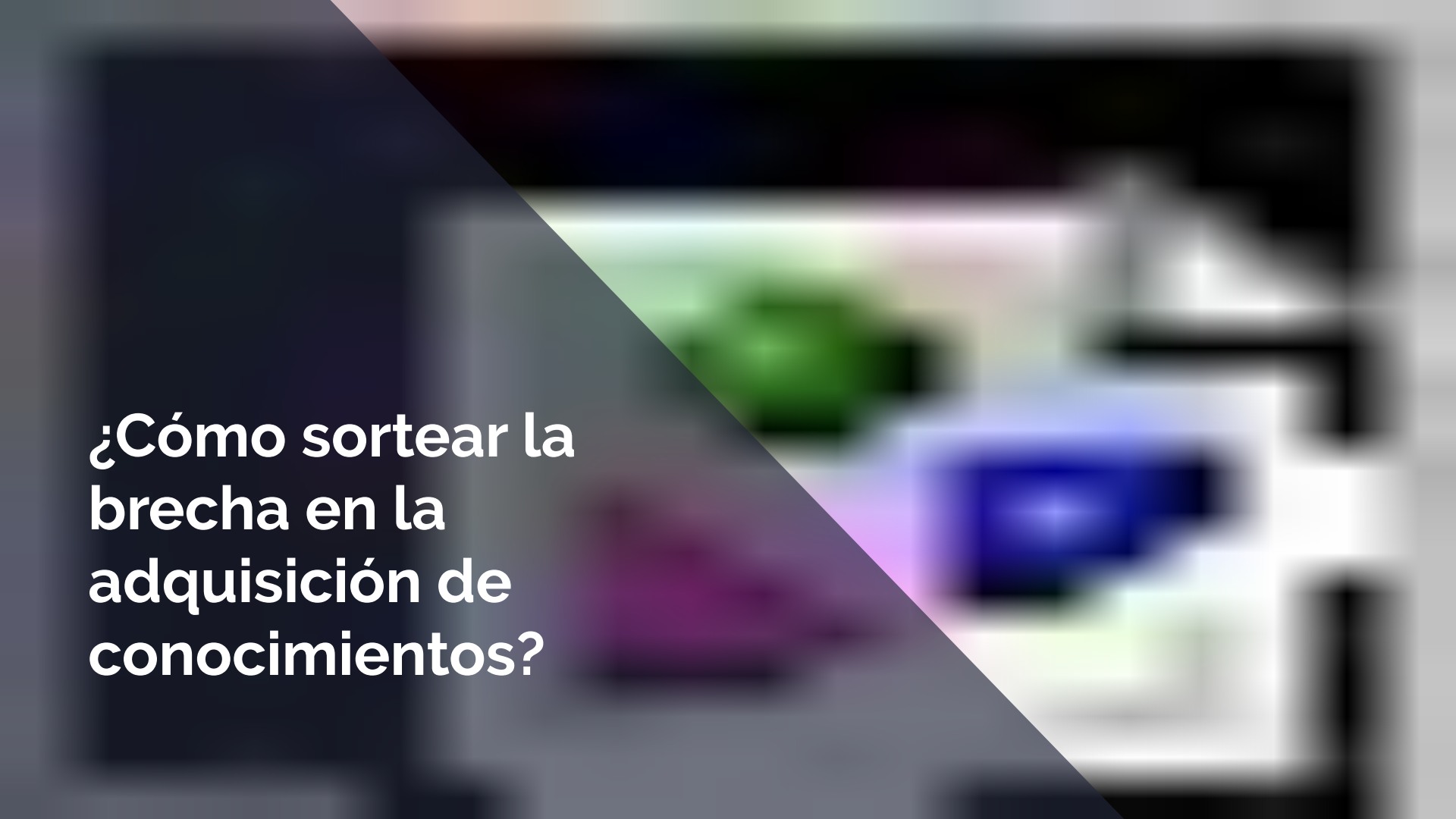
A composite image of the Earth from space, showing continents and oceans. Overlaid on the image is a dense network of glowing white and yellow lines that arc across the globe, representing global communication or data networks. The lines are most concentrated over the Americas and Europe. The background sky transitions from a deep blue on the left to a bright orange and yellow on the right, suggesting a sunset or sunrise. A dark blue diagonal shape is visible in the upper left corner.

La Era de la Información

A large group of students, mostly young adults, are seated in a tiered lecture hall. They are all holding up tablets or smartphones, displaying their own faces on the screens. The students are diverse in age and appearance. The lecture hall has wooden paneling and an 'EXIT' sign is visible in the background. The overall atmosphere is one of active participation and digital engagement.

Nativos Digitales

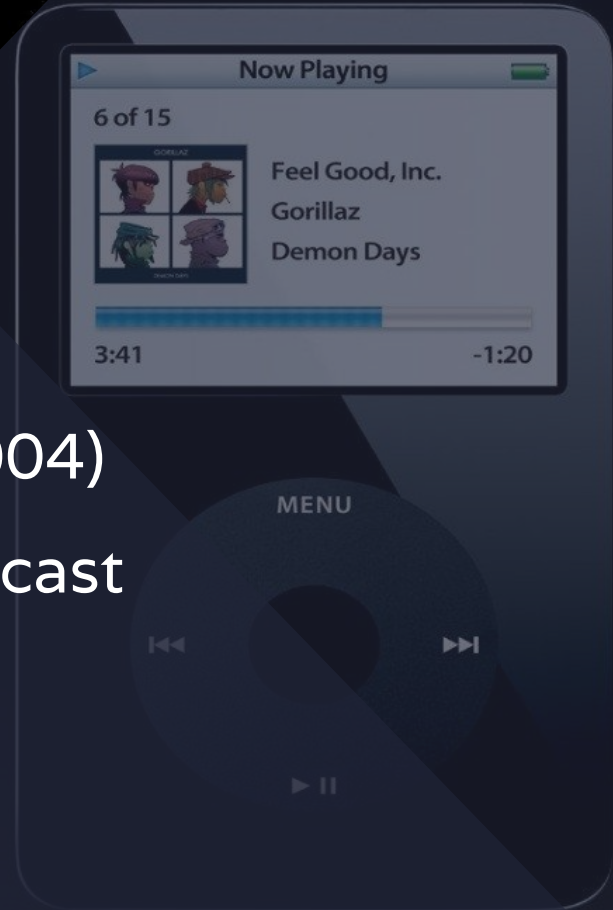
Terese Bird, Who just said, "digital natives?" Leicester Learning Institute, University of Leicester.

The background of the slide is a blurred image of a computer monitor. A diagonal line, colored in a dark purple or blue gradient, runs from the top-left corner towards the bottom-right corner, dividing the image. The monitor screen shows some indistinct, colorful shapes, possibly representing data or a software interface. The overall effect is a modern, tech-oriented aesthetic.

**¿Cómo sortear la
brecha en la
adquisición de
conocimientos?**

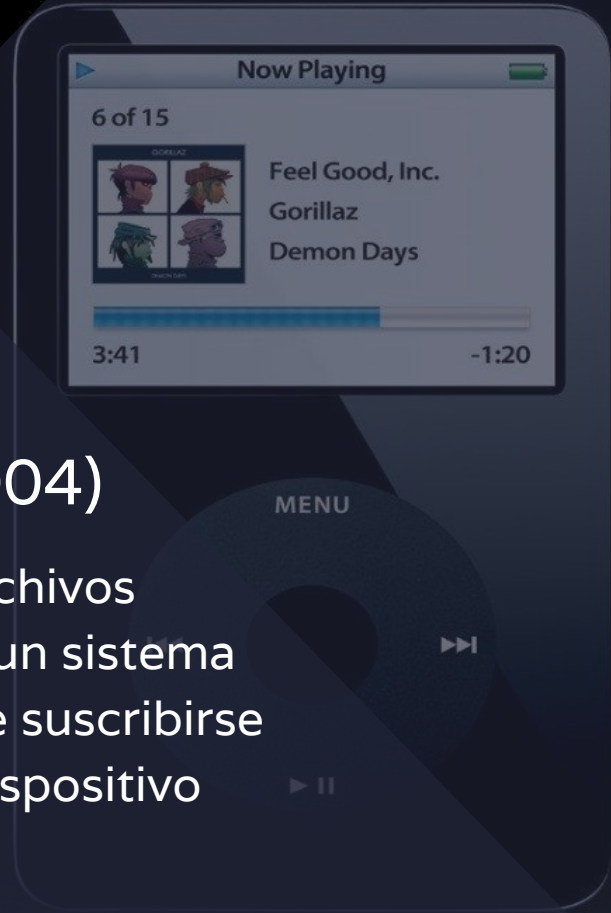


Podcasts



“
podcast. (2004)
iPod + Broadcast

Raupach T, Grefe C, Brown J, Meyer K, Schuelper N, Anders S. Moving Knowledge Acquisition From the Lecture Hall to the Student Home: A Prospective Intervention Study. J Med Internet Res 2015;17(9):e223



podcast. (2004)

distribución de archivos
multimedia mediante un sistema
de difusión que permite suscribirse
y descargarlo a un dispositivo
electrónico.



Ventajas

Asincrónico

Ritmo
propio

Portátil
(m-learning)

Modalidad de
aprendizaje

Información
simplificada

Dedicación
activa



Adherencia

2005: Harvard
1ra escuela de
Medicina que graba
todas sus clases en
MP3 y las sube a su
intranet

Journal of the American Academy of
CHILD & ADOLESCENT
PSYCHIATRY

Audio
Medicina



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Various

Detalles Valoraciones y reseñas Relacionado

Each month JAACAP highlights a selected article found within the pages of the Journal by providing a podcast interview with the author. Tune in regularly to this feature of JAACAP, where we strive for a relaxed 'fireside chat' atmosphere in which authors can share aspects of their science that we are less often privy to. Podcasts are typically 15 to 20 minutes in length.

| | NOMBRE | DURACIÓN | PUBLICADO | DESCRIPCIÓN | | POPULARIDAD | PRECIO |
|----|--|----------|-------------|---|----------|-------------|-------------------------|
| 1 | Transgender and Gender Nonconfor... | | 24 mar 2017 | JAACAP April 2017: Contributing Editor Dr. Cyn... | <i>i</i> | <div></div> | Obtener |
| 2 | Mental Health in Internationally Ado... | | 20 mar 2017 | JAACAP March 2017: DESCRIPTION | <i>i</i> | <div></div> | Obtener |
| 3 | The Familial Co-Aggregation of Atte... | | 20 mar 2017 | JAACAP February 2017: Contributing Editor Dr... | <i>i</i> | <div></div> | Obtener |
| 4 | Name No Names: The Role of the M... | | 19 dic 2016 | JAACAP January 2017: Contributing Editor Dr. ... | <i>i</i> | <div></div> | Obtener |
| 5 | Parental Mental Health: Addressing ... | | 22 nov 2016 | JAACAP December 2016: Contributing Editor ... | <i>i</i> | <div></div> | Obtener |
| 6 | Childhood Attention-Deficit/Hypera... | | 7 nov 2016 | JAACAP November 2016: Contributing Editor D... | <i>i</i> | <div></div> | Obtener |
| 7 | In Their Own Words: Immigration an... | | 23 sep 2016 | JAACAP October 2016: Contributing Editor Dr. ... | <i>i</i> | <div></div> | Obtener |
| 8 | Leo Kanner and Hans Asperger: Sett... | | 26 ago 2016 | JAACAP August 2016: Contributing Editor Dr. ... | <i>i</i> | <div></div> | Obtener |
| 9 | Early Childhood Mental Health Cons... | | 26 ago 2016 | JAACAP September 2016: Contributing Editor ... | <i>i</i> | <div></div> | Obtener |
| 10 | Child Affected by Parental Relations... | | 26 ago 2016 | JAACAP July 2016: Contributing Editor Dr. Crai... | <i>i</i> | <div></div> | Obtener |
| 11 | Is There a Female Protective Effect ... | | 31 may 2016 | JAACAP June 2016: Contributing Editor Dr. Ch... | <i>i</i> | <div></div> | Obtener |
| 12 | Gestational Exposure to Selective S... | | 28 abr 2016 | JAACAP May 2016: Contributing Editor Dr. Tam... | <i>i</i> | <div></div> | Obtener |
| 13 | Association of Lifetime Mental Disor... | | 24 mar 2016 | JAACAP April 2016: Contributing Editor Dr. Cy... | <i>i</i> | <div></div> | Obtener |
| 14 | Prepubescent Transgender Children... | | 23 feb 2016 | JAACAP March 2016: Contributing Editor Dr. D... | <i>i</i> | <div></div> | Obtener |
| 15 | "Failure to Launch": Shaping Interve... | | 22 ene 2016 | JAACAP February 2016: Contributing Editor Dr... | <i>i</i> | <div></div> | Obtener |
| 16 | Presidential Address: Child and Adol... | | 17 dic 2015 | JAACAP January 2016: Contributing Editor Dr. ... | <i>i</i> | <div></div> | Obtener |
| 17 | Psychiatric Hospitalization of Childr... | | 23 nov 2015 | JAACAP December 2015: Contributing Editor D... | <i>i</i> | <div></div> | Obtener |

Audio
Medicina
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Education Institute. All rights reserved.

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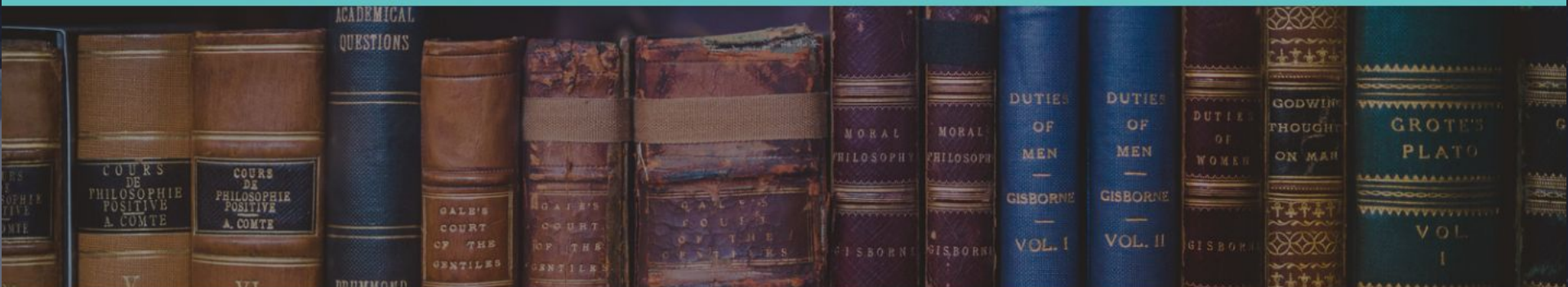
Neuroscience Education Institute

Detalles Valoraciones y reseñas Relacionado

Descripción

The Neuroscience Education Institute (NEI) is committed to help raise the standard of mental health by providing imaginative medical education that focuses on the highest level of learning. Each episode offers an opportunity to learn about current issues in psychiatry from key opinion leaders in the medical field. NEI's Sages of Psychopharmacology Podcast would be of value to anyone with an interest in neuropsychiatric diseases and psychopharmacology.

| NOMBRE | DURACIÓN | PUBLICADO | DESCRIPCIÓN | | POPULARIDAD | PRECIO |
|--------|--|-----------|-------------|---|-------------|---|
| 1 | Treating Schizophrenia With Functio... | 1 h 6 min | 12 ago 2011 | Treating Schizophrenia With Functional Recove... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 2 | From Clinical Trials to Clinical Practi... | 48 min | 29 mar 2010 | From Clinical Trials to Clinical Practice: Recent ... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 3 | Bringing Adult-Onset ADHD Into Foc... | 20 min | 29 oct 2009 | Bringing Adult-Onset ADHD Into Focus. Episod... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 4 | Bringing Adult-Onset ADHD Into Foc... | 20 min | 29 oct 2009 | Bringing Adult-Onset ADHD Into Focus. Episod... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 5 | Bringing Adult-Onset ADHD Into Foc... | 20 min | 29 oct 2009 | Bringing Adult-Onset ADHD Into Focus. Episod... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 6 | ADHD Across the Ages: Diagnostic a... | 20 min | 29 oct 2009 | ADHD Across the Ages: Diagnostic and Treatm... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 7 | ADHD Across the Ages: Diagnostic a... | 20 min | 28 oct 2009 | ADHD Across the Ages: Diagnostic and Treatm... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 8 | ADHD Across the Ages: Diagnostic a... | 20 min | 28 oct 2009 | ADHD Across the Ages: Diagnostic and Treatm... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 9 | Black Box Warnings: Implications for... | 21 min | 18 ago 2009 | Black Box Warnings: Implications for Clinical Pr... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 10 | Black Box Warnings: Implications for... | 21 min | 18 ago 2009 | Black Box Warnings: Implications for Clinical Pr... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 11 | Black Box Warnings: Implications for... | 21 min | 18 ago 2009 | Black Box Warnings: Implications for Clinical Pr... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 12 | Identifying and Treating All Aspects ... | 30 min | 12 ene 2009 | Identifying and Treating All Aspects of Fibromy... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 13 | Differentiating, Dosing, and Combini... | 24 min | 12 ene 2009 | Differentiating, Dosing, and Combining Mood S... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 14 | Identifying and Treating All Aspects ... | 17 min | 29 dic 2008 | Identifying and Treating All Aspects of Fibromy... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 15 | Differentiating, Dosing, and Combini... | 23 min | 29 dic 2008 | Differentiating, Dosing, and Combining Mood S... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 16 | Identifying and Treating All Aspects ... | 25 min | 15 dic 2008 | Identifying and Treating All Aspects of Fibromy... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |
| 17 | Differentiating, Dosing, and Combini... | 23 min | 15 dic 2008 | Differentiating, Dosing, and Combining Mood S... | <i>i</i> | <div><div></div></div> <div>Obtener</div> |



PsychEd is a Psychiatry podcast created by medical learners, for medical learners.

We're a team of Psychiatry residents that have come together to create a mental health educational podcast, because we saw a need for something catered to our specialty at our training level.

In each episode, we pick a common psychiatric condition, and talk about its diagnosis or management with a staff member from the Department of Psychiatry. Our ideal originated at the University of Toronto, Ontario, Canada, and we hope to make this a widespread initiative.

Whether you're sitting on a subway or jogging on a treadmill, you can learn about various psychiatric conditions on the go, brought to you by PsychED.

Interested? Have a listen!

2. La Pregunta

¿Qué opinan los residentes y docentes de la Residencia de Psiquiatría del Niño y del Adolescente de la Pontificia Universidad Católica de Chile de la implementación de un podcast como herramienta educativa para la residencia?



Importancia

Tópico

- *Escasamente investigado en el mundo*
- *Inexistente en Chile*

Dentro de la línea de educación médica

- *Impulsada por CANMEDS*
- *Replicada por nuestra Universidad*

Temática innovadora

- *Uso de TICS en programas académicos*
- *No existen podcasts de nuestra área en habla hispana*

Difusión

- *Transmisión del conocimiento más allá de la residencia*





“

*El modelaje, la experticia,
el savoir-faire, el cómo, la
forma, los matices, las
perlas clínicas*

3.1

Objetivo General

Evaluar la satisfacción tanto de los residentes como de los docentes respecto de los podcasts como herramienta educativa.



3.2 Objetivos Específicos

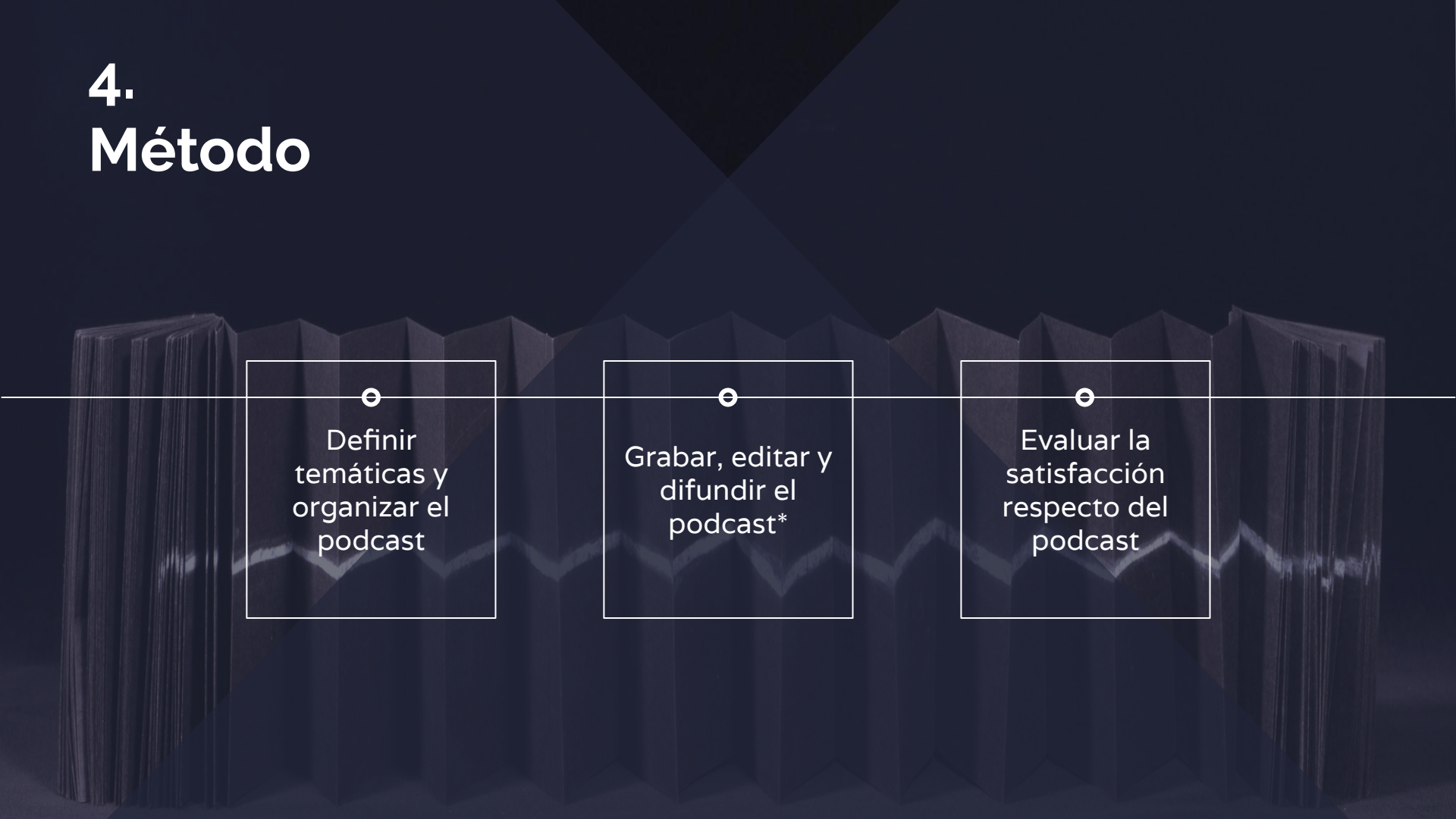
1. Entregar conocimiento respecto de temas relevantes para la formación de los residentes de Psiquiatría del niño y del adolescente.

2. Resolver dudas de manera dinámica y atractiva.

3. Aportar a la enseñanza diferida matices clínicos que no pueden obtenerse a partir de los textos de referencia.

4.

Método



○
Definir
temáticas y
organizar el
podcast

○
Grabar, editar y
difundir el
podcast*

○
Evaluar la
satisfacción
respecto del
podcast

4.1

Organizar el Podcast

- Identificación de tópicos de importancia para los residentes
- Esquematización del contenido
- Establecimiento de objetivos de aprendizaje específicos
- Identificación de expertos en dicho contenido
- Invitación a participar en entrevistas conducidas por los residentes
- Redacción de un protocolo de entrevista (anticipar un flujo de discusión estructurado para explicitar los objetivos propuestos)



4.2

Producir el Podcast

- Hardware & Software de grabación
- Software de edición
- Plataforma de difusión

4.3

Evaluar la satisfacción respecto del Podcast

- Paradigma Interpretativo
- Método cuantitativo
- Objeto de estudio: satisfacción
- Sujetos de estudio: universo de residentes y docentes de Psiquiatría Infantil PUC
 - Nivel de consciencia: consciente
- Tiempo del estudio: 2ndo semestre 2018



4.3

Evaluar la satisfacción respecto del Podcast

- Diseño transversal
- Variables*
- Instrumento de medición: Pre-Post retrospectivo
- Procedimiento de recolección de datos: En línea/en vivo
- Análisis: Fenomenológico
- Consideraciones éticas: Aprobación, Consentimiento informado



Table 3

Report of student satisfaction.

| | % Agreed | % Disagreed |
|--|-------------|----------------|
| 1. The podcasts were very useful when I was doing homework | 44 | 66 |
| 2. The podcasts were very useful when I was preparing for a quiz | 44 | 66 |
| 3. I support expanding the podcasting program in the future | 51 | 49 |
| 4. Podcasting was preferable to lecture format | 37 | 63 |
| 5. I was satisfied with the podcasting experience | 61 | 39 |
| 6. Overall, I would rate the podcasting experience as positive | 61 | 39 |

1. Listening to the podcast after the lecture enabled me to understand the topic better

2. I believe that including podcasts along with lectures in the course curriculum will help me perform better in my exams

3. I might not use podcasts because they are too time consuming

4. I find the podcasts useful because it will enable me to listen to the lectures repeatedly and at my own convenience

5. Listening to podcasts alone is not a good form of learning

6. I would like didactic lectures to be supplemented with podcasts in the course curriculum

7. Podcasts are not a convenient form of learning as I might face some technical difficulties in using them

8. Supplementing podcasts with didactic lectures is absolutely necessary to understand difficult topics in Physiology

9. Didactic lectures alone will be sufficient without Podcast in the course curriculum

10. As audio podcasts provide only verbal information without any diagrams and images its usefulness as a learning tool is limited



\$0

Costo

1-2 años

Tiempo estimado para su realización

∞

Colaboración necesaria

5.
Factibilidad

¡Gracias!

¿Preguntas?

Me encuentran en

- camifran@uc.cl

Y el podcast próximamente en

- <https://sites.google.com/uc.cl/pucast>





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