AETC AIDS Education & Training Center Program Southeast

Transitioning to an Online IPE Curriculum

Amy V. Blue, PhD
Associate Vice President for Interprofessional Education – UF Health
University of Florida

Session Objectives

Using an institutional case study approach:

- Describe beneficial aspects of online interprofessional education (IPE) activities
- Discuss experiences with synchronous and asynchronous online IPE activities
- Discuss strategies to enhance the *transition* to online learning activities

Take Aways

- Online is another instructional modality/environment; is “different” – not meant to be “better than”
- Recognize when and how online offers (new) advantages (and when it does not)
- Remember it will not be perfect the first time (or even second….)

March 2020……

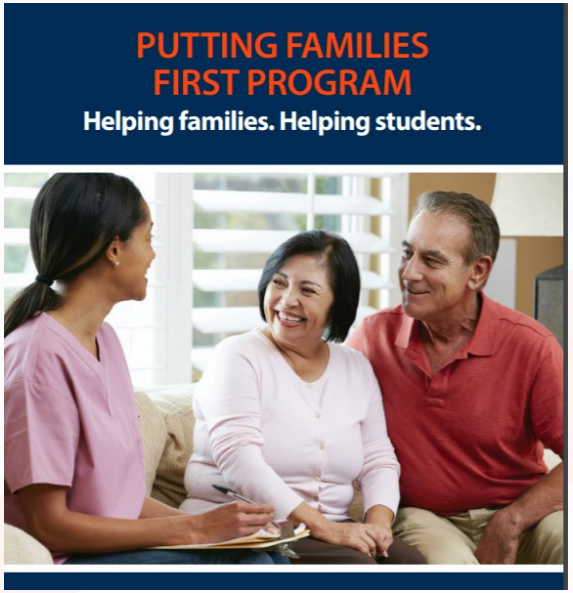
2020-2021

“Socially Distanced” = Online

- Community-based interprofessional service learning program – Putting Families First (PFF)
- Collaborative Approaches to the Opioid Crisis workshop
- Interprofessional Learning Healthcare (IPLH)

Putting Families First (PFF)

- Student teams conduct home visits and project with program community volunteers
- Small-group sessions of student teams with faculty facilitators



Volunteer Requirements:

Volunteers must:

- Live in or near Alachua County
- Be accessible by phone
- Accept students into their home four times throughout the year

UF Putting Families First 2020 - 2021

Gainesville PFF Home

Review the information in each tab to orient yourself, and then refer back to these materials to stay on track throughout the PFF experience.

Schedule | Syllabus | Home Visit | Gainesville Community Resources

- Orientation
- Module 1 - September
- Module 2 - October
- Module 3 - November
- Module 4 - January
- Module 5 - February
- Module 6 - April

Social Determinants of Health

January

LEARNING OBJECTIVES

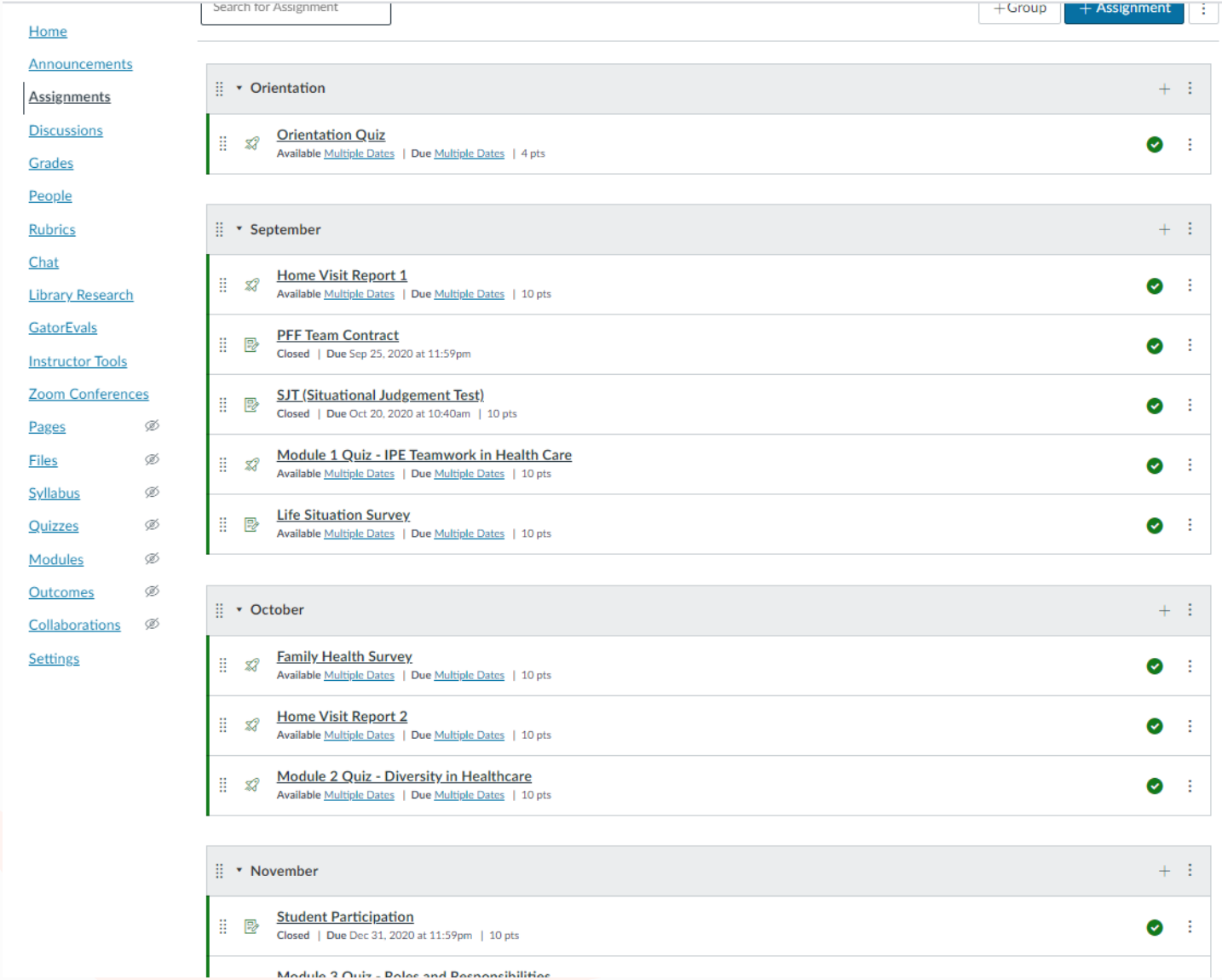
Upon completion of this module, you should be able to:

1. Describe social determinants of health
2. Describe racist policies and health inequities
3. Evaluate how social determinants of health and racial inequities influence PFF families
4. Define health literacy
5. Appraise the level of health literacy associated with the team's PFF patient
6. Describe how health interventions must be adapted to meet the health literacy and SDOH of patients
7. Prepare for the third home visit
8. Work on health improvement projects for PFF families

CLASS ACTIVITIES

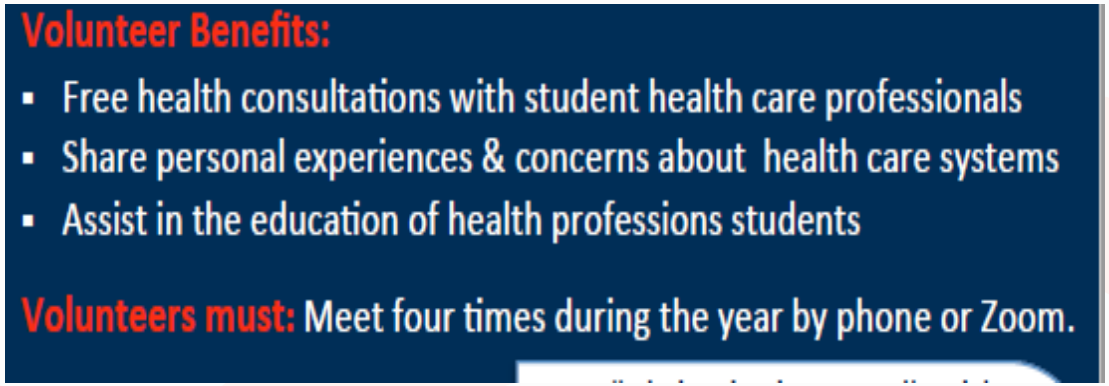
☑ Before Class ☑ In Class ☑ After Class

- Watch: Health Literacy - Best Practices in Patient Education
- Watch: Unnatural Causes - In Sickness and in Wealth
  - Video transcript
- Read:
  - A Proposed Health Literate Care Model
  - Structural Racism and Health Inequities in the USA: Evidence and Interventions
  - Health Literacy Infographic
  - Social Determinants of Health Coming of Age
  - CDC Social Determinants of Health Info
- Complete: Module 4 Quiz - Social Determinants of Health
- Complete Reflective Exercise based upon your CATME peer evaluation results - ***results will be available after the first of the year.***
- The grant is available to help provide funding to complete your family health improvement project. If your team is interested, review the guidelines and complete the PFF Small Grant application **by January 31, 2021.**


Search for Assignment
+ Group
+ Assignment
Home
Announcements
Assignments
Discussions
Grades
People
Rubrics
Chat
Library Research
GatorEvals
Instructor Tools
Zoom Conferences
Pages
Files
Syllabus
Quizzes
Modules
Outcomes
Collaborations
Settings
Orientation
Orientation Quiz
Available Multiple Dates | Due Multiple Dates | 4 pts
September
Home Visit Report 1
Available Multiple Dates | Due Multiple Dates | 10 pts
PFF Team Contract
Closed | Due Sep 25, 2020 at 11:59pm
SJT (Situational Judgement Test)
Closed | Due Oct 20, 2020 at 10:40am | 10 pts
Module 1 Quiz - IPE Teamwork in Health Care
Available Multiple Dates | Due Multiple Dates | 10 pts
Life Situation Survey
Available Multiple Dates | Due Multiple Dates | 10 pts
October
Family Health Survey
Available Multiple Dates | Due Multiple Dates | 10 pts
Home Visit Report 2
Available Multiple Dates | Due Multiple Dates | 10 pts
Module 2 Quiz - Diversity in Healthcare
Available Multiple Dates | Due Multiple Dates | 10 pts
November
Student Participation
Closed | Due Dec 31, 2020 at 11:59pm | 10 pts

Putting Families First – Home Visit Solution

- Zoom - online or phone
  - Expand geographic area for volunteer recruitment
  - Volunteers not worried about someone visiting home
  - Safety and driving not an issue for students
  - Initial experience using technology to interact with a "patient"



Putting Families First – In Class Session Solution

- Zoom synchronous “in-class” sessions
  - Use of break-out rooms for teams to engage in classroom activities
  - No one needs to travel to classrooms across campus

Facilitator Guide

ACTIVITY 1: POVERTY SIMULATION GAME "SPENT" (10:40 am – 11:40 am)

The purposes of this activity are for students to:

- Recognize how poverty and associated social determinants of health influences individuals.

Facilitator Instructions with Breakout Rooms

1. **Important Step: Enable screen sharing capabilities for all students before sending to breakout room.** "Click on the up arrow near the Share Screen button in your meeting control bar. Click Advanced Sharing Options. Click All Participants. Your participants may now share the content from their screen." After the activity, you may change permission as needed.
2. Students will gather in their PFF teams through Zoom breakout rooms.
3. Ask one student in each team to access online the game SPENT - www.playspent.org. That student will share their screen with the team.
4. In their team, students are to play this game and take brief notes on the decisions they make as a team. (Information about the game is below.)
5. Teams have up to 25 minutes to complete the game. (Providing a time limit will force teams to make decisions in a timely manner.) Teams should take notes on their decisions made to share during the large group debriefing of the game.
6. Please inform students that at the end of the game, there is a request to make a donation. Students are not required to make any donation. Use of this game is for educational purposes only.
7. Ask each team to report on its experience with the game, including how much money they had left at the end of the month or how many days they were able to survive on their budget. Ask teams about the situations they faced, the decisions they made and the results of those decisions. This discussion should last no more than 30 minutes.

Facilitator Instructions without Breakout Rooms

1. Each student in your class should individually access the online game SPENT at www.playspent.org.
2. Each student is to play this game and take brief notes on the decisions they make to share with the entire group at the end of the activity. (Information about the game is below.)
3. Instruct the students that they have up to 20 minutes to complete the game. (Providing a time limit will force the student to make decisions in a timely manner.)

Putting Families Frist - Lessons

- Learning experience for students is different – but they are learning!
- Given numbers of learners and faculty, assistance from university IT was essential for in-class sessions
- Online provided new ways of doing things
  - Created efficiency for faculty and students
  - Established an online informed consent process for volunteers now

Collaborative Approaches to Opioid Crisis

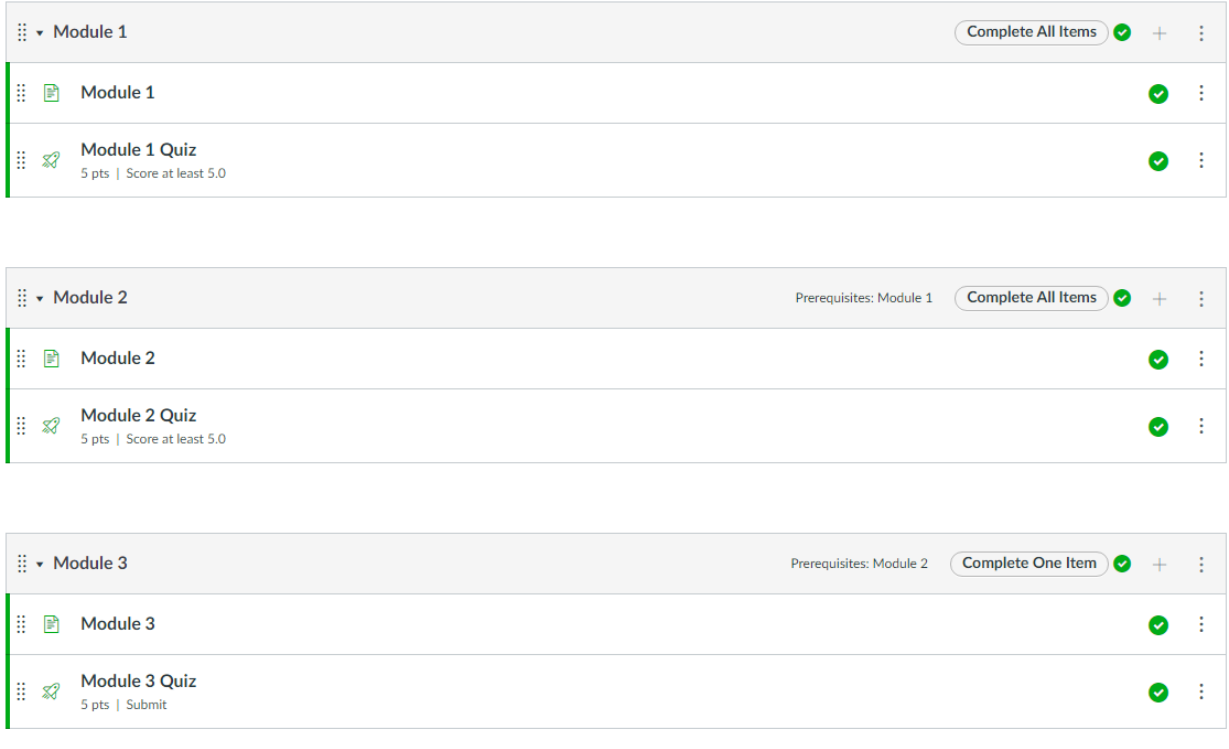
- Single, stand alone, in-person activity – small groups in a large room with faculty facilitators
- No online presence

Opioid Crisis Workshop - Solutions

- Create an online asynchronous activity for one week

Opioid Crisis Workshop - Solutions

- Self-paced with a partner and team interaction required



Module 6

Interprofessional Collaboration

How do health care professionals work together to help individuals suspected of misusing substances? Was such collaboration helpful to Dottie? In this module you will learn from UF Health health care professionals about their approaches. You will also hear from Dottie's story - from her! Finally, you will work with your group to consider how in the future, you will work interprofessionally to alleviate the opioid crisis.

OBJECTIVES

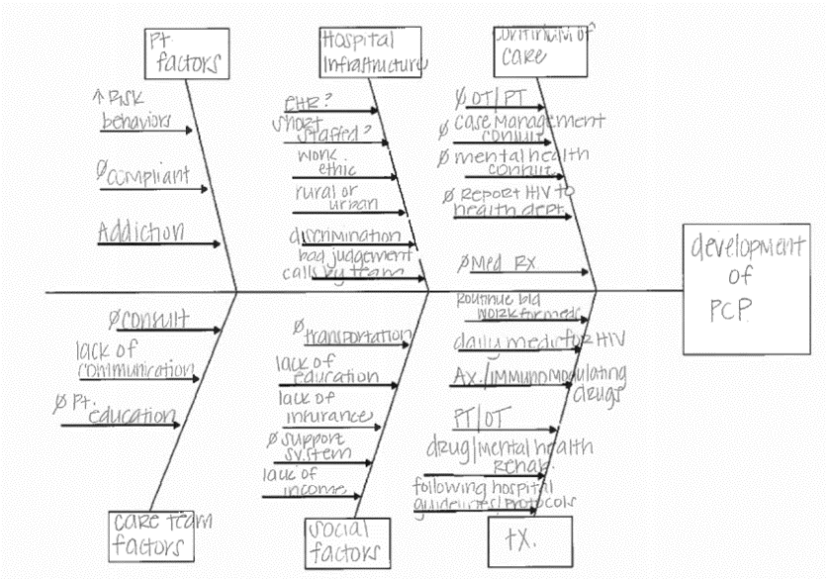
1. Discuss the need for individual professions and interprofessional contributions to alleviating the opioid crisis.

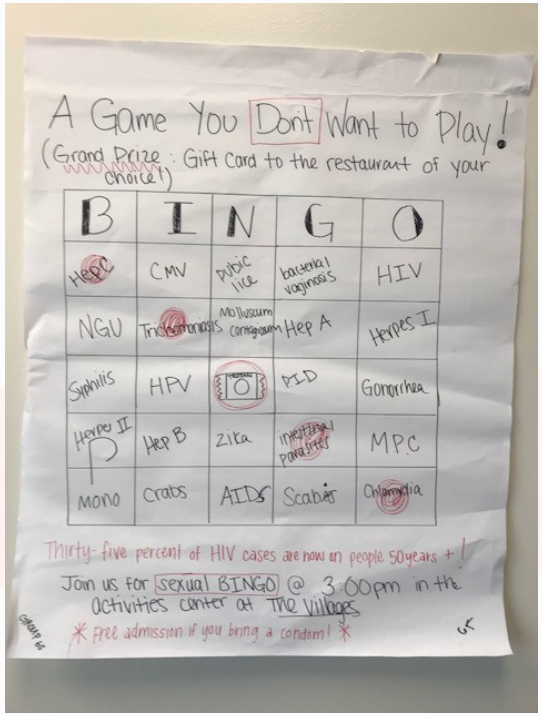
Opioid Crisis Workshop – Lessons

- Work with an instructional designer was valuable
  - Figuring out how to best reconfigure the workshop components
  - Thinking through how to facilitate IP interaction
- Different is different – students did learn
- Online can capture new ways of learner assessment
- Now have “endurable products”
- Pilot and revise; keep what is best about online

Interprofessional Learning Healthcare (IPLH)

- 3 in person sessions
- Small groups in a large room with a faculty facilitator



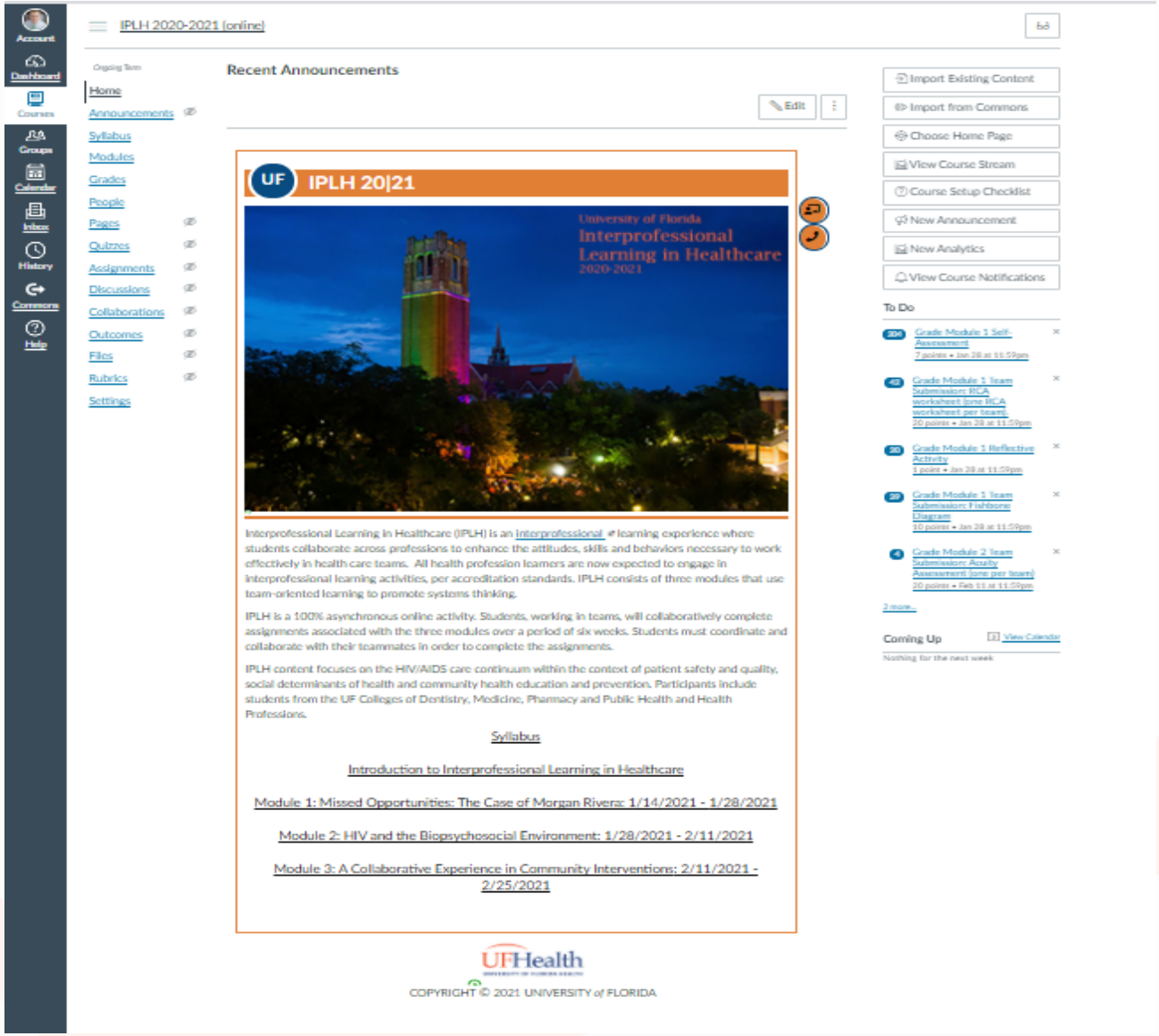


Interprofessional Learning Healthcare - Solutions

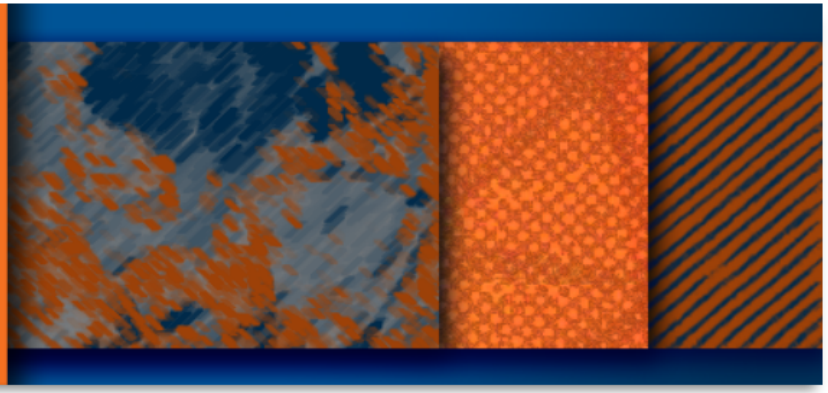
- “Sessions” would be asynchronous modules over two weeks
- All occur in same semester – and similar in time to when normally would take place

Interprofessional Learning Healthcare - Solutions

- Modify and scale up an existing online version for the campus students
- Role of facilitators different – more for feedback on group work


Account
Dashboard
Courses
Groups
Calendar
Inbox
History
Commons
Help
IPLH 2020-2021 (online)
68
Ongoing Term
Home
Announcements
Syllabus
Modules
Grades
People
Pages
Quizzes
Assignments
Discussions
Collaborations
Outcomes
Files
Rubrics
Settings
Recent Announcements
Edit
UF IPLH 20|21
University of Florida
Interprofessional
Learning in Healthcare
2020-2021
Interprofessional Learning in Healthcare (IPLH) is an Interprofessional learning experience where students collaborate across professions to enhance the attitudes, skills and behaviors necessary to work effectively in health care teams. All health profession learners are now expected to engage in interprofessional learning activities, per accreditation standards. IPLH consists of three modules that use team-oriented learning to promote systems thinking.
IPLH is a 100% asynchronous online activity. Students, working in teams, will collaboratively complete assignments associated with the three modules over a period of six weeks. Students must coordinate and collaborate with their teammates in order to complete the assignments.
IPLH content focuses on the HIV/AIDS care continuum within the context of patient safety and quality, social determinants of health and community health education and prevention. Participants include students from the UF Colleges of Dentistry, Medicine, Pharmacy and Public Health and Health Professions.
Syllabus
Introduction to Interprofessional Learning in Healthcare
Module 1: Missed Opportunities: The Case of Morgan Rivera: 1/14/2021 - 1/28/2021
Module 2: HIV and the Biopsychosocial Environment: 1/28/2021 - 2/11/2021
Module 3: A Collaborative Experience in Community Interventions: 2/11/2021 - 2/25/2021
UFHealth
COPYRIGHT © 2021 UNIVERSITY of FLORIDA
Import Existing Content
Import from Commons
Choose Home Page
View Course Stream
Course Setup Checklist
New Announcement
New Analytics
View Course Notifications
To Do
Grade Module 1 Self-Assessment
7 points • Jan 28 at 11:59pm
Grade Module 1 Team Submission: RCA worksheet (one RCA worksheet per team)
20 points • Jan 28 at 11:59pm
Grade Module 1 Reflective Activity
1 point • Jan 28 at 11:59pm
Grade Module 1 Team Submission: Fishbone Diagram
10 points • Jan 28 at 11:59pm
Grade Module 2 Team Submission: Acuity Assessment (one per team)
20 points • Feb 11 at 11:59pm
2 more...
Coming Up
View Calendar
Nothing for the next week

Module 1



Missed Opportunities – The Case of Morgan Rivera

Objectives

Contemporary healthcare is delivered in interprofessional teams. The purpose of this experience is to allow you to work together as an interprofessional team to make decisions about complex problems related to healthcare. For this module the learning objectives include:

- Given a problem scenario, individuals will collaborate as an interdisciplinary team to identify and examine causes that contributed to the etiology of medical error;
- Teams will collaborate to analyze, evaluate and report risks to patient safety within a specific scenario;
- Teams will collaboratively appraise and justify approaches to preventing systemic errors associated with a specific scenario.

You can use the hyperlinks or the 'next' and 'previous' buttons to navigate through the modules.

Module 1: Thursday, January 14 - Thursday, January 28

Module 1 consists of the following tasks that must be completed by Thursday, January 28.

1. Complete preliminary assignments.
2. Complete brief self-assessment.
3. Connect with your team (who is on my team? Link here are search by your name).
4. Team assignment
5. Coordinate as team to assess the activity, develop work plan, and manage timeline for completion.
6. Reflect individually on activity, process, and team development.

Module 1 self-assessment and team submissions are due on January 28.

Interprofessional Learning Healthcare Lessons

- Previous experience with smaller group of learners very important
  - Learned that 1 week to complete team activity not sufficient
- Value of an easy to navigate and simple course site
- New ways to capture learner activity and assessment – student projects easily captured in LMS and reflective statements

Common Online Advantages

- Can streamline; create some efficiencies and flexibility
- Content “products” created and can be re-used
- Student work and interactions captured; different types of assessments
- Different learning skill sets applied by students

Common Strategy Themes

- Use IT and instructional design assistance
- Think through how activity *promotes interprofessional competency development*
- Provide learners sufficient time when asynchronous –this will be one demand upon other time demands
- Provide clear navigation of learning management system and clear instructions of learning activities
- Involve visibly academic programs' faculty in activity – facilitating, messages to students, etc.

Summary

- Online environment is different – not meant to be “better than”
- Recognize when it provides advantages and when it does not
- Remember it will not be perfect the first time (or even second….)

Resources

- Anderson OS, et al. An asynchronous, interprofessional teams and teamwork experience for the first-exposure learner. JIEP. 2019; 14(March):47-52. https://doi.org/10.1016/j.xjep.2018.11.006
- Smith L, Ascione FJ, Ruffolo MC. Large-Scale Asynchronous Online Interprofessional Learning Experience. J Allied Health. Winter 2019;48(4):e123-e130.
- McCuthceon LRM et al, Interprofessional education and distance education: a review and appraisal of the current literature. Curr Pharm Teach Learn. 2017 July;9(4):729-736
- Karpa K. Tips for converting interprofessional education sessions from in-person to remote synchronous formats for experiential learning. JIEP. March 2021: https://doi.org/10.1016/j.xjep.2020.100408
- Khalili H. Online interprofessional education during and post the COVID-19 pandemic: a commentary. JIC. Volume 34, 2020 - Issue 5: COVID-19: Interprofessional Considerations

Thank you!