Interprofessional Health Sciences Faculty and Student Co-Development of a Facilitated Online Interprofessional Education (IPE) Activity using Video Simulations

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BACKGROUND/ RESEARCH QUESTIONS

- Health sciences students are required to complete an online self-directed COVID-19 curriculum prior to participating in clinical rotations. Student feedback on this curriculum recommended learning activities to enhance student engagement recognizing the complexities of COVID (particularly long COVID) require a team approach.
- Faculty from Nursing, Occupational Therapy, Pharmacy, Physical Therapy, and Physician Assistant programs co-developed a facilitated online IPE activity using video simulations while engaging health sciences students in the development & review process.

GOAL AND PURPOSE

- The goals of this initiative are to 1. promote student engagement, 2. enhance interprofessional collaborative competencies by extending the COVID curriculum with an interprofessional simulation of a long COVID patient case, and 3. engage students to collaborate and co-create a patient-centered discharge/follow-up plan for a patient recovering from long COVID, considering complexities of care in the community, virtual care competencies, and social determinants of health.
- We anticipated a positive impact on students' learning experience and in their ability to apply knowledge and skills in preparation for clinical placements.

METHODOLOGY & METHODS

- Faculty and students co-developed a long-COVID-19 patient case, including three video vignettes (i.e., hospital, pre-discharge team meeting, and home visit).
- Standardized patients played the roles of patient and daughter.
- Students and faculty represented an interprofessional team.
- Students participated in all aspects of project development and were invited to share feedback prior to finalizing the learning activity and submitting for approval as an IPE learning activity.

DESCRIPTION OF LEARNING ACTIVITY

- The students were divided into smaller groups of 6-8 students with multi-professional representation.
- Students watched the 3 video vignettes together and paused between sections for faculty-facilitated semi-structured discussions related to the learning objectives.
- Students co-developed a patient-centered discharge/follow-up plan using a care plan template after video 2 and revised the care plan after video 3.

RESULTS

- The learning activity was approved as an IPE elective within the UofT IPE curriculum by the Centre for Collaborative Healthcare & Education.
- The learning activity has been delivered twice (62, 34 students).
- Students were invited to evaluate the learning activity using a 5-point Likert scale and open-ended questions to inform future iterations.

4.14	4.0	4.33
Met the learning objectives	Good mix of info and learning activities	Fostered mutual respect among HCP

- Student feedback was overall positive and provided constructive feedback that was incorporated into the second iteration.

Most influential:

"how important it is for healthcare professionals to collaborate and understand each other's roles to provide the best care for the patient"

"I learned about some of the resources available outside of the hospital and who would refer and provide them"

Most useful:

"Creating the collaborative care plan for the patient, because we were able to think of ways to improve the condition of a patient"

Suggestions for improvement:

"More time for interactive activity/to complete document"

CONCLUSIONS & CURIOSITIES

- Engaging faculty and students led to the development of an interprofessional learning activity to facilitate student learning in a rapidly evolving clinical area during the pandemic.
- Engaging students in every aspect of the development of the learning activity (e.g., learning objective and case development, case review, as health professional actors, video shooting, and development of the facilitator manual) enriched the learning activity and was rewarding for both students and faculty.

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