

Remote Interprofessional Platform for Learning and Education (RIPPLE)

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Abstract

- The WHSC Interprofessional Workgroup (IPE) workgroup developed an innovative longitudinal virtual curriculum in 2021-2022 called “Remote Interprofessional Platform for Learning and Education (RIPPLE)”.
- The project was designed to:
 - Assess the effectiveness of the new virtual curriculum in teaching core competencies of Interprofessional Education & Collaborative Practices (IPECP).
 - Evaluate student attitudes regarding virtually delivered curriculum using pre & post Nebraska IPE attitude scale (NIPEAS).

Background & Purpose

- At Emory, IPE was established in 2008 (ITTD Day Event) and currently includes ~ 1200 first year health professions students from WHSC schools. Traditionally, IPE programs required in-person sessions based on the four core competencies of IPECP, which include Roles & Responsibilities, Value & Ethics, Team Work, and Interprofessional Communication to optimize patient care and improve health outcomes.
- Given the disruptions caused by Covid19 pandemic and complexities of students and facilitator schedule across WHSC schools and need for a longitudinal format created a unique opportunity and need for an innovative curriculum.
- Prior student and facilitator feedback collectively requested for a longitudinal format with additional sessions to enhance flexibility and quality of the content delivered.
- The literature lacked evidence on students attitudes and quality of virtually delivered IPE curricula.

Methods

- A novel virtual curriculum was implemented which consisted of one large group introductory session (ITTD Day Event) followed by 4 more facilitator-led small group sessions throughout the first year of student training at Emory.
- The four core IPEC competencies were woven into the learning objectives of each session. The introductory session was preceded by a mandatory online learning modules and included a lecture and panel discussion on a Sickle Cell disease case followed by a small group session led by a pair of faculty facilitators. Four additional facilitator-led small group sessions were developed and implemented over the following 4 months (Jan-April, 2022). Each of these sessions included advance assignments with further discussion, reflection, and role-play activities during each meeting. We expected students to meet independent of the facilitated sessions to accomplish their assignments.

Session	IPEC Competencies	Assignments	Session Activities
Pre-course		IPE Module & Pre-NIPEAS	
Large Group ITTD Session	Ethics/values Roles & Responsibilities		Intro Lecture & Panel Discussion
Small Group # 1	Ethics/values Roles & Responsibilities		Intro/Ice breaker Reflect on NIPEAS Intro to Opioid Case
Small Group # 2	Communication	Review SBAR Video Review Opioid Case	Discuss Opiate case SBAR role plays Discuss communication strategies
Small Group #3	Teamwork	Reflective writing on mutual respect Review COVID questions	Reflective writing Discuss Covid case
Small Group #4	Roles/Responsibilities Teamwork	Discharge plan developed by the group	D/C planning case Discussion & advanced communication
Small Group #5	Leadership (incorporates all 4 IPEC competency groups)	Reflective writing on teams/leadership focused on race/health disparities	Leadership module Facilitated debrief of reflections Post NIPEAS course survey

Conclusion & Future Directions

- The project will evaluate the feasibility and effectiveness of this curriculum by:
 - Administering post program student and facilitator survey created specifically to evaluate program content.
 - To assess students’ attitudes regarding the curricula using validated Nebraska IPE Attitude Scale (NIPEAS).
- We learned about the process of conducting these sessions in a virtual format given complexities of schedules. The format provided more flexibility to students to change their groups’ session in case of non-availability without missing a session. We could record and monitor attendance electronically in a single database.
- We also learned that more hands-on training is required for appropriate use of virtual format functionality and addition of an in-person session to the curriculum will provide more opportunities for interactive dialogue, team work and collaboration.
- In future, we intend to implement these changes by creating a hybrid IPE curriculum (virtual + in-person) with student assignments focused on collaborative decision making process within **teams** to establish patient-centered goals.

References

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