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 (IPEC).
  - Evaluate student attitudes regarding virtually delivered curriculum using pre & post Nebraska IPE attitude scale (NIPEAS).

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.

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 an 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.

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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 IPEC, 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.

References