

Using an e-Learning Course to Enhance Student Patient Care Competency Within Interprofessional Settings

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Using an e-Learning Course to Enhance Student Patient Care Competency Within Interprofessional Settings

Learning Objectives:

This session will prepare participants to:

1. Describe the design and evaluation of an e-Learning module on interprofessional care of people with multiple chronic conditions
2. Discuss the evaluation findings of the Interprofessional Care of People with Multiple Chronic Conditions eLearning module.
3. Access and adopt the Interprofessional Care of People with Multimedia Chronic Conditions within their own nursing curriculum.

Using an e-Learning Course to Enhance Student Patient Care Competency Within Interprofessional Settings

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The Interprofessional Care of People with Multiple Chronic Conditions eLearning Course

- Uses the ***Chronic Care Model*** (Wagner, et al, 2001) and ***Interprofessional Education Collaborative*** (IPEC) competencies (IPEC Expert Panel, 2011) as a framework
- Includes principles of interprofessional collaborative practice and conflict resolution
- Set in a primary care practice
- Focuses on patient and family centered care
- Emphasizes the value of community support services and social determinants of health
- Provides strategies to enhance patient self-management support and shared decision-making

The Interprofessional Care of People with Multiple Chronic Conditions eLearning Course



The screenshot shows the homepage of the eLearning course. At the top, there is a banner with the GW Nursing logo on the left and a collage of healthcare professionals on the right. Below the banner is a navigation bar with 'HOME' and 'COURSE CATALOG' links. The main content area includes a welcome message, a list of steps to get started, and a login section. The login section has fields for 'Username' (with placeholder 'yournamehere') and 'Password (case-sensitive)' (with masked characters), a 'Login' button, and links for 'register here' and 'I forgot my password'.

GW Nursing

Interprofessional Care of People with Multiple Chronic Conditions

[HOME](#) [COURSE CATALOG](#)

You are not logged in.
Language: [English](#)

The Interprofessional Care for People with Multiple Chronic Conditions modules will prepare you to work in interprofessional teams to foster self-management by patients with multiple chronic conditions through the application of proven coaching strategies.

To get started:

1. Create a new account and login.
2. Choose Course Catalog.
3. Click the Interprofessional Care of People with Multiple Chronic Conditions link.
4. Click Enroll.
5. Click My Account.
6. Click View Course button in the View column on the far right.
7. Click the Launch Lesson button in the Action column on the far right.

When you have completed all of the modules, click the My Account link. You will see a link beneath the calendar to print or save your completion certificate as a .pdf.

For technical questions/issues, please contact Laurie Posey (posey@gwu.edu).

Username:

Password (case-sensitive):

[Login](#)

To create an account, [register here](#).

[I forgot my password](#).

- Open access – available at ipcmcc.gwnursing.org

Module 1: Overview

Interprofessional Care of People with Multiple Chronic Conditions: An Overview

Changing to this New Model Involves Many Challenges

Patients provide critical perspective from the user viewpoint.

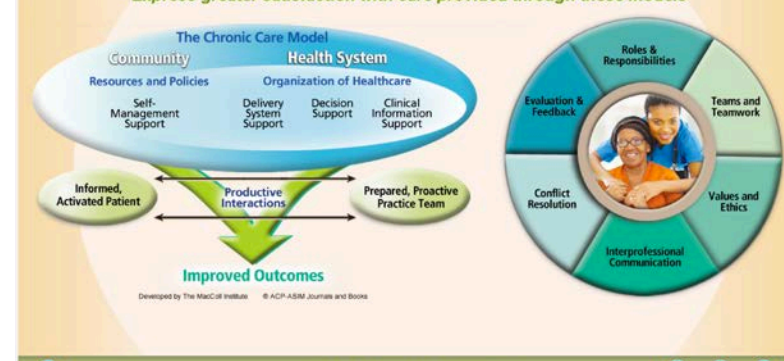


Click on the forward arrow to continue.

Interprofessional Care of People with Multiple Chronic Conditions: An Overview

Impacts of the Chronic Care Model and Interprofessional Care

Express greater satisfaction with care provided through these models



Developed by The MacCall Institute © ACP-ASIM Journals and Books

Click on the forward arrow to continue.

Interprofessional Care of People with Multiple Chronic Conditions: An Overview

Interprofessional Teamwork: Conflict Resolution

STOP AND THINK

Reflect on an episode in which there was conflict between the values of health care providers, or between providers and patients. How could these conflicts be minimized or best addressed when they occur?



Click on the forward arrow to continue.

Interprofessional Care of People with Multiple Chronic Conditions: An Overview

Interprofessional Teamwork: Conflict Resolution

Incongruent values between different members of the healthcare team

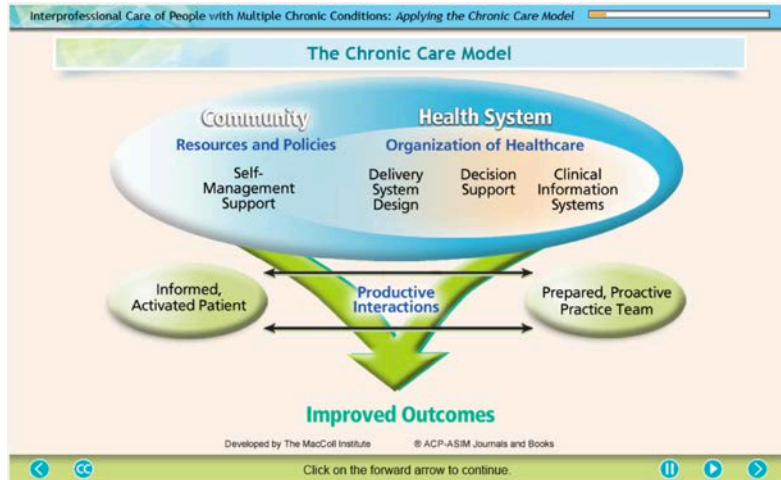
The most important thing is to: manage these conflicts in a positive way which will contribute to overall team success.



Click on the forward arrow to continue.

- Provides an overview of the Chronic Care Model and interprofessional practice competencies as a foundation for later modules.
- “Stop and Think” questions prompt reflection (here and in other modules).

Module 2: Applying the Chronic Care Model



Interprofessional Care of People with Multiple Chronic Conditions: Applying the Chronic Care Model

Public Policy Impacts Patient Care

STOP AND THINK

Should more innovative care models be supported by traditional fee for service reimbursement?

- Providing patients access to electronic health care library resources?
- Responding to patient questions and concerns by text or email?
- Group teaching appointments?
- Other?


Click on the forward arrow to continue.

Interprofessional Care of People with Multiple Chronic Conditions: Applying the Chronic Care Model

Review what you've learned about the Chronic Care Model.

Select the best answer.

Based on the tenants of the Chronic Care Model, what might be the best option for decision making?



A Option A: Coaching the patient to genuinely understand risks of the procedure.

B Option B: Assure the daughter that the surgeon would not recommend the procedure unless he thought Mr. Daskin would benefit.



C Option C: Use of a structured shared decision making process.

Click on the best answer to continue.

Interprofessional Care of People with Multiple Chronic Conditions: Applying the Chronic Care Model

Review what you've learned about applying the Chronic Care Model.

Select the best answer.



Yes. This is the best choice.

A shared decision making process will assure that Mr. Daskin and his family receive objective information about the risks and benefits of surgery in this difficult situation and it leaves the final decision to them.

Continue

Click on the forward arrow to continue.

- Takes a detailed look at the Chronic Care Model, with an emphasis on patient and family-centered care.
- Learners apply theoretical knowledge through real-world, scenario-based questions (here and in other modules).

Module 3: Empowering Patients for Self-Management of Chronic Conditions

Interprofessional Care of People with Multiple Chronic Conditions: Empowering Patients for Self-Management of Chronic Conditions

Self-Management Requires New Skills

Improved Self-Management Skills



Self-Efficacy

Facilitated by Skilled Providers



Patient Activation

Coach Patients toward Positive Behavior



Coaching

Select each topic to learn more.

Click on the forward arrow to continue.

Interprofessional Care of People with Multiple Chronic Conditions: Empowering Patients for Self-Management of Chronic Conditions

Motivating Adaptive Behavior: Transtheoretical Model

The Stages of Behavior Change

Precontemplative

Contemplative

Preparation (ready for change)

- Intent to action
- May express a plan of action
- May benefit from action oriented intervention

Action

Maintenance

Termination

Select each step to learn more. Then click on the forward arrow to continue.

Interprofessional Care of People with Multiple Chronic Conditions: Empowering Patients for Self-Management of Chronic Conditions

Building Self-Efficacy: An Example

```

graph TD
    A[Provide Information] --> B[I knew this would happen...]
    A --> C[Assess Patient Priorities]
    C --> D[I don't want insulin shots.]
    C --> E[I can't deal with this now.]
    B --> F{Educate patients to options. Ready to hear more?}
    D --> F
    E --> F
    F -- No --> G[Patient Not Ready]
    F -- Yes --> H[Diet Control]
    F -- Yes --> I[Exercise]
    F -- Yes --> J[Weight Loss]
    F -- Yes --> K[Glucose monitoring]
    F -- Yes --> L[Medication]
    
```

Click on the forward arrow to continue.

Interprofessional Care of People with Multiple Chronic Conditions: Empowering Patients for Self-Management of Chronic Conditions

"Ask - Tell - Ask" Communication Model



Click on the forward arrow to continue.

- Explores methods to enhance patient engagement and self-management skills, including strategies to build self-efficacy, use of patient activation measurement tools, and strategies to facilitate behavior change.

Module 4: Interprofessional Collaborative Practice



Interprofessional Care of People with Multiple Chronic Conditions: Interprofessional Collaborative Practice

Interprofessional Communication

- **Situation:** Ms. Smith has been admitted for taking an overdose of her medication.
- **Background:** She speaks English as a second language and her pill bottle instructs her to take a tablet once per day. She may have interpreted "once" as "11" given that "once" is the Spanish word for 11. However, she also has a family history of depression.
- **Assessment:** She may have misinterpreted the medication instructions. We cannot rule out intentional overdose.
- **Recommendation:** I would recommend we get an interpreter as well as consults from pharmacy, mental health, and social work.

Click on the forward arrow to continue.



Interprofessional Care of People with Multiple Chronic Conditions: Interprofessional Collaborative Practice

Review what you've learned about the Interprofessional Collaboration.

Select the best answer.

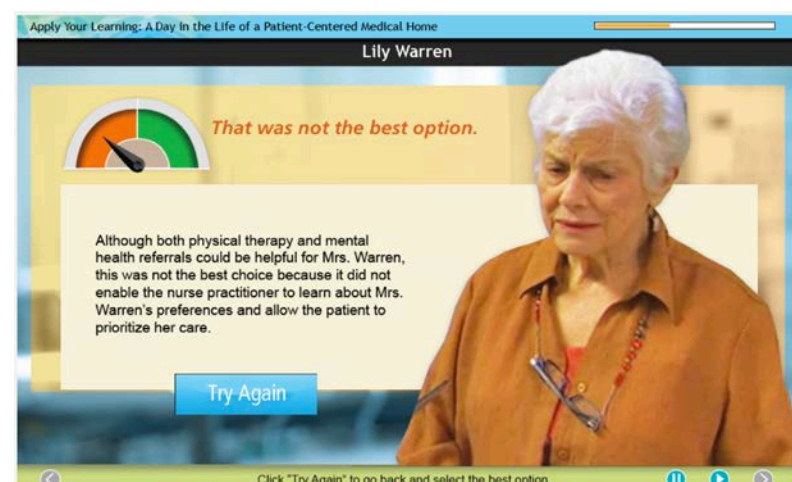
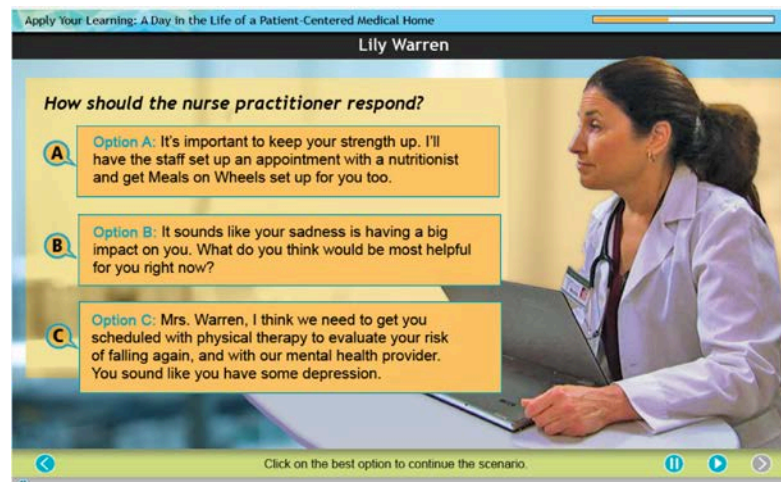
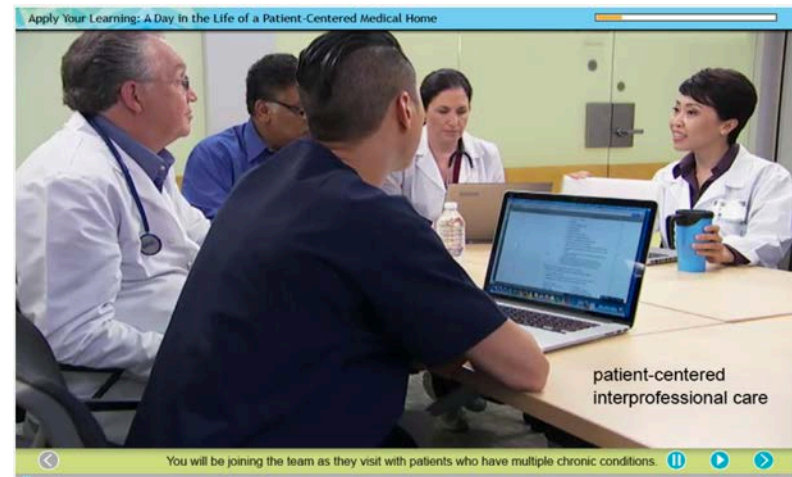
As a member of the team, how might you best respond to this situation?

- A** Option A: Suggest that the clinic administrator meet with the community health worker and physical therapist in private so the matter can be resolved.
- B** Option B: Ask the clinic administrator to provide more information about why the late arrivals are creating a problem.
- C** Option C: Ask the community health worker and the physical therapist to explain why they look frustrated.
- D** Option D: Advise the group that there is an opportunity to address a team challenge.

Click on the best answer to continue.

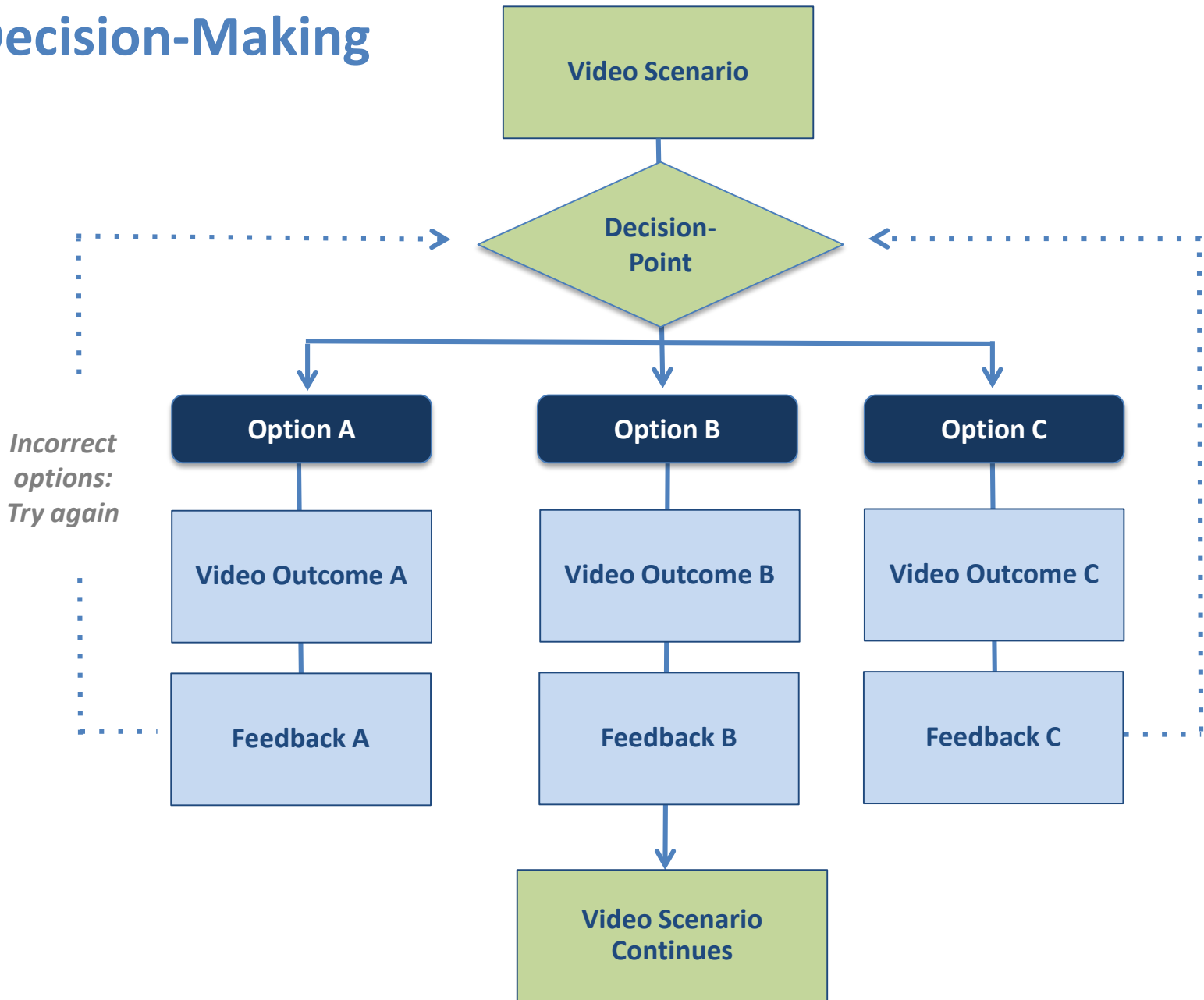
- Explores communication, teamwork and other aspects of interprofessional practice based on Interprofessional Education Collaborative (IPEC) competencies.
- Students learn the value of interprofessional practice for patients with complex chronic medical problems and in the health care system overall.

Apply Your Learning: A Day in the Life of a Patient-Centered Medical Home



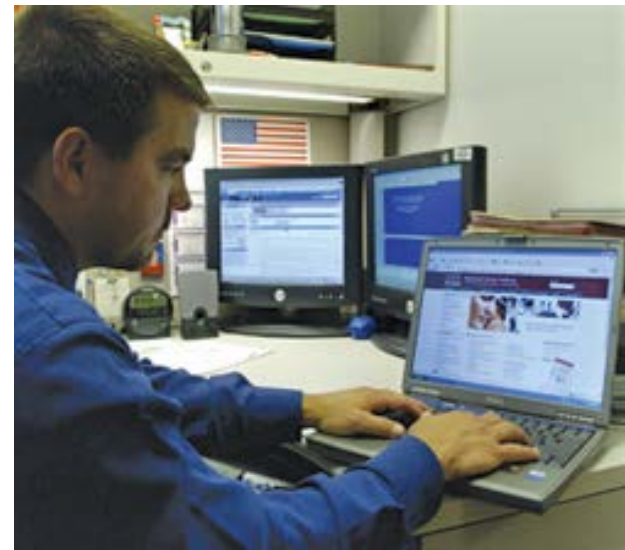
- Video vignettes feature professional actors to create realistic simulated clinical situations
- Learners practice decision making & receive immediate feedback with conditional video outcomes

Scenario-based Decision-Making



Study Aims

- To evaluate nurse practitioner students' satisfaction with the IPCMCC e-Learning module
- To evaluate the IPCMCC e-Learning module on nurse practitioner students' perceived learning



Methods

- **Setting:** The George Washington University School of Nursing
- **Sample:** 328 primary care NP students enrolled in Advanced Health Assessment (Spring 2016 and 2017)
- **Data Collection:**
 - Short-term outcomes: Pre and post test evaluation of perceived learning, satisfaction and useability.
 - Evaluation completed before and after completing the modules
 - Perceived learning measured on a 5 point Likert-type scale (1 = poor to 5= excellent)
 - Satisfaction/Useability measured on a 5 point Likert-type scale (1= strongly disagree to 5 = strongly agree)
 - Long-term outcomes: Baseline and end of program assessment with the *Readiness for Interprofessional Learning Scale*.

Findings: Table 1 - Demographic Data

Variables	Mean (SD) or freq (%)
Age in years	32.71 (7.31); range: 22-66
Gender	
• Male	33 (10.1%)
• Female	295 (89.9%)
Years as a RN	6.40 (5.16); range: 1-37
• 1 - 5 years	193 (58.8%)
• >5 years	135 (41.2%)
What area of nursing are you working in currently or just prior to entering the NP program	
• Critical Care	100 (30.5%)
• Medical/surgical	57 (17.4%)
• Outpatient/ambulatory care	22 (6.7%)
• Oncology	21 (6.4%)
• OB/GYN	16 (4.9%)
• Pediatric (include neonatal)	12 (3.7%)
• Public Health	7 (2.1%)
• Nursing homes	5 (1.5%)
• Home Health	3 (.9%)
• Other	85 (25.9%)
Have you had prior experiences working/learning together with other health professional students before entering your current nursing program?	
• Yes	267 (81.4%)
• No	61 (18.6%)

Findings: Self-Assessed Knowledge

Table 2: Nurse Practitioner students' perceived knowledge about interprofessional care of patients with chronic medical problems

	Pretest Mean (SD)	Posttest Mean (SD)	Paired t; p-value
Applying the Chronic Care Model to clinical practice	2.82 (1.03)	4.02 (0.67)	15.99; p<0.001
Coaching for patient self-management of multiple chronic conditions	3.21 (0.90)	4.02 (0.70)	11.04; p<0.001
Interprofessional collaboration skills	3.83 (0.73)	4.07 (0.70)	3.86; p<0.001

Findings: Self-Assessed Knowledge

Table 3: Nurse Practitioner students with good or excellent perceived learning

	Pre	Post
Applying the Chronic Care Model to clinical practice	25%	83.3%
Coaching for patient self-management of multiple chronic conditions	39.6%	83.8%
Interprofessional collaboration skills	72.6%	85.5%

Findings: Satisfaction/Useability of the IPCMCC e-Learning modules

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I think I will be able to directly apply what I learned in these modules to my future clinical practice.	1 (0.4%)	3 (1.3%)	17 (7.5%)	144(63.2%)	63(27.6%)
The information I learned in these modules will improve my competence in caring for people with multiple chronic illnesses.	1 (0.4%)	5 (2.2%)	17 (7.5%)	141 (61.8%)	64(28.1%)
The information I learned in these modules will improve my competence in interprofessional practice.	1 (0.4%)	4 (1.8%)	16 (7.0%)	141 (61.8%)	66(28.9%)
The information I learned in these modules will improve my competence in caring for people with multiple chronic illnesses.	1 (0.4%)	4 (1.8%)	16 (7.0%)	145 (63.6%)	62(27.2%)

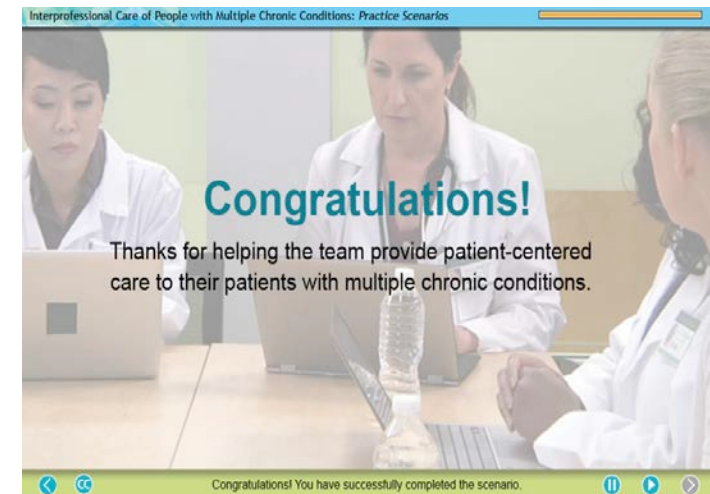
Findings: Satisfaction on IPCMCC e-learning modules

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
These modules were sound, credible and unbiased.	0	1 (0.4%)	14 (6.1%)	143 (62.7%)	70(30.7 %)
The content was presented in a way that helped me learn.	3 (1.3%)	5 (2.2%)	24 (10.5%)	129 (56.6%)	67(29.4 %)
I expect to refer to one or more of the learning modules again.	4 (1.8%)	32 (14.0%)	47 (20.6%)	108 (47.4%)	37(16.2 %)
The modules were just the right length.	5 (2.2%)	32 (14.0%)	55 (24.1%)	104 (45.6%)	32(14.0 %)

Findings: Qualitative Responses

Video scenarios were the best-liked aspect of the course.

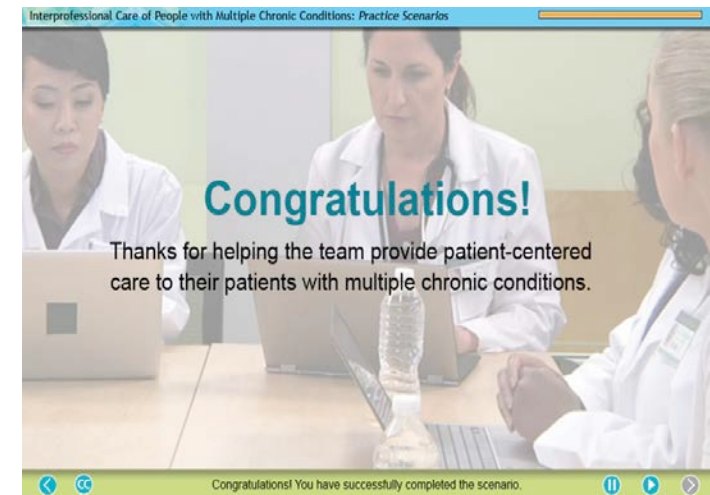
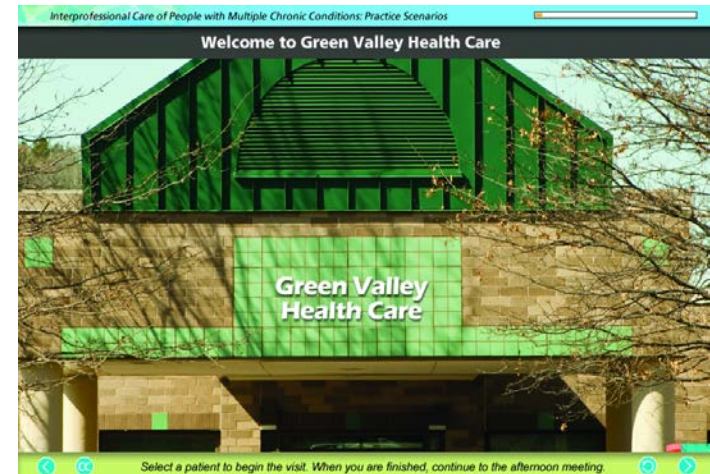
- *I liked the last learning module the best. It was nice to see video examples of health care providers coaching patients, and it was also helpful to 'sit in' on their interdisciplinary team meetings. I will take some of the communication strategies used in this video to use when coaching patients and participating in interdisciplinary team meetings.*
- *The knowledge checks at the end to ensure the learner was taking away the critical points of the module*



Findings: Qualitative Responses

Video scenarios were the best-liked aspect of the course.

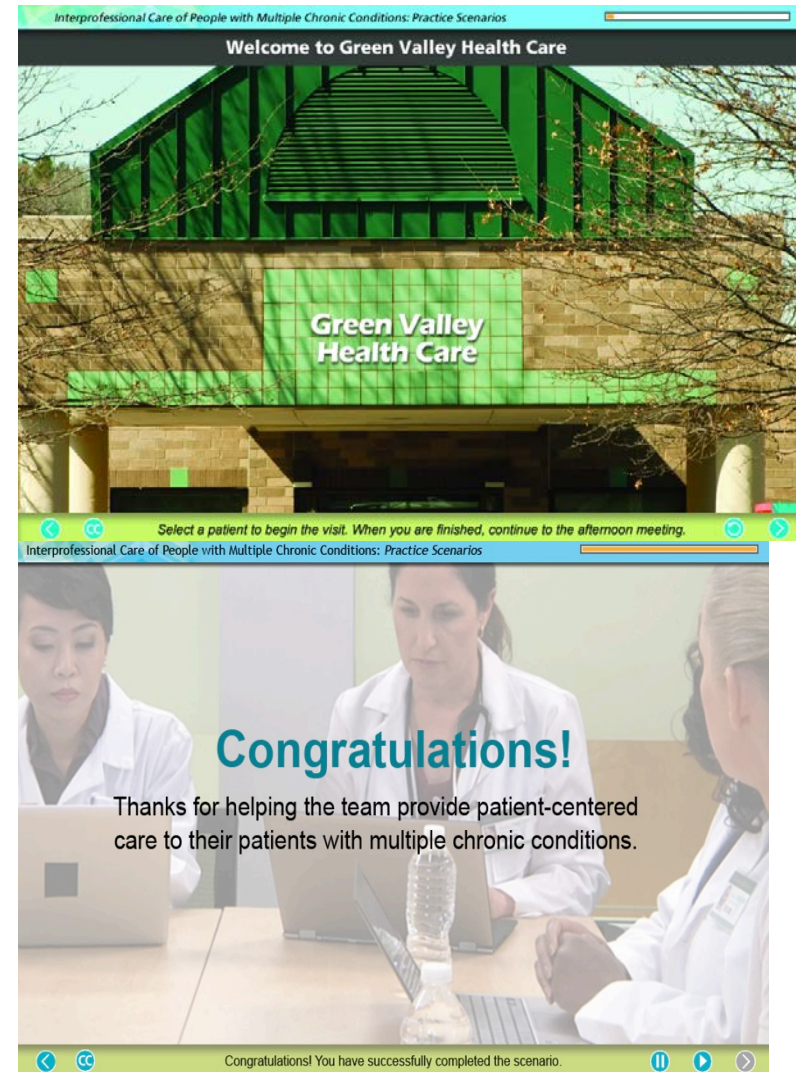
- *I liked the session where we got to "sit in" on actual patient encounters and decide conversation techniques. This was very helpful to see in person on actual scenarios.*
- *I think I learned a lot from watching the scenarios in the last module. I was able to see how each healthcare provider played an important role in the care of a patient, and how one healthcare provider is never alone in the plan of care. I think this is very beneficial for all of us, as many of us are heading into primary care. It is important to use the resources from our individual practices and work together as a team.*



Findings: Qualitative Responses

What needs improvement?

- The length and technical issues were a problem for some
 - *Super annoying with having to sit through conversations, versus being able to read... In short, it needs a lot of work to accomodate (sic) the fast-paced pattern of learning that this generation is geared toward.*



Conclusions

- Faculty can prepare NP students to care for patients with multiple chronic conditions in interprofessional settings by using this open-access, self-directed e-Learning course.
- Students found the e-Learning modules engaging and interactive, which helped their learning.
- The course may increase the ability of NP graduates to care for patients with chronic illnesses within interprofessional practice settings.

Questions?

