

Designing Blueprints for COVID-19 Clinics: How Scaffolding IPE Educational Sessions Promotes Creative Liberties Among Students in the Preclinical Years

Lauren Stippich, Katarina Stark, Chase LaRue, MEd, MS, Kelli Cole, Kelly Horton, MAT, Erica Chou, MD

Background

- A 2 year, 4-session interprofessional education (IPE) thread at MCW sought to enhance student engagement amongst numerous health professions as learners in an interprofessional field.
- Students from medicine, pharmacy, nursing, EMS, and public health are placed into small groups and experience this curriculum together.
- The COVID-19 pandemic was a disruption that forced adaptation and innovation in IPE as “Zoom fatigue” challenged student learning and interest.

Aims

- Create a 2-hour student-driven, team-based activity that allowed for interactive learning and creativity in a virtual format.
- Assess student impact and satisfaction through survey questions following completion of the session.

Methods

- Prior to the session, students were asked to reflect on one aspect of teamwork to personally focus on developing during the session.
- Student groups were then challenged to create a virtual COVID-19 vaccination clinic blueprint that focused on the roles and responsibilities needed to staff the space as well as the patient’s perspective when receiving a vaccination at the clinic.
- The online platform Allo was utilized in order to allow for simultaneous, collaborative creation between group members.
- A twist was introduced at the midpoint that challenged teams to adapt to new circumstances in real time.
- The session concluded with time for reflection, debrief, and a satisfaction survey.

Results

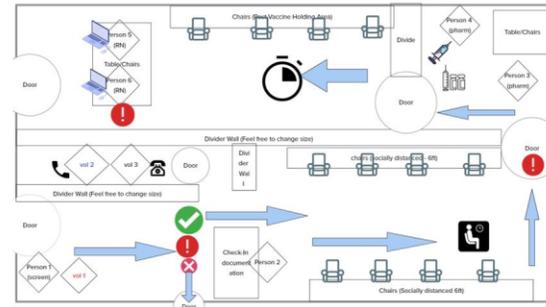


Figure 1: Example of a student-created COVID-19 vaccine clinic blueprint.

Student Self Assessment

Session Objectives

- Engage health and other professionals in shared patient centered and population focused problem-solving
- Integrate knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care
- Engage self and others to constructively manage disagreements about values, roles, goals and actions that arise among health and other professionals with patients, families, and community members

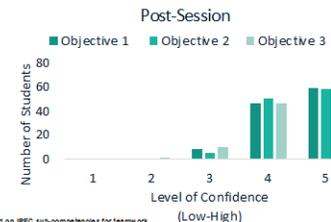
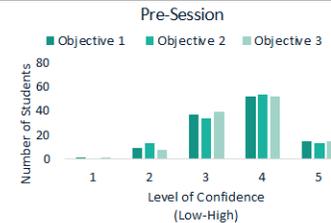


Figure 2: Self assessment retrospective pre/post survey for each of the 3 core objectives of the session, all based on IPEC sub-competencies for teamwork. Students showed significantly improved in their average level of confidence for all 3 objectives. (p < 0.05)

“I think there was a lot of great discussion that put my ideas about communication and education surrounding COVID and the COVID vaccine into perspective. I think this was the most helpful workshop because there was more time for discussion vs back-to-back activities.” - MCW Medical Student

“This workshop was better than the past workshops because it was more relevant to medicine and creativity.” - MCW Medical Student

“It was very excellently planned and executed given the circumstances of virtual learning and the pandemic.” - MCW Medical Student

Discussion

- Development of interprofessional education sessions within the limits of virtual learning can be done in a manner that promotes learner engagement and satisfaction with students expressing high rates of confidence with session objectives after participating in the session and high satisfaction with the session.
- Student satisfaction was higher than previous sessions and student feedback related the increase with the following aspects: the benefit of a virtual whiteboard space, the relevance of the topic, being challenged to come in with an intention for the session, and the student-led nature that allowed for creative liberties.

Conclusions

- By developing a session that allowed for student-driven creativity, challenged active participation in learning, and focused on a relevant, timely healthcare need, we were able to run a session in a way that promoted student engagement and adequately covered the competencies despite the limitations of online learning.

Next Steps

- Analyze longitudinal data regarding student confidence with interprofessional collaboration.
- Continue to incorporate student input into future curricular design.

Contact Us

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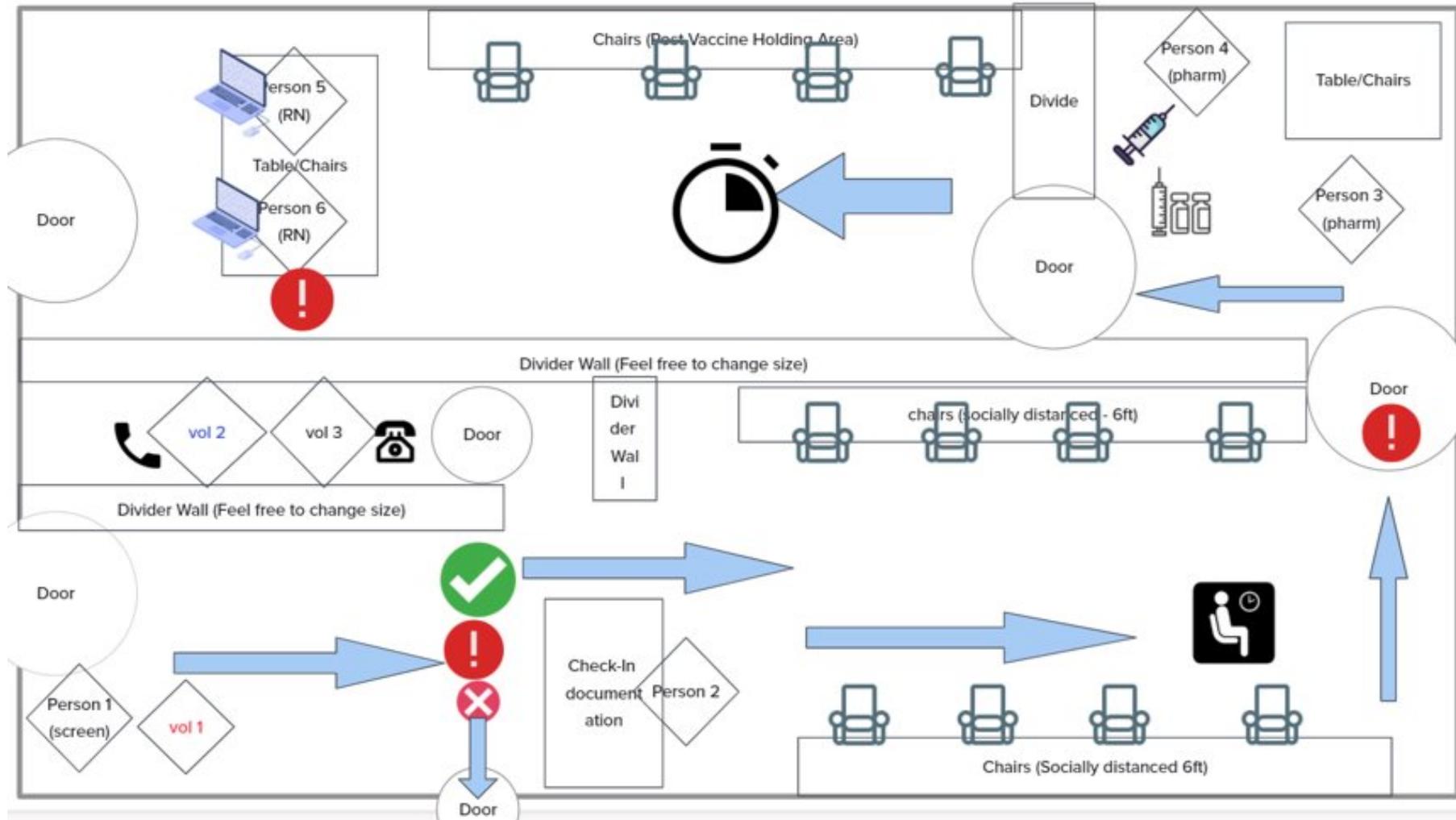


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1. Engage health and other professionals in shared patient centered and population focused problem-solving
2. Integrate knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care
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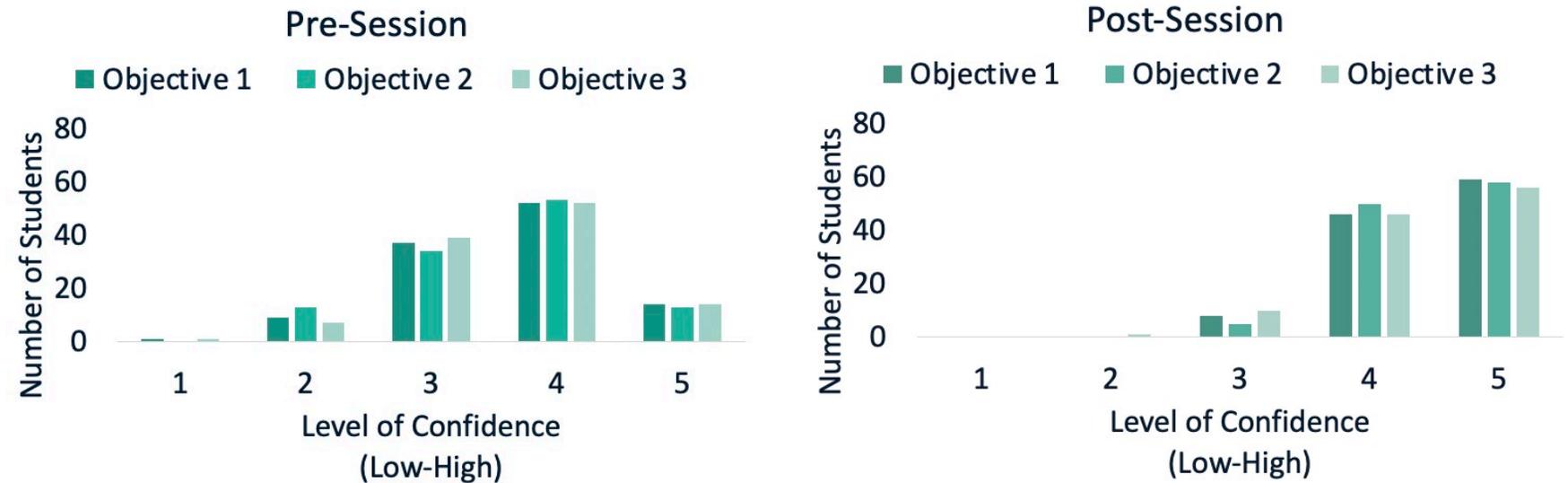


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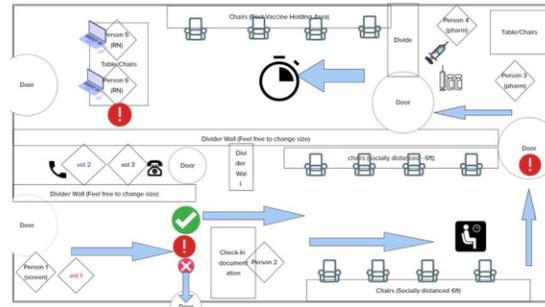


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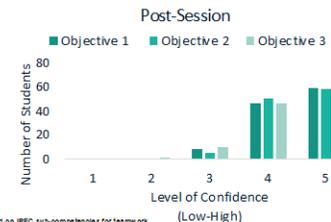
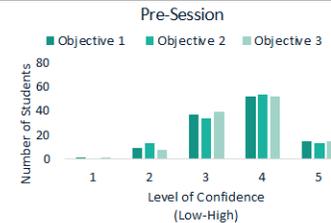


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Happy to take any questions!

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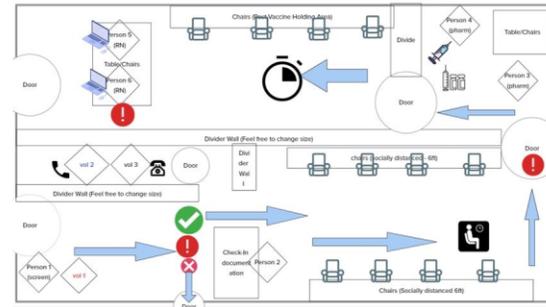


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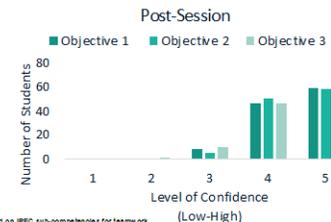
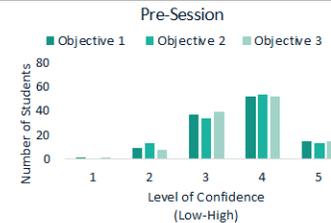


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