

The WICKED Project: Development, Implementation and Evaluation of Flexible Learning Modules to Teach Evidence Informed Health Care

Alison Greig, Shayna Rusticus, Diana Dawes, Joseph Anthony, Charlotte Beck, Martin Dawes, Alison Hoens, Maria Hubinette, Tara Klassen, Michael Lee, Ben Mortenson, Clare Newlands, & Cameron Ross

INTRODUCTION

West coast Interprofessional Clinical Knowledge Evidence Disseminator (WICKED) Project

- Despite its recognized importance, the evidence informed health care (EIHC) process is not widely used by health professional students or clinicians.
- This 3 year project seeks to develop, implement, and evaluate five online modules to teach EIHC in health professional programs.
- Year 1 involved collaboration from a team of Interprofessional educators and students from Physical Therapy (PT), Occupational Therapy (OT), Medicine and a health professions librarian to design and produce the EIHC modules.
- Year 2 involved the implementation and initial evaluation of the modules with PT and OT students and Family Practice (FP) residents.
- Year 3 will involve expansion of the modules to other health professional programs and the clinical community; and continued evaluation of the modules.

PROJECT OBJECTIVES

Year 1: Module Development

- Five interactive online virtual patient case modules to teach students and clinicians the 5 steps of EIHC.
- Online flexibility to increase engagement and reduce face-to-face class time.
- Applicable across all health professional programs.

Year 2: Implementation and Evaluation of Short-Term Outcomes

- Impact of modules on student learning.
- Student and faculty engagement and satisfaction.
- Impact on teaching and learning resources.

Year 3: Expansion and Intermediate Outcomes Evaluation

- Module expansion (e.g. other health professional program, clinicians).
- Learner skill retention and use in the longer term.
- Module improvements.
- Sustainability plan.

PROGRESS TO DATE

Five modules were developed and implemented in PT, OT and FP in 2015/16 academic year.

- 66 PT and 49 OT students completed modules 1 through 3; 4 FP residents completed all 5 modules.

A mixed methodology is being used to evaluate implementation and short-term outcomes.

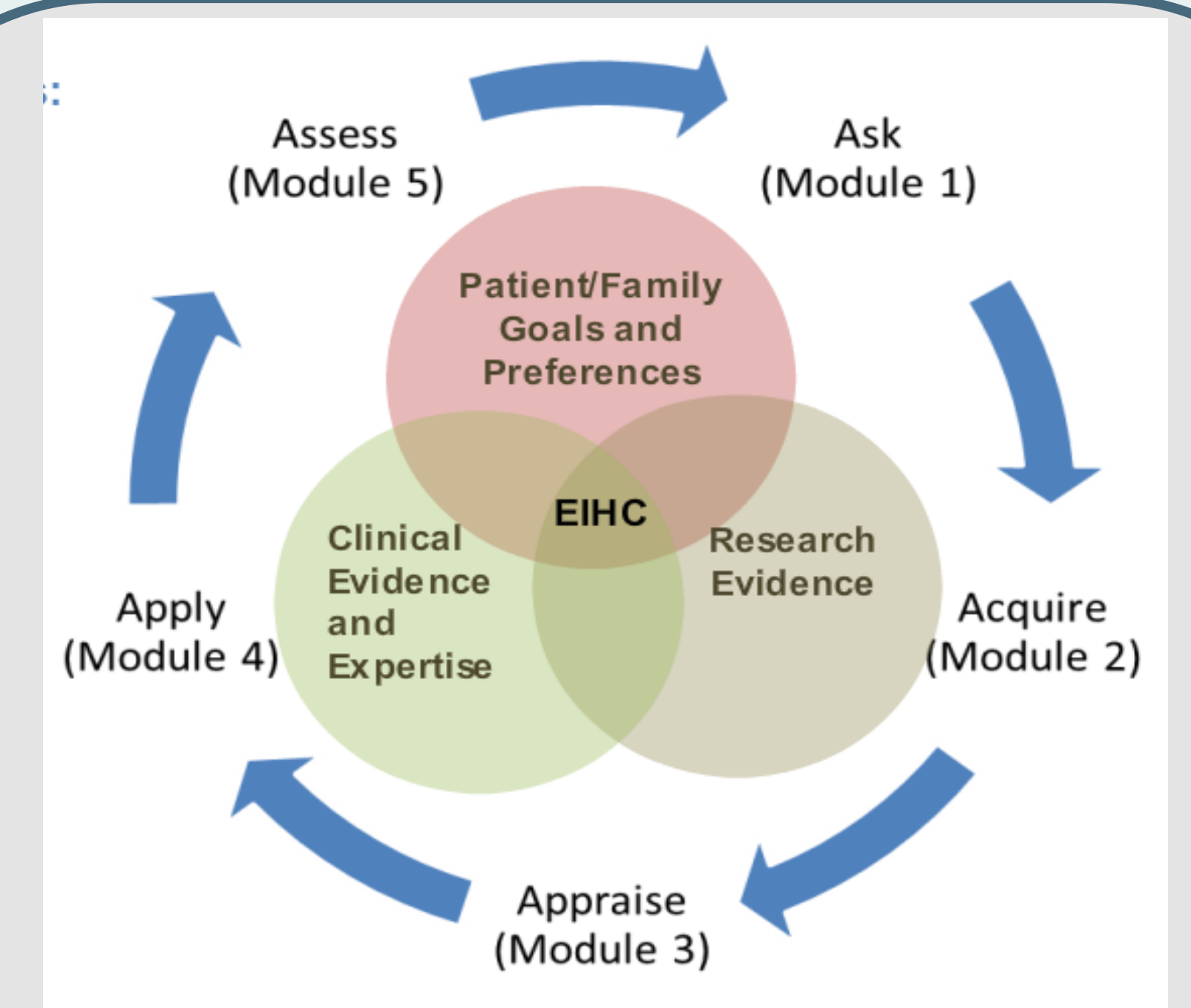
1. Computer logging data to track completion and usage rates of modules.
2. End of module surveys to assess satisfaction and engagement with modules.
3. Pre- and post-module survey to assess attitudes toward EIHC.

4. Fresno Test of Competence used with PT students to assess EIHC knowledge pre- and post-modules.
5. Four focus groups conducted with students and residents to assess satisfaction and engagement with the modules, and gather feedback on content and quality of the modules.

6. Four semi-structured Interviews conducted with faculty using modules as part of their courses.

Initial findings show:

- Increased EIHC knowledge.
- Student and faculty engagement and satisfaction.
- More integration needed with classroom learning.



Five Steps of Evidence Informed Health Care (Sackett D, 1996)

NEXT STEPS

- Continued analysis and interpretation of current survey and focus group/interview data
- Refinement of the modules and implementation process
- Expansion of the modules into other health professions programs and clinical contexts
 - Discussions with OT clinicians, Undergraduate Medicine, Speech and Language Pathology, Nursing, Pharmacy, Dentistry and Midwifery
- Development of a module specific EIHC assessment tool
- Continued evaluation of the modules
 - Implementation and outcomes in new programs
 - 6 month and 12 month follow-up evaluations for OT and PT
- Use of EIHC in future course work and clinical placements

ACKNOWLEDGEMENTS

We gratefully acknowledge the financial support for this project provided by UBC Vancouver students via the Teaching and Learning Enhancement Fund.

Poster presented at the 2016 TLEF Showcase Thursday, May 5, 2016 Vancouver, BC.
Email communication: alison.greig@ubc.ca

