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

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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.

- Computer logging data to track completion and usage rates of modules.
- 2. End of module surveys to assess satisfaction and engagement with modules.

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n adults with a two-year diagnosis of rheumatoic

rthritis, are static resting splints effective in

mong community dwelling elderly patients,

n patients, seen in primary care, with non-

pecific chronic low back pain, what is the

aquatic exercise as effective compared to land-

based exercise at relieving pain?

predictor of falls risk?

ducing pain and preventing deformities?

Select a scenario

ietary plant-derived polysaccharide

foot sensation be detected by patients

In people with COPD who are smokers, what

is the long-term effect on COPD progression

patients with early rheumatoid arthritis?

treatment with methotrexate increase the

Finish Module

and mortality?

risk of lung disease?

3. Pre- and post-module survey to assess attitudes toward EIHC.

Kristian Anderson Part II - Video

Module 3 - Appraising the Evidence

About Mrs Richards

Shopping For Informat

Asking Focused Question

Meet Kristian Anderson

What Did You Observe?

PICOT Question Formation

Checking Sources

Elements of EIHC

IMRAD Format

Critical Appraisal

Tools for Critical Appraisal

Appraising the Evidence

Using This Module

Critically Appraising Research

Choosing a Critical Appraisal To

Questions About the Effects of

Ouestions About the Effects of

Questions About Diagnosis

Questions About Diagnosis

Questions About Prognosis

Questions About Prognosis

Evidence About Patients' Expe

Appraising and Understanding

Appraising and Understanding

Kristian Anderson Part II - Vide

Elements of PICOT

Setting Priorities

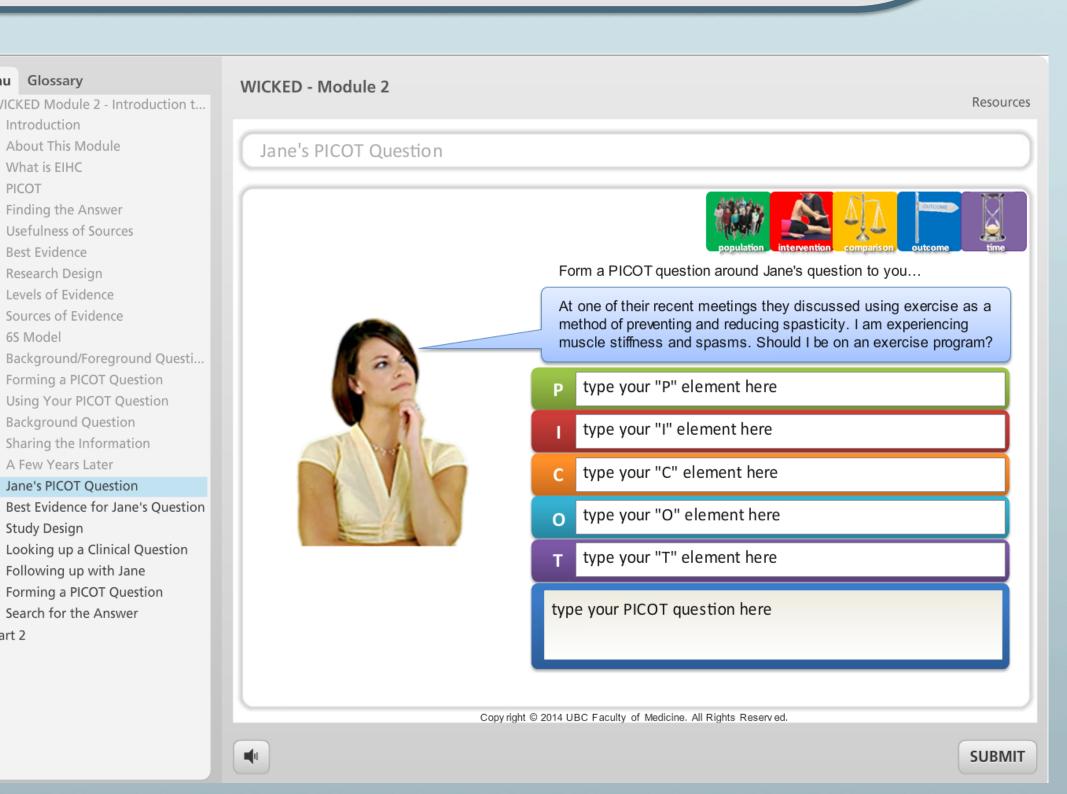
PICOT

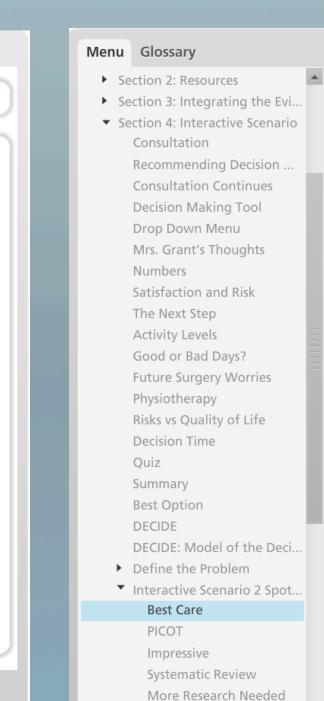
Best Practice

- 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.





Reading the Full Article

Research Design

Levels of Evidence Sources of Evidence

Forming a PICOT Question

Using Your PICOT Question Background Question

Sharing the Information

A Few Years Later

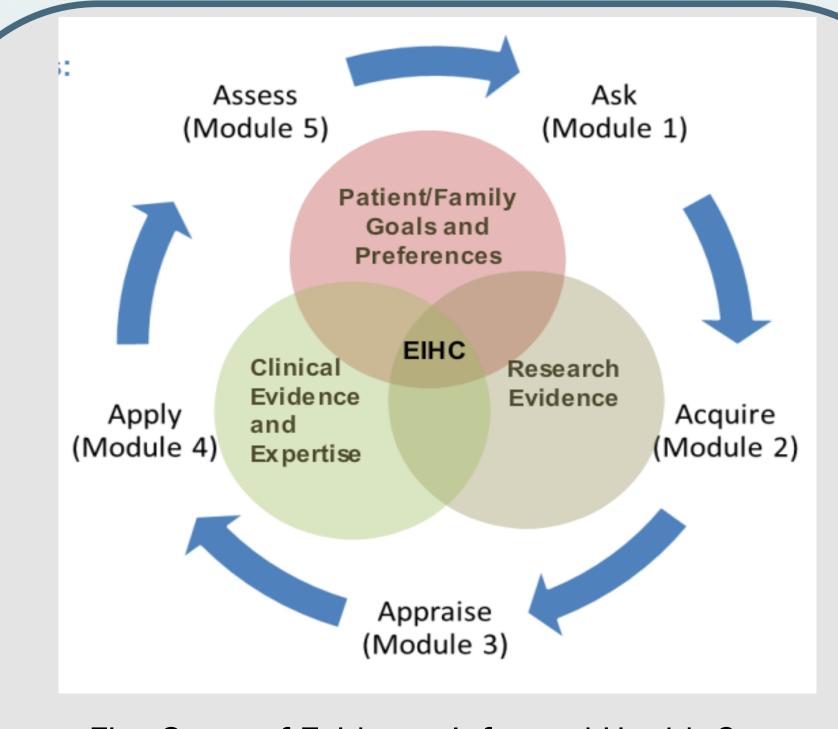
Jane's PICOT Question

Following up with Jane

Forming a PICOT Question

Search for the Answer





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

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