Jefferson Center for Interprofessional Practice and Education (JCIPE): Enhancing Services to Underserved Populations through Innovative Virtual World Training and Collaborative Partnerships

Susan Toth-Cohen, PhD, OTR/L
Brooke Salzman, MD
Oksana Kazharova, LCSW, LCADC

Follow this and additional works at: https://jdc.jefferson.edu/otpresentations

Part of the Disability and Equity in Education Commons, and the Medicine and Health Sciences Commons

Let us know how access to this document benefits you

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's Center for Teaching and Learning (CTL). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Department of Occupational Therapy Posters and Presentations by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.
Jefferson Center for Interprofessional Practice and Education (JCIPE)

Enhancing Services to Underserved Populations through Innovative Virtual World Training and Collaborative Partnerships

October 23, 2019

Susan Toth-Cohen, PhD, OTR/L, Brooke Salzman, MD, Oksana Kazharova, LCSW, LCADC
After attending this presentation, participants will be able to:

1. discuss the development, implementation, and evaluation of two interprofessional virtual training programs focused on vulnerable populations

2. articulate the key role of community partners in creating and sustaining virtual training programs

3. identify useful strategies for implementing virtual training incorporating the flexible learning framework

4. apply basic information and lessons learned to your own ideas about current or potential training programs
Simulations focused on vulnerable populations

- Enhancing Services to Homeless Populations (ESHP)
  - Learn effective strategies and apply knowledge of appropriate resources to address needs of persons experiencing homelessness
  - Work effectively in IP teams

- Alzheimer’s Virtual Interprofessional Training (AVIT)
  - Learn effective strategies to address health needs of persons with Alzheimer’s Disease and their caregivers
  - Work effectively in IP teams
Flexible Learning Model Applied to Virtual Simulations

**Time** – duration of simulation/entire program

**Content** of the Program or Course (specific to homeless population or persons with Alzheimer’s and their caregivers)

**Entry Requirements** (who can participate in the program or course)

**Instructional Approaches and Resources** – preparatory material (case bios, resource articles and websites, videos); simulation; debriefing

**Delivery and Logistics** – Second Life JCIPE Sim Center; student-scheduled (ESHP) or scheduled by faculty (AVIT)

---

**Derived from:**
Collis & Moonen, 2012
**Overall Structure: Program Simulations**

1. **Preparation**
   - Triad Model 4, 5
     - Students enact the case simulations in teams of three: Patient/client; provider; and observer
     - Rotate through each role in 3 different cases

2. **Patient/client encounter (videotaped)**

3. **Observe performance**

4. **Debriefing**
   - Reflect on experience of patient, provider, and observer roles

---

**Virtual Sim Center**
Logistics

Recruitment

- Students from all across Jefferson via Recruitment flyer
- Look for balance of disciplines within the teams of three

Implementation

- Approximately 12 hours total (ESHP)
- 6 hrs total (AVIT)
- Scheduled by student team (ESHP)
- Scheduled by faculty (AVIT)
- Option for clinical site experience (ESHP)

Evaluation

ESHP

Pre- and post-tests (MC and TF)
Pre- and post-qualitative interviews (confidence/self-efficacy)*
Debriefings (each case)
JTOG individual

AVIT

Pre- and post tests
Debriefings (each case)
Post-interview (AVIT) - starting with next rotation, interview questions will be incorporated into debriefings

Consent

- Consent Interview
- Demonstration of virtual world program
- Q&A
# Overview of Program Results

<table>
<thead>
<tr>
<th></th>
<th>ESHP</th>
<th></th>
<th>AVIT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018 Spring</td>
<td>2018 Fall</td>
</tr>
<tr>
<td>Improved knowledge of topic area</td>
<td>✔️ □</td>
<td></td>
<td>✔️ □</td>
<td>✔️ □</td>
</tr>
<tr>
<td>Increased empathy</td>
<td>✔️ □</td>
<td>✔️ □</td>
<td>( - )</td>
<td>( - )</td>
</tr>
<tr>
<td>Recognize benefits of IP teams</td>
<td></td>
<td></td>
<td>✔️ □</td>
<td>✔️ □</td>
</tr>
<tr>
<td>Increased confidence/self-efficacy</td>
<td>✔️ □</td>
<td>✔️ □</td>
<td>✔️ □</td>
<td>✔️ □</td>
</tr>
</tbody>
</table>

( - ) Data not gathered

★ Strong finding
Key Roles of Community Partners

Development
Partner contributions to ESHP and AVIT including case simulations

Implementation
Assistance with onsite component, recruitment (future application for staff)

Continued development & quality improvement
Ongoing consultation and review
Community Partner Reflections

• Build relationships with students, potentially recruit them

• Gain valuable input, ”fresh” perspective on service delivery improvement

• Expand agency’s professional network;

• Providers working directly with students onsite can help shape future professionals.

• Coordinating students’ and onsite staff’s schedules can be challenging; requires flexibility from both
Strategies for implementing virtual training using the flexible learning model

- **Institution**
  - Fixed

- **Implementation**
  - Time: Flexible
  - Content: Flexible
  - Entry Requirements: Flexible (who can participate)
  - Instructional Approach & Resources: Flexible
  - Delivery and Logistics: Flexible

What are your aims and needs in relation to the 5 elements of flexibility?

What key considerations do you need to take into account? [e.g., resources, institutional culture, strategic plans]
Evaluating virtual training using the flexible learning model

1. Evaluate targeted outcomes (e.g., knowledge, self-efficacy)
2. Examine the 5 aspects of flexible learning to target potential changes

Flexible Learning Model Applied to Virtual Simulations

**Time** – duration of simulation/entire program

**Content** of the Program or Course (specific to homeless population or persons with Alzheimer's and their caregivers)

**Entry Requirements** (who can participate in the program or course)

**Instructional Approaches and Resources** – preparatory material (case bios, resource articles and websites, videos); simulation; debriefing

**Delivery and Logistics** – Second Life JCIPE Sim Center; student-scheduled (ESHP) or scheduled by faculty (AVIT)
Lessons Learned

• Virtual world as safe space to improve skills working with vulnerable populations  

• Virtual world simulation allows for interprofessional education for students at various locations

• Collaborations with community partners enhances learning, program development, and sustainability
References


For a full bibliography on use of virtual training for IPE addressing underserved populations, contact susan.toth-cohen@jefferson.edu