Online Interprofessional Training in PCBH with Social Workers and Occupational Therapists

Implementation Successes and Challenges.

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Faculty Disclosure

The presenters of this session **have NOT** had any relevant financial relationships during the past 12 months.
Conference Resources

Slides and handouts shared in advance by our Conference Presenters are available on the CFHA website at http://www.cfha.net/?page=Resources_2018

Slides and handouts are also available on the mobile app.
Learning Objectives and Outline

At the conclusion of this session, the participant will be able to:

1-Objective Describe the major themes from the literature on online interprofessional education.

2-Objective Describe the implementation steps/components necessary in online interprofessional education.

3-Objective Describe the future directions needed to improve online interprofessional education from the literature and from a real-world implementation.
Literature
IPE - Online

Why?

Where?

How?
Literature – IPE Online Continued

Technology

Team Development

Faculty Engagement

Course Structure

Evaluation of IPE Outcomes
Our Program – Year 1

PCBH I
Introduction to Primary Care Behavioral Health
Summer
8 Weeks

PCBH II
Clinical Seminar on Primary Care Behavioral Health
Fall
14 Weeks

Clinical Internship
6 and 9 month placements in integrated settings

FQHC’s Hospital OP Programs
Counselling Centers
CMHC’s
Students

Gender:  

Age: 20’s........ 30’s...... 40’s.. 50’s.

Race:

From: 17 1  

Type: 3 OT 15 SW
# PCBH I

## Introduction to Primary Care Behavioral Health

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Pre-Course</td>
<td>Introduction and Overview</td>
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<tr>
<td>Week 1</td>
<td>Interprofessional Teams</td>
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<tr>
<td>Week 2</td>
<td>Chronic Conditions</td>
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<td>Week 3</td>
<td>Substance Use Disorders</td>
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<td>Week 4</td>
<td>Depression and Anxiety</td>
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<td>Week 5</td>
<td>Pediatric Behavioral Health</td>
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<td>Week 6</td>
<td>Geriatric Behavioral Health</td>
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<td>Week 7</td>
<td>Population Health</td>
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<td>Week 8</td>
<td>Working on Teams</td>
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PCBH I - Course Structure and Process

- **WEEKLY ONLINE QUIZ BEFORE TEAMS MEET (TBL)**
- **WEEKLY VIRTUAL TEAM DISCUSSION BOARD & INDIVIDUAL ACTIVITIES**
- **FINAL PAPER FOCUSED ON FIELD PLACEMENT**
“....[ I learned ] how hard it actually is to be the one facilitating the discussions as a team leader because you need to engage and help your classmates formulate more ideas within the case study.”
IPE Successes

Competencies

Myers & O’Brien (2015) Mckenna et al. (2014) describe students’ increased comfort working with other disciplines and increased knowledge of other disciplines, “I am more aware of how important communication is between healthcare providers.”

“Switching perspectives each week allowed me to have greater insight regarding a patient’s care plan and it allowed me to view my role as diverse as opposed to solitary.”

“I liked the care teams that we were divided into. It was great practice and truly resembled an agency care team.”
Challenges

Relational

Myers & O’Brien (2015) described the importance of group development in synchronous and asynchronous environments.

“I would have liked to hear from the professors and/or professionals about the material/cases we focused on…..”

“Although the Zoom session case meeting was a bit chaotic and uncomfortable, I think it simulated the care team huddle a bit better.”

“I think that I got more out of having a Zoom session to do our last week’s module. It provided opportunity for more accountability as well as time to connect with people in the course.”
Challenges Technology

Casimiro, MacDonald, Thomas, and Stodel (2009) highlighted the challenges of balancing individual, peer based team, and professor facilitated learning activities.

• Video platform and networks
• Timely and efficient feedback to students
• Method of feedback important
Norms and expectations in written and synchronous sessions need attention. Beadle and Needham (2009) and Hanna, Soren, Telner, Macneill, Lowe, & Reeves (2012) highlight the importance of teaching students how to use the technology and interact virtually.
## Future Directions

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
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<tbody>
<tr>
<td>Deliberate</td>
<td>More deliberate team development and focus on creating social norms around virtual participation.</td>
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<tr>
<td>Increase</td>
<td>Increase faculty responsive feedback mechanisms and implement across the training program.</td>
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<tr>
<td>Develop</td>
<td>Develop a peer evaluation method that applies to a virtual asynchronous learning environment.</td>
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<tr>
<td>Integrate</td>
<td>Better integrate clinical supervisors into training program.</td>
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<tr>
<td>Measure</td>
<td>Develop a better way to measure the interprofessional skills in the training program.</td>
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PCBH II

Week 1
- GUEST SPEAKER
- ALL TEAM DEBRIEF

Week 2
- SMALL TEAM DEBRIEF
- INDIVIDUAL GOAL ATTAINMENT TRACKING:
Bibliography / Reference


Learning Assessment

• A learning assessment is required for CE credit.
• A question and answer period will be conducted at the end of this presentation.
Co-Principal Investigators / Program Directors

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