



Session # C6b

# Online Interprofessional Training in PCBH with Social Workers and Occupational Therapists

## Implementation Successes and Challenges.

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# Faculty Disclosure

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

# Conference Resources

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Slides and handouts shared in advance by our Conference Presenters are available on the CFHA website at [http://www.cfha.net/?page=Resources\\_2018](http://www.cfha.net/?page=Resources_2018)



Slides and handouts are also available on the mobile app.



# Learning Objectives and Outline

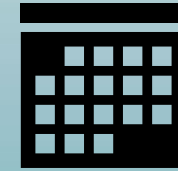
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At the conclusion of this session, the participant will be able to:

- 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

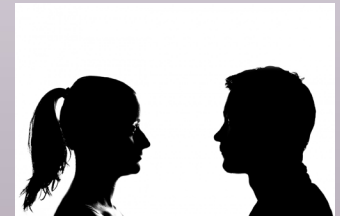
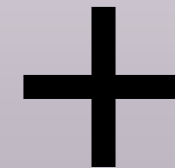
Why?



Where?



How?



# Literature – IPE Online Continued



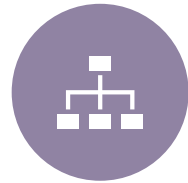
Technology



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

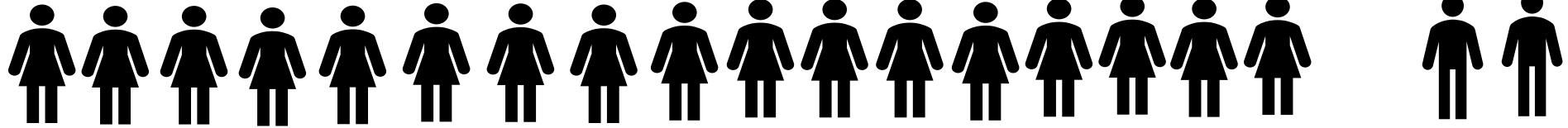
## Clinical Internship

6 and 9 month  
placements in  
integrated settings

FQHC's  
Hospital OP Programs  
Counselling Centers  
CMHC's

# Students

Gender:



Age:

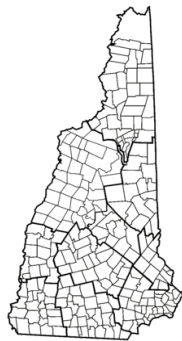
20's..... 30's..... 40's.. 50's.

Race:



From:

17



1



Type: 3 OT 15 SW



PCBH I

Introduction  
to  
Primary Care  
Behavioral  
Health

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Pre-Course: Introduction and Overview

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Week 1: Interprofessional Teams

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Week 2: Chronic Conditions

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Week 3: Substance Use Disorders

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Week 4: Depression and Anxiety

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Week 5: Pediatric Behavioral Health

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Week 6: Geriatric Behavioral Health

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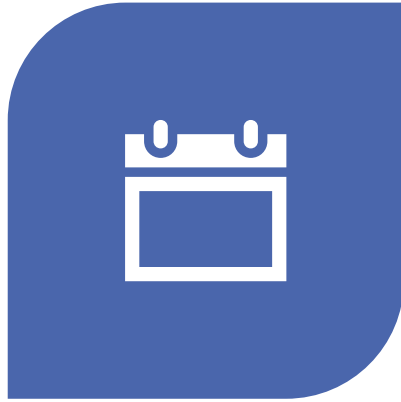
Week 7: Population Health

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Week 8: Working on Teams

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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

## IPE Successes Competencies

- *“....[ 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 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

## Challenge

### Technology/Relational

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.

Norms and expectations in written and synchronous sessions need attention.

# Future Directions

Deliberate

More deliberate team development and focus on creating social norms around virtual participation.

Increase

Increase faculty responsive feedback mechanisms and implement across the training program.

Develop

Develop a peer evaluation method that applies to a virtual asynchronous learning environment.

Integrate

Better integrate clinical supervisors into training program.

Measure

Develop a better way to measure the interprofessional skills in the training program.



# PCBH II

Week 1



GUEST  
SPEAKER

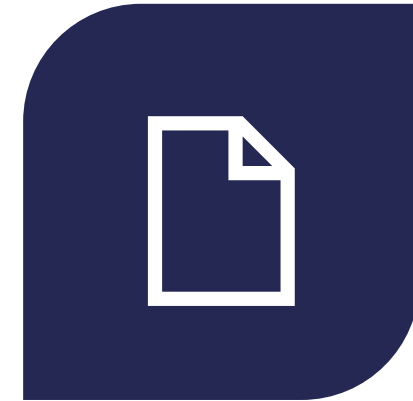


ALL TEAM  
DEBRIEF

Week 2



SMALL TEAM  
DEBRIEF



INDIVIDUAL GOAL  
ATTAINMENT TRACKING:



# Bibliography / Reference

1. Santy, J., Beadle, M., & Needham, Y. (2009). Using an online case conference to facilitate interprofessional learning. *Nurse Education in Practice*, 9(6), 383-387. doi:10.1016/j.nepr.2008.11.004
2. Casimiro, L., Macdonald, C. J., Thompson, T. L., & Stodel, E. J. (2009). Grounding theories of W(e)Learn: A framework for online interprofessional education. *Journal of Interprofessional Care*, 23(4), 390-400. doi:10.1080/13561820902744098
3. Hanna, E., Soren, B., Telner, D., Macneill, H., Lowe, M., & Reeves, S. (2012). Flying blind: The experience of online interprofessional facilitation. *Journal of Interprofessional Care*, 27(4), 298-304. doi:10.3109/13561820.2012.723071
4. Myers, C. T., & Obrien, S. P. (2015). Teaching Interprofessional Collaboration: Using Online Education Across Institutions. *Occupational Therapy In Health Care*, 29(2), 178-185. doi:10.3109/07380577.2015.1017789
5. Palsolé, S., & Awalt, C. (2008). Team-based learning in asynchronous online settings. *New Directions for Teaching and Learning*, 2008(116), 87-95. doi:10.1002/tl.336
6. Reeves, S., & Barr, H. (2016). Twelve steps to evaluating interprofessional education. *Journal of Taibah University Medical Sciences*, 11(6), 601-605. doi:10.1016/j.jtummed.2016.10.012



# 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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Primary Care Behavioral Health