
Pivoting to develop a virtual dissection anatomy course in response to COVID-19

Lessons learned and future opportunities

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Interprofessional Education (IPE) & COVID -19



- 10-week IPE dissection course
- First year students from OT, PT, PA, MD, MF, SLP, RN
- Receive the only academic Mastery level IPE credit

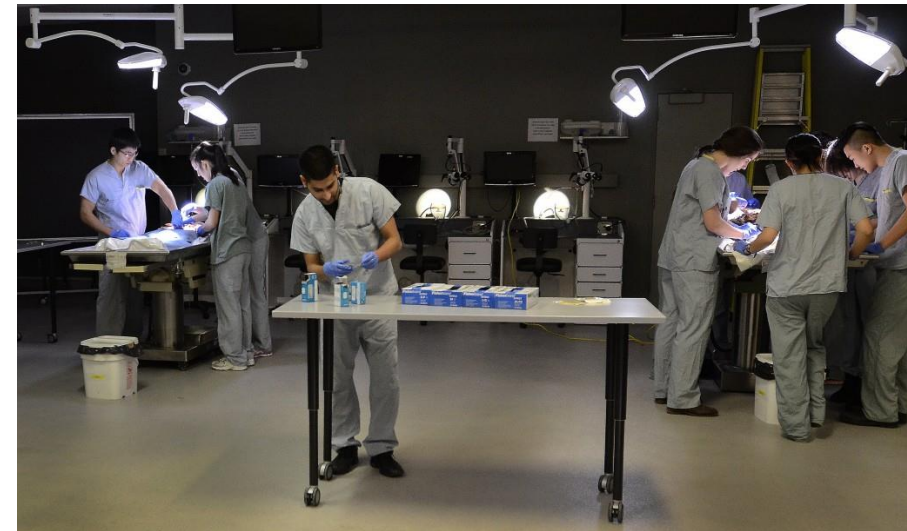


- COVID in March of 2020
- Not possible to host in-person version in 2021
- Course has run for 13 years
- Concerned about transition to online

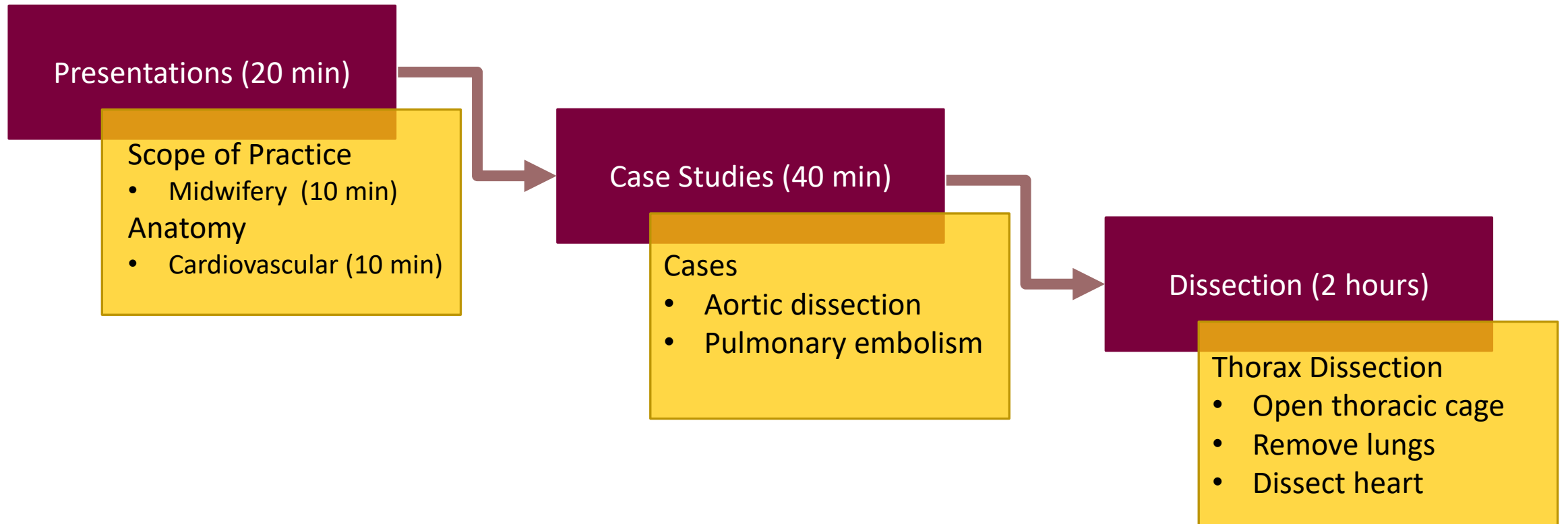
Needed to redevelop the course to deliver a virtual IPE opportunity in 2021

How the course used to run

- 10 weeks, 3hrs/week
- 3 elements: presentations, breakout group case studies and cadaveric dissection
- 4 interdisciplinary groups lead by “coordinators”
 - Coordinators are upper year students who have previously taken the course



In-person Class Schedule



How did the course change?



Format

- Microsoft Teams
- Private channels were used for breakout group discussions



Time

- Condensed content
- 4 weeks
- 2hrs/week

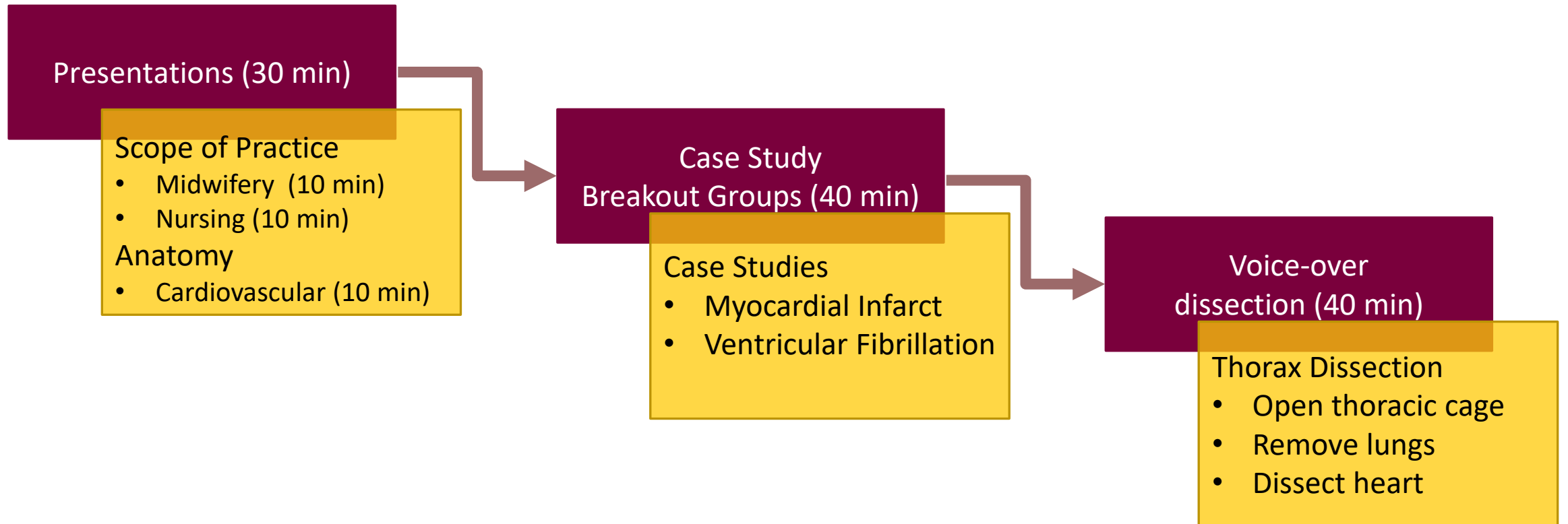


Dissection

- Full body dissection recorded in advance in 4K
- Voiced over live by course instructors



Virtual Class Schedule



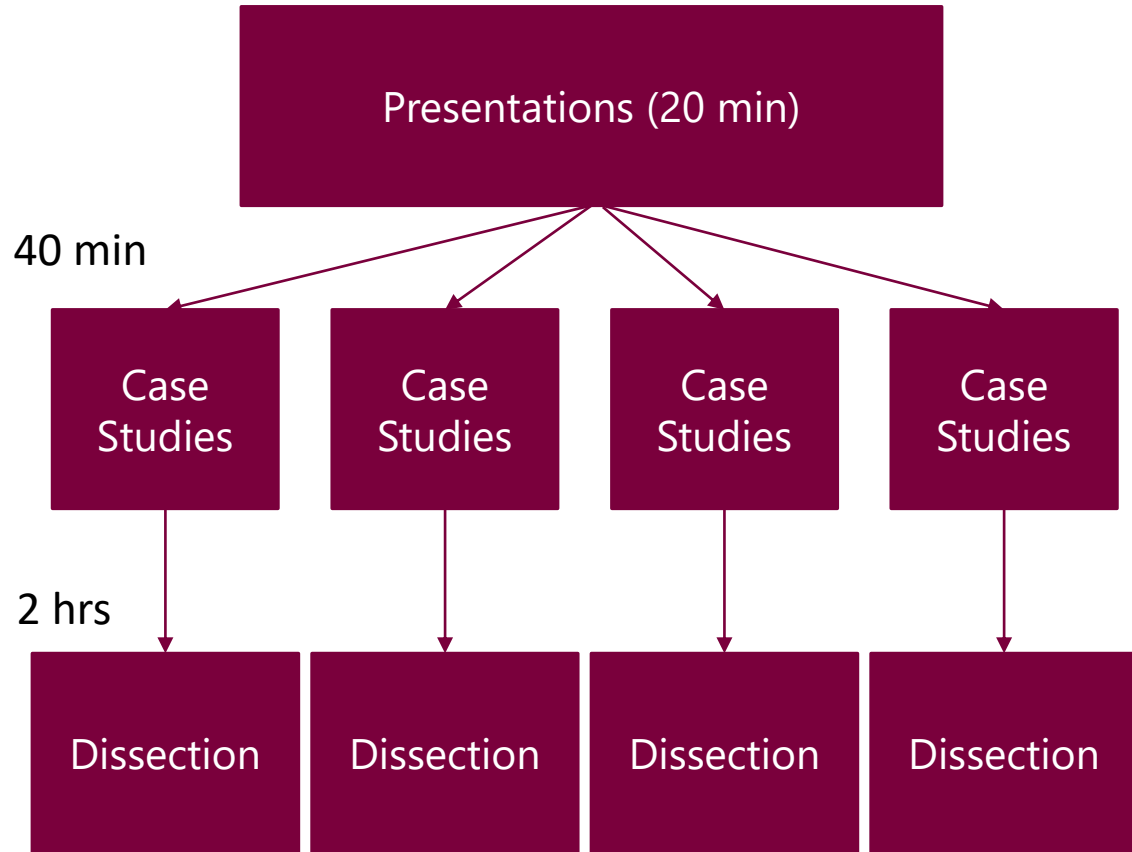
Virtual Class



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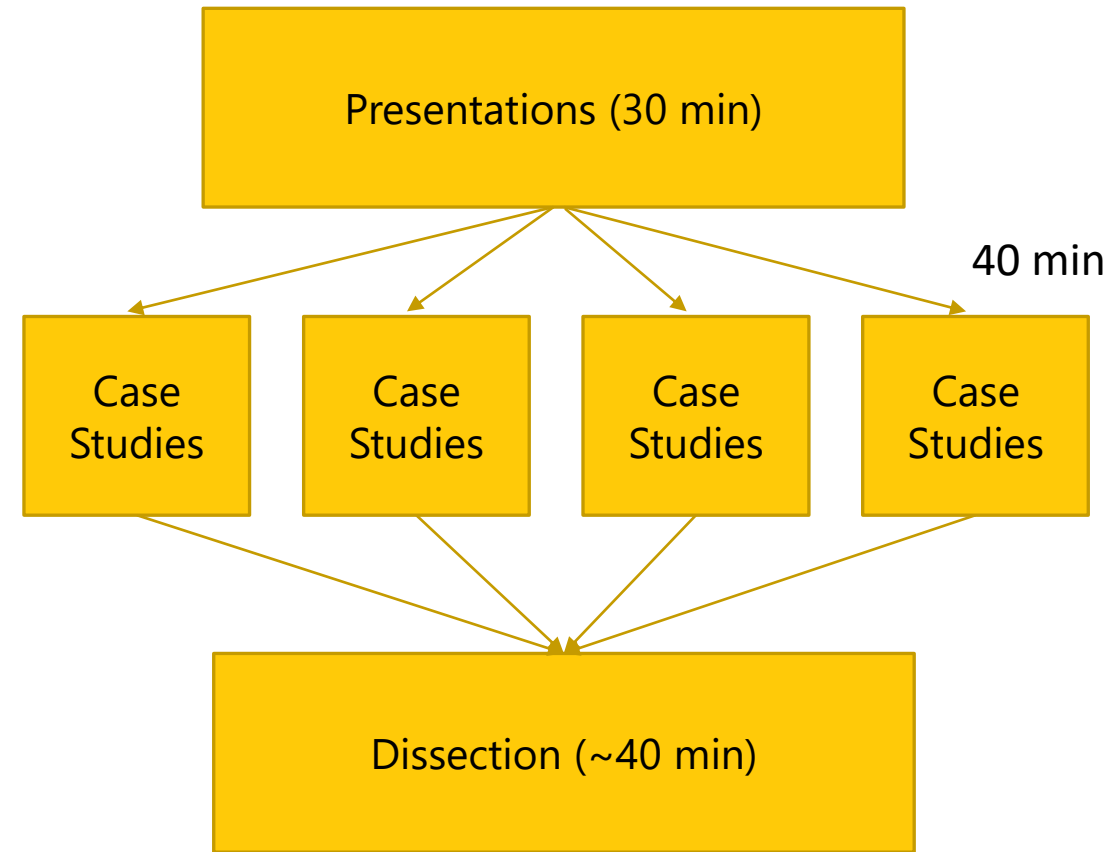
In-person (2020)

10 weeks 3hrs/week

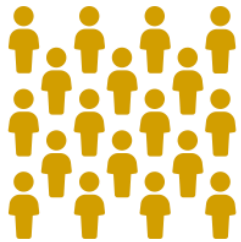


Virtual (2021)

4 weeks 2hrs/week



What are the effects of a virtual dissection course on IPE outcomes?



Participants
n=30; 22 [23-24] yrs; 6 ♂
2021 cohort



Readiness for Interprofessional Learning Scale (RIPLS):

- 19 item scale
- Total score from 19 (low readiness) to 95 (high readiness)
- 4 subscales: Teamwork & Collaboration, Negative & Positive Professional Identity and Roles & Responsibilities



Programs
3 Physician assistant, 4 PT, 5
Nursing, 3 Midwifery, 4 OT, 8
Medicine, 3 SLP

Interdisciplinary Education Perception Scale (IEPS):

- 12 item scale
- Total score from 12 (low perception) to 72 (high perception).
- 3 subscales: Competency & Autonomy, Perceived Need for Cooperation and Perception of Actual Cooperation

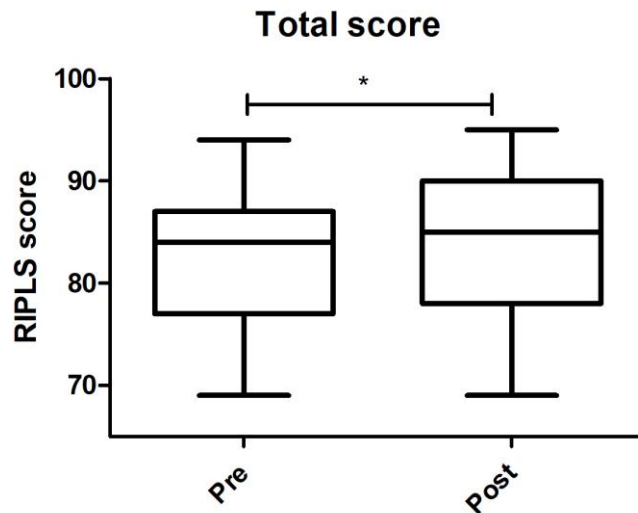


IPE experience
n=7

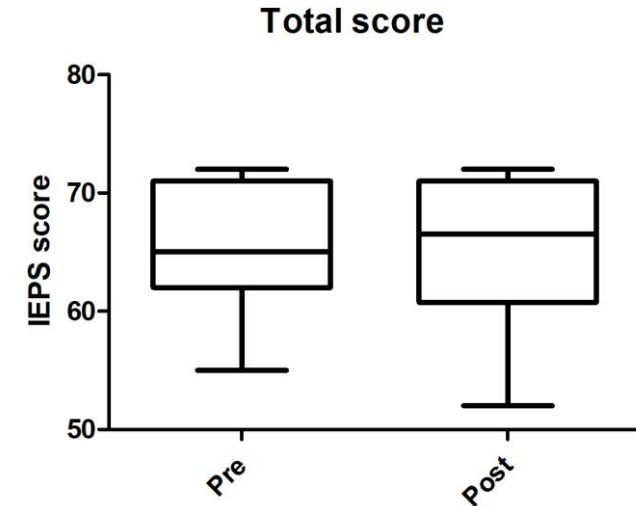
What are the effects of a virtual dissection course on IPE outcomes?



RIPLS
(n=23)



IEPS
(n=26)



Teamwork & Collaboration	41 [37 to 44] vs. 41 [37 to 44]
Negative Professional Identity	13 [12 to 14] vs. 13 [12 to 14]
Positive Professional Identity	18 [16 to 19] vs. 18 [16 to 19]
Roles & Responsibilities	11 [9 to 12] vs. 12 [11 to 13]

Competency & Autonomy	28 [26 to 30] vs. 28 [25 to 30]
Perceived Need for Cooperation	12 [10 to 12] vs. 12 [11 to 12]
Perception of Actual Cooperation	28 [23.8 to 29.3] vs. 28 [25.8 to 30]

Does in-person and virtual dissection courses result in different IPE outcomes?

2020 cohort

2021 cohort



n=32
24 [22 to 25] yrs
5 ♂

n=30
22 [23-24] yrs
6 ♂

p<0.005



3 Physician assistant, 4 PT, 5
Nursing, 4 Midwifery, 4 OT, 10
Medicine, 2 SLP

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Nursing, 3 Midwifery, 4 OT, 8
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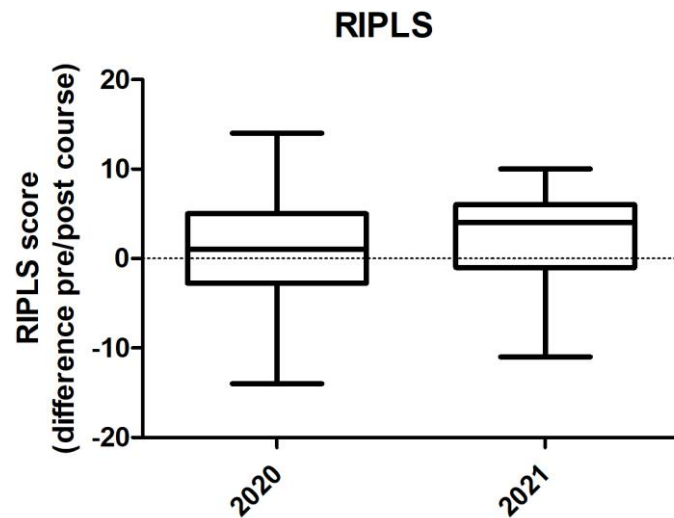
Nine had previous IPE
experience

Seven had previous IPE
experience

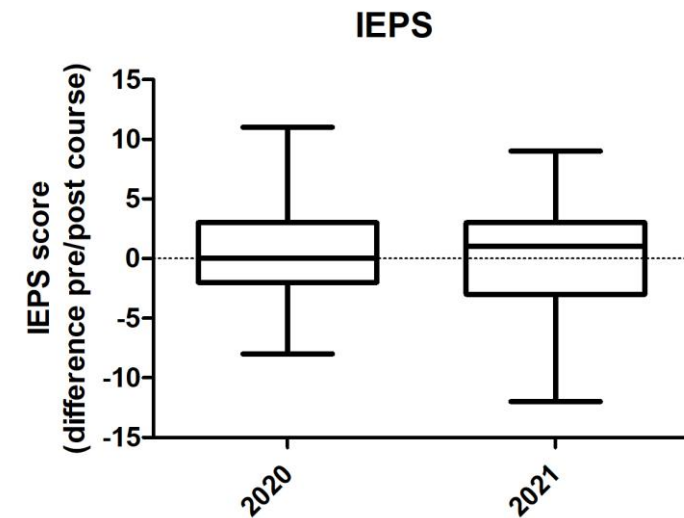
Does in-person and virtual dissection courses result in different IPE outcomes?



RIPLS



IEPS



Teamwork & Collaboration	0 [-2 to 2] vs. 1 [-1 to 2]
Negative Professional Identity	0 [-1 to 1] vs. 0 [0 to 1]
Positive Professional Identity	0 [-1 to 1] vs. 0 [-1 to 1]
Roles & Responsibilities	1 [0-2] vs. 1 [0-2]

Competency & Autonomy	0 [-1 to 2.8] vs. 0 [-2.3 to 1]
Perceived Need for Cooperation	0 [-1 to 0.8] vs. 0 [-0.3 to 1]
Perception of Actual Cooperation	0 [-1 to 1.8] vs. 0.5 [-0.3 to 1.3]

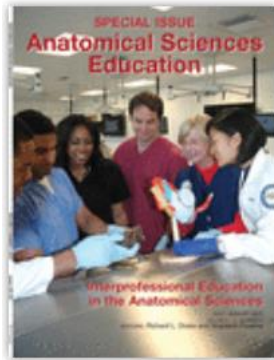


Take home message

- Course preparation was front loaded
- MS Teams was a feasible platform
- Received positive student feedback
- Virtual dissection seem to improve students' readiness for interprofessional learning
- In-person and virtual dissection courses seem to have similar outcomes regarding students readiness for and perception about interprofessional learning

Future Directions: Flexibility of virtual format would allow for expansion

References



Dissecting Through Barriers: A Mixed-Methods Study on the Effect of Interprofessional Education in a Dissection Course With Healthcare Professional Students

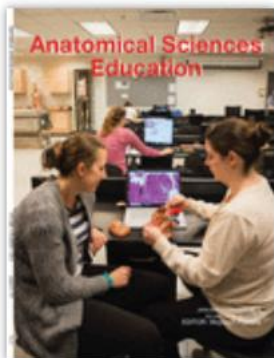
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Dissecting through Barriers: A Follow-up Study on the Long-Term Effects of Interprofessional Education in a Dissection Course with Healthcare Professional Students

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Thank you!



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