

Piloting an Interprofessional Virtual Anatomy Dissection Course: Responding to COVID-19

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BACKGROUND

- In response to COVID-19, the Faculty of Health Sciences (FHS) Education Program in Anatomy (EPA) and the Program for Interprofessional Education Research and Practice (PIPER) launched a virtual alternative to this course.
- Virtual learning is a useful complement for interprofessional education (IPE) in clinical contexts, however a fully virtual dissection course has never been tested.

AIM

To evaluate students' readiness for, and perception about, interprofessional learning before and after a virtual dissection course.

METHODS

Design: Pre-post intervention study

Recruitment: Students from FHS health professional programs

Intervention: Four, 2-hour virtual sessions on Microsoft Teams (Fig 1).

Sessions were composed of:

- Anatomy presentation (20')
- Profession scope of practice presentation (10')
- Case study (problem-based learning) (50')
- Virtual dissection (40')



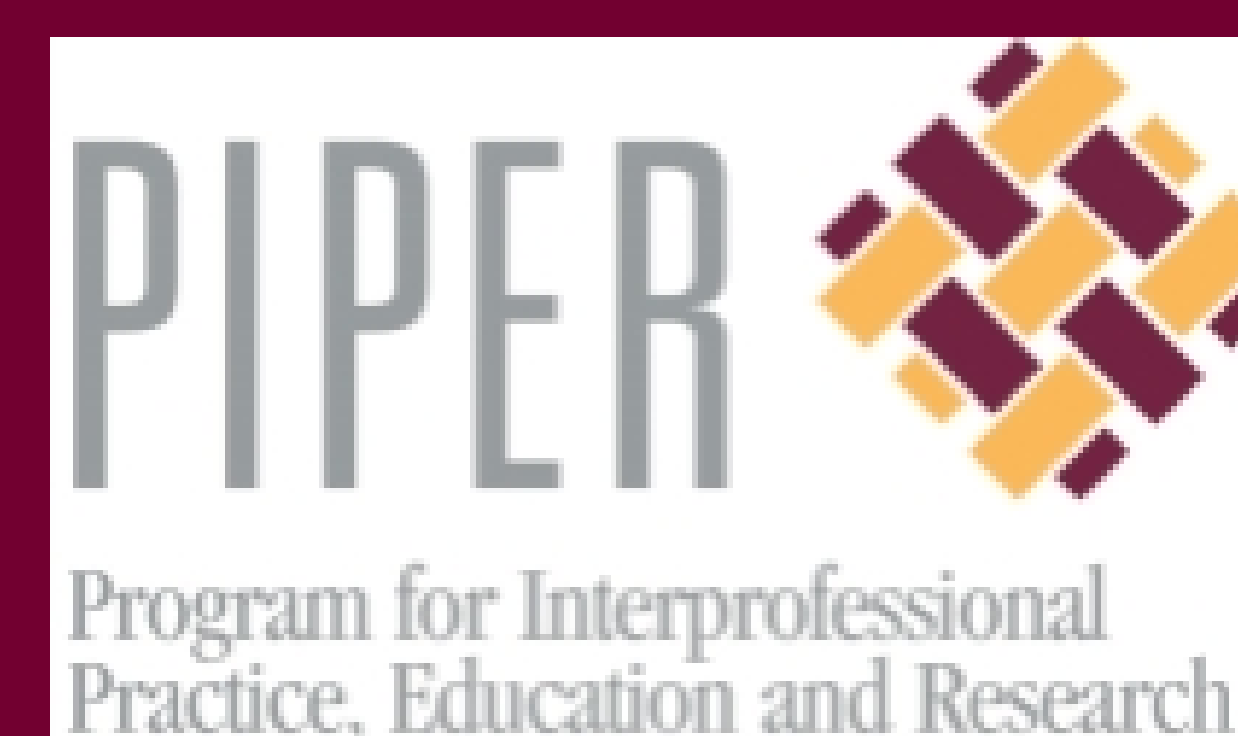
Fig. 1. Screenshot of a dissection course session on Microsoft Teams.

Data collection:

- Sociodemographic: age, gender and previous IPE experience
- Open-ended questions: Comments for major IPE themes and experiences after the course were collected, but are still undergoing analysis.



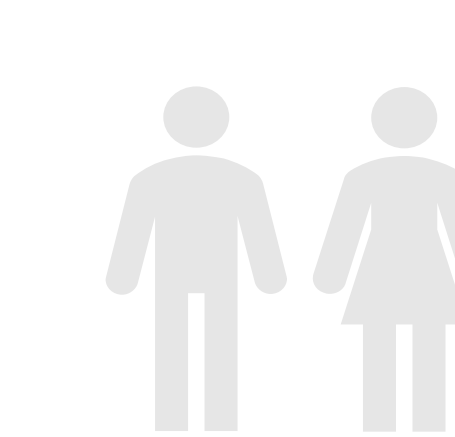
Virtual dissection improves students' readiness for interprofessional learning.



Data collection (continuation):

- Readiness for Interprofessional Learning Scale: 19 item scale with total score ranging from 19 (low readiness) to 95 (high). It has 4 subscales (Teamwork & Collaboration, Negative & Positive Professional Identity and Roles & Responsibilities).
- Interdisciplinary Education Perception Scale: 12 item scale with total score ranging from 12 (low perception) to 72 (high perception). It has 3 subscales (Competency & Autonomy, Perceived Need for Cooperation and Perception of Actual Cooperation).

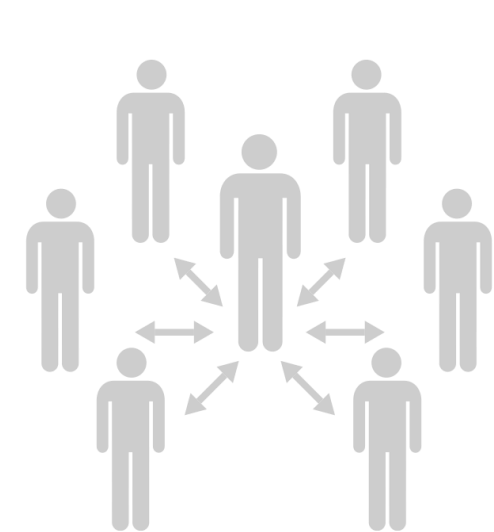
RESULTS



Participants
n= 30; 6 ♂



Age
23.5±3.5yrs



IPE experience
n=7

Readiness for Interprofessional Learning Scale: Statistically significant differences between pre and post scores were found for the total score (p=0.034) and roles & responsibilities (p=0.001) score (Fig. 2) No differences were found for the remaining subscales (p>0.05).

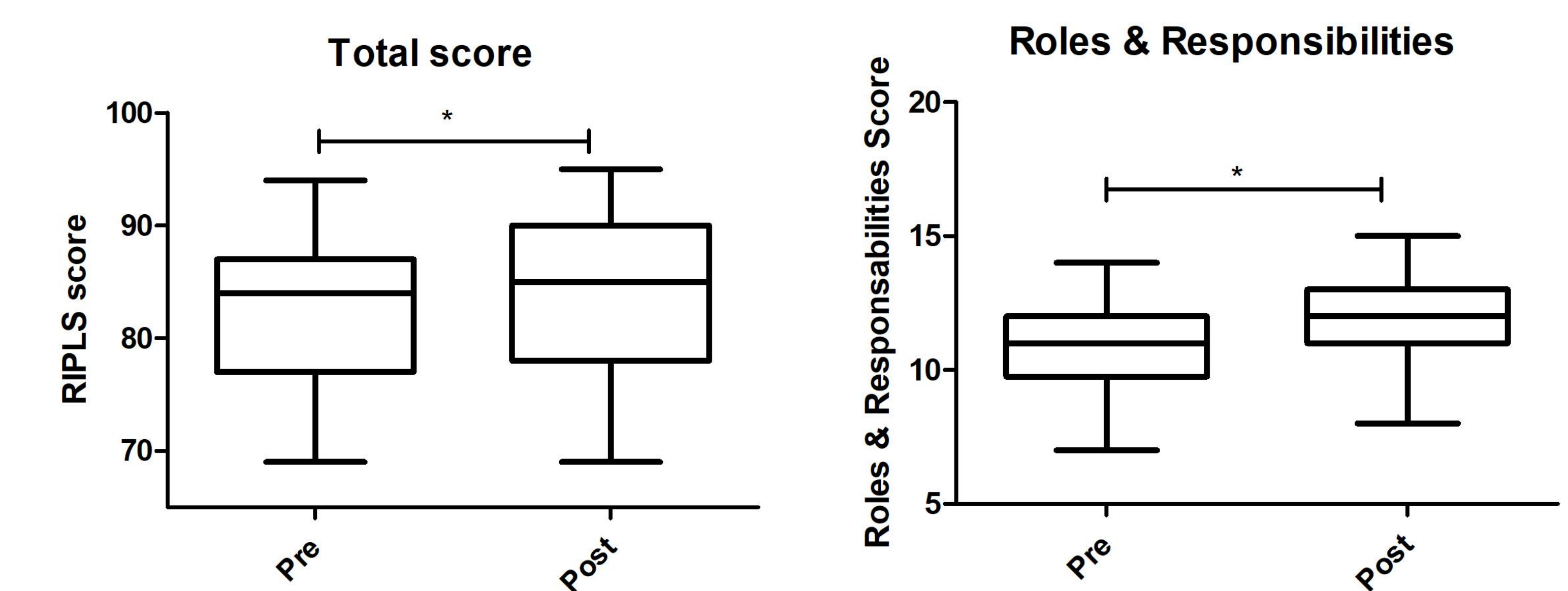


Fig. 2. Differences in the total RIPLS total score and Roles & Responsibilities subscale before and after the virtual dissection course using the the Wilcoxon signed-rank test.

Interdisciplinary Education Perception Scale: No statistically significant differences were found for the total or subscales scores (p>0.05).

CONCLUSIONS

- High levels of readiness for interprofessional learning and high perception about interprofessional learning were observed prior to the virtual dissection course
- The virtual dissection course resulted in significant improvements in the students' overall readiness for interprofessional learning, specially regarding their roles and responsibilities.

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