Learning Clinical Assessment and Interdisciplinary Team Collaboration in Primary Care. MOOC for Healthcare Practitioners and Students

Lene Lunde\textsuperscript{a}, Anne Moen\textsuperscript{a}, Elin O Rosvold\textsuperscript{b}

\textsuperscript{a}Department of Nursing Science, Institute of Health and Society, University of Oslo, Oslo, Norway,
\textsuperscript{b}Department of General Practice, Institute of Health and Society, University of Oslo, Oslo, Norway

Abstract

Novel ways to build sufficient capacity to meet the need for competent healthcare providers in primary care are in strong demand. We developed a massive, open, online course (MOOC) to introduce and promote clinical skills development for healthcare workers (physicians, nurse practitioners, nurses, and nurse aids) and students in healthcare education (medical students and master and bachelor students in nursing) focusing on systematic health assessment and strengthening clinical decision making in primary care. Results from the pilot supports that the MOOC was relevant and highly useful for the participants, and has potential to contribute to interdisciplinary collaboration and discussions.

Keywords:
Primary healthcare, patient care management, educational technology

Introduction

Responsibilities for complex patient care are increasingly migrating to primary healthcare. Patient safety will rely on efficient collaboration of healthcare practitioners with different backgrounds working in interdisciplinary primary care teams [1]. Strengthening interdisciplinary team collaboration in primary healthcare can contribute to better and more appropriate decision making for patient care and prevent unnecessary hospitalization.

We developed a Massive Open Online Course (MOOC) to enhance health assessment skills in a) systematic observation of vital signs; b) triage, share relevant observations and assessments to determine severity and urgency; c) physical examination and comprehensive physical assessment of older patients; and d) in depth focus on heart and lungs. Increasing the participants capacity to differentiate common clinical issues in primary healthcare may help foster necessary interdisciplinary collaboration to prevent deterioration of the patient’s condition.

Methods

The content for the MOOC was co-created in several participatory workshops with the project partners. We also included a wide range of healthcare practitioners to provide relevant content and real-life scenarios.

From November 2017 - March 2018, representatives from different healthcare professions (physicians, nurse practitioners, nurses, and nurse aids) and students in healthcare education programs (medical students and master and bachelor students in nursing) was recruited to participate in a pilot test of the MOOC. We evaluated the different modules’ learning objectives to better understand the MOOC’s usefulness. The pilot provided information about 1) experienced usefulness of the different modules, 2) ease of use, and 3) the potential for team training.

Results

Results from the pilot test supported that the topics in each module were relevant and highly useful for the participants, with different backgrounds and skill levels. Use of realistic examples and scenarios contributed to the rating of the content as interesting and relevant. The participants found the material useful for themselves and pointed out the course’s potential to the exchange of information necessary to make collaborative care work better. Combining use of videos, audio files and text made the content interesting and enhanced the learning experience. Assignments were rated as useful and appropriate, coming with huge potential for interdisciplinary collaboration.

Conclusions

The MOOC provides a new platform for learning and competence development in clinical skills. The participants stated that the MOOC has potential to foster interdisciplinary collaboration in primary care. Working with relevant authentic problems may also stimulate workforce capacity building.

Acknowledgements

We acknowledge the contributions of our project partners and funding from the Norwegian Agency for Digital Learning in Higher Education, based at the Arctic University of Norway.

References


Address for correspondence

Lene Lunde, Department of Nursing Science, Institute for Health and Society, University of Oslo, lene.lunde@medisin.uio.no