
CONFERENCE ABSTRACT

The Medical Psychiatry Collaborative Care Certificate (MP3C) Program: Efficacy and Success of Transition to Online eLearning

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Introduction

The Medical Psychiatry Collaborative Care Certificate (MP3C) program was created to build capacity in health care teams and individual providers for delivery of integrated collaborative medical psychiatry care across the continuum of a patient's health journey. The MP3C curriculum was developed using an iterative design process before bundling it into a continuing professional development certificate program accredited through the University of Toronto. In 2020, the MP3C curriculum was transitioned to an online platform that utilizes multimedia asynchronous eLearning activities as well as synchronous interactive webinars to optimize the learner experience for interprofessional collaborative learning.

Aims Objectives Theory or Methods

The MP3C curriculum was transitioned to an online platform to increase the geographic reach of the program and provide participants flexible scheduling for activity completion. Similar to its curriculum development, the online delivery design is also using an iterative process to make adjustments based on input of all stakeholders – learners, lived experience experts, facilitators, online discussion moderator, and the program steering group. The methods for collecting feedback include formal end of course evaluations and post-delivery debrief discussions with facilitators, online discussion moderator, and lived experience experts as well as informal feedback about learner experience shared through email or telephone

Highlights or Results or Key Findings

Since September 2020, 33 participant responses have been collected through the online deliveries of the four Foundational MP3C courses. 91% participants stated these courses were a valuable use of their time and majority reported an increase in knowledge. 88% strongly agreed/agreed that the courses enabled them to describe and use evidence based assessment tools for identification of mental health issues and 97% strongly agreed/ agreed that they have increased understanding and knowledge of integrated collaborative care.

Majority of the participants felt that the courses were relevant to their personal learning needs (91%) as well their clinical practice (82%), and that they would recommend these courses to their colleagues (88%).

91% of the learners shared that they intend to use the knowledge gained through these courses in their daily clinical practice and shared comments like “the importance of this material/perspective is paramount to help patients navigate through a challenging healthcare system…”

Conclusions

MP3C program is using an online, longitudinal approach to enhance the knowledge, skills and attitudes of interprofessional teams. The program has been successful in transitioning to a sustainable, scalable online model through utilizing evidence based online learning strategies as well as ongoing engagement of all stakeholders into design improvement.

Implications for applicability/transferability sustainability and limitations

MP3C’s curriculum is designed to accelerate the adoption of integrated collaborative care to support patients with co-morbid physical and mental health issues. The interactive online platform provides equitable access for a large number of diverse health care professionals to acquire new knowledge and skills to impact system change.