Transfusion Confusion – an online interprofessional learning module

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Summary of project

• BloodTechNet – CBS Centre for Innovation

• Self-directed, self-paced, online learning module
• Describes aspects of transfusion
• Interprofessional context
• Problem-based scenarios
• Links to existing resources
Purpose

- Provide transfusion medicine education that is accessible and relevant to a diverse learner group
- Provide an interprofessional context – highlighting interprofessional competencies
- Expose aspects of transfusion to other healthcare professionals
Interprofessional Education

"Interprofessional Education (IPE) occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"
- Centre for the Advancement of Interprofessional Education 2002

IPE Competencies

- Communication
- Collaboration
- Role clarification (professional role / team role)
- Team Reflection
Interprofessional Competency

Entry to Practice Competency Profiles

Technologists

10.04 Promotes interprofessional collaboration in dealings with other healthcare professionals (CSMLS, 2005)

Nurses

91.(c) promotes IP collaboration through application of principles of decision-making, problem solving and conflict resolution (CARNA, 2013)
IPE Activities - pre-certification

• University of Alberta
  • IP Pathway launch
    • Introduction of IPE for new students
  • Interprofessional Health Team Development Course
    • Required for >1100 Health science students (14 health programs)
    • IPE competencies
  • Nightmare on main street – medical mistakes

• Edmonton
  • Help! Save Stan
    • Day of simulations and scenarios
    • 4 post-secondary institutions and AHS
IPE Activities – post-certification

Continuous Professional development

• Workplace-based activities
• Simulations
• Conferences / workshops

Online learning modules are complementary
Adult learning needs

• Flexible
• Self-paced
• Low cost
• Structured
• Formal – certificate/documentation
• Meets needs
  • Relevant to work, - fills knowledge/skills gap
  • Meets college continuing competency requirements
  • CMLTA Continuing Competencies A-2-2, A-2-7, E-1-1
• Uses technology effectively

(Lam-Antoniades M 2009., Wutoh R. 2004)
Online Platform

- Moodle – Learning management system
- Hosted by the University of Alberta
  - External Course
  - Free for public – create account and login
  - Secure file repository permanent (FOMD) – persistent links
Log in

Username   
Password   

Log in

Remember username

Forgotten your username or password?

Cookies must be enabled in your browser

Is this your first time here?

Welcome to eClass External at the University of Alberta. This service provides collaborative courses open to both campus users and members of the community at large. U of A users can use their CCIDs to access but external participants will need to take a minute to create a new account for full access to courses.

External participants will need to have a password when they first access the account creation page. They will only be able to enroll in courses they are invited into and may also be required to provide a security key to enroll in a course. Both the account creation password and any enrollment keys required will be provided by the course administrator.

Here are the steps to create your new account. **Note: this is not required if you already have a CCID.**

1. Click the button below to create your account - **you will need to enter the eClass External token username and password provided by your course administrator to access the page.**
2. Once the token is entered, you will be taken to the account creation form. There, enter your email address, name, and location. **When you fill out the form, your username will be the email address you enter.**
3. An email will be immediately sent to your email address.
4. Read your email, and click on the web link it contains.
5. Your account will be confirmed and you will be logged in.
6. Now, when you can click the url sent to you by the course administrator, you will automatically be prompted to log in.
7. If you are prompted for a course enrollment key, use the one that the course administrator has given you. This will enroll you in the course.
8. You can now access the full course.

From now on you will only need to enter your email address and password (in the form to the left on this page) to log in and access any course you have enrolled in.

Create new account
Learning Approach

• General learning objectives
• Scenario-based / workplace based – describes processes
• Varied learning activities
  • Video
  • Text
  • Current literature
  • Asynchronous discussion forums
  • Links to other resources
• Sequenced – must complete tasks in order
• Quizzes to assess knowledge
• 6-10 hours to complete
Design Approach

- Flexibility
  - Changes / updates
  - Use across different learner groups
    - Professions (MLS, Nursing, Medicine)
    - Level of competence (undergraduate vs practicing professionals)
- Incorporate into existing undergraduate courses
- Aspects specific to Edmonton Zone / Alberta
- Workplace learning systems (Traccess)
- Potential to expand/add content
Format

Each “block” pertains to aspect of Transfusion

• Pre-transfusion
  • Consent
  • Sample collection/ labelling
  • Pre-transfusion Testing

• Transfusion
  • Ordering
  • Products
  • Administration

• Post-transfusion
  • Transfusion reaction
Course Homepage

Transfusion Confusion

An interprofessional approach to transfusion medicine

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Introduction and Getting Started

- Welcome to Transfusion Confusion - please read
- Getting started - Resources for users new to Moodle
- Additional Moodle Tip sheet
Pre-transfusion Testing

At the Bedside

Video 1 - Marie might need a transfusion

Guiding Questions
Video 1 Discussion
Content Summary
Video 2 - Pre-transfusion Specimen Collection
Guiding Questions
Standards
Guidelines for Informed Consent

Collection Requirements specific to Alberta Health Services - Edmonton zone

AHS Collection Video
AHS Website Consent resources/forms
Interprofessional Considerations - Communication, Collaboration and Roles
Interprofessional Considerations Discussion
Pre-transfusion specimen collection and consent
Pre-transfusion

At the Bedside

Consent
Patient Identification
Sample Collection
Labelling

In the Laboratory

Pretransfusion testing
Pre-transfusion

- Sample videos
Pre-transfusion Testing

Guiding questions

Content

1. Identify the components of informed consent prior to transfusion.
2. Discuss the requirements for patient identification and sample labelling for transfusion purposes

IP Process

1. Discuss the communication between the technologist and the nurse. What barriers exist, and how could it be improved?
2. Was collaboration achieved? Explain why or why not.
3. Identify the professions involved in this case. Describe their professional responsibilities as well as their team role (initiator, clarifier, educator, advocate, etc). What was the patient’s role?
Transfusion

- Ordering
- Product info
- Product administration
- Patient assessment
Challenges

Technical
• External course login for internal users (some surprises)
• File management
• Filming
• Editing

Content
• Broad and generalizable
• Literature

• Time!
Successes

- Funding Support
- Help from a designer
- Use of facilities and resources for IP collaborations (HSERC)
- Online Learning Platform
- Knowledge and skill set of our team
Thank You

- Canadian Blood Services – Centre for Innovation
  - BloodTechNet - Sophie Chargé and the selection committee
- University of Alberta
  - Centre for Teaching and Learning
  - Faculty of Medicine and Dentistry
  - Health Sciences Education Research Commons
- Redd Angelo
- Actors
- UAH Blood Bank Staff
Next Steps

- Finish filming/editing/content loading
- Run pilot – collect feedback and make changes
- Open course to public in June
How to find us

- Alberta Vein to Vein Website
- transfusionmedicine.ca
  Resources > Other Professional Development Tools
- TRACCESS (AHS employees)
- E-mail Lists (Medlab-L, Transfusion)

- E-mail: Chris Ward  cw9@ualberta.ca

Questions?