

BACKGROUND

The Cleveland Clinic Center for International Medical Education and EviMed, a medical education company that provides multi-modality and multi-lingual online activities, collaborated to develop a sequential learning initiative for healthcare professionals and teams across the Americas (<https://evimed.net/en/endoifecare2021/>).

Clinical Need: Improve end of life management in the Intensive Care Unit. Includes team-based approaches to decision-making, patient/caregiver communications, and shared decisions.

The target audience is intensive care providers throughout the Americas (North America and South America). This includes multiple languages and spans multiple professions: Intensivists, Nurses, Respiratory Therapists, Ethicists, Anesthesiologists/Pain management, Cardiologists, Critical Care physicians, Hematologists/oncologists, and more. The aim is to learn through case-based decision-making based on several scenarios faced in the ICU. A wide range of learners across large geographic regions requires a digital learning environment, ideally spacing sessions over time to accommodate busy practices, multiple time zones, and to bring together a wide range of learners.

Strategies for collaboration, educational design, and enhancement of interactions in both an asynchronous and synchronous digital learning environment are needed to address this need.

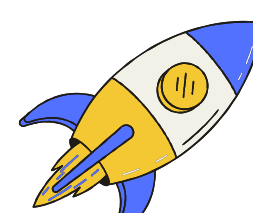
PURPOSE & OBJECTIVES

Goal: Implement education that is case and team based that reaches learners throughout the Americas.

OBJECTIVES

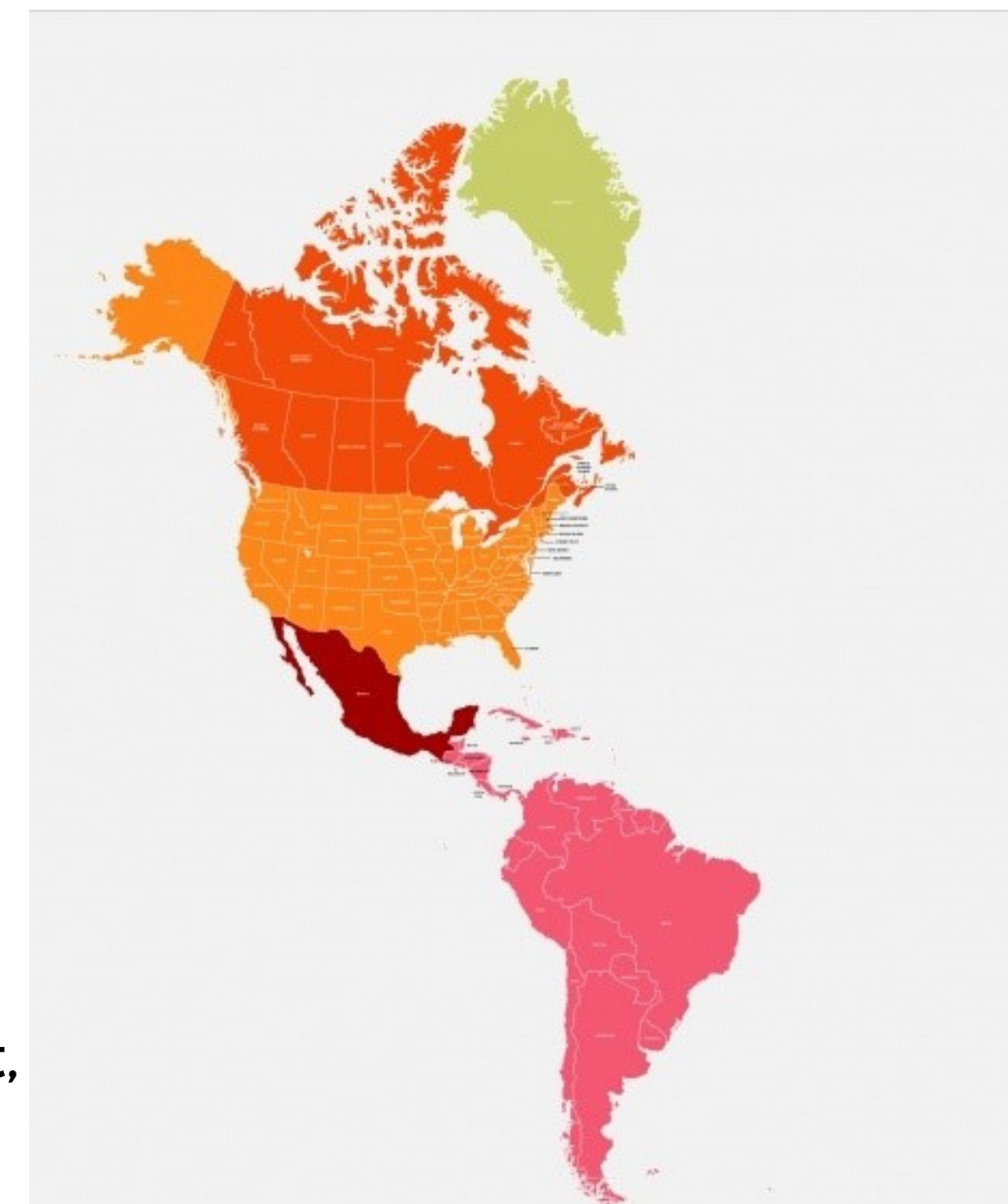
- Identify multidisciplinary approach to end-of-life care in the ICU
- Develop skills to conduct advance care planning, demonstrate empathy, and communicate effectively in the ICU
- Apply strategies to foster resilience and well-being for the ICU team

EXPECTED RESULTS PARTNERING- COLLABORATION



In order to achieve the best learning outcomes, we brought together synchronous and asynchronous educational strategies. Blending both methods of content delivery builds on the learning activities in a sequential manner, maximizes engagement and interaction, which helps reach education goals. With this course, we expect to achieve more participation, competence and performance levels from the participants, as is shown in the Moore's Pyramid graphic. The purpose of this activity is to have a direct impact in the professional practice of the participants, through specific changes they get committed to implementing thanks to the new knowledge acquired in the course.

Moore's Outcomes Levels



HIGHLIGHTS

We carry out this type of educational activities aiming to provide the most up-to-date educational methodologies, taking into account the demands that healthcare professionals have in terms of time arrangements, transfers, access to cutting-edge materials, and contact with experts from all over the world. Participants experience the activities in their native languages, through on-demand content and a dynamic discussion forum between peers and Faculty. The course is currently running over the Internet for seven weeks in English, Spanish and Portuguese. It has a large interactive component, including lectures by international experts, case resolution forums, and clinical simulations.

The educational design uses asynchronous methods to reach an audience of several hundred participants from anywhere in the Americas in their native languages, through on-demand content and a weekly asynchronous discussion boards (Question/ Answer Feature, peer discussions, and Faculty participation) to gain perspectives from their colleagues in the region and world-renowned experts about the topics addressed during that week.

The educational format is a sequential (over seven weeks) and active learning process, which provides an engaging learning experience through social interaction and reflection. It is also designed to provide the audience with more tools to retain information and apply it in their daily practice, and therefore, provide better care for their patients.

The course also leverages live synchronous webinars including interaction between participants and Faculty. This modality provides instant feedback and participants have the opportunity to discuss cases and applications to practice with experts and other participants

Distinct Features of the initiative:

- Faculty tutoring and responding to questions from learners
- Customized longitudinal learning experience
- Social interactivity to form a community of practice.

These social networking activities enhance reflection and create a sense of belonging.

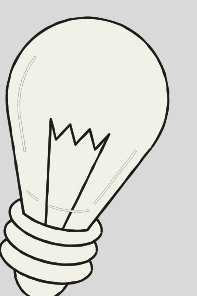
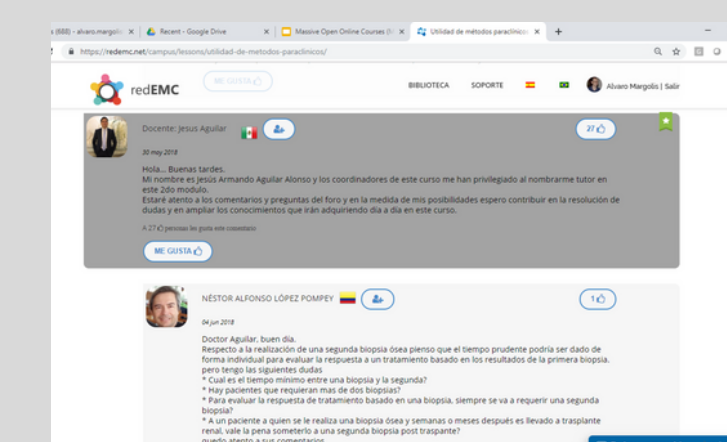
FROM A LIST OF PARTICIPANTS

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TO NETWORK INFORMATION



SOCIAL LEARNING THAT USES A FACEBOOK-LIKE DIALOGUE



Asynchronous distributed learning is not widely utilized, and we have found the need to coach faculty and participants in order to have better engagement rates throughout the educational activity in this modality of learning.

