

ALSO Changes One-Day Format & Blended Learning

PDW-RPS, Kansas City
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AMERICAN ACADEMY OF
FAMILY PHYSICIANS

Presenter

- **David Gregory, MD, FAAFP**
 - Program Director - CMG-Lynchburg Family Medicine Residency
 - Chair, Department of Family Medicine - Lynchburg General & Virginia Baptist Hospitals, Lynchburg, Virginia
 - Editorial Board Member (ALSO Instructor Manual & Course), ALSO Program
 - Past Chair, ALSO Advisory Board, AAFP

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Acknowledgements

- AAFP & ALSO Program Staff
 - Robyn Brumble
- Slides are adjusted/updated from previous webinar slides created alongside AAFP/ALSO Staff, with graphics from the AAFP/ALSO Websites

Disclosures

- As an Associate Medical Editor for the ALSO Program, I am a paid contributor, editor, advisory faculty and approved instructor

Residency Program Gap

- Learn more about the one-day course option, how it reduces the required amount of time spent away from patient care, and how it lowers overall costs related to the ALSO Provider Course.

Gap Validated

- In a survey conducted by the ALSO Advisory Board in January 2007, more than 80% of all Family Medicine residency training programs reported that ALSO Provider training was a required element in their program. New Accreditation Council on Graduate Medical Education (ACGME) requirements have emphasized the use of simulated team training to demonstrate competency in approaching emergency responses, and ALSO Provider Course training is an effective means of ensuring all residents can demonstrate emergency obstetrical techniques and team safety behaviors.

Workshop Purpose

- Educate Residency Program Faculty and Coordinators about the blended course format and how the change will impact their residents and program
- Recognize the importance of interprofessional education
 - Megacode delivery replaced team based simulated skills check-off and group testing scenarios
 - Emphasizing other key safety components related to the interaction of the maternity care team during an obstetrical emergency

Educational Objectives

- Understand how ALSO models a standardized team-based approach amongst physicians, residents, nurse midwives, registered nurses and other members of the maternity care team to improve patient safety and positively impact maternal outcomes.
- Reframe residency program faculty and administrator experiences and roles to the new course format
- Understand how a blended format will impact residents and programs

Outline

- What is Blended Learning?
- ALSO Blended Classroom
- What Instructors Need to Know
- Obtaining Additional Information
- Questions & Answers



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What is Blended Learning?

- Hybrid educational format, combining
 - Online digital media
 - Traditional classroom methods
- Prior to live course
 - Learner controls time, place, content, and pace of required online elements



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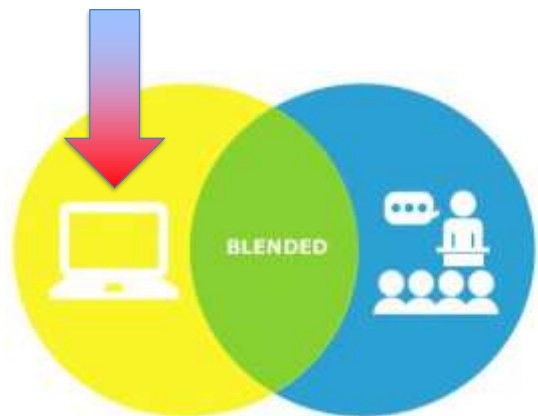
Why Has ALSO Evolved?

- Response to ALSO Course evaluations and feedback
- Requests for a One-Day course option
 - Less time away from patient care
 - Reduced cost for holding/attending courses
- Known evidence of adult learner outcomes
 - Educational content better absorbed at learner's pace
 - Blended format increases learner retention
- Strengthen ALSO Program's reach to multiple disciplines

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ALSO Blended Classroom

- Online Components
 - Pre-Live Course
 - Instructors given access
- Live Components
 - Must Complete Online Components to Attend



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ALSO ONLINE Components

- Pre-Course Knowledge Assessment.
- Content Review of all 12 ALSO Chapters
 - Video Recorded Lectures & Workstation Demonstrations
 - Branched Logic Case Studies
 - Required Chapter Quizzes
 - Optional Interactive Gaming for ALSO mnemonics.
- Post-Course Examination - “board-style” (must pass with 80% correct)
- Course Evaluation
- Automated Claiming of CME/CNE Credit and Letter of Participation
- **ALSO Course Slides** & Provider Manual available for download/print

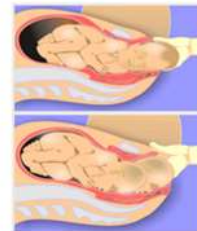
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Viewing of Lectures Online



Zavanelli Maneuver: Cephalic Replacement

- Flex fetal head to replace
- Cephalic replacement followed by emergency cesarean delivery
- Requires anesthesia, operative team, tocolysis
- Not an option if nuchal cord has been clamped and cut



Advanced Life Support in Obstetrics

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Viewing Sample Group Testing Scenarios and Subsequent Debriefing



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Viewing of Workstation Demonstrations



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Memorization of ALSO Mnemonics Through Gaming Components

Welcome to DR C BRAVADO

Learning Objectives

In this course, you will learn: a systematic way in which to assess and interpret the fetal monitoring strip.

- The mnemonic **DR C BRAVADO** (DR = determine risk), (C=contractions), (BRa = baseline rate), (V = variability), (A = accelerations), (D = decelerations), and (O = overall assessment).

DR C BRAVADO (DR = determine risk), (C=contractions), (BRa = baseline rate), (V = variability), (A = accelerations), (D = decelerations), and (O = overall assessment).

NEXT >

Step 1: H = Help (call for additional assistance)

This step refers to activating the pre-arranged plan for personnel to respond with necessary equipment to the labor and delivery unit. If such a pre-arranged plan has not yet been developed, the appropriate equipment and personnel should be requested, including someone to assist in neonatal resuscitation, and anesthesia personnel to assure that appropriate medications will be immediately available. As different people enter the room, each should be given a defined role. Extraneous people present in the delivery room can increase the confusion and anxiety for the patient and staff.

- 1 **H** ✓
- 2 **E**
- 3 **L**
- 4 **P**
- 5 **E**
- 6 **R**
- 7 **R**

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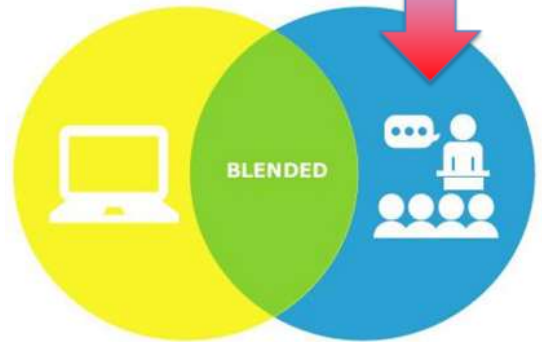


- Each Provider Course participant **MUST PROVIDE PROOF** of successful completion of **ALL REQUIRED ONLINE COURSE ELEMENTS** **BEFORE PARTICIPATION IN THE LIVE COURSE**
 - E-mailing Letter of Participation to Course Director prior to live course
 - Providing a printed copy on arrival to live course

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ALSO LIVE Course Components

- One single didactic: “Safety in Maternity Care”
- Six skills workstations
 - Mnemonic Repetition
 - Hand Skills Checkoff
- Interactive Group Case Discussions
- Group Testing Workstation
 - Brief
 - Team Safety Behaviors
 - Debrief



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Sample Live Course Agenda

- 7:30-8:00 Registration
- 8:00-8:30 Overview & Instructions/ Q&A from online materials
- 8:30-9:00 Lecture: Safety in Maternity Care
- **Workstation Rotations (5 learners per group)**
- 9:00-9:55 Workstation 1: Shoulder Dystocia
- 9:55-10:10 Break
- 10:10-11:05 Workstation 2: Emergency Breech Delivery
- 11:05-11:50 Workstation 3: Assisted Vaginal Delivery
- 11:50-12:30 Lunch (recommend lunch be provided on-site in order to expedite course)
- 12:30-1:25 Workstation 4: Maternal Resuscitation
- 1:25-2:20 Workstation 5: Postpartum Hemorrhage
- 2:20-3:35 Break
- 2:35-3:45 Workstation 6: Interactive Case Studies: Eclampsia, Labor Dystocia/Intrapartum Fetal Surveillance (IFS)
- 3:45-5:00 Group Testing: (6 different rooms with one team as assigned above to remain in that room for all of group testing)
- 5:00-5:30 Wrap-Up, Questions, Evaluations Completed

* This course agenda is a recommended adaptation for the blended classroom, it does not include optional sessions.

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Skills Workstations

- **BRIEF** skill demonstration (5 minutes MAX)
 - NOT A LECTURE!
- Mnemonic posters available for print
- Focus on repetitive performance of skills
 - Each participant in group, observed by group
 - Until assured of safe & competent performance
- Must pay close attention to time for adequate repetition

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Facilitating Group Testing Workstations

- Seven simulated obstetrical emergency scenarios
- Groups of approximately 5 Learners
- Each learner leads one scenarios
 - Pre-scenario briefing
 - Direct team application of ALSO approaches
 - Post-scenario debriefing

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ALSO Instructor Adjustments

- Lecturing – except “Safety” - no longer required
- Group testing requires Instructor to **guide** scenario
- Focus more on Team Based Learning
- Shift from presentation/demonstration format to brief reminder demonstration by Instructor & repetition by learner groups

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Instructors Must Remember.....

- One-Day Live course must focus on **assessing performance**, not **teaching** content
- Learners will come much more PREPARED to demonstrate skills already learned



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Making Your First Blended Classroom Course Successful

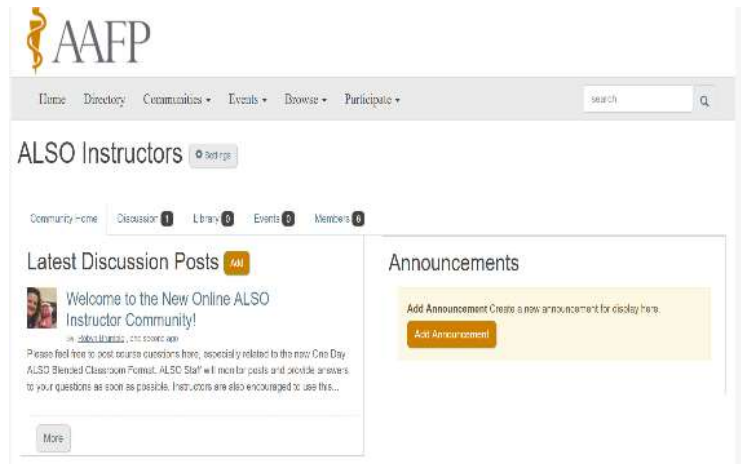
- Know your learners, specifically their...
 - Level of experience
 - Desire for more than the basic course
- Get all your questions answered ASAP
- Pre-Course Instructor Meeting is a MUST!
 - Plan 3 or more hours
- Two Options
 - Schedule for One Day – Experienced Instructors & Learners wanting short course
 - Schedule for Two Days – Anticipate Finishing Each Day Very Early or Add One or Two Optional Workstations

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Obtaining Additional Information

- Post questions via our new **ALSO Instructor Online Community**



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Obtaining Additional Information

- Website at www.aafp.org/also
 - FAQ's
 - Simple sign up to sponsor a course

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Obtaining Additional Information

- Contact ALSO Staff directly
 - Email: ALSO@aafp.org
 - Phone: (800) 274-2237 ext. 6556

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Key Take Away

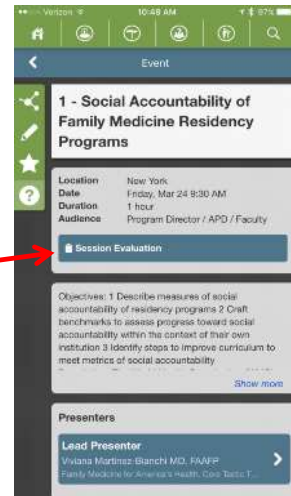
- This comprehensive course encourages a standardized team-based approach amongst the maternity care team to improve patient safety and positively impact maternal outcomes
- The new blended format focuses resident participants on knowledge content and basic procedural understanding ahead of the course, and allows for active repetitive feedback during the live course, including team based scenario performance, with brief and debrief
- A one-day format option may save resources and be more attractive to broader professions in your institution
- The new format can allow for required elements in one day and a second-day for optional workstations for professions needing more basic or advanced skills

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Please
complete the
session evaluation.

Thank you.



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