## 21st Congress of the EAHP
### Vienna, Austria - 16-18 March, 2016
Hospital Pharmacists taking the lead
– partnerships and technologies

**Seminar T3**
*« E-learning: where to use and how to implement »*

Groupe Hospitalier Paris Saint Joseph
Hôpital Antoine Béclère, HUPS -APHP

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# Disclosure

▪ Roche®
▪ Lilly®

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# Teaching goal

To describe how an e-learning programme has been set up and implemented in a healthcare setting

⬇

# Learning objective

To outline important aspects to consider when planning and implementing an e-learning programme

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**In practice:**
**Is e-learning programme more appreciated by health professionnals than fact sheets ?**

**NO**                **YES**

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**Are the following steps appropriate to implement an e-learning programme ?**

Retroplanning → Diagnostic → Assessment → Development



**NO**          **YES**

**Is it necessary to use a dedicated software (LMS) to edit an e-learning programme ?**



**NO**          **YES**

# Where e-learning could be implemented ?



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# Where e-learning could be implemented ?
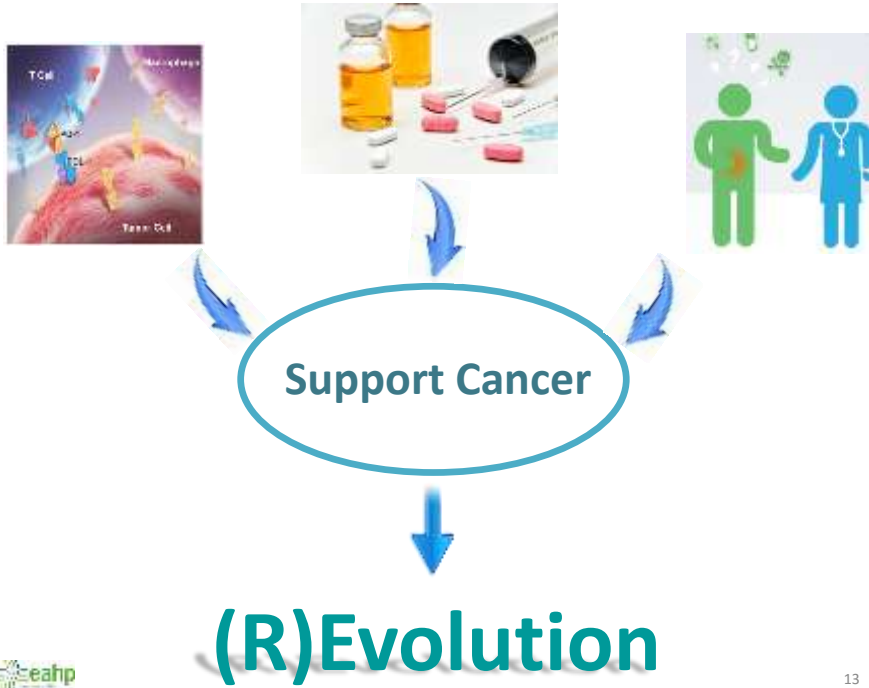


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# Where e-learning could be implemented ?



# Where e-learning could be implemented ?

Module *e-learning* : «  Oral chemotherapy: management of side effects »

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## Support Cancer

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**Support Cancer**

# (R)Evolution

# Support cancer

**Before**

Specialized health professionals

# Support cancer

**Before** → **Now**

Specialized health professionals

Multidisciplinary health professionals
Autonomous patient→ **patient partner**

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**Analyze risk induced by oral chemotherapy on the healthpathway**

(Renet *et al. Bull Can* 2016)

↓

**80 % risks due to a lack of knowledge and/or information of health professionnals and patients about oral chemotherapy**

↓

knowledge and information
of health professionnals and patients about oral chemotherapy

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**Which tool ?**

**Where ?**

**How ?**

**For who ?**

**What about ?**

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**Which**

KEEP
CALM
AND
BE
METHODICAL

re ?

**How ?**

ho ?

**W**

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1/ Establish a **multidisciplinary** team

1/ Establish a **multidisciplinary** team

2/ Adopt a methodology : **Methode ADDIE**[1]

| Analysis | Design | Development | Deployment | Assessment |

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[1]Paquette G. L'ingénierie pédagogique. Pour construire l'apprentissage en réseau.
Québec: Presse de l'université du Québec; 2005     20
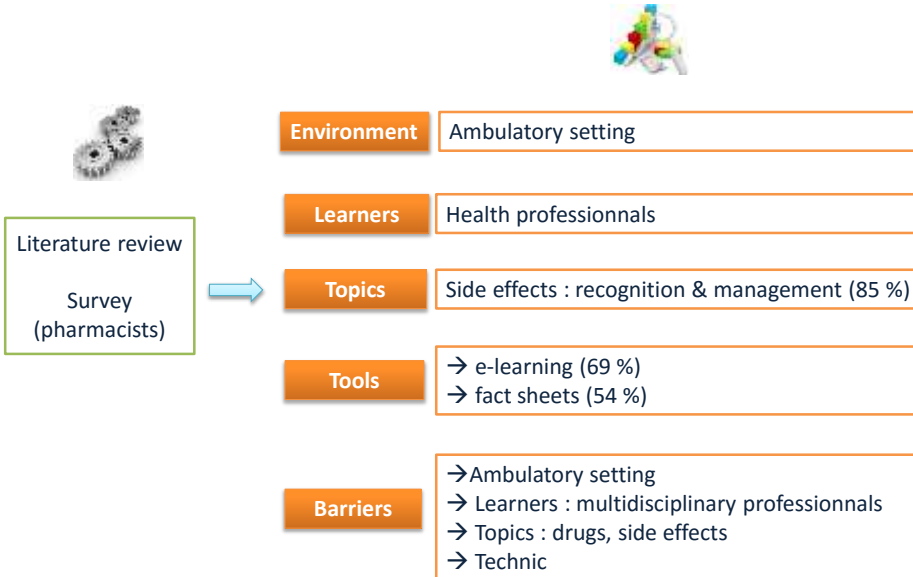
**Analysis** | Design | Development | Deployment | Assessment

Literature review

Survey
(pharmacists)

| Environment | Ambulatory setting |
|---|---|
| Learners | Health professionnals |
| Topics | Side effects : recognition & management (85 %) |
| Tools | → e-learning (69 %)<br>→ fact sheets (54 %) |
| Barriers | →Ambulatory setting<br>→ Learners : multidisciplinary professionnals<br>→ Topics : drugs, side effects<br>→ Technic |

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**Analysis** | Design | Development | Deployment | Assessment

**A two aims multi-professional module e-learning:
educational and practice**

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| Analysis | Design | Development | Deployment | Assessment |



**A two aims multi-professional module e-learning: educational and practice**

**Learners**

**Learning objectives**

1/ To recognize class and mechanism of action of 8 oral chemotherapies
2/ To recognize 16 side effects and define severity grade
3/ To advocate preventive and curative measures for each side effect
4/ To know the best support : hospital *versus* ambulatory

**Tools**

fact sheets → 2 types: patients & health professionnals

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| Analysis | Design | Development | Deployment | Assessment |

Prioritize
→ Important
→ Urgent
→Cost

Redaction
Contents & specifications

LMS platform

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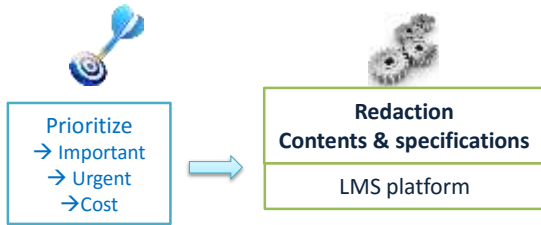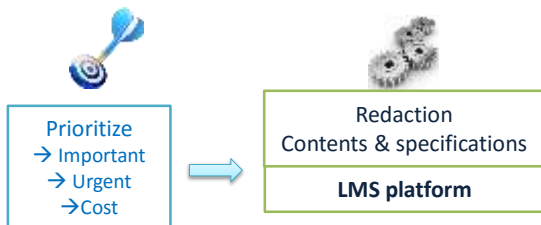| Analysis | Design | Development | Deployment | Assessment |

**Prioritize**
→ Important
→ Urgent
→Cost

**Redaction
Contents & specifications**

LMS platform

**Story-board**

Scientific content

| Module 1 | |
| --- | --- |
| Sequence 1 | Activity 1<br>Activity 2<br>Test |
| Sequence 2 | Activity 1<br>Activity 2<br>Test |

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| Analysis | Design | Development | Deployment | Assessment |

**Prioritize**
→ Important
→ Urgent
→Cost

Redaction
Contents & specifications

**LMS platform**



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**Slide 27:**

| Analysis | **Design** | Development | Deployment | Assessment |



Prioritize
→ Important
→ Urgent
→Cost

Redaction
Contents & specifications

LMS platform

**Story-board**



Budget

Prioritize
→Technical merit
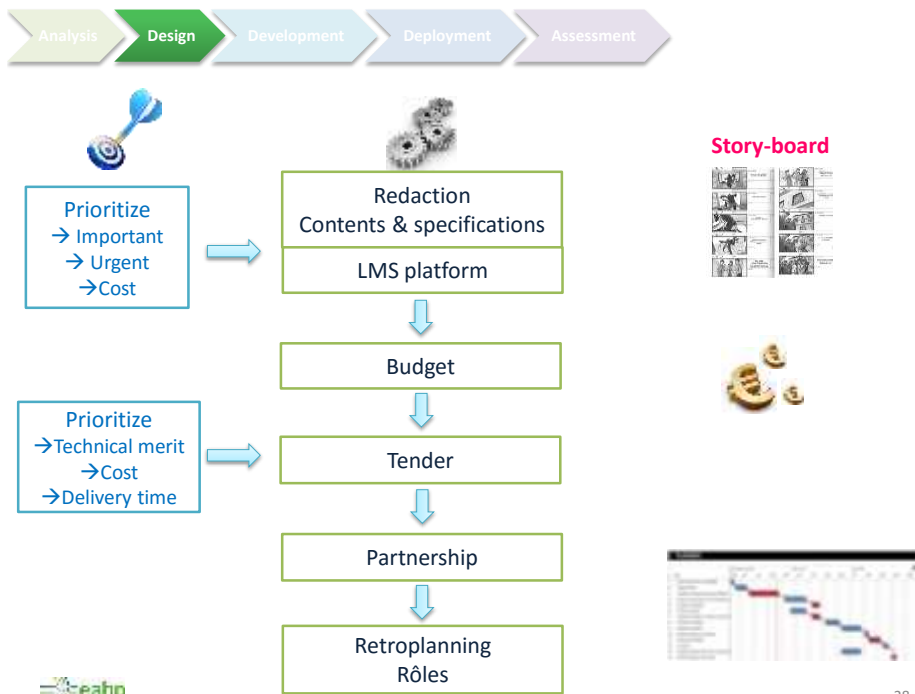→Cost
→Delivery time

Tender

Partnership

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**Slide 28:**

| Analysis | **Design** | Development | Deployment | Assessment |

Prioritize
→ Important
→ Urgent
→Cost

Redaction
Contents & specifications

LMS platform

**Story-board**

Budget

Prioritize
→Technical merit
→Cost
→Delivery time

Tender

Partnership

Retroplanning
Rôles

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| Analysis | Design | Development | Deployment | Assessment |



Chamilo
Elearning & Collaboration Software

LMS Plateform

www.chimoral.fr



Trailer                    Login + password

**Home page**



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**Home page**

Interview of an
expert patient



Presentation of learning
objectives
Quizz

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**Home page**

Interview of an expert patient

Monitoring booklet for patients included in CHIMORAL study



Presentation of learning objectives
Quizz

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**Home page**

E-learning modules



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**E-learning modules**



Management of side-effects

Cytotoxics *versus* Targeted therapies

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Select side- effect

36

1

2

3

Select side-effect

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**Home page**



Clinical cases

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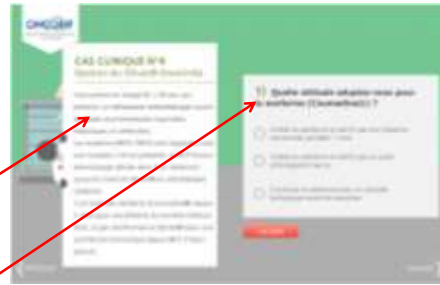**Evaluation**



Clinical case

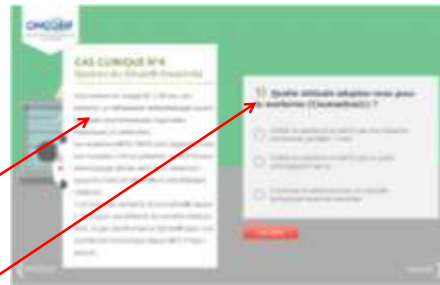3 response
propositions

**Evaluation**



Clinical case

3 response
propositions

Select a response

1 justification for each response

Home page



Fact sheets for
patients and health
professionnals (pdf)

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16 fact sheets



For patient



For health
professionnals



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Analysis | Design | Development | **Deployment** | Assessment

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Analysis | Design | Development | **Deployment** | Assessment

A non interventionnal multicentric clinical study started in november 2013

To assess the impact of a coordinated management of patients treated with oral chemotherapy
Endpoint : resort to the hospital for any side-effect

2 groups : → usual care (N= 220 patients)
→ coordinated care : usual care + cancer network, nursing home visits + training of the GP/community pharmacist/nurse by **e-learning and fact sheets** (N'=220 patients)

**Deployment of the tool through cancer network**

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| Analysis | Design | Development | **Deployment** | Assessment |



| The learners' follow-up | ⇨ | **Cancer network**<br>→ Technical problems<br>→ Questions |

| Analysis | Design | Development | Deployment | **Assessment** |



| Learners assessment | ⇨ | **Clinical cases**<br><br>**Feedback of the learners** |

| Tool assessment | ⇨ | **Tracking**<br>→ *i.e.* number of connection, topics read |

Analysis → Design → Development → Deployment → **Assessment**

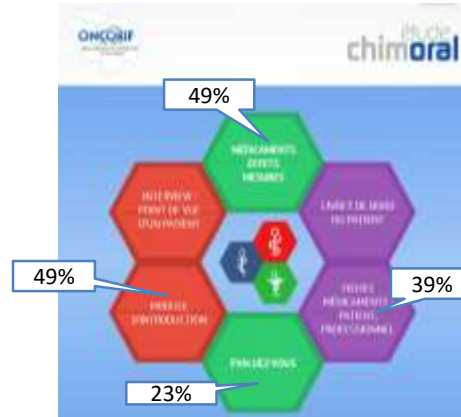**September 2015**

▪ **Pourcentage of connections / item**

▪ **Pourcentage of connections:**
→ 24 % health professionnals connected (84/345)



49%

49%

39%

23%

▪**Type of Health professionnals conected:**
→ 17 % nurses
→ 5 % community pharmacists
→ 1,7 % GP

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Analysis → Design → Development → Deployment → **Assessment**

**84 health professionnals** →



100 % interested about the topic

| Reasons of consultation | Reasons of non-consultation |
|---|---|
| Learning | Connection problems |
| Curiosity | Lack of time |
| Side-effect in practice | Lack of interest |
| Question of the patient | Lack of promotion of the tool |

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**KEEP CALM AND CONCLUDE**

✓ **Health professionnals in town are interested to learn about :**
   - **oral chemotherapy**
   - **the coordinated management**

✓ **E-learning is well received**

✓**Low pourcentage of connections**
   -**Difficult to mobilize the health professionals in town :**
   → **lack of time, isolation**
   -**Promotion of the tool is necessary**

✓ **E-learning is not enough : a classroom and a follow-up are necessary**

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**PERSPECTIVES**

chimoral

✓ **Results of the Chimoral Study (2016, June)**

✓**Update :** new drugs, new guidelines

✓ **Free website for all health professionnals, patients and students**

✓ **Improve the e-learning tool promotion**

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**In practice:
Is e-learning programme more appreciated by
health professionnals than fact sheets  ?**



**NO**                    **YES**

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**In practice:
Is e-learning programme more appreciated by
health professionnals than fact sheets  ?**



**YES**

e-learning (69 %) > fact sheets (54 %)

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## Are the following steps appropriate to implement an e-learning programme ?

Retroplanning → Diagnostic → Assessment → Development



**NO**  **YES**

## Are the following steps appropriate to implement an e-learning programme ?

Retroplanning → Diagnostic → Assessment → Development



**NO**

**Diagnostic → Development → Retroplanning → Assessment**

**Is it necessary to use a dedicated software (LMS) to edit an e-learning programme ?**



**NO**              **YES**

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**Is it necessary to use a dedicated software (LMS) to edit an e-learning programme ?**



**YES**

**LMS software : standards have been defined to allow interoperability of the products contained and their use on different web platforms**
**→SCORM**
**→IMS Simple Sequencing**

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## Seminar T3
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