

# Strengthening Collaborative Education using E-Learning Technologies

Creating a Knowledge Exchange Community of Learners and Educators to Improve the Mental Health of Canadians

## Project Partners:

- The College of Family Physicians of Canada (Project Lead)
- Canadian Alliance on Mental Illness and Mental Health
- Canadian Association of Occupational Therapists
- Canadian Association of Social Workers
- Canadian Federation of Mental Health Nurses
- Canadian Mental Health Association
- Canadian Nurses Association
- Canadian Pharmacists Association
- Canadian Psychiatric Association
- Canadian Psychological Association
- Canadian Psychiatric Research Foundation
- Dietitians of Canada
- Registered Psychiatric Nurses of Canada

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## INTRODUCTION

### IMPORTANCE AND PROBLEM

The premise that collaborative mental health care (CMHC) will increase consumers' access to mental health services, decrease their burden of illness and optimize their care, means that collaboration amongst health providers, consumers and caregivers must be strong.

An integral way of strengthening collaboration is by offering interprofessional education (IPE) in pre- and post-licensure programs and refining team-based activities in day-to-day practice. The Canadian Collaborative Mental Health Initiative (CCMHI) – through its research of 800 relevant articles, 100 Canadian initiatives, 30 education programs, and various best practices – identified a need for more training tools and interprofessional learning opportunities (visit [www.ccmhi.ca](http://www.ccmhi.ca)). The result:

- an **Interprofessional Education Toolkit**, **E-learning seminars** and **online resources** to complement the Toolkit.

## PROJECT DESCRIPTION

### PURPOSE

To foster and enhance CMHC services using e-learning technologies to deliver a national knowledge exchange program.

### CONTINUING EDUCATION (CE) PROGRAMS

- 5 *teleseminars* (90min) and 3 *webinars* (120min) on IPE and CMHC
- Led by an interprofessional team of experts
- *Participants* from across Canada: providers, consumers, educators
- *CE credits* for pharmacists, family physicians, psychiatrists and psychologists
- *Certificates of participation* for occupational therapists, dietitians, nurses, social workers, consumers, and other participants

### ADDITIONAL FREE RESOURCES

- *Website* ([www.ccmhi.ca/en/training.html](http://www.ccmhi.ca/en/training.html))
- *News Brief, TIPS and FAQs, Articles & References, Web links, Events list*
- *CCMHI Education Toolkit* (English & French)
- *E-seminar Recordings, Slide Presentations and Welcome Letter*
- *ListServ* of project participants for knowledge exchange

# Interprofessional Education for Collaborative Mental Health Care: Outcomes from a National, E-learning Knowledge Exchange Project

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## FINDINGS

Findings collected using online questionnaires:

- *Pre- and post-program evaluations* were completed by participants in order to receive CE credits and/or a certificate of participation
- An overall *program evaluation* was conducted
- Questionnaires included the *Interdisciplinary Perceptions Scale* (Leucht et al. 1990), and the *Interprofessional Attitudes Questionnaire* (Carpenter, 1995).

### ABOUT THE REGISTRANTS

The Teleseminars and Webinars appealed to a broad range of learners of different ages, in different places, practicing in different fields with different levels of education:

- 109 people registered for a teleseminar and 105 for a webinar
- 35% are Clinicians, 30% Educators, 20% Administrators, and 28% Other: e.g., Peer/Family Support & Counselling, Students, Case Managers

### OPINIONS RELATED TO E-LEARNING SESSIONS

Those who participated in the CE sessions generally found the session(s) to be well planned and executed, and felt it was a valuable learning experience. (see Tables 1, 2 & 3)

The majority reported that:

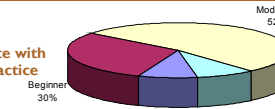
- the training resources were 'Excellent', 'Very good' or 'Good' (83%)
- the information on the website was 'Excellent', 'Very good' or 'Good' (89%), and so was the clarity of that written material (97%)
- they were 'very likely' or 'somewhat likely' to recommend the project to someone they know (93%), would remember what they learned from the website resources (98%), and would share the information with health care providers (93%)

### OPINIONS RELATED TO OUTCOMES OF IPE

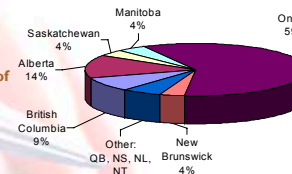
Those who participated in one of the CE sessions felt that IPE:

- enhances collaboration (84% gave a high rating of between 8 - 10 out of 10)
- improves clinical care (86% gave a high rating of between 8 - 10 out of 10)

Graph 1: Level of Experience with Collaborative Practice



Graph 2: Location of Practice



Graph 3: Profession

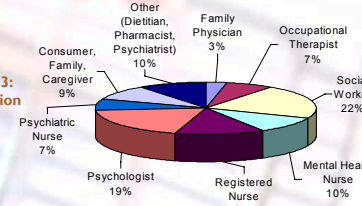


Table 1: Satisfaction with Session Format

	Webinar	Teleseminar
"Agree" or "Strongly Agree"	78%	54%
Interaction with speakers	73%	42%
Interaction with participants	93%	75%
Instruction on seminar topic	60%	42%
Group discussion		

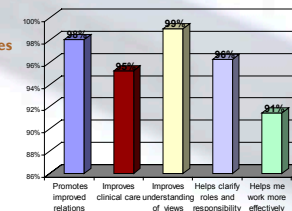
Table 2: Satisfaction with Session Content

	Webinar	Teleseminar
"Agree" or "Strongly Agree"	80%	54%
Met needs	89%	67%
Was credible & unbiased	93%	73%
Was relevant	91%	48%
Met expectations	76%	60%
Enhanced skills & knowledge	89%	73%
Applicable to practice	91%	81%
Pre-material enhanced session		

Table 3: Satisfaction with Speaker

	Webinar	Teleseminar
"Agree" or "Strongly Agree"	91%	81%
Effectively conveyed information	95%	81%
Was clear and concise	85%	69%
Provided enough time for discussion		

Graph 4: IPE Outcomes



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## CONCLUSION

By using e-learning technologies, a national audience of health care providers and consumers in both major health centers and rural communities can be educated to foster collaborative mental health care services.

### IMPLICATIONS FOR POLICY AND PRACTICE

1. IPE is one method to improve collaborative practice for the purpose of enhancing patient-centered care
2. Investing in local, regional and national programming, as well as fostering networks amongst interprofessional health providers, consumers, family members and caregivers, will enhance CMHC services and fuel the exchange of best practices
3. Supporting e-learning technologies will expand interprofessional learning and knowledge exchange opportunities that are relatively inexpensive and that effectively bring people together from across a community, region and nation

## NEXT STEPS

To enhance the sustainability of the activities completed and resources created through this project, next steps include:

- Designing practical and useful online knowledge exchange opportunities based on feedback from a needs assessment
- Extending the schedule of Teleseminars and Webinars
- Creating additional online resources and expanding our website capabilities
- Providing resources in French and English

## CONTACT INFORMATION

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