

OBJECTIVE

Project Goal: Assess change in knowledge from an interprofessional seminar focused on addressing health inequities that can be exacerbated by an increasing uptake of digital health technologies

- Increasing use of technology in patient care creates barriers between those that can utilize digital health tools and those that cannot
- Students may be unaware of limitations to using technology, potentially worsening the "Digital Divide"
- Most health science-based curriculums are in the infancy of preparing students to use these tools in the most effective, safe, and patient centric way
- Need highlighted by Curriculum Outcomes and Entrustable Professional Activities (COEPA): Digital Health (1.1.1) and Navigating Cultural and Structural Humility (2.2.3).¹

METHODS

- Partnered with National Digital Inclusion Alliance
 - Gather information on resources
 - Upskill faculty on topic
 - Generate ideas for programming
- Seminar hosted in Sept 2023
 - Interactive and small group based
- Assessment method:
 - Pre- and post- assessment at seminar
 - Longitudinal assessment with new case in 3 months (Pharmacy students)
 - Faculty scored questions on 1-4 scale
- Key Learning Objectives:

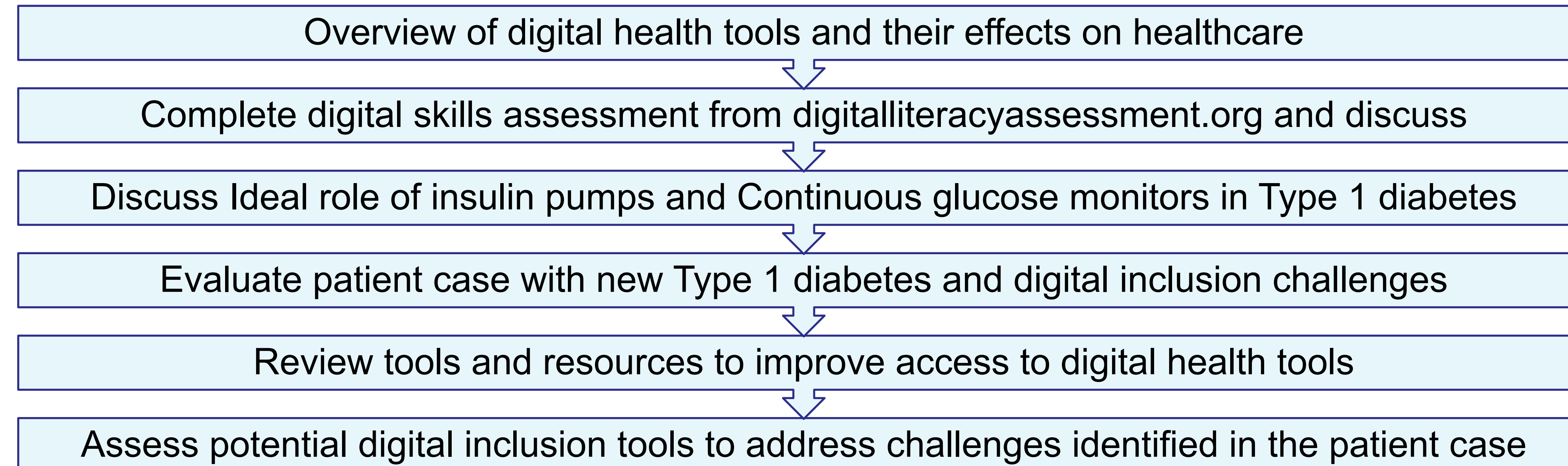
Describe "Digital Divide"

Assess impact of "Digital Divide" on patient care

Address gaps by navigating community resources

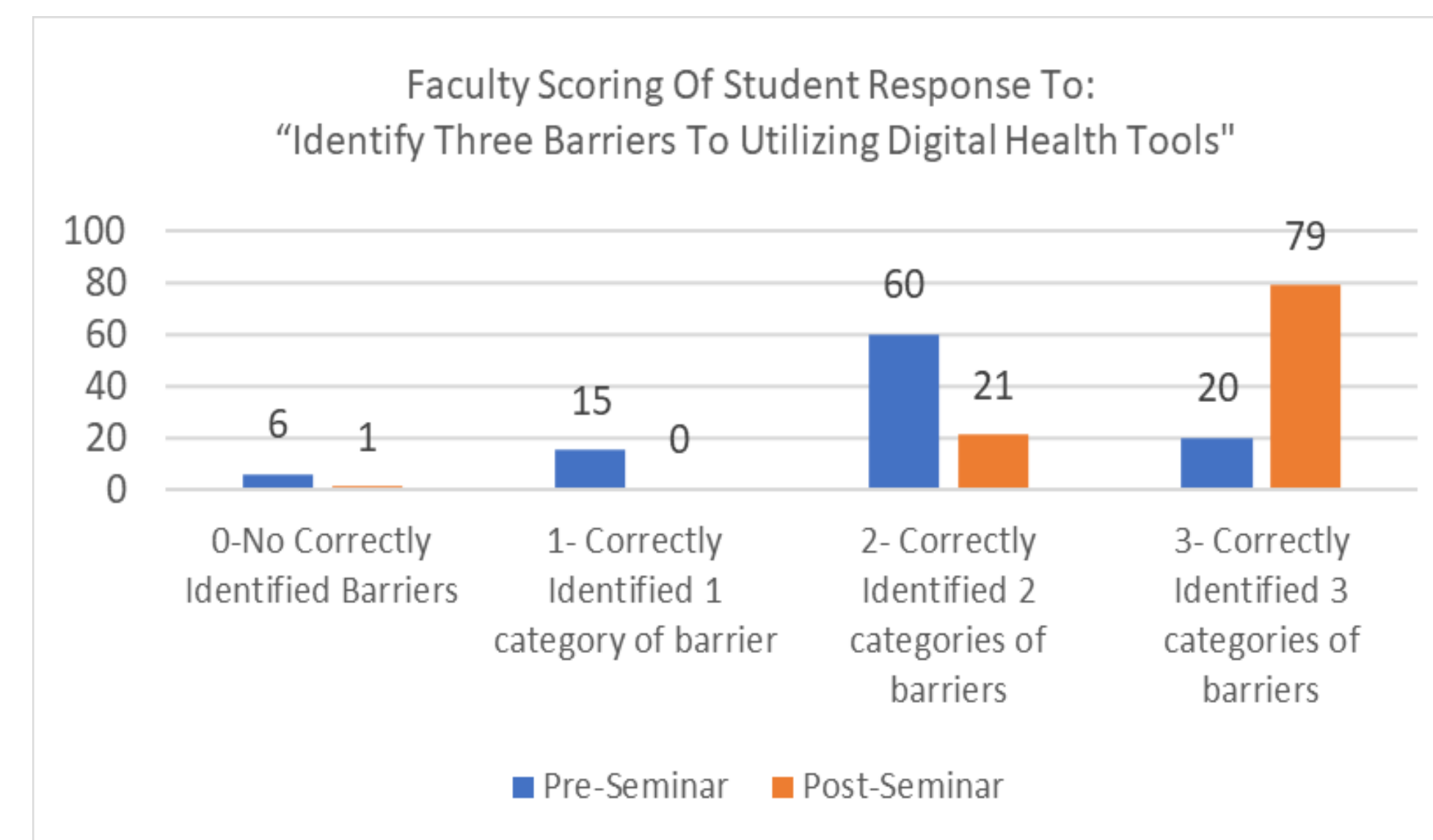
METHODS

Seminar Schedule



RESULTS

Pharmacy n=74 (73.3%)
Masters in Biomedical Sciences n=27 (26.7%)

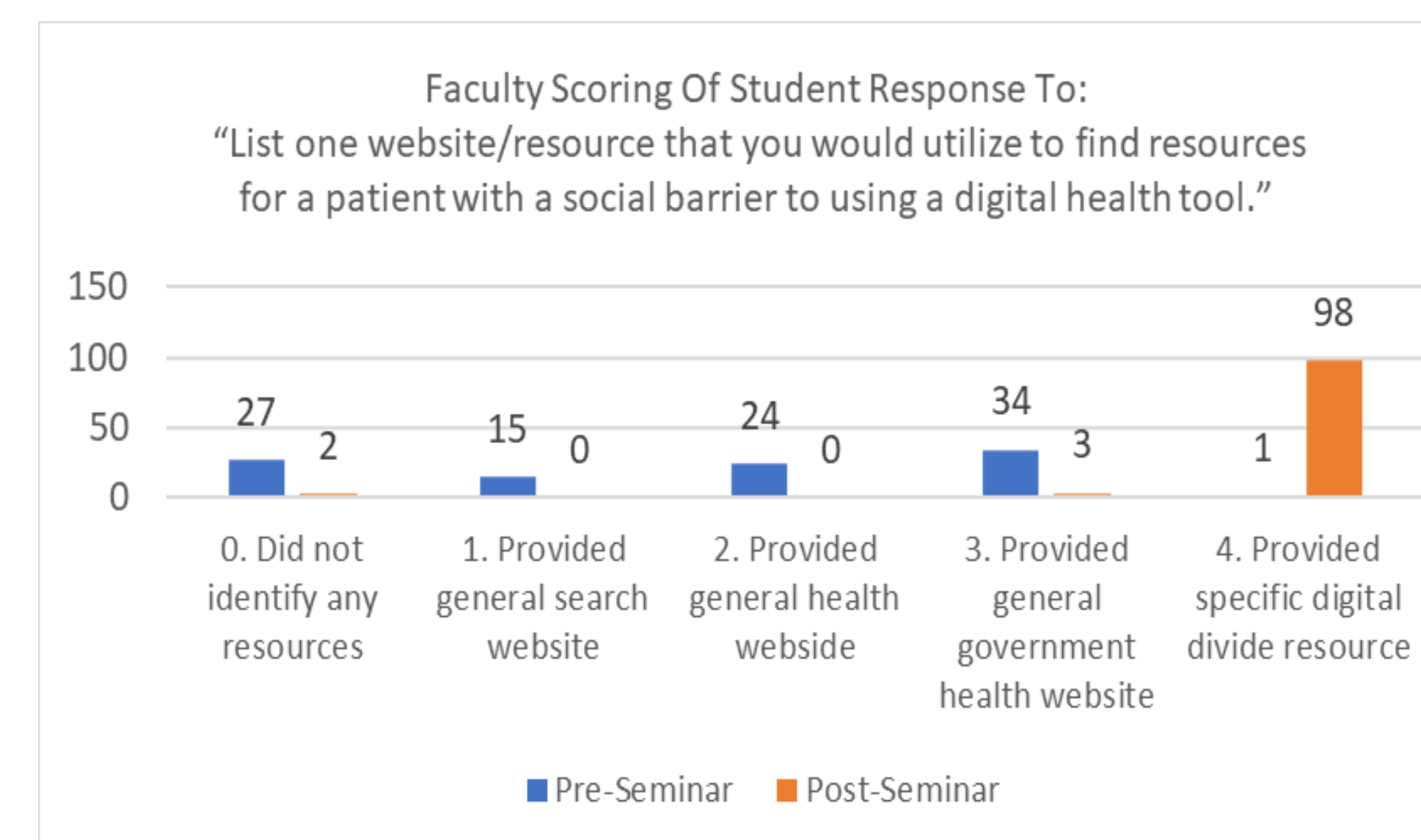


Increased pre- vs. post seminar (median 2 vs. 3, p<0.001)

Significant findings also on 3 month pharmacy longitudinal analysis

Open ended question scoring (1-4):

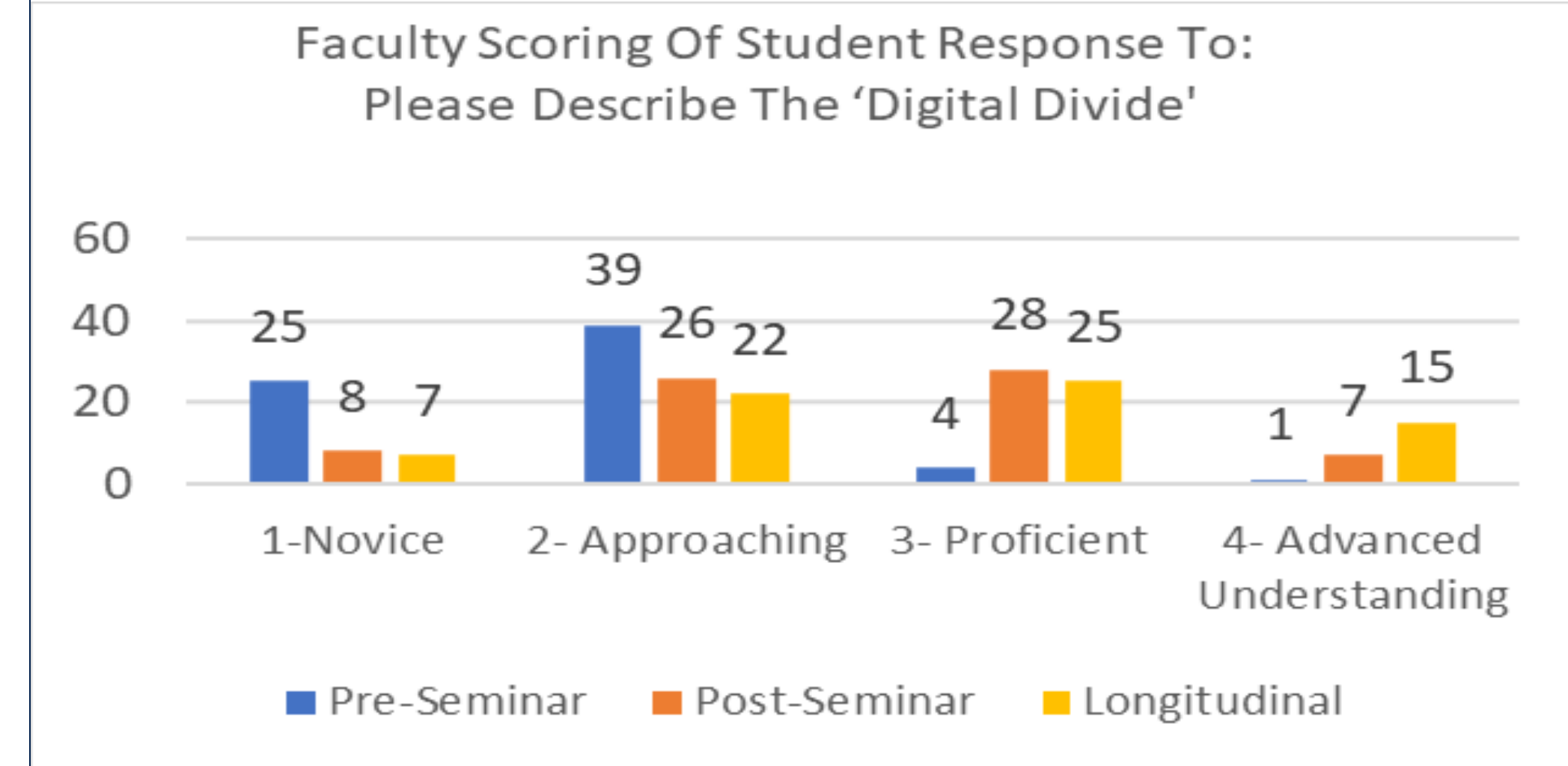
- | | |
|----------------|---------------------------|
| 1: Novice | 3. Proficient |
| 2. Approaching | 4. Advanced Understanding |



Increased pre- vs. post seminar (median 2 vs. 3, p<0.001)

Significant findings also on 3 month pharmacy longitudinal analysis

RESULTS



Increased pre- vs post (median 2 vs. 3, p<0.001) and pre- vs. longitudinal (median 2 vs. 3, p< 0.001)

New Patient Case (3 month assessment)

- 100% able to identify barriers in new case
- 96% able to recommend appropriate resource

CONCLUSIONS

- Students were more knowledgeable about technology as a social determinant of health and how to navigate community resources to address the gap with evidence of long term retention
- Collaboration between a School of Pharmacy and College of Osteopathic Medicine created an opportunity to explore a complex, multifaceted problem, which may be preferred for learning when interprofessional collaboration in practice will likely be required in practice
- Coordinating with external experts facilitated successful programming on an emerging topic

REFERENCES

¹Medina M. The AACP Academic Affairs Committee's Final 2022 Curricular Outcomes and Entrustable Professional Activities (COEPA) for Pharmacy Graduates to Replace 2013 CAPE and 2016 EPAs. *Am J Pharm Educ.* 2023 Aug;87(8):100558. doi: 10.1016/j.ajpe.2023.100558. Epub 2023 Jul 7.