

Outcomes from an Interprofessional Seminar to Assess and Address the Digital Divide

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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

Overview of digital health tools and their effects on healthcare

Complete digital skills assessment from digitalliteracyassessment.org and discuss

Discuss Ideal role of insulin pumps and Continuous glucose monitors in Type 1 diabetes

Evaluate patient case with new Type 1 diabetes and digital inclusion challenges

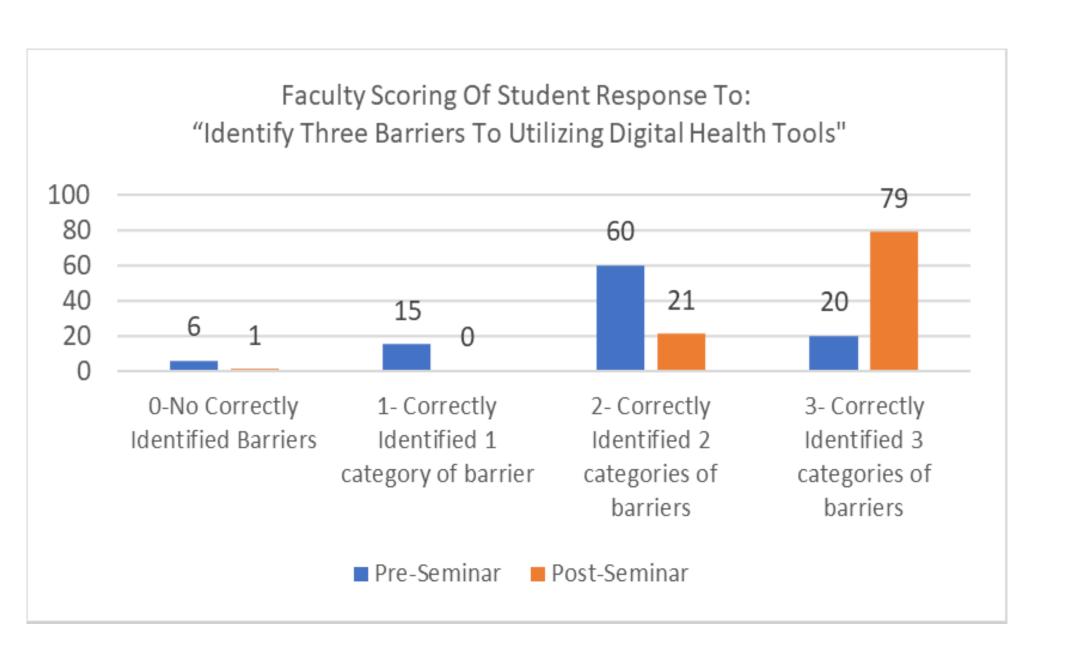
Review tools and resources to improve access to digital health tools

Assess potential digital inclusion tools to address challenges identified in the patient case

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

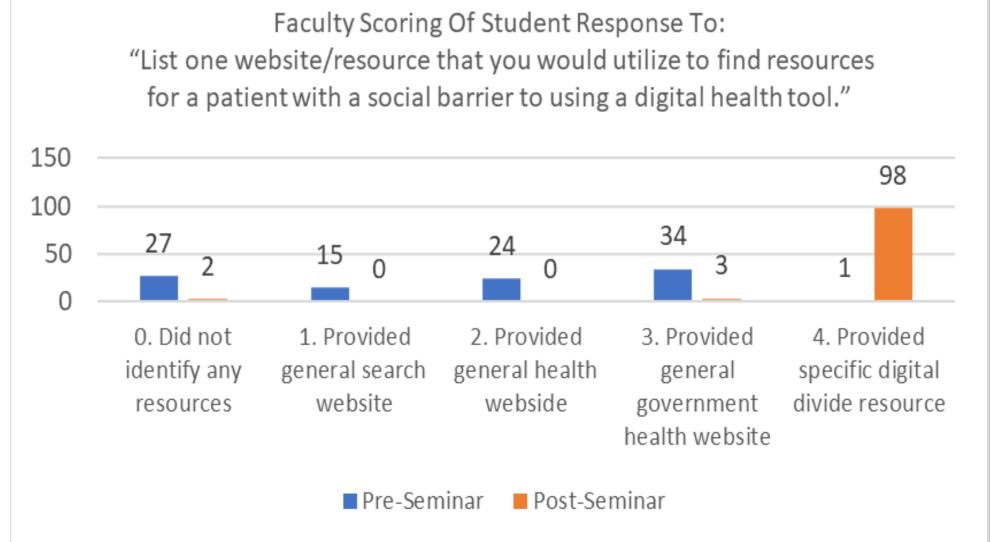
Open ended question scoring (1-4):

1: Novice

3. Proficient

2. Approaching

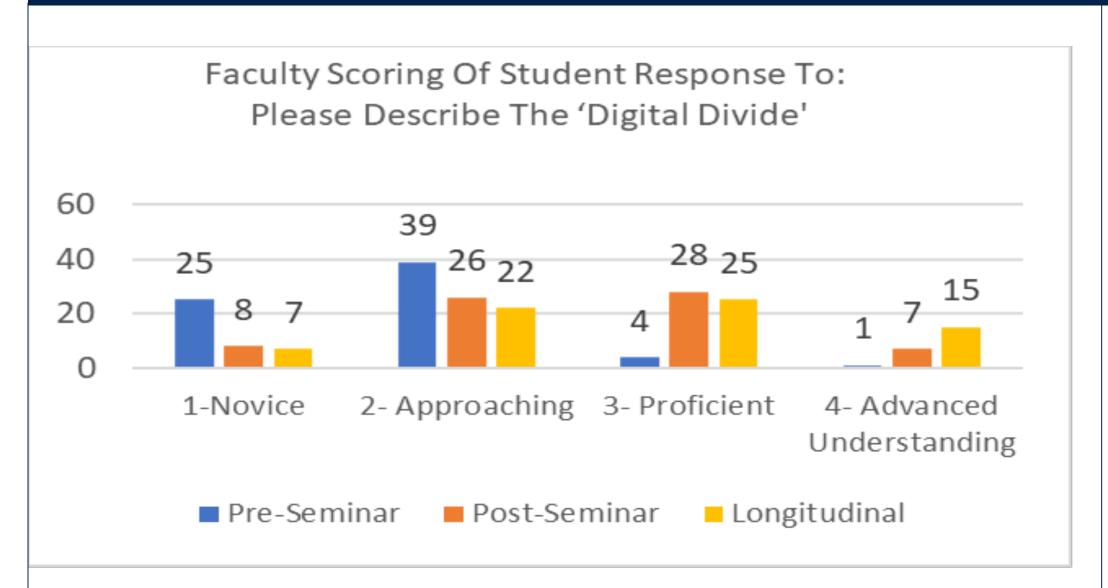
4. Advanced Understanding



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.