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Purpose and Rationale

Hamilton County in southwestern OH has been identified as a priority jurisdiction for the national Ending the HIV Epidemic (EHE) Initiative. Provision of HIV Pre-Exposure Prophylaxis (PrEP), a key strategy in the initiative’s implementation plan, is low within the county, primarily due to few providers offering PrEP services. The county’s EHE plan, developed by local stakeholders, includes enlarging the PrEP prescriber network through increased provider trainings and implementation support.

The purpose of the online microlearning course with optional clinical practicum is to assist health care professionals who want to offer HIV PrEP but are unsure how to start.

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REFERENCE

- De Gagne, J. C., Woodward, A., Park, H. K., Sun, H., & Yamane, S. S. (2019). Microlearning in health professions education: A scoping review protocol. *JBIR Database of Systematic Reviews and Implementation Reports*, 17(6), 1018-1025.
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Microlearning Principles and Benefits¹

- “Learner-centric” approach using small, targeted chunks of information available online
- Small lessons teach and reinforce learning objectives
- Rapid learning within minutes rather than hours
- Asynchronous, allowing learner to control place, method and time of access
- Focus on connections between/among small units, promoting critical thinking and clinical reasoning.

PrEP Basics: 3-hr Course Outline 6 modules consisting of 1-4 lessons, 10-15 minutes each, ending with 5-item post-test
1. Summarize the National HIV/AIDS Strategic Plan as it relates to HIV prevention with particular attention to HIV PrEP.
2. Discuss scientific evidence to support the efficacy and benefits of HIV pre-exposure prophylaxis (PrEP).
3. List CDC recommendations for health care services to be included in PrEP programs.
4. Identify patient, provider and system barriers to PrEP implementation.
5. Review FDA-approved biomedical products for HIV PrEP and apply current CDC guidelines for prescribing, routine follow-up, and discontinuing PrEP.
6. Perform a sexual health assessment.

Faculty as Learners: New Challenges in Course Development and Implementation

- Organizing content into modules and lessons
- Scaling back content to concentrate on key points
 - *What information is most important? Can it be covered in 10-15 minutes?*
- Identifying appropriate technology for presentations and post-testing
- Assuring learner access to course content
 - *Instructional design consultation for learning management system to provide videos and post-tests to learners outside UC system*
- Scripting by faculty to facilitate accurate closed captioning
- Confirm and maintain functional linkages between MATEC’s registration system (moXmi) and UC website where course videos are stored
- Regularly monitor moXmi for module completion and learner follow up
- Develop marketing system to introduce microlearning course to prospective learners

Outcomes and Future Directions

- Course development challenges took longer to overcome than anticipated
- Positive learner feedback
 - “The platform was easy to use, I did not run into any glitches.”
 - “Micro-learning approach helpful in a busy clinic setting
 - “I enjoyed your course, well put together!!”
- Future planning includes:
 - Use QR code to facilitate access to registration links
 - Offer as orientation resource for new employees
 - Consider “PrEP Challenges” course
 - Continue participation with local EHE Planning Committee to identify interested providers for follow up



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