

Vernova 'Caring Together' Microlearning Series



THE BUSINESS GOAL

The Caring Together series was created to prepare a GP federation working to expand the scope of patient care. Under a contract with the NHS, GPs would be transitioning their practices to take on treatment of conditions which had been previously treated by specialists.



THE BEHAVIOURAL GOAL

GPs need to manage more patients and refer fewer to secondary care.



THE PROCESS

Relias worked with Vernova Healthcare Community Interest Company to design modules to create motivational buy-in for handling patient care in a different way and providing the needed information to do so.

The Challenges

- Physicians do not have a lot of time to attend training or consume learning content
- The content needs to inform and provide examples and opportunities for knowledge application
- The series needs to address a wide range of health care conditions
- GPs need to buy-in to the new care model

For this project, we were asked to create a learning solution that could meet these learning objectives while providing information in a concise and engaging format.

THE SOLUTION

We recommended micro-learning modules - each with a target length of 5-8 minutes. The modules employ a lively and engaging format with high-color vector images and characters. The content is condensed to the ‘need to know’ for the physician. The information presents not only what learners need to do, but the benefits for patients and the GP practices. The learners are provided opportunities to practice accomplishing their goals successfully within the module activities. Additionally, these modules are formatted for on-the-go use on a tablet or phone, as well as a desktop PC.



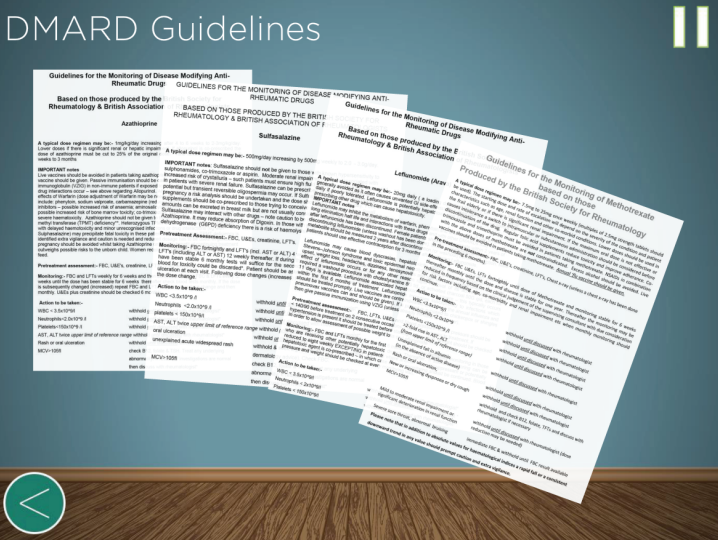
Consult with the people doing the job

Working with physicians from the practice as subject matter experts, we created learning content that presents the information in the context of typical patient scenarios. We then crafted a patient persona for each scenario reflecting realistic conditions and outcomes. In the short module on prescribing DMARDs, the content is presented with the value proposition: why monitoring patients for DMARDs (medications used to treat arthritis) is a benefit to their practices and improves patient outcomes.

We then presented a short scenario where the learner could discover relevant details about patients and their conditions, and how to treat them within the new protocols.

Use instructional approaches that have learners apply the information within the context of the job

DMARD Guidelines



The screenshot shows three overlapping drug information sheets for Azathioprine, Sulfasalazine, and Leflunomide. Each sheet includes sections for 'Guidelines for the Monitoring of Disease Modifying Anti-Rheumatic Drug', 'Based on those produced by the Rheumatology & British Association of Physicians', and 'Produced by the British Society for Rheumatology'. The sheets provide detailed prescribing information, including indications, contraindications, warnings, and monitoring requirements for each drug.

DMARD Guidelines

Leflunomide: Action to be taken if patient develops a rash, itch or mouth ulcer

Leflunomide: Action to be taken if the patient experiences headache

The typical dose for Azathioprine

Sulfasalazine: Action to be taken for unexplained acute widespread rash

Sulfasalazine: recommendations for patients that are premenopausal and at risk of pregnancy

Azathioprine: advice regarding live vaccines

Drug interactions with Sulfasalazine?


Methotrexate: what strength of methotrexate tablets should all patients receive?

Enter your answers in the spaces provided.

[Check answers](#)

Figure 3: The learner uses the drug information sheets to answer the questions.

Review Question 1



Using the Sulfasalazine Information sheet as a guide, how often is Jerry's blood being monitored?

Select the best choice

- ☐ Fortnightly
- ☐ 12 weekly
- ☐ As needed

[Submit](#)

Figure 4: Now familiar with the guidelines, the learner applies the knowledge to a specific situation and receives helpful feedback.

We used application-based learning to help the learners apply the drug prescribing guidelines. Instead of simply telling the learners what they needed to know, we created an activity where the learners referenced the guidelines as they would in their practice.

Repurpose the approach and format for successive modules.

Once approved by the client, we used this approach to build additional modules covering **Managing Functional Medical Conditions**, and **Pain Management**. There are more modules currently under development. Each module retains the look and feel of the series and addresses managing patients with specific medical conditions.

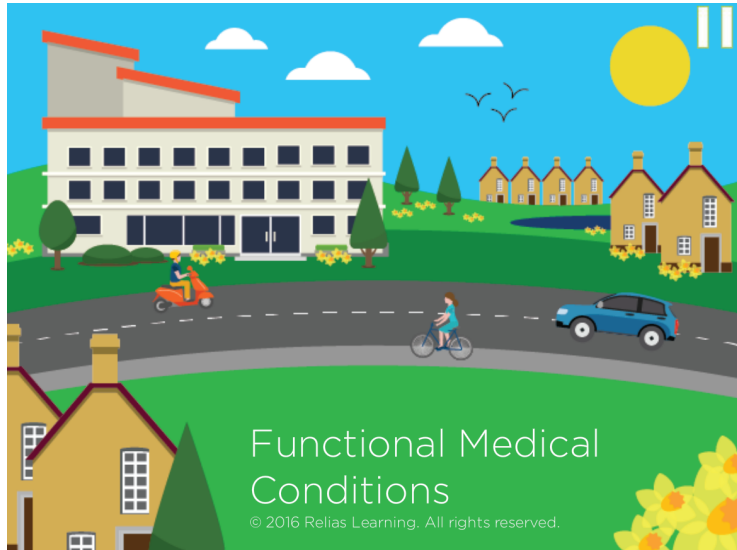


Figure 5: Consistent opening screen from series.

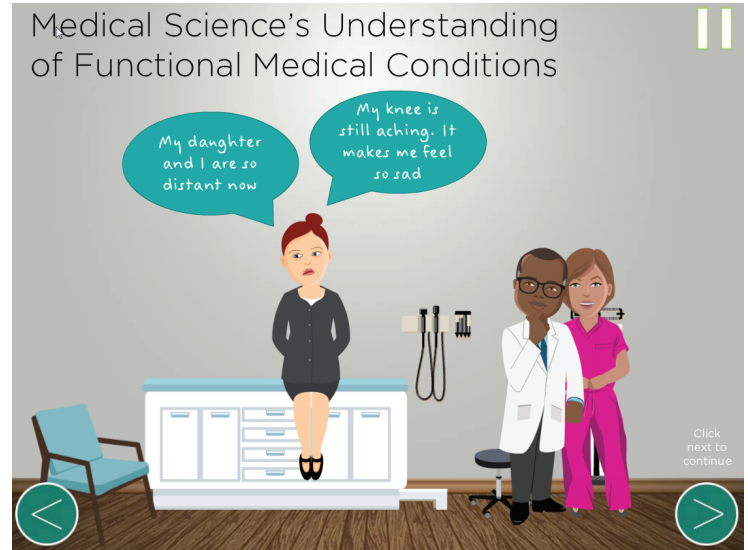


Figure 6: Consistent format; different patient character and condition

CONCLUSION

Working in close consultation with physician subject matter experts, we were able to create a series of brief, targeted modules that deliver needed information, context, and practice to support behaviour change and better patient outcomes.

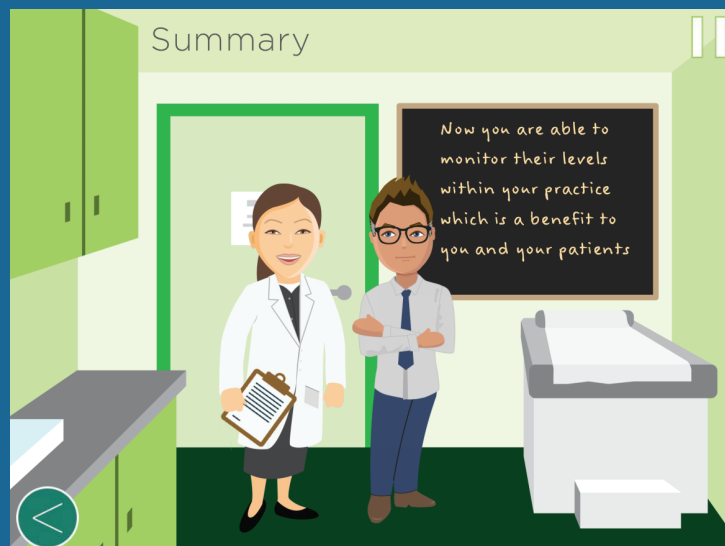


Figure 7: Summary screen with a call-to-action, focusing on the behaviour goal of the course.