

BACKGROUND

The University of Virginia (UVA) Office of Continuing Medical Education (CME) has been involved in web-based and innovative continuing education for physicians, nurses, and healthcare professionals for over twenty years. Evimed is a company that provides multilingual online programs for healthcare professionals across the Americas with proven methodology in distributed practice. The COVID-19 Pandemic accelerated the collaboration between the two organizations and other regional partners, described here and in <https://www.mededpublish.org/manuscripts/3148>

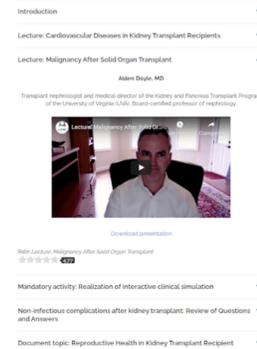
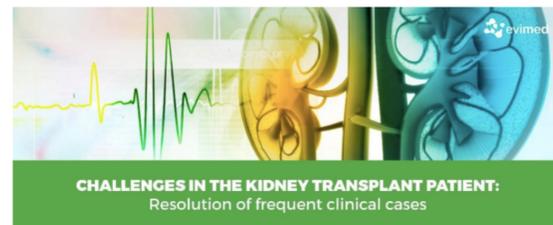
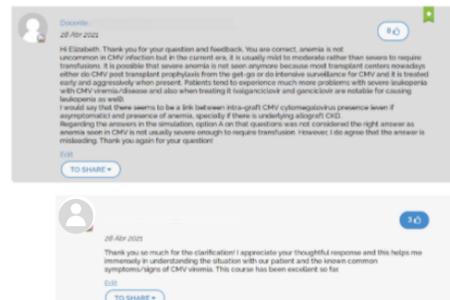
SUMMARY OF WORK

During 2019, a kidney transplant course for Latin America was designed by University of Virginia (USA) and Latin American experts from Brazil, Uruguay and Colombia, and then implemented between May and July 2020 in Spanish and in Portuguese for a Latin American audience of nephrologists.

Demonstrating the value of distributed practice or learning as described by Van Hoof et al (DOI: 10.1097/CEH.0000000000000315), the course was a sequential, mostly asynchronous and highly interactive educational activity in target audiences' languages, over 8 weeks, with a workload of 30 hours and interactivity through clinical simulations and online case discussion forums.

The modality of this course differs from other MOOCs, since faculty monitor learner comments and respond to questions, offering a customized learning experience, and the interactivity encourages participants to form a lasting community of practice after course completion.

An English version of the course for North America and other regions was developed and held between April and June 2021. The 2021 course for North America required certain adaptations to the educational design, namely the incorporation of IPCE and virtual, asynchronous distributed learning.

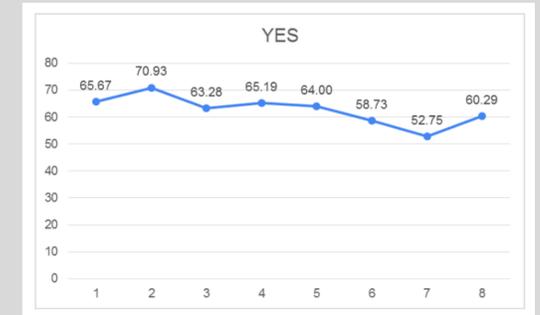


DISCUSSION AND CONCLUSIONS

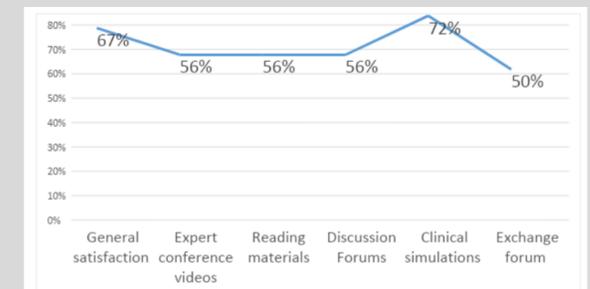
This multi-institutional program that applies distributed social learning for large audiences in the native languages across the Americas has resulted in a positive experience for learners. Learners and course faculty in North America need to be coached regarding a new modality for continuing education activities. Incorporating international IPCE distributed practice across regions and cultures demands flexibility and time to be developed successfully.

SUMMARY OF RESULTS

Despite the 2020 course being delivered at the beginning of the COVID-19 pandemic, there was a wide geographical distribution of 824 participants from 22 countries across **Latin America**. Completion of each of the 8 modules was stable over time, reaching 60% in the final week.



The **North American** course had 86 interprofessional participants with low engagement averaging 25% throughout the course; however, those participants reported high satisfaction and learning.



COMMENTS MADE BY PARTICIPANTS:

I THINK THE SET -UP OF THE COURSE WAS INNOVATIVE. THERE WAS MORE TO THE MODULES THAN JUST STRAIGHT LECTURE

EXCELLENT COURSE FOR BOOTS ON THE GROUND PRACTICAL OVERALL ENJOYED THE COURSE

I FELT THIS WAS VERY BENEFICIAL AND USEFUL INFORMATION.

COURSE CONTENT

- Initial Activities
- Infections: What to do with a febrile kidney transplant recipient?
- Acute kidney failure in the kidney transplant recipient
- Long-term non-infectious complications in the kidney transplant patient
- Common Immunosuppressive Medications Used in Kidney Transplantation
- Care of the patient with a kidney transplant failure. Return to dialysis and re-transplantation
- Who can or should be a kidney transplant or living donor candidate
- Final activities