

June 2014

iPads, iBooks, Apps! What's all the iFuss about?

Martha L. Ankeny, M.Ed.

Academic & Instructional Support & Resources (AISR), Thomas Jefferson University,
martha.ankeney@jefferson.edu

Lauren Collins, MD

Department of Family and Community Medicine, Jefferson Medical College, Lauren.Collins@jefferson.edu

Kathryn M. Shaffer, RN, MSN, CNE

Jefferson School of Nursing, Thomas Jefferson University, kathryn.shaffer@jefferson.edu

Sokha Koeuth, MPH, BA

Jefferson Center for InterProfessional Education (JCIPE), Thomas Jefferson University,
Sokha.koeuth@jefferson.edu

Follow this and additional works at: <https://jdc.jefferson.edu/jcipe>



Part of the [Education Commons](#), and the [Medicine and Health Sciences Commons](#)

[Let us know how access to this document benefits you](#)

Recommended Citation

Ankeny, M.Ed., Martha L.; Collins, MD, Lauren; Shaffer, RN, MSN, CNE, Kathryn M.; and Koeuth, MPH, BA, Sokha (2014) "iPads, iBooks, Apps! What's all the iFuss about?," *Collaborative Healthcare: Interprofessional Practice, Education and Evaluation (JCIPE)*: Vol. 5 : Iss. 1 , Article 3.
Available at: <https://jdc.jefferson.edu/jcipe/vol5/iss1/3>

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's [Center for Teaching and Learning \(CTL\)](#). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Collaborative Healthcare: Interprofessional Practice, Education and Evaluation (JCIPE) by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.

iPads, iBooks, Apps! What's all the iFuss about?

Martha Langley Ankeny, M.Ed.¹

Lauren Collins, MD²

Kathryn M. Shaffer, RN, MSN, CNE³

Sokha Koeuth, MPH, BA⁴

¹Academic & Instructional Support & Resources (AISR), TJU;

²Department of Family and Community Medicine, JMC;

³Jefferson School of Nursing (JSN); ⁴Jefferson Center for InterProfessional Education (JCIPE).

The iVolution is here. It is iThis and iThat every way you turn. Is this just another iFad, or is it truly revolutionizing education? In a recent survey conducted by EDUCAUSE Center for Analysis and Research on undergraduates and technology, 31% of students reported owning tablet technology a 15% increase from the previous year and 76% of students reported owning smart phones. This finding was a 14% increase from the previous year. Students also reported using smart devices in class to access material, participate in activities, look up information and photograph material as learning strategies. Thomas Jefferson University is riding the iWave and taking strides to better integrate technology at all levels of medical training; leading the forefront of the iVolution, syllabi, course materials, and textbooks are now delivered in some of our courses via iPads. In the past few years, the Jefferson Health Mentors Program has embraced the use of new technologies, including Wikis, online discussion boards, Google docs, and Skype platforms to facilitate asynchronous IPE interactions. These platforms have helped to promote IPE by easing scheduling logistics and by allowing students to collaborate electronically on team-based assignments. Over the past summer, JCIPE, the Jefferson Health Mentors Program (JHMP), faculty from Jefferson Medical College and the School of Health Professions, Academic & Instructional Support & Resources (AISR) and Jeff Information Technology (IT) assembled a working group and developed yet another innovative tool to better integrate technology into our IPE efforts – the product was a new iBook, entitled “Assessing Patient Safety.”

This past fall, the new iBook was unveiled and piloted with our Year 2 HMP students. Participation in the iBook pilot was entirely voluntary. In total, 17 out of 132 teams (102 students in total) participated in the iBook pilot. The students the pilot represented all six disciplines in the JHMP, including medicine, nursing, pharmacy, occupational therapy, physical therapy and couple and family therapy. Instead of using a traditional paper curricula or our typical Blackboard learning platform, the interprofessional student teams were able to work from directly their iPads, using the JHMP iBook to prepare for and complete a required team-based home visit with their Health Mentors. Before embarking on these real home visits, iBook students were able to complete a simulated home visit and practice medication assessment. Students were also able to use the iPad during the actual home visit to complete a housing safety assessment checklist with the touch of their fingers; many student teams also used the iPad to snap photos of their Health Mentors homes (with their permission) to share examples of housing safety strengths and hazards with other students in the post-visit IPE debriefing sessions. These photos are now being collated into a photo library to help our students better assess a person's safety in the home.

Overall, the iBook pilot was generally well received by students; they liked the easy portability of the iPad, the ability to use the Camera and other iPad features like Evernote and bookmarking, and appreciated the environmentally friendly nature of this technology. However, most of our pilot teams often only had one iPad per team and commented that having an iPad for every member would have enhanced teamwork and strengthened the user-friendliness of the iBook experience. Overall, our first pilot with an IPE iBook was extremely encouraging and demonstrated innovative use of iPads, iBooks, and Apps may be one way to advance medical education, to help realign education with practice reforms, and to continuing breaking down the previously siloed training of healthcare students.

Mobile computing has become ubiquitous in today's society, and medical education is no exception. iPads are in use in clinical practice for everything from patient intake and record keeping to patient education and even tracking and monitoring. In medical education, these tools provide opportunities to integrate higher order thinking skills through interactive experiences that result in comprehensive retention of subject materials. The home safety assessment iBook used in this innovative curriculum streamlined student experience, team interactions, and program evaluation of this IPE activity.

Optimal use of technology has become a central component for providing optimal patient care, as evidenced by outcomes from the Patient Centered Medical Home model and innovations in telemedicine, electronic health records, e-prescribing and tracking patient registries. Integrating technology into health professions education is now central to healthcare education reform in an age where students already exceed most current healthcare providers in their ability to use existing health-related technologies. By integrating a team-based home visit simulation into an iBook for a required IPE curriculum, students now have the opportunity to take part in a fun, hands-on formative learning experience before participating in a "real-world" home visit. By bringing learning opportunities "off the page," we hope that integrating iBooks, Apps and iPads into curricula will help students adopt new strategies for practicing and learning the complexities of team-based person-centered care.

Reference:

EDUCAUSE Center for Analysis & Research Study of Undergraduate Students and Information Technology 2013.