

Using Technology to Overcome Interprofessional Education Barriers

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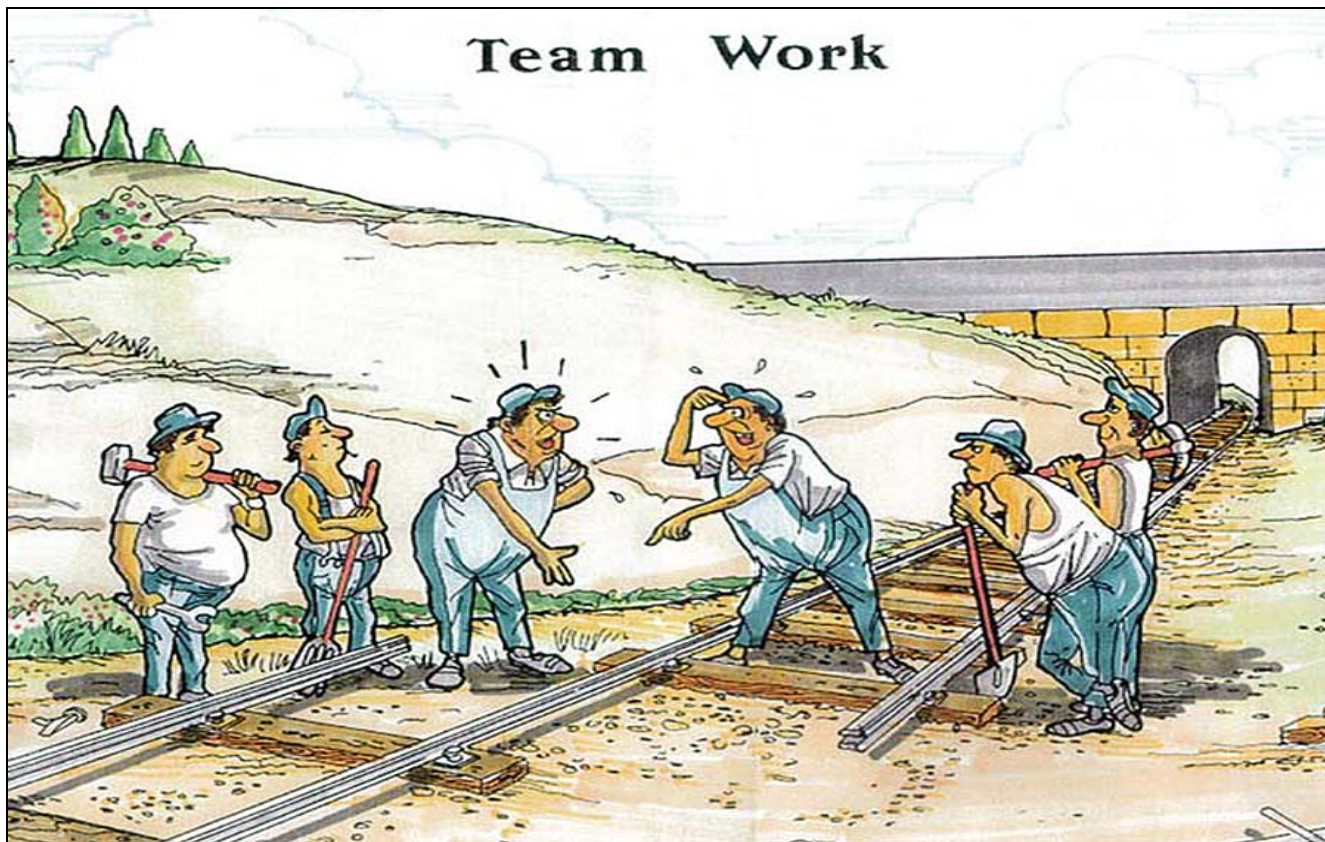
McCormick Educational Technology Center

Purpose & Goals

- Describe how to use technology to overcome barriers to interprofessional education (IPE)
- Participants will
 - Identify three barriers/challenges to IPE and collaborative practice
 - Describe why online learning activities are an effective strategy to overcome barriers to IPE

“A team of experts does not make an expert team”

Salas et al. Toward understanding of team performance and training. In Swezey, Salas, eds. Teams: Their training and performance. Norwood, NJ Ablex, 1992:3-29.



Why Interprofessional Education?



What is Interprofessional Education and Collaborative Practice?

- ***Definition of Interprofessional education*** occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)
- ***Definition of Interprofessional collaborative practice*** occurs when multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care (WHO, 2010)

Barriers to IPE and Collaborative Practice



- **Siloed education and training**
- **Lack of common vocabulary across professions**
- **Disconnect between changes in healthcare delivery and education**
- **Challenges in garnering, training, and supporting innovative faculty/preceptors**

Organization Barriers/Challenges to IPE and Collaborative Practice

- **Space to meet**
- **Scheduling of events**
- **Different calendars**
- **Other disciplines outside of the organization**
- **Lack of resources**

Faculty: Barriers/Challenges to IPE

- **Motivation to change, buy-in?**
- **Knowledge and skills to teach IPE and collaborative practice (CP)**
- **Time required to implement and change practice**
- **Content laden program/course**
- **Lack of preceptors trained to facilitate IPE students**
- **Lack of resources**

Building Blocks of Interprofessional Education

**Preparing collaborative practice-ready
Rush graduates who champion
interprofessional practice that optimizes
health services, improves health outcomes
and strengthens health systems**

Acquire
competencies in
interprofessional
behaviors

*Building foundational
knowledge (team identity
concurrent with
professional identity)*

*Interprofessional curricular
integration in the
beginning of their
educational experiences*

Develop

Team learning
Environments
curricular and
extra curricular
activities

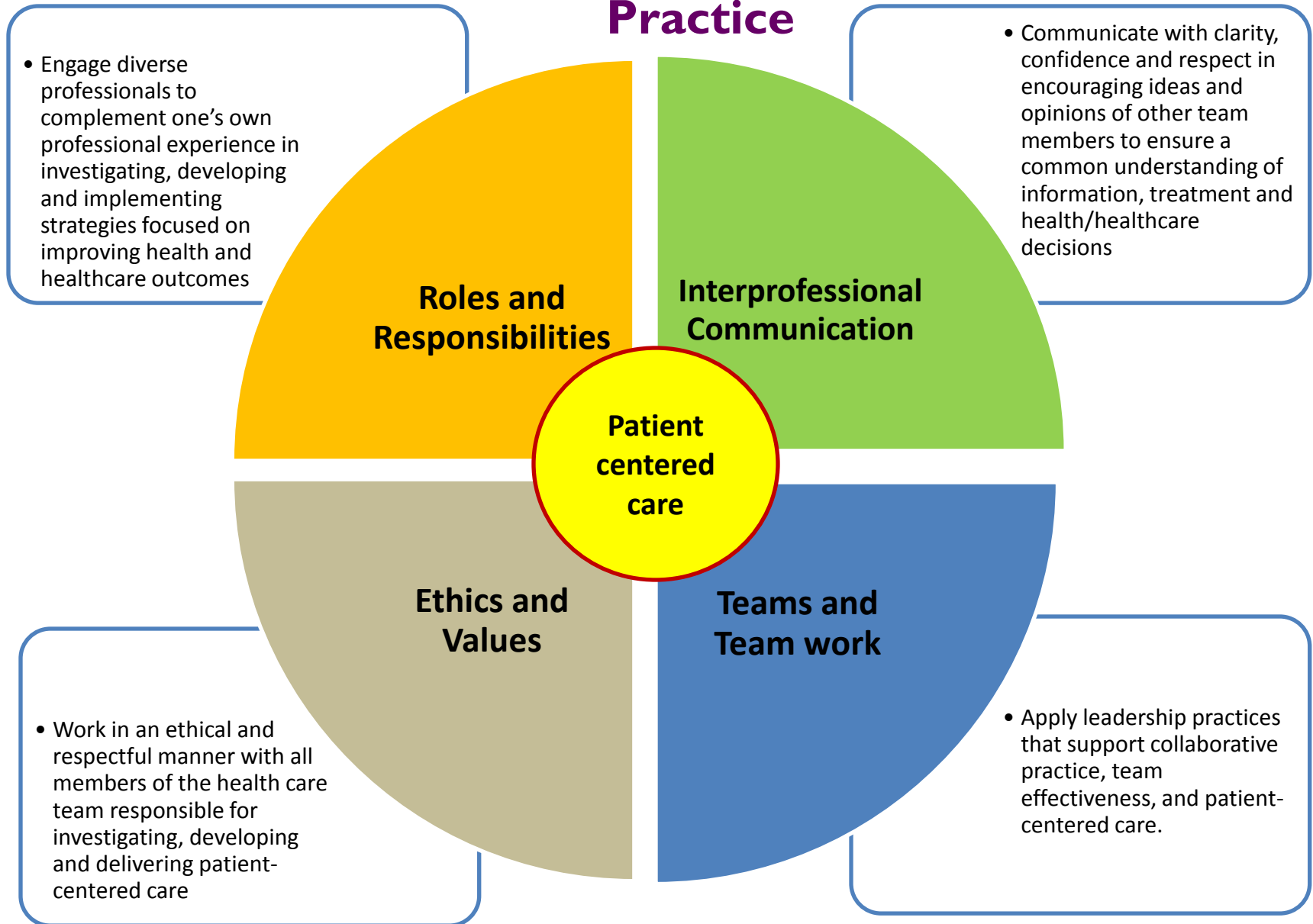
*Formal workshops
Clinical and
community-based
experiences*

*Team Simulation
exercises*

Strengthen
interprofessional
experiences to
prepare students for
the health care
delivery system

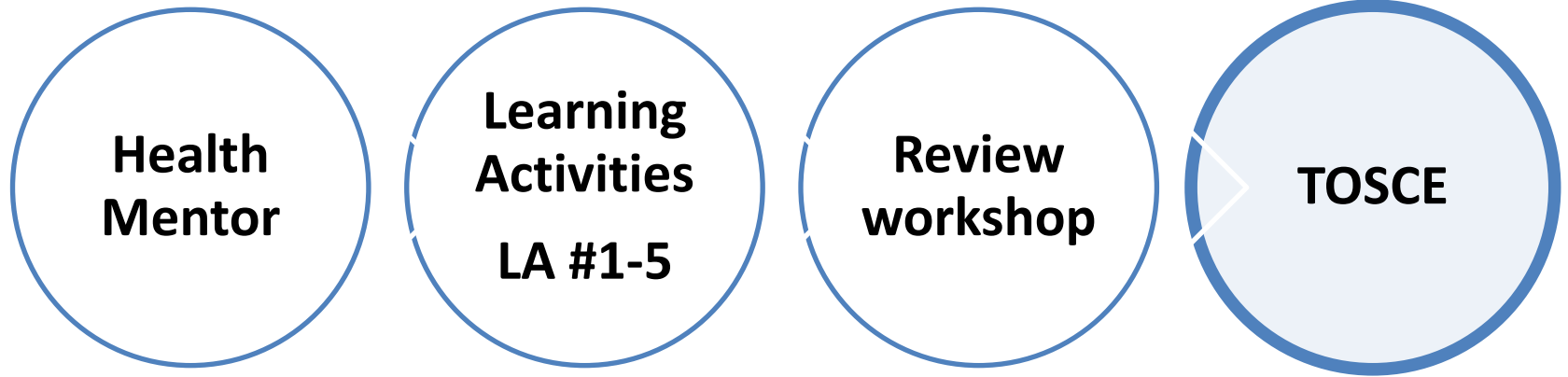
*Reinforced through
program and college
specific competencies to
include leadership skills in
interprofessional
collaborative practice*

Rush Interprofessional Core Competencies for Collaborative Practice



Adapted from Interprofessional Education Collaborative Expert Panel (2011)

First year = IPE year



HM offer 8x/yr.
Groups of 100

LA #1-5
Completed yr. 1

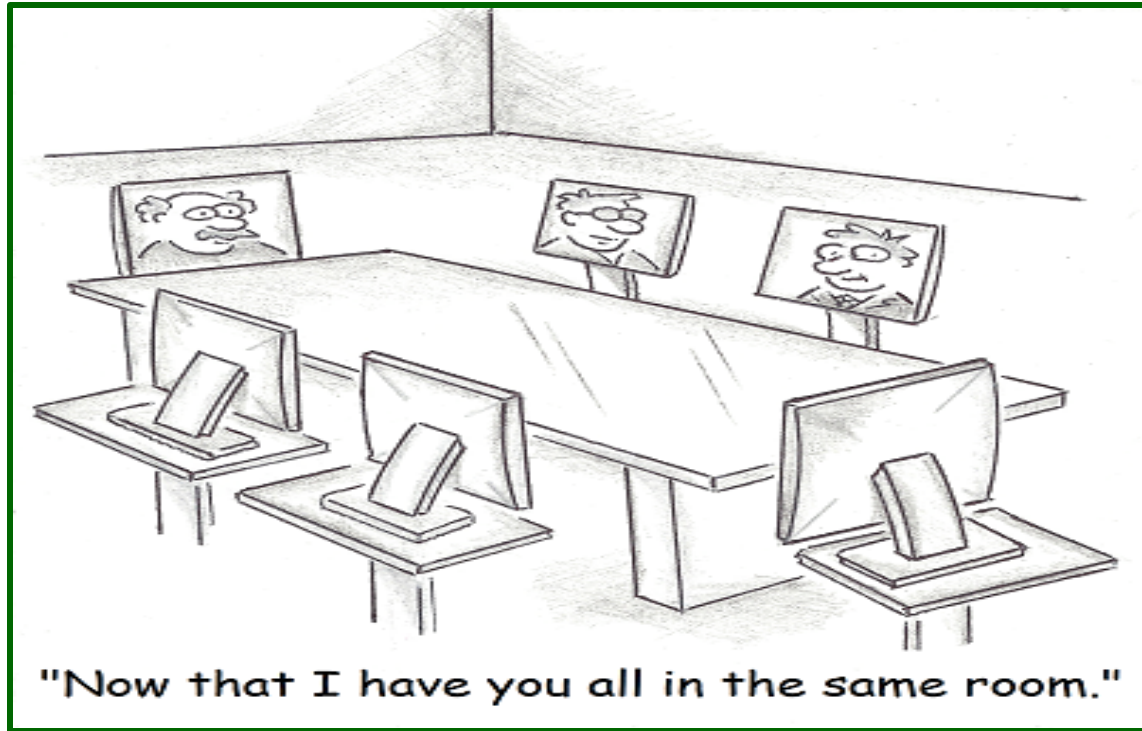
8x/year
Groups of 100

TOSCE 5 days
180 students/day

Student time = (HM 6 hrs. + LA 10 hrs. + Workshop 2hrs + TOSCE 2hrs.)= 20 hrs. over a 1 yr.

Overcoming barriers

Technology On-line learning platforms



Build It and They Will Come

- Requires an interprofessional team
- Brief, manageable interprofessional learning activities
- Build foundational knowledge on IPEC domains
- Virtual teams are intentional and experiential



Quality Matters

- **Quality Matters Higher Education Rubric for higher education (online teaching and learning)**
- **Concept of alignment.**
 - Learning Objectives
 - Assessment and Measurement
 - Instructional Materials
 - Course Activities and Learner Interaction
 - Course Technology works
 - Students achieve desired learning outcomes



Integration into Curriculum

- **Learning Activities (LA) inserted into selected courses**
 - Link within a course
 - LA as an assignment within the course
- **Timed but asynchronous**
- **Interprofessional students pre assigned to teams**

Learning Activities for IPEC Domains

- **Learning Activities (LA):**

- LA 01: IP Teams and Collaborative Practice
- LA 02: Roles and Responsibilities
- LA 03: Communication
- LA 04: Patient-centered care and values and ethics
- LA 05: Teamwork

- **Supported by Blackboard and Registrar's Office**

- **Students complete all 5 activities**
- **Students work within IP teams of 4-6**
- **Activities require 1-2 hours each**
- **Multiple touchpoints for evaluation in each activity**
- **Completion of LAs reflected in student transcripts**


Team Engagement

- **Viewing videos and/or short narrated PP**
- **Completion of quizzes**
- **Case studies**
- **Team discussions**
- **Team assignments**
- **Self-reflection**
- **Certificates of completion**
- **LA recorded on transcripts**



Course Overview

Build Content  Assessments  Tools  Partner Content 

16FACON Learning
Activity 1 (IPE-502-01,
IPE-502-01, IPE-502-01,
IPE-502-01) 

Facilitator Guide 

Announcements

Getting Started

Learning Activity Guide

Achievements 

Learning Materials

Monday folder

Wednesday folder

Friday folder

Communication

Course Cafe

My Progress

My Grades

My Achievements

Resources

Interprofessional Resources

Library



Welcome Letter

As a health professional student, you have the opportunity during your educational experience to learn about, from, and with other professions to improve health outcomes. You will gain the knowledge, practical experience, and skills you need to work in effective teams. You will learn how professions complement and integrate their knowledge and skills with your own. By interacting and gaining knowledge of other disciplines, you help Rush achieve the goal of interprofessional collaboration provide quality and person-centered healthcare. Your interprofessional experiences at Rush will prepare you to meet the health care challenges of the future and the knowledge and confidence to succeed as a team member. Rush University's mission is to prepare new health professionals with the knowledge and skills to be practice ready to work in teams, lead, and improve healthcare in the future.

[View Dr. Goodman's introduction to Interprofessionalism at Rush welcome video \(2 mins\) here.](#)

In case of having problem with the link, browse to <https://rush.adobeconnect.com/ipepa-welcome/>.



Rush Interprofessional Competencies for Collaborative Practice

Overall Description:

This series of five interactive team online learning activities are designed to promote interprofessional education (IPE) across all Rush Colleges. This is an opportunity to work in interprofessional teams to learn and discuss the four domains of Interprofessionalism (values/ethics, roles and responsibilities, communication, teamwork) and the importance of teamwork in person-centered care to improve health outcomes. The overall goals for this series of learning activities are:

1. Students will apply the Rush core competencies for Interprofessional Collaborative Practice (IPCP) to the student's practice and role.
2. Students will practice as a team to learn from, with, and about other disciplines to improve health outcomes.

The five learning activities address:



Wednesday folder

Build Content Assessments Tools Partner Content



"To Do" List

1. **Watch** the "Sue Sheridan" video
2. **Reflect and share** "*Sue Sheridan*" video
3. **View** the narrated PowerPoint "Meeting at the Crossroads of Care"
4. **Reflect and share** by posting to your group forum (Meeting at the Crossroads of Care)
5. **Read** *Summary and Next Steps*



W1- Watch the Sue Sheridan video (9m 50s)

Enabled: Review, Statistics Tracking



W2 -Reflect and Share Sue Sheridan Video questions

Enabled: Statistics Tracking

Click this link or the *My Groups* panel under the course menu and access your team. Click *Group Discussion Board* and the forum called "Sue Sheridan Video"

16FACON Learning
Activity 1 (IPE-502-01,
PE-502-01, IPE-502-01,
PE-502-01)



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My Progress

IPE Facilitators Monitor Teams

- **Facilitators previewed and reviewed LA**
 - “Just in time training”
 - Form of faculty development
- **Rubrics for assessment**
- **Pre-designed time released of announcements**
- **Check marks of completion**
- **Student self-evaluation**
- **6 teams/facilitator**
- **4-6 hours of facilitator time**

Demographic Results

- **Students piloting LA 1 (N=187)**
- **Response rate to survey (N=132) 71.66%**
- **Professions (N=6)**
- **Courses (N=9)**
- **Teams (N=32)**
- **Facilitators (N=6)**

Survey questions

- **Activities, objectives and goals are clearly defined.**
- **Assignments, readings, and videos were clearly matched to the objectives**
- **Activities and assignments were easy to navigate on Blackboard.**
- **Participation in the course encouraged collaboration between different healthcare professions.**
- **Participation in this course increased my interest in interprofessional education and practice.**
- **Participation in this course increased my knowledge about interprofessional education and practice.**

Strongly disagree	Disagree	Agree	Strongly agree
9	8	74	43
11	17	65	41
7	7	72	48
12	25	67	30
12	32	63	27
14	26	68	26

Student Responses

- **70% of the students Agreed or Strongly Agreed**
 - **Participation in course increased interest**
M=2.79/4.0
 - **Participation in course increased knowledge**
– **M=2.78/4.0**
- *28 students noted strengths of the online format**

Conclusion

- **Online learning activities**
 - Designed to fit the WHO definition of IPE and collaborative practice
 - Provide foundational knowledge of the IPEC domains
 - Practice IPEC domain skills in virtual environment
- * **NOVEL approach utilizing established resources**
- * **Solution to overcoming barriers**

Interprofessional Education and Collaborative Practice is What We Have to Do!

