UTILIZING INSTRUCTIONAL TECHNOLOGIES TO OVERCOME BARRIERS FOR IPE FACULTY DEVELOPMENT

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OBJECTIVES

▪ Identify instructional technologies beneficial to delivering and enhancing IPE education.

▪ Explore adult and experiential learning theories.

▪ Discuss how to transform face to face (f2f) curricular activities to meaningful online experiences.
WHAT IS IPE?

“IPE occurs when 2 of more professions learn with, from, and about each other to improve collaboration and the quality of care.” (Center for the Advancement of Interprofessional Education, 2002)
WHAT IS AN IPE FACILITATOR?

Someone who embraces the notion of dialogue, is self-aware, learns with the group, but is able to provide appropriate learning resources and create an environment for effective interprofessional education. (Howkins & Bray, 2008)

http://web.bsu.edu/jcarter2/choral_rehearsal_techniques.htm
BENEFITS OF TECHNOLOGY FOR IPE?

Virtual learning environment provides (VLE):

▪ A platform where time, location and conflicting schedules are no longer an issue
▪ Asynchronous and synchronous learning opportunities
▪ A collaborative environment allowing learners to learn with, from and about each other without being physically together
▪ Multiple Internet educational resources
▪ IPE experiences through multi-media resources

Simulation provides:

▪ Opportunity to practice IPE facilitation skills in a safe environment
▪ Opportunity to assess own and peer IPE facilitation skills
VIRTUAL LEARNING PLANNING

Essential!!!! Time up front ensures effective learning experience

DO:
• Make sure your online content “blends” with the f2f activities
• Make sure content is well organized with clear instructions
• Include dates for completion
• Provide orientation time to review course site

DON’T:
• Let the online content feel disjointed from the f2f activities
• Blame the technology when things don’t work as anticipated
• Use technology just because you can
FACULTY DEVELOPMENT VIRTUAL LEARNING ENVIRONMENT

- Learning Management System for delivering content
- Screencast technology for delivering online lectures
- Digital media providing shared learning experiences
- Wikis for collaborative assignments
- Online journal for reflective exercises
- Internet resources providing interactive learning activities and educational materials
- Discussion boards for high quality dialogue
- Online surveys for assessing perceptions and knowledge pre and post program
- Email and electronic announcement for ongoing communication
- Electronic file sharing for assignments
SIMULATION PLANNING

Essential!!!! Time up front ensures effective learning experience

• Create a supportive environment
• Design scenario with multiple professions included
• Clear, Measurable Outcomes
  • Keep to 2 or 3 – too much complexity will take away from intended learning
  • Focus learning outcomes on
    o Communication/interpersonal skills
    o Teamwork/collaboration
    o Leadership skills/shared decision making
• Design rubric or assessment tool (validity/reliability tested)
• Primary goal – teaching skills transferable to real life
FACULTY SIMULATION

Prepare:

▪ Readings assigned on IPE facilitation skills and teaching methodologies
▪ Prepare faculty by observing and debriefing IPE facilitator video
▪ Research various health professions’ scope of practice (shared via wiki)

Do:

▪ Each faculty role played IPE faculty facilitator and a health profession student in two different simulation activities
▪ Each simulation scenario was recorded for online viewing and assessment
  ▪ Facilitation skills were assessed using the Interprofessional Facilitation Scale (Sargeant, Hill, & Breau, 2010)
  ▪ Student collaboration skills were assessed using Interprofessional Collaborator Assessment Rubric (Curran et.al, 2011)

Debrief: Gather/Analyze/Summarize (GAS)

▪ Discuss professional roles/unique responsibilities/role overlap/different perspectives/patient outcomes
▪ How authentic was the scenario? How can the new knowledge, skills, attitude be applied in a real IPE setting?
Incorporate Adult Learning Principles:

- Adults are autonomous and self-directed
- Adults have accumulated a foundation of life experiences and knowledge
- Adults are goal-oriented
- Adults are relevancy-oriented
- Adults are practical; how will this apply to my work?
- Adults need to be shown respect

Knowles (1984)

Kolb Learning Model (1984)

2 Continuums:
- Processing – Our approach to a task
- Perception – Our emotional response

4 Quadrants of learning
- Concrete Experience (feeling)
- Reflective Observation (watching)
- Abstract Conceptualization (thinking)
- Active Experimentation (doing)
KOLB LEARNING CYCLE

2 Continuums:

Processing:
*Our Approach to a Task*

Perception:
*Our Emotional Response*

Diagram showing the processing continuum with the following phases:
- Concrete Experience (Feeling)
- Reflective Observation (Watching)
- Abstract Conceptualisation (Thinking)
- Active Experimentation (Doing)
Adults Learn Best By:

- Actively working with new concepts and ideas
- Solving problems
- Asking and answering questions
- Discussing
- Debating
- Brainstorming
- Researching
- Explaining
## F2F LESSON VS. ONLINE

<table>
<thead>
<tr>
<th>F2F</th>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Assigned Readings</td>
<td>▪ Learning objectives stated</td>
</tr>
<tr>
<td>▪ Lecture going over reading content</td>
<td>▪ Brief video lecture focused on key points</td>
</tr>
<tr>
<td>▪ Q &amp; A time</td>
<td>▪ Readings</td>
</tr>
<tr>
<td>▪ F2f activity (if time allows)</td>
<td>▪ Multi-media clips</td>
</tr>
<tr>
<td></td>
<td>▪ Discussion board with guided questions for learners to share knowledge and meaning</td>
</tr>
<tr>
<td></td>
<td>▪ Assignment instructions; link to upload file</td>
</tr>
<tr>
<td></td>
<td>▪ Website links for additional resources</td>
</tr>
<tr>
<td></td>
<td>▪ If blended; instructions for preparing for f2f interactive session</td>
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</tbody>
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APPLYING KOLB TO ONLINE LEARNING

Q1. Feel/Watch through Video of IPE facilitator/share knowledge and perspectives
Q2. Think/Watch through online lecture/acquisition of new knowledge
Q3. Think/Do through practice and applying new knowledge in simulated environment
Q4. Feel/Do through facilitating students in IPE course.
FURTHER INTEGRATION OF INSTRUCTIONAL TECHNOLOGIES

- More Utilization of Online Collaboration Tools
  - Discussion Boards
  - Journals/Blogs
  - Google Docs
  - Wikis
  - Social Media Sites i.e., Twitter, LinkedIn, etc.
  - Synchronous Online Communications
    - Blackboard/Wimba Classroom
    - Skype/Oovoo
  - Online Community of Practice
THANK YOU! QUESTIONS?