

AACE E-Learn 2009 Best Practices Session Proposal

Title:

Successfully delivering interprofessional education curriculum to health and social care students using online learning components

Interprofessional education (IPE) engages health and social care professionals in processes that enable them to learn with from and about each other with the overall intent of improving patient or client care. Introducing the basic concepts and practices to students at the pre-licensure (under-graduate program) level is particularly challenging given (a) the typical autonomy and diverse nature of individual health programs at colleges and universities; and (b) the need to find common times when a mix of students from different programs can interact and learn together. The intent of this presentation will be to outline the development and successful delivery of several IPE curriculum modules that were introduced to students in medicine, nursing, pharmacy and social work as required program content within a university in eastern Canada. Not all student groups were located on the main campus. Also, full course schedules and lack of common learning times during the day led to a blended learning design that utilized a variety of web-based components using the Desire2Learn platform. The intent was to have a learning environment that enabled students to work interactively in small groups comprised of a mix of members from the different program groups. An essential outcome was the development by each IPE group of a case-based care plan for a patient or client.

The delivery of these modules was carefully monitored and evaluated over four years (2005-08) with particular attention to the reaction of students to the online processes and content. This formative feedback enabled changes to be made and to create a more satisfying and rewarding student experience that addressed IPE outcomes. Overall, this presentation will examine lessons learned and (a) outline the online changes in strategy made along with the resulting student satisfaction scores and their attitudes towards IPE teamwork scores; (b) illustrate the differences in satisfaction by health professional group; and (c) compare student reaction to the web and non-web module components. It will conclude with a number of suggestions to potentially increase student success using e-learning and to inform best practices using this delivery mode.