

Teaching Interprofessional Competencies in an Asynchronous, Online Environment: A Roadmap to Success

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Project Objectives

1. Distinguish competencies that are most relevant to the online learning environment.
2. Integrate Interprofessional Education Collaborative (IPEC) competencies across all ten courses within an online baccalaureate RN completion program of study.
3. Formulate learning activities that accurately assess interprofessional competence of distance learners.
 - a. Targeted individual and group assignments.
 - b. Reflective learning assignments.
 - c. Applied practice projects.

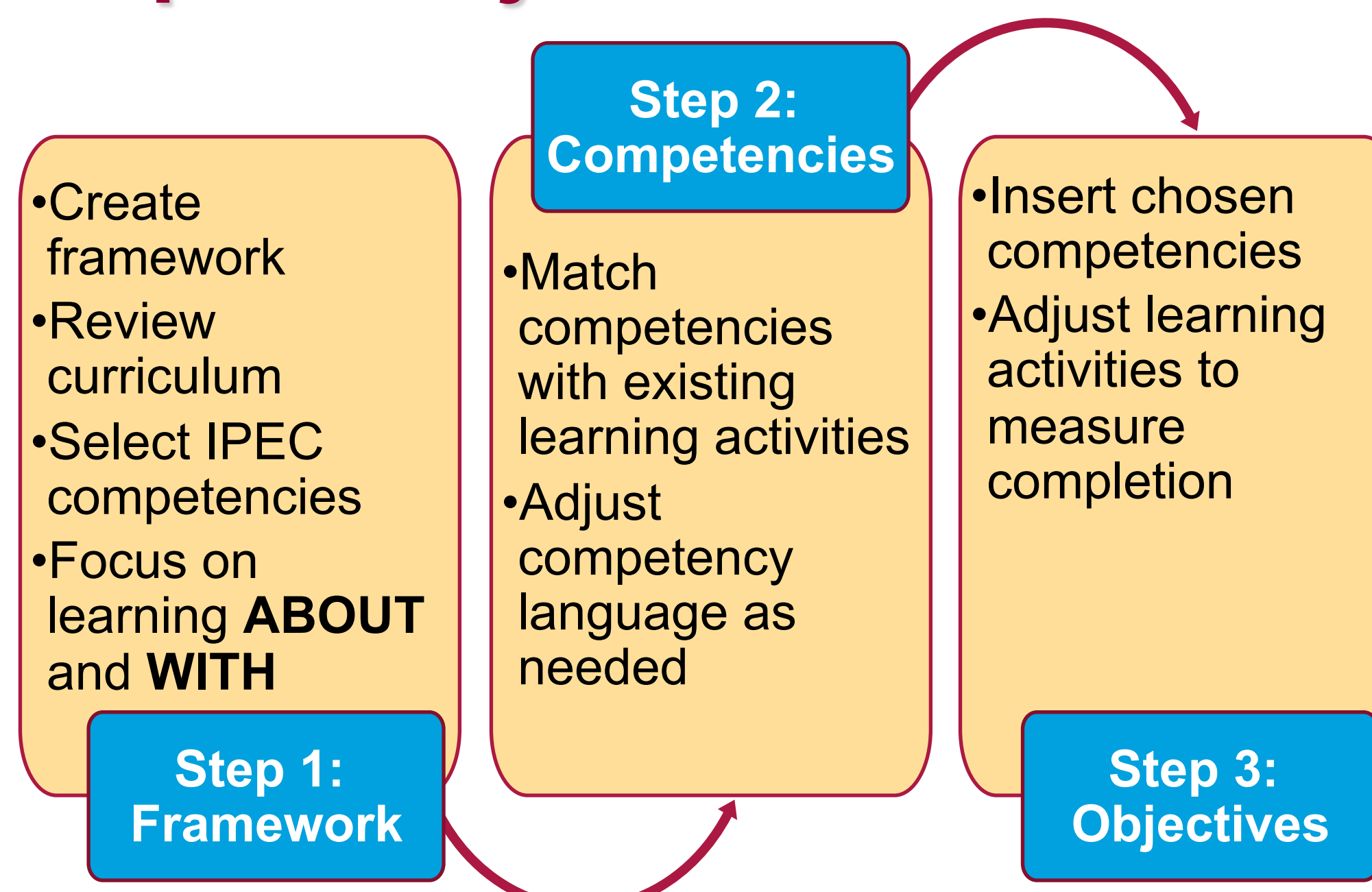
IPE Knowledge Gaps

- Most interprofessional education (IPE) focuses on face-to-face courses and clinical/simulation experiences.
- Developing meaningful IPE for on-line programs has been challenging.
- Research specific to cloud-based, asynchronous education is limited.

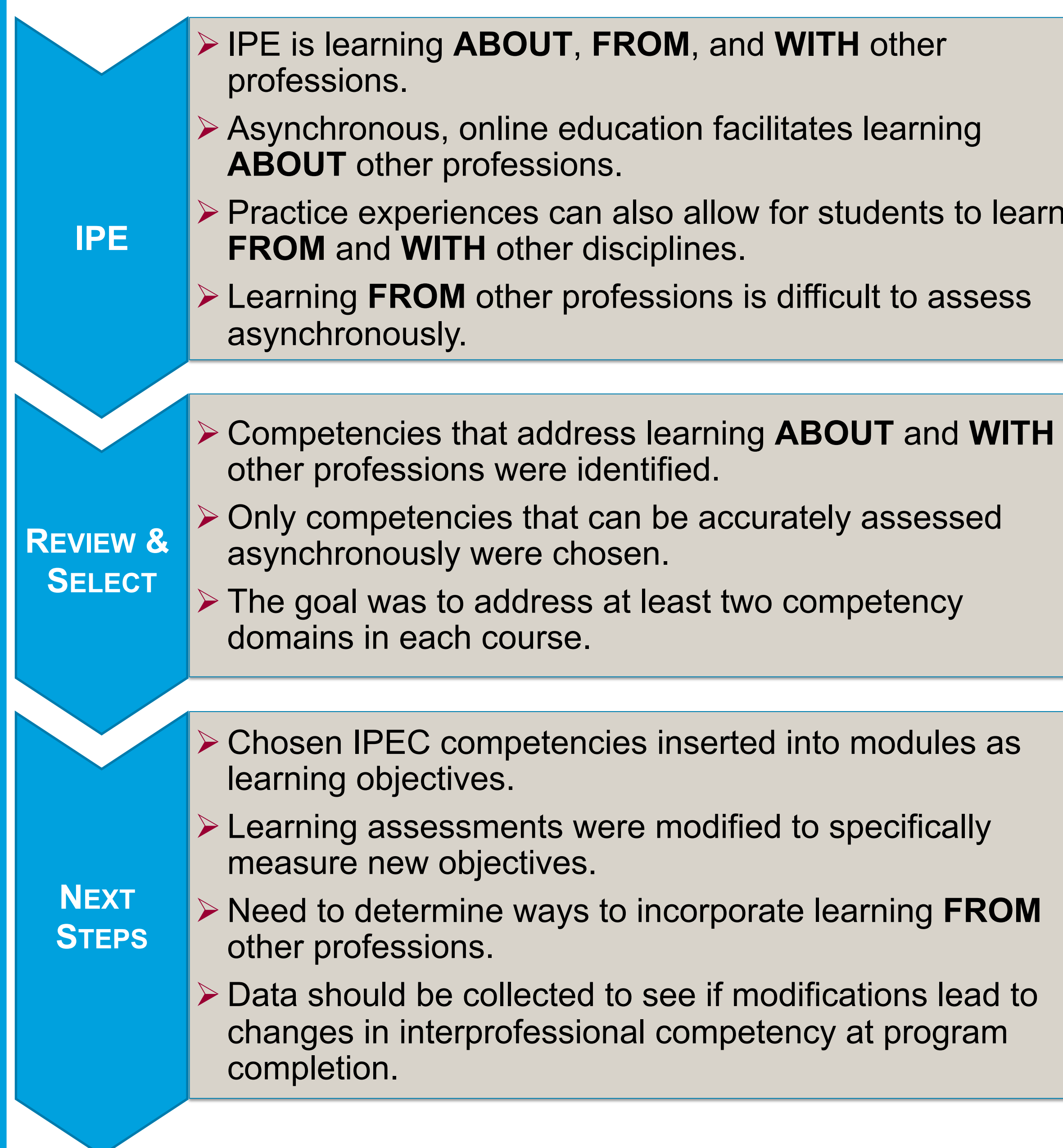
Project Context

- College Dean encouraged all programs to begin including IPE within each program.
- Project took place in the online baccalaureate nursing completion program (RN to BSN) at Arizona State University.
- Curriculum consists of ten nursing courses for nurses in an entirely online, asynchronous format.
- Unit level objectives and assignments were reviewed and revised to more closely reflect the IPEC competencies.

Step 1: Project Framework



Step 2: Competency Selection

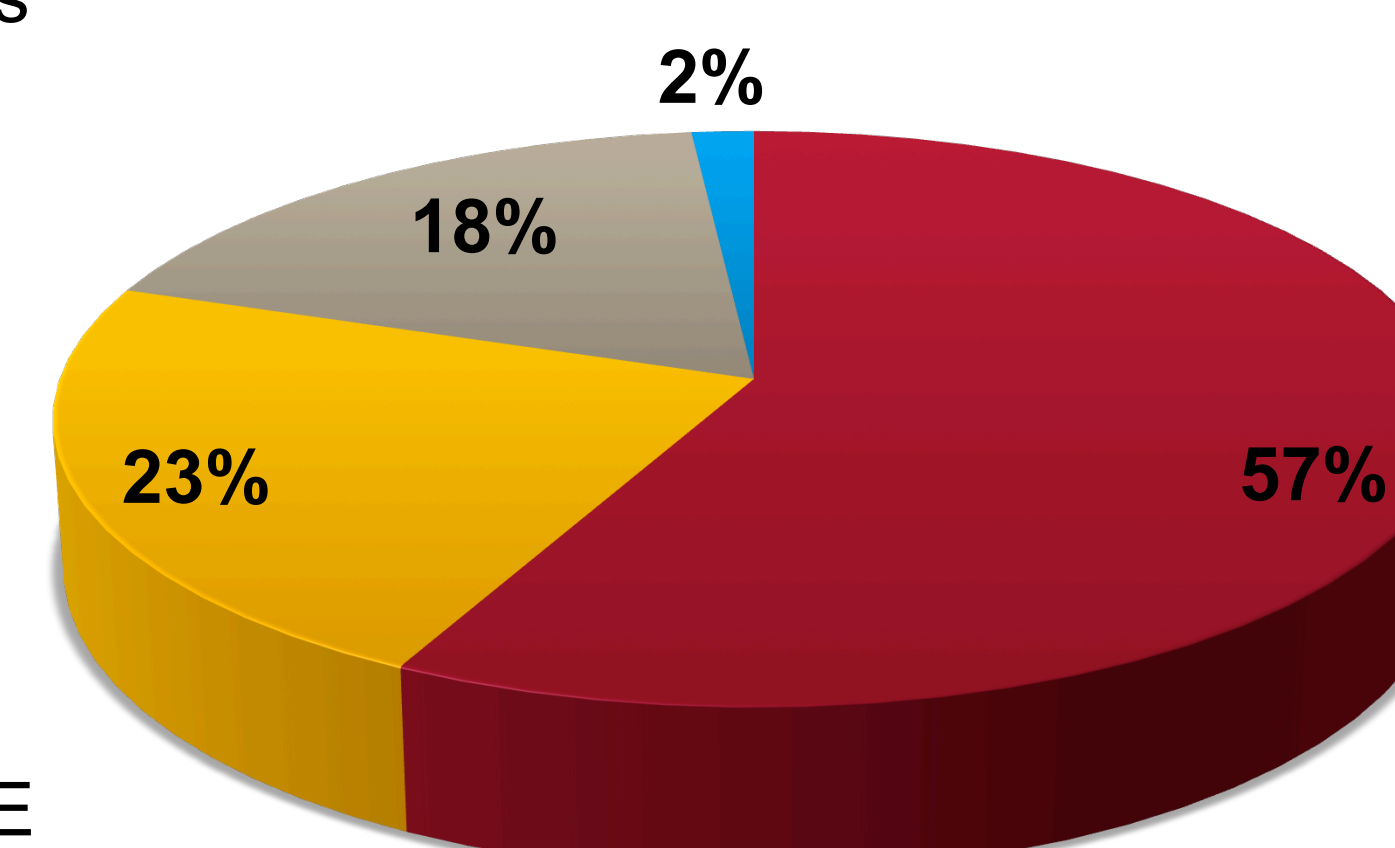


Step 3: Objective Insertion

- A total of 61 new interprofessional learning objectives added across 10 courses.
- One course inserted 23 objectives (Writing for Health Care).
- The remaining nine courses inserted an average of four objectives per course.
- Only two objectives were identified as addressing interprofessional skills at the start of the project:
 - One was an IPEC competency.
 - One was general IPE language.

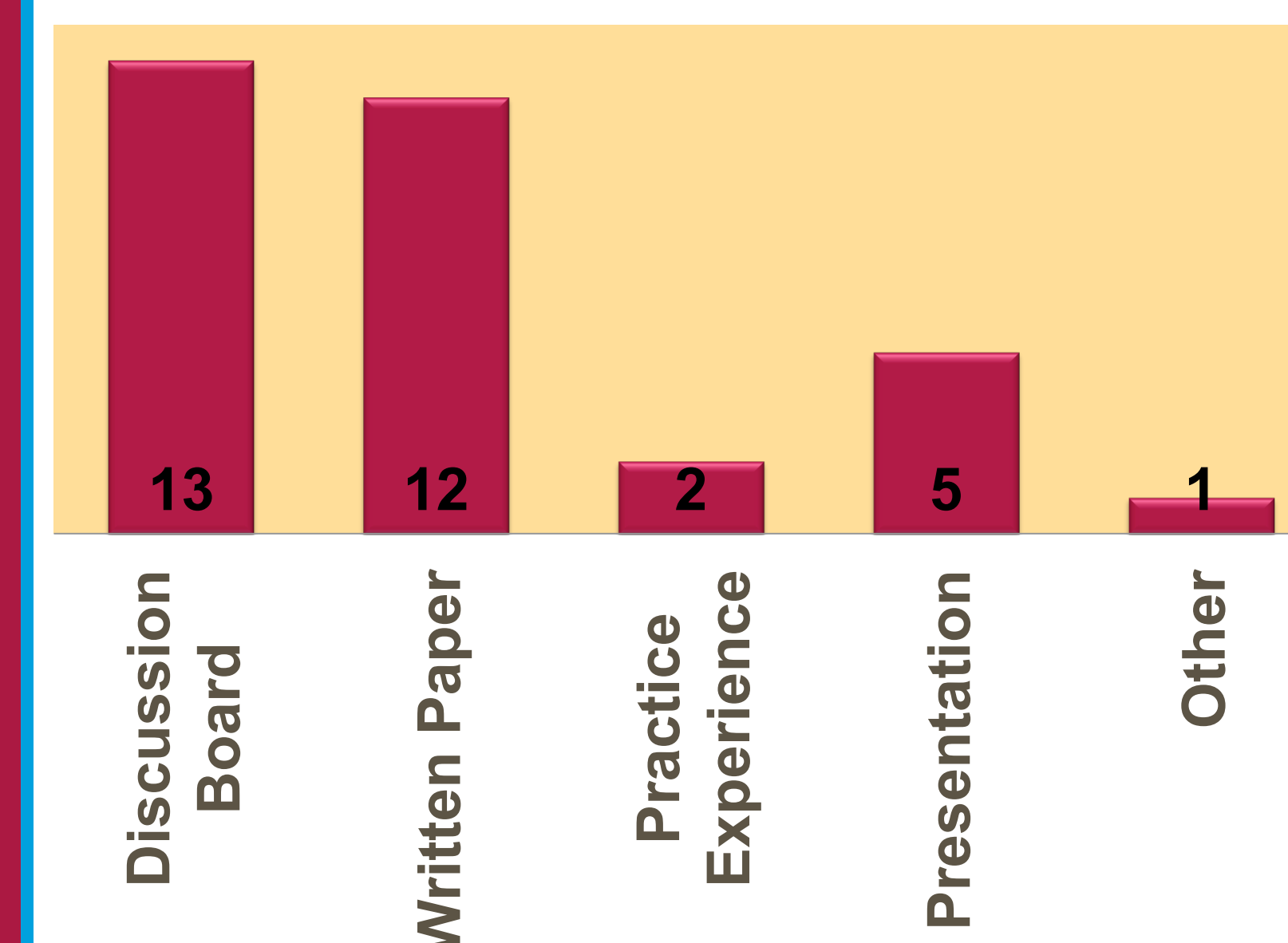
Method For Inserting IPEC Objectives

- Used exact language
- Modified IPEC language
- Wrote new objective
- No change to existing



Outcome: Interprofessional Competence

Number / Type of IPE Learning Activities



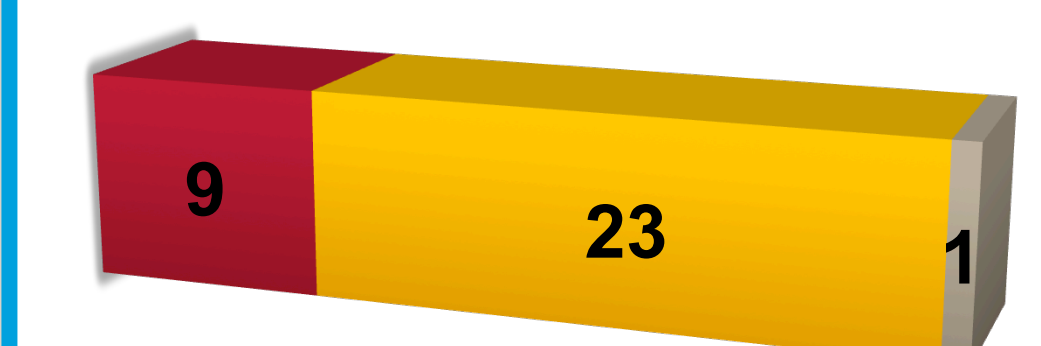
- 33 learning assessments across 10 courses now address interprofessionalism.
- 46.4% of the assessments are discussion boards.
- 36.4% of the assessments are written papers.
- 24.2% of the assessments are other types including practice experiences, presentations, and virtual games.

Exemplar

Course	Nursing Research
Assignment	PowerPoint Presentation
IPEC Competency	Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
Assignment Objective	Organize and clearly communicate information with patients, families, and interprofessional healthcare team members.
New Prompt	How would you communicate and market this practice change to patients, families, interprofessional healthcare team members, and other stakeholders?

Modifications Made to Learning Assessments

- No Changes Needed
- Modified Existing Language
- New Assessment Created



- Only one new learning activity was added for this project.
- 32 existing activities required little (69.7%) or no (27.3%) modifications.
- 96.9% needed minimal work to assess new interprofessional outcomes.

Lessons Learned

- Use of the IPEC competencies provided a complete roadmap to thread IPE into online asynchronous programs.
- Many courses already addressed broad elements of IPE, requiring minor modifications to specific learning assessments.
- Biggest challenge was choosing competencies that can be accurately assessed with asynchronous assignments.
- Asynchronous assignments can allow accurate assessment of learning both **WITH** and **ABOUT** other disciplines.
- Although learning **FROM** other disciplines was not met, these skills are often gained during face-to-face Associates-level programs.