INTRODUCTION

The SHMS Center for Interprofessional Education in the Health Sciences Faculty Advisory Board is immersed in their second phase of IPE learning experiences in which students engage in in-depth online asynchronous team-based learning modules.

The Modules, created by an interprofessional faculty group, use a team-based problem-based self-directed learning approach to explore important healthcare concepts in 4 semester-long learning modules over a two-year period.

The intent is that the Modules provide a medium for interprofessional engagement while addressing a topic pertinent to healthcare using diverse teaching and learning strategies as part of the online asynchronously modules. All modules have been designed to supplement and advance material offered within students academic programs and provide experiential interprofessional team-based learning opportunities. Faculty serve as mentors to sections to promote self-directed learning, communication and collaboration among team members.

Teaching and Learning Strategies to Advance IPE On-Line Modules

**Professionalism**
- Faculty developed 6 case scenarios adapted from clinical experiences
- Guided questions for section members to consider professional, ethical and legal aspects based on readings and COPE of CONDUCT
- Group discussion board postings and responses for section members to collaborate
- Generate a team collective response on professional behavior

**Cultural Awareness**
- Video based cases to explore the concept of culture as part of professional practice
- Completion of a Cultural Awareness Self Assessment pre and post module with self-reflection response
- Readings and on-line tutorials exploring health care literacy
- THINKING CULTURAL HEALTH VIDEOS viewing and guided questions, postings for section members collaboration and generate

**Team Science**
- Tutorial and guided questions to examine role of collaborative research in IP practice
- Exploring social determinants of health via experiential learning activities using secondary data sets for population health via PolicyMap
- Development of practice based research questions to understand impact of social determinates
- Development of either an integrated research plan, team based patient plan of care, clinical practice guideline (CPG) that can inform and direct IPP (interprofessional practice), or a service learning project using a team science approach students.

**Health Care Issues and Trends**
- Using a problem based team based approach an issue in the current health environment is investigated
- Collaborate as a team to develop an interprofessional learning (community education) video discussing the issue and exploring interprofessional solutions
- Self reflection and group discussions on health professionals role in promoting health and wellness via community education opportunities

REPRESENTATIVE STUDENT THOUGHT

“I think my responses changed based on the different learning modules we had, the situations it made me think about, and how I would act in real life if I were addressed with a similar situation. It made me really think about how I interact with others and what ways are most efficient, respectful, and honest ways to interact with my patients and colleagues. I also found participating in the IPE events helpful because it gave us a chance to interact with people from other specialties who we will be be working with in hospitals and offices. It brought different perspective to the table, and helped practice team based learning, which is vital in healthcare.”

TAKE AWAY

As health science educators, we must assess the utility of and exploit on-line learning opportunities to assist us in meeting the needs of preparing interprofessional healthcare practitioners. The On-line Modular Learning environment used at SHU is one potential innovation that provides an opportunity to engage students across professions as they seek to learn from and with each other and develop as self-directed learners.