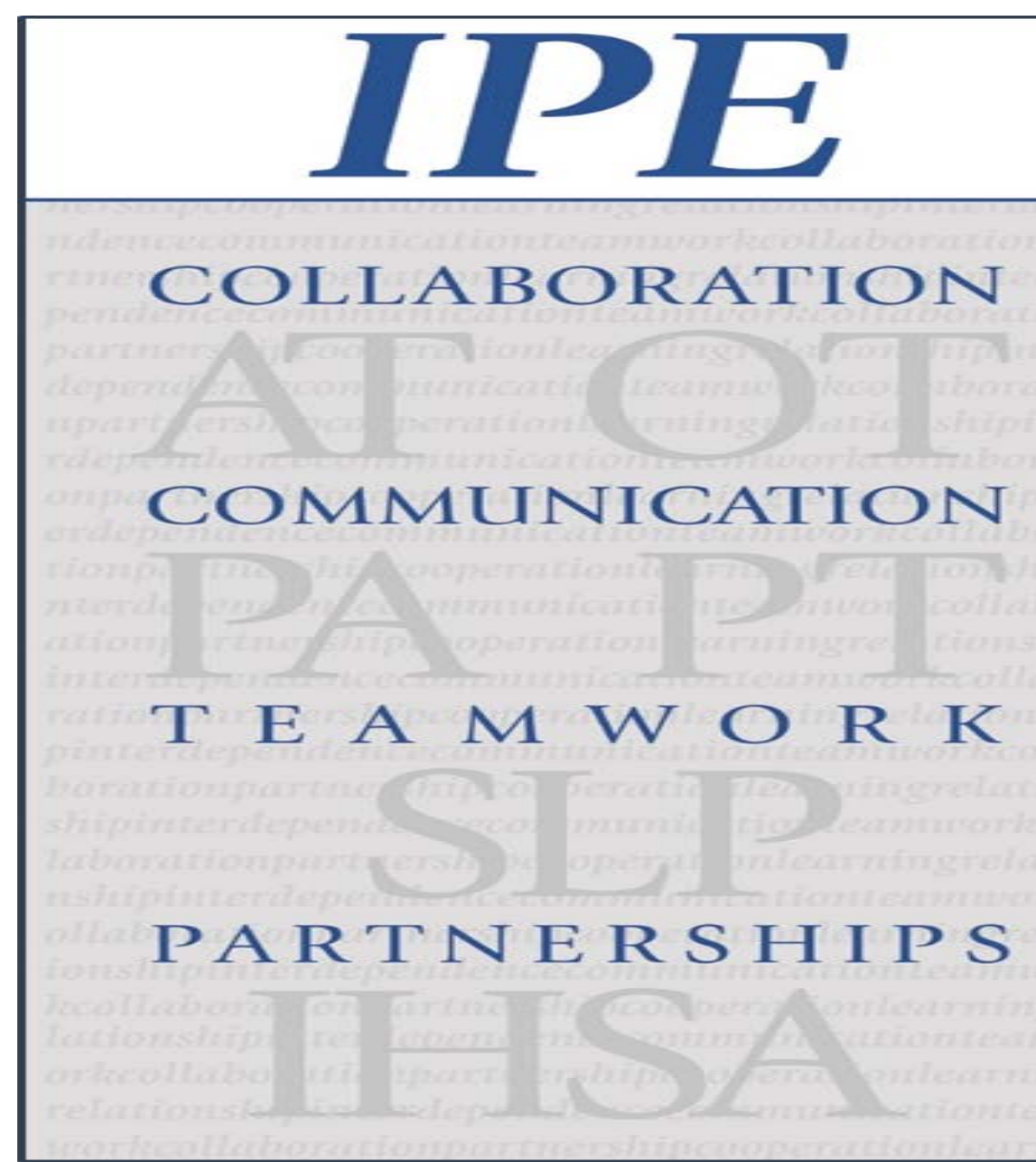




# Employing Diverse Teaching and Learning Strategies to Advance Meaningful and Sustainable IPE Programming in the Academy

Genevieve Pinto Zipp,, PT, ED and Cathy Maher, PT, DPT  
Center for Interprofessional Education in Health Sciences  
School of Health and Medical Sciences, Seton Hall University, Nutley, NJ



## 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 member

## 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 aspect based on readings and CODE 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 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.

Aschenbrener CA. Association of American Medical Colleges Press release: News Report Announce Competencies, Actions Strategies to Advance Interprofessional Education. <https://www.aamc.org/newsroom/newsreleases/2011/187630/110513.html>. Accessed 6.11.12  
Barr H. Interprofessional education: the fourth focus. J Interprof Care. 2007; 21:40-50.  
Greenfield D, Nugus p, Travaglia J, et al. Auditing an organization's interprofessional learning and interprofessional practice: the interprofessional praxis audit framework. J Interprof Care. 2010; 24:436-449.  
Interprofessional Education Collaborative. Core Competencies for Interprofessional Collaborative Practice: report of an expert panel. May 2011.  
Little P, Everitt H, Williamson I, et al. Preferences of patients for patient centred approach to consultation in primary care: observational study. BMJ. Feb 24 2001;322(7284):468-472.  
Organization WH. Learning Together to Work Together for Health. Report of a WHO study group on multiprofessional education for health personnel: the team approach. Geneva 1988.  
Reeves S, Goldman J., Burton A, Sawatzky-Girling B. Synthesis of systematic review of interprofessional education. J Allied Health 2010;39:198-203