NEXUS Poster Abstract

Type: <mark>Poster</mark>

Title: *Interprofessional Essentials for Learners: Using Interactive Self-Paced Online Learning to Support Foundational IPEC Competency Development*

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Selected Conference Theme: Interprofessional Learning for Collaborative Practice and Education.

Background
Learners enter professional training via many different paths. Before undertaking advanced training with other professions, it is essential that learners have a sound understanding of foundational interprofessional (IP) knowledge and skills.

Design or Methodology
An interprofessional team of educators developed four self-paced interactive online modules, titled *IP Core-4©, aiming to introduce* students to the four interprofessional (IP) competency sub-domains: communication, teamwork, roles and responsibilities, values and ethics. We recruited an interprofessional team of module developers from eLearning design, Nursing, Medicine, Public Health, Social Work, and Clinical Laboratory Sciences, to model interprofessional team behaviors, with the intention of extending beyond the silos of institutional healthcare. Responding to a need to ensure accessibility for non-clinical profession, the story-line was developed using a community-context, to build learner knowledge about the Social Determinants of Health, and expand reach to "non-clinical" professions that can also impact healthcare decision making.

Results (data, outcomes and evidence)
Beginning with "Teams and Teamwork', the first module template was pilot tested with the remaining three modules following in sequence. The IP Core-4© modules are flexible and easily integrated into any platform as a 'plug and play' modality. Modules have been well received by learners from a variety of professions including nursing, medicine, public health and social work. A total of 197 learners have completed evaluations, with 96% indicating that after completing the module, their ability to collaborate with other professions is good, very good, or excellent.

Conclusion
Learner feedback indicates integrated interactive self-paced learning module support the goal to establish an essential foundation knowledge prior to interprofessional classroom and clinical learning experiences. The IP Core-4© modules show potential value in developing readiness to engage in more immersive IP team-based learning in clinical practicums and more advanced IP curricular activities.

Reflection/lessons learned/implications

Since interprofessional learners come to their professional training via many different routes it is essential to ensure that they all have a fundamental knowledge of the IPEC competencies before participating in multi-profession group activities. Self-paced online learning modules can effectively prepare a wide variety of learners to proceed confidently, building upon their pre-professional experiences. Currently our learning system automatically awards certificates to verify module completion, which can be uploaded into online learning systems. Future strategies to increase student engagement include integration of electronic badging and gamification activities.

Summary

It is essential that learners have a sound understanding of foundational interprofessional (IP) principles and competency domains, in preparation for learning in classroom and practice settings. Developed by an interprofessional team of educators, *IP Core-4© interactive modules integrate easy into courses for flexible delivery to a wide variety of professions.*

Three Key Words

Module

Self-Paced

IPEC Competencies