IP Teams Create New On-line Introductory Modules To “Level The Playing Field”
Interprofessional Essentials For Learners: Online Modules Addressing IPEC Competencies

WHY?
Learners enter Interprofessional (IP) Training via many different paths
They need to have a sound understanding of foundational IP knowledge and skills before engaging other professions in more advanced activities

HOW?
We recruited a team of module developers, who are already an IP team
Modelling skills and behaviors of an IP team, they represented: Nursing, Medicine, Public Health, Social Work and Clinical Laboratory Scientists.

THE PROCESS
Starting with Teams & Teamwork, our development team devised an overall storyline based on a community-based health crisis
Setting the story in a community context allowed the team to build upon Social Determinants of Health and draw in “non-clinical” professions that can impact healthcare decision making.

CAST of CHARACTERS

DR. CARLISLE - STATE DEPUTY HEALTH OFFICER
He has led several special task forces in the state and has worked with the Riverdale Health Department in the past

REBECCA - SHELTER DIRECTOR
Was asked to join this task force to add a community viewpoint to the current crisis

KENNEDY - COMMUNITY HEALTH WORKER
Has been with the Riverdale Health Department for 7 years

DR. JONES - INFECTIOUS DISEASE SPECIALIST
Is based in Riverdale County and has been an advisor to the State Health Department for 5 years

JENNIFER - NURSE at the HEALTH DEPARTMENT
Has worked in clinical programs for the Riverdale Health Department for the last 15 years

THE TEAM
OIPC: Allison Shorten, Penni Watts, Peter Bosworth, & Shelly Camp
CLINICAL LAB SCIENCES: Tera Webb
MEDICINE: William Somerall
NURSING: Curry Bordelon, David House, & Lynn Nichols
PUBLIC HEALTH: Lisa McCormick, Shauntice Allen, & Meena Nabavi
SOCIAL WORK: Laurel Hitchcock

WHAT'S NEXT?
Developing versions of the modules that can be used outside the LMS and adapting them for use by those already in clinical practice to “upskill” them to meet the demands of our IP trained students.

PRELIMINARY FINDINGS
• 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
• Future strategies are to increase student engagement include integration of electronic badging and gamification.

THE PROJECT
This project is partially supported by a CTL-QEP Teaching Innovation Award.

For more information about the UAB Center for Interprofessional Education and Simulation visit us on the web