

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

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Scholarship Submission

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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 for competency development.

Aim:

Design and implement self-paced modules to provide learners with a foundational level of the four IPEC sub-competencies of Interprofessional Teaming

Methods:

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 Nursing, Medicine, Public Health, Social Work, Clinical Laboratory Sciences, and eLearning design, to model interprofessional team behaviors and extend beyond the silos of institutional healthcare. Responding to a need to ensure accessibility for non-clinical professions, the story-line was developed using a community-context, to build learner knowledge about Social Determinants of Health, and to expand program reach to “non-clinical” professions consistent with healthcare decision making.

Results:

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 using 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 modules can support development of essential foundational 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.