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

PRESENTERS: **Allison Shorten, Penni Watts, Peter Bosworth, Shelly Camp**

WHY:

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.

HOW:

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.

THE CONTENT

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.

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Teams and Teamwork

Roles and Responsibilities

Communication

Ethics and Values

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RESULTS:

Learner feedback indicates integrated interactive self-paced learning modules support the goal to establish 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.

FUTURE:

Convert modules to work outside LMS (Canvas) to improve accessibility. Gamification – award of eBadges

The Team

Faculty/Staff

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OIPC