

Institute of Interprofessional Health Sciences Education (IIHSE)

Objective

The “Institute” is a virtual learning centre that offers web-based learning modules on key topics that facilitate interprofessional knowledge and skill development for health professional students. The interactive modules were carefully designed to promote questions and learning objectives around scope of practice, knowledge/skill needs, professional roles and team decision-making.

Project Approach

1. Web-based courses were created to allow students to access the learning modules when it is most convenient for them.
2. The learning modules were based upon problem-based learning principles. Patient/client scenarios were used to illustrate concepts, facilitate discussion, and promote integration of learning.
3. Students interacted via the Internet under the supervision of a faculty facilitator.
4. Quantitative and qualitative data are being collected throughout the project.
5. Students provide feedback on the modules themselves and on the process of interprofessional e-learning.
6. Content analysis of the online discussions within each module is being conducted to identify the content of the knowledge learned and the process of interprofessional activity.
7. Web-based learning will be complemented by interprofessional clinical placements with teams that have been targeted to participate in a team development and facilitation process.

“The module was very helpful in gaining an understanding of other professionals’ perspectives and roles, working as a team, and developing efficient relationships at the work place.”

Results

Students were recruited from various health care disciplines and those participating were mostly volunteers from medicine, nursing, OT, and PT. While this project is still ongoing, preliminary feedback indicates that students: are gaining an understanding of their own and others’ professional roles; have found that the modules are conducive to learning content; acquire an appreciation of others’ perspectives; and see the challenge and importance of working collaboratively as a team for themselves and for the clients.

Conclusion

Students are offered eight modules covering generic (e.g., Communication) and practice-specific (e.g., Aboriginal Health) modules through the partnership of four universities. Initial feedback is generally positive but also provides the Institute with tips on how to improve these products and processes. We have learned that e-learning is an engaging activity that can facilitate inter-professional learning and understanding. We look forward to examining all the evaluation data in the near future.

Resources

www.iihse.ca