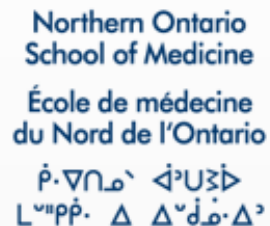


Exploring an Online and Adaptive Interprofessional Education (IPE) Learning Module: Choose Your Collaborative Northern Adventure (CYCNA)

NICHE Conference:
Strengthening Health Care Through Interprofessional Care
and Simulation

October 28-29, 2015.

Sidney Shapiro and Gayle Adams-Carpino



Presenter: Sidney Shapiro

Exploring an Online and Adaptive Interprofessional Education (IPE) Learning Module: Choose Your Collaborative Northern Adventure (CYCNA)

Title of Presentation:

I have no financial or personal relationships to disclose

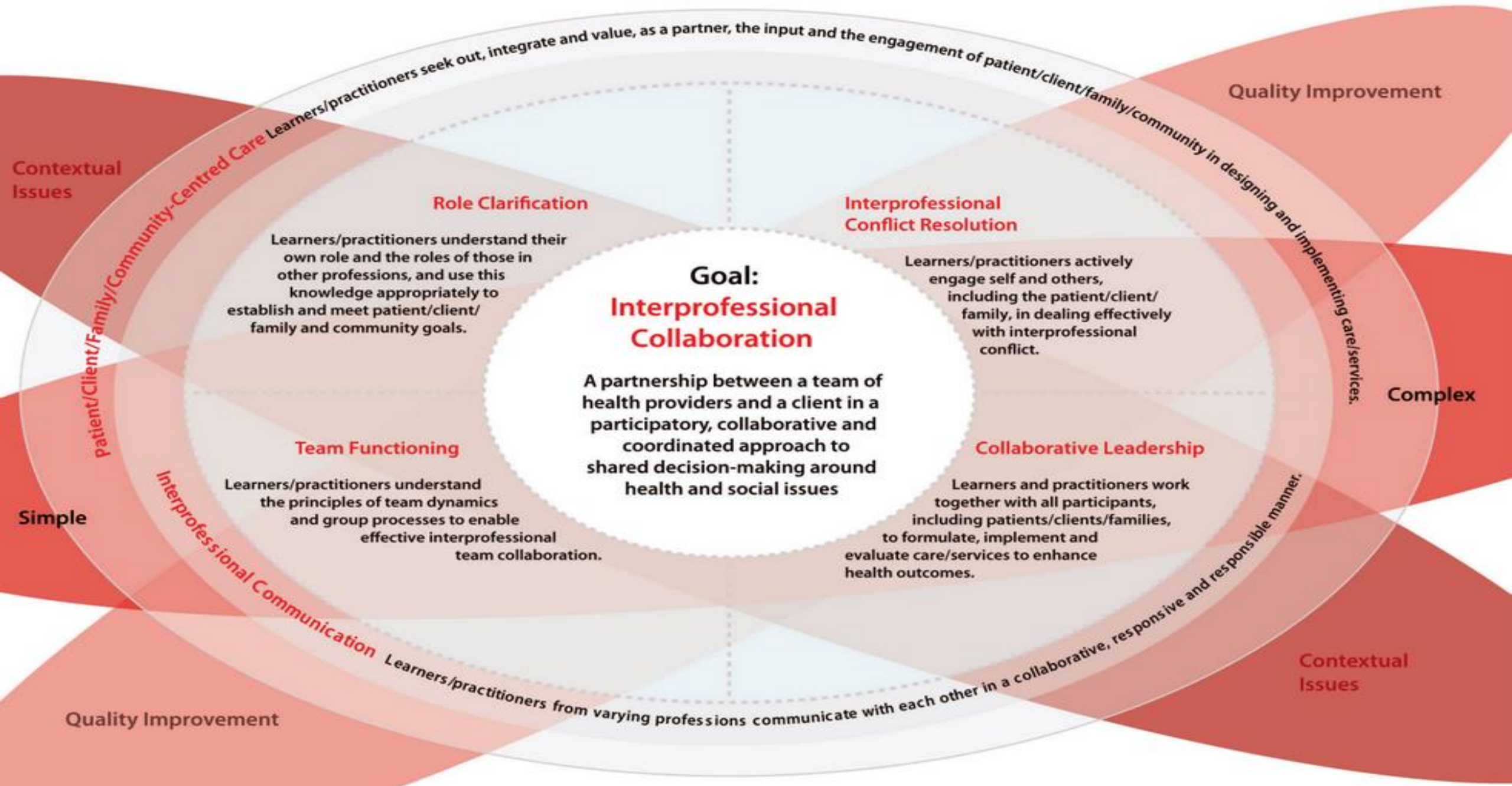
Interprofessional Education (IPE)

- ▶ Interprofessional Education (IPE) “occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.” (CAIPE (2002). <http://www.caipe.org.uk/about-us/defining-ipe/>)
- ▶ "Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes“ - World Health Organization, 2010
- ▶ Students from various professions learn together as a team. Their collaborative interaction is characterized by the integration and modification of different professions' contributions in light of input from other professions. -Center for Interprofessional Education, University of Toronto

NOSM IPE Program

- ▶ NOSM's IPE Program introduces learners to the skills necessary to function as a member of a quality health-care team and develop the competencies necessary to be an interprofessional collaborative health-care provider. Utilizing a variety of learning strategies within a community-engaged curriculum, teams of learners experience a client-centred approach to collaboration and problem-solving. Learners participate from a variety of NOSM's affiliated partners.

National Interprofessional Competency Framework (CIHC, 2010)





Management Dashboard



Control Panel



You have 4 pending
requests to review.

You have 12 pending
requests to review.

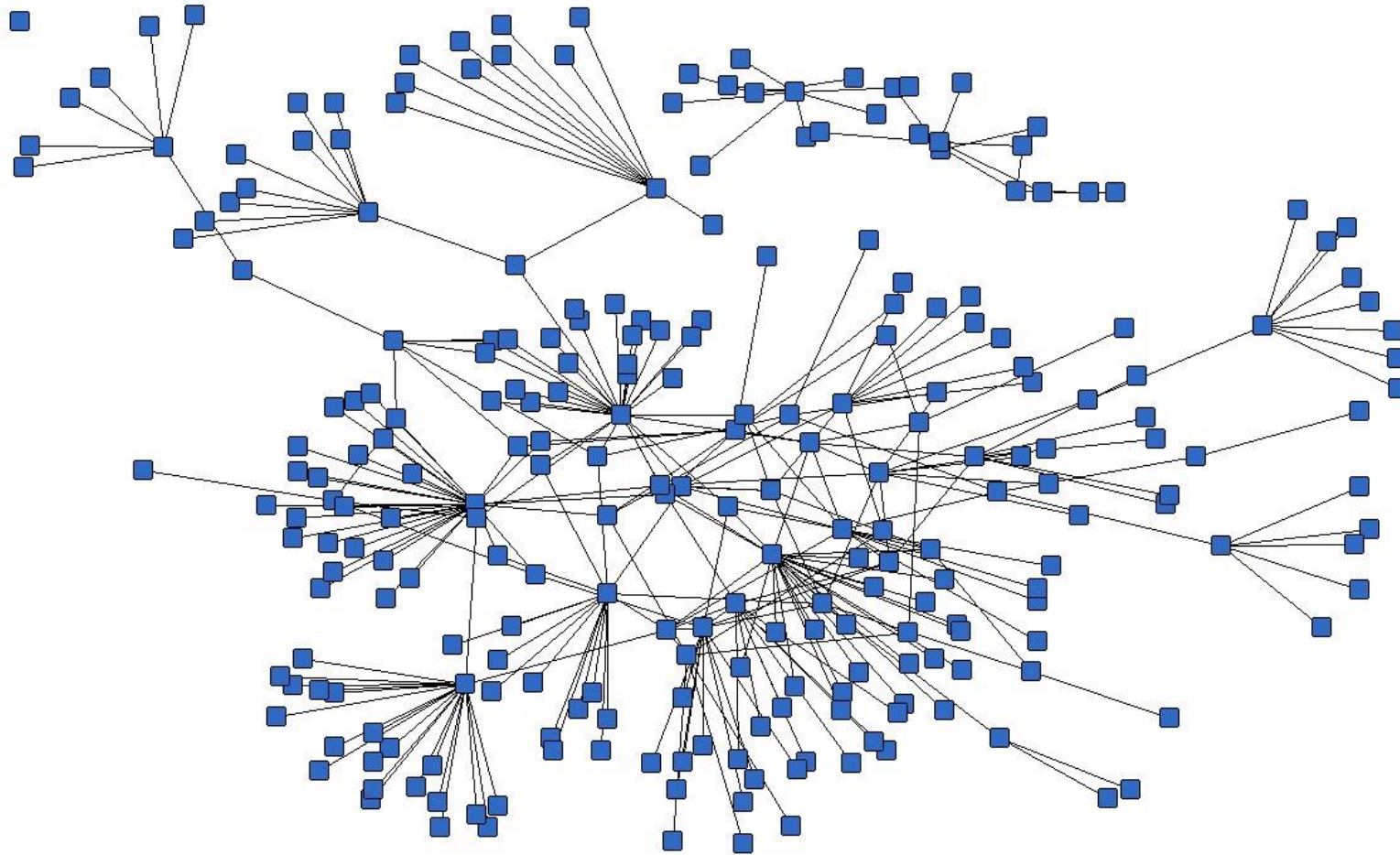
Challenges

- ▶ Difficult to get learners from a large geographic area to participate in person
- ▶ IPE collaboration works best when participants “learn with, from and about each other”, making online delivery problematic
- ▶ Online courses lack dynamic, interactive, content
- ▶ There are a wide range of health practitioners and students who would benefit from IPE exposure, but there are capacity limitations

Learning model

- ▶ Linear vs non linear learning
- ▶ Linear learning is “mass-produced content that was designed around standardized tests - tests that do not accommodate individual learning needs.” - Ken Carroll
- ▶ Non-linear learning “is the way that we naturally learned for a couple of hundred thousand years. In nature, linear learning doesn't exist. People didn't learn to swim or hunt in a linear way - through a staggered, textbook process. We learned instead by doing, through direct experience, through dealing with things as they arose, and through discovering what it was that was important at the time. But most of all, we learned through making connections between stuff we already knew and the stuff we didn't. This meant we actively constructed the knowledge as we needed it. It was all very subjective and individual and not linear.” (ibid.)

Network Data and Analysis



Static course modules



TCPS

- ▶ While TCPS CORE2 is an example, there are many other types of online learning which are similarly problematic.
- ▶ In a structured linear model, the right type of information is not always the most exposed, while the less important data has equal weight
- ▶ Completing static course content to move beyond the quizzes is not the same as actual learning, certainly not learning from and with others
- ▶ The modules are not reinforced by external contact, and the learning loses its context as relevant and applicable

Polling Your Opinion

Were whatever results the researcher got from this study worth the conditions the participants endured?

☐ Yes ☐ No

SUBMIT

If you were in charge of determining whether this study was consistent with research ethics guidance, would you approve it as it was originally designed?

☐ Yes ☐ No

SUBMIT

◀ Back

The Participant Perspective

As you can see from the previous example(s), it is important for researchers to carefully consider the circumstances of the people they will be approaching to become participants.

Here are some examples of questions that should be asked:

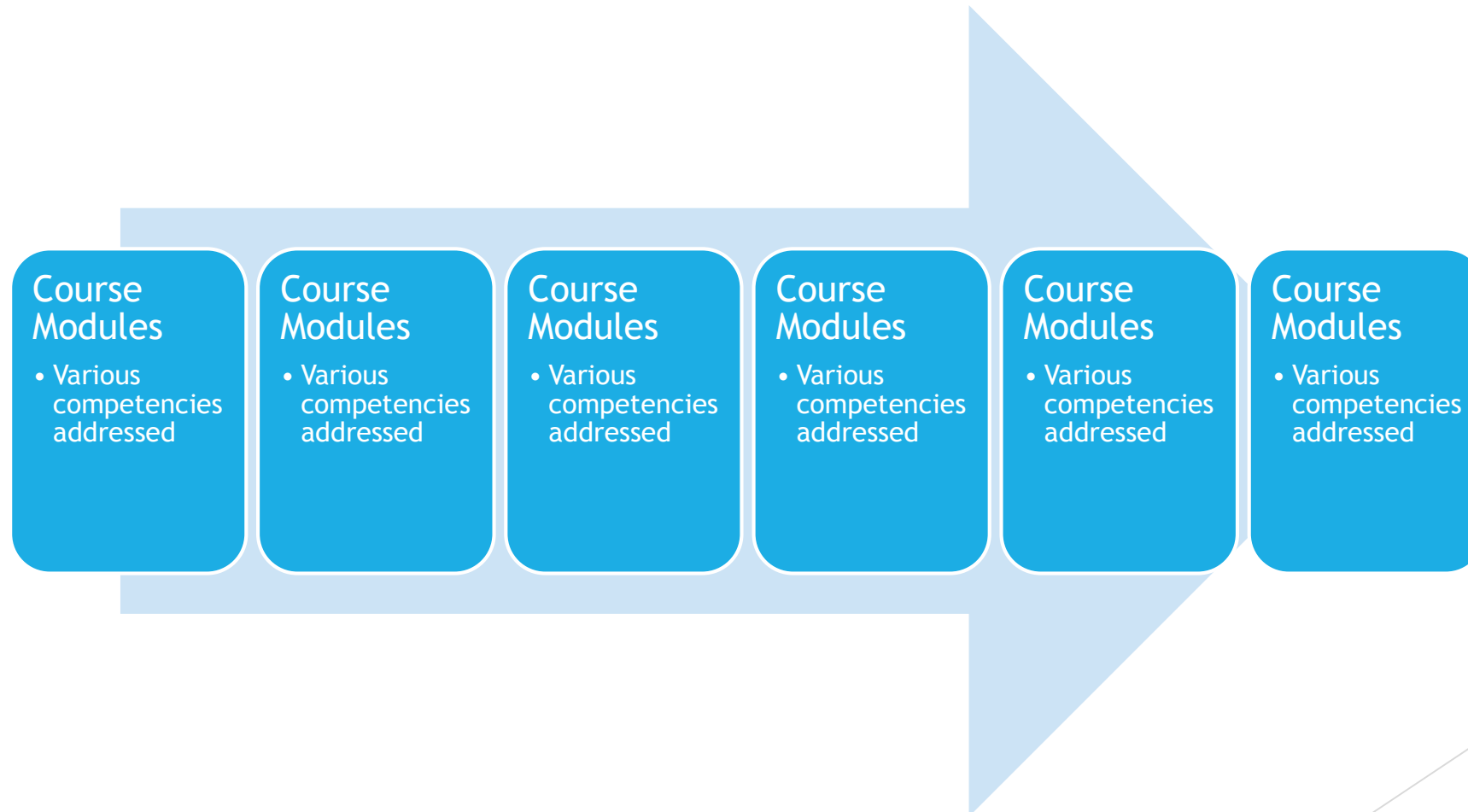
- ✦ Is there a power relationship between the researcher and the participants (e.g. doctor/patient, teacher/student, supervisor/assistant)?
- ✦ Are there any cultural norms or practices that need to be factored into the recruitment, consent, or debriefing process?
- ✦ What are the economic circumstances of the prospective participants?
- ✦ Could there be any social repercussions of participation in this project?
- ✦ How can the privacy and confidentiality of participants be protected?



◀ Back

Next ▶

Structure of the in person IPE course

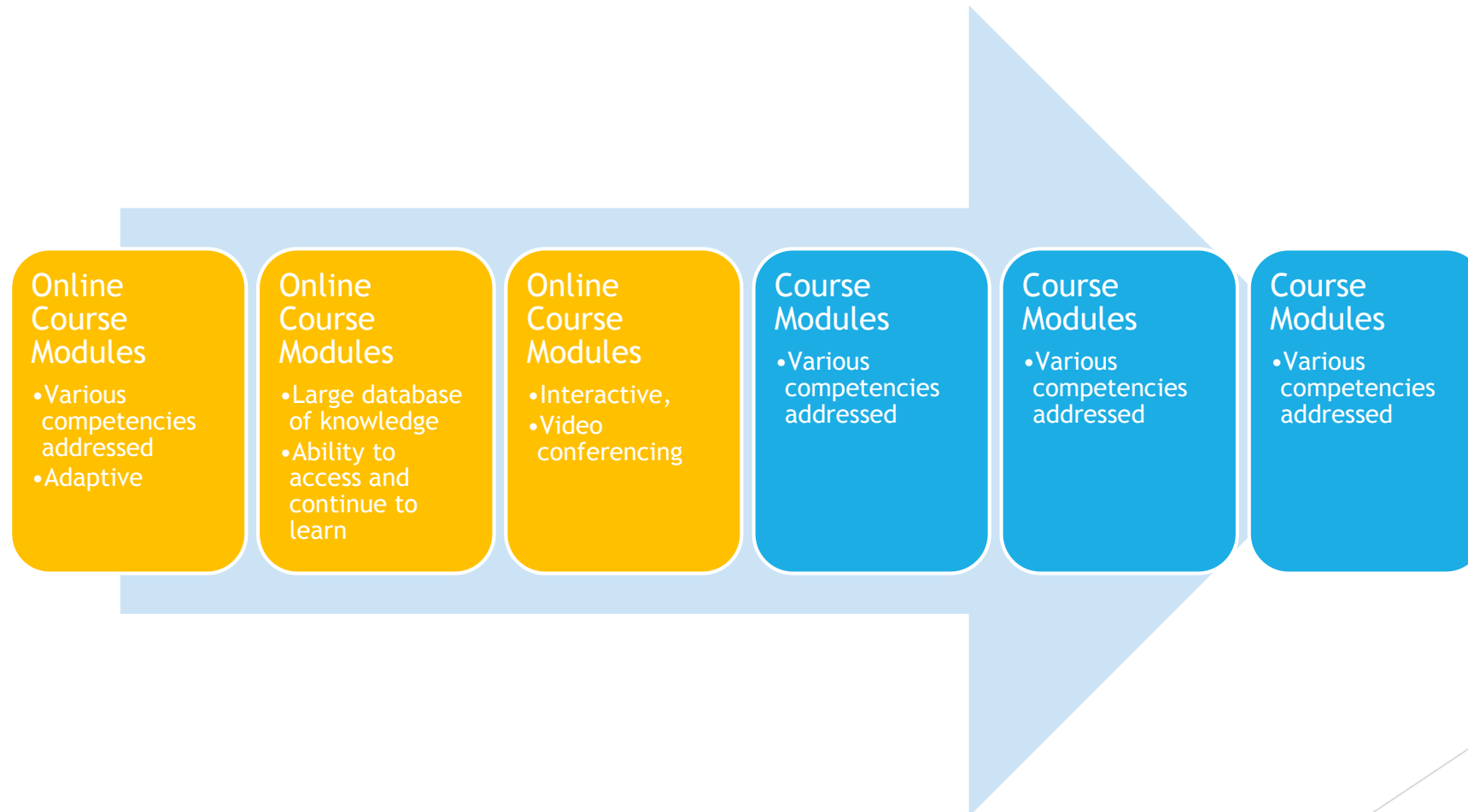


This model is reinforcing, focuses on different aspects, and builds IPE collaboration

Choose Your Collaborative Northern Adventure (CYCNA)

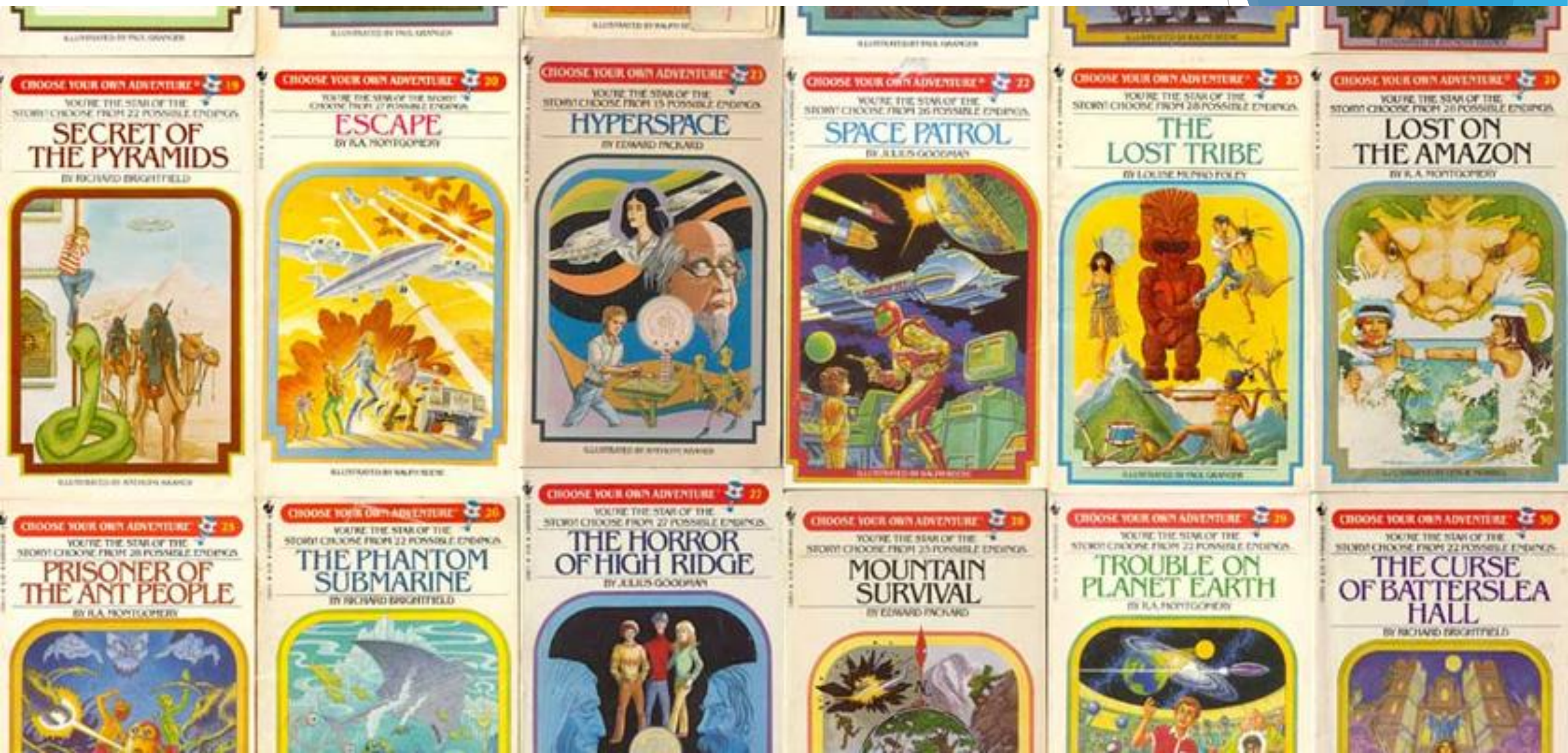
- ▶ Adaptive learning
 - ▶ Content is tailored to learner and offers complete content
- ▶ Mixed method course delivery
 - ▶ In person and online
 - ▶ Videoconferencing and other social media technology
- ▶ Advantages
 - ▶ Increased access
 - ▶ Lower cost/resources

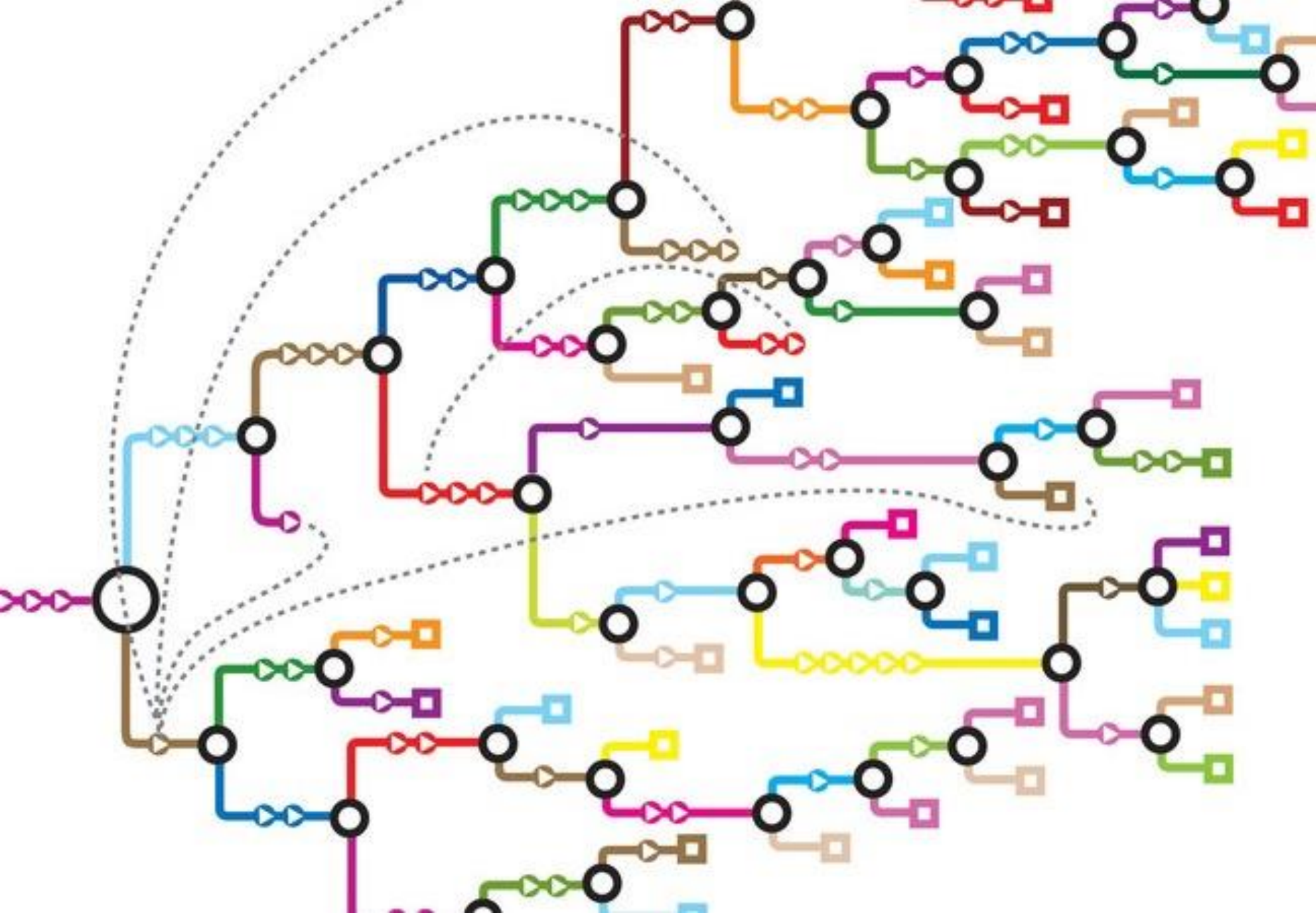
Structure of a mixed delivery IPE course



This model is reinforcing, focuses on different aspects, and builds IPE collaboration

Choose Your Collaborative Northern Adventure (CYCNA)



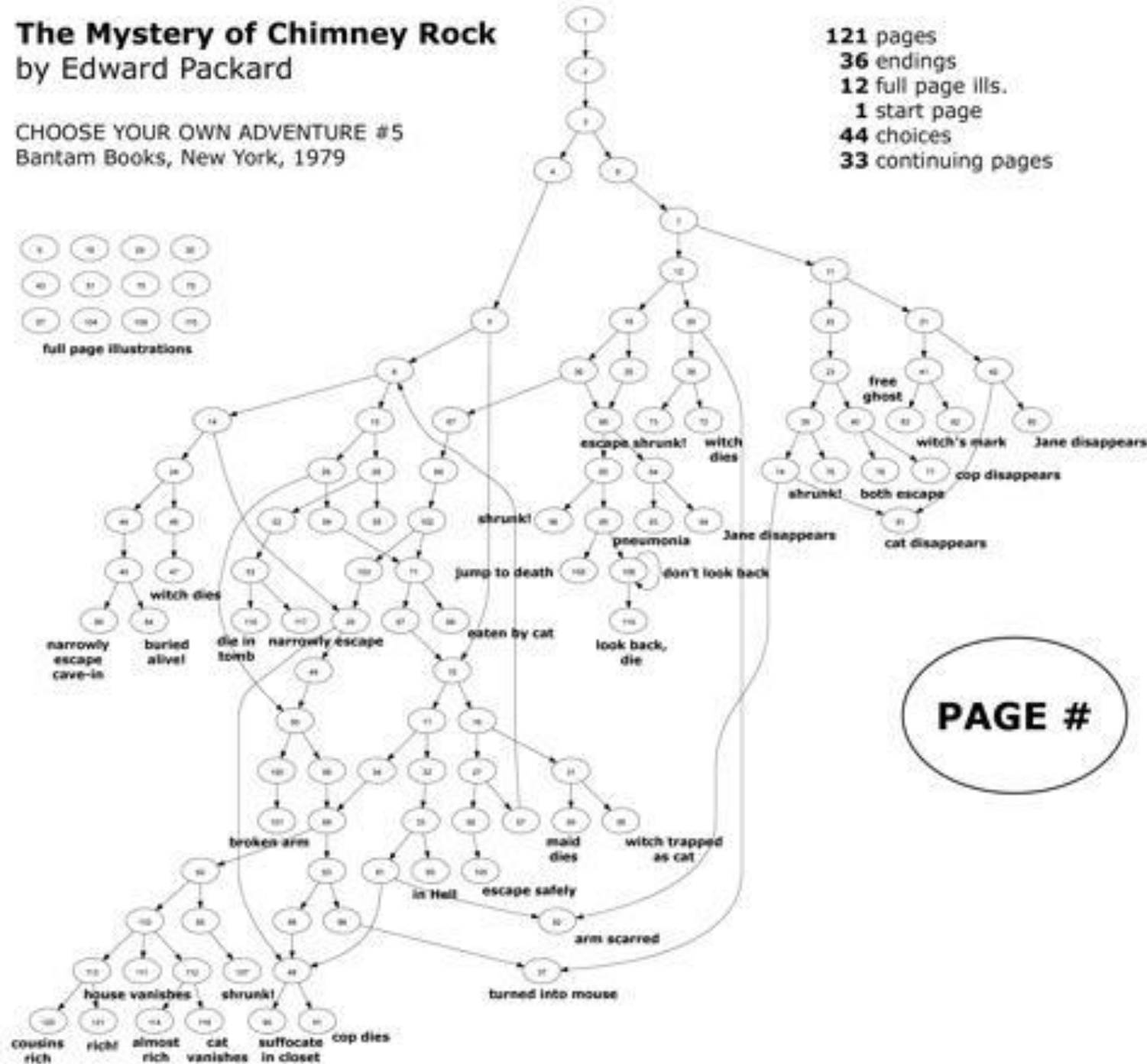


The Mystery of Chimney Rock

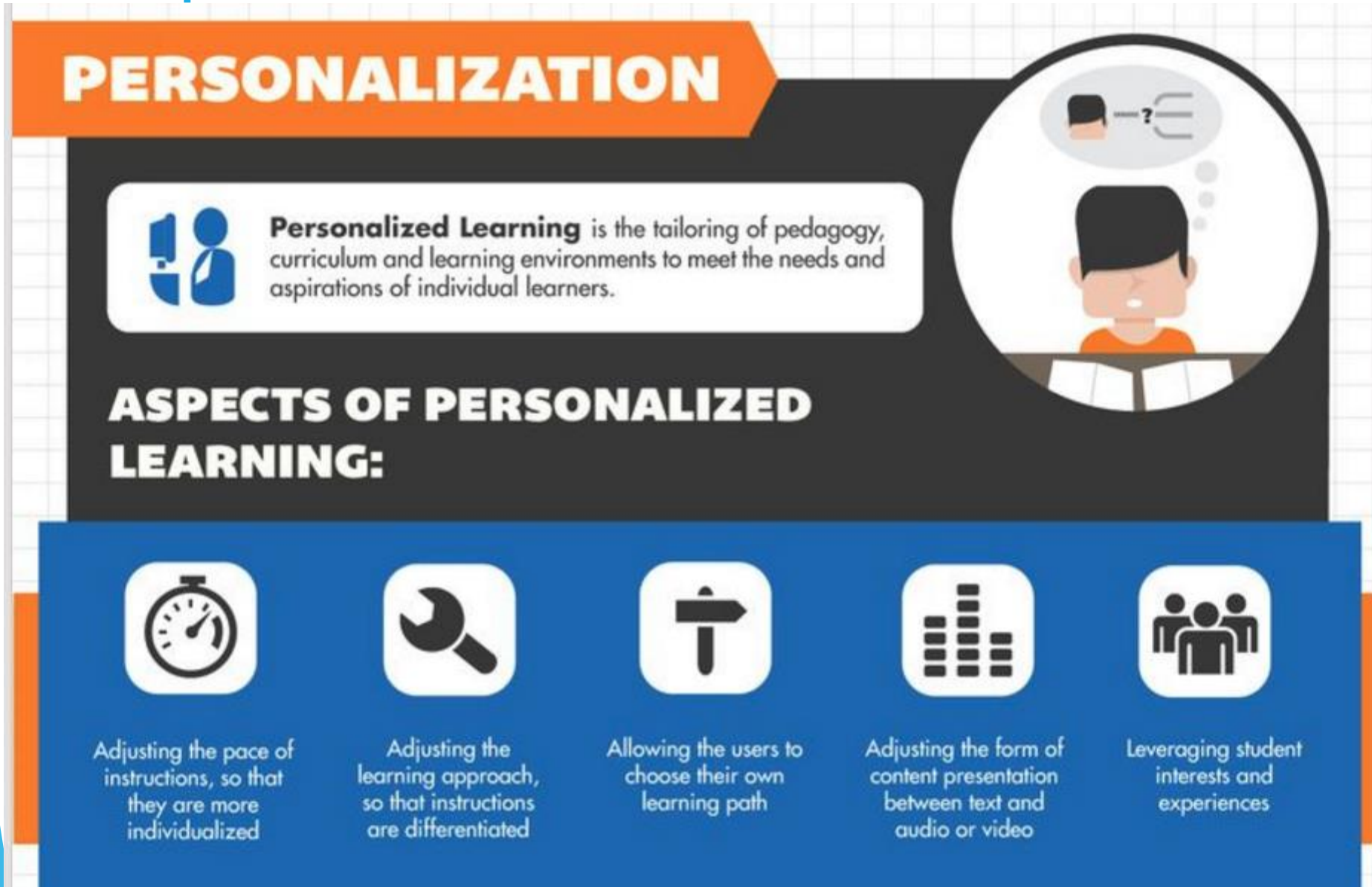
by Edward Packard

CHOOSE YOUR OWN ADVENTURE #5
Bantam Books, New York, 1979

121 pages
36 endings
12 full page ill.
1 start page
44 choices
33 continuing pages



Adaptive Model



The background features abstract, overlapping geometric shapes in various shades of blue, primarily concentrated on the right side of the frame. These shapes include triangles and polygons of different sizes and orientations, creating a dynamic, modern aesthetic. The left side of the image is mostly white, providing a clean space for the text.

Other new trends in online delivery

BIG DATA



Numbers in eLearning are becoming so large that processing user generated data using traditional methods is becoming impossible.



HOW BIG DATA ANALYSIS CAN IMPROVE ELEARNING?



By deeper understanding of the learning process. Example: Statistics on completion time and rate.

By helping track learner and group patterns. Example: How people click and go over the material.



Personalized courses. Example: What are the differences in behaviour for certain user cohorts.

Feedback analysis. Example: Where learners spend more time and which parts they find harder.



Helping to compile a comprehensive ROI report for learning, by combining multiple sources of information.

GAMIFICATION



Gamification is the concept of applying game mechanics and game design techniques to engage and motivate people to achieve their goals. Gamification taps into the basic desires and needs of the user, focusing on impulses which revolve around the ideas of Status and Achievement.



WHY IS GAMIFICATION IMPORTANT?



Learners recall just 10% of what they read and 20% of what they hear. If there are visuals accompanying an oral presentation, the number rises to 30% and if they observe someone carrying out an action while explaining it, 50%. But learners remember 90% if they do the job themselves, even if it is only a simulation.

80%

Almost 80% of learners say that they would be more productive if their university/institution or work was more game-like.

90%

Almost 90% of users find online competitions fun but 60% of them point out that it's only fun sometimes, something that shows that implementation matters.

The background features abstract, overlapping geometric shapes in various shades of blue, primarily concentrated on the right side of the slide, creating a modern, dynamic feel.

Thank You

Questions? Let's play an IPE game!

kahoot.it