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# A Proposed Blended Course Design: To Facilitate Interprofessional Collaborative Practice through Interprofessional Education

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# To Facilitate Interprofessional Collaborative Practice through Interprofessional Education

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## Background

- Interprofessional collaboration has been proclaimed as an important strategy to providing quality healthcare for positive outcomes (Benner, 2010; World Health Organization, 2010)
- Competence and capability to engage in collaborative interprofessional practice requires interprofessional education between the students from the various healthcare disciplines
- Interprofessional educational initiatives for undergraduate students to learn together is essential to advancing interprofessional practice together in the future
- “Shared learning facilitates team collaboration” (Lachman, Glasgow, & Donnelly, 2006, p. 208)



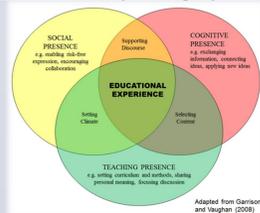
## The Proposal

- The offering of a blended interprofessional education course for undergraduate students from two faculties—nursing and medicine
- To integrate face-to-face learning, simulation education, on-line inquiry, and social media to encourage higher-order thinking and discussion, to develop reflection, and to facilitate the establishment of a collaborative community of inquiry between undergraduate students from medicine and nursing

## The Purpose

- To provide medicine and nursing students with the opportunity for learning with, learning about, and learning from each other
- Learning collaboratively together would initiate knowledge building of the roles of both professions, and establish a foundation for future collaborative interprofessional practice
- To develop communication and collaboration between students from the two healthcare disciplines to achieve improved performance between medicine and nursing in future practice to promote quality and safety of patient care
- To establish and develop a “community of inquiry” (Garrison, 2011)—Inquiry compelling the learner to question, to enquire, to explore, and to examine. Inquiry capturing human inquisitiveness and focusing it towards learning and knowledge building

### The Community of Inquiry Model



## The Potential of the Course Design

- A blended course will capture the best from both the teaching components of face-to-face and online learning
- Combining face-to-face and online components will enrich the collaborative learning for students, promote the critical thinking and reflection necessary to engender practicing professionals capable of accurate clinical judgment and critical decision-making
- Alleviate time and infrastructure constraints faced by many faculties
- Overcome the scheduling challenges of bringing together students from different faculties

## The Proposed Design

### Face-To-Face Learning

- Initial meeting is vital in setting the climate of the learning environment—Introductions and develop trust, openness, engagement, motivation, and inquiry
- Establishes expectations of students and instructors
- Establish a collaborative community of learning and inquiry (Garrison, 2011)
- Discuss the learning activities, assignments, assessments, and expected learning outcomes in depth
- Respond to questions, provide clarity as necessary
- Foundational for preparing students for the learning



### Simulation Experience

- Simulation is an educational technique that creates a replication of a real-world experience for interactive inquiry learning (Taekman, & Shelley, 2010)
- The interprofessional simulation scenario will depict a situation the students may find themselves in when in actual practice placing their learning in a real-world context
- The employment of simulation in interprofessional education has demonstrated improved communication and collaboration within and between healthcare professionals, employing situative perspective (Kenaszchuk, MacMillan, Van Soeren, & Reeves, 2011)
- It will be preceded with a pre-briefing session to orient and prepare the students for the learning, to promote critical thinking, and to reinforce the purpose of simulation as a learning experience
- An opportunity for the students to interact, communicate, critically think, and collaborate in providing appropriate patient care
- A debriefing session will follow to provide opportunity for emotional release, to share and discuss the scenario, to have clarification of thinking, to connect the simulation experience to real life, and to be provided with encouragement and guidance in reflection (Gaberson & Oermann, 2007), with facilitation from the instructors and peer feedback
- It is intended that this learning will be developed and extended to the online community of discussion and reflection

### Learning Management System

- The platform from which the students will retrieve course information, integrate face-to-face and online learning, submit assignments, and complete assessments and evaluations
- The formal “community of inquiry” (Garrison, 2011) where the students will post responses to the learning activities, post and receive peer and instructor feedback, discuss and reflect on learning activities, and submit assignments
- Instructors will facilitate to challenge and guide learning and reflection.



### Social Networking Technology

- An opportunity for the students to connect socially and interact as a community of interprofessional healthcare students
- The addition of social networking technologies has the potential to provide social and cognitive stimulation to students and educators in an online environment (Schroeder, et. al., 2010)
- Examples: Blogging, Wiki

## The Proposed Course

### Course Outline

- A course outline is “a learning management tool for [instructors] and for students” and defines the approach that will be undertaken in teaching, learning, and participant responsibilities in the course (University of Guelph)
- Will describe the objectives and expected learner outcomes, explain the assessment process, provide direction to guide the communication process between all course participants—students and instructors
- Will be reviewed in detail with the students at the initial face-to-face meeting, and serve as a contract for learning between the instructors and the students

Course Outline Example	
Name of Educational Institution	
Interprofessional Collaborative Learning Inquiry: Medicine and Nursing	
Course Code	
Year	
Course Coordinator and Course Instructor Information:	
Course Coordinator:	Name and contact information
Course Instructors:	Names and contact information
Course Description:	
This course will serve as learning for undergraduate medical and nursing students to gain knowledge and comprehension about who the physician is and who the registered nurse is. To gain understanding around the expertise of each professional discipline, and discover the potential of collaboratively working together. This learning will benefit present and future practice with members from the multidisciplinary healthcare teams.	
Course Objectives:	
The purpose of this course is to offer opportunity for medical and nursing students to engage with each other in interprofessional collaborative inquiry. This course has been designed to promote critical thinking, communication, and reflection skills through interaction, questioning, and discussion as a community of learners.	
Upon completion of this course, the learner should be able to:	
•	Describe and demonstrate understanding of the roles of the physician and the registered nurse as experts in their profession and as collaborative practice partners.
•	Understand the similarities and differences between each other as medical and nursing students.
•	Understand what interprofessional collaboration is, what it entails, how it benefits the quality of patient care.
•	Describe how they will put the learning from this course into their present and future healthcare practice.

### Learning Activities and Assignments

- Developed to facilitate student awareness and understanding of each other’s future practice roles, promote effective communication and collaborative practices, and appreciation for each other as fellow students and future practice partners
- Aim to promote collaboration in learning, and instigate serious contemplation and reflection
- Example:

Weekly Topics:	
Week 1:	Introduction <ul style="list-style-type: none"> <li>• On-campus meeting</li> <li>• Simulation</li> <li>• Online posting: What did you learn through the simulation experience, including prebrief and debrief?</li> </ul>
Week 2:	Exploring the role of the physician and the role of the nurse, noting similarities and differences. <ul style="list-style-type: none"> <li>• Establishing Blog and presence on Blogging community</li> </ul>
Week 3:	What is collaborative interprofessional healthcare practice, and how is this beneficial for patients and healthcare professionals? Is interprofessional practice difficult to achieve? Why or why not?
Week 4:	What have you observed during your practice sessions around collaborative interprofessional practice between the healthcare disciplines? Share experiences that demonstrate or do not demonstrate genuine collaborative practice. What improvements would you suggest?
Week 5:	Conflict and difference of opinions occur. What might be effective when the physician and nurse are in disagreement with the proposed care for a patient? What might be effective when the family are in opposition to the proposed care for a patient, which are in line with the patient’s wishes? What might be effective when the family are in conflict around what care to be provided to the patient, and the patient’s wishes are unknown?
Week 6:	What have you learned from the last 6 weeks? What learning can you take and put into practice? What have you learned from your counterparts from the other faculty? Do you have shared stressors and anxieties? How can you contribute to interprofessional collaborative practice in your next practice course?

### Assessment of Student Learning

- Rubrics provided to outline the expected learning outcomes, and guide and facilitate the learner in achieving success in the course
- Provision of online feedback by instructors continually throughout course

## Conclusions

- The objective in designing this blended course was to provide medicine and nursing students with the opportunity for learning collaboratively together to initiate knowledge building of the roles of both professions, and establish a foundation for future collaborative interprofessional practice
- It is anticipated that development of interactions and relationships between the learners would promote more effective, improved working relationships between the two professions in future practice



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## Considerations

- Frustration with technology adds unnecessary stress and detracts from the learning that can be achieved through the use of that technology. It is necessary that instructors and students receive comprehensive orientation to any technology being utilized and have information and access to the institution’s Information Technology Support
- Technology utilized effectively and appropriately can be valuable to learning