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# **Fostering a Culture of Interprofessional Education through Distance Learning**

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# Goal of IPE for Distance Learners



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INTERPROFESSIONAL  
EDUCATION *and* RESEARCH

Academic Health Sciences Center

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**Expand IPE at ETSU so that all students, regardless of program or modality of study, have an opportunity to learn *with, from, and about* other students in disciplines other than their own.**

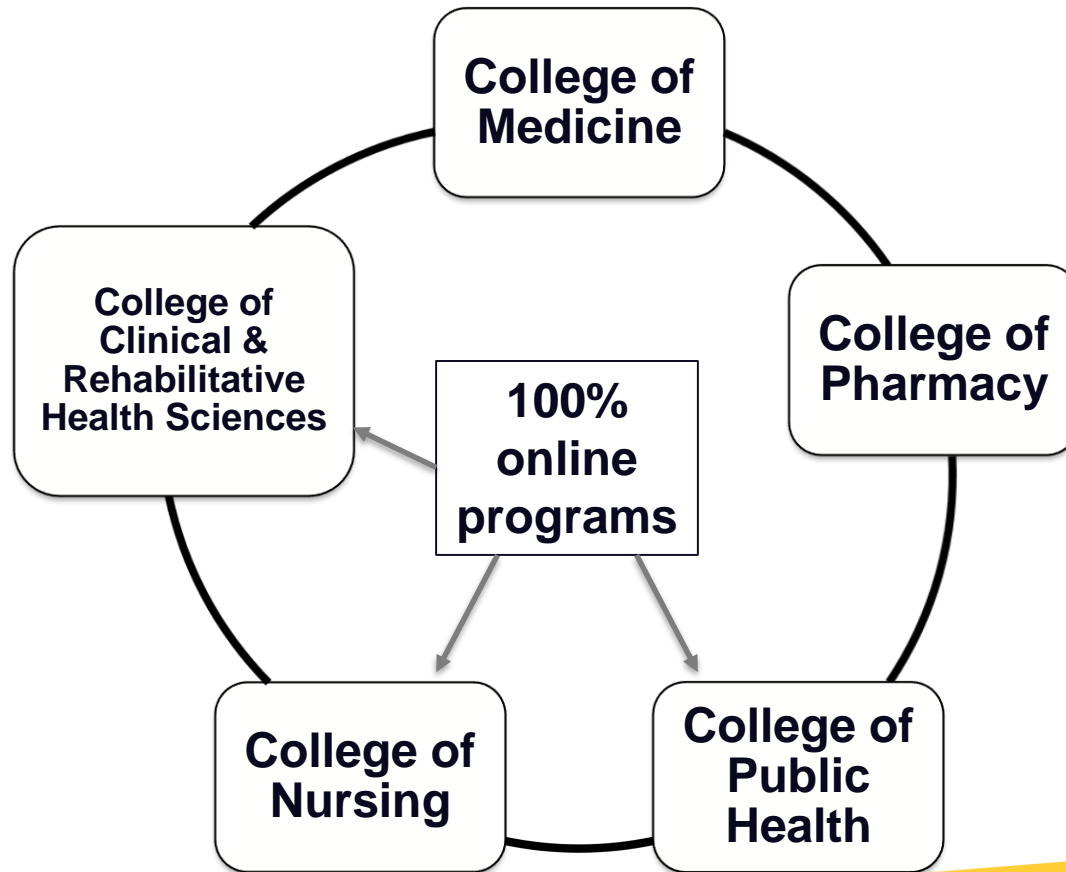


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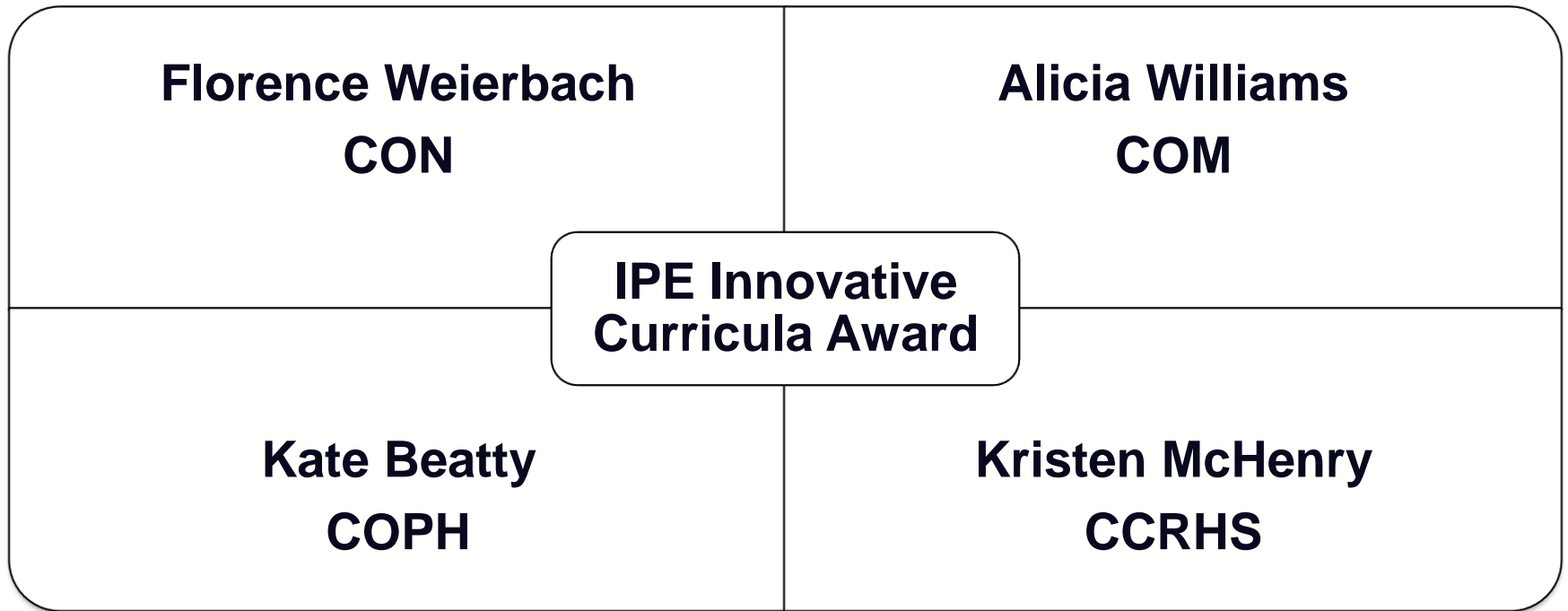
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# Academic Health Science Center



# Online Program Development



Worked closely with IPE Leadership Team\*



# Modification & Expansion

- **Concepts and activities from the established on-ground IPE program**
- **Online asynchronous IP experience**
- **Extended to undergraduate students and 100% online learners**
- **Didactic, experiential, and simulated clinical learning opportunities/scenarios**



- **Module 1- Values & Ethics (fall)**
- **Module 2- Teams & Teamwork (fall)**
- **Module 3- Communication (spring)**
- **Module 4- Roles & Responsibilities (spring)**
- **Each module was open for 2 weeks with specific timeframes for activities & collaboration**

## **IPE Competencies**



- Faculty and student recruitment (if not required)
- Faculty development workshop/resource site
- Assistance/guidance from ITS/ATS
- Introductions & background information
- IP group development with facilitator(s) assigned
- Video recordings
- Pre-evaluations; readiness for IP learning

# Getting Started



- **Didactic**
  - Independent learning activities
  - Watching videos or reviewing slides
- **Experiential**
  - Interactive, team-based activities
  - Nonthreatening, asynchronous
- **Simulated case**
  - Application of knowledge and team-based skills
  - Asynchronous interaction with a simulated person/faculty facilitator



# Module Exercises





- **Welcome video**
- **Learning objectives**
  - **Describe the relevance of team care to improved patient safety and outcomes**
  - **Demonstrate essential communication competencies around crucial conversations**
- **Task checklist**

## **Module Example- Communication**



## Module Example- Communication

### Preview slides

- **Crucial conversations**
- **Utilizing the DESC script**
- **Video**  
<http://www.youtube.com/watch?v=H6ZFppW81w8>

- **Describe the specific situation or behavior; provide concrete data.**
- **Express how the situation makes you feel/what your concerns are.**
- **Suggest other alternatives and seek agreement**
- **Consequences should be stated in terms of impact on established team goals; strive for consensus**

# Module Example-Communication

- ***Crucial Conversation Reflection***
- **Each student will reflect on a crucial conversation they have experienced in an academic or professional environment. Provide a brief description of the crucial conversation. Describe how the behaviors within the DESC tool were utilized in this conversation and how the use of the DESC tool could have improved the outcome of the conversation.**
- **Please limit this exercise to 1-page and use the document provided.**



# Module Example- Communication

## Communications Drawing Activity

### Instructions

The objective of this activity is to illustrate the importance of active listening and effective communication.

Before you begin you will need the following:

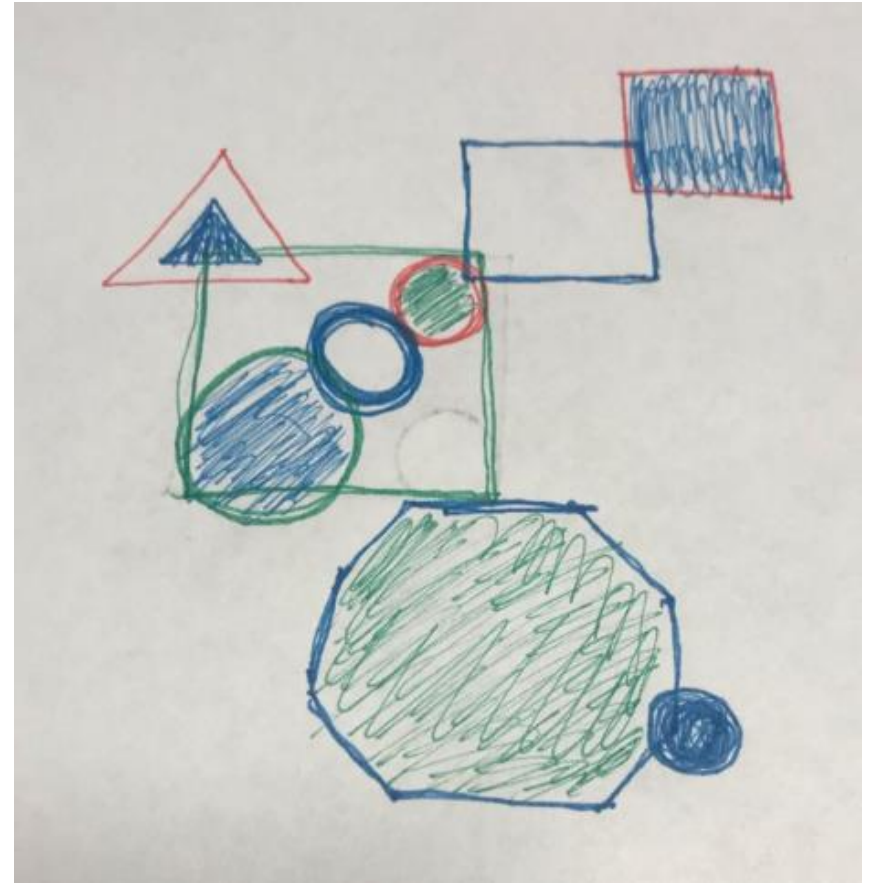
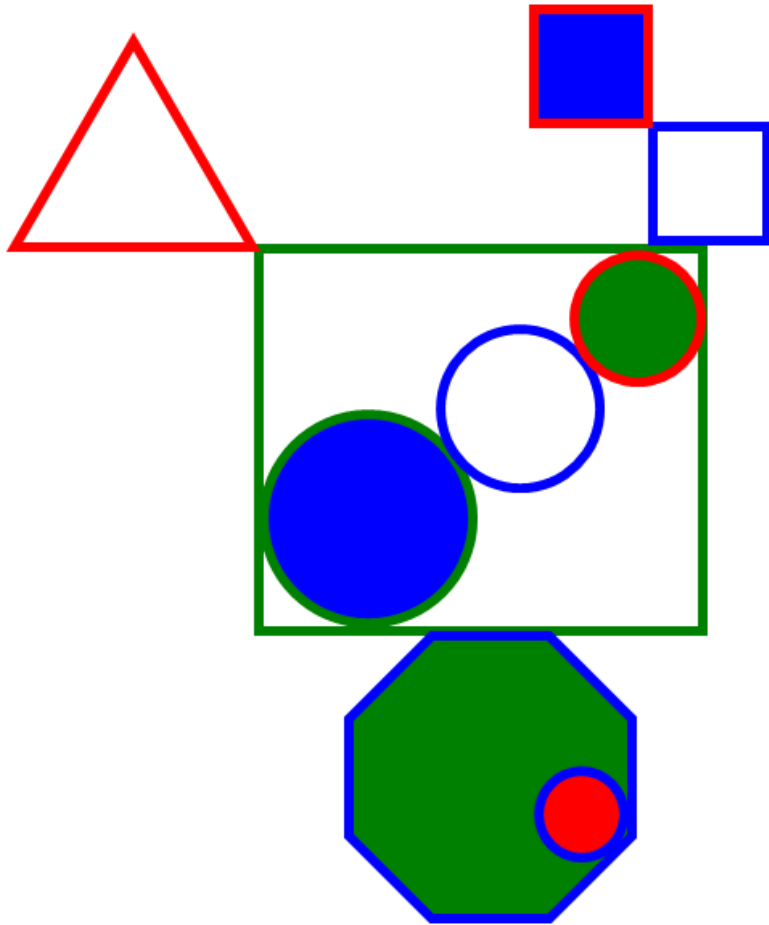
- Blank piece of paper
- Red, blue, and green marker, pen or crayon.

View the [video](#) by Dr. Weierbach and follow her instructions to recreate the drawing she describes.

Scan or take a picture of your final drawing and submit it to the discussion board and respond to the reflection questions (3 paragraphs MAX).



# Module Example- Communication



# Module Example-Communication

- ***Small group interaction***
- **Submit your drawing so your group can see your beautiful work! Scan or take a picture of your final drawing and submit it to the discussion board and respond to the reflection questions (3 paragraphs MAX).**
  1. **How did the clarity of communications/directions impact your ability to recreate the drawing?**
  2. **How did your perception or interpretation of the directions impact your ability to recreate the drawing?**
  3. **How would two-way communication or the ability to ask questions impact your ability to recreate the drawing?**
- **Once you submit, read all the groups member reflections and comment on at least 4 posts. Your faculty facilitator will share with the group the original drawing and will be interacting with you.**



# Module Example- Communication

- ***Clinical case-study***
  - Continuation of lead abatement case from prior modules
  - Conversation with housing authority (SP) as a parent/patient advocate
  - Clinical chart information provided for one child
  - Students were asked to huddle, interact with the SP, and debrief



# Module Example-Communication

- ***Team Huddle prior to SP Interaction***
- Using the discussion board or another method, conduct a team huddle with how your group is going to interact with the Housing Action Group (HAG) on this case. Post in this discussion board your key points that will guide the interactions.
- It is expected that you will use the DESC tool to develop your plan and every student must contribute to the conversation.





# Module Example- Communication

- ***Team conversation with the SP***
- **ALL group members are EXPECTED to participate in interacting with the Housing Authority (SIMPAT). This discussion board should mimic a conversation that the team would have with the housing authority.**

Hello,

My name is Pat. I am from the Housing Authority. I understand you have something to discuss with me.



- ***Communications Debrief***
- How did it feel to work as an advocate for the HAG? Was it uncomfortable? How important is it to huddle prior to interacting with the housing authority?
- What information did you need to represent HAG for effective communication with the housing authority?
- What population level factors need to be considered when interacting with government organizations?
- How did you communicate clinical concerns to the housing authority so they understood the importance of the concern? Did you find this to be frustrating? If so why?
- How did you understand non-clinical information from the housing authority? Did you find this to be frustrating? If so why?

## Module Example- Communication



- **Respond to “Ask the Instructor” DB**
- **Engage with students often (at least daily)**
- **Be encouraging, supportive, respectful**
- **Provide timely feedback (discussion boards, dropbox assignments, simulated patient experiences, and debriefing)**
- **Student involvement evaluations**
- **Faculty evaluations**

# **Faculty Feedback**

# Lessons Learned

- **Students need time limits for each on-line activity**
- **Students engage on-line with peers and faculty differently than on grounds**
- **Faculty and students need reminders/prompts for each module activity**

