



Moving High-Touch, Interactive Interprofessional Education Online

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How would you define high-touch interactive teaching?

personal

Memorable

application-based

Accessible, relatable, real-world

learning more about what high-touch interactive teaching is and what it looks like online



What brought you to this session? What question are you hoping to have answered?

How to interact better digitally

Didn't come with specific questions - just wanting to make sure that I am offering the same experience to the online students as in-person students

i am a pharmacist and work in pharmacy academia and want to learn how you have utilized IPE!

Facilitating Interaction with people in the field?

The title looked great! How can I give students a similar experience that they would have if they were IRL



Objectives

- Describe the IPE program and background for moving to hybrid model
- Describe the conversion process
- Provide exposure to one of the experiential activities
- Review faculty and student feedback
- Discuss lessons learned and future directions



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- 5 colleges in the Academic Health Sciences Center
- 1 year of IPE training since 2012
- Added a second year of IPE training in 2019-2020
- The second year of IPE training includes a leadership lens
- All in-person high-touch experiences



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IPE Competencies at ETSU

Year 1 Competencies

- Teams & Teamwork
- Values & Ethics
- Roles & Responsibilities
- Communication

Year 2 Competencies

- Includes Year 1 Competencies
- Advocacy
- Health Disparities
- Leadership

Structure of In-Person Training

- 4-hour half day training experience
 - Abstract experiential activities
 - Case-based practice with Standardized Patients
 - Community Partner Visits
-
- All activities completed in small interprofessional groups with interprofessional faculty co-facilitators
 - Faculty provide group debriefs

What do you think some of the barriers/challenges were that we faced when moving this program online?

Getting comfortable with zoom silence.

coordination

face to face is gone! esp with half day sessionns

Conversion to Hybrid Model

In Person Training

- Abstract experiential activities
- Case-based practice with Standardized Patients
- Community Partner Visits

Hybrid Model

- Conversion of Abstract experiential activity
 - Pre-Work done asynchronously
 - Activity Modification
- Virtual SP interviews through Zoom breakout room
- Virtual visits with community partners in Zoom breakout rooms

[illegible]

A.I.R. Model

Co-facilitation for
Interprofessional
Educational Practice



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Alignment

Before you begin:

- Establish that you are equal partners
- Review the goals and competencies of the session
- Share expectations and your own strengths and weaknesses especially as they relate to the content of the session
- Clarify roles: determine which facilitator will serve as lead for each activity - no one person should be the lead for the entire course, session or day.
- Identify points of disagreement or disciplinary difference for each activity - decide how to best address those differences
- Discuss possible signals (for time-keeping, moving forward, etc)



Alignment Online

Before you begin:

- Non-verbals are harder through the screen, share strategies for communicating during the session - signals for time keeping, moving on, etc will be more important than they have been in the past
- Discuss your experiences with remote instruction. Share tips with one another about how you've been able to successfully conduct and manage classes online
- Determine how students will indicate they want to contribute to the discussion. For Example:
 - Physically raising hand in video
 - unmuting
 - using the "thumbs up"
 - chat



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Involvement

During Class Activities:

- If you are taking the leading role, find opportunities to ask your co-facilitator to provide input
- If you are taking the supporting role, offer support to your co-facilitator - look for non-verbal clues among students, help manage distracting behaviors, assist in distributing materials, serve as the timekeeper, etc.
- In both roles:
 - provide mutual support - don't let one person play the role of the expert
 - be fully engaged
 - model intended behaviors as you are teaching them
 - Use "we" and "our" rather than "I" and "my"



Involvement Online

During Class Activities:

- Rename yourself in zoom (by clicking on your name in the participant list) and include your disciplinary role
- Stick to the plan - who will lead, who will support
- The supporting role is more important in zoom. Here are some things you may want to do if you aren't leading the discussion:
 - Monitor the chat
 - Scan video boxes for engagement, private chat when necessary
 - take notes
 - Watch for "unmuting" - usually a sign that a student wants to contribute
- In the leading role:
 - Encourage students to include their disciplinary program in their name
 - Use longer wait time before answering a prompt (count to 10)
 - Engage students equitably



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Review and Reflect:

After the learning activities:

- Review the day together - determine what went well and what could be improved
- Critique should be solution based - don't offer criticism without a way to address the concern or a framework for addressing the concern
- Develop a learning plan - what, if anything, should you learn more about



Review and Reflect Online:

After the learning activities:

- Include technology in the reflection of the day - what could you do better to engage students in this environment
- Time seems to pass differently in zoom - determine if the timing of activities needs to change for the next session
- Give yourself and you co-facilitator grace and support - this is new for a lot of us!



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Evaluation Guides IPE

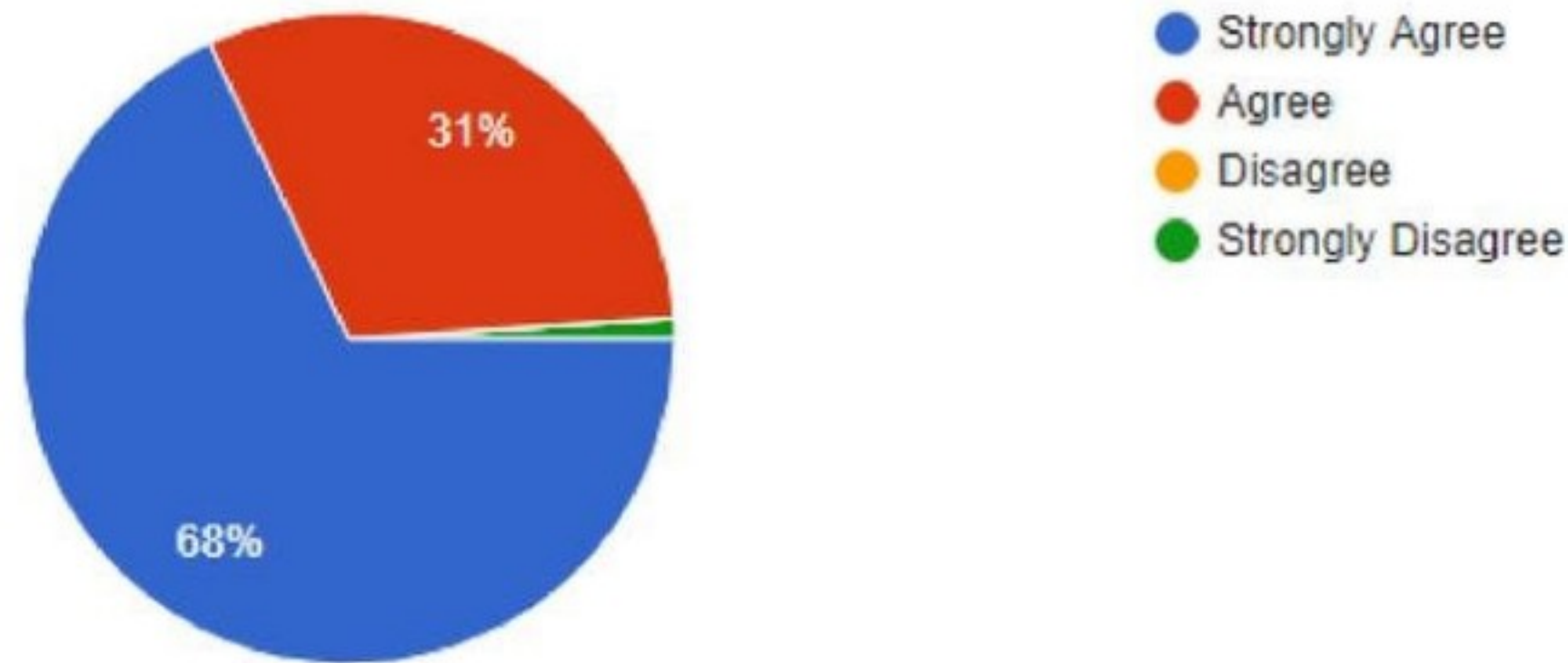
Continuous Improvement Data-Driven Process

- Faculty Evaluations of Facilitator Training
- Student Evaluations of Activities
- Student Evaluations of Faculty
- Student Evaluations of Peers
- Faculty Evaluations of Student Events
- Faculty Evaluations of Students

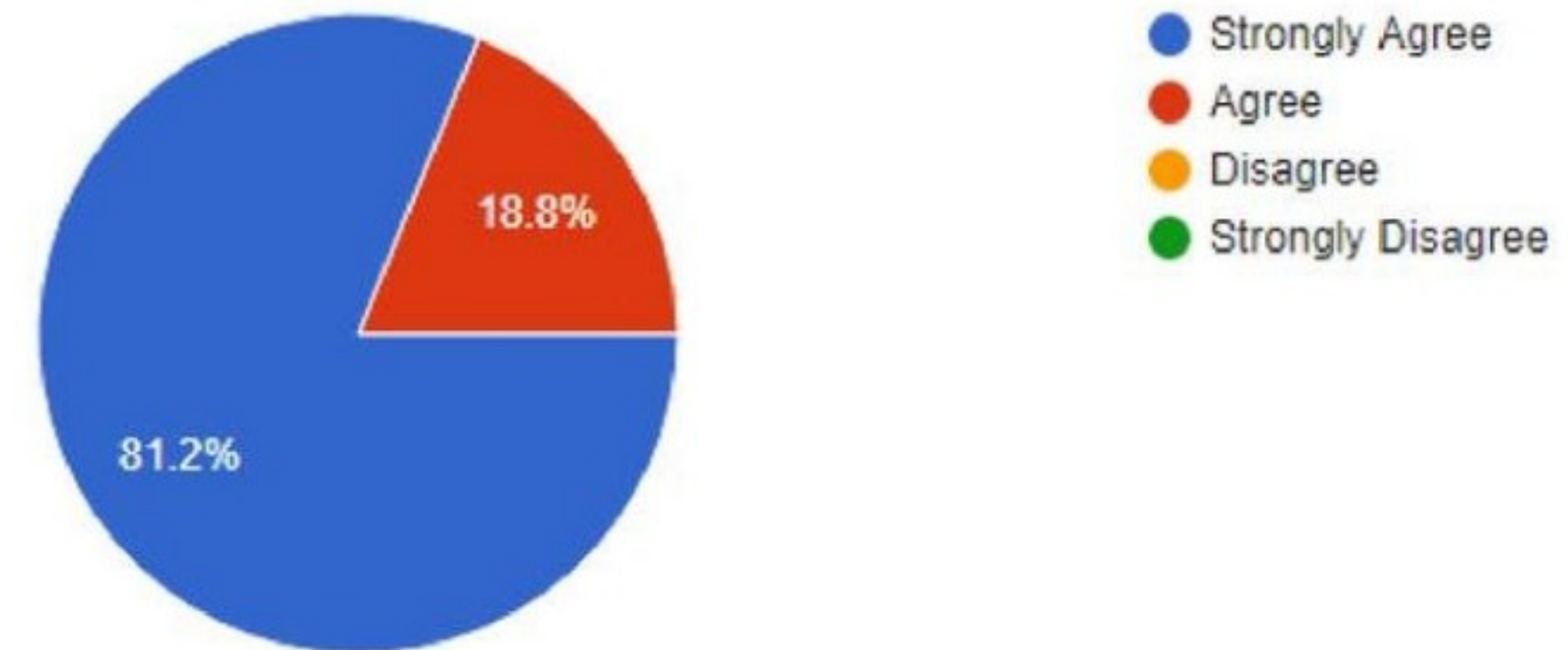
Student Ratings:

Year 2: "The Standardized Patient roles were realistic."

Session 1 Fall 2020



Session 3 Spring 2021



Student quote: "Thank you for making the environment productive during the zoom calls as close as possible to in-person."

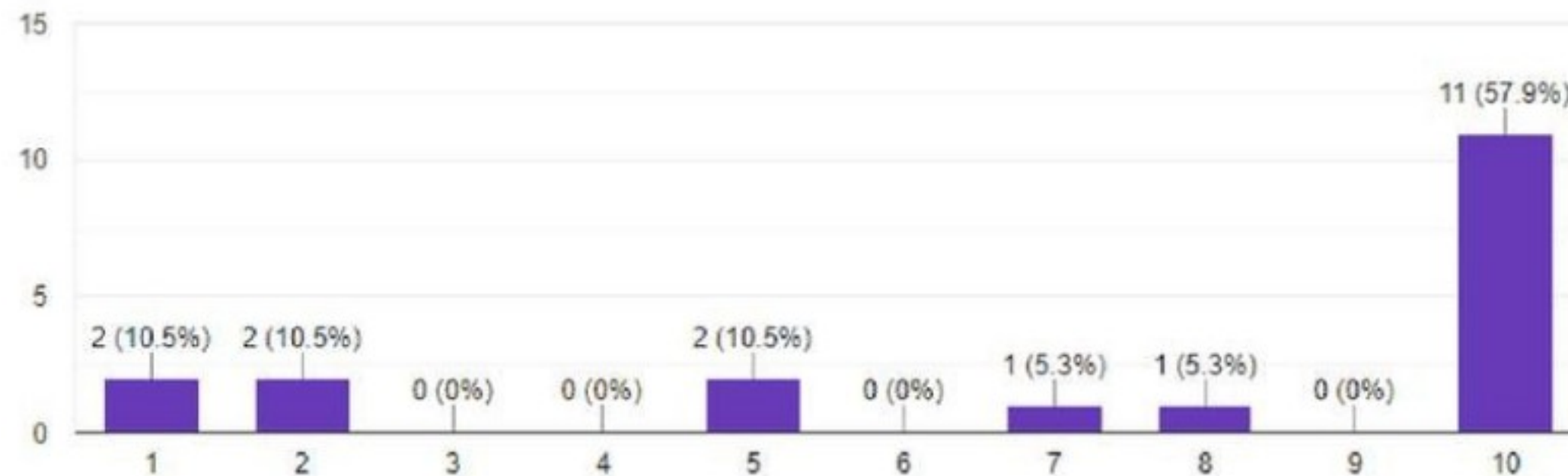
Faculty Ratings:

Year 1: Faculty Co-Facilitators Using the AIR Tool

Fall 2020 Session 1

My co-facilitator (if assigned) and I utilized the AIR Model today in our teaching.

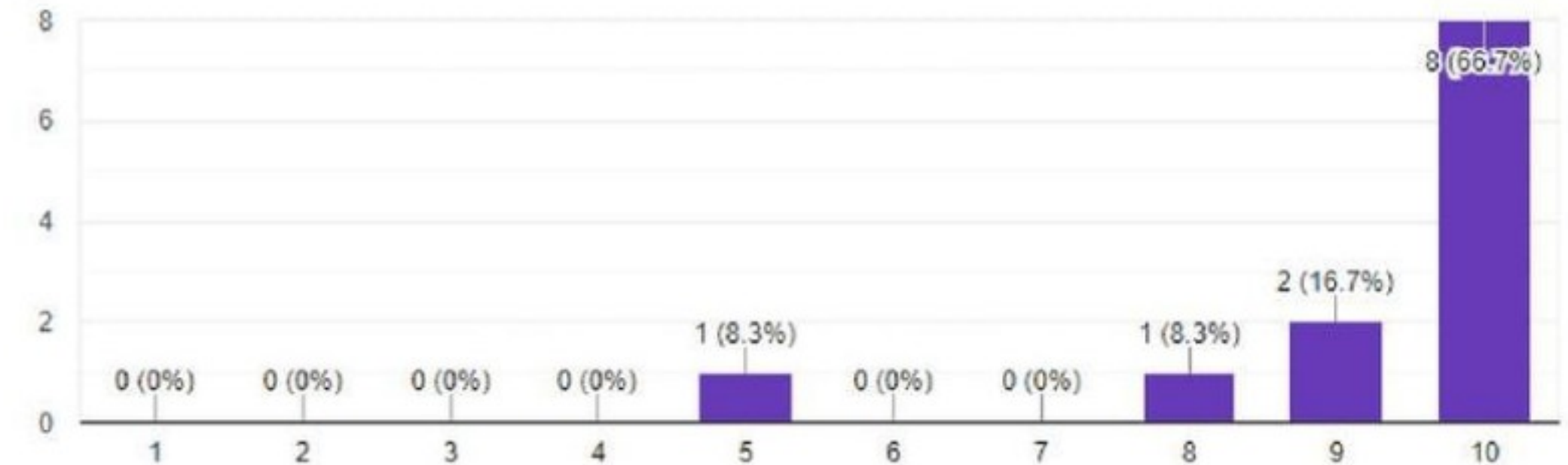
19 responses



Fall 2020 Session 2

My co-facilitator (if assigned) and I utilized the AIR Model today in our teaching.

12 responses



Faculty Quote: I was nervous about this being online but it actually worked very well and flowed well!

Testimonials/Student Reflections

- Coming from a place of skepticism about IPE, my first year really changed my perspective. Not only do I think teams are an essential piece of the healthcare puzzle, but now I WANT to be a part of a team. - MEDICINE
- Once you see good health professional teams in action, it is hard to not desire to work that way--the patients are healthier, happier, and cared for in all aspects of their being, and there is nothing that can top that feeling. –PHARMACY
- I have grown in finding my spark as an advocator for the field of SLP. Because of my growth in advocacy, I truly believe that it was transferred to my team members. They ensured that I was involved in the case. A mutual respect was formed and we each understood our specific roles and where our scope of practice fit or did not fit. – SPEECH LANGUAGE PATHOLOGY