Incorporating Active Learning into Interprofessional Education

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Active Learning

Definition: any instructional methods that engage students in the learning process.
Requires students to do meaningful activities and think about what they are doing.

Key Principles: (Weiner, 2012)
- Learners construct meaning
- Practice performance & feedback promote self-assessment and problem-solving
- Teaches knowledge transfer across contexts
- Collaboration increases learning
- Articulating explanations (verbal, written) deepens understanding

Implications for Teaching & Learning

Enabling Factors:
- Faculty structure courses to promote collaboration & cooperative environments
- Instruction in problem solving and professional reasoning

Challenges:
- Need for faculty development
- Shifting student expectations from traditional lecture
- Coordinating schedules/time

Curriculum Design & Learning Activities

IMPACT Interprofessional Model for Patient & Client-centered Teams

Description: Integrated IP curriculum for all entry level CSD, OT, PT, and nursing students. Prepares students for IP collaborative practice by engaging them in a series of courses and learning activities to facilitate their development in the four IPEC domains.

Link to Curriculum: IMPACT is a series of three 1 credit IP courses and experiential / service learning activities which cross the first two years of the participating academic programs.

Structure: IP cohort model. Students are assigned to small IP teams and stay with that group as they complete the curriculum. Learning continuum: Exposure → Immersion → Building Competency

Interprofessional Collaborative Practice Domains

- Values/Ethics for Interprofessional Practice
- Roles & Responsibilities for Collaborative Practice
- Interprofessional Teamwork & Team-Based Practice
- Interprofessional Communication Practices

Interprofessional Rounds / Simulation Activities

Description: IP Case Rounds –IP team evaluation and EBP discussion with client. Simulation activities - IP student simulation activities with mannequins, standardized patients, and electronic health records.

Link to Curriculum: Client-centered, case-based experiential learning. Complements practice courses by highlighting IP collaborative care delivery.


Learning continuum: Exposure → Immersion → Building Competency

Interprofessional Dedicated Education Unit (IPDEU)

Description: Interprofessional course and clinical experience designed to provide a unique, interactive, IP experience in the acute care setting.

Link to Curriculum: Hospital-based Level I Fieldwork placement with group debriefings & reflective assignments 1x/week x 12 weeks

Structure: Rotating dyads of interprofessional students are assigned to stay with a client/patient (instead of following a supervisor)

Learning continuum: Immersion → Building Competency

Future of Health Care: Interprofessional Teams

Practice Re-design:
From the Margins to the Mainstream (Barr, 2013)
- Developing teamwork skills
- Resolving strained relationships
- Promoting safe, high quality healthcare that is accessible and client-centered
- Addressing population / community based care delivery

Improved Academic Achievement:
- retention of content
- thinking/reasoning and writing skills
- retention in academic program

More Positive Student Attitudes:
- improved interpersonal relationships
- perception of greater social support
- increased self-esteem
- increased motivation for further study

References

- Barr, 2013. Propelling Patient Safety to the Fore in Interprofessional Education. Interprofessional Education Collaborative Faculty Development Institute. Herndon, VA

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Active Learning Classroom