

TEACHING IPP USING VIDEO CONFERENCING & VIRTUAL ENVIRONMENT



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LEARNING OBJECTIVES

- The learner will understand the value of the virtual environment as a learning and skill building tool for students
- The learner will be able to identify the usefulness of videoconferencing in interprofessional practice in nursing education and practice.
- There is no conflict of interest
- Funding from HRSA Advanced Nursing Education grant # D09HP25918-01-00.

5 TAKE AWAY MESSAGES

- All competencies can and should be embedded in the virtual environment, including culturally responsive care
- Students truly want to practice IPP first in a simulated (safe) environment
- Students learn & value knowing that IPP focuses on patient & family goals, not discipline specific goals
- The value of teaching technology skills to students cannot be overestimated
- Interprofessional practice is an essential element to addressing complex health needs and education must instill this knowledge & skill

PURPOSE OF THE STUDY

The purpose of this study was to explore student experiences in utilizing the virtual environment and videoconferencing in interprofessional education and practice through qualitative analysis. (Quantitative results have been reported elsewhere.) The goal of this presentation is to present these findings, discuss interprofessional education, and lessons learned including issues of applicability.

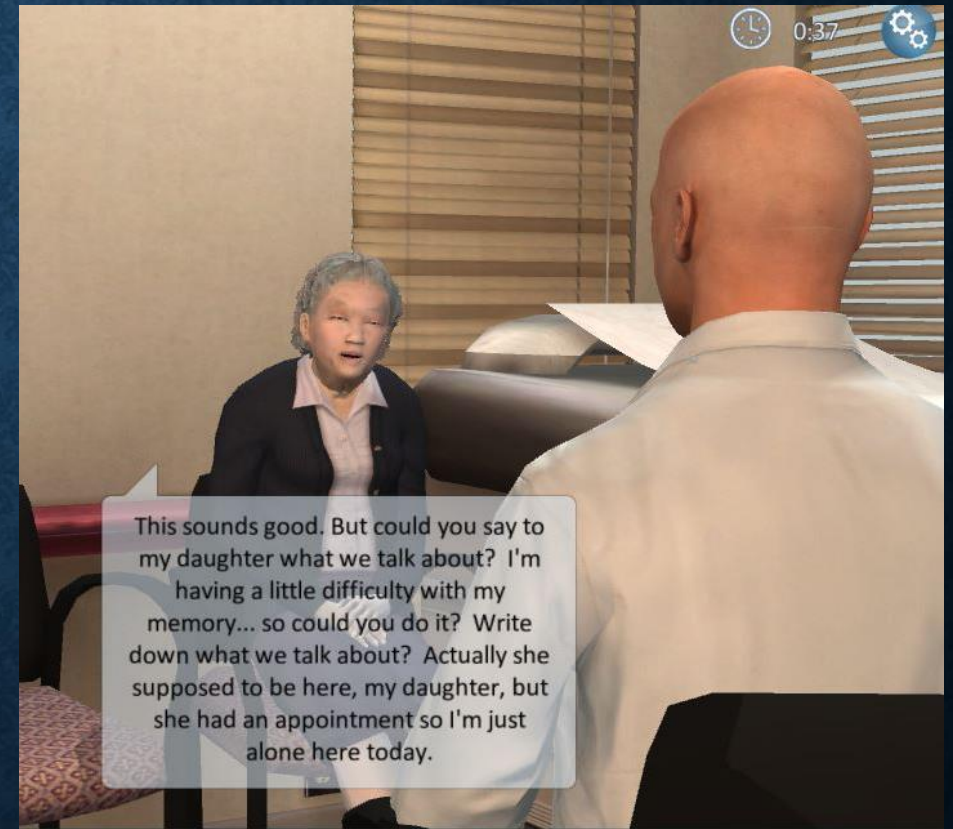
METHODS

- A virtual environment & video conferencing was used
- Students & faculty from 8 health professions
- Virtual environment: an online clinic, students used avatars to interview a frail elder and family.



METHODS

- Interview questions were multiple choice format, if students chose correctly the interview advanced, if incorrectly the rationale popped up
- Next, interprofessional 90 minute video conferences were conducted & a care plan collaboratively developed
- Collaborative teaming was taught and practiced: agendas, meeting roles, & conflict resolution
- Quantitative & qualitative data outcomes were gathered



DATA ANALYSIS

- Students completed an evaluation survey that included 5 open ended questions:
 - was the virtual clinic valuable?
 - what went well?
 - what could be improved?
 - what could be structured differently?
 - was the videoconference valuable?
- Data were coded and organized into themes
- Analysis shared with second author

RESULTS

- Participants (n=75) were predominantly female (77%), white/Caucasian (83%) and students in eight health care professional programs.
- Two of the five open ended questions asked whether the virtual clinic and the videoconference were valuable (yes or no) with a request for comments. For both questions respectively 52/53 out of respondents said yes, 4/5 said no, and 10/11 said yes and no.
- The categories and codes resulting from questions about what went well, what could be improved and how might it be structured differently were the same and so collapsed into 3 themes

RESULTS: 3 THEMES

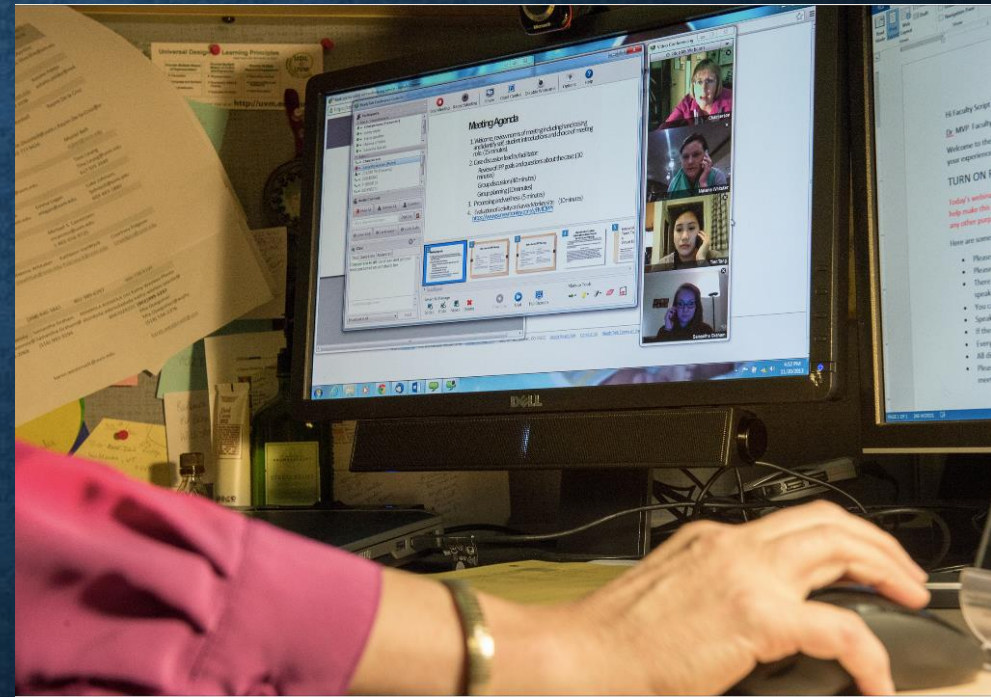
- ***Technology***: appreciation of its use in practice, especially videoconferencing. Common frustrations were lack of speed, inadequate internet service, and hardware/software issues
- ***Interprofessional practice***: learning about other professions, collaborative teaming, and gaining broader insights
- ***Set-up***: use of meetings roles & agendas for the videoconference, the importance of the facilitator role, planning and preparation for the experience, and the sequencing of the whole experience. Only 5/68 continued to prefer face-to-face meetings

RESULTS: VALUE OF VIRTUAL CLINIC

- These same themes emerged for the question relating to the value of the virtual clinic interview. Two additional themes emerged from that question as well:
- ***Experience gained.*** The students appreciated being able to learn interview skills and understanding why their choice of question may not be appropriate.
- ***Diversity/person-centered care.*** Because the virtual patient was a Korean elder, faculty was able to embed knowledge and skills in culturally responsive care into the entire experience. Many students valued this aspect of the virtual clinic experience.

RESULTS: VIDEOCONFERENCE

- For the question related to the value of the videoconference, the same three themes also emerged from the data. A fourth theme emerged as well.
- ***Dynamic learning***: encompassed learning the power of practicing interprofessional collaboration, a determination to use it in their future practice and a great appreciation for the skill building experience.

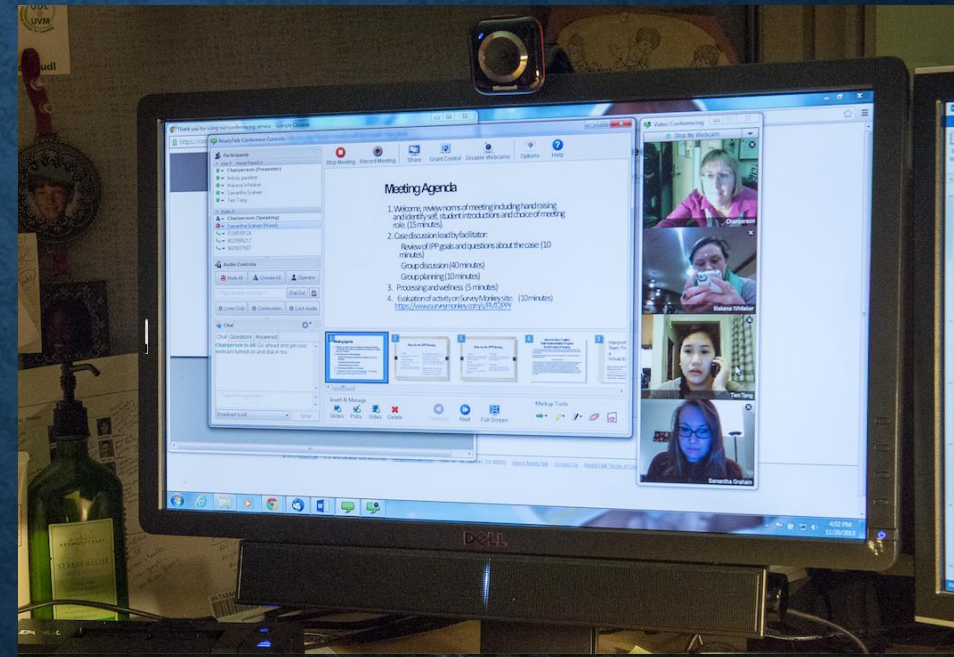


CONCLUSION

- These teaching tools foster skill acquisition in interprofessional practice: students learned what other professions bring to a team, and valued the interprofessional discussion focused on *patient-centered goals* rather than discipline specific goals.
- Experienced the *usefulness of the technology*, despite technology glitches and limitations.
- IPP students gained *skill in patient/family-centered & culturally responsive interviewing*.
- Students saw the *importance of videoconferencing in their future practices*

FURTHER RESEARCH

- Further research involving IPP educational pedagogy and the use of distance technologies is needed.
- Faculty acceptance for using this technology and solving technology related problems should also be explored.



QUESTIONS ??



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