

An Interactive Approach to Learning about Roles and Responsibilities

Nancy L. McMahon, MSN, RN, CNE, CPN
Email: mcmahonnancy@clarksoncollege.edu
Patricia R. Weber, MHA, RT, (R) (CT), ARRT
Email: webertrish@clarksoncollege.edu




Disclosures

No Relevant Financial Conflicts: Relevant to the content of this educational activity, we do not have any relevant financial conflicts with commercial interest companies to disclose.



Objectives

- Describe the importance of interactive learning activities for interprofessional education in an online self-paced course.
 - Discuss the optimal methods for presenting healthcare and community roles and responsibilities to students.
 - Evaluate and assess IPE students' abilities to critically think and apply knowledge to client scenarios.
- 

Educational Theory



Interactive teaching strategies engage students, support different learning styles, promote retention of learning, and help students apply their learning (Senthamarai, 2018).

Interactive activities involve reading text, listening to audio, viewing videos, and answering questions – the manipulation of these modalities promotes long-term retention of information (Velez-Solic, 2015).

Module 2: Roles and Responsibilities

- How is this module different?
 - Introductory lecture is brief (6 minutes)
 - Interactive module allows for students to quickly locate essential information
 - Short videos of “a day in the life” capture essential responsibilities
 - Less overwhelming than a wordy document

Module 2

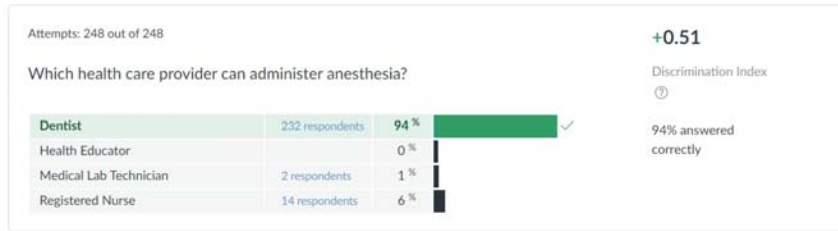
Clarkson College
IPE: Roles & Responsibilities

Contents - 1 of 14 > **Welcome** Allied Health Community Health Complementary and Alternative Medicine Health Information Management Leadership in Healthcare Medicine Mental Health
Nursing Clergy Pharmacy Radiology Legal Teaching

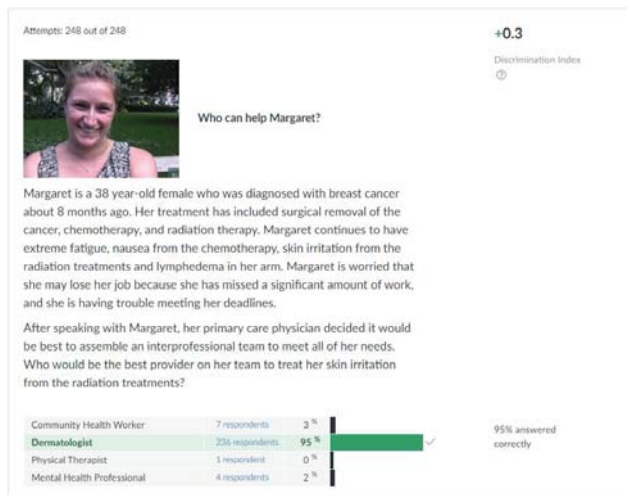
Welcome

Welcome to Module 2's IPE Roles and Responsibilities activity. In this activity, you will learn about different health care providers, their roles, educational requirements, and licensing/credentialing. The interprofessional categories are listed in alphabetical order. Please click on the navigation tabs above or use the "next" link below to explore each category. This information is included in the Module 2 quiz.

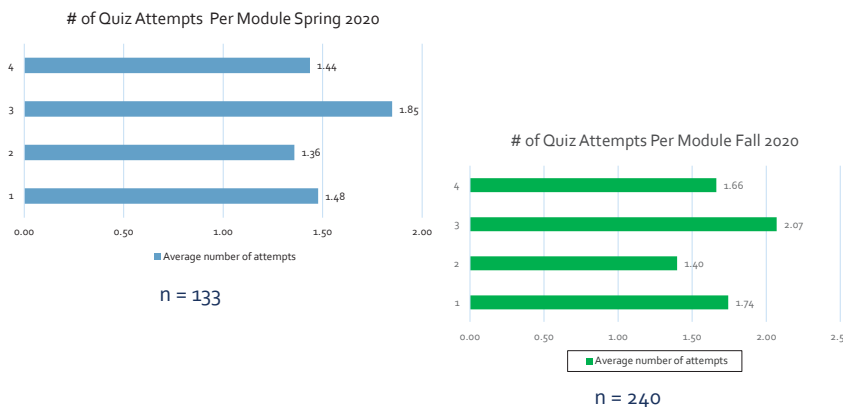
Sample Question & Statistical Analysis – Fall 2020



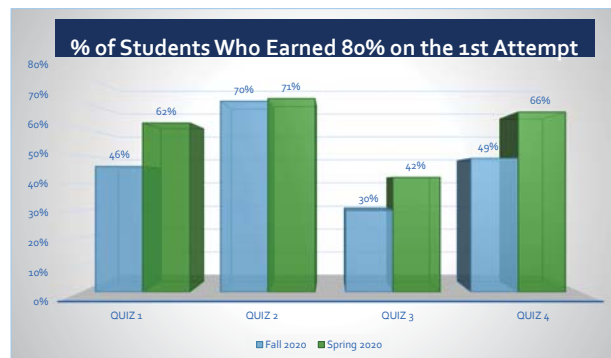
Sample Scenario Question & Statistical Analysis – Fall 2020



Data Analysis - Quiz Attempts



Data Analysis - Quiz Attempts



Conclusion

This information has been valuable the continual quality improvement of the IPE 301 course. We will continue to include interactive learning activities in future offerings.

Questions



References

- Interprofessional Education Collaborative. (2016). *Core competencies for interprofessional collaborative practice: 2016 update*. Washington, DC: Interprofessional Education Collaborative.
- MacDonald, C., Archibald, D., Trumpower, D., Casimiro, L., Cragg, B., & Jelly, W. (2010). Designing and operationalizing a toolkit of bilingual interprofessional education assessment instruments. *Journal of Research in Interprofessional Practice and Education*, 1(3), 304-316.
<http://dx.doi.org/10.22230/jripe.2010v1n3a36>
- Senthamarai, S. (2018). Interactive teaching strategies. *Journal of Applied and Advanced Research*, 3(S1), S36-S38.
<https://dx.doi.org/10.21839/jaar.2018.v3S1.166>
- Velez-Solic, A., (2015). Give it some bling and make it sing! *In Teaching online without losing your mind: A comprehensive overview*. AVS Academic Services.

