

Stroke interprofessional education (IPE) e-learning course

Outline

Aim:

To explore how interprofessional working will promote the central place of stroke patients and their carers in the care process.

Learning Outcomes:

By the end of the course the student will be able to:

- Describe how **effective team working** for stroke patients highlights the central role of the patient and their carers.
- State examples of how team members are **aware of each other's skill, roles and responsibilities** for stroke patients.
- Analyse the **effectiveness of team interactions** for stroke patients.
- Analyse how the **coordination of the team** will enhance the quality of the patient's care.
- Demonstrate **listening skills** for effective communication with stroke patients.
- Offer solutions **to improve the quality of care** of stroke patients and their families.

Stroke: outline of the course

This e learning event is spread over five weeks. During that time students will get to know a group of students on-line and together you will learn about the lived experience of a stroke patient and his carer as they coped with the reality of multi-disciplinary care.

Students will make use of written and video material available through the site to understand the case and they will be given a number of activities to complete which will depend on their ability to work collaboratively. We hope that they will use the forum actively to engage each other in discussion about the case. It is worth



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mentioning that some aspects of the participants' experiences may provoke strong emotions.

Each week the group of students will tackle different tasks – these are called **e-activities**:

Week 1: getting to know each other, (groups of 6-8 students) and becoming confident with the technology.

Week 2: learning about the case and student's knowledge and expectations on relevant care pathways (local and national) for stroke.

Week 3: exploring specific issues of the care of patients with stroke and how these impact on the patient and carer experience.

Week 4: recognising the challenges of placing carers at the centre of care delivery.

Week 5: reflections and conclusions and completion of evaluations.

The contents of this course and the learning materials

The materials you will need to develop an IPE Stroke e-learning course can all be found in the area called 'learning materials'. It has got examples of all activities and associated learning tools needed for you to develop the course. The learning materials have been used by students and tutors from De Montfort University, University of Leicester and University of Northampton up to and including November 2010.

The materials will need to be further developed in your own institution's virtual learning environment (VLE). However, the course contents can be adapted for use outside a VLE environment. However, the activities are designed to be used in **inter-professional groupwork**, and tutors running this course are asked to review the documents in the theory section which provide materials which underpin inter-professional education and learning.



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The activities are called 'e' tivities. These e-tivities are designed so that after the learners have completed a task they can be make a response using an online tool such as a wiki or discussion board. This will promote collaborative working as the learners will need to respond to other learner's contributions. Appropriate tools for collaboration will need to be developed and designed so that the learner's discussions / contributions moderated in your own individual virtual learning environment (VLE).

Many of the audiovisual aids (videos, podcasts etc) have been recorded at the time of the designing the original courses, and have been included in the Repository as examples and templates which can be adapted. They will need to be updated at regular intervals to remain contemporary.

Each learning task has suggested times for how long it will take to work through the materials to enable facilitators to plan their use with their own learners.

Learning resources and references are also provided.

The course team has also produced a sample 'student guide'.

What do 'e-moderators' do? What training do they need?

Tutors who work with learners online need to develop skills for this new way of teaching and learning. E-moderators motivate the learners to complete the e-tivities on line and retain them for the length of the course. Another important skill to develop is how to 'weave and summarise' student's contributions and ideas as interactive feedback. The method adopted by the Beyond Distance Research Alliance (BDRA) at the University of Leicester has been successfully used in the design of this course. All tutors that developed the materials have had specific training to become e-moderators. An example of such a three week on-line course is 'Barefoot e-moderator', developed by the BDRA and can be accessed at <http://www2.le.ac.uk/staff-development> See also <http://www2.le.ac.uk/projects/oer/oers/beyond-distance-research-alliance/bdra-carpe-diem-guide>



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Some materials will need to be accessed using a link to an external websites. Links to external websites will need to be made live once the materials have been embedded in your own VLE. Tutors are invited to peruse the resources in this 'facilitators' section and some guidance is also offered in the IPE 'e-learning report'. You may like to read this report which details of how we have run our courses and includes the evaluation of the pilots.

[IPE e-learning report \(March 2010\).pdf](#)



Suggested interprofessional student audience:

- Medical Students
- Foundation doctors stroke unit rotation (FY1/FY2)
- Student and qualified Social Workers
- Student and qualified adult nurses
- Pharmacy students
- Speech and Language Therapy students
- Community and Hospital Pharmacists
- Student and qualified Occupational therapists
- Student and qualified physiotherapists

Inter-professional group allocation

For the course to be interprofessional two or more professions need to be allocated to a group of up to 6-8 students. Students can be briefed about the course face to face or on line using a podcast or written instructions. Each group can have their own forum/wiki to contribute to.



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Total time allocation: 15 hours

Guide (Faciliator or learner): 2 hours

Week 1: Ground rules and introductions: 2 hours

Week 2: John's story. 2 hours

Week 3: PEGs. 2 hours

Week 4: The carer's story and psychological impact. 2 hours

Week 5: Final reflections. 2 hours

Resources and reference research: 3 hours



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