

Written by IPE Stroke team:

Jacqui Williams, Neena Lakhani, Liz Anderson, Ali Ewing, Adam Brown and Sandy Goodyer.

Stroke IPE e-learning course

Sample of a student's guide

You have successfully enrolled on the Inter-Professional e-learning event for health and social care students in... (**suggest add name of own institution**)

We want you to enjoy this on-line course which is designed to be challenging, reflective, engaging, purposeful and modern.

This event is called:

'A Carer's perspective on team working in health and social care - John and Monica's Story'

This event is based on a true story.

The... (**suggest name the VLE**) sometimes cannot recognise who we are so it is important that we identify ourselves. To change your user details click on 'Course Tools' -> 'Personal Information' -> 'Edit Personal Information' -> insert your name and submit. This will take 30 seconds to do but will make the course more enjoyable.

Your views are important to us so please could you now fill in the pre-course questionnaire. You can do this by clicking on the 'Questionnaires' button... (**suggest where questionnaire has been situated**) before you begin this course. You will notice that there are two buttons at the end of the questionnaires.

If you press 'SAVE' this will save the data so that you can return to the questionnaire. However, this data cannot be accessed by the course team for evaluation. Please press 'SUBMIT' when you have finished so that the data can be available to the course team for evaluation.

What sort of things will I be doing?

This e-learning event is spread over five weeks. During that time you 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 the effect of a stroke and how their experiences of multi-disciplinary care.

You will make use of written and video material available through the site to understand the case and you will be given a number of activities to complete which will



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depend on your ability to work collaboratively. We hope that you will use the forum actively to engage each other in discussion about the case. It is worth mentioning that some aspects of the participants' experiences may provoke strong emotions.

Each week the group will tackle different tasks – these are called e-tivities:

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.

And of course we know that you will apply the usual standards of professionalism that you have applied in previous interprofessional learning events, even though this is a virtual event. You may like to refer to your institutions ICT code of conduct... **(suggest add a link to the code of conduct)**

Are there any lecturers present?

Yes, there are. This event has been designed by a multi-professional team from all three universities who have been trained as moderators for on-line learning events.

Members of the teaching staff will be logging on to the course regularly throughout the week.

As a student, you will be leading on the activities. At the end of each week one of the teaching staff will summarise what you have achieved as a group.



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Use the 'Course Queries' discussion board by clicking on Discussion Board button on the left to post any general questions or technical problems and concerns about the course. We will respond as soon as possible.

From time to time we will post messages via the announcements section to inform you of any course related issues.

Will I be assessed?

Yes, you will be assessed. You must engage with ALL the e-tivities and contributions each week. The learning builds on from one week to the next. You will be formatively assessed on the contributions you make each week. Feedback will be given by your e-tutors. Conversely, if you do not engage with the activities, the tutors will invite you to contribute, remind you of the rules of engagement and even email you personally if necessary.

At the end of the event you are required to complete two written tasks. These are an account of the learning and a reflection on the skills you have developed towards gaining an interprofessional competence fit for practice in the modern health and social care professions. Details will be provided in week 5. The work can be transferred into your IPE portfolio. (***Suggest add guidance on what is required for your own IPE portfolio.***)

You will be able to use the contributions that you make to discussions each week in your final week reflective pieces. You will have received more guidance in the final week but your reflections should include:

- two or three important problems that have arisen in team working from this case and
- suggested solutions with reflections on how your practice may change as a result.

How much do I have to do?

For each task every member of the group will have to contribute at least one original posting to the group and at least one considered response to someone else's posting. This is the minimum 'attendance' necessary to gain credit for this event in your IPE portfolio. However, we hope that you will feel enthused to make several contributions to each discussion and to interact with all of the other group members.



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You will be expected to complete your postings within the week they are set and you will not be able to move on to the next week's activities until the start of that week. This is to keep everyone at broadly the same level of involvement.

Don't wait until the end of each week to make your contribution as this places an unequal burden on other group members. Try to make sure that you are contributing regularly.

How much time should I spend on this course ?

You should spend at least two hours per week and not more than four hours per week. Different people will work at different speeds with this format. We suggest that a more productive way to use the site is to make several shorter visits e.g. 20-30 minutes each spread out through the week. Obviously you are free to go on-line at whatever time of the day or night suits you best.

Interprofessional (IP) Competencies : a reminder

Competency is the ability to handle a complex professional situation by the combining of (Miller GE; 1990):

- Knowledge ~ the learning of specific fact
- Skills ~ the practice of knowledge
- Attitudes ~ the development of appropriate values demonstrated through professional behaviour

Interprofessional competence relates to your ability to become an effective member of a multidisciplinary team. It consists of some of the following elements:

- The ability to place patients/service users/clients centrally in your work
- The appreciation of the roles and responsibilities of multi-disciplinary team members
- Effective communication
- The ability to manage team conflict issues
- The building and sustaining of mature team-working relationships
- The development of mutual respect and value for team members

From Miller GE. (1990) The assessment of clinical skills/competence/performance. Academic Medicine, 65 (9): S63-S67.



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Discussion Boards, Blogs and Wikis

In relation to discussion boards there is a separate basic guide to posting, reading and responding to messages which you can find in the first e-tivity.

If you want to know how to use a WIKI, watch this

<http://www.commoncraft.com/video-wikis-plain-english>

If you want to know how to use a BLOG, watch this

<http://www.commoncraft.com/blogs>

You will need a set of headphones to listen to the commentary.

Quick Tips:

When inside the discussion board itself the screen can appear quite untidy, however, there are 3 buttons on the right hand-side of the 'thread' box which enables you to customise the views. These are an arrow pointing downwards to minimise and maximise window buttons.

- To make the discussion board even more clear click F11 once to remove the Internet Explorer toolbar.
- When replying to other peoples messages in the discussion board remember you can change the title of your message. This can be useful when there are a number of replies starting with "RE:RE:RE:RE:RE:RE:" etc. If you remove these RE:it makes the board more readable.



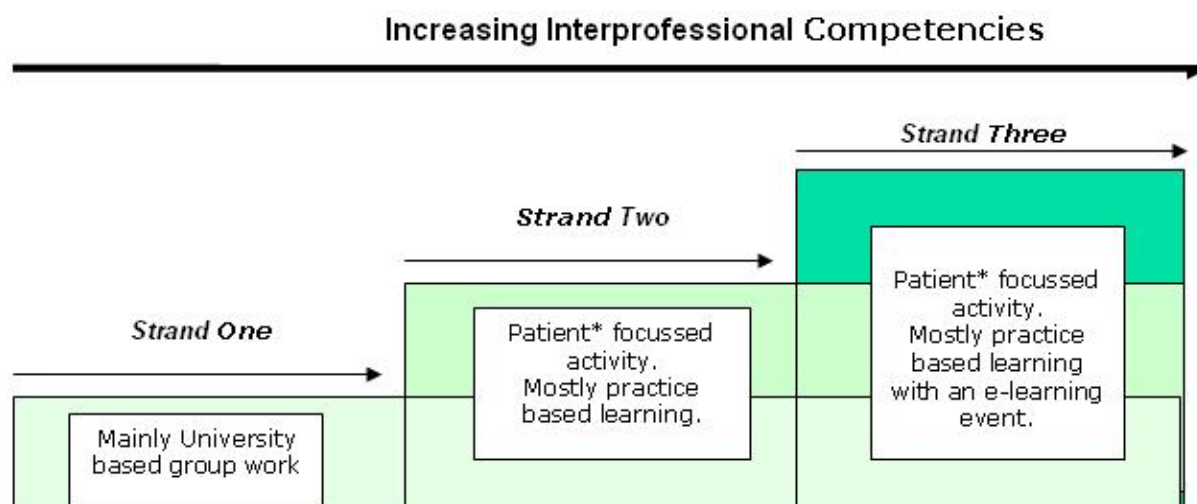
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IPE Curriculum



*Patient/service user/client

Learning sets available:

Learning Set One:	Introduction to the relevance of team working in health and social care
Learning Set Two: Community)	Inner city multi-agency course (Health in the Interprofessional Care Planning
Learning Set Three:	Patient Safety Awareness Working with people with cancer, diabetic or other conditions requiring a team care approach e-learning

What are the aims and learning outcomes for this event?

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:



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- 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.



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