

How to develop the Diabetes interprofessional education (IPE) e-learning course

The following has been developed to assist you in the process of using these materials.

Overall aims and outcomes

Aim:

To explore how interprofessional working should enable the central place of people living with diabetes and significant others

Learning Outcomes:

By the end of the course the learner will be able to

- **Analyse team working** and confirm the central role of the person who has diabetes.
- Identify examples of where team members are **aware of each other's skills, roles and responsibilities**.
- Analyse the **effectiveness of team interactions** for people living with diabetes.
- Analyse how **care is co-ordinated** to improve the quality of care for people living with diabetes.
- Demonstrate **effective listening techniques** for improved communication.
- Offer solutions **to improve the quality of care** for people living with diabetes.

Diabetes: outline of the course

This e learning course is spread over five weeks. During that time students will get to know a group of other students on-line. Together they will learn about the experiences of a pregnant patient who developed Type 2 diabetes whilst she was pregnant. They will learn about the importance of diabetes as a public health issue and taken through the patient's (or service user's) story as she coped with the reality



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of her condition. Multi-disciplinary teamwork and inter-professional collaboration are paramount in this case.

Students 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 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**.

Overall, the contents of each week are listed below.

Week 1: Getting to know each other in small groups (approx 8 -10 students) and becoming confident with this technology

Week 2: Learning about diabetes mellitus as a public health issue, refreshing yourself on relevant care pathways and on line evidence based resources

Week 3: Exploring specific issues of care and how these impact on the patient experience

Week 4: Appreciating how having diabetes mellitus impacts on the psychological, emotional and social well being of the patient and their family.

Week 5: Reflections and conclusions. Completion of evaluations and feedback

The contents of the course and the learning materials

All that you need you need to set up you course are in the ' learning materials' section and provides the examples of all e-tivities and associated learning tools needed for the course. The learning materials for both courses have been used by students and tutors from De Montfort University, University of Leicester and University of Northampton up to and including November 2010.



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For this OER, we have presented the course contents needed to put into a virtual learning environment (VLE) . However, the course contents can be adapted and used outside the VLE environment either as separate components or a course for face to face workshops .

The activities are designed to be used in **inter-professional group work**, and if you wish to run the course you will also find it helpful to access the documents detailing the processes of inter-professional education and learning.

The activities used within the VLE are called 'e' tivities. These e-tivities are designed so that following individual work a response can be made 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. You will need to develop appropriate tools to promote collaboration

e.g. discussion boards, wikis. The learners' discussions / contributions will need to be moderated in your own individual virtual learning environment (VLE).

Many of the audiovisual aids (videos, podcasts etc) have been recorded at the time of designing the original courses, and have been included in the Repository as examples and templates which can be adapted and updated for future use. It needs to be borne in mind when the resources are further adapted for your own use that updates will be required at regular intervals.

Each learning topic 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.

A separate area within this OER has been included for learning resources and references.

The course team has also produced a suggested briefing paper, student guide and evaluation tool.

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 to 'weave and summarise' the students' contributions and ideas so that feedback is given. The method adopted by the Beyond Distance Research Alliance



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(BDRA) at the University of Leicester has been successfully used in the design of this course. The 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/offices/staff-development/courses/it/elearning>. For further resources see: <http://www2.le.ac.uk/projects/oer/oers/beyond-distance-research-alliance/bdra-carpe-diem-guide>.

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.

We would like to invite you to review the resources in this 'Facilitators' section. Also some guidance is also offered in the following IPE 'e-learning report' which outlines how we have run the course and the evaluation of the pilots.

You may like to read the report now :

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



Suggested interprofessional student audience:

- Student and qualified midwives
- Medical Students
- Foundation doctors obstetric rotation (F1/FY2))
- Student and qualified Social Workers
- Student and qualified nurses
- Hospital and community pharmacists
- Pharmacy students
- Student and qualified podiatrists
- Student and qualified dieticians



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- Student and qualified psychologists

The Inter-professional group allocation

Depending on the number of students allocated to the course learners from the different professional groups can be allocated to a group. Each group can have their own forum to contribute to. For the course to be interprofessional two or more professions need to be allocated to each group. Students can be briefed about the course face to face or on line using a podcast or written instructions.

Total time allocation: 15 hours

Guide (Facilitator or learner): 2 hours

Week 1: Ground rules and introductions: 2 hours

Week 2: The public health perspective of diabetes. 2 hours

Week 3: The Case study. 2 hours

Week 4: Cultural and psychological impact. 2 hours

Week 5: Final reflections. 2 hours

Resources and reference research: 3 hours



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