Diabetes IPE e-learning course

Introduction to the IPE diabetes course (your e-learning guide)

Please listen to the following podcast:

[Student Guide Introduction.mp3](#)

You will be learning with other health and social care students in your areas. We want you to enjoy this on-line course which is designed to be challenging, reflective, engaging, purposeful and modern.

Now you must fill in a pre-course questionnaire before you begin this course. This questionnaire can be found **…(suggest you indicate here where questionnaire can be found).**

What learning will I experience on this course?

Diabetes mellitus: a challenge for inter-professional teamwork.

This e learning course is spread over five weeks **…(or suggest you put a more suitable timeframe reflecting student and facilitator time commitments)**. During that time you will get to know a group of students on-line. Together you will learn about the experiences of a pregnant woman (Amrit), who presented with Type 2 diabetes in early pregnancy . You will learn about the importance of diabetes as a public health issue and taken through Amrit's story as she coped with coming to terms with of her condition. Multi-disciplinary teamwork and inter-professional collaboration are paramount in this case.

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 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.

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

Are there any lecturers present?

Yes, there are. This event has been designed by a multi-professional team *…(suggest who is involved)* 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.

(Perhaps suggest setting up a blog, WIKI or discussion board. For this course, a discussion board was used (example in facilitator's section)).

Will I be assessed?

Detailed guidelines for any formal written assessments or portfolios will be given to you by your own module leaders.

For this course, you must engage with ALL the e-tivities and contributions EVERY 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

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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. *(General guidance on what is required for completing these accounts and reflections can be found in a section of portfolios or equivalent).*

You will be able to use the contributions that you make to discussions each week in your final week reflective pieces. You will receive more guidance in the final week but your reflections will 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 contribute?

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.

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?

We estimate that you should spend around two hours per week **…(or equivalent)**. You can do more but we suggest not more than four hours per week. Different people will work at different speeds with this format and will have different knowledge of the background. We suggest that a 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

Reference

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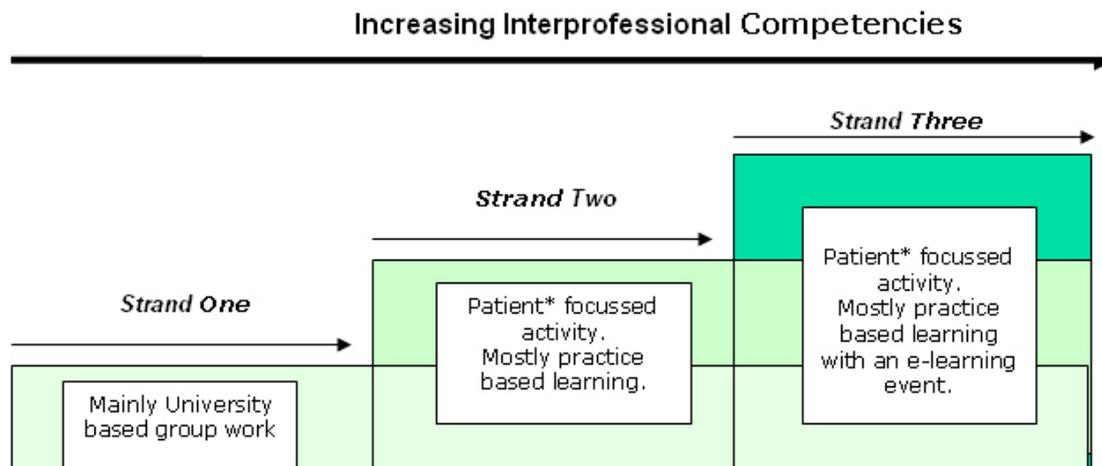
The IPE Curriculum

Increasing Interprofessional Competencies

Strand Three

Strand Two

Strand One

Patient* focussed activity. Mostly practice based learning with an e-learning event.

Patient* focussed activity. Mostly practice based learning.

Mainly University based group work

*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: Inner city multi-agency course (Health in the Community)

                         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

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.

…facilitator may want to put a reminder of aims and learning outcomes here

You can now commence the course