



# Creating IPP/IPE Experiences for Distance Learning Programs

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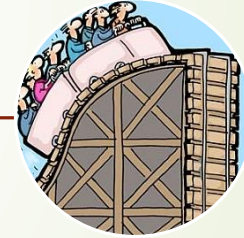
University of South Carolina



# Disclosure Statements

- ▶ Financial Disclosures
  - ▶ Waiver of CAPCSD Conference registration
- ▶ Non-Financial Disclosures
  - ▶ Employed by the University of South Carolina

# Creating IPP/IPE Experiences for Distance Learning Programs





Hold on!

Don't let go.





## Face challenges together

Experience the unexpected



Everyone has a part!

It's not as difficult as you think.



# Challenges in Distance Education / Distance Learning

- ▶ Quality of instruction
- ▶ Mode of delivery
- ▶ Technology (availability and access)
  - ▶ Program
  - ▶ Student
- ▶ Student Assessment
  - ▶ Assignments, Projects
  - ▶ Collaboration
  - ▶ Tests, Exams, Quizzes / Information checks
- ▶ Test security
  - ▶ Test content
  - ▶ Secure administration / proctoring



# Challenges in Distance Education / Distance Learning

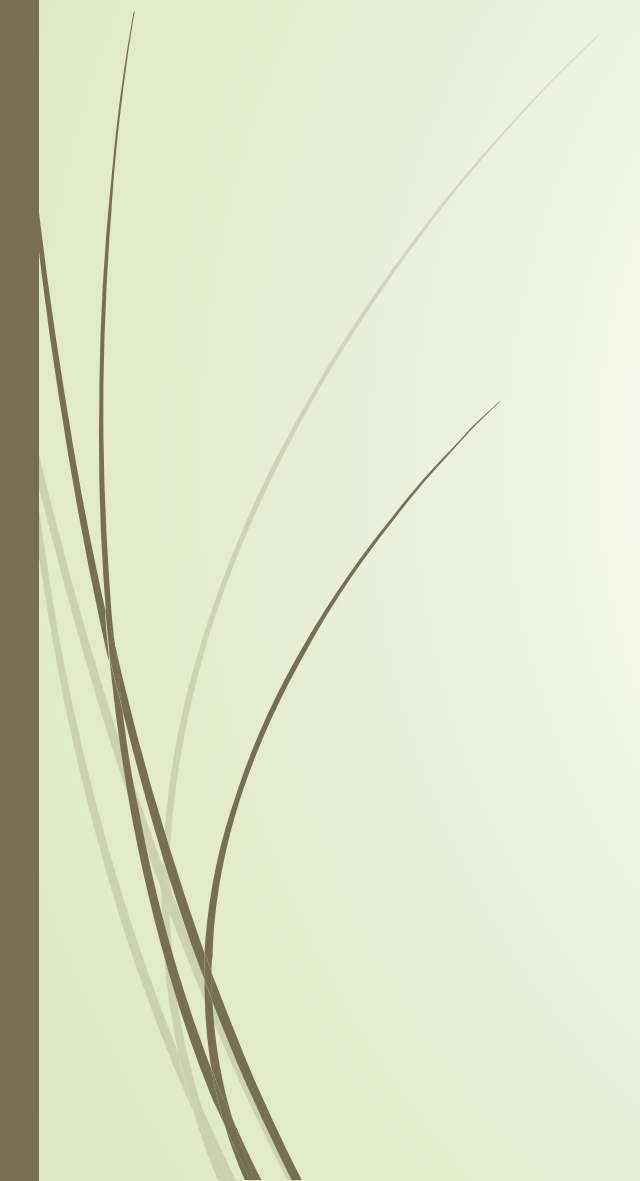

- ▶ Protection of intellectual property
- ▶ Social Media
- ▶ Instructor availability and communication with students
- ▶ Curriculum comparability
  - ▶ residential vs distance learning





# Additional Challenges in Distance Education / Distance Learning

- ▶ Technology issues
  - ▶ Audio
    - ▶ Phone conferencing only
    - ▶ Audio in web conferencing
  - ▶ Video
    - ▶ Video and A/V in web conferencing
    - ▶ Interruptions and turn-taking
    - ▶ Apparent distance (proxemics) affects behavior (Olson & Olson 2000)
      - ▶ Small image ? stilted conversation
      - ▶ Closer image ? more natural conversation
- ▶ Not the same as face to face communication



**Interprofessional practice** (IPP) allows workers from a variety of professional backgrounds to work together with clients/students/patients, families, caregivers, and communities to provide the highest quality and most comprehensive services possible (WHO, 2010).



# Interprofessional Education (IPE) and Interprofessional Collaborative Practice

- Interprofessional education (IPE)
  - “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”
  - (WHO 2010)
- Interprofessional Collaborative Practice (IPP)
  - “When multiple health workers from different professional backgrounds work together with patients, families, {careers}, and communities to deliver the highest quality of care.”
  - (WHO 2010)



# Challenges in Interprofessional Education (IPE)

- ▶ Type and Quality of instruction
- ▶ Opportunities for
- ▶ Mode of delivery (Synchronous, Asynchronous)
- ▶ Technology (availability and access)
  - ▶ Program and Student
- ▶ Student Assessment
  - ▶ Assignments, Projects
  - ▶ Collaboration





# Professions Involved in IPP / IPE at the University of South Carolina

- Speech-Language Pathology
  - (MSP / MCD via Distance Learning)
- Pharmacy (PharmD)
- Physical Therapy (DPT)
- Public Health
- Social Work (MSW)
- Medicine
- Nursing (BN, RN)
- Physician Assistant (PA)
- Genetic Counseling
- Hospital Administration
- USC Arnold School of Public Health
  - Communication Sciences and Disorders
    - MSP – residential
    - MCD – via Distance Education / Distance Learning
  - Physical Therapy Program
  - Other Public Health majors
- USC College of Nursing
  - Residential and “Online”
- USC College of Pharmacy
- USC School of Medicine
  - Medical Students
  - Genetic Counseling
  - Physician Assistant



# IPE / IPP Course: Transforming Health Care for the Future

- ▶ Hybrid IPE/IPP course for 500+ students representing multiple professions
- ▶ Three (3) live sessions w/ faculty facilitators
  - ▶ Face-to-face IPE / IPP opportunities
    - ▶ 12 Large groups with 6 small groups each
  - ▶ “Long distance” COMD Distance Education students participate remotely with one small group
    - ▶ Web-based – Adobe Connect
    - ▶ Faculty facilitator throughout group participation



# Transforming Healthcare for the Future - (IPP/IPE course for health professions)

## ▶ **CLASS ORGANIZATION**

- ▶ Twelve (12) large groups
- ▶ Six (6) small groups each for face-to-face collaborative practice activities
- ▶ “Long distance” CSD students participate remotely in small group with faculty facilitator
- ▶ Live session documents provided to distance CSD students before remote session

## ▶ **Live Class Topics**

- ▶ Roles and responsibilities of health professionals represented
  - ▶ Stereotypes and misperceptions about health professionals
- ▶ Values and ethics among health professionals
  - ▶ Codes of Ethics for health professions
- ▶ Communication and teamwork among health professionals
  - ▶ Root Cause Analysis



# Transforming Healthcare IPP/IPE Course

## Content Requirements

- ▶ Module readings
- ▶ Video assignments
- ▶ Team assignments
- ▶ Participation in small group discussions
  - ▶ “Long Distance” students participate remotely
- ▶ Reflection on IPP collaboration experiences
- ▶ Discussion board participation

## Behavioral Expectations

- ▶ Professional conduct and interactions with class, peers, instructor and facilitators
- ▶ Courteous and respectful of others
- ▶ Moral and ethical behavior exhibited





# IPEC Competencies addressed in hybrid IPP/IPE course

- ▶ Work with individuals of other professions to maintain a climate of mutual respect and shared values. (IPEC VE)
- ▶ Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of patients and populations served. (IPEC RR)
- ▶ Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease. (IPEC CC)
- ▶ Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable. (IPEC TT)



# Student Participation in Three Live Class Meetings

- ▶ **Interprofessional Team Composition**

- ▶ 12 Large Groups

- ▶ Faculty Facilitator Teams of 3-4 assigned to large groups (*mixed professions represented*)

- ▶ 6 large groups (*mixed professions represented*)

- ▶ First class time - 1.5 hours

- ▶ 6 large groups (*mixed professions represented*)

- ▶ Second class time - 1.5 hours

- ▶ 6 Small Group Collaborative Teams per large group

- ▶ 5-6 student team members each small group

- ▶ Mixed professions represented in each small group

- ▶ Facilitators float among small groups

- ▶ Dedicated facilitator with small group including “long distance” students

Coordinate efforts – Collaborate well -  
Respect differences across professions



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Enjoy the ride and the IPE/IPP process!  
Interprofessional collaborative practice is here  
to stay!



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# Resources

- ▶ American Speech-Language-Hearing Association.(2013). Ad Hoc Committee on Interprofessional Education Final Report. Retrieved from [www.asha.org/uploadedFiles/Report-Ad-Hoc-Committee-on-Interprofessional-Education.pdf](http://www.asha.org/uploadedFiles/Report-Ad-Hoc-Committee-on-Interprofessional-Education.pdf).
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