

THEORY BURST #3: DESIGNING EFFECTIVE LEARNING EXPERIENCES



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WHO Definition of Interprofessional Education

“Students from two or more professions learn

with, **from** and about

each other to enable effective collaboration and
improve health outcomes.”



Task

Using the materials supplied,
build the tallest freestanding structure with a
marshmallow on top.



Rules

Build the tallest freestanding structure

- Base → peak
- No tethers (sideways or upwards)

An entire marshmallow needs to be on top

Use the materials in the bag – but not the bag

- You don't have to use everything
- Feel free to break and cut things

You have 18 minutes

Think about the team's process as you go along

Questions?



<http://timer.onlineclock.net/>



Debrief

Winners!

What worked?

What didn't?

How might you use this to teach...

...planning?

...conflict navigation?

...shared leadership?

...speaking up?

TED



Creating Experiences to Learn from Each Other

The low-hanging fruit (sort of):

- Clinical care
- Service learning
- Simulation with debriefing



Creating Experiences to Learn from Each Other

Bigger challenges:

What can you do in a big auditorium?

What can you do in small rooms scattered across a campus?

What can you do virtually?



An Example: NYU3T's Virtual Patients

<https://www.mededportal.org/icollaborative/resource/336>



NYU School of Medicine | NYU Langone Medical Center

compass.med.nyu.edu/activity/81/

C Compass # Home

Welcome to the activity: NYU3T VI: Virtual Patient Emma Cook

Description:
Interprofessional virtual patient care plans. As part of this assignment medical and nursing students collaborate in virtual teams to develop interprofessional care plans for two Virtual Patients (VPs). To receive a passing grade for this assignment, you must complete one inter-professional care plan for each of the two VPs by designated due dates. You will have two weeks to interview each patient and to collaborate with your peers to complete the care plan. Each case takes about 2 hours to complete.

Learning objectives for this Activity:

- Solicit input from other team members to improve individual and team performance.
- Assert own perspective in discussions about patient care.
- Clarify roles and accountabilities under conditions of potential overlap in team member functioning.

To complete this activity, you must choose a role that you will assume as you go through the learning exercises:

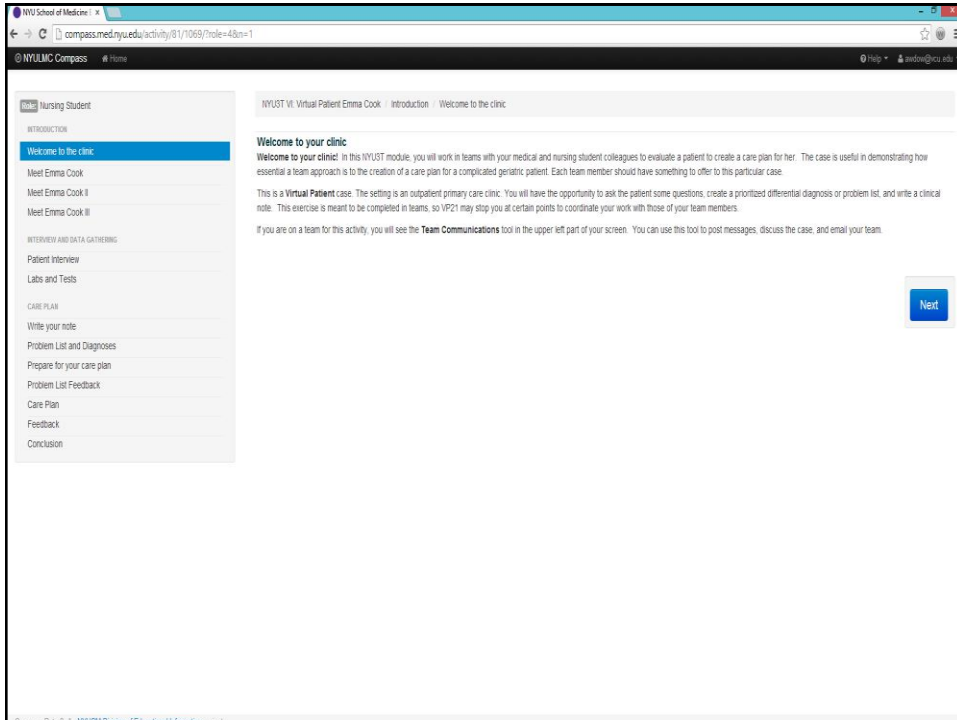
[Start this activity in the role of Medical Student](#)

[Start this activity in the role of Nursing Student](#)

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Slide 2. An NYUSM Division of Educational Informatics project.
The NYU3T project are funded by a grant from the Josiah Macy Jr. Foundation. Copyright 2013 New York University.

Desktop



NYU3T Virtual Patients

Opportunity to:

- Evaluate the profession unprofessionally
- Review the documentation of other professions
- Design a collaborative plan of care
- Write a collaborative note
- Reflect



Learning from Each Other

