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Mapping and Integrating Online Interprofessional Teaching Strategies to Achieve Interprofessional Student Competencies

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Abstract

An interprofessional approach to healthcare is designed to develop a partnership among healthcare providers and their clients where knowledge and skills are shared so that they may achieve their common goal of improved patient outcomes. Students must be educated in interprofessional collaboration, communication, and teamwork to achieve competencies needed to function as a member of the interprofessional team. These interprofessional competencies may be provided through online programs. It is well established that there is a growing demand for online health education programs. The online environment lends itself to promoting interprofessionalism due to the collaborative nature of e-learning courses.

To achieve interprofessional student competencies, faculty must develop skills in mapping their courses and then must be trained to utilize creative teaching activities to help students achieve the competencies identified.

This paper demonstrates how the faculty of two interprofessional online health professions programs, Health Administration and Health Professions Education, have mapped their courses to meet both program and university student competencies. In addition, teaching strategies designed to achieve these competencies and assessments of competency achievements are also provided.

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Introduction

An interprofessional collaborative approach in health-care is designed to create a partnership between health-care providers and their clients where all participate, collaborate, and coordinate care through shared decision making using synergistic grouped knowledge and skills (Canadian Interprofessional Health Collaborative, 2010; Way, Jones & Busing, 2000). It is this partnership that creates an interprofessional team designed to work on common goals with the intent to improve patient outcomes and the quality of patient care (Roa, 2003; Morrison, 2007). To this end, an interprofessional learning approach (known as interprofessional education) is being used by health professional educators to prepare students for the workplace (Bromage, 2009). Interprofessional education (IPE) has been defined as “members or students of two or more professions associated with health or social care, engaged in learning with, from and about each other” (Barr, Koppel, Reeves, Hammick, & Freeth, 2005; Craddock, O’Halloran, Borthwick, & McPherson, 2006).

Interprofessional education creates respect for other healthcare professionals as it allows for better understanding, value exchange, and shared knowledge and skill among team members (Craddock, O’Halloran, Borthwick, & McPherson, 2006; Karim & Ross, 2008; Jones, 1986). In addition to gained respect, students trained in this manner to become interprofessional team members improve their attitudes about each other and develop competency skills in collaboration and communication (Young, Baker, Waller, Hodgson & Moor, 2007; Karim & Ross, 2008). These are critical as it is noted that poor interprofessional collaboration can have a negative impact on the quality of patient care (Zwarenstein, Reeves, & Perrier, 2005). Interprofessional collaboration skills and other competencies can be developed through creative online teaching and learning experiences.

Online learning is defined as courses with 80 percent or more of the content delivered using Web-based technology (Allen & Seaman, 2011). According to data published by The Sloan Consortium (Allen & Seaman, 2011; Allen & Seaman, 2003), online learning is growing exponentially. During the fall of 2011, approximately 31.3 percent (over 6.1 million) of all higher education students were enrolled in at least one online course, compared to 9.6 percent (over 1.6 million) in

the fall of 2002 (Allen & Seaman, 2011). Research suggests online instruction is as effective (Turner, Simon, Facemyer, Newhall, & Veach, 2006; Vanderweerd, Davies, Pinchbeck, & Cotton, 2007; Benjamin et al., 2008; Hugenholtz, de Croon, Smits, van Dijk & Neuwenhuisen, 2008; Hadley, 2010) as traditional face-to-face teaching methods in both cost (Turner, Simon, Facemyer, Newhall, & Veach, 2006; Bishop, 2006) and learning outcomes (Jenkins, Goel, & Morrell, 2008; U. S. Department of Education, 2010; Chiero & Beare, 2010; Neuhauser, 2002). The environment should be safe, collaborative, and reflective where faculty members operate as facilitators to learning. It is possible to accomplish this high quality online education by utilizing the latest technology in conjunction with the best teaching practices for adult learning.

In addition to providing a delivery approach for university and program competencies, online instruction can accommodate a variety of learning styles as well as levels of prior knowledge of any given subject (Blenkinsopp, 1997). Several studies suggest students demonstrate a higher preference for collaborative learning and working with peers at the end of an online course (Liu, 2007; Shilling, Wiecha, Polineni, & Khalil, 2006). Although online students have little to no face-to-face contact with other students or faculty, interprofessional education lends itself to online learning due to the collaborative potential of online courses (Ruey, 2010). It is this skill development in collaborative learning that may assist students when working as members of interprofessional healthcare teams.

Rosalind Franklin University committed itself to being a leader in interprofessional education. The University has developed institutional interprofessional competencies that must be demonstrated by all graduates prior to graduation (Table 1, following page).

The purpose of this paper is to demonstrate how faculty from two interprofessional online health professions programs, Health Administration (HA) and Health Professions Education (HPE), have mapped their courses to meet program and university interprofessional student competencies and demonstrate teaching strategies to integrate interprofessional activities to achieve these competencies. The authors hope that the strategies shared here will assist other institutions in developing online curricula and meaningful interprofessional competencies.

Table 1*Interprofessional competencies*

Knowledge of self and others
Knowledge of cultures
Professionalism
Communication and collaboration
Life-long learning

Health Administration (HA)

The Master of Science in HA program is an online educational program (delivered 100 percent online) that can augment students' clinical education and healthcare professionals' experiences with business acumen to better plan for and respond to changes in the healthcare industry. The curriculum is designed to equip individuals with the knowledge and skills to integrate best business practice with clinical practice to meet the challenges of a complex healthcare delivery system (Commission on Colleges Southern Association of Colleges and Schools, 2000). The goal is to make leaders in our field who have knowledge and competencies in areas critical to their success.

The Health Administration program is a fairly new program which has grown in enrollment from four students in 2005 to 240 students in 2012. This growth in students is consistent with the literature findings that online education is growing and is desired by those wanting to achieve a professional career goal while meeting their current employment and personal needs. There are many students enrolled in the HA program that are simultaneously pursuing a primary degree in one of the other programs offered here at Rosalind Franklin University. Students often come from programs in medicine, podiatry, physical therapy, pharmacy, pathology, or the physician assistant school. Along with dual degree students, other students come from various fields in and out of healthcare. The student pool has included managers, nurses, physicians, lawyers, educators, and military personnel.

Methods

All program courses are mapped to both university in-

terprofessional competencies and program competencies. To map courses we begin by reviewing each competency and its objectives. Each course syllabus is then analyzed to determine if it contains the educational content necessary to achieve the competency and its objectives. Once courses are identified for each competency, course projects are then developed to meet the interprofessional competencies and assessment is performed to determine achievement of student outcomes. The HA program courses are mapped to the university competencies of: Knowledge of self and others, Knowledge of cultures, Professionalism, Communication and collaboration, and Life-long learning (see Appendix A). An example of this mapping is shown in Table 2 (following page).

In addition to the university competencies listed above, the HA program has five competencies of its own. These competencies are derived from the Institute of Health Administration (2010) Competency Model recommendations. They are:

1. Health Administration Knowledge
2. Leadership and Communication in Healthcare Administration and Management
3. Critical Inquiry and Research in Health Administration
4. Business Knowledge in the Healthcare Environment
5. Knowledge of the Healthcare Environment

Within each course, projects are developed and mapped to meet the objectives of each competency. A terminal program project (capstone) that is completed during the student's final portfolio course requires the student to integrate their acquired knowledge and each of the five competencies. Students present this capstone experience in an online oral PowerPoint presentation to

Table 2

Program courses mapped to University competencies

Competency 1: Knowledge of self and others

Graduates will demonstrate knowledge of their role and the roles of other healthcare professionals, and use this knowledge appropriately to establish and meet patient and community goals.

Found in Course		
Explain the educational requirements (didactic, clinical, and post-graduate) of their own healthcare profession.	ALL HA COURSES	Students are asked to discuss health administration as it relates to their own professions. They review their own practice codes of ethics and standards of practice.
Define the educational requirements (didactic, clinical, and post-graduate) of other healthcare professions.	ALL HA COURSES	Working in interprofessional groups in all courses. Review other professions codes and standards of practice.
Examine the scope of practice of their healthcare profession.	ALL HA COURSES	They review their own practice codes of ethics and standards of practice. Apply own profession to course discussions and assignments.
Describe the scope of practice of other healthcare professions.	ALL HA COURSES	Many areas of clinical medicine and administration are examined from a risk and quality perspective. Leadership topics involve motivating/understanding the work of many different healthcare professionals.

assess communication and presentation skills.

An example of the curricular mapping processes is demonstrated in Table 3 (following page). The first HA competency, Health Administration Knowledge, is mapped into four courses and course projects to achieve this competency.

The mapping has been performed in this manner for all five program competencies. Faculty members are also asked to map their course content and projects to the aforementioned university competencies (see Appendix B). Appendix B depicts how the competencies and descriptors are expressed in the course.

What is critically important is how we use creative online teaching methods to develop knowledge and achievement of program competencies. Teaching

methods are designed to allow a student to gain expertise in communication, leadership, research, critical thinking, presentation skills, and teamwork.

Teaching Strategies

A variety of teaching strategies are designed for student achievement of both interprofessional university and program competencies. Examples of those used in the HA program are provided below.

Forming interprofessional groups of students for all group projects: The HA program usually enrolls more than 170 students that are concurrently enrolled in another degree program. To facilitate interprofessional learning, students are assigned to groups containing students from other professions.

Table 3*Course project competency map***Competency: I. Health Administration Knowledge***Competency Objective:* The student will apply knowledge of health administration

Course Name	Competency Outcome	Course Product
HHCM 515: Healthcare Law	Students will provide evidence of acquisition of a knowledge base and the necessary skills to address the legal aspects of health administration including professional liability, corporate entity risk considerations, and relevant legislative activities reshaping the healthcare industry.	A two week courtroom debate regarding a current issue in health administration.
HHCM 516: Risk and Quality Management in Healthcare	Students will provide evidence of acquisition of a knowledge base and the necessary skills to engage in organization-wide risk and quality management efforts.	Through participation in a group project, students will identify and describe the steps in a “real-life” hospital process and produce an Interprofessional group paper using Failure Mode Effect Analysis.
HHCM 517: Management Ethics	Students will provide evidence of acquisition of a knowledge base and the necessary skills to utilize the nomenclature of ethics, implement ethical-decision-making processes, and address the ethical challenges of administrators and clinical practitioners.	Each student will produce a voice-over PowerPoint presentation on an ethical issue and specific case related to health administration.
HHCM 524: Organizational Behavior & Human Resources	Students will apply knowledge of health administration.	Students will submit an organizational behavior analysis and summary researching an organizational problem, discussing this problem and its impact on healthcare management. Students will also submit a Human Resources (HR) Research Summary showing the impact of an identified human resource issue/ on HR management, what implications for practice are gleaned from the literature regarding your issue, what employee practices must be considered and how does the issue impact other organizational departments.

Interprofessional pairing of students for chapter discussion: Students learn by doing as well as by working together in teams. To facilitate this, students are paired in an interprofessional manner and asked to moderate a chapter and a case study. Students present a summary of chapter content, a case study pertaining to the chapter topic, and create questions for fellow students to discuss. They then moderate the weekly discussion forum.

Presenting narrated PowerPoint presentations to develop communication skills: Students often present their work as voice-over PowerPoint assignments. These are often submitted in our discussion forum to facilitate further online discussion from fellow students viewing their work.

Create online debate teams to discuss current health care issues: Classes such as Law and Informatics hold online debates. In Law, a current health administration issue such as tort reform, universal healthcare, and healthcare delivery within and outside the United States are debated. Students again work in interprofessional teams to research their topic, present opening statements, rebuttals, respond to “Judge’s Questions,” and submit a closing statement all grounded in evidence based research. An attorney oversees the debate. In Informatics, students are assigned a position and then they prepare a mini-debate on whether the security regulations that health care organizations must abide by are too stringent or not stringent enough.

Establish online book circles to discuss health care topics associated with contemporary literature: Students are grouped as interprofessionals. They are assigned topics and discussion questions relevant to course content. For example, in Ethics, students read *The Immortal Life of Henrietta Lacks*. As a group they respond to questions illustrating key concepts in the book.

Video presentations are used to develop communication skills: Students have been asked to videotape themselves teaching a course related topic to others and submit the video into the course discussion board for other students to review and discuss the topic.

Assessment of Competency Achievement

This program and all our online programs perform a quality analysis based on the “Best Practices for Elec-

tronically Offered Programs” (Commission on Colleges Southern Association of Colleges and Schools, 2000) assessment tool. This promotes quality assurance within our programs so that student outcomes can be best achieved. Assessment of skill development and competencies are achieved in various ways in the HA program.

Whenever a course uses an interprofessional group assignment students must complete a rubric (see Appendix C). The rubric is a self and team evaluation tool that assesses participation in group projects and teamwork effectiveness. Additionally, there is a question on our end-of-course surveys that asks if students felt they learned from, with, and about each other while working as an interprofessional team.

As part of graduating students’ online capstone presentation, a final portfolio course assessment is completed. Students are assessed using a rubric (see Appendix D) which evaluates their achievement of the five program competencies, content knowledge, presentation skills, and professional development.

Since the goal of the program is to help students achieve competencies every healthcare administrator should possess (Institute of Health Administration: Competency Model, 2010), students provide a self-assessment of meeting program competencies (see Appendix E). Students indicate if they have “Exceeded,” “Met,” or “Not Met” the competency through their coursework. This is done at the end of their program after completion of the final portfolio course. Data collected from 2009 to present indicates that 100 percent of students feel they have met or exceeded their competency achievement at graduation.

An Employer Survey and Competency Achievement are sent to employers of our graduates’ one year post student graduation (see Appendix F). The goal is to assess that students indeed have knowledge and met the program and university competencies. The employer surveys obtained to date for graduates of the HA Masters degree program have asserted complete achievement in competencies for our graduates and perhaps equally important, employers have indicated they would hire our graduates for positions in their organizations.

Additionally, on a yearly basis, student learning outcomes and programmatic outcomes are assessed and

Table 4*Assessment for program outcomes*

Programmatic Outcomes	Upon graduation, 100 percent of students will state that they feel confident when applying knowledge and skills gained in the program
Method of Assessment	Student Self Evaluation of Competencies
Responsibility for Assessment	Student and Program Director
Results Reported to...	Program Director and Faculty-Assessment Officer
Reporting Schedule	After student's final course in program
Outcome Data Analysis	Student surveys reveal 100 percent of 2008-9 student graduates feel they have met or exceeded program competencies
Outcome Action Taken	Continue to survey students
Follow up on previous action taken	None

submitted to the College of Health Profession Assessment Officer. The content of the assessment for programmatic outcomes include the items shown in Table 4.

Health Professions Education (HPE)

Like Health Administration, the Master of Science in HPE is an online program for healthcare professionals. Where the HA program provides leadership knowledge and business skills, the HPE program focuses on providing a solid foundation in the principles of teaching and learning. It too has an interprofessional student pool with students from different professions as well as educators enrolled in the program. The curriculum is designed to provide students with comprehension of adult learning theory and how to design, lead, and facilitate education programs for various health professions. Courses address needs of students working in both the clinical and educational settings.

Methods

Activities in the aforementioned courses are mapped to the university competencies of: Knowledge of self and others, Knowledge of cultures, Professionalism, Communication and collaboration, and Life-long learning (see Appendix A). An example of this mapping for the HPE program is provided in Table 5 (following page).

In addition, the HPE program has four competencies of its own. At the end of the program, all graduates are

expected to achieve the following competencies:

1. Facilitate learning
2. Design and administer curricula
3. Assess student performance and evaluate program outcomes
4. Demonstrate educational leadership

As with Health Administration, core courses are mapped to these competencies. In addition to mapping program competencies, activities and projects within each course are mapped to learning objectives designed to ensure students meet each of the above competencies. The capstone experiences provide students with an opportunity to demonstrate learning within each of the competencies through the presentation of a portfolio and participation in a teaching practicum.

The teaching practicum capstone experience is where students integrate knowledge and skills acquired from all coursework to design, teach, and evaluate a unit of study in an actual classroom. The classroom experience may be online, face-to-face, or in a clinical setting.

An example of how students achieve of the first competency is presented in Table 6 (page 9).

Teaching Strategies

A variety of teaching strategies are designed for student achievement of both interprofessional university and program competencies. Examples of those used in the HPE program are provided below.

Table 5*Program courses mapped to University competencies***Competency 1: Knowledge of self and others***Graduates will demonstrate knowledge of their role and the roles of other healthcare professionals, and use this knowledge appropriately to establish and meet patient and community goals.*

Found in Course

Examine the scope of practice of their healthcare profession.	HHPE 520 Educational Trends & Issues	Students work together to develop a “Web-of- Professions.” An example is shown in Figure 1 (following page). Students list their health profession and the five main responsibilities of their profession. Next they list all other professions (or individuals) their profession directly and indirectly interacts with. These are posted to a discussion forum. The students then select one other student’s profession and ask to learn more about one of their responsibilities. They also must review other professions to see if they interact with a profession that has not included them on their list of direct or indirect interactions. Throughout the week the “Web of Professions” continues to grow.
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Competency 2: Professionalism*Graduates will demonstrate the ethical behavior and attitude of a professional in their interactions with fellow students, staff, faculty, administration and patients/clients.*

Found in Course

Identify situations in which individual, institution, or government advocacy may be appropriate.	HHPE 520 Educational Trends & Issues	Students are required to identify one societal (global, national, state, city, or workplace) issue or concern (e.g. unmet needs, social injustice) related to their specific learners. They then discuss in interprofessional teams how they would like to see the policy changed and what they can personally do to advocate for policy change or development.
Appraise current issues that impact all healthcare professions.	HHPE 520 Educational Trends & Issues	Students blog about a current trend or issue in healthcare education. Using evidence based methodology they identify both the positive and negative aspects of the trend or issue and the impact it will have on the future of health education. Students are also required to conduct research to intelligently contribute to at least one other student blog.

Figure 1

Web of Professions

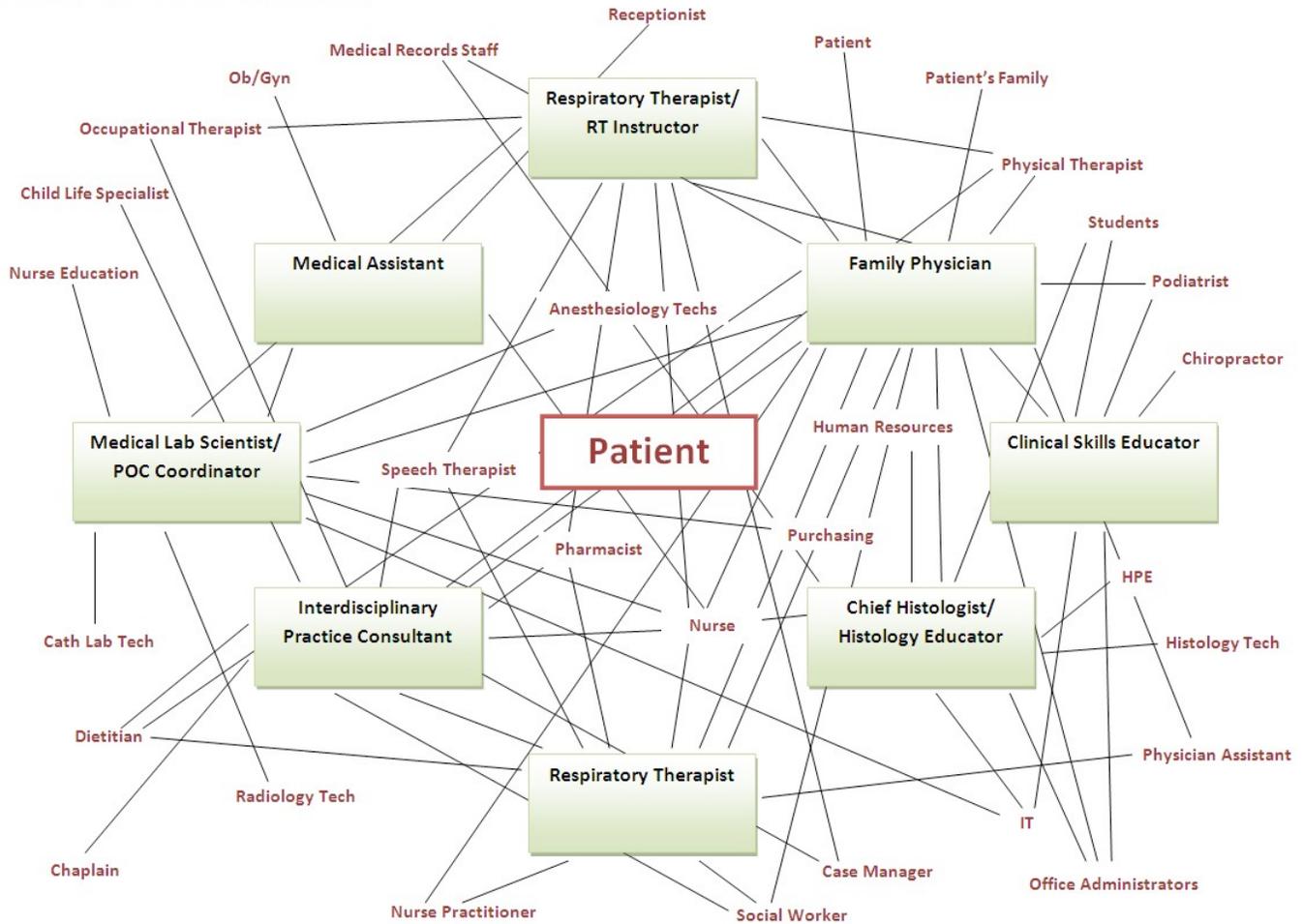


Table 6

Course project competency map

Competency: I. Facilitate Learning

Competency Objective: The student will identify ways facilitators can accommodate learners with different learning styles and characteristics

Course Name	Competency Outcome	Course Product
HHPE510: Learning Theories	In interprofessional teams, students design an education session for colleagues moving to an electronic medical record (EMR) system. Teams conduct a learner assessment to identify any issues and special needs. Based on the results of the learner assessment, students select a specific psychological learning theory to guide the development of the EMR education session (Bastable, Gramet, Jacobs, & Sopczyk, 2011).	Students submit a final report which includes a potential solution for each issue and/or special need identified in the learner assessment and rationale for utilizing the selected theory which is closely correlated to the learner analysis.

Interprofessional project team case studies: Students enrolled in the HPE program come from a variety of health professions including respiratory therapy, family medicine, histology, medical laboratory science, and dual degree students enrolled in the biomedical science program at Rosalind Franklin University. Student background is always considered so teams developed for case studies and group projects are interprofessional.

Discussions: Students share responsibilities of their profession as well as identify other professions (or individuals) with which their profession directly and indirectly shares interactions. Discussions are designed to have students teach one another more about how their professions are interrelated.

Interprofessional project team presentation: Working in small groups, students will develop a lesson plan on a topic of interest that incorporates best practices in managing and teaching in a multi-cultural classroom. In addition, the class will collectively develop a rubric to be used to assess the attention to best practices in these lesson plans.

Minute papers: There are short papers used to encourage reflection about a particular topic and promote deeper reflection on how to become a more culturally-competent educator.

Facilitation skills are developed through peer instruction: Each student chooses a topic and week to facilitate online discussions. It is expected that the student will research the discussion topic in order to be able to respond to other classmates postings utilizing an evidence based approach. The course instructor will interject some comments during this discussion but, for the most part, the student for that week will serve as the “online peer instructor”.

Video presentations are utilized to develop student communication skills: Student will develop a video presentation of an instruction module they created. They will also design an instructional evaluation tool for the video presentation. Classmates will be invited to review the presentation and complete the instructional evaluation tool.

Journaling assists student reflection on learning: A journal is utilized in several HPE courses as an ongoing assignment intended to give students the opportunity

to react to and reflect on each week’s topic as it relates to them as a learner. The intention is to make students more conscious of the process of learning, more aware of themselves as learners, and more effective in monitoring and reflecting on their learning experiences. Essentially, journaling is used to help students gain competence in becoming more self-directed, life-long learners.

HPE Assessment

Student learning is assessed utilizing methods similar to HCAM. For example, interprofessional team case studies are assessed based on results of a learning team evaluation form. Each student is required to complete the form evaluating the performance of each team member including themselves. The team is also assessed based on the overall quality of the submitted assignment.

The portfolio presentation will include documentation of mastery of each of the core competencies. In addition students perform a self-evaluation of their teaching preparedness, including cultural competence and interprofessional relationships.

End of course surveys are utilized to assess student perception of learning about, with and from one another during the entire quarter. The survey also assesses student perception of the relevance of the interprofessional content of each individual course to those who teach health professionals.

Results of anonymous end of course surveys indicate students are highly satisfied with the overall quality of the course as well as the interprofessional content. Based on a five point Likert scale, 90 to 100 percent of the students in the HHPE510 Learning Theories and HHPE520 Educational Trends and Issues courses “agreed” to “strongly agreed” with the following statements:

- I am satisfied with the overall quality of this course.
- I learned with, from, and about the other students in the class.
- Interprofessional subject matter is relevant to those who will teach health professions courses.

- The interprofessional content and readings used in this course added to my knowledge of IP education and practice.
- I believe I am likely to encounter IP situations in my future professional practice.*

*One student rated as neutral in HHPE510

The HHPE510 survey had an 83 percent response rate whereas the HHPE520 had a 100 percent response rate.

Discussion and Conclusions

The interprofessional healthcare team approach is developing to provide shared skills and knowledge to meet the multi-complex medical needs of a client and improve patient outcomes (Lumague et al., 2008). To prepare healthcare professionals to become competent members of such teams, interprofessional education approaches must be embraced.

Interprofessional competencies should be developed, and curricula and courses mapped, in order to assure students' achievement of desired outcomes. Additionally, educational teaching strategies to integrate interprofessional activities must also be developed to achieve competencies. This is an opportunity to develop interprofessional curricula using creative online teaching techniques as more and more students are seeking online educational formats. Online programs can teach the same skills as on-campus program such as leadership, teamwork, communication, research, critical thinking competencies, and more. That being said, online programs have a responsibility to ensure that the quality of the educational experience is on par—if not better—than that found in on-campus programs. To do this, online programs must develop best practices and competencies, and perform assessments to ensure positive student outcomes.

As an attempt to contribute to the development of these best practices, this article has shown a variety of ways to map courses to achieve interprofessional competencies, and has demonstrated a variety of creative online interprofessional teaching activities. Assessment has demonstrated both student and employer recognition of competency achievement for the programs described. The authors recommend that similar strategies be employed in the development of online health professions programs at other institutions.

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Appendix A

Rosalind Franklin University Interprofessional Student Learning Outcomes

Rosalind Franklin University is committed to interprofessional education and by the time of graduation from any of our degree programs, students should demonstrate mastery of the learning objectives listed for each of the following interprofessional student learning outcomes/ competencies.

A. Knowledge of self and others

Graduates will demonstrate knowledge of their role and the roles of other healthcare professionals, and use this knowledge appropriately to establish and meet patient and community goals.

- A1. Explain the educational requirements (didactic, clinical and post-graduate) of their own healthcare profession.
- A2. Define the educational requirements (didactic, clinical and post-graduate) of other healthcare professions.
- A3. Examine the scope of practice of their healthcare profession.
- A4. Describe the scope of practice of other healthcare professions.

B. Knowledge of cultures

Graduates will provide optimal, integrated care through respect of, and responsiveness to, patient/client and family cultural needs, and values.

- B1. Define culture and its relevance to healthcare.
- B2. Describe healthcare as a culture in itself.
- B3. Analyze their profession's culture.
- B4. Examine other healthcare profession's cultures.
- B5. Recognize their own ethno-cultural heritage and how it impacts their interactions with patients and other members of the healthcare team.
- B6. Demonstrate sensitivity to other people's cultures (patients, their families, their community and other health care professionals).
- B7. Assess the implications of a multicultural environment on healthcare.
- B8. Evaluate the impact of barriers to health care including health literacy.
- B9. Apply concepts related to the impact of culture, ethnicity, and religion on the health beliefs, practices, and behaviors of patients and clients.

C. Professionalism

Graduates will demonstrate the ethical behavior and attitude of a professional in their interactions with fellow students, staff, faculty, administration and patients/clients.

- C1. Define professionalism.
- C2. Create and conduct a collaborative interprofessional community service learning project.
- C3. Identify situations in which individual, institution or government advocacy may be appropriate.
- C4. Appraise current issues that impact all health care professions.

Appendix A (cont'd)

*Rosalind Franklin University
Interprofessional Student Learning Outcomes*

D. Communication and Collaboration

Graduates will communicate and collaborate within teams to ensure optimal patient centered care.

- D1. Display patient-centered care.
- D2. Define interprofessional education.
- D3. Illustrate interprofessional practice.
- D4. Describe the characteristics of an effective team.
- D5. Define the 8C's (committed to a common goal, clinical competence, coordination, consensus, collegiality, communication, cooperation, and cultural sensitivity) of the collaborative care model.
- D6. Identify the appropriate healthcare professionals to engage in collaborative patient care based on the patient's needs.

E. Life-long learning

Graduates will communicate, manage knowledge, mitigate error and support decision-making.

- E1. Define evidence-based practice.
- E2. Apply an evidence-based strategy to answering clinical questions.
- E3. Demonstrate Information Literacy.
- E4. Discuss the role of informatics in healthcare.
- E5. Identify the components of the medical record and the types of information utilized by specific healthcare professionals.
- E6. Explain the systems-based approach to reducing medical errors.
- E7. Develop a quality improvement process.
- E8. Analyze a medical error situation and suggest corrective measures.

Developed by the Student Learning Assessment Committee

Approved by the Interprofessional Curriculum Committee 5/24/10

Appendix B

Health Administration Mapping to University Interprofessional Competencies

Appendix B is provided as supplemental content (.xls) on the Health and Interprofessional Practice website:

<http://commons.pacificu.edu/hip/vol1/iss3/3/>

Appendix C

*Health Administration Organizational Behavior Summary Teamwork
Self and Peer Evaluation*

Your Name: _____

Using the following scale, please rate EVERY group member (including yourself in the first column) on each area listed.

SCALE:

Poor	Marginal	Average	Outstanding
0	.5	.75	1.00

NAMES of Team Members	Your Name Here- you DO evaluate yourself			
1. Contribution of time to overall group project.				
2. Attitude toward the project.				
3. Willingness to cooperate with others.				
4. Quality of submitted work.				
5. Overall opinion of this person's contribution to the group project.				
TOTAL POINTS POSSIBLE: 5 POINTS				
List what each member contributed to this assignment.				
Did you function as an Interprofessional Team- did you learn with, from and about each other? Indicate Yes or No				

Appendix D

Portfolio Rubric

PORTFOLIO RUBRIC	1	2	3	4
Time management and presentation style. Score_____	Presenter lacked organization and focus. Slides were disorganized and/or ineffective.	Presenter required multiple reminders about time. Slides were generally acceptable.	Presenter required limited time reminders. Slides were professionally developed.	Presenter organized material for delivery within assigned time constraints. Presentation style was dynamic and engaging.
Discussion of learning goals and competencies for 5 selected courses. Score_____	Insufficient depth of discussion of learning goals and competencies for multiple courses.	Limited depth of discussion of learning goals and competencies for multiple courses. Course content was generally matched to specific program competency.	Most courses were presented with sufficient depth with discussion of learning goals and competencies for multiple courses. Selected courses were closely linked to specific program competencies.	All courses were professionally addressed with relevant details that clearly illustrated student learning relating to learning goals and program competencies.
Reflection on personal educational goals and professional development. Score_____	Insights on learning and growth were not discussed.	Some elements of learning and growth were discussed in limited detail.	Personal educational goals and professional growth were discussed.	Discussed integration of program content into future career plans with clarity and specificity on achievement of goals and competencies.

Total Score: _____ (max 12)

Appendix E

Health Administration Program Student Self Evaluation of Competencies

		Exceeded	Met	Not Met
Competency I: Health Administration Knowledge				
<i>Objective:</i>	<i>The student will apply knowledge of health administration.</i>			
Courses:	HHCM 515 Healthcare Law			
	HHCM 516 Risk and Quality Management in Healthcare			
	HHCM 517 Management Ethics			
	HHCM 524 Organizational Behavior and Human Resources			
Competency II: Leadership and Communication Skills in Health Administration				
<i>Objective:</i>	<i>Identify the role and responsibilities of healthcare leaders, forms of communications including conflict resolution, and analyze the impact of healthcare information administration management on the organization's effectiveness.</i>			
Courses:	HHCM 507 Healthcare Informatics			
	HHCM 525 Strategic Planning and Leadership in Healthcare or			
	HHCM 526 Leadership and Management			
Competency III: Critical Inquiry and Research in Health Administration				
<i>Objective:</i>	<i>Students will describe factors that help or hinder the practice of evidence-based management for the healthcare administrator and manager and strategies to overcome obstacles as well as describe the evidence-based approaches to managing healthcare issues or problems.</i>			
Courses:	HHCM 521 Evidence-based Management			
	HHCM 509 Statistics for Healthcare Administration and Management or			
Competency IV: Business Knowledge in the Healthcare Environment				
<i>Objective:</i>	<i>Students will augment their education and healthcare experiences with business acumen so that they may better plan for and respond to the changes in the healthcare industry.</i>			
Courses:	HHCM 508 Marketing Healthcare			
	HHCM 551 Financial Management in Healthcare			
Competency V: Knowledge of the Healthcare Environment				
<i>Objective:</i>	<i>Students will demonstrate an understanding of the structure and function of the healthcare delivery system.</i>			
Courses:	HHCM 522 Healthcare Delivery Systems			
	HHCM 525 Strategic Planning and Leadership in Healthcare or			
	HHCM 550 Strategic Planning in Healthcare			

Appendix F

Health Administration Program Employer Evaluation of Competencies

	Competent	Not Competent	N/A
Competency I: Health Administration Knowledge			
<i>The graduate applies knowledge of healthcare management by:</i>			
Following healthcare laws			
Attending to risk and quality management issues			
Practicing ethical behavior			
Competency II: Leadership and Communication Skills in Health Administration			
<i>The graduate identifies both the roles and responsibilities of healthcare leaders and various forms of communication, including conflict resolution, and analyzes the impact of healthcare information management on the organization's effectiveness by:</i>			
Practicing effective leadership and management behaviors			
Utilizing healthcare informatics efficiently			
Competency III: Critical Inquiry and Research in Health Administration			
<i>The graduate identifies factors that help or hinder the practice of evidence-based management for the healthcare manager and applies strategies to overcome obstacles and utilizes evidence-based approaches to manage healthcare issues or problems by:</i>			
Critically analyzing problems and utilizing evidence-based management strategies			
Analyzing and utilizing statistics			
Competency IV: Business Knowledge in the Healthcare Environment			
<i>The graduate plans for and responds to changes in the healthcare industry by:</i>			
Identifying marketing opportunities and strategies			
Practicing sound financial management in healthcare			
Competency V: Knowledge of the Healthcare Environment			
<i>The graduate demonstrates an understanding of the structure and function of the healthcare delivery system by:</i>			
Functioning effectively within healthcare delivery systems			
Participating in strategic planning for the organization			

Additional questions:

1. If this individual is no longer employed by your organization, is he/she eligible for rehire? **YES** or **NO**
2. Are there any skills not previously addressed on this form that you feel your employee would have benefitted from learning the program? Please explain.
3. Would you hire another Rosalind Franklin University of Medicine and Science MS in Healthcare Administration and Management graduate for a position within your organization? **YES** or **NO**

GRADUATE'S NAME: _____

Appendix F (cont'd)*Health Administration Program Employer Evaluation of Competencies*

Employer Evaluation Request

The individual named below is a graduate of the Rosalind Franklin University of Medicine and Science MS Healthcare Administration and Management program. He/she has indicated that we may contact you to solicit your assessment of how well this individual performs duties related to the core competencies taught in our program. Please complete the attached evaluation form and return it to us in the postage-paid envelope provided. This information is useful in the ongoing assessment and development of our program. We appreciate your investment in our program by taking the time to complete this form.

Graduate Name: _____