

# CIPeL

Centre for Inter-Professional e-Learning

NEWS

SPRING 09

**Special Edition: A look inside our repository**

'CIPeL @ CURVE'

## The Repository - What is it?



When CIPeL was first introduced as a Centre for Excellence in Teaching and Learning (CETL) back in April 2005, we had a remit to produce creative and innovative solutions to some of the barriers in delivering effective interprofessional education.

Once we had started to develop a number of e-resources, we needed to find a way of storing these in one area, in order to share them with those we thought would be interested in using the materials for their own teaching/training purposes. Using a website to store these materials was not possible as a great deal of the resources were based on real patient/service user experiences, where some delicate and sensitive issues may be explored.

We therefore purchased a new repository system from a company called Equella, which was re-named for CIPeL purposes as CIPeL @ CURVE. CURVE has enabled us to provide a secure area for teaching materials using a variety of different media, whereby users can actively search for materials they think will be of use. This was launched to our interprofessional e-learning special interest group in November 2007, and

we now have over 200 registered users of the repository including national and international colleagues.

There are now 70 e-learning resources in total in the repository, which have all been developed using different interprofessional teams, approaches and software. One of the aims of CETLs was to take risks in being creative, and to try different approaches so we could learn what works best. We feel we have achieved this and have received lots of positive feedback regarding our materials.

Resources may be used in interprofessional, interdisciplinary or uniprofessional contexts and we are now branching outside of health to create e-learning resources for other subject areas such as Geography and Disaster Management and Business. For a full list of resources, please see page 7-8 in the newsletter.

For registered users, CIPeL @ CURVE is available at: <http://curve.coventry.ac.uk>

If you are interested in registering for access, please visit [http://www.cipel.ac.uk/learning\\_objects/learning\\_objects.htm](http://www.cipel.ac.uk/learning_objects/learning_objects.htm) and fill out the registration form.

**Welcome** to to our special edition newsletter which is focussing on the e-resources we have created to share with the education and healthcare community.

### Inside this issue:

- 1. The Repository – What is it?**
- 2. Special Features of CURVE**
- 3. Top 5 Learning Objects!**
- 6. How can you use these objects for your own needs?**
- 7. What else is available**



*Sheffield  
Hallam University*



# Special Features of CURVE

By Elinor Clarke

Associate Director CIPeL and CIPeL Academic Lead for CIPeL CURVE

Current and prospective users may be interested in the following features of the repository...

## Feature: Search and find

Interprofessional learning objects can be found easily in CIPeL @ CURVE by using the list or search facilities. There are three search facilities (Guided and power/advanced, and federated), however most users will only be able to use guided and power (or advanced) search. Search facilities are special in CIPeL @ CURVE as they allow the user to search specifically under health or disaster management and then to search further to find specific health care professionals that the learning objects are aimed at (for example dieticians). Alternatively users can use keywords such as 'reflection' to find specific learning objects that may be of interest.



## Feature: Easy Access for Learners and Students

CIPeL @ CURVE may be accessed by all those who have registered to be part of the CIPeL community and who have a username and password. However, it would be problematic to set up usernames and passwords for all students that lecturers wish to share the resources with! Therefore we have provided a solution to this. Users can simply right click on the learning object once it has opened, and click on 'properties'. They would then simply copy and paste the 'connection' URL into their web, module site or email to students (whichever is the preferred method). Students are then able to utilise these resources easily with the confidence that they will always be accessing the most up to date version.



## Feature: Using learning materials

It is easy to use the learning materials in CIPeL @ CURVE. All you have to do is decide which learning object you wish to use. By accepting the copyright or licence agreement you will be able to utilise the resource and then provide us with feedback as to how you got on. You will only be asked once for your agreement to the terms and conditions for each object (not every time you access it) so it is quick and easy.

## Feature: Safe, Secure, Storage

CIPeL @ CURVE can handle numerous versions of our learning materials, from the first draft version to the latest version and all those in between. In addition our repository can be used for repurposed learning objects (for example see the Hotspot activities: 'The Bus scenario' and 'Crisis on the bus').

## Feature: Rate the Object!

We are really interested in what you think about the learning objects. Therefore the repository has been designed for you to be able to star rate the resources and provide comments about the learning object. All you have to do is click on the comments button on the item summary page and you will be able to award the learning object up to five stars!

Date 11-Nov-2008  
Version 1  
Status live  
Rating ★★★★★  
Licenses (8)

# Top 5 Learning Objects

CIPeL recently contacted everyone registered to the CIPeL @ CURVE repository to ask their views on the resources. From the responses received, we could identify which learning objects people most considered using for different purposes. Here we present the top five...

## Patient Journey's – A new approach...

The IPLP is a virtual pathway which enables undergraduates from health and social care courses at Coventry University and postgraduate medical students from Warwick Medical School, to learn in small multiprofessional groups with the aim of developing skills in interprofessional working. New materials have been developed by CIPeL for the academic year 2008/9 for years 1 and 3 of the pathway.

## The Street

The Street is a new resource and was developed for first year students by a team of CIPeL, IPLP and members of the Inequalities in Social Care and Health module. It concentrates on the importance of exploring and challenging inequalities in health within society. The street offers four weekly episodes, with each episode concentrating on a family within the street who are dealing with a difficult social issue. The graphic representation of family issues allow the student group to debate with the guidance of facilitated e-activities, the impact of social concerns on both the individual with the presenting problem, and their families. It enables the students to concentrate on the importance of working with individuals as part of a family unit whilst using a team approach.



## Hardeep

Hardeep has been created for use in the third/fourth year of IPLP. This resource was repurposed from an existing CIPeL learning object which had been developed by a CIPeL secondee. The resource was configured in a different manner from the original to locate it in the four episode format of IPLP. Scripts were written and recorded to provide a narrative for certain parts of the resource that had previously been used as pictorial triggers in face to face seminars. The story relates to a gentleman's experience of contact with the health service. Students are guided by their facilitator to complete a range of associated e-activities which encourage them to explore and challenge a variety of assumptions that emerge in episodes 1-3 before being exposed to Hardeep's own story in episode 4.



## Sarah's Story

This is a complex learning scenario in four parts, currently used within a level 6 (year 3) interprofessional learning module - Collaborative Working in Professional Practice at Sheffield Hallam University.

The scenario raises issues around adult abuse within the family and about child protection issues. These are 'teased out' of the scenarios by examining and discussing the issues.

Each part begins with a short video clip and students consider the issues raised in relation to collaborative working which are centred on the needs of Sarah and her family. It is aimed primarily at students from: diagnostic radiography; paramedic practice; midwifery; social work and child branch nursing.

Students work together in online interprofessional learning sets to discuss issues raised in the scenario. This is through asynchronous online discussion forums within the VLE Blackboard, however can be used in other forums as well. Each small group of eight students is facilitated by a tutor who encourages and supports students in their discussions. To progress to the next part of the programme the facilitator has to be satisfied that the issues have been explored adequately and in the spirit of collaboration to achieve the best outcome for Sarah and family.

This e-learning programme aims to move students along a learning journey, starting at a point of knowledge acquisition and moving to knowledge construction by reflective and collaborative processes. In working together on the scenarios, students reflect on their own individual knowledge and experience and build new knowledge from the contributions and perspectives of other students. This process encourages a re-evaluation of their own values and assumptions and enables students to see their own alongside other professional roles, in contributing to the care and welfare of the service user.



## Leadership and Management

This learning resource considers leadership and management in the United Kingdom. On completion of the learning resource learners will have a fundamental understanding of leadership and management roles, be able to identify how leadership and management skills are relevant to the modern National Health Service (NHS) and they will have shared information and understanding about patients complaints.

The learning object comprises seven sessions and includes a number of interactive elements. It is knowledge based in that it teaches principles of leadership and management however also acts as a trigger for reflection and discussion between learners. An opportunity is provided for the learners to consider why leadership is necessary. This learning resource may contribute to NHS management modules.

To complement this learning object a workbook is provided for students to use, as well as a useful glossary and reference section.



## Carl's Story

This learning scenario is one of a series of case studies about 'Health for Work'. It features graphic illustrations with voiceovers providing narrative that guides learners through the case study. This shows the impact of unemployment on Carl and his family following an accident at work that resulted in long-term health problems. The learning materials contain trigger questions to stimulate discussion between learners about the issues raised for Carl.

The use of graphic illustration brings a number of benefits for ease of construction and learning strategy. There are no ethical issues in creating the resource as 'real' people are not involved although authentic stories can be represented and the scenario can be developed according to specific needs. The graphical format allows the learner to focus on the situation rather than the person. This resource is designed to be used very flexibly and can be usefully employed in a range of learning situations. Currently it is being used in undergraduate occupational therapy and multidisciplinary post graduate programmes. It is also being used by colleagues in the Centre for Advancement of Interprofessional Education (CAIPE) as a trigger scenario for the interprofessional working workshops delivered nationally and internationally. They report Carl as being a powerful tool to stimulate discussion across disciplines.



## Hotspot Activities

Three learning objects were created at a one day CIPeL interprofessional workshop. Academics, students, service users and technologists came together for one day to create the start of some objects which would be of use to learners exploring interprofessional issues. The objects contain a series of 'hotspots' whereby when users hover over certain parts of the picture, relevant information is given.

Three objects have since been placed into the repository:

- Crisis on the Bus – Professional Responsibilities and Priorities: The trigger is a picture of the inside of a bus in which a man is found on the floor. Information is provided for the learner, using observation skills, the learner is guided to consider aspects of team formation, interprofessional working, public and personal safety and roles.
- Multidisciplinary Team Working - explores some issues surrounding service user participation in a multidisciplinary team meeting. Hovering over each team member will tell you who they are and why they are there. Learners are asked to explore the impact of MDT meetings on service users and carers, and to discuss the roles and responsibilities of the members of the multidisciplinary team.
- The Ward Scenario – photograph of a person in a hospital bed. Object for students to discuss and reflect on issues such as whether the needs of the patient been properly considered in setting up this environment for her.

# How can you repurpose these objects for your own needs?

**CIPeL** is committed to promoting not only the use of these objects, but also adding to and refining them for your own purposes. How can you do this? If you see an object you think might be useful, but it is not quite what you need – please get in touch with us! For example, you might view an object and spot a video that would be really useful in your teaching, but only want the video. You don't want the surrounding text and activities. Please let us know, we would very quickly be able to put the video as a stand alone object into the repository for you to use!

All we ask in return is that you share with us how you have used the object. If you have created your own set of questions or other form of activity to use with the object, we would like to see how you have used this and collaborate with you to put your activities into the repository to share them more widely!

**Please have a browse. If you see something that grabs your interest, then please shout!**



# Learning Objects – What else is available in the CURVE Repository

Here you will find a full list of current learning objects available including a very short description.

**Advocacy in Action:** Interactive video simulation of a doctor/patient advocacy session

**Boxplots Explored:** A look at what a boxplot, or box and whisker plot, can tell you about data sets, supported by practical examples.

**Cipelby:** "Cipelby" is a virtual health and social care centre that students can explore to discover more about the roles of a range of health and social care professionals.

**Create interactive accessible e-learning:** This LO demonstrates how Wimba Create make learning object creation possible without the need to acquire complex technical skills.

**E-Lecture: Effective Communication:** This is an e-lecture explaining the principles of effective communication

**e-Lecture: What is Qualitative Research?** An introduction to the nature of qualitative research and its use

**Ethics applications without too many tears:** A guide to the NRES application form. This has to be used when applying to do research in the NHS.

**Examination of the newborn 1 - Adam's Journey:** Fifteen presentations containing short video clips outlining the procedures involved in the examination of the newborn.

**Examination of the newborn 2 - Musa's Health Care Journey:** As you progress through Musa's journey you will be exposed to the aims of cardiopulmonary assessment at the time of the newborn examination.

**Hand in Hand Patient Pathway:** A learning resource that highlights the importance of correct handwashing technique between the professions to protect patient safety.

**Issac's Complaint:** This Learning resource considers management of a patient complaint in the United Kingdom.

**Jane's Story (4 learning objects):** This 4-part case study is presented as a scenario, using actors to play service users and health and social care practitioners.

**Management and Leadership:** This Learning resource considers leadership and management in the United Kingdom.

**Miss Thompson's Journey:** Patient Journey from Accident and emergency to recovery

**Mrs Bank - A Community Trigger:** A scenario-based learning objects with a focus on chronic disease.

**Narrative Story: Quality of Life:** Short narrative accounts illustrated with key words and phrases about meanings and realities of quality of life.

**Neural Control of Multitasking and Implications for Practice:** This presentation explores evidence concerning multitasking, including the neuroanatomy associated with the skill, and assessment and treatment interventions used within the rehabilitations setting.

**Olga's Story:** A short flash based video clip of a family's experience of interprofessional care in a general hospital setting.

**Patient Journeys (Multiple learning Objects):** A number of different authentic patient journey's on a number of different conditions, involving various different professions.

**Phantom Phenomena and Pain:** An overview of the mechanism underpinning phantom phenomena after amputation.

**Prisoner Scenario:** This is a learning resource designed to trigger discussion about anti-oppressive practice. It is based on a story about a prisoner receiving treatment in a hospital.

**Professional regulation of healthcare practitioners:** This Learning object identifies the system for professional regulation in the United Kingdom.

**Referencing: More than just commas and full stops:**

This resource is aimed at enhancing students' skills in using the Harvard Referencing system and introduces the importance of underpinning practice with evidence and how this can be achieved.

**Reflection:** This Learning Object offers students the opportunity to see reflection in action in a new and innovative way.

**Research Proposal Writer:** An electronic tool for writing a research proposal for business students.

**SoftChalk Demo:** Learning object which explores the features of some software which enables academics to create their own learning materials.

**Standard 12-lead electrocardiogram recording:** This Learning Object aims to promote understanding and improve consistency in the acquisition of 12-lead ECG recording.

**Statistics Made Simple (7 objects):** A number of interactive learning objects exploring different approaches to statistics learning including histograms, bar charts, line graphs, scatterplots and more.

**Ted's Story (4 objects):** This 4-part case study is presented as a scenario, using actors to play service users and health and social care practitioners.

**The Blancmange and the biscuit tin:** A patient journey around a patient who sustained a severe head injury and his subsequent rehabilitation.

**The Tragic Journey:** A visual patient journey of a critical care scenario in which an individual is involved in a road traffic accident.

**The Vegetables Scenario:** This scenario depicts a placement student and their supervisor carrying out a procedure with a patient / client / service user.

**Visual Case Study 2: Christine's Story:** This visual case study provides a stimulus for students working in interprofessional learning sets to share professional perspectives and resources to enhance their learning with, from and about each other.

**To register for access to any of these resources please visit [www.cipel.ac.uk](http://www.cipel.ac.uk)**