

Learning Object Catalogue

'An insight into the different learning objects that have been created at the Centre for Inter-Professional e-Learning'



*Sheffield
Hallam University*



**Coventry
University**

Centre for Inter-Professional e-Learning

Contents

- pg 3** **Boxplots**
Mollie Gilchrist
- pg 4-5** **Hotspot activities**
CIPeL team and associates
- pg 6-9** **Case study scenarios**
Rob Appleyard, Sue Walsh, Ruth Pearson, Pauline Mitchell, Cella Yeardley and Jane Bloom
- pg 10-12** **Statistics made simple**
Andy Garth
- pg 13-15** **How to reflect**
Claire Craig and Colette Fegan
- pg 16-18** **Health for work: Visual case studies**
Claire Craig and Colette Fegan
- pg 19-22** **Examination of the newborn**
Collette Clay
- pg 23-25** **Management and leadership**
Rebecca Khanna and Elinor Clarke
- pg 26-29** **IPLP stories – Year 1** (September 2005 – September 2006)
Patricia Bluteau
- pg 30-33** **IPLP stories – Year 1** (September 2007 - Present)
Patricia Bluteau
- pg 34-37** **IPLP patient journeys Year 2** (September 2005 cohort)
Dr Anne Davidson
- pg 38-41** **Patient journeys**
Kerry Cook
- pg 42-43** **Creating interactive accessible e-learning**
Anne Dickinson
- pg 44-45** **Phantom pain and phantom phenomena**
Jackie Shanley and Louise Conneeley
- pg 46-47** **Mrs Banks – A community trigger**
Bernadette Davies, Brendan Greaney, Emma Leese, Paul Summers
- pg 48-50** **Prisoner scenario**
Sarah Smith
- pg 51-53** **Referencing – More than just commas and full stops**
Jo Dobson and Angela Davies
- pg 54-56** **Safe Hands**
Nina Godson
- pg 57-59** **Standard 12-lead electrocardiogram recording**
Alison Day, Carol Oldroyd, Tom Quinn, Sonia Godfrey and Rachael Rowe
- pg 60-61** **Ethics applications without too many tears**
Margaret Goodman
- pg 62-63** **The Tragic Journey**
Brendan Greaney
- pg 64-65** **The Blancmange in the Biscuit tin**
Elinor Clarke and Simon Newstead
- pg 66-67** **Professional Regulation**
Elinor Clarke
- pg 68** **Research Proposal Writer**
Dr Steve Jewell
- pg 69-70** **CIPeLby**
Like Miller and Adam Cocking
- pg 71** **Finding the Evidence**
Luke Miller
- pg 72-73** **The Street**
Patricia Bluteau, Stephen Cowden, Don Navarro, Jane Earland, Gurnam Singh and Conrad Webbe
- pg 74** **Other learning objects available**
- pg 75** **References and resources**

Boxplots explored

Mollie Gilchrist



Mollie joined the Faculty of Health and Life Sciences at Coventry University as a Principal Lecturer in Statistics Applied to Health in April 2004. She is currently based in the Health and Lifestyle Interventions Applied Research Centre, where half of her role is to support the data analysis requirements of the self-management programme team at the design analysis and results stages of research projects. The other 50% of her time is spent contributing to the statistics needs in the curriculum for the Faculty of Health and Life Studies' students at all levels.

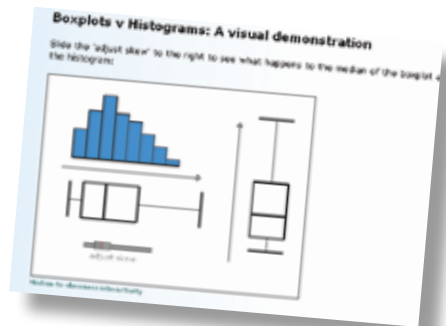
Acknowledgments:

Thanks to Manjit Sohal and Paul Summers for the design and animation elements.

This learning object was created to provide further learning material to support a descriptive statistics session. It assumes some basic knowledge of averages (e.g. mean, median and mode), measures of spread (e.g. range, interquartile range and standard deviation) and charts (e.g. bar and histogram). Examples used relate to interprofessional learning for healthcare professional students.

Interactive element:

Sliding the 'adjust skew' to the right makes visible what happens to the median of the boxplot and the 'skewness' of the histogram.



Object Profile

Object type: Knowledge LO

Knowledge area: Statistics

Learning style: Self-directed

Time requirement: Single session (approx. 1 hr)

Interactive element: Simulation, pop-ups

Assessment: Question/answers, self-test quiz

Additional: Glossary, Internet links

Interprofessional elements:

Examples relate to interprofessional practice

CUILU: Ethical Practice, Reflection

NHS K and S Framework:

Dimensions 2

Hotspot Activities

Learning Objects Created Quick time!

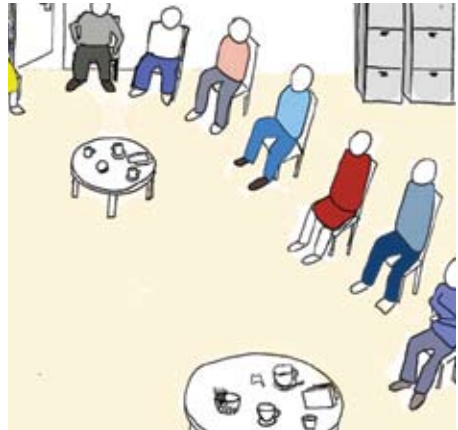
CIPeL team and associates

CIPeL recently ran a 'hotspot workshop' at Coventry University in October 2007 for CIPeL faculty staff, student interns and service users, where attendees were invited to join in the development of interactive multimedia e-activities. The 19 attendees were split into two groups, which during the course of the day, managed to produce three very interesting learning objects with the help of two Learning Technologists.

One was a scenario of a gentleman who had collapsed on a bus; one was a mental health case conference scenario and the last was of a patient in a hospital bed.

This method of creating learning objects was interesting and intense, involving lots of different perspectives in a short space of time. The learning objects are intended to be used in a variety of ways, remaining so simple that a number of different activities could be placed with them to maximise reusability.

The learning objects are currently undergoing evaluation and feedback before being finalised.



A drawing which formed the starting point for the creation of an interactive Learning Object

Scenarios

The Bus Scenario

A person is lying injured on the floor in the bus. What are people's reactions? What needs to be done?



The Practice Scenario

A meeting for sharing information and expressing points of view on a service user condition. Different professional opinions.



The Ward Scenario

Have the needs of this patient been properly considered in setting up this environment for her?



Object Profile

Object type: Trigger Resource Object

Knowledge area: Focus on patient care, patient safety and comfort

Learning style: Observation, discussion, reflection

Time requirement: Single session (approx. 1 hr including discussions)

Interactive element: Hotspots with associated popup text

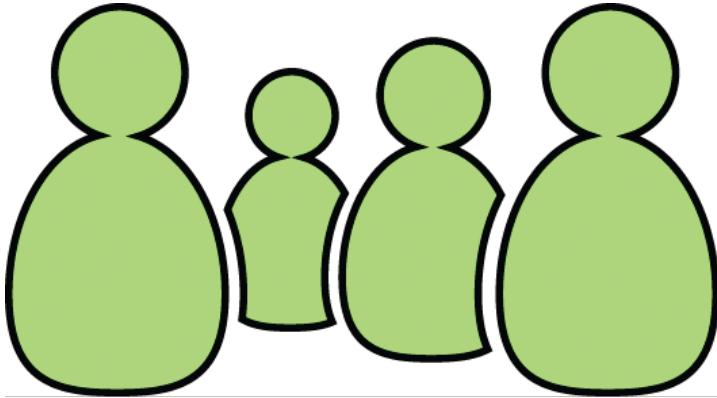
Interprofessional elements: Of relevance to different health professions, with input from different health professions (Practice Scenario)

CUILU: Interprofessional Working, Reflection, Knowledge, Ethical Practice

NHS K and S Framework: Dimensions 2

Case Study Scenarios

Rob Appleyard, Sue Walsh, Ruth Pearson, Pauline Mitchell, Celia Yeardley and Jane Bloom



These four case study learning objects were developed and used as part of the Interprofessional learning module 6 at Sheffield Hallam University.

Each is a trigger LO as it generates discussion and reflection based on unfolding events and draws on previous knowledge and experience to building new insights from a shared perspective.

Acknowledgments:

Thanks to Claire Hannah and Luke Miller for design, illustrations and development work.

Information for students:

Each of the four case studies is presented as scenarios, using actors to play service users and health and social care practitioners. Each is aimed to provide an authentic, short case study relevant to a number of health and social care professions. Students can watch, and listen to the journey of service users and their interaction with health and social care practitioners. Each scenario triggers an on-line, collaborative discussion involving multidisciplinary groups of students

Each scenario triggers an on-line, collaborative discussion involving multi-disciplinary groups of students.

The scenarios are released in a number of stages which are password protected. The group facilitator will release the password when he/she are satisfied that the issues have been explored fully.

Information for tutors:

Each of the case studies is made up of 4 parts which are delivered sequentially. 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, Ted, Jane and Bob respectively.

Students work together in online Interprofessional learning sets to discuss issues raised in the scenario. This is through asynchronous online discussion forums with Blackboard. Each small group of 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 outcomes for the individual. The tutor will then provide a password to begin the next part.

The scenarios provide a stimulus for students in Interprofessional online learning groups, to share professional and personal perspectives and experiences 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 professional roles in contributing to the care and welfare of the service user.



Case Study Scenarios

(continued)

Ted's Story

A story depicting how an elderly man's life is affected when he has a hip replacement. The scenario describes his recovery in a residential care home and highlights the issues raised for him, his carers and his family.



Jane's Story

A story depicting how a single young mother of 2 who is being treated for cervical cancer. She has a number of complex issues which affect her non-compliance with treatment.



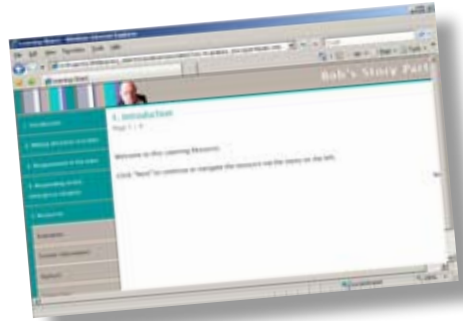
Sarah's Story

A story featuring a pregnant married mother who has an accident at home and sustains a fractured wrist. This case study explores a number of issues in particular adult abuse and child protection.



Bob's Story

A story about a man with Down Syndrome who lives in a residential care home. He suffers a stroke and following a spell in hospital is moved to a rehabilitation ward. He is unhappy and wants to return to his care home. Following complaints from patients, the case study explores issues relating to challenging behaviour and rehabilitation.



Object Profile

Object type: Trigger LO

Knowledge area: Collaborative Practice

Learning style: Active interprofessional collaboration and decision-making

Time requirement: 3 case studies (4 parts each). Time duration determined by discussion groups (approx 15 hours learning per case study)

Interactive element: Video (talking heads, action sequences) and audio clips

Assessment: Tutor feedback on student online discussion.

Additional: None

Interprofessional elements: Learning with, from and about each other

CUILU: Reflection, Knowledge, Interprofessional Working, Ethical Practice

NHS K and S Framework: Dimensions 1-10, 13, 18, 19-20, 22

Statistics Made Simple

Andy Garth



This is a set of re-usable e-learning objects concerned with simple data analysis with self-assessment tasks. The examples are drawn from a range of professional areas. This will give some slight insight into other professions but more importantly, these LOs emphasise that evidence-based practice is a multidisciplinary necessity and understanding the evidence is essential to all professions.

This set of learning objects aims to meet the CUILU capabilities associated with reflection (R) and interprofessional working (IW). It also meets learning outcomes associated with a level 4 undergraduate interprofessional module concerned with students becoming familiar with the types of evidence used in practice.

Acknowledgments:

Thanks to Luke Miller for technical support.

Information for students:

The structure follows a planned linear progression through the learning materials and the associated tasks.

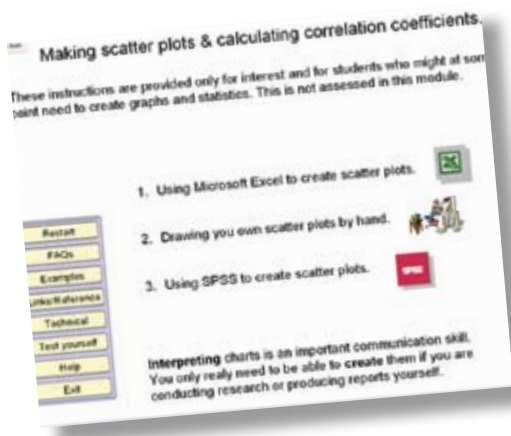
The learning objects are encapsulated as PowerPoint files, giving students the option of taking the main learning resources home to study at leisure, rather than having to be online.

Information for tutors:

These learning objects are designed to be part of a module. They comprise seven sessions and include a number of interactive elements including self-assessment activities, therefore providing immediate feedback.

Interactive elements:

Enables students to work with a variety of statistical concepts, featuring an innovative menu system, mini-tests and instant feedback and embedded resources to students.



Object Profile

Object type: Knowledge LO
Knowledge area: : Descriptive statistics

Learning style: Self-directed
Time requirement: 7 sessions (approx. 1 hr each)

Interactive element: Mini-tests. summative assessment, optional resource access, menu system

Assessment: Question/answers, self-tests

Additional: Resources, Internet links

Interprofessional elements: Interprofessional use of evidence bases

CUILU: Reflection, Interprofessional Working

NHS K and S Framework: Dimensions 1, 2, 4, 5

Statistics Made Simple

(continued)

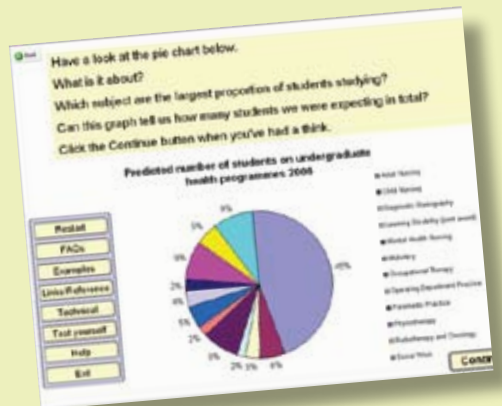
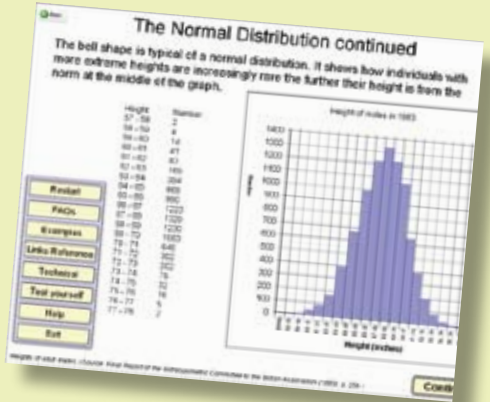
Interactive and Multimedia Elements:

These objects are littered with animations and diagrams. It is a Knowledge LO in the sense that it teaches concepts relating to simple statistics.

There are 7 Learning Objects in this series:

- Bar charts and histograms
- Distributions (pictured)
- Line graphs
- Measures of level and spread
- Pies, percentages and proportions
- Scatterplots and correlations
- Types of data

Pies, percentages and proportions. With trigger questions to help students interpret the chart.



How to Reflect

Claire Craig and Colette Fegan



Reflection is an important part of professional practice.

This learning object offers students the opportunity to see reflection in action in a new and innovative way. It addresses the common difficulties students have with envisaging the process and outcome of reflective activities as they begin to interact with this concept.

Acknowledgments:

Thanks to Claire Hannah and Luke Miller for design, illustrations and development work.

Information for students:

This learning resource features a stylised animation sequence to provide a narrative of a student nurse's experience of accompanying a consultant on a ward round. In the first part, Jenny explains what happened during the ward round and then in the second part, she reflects on her experience.

Using an on-line reflective practice framework the students consider their own and each others' responses and work collaboratively to address the issues that they raise.

How to Reflect

(continued)

Reflection

A story about a patient called John who is admitted for abdominal surgery and Jenny the student nurse's reflections on his care.

Information for tutors:

This learning object provides a stimulus for students to begin interacting with reflective processes. They are required to work through the materials and the object takes them back through the situations demonstrating reflection in and on action.

Students are able to work through this object at their own pace and take the opportunities to consider various reflective questions throughout. They also show how reflection happens in a non-abstract, accessible way.

It is a trigger LO in the sense that it instigates discussion and understanding of the concept of reflection, something students often struggle to grasp.



Object Profile

Object type: Trigger LO

Knowledge area: Reflection

Learning style: Self-directed

Time requirement: 1 session
(approx. 1 hr + optional discussion forums)

Interactive element: Reflective questions, discussion, narration

Assessment: Self-assessment

Additional: None

Interprofessional elements:
Learning about other perspectives, patient-centredness

CUILU: Reflection, Ethical Practice, Interprofessional Working

NHS K and S Framework:
Dimensions 1-6, 7-10, 18

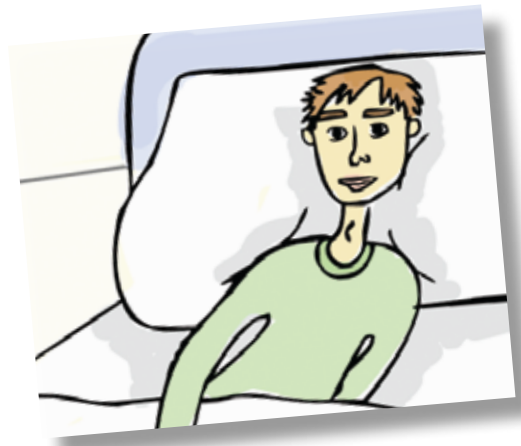
An interactive element:

The students engage in personal learning which challenges them to consider different perspectives and to identify learning from everyday practice.



A multimedia element:

The reflection learning object is an animated story using a comic strip. Voiceover narration with text-only downloadable script accompanies each stage.



Health for Work Visual Case Studies

Claire Craig and Colette Fegan



Carl and Christine are animated case studies about health for work. The first shows the impact of unemployment on Carl and his family following an accident at work that resulted in long-term health problems. The second illustrates the impact of increasing stress at work for Christine who is a teacher.

Information for students:

The learning objects provide students with the opportunity to listen to and engage with the narratives of two service users who have experienced health-related problems which have impacted on their ability to work.

Acknowledgments:

Thanks to Claire Hannah and Luke Miller for design, illustrations and development work.

A multimedia element:

The visual case studies are animated stories using a comic strip approach. Voiceover narration with text-only downloadable script accompanies each stage to ensure this is accessible to all students.



Information for tutors:

The learning materials contain trigger questions to stimulate discussions between learners about the issues raised for Carl and Christine. The graphical format allows the learner to focus on the situation rather than the person. The resource is designed to be used very flexibly and can be effectively employed in a range of learning situations.

Object Profile

Object type: Trigger LO

Knowledge area: Rehabilitation

Learning style: Self-directed

Time requirement: 2 sessions (approx. 1 hr each + discussion forums)

Interactive element: Reflective questions, discussion, narration

Assessment: Tutor feedback on student discussion

Additional: None

Interprofessional elements:

Learning with, from and about each other

CUILU: Reflection, Knowledge, Interprofessional Working, Ethical Practice

NHS K and S Framework:

Dimensions 1, 3, 5, 8, 10

Health for Work Visual Case Studies

(continued)

A story depicting how a middle-aged man's life is affected by being unable to work and this impact on his family.



A story depicting how an ambitious teacher called Christine, struggling with the pressures of the job and significant life events, becomes a victim of work-place stress.



Examination of the Newborn

Collette Clay



Reusable Learning Objects (RLO) have been created for two modules, one which is theoretically based, the other clinically based. The production of the RLO's ensures emergence of new learning theories with cutting edge communication technologies. These learning objects focus on the examination of the newborn. On completion of the learning objects, students will have a fundamental understanding of the systematic approach to the physical examination of the newborn. They will be able to recognise the benefits to both women and their families as the recipients of the care provided and be able to identify how acquisition and practice of these advanced skills meet both Government and National Health Service agendas for women using maternity services.

The two modules in newborn examination offer the student a blend of taught lectures and online learning. These innovative modules enable the learner to learn collaboratively and creatively with other professionals within a virtual learning environment.

The first module focuses on Adam's health care journey and with the assistance of numerous Multimedia files, reviews each stage in the holistic, systematic, physical examination of the newborn.



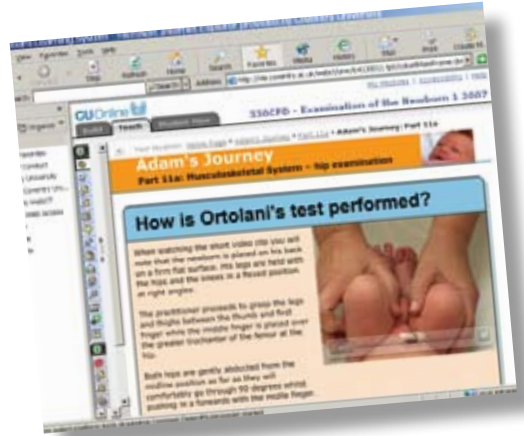
Examination of the Newborn (continued)

Multimedia elements:

The online environment offers numerous short video files demonstrating the skill of performing each element of the examination, enhanced with text and audio files. Each stage of the newborn examination will be selectively released to build upon the learner's knowledge and understanding.

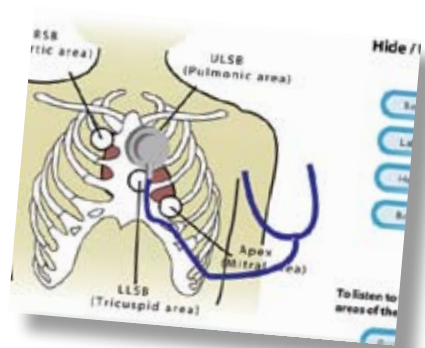
Information for tutors:

These learning objects are designed to be part of two innovative modules. The first module comprises eleven video and audio sessions and includes a number of reflective elements throughout a virtual health care journey (Adam). The second module involves a further virtual health care journey (Musa), which includes an interactive activity focusing on the cardiopulmonary examination of the newborn. These RLO's are available within an interactive media-rich virtual learning environment with consideration to the RLO being used for knowledge acquisition and as a trigger promoting discussion and reflection.

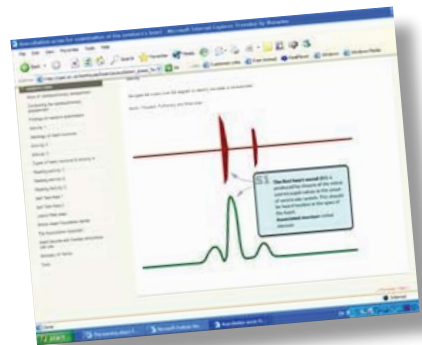


The second module is primarily clinically based with access to a further RLO to develop knowledge and understanding of the cardiopulmonary system of the neonate.

Following Musa's health care journey the learning object is structured to enable the students to test their knowledge, expand their knowledge and rehearse the skill of auscultating the cardiopulmonary system.



This animated learning object is interactive. The learner is provided with instructions on how to start the animation and navigate through the activity. Active learning places are followed by audio material identifying the normal heart sounds.



Examination of the Newborn (continued)

Acknowledgments:

Thanks to Luke Miller for the multimedia elements of the first module; to David Thompson and his team for the production of the multimedia material; to the Consultant Paediatrician Dr K. Blake for her part in the multimedia material production; to mother and baby (to remain anonymous) for consenting to the multimedia production and to Paul Summers for the design and animation elements in the second module.

Object Profile

Object type: Knowledge LO / Trigger LO

Knowledge area: Examination of the newborn

Learning style: Self-directed, reflections, facilitated discussions

Time requirement: 7 sessions (approx. 1 hr each)

Interactive element: Drag-drop, hotspots

Assessment: n/a

Additional: Glossary, Internet links

Interprofessional elements: Of interest to midwives, paediatric SHOs, neonatal nurses, specialist community health practitioners (formerly health visitors)

CUILU: Knowledge, Ethical Practice, Interprofessional Working, Reflection

NHS K and S Framework: Dimensions 1, 2, 3, 4, 5

Management and Leadership

Rebecca Khanna and Elinor Clarke



This learning object focuses on leadership and management. On completion of the learning object, students 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 and they will have shared information and understanding.

This learning object aims to meet the CUILU capabilities associated with knowledge in practice (KP), reflection (R) and interprofessional working (IW).

The learning object also seeks to compliment dimensions within the NHS Knowledge and Skills Framework (Dimensions 1, 2, 3 and 5). Utilising Salmon's (2000) step model, the developers intend that the students will build upon existing knowledge and experiences as well as sharing with each other.

Acknowledgments:

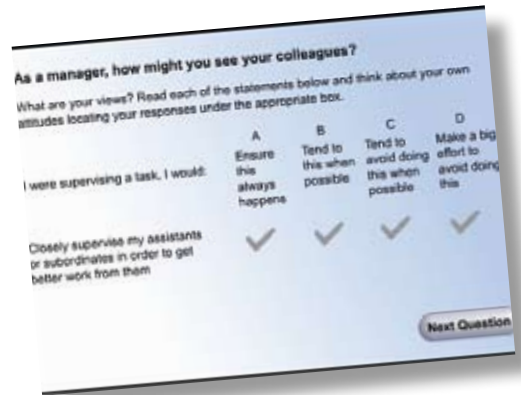
Thanks to Paul Summers for the design and animation elements and Manjit Sohal (information Technologist)

Management and Leadership (continued)

Information for students:

The structure of the learning object is linear. You will be provided with an overview followed by an essentials section. Then you are ready for action. The active learning places are followed by a review and evaluation section.

The learning object is structured to enable the students to engage in activities to support cognition of management and leadership in the NHS as well as reflecting and recording using a workbook.



Activity for exploring your management style

A variety of activities are provided to enable students with different learning styles to participate fully.

Object Profile

Object type: Knowledge LO

Knowledge area: Management and Leadership

Learning style: Self-directed

Time requirement: 7 sessions (approx. 1 hr each)

Interactive element: Card sort, Reflection, Quiz,

Assessment: Question/answers, Self-test Quiz

Additional: Glossary, Internet links

Interprofessional attributes: Roles/responsibilities, communication, interaction, patient-focused, interprofessional practice, integrated assessment

CUILU: Knowledge, Reflection, Interprofessional Working

NHS K and S Framework: Dimensions 1, 2, 3, 5

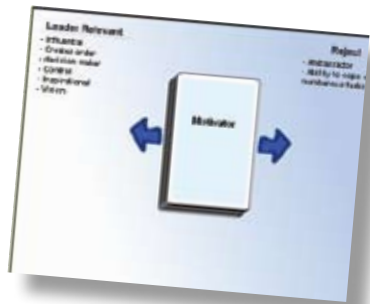
Information for tutors:

This learning object is both knowledge and a trigger learning object, it is intended to be part of a module. There are eight episodes with a variety of interactive elements.

Episode eight is a patient journey about a complaint regarding health care.

An interactive element:

Exploring dimensions of leadership using an interactive card sorting activity.



A multimedia element:

A practice meeting scenario, demonstrating the perspectives of different professionals. Includes audio.



IPLP Stories – Year 1

(September 2005 – September 2006)

Patricia Bluteau

Associate Director CIPeL

Lead Creator IPLP Stories

The Interprofessional Learning Pathway (IPLP) has been developed to offer interprofessional opportunities to undergraduate students following a virtual pathway across two universities. This group of stories, based on Dr Anne Davidson's previous work on patient journeys were developed to be used within the first year of the IPLP. The IPLP was validated in May 2005 at Coventry University and ran for the first time in the September 2005 curriculum. Following on from previous collaboration in the field of Interprofessional Learning with Warwick Medical School (WMS), Dr Ann Jackson (Associate Professor – Interprofessional Education WMS) agreed to the participation of the medical students within the IPLP. In the first offering of the IPLP eleven professional groups were involved; physiotherapy, child nursing, clinical psychology, mental health nursing, midwifery, occupational therapy, medicine, adult nursing, dietetics, paramedics and learning disability nursing with in excess of 800 students. In the following year in the September 2006 cohort the number stretched to thirteen groups with social work and operating department practitioners being added to the group leading to over 1,000 students taking part.



This group of six stories were created using two techniques. The majority of the stories utilised a lead author who wrote the first draft of the story around a template of five episodes based on a real person. The draft was then given to a range of professionals who featured in the story, and who then commented on the story, giving an accurate picture of their professional role and the issues that might arise within the story. It quickly became evident that one individual writing the story was only the starting point, and for a clear picture of the different professional groups to emerge the other participating professionals were essential. This was a long process for the lead creator who then developed the story from the original draft to ensure accuracy and reliability.

Becky was written in a different way, based on a real person who took part in a workshop for teenagers who had young children. The problem was that 'Becky's' story was then taken to a working group of professionals who concluded that her actual pregnancy was too complicated for first years.

The working group comprising a range of professionals including Frankie McGregor and later Sue Law from the Coventry University midwifery team within the university who developed the story into a simpler account, this was then validated in midwifery practice by Sue Aucutt.

The story was again drafted and redrafted by the lead creator as the other professional roles were checked for authenticity and accuracy.

Once the stories were complete the lead creator converted them into web format using CourseGenie, this gave a clean, crisp and easy to access format. The stories worked well with students offering positive feedback. The only issue that arose was the use of 5 episodes which was deemed too extended by a significant number of students. For the September 2006 offering the stories were revised to be used in a four episode format.

Object Profile

Object type: Trigger LO

Knowledge area: Range of knowledge areas that relate to differing professional groups

Learning style: Collaborative learning, facilitated discussions

Time requirement: 4 sessions (approx. 1 hr each) {each Patient Journey}

Interactive element: 2 audio files attached to each journey demonstrating professional opinions

Assessment: Assessment is not incorporated in the learning objects but students are required to write a reflective wrapper drawing on their postings in a discussion group aligned to the learning objects

Additional: Glossary, Internet links

Interprofessional elements: Contributions from different health professionals

CUILU: Learning outcomes for this set of learning objects adapted from CUILU

IPLP Stories

(continued)

Anna is 13 years old. Her parents separated 6 months ago and she now lives with her mother and older sister. They live in a semi-detached house in a suburb of a large city. She attends a local comprehensive school and is a high achiever. She has a few close friends and is generally well-liked and popular.

Peter is fifteen years old and considered small in stature for his age. He shows all the clinical characteristics of Sturge-Weber syndrome and this diagnosis was confirmed when he was three months old. Peter lives at home, his father is a lorry driver and spends a lot of time away from home.

Richard is 39 years old and of an African-Caribbean background. Born and raised in an inner city area of Birmingham, he has one brother and one sister. Richard's father left the family when Richard was 15 years old. Richard has been unemployed for the past nine years. He is single and lives alone in a one bedroom flat.

Becky is 17 and at school. She lives with her parents and two younger sisters. She frequently argues with her parents and the family seldom eats together. Becky has been a vegetarian since she was 13 and prefers to eat while watching television with ready-meals or whatever she can locate in the fridge.

Frank is a 69 year old man. He is a retired car mechanic who lives with his wife Jean. They have 2 grown up children, who are married with their own young families. He lives in a 3 bed roomed semi-detached house on the outskirts of a large city. He was raised as a Roman Catholic.

Charlie is eight and a lively young boy who is a keen BMX rider like his older brother. Charlie lives at home with his mother Susan and twelve year old brother Simon. Susan works as a teaching assistant at a local school, whilst Charlie and Simon attend different schools within 3 miles of each other.

IPLP Stories – Year 1

(September 2007 – Present)

Patricia Bluteau
Associate Director CIPeL
Lead Creator IPLP Stories

Manjit Sohal
Learning Technologist

The Interprofessional Learning Pathway (IPLP) has been running since September 2005 and offers interprofessional opportunities to undergraduate students following a virtual pathway across two universities. The collaboration between Coventry University and Warwick Medical School (WMS) continues with the support of Dr Ann Jackson (Associate Professor – Interprofessional Education WMS). From September 2007 the IPLP ran with fourteen professional groups involved; physiotherapy, child nursing, clinical psychology, mental health nursing, midwifery, occupational therapy, medicine, adult nursing, dietetics, paramedics, learning disability nursing, social work, operating department practitioners and youth work with in excess of 1000 students.

The group of six stories that were created for the September 2005 and 2006 offerings were reviewed by the range of professionals who featured in the story to ensure they were up to date, relevant and accurate, and a seventh story 'Jodie' was added utilising the lead author approach to story writing to include youth work, with Bernie Davies Year 1 Lead IPLP taking a key role in developing Jodie.



One of the key features of the stories used in the IPLP is that groups of students are matched to relevant stories, in that way students are exposed to a story in which their professional group appears.

Student feedback had been very positive, with students enjoying participating in the stories. Although the previous Course Genie format had been clear and accessible, the lead creator was keen to play with the format of the stories to examine how they could be viewed in different ways within the virtual learning environment. One of the most important aspects of working within CIPeL is having time and space to work creatively with teaching and learning materials.

The lead creator and learning technologist (Manjit Sohal, pictured bottom left) took advice from Luke Miller – Learning Technologist CIPeL (based at SHU).

Luke had been working on e-lecture templates in ‘flash macromedia’ which appeared attractive, accessible and potentially reusable for the IPLP stories. The learning technologist played with Luke’s template before creating a new IPLP template, his creativity and ability to respond to the ideas, concerns and queries of the lead creator deserves acknowledgement.

The lead creator provided voiceovers for the text in each episode and re-recorded the content of the professional voices as the quality of the clips in the Course Genie stories needed attention.

The e-activities were originally developed by the lead creator but were now being developed further by Bernie Davies - Year 1 Lead IPLP and Conrad Webb IPLP Learning Technologist.

Object Profile

Object type: Trigger LO

Knowledge area: Range of knowledge areas that relate to differing professional groups

Learning style: Collaborative learning, facilitated discussions

Time requirement: 4 sessions (approx. 1 hr each) {each Patient Journey}

Interactive element: 2 audio files attached to each journey demonstrating professional opinions

Assessment: Assessment is not incorporated in the learning objects but students are required to write a reflective wrapper drawing on their postings in a discussion group aligned to the learning objects

Additional: Glossary, Internet links

Interprofessional elements: Contributions from different health professionals

CUILU: Learning outcomes for this set of learning objects adapted from CUILU

IPLP Stories

(continued)

Anna is 13 years old. Her parents separated 6 months ago and she now lives with her mother and older sister. They live in a semi-detached house in a suburb of a large city. She attends a local comprehensive school and is a high achiever. She has a few close friends and is generally well-liked and popular.

Peter is 15 years old and considered small in stature for his age. He shows all the clinical characteristics of Sturge-Weber syndrome and this diagnosis was confirmed when he was three months old. Peter lives at home, his father is a lorry driver and spends a lot of time away from home.

Richard is 39 years old and of an African-Caribbean background. Born and raised in an inner city area of Birmingham, he has one brother and one sister. Richard's father left the family when Richard was 15 years old. Richard has been unemployed for the past nine years. He is single and lives alone in a one bedroom flat.

Becky is 17 and at school. She lives with her parents and two younger sisters. She frequently argues with her parents and the family seldom eats together. Becky has been a vegetarian since she was 13 and prefers to eat while watching television with ready-meals or whatever she can locate in the fridge.

Frank is a 69 year old man. He is a retired car mechanic who lives with his wife Jean. They have 2 grown up children, who are married with their own young families. He lives in a 3 bed roomed semi-detached house on the outskirts of a large city. He was raised as a Roman Catholic.

Charlie is eight and a lively young boy who is a keen BMX rider like his older brother. Charlie lives at home with his mother Susan and twelve year old brother Simon. Susan works as a teaching assistant at a local school, whilst Charlie and Simon attend different schools within 3 miles of each other.

IPLP Patient Journeys – Year 2

(September 2005 Cohort)

Dr Anne Davidson Director CIPeL

March 2005 – March 2006

Lead Creator – Patient Journeys



The Interprofessional Learning Pathway (IPLP) has been developed to offer interprofessional opportunities to undergraduate students following a virtual pathway across two universities. Dr Anne Davidson worked as lead creator in the original development of this group of patient journeys which are now being used within the second year of the IPLP. The patient journeys were developed by Anne during the DH First Wave project (April 2002 – July 2005) in which she worked as the case study developer for the project.

Sadly Anne died in March 2006 and her excitement and creativity are sadly missed.

Patricia Bluteau – Associate Director CIPeL, has taken six of Anne's patient journeys and worked with Dr Ann Jackson - Associate Professor Interprofessional Education WMS, Annie Pettifer – Year 2 IPLP Lead and Conrad Webb – IPLP Learning Technologist towards the reuse of these learning objects in year 2. The journeys have needed to be updated in some cases, and split into four episodes. Critical readers from different professional groups have reviewed the journeys and brought them up to date where necessary and they have then been rewritten to reflect these changes by Patricia Bluteau.

Collaboration in the field of Interprofessional Learning with Warwick Medical School (WMS) continues with the support of Dr Ann Jackson (Associate Professor – Interprofessional Education WMS) which has provided invaluable links. The IPLP year two ran for the first time in summer 2006 and evaluated positively. In Year two IPLP ten professional groups were involved; physiotherapy, child nursing, mental health nursing, midwifery, occupational therapy, medicine, adult nursing, dietetics, paramedics and learning disability nursing with clinical psychology declining to participate.

Anne created the journeys using Dreamweaver which gave her journeys the characteristic jigsaw pattern which can be seen on all the pages. She was keen to make the learning object not only accessible, but good to look at and engaging to read. Paul Summers – Learning Technologist CIPeL (Coventry) created the icons for both year 1 and year 2 journeys making the journeys easily identifiable. This group of six journeys were based on real individuals. Anne worked tirelessly to get the details right according to how the ‘patients’ told their stories. She followed patients through every step of their care, sat by their bed sides, visited them at home, trawled mountains of notes from the many professional groups, sat in on team meetings, shadowed different professionals, just to try and get the full story.

Anne was fascinated by interprofessional working, fascinated by the patient experience and how so often the patient wasn’t included in decisions about their care. She was passionate in her belief that interprofessional working could make a difference, when teams worked together with the patient involved in their care, benefits could clearly be seen.

Object Profile

Object type: Trigger LO

Knowledge area: Range of knowledge areas that relate to differing professional groups

Learning style: Collaborative learning, facilitated discussions

Time requirement: 4 sessions (approx. 1 hr each) {each Patient Journey}

Interactive element: Discussion groups

Assessment: Assessment is not incorporated in the learning objects but students are required to complete an assessment following the period of working with the learning objects

Additional: Team notes, Glossary, Internet links

Interprofessional elements: Contributions from different health professionals

CUILU: Learning outcomes for this set of learning objects adapted from CUILU

IPLP Patient Journeys

(continued)

Callum was born at full term by normal delivery at the local hospital. Postnatal checks were carried out and he was discharged home after 6 hours. The next day, Callum became unsettled. He found difficulty feeding at the breast and had frequent, bilious vomits. He had still not passed any stools.

Dave is in his late eighties and until recently he led a fairly active and independent lifestyle. Dave has been on medication for high blood pressure for the last ten years, and three years ago he experienced a 'funny turn' when his speech become slurred and slow for a few minutes.

George is a 61 year old widower who lives on his own in a bungalow in a semi-rural area. About 4 years ago he started to feel discomfort in his right hip when he took up cycling in an effort to lose weight.

Jenny is a 54 year old married lady with a busy professional career, as a teacher. She has had diabetes for 12 years, and has been on insulin therapy for the last few years. While on her summer holiday, two years ago, she noticed a sore on her heel which seemed to be reluctant to heal no matter how much care she took.

Kelly is 29 years old and has just realised she may be pregnant. She visits her GP, and when the pregnancy test proves to be positive her pregnancy is 'booked' on the system. Kelly is duly allocated a Community Midwife and referred to the hospital Ante-natal clinic.

Ruth is 30 years old and suffers from severe physical and learning disabilities. When she was born, she appeared to be a normal, healthy baby. But at the age of two, her development seemed to be slowing down to the great distress of her family.

Patient Journeys

Kerry Cook



Context

This group of patient journeys was developed for the CPD module **'An Introduction to Congenital Cardiothoracic Practice'** and the **Post Graduate Certificate in Congenital Cardiothoracic Care**. These courses are delivered entirely online to an international and interprofessional group of students – all registered health care practitioners that have been working in the speciality for at least 2 years.

The patient journey pedagogy enables students to apply their theoretical knowledge and clinical experience to real life journeys, whilst analysing and synthesising the contributions of others, to enhance their own clinical practice and therefore the care received by the child/ young person and their family.

New developments

The most recently developed journeys incorporate activities prepared using software such as Dragster. These interactive activities provide instant feedback on performance enabling the student to identify areas of weakness, requiring further effort.

Student feedback

Students have identified the potential impact of patient journeys in their learning experience. The journeys provide real life scenarios encouraging the student to think critically about their own clinical practice and identifying areas in which they can make positive changes based on the learning that has taken place.

Professional contributors to these journeys include:

A and E Consultant, A and E Sister, Adult Cardiologist, Adult Nurses (GUCH), Advanced Nurse Practitioner, Anaesthetist, Biochemist, Cardiac Catheterisation Team, Cardiac Surgeon, Cardiac Technician, Chaplain, Community Paediatrician, GP, Health Visitor, Intensivists, Liaison Nurses, Nurses, Nurse (Outpatient Department), Paediatric Cardiologist, Paediatric Cardiology Registrar, Perfusionist, Phlebotomist, Physiotherapists, PICU Nurses, Psychologist, Radiologist, Surgeon, Theatre Nurses, Theatre Nurses/ODPs

Object Profile

Object type: Trigger LO / Learning OL

Knowledge area: Range of knowledge areas that relate to differing professional groups

Learning style: Collaborative learning, facilitated discussions

Time requirement: 5 sessions (approx. 1 hr each) {each Patient Journey}

Interactive element:

Assessment:

Additional: Glossary, Internet links

Interprofessional elements: Input from different professionals

CUILU: Interprofessional Working, Reflection, Knowledge, Ethical Practice

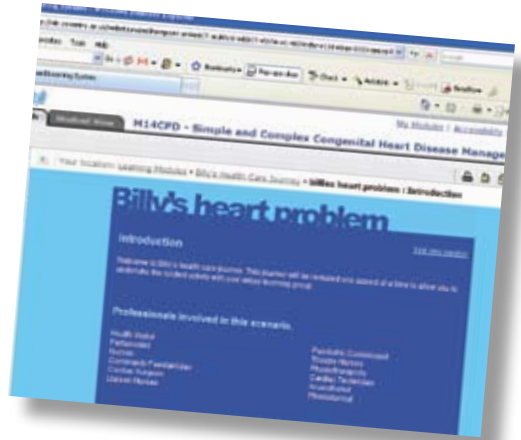
NHS K and S Framework: Dimensions 1, 2, 6

The Patient Journeys

(continued)

Billy's Journey

Billy is a 6 month old baby, born at 36 weeks gestation. He was post-natally diagnosed as having Trisomy 21 – Down Syndrome and a Ventricular Septal Defect



Courtney's Journey

Courtney was well at home for the first two weeks of life, but at two weeks of age Courtney was noted to be 'off her feeds' and short of breath. A provisional diagnosis of respiratory distress and progressive congestive cardiac failure was made, relating to a cyanotic defect and physiological closure of the arterial duct. Later, a definitive diagnosis of Hypoplastic Left Heart Syndrome was made.



Jessica's Journey

Is about Jessica, a four and a half year old with Noonan Syndrome., who has been referred to the Paediatric Cardiologist following a pre-school check with the Health Visitor and General Practitioner. The GP notes that Jessica has a heart murmur and is concerned about the possible aetiology given her recently diagnosed Noonan Syndrome.



James's Journey

James is 14 ½ years old and lives with his mother and older brother. He has Aspergers syndrome and was born with tetralogy of Fallot. This journey follows James journey as he prepares for the transitional stage between paediatric and adult care.

Create interactive accessible e-learning

Dr Anne Dickinson



The focus of this object is on aspects of learning object design. Many lecturers would like to produce more interactive online learning materials, but may lack the necessary skills to do so. The learning object demonstrates how Wimba Create makes it possible to create interactive learning objects in a simplified manner. This learning object could be used by individuals for inspiration or to gain an understanding of how to make existing materials more interactive and accessible. Equally it could be used by a tutor as a basis for workshop on creating interactive materials or as part of an online course on learning object design

Workshops

This learning object comprises a compiled collection of examples created by workshop participants. They were invited to bring along a Word document that included a set of questions or definitions. After a small demonstration of Create functions and discussions, they decided how to adapt their own documents and transform them within Word into interactive web pages.

Wimba Create

Wimba Create allows the conversion of Word files into accessible web pages. Apart from integrating questions into online material, there is also the option of learning activities such as flash cards, which are particularly useful to help students test themselves on definitions and terminology.

Construction of the Resource

The learning object is organised into different sections which makes it easy to home in on parts of interest to the user and the different aspects of Create that are illustrated using the examples. The commentary to the examples has been built using a special single web page wiki. Different elements of the wiki are made visible on each of the pages of the learning object, to correspond to the example being shown. The examples and the commentary are embedded into the learning object. This results in the whole object being interactive.

Requiring students to respond to self-test questions:

Online materials can be made more interactive through the addition of self-test questions. What kinds of question formats are there and what are the advantages/disadvantages of each?

Use of Examples:

All of the basic features of create are illustrated by examples. Perhaps you could start with these to see what can be achieved, or for inspiration. What could you do to make your online materials more interactive?



Object Profile

Object type: Knowledge LO / Trigger LO

Knowledge area: Aspects of Learning Object Design

Learning style: Self-directed

Time requirement: A modular resource, spend from 10 minutes to 2 hours

Interactive element:

Assessment: n/a

Additional: Terminology, Internet links

Interprofessional elements: Focus on inclusive design.

CUILU: Ethical Practice 1, Knowledge 1, Interprofessional Working 4, Reflection 1

NHS K and S Framework: Core Dimensions 1, 2, 6

Phantom Pain and Phantom Phenomena

Jackie Shanley and Louise Conneeley



The videos were made for use in the final week of the module. It is aimed that the videos will facilitate not only a discussion of the content of the videos but also reflection on what students have learnt throughout the module. In addition to this, current students may be inspired to develop their own work in a similar way.

Acknowledgments:

Thanks to Paul Summers for technical support.



These **video lectures** were made for use in the masters module '**Neural Control of Human Behaviour in Health and Disease**'. The module covers anatomy of the normal brain, how it is affected in disease, how an individual's behaviour may be affected and how this applies to clinical practice.

Phantom Phenomena and Pain

*Konstantina Chanou,
Physiotherapist*

An overview of the mechanism underpinning phantom phenomena after amputation. Includes a historical overview of pain mechanisms and an update on neuroplasticity mechanisms.



Neural Control of Multitasking and Implications for Practice

Clare Cook, Occupational Therapist

This presentation explores evidence concerning multitasking, including the neuroanatomy associated with the skill, and assessment and treatment interventions used within the rehabilitation setting.



Object Profile

Object type: Knowledge LO / Trigger LO

Knowledge area: Phantom phenomena, neuroplasticity mechanisms, multitasking

Learning style: Watching, promote discussion, promote reflection

Time requirement: Single session (approx. 1 hr)

Interactive element: n/a

Assessment: n/a

Additional: n/a

Interprofessional elements:

Input from Physiotherapist and Occupational Therapist

CUILU: Knowledge

NHS K and S Framework:

Dimensions 2, 4, 5, G1, G2

Mrs Bank - A Community Trigger

Bernie Davies, Brendan Greaney, Emma Leese,
Paul Summers

This learning object was created by three nursing lecturers and a learning technologist while attending a CAIPE (Centre for Advancement of Interprofessional Education) workshop on creating interprofessional learning objects.

To date, the learning object has been used as part of a chronic disease management module within the pre-registration nursing curriculum. As students from other professions are not available, students have been assigned 'roles' (Mrs Bank, her daughter, a neighbour, and various professionals). Students access the learning object online to prepare for a class room based 'case conference', which they role play using the given briefs. They then discuss issues arising and what they have learned.



Mrs Bank's front room. Hotspots reveal various hazards. How safe is she in her own home?

This object is available separately, as a resource object, for embedding into other teaching and learning contexts.



Similarly, potential problems can be found in the kitchen, revealed by hotspots.

This object is available separately, as a resource object, for embedding into other teaching and learning contexts.



Object Profile

Object type: Trigger LO

Knowledge area: Chronic disease, ethics, team working, safety, case management

Learning style: Self-directed / facilitated

Time requirement: Single session (approx. 1 hr)

Interactive element: Hot spots, pop-ups

Assessment: n/a

Additional: Glossary, Internet links

Interprofessional elements: Team working, ethics, case management

CUILU: Interprofessional Working, Reflection

NHS K and S Framework: Dimensions 1, 6

Prisoner Scenario

Sarah Smith



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. It has been produced in different languages including English, Finnish, Swedish, Hungarian, Polish and Greek to allow significant international and cross-cultural discussion of interprofessional issues.

This resource aims to meet the CUILU capabilities associated with ethical practice (EP), knowledge in practice (KP) and Interprofessional working (IW). It also meets learning outcomes associated with a level 5 undergraduate Interprofessional module concerned with students understanding of the scope of anti-oppressive practice.

Acknowledgments:

Thanks to Luke Miller and Claire Hannah for design and development.

Information for students:

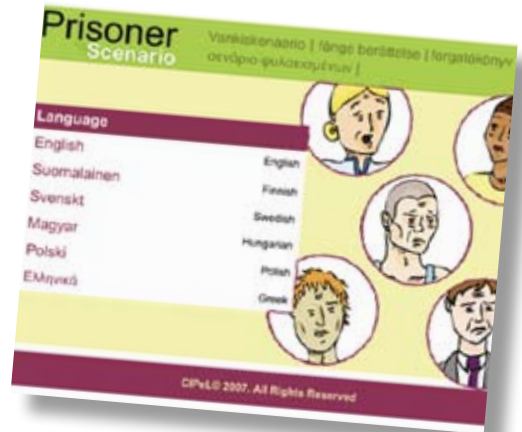
This story is delivered in a linear fashion and poses some trigger questions for discussion in your interprofessional groups.

Information for tutors:

This learning object is designed to be part of a module but could be used as a stand-alone resource. It is also designed to be used in an international context where the embedded questions about anti-oppressive practice can be extended to explore cultural differences and similarities in practice and education.

An interactive element

The learning object is a comic-strip format with user-controlled navigation and is available in 6 languages with accompanying localised voiceovers with natural speakers and subtitles.



There are 4 stages inside the Learning Objects

- Stage 1: Prisoner arrives at the clinic
- Stage 2: The handcuffed prisoner is accompanied into the consultation room
- Stage 3: The prisoner and officers share the waiting room with other patients
- Stage 4: Six trigger questions are raised



Prisoner Scenario

(continued)

The story and characters, although verified as accurate in the context of the UK, are deliberately presented in a stereotypical format to provoke discussion.



Object Profile

Object type: Trigger LO

Knowledge area: Anti-oppressive practice

Learning style: Interactive discussion across professional groups/cultures

Time requirement: 1 session (approx. 1 hr)

Interactive elements: Language menu, subtitles, voiceover

Assessment: Tutor feedback on discussion

Additional: None

Interprofessional elements: Interprofessional approaches to anti-oppressive practice

CUILU: Ethical Practice, Knowledge, Interprofessional Working

NHS K and S Framework: Dimensions 1-6, 10, 18

Referencing: More than just commas and full stops

Jo Dobson and Angela Davies



This resource is aimed at a multidisciplinary approach to:

- helping the recognition of why referencing is important - the development of a key skill
- knowing how to find a good reference - the critical analysis of sources of information
- knowing how to recognise what is a good reference - evaluation
- knowing how to organise a reference list - the practical organisation of citations and bibliographies

Acknowledgments:

Thanks to Luke Miller and Adam Cocking for design and development.

Information for students:

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.

Information for tutors:

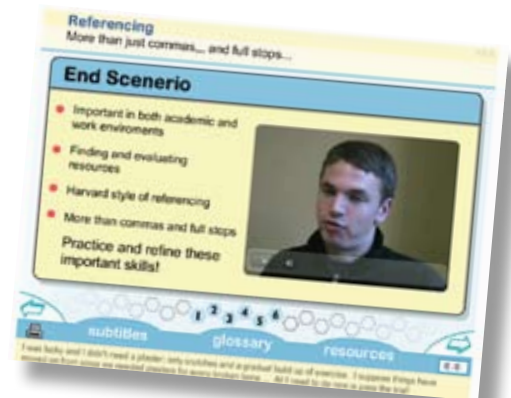
This object engages students effectively with developing the key skill of referencing both within an academic environment and the wider information-rich society. The wrapper as an introduction to the topic and is written from a student perspective. A real life talking head example emphasises why and how evidence underpins practice.

Referencing: More than just commas and full stops

(continued)

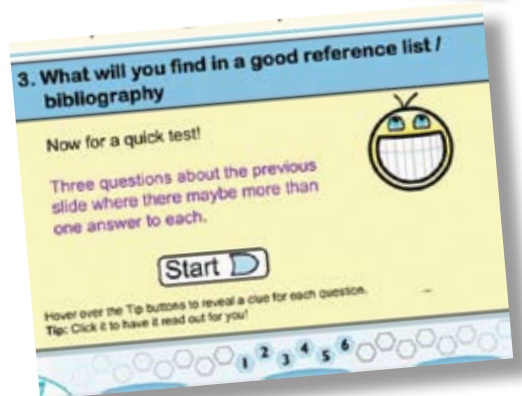
An interactive element

The learning object uses an e-lecture format with embedded talking head video clips and a plethora of interactive games and quizzes, including self tests and drag and drop exercises.

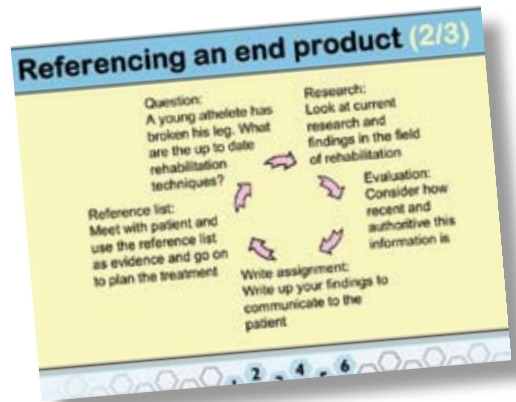


The learning object consists of 6 main sections each containing subsections which include:

1. Scenario
2. Referencing an end product
3. What will you find in a good reference list?
4. Breaking down references
5. Citations and reference lists
6. End scenario



The tasks associated with the talking head example takes a multidisciplinary aspect in that the 'rehabilitation' literature search can focus on the different professions involved in the case and / or from an interprofessional perspective.



Object Profile

Object type: Knowledge LO

Knowledge area: Evidence-based practice

Learning style: Self-directed

Time requirement: 1 session (approx. 2 hrs)

Interactive elements: Drag and drop, talking heads, pop-up glossary terms, subtitles, navigation menu system

Assessment: Mini-quizzes

Additional: Resources, full glossary

Interprofessional elements: Multidisciplinary use of evidence base

CUILU: Reflection 3, Reflection 4

NHS K and S Framework: Dimensions 1-2, 4-5, 18, 19-20, 22

Safe Hands

Nina Godson

The hands of nursing staff are the most common vehicles by which micro-organisms are transmitted. Between patients and nursing staff, hands are frequently implicated as the route of transmission in outbreaks of infection.

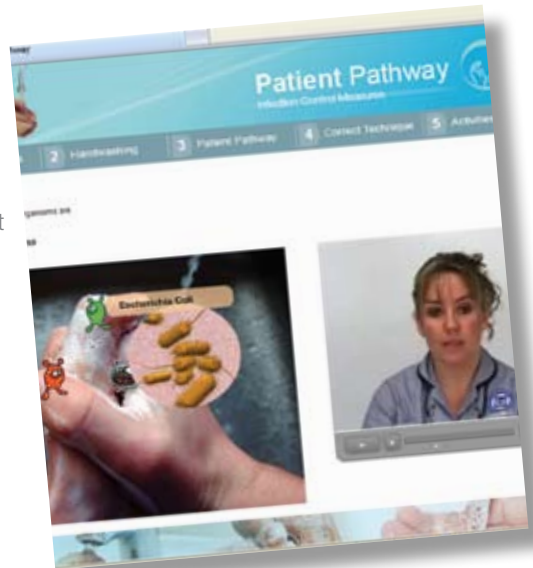
It is difficult to find direct evidence that hands are involved in passing micro-organisms from one person to another. However it is generally accepted that pathogens are frequently acquired on the hands in the clinical settings and that hand washing is essential to remove them, if their transfer between patients is to be avoided.

The overall aims of the project were to create and develop an inter-professional learning resource on the topic of 'Hand washing' to use within a teaching setting, which will teach students who are undertaking appropriate Health related courses, the importance of hand washing. The hand washing learning resource will highlight the importance of using the correct hand washing technique to prevent the spread of hospital-induced infection between professions and patients.



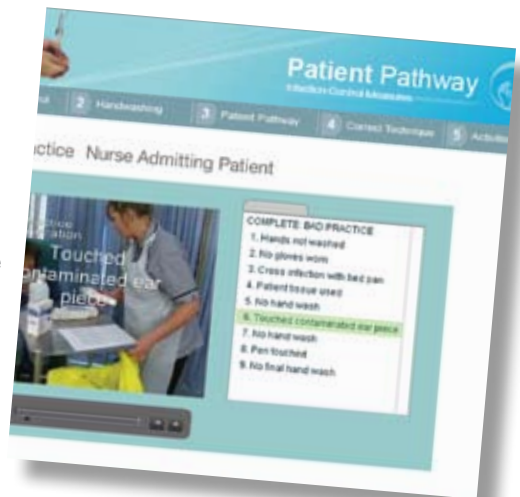
An interactive Patient Pathway on hand washing has been designed and developed where the learning material is placed within a virtual learning environment and a portable device.

The learning pathway is focused around the learner, constructed of accessible HTML pages, talking heads, video demonstrations of good / bad examples, correct procedures of hand washing techniques and self test activities.



Multimedia method of learning:

Learners are able to work through the Patient Pathway within a guided inquiry-based learning object. By proposing initial questions, theories and problems with structured learning outcomes. Students are able to experiment within an environment of animations and videos of re-enacted real-life situations of health professionals.



Safe Hands

(continued)

Information for tutors:

This learning resource will enable students from all healthcare professions to utilise an effective hand washing technique tool, preventing the spread of cross infection in their clinical areas, not only promoting patient safety and quality improvement of care but opening a gateway of communication amongst the professions to work 'hand in hand'.

Good hygiene "begins with the very basics, and that means washing your hands". The aim of this learning resource is to stop bacteria spreading through simple rules of hygiene like hand washing.

Acknowledgments:

I am grateful to the Learning Technologist and Developer of the project Paul Grove, who gave me and all those involved encouragement and inspiration in the development of the learning resource. I would also like to give a special thanks to Dean Butlin for video support from the e-Learning Unit and David Thompson in the Teaching and Learning Support Unit (TLSU), who gave their valuable time to create the patient pathway and hand washing technique videos.

References

<http://news.bbc.co.uk/1/hi/england/essex/6897248.stm>

Title: Hospital sees super bug cases grow, BBC News July 2007

Ayliffe GAJ BabbJR Davies JG et al (1998) Hand disinfection a comparison of various agents in laboratory and ward studies J Hospital Infect, 11 226-43

Object Profile

Object type: Knowledge LO / Enquiry Based LO / Structured LO

Knowledge area: Safe Hands

Learning style: Self-directed, reflections, practical, enquiry-based

Time requirement: 12 sessions (approx. 1 hr each)

Interactive element: Drag-drop, Quiz/Test, Hot Spots

Assessment: Computer based with a practical element embedded

Additional: Internet links, Practical Downloadable Guides

Interprofessional elements: All Health Practitioners

CUILU: Knowledge, Ethical Practice, Interprofessional Working, Reflection

NHS K and S Framework: Dimensions 1, 2, 3, 4, 5

Standard 12-lead electrocardiogram recording

Alison Day, Carol Oldroyd, Tom Quinn
Sonia Godfrey, Rachael Rowe

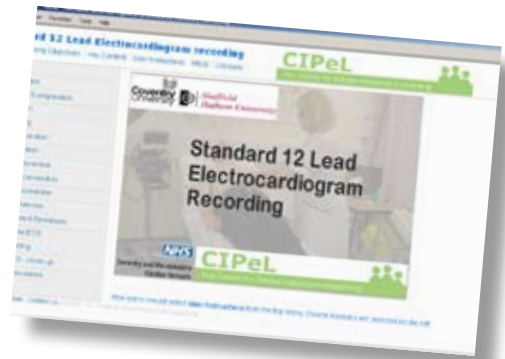


A Reusable Learning Object (RLO) has been created for a module entitled "standard 12 – lead electrocardiogram recording". The production of the RLO ensures emergence of new learning theories with cutting edge communication technologies. This learning object focuses on the specific indications for undertaking a 12-lead ECG, the procedure for acquiring

a 12-lead ECG (including preparation of the patient and equipment), issues surrounding dignity, culture and consent in 12-lead ECG acquisition and the recognition of factors influencing the 12-lead ECG recording. The teaching package is aimed at any health care individual involved in ECG acquisition.

Standard 12-lead electrocardiogram recording (continued)

This module offers the student the opportunity to develop the underpinning knowledge associated in obtaining an accurate standard 12-lead ECG recording within their practice setting. The on-line delivery enables health care individuals, regardless of qualification and clinical background, access to an accredited module.



Multimedia elements:

The online environment offers numerous short video files demonstrating the skill of performing a 12-lead ECG, enhanced with text and audio files. Issues connected with 12-lead ECG acquisition are discussed.



Acknowledgments:

Thanks to Tony Chesters for the production and multimedia elements of the module; to Pamela King for her clinical expertise and technical input; to Pete Gregory for his time in filming the short scenario clips; to Manjit Sohal for his caricatures within the package.

Information for tutors:

These learning objects are designed to be part of an innovative module. These RLO's are available within an interactive media-rich virtual learning environment with consideration to the RLO being used for knowledge acquisition and as a trigger promoting discussion and reflection.

This learning object is interactive comprising of a series of video clips with supportive text (written and voice-over). Interactive exercises are interspersed throughout the package.

The package aims to promote understanding and improve consistency in the acquisition of 12-lead ECG recording. The module assesses underlying theoretical knowledge via an on-line multiple choice questions rather than assessing clinical competence.

Object Profile

Object type: Knowledge LO / Trigger LO

Knowledge area: Standard 12 lead electrocardiogram recording

Learning style: Self-directed, reflections

Time requirement: Delivered over 15 weeks

Interactive elements: Drag-drop, hotspots

Assessment: True/false on-line MCQ

Additional: Glossary, Internet links

Interprofessional elements: Any health care individual involved in ECG acquisition.

CUILU: Knowledge, Ethical Practice, Interprofessional Working, Reflection

NHS K and S Framework:

Ethics applications without too many tears

Margaret Goodman

Reasons frequently cited by health care professionals and students for reluctance to actively engage in research relate to concerns about the ethical issues and processes that may arise. Closely associated with this is a lack of awareness or understanding of why research studies need to be submitted for ethical approval and how to gain such approval.

This learning object aims to take students through a step by step process of how to complete an NHS Research Ethics Committee Application Form, and:

- Recognise qualitative, questionnaires, clinical investigation/trial applications and their use.
- Recognise good practice in research ethics
- Recognise good practice in application processes.

Multimedia elements:

The learning object is supported by audio clips instructing the user at each stage of the application form. Downloads are also available to showcase examples of completed forms.



The Tragic Journey

Brendan Greaney



This learning object consists of a short film detailing a victim that has been knocked over by a car. The scenario details the care that the victim receives from air ambulance, ambulance crew, doctor and witness. His story continues as he has admitted into hospital and seen by a physiotherapist, nurse and student nurse.

The aim of the learning object is to illustrate in a more innovative way, how Interprofessional practice can be demonstrated, or not as the case may be. It provides opportunity for reflection and discussion on the events that have taken place, how they relate to the 'real world' and what potentially could be done differently.



Further information:

The learning outcomes for this include:

- Exploring the range of professions involved in different care of treatment settings
- Describe aspects of ones own professional role, responsibility and values to other professionals
- Utilise communications skills and channels effectively to share knowledge and ideas in the Interprofessional group
- Discuss the importance of integrated assessment/care planning
- Identify opportunities for integrated assessment/care planning and critically evaluate their impact on the patient/client

Multimedia elements:

The learning object is supported by a short film (video) followed by question/answer activities.

Object Profile

Object type: Knowledge LO

Knowledge area: Critical care

Learning style: Self-directed, reflections, discussions

Time requirement: Variable – currently studied as part of a module

Interactive element: Video, audio, quizzes

Assessment: Directed by tutor

Additional: n/a

Interprofessional elements: For use by majority of professions

CUILU: Reflection, Ethical Practice, Interprofessional Working, Knowledge

NHS K and S Framework:

Dimensions 1, 2, 3, 4, 6

The Blancmange in the Biscuit tin

Elinor Clarke and Simon Newstead

This Learning object is a patient journey about Simon who sustained a serious head injury in 1991. When Simon talks about his experiences he uses an analogy of the head injury to that of a blancmange in a biscuit tin that is dropped on the floor. The blancmange becomes “shook up” and damaged but cannot escape the tin. If the tin remains unopened the pressure builds up until it explodes. If the tin is opened the blancmange is found to be mushy. During the long journey to recovery Simon has received a lot of professional health and social care. His journey will enable exploration of aspects of Interprofessional working.

The blancmange in the biscuit tin is about a real patient who wants you to reflect on his experiences. He is also anxious for you to understand that “it could happen to you” and that survivors of serious brain injuries experience discrimination from society because of their injuries.



This learning object aims to meet the CUILU capabilities associated with knowledge in practice (KP), reflection (R) and Interprofessional working (IW). The learning object also seeks to compliment dimensions within the NHS Knowledge and Skills Framework (Dimensions 1, 2, 3 and 5). Utilising Salmon’s (2000) e-learning model, the developers intend that the students will build upon existing knowledge and experiences as well as sharing with each other and gaining new insights.

Information for students:

The structure of the learning object is linear. Learners are provided with an introduction and overview followed by learning activities.

The learning object is structured to enable the students to engage in activities to support cognition of head injuries and anti-discriminatory practice.

Information for Tutors:

This learning object is designed to be part of a module. It comprises seven pages and includes a number of interactive elements. This LO is both a Knowledge LO (in the sense that it identifies existing research) and a Trigger LO, on the basis of promoting discussion and reflection around professional roles, responsibilities and anti-discriminatory practice.

Interactive elements:

Labelling activity, Hot spot activity, Crossword activity and timeline activities.

Object Profile

Object type: Knowledge & trigger LO

Knowledge area: health & life sciences

Learning style: Self-directed, reflections, discussions

Time requirement: minimum one hour

Interactive element: Crossword, Reflection, Quiz, discussions

Assessment: Question/answers, Self-test Quiz

Additional: Glossary, Internet links

Interprofessional elements: Roles/responsibilities (Medical Practitioners, Nurses, Paramedics, Health Psychologists, Social workers, Physiotherapists, Occupational therapists) communication, interaction, patient-focused, Interprofessional practice, integrated assessment

CUILU: Knowledge, Reflection, Interprofessional Working

NHS K and S Framework: Dimensions 1, 2, 3, 5

Professional Regulation

Elinor Clarke

This short learning object identifies the system for professional regulation for health and social care professionals in the United Kingdom. Learners are supported in exploring differences and similarities in the professional regulation of health and social care practitioners. Opportunity is provided for the learners to consider why professional regulation is necessary. This learning object may contribute to NHS management modules.

This learning object aims to meet the CUILU capabilities associated with knowledge in practice (KP), reflection (R) and Interprofessional working (IW). The learning object also seeks to compliment dimensions within the NHS Knowledge and Skills Framework (Dimensions 1, 2, 3 and 5). Utilising Salmon's (2000) step model, the developer intended that the students will build upon existing knowledge and experiences as well as sharing with each other.



Information for students:

The structure of the learning object is linear. You will be provided with an introduction followed by activities and discussions. Then you are ready for action. The active learning places are followed by a formative quiz.

Information for Tutors:

This learning object is designed to be part of a module. It comprises of information, triggers for discussions, shared learning and includes a number of interactive elements. This LO is both a Knowledge LO (in the sense that it informs and provides content) and a Trigger LO, on the basis of promoting discussion, collaborative working and reflection. A facilitator/teacher would be advantageous. The LO does envisage collaboration with other learners. Alternatively the LO could be selected by students and worked through independently (not recommended).

Object Profile

Object type: Knowledge LO

Knowledge area: Regulation and Control

Learning style: Self-directed, reflections, discussions

Time requirement: One hour

Interactive element: On line discussions

Assessment: Question/answers, Self-test Quiz

Additional: Glossary, Internet links

Interprofessional elements: Roles/responsibilities (Health and Social Care professionals) Communication,

CUILU: Knowledge, Reflection, Interprofessional Working

NHS K and S Framework: Dimensions 1, 2, 3, 5

Research Proposal Writer

Dr Steve Jewell

Introduction:

To write a research proposal is a highly demanding task as it involves tackling a number of complex concepts, made more difficult by the wide cultural diversity of our students. Historically, the pass rate on the Research Methods module for postgraduate business students has been 75-80%. The target needs to be increased to over 90% to improve programme completion rates and student retention. This electronic tool will help students structure their research proposal and is designed to focus students' thoughts on the practical aspects on how they intend to conduct the research for their dissertation.

Information for students:

The tool will take you step by step through the main stages of a research proposal. At each stage you will be required to address a series of questions. These questions are linked to a variety of learning resources and exemplars. Once you have answered all the questions, at a single click your research proposal is electronically collated - ready for submission.

Acknowledgements:

Andrew Brooks and Daisekih Ruparelia for their ability to creatively transform an idea into a reality.



Information for staff:

This tool will improve the quality of students' research proposals by ensuring that each part of a research proposal is addressed and in an appropriate way. Although this tool has been developed for postgraduate business students, it is aimed to be reusable across the disciplines at different levels.

Object Profile

Object type: Knowledge Learning Object

Knowledge area: Business, research proposal

Learning style: Multiple sessions

Time requirement: Multiple sessions

Interactive element: Interactive

Assessment: Learning Module

Additional:

Interprofessional elements:

CUILU: Reflection, Ethical Practice

NHS K and S Framework:

Dimensions 1, 2, 4

CIPeLby

Luke Miller and Adam Cocking

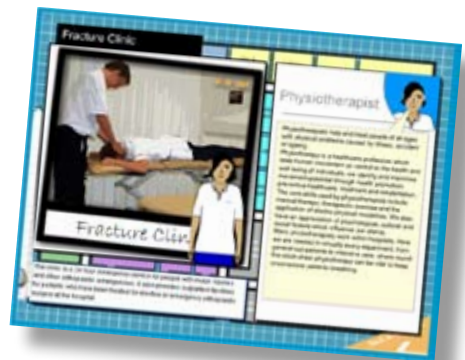


Introduction:

CIPeLby is a virtual health & social care environment that will enable students to gain a valuable understanding of the roles and responsibilities of a variety of health and social care professionals.

Information for students:

CIPeLby is a virtual building offering a range of health and social services to the population of CIPeLby. Students can visit the building and meet a variety of professionals e.g. Radiotherapists, midwives, youth and community workers. Each virtual character can be found in an environment common to their work. A brief description is given of each environment.



CIPeLby

(continued)

Information for staff:

Each profession will give a brief description of their role and responsibilities. This provides students the opportunity to learn about and appreciate the roles of a large number of professions. By introducing CIPeLby early in the curriculum it will allow students to understand and recognise the differences and commonalities in the professional groups, promoting more positive and shared understanding in their inter-professional learning and future working.

Object Profile

Object type: Knowledge Learning Object

Knowledge area: Virtual hospital, professions, roles, health, social care, learning object

Learning style:

Time requirement: About an hour

Interactive element: Text, Image, Audio, Animation, Zip file

Assessment: Introductory Interprofessional modules

Additional: Foundation, Undergraduate Yr1

Interprofessional elements: Nurse, Midwife, Physiotherapist, Occupational Therapist, Radiographer, Social Worker, Hospital Doctor, Radiologist, Emergency Services Staff

CUILU: Reflection, Knowledge, Interprofessional Working, Ethical Practice

NHS K and S Framework: Dimensions 1, 4

The Street

Pat Bluteau, Stephen Cowden, Don Navarro, Jane Earland, Gurnam Singh, Conrad Webbe



Introduction:

The Street aims to provide an environment in which issues relating to inequalities can be explored. It has been created for use in the Interprofessional learning pathway (IPLP) at level 1. Fourteen health and social care groups contribute their thoughts and experiences as they participate in small mixed virtual learning groups. Don Navarro, Year 1 IPLP lead, initiated the development process by developing a series of narratives which developed a

collection of family scenarios. This material was developed in collaboration with Don by a small team drawn from the inequalities module team (101SWW), the IPLP and the CIPeL team. Stephen Cowden module leader 101SWW took the lead in writing the activities and worked with Gurnam Singh, teaching development fellow and member of the 101SWW team to develop the introductory scripts which described the families

Information for students and staff:

The creative ideas and visual images of the street were developed by Andi Brooks, CIPeL Learning Technologist using Sketchup, Poser and Photoshop. Andi was then able to put his ideas and images into a coherent set of visual 'comic strip' stories before making it interactive in a flash environment.

The material was then shaped for episodic release, and activities developed into the IPLP format by Pat Bluteau, Associate Director CIPeL and Strategic Lead for IPLP. Finally it was edited and supplementary scripts added by Andi Brookes and Pat Bluteau, before providing additional audio introductory descriptions of the families.



Information:

Please contact us if you are interested in using this resource. It is possible for the resource to be broken down into smaller components to accommodate your needs.

Object Profile

Object type: Trigger Learning Object

Knowledge area: Inequalities and Interprofessional working

Learning style: Facilitated discussion groups

Time requirement: 4 Sessions

Interactive element: Reflection, discussion, audio, comic strip

Assessment: Online Assessment

Additional: n/a

Interprofessional elements: Part of IPLP Interprofessional discussion group

CUILU: Knowledge, Reflection, Interprofessional Working, Ethical Practice

NHS K and S Framework: Dimensions 1, 2

Additional Learning Objects Available to Browse in the Repository

The Vegetable Scenario

This scenario depicts a placement student and their supervisor carrying out a procedure with a patient / client / service user. It highlights professionalism and decisions around scope of practice.

Quality of Life (narrative story)

Short narrative accounts illustrated with key words and phrases about meanings and realities of quality of life.

What is Qualitative Research?

An introduction to the nature of qualitative research and its use.

Effective Communication

This is an e-lecture explaining the principles of effective communication.

References and Resources

G. Salmon (2000) E-moderation. The Key to Teaching and Learning Online. London: Kogan Page.

For information on CUILU capabilities, see:

The Good Practice Guidelines for Patient Services and User Participation in Teaching and Assessing has been produced by the Combined Universities Interprofessional Learning Unit (CUILU). CUILU is a joint initiative between Sheffield Hallam University and The University of Sheffield, is funded by the Department of Health and the South Yorkshire Workforce Development Confederation and is one of four national leading edge pilot sites for Interprofessional Learning.
<http://www.cuilu.group.shef.ac.uk/guidelines.pdf> or contact cuilu@sheffield.ac.uk

For information on the NHS Knowledge and Skills Framework, see:

dh (2004) The NHS Knowledge and skills framework (NHS KSF) and Development Review Guidance: working draft. Department of Health. Crown Copyright
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843

The Reusable Learning Objects CETL

The RLO-CETL is funded by HEFCE, and is developing a range of multimedia learning objects that can be stored in repositories, accessed over the Web, and integrated into course delivery. London Metropolitan University is the lead site, in partnership with the Universities of Cambridge and Nottingham.
<http://www.rlo-cetl.ac.uk>

RELOAD

We are a JISC funded project (X4L strand B) developing tools to facilitate the use of emerging Learning Technology Interoperability specifications such as those produced by ADL and IMS.
<http://www.reload.ac.uk>

