# Interactive online teaching with "H5P" on interprofessional communication and collaboration for medical and MTLA students

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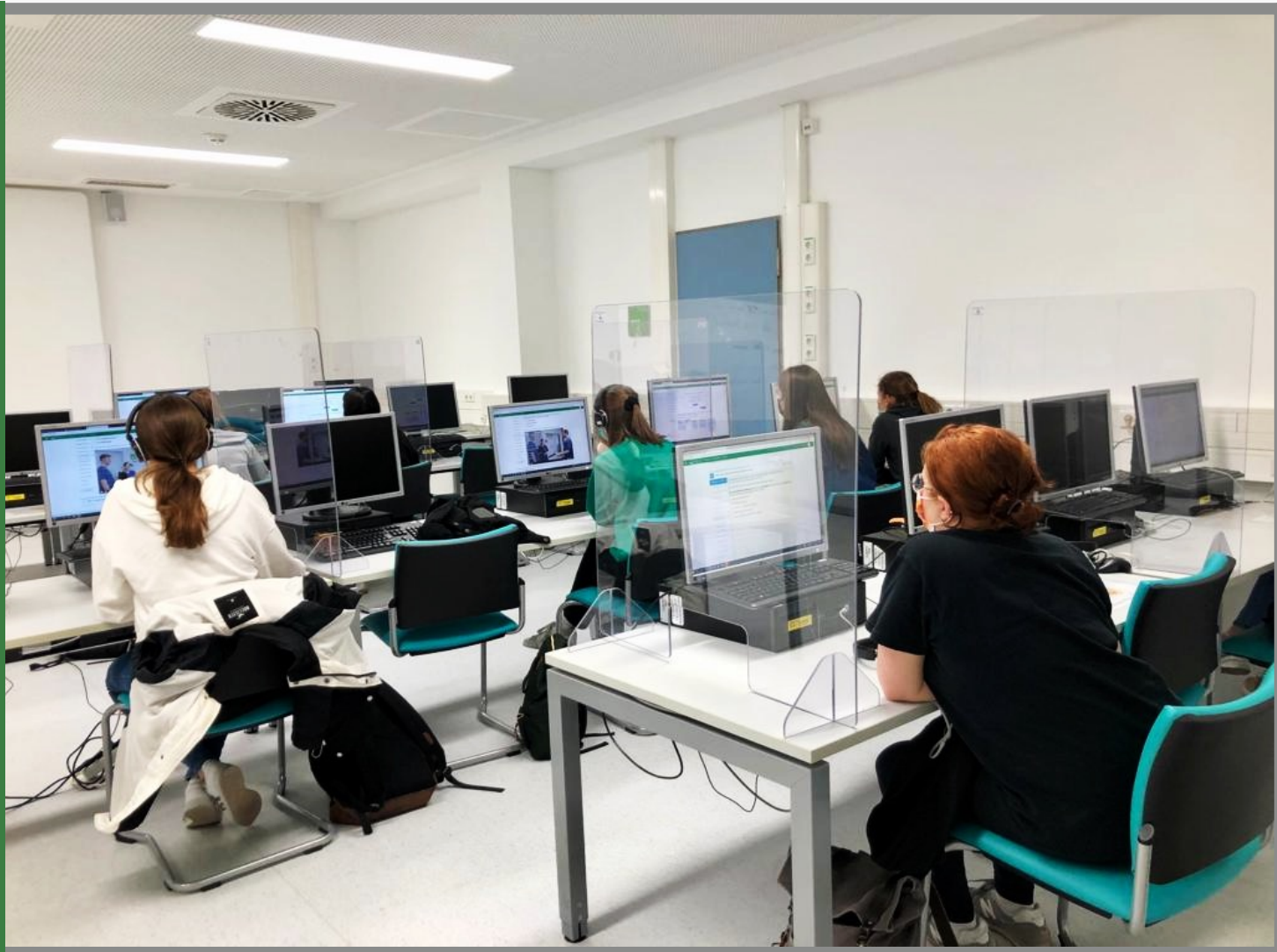
**LMU KLINIKUM**

## INTRODUCTION

Interprofessional collaboration between different healthcare related groups contributes to the quality of patient care [1]. To prepare students for their future collaboration, two **interactive e-learning units** in **H5P** format on the topic of "**Interprofessional Communication, Collaboration and Error Management**" were developed for **medical students**, **MTLA** and **nursing students** in a **Module 6 project work** within the newly implemented longitudinal medical communication curriculum (**KomMeCuM**). H5P is a software for creating interactive learning content that supports students in **self-directed learning** [2] and conveyed basic knowledge in a varied manner.
So far, no interprofessional courses for medical students and MTLAs have been offered at LMU. In order to include another comparative professional group, the data set was supplemented by nursing students.
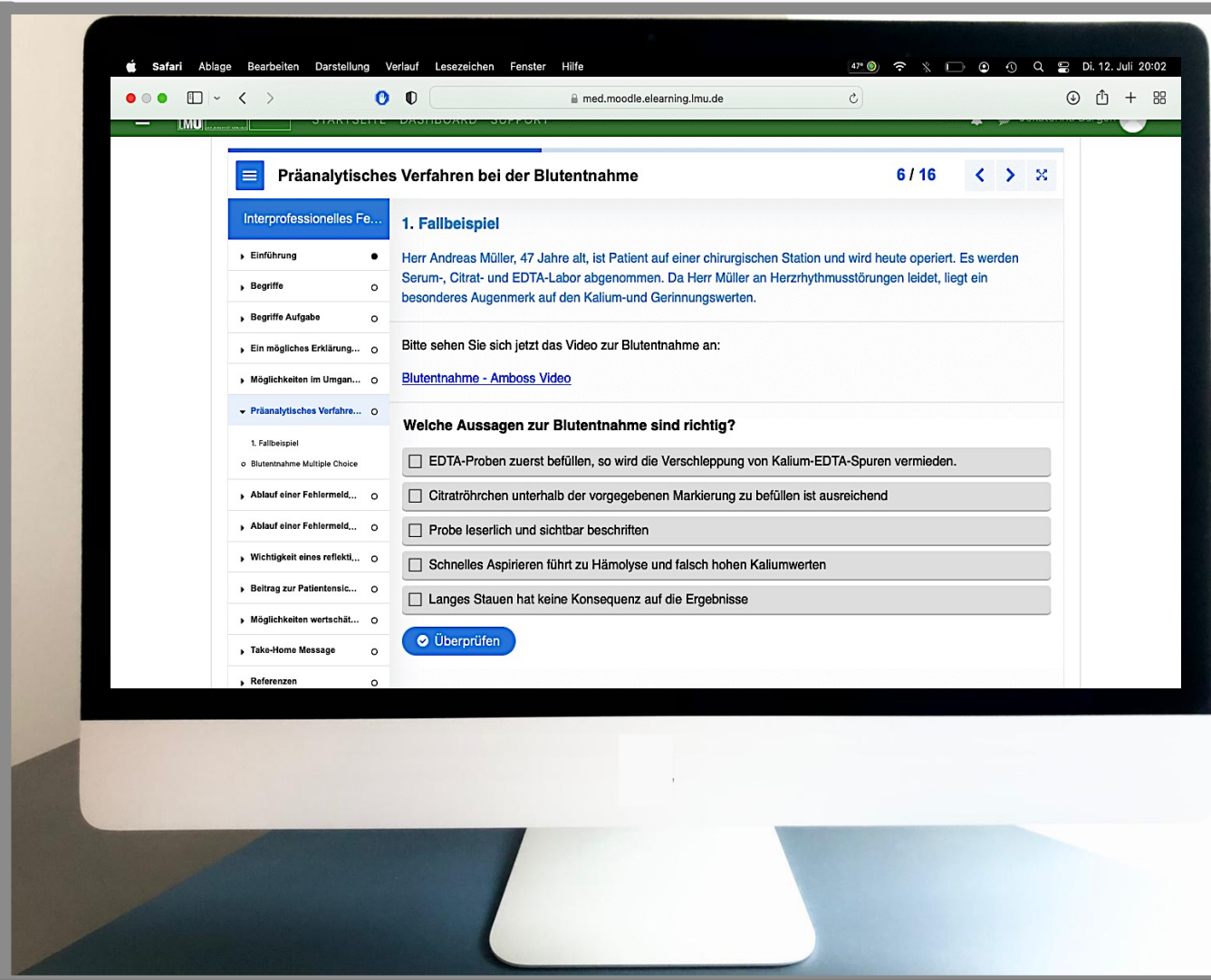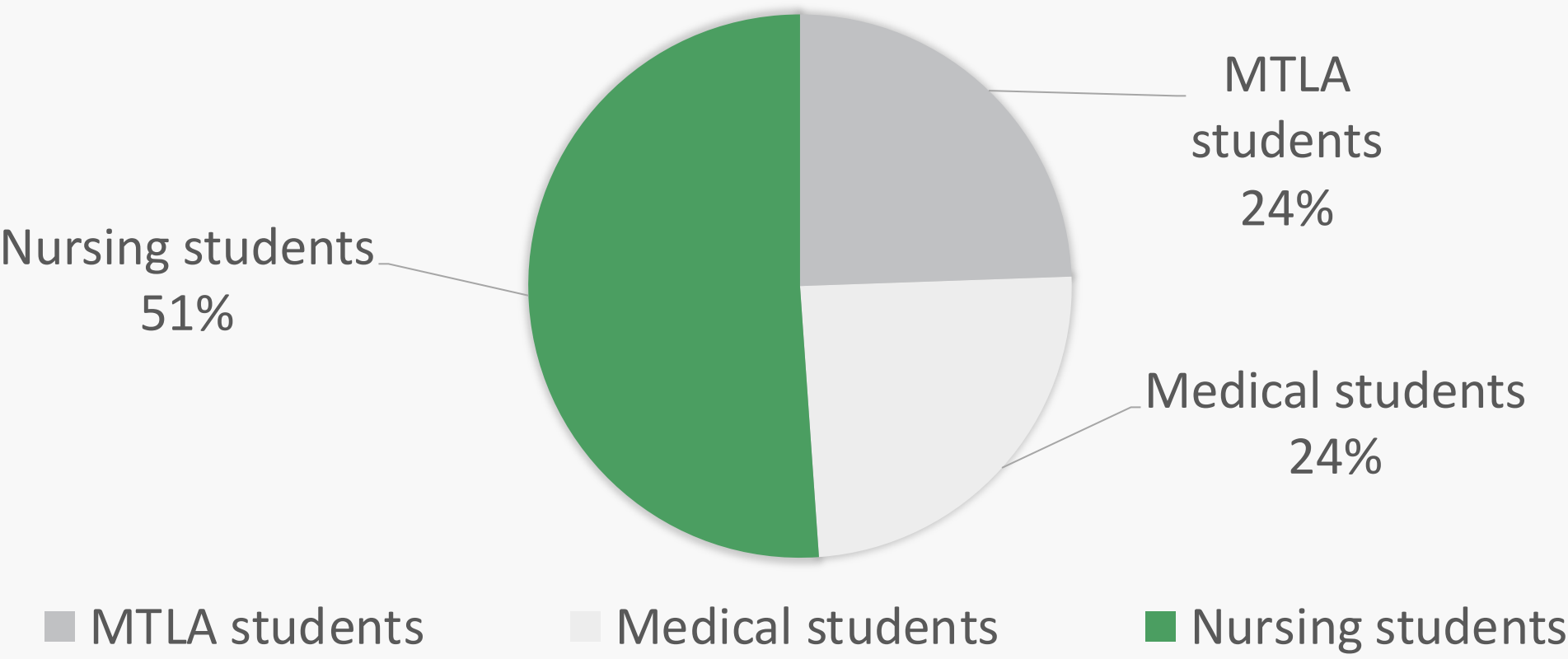
## GOALS

➢ Development of an interprofessional teaching program at the LMU Munich

➢ Inclusion of the professional group of MTLA in interprofessional teaching

➢ To record the handling and the achievement goals of the H5P-units

➢ Assessing the teaching needs of the participants on interprofessional communication and collaboration

## METHOD

**Study design:** Exploratory evaluation study
**Target groups:** Medical students, students of MTLA and and nursing
**Implementation:** Asynchronous e-learning in H5P format
**Implementation period:** April to June 2022
**Evaluation:** Specially designed digital questionnaire with 21 items
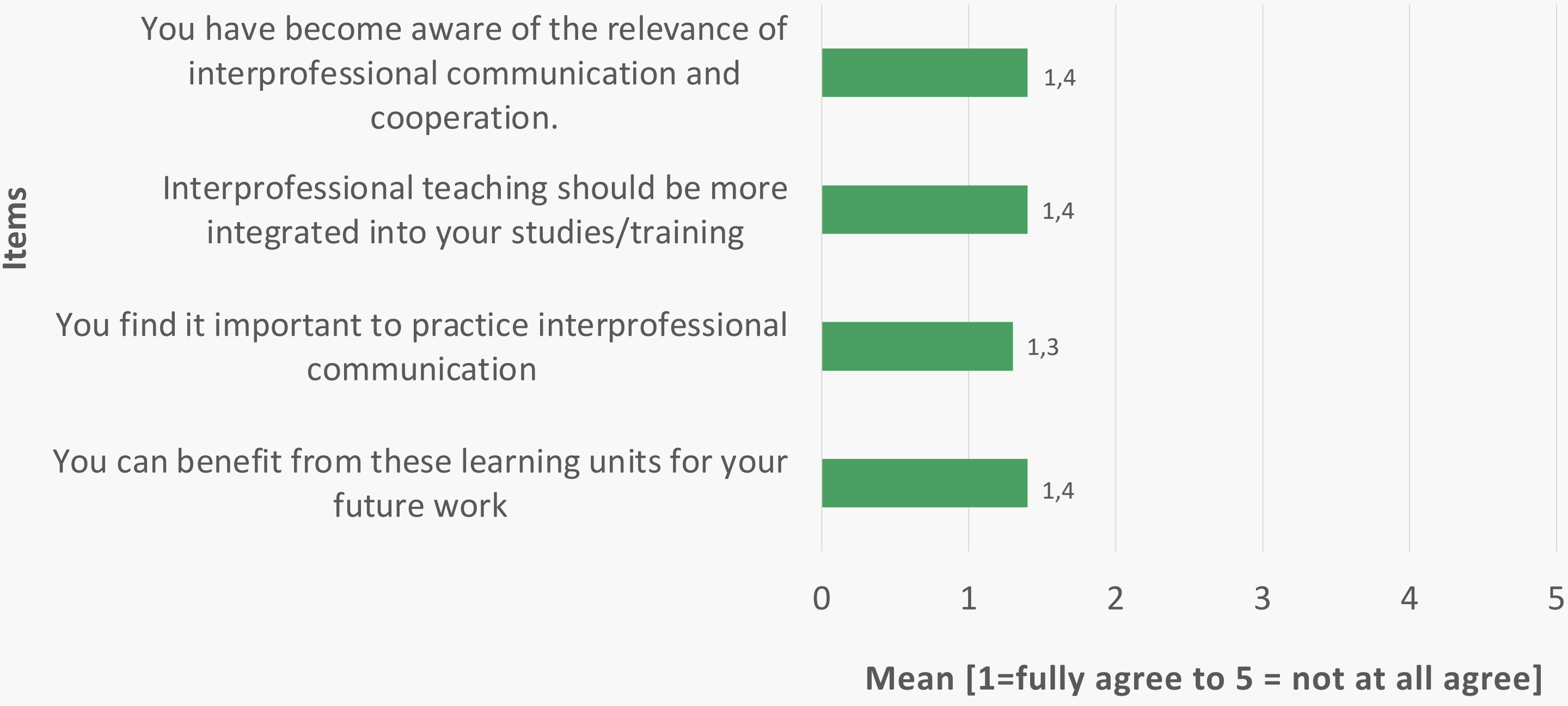
## RESULTS



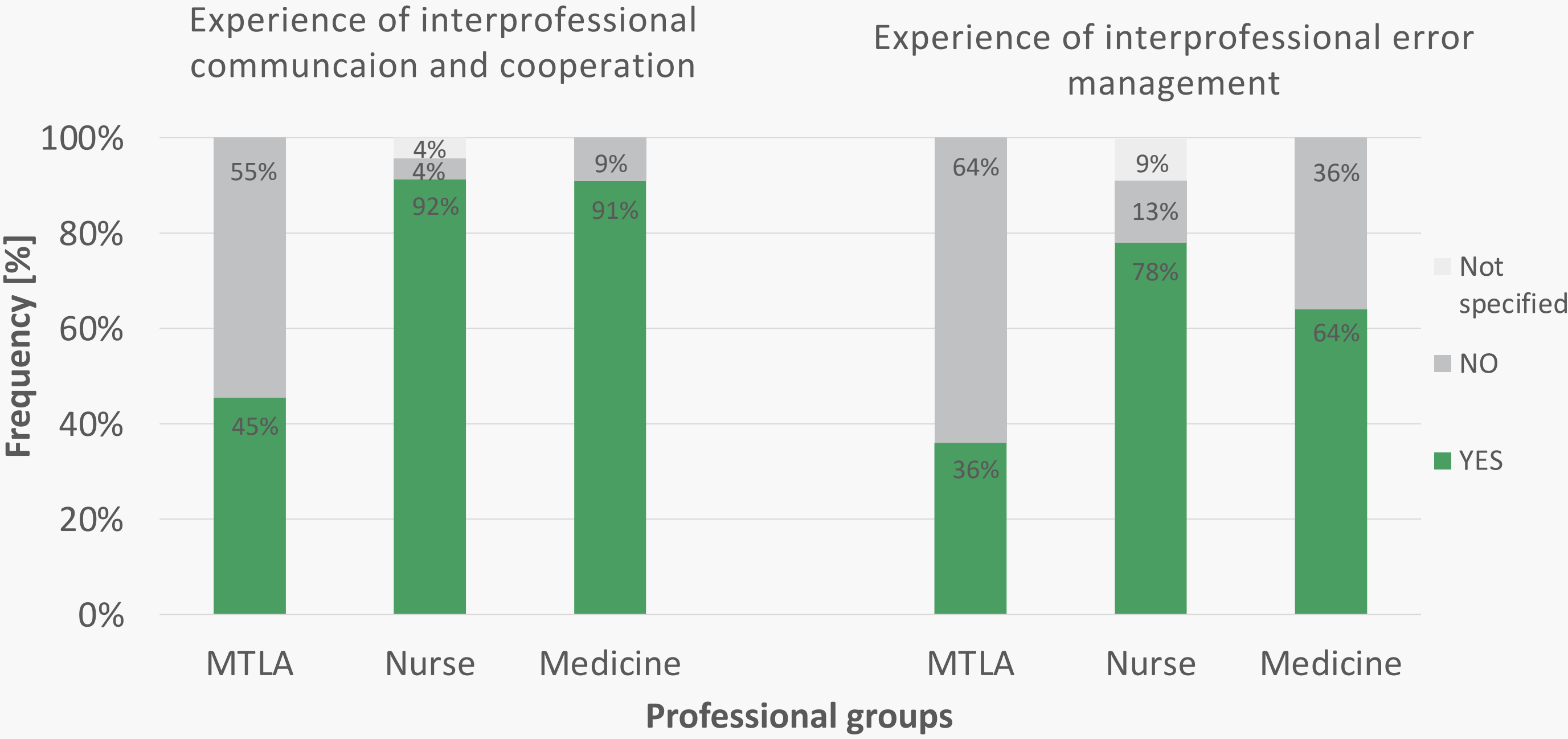### Participating professional groups N=45, response rate 100%

MTLA students 24%
Medical students 24%
Nursing students 51%

### Benefits from H5P processing



Items:
- You have become aware of the relevance of interprofessional communication and cooperation. — 1,4
- Interprofessional teaching should be more integrated into your studies/training — 1,4
- You find it important to practice interprofessional communication — 1,3
- You can benefit from these learning units for your future work — 1,4

Mean [1=fully agree to 5 = not at all agree]

### Interprofessional experiences of the participants



**Experience of interprofessional communcaion and cooperation**

| Professional group | YES | NO | Not specified |
|---|---|---|---|
| MTLA | 45% | | 55% |
| Nurse | 92% | 4% | 4% |
| Medicine | 91% | | 9% |

**Experience of interprofessional error management**

| Professional group | YES | NO | Not specified |
|---|---|---|---|
| MTLA | 36% | | 64% |
| Nurse | 78% | 13% | 9% |
| Medicine | 64% | | 36% |

**MTLA student quote:** "I think interprofessional communication and cooperation should be more implemented into the training.
**Medical student quote:** "Especially with the topic of interprofessionality, it would be very nice to experience different opinions and points of view for further development. I think, an actual meeting of different professional groups is very important!"

## CONCLUSION

The e-learning format received a **positive feedback** from the participants. The **learning goals** were **achieved** and the **handling** of the online format was **praised** by the users. The survey results show that the participants want **to get to know other professional groups** and their **fields of activity** with **personal exchange**. In the future, more learning units on interprofessional topics should be integrated into the teaching. It was found that **MTLAs** have **less experience** in interprofessional training than nursing and medical students, which is why the **implementation of the online learning** unit in the **curriculum of MTLA training** at the Institute of Laboratory Medicine at LMU Hospital should be sought as soon as possible.

Sources:
[1] Mahler C, Schultz J-H. „Interprofessionelle Kommunikation". In T. Langer, M. W. Schnell (Hrsg). 2020 „Grundlagen der Arzt-Patient-Interaktion, Handanleitung für die Praxis". Sonderausgabe, Verlag in der Mediengruppe Oberfranken, S.245-263.
[2] Wehling J, Volkenstein S, Dazert S, Wrobel C, Van Ackeren K, Johannsen K, Dombrowski T. „Fast-track flipping: flipped classroom framework development with open-source H5P interactive tools". BMC Medical education (2021) 21:351. https://doi.org/10.1186/s12909-021-02784-8.

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