

iCE – An Innovative Faculty Collaboration Tool

Create, organize and package easily-accessible interactive content for learners



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Purpose

To diversify teaching and learning activities and student access to resources, the Thomas Jefferson University (TJU) Center for Teaching and Learning (CTL) developed the *Interactive Curricula Experience* or *iCE* platform.

Attendees will view a case study demonstration, experience the iCE app through online access and participate in a discussion regarding obstacles and future plans.

TJU Center for Teaching and Learning

Faculty struggle with managing multiple responsibilities. The desire is there but the *know how* is lacking. The iCE (Interactive Curricula Experience) App and Web Platform is a locally-developed content management system

- Faculty professional development on how to use the new platform. The workshops and 1:1 sessions have modeled several pedagogical practices, including
 - learner-centered approaches
 - experiential or hands-on activities,
 - linking the old with the new and
 - Interdisciplinary collaborative learning techniques.

Interactive Curricula Experience: iCE

- Multidisciplinary collaboration on course or module development
 - Six colleges across campus
 - Leveraging faculty expertise in multiple areas
- Shared resources – central repository
 - Lectures
 - Presentations
 - Interactive quizzes, videos
 - Articles
 - Other digital materials
- Delivers content to students through an intuitively-designed application
 - Packaged resources according to course registration
 - Download to computer for viewing off line
 - Opportunities to delve deeper if desired
 - Serve as a refresher set of resources
 - Access to the content for duration of TJU education

Faculty Response

Early assessments of the iCE App and Web Platform suggest that faculty:

- generally like the new technology and the training workshops
- continue to struggle with integrating the innovation into the classroom.

In response, the CTL is building a series of pedagogical models that showcase how faculty may integrate learner-centered teaching practices with course content on iCE. Modifications to the platform continue to be made in response to faculty and student feedback

TJU Global Health Initiatives Committee

"Our inter-professional committee brings together expertise in global health from around the University including nursing, medicine, population health, pharmacy, physical therapy, bioscience technologies and more," said Janice Bogen, Assistant Vice President of International Affairs at Thomas Jefferson University.

"We wanted to create useful resources for faculty to integrate global health into their curriculum. This is information our students need to be leaders in healthcare. iCE allows us to do that seamlessly"

TJU Global Health Initiatives

"An iCE designed module can allow a wide array of faculty and staff to facilitate learning on a subject, in this case Global Health, even if they themselves aren't the expert."

Without iCE, the committee was planning on distributing presentations to faculty by using a series of conventional slide decks. Topics include working with medical interpreters, social determinants of health, and an introduction to refugee health. ***"Slide decks mainly serve as cue cards for the content experts who create them, but their effectiveness decreases when used by someone else,"*** said Nicholas Leon, Associate Professor of Pharmacy Practice in the Jefferson College of Pharmacy, and Co-Chair of the Global Health Initiatives Committee.

Members of Jefferson's Global Health Committee and staff from the Center for Teaching and Learning presented their experience with iCE at the Consortium of Universities for Global Health in Boston, MA., in March 2015.

By using the implementation and adoption of iCE as a case study, this presentation provides an overview of the innovation lifecycle, the common obstacles to integration and strategies for responding to those obstacles.

Background

Global Health Initiatives Committee (GHIC)

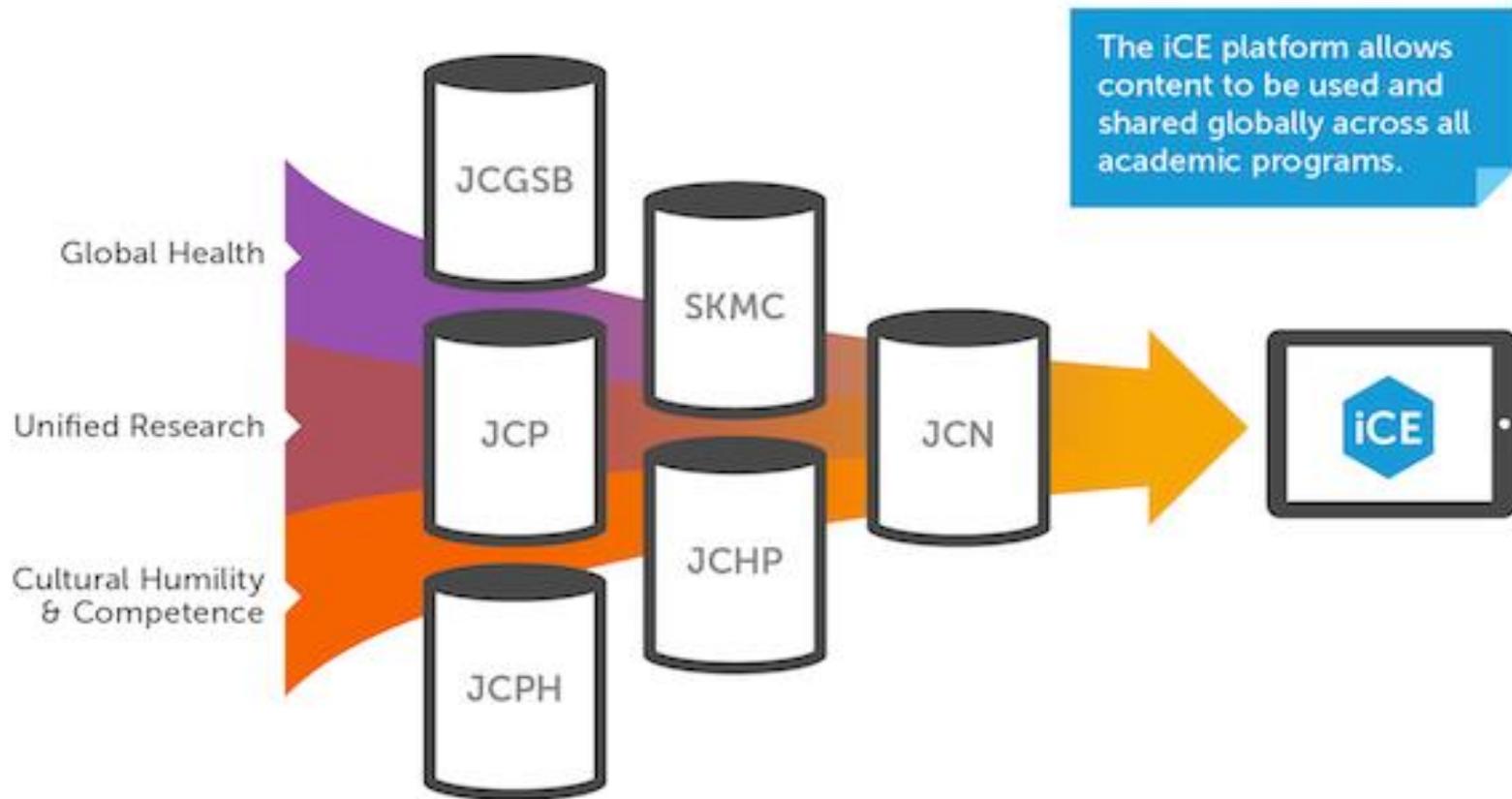
Serves the Jefferson community as the *premier point of engagement* for students & faculty interested in medical and public health issues that transcend national boundaries

Creates an *institutional focus* on preparing students for public service careers in population health and public policy at local, national, and global levels

Center for Teaching and Learning (CTL)

Promotes teaching excellence and effective student learning through the use of advanced education techniques, effective information technologies, and models of best practices in order to foster creativity, collaboration, and innovation.

The Center provides service to all Jefferson faculty, staff, and students, helping each achieve their goals in class and in practice.



Building a Global Health Module

- Built utilizing existing curricula and up-to-date evidence based research
- Utilizes multiple methodologies to draw attention to key issues, terminology, and information; these include: “watch and learn” animation, hot spots, meters, timelines, decision trees.
- Fluidly adapts and incorporates the newest information, crises, global summits, and events
- Monitored continuously and periodic quantitative and qualitative evaluations with instructors and students are planned.

Goal

To enable all TJU faculty to:

- Deliver global health education, in a friendly, interactive format
 - Does not require an expert to deliver
 - Can be used in very small or large pieces depending on your needs

Global Health in the Classroom: List of GHIC Modules

- Intro to Global Health - Topics, History & Trends
- The Role of Culture in Global Health
- Using Medical Interpreters
- Measuring Global Health
- Social, Economic and Political Dimensions/Determinants of Global Health
- Human Rights Dimensions of Global Health - Ethics, Health, Equity
- Healthcare Delivery Systems
- Global Health Policy
- Communicable Diseases
- Non-communicable Diseases
- Women's and Children's Health
- Nutrition and Mental Health
- The Global Response/Disasters
- Environmental Dimensions of Global Health

Dashboard

**ICE at TJU** | **Interactive Curricula Builder** Welcome, mla102 | [Feedback](#) | [Logout](#)

- MY DASHBOARD**
- SEARCH
- CLASSES
- MODULES
- TOPICS
- OBJECTS
- ICE HOME

My Dashboard

Your dashboard shows you all content you have entered into iCE. If you wish to add a new collection or object, click the appropriate button.



ADD CLASS



ADD MODULE



ADD TOPIC



ADD OBJECT

Module

Topics

Objects

Working with
Medical
Interpreters

Language Diversity

Limited English
Proficiency

Not Having an
Interpreter

Dangers of Using
Friends/Family as
Interpreters

How To Work With an
Interpreter

PowerPoint Slides

Interactive Toolkit

Woods

Patient Cases

Webinars

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ADD CLASS



ADD MODULE



ADD TOPIC



ADD OBJECT

My Classes
 My Modules
 My Topics
 My Objects

MEDIA	TITLE	ORIGINATOR	CREATED ON	LAST UPDATED	
	LI 006: ICE at TJU (000000.LI.006.00)		Christopher Braster	05/18/2016 11:35am	05/24/2016 10:06am
	Telehealth Facilitator Certificate Program (000000.TCP.000.00)		Christopher Braster	06/02/2015 9:04am	05/23/2016 3:06pm
	Internal Medicine Introduction to Quality Improvement (000000.IMRP.000.00)		Christopher Braster	11/18/2015 7:11am	05/22/2016 11:51pm
	Danielle Buckius- Staging Class (000000.TEST.000.00)		Christopher Braster	12/21/2015 12:29pm	05/20/2016 11:20am
	Meet ICE: Jefferson's Interactive Curricula Experience - Platform & App (201401.TEST.601.01 (Copy - mla102 05/18/2016 - 11:37am))		Martha Ankeny	05/18/2016 11:37am	05/18/2016 11:37am
	Meet ICE: Jefferson's Interactive Curricula Experience - Platform & App (201401.TEST.601.01 (Copy - mla102 05/18/2016 - 11:37am))		Martha Ankeny	05/18/2016 11:36am	05/18/2016 11:36am
	Meet ICE: Jefferson's Interactive Curricula Experience - Platform & App (201401.TEST.601.01)		Tina Watson	01/08/2015 11:33am	05/16/2016 8:13am

1 2 [next >](#) [last >>](#)



TIP: Duplicate Existing Content

Have you seen a Topic or Object in the system that you'd like to use in your Class or Module? You can easily copy that content and use it as a base for your own! [Click here to search for existing content](#)

Objects

iPad 2:02 PM 99%

Working with Medical Interpreters

LEGAL AND REGULATORY STANDARDS PERTAINING TO USE OF MEDICAL INTERPRETERS

Failing to use a medical interpreter can be a costly decision for you, your patients and your employer. Many rules and regulations are in place to protect patients' rights and this topic will familiarize you with them. Come to class prepared to discuss the legal ramifications of failing to use a medical interpreter.

Rules, Regulations, Mandates

A timeline of laws that protect patients

You're busy and already behind schedule when you encounter a patient with Limited English Proficiency (LEP). You say to yourself, "I don't have time to get an interpreter. The patient's 8 year old daughter is with her and she speaks English." You think it will be fine "just this one time."

FEDERAL MANDATES

1998 PATIENT'S BILL OF RIGHTS AND RESPONSIBILITIES

One of the eight key areas of this bill focused on Information for Patients. It states, "You have the right to accurate and easy-to-understand information about your health plan, health care professionals, and health care facilities. If you speak another language,

2000 EXECUTIVE ORDER IMPROVING ACCESS FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY

Discussion questions:

1. What constitutes federal assistance?
2. To what extent does an organization or health system need to be funded in order for Title VI of the Civil Rights Act of 1964 to apply?
3. How does this relate to providing medical interpretation services for LEP individuals?

[Understanding and Abiding by Title VI of the Civil Rights Act of 1964 - Part 1](#)

Part 1 of 2

[Understanding and Abiding by Title VI of the Civil Rights Act of 1964 - Part 2](#)

Part 2 of 2

[Commonly Asked Questions & Answers Regarding Limited English Proficiency under Title VI](#)

Gain a better understanding of Title VI of the Civil Rights Act of 1964

Interactive Object: Linear Timeline



The image shows a screenshot of an interactive linear timeline titled "FEDERAL MANDATES". The timeline is a horizontal line with four markers. The first marker is at 1998, the second at 1998-2000, the third at 2008, and the fourth at 2015. Below the timeline are four panels. The first panel (1998) shows a man in a suit and the text "1998" and "NT'S BILL OF RIGHTS AND RESPONSIBILITIES". The second panel (2000) shows a building and the text "2000" and "EXECUTIVE ORDER 13166: 'IMPROVING ACCESS TO SERVICES FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY'". The third panel (2008) shows a compass and the text "2008" and "THE JOINT COMMISSION". The fourth panel (2015) shows a man in a suit and the text "2015" and "EXECUTIVE ORDER 13658: 'IMPROVING ACCESS TO SERVICES FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY'". The second panel is currently selected and expanded, showing the full text of Executive Order 13166: "IMPROVING ACCESS TO SERVICES FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY". The text reads: "Requires federal agencies that provide federal financial assistance to develop guidance to clarify the language access obligations of recipients of such assistance." and includes the URL "https://www.fedregister.gov/reg/2000/04/20/60154A-04".

FEDERAL MANDATES

1998 1998-2000 2008 2015

1998
NT'S BILL OF RIGHTS AND RESPONSIBILITIES

2000
EXECUTIVE ORDER 13166:
"IMPROVING ACCESS TO SERVICES
FOR PERSONS WITH LIMITED
ENGLISH PROFICIENCY"

EXECUTIVE ORDER 13166:
"IMPROVING ACCESS TO
SERVICES FOR PERSONS WITH
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Requires federal agencies that provide federal financial assistance to develop guidance to clarify the language access obligations of recipients of such assistance.

<https://www.fedregister.gov/reg/2000/04/20/60154A-04>

2008
THE JOINT COMMISSION

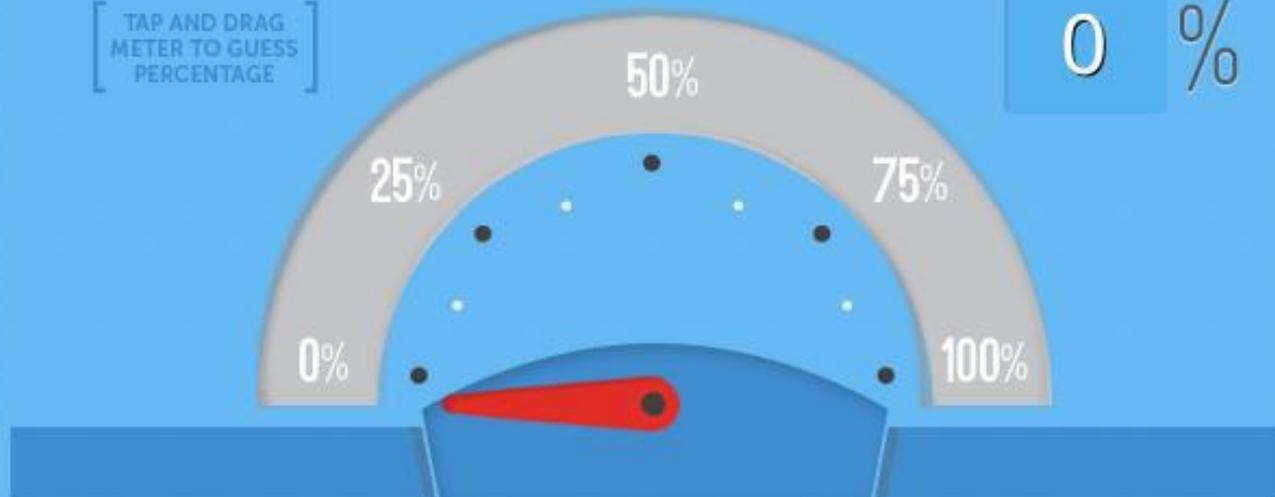
2015
EXECUTIVE ORDER 13658:
"IMPROVING ACCESS TO
SERVICES FOR PERSONS WITH
LIMITED ENGLISH PROFICIENCY"

Interactive Object: Meter

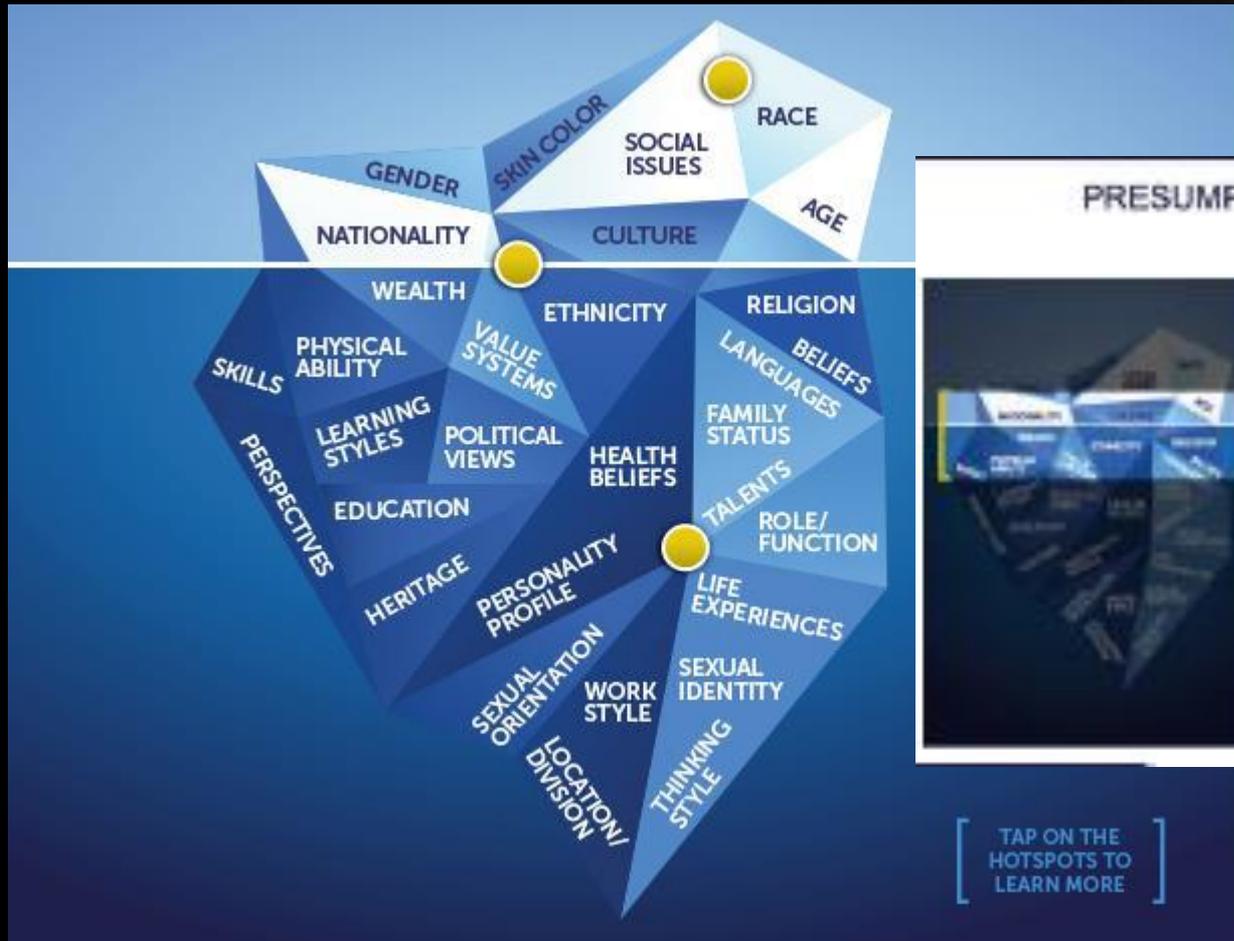
WHAT PERCENTAGE OF THE ENTIRE POPULATION IN THE U.S. (ABOVE THE AGE OF 5) SPEAKS A LANGUAGE OTHER THAN ENGLISH AT HOME?

[TAP AND DRAG
METER TO GUESS
PERCENTAGE]

0 %



Interactive Object: Hotspot



PRESUMPTIVE CULTURE

This layer of culture presents attributes that may seem readily observable but much of the meaning is not explicitly apparent without interaction and inquiry. It includes concepts like:

- Nationality
- Physical Ability
- Ethnicity
- Wealth
- Social Status
- Culture
- Religion
- Living Environment

This layer is partially observable and may lead to assumptions that support unconscious stereotypes. Example: This person is dressed in old clothing and therefore must be poor.

[TAP ON THE
HOTSPOTS TO
LEARN MORE]

Topic: Introduction to Global Health

The screenshot shows an iPad app interface. At the top, the status bar displays 'iPad', signal strength, '11:45 AM', and '98%' battery. The app's main header is 'Introduction to Global Health' with a blue checkmark icon. Below the header is a blue banner with the text 'GLOBAL HEALTH?' and a paragraph: '...n economic and social development. The health of each of us is linked to the health of all of...'. A sidebar on the left lists various topics, with 'LI 002: Global Health' highlighted in orange. Under this category, 'Introduction to Global Health' is circled in yellow. Other topics include 'Working with Medical Interpreters' (Martha Ankeny, 4 Topics) and 'Non-communicable diseases' (Martha Ankeny, 1 Topic). The main content area shows a 'definition' section with the heading 'Global Health' and text: '...al" signifies a... ot only to improving... o to achieving true... n and among peoples... interest in... health issues and... rdisciplinary study, and...'. On the right, there is a video thumbnail titled 'Why Do you Care About Global Health?' and a link to 'IHME U.S. Health Map' with a map and chart. At the bottom right, there is a link to 'A daily summary of global health policy news produced by Kaiser Family Foundation' and the 'KAISER' logo.

iPad 11:45 AM 98%

LI 002: Global Health

Introduction to Global Health

GLOBAL HEALTH?

...n economic and social development. The health of each of us is linked to the health of all of...

Working with Medical Interpreters
Martha Ankeny
Added 08/10/2015 | 4 Topics

Non-communicable diseases
Martha Ankeny
Added 08/10/2015 | 1 Topic

definition

Global Health

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Why Do you Care About Global Health?

IHME U.S. Health Map

A daily summary of global health policy news produced by Kaiser Family Foundation

KAISER

Topics

TEST 000

TEST 000

TEST N...

ANAT 105

IDPT 105

IPE 301

LS 603

PHRM 524

PT 101

PT 626

TC 201

TEST 000

Intro to Global Health

THE MULTIPLE DETERMINANTS OF GLOBAL HEALTH

There are a variety of health determinants including genetic make-up, sex, social status, health behaviors. Countries can achieve high levels of health, even without high levels of recommendations of the World Health Organization are:

- Improve daily living conditions
- Tackle the inequitable distribution of power, money and resources
- Measure and understand the problem and assess the impact of action

The Determinants of Health

Examples of Determinants of Global Health images.

```
graph TD; A((Determinants of Health)) --- B((Social support networks)); A --- C((Employment and working conditions)); A --- D((Physical environments)); A --- E((Education)); A --- F((Healthy child development)); A --- G((Biology and genetic endowment)); A --- H((Health services)); A --- I((Personal health practices and coping skills)); A --- J((Income and social status)); A --- K((Health services));
```

SELECT A TOPIC

- Why Should I Care About Global Health?**
Updated on Feb 26, 2015
- The Dynamic Nature of Global Health**
Updated on Feb 26, 2015
- The Multiple Determinants of Global Health**
Updated on Feb 26, 2015
- The Role of Women in Global Health**
Updated on Feb 26, 2015
- Infant and Child Health**
Updated on Feb 26, 2015
- Communicable Disease**
Updated on Feb 26, 2015

exploring racial and socioeconomic inequalities in health produced by California Newsreel in 2009.

[Understanding the Health of a Nation](#)

HAVE NOT RECEIVED THE ASSIGNMENT - PLEASE RE-SEND Countries are ranked according to a set of metrics designed to capture core elements of human development.

Participant Interaction with the iCE Platform

Together, let's take a look at some iCE content. If you have an iPad, laptop or cell phone, follow the directions provided. Due to the size of cell phone screens, it is best to use an iPad or laptop.

Next Steps and Challenges

- Entire module could be used in a classroom “lecture”
- A particular topic(s) and/or object(s) within a module could be used in the classroom to be incorporated into something one already does
- Could post module (or any combination of its components) in Blackboard Learn for students to use for an assignment or as a study aid
- Use a module and add discipline-specific content to it
- Combine different components (topics and objects) to form your own module
- The ongoing challenge is having to continuously update the information.
- Faculty monitor websites and review relevant articles, reports, conferences, webinars and post them to iCE modules.