On Line Education for Spiritual Care—Opportunities and Challenges.

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WHAT DO YOU THINK OF WHEN I SAY “ONLINE LEARNING”?
By the end of this session you will be able to:

- Describe the educational continuum available to spiritual care professionals
- Articulate the various forms of online education, their benefits and weaknesses, particularly in the domain of spiritual care
- Recognize opportunities for using the evolving world of educational technology to enhance your own knowledge and ability to serve others
AGENDA

- The Spiritual Care Education Path
- Learning and YOU
- What IS Online Learning?
- Online Spiritual Care Education Options
  - Today
  - Tomorrow??
- Helping to Shape the Future
The Spiritual Care Education Path
The Spiritual Care Educational Continuum

- The “Experts”
  - Clinical Pastoral Education (CPE)
  - Action-Reflection model

- Other models
  - Seminary/Classroom
  - Lay education programs
  - Volunteers
Learning and YOU
What Kind of Learner Are YOU?
What Kind of Learner Are YOU?

- KOLB “Cycle of Learning”
  - To learn we do one or more of the following:
    - Participate in some form of learning event
    - Look back, or reflect on what happened.
    - Define the “way things should work” based on interpretation and analysis of the experience.
    - Try out the way things should work in a variety of contexts, to find out what does work.
KOLB “Cycle of Learning”

Concrete

Participating (Accommodating)

Reflecting (Diverging)

Active

Experimenting (Converging)

Structuring (Assimilating)

Reflective

Abstract

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Four Learning Styles

- **Participating (active, concrete)** – Experiences a learning event.
- **Reflecting (reflective, concrete)** – Impartially reviews a learning experience to understand its meaning.
- **Structuring (reflective, abstract)** – Predicts how things should work based on observations.
- **Experimenting (active, abstract)** – Uses theory to develop a strategy or action that will provide results.
Adult Learners

• Prefer to **take an active role in decision making** and planning for the learning experience.

• Prefer an **interactive environment** to pure lecture. They want to **participate** in the learning process.

• Tend to **retain what is relevant** and filter out the rest.

• Need to **integrate** their **present** learning with **past** experience.
Adult Learners

- Will learn more in a comfortable non-threatening environment.
- Retain more if they can practice and use what they learn.
- Need a reason for learning. Adult learners want to understand why it is important.
- Learns best when they feel good about themselves.
What IS Online Learning?
## Videos (Utube)

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>LEARNING STYLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quick</td>
<td>• Ideal for reflective or structured learners</td>
</tr>
<tr>
<td>• Single Topic or task</td>
<td>• For participatory or experimental learners, must be paired doing the activity</td>
</tr>
<tr>
<td>• Can be repetitively viewed</td>
<td></td>
</tr>
<tr>
<td>• No interaction</td>
<td></td>
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<tr>
<td>• No quality control</td>
<td></td>
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</table>
### Webinars (Live)

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>• Presentation plus opportunities for asking questions</td>
<td>• Ideal for reflective or structured learners</td>
</tr>
<tr>
<td>• Can involve opportunities for audience polling</td>
<td>• Polling can improve learning by participatory learners</td>
</tr>
<tr>
<td>• Excellent opportunity to interact with leading authorities and hear leading edge content</td>
<td>• Lack of interaction can challenge all learners</td>
</tr>
<tr>
<td>• Often followed by a post-test for CE credits</td>
<td></td>
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</tbody>
</table>
### Webinars (Pre-Recorded)

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<tr>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>• Presentation</td>
<td>• Best for reflective or structured learners but not the ideal learning modality for participating or experimenting learners</td>
</tr>
<tr>
<td>• Questions asked by others with answers recorded</td>
<td></td>
</tr>
<tr>
<td>• Often followed by a post-test for CE credits</td>
<td>• For participatory or experimental learners, must be paired doing the activity</td>
</tr>
<tr>
<td>• May include opportunities for multiple reviews</td>
<td>• Not an ideal adult learning modality</td>
</tr>
<tr>
<td>• Convenient</td>
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Synchronous Cohort-Based

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<tr>
<th>DESCRIPTION</th>
<th>LEARNING STYLES</th>
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<tbody>
<tr>
<td>• Also called “Teleclasses” or “Video Conferences”</td>
<td>• Ideal for reflective or structured learners</td>
</tr>
<tr>
<td>• Cohort meets online at specific times for lecture content</td>
<td>• For participatory or experimental learners, asynchronous activities and assignments augment and improve learning</td>
</tr>
<tr>
<td>• Can ask questions either live or via text input</td>
<td>• Used for CPE</td>
</tr>
<tr>
<td>• May also include asynchronous work</td>
<td></td>
</tr>
<tr>
<td>• Video conferencing allows for visual interaction</td>
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# Asynchronous Cohort-Based

## DESCRIPTION

- Group of learners go through together
- Each learner does work on his/her own schedule within defined periods
- Lectures are videotaped
- Questions to instructor are sent via email/discussion board
- Interactions with other learners through discussion boards, chat rooms and/or email

## LEARNING STYLES

- Good for all learning styles because each learner can work in his/her best way
- Can have high levels of interaction with both instructor and other students while also having time for reflecting, structuring and experimenting
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<tr>
<td>• Integrates video, audio and interaction into one course that the learner can do on his/her own schedule and at own pace</td>
<td>• Good for all learning styles if built with interactivity and time is allowed for pacing and reflection. (There are exceptions!)</td>
</tr>
<tr>
<td>• Ideally incorporates high level of learning interaction through quizzes, games, and activities that engage and test knowledge</td>
<td>• Experimenting learners may need to find a parallel activity (or may “game the system” depending on the design)</td>
</tr>
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</table>
## Massive Open Online Course(s) (MOOCs)

| DESCRIPTION                                                                 | LEARNING STYLES                                      |
|                                                                           | • Best for reflecting and structuring learners        |
| • Open online courses with large enrollments                              | • Best for reflecting and structuring learners        |
| • Offered by leading universities for free                               | • Best for reflecting and structuring learners        |
| • Various interaction strategies                                          | • Best for reflecting and structuring learners        |
| • Completion rates are very low (>10%)                                   | • Best for reflecting and structuring learners        |
| • Great for learning a subject that you want to explore rather than get   | • Best for reflecting and structuring learners        |
|   credit for                                                              | • Best for reflecting and structuring learners        |

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# Smart Phone Learning

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| • Integrates video, audio and interaction into one course that the learner can do on his/her own schedule and at own pace  
• Usually smaller, shorter modules – topic or task specific  
• Typically incorporates high level of learning interaction through quizzes, games, and activities that engage and test knowledge | • Optimal for participating and experimenting learners.  
• Can be good for reflective if time is allowed for pacing and reflection.  
• Can be effective for structured learners if design permits |
## Virtual Reality

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Your Online Learning Course Checklist

✓ How frequently will the instructor be present at the course site?
✓ Will there be an online course community and does it continue?
✓ Are there clear expectations about how the instructor will communicate and how often you should expect to be online?
✓ Does it use a variety of large group, small group and individual activities?
✓ Does it use both synchronous and asynchronous activities?
✓ Will you get informal feedback early in the course?
✓ Will there be discussion posts inviting questions, discussions, reflections and responses?
✓ Does it have links to content with easy links/connections from your computer?
✓ Does it combine core concept learning with opportunities for personalized learning?
✓ Is there a good closing/wrap up activity that integrates learning?

Adapted From J. V. Boettcher, Ph.D., “Ten Best Practices for Teaching Online”
Online Spiritual Care Education Options
308.11 When there is geographic distance between the CPE supervisor and students, electronic presence, i.e. video conferencing, is allowed as an alternative to physical presence.

To utilize video conferencing as an alternative modality for students, a center must have:

- 308.11.1 a written agreement (cf Standard 302.3) that specifies the supervisor will conduct site visit(s) or use other means to verify the clinical placement site complies with ACPE Standards.

- 308.11.2 a process for evaluating the effectiveness of utilizing video conferencing in addressing outcomes and student learning goals.

- 308.11.3 on site preceptor(s) to communicate with the supervisor about the student(s)’ work. The supervisor must communicate with the student(s)’ preceptor(s) throughout the unit about the student’s clinical work, work habits and investment in the CPE process.
HCCN/CSU Chaplaincy Course

- Palliative Care Chaplaincy Specialty Certificate
- 9 weeks – Asynchronous, cohort-based
- Content developed by nationally recognized faculty, delivered by expert chaplains
- Work in groups within course, 8-10 hrs/week
- $799
Other Online Options

- Grand Canyon University
- Loma Linda University
- St. James Seminary

(In short … not much!)
The Future???
Helping to Shape the Future
WHAT WOULD YOU LIKE TO BE ABLE TO LEARN? ONLINE OR OTHERWISE!