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On Line Education for Spiritual Care-
Opportunities and Challenges.

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

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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

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The Spiritual Care Education Path
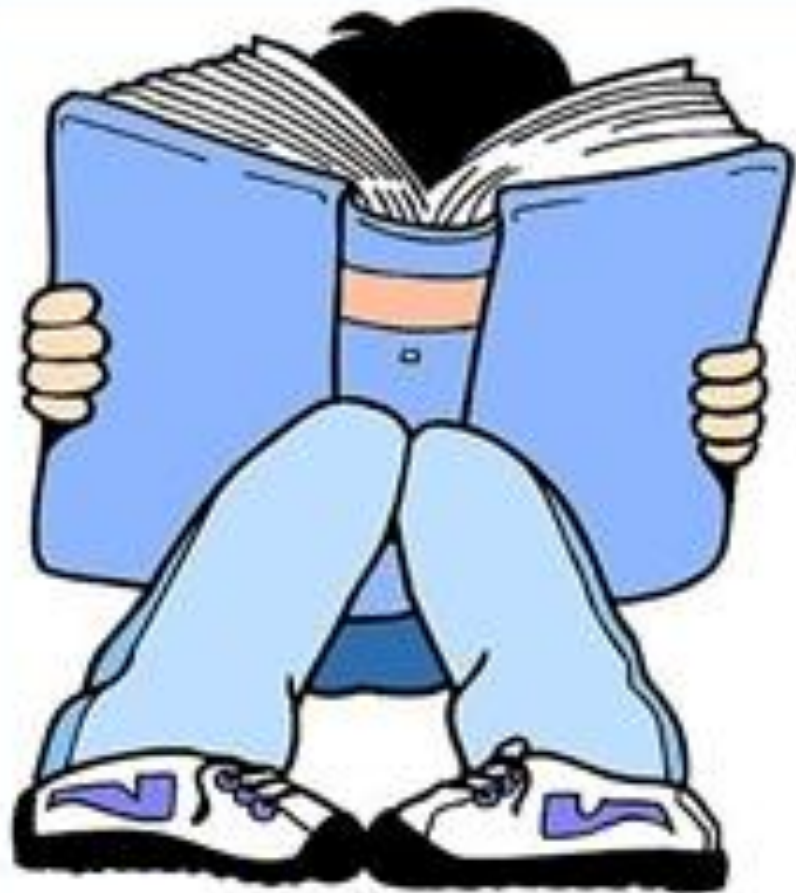
The Spiritual Care Educational Continuum

❑ **The "Experts"**

- o Clinical Pastoral Education (CPE)
- o Action-Reflection model

❑ **Other models**

- o Seminary/Classroom
- o Lay education programs
- o Volunteers

Learning and 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.

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Concrete

Active

Reflective

Participating
(Accomodating)

Reflecting
(Diverging)

Experimenting
(Converging)

Structuring
(Assimilating)

Abstract

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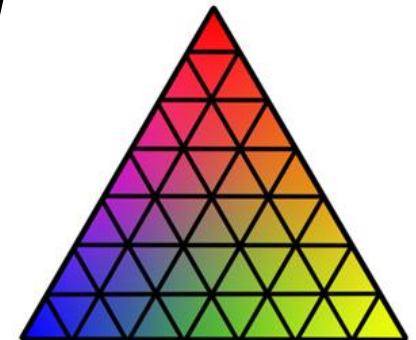
Four Learning Styles

- *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?

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Videos (Utube)

DESCRIPTION	LEARNING STYLES
• Quick	• Ideal for reflective or structured learners
• Single Topic or task	
• Can be repetitively viewed	• For participatory or experimental learners, must be paired doing the activity
• No interaction	
• No quality control	

Webinars (Live)

DESCRIPTION	LEARNING STYLES
• Presentation plus opportunities for asking questions • Can involve opportunities for audience polling • Excellent opportunity to interact with leading authorities and hear leading edge content • Often followed by a post-test for CE credits	• Ideal for reflective or structured learners • Polling can improve learning by participatory learners • Lack of interaction can challenge all learners

Webinars (Pre-Recorded)

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

Synchronous Cohort-Based

DESCRIPTION	LEARNING STYLES
• Also called "Teleclasses" or "Video Conferences" • Cohort meets online at specific times for lecture content • Can ask questions either live or via text input • May also include asynchronous work • Video conferencing allows for visual interaction	• Ideal for reflective or structured learners • For participatory or experimental learners, asynchronous activities and assignments augment and improve learning • Used for CPE

Asynchronous Cohort-Based

DESCRIPTION	LEARNING STYLES
• 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	• 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

Self-Paced

DESCRIPTION	LEARNING STYLES
• Integrates video, audio and interaction into one course that the learner can do on his/her own schedule and at own pace • Ideally incorporates high level of learning interaction through quizzes, games, and activities that engage and test knowledge	• Good for all learning styles if built with interactivity and time is allowed for pacing and reflection. (There are exceptions!) • Experimenting learners may need to find a parallel activity (or may "game the system" depending on the design

Massive Open Online Course(s) (MOOCs)

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

Smart Phone Learning

DESCRIPTION	LEARNING STYLES
• 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

DESCRIPTION	LEARNING STYLES
• Quick • Single Topic or task • Can be repetitively viewed • No interaction • No quality control	• Ideal for reflective or structured learners • For participatory or experimental learners, must be paired doing the activity

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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"

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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

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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

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Other Online Options

- Grand Canyon University

- Loma Linda University

- St. James Seminary

(In short … not much!)

The Future???

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Helping to Shape the Future

WHAT WOULD YOU LIKE TO BE ABLE TO LEARN? *ONLINE OR OTHERWISE!*

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