THEORY BURST #1: PLANNING

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Interprofessional Education: Building A Framework For Collaboration

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OBJECTIVES

- Describe a process in which assessment efforts are integrated with educational planning and instructional design while focusing on desired outcomes
- Apply an expanded outcomes framework for planning and assessing interprofessional education
- Identify key considerations in developing interprofessional curriculum with regard to content, process, and context
EVIDENCE FROM CONTINUING EDUCATION

Educational activities should be based on assessed need

Passive approaches to learning are generally not effective in changing behavior

Multifaceted activities that combine several different interventions are effective

STEP 1: SELECT THE OUTCOMES OF THE ACTIVITY

- Community Health Status
- Patient Health Status
- Performance (Does)
- Competence (Shows How)
- Procedural Knowledge (Knows How)
- Declarative Knowledge (Knows)
- Satisfaction
- Participation
STEP 2: CHOOSE A TARGET AUDIENCE

- Educational level
- Disciplinary background
- Workplace setting

STEP 3: CONDUCT A NEEDS ASSESSMENT

- Patient care data
- Educational requirements
- Health system data
- Educational requirements
- Patient care data
STEP 4: DESIGN SUMMATIVE EVALUATION STRATEGY

Knowledge
Skills
Attitudes

STEP 5: DESIGN FORMATIVE EVALUATION STRATEGY

Format
- Presentation
- Example
- Practice
- Feedback

Content
STEP 6: CHOOSE INTERVENTION STRATEGY TO PREDISPOSE AUDIENCE

- Evidence-based Guidelines
- Factors contributing to performance
- Current Performance Data
- Consensus on improvement action

Teachable Moment

STEP 7: CHOOSE INTERVENTION STRATEGY TO ENABLE AUDIENCE

- Presentation/Rule
- Feedback
- Example/Demonstration
- Practice
STEP 8: CHOOSE INTERVENTION STRATEGY TO REINFORCE AUDIENCE

- Commitment to change
- Course handouts
- Reminders
- Case studies
- Invitation/opportunity to participate in performance improvement

STEP 9: MAINTAINING AND BUILDING ON COMPLETED ACTIVITIES

- Share evaluation results
- Engage target audience in planning
- Improve continuity in planning
CONCLUSION

With formative evaluation, planning educational activities in a step-wise fashion with content and context in mind increases the likelihood that summative evaluation will show improvements in patient care.