THEORY BURST #4: ASSESSING

John Tegzes, BSN, MA, VMD, Dipl. ABVT
Director of Interprofessional Education
Western University of Health Sciences
Pomona, California

ASSESSMENT

1. How will the team assess project goals?
2. How will the team evaluate program effectiveness?
3. What type of evaluation should be conducted and should it be an integral part of the program?
WHY ASSESS?

Assess learning
Assess program outcomes
  ▪ Feedback that can help guide program revision

EDUCATIONAL ASSESSMENT

Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole (also known as granularity)

EDUCATIONAL ASSESSMENT

K - Knowledge
S - Skills
A – Attitudes
B - Behaviors

KIRKPATRICK’ S FRAMEWORK

Kirkpatrick’s hierarchy of levels of evaluation. Complexity of behavioural change increases as evaluation of intervention ascends the hierarchy.

Evaluation of results (transfer or impact on society)
Evaluation of behaviour (transfer of learning to workplace)
Evaluation of learning (knowledge or skills acquired)
Evaluation of reaction (satisfaction or happiness)
KIRKPATRICK’S LEVELS OF OUTCOMES (ADAPTED)

4b. Benefits to learners/patients
4a. Change in organizational practice
3. Behavioural change
2b. Acquisition of knowledge, skills
2a. Modification of attitudes, perceptions
1. Evaluation of reaction

Freeth et al. 2002

PAIR AND SHARE

How would you plan to include assessment in your IPE curriculum?
Specify how you would assess knowledge, skills, attitudes, and behaviors.
IPE AT WESTERNU

Required core content for all entry-level students

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Dental Medicine
Medical Assistant
Nursing
Optometry
Osteopathic Medicine
Pharmacy
Physical Therapy
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Podiatric Medicine
Public Health
Veterinary Medicine
IPEC COMPETENCY DOMAINS

Roles/responsibilities
Teams/teamwork
Ethics/values
Communication

CORE IPE COMPETENCY DOMAINS

Communication
Collaboration
Teams and Teamwork in Healthcare
Professional Scopes of Practice
One Health
CONCEPTUAL FRAMEWORK

Self-regulation learning theory used to guide the development and implementation of the curriculum


Problem-based learning used to deliver facilitated small team case studies


FACILITATED CASE-BASED CURRICULUM

Small teams
Faculty facilitated
134 groups per case, each with 9-10 learners
ASSESSMENT OF ATTITUDES

Pre- and Post-Course surveys
Focus groups

ASSESSMENT OF SKILLS

Facilitator evaluations of each student after each small team session
FACILITATOR RUBRIC

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ASSESSMENT OF KNOWLEDGE

New endeavor begun in the 2012-2013 academic year
Used the “Progress Test” model with pre-test and a post-test at conclusion of the course
Five additional exams during the academic year
  one at the conclusion of each case study
Multiple choice exam with both A-type and X-type questions
Focused on all five competency domains
ASSESSMENT OF BEHAVIORS

Self-Reflection essay at the end of each case study used to develop critical thinking of concepts presented in the small team sessions

The intent is that this will help to anchor learning that will potentially translate to new behaviors once the learners are in the clinics.

SELF-REFLECTION RUBRIC

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KNOWLEDGE – SCOPE OF PRACTICE

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A. Community resources
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Answer = A, B, C, D
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A. Contact with diseased, live chickens
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D. There is only one health care team, and it includes every profession

Answer = C
DATA MINING

What can be done with the data you collect?

RESULTS

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Data from 823 first-year learners included
OVERALL LEARNER PERFORMANCE (N=823)

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LESIONS LEARNED

Learners do NOT have all the answers regarding knowledge of interprofessional education and practice

- Yay!! Our programs are indeed needed 😊

LESIONS LEARNED

Our program, at least, is somewhat effective at improving knowledge

- Again, yay!! We are doing something right 😊
LESSONS LEARNED

Adding assessment can motivate learners
Good questions take effort!!
Student outcomes can be used to inform the curriculum

NEXT STEPS

How can you include assessment in your IPE curriculum?
Knowledge
Skills
Attitudes
Behaviors
AND IF THAT WEREN’T ENOUGH . . . .

Assessing program effectiveness

At WesternU every academic program undergoes university review every five years

ASSESSING PROGRAM EFFECTIVENESS

Self-study that includes:

1. Program history, mission, and goals
2. Student learning outcomes
3. Curriculum assessment
4. Faculty assessment
5. Student body assessment
6. Physical resources
7. Support staff
8. External environment
9. Summary
RESOURCE SHARE

Interprofessional Collaborator Assessment Rubric

Developed and Validated by multiple institutions in Ontario and Quebec

As you develop assessment in your IPE programs, use this rubric to guide your overall program desired outcomes

Great rubric to measure behaviors that ultimately impact patient care and hopefully patient outcomes

QUESTIONS AND DISCUSSION
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**Note:** The data above is not adequate to generate a meaningful discussion or conclusion without additional context or analysis.
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LESSONS LEARNED

Learners do NOT have all the answers regarding knowledge of interprofessional education and practice

- Yay!! Our programs are indeed needed 😊

LESSONS LEARNED

Our program, at least, is somewhat effective at improving knowledge

- Again, yay!! We are doing something right 😊
LESSONS LEARNED

Adding assessment can motivate learners
Good questions take effort!!
Student outcomes can be used to inform the curriculum

TOSCE

Team Objective Structured Clinical Exam
Currently entering fifth year of a collaborative research study
Learners work with standardized patients and standardized clinicians to collaborate around care coordination and safety issues
- Currently validating tools
LESSONS LEARNED

Both faculty and students value the opportunities to practice skills and receive feedback
Ideally students should have at least two or more opportunities to participate
- many logistical challenges

CLINICAL ASSESSMENT

ICAR
Interprofessional Collaborator Assessment Rubric
Developed through funding by the Academic Health Council in Canada
Validated for use as an assessment rubric with learners during clinical rotations
INTERPROFESSIONAL PROFESSIONALISM ASSESSMENT

Collaborative project among nine health professions

Developed assessment rubric for clinical preceptors and a self-assessment for learners focusing on professionalism characteristics and behaviors while interacting and working with members of other professions
NEXT STEPS

How can you include assessment in your IPE curriculum?
Knowledge
Skills
Attitudes
Behaviors

AND IF THAT WEREN’T ENOUGH . . .

Assessing program effectiveness
At WesternU every academic program undergoes university review every five years
ASSESSING PROGRAM EFFECTIVENESS

Self-study that includes:

1. Program history, mission, and goals
2. Student learning outcomes
3. Curriculum assessment
4. Faculty assessment
5. Student body assessment
6. Physical resources
7. Support staff
8. External environment
9. Summary

RESOURCE SHARE

Interprofessional Collaborator Assessment Rubric

Developed and Validated by multiple institutions in Ontario and Quebec

As you develop assessment in your IPE programs, use this rubric to guide your overall program desired outcomes

Great rubric to measure behaviors that ultimately impact patient care and hopefully patient outcomes
QUESTIONS AND DISCUSSION