

THEORY BURST #4: ASSESSING



John Tegzes, BSN, MA, VMD, Dipl. ABVT

Director of Interprofessional Education

Western University of Health Sciences

Pomona, California



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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?



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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)

http://en.wikipedia.org/wiki/Educational_assessment



EDUCATIONAL ASSESSMENT

K - Knowledge

S - Skills

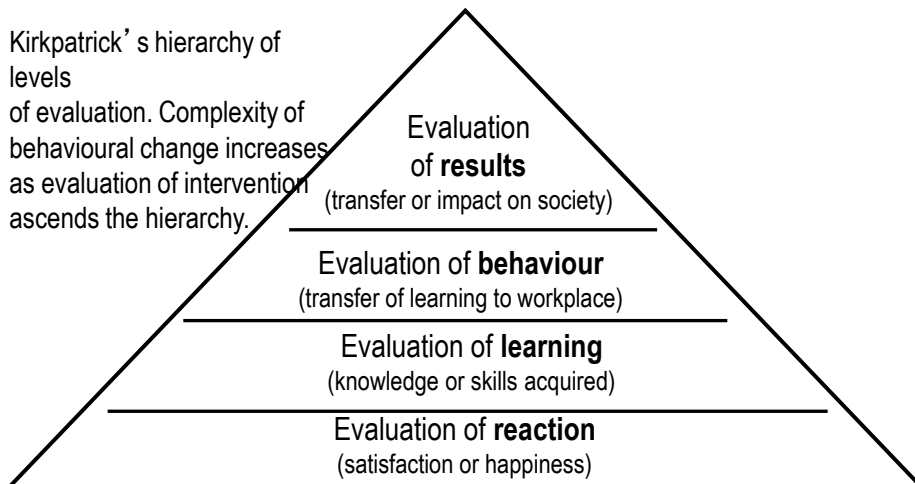
A - Attitudes

B - Behaviors

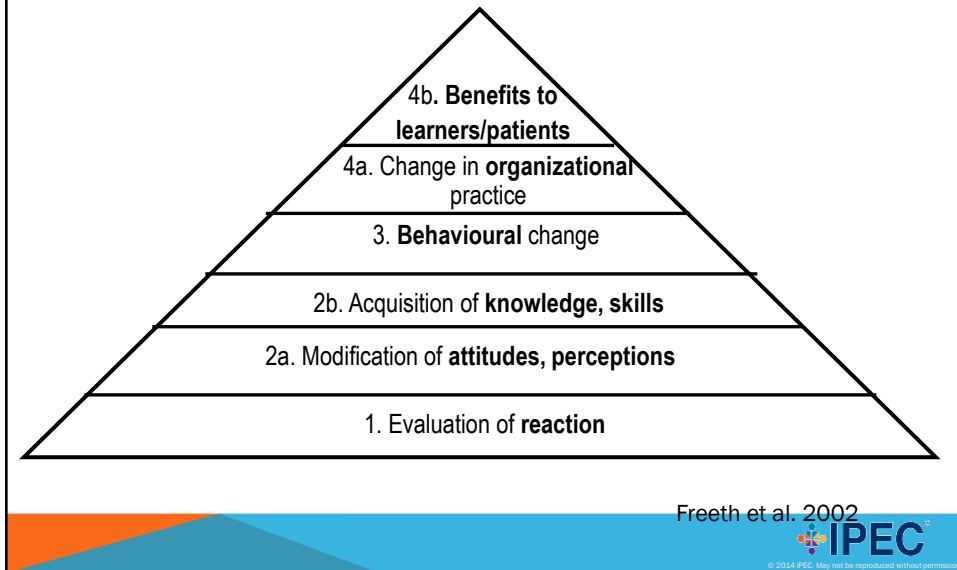


KIRKPATRICK' S FRAMEWORK

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



KIRKPATRICK'S LEVELS OF OUTCOMES (ADAPTED)



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



IPE AT WESTERNU

Dental Medicine

Medical Assistant

Nursing

Optometry

Osteopathic
Medicine

Pharmacy

Physical Therapy

Physician Assistant

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

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FACILITATED CASE-BASED CURRICULUM

Small teams

Faculty facilitated

134 groups per case, each with 9-10 learners



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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

	Unsatisfactory	Satisfactory	Exceptional
Participation	Does not listen or pay attention, exhibits a lack of respect to others, comments are irrelevant and uninformed, and comments reflect no understanding of the concepts discussed. Arrives with little, if any, preparation and may be late.	Actively participates in discussions. Displays interest in comments of others. Comments demonstrate assimilation of information provided by other group members. Arrives on time with evidence of preparation.	Enthusiastically and appropriately participates, actively and respectfully listens to other group members, ideas are relevant and reflect an understanding of the concepts/materials. Frequently asks questions to engage others in discussion. Arrives on time and is fully prepared.

ASSESSMENT OF KNOWLEDGE

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- Used the “Progress Test” model with pre-test and a post-test at conclusion of the course
- Five additional exams during the academic year
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- 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.



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Answer = E



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According to the scope of practice of nursing, which aspects of diabetes education is/are conducted by nurses (choose all that are correct)?

- A. Community resources
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Answer = A, B, C, D



KNOWLEDGE ASSESSMENT – ONE HEALTH

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What role does the media have during a public health crisis?

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KNOWLEDGE ASSESSMENT - TEAMWORK

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- B. Primary care refers to health care that provides care to people, and secondary care refers to health care that provides care to animals
- C. There are both primary and secondary health care teams – on a broad scale these are often interprofessional, while within each profession, they can also be intraprofessional
- 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

**Compared pre-test and post-test results as a composite, and
by profession**

Data from 823 first-year learners included



OVERALL LEARNER PERFORMANCE (N=823)


	Pre-Test	Post-Test	Difference
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- Yay!! Our programs are indeed needed 😊



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

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Adding assessment can motivate learners

Good questions take effort!!

Student outcomes can be used to inform the curriculum



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NEXT STEPS

How can you include assessment in your IPE curriculum?

Knowledge

Skills

Attitudes

Behaviors



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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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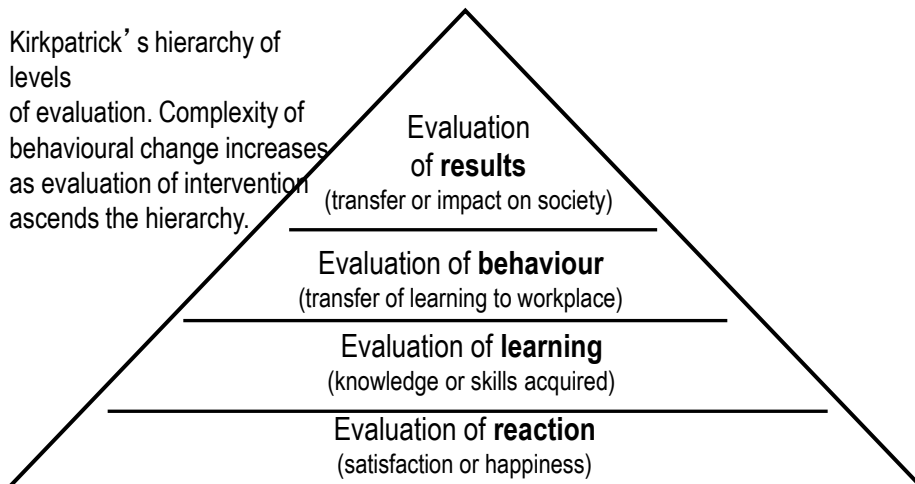
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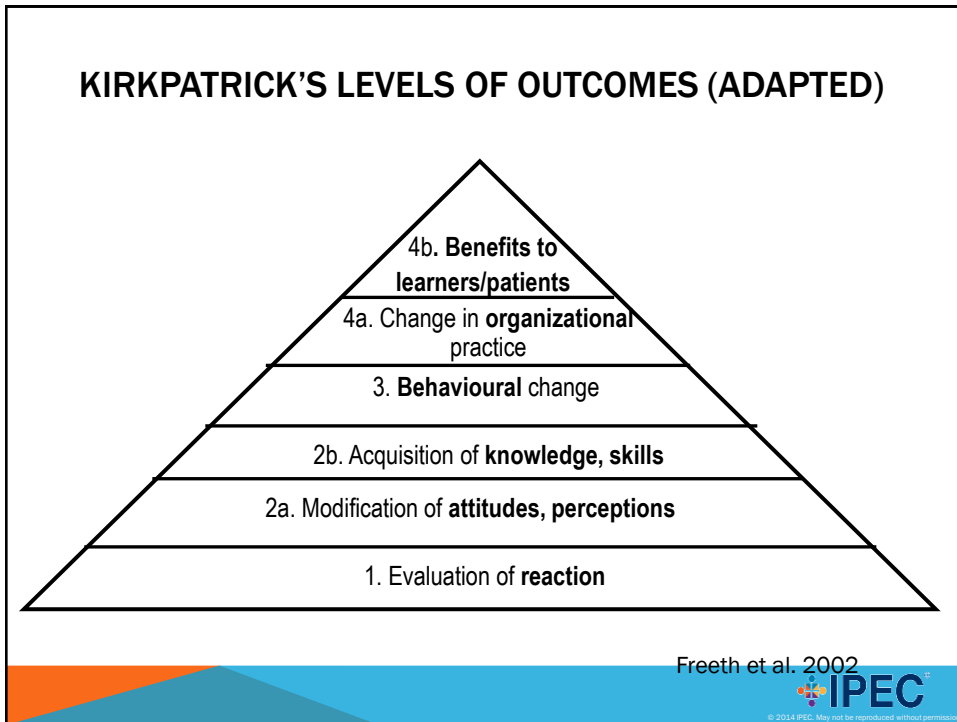
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TOSCE

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



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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



Competency Category		Descriptor							
Conflict Management/Resolution		Ability to effectively manage and resolve conflict between and with other providers, patients/clients and families.							
Competency Statements		1. Demonstrates active listening and is respectful of different perspectives and opinions from others 2. Works with others to manage and resolve conflict effectively.							
Rubric Scale		Not Observable	Minimal	Developing	Competent	Mastery			
Dimensions		1		2		3		4	
Active Listening		<input type="checkbox"/> Does not use active listening techniques when others are speaking.		<input type="checkbox"/> Occasionally uses active listening when others are speaking.		<input type="checkbox"/> Frequently uses active listening when others are speaking.		<input type="checkbox"/> Consistently uses active listening when others are speaking.	
Behavioural Indicator									



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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



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Assessing program effectiveness

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ASSESSING PROGRAM EFFECTIVENESS

Self-study that includes:

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4. Faculty assessment
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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

