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- The entire webinar and the program evaluation must be completed to earn contact hours.
- This webinar will be recorded and available until **9/20/2020**

# IPE PANEL PRESENTATION: *Assessment of Interprofessional Practice*



**IPEC**<sup>®</sup>

**Interprofessional Education Collaborative**  
*Connecting health professions for better care*

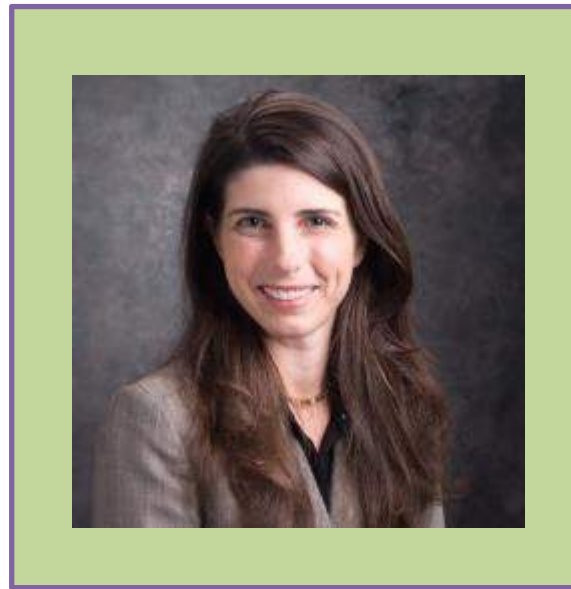
Hosted by:



# MODERATOR

Lisa Howley

PhD



Senior Director of Initiatives and Partnerships  
Association of American Medical Colleges

# PANELISTS

Eric H. Gilliam  
PharmD, BCPS



Program Director, University of  
Colorado Center for Interprofessional  
Education and Practice  
Assistant Professor, Department of  
Clinical Pharmacy  
Assistant Director, Office of  
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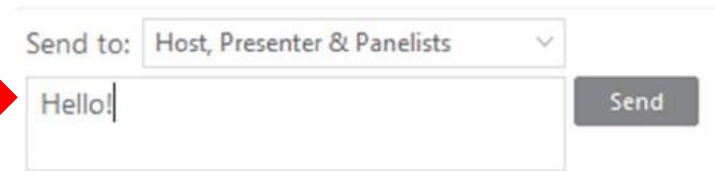
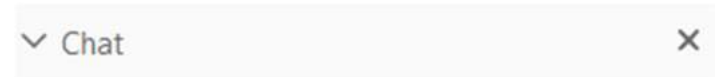


Assistant Dean of Interprofessional  
Integration  
Assistant Professor, Departments of Medical  
Education and Pediatrics  
The University of Texas at Austin Dell Medical  
School

# METHOD FOR SUBMITTING QUESTIONS



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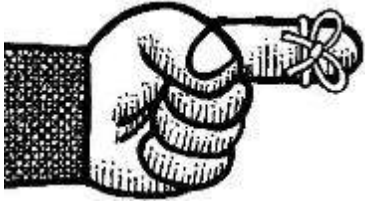


# LEARNING OBJECTIVES

- Describe the key structure of IPE programs at the University of Colorado Anschutz Medical Campus and the University of Texas at Austin
- Explain approaches to assessing IPE outcomes
- Identify lessons learned related to achieving desired IPE goals and coordinating assessment and health outcomes

# CONTINUING EDUCATION CREDITS





**REGISTER AT [IPECOLLABORATIVE.ORG](http://IPECOLLABORATIVE.ORG)**

FALL 2017

Oct 18-20 in Long Beach, CA

Advancing & Sustaining Your Program  
for Collaborative Practice



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# PANELIST

Eric H. Gilliam

PharmD, BCPS



Program Director, University of Colorado Center for Interprofessional  
Education and Practice

Assistant Professor, Department of Clinical Pharmacy

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Pharmacy & Pharmaceutical Sciences

# Assessment Strategies in IPE: Insights from University of Colorado

Eric H. Gilliam, PharmD, BCPS, Assistant Professor  
Program Director, Clinical Integrations Program  
CU Center for Interprofessional Practice & Education (CU CIPE)

[Eric.Gilliam@ucdenver.edu](mailto:Eric.Gilliam@ucdenver.edu)



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# CU CIPE Team

## *Center for IPE Faculty & Staff*

- Suzanne Brandenburg, MD, Center Director
- Eric Gilliam, PharmD, Director – Interprofessional Practice
- Shimaa Basha, MPH, CHSE, Director – IPE Simulation
- Wendy Madigosky, MD, Director – Didactic Education
- Reesie Roland, IPE Program Coordinator
- Michelle Colarelli, Curriculum Manager & Instructional Designer
- Shannon Patsey, Clinical Integrations Coordinator
- Jason Brunner, Chair of Evaluation & Assessment
- Natalie Mathay, IPE Student Worker

## *IPE Program Representatives*

- Nikki Block, CAA, MMSc - Anesthesiologist Assistant Program
- Daniel Goldberg, JD, PhD – Center for Bioethics and Humanities

## *IPE Assistant Directors (IPE Council)*

- Amy Akerman, MPAS, PA-C – Physician Assistant Program
- Kari Franson, PharmD, PhD – Skaggs School of Pharmacy
- Karen Gorton, PhD, MS, RN - College of Nursing
- Wendy Madigosky, MD, MSPH – School of Medicine
- Amy Nordon-Craft, PT, DSc – Physical Therapy Program
- Lindsey Yates, DDS, MPH – School of Dental Medicine



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# Who's on the Team?

- ~750 students / cohort
  - » Anesthesiologist Assistant
  - » Dental Medicine
  - » Medicine
  - » Nursing
  - » Pharmacy
  - » Physical Therapy
  - » Physician Assistant
  - » Public Health
- 2 – 3 cohorts of students at any given time
- Distance and International Learners
- ~ 50 Faculty facilitators in the class room
- Countless preceptors and partners in clinics and the surrounding communities



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# Two – Four Year Curriculum

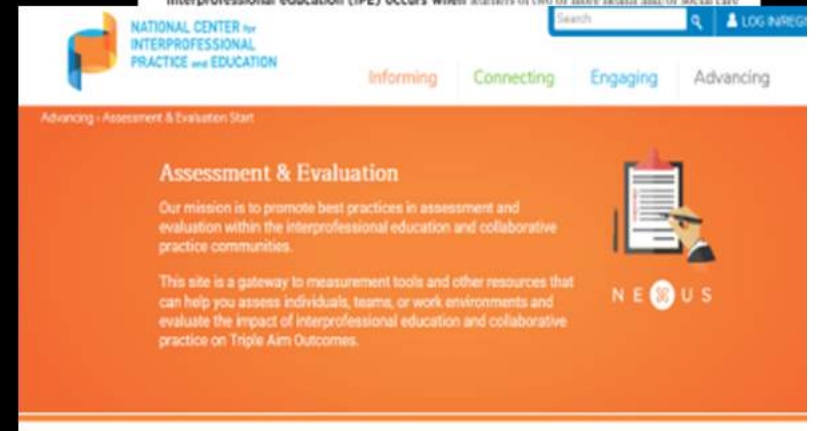


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# Getting Started

- IOM 2015 Report<sup>1</sup>
- NEXUS Assessment & Evaluation Guides<sup>2</sup>
  - » Webinars, tools, guidelines, and reviews
- Need to align care systems and education systems
- Need to assess change and impact of IPE
  - » Apply Kirkpatrick Model
  - » Integrate Qualitative and Quantitative Methods



<sup>1</sup>Institute of Medicine Board of Global Health. Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes. Washington DC 2015

<sup>2</sup>Available at <https://nexusipe.org/advancing/assessment-evaluation-start>



# Strategic Plans lead to Assessment Plans

**Outline for strategic plan operationalization (focus on education)**

1. Establish measures/performance indicators for each item
  - a. Define thresholds/benchmarks (including meeting accreditation requirements for each program)
2. Map measures to specific activities and benchmarks for each (implementation plan)
  - a. Timeline with responsibility assignments (IPE component level and program level) for each step (what needs to happen for measure x to come in to play, etc.)
3. Once basic implementation plan outlined, ask each program - do you have other specific goals that would inform measures/performance indicators?
4. As part of process, review and if needed re-align measures with IPE big picture – vision/mission/values and more granularly overall curricular outcome
5. Evaluation committee will then focus on how to best:
  - a. Assess learners
  - b. Evaluate components

**Clinical Integrations (CI) Component:**

1. Students will engage in interprofessional practice:
  - a. They will work in IP teams and identify its role in meeting the triple aim (Phase 1 – Co-curricular)
  - b. They will demonstrate teamwork and collaboration skills in clinical interprofessional practice settings (Phase 2 – CI Practicum)

Component	Measure	Activity	Benchmark	Timeline for Implementation	Responsibility	Notes (gaps, needs, etc.)																																				
Students will work in IP teams and identify its role in meeting the triple aim (CI-Phase 1 (CI-1))	1. IPE provides co-curricular interprofessional activities aligned with the triple aim to all health professions students through IPE programing or in conjunction with IPE partnerships.	<p><b>Activities already developed and offered through IPE and Partners</b></p> <ul style="list-style-type: none"> <li>a) Certificate in IP Quality Improvement and Patient Safety (IPE/UCH)</li> <li>b) DAWN Clinic</li> <li>c) National Western Stock Show Health Screenings (AHEC)</li> <li>d) Rural Immersion Week (SOM Rural Track)</li> <li>e) I-PEAK Home Visits (Accelerating IPE Grant Project)</li> <li>f) SDM Frontier Center (SDM)</li> <li>g) Interprofessional Collaborative Practice team skills and leadership seminars (CCNE HRSA Grant)</li> <li>h) Interprofessional Culinary Elective</li> <li>i) Public Health Case Competition (SPH)</li> <li>j) Global Health Course in Kathmandu, Nepal (CI Catalogue Survey)</li> <li>k) Birthing Simulations (CAPE) (CI Catalogue Survey)</li> <li>l) Center for Bioethics and Humanities IP Student Advisory Group</li> </ul> <p>Students engaged in CI-1 activities by program:</p> <table border="1"> <thead> <tr> <th></th> <th>CON</th> <th>SDM</th> <th>SOM</th> <th>SOP</th> <th>PA</th> <th>PT</th> <th>SPH</th> <th>AA</th> </tr> </thead> <tbody> <tr> <td>A</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>B</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>C</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>		CON	SDM	SOM	SOP	PA	PT	SPH	AA	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1) Five or more CI-1 programs are offered to the students in each CI-participating program (CON, SDM, SOM, SOP, PA, and PT). Gap: SDM and PT</p> <p>2) 80% of students from each participating program participate in at least 1 CI-1 activity</p>	<p>Ongoing</p> <p>2-year goal</p>	<p>Various (see table)</p> <p>Eric / CI Committee to determine how best to collaborate</p> <p>IPE Council Reps to advocate for programing aligned with interests of their respective students.</p>	<p>Do we want to cultivate more or just promote what is here? -Quantify capacity and identify need to develop/recruit more if needed based on benchmarks.</p> <p>Do we want to track engagement or just promote? -Yes. Benchmark capacity and participation -Need mechanism to track/report participation</p> <p>Do these programs need to identify aspects of the Triple Aim as part of their mission? Is their missions articulated to the students?</p>
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	1-A. A variety of activities is offered to meet the needs and interest of students from all health professional programs.																																									



# Kirkpatrick Model for Evaluation

## Examples of Data Sources

Organizational  
Change

Changes in the system or environment  
*Change in practice culture; Change in work processes*

Behavior

Evaluation of Student Performance  
*Teaming, Clinical Interventions, Collaboration with Team*

Knowledge

Evaluation of Student  
*Tests & Quizzes, Demonstration of Knowledge / Competencies*

Reaction

Student Perception of Learning Experience:  
*Surveys, Focus Groups, Evaluations, Attitudinal Scales*



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# IPE Open Campus Program Target Goals

## Organizational Change

Increase promotion of IPE across campus; Increase IPE Partnerships;  
Change in policies to streamline cross-professional co-curricular  
structures

## Behavior

Students continue to engage in Interprofessional student collaborations  
beyond program requirement

## Knowledge

Students recognize their role as a health practitioner in the context of the  
Triple Aim early in their training

## Reaction

Improve student and faculty perceptions of IPE Program on Campus;  
Students maintain enthusiasm for IPE training



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# Student Assessment in IP Practice

- Goals:
  - » Provide each health profession program with individual student level data demonstrating competency in teamwork and collaboration within clinical practice settings
  
- Key Stakeholder
  - » Deans & Curriculum Leads
  - » Accreditation Standards
  
- Strategy:
  - » Standardize student assessment across campus



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# Student Assessment in IP Practicum

- Assessment Tool
  - » Interprofessional Professionalism Assessment<sup>1,2</sup> (Modified)  
Developed by the Interprofessional Professionalism Collaborative<sup>3</sup>
    - Aligned with IPEC Competencies
    - Individual student behaviors
    - Cross-professional assessment
  - » CU modifications
    - 9-items
    - Plus 1 global assessment item (pass/fail)



<sup>1</sup>Hammer D, Anderson MB, Brunson WD, Grus C, et al. Defining and Measuring Construct of Interprofessional Professionalism. *Journal of Allied Health*. Summer 2012; 41(2):e49-e53.

<sup>2</sup>Holtman MS, Frost JS, Hammer DP, McGuinn K, Nunez LM. Interprofessional professionalism: Linking professionalism and interprofessional care. *Journal of Interprofessional Care*. 2011, 25:383-385.

<sup>3</sup>[www.interprofessionalprofessionalism.org](http://www.interprofessionalprofessionalism.org)

# IPE Clinical Practicum Early Outcomes

School of Pharmacy IPE Clinical Practicum Pilot  
(N = 314)

Organizational  
Change

~10% of Provider's patients engaged with pharmacy student service during program

Behavior

*I trust this learner to be on my interprofessional team: <1% Marked "No"*

Knowledge

Student demonstration of IPEC Competencies:  
Mean score across items: 4.7

Reaction

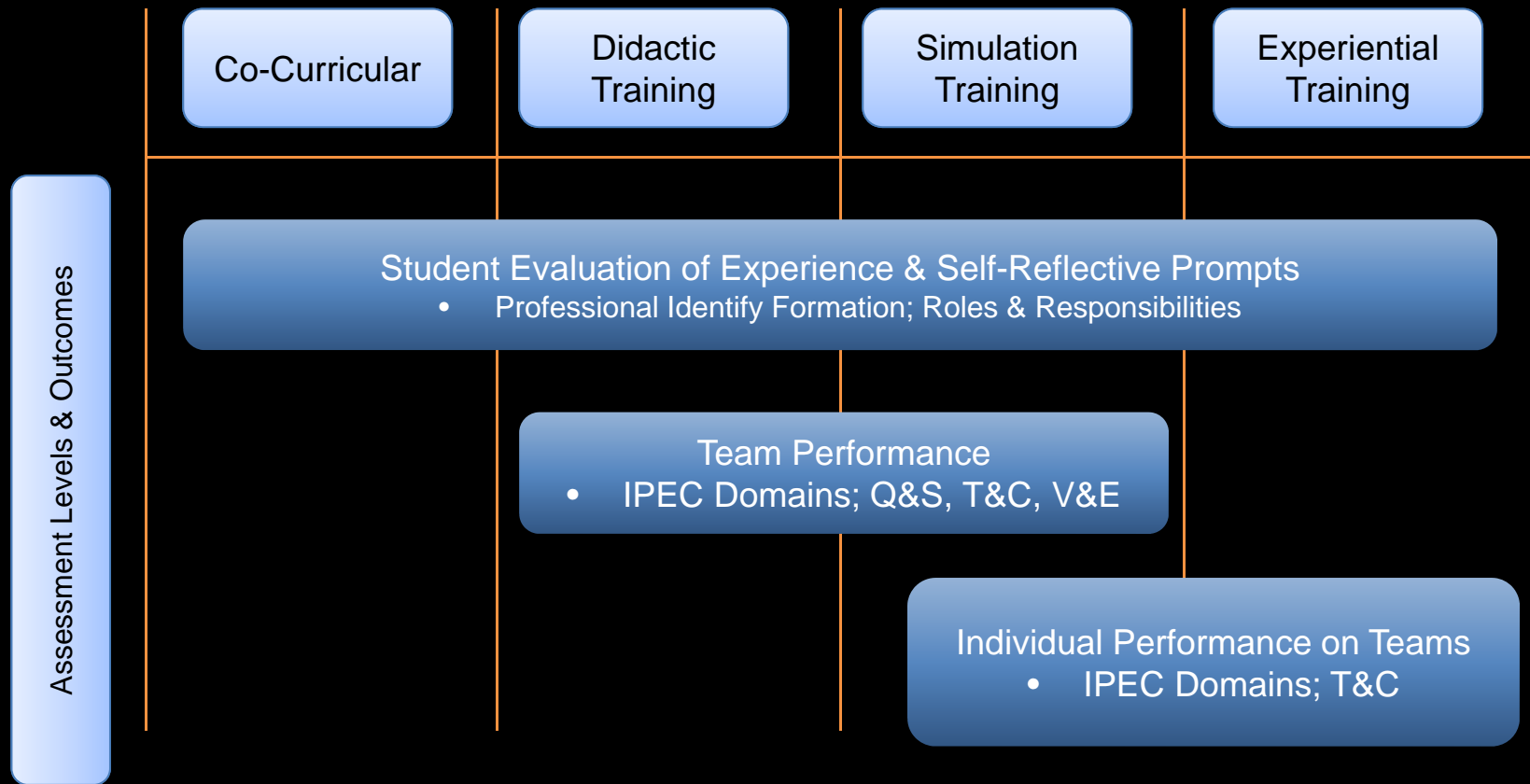
*Would you recommend this program? Mean 4.3*  
Comments: *"Best experience I've had so far"*



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# Longitudinal Programmatic Assessment



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## Student Evaluation of Experience & Self-Reflective Prompts

- Professional Identity Formation; Roles & Responsibilities

- *“Participating in [This IPE Activity] contributed to my development as a collaborate health care professional.*
  - » *Co-curricular: Level of Agreement ~50% (First pilot year)*
  - » *Didactic: Level of Agreement: ~60%*
  - » *Simulation: Pending*
    - *LoA ~90% on similar question*
  - » *Experiential: Pending*
    - *LoA ~ 85% on similar question (SOP initial pilot cohort)*

Quantitative -> Standardize items -> Track Change Over Time  
Qualitative -> Thematic Analysis -> Program Improvement



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## Team Performance

- IPEC Domains; Q&S, T&C, V&E

Content Area	Didactic tRAT Performance		Simulation Team Performance	
	% Items Correct		Mean % fully performing target behaviors	
	Semester 1	Semester 2	Scenario 1	Scenario 2
Quality & Safety	98.5%	99.6%	75.6% (3 behaviors)	83.6%
Values & Ethics	98.8%	98.9%	55.9% (2 behaviors)	67%
Teamwork & Collaboration	98.6%	99.1%	62% (17 behaviors)	69.5%

Didactic: Team-knowledge is greater than individual-knowledge  
 Simulation: Teams improve with experience



Individual Performance on Teams

- Teamwork and Collaboration

- *“I trust this learner to be a member of my interprofessional team”*
  - » Observer rated statement as “Yes” or “No”

	Simulation	Practice
# of Students	763	314
Professions Represented	7	1 (pharmacy)
Rater	Trained facilitators • Patient perspective	Non-Pharmacist Clinician • Supervisor perspective
Responding “No” N, (%)	3 (0.4%)	1 (0.3%)

Are there predictors indicating low trust?  
Will early intervention and coaching help?





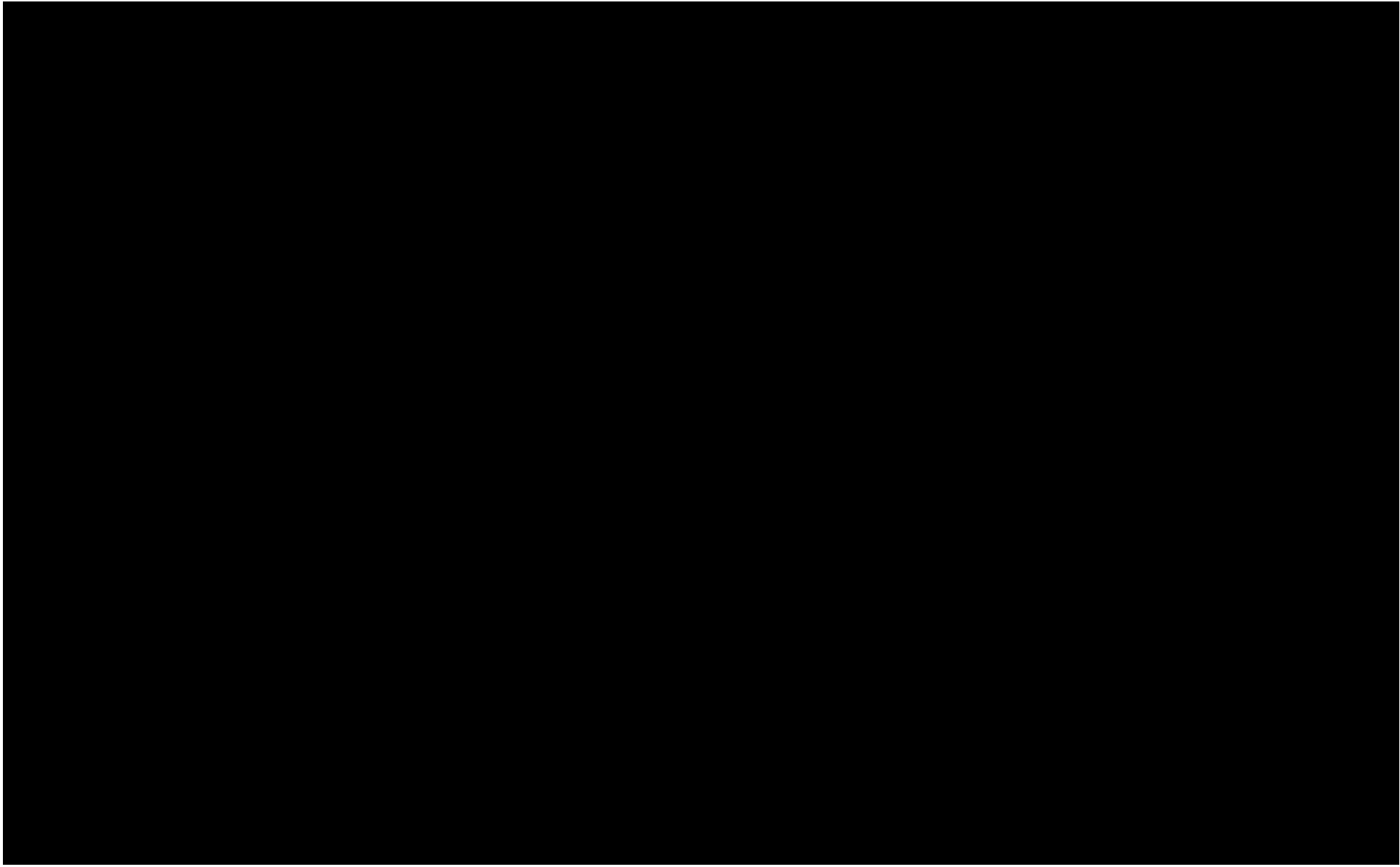
# Lessons learned

- Take the time to invest in strategic planning!
- Consider needs of all stakeholders
- Consider how data may be used before collection
  - » Consider longitudinal assessment strategies
- Aim for different levels of assessment data
- Integrate multiple sources of evidence



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# PANELIST

John Luk  
MD



Assistant Dean of Interprofessional Integration  
Assistant Professor, Departments of Medical Education and Pediatrics  
The University of Texas at Austin Dell Medical School

# Interprofessional Integration **Assessments**

The University of Texas at Austin

School of Nursing  
Steve Hicks School of Social Work  
Dell Medical School  
College of Pharmacy

# In Gratitude

- Provost and Deans
- Curriculum leaders of partnering programs
- IPE Champions
  - Barbara Jones, PhD, MSW, FNAP
  - Veronica Young, PharmD, MPH
  - Gayle Timmerman, PhD, RN, CNS, FNAP, FAAN
- Faculty
- Learners
- Community

# From Education To Practice

## *Transformation of health education*

- Experiential learning
- Assessment of team competence
- Formation of profession-specific & inter-professional identity

## *Transformation of health care delivery systems*

- Partnership: education, health system, community
- Common goal: IHI triple aim
- Interprofessional teams

 **Alignment** 

HEALTH

COMMUNITY

CARE

Rethink **Everything**

**Interprofessional**

EDUCATION

RESEARCH

INNOVATION

# Our Approach

Learner Centered

Team Oriented, Interprofessional

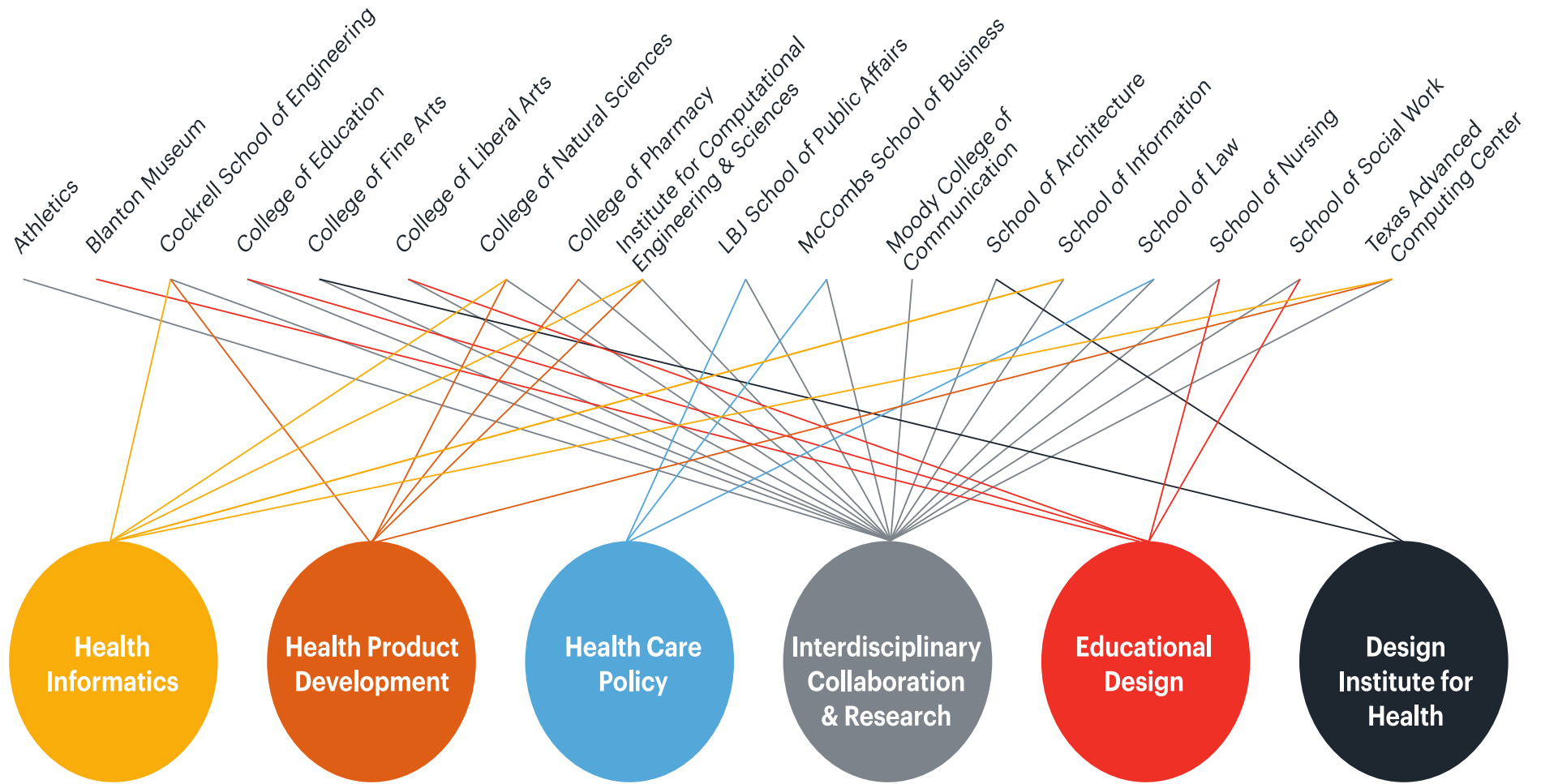
Experiential, Intentionally Interactive

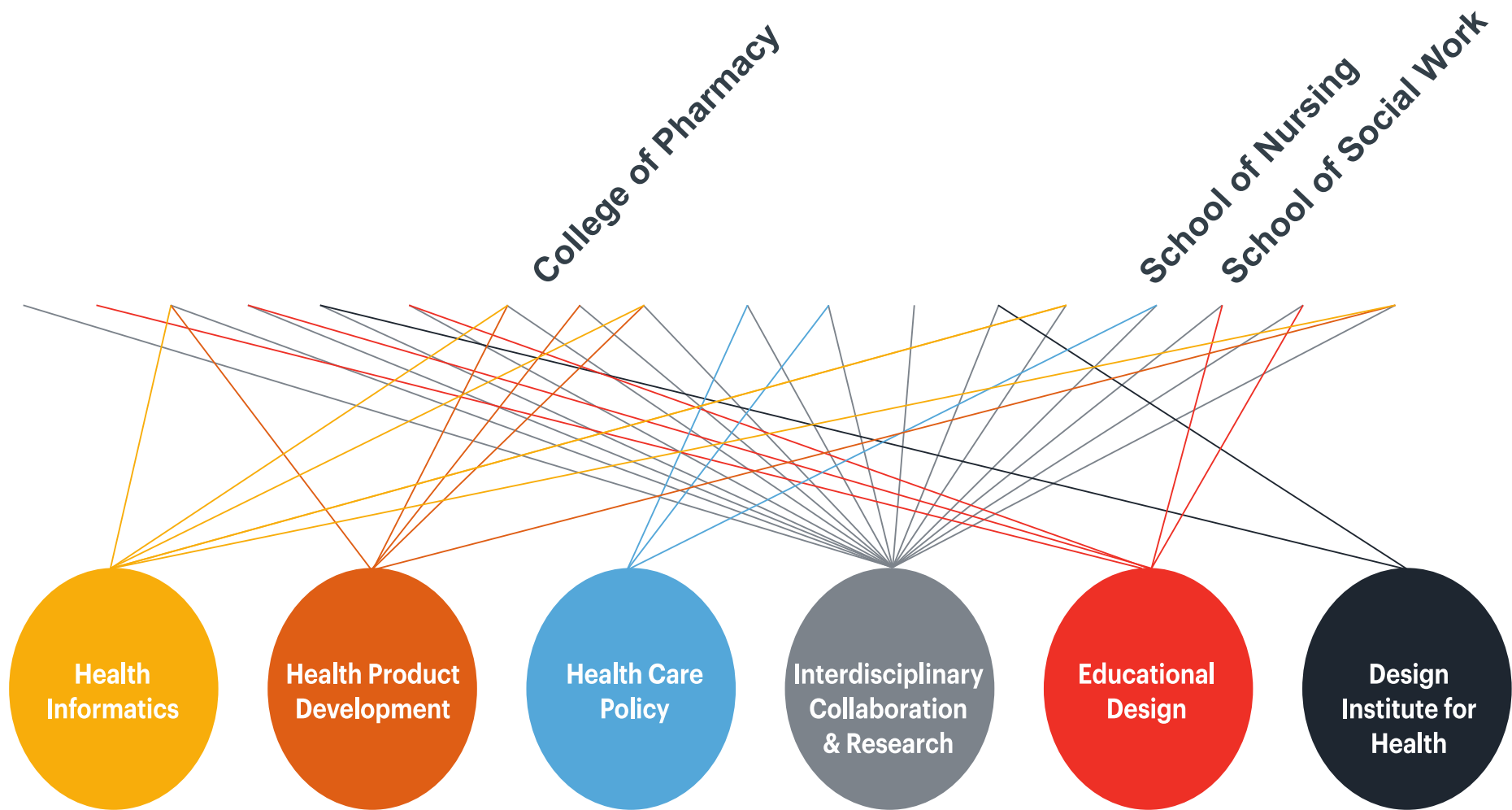
Application, Service

Value Added, Transformation

Reflective, Inquiry







Immerse learners in interprofessional inquiry, application, and leadership to yield measurable impact and outcomes

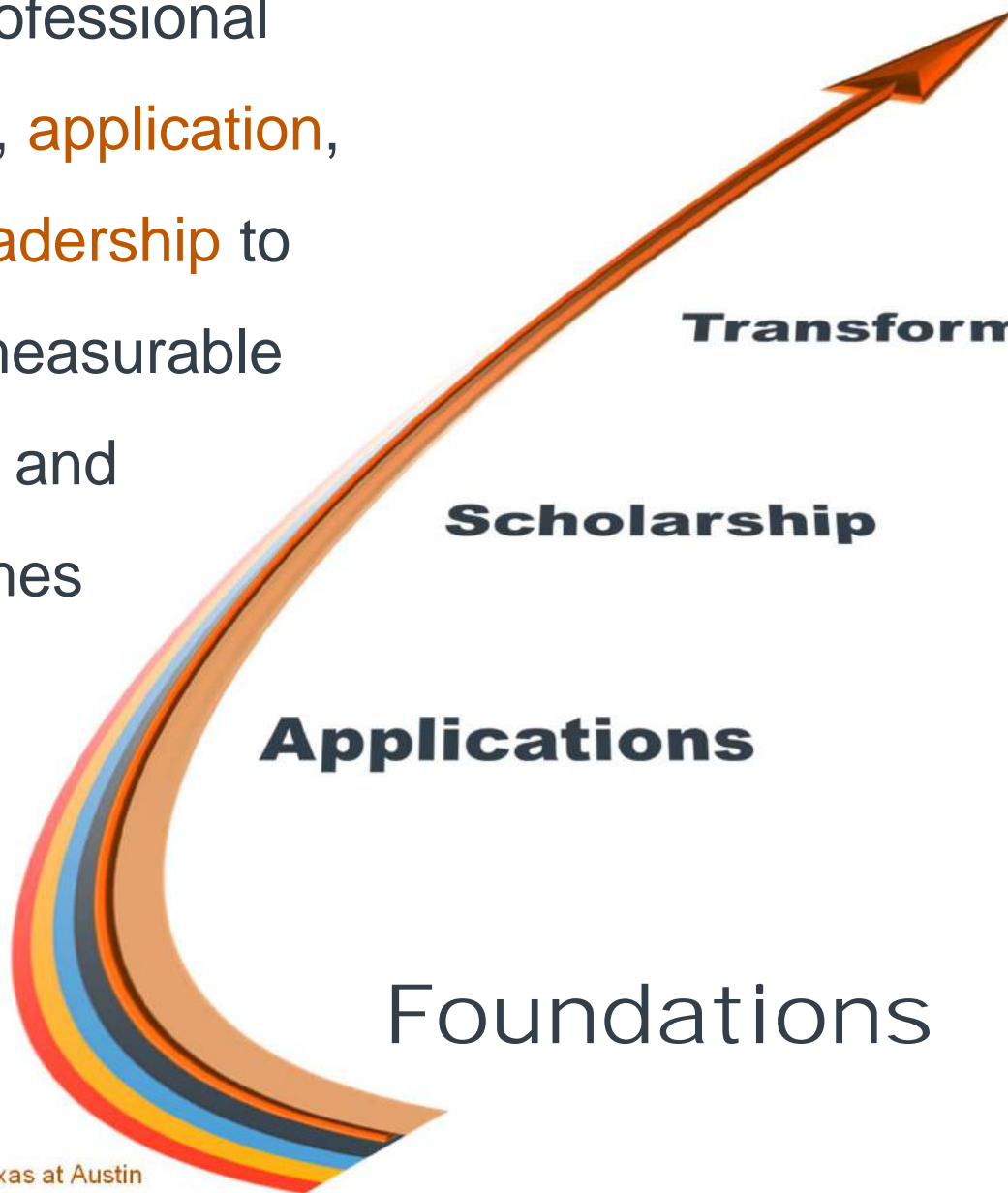
**Interprofessional  
Collaborative  
Practice**

**Transformation**

**Scholarship**

**Applications**

Foundations



# Foundations

## Assessments

# It's about TEAM work!

Grade Elements	Assessment	Pass Grade Threshold
<b>T</b> urnout (Attendance)	Attendance as gathered by faculty team facilitator	Consistently identified as being on time
<b>E</b> ffort (Modeling team collaboration characteristics)	Team self-assessment to be completed collectively by team members and faculty team facilitator at the end of sessions	Consistently identified as meeting or exceeding expectations
<b>A</b> ssignments	Fall Semester 1. Team simulation 2. Team community experience 3. Self Assessments 4. Learner Reflections	Satisfactory completion by assignment due dates. Please refer to the course common syllabus for assignment due dates
<b>M</b> astery (of Knowledge)	Knowledge progress multiple choice question quizzes.	Correctly answered 70% of examination questions

# Assessments—Year 1

## Team

conducted at session debriefs

- Based on four IP core competencies
- Facilitated by faculty in teams

## Faculty

confidential, at sessions, for course directors

- Professionalism
- Participation

## Peer

Written formative feedback

- Based on four IP core competencies
- Provided directly by faculty to student at second to last session

confidential, aggregated anonymous report back to learners

- How did peer benefit from this team member?
- Describe strength of this team member
- Provide constructive feedback for improvement

## Self

end of course assignment

- Describe how you have benefited team
- Describe one strength
- Describe one performance improvement on team
- Describe how you assume leadership

# Assessments—Year 1 revised

## Team

conducted at session debriefs

- Based on four IP core competencies
- Facilitated by faculty in teams

## Faculty

~~confidential, at sessions, for course directors~~

- ~~• Professionalism~~
- ~~• Participation~~

## Peer

Written formative feedback

- Based on four IP core competencies
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back to learners~~

- ~~• How did peer benefit from this team member?~~
- ~~• Describe strength of this team member~~
- ~~• Provide constructive feedback for improvement~~

## Self

end of course assignment

- Describe how you have benefited team
- Describe one strength
- Describe one performance improvement on team
- Describe how you assume leadership

# Interprofessional Community Activity

- Learn about community: health disparities, cultural diversity, & social determinants of health and wellness
- Partner with community
- Pecha Kucha: It's about the **PITCH!**
  - P** Pecha Kucha, format
  - I** Idea Development, storytelling
  - T** Team, team member effort
  - C** Community, connecting to local community
  - H** Health, connecting to local health issues



# Quiz

- End of semester knowledge assessment
- Multiple choice answer questions
- Three optional open-ended opportunities to explain answers to 3 questions
- Sample quiz for practice

# Applications

Assessments

# It's still about TEAM work!

Grade Elements	Assessment	Pass Grade Threshold
<b>T</b> Turnout to Intersessions	<ol style="list-style-type: none"> <li>Attendance of intersessions.</li> <li>Team assignment completion</li> </ol>	<ol style="list-style-type: none"> <li>Attendance of all intersessions or completion of remediation work</li> <li>Completion of all team intersession assignments</li> </ol>
<b>E</b> Interprofessional Experiences	CANVAS Course Passport Activities	<ol style="list-style-type: none"> <li>Completion of assigned passport activity per block</li> <li>Completion of six course passport activities or assigned remediation work in Year 2</li> </ol>
<b>A</b> Analysis of Course Applications	Course Reflections <ul style="list-style-type: none"> <li>3 Inquiry reflections</li> <li>2 Blog reflection</li> <li>Six Word Story</li> <li>Fifty Five Word Story</li> </ul>	<ol style="list-style-type: none"> <li>Completion of inquiry reflections</li> <li>Completion of blog reflections</li> <li>Completion of the two final course reflections: six word story and fifty-five word story</li> <li>Meets expectation on reflection rubric for completed essays</li> </ol>
<b>M</b> IHI Open School Modules	IHI Open School Module completion by due dates	<ol style="list-style-type: none"> <li>Completion of assigned IHI modules by the due dates</li> <li>Basic Certification by end of Year 2</li> </ol>

# IPE is also about Professional Identity Formation


Reflection Element	Expectation
<b>P</b> Personal	The reflection is written in first person and is relevant to self.
<b>I</b> Inquiry	The reflection fulfills the assignment inquiry.
<b>F</b> Future	The reflection addresses the impact of the experience on one's future practice as a resident.

# 6-55 Stories

Six Word Story	Fifty-Five Word Story
Exactly six (6) words. No more and no less.	Exactly fifty-five (55) words. No more and no less.
Clear and Complete.	Complete story.
	Reflective.

Work of Kristy Kosub, MD and Krista Bowers, MD at the UT Health San Antonio Department of Medicine.

**Interprofessional**

**Rethink**  **EDUCATION**

**Assessments**

Thank you!

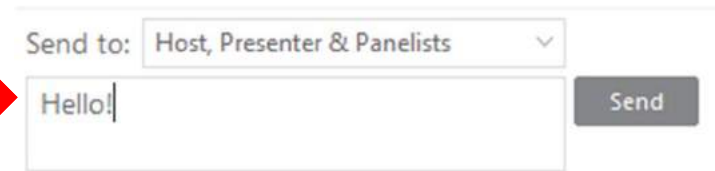
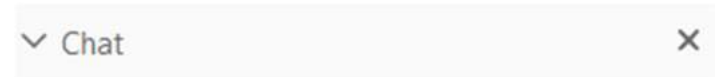
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# METHOD FOR SUBMITTING QUESTIONS



Simply type questions or comments in the chat box on the right side of your screen.



# 2017 IPEC WEBINAR SERIES

Thursday, October 5, 2017

2017 USPHS IPEC Award Winners: University of Central Florida

Thursday, December 7, 2017

Health Professions Accreditors Collaborative (HPAC)  
Panel Discussion: Accreditation and Interprofessional Engagement

Archived webinars available at

<https://www.ipecollaborative.org/webinars.html>

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