Pharmacy Strategic Approaches for IPE Assessment

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The main goal of this presentation is to share pharmacy specific strategies for assessing the structure, process, and outcomes of IPE programs.
Learning Objectives

1. **Describe** a process for *identifying assessment tools* to utilize in the development of an IPE assessment plan

2. **Identify** how utilizing various assessment tools, per the *Kirkpatrick Evaluation Model*, can be applied to a programmatic curricular map

3. **Summarize “lessons learned”** in assessing IPE in various pharmacy curricula
Assessment Plan

I. **Structure**: - Curriculum
   - Facilities
   - Capacity
   - Technology

II. **Process**: - Developing faculty
   - Supporting preceptors
   - Engaging students, patients, collaborative practices

III. **Outcomes**: - Meeting the IPE programs mission
   - Achieving educational & clinical goals
   - Documenting critical information for accreditation
   - Meeting expected discipline-specific assessment
1. Design Curriculum
   - Establish a mission for IPE
   - Find a common philosophy
   - Build a model framework

2. Develop Assessment Plan
   - Map outcomes to mission
   - Decide when assessment will occur
   - Choose assessment tools/methods

3. Build Capacity
   - Plan for logistics
   - Train faculty and staff

4. Implement Educational Program
   - Pre-Clinical curriculum
   - Clinical curriculum

Developing an IPE Assessment Plan

- **Develop** a comprehensive assessment plan
- **Establish** the plan prior to implementing IPE programs
- **Design** the plan based on IPE mission, goals, educational outcomes
- **Utilize** the plan to guide CQI of current & future IPE programs
- **Collaborate** with all participating professions on developing the plan
- **Create** an assessment committee representative of all professions for accountability in executing the plan
Developing Assessment Plans – “Questions to Ask”

- **What** do we want learners to learn?
- **How** will we know that they have learned?
- **Are** the learners changing their behaviors as a result of the program?
- **What** are the measures of a successful IPE program?
- **Remember** evaluation vs. assessment
## Evaluation & Assessment

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate programs to determine their merit or worth.</td>
<td>Assess learners to determine how well the learner is doing and developing.</td>
</tr>
<tr>
<td>Level 4b: Benefits to patients/clients</td>
<td>Improvements in health or well being of patients/clients</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Level 4a: Change in organizational practice</td>
<td>Wider changes in the organization and delivery of care</td>
</tr>
<tr>
<td>Level 3: Behavioral change</td>
<td>Identifies individuals' transfer of IP learning to their practice and setting</td>
</tr>
<tr>
<td>Level 2b: Acquisition of knowledge &amp; skills</td>
<td>Including knowledge and skills linked to IP collaboration</td>
</tr>
<tr>
<td>Level 2a: Modification of perceptions &amp; attitudes</td>
<td>Changes in reciprocal attitudes or perceptions between participant groups, Changes in perception or attitude towards the value and/or use of team approaches to caring for a client</td>
</tr>
<tr>
<td>Level 1: Reaction</td>
<td>Learners' views on the learning experience and its IP nature</td>
</tr>
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Pearls for Developing an Assessment Plan (I)

- **Compare** and **contrast** various reliable and validated assessment tools
- **Identify** pros and cons for each instrument
- **Rank** the assessment tools based on the mission, goals, and educational outcomes of your IPE programs
- **Avoid** over assessment of IPE programs & participants
- **Evaluate** the impact of IPE on students’ performance & ability to deliver collaborative care
Pearls for Developing an Assessment Plan (II)

• **Develop** an overall assessment map of IPE programs

• **Implement** a mixed-method assessment for collecting longitudinal evidence of change in practice

• **Evaluate** which IPE competencies are met by each program & to what extent

• **Include** cross-referencing of the IPE programs, IPE competencies, & assessment tools used to assess the ability of the programs & students (individually or in-aggregate) to achieve the competencies
Continuous Quality Improvement (CQI)

- **Solicit** student and faculty feedback
- **Assess** student learning and evaluate activities using mixed-methods approach (IOM, 2015)
- **Replicate** over time and continually improve (rapid cycle quality improvement)
University of Washington SOP Assessment Framework

Integration
- Attitudes
- Knowledge

Immersion
- Skills
- Behaviors

Exposure

Graduation = Team-based practice ready

Practice Change
Examples of Assessment Tools Specific to Behavior and Practice
## I. Tools to Assess Behavior Change

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Brief Description</th>
<th>Individual/ Team Assessment</th>
<th>Curricular Location</th>
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<tbody>
<tr>
<td>Interprofessional collaborator assessment rubric (ICAR)</td>
<td>Observational tool to assess learner achievement of interprofessional competency domains</td>
<td>Individual</td>
<td>APPEs. Faculty or preceptors observe students in interprofessional activities over time. Consider use at end of week 1, towards middle and at end of clinical rotation.</td>
</tr>
<tr>
<td>Interprofessional collaborative competency attainment survey (ICCAS)</td>
<td>Self-assessment of achievement of interprofessional care competencies</td>
<td>Individual</td>
<td>APPEs. At start and end of clinical rotation. Also consider pre- and post- other IPE activities as evaluates all 4 IPEC domains.</td>
</tr>
</tbody>
</table>

Shrader S, et al. A systematic review of assessment tools measuring interprofessional education outcomes: Applications for pharmacy education. Accepted for publication to Am J Pharm Ed.
## II. Tools to Assess Behavior Change

<table>
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<th>Tool Name</th>
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<tr>
<td>IPEC competency survey instrument</td>
<td>Self-assessment of the achievement of the competencies defined by the Interprofessional Education Collaborative expert panel</td>
<td>Individual</td>
<td>Conclusion of APPE. May be introduced early as formative assessment for pre/post-assessment.</td>
</tr>
<tr>
<td>Collaborative practice assessment tool (CPAT)</td>
<td>Assesses the views of team members in a collaborative care team on elements of collaboration</td>
<td>Team</td>
<td>Following a longitudinal experience (Pre-APPE or APPE).</td>
</tr>
<tr>
<td>Performance assessment for communication and teamwork tool set (PACT)</td>
<td>Observational tool to assess teams during a live simulated scenario</td>
<td>Team</td>
<td>Team OSCE (pre-APPE or APPE)</td>
</tr>
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</table>
### III. Tools to Assess Change in Organizational Practice

<table>
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<th>Curricular Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index for interdisciplinary collaboration (IIC)</td>
<td>Assesses aspects and levels of interprofessional collaboration within an organization</td>
<td>Individual &amp; Team</td>
<td>Designed for a longitudinal work environment may be helpful with students completing numerous APPEs at the same institution or residency programs</td>
</tr>
<tr>
<td>Survey of organizational attributes of primary care (SOAPC)</td>
<td>Assesses healthcare providers’ perceptions of resources available to make changes in the patient care process in primary care settings</td>
<td>Team</td>
<td>Designed for longitudinal teams, may be helpful with students completing numerous APPEs at the same institution or residency programs</td>
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IV. A tool to Assess Shift Toward Collaborative Care

The Interprofessional Socialization and Valuing Scale: A tool for evaluating the shift toward collaborative care approaches in health care settings

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Thank You!
Q & A