

Pharmacy Strategic Approaches for IPE Assessment

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Purpose of the Presentation

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

Evaluation

Evaluate programs to determine their merit or worth.

Assessment

Assess learners to determine how well the learner is doing and developing.

Kirkpatrick Assessment Model

| | |
|---|---|
| Level 4b: Benefits to patients/clients | Improvements in health or well being of patients/clients |
| Level 4a: Change in organizational practice | Wider changes in the organization and delivery of care |
| Level 3: Behavioral change | Identifies individuals' transfer of IP learning to their practice and setting |
| Level 2b: Acquisition of knowledge & skills | Including knowledge and skills linked to IP collaboration |
| Level 2a: Modification of perceptions & attitudes | 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 |
| Level 1: Reaction | Learners' views on the learning experience and its IP nature |

Need to be here

We are here

Culture Change

Practice

Academia

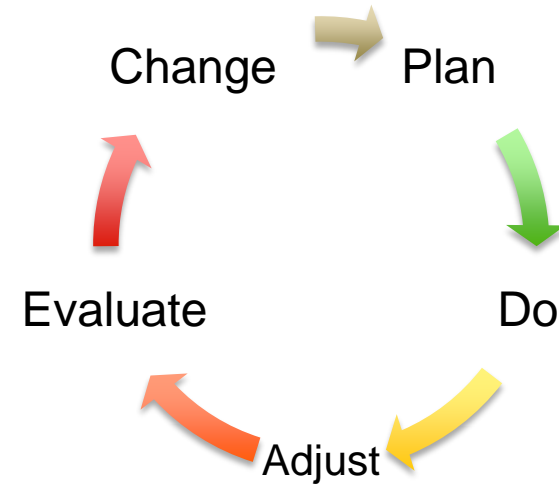
Pearls for Developing an Assessment Plan (I)

- *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)

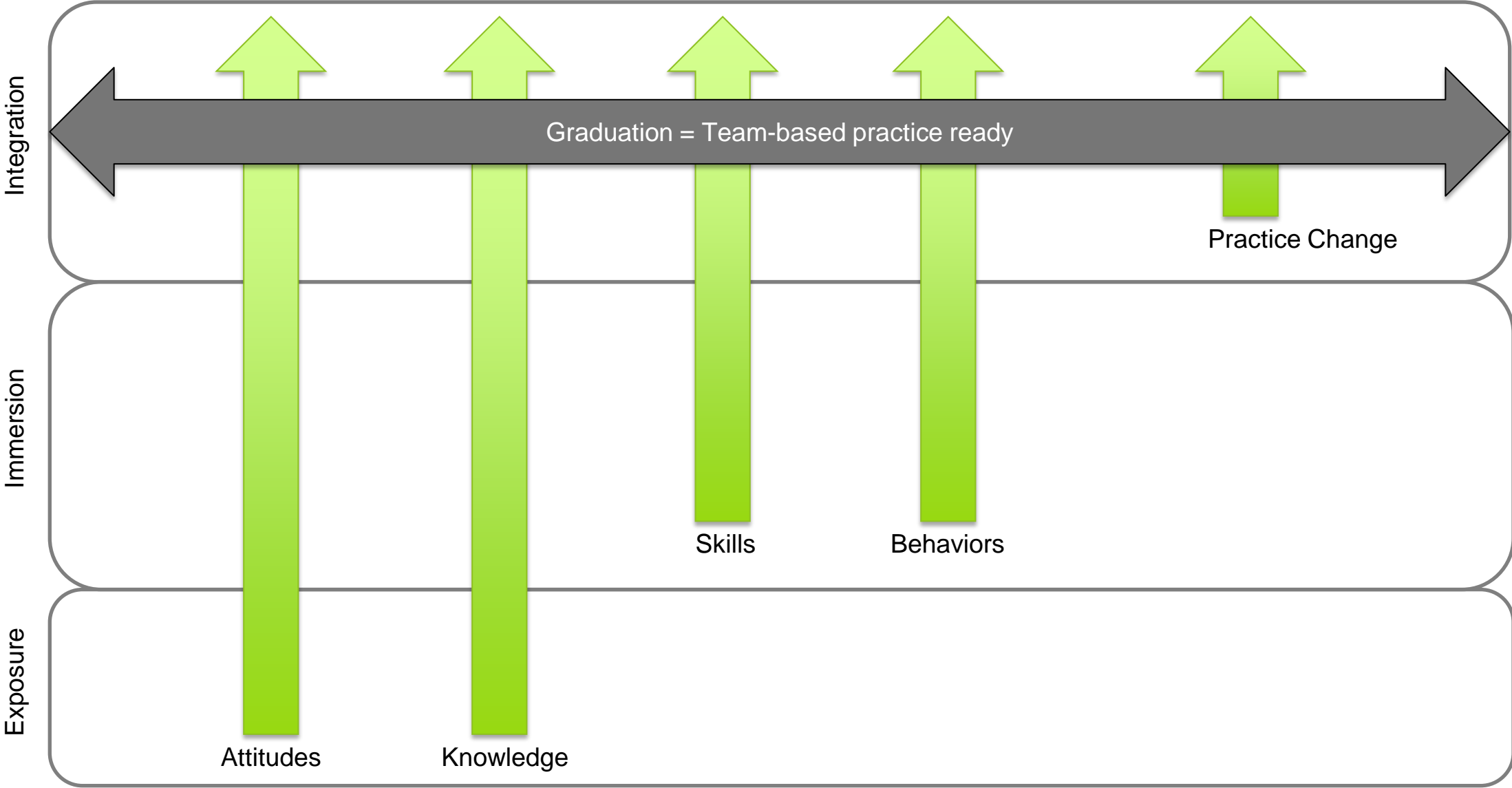
- **Develop** an overall assessment map of IPE programs
- **Implement** a mixed-method assessment for collecting longitudinal evidence of change in practice
- **Evaluate** which IPE competencies are met by each program & to what extent
- **Include** cross-referencing of the IPE programs, IPE competencies, & 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



The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text positioned on the left side of the frame.

Examples of Assessment Tools Specific to Behavior and Practice

I. Tools to Assess Behavior Change

| Tool Name | Brief Description | Individual/ Team Assessment | Curricular Location |
|---|---|--|--|
| Interprofessional collaborator assessment rubric (ICAR) | Observational tool to assess learner achievement of interprofessional competency domains | Individual | 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. |
| Interprofessional collaborative competency attainment survey (ICCAS) | Self-assessment of achievement of interprofessional care competencies | Individual | APPEs. At start and end of clinical rotation. Also consider pre- and post- other IPE activities as evaluates all 4 IPEC domains. |

II. Tools to Assess Behavior Change

| Tool Name | Brief Description | Individual/Team Assessment | Curricular Location |
|--|---|----------------------------|--|
| IPEC competency survey instrument | Self-assessment of the achievement of the competencies defined by the Interprofessional Education Collaborative expert panel | Individual | Conclusion of APPE. May be introduced early as formative assessment for pre-/post-assessment. |
| Collaborative practice assessment tool (CPAT) | Assesses the views of team members in a collaborative care team on elements of collaboration | Team | Following a longitudinal experience (Pre-APPE or APPE). |
| Performance assessment for communication and teamwork tool set (PACT) | Observational tool to assess teams during a live simulated scenario | Team | Team OSCE (pre-APPE or APPE) |

III. Tools to Assess Change in Organizational Practice

| Tool Name | Brief Description | Individual/Team Assessment | Curricular Location |
|--|---|------------------------------|--|
| Index for interdisciplinary collaboration (IIC) | Assesses aspects and levels of interprofessional collaboration within an organization | Individual & Team | Designed for a longitudinal work environment may be helpful with students completing numerous APPEs at the same institution or residency programs |
| Survey of organizational attributes of primary care (SOAPC) | Assesses healthcare providers' perceptions of resources available to make changes in the patient care process in primary care settings | Team | Designed for longitudinal teams, may be helpful with students completing numerous APPEs at the same institution or residency programs |

IV. A tool to Assess Shift Toward Collaborative Care

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ISVS

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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