

Development and Implementation of a Comprehensive Evaluation Plan: The Cornerstone for Centers for Interprofessional Practice and Education

Elena M. Umland, PharmD, FNAP; Angela Gerolamo, PhD, RN; Shoshana Sicks, EdM; and Lauren Collins, MD

Jefferson Center for Interprofessional Education
Thomas Jefferson University, Philadelphia, PA



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Elena Umland, Shoshana Sicks, Lauren Collins

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Workshop Objectives

1. Differentiate between formative and summative evaluation/assessment approaches;
2. Identify data collection strategies for evaluating/assessing interprofessional education (IPE) programs;
3. Describe how program-specific evaluation/assessment plans contribute to an IPE Center's overall evaluation plan; and
4. Develop a program-specific logic model to guide evaluation planning.



Agenda

- 15 minutes - Background and overview
- 30 minute - Guided activity
 - Share IPE activities at table
 - Choose one of those activities
 - Develop a sample logic model for the activity
- 10 minutes - Discussion of activity and how the individual logic models would tie into an overall Center or Office Assessment Plan
- 5 minutes - Wrap up and Q&A

Background

- **Recent Guidance Document**
 - Endorses requirement for a “coordinated strategy for assessing learners on their development and mastery of interprofessional collaborative competencies.”
 - Notes it is “critical to monitor and evaluate the process of IPE plan implementation.”
- Strategies to assess the collective impact of IPE programs on the overall effectiveness of IPE centers are lacking.

Formative and Summative

Formative and Summative

- Assessment of individual learners' mastery of interprofessional (IP) competencies
- Evaluation of the IPE plan for quality improvement purposes; and if appropriate, education and practice outcomes research and scholarship
- Formative - oftentimes not associated with consequences such that it may not be taken seriously; defined as existing to improve future performance; feedback for improving the program/center
- Summative - does not always allow for reflection and improvement as the endpoint is 'final'; defined as existing to determine overall performance; identifies the program/center's effectiveness
- A combination of the two is ideal

Assessment Strategies in IPE

Learning Theory as a Foundation

Professional Identity

Authentic Learning

Socio-Cultural Theory

Social Contact Theory

**Reflective and
Experiential
Learning**



Strategies - Learner

- Scope of learner assessment
 - Student reactions to IPE
 - Changes in learner attitudes and perceptions of other professions
 - Acquisition of IP collaborative practice knowledge and skills
 - Demonstration of collaborative practice behaviors in training
 - Performance of collaborative practice behaviors in practice
- Variety of assessment strategies
 - Self-report
 - Instructor-observed
 - Objective measures (ie., knowledge tests)
- Timing

Health Professions Accreditors Collaborative. (2019). Guidance on developing quality interprofessional education for the health professions. Chicago, IL: Health Professions Accreditors Collaborative.



Strategies - IPE Plan

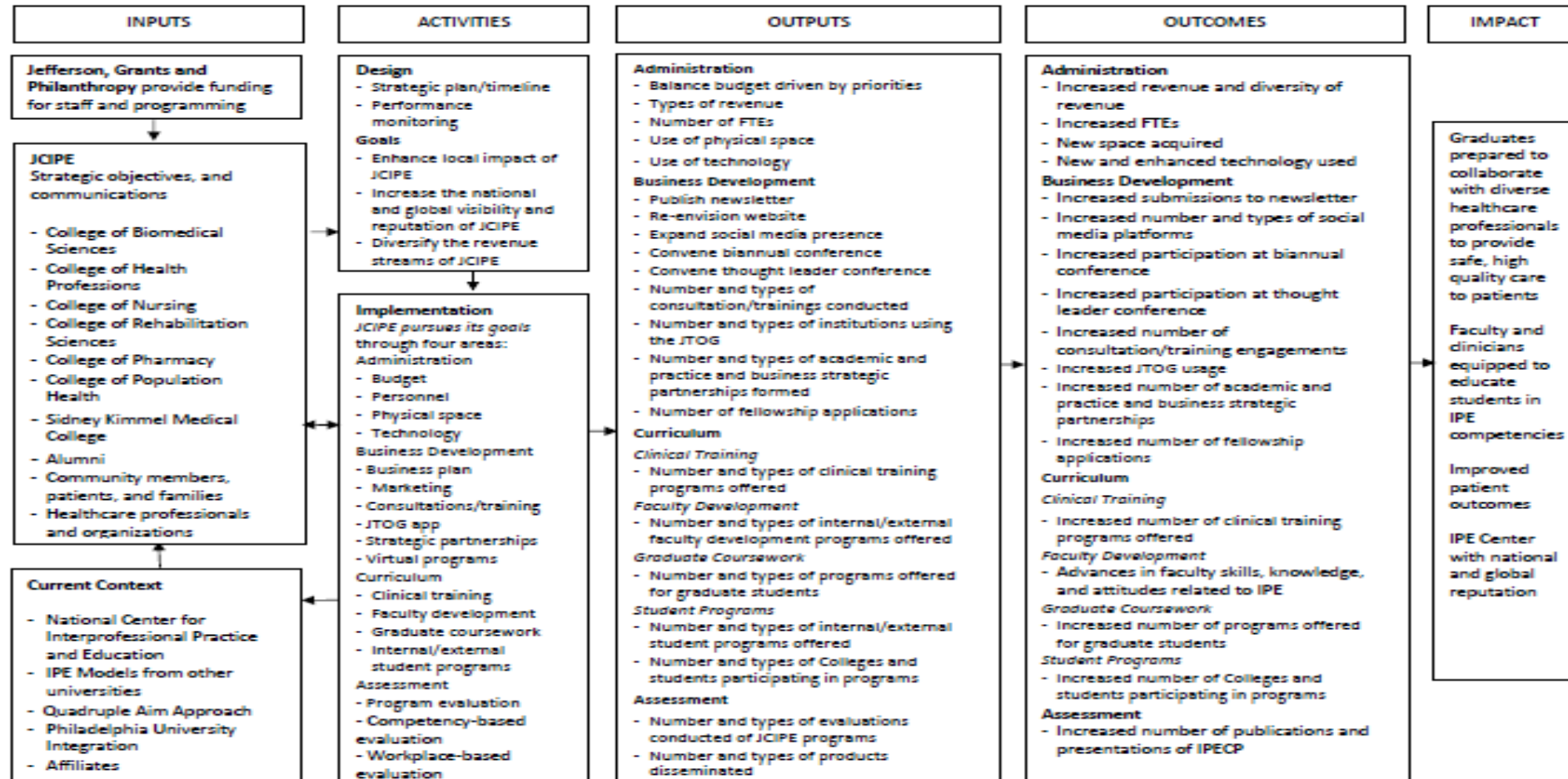
- Stakeholder-based
- Designed to address identified questions/needs
 - Institutional program leaders
 - Faculty
 - Accreditors
- Robust = learner assessment data + perceptions of IPE plan stakeholders and neutral observers + information related to costs/benefits

Program-Specific Evaluation and its Connection to an Overall Assessment Plan

The Logic Model Approach - Program Example

Inputs/ Resources	Activities	Outputs	Outcomes	Impact
<p>Thomas Jefferson University provides funding for program and program staff</p> <p>Jefferson Center for Interprofessional Education (JCIFE) administers HMP</p> <p>College of Life Sciences College of Health Professions College of Nursing College of Pharmacy College of Rehabilitation Sciences Sidney Kimmel Medical College</p> <p>Students</p> <p>Community members</p> <p>Healthcare professionals and organizations</p>	<p>Design</p> <p>HMP Curriculum (iCE platform and in-person)</p> <p>-Three modules over 18 months (two year program)</p> <p>-Two modules over 12 months (one year program)</p>	<p><u>Orientation Session</u></p> <p>#/types of students attending orientation</p> <p>#/types of faculty facilitators</p> <p>#/composition of teams</p> <p>#/types of ground rules established</p> <p><u>Module 1: Health Mentor Visit 1</u></p> <p># of returning community members</p> <p># of new community members</p> <p># of Individual Life and Wellness Histories completed</p> <p>#/quality of SEM synthesis</p> <p># JTOGs (team) completed</p> <p><u>Module 2: Health Mentor Visit 2</u></p> <p># of Community Life and Wellness Assessments completed</p> <p>#/quality of self-management support plan/presentation</p> <p># JTOGs (team) completed</p> <p><u>Module 3: Health Mentor Visit 3</u></p> <p>#/quality of advocacy assignment</p> <p>#/quality of reflection essays</p> <p># JTOGs (team) completed</p> <p><u>IPE Learning Activities</u></p> <p>#/types of learning activities completed</p> <p># JTOGs (team) completed</p> <p>Small group sessions and at-large team presentations</p> <p># of meetings between students and health mentor</p>	<p><u>Program</u></p> <p>Level of satisfaction (student)</p> <p>Implementation challenges</p>	<p>High-functioning healthcare teams</p> <p>Healthcare professionals equipped to advocate for patient and address the social determinants of health</p> <p>Positive patient outcomes</p> <p><u>Definitions</u></p> <p>Inputs=Resources used to pursue HMP objectives</p> <p>Activities=Processes used to pursue HMP objectives</p> <p>Outputs=Targeted results/goals of activities</p> <p>Outcomes=Expected changes</p> <p>Impact=Anticipated solution to the defined problem</p>
	<p>Implementation</p> <p>Orientation Session</p> <p>Module 1: Health Mentor Visit 1</p> <p>Module 2: Health Mentor Visit 2</p> <p>Module 3: Health Mentor Visit 3</p> <p>IPE Learning Activities</p> <p>Small group sessions and at-large Team Presentations</p>		<p><u>Student</u></p> <p>Increased collaboration among team members</p> <p>Increased understanding of effective team functioning/improved teamwork skills</p> <p>Level of recognition of the diverse perspectives of multiple healthcare professionals</p> <p>Increased knowledge of the varying roles and responsibilities</p> <p>Increased respect for the roles and responsibilities of multiple professionals</p> <p>Level of understanding of person-centered care principles</p> <p>Level of understanding of social determinants of health/ impact on health and wellness</p> <p>Level of understanding of the advocacy process</p> <p><u>Health Mentor</u></p> <p>Increased involvement in care planning process</p> <p>Improved perception of health and well-being</p>	

The Logic Model Approach - A Center Example



Developing a Program-Specific Logic Model



Create your own....

Inputs/ Resources	Activities	Outputs	Outcomes	Impact

Guided Activity Discussion

Questions....

- What are your overall impressions on completing the activity? Its utility? Buy-in from stakeholders?
- How might this individual activity tie into a comprehensive assessment plan?

Wrap Up and Questions

JCIPE@Jefferson.edu



@JeffCIPE

