

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

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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

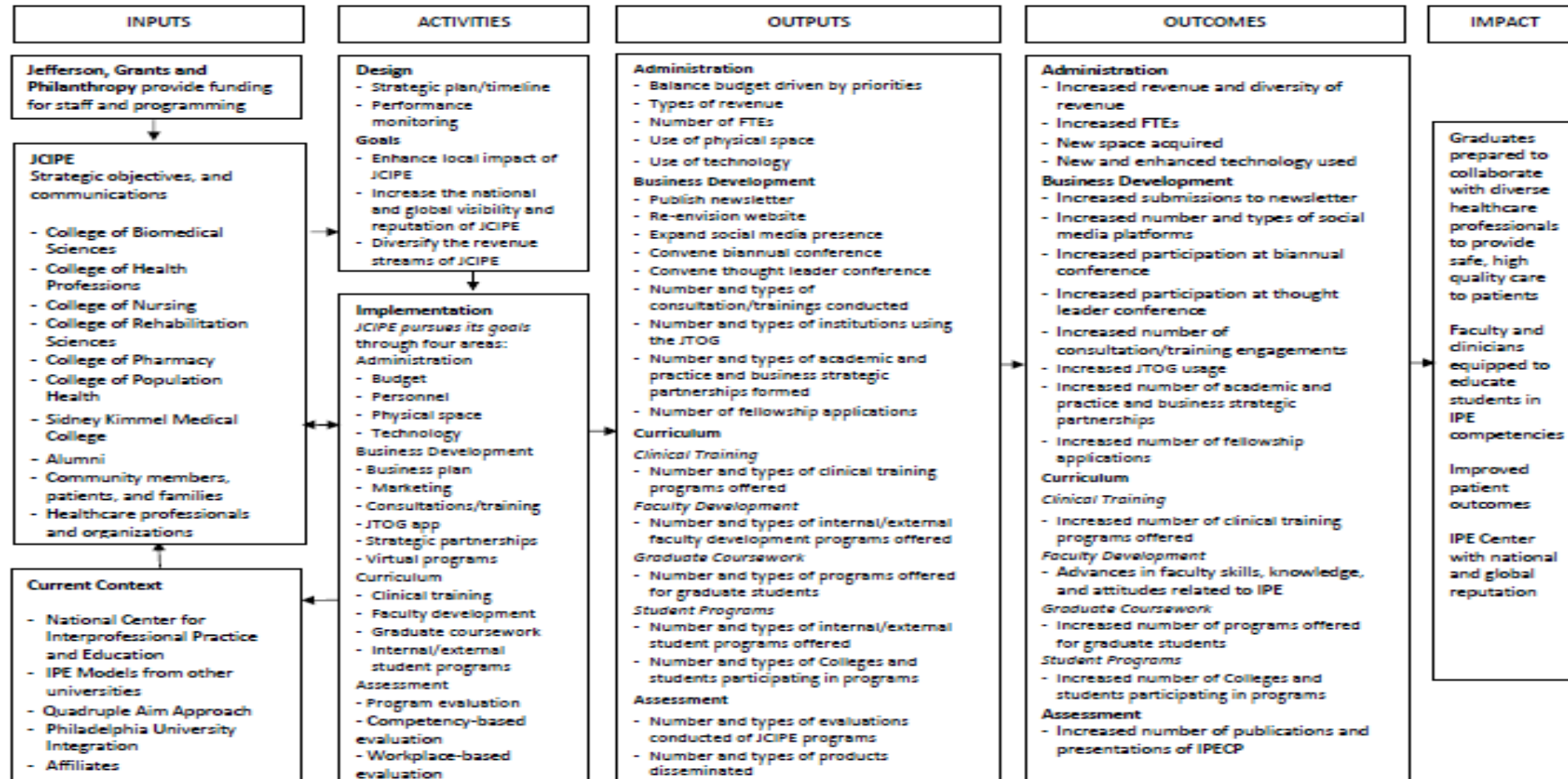
- Stakeholder-based
- Designed to address identified questions/needs
  - Institutional program leaders
  - Faculty
  - Accreditors
- Robust = learner assessment data + perceptions of IPE plan stakeholders and neutral observers + information related to costs/benefits

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

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