

How to Use an IPE Program Inventory to Create an Institutional Assessment Strategy, and Promote Networking, Collaboration and Innovation

Collaborating Across Borders VI 2017

Abstract

The WHO Framework for Action on Interprofessional Education and Collaborative Practice (2010) suggests, “those who wish to develop and engage a collaborative practice-ready workforce begin by assessing what is readily and currently available, and building on what they have” (Pg38). This presentation describes strategies used by two universities to identify the current state of IP activities and engagement within their communities, and highlight how one tool can provide meaningful results for two different sets of objectives, expand IPE offerings, and accelerate innovative teaching strategies.

At A.T. Still University, an IPE survey was developed with the purpose of taking an inventory of the level of engagement with and nature of IP activities across the university community. An e-mail survey was administered to all students, faculty, staff, and administrators. Respondents were asked if they participated in IP activities, if so they were requested to provide descriptions of those activities, to and identify if they were willing to be contacted regarding these or future opportunities. Activity descriptions were subjected to content analysis. The survey elicited 642 responses with 33.1% of respondents stating they were involved in interprofessional activities. Activity descriptions were grouped within four pre-determined domains: education, clinical practice, research and scholarship and service. A fifth domain, social, emerged from the descriptions. The responses provided valuable insight into the nature of IP activities within the university community and led to the development of seven recommendations to assist the university in achieving its’ mission and vision regarding IPECP.

Building on this work, an IPE inventory carried out at Arizona State University’s (ASU) Colleges of Nursing and Health Innovation and Health Solutions identified over 100 activities. The goal of the inventory was three-fold: (1) build an inventory of IPECP projects ongoing at two ASU colleges, (2) identify how people were self-defining IPE, and (3) identify individuals not already connected to the IPE Center that might be future champions for IPECP. Respondents listed numerous types of IP offerings including simulations, distance modules, clinical experiences, and more, often happening in isolation from each other.

The inventories provided important information that quantified the existing IPE Initiatives at the colleges, allowing for critical cataloging of IPE activities across the colleges. They also identified project leads, allowing follow-up and outreach to individuals that may benefit from further support, networking, or collaboration. The inventories also provided data required to build the case for greater investment in these IPE initiatives when discussing the future with administrative leadership.

The two universities are using their results in different ways to address their particular institutional goals. The comparison offers different strategies for disseminating results and leveraging faculty and administrative engagement and support. This presentation will provide participants with a simple tool to conduct an IPE inventory, and addresses issues in developing such a tool related to survey fatigue, definitions of IPE, selection of respondents, and follow-up strategies. Examples of diverse approaches to inventory analysis are illustrated, and strategies to present this data to leadership to best benefit the organization will be discussed.

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