Evaluation of Collaboration Readiness for IPE
All Together Better Health VII 2014

Abstract

Demonstration of the value of interprofessional education is a global priority and an extremely challenging goal. Current measures of teamwork and interprofessional learning, while plentiful, do not fully capture recent advances in IPE competency development. Literature and anecdotal reports suggest many of the most popular tools are not sensitive to change in student perception or performance over time. The purpose of this presentation is to describe the development of a competency-based evaluation program for an interprofessional primary care curriculum.

We are using a mixed methods approach for IPE evaluation blending the use of standardized and new measurement tools as well as interviews and focus groups with students, faculty, and clinical preceptors. Surveys of collaboration readiness are conducted at student entry into the project and at regular intervals throughout. Interviews also are conducted at baseline and during interprofessional clinical experiences.

Initial surveys of a small number of faculty and students indicate differing perceptions of collaboration readiness across the 4 IPEC domains. In interviews, students identify learning gaps consistent with the literature and the IPEC competency statements. Tracking logs of student IPE experiences in clinical practice show gradual increases in exposure to teamwork and interprofessional activities.

Creating meaningful programs of IPE evaluation requires multi-faceted strategies. The dearth of tools sensitive to today’s goals for collaboration readiness is a significant challenge. Our experience suggests that a combination of standardized and new measures with qualitative strategies may provide an effective first step needed for programs of research to demonstrate IPE’s value.

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