Interprofessional education: Practical tips on planning, implementation and evaluation

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Questions to guide you through the planning, implementation and evaluation process:-

1. What are the external & internal drivers influencing the development of the programme?
2. Who are the key stakeholders who need to be involved in the planning/implementation/evaluation processes?
3. What is the overall aim of the initiative?
4. Who are your potential partners (if any)?
5. Are all relevant professions involved in the planning and teaching?
6. When should IPE be introduced into health professional education programmes?
7. What types of learning settings can be used?
8. What are the competencies/capabilities (knowledge, skills and attitudes) that need to be taught?
9. How can theories inform the development of teaching and learning strategies?
10. What teaching and learning strategies can be used?
11. What obstacles do you anticipate facing and how might you overcome these?
12. What type of role should faculty adopt and what type of faculty development is needed?
13. Do the stated objectives promote collaboration?
14. Do the objectives contribute to improving the quality of services/care?
15. How is interprofessional learning integrated into the programme?
16. Is the programme evidence based?
17. Are the learning methods interactive?
18. Will the interprofessional learning be assessed?
19. What aspects of learning from the interprofessional experience do you want to assess?
20. What tools are appropriate to measure these learning outcomes?
21. Is there constructive alignment between the learning outcomes, the learning process and the assessment?
22. Will numbers from the participating professions be reasonably balanced?
23. Will it count towards qualification?
24. How will the programme be evaluated?
25. How will you ensure the sustainability of the programme?
26. How will findings be disseminated?

(Adapted from Oandasan & Reeves, 2005a & b; CAIPE resources)

Assessment of interprofessional education outcomes is important as it not only facilitates learning but also provides much needed information for the improvement of the educational experience(s). When designing an assessment the following questions should be asked:

- What aspects of learning from the interprofessional experience do you want to assess?
- What tools are appropriate to measure these learning outcomes?
- Is there constructive alignment between the learning outcomes, the learning process and the assessment processes?
Assessment Decision Making Tree

Timing
- Formative
  - Pre
  - Formative & summative
- Summative
  - Post
  - Pass/Fail

Grade
- Pre
- Post

Weight
- %
- Component of final grade
- 100%
- Same discipline
- Different discipline

Assessor(s)
- Staff
- Self
- Peer

Competency/capability
- Attitude/perception
- Knowledge
- Skill(s)
- All of the above

Type
- Work sample
- Test
- Interview/discussion
- Portfolio
- Performance
- Major work

Moderation
- No
- Yes

How
- How
- By whom

When
- When

Component of final grade
- Staff
- Self
- Peer
Useful resources:

- IPE leadership programme (Curtin & Charles Sturt University with University of Toronto)
- Australian Office for Learning & Teaching IPE curriculum project
  - CAIPE principles (values, processes & outcomes) & other resources
  http://caipe.org.uk/resources/principles-of-interprofessional-education/
  - National Centre for Interprofessional Practice and Education (Nexus)
  https://nexusipe.org/
  - Canadian Interprofessional Health Collaborative
  http://www.cihc.ca/resources
  - Specific university case studies – University of Western Ontario, University of Toronto
  http://www.ipe.uwo.ca/Administration/case.html; http://www.ipe.utoronto.ca/

Presentation references:
Practice-Based Education: Perspectives and Strategies. Sense Publishers.

Other references to my work:
Brewer, M. L. (2016). Exploring the potential of a capability framework as a vision and ‘sensemaking’ tool for leaders of interprofessional education. Journal of Interprofessional Care. Accepted manuscript. DOI 10.1080/13561820.2016.1182969

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