# Bringing IP Assessment Down to Earth

## *A discussion of one institution's approach*

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# Session Objectives

- *Mapping IPEC competency using Bloom's taxonomy and Learning Levels*

- *Applying IPEC competency maps to IP activities*

- *Using IPEC competency maps to drive training and assessment*

# *Lonely IP researcher Seeking Assessment*:

Flexible, program specific tools with emphasis on collaboration and sharing of resources for sustainable assessment of IP competencies

# *Hidden agenda*

- Create an environment that supports sustainable IPE
  - Educate the students
  - Train and support the faculty
                              Put myself out of a job

# *The Challenge*

- *Unique:*
  - Institutions
  - Programs
  - Faculty
- *Development:*
  - Faculty
  - Staff

# *An Approach…*

- Identify course/activity
- Associate IPEC Domain
- Associate each sub-domain with
  - Bloom's Taxonomy
  - Learning Level
  - Etc.
- Develop rubric specific to activity
- TEACH the faculty!

**Example: Progressive Simulation**

*Simulation #1*
Teams & Teamwork

*Simulation #2*
Communication

*Simulation #3*
Role & Responsibilities

*Summation* Values & Ethics

# Mapping IPEC Sub-Domains
## e.g. Teams & Teamwork

| TT | Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork) | Bloom's Taxonomy | Learning Level |
|---|---|---|---|
| TT1 | Describe the process of team development and the roles and practices of effective teams. | Comprehension | Introductory |
| TT2 | Develop consensus on the ethical principles to guide all aspects of team work. | Comprehension | Introductory |
| TT3 | Engage health and other professionals in shared patient-centered and population-focused problem-solving. | Comprehension | Introductory |
| TT4 | Integrate the knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care. | Application | Reinforcing |
| TT5 | Apply leadership practices that support collaborative practice and team effectiveness. | Application | Reinforcing |
| TT6 | Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among health and other professionals and with patients, families, and community members. | Comprehension | Introductory |
| TT7 | Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care. | Analysis | Reinforcing |
| TT8 | Reflect on individual and team performance for individual, as well as team, performance improvement. | Analysis | Reinforcing |
| TT9 | Use process improvement to increase effectiveness of interprofessional teamwork and team-based services, programs, and policies. | Application | Reinforcing |
| TT10 | Use available evidence to inform effective teamwork and team-based practices. | Application | Reinforcing |
| TT11 | Perform effectively on teams and in different team roles in a variety of settings. | Application | Reinforcing |

# Domain Statements as a Rubric

| IPEC tag | Statements | Does not describe me at all | Describes me a little bit | Describes me a lot | Completely describes me! |
|---|---|---|---|---|---|
| TT1 | I understand the roles and practices of effective teams | | | | |
| TT2 | I use ethical principles to guide effective teamwork | | | | |
| CC1 | I am an effective communicator and facilitate discussions when working in a team | | | | |
| CC2 | I know how to communicate with patients, families, community members, and health team members to enhance health outcomes | | | | |
| RR1 | I understand the role of my chosen health care profession and can communicate the roles and responsibilities of this profession clearly to patients, families, community members, and other professionals | | | | |
| VE1 | I understand how to place the interests of patients and populations at center of health care delivery and population health programs and policies, in order to promote health and health equity across the life span | | | | |

# Discussion Questions:

- What courses/activities address which IP competency?
- What competency level is the student expected to achieve?

- How are Faculty introduced to competencies?
- Are faculty able to apply competencies?
- Do faculty have access to resources and tools to teach competencies?
- How do academic administrators support faculty competence?
- How do all institutional community members embrace competencies?