

Determining Interprofessional Education (IPE) Program Impact at the Organizational and Community Levels

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Objectives

1. Discuss recommendations for IP program evaluation from relevant key documents.
2. Discuss key challenges to describing interprofessional education program impact at the organization and community levels.
3. Describe different approaches to assessing interprofessional education program impact at the organization and community levels.

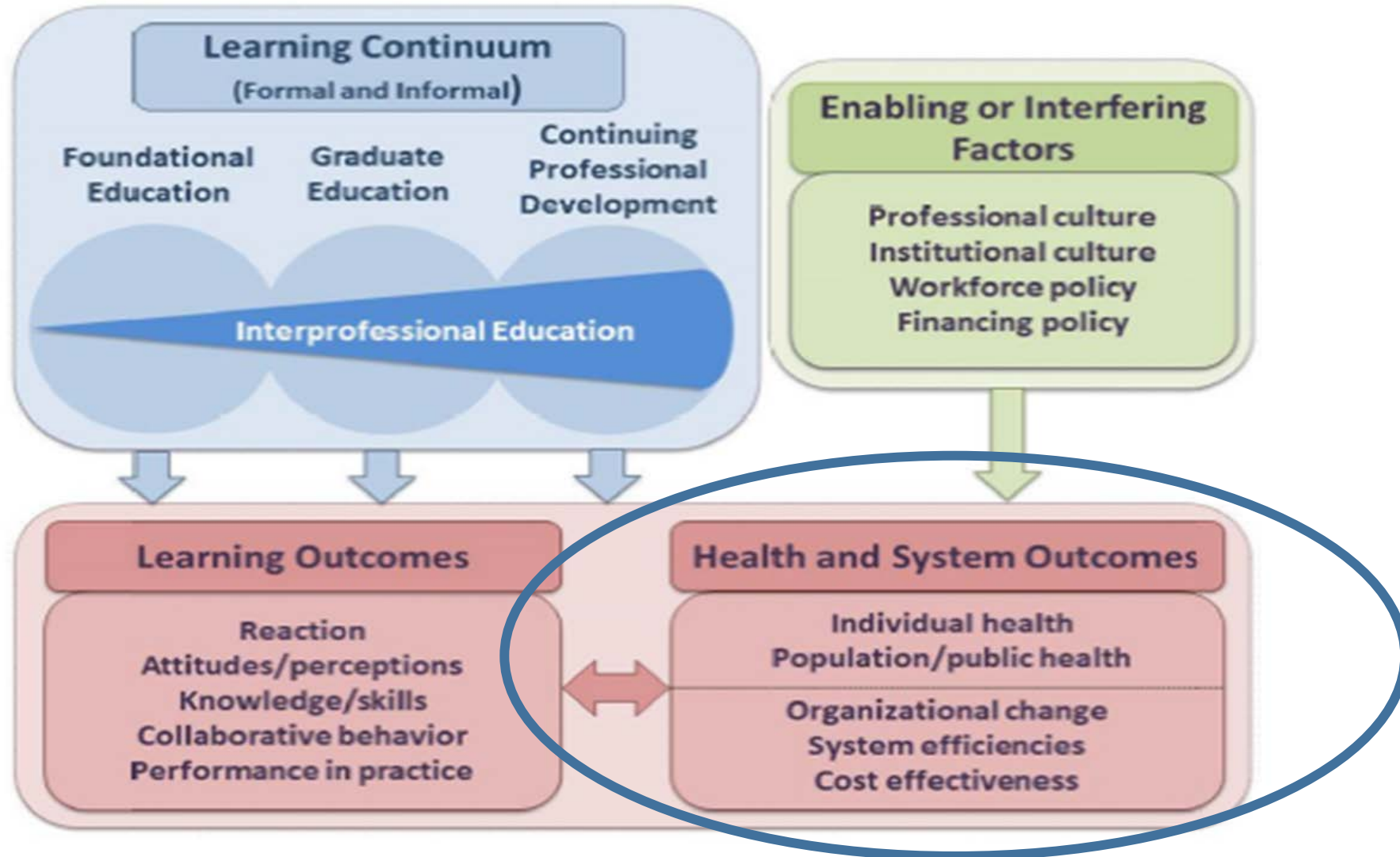
Goal

Generate new ideas, talk about some of our assumptions, and share innovative approaches to interprofessional program evaluation describing community and organization impact.

Key points, new ideas and generalizable discussion will be synthesized into a common record shared with participants after the conference.

Please sign in at your tables...

Background



University of Florida (Putting Families First)

- “Putting Families First” Interprofessional service learning program with families in local area
 - Student teams conduct 4 home visits and a “health improvement” activity
 - Each year over 700 students (required) and 185-200 families served
 - Since 1997: Over 2700 families; 15,000 home visits, and more than 8500 students



Inaugural Program Award for
Excellence in Social Mission 2016

Assessing Program Impact on Community

- Quantitative measures to assess participants' health
 - Internally developed questionnaire about health
 - SF-12V2
 - Your Current Life Situation (shorter form) from Kaiser Permanente (modified)

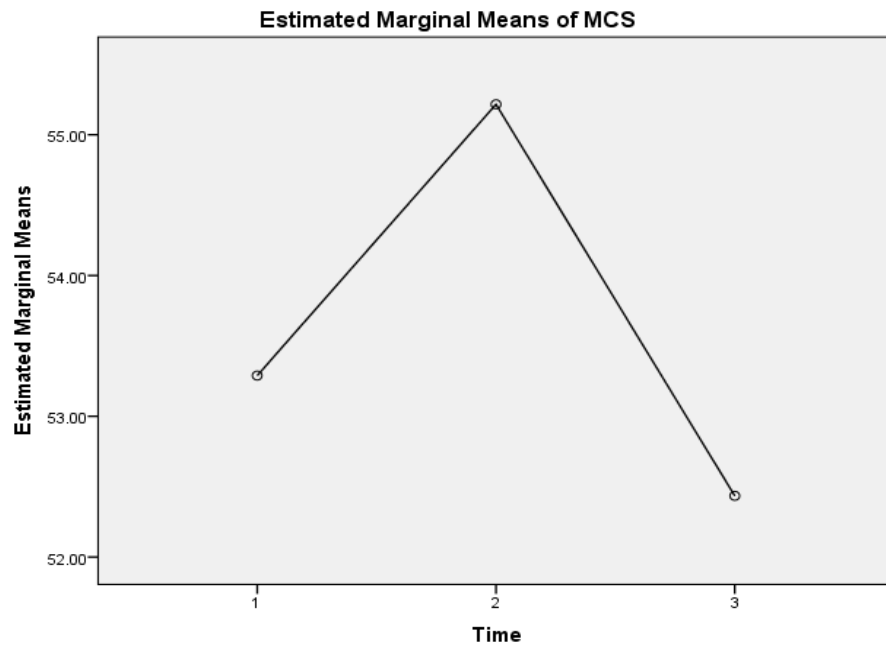
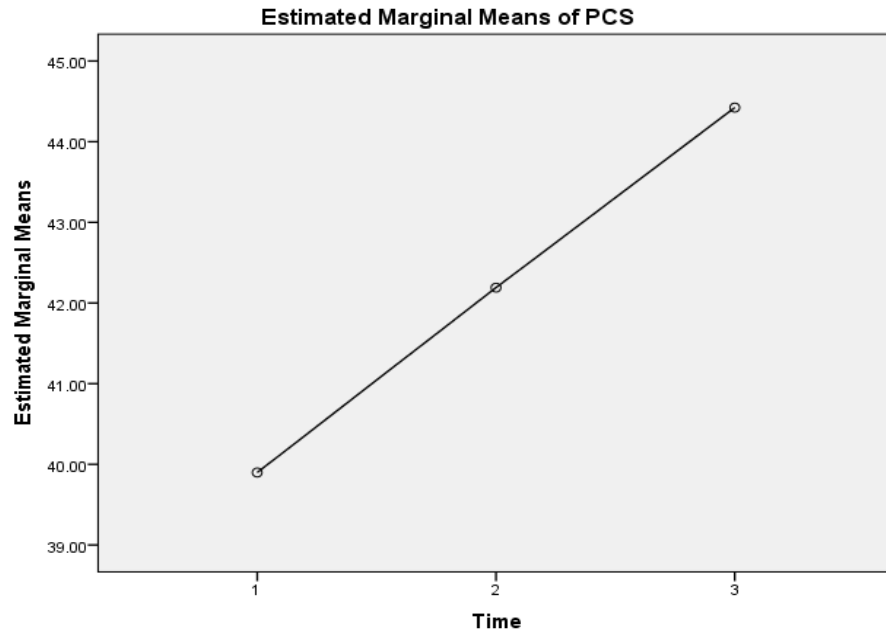
SF12v2 Results 2014-2016 – PFF Participants (216)

Data provides evidence of statistically significant variation over time.

PCS: (p<.05)

MCS: (p<.01)

There was no statistically significant variation between age strata.



	2014 \bar{x} (<i>sd</i>)	2015 \bar{x} (<i>sd</i>)	2016 \bar{x} (<i>sd</i>)
PCS	39.9 (10.6)*	42.2 (10.3)*	44.4 (9.2)*
MCS	53.3 (9.9)*	55.2 (8.2)*†	52.4 (8.8)†

*p<.05

†p<.01

Assessing Impact on Community

- Why do participants continue to volunteer for the program?
- Interviews with long term participants
- Four themes associated with support:
 - Informational
 - Emotional
 - Companionship
 - Tangible
- Lower SES related more to information and access; higher SES companionship

Castaneda et al 2017. JIEP. 6:15-21

Challenges and Benefits

- Remember program purpose – education for students
 - Need for retention of educational partners in community
 - Community suspicion of university researchers and health care system
 - HIPAA
- Increasing connections within the institution and community to improve patient care



Impact Study Using Ripple Effect Mapping

Interprofessional Practice and Education Center

INDIANA UNIVERSITY

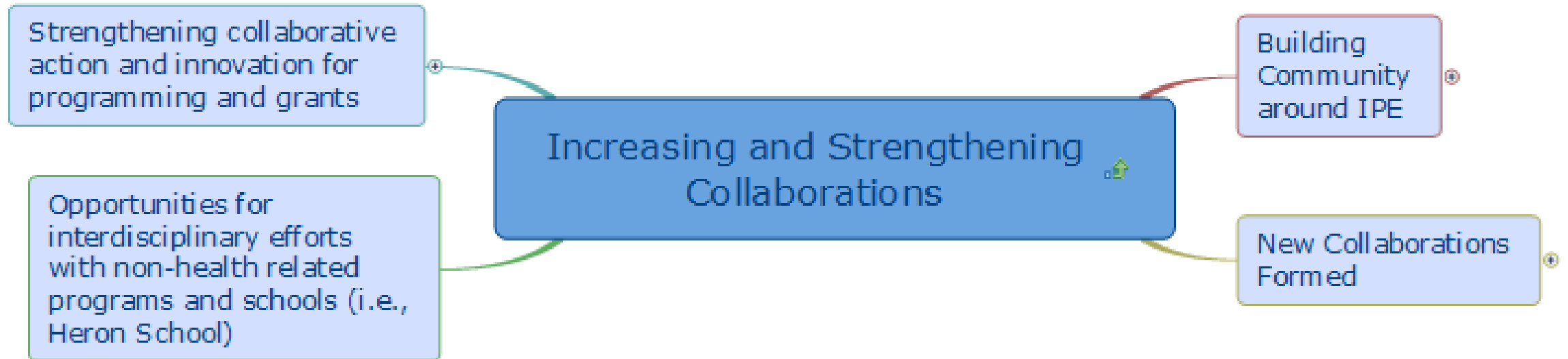
Ripple Effect Mapping

- We brought together a group of stakeholders with varying levels of involvement in the Center.
- Participants were paired up for 1:1 interviews using an appreciative inquiry approach.
- Participants shared about what was learned during the interviews and the group debriefed together while a visual concept map was created. Purpose was to help draw out and categorize different types of “ripples,” such as new knowledge or skills, new relationships or connections, strengthened or new collaborative activities or programs, new funding opportunities, or other outcomes.
- Data was further coded and analyzed for key themes.

Core Themes Identified (IUPUI Campus)



“Increasing and strengthening collaborations”

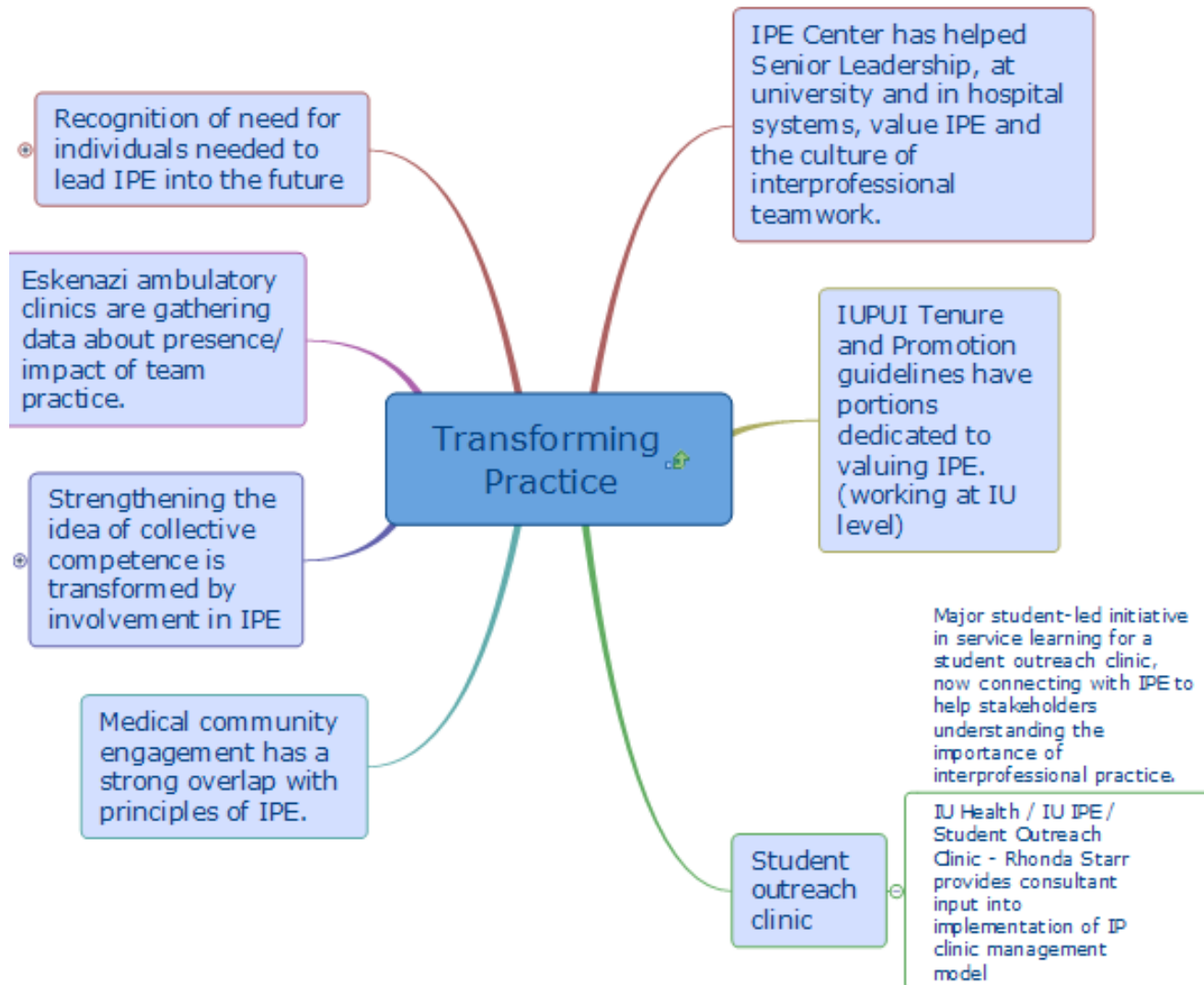


“A relationship developed between IPE, Eskenazi, and IU Health (all hospitals) -- furthered relationship with health schools on campus.”

“We started receiving invitations to teach Mindfulness-Based Stress Reduction, that is taught in Dentistry, in other schools.”

“There are now opportunities for interdisciplinary efforts with non-health related programs and schools (i.e., Heron School).”

“Transforming Practice”



“The medical community engagement has a strong overlap with principles of IPE.”

“IUPUI Tenure and Promotion guidelines have portions dedicated to valuing IPE.”

“There is a major student-led initiative in service learning for a student outreach clinic, now connecting with IPE to help stakeholders understanding the importance of interprofessional practice.”

What do these two approaches have in common?

- Consider organizational/community impact of IPE
- Outcomes interpreted in context
- Part of a dynamic process
- Lead to next steps

Discussion (10 minutes)

- Work in small groups to consider “the good, the bad, and the ugly” of these two approaches
- Share innovative methods you have used to evaluate community or organizational change outcomes associated with IPE

Share (5 minutes)

- Highlights
- Emerging Innovative Ideas
- Key points

Summary

Describing organizational and systems impact of interprofessional practice and education are key to continued discussion and growth in the fields.

Two approaches have been shared – and added to by participants in this discussion.

Next step: Will distribute synthesis of key ideas generated with participants. **Please sign in if you haven't done so already!**

References

- Institute of Medicine (2015). Measuring the impact of interprofessional education on collaborative practice and patient outcomes. Washington, DC: The National Academies Press.
- Barr, Koppel, Reeves, Hammick, Freeth (2005). Effective Interprofessional Education Argument, Assumption & Evidence. 2005 Malden, MA: Blackwell Publishing, Ltd.
- Canadian Interprofessional Health Collaborative (2012). An inventory of quantitative tools measuring interprofessional education and collaborative practice outcomes, accessed 01/22/17 at http://www.ipe.utoronto.ca/sites/default/files/CIHC_tools_report_Aug26%202012%20%281%29.pdf.