

# University of Southern Indiana (USI)

## Evaluation Dashboard: Facilitating IPE and Evaluation Data Collection

Ryan Butler DNP, RN

Gina Schaar, DNP RN

Presenter Disclosures  
Dr. Ryan Butler  
No Relationships to Disclose

# Introduction

- University of Southern Indiana (USI) College of Nursing and Health Professions (CNHP) received a three-year \$1.2 million grant focusing on two objectives:
  1. Improve health outcomes through interprofessional education and practice
  2. Teach health profession students to practice collaboratively as effective healthcare team members
- Health Resources and Services Administration (HRSA) division of Nurse Education, Practice, Quality and Retention (NEPQR)
- Member of the Nexus Innovations Network

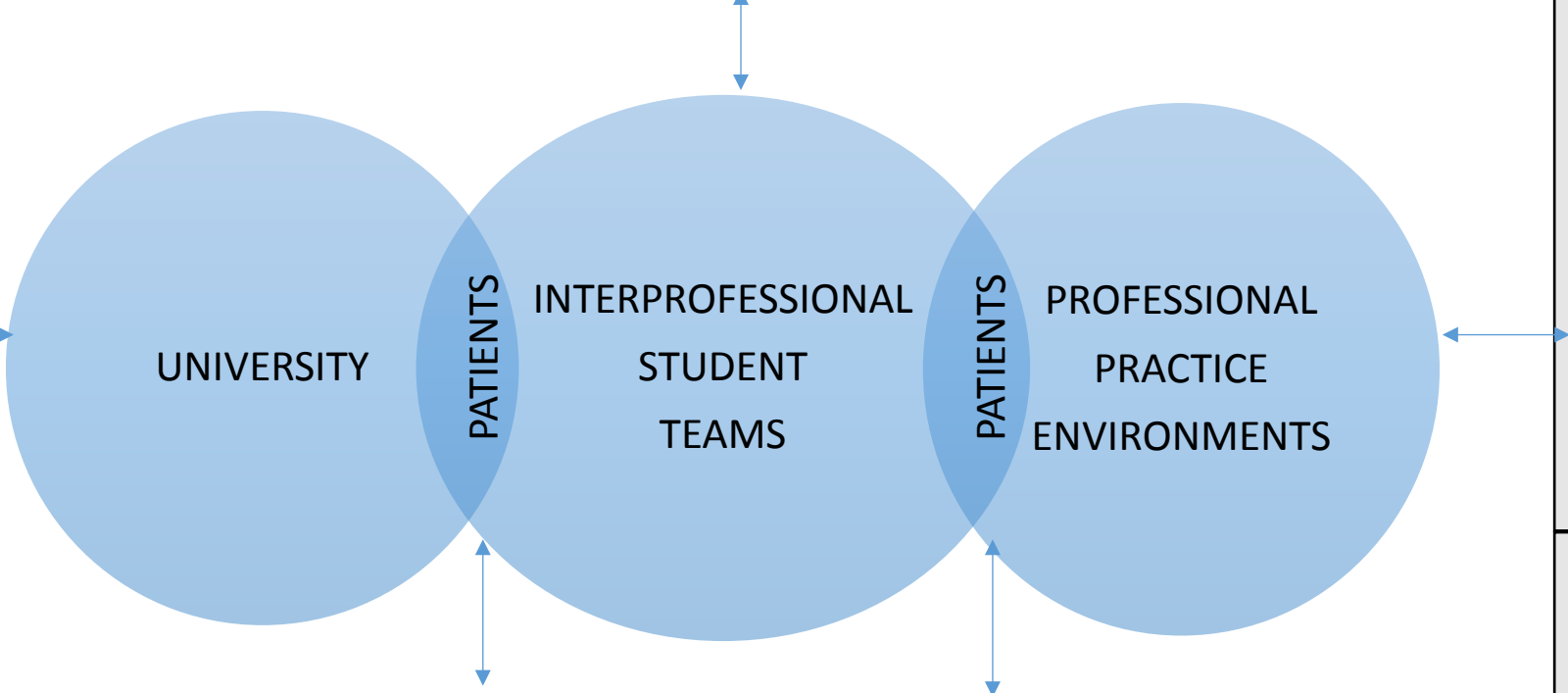
# Background

- Academic-Practice Partnership
  - USI
    - CNHP
  - USI
    - Three Community Health Centers (CHCs)
  - Veterans Administration (VA)
    - Medical Center
    - Two Community Based-Outpatient Clinics (CBOCs)

<p><u>Project Tasks</u></p> <p>ICC</p> <ul style="list-style-type: none"> <li>• Guide and facilitate IP student teams</li> <li>• Ensure IP POC shared with clinic staff</li> </ul> <p>Project Coordinator/Data Manager</p> <ul style="list-style-type: none"> <li>• Secure sites and team members</li> <li>• Coordinate evaluation Process</li> <li>• Integrate feedback for needed change</li> </ul> <p>Evaluation Manager</p> <ul style="list-style-type: none"> <li>• Manage evaluation process</li> </ul> <p>Faculty Consultants</p> <ul style="list-style-type: none"> <li>• Collaborate with student teams as content experts when creating the IP POC</li> </ul>
<p><u>Outcome</u></p> <p>Implement an interprofessional coaching model for diverse IP teams</p>

<p><u>Project Tasks</u></p> <p>Orientation</p> <ul style="list-style-type: none"> <li>• IPEC Core Competencies</li> <li>• TeamSTEPPS®</li> <li>• IHI Triple Aim/Quadruple Aim</li> </ul> <p>Weekly IP Team Activities</p>	<p><u>Outcome</u></p> <p>Prepare students to be a catalyst for IP care delivery</p>
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The USI Interprofessional Collaborative Practice Model



<p><u>Project Tasks</u></p> <p>Obtain stakeholder buy-in</p> <ul style="list-style-type: none"> <li>• Identify IP site champions</li> </ul> <p>Orient students to each practice environment</p> <p>Orient frontline staff to student IP teams</p>
<p><u>Outcomes</u></p> <p>Cultivate IP environments as a model for healthcare delivery</p> <p>Improve provider satisfaction</p>

<p><u>Project Tasks</u></p> <p>Assess individuals, families, and communities</p> <p>Develop a collaborative, patient-led POC</p> <p>Follow-up with patients to assess progress and adjust the IP POC as needed</p>	<p><u>Outcomes</u></p> <p>Advance health outcomes</p> <p>Improve satisfaction</p> <p>Decrease healthcare costs</p>
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# Methodology

- Development of the Evaluation Dashboard

1. What do we need to evaluate?

- Kirkpatrick's Expanded Outcomes Typology

	Level	Description
1	Reaction	Learners' views on the learning experience and its interprofessional nature.
2a	Modification of Attitudes/Perceptions	Changes in reciprocal attitudes or perceptions between participant groups. Changes in perception of attitude towards the value and/or use of team approaches to caring for a specific client group.
2b	Acquisition of Knowledge/Skills	Including knowledge and skills linked to interprofessional collaboration.
3	Behavioral Change	Identifies individuals' transfer of interprofessional learning to their practice setting and changed professional practice.
4a	Change in Organizational Practice	Wider changes in the organization and delivery of care.
4b	Benefits to Patients/Clients	Improvements in health or well-being of patients/clients.

# Methodology

## Methods for Evaluation

	Level	Description	Evaluation Tool/Survey
1	Reaction	Learners' views on the learning experience and its interprofessional nature.	Focus group
2a	Modification of Attitudes/Perceptions	Changes in reciprocal attitudes or perceptions between participant groups. Changes in perception of attitude towards the value and/or use of team approaches to caring for a specific client group.	CPAT T-TAQ
2b	Acquisition of Knowledge/Skills	Including knowledge and skills linked to interprofessional collaboration.	CPAT T-TAQ
3	Behavioral Change	Identifies individuals' transfer of interprofessional learning to their practice setting and changed professional practice.	TPOT
4a	Change in Organizational Practice	Wider changes in the organization and delivery of care.	EMR/Focus Group
4b	Benefits to Patients/Clients	Improvements in health or well-being of patients/clients.	Patient Demographic Sheet PROMIS Global Health 10 CAHPS PHQ-9 HEDIS (Hypertension, COPD, Diabetes, and Depression Measures) EHR

# Methodology

- Frequency
  - How often will each tool/survey be collected?
- Team member's roles in data collection
  - Who is responsible for administering/collecting which tools/surveys?



# The USI IPCP Patient Evaluation Dashboard

Project Task	When Task will Occur	Individuals Responsible for Task
<b>Patient selection</b>	Will occur weekly with selection occurring at least 2 weeks prior to meeting with IP student team. Selected patients will have a diagnosis of one or more of the following: <ul style="list-style-type: none"> <li>• Diabetes</li> <li>• COPD</li> <li>• Depression</li> <li>• Hypertension</li> </ul>	USI Community Health Center Staff; VA PACT Team; USI Clinical Coaches; IP Student Teams
<b>Project introduction</b>	Prior to meeting with interprofessional student team via telephone	IP Student Teams (verbal script will be provided)
<b>Informed consent</b>	Prior to data collection for all patients	IP Student Teams; USI Clinical Coaches
<b>Patient Demographic Form</b>	Initial encounter and review for updates every 12 months for all patients	IP Student Teams; USI Clinical Coaches (clinic, telephone, home visit, telehealth)
<b>PROMIS Global Health 10</b>	Initial encounter following scheduled visit and every encounter thereafter for all patients	IP Student Teams; USI Clinical Coaches (clinic, telephone, home visit, telehealth)

# The USI IPCP Patient Evaluation Dashboard

Project Task	When Task will Occur	Individuals Responsible for Task
CAHPS	Initial encounter following scheduled visit and every 12 months thereafter for all patients	IP Student Teams; USI Clinical Coaches (clinic, telephone, home visit, telehealth)
HEDIS All Patients	Initial encounter and every encounter thereafter for all patients	IP Student Teams; USI Clinical Coaches (clinic, telephone, home visit, telehealth)
HEDIS Diabetic Patients	Initial encounter and every encounter thereafter for all patients diagnosed with diabetes	IP Student Teams; USI Clinical Coaches (clinic, telephone, home visit, telehealth)
HEDIS Hypertension COPD	Initial encounter and every encounter thereafter for all patients with hypertension and/or COPD	IP Student Teams; USI Clinical Coaches (clinic, telephone, home visit, telehealth)
PHQ-9	Initial encounter and every in-person encounter thereafter for all patients with depression	NP/CNS, MSW, OT, and BSN students (clinic, home visit)
Data Entry and Review	Monthly	Project Coordinator/Data Manager

# The USI IPCP Student Evaluation Dashboard

Project Task	When Task will Occur	Individuals Responsible for Task
Orientation	First scheduled day of clinical	Project Coordinator/Data Manager; IP Clinical Coaches
Informed consent	Orientation	Project Coordinator/Data Manager
Student Demographic form	Orientation	Project Coordinator/Data Manager
CPAT	Orientation Final Clinical Day	Project Coordinator/Data Manager; IP Clinical Coaches
T-TAQ	Orientation Final Clinical Day	Project Coordinator/Data Manager; IP Clinical Coaches
T-POT	First day of clinical Final day of clinical	IP Clinical Coaches; IP Student Team Members
Focus Group	Post-clinical prior to finals	Project Coordinator/Data Manager

# Outcomes

- Clarity regarding the data collection process
- Less frustration for students and clinical coaches
- Improved communication
- Less missing data; more complete datasets

# Conclusions

- Interprofessional Evaluation Dashboards:
  - Are succinct and readily adaptable to a variety of project tasks, tools, surveys, forms, and healthcare practice settings
  - Can be used by any interprofessional healthcare team member
  - Can be easily modified to accommodate new tasks, methods of data collection, role changes, and populations
  - Serve as a model to promote data collection and evaluation outcomes supporting interprofessional care delivery

# Questions