



INCORPORATING IPCP TEAMWORK ASSESSMENT INTO PROGRAM EVALUATION



NATIONAL CENTER for
INTERPROFESSIONAL
PRACTICE and EDUCATION

Practical Guide: Volume 5

Incorporating IPCP Teamwork Assessment into Program Evaluation

A PRACTICAL GUIDE: VOLUME 5

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Overview

The National Center for Interprofessional Practice and Education receives numerous requests from educators, practitioners, and researchers in the interprofessional education and collaborative practice (IPECP) community. Many requests concern teamwork as it occurs within interprofessional collaborative practice (IPCP): how to define it, how to measure it, and how to develop a plan for assessing it at the individual team member and collective group levels. Across our community of users, people want access to high quality measurement tools. They also seek guidance on how to appraise and select the right tools for their particular purposes and settings.

The purpose of our Practical Guide series is to help users assess IPCP teamwork at different points throughout the education-to-practice IPECP continuum.²⁶ In presenting a workshop on these topics in August, 2016, we also learned that many people confuse *assessment* (of individuals, teams) with *evaluation* (of programs and strategic interventions). We recognize that people want to know more about how to develop a plan for evaluating programs designed to teach and assess IPCP teamwork.

The framework for these *Guides* grew out of research conducted by the National Center in 2015.^{50, 51} Drawing from the science of teamwork and a national survey of 32 thought leaders, the Center identified 11 essential teamwork competencies. These are competencies exhibited by effective teams as a whole. We also identified 20 individual-level competencies which are believed to impact an individual's ability to successfully contribute to team performance. Although there is overlap between these competency lists and those developed by others, for example, by the Interprofessional Education Collaborative (IPEC),²⁹ we feel our competencies have value due to their basis in the literature, specifically on teamwork, and the consensus results from our survey.

Volume 1. *What is Teamwork in Interprofessional Collaborative Practice?* —

Introduces and explains teamwork concepts, based on the literature of effective teams across many disciplines, including health and social care.

Volume 2. *Assessing Interprofessional Collaborative Practice Teamwork* —

Describes important measurement concepts for assessing IPCP teamwork competencies and performance across the continuum, from undergraduate training through continuing professional development.

Volume 3. *Steps for Developing an Assessment Plan* — Provides a step-by-step process for developing an assessment plan of IPCP teamwork competencies and performance; can be applied at the undergraduate, graduate, or professional development levels.

Volume 4. *Assessing Teamwork: Stories from the Field* — Provides case studies of assessing IPCP teamwork in academic and practice settings.

Volume 5. *Incorporating IPCP Teamwork Assessment into Program Evaluation* —

Provides guidance for evaluating programs designed to strengthen teamwork capacity and performance.



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*Over the past 25 years or so we have seen an ongoing increase of evaluation activity aimed at measuring – quantitatively and/or qualitatively – the processes and outcomes related to a range of interprofessional education (IPE) activities and initiatives. Systematic reviews and syntheses of these studies have, however, suggested that despite improvement in the quality of IPE evaluations, many continue to struggle from being poorly designed.*⁴⁴ (p. 305)

Purpose of Guide

The purpose of this Guide is to help readers conduct high-quality evaluations of interventions that have been designed to improve interprofessional teamwork and collaborative practice. We wrote it for people in leadership roles—educators, clinicians, researchers, administrators—who are responsible for knowing whether their interventions are effective, and who expect to have some hands-on involvement with the evaluation plan.

This Guide is not a textbook, nor is it a substitute for a research course. We focus on what you need to know to ensure that the evaluation data you collect serve your needs within an interprofessional collaborative teaching or practice environment. Our overriding goal is to outline the decisions that need to be made in order to ensure a strong evaluation, and to illustrate the components of evaluation plans with examples from “real world” settings. These examples span the continuum of interprofessional education and collaborative practice (IPECP), from foundation learning to graduate education and continuing professional development. We hope our approach serves readers who are new to evaluation, as well as those with previous experience. If we succeed, the Guide should help you with your next grant application, proposal to a curriculum or research committee, or report to an accreditation board.

Organization of the Guide

We have organized the Guide into three main parts:

1. Things to Know or Think About Before you Design an Evaluation
2. Components of an Evaluation Plan
3. Examples from the Field

In **Part 1**, we lay out some preliminary definitions of how we use terms from the evaluation field. We introduce the importance of identifying the stakeholders for the evaluation and its management before you launch a study. We review some of the frameworks used for conceptualizing an evaluation plan. We present the modified Kirkpatrick model⁴⁴ for classifying program outcomes. Lastly, we talk about evaluation capacity and the current state of the art in IPECP evaluations.

In **Part 2**, we provide an Evaluation Planning Tool and walk you through the components of an evaluation plan. We pose a series of questions to consider, grouped into three main sections:

1. Context for Evaluation
2. Design Decisions
3. Implementation Logistics

In Part 3, we provide examples of four programs and their evaluation plan components as described in Part 2. Three of the four are based on published articles describing existing programs and their evaluations; in effect, they are evaluation plans construed after the fact, based on information provided in the articles. These articles were identified in a systematic review of IPE evaluations⁴⁵ and are of high quality. The fourth example represents a plan developed by one of the Guide authors (Collins) for a program being implemented at the Thomas Jefferson University as part of a learning collaborative funded by the Robert Wood Johnson Foundation. It is specifically based on the components in this Guide. We selected these examples to represent a range of IPECP settings and professions as well as evaluation approaches.