

Remaining Questions Answered by the Presenters, Immediately Post-webinar

Q1: How do you measure the overall IPE impact/effectiveness on the student taking the course?

LSU Answer: Currently right now, just the change in perception scores from SPICE-R2 and the student evaluations.

Florida Answer: For the online activity described, we used the teamwork reflection as a way to measure impact on the student, as well as a locally-developed instrument (one item “I learned to engage other health professionals in shared patient-focused problem solving.) From a broader perspective, I think the use of reflection makes the learner think about the impact on themselves and while you can get some so-so responses, you would be surprised how many responses reinforce the student gained something. For more quantitative approaches, there are a variety of instruments and LSU’s use of SPICE is one example. We’ve been using the Interprofessional Collaborative Competency Attainment survey with our first-year students and students in another activity. (We will probably use it this year with the online IPE activity.)

GWU Answer: At GW we will not be tracking longer-term impacts, but we are collecting evaluative data on effectiveness.

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Q2: What are strategies for translating value?

LSU Answer: 1) We will need to market student quotes from their reflections and evaluations to translate value. [LSU’s] Student Team Up Committee is a support system we can use to help translate value. 2) Market health partner quotes to students during orientation 3) Ask faculty graders to provide meaningful feedback during grading of reflections, instead of simply clicking rubric point values.

Florida Answer: Regarding strategies to translate the value of the experience to students, I think Mike stated it really well – this is what happens in the real world and we want to prepare our students to be the best they can be when they graduate. I’ve found that having students who have gone through the learning activity before and had a positive experience with it are extremely powerful advocates to learners about the value of an IPE activity.

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Q3: Is anyone doing emotional intelligence assessment?

LSU Answer: We are not incorporating EI at this time with IPE. It would be a great idea, but we would need more support from each School/program for EI assessment and training. Currently, we are looking to follow more of the Meta-Model for Interprofessional Development.

Florida Answer: We are not doing emotional intelligence assessment. From a research perspective, we’ve been intrigued with social intelligence and teamwork, but have not included it in our work thus far.

GWU Answer: No--but this is a good idea.

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Q4: [Addressed to GWU directly,] Regarding the didactic, in-class, required experience, how do you assess them performing?"

GWU Answer: Each group has a liaison. This person actually observes them in their team interaction.

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