What worlds do I represent?

- Where I live: Program evaluation and assessment
- Where I have moved: IPECP, an idea with a 40-year history

Point 1: Why IPECP? Why now?

Two reasons for dentists to pay attention to studying (including evaluating and assessing) IPECP

1. Accreditation standards mandate that dental students must be able to collaborate with other professionals
2. IPECP is a good idea whose time has come
Point 2. The National Center: A New Model for Public-Private Partnership

The National Center for Interprofessional Practice and Education is supported by a Health Resources and Services Administration $4M, five-year Cooperative Agreement Award No. UE5HP25067.

In addition, the Josiah Macy Jr. Foundation, the Robert Wood Johnson Foundation (RWJF), the Gordon and Betty Moore Foundation, and the John A. Hartford Foundation have collectively committed up to $8.1 million in grants over five years to support and guide the center.

The National Center Vision

Our Goals:

a. Improved quality of experience for people, families, communities and learners
b. Shared responsibility for achieving health outcomes and improving education
c. Reduced cost and added value in health care delivery and education

National Center Principles

1. We are focused on sustainable national change.
2. We inform action with evidence, leveraging new approaches to data collection and use.
3. We evaluate at each step and level, building on what we discover.
4. We engage collaboratively as leaders, as colleagues and as advisors.
5. We are learners with minds open to new ideas and approaches.
6. We strive to demonstrate trustworthiness every day.
One of our strategic priorities: Evaluation/Informatics/Research

The Nexus of Inquiry

A quick list of NC work-in-progress

• Literature review linking IPECP to the Triple Aim
• Developing a research agenda for IPECP
• Identification, inventory and evaluation of existing interprofessional assessment instruments
• Adaptation of the Canadian Return on Investment (ROI) model
• Creation of a national core dataset for IPE – the Nexus – CP
• The “Big Data” Project
• Survey of higher education institution structures

Interprofessional Education and Collaborative Practice

Interprofessional education “occurs when two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”

Interprofessional (or collaborative) care “occurs when multiple health workers from different professional backgrounds provide comprehensive health services by working with patients, their families, carers (caregivers), and communities to deliver the highest quality of care across settings.”
Point 3: What has research shown us about IPECP?

- Over the years, calls for studies in IPECP to be methodologically and conceptually sound.
- One reason that improving IPECP research is difficult: The lack of appropriate assessment/data collection instruments.
- For these reasons, the National Center team compiled a set of IPECP assessment tools.

Point 4: What can one assess when assessing IPECP? And how?

- You want a solid instrument that measures learning.
- The team and its ability to perform as a team is one thing; there are others.
- Outcomes/IPEC competencies can serve as a framework for assessment.
- They can also be used to create a program or attend to more systemic issues.
- Good instruments are in short supply right now.

Introducing...

The National Center website’s assessment tool collection

www.nexusipe.org
Point 5: What’s in it for you?

- Assessment data can help you have important conversations
- Assessment can provide data for deciding what to do/change in your program

To review, then...

1. Why IPECP? Why now?
2. What is the National Center for Interprofessional Practice and Education?
3. What has research shown us about IPECP?
4. What can one assess when assessing IPECP? And how?
5. What’s in it for you?

Thank you!
Jean A. King (kingx004@umn.edu)