

# Interprofessional Professionalism:

## An Assessment that Guides Transition From Student to Professional to Interprofessional Team Member



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### PROJECT NEEDS ASSESMENT

The construct of interprofessional professionalism (IPP) (Holtman et al, 2011) identifies 6 domains of professionalism including altruism/caring, excellence, ethics, respect, communication, and accountability. Professionalism is essential in effective collaborative practice. However, the impact of professionalism behaviors is often not addressed in teams. This poster will review the work of the Interprofessional Professionalism Collaborative (IPC) on developing a valid Interprofessional Professionalism (IPP) Assessment (IPA) (Frost et al, 2019) and relevant tools on how to use the assessment results to improve collaborative team practice.

### PROJECT GOALS

1. Identify professionalism behaviors common to all professions that reflect what professionals demonstrate when effectively interacting with one another and in relation to patient/family /caregiver-centered care.
2. Develop IPP tools including the IPA assessment, and teaching/training tools.
3. Utilize the assessment of IPP to develop and/or improve professionalism in collaborative team practice.
4. Identify professionalism behaviors common to all professions which reflect what professionals demonstrate when they effectively interact within one another and in relation to patient/family/ caregiver-centered care.
5. Develop IPP tools (IPA assessment, teaching/training tools).
6. Utilize the assessment of IPP to develop and or improve professionalism in collaborative team practice.



### PROJECT EDUCATIONAL STRATEGIES / RESULTS

The IPA consists of 26 items addressing six domains (altruism/caring, excellence, ethics, respect, communication, accountability) and was tested by 233 preceptors who assessed final year learners from 10 professions. Internal consistency reliability coefficients for the entire instrument and four subscales were high (all >0.9). Psychometric results demonstrate aspects of the IPA's reliability and validity and its use across multiple health professions and in various practice sites (Frost et al, 2019). Teaching and training tools were developed for administration, guidance, and utilization of the IPA. Initial work on the impact of addressing professionalism is assessed through pre- and post-assessment of trainees utilizing the IPA. Dissemination and adoption of the IPA and toolkit across the IPC, consisting of 11 professions represented by the 11 member associations and one assessment organization, through conferences, workshops and webinars.

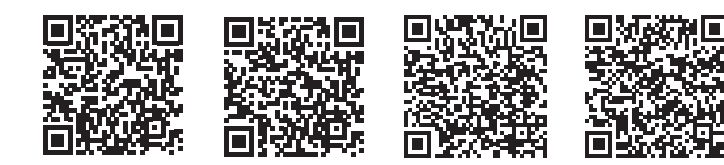
### CHALLENGES / SUMMARY / NEXT STEPS

Initial plans for dissemination and adoption were modified and/or delayed due to the COVID-19 pandemic. The focus of our current initiative is:

1. Move beyond the association level to promoting utilization of the IPA and toolkit in practice and educational systems.
2. Promote collection of outcomes of the impact of addressing professionalism in interprofessional practice through pre- and post-assessment of trainees.



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IPC Home IPP Toolkit References Contact