

INTERPROFESSIONAL PROFESSIONALISM COLLABORATIVE USER SURVEY

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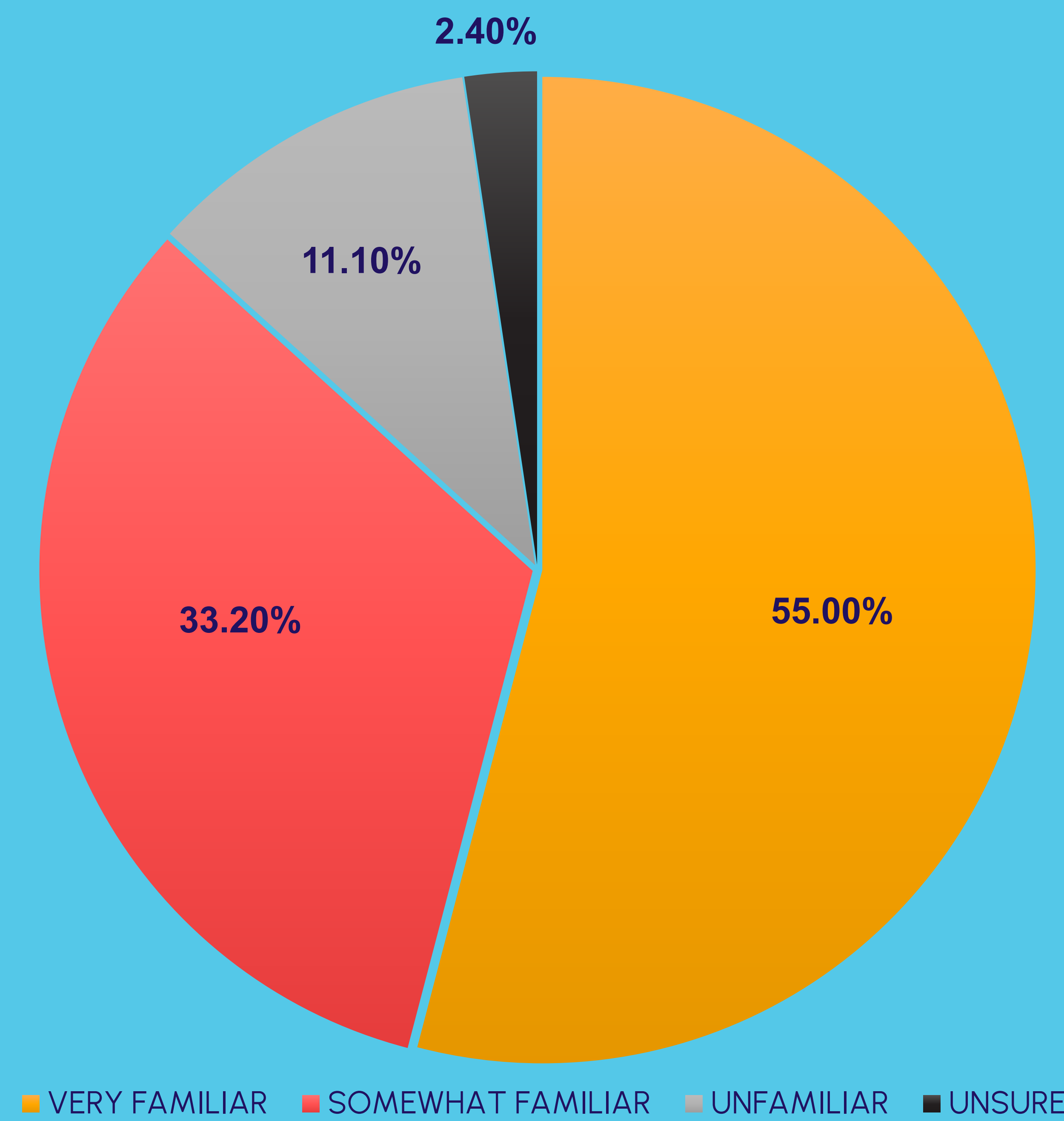
BRIEF DESCRIPTION

The growth in both interest and prevalence of interprofessional education has focused importance on national, validated assessments. The Interprofessional Professionalism Collaborative (IPC; see <http://www.interprofessionalprofessionalism.org/>) is a national organization that defined and created an assessment instrument to measure the construct of Interprofessional Professionalism (IP). The organization has also created a toolkit/set of resources for educators and clinicians to use for teaching and assessing IP in educational and practice environments. In 2018, the IPC published its interprofessional assessment instrument (IPA) which was designed to evaluate an entry-level health professional's demonstration of professionalism when interacting with other health professions as a part of the health care team. This survey provides data on where, how and in what kinds of programs interprofessional professionalism is being taught and assessed.

INTRODUCTION

The IPC User Survey (IPCUS) was developed by the IPC following a literature review on the use of tools to measure Interprofessional Professionalism. The survey comprises 7 questions on the nature of the IPE program; 12 questions on use of the use of the Interprofessional Professionalism Assessment (IPA) and the Toolkit; 12 questions on the value of and challenges to the use of the IPA and the Toolkit; 1 question on alternatives to the IPA; 4 questions on published work and 1 question on suggestions for future development of additional tools to assist in the development of future tools.

Figure 1. Familiarity with IPC



RECRUITMENT

Survey respondents were recruited from individuals with whom the IPC communicated with about its research and resources. Over the period of February 15, 2022, to May 25, 2022, the IPCUS was distributed to 848 individuals who provided their contact information at the time that they downloaded the IPA. Three reminders were sent, at weeks 4, 8 and 12 of the survey period, and 90 complete responses were received (of 107 who opened the survey), for a response rate of 13 percent.

RESULTS

The professions with the most survey respondents included Nursing, Occupational Therapy, Physical

Therapy, Pharmacy and Medicine. Programs were geographically diverse across the U.S., as well as three respondents from outside the U.S.

The majority of programs (27.6%) used a synchronous, didactic education program as the main delivery method. Additional methods include asynchronous didactic education and simulation (each 16.1%); standardized patients (14.7%); virtual standardized patients (7.7%); actual patients (7.0%); and programs using augmented or virtual reality (1.4%). More than 10% of programs indicated another method of delivery.

As shown in Figure 1., most respondents reported that they were very or somewhat familiar with the IPA. Most respondents became aware of the IPC through the IPC website (35.3%), with other significant methods being colleagues (22.1%), the Nexus website (11.8%), and a presentation (5.9%). Other methods of becoming aware of the IPA include published articles and Professional Associations. Respondents were less familiar with the IPA Toolkit; more than half (56.9%) were not familiar with the toolkit. Of those who were aware, 34.5% found out about it from the web site, and 27.6% from a colleague. Most of those who were aware used the IPA (30.8%), with the rest of the tools (video and written case scenarios, instructions and references) were used by between 10% and 15% of the respondents.

DISCUSSION

Most respondents were familiar with the IPC, but most programs (56.9%) did not use the IPC or an alternative such as Team STEPPES or rubrics based on the competencies. Assessing interprofessional professionalism remains problematic among IPE programs.