Literature Review: IPE with Health Professions Students

Literature Review Study Purpose and Inclusion Criteria:

PURPOSE

1. To examine training models commonly reported in the literature pertaining to the development and implementation of interprofessional education involving a diverse range of sciences students.
2. To identify specific educational components critical to the effectiveness of interprofessional education, such as strategies for leadership buy-in, curriculum structure, curriculum content of facilitating interprofessional interactions, faculty recruitment, faculty skill building, faculty retention, institutional financial support.

INCLUSION CRITERIA

1) an interprofessional mix of students; 2) student-student interactions; 3) qualitative or quantitative evidence leading to programmatic improvement were retained for detailed rev data extraction.

STUDY PROFILE

Q 1.
Your Name
Required.

Q 2.
Coding Date
Required.

Q 3.
Article Code (First Author's Last Name, Publication Year)
Q 4.
Article Title

Q 5.
University affiliation (of first author):

Q 6.
Publishing Journal

Q 7.
Publication Year
Required.

- 2010
- 2009
- 2008
- 2007
- 2006
- 2005
- Other: ___________________

Q 8.
Country where study was conducted.

- US
- UK (England, Wales, Scotland, Ireland)
- Canada
- Germany
- Netherlands
- Australia
Q 9.
Multiple institutional research (e.g. Data collected from students from multiple institutions)

- Yes
- No
- Unclear

Q 10.
Select the term(s) that is the focus of this study.

- Interprofessional
- Interdisciplinary
- Transprofessional
- Multi-disciplinary
- Multi-professional
- Other: ____________________________

Q 11.
How do the authors define the term(s) you selected above?

Q 12.
Purpose of Study (Describe briefly)

Required.

Q 13.
Type of Study

Required.
Quantitative

Qualitative

Mixed Method

Other: ________________________________

Q 14.
Random assignment of students to study conditions?

□ Yes

□ No

Q 15.
Study Setting (check all that apply)

□ academic

□ patient's home

□ retirement/assisted living

□ inpatient

□ outpatient/ambulatory

□ community

□ other (write in): ________________________________

CHARACTERISTICS OF EDUCATIONAL INTERVENTION/PROGRAM DESCRIBED

Q 16.
Educational intervention/program part of local, regional, national IPE strategy? (check all that

□ local

□ regional

□ national

□ unclear

□ Other: ________________________________
Q 17.
Educational intervention/program a required or elective in the curriculum?

- Required
- Elective
- Extracurricular
- Not Described
- Other: _______________________

Q 18.
Do students earn credit for taking the course or participating in the educational program?

- [ ] No
- [ ] If yes, how many credits?: _______________________

Q 19.
If grades are assigned to students, describe the method:

_____________________________________________________________________

Q 20.
Educational intervention/program developed based on a theoretical or conceptual framework?

- [ ] No
- [ ] If yes, describe: _______________________

Q 21.
Describe the educational intervention/program.

_____________________________________________________________________

Q 22.
Do the authors report ways in which interprofessional trainees and staff interact with each other?
Q 23.
Length of time educational intervention/program has been implemented?
- Less than 1 year
- 1-5 years
- 6-10 years
- Over 10 years

Q 24.
How long does the educational intervention/program (e.g. course) last at a given time?
- 1 week
- 1 month
- 1 quarter/semester
- Other: ____________________

Q 25.
How frequently does the educational intervention/program (e.g. course) take place?
- Every week
- Every month
- Every quarter/semester
- Every year
- One time activity
- If one time activity, describe: ____________________

Q 26.
Timing of educational intervention/program (e.g. first year medical school curriculum)
_________________________

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Q 27.
Is there a formal application process in place for accepting students in the course or education program?

☐ no
☐ If yes, describe: ________________________________

Q 28.
Developers of educational intervention/program:

☐ Students
☐ Faculty
☐ Patients & Families
☐ Other: ________________________________

Q 29.
Teaching methods used in the educational intervention or program.

☐ Large Group Lecture
☐ Case-Based/problem-based small group discussion
☐ Workshops
☐ Reflective Exercises
☐ Written Assignments
☐ Shadowing of Clinical Providers
☐ Shadowing of students
☐ Self-paced e-learning
☐ Clinical Teaching/ Direct interaction with patients
☐ Simulation
☐ Case analysis based on patients
☐ Community-based projects
☐ Other: ________________________________

STUDENTS

Q 30.
Describe target trainees' number and disciplines:

Q 31.
Demographic information collected from trainees:

- Age
- Gender
- Ethnicity
- Prior Exposure to IPE
- Describe selected items: 

FACULTY ROLES AND RESPONSIBILITIES

Q 32.
Describe faculty participants (e.g. disciplines, titles, number, prior training in interprofessional education, other)

Q 33.
Faculty recruitment strategies

- Voluntary
- Assigned
- Marketing
- Incentives
- Not described
- Other: 

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Q 34.
Faculty development offered to faculty for improving their IPE skills.

- [ ] IPE content
- [ ] Teaching methods (e.g. lecture, PBL)
- [ ] e-Learning-based faculty development
- [ ] Simulation teaching skills
- [ ] Other: ____________________________

Q 35.
Do authors report strategies for retaining IPE faculty?

- [ ] No, not reported
- [ ] If yes, describe: ____________________________

OUTCOME MEASURES

Q 36.
Select outcomes reported in the study (check all that apply)

- [ ] Knowledge
- [ ] Attitude
- [ ] Satisfaction
- [ ] Skills
- [ ] Behaviors
- [ ] Application of skills learned
- [ ] Patient-oriented outcomes
- [ ] Other: ____________________________

Q 37.
Describe the outcomes you selected above:
Q 38.
Select assessment measures reported in the study (check all that apply):

- Knowledge test
- Attitude/Perception survey
- Skill performance ratings
- Individual/group debriefing
- Interviews/focus group
- Other: ____________________________

Q 39.
Describe the assessment measures you selected above. Provide names of instrument, if availa

Q 40.
Describe key results as they relate to interprofessional education

Q 41.
Reliability of assessment instruments reported?

- No
- If yes, describe ____________________________

Q 42.
Validity of interview scoring instrument reported (e.g. content validity):
Q 43. Select any scholarly outputs/institutional legacy resulting from IPE innovation as reported in the reviewed study:

- [ ] Interprofessional Education Day implemented
- [ ] Publications
- [ ] Changes in curriculum
- [ ] New staff/faculty positions dedicated to IPE
- [ ] New courses implemented
- [ ] Other: __________________________

OTHER INFORMATION

Q 44. Administrative Support Model (check all that are described)

- [ ] Leadership buy-in
- [ ] Staff
- [ ] Office space dedicated to interprofessional education
- [ ] Technology support
- [ ] Financial support (institutional support, grant support, combination, other models)
- [ ] Other: __________________________

Q 45. Describe the administrative support model you selected in the previous question.
Q 46.
Key barriers and challenges reported in study:

☐ Scheduling
☐ Funding
☐ Administrative support
☐ Other: ____________________________

Q 47.
Areas of further work reported in study:

Q 48.
List highlights, innovations and unique features in interprofessional education reported in this:

Please scan the references in the study and mark any potentially useful articles for review.

Q 49.
Comments

Questions or Comments?
Contact Erin Abu-Rish at erin2@u.washington.edu