

## **Quiz/Test**

*Assess a learner's knowledge about particular content.*

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## **Oral Presentations**

*Assess a learners' knowledge about particular content and/or perspective on an issue.*

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## **Reflective writing**

*Assess a learner's knowledge and/or perspectives.*

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## **Instrument measuring teamwork behavior**

*Assess team members' perceptions of their effort as a team. May be general in nature or focused on safety or other particular clinical contexts. (i.e. Safety Organizing Scale (SOS), Assessment for Collaborative Environments (ACE-15))*

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## **Institution/course specific survey**

*Assess institutional/course objectives and outcomes to determine if these are met.*

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## **Standardized patients**

*Assess learners' skills through specific scenarios designed to elicit use of specific skills with actors trained to portray a patient.*

*Learner performance observed by faculty and behavior/skills documented through a checklist OR standardized patient documents use of skills.*

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## **Interviews**

*Assess learners'/participants' knowledge and perceptions of content OR an activity*

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## **Rubric-applied to behavior**

*Assess learner's attainment of skills, behaviors and/or competencies based upon observation (example would be the Interprofessional Collaborator Assessment Rubric (ICAR))*

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## **Faculty feedback**

*Obtain faculty perspectives on learners' experience and acquisition of knowledge, skills and attitudes*

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## **Self-Report Items**

*Assess learner/participant self-report of attainment of knowledge, skills and attitudes (i.e.: Interprofessional Socialization and Valuing Scale (ISVS-21), Students Perceptions of Interprofessional Clinical Education Revised (SPICE-R))*

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## **360 feedback/Multi-source feedback**

*Assess an individual's behavior through ratings of specific behavior/skills by multiple persons with whom the individual interacts. E.g., team members, patients, faculty*

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## **Data linked to patient outcomes**

*Assess if a variable, such as effectiveness of teamwork, is associated with a particular patient outcome, such as improved discharge time.*

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## **Commitment to Change**

*After completing an IPE activity students can fill out a commitment to change and follow-up longitudinally while in school and post-graduation to determine what changes were made*

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## ***IPE/IPC Culture Surveys***

***Examples include the Healthcare Team Vitality Instrument (HTVI) or the Team Climate Inventory (TCI)***

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## **Roles/Responsibilities Lists or Quizzes or Checklists**

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## **Focus groups**

*Provide information about  
learners'/participants' perceptions  
about activities.*

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## **Student Products**

*These may be reports, presentations, videos, other media and products that allow the learner to express knowledge and perspectives on content and associated issues. Assess knowledge and/or perspectives on an issue.*

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## **Instrument measuring attitudes/perceptions**

*Validated instruments, such as the University of West England Entry Level Interprofessional Questionnaire (UWE-ELIQ) are designed to assess changes in student attitudes and perceptions over the course of their training and entry into practice. Provides psychometrically tested assessment of learner attitudes toward interprofessional collaboration, learning, teamwork and associated facets.*

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## **Open-ended questions**

*Assess learner  
reactions/satisfaction/feedback with  
an activity OR assess learner  
knowledge/perspective on content*

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## **Team Objective Structured Clinical Exam (TOSCE)**

*Assess learners' interprofessional  
teamwork skills through specific  
scenarios designed to elicit use of  
specific skills. Learners' performance observed by  
faculty and behavior/skills documented through  
a checklist.  
OR standardized patient documents  
use of skills.*

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## **Simulation exercises**

*Assess learners' interprofessional teamwork skills through the use of high fidelity mannequins. Learner performance observed by faculty and behavior/skills documented through a checklist. (example: PACT toolset)*

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## **Rubrics-applied to assignment**

*Assess quality of a learner's assignment OR assess acquisition of knowledge*

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## **Audience response:**

**high tech (computerized system)/  
low tech (show of hands or cards)**

*Assess group knowledge/perception  
of content*

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## **Learner/Participant feedback**

*Assess learner/participant feedback about  
activity (i.e., satisfaction, main concepts  
learned)*

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## **Patient feedback**

*Assess patient satisfaction and/or perception of skills/behavior of an interprofessional team (tools include: Hospital Consumer Assessment of Providers and Systems (HCAPS), Communication Assessment Tool-Team (CAT-T), Patient's Insights and Views Observing Teams Questionnaire (PIVOT))*

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## **Observation**

*Assess behavior and skills. Best applied if a checklist or rubric is used to guide documentation of observation. Could be self-assessment, peer-assessment, or faculty-assessment.*

*(e.g. Individual Teamwork Observation and Feedback Tool (iToft))*

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**Wildcard**  
***– chose your own assessment  
method***

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**Employer Surveys**  
***Assess if graduates of program are  
practice-ready for team-based care***

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## **Chart/EMR Audits**

*Examination of medical records (electronic or hard copy), to determine what has been done, and see if it can be done better.*

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## **Videos of Debriefs**

*Qualitative theme assessments that emerge during the debriefing*

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## **IPE/IPCP Team Communication and Relationship Surveys**

*Examples include the Relational Coordination Scale (RCS). The RCS is a 7-item instrument completed by interdependent work groups with a critical role in carrying out a work process. It diagnoses four dimensions of communication and three dimensions of relationship quality*

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## **Pre-Post Assessments**

*Use pre/post tests or surveys to identify change over time*

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## **Structured Debriefs**

*Gain Real-Time Feedback on an activity or intervention that can help iteratively improve future sessions/activities*

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## **Assess Change in IPE Competence**

*IPEC Competency Self-Assessment Tool: This instrument was designed to assess competencies related to collaborative practice at the healthcare degree program level through individual student self-assessment. Specifically, the tool measures students' self-efficacy on items based on the 42 core competency statements developed by the Interprofessional Education Collaborative*

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