

# Surveying the Landscape: Determining National Interprofessional Programs' Curricular Processes and Assessment Practices

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## Introduction

- Interprofessional education (IPE) is mandated for most health professions. However, there is no standard approach for developing and implementing IPE curriculum or for identifying and assessing appropriate learning outcomes.

## Objective

- To examine the IPE curricula and assessment methods in health profession colleges/schools and academic health centers.

## Study Design and Methods

### Cross-sectional online survey study

Leaders of IPE centers/programs on the National Center for Interprofessional Practice and Education website (n=124)

### Response rate of 55.6% (n=69)

- Institutions across 31 states
- Public institutions (69.6%)
- >10,000 students (58.0%)

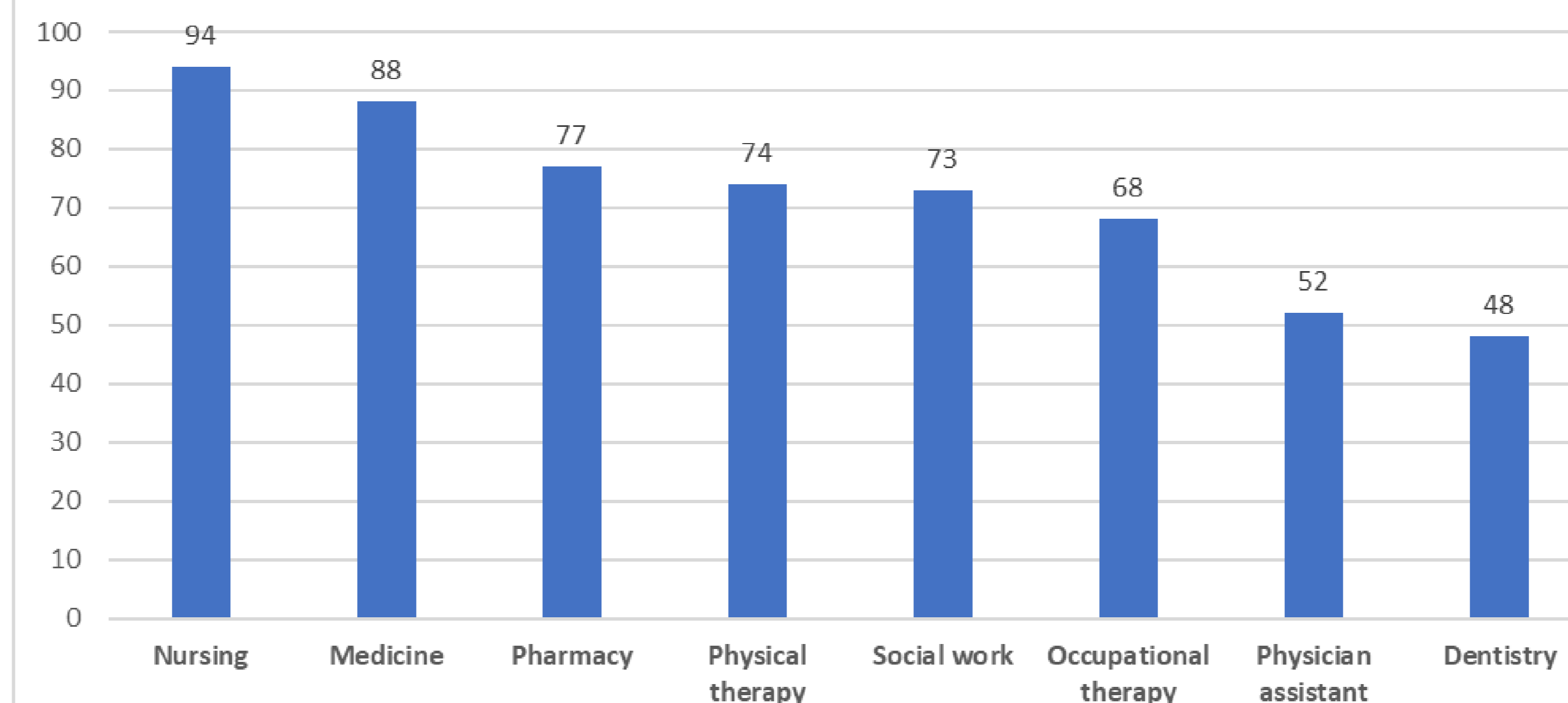
- Doctoral Programs (87%)
- Masters, Associates, Baccalaureate Programs (13%)

- Quantitative data analyzed using frequency counts and percents
- Qualitative data analyzed using content analysis

There remains large variation nationally in how interprofessional education is provided and assessed

The majority define IPE as: "Students from two or more professions learn about, from, and with each other."

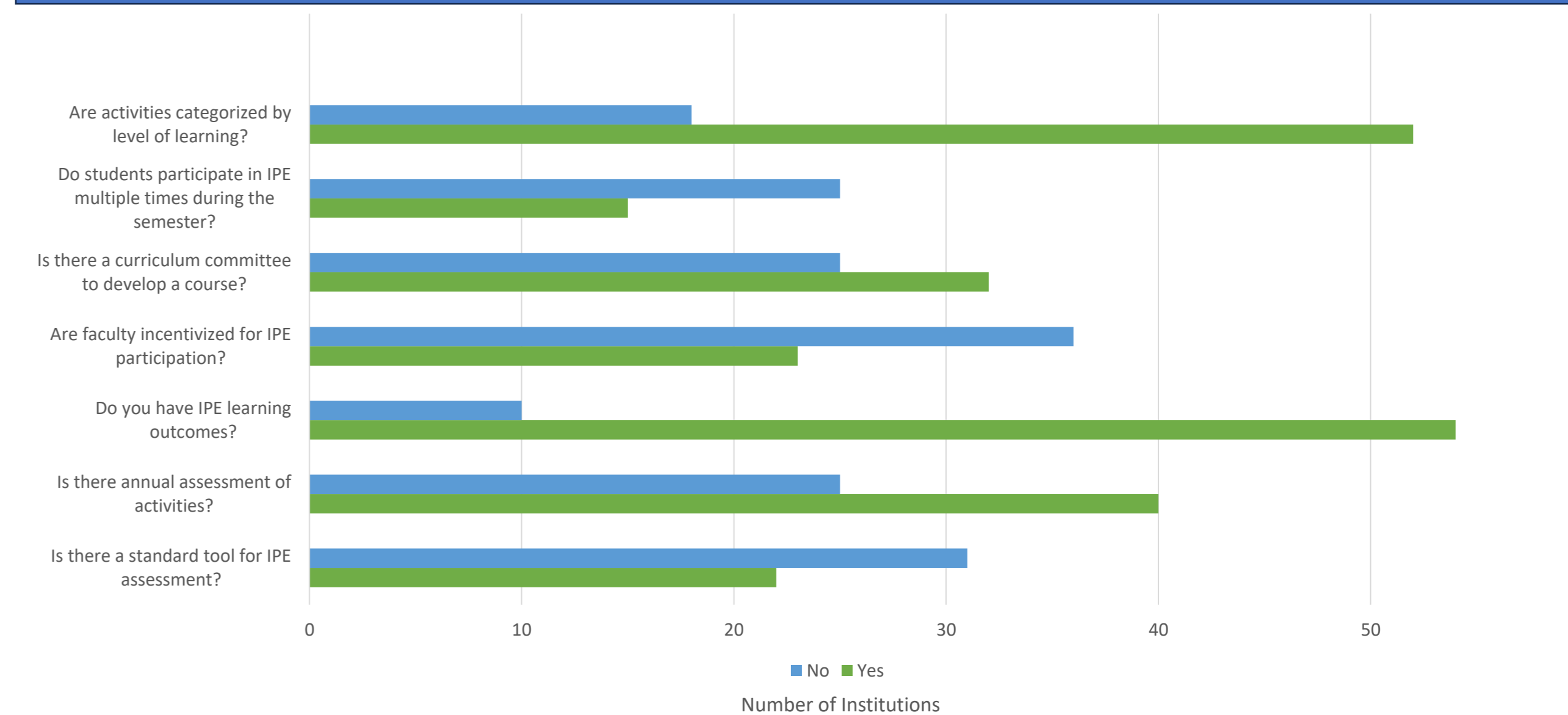
### Professions Involved in IPE



## Results

### IPE Curricular Approaches Differed:

- Most integrated IPE education/experiences into the required curricula (86.8%)
- However, IPE requirements still differed across health professions programs (77.9%)



### IPE Assessments Were Varied:

- Most centers/programs used self-developed assessment tools (46.7%)
- IPE learning outcomes were assessed by individual programs (45.0%) or a dedicated IPE committee (33.3%)

### Key Takeaways:

- There are still no "best practices" for IPE curriculum and assessment.
  - Assessment must advance IPE outcomes.
- What is the best way to tailor IPE to meet the needs of various health professions simultaneously?