ASSESSING INTERPROFESSIONAL COMPETENCIES IN AN ASYNCHRONOUS, ONLINE ENVIRONMENT: A ROADMAP TO SUCCESS

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Project Objectives

1. Distinguish competencies that are most relevant to the online learning environment.
2. Integrate Interprofessional Education Collaborative (IPEC) competencies across all ten courses within an online baccalaureate RN completion program of study.
3. Formulate learning activities that accurately assess interprofessional competence of distance learners.
   a. Targeted individual and group assignments.
   b. Reflective learning assignments.
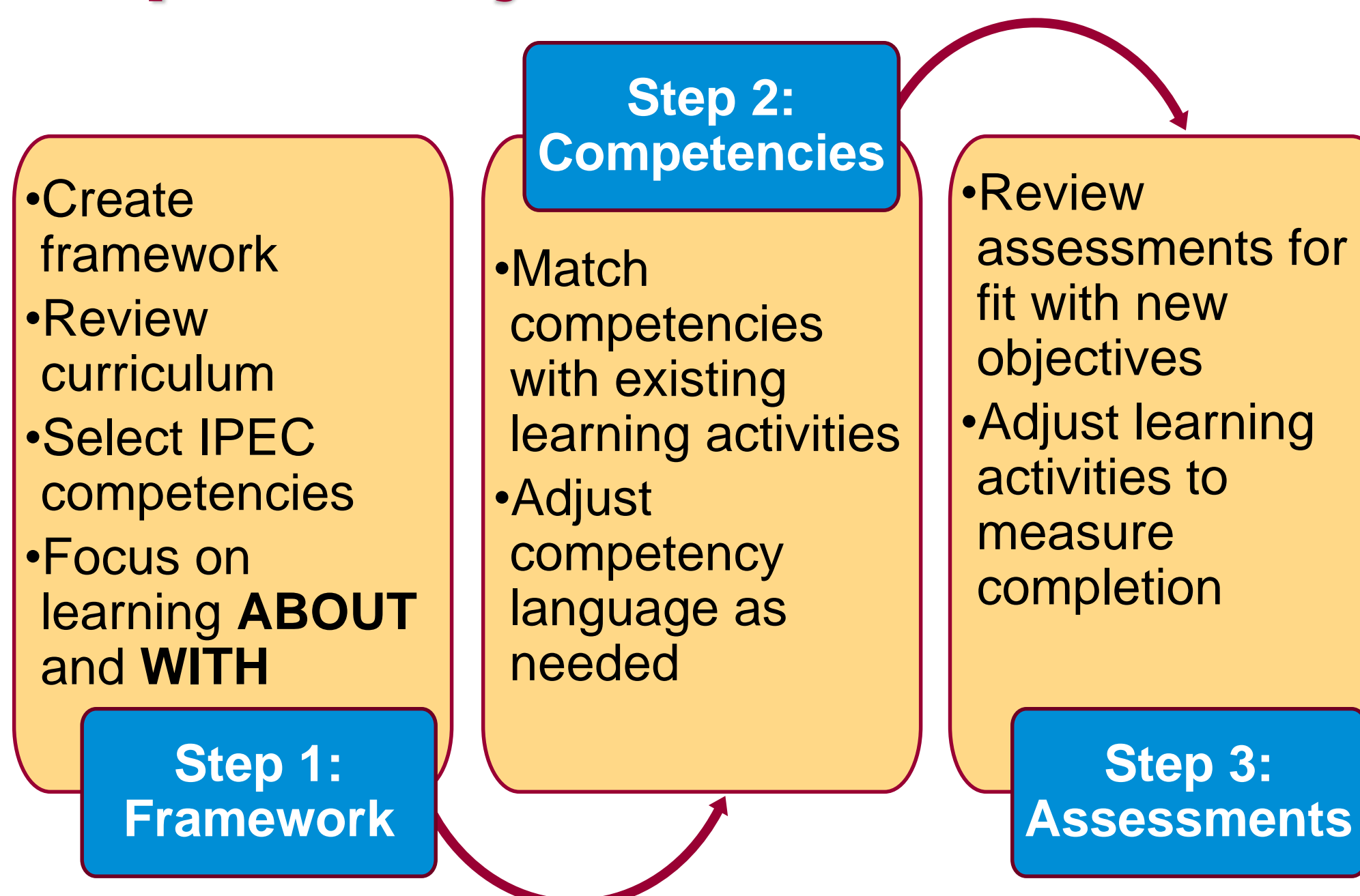   c. Applied practice projects.

IPE Knowledge Gaps

> Most interprofessional education (IPE) focuses on face-to-face courses and clinical/simulation experiences.
> Developing meaningful IPE for on-line programs has been challenging.
> Limited research specific to cloud-based, asynchronous education.
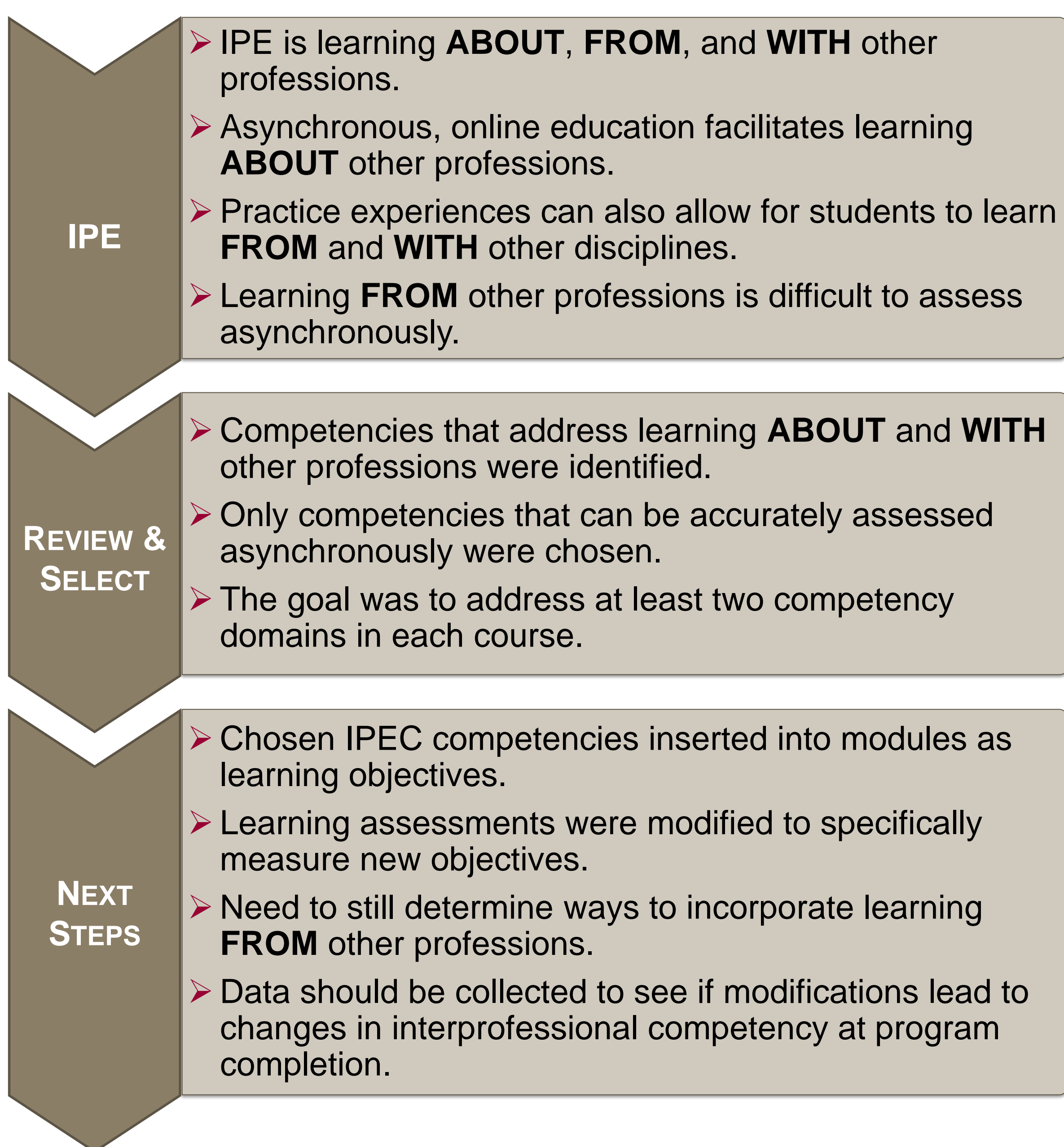
Project Context

> College Dean encouraged all programs to begin including IPE within coursework.
> Project took place in the online baccalaureate nursing completion program (RN to BSN) at Arizona State University.
> Curriculum consists of ten nursing courses in an entirely online format.
> Unit level objectives and assignments were reviewed and revised to more closely measure the IPEC competencies.
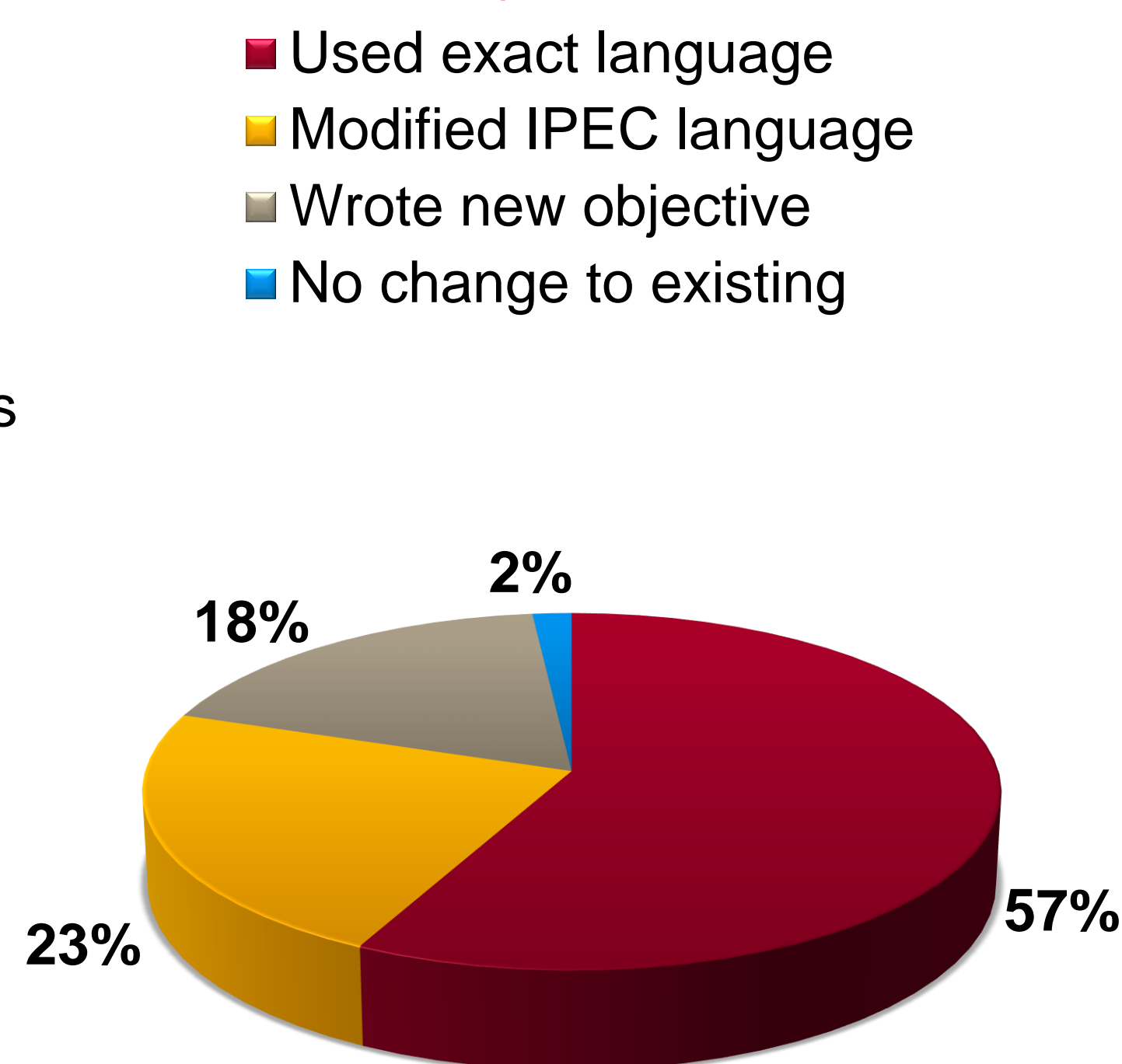
Step 1: Project Framework

Step 1: Framework
- Create framework
- Review curriculum
- Select IPEC competencies
- Focus on learning **ABOUT** and **WITH**

Step 2: Competencies
- Match competencies with existing learning activities
- Adjust competency language as needed

Step 3: Assessments
- Review assessments for fit with new objectives
- Adjust learning activities to measure completion

Step 2: Competency Insertion

IPE
> IPE is learning **ABOUT**, **FROM**, and **WITH** other professions.
> Asynchronous, online education facilitates learning **ABOUT** other professions.
> Practice experiences can also allow for students to learn **FROM** and **WITH** other disciplines.
> Learning **FROM** other professions is difficult to assess asynchronously.

REVIEW & SELECT
> Competencies that address learning **ABOUT** and **WITH** other professions were identified.
> Only competencies that can be accurately assessed asynchronously were chosen.
> The goal was to address at least two competency domains in each course.

NEXT STEPS
> Chosen IPEC competencies inserted into modules as learning objectives.
> Learning assessments were modified to specifically measure new objectives.
> Need to still determine ways to incorporate learning **FROM** other professions.
> Data should be collected to see if modifications lead to changes in interprofessional competency at program completion.
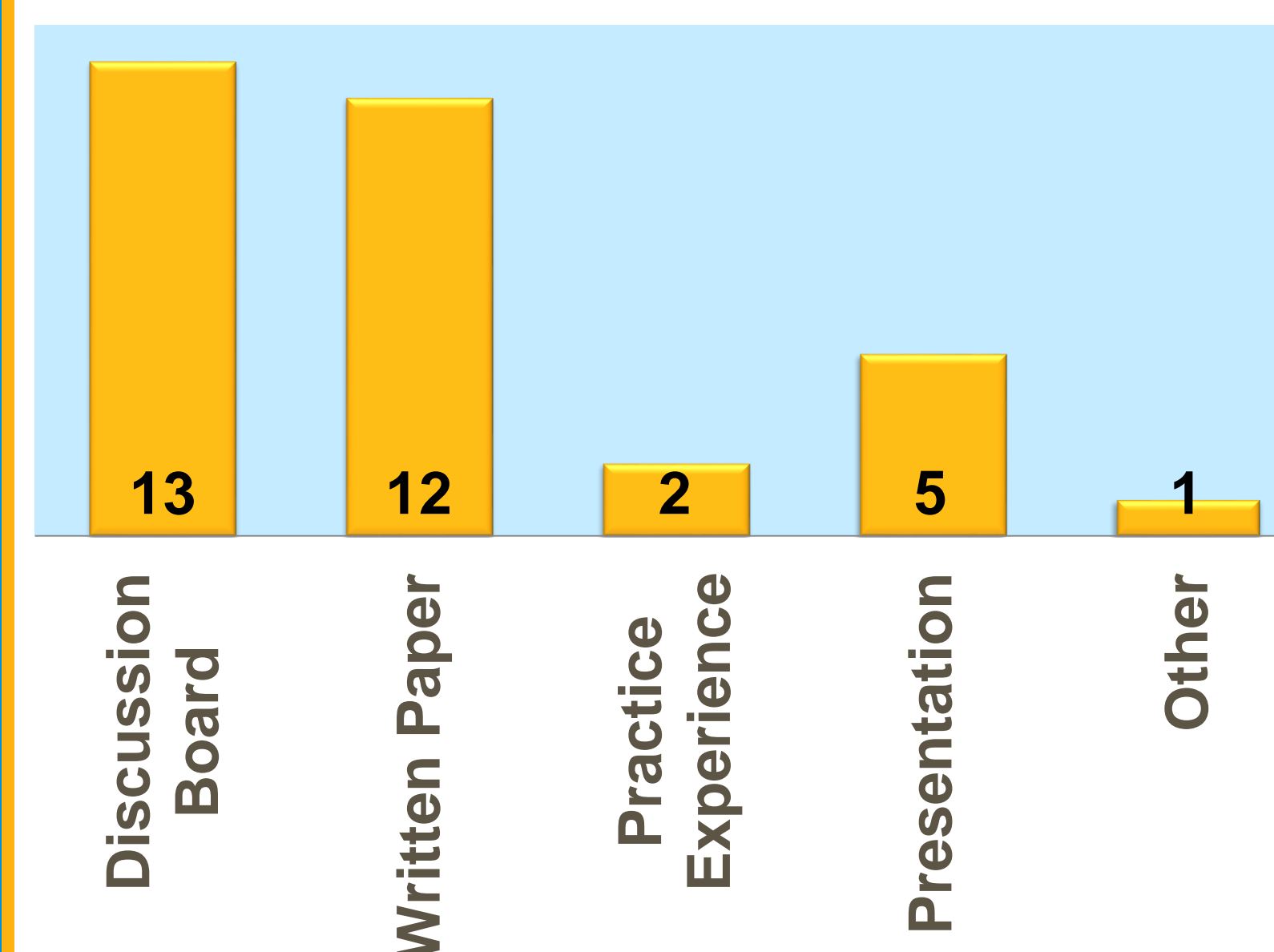
Step 3: Objective Insertion

> A total of 61 new interprofessional learning objectives added across 10 courses.
> One course inserted 23 objectives (Writing for Health Care).
> The remaining nine courses inserted an average of four objectives per course.
> Only two objectives were identified as addressing interprofessional skills at the start of the project:
  > One was an IPEC competency.
  > One was general IPE language.

Method For Inserting IPEC Objectives
- Used exact language
- Modified IPEC language
- Wrote new objective
- No change to existing

57%
23%
18%
2%

Outcome: Interprofessional Competence

Number / Type of IPE Learning Activities

| Discussion Board	Written Paper	Practice Experience	Presentation	Other
13	12	2	5	1

> 33 learning assessments across 10 courses now address interprofessionalism.
  > 46.4% of the assessments are discussion boards.
  > 36.4% of the assessments are written papers.
  > 24.2% of the assessments are other types including practice experiences, presentations, and virtual games.

Exemplar

Course — Nursing Research

Assignment — PowerPoint Presentation

IPEC Competency — Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.

Assignment Objective — Organize and clearly communicate information with patients, families, and interprofessional healthcare team members.

New Prompt — How would you communicate and market this practice change to patients, families, interprofessional healthcare team members, and other stakeholders?

Modifications Made to Learning Assessments

- No Changes Needed
- Modified Existing Language
- New Assessment Created

9   23   1
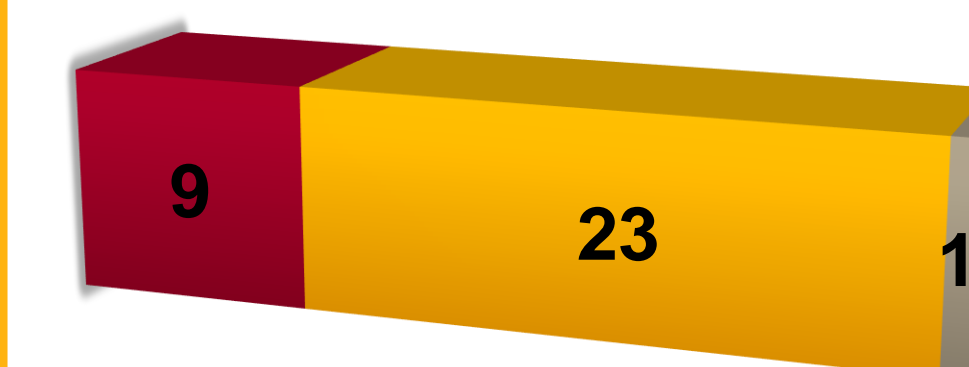
> Only one new learning activity was added for this project.
> 32 existing activities required little (69.7%) or no (27.3%) modifications.
> 96.9% required modification of existing language to assess outcomes

Lessons Learned

> Use of the IPEC competencies provided a roadmap to thread IPE into online asynchronous programs.
> Many courses already addressed broad elements of IPE, so only minor modifications to some specific modules was needed.
> Written assignments and practice experiences allow accurate assessment of student learning both **WITH** and **ABOUT** other disciplines.
> Work must continue to strengthen assessments to foster more purposeful interaction **WITH** other professions.
> Although learning **FROM** other disciplines was not met, these skills are often gained during face-to-face Associates-level programs.

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