Literature Review: IPE with Health Professions Studer

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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 interprofess education, such as strategies for leadership buy-in, curriculum structure, curriculum conter of facilitating interprofessional interactions, faculty recruitment, faculty skill building, facult 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

○ Other:

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 oth

○ Yes

○ No

○ If yes, describe: [   ]

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)

[   ]

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

☐ Shodowing 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: |

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):

○ No

○ If yes, describe: [   ]

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 u review.

Q 49.

Comments

Review >>

Questions or Comments?

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