

RIPE: A Tool to Improve Replicability of Interprofessional Education Interventions

This tool outlines important elements of interprofessional education interventions and should be used to structure reporting of preparation, activities, and outcomes. Describing your project and reporting your findings in a standardized manner will facilitate comparison and increase replicability of studies.

Item No.	Section/Topic	Item	Check or N/A
1	Title and Abstract	Structured summary of IPE intervention design, methods, results, and conclusions	1
2		Introduction	
2a	Background and Objectives	Scientific background and explanation of rationale for IPE intervention (including conceptual or theoretical framework)	2
2b		Specific objectives or hypotheses of IPE intervention	3
2c		Targeted IPE competencies/outcomes identified (e.g. mapped to objectives)	4
3		Intervention Methods	
3a	Detailed Description of IPE intervention	Intervention Developers (e.g. one person, team, etc.)	5
3b		Teaching Strategies (e.g. small group discussion, lecture, simulation, etc.)	6
3c		Settings and locations where intervention carried out (e.g. classroom, simulation labs, clinical settings, etc.)	7
3d		Method of assignment of student (e.g. all in same group vs. randomization)	8
3e		Important changes to IPE intervention plans after initiation of training?	9
3f		Duration of the IPE Intervention (time: # of hours, weeks, etc.)	10
3g		Frequency of occurrence of the IPE intervention (monthly, each quarter or semester, & annually)	11
3h		Course type (e.g. required stand-alone experience, required but part of existing course/curriculum, not required (but receive academic credit), not required (no academic credit)	12
3i	Faculty Participants	Faculty participant characteristics: disciplines, numbers, and type (e.g. clinical vs. academic)	13
3j	Student Participants	Student participant characteristics: disciplines, numbers, and type	14
3k	Institutional Participants	Number and type of institutions/professions	15
3l	Other Information	Partnerships (e.g. community, practice, etc.)	16

4		Implementation Methods	
4a	Faculty	Faculty Recruitment Strategies	17
4b		Faculty Development to Prepare for Intervention Facilitation	18
4c		Faculty Retainment Strategies	19
4d	Students	How students recruited	20
4e		How students retained	21
4f	Resources	Funding Source (external, internal, etc.)	22
4g		Description of resources utilized to implement the intervention (e.g. costs and staff hours)	23
4h		Description of Institutional/Leadership Support (e.g. institutional directive, office/classroom space, staff, supplies, etc.)	24
4i	Educational Materials	Educational Materials Distributed to Students (e.g. appendices or online resources).	25
4j		Preparatory Materials Distributed to Faculty (e.g. appendices and/or online resources).	26
4k		Presentation Materials (best if available for review, sharing, etc.) or online resources available.	27
4l		Equipment and supplies required for intervention	28
5		Outcomes	
5a		Outcomes defined and pre-specified including how and when they were measured (e.g. attitudes, knowledge, satisfaction, skills, patient oriented outcomes, etc.)	29
5b		Assessment measures defined and described (including names of tools and how/when utilized) whether they were validated (surveys, debriefs, program evaluation, tests, performance observation/ratings, etc.)	30
5c		Any changes to study outcomes after the study started, with reasons.	31
5d		Findings Described	32
6		Discussion	
6a		Barriers to Intervention	33
6b		Supports of Intervention	34
6c		Lessons Learned	35
6d		Discretionary/Adaptable Components of Program (e.g. can some modules stand alone?)	36
6e	Accessibility	Program Consultation/Technical Support/References Given for More Information (e.g. website, online technical paper)	37