Feasibility Testing of an Interprofessional Assessment of Medical Students’ Teamwork Skills in a Longitudinal Integrated Clerkship

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Background

Interprofessional Feedback in Medical Education:
• Interprofessional (IP) teamwork is key to healthcare delivery and a required competency for physician training
• Little has been published on collecting data from interprofessional team members to assess students

Clinical Integrations Interprofessional Professionalism Student Assessment (CI-IPSA):
• An online assessment of interprofessional behavior that has been previously used to assess interprofessional students at CU

CUSOM Curriculum Reform:
• A criterion based grading system, including IP behavior
• An all-LIC clerkship model supporting longitudinal relationships between students, faculty, and IP team members

Aims

• To gather direct and formative feedback from interprofessional staff to help students improve their teamwork skills and assess their IP teamwork ability
• To pilot feasibility for collection of IP feedback in an LIC program

Methods

Creation of QR codes linked to CI-IPSA survey:
• Modified with inclusion of student photos and questions related to collection of survey itself

Assessment pilot by integration in the Denver Health LIC (DH-LIC) Collection Mechanisms in 3 arms:
A: Student Initiated
• Students solicited individual IP team members to fill out surveys
B: IP Team member initiated (Novel)
• Allows IP team members to fill out a survey on students without students solicitation
• >200 flyers with QR codes to the survey placed at DH sites
C: Preceptor Initiated (Novel)
• Preceptors in select specialties asked to solicit surveys from IP team members
• Quarterly outreach to preceptors with reminders
• Individual preceptors by email
• Clinic managers, staff meetings

Student Expectations:
• Students were asked to gather minimum of six assessments
• Surveys were batched and reviewed with LIC director quarterly

Results

Assessor and Survey Characteristics:

Professions of IP staff who completed assessments:
- Medical Ast
- Pharmacist
- RN
- Other
- Behavioral Health

Who prompted completion of survey:
- Student Request
- Completed Independently
- Non-Student Request

Range of number of surveys per student: 1 - 4

Survey Results:

Do you trust this student to be on your interprofessional team? Percentage of Responses (N=24)

<table>
<thead>
<tr>
<th>Comment Characteristic</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>83.3%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>16.7%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>0%</td>
</tr>
<tr>
<td>None of the time</td>
<td>0%</td>
</tr>
</tbody>
</table>

Narrative Comment Characteristics:

<table>
<thead>
<tr>
<th>Comment Characteristic</th>
<th>Percent of surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys that included a comment</td>
<td>70.1% (17/24)</td>
</tr>
<tr>
<td>Included positive feedback</td>
<td>100% (17/17)</td>
</tr>
<tr>
<td>Included constructive feedback</td>
<td>5.8% (1/17)</td>
</tr>
<tr>
<td>Described Specific Behaviors</td>
<td>46.7% (7/15)</td>
</tr>
</tbody>
</table>

33% of surveys were submitted the month after introduction of the project, another 33% the month after a reminder email

Fig 2. The majority of surveys were prompted by students or by preceptors/clinic staff

Implications:

• This tool was gathered multiple data points on each student from many different professionals in many settings
• The LIC model allowed students to get longitudinal and repeated feedback directly from IP team members
• Gathering the data required significant outreach
• Gathering sufficiently meaningful comments to assess students will likely require more training of assessors
• Each collection mechanism collected surveys, though each had its own challenges and benefits

Limitations:

• Single site, so barriers and effective outreach may differ in other settings
• COVID provided a disruption to the clinic workflow
• Small number of students and surveys collected

Next Steps:

• Focus groups to understand the student, preceptor, and IP team members’ perspectives related to barriers and opportunities to improve
• Expanding the survey to other sites
• Piloting of novel methods to gather feedback and increased incentives to participate in the survey
• Staff development on providing feedback

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References