

Measuring Collaborator Competencies: Using the Interprofessional Collaborator Assessment (ICAR) in the IPE Curriculum

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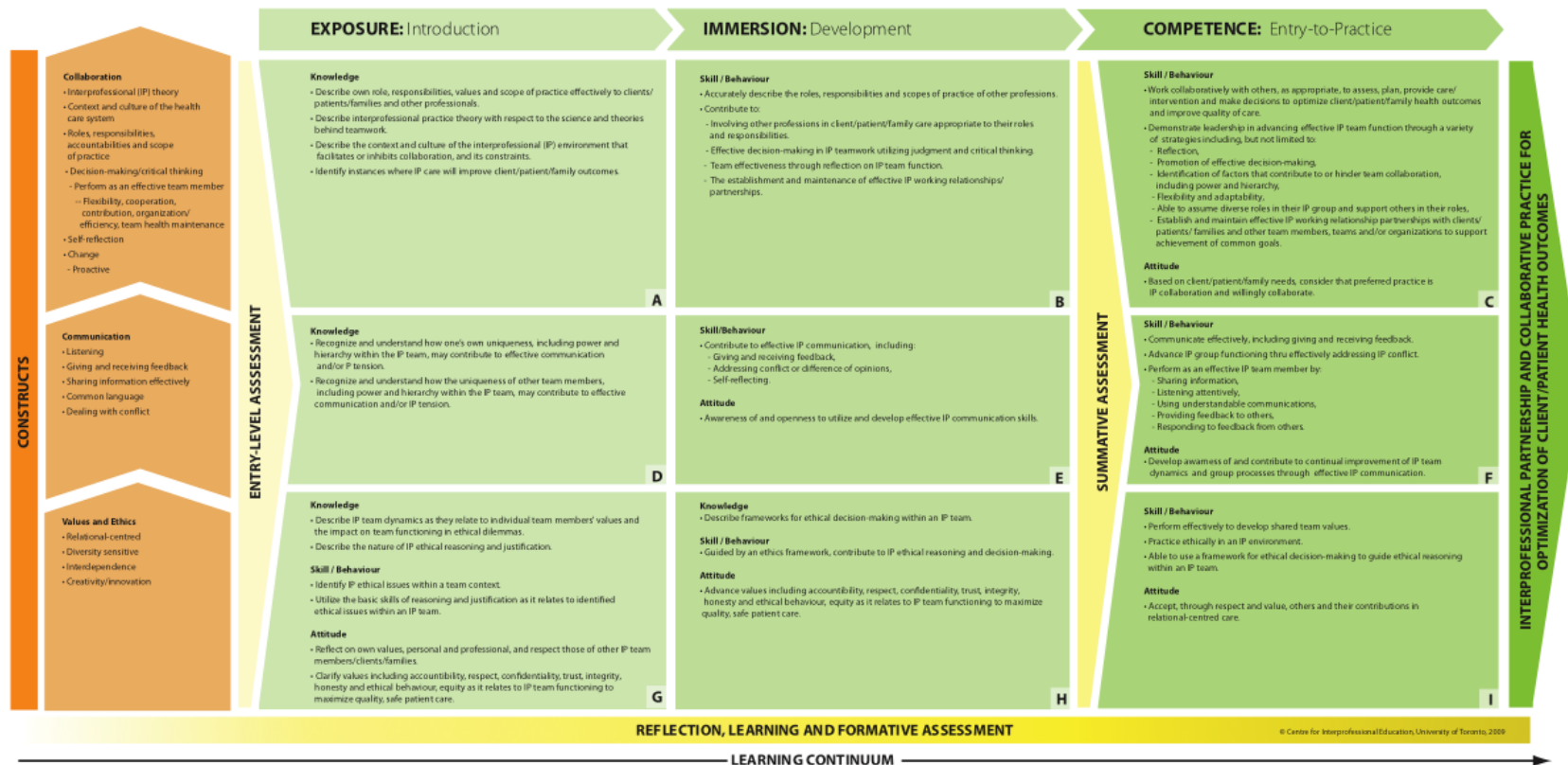
UNIVERSITY OF
TORONTO
Centre for the Study of Pain



Context

- ◆ University of Toronto requisite IPE curriculum
- ◆ 4 core learning activities
 - ◆ Teamwork: Your Future in Healthcare
 - ◆ Conflict in Interprofessional Life
 - ◆ Case-Based Discussion
 - ◆ IPE Component in Clinical Placement (Structured or Flexible)
- ◆ Selection of elective learning activities

Core Competencies



Challenge

Assessment
of Student
Competency
Development

Meaningful
Feedback

Develop
Competencies:
Communication,
Collaboration,
Foundational
Team Values

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graph TD; A[Assessment of Student Competency Development] --> C((Develop Competencies: Communication, Collaboration, Foundational Team Values)); B[Meaningful Feedback] --> C;
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Context: Pain Curriculum

- ◆ 950 senior students from seven professions (Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant) attend the Pain Curriculum
- ◆ 3.5 day curriculum with two three-hour sessions in facilitated interprofessional groups
- ◆ Additional 2 hour un-facilitated group assignment



Assessment Question

- ◆ Assess individual performance in the context of the team?
- ◆ Assess performance of the team?



Interprofessional Collaborator Assessment Rubric (Curran et al, 2011)

- ◆ Full version (assessment of 6 dimensions – 31 items)
 - ◆ Communication
 - ◆ Collaboration
 - ◆ Roles and Responsibilities
 - ◆ Collaborative Patient/Client-Family-Centred Approach
 - ◆ Team Functioning
 - ◆ Conflict Management/Resolution

Modified ICAR (Curran et al, 2013)

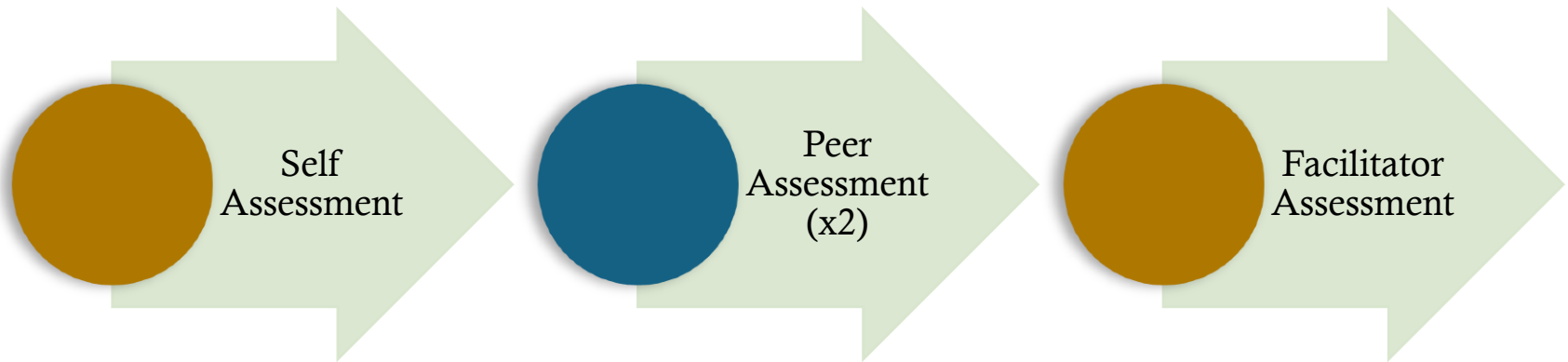
- ◆ Same domains (excluding Collaborative Patient/Client/Family-Centred Approach)
- ◆ 17 items
- ◆ Global rating of overall Collaboration Ability
- ◆ Reliability and validity with medical residents

Dimensions

- ◆ Five dimensions:
 - ◆ Communication
 - ◆ Collaboration
 - ◆ Roles and Responsibilities
 - ◆ Team Functioning
 - ◆ Conflict Management/Resolution

Methods

- Two pilot groups (six teams of ten students per group with all disciplines represented)



- Facilitated debrief of process

Preparation

- ◆ Facilitators:

- ◆ watched a video presentation to familiarize them with the ICAR and help them to consider scoring students
- ◆ Attended a face-to-face session to address questions and review process for completion (as part of a full orientation for the curriculum)

- ◆ Students:

- ◆ No specific orientation to the ICAR
- ◆ Told they would be assessing themselves, their peers and would receive feedback from facilitators

Results

- ◆ Comparison of overall collaboration assessments between self-, peer, and facilitator in aggregate
- ◆ Review of qualitative comments

Comparison of Overall Collaboration Ability between Self-, Peer, and Facilitator in Aggregate (Groups 5 and 6)

Self Assessment

	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8
Overall collaboration	22.00	6.18	1.14	0.00	0.00	0.00	4.55	27.27	27.27	27.27	13.64

Peer Assessment

Overall Collaboration Ability											
Assessment Type	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8
Peer Assessment	51.00	6.86	1.28	0.00	0.00	0.00	1.96	17.65	13.73	35.29	21.57

Facilitator Assessment

Overall Collaboration Ability											
Assessment Type	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8
Facilitator Assessment	28.00	5.57	0.74	0.00	0.00	0.00	3.57	46.43	39.29	10.71	0.00

Comparison of Overall Collaboration Ability between Self-, Peer, and Facilitator between groups (Groups 5 and 6)

Group 5 Self-Assessment

	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8
Overall collaboration	16.00	5.88	0.96	0.00	0.00	0.00	6.25	31.25	31.25	31.25	0.00

Group 6 Self-Assessment

	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8	% Well above average 9
Overall collaboration	6.00	7.00	1.26	0.00	0.00	0.00	0.00	16.67	16.67	16.67	50.00	0.00

Comparison of Overall Collaboration Ability between Self-, Peer, and Facilitator between groups (Groups 5 and 6)

Group 5 Peer Assessment

Overall Collaboration Ability											
Assessment Type	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8
Peer Assessment	39.00	6.74	1.23	0.00	0.00	0.00	0.00	23.08	12.82	38.46	17.95

Group 6 Peer Assessment

Overall Collaboration Ability												
Assessment Type	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8	% Well above average 9
Peer Assessment	12.00	7.25	1.42	0.00	0.00	0.00	8.33	0.00	16.67	25.00	33.33	16.67

Comparison of Overall Collaboration Ability between Self-, Peer, and Facilitator between groups (Groups 5 and 6)

Group 5 Facilitator Assessment

Overall Collaboration Ability											
Assessment Type	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8
Facilitator Assessment	22.00	5.59	0.80	0.00	0.00	0.00	4.55	45.45	36.36	13.64	0.00

Group 6 Facilitator Assessment

Overall Collaboration Ability												
Assessment Type	<i>N</i>	<i>M</i>	<i>SD</i>	% Well below average 1	% Well below average 2	% Below average 3	% Below average 4	% average 5	% Above average 6	% Above average 7	% Well above average 8	% Well above average 9
Facilitator Assessment	6.00	5.50	0.55	0.00	0.00	0.00	0.00	50.00	50.00	0.00	0.00	0.00

Qualitative Comments

N=36 (Peers)

N=27 (Facilitators)

- ◆ Generally fairly superficial
 - ◆ *Great job highlighting nursing and showing respect for other team members*
 - ◆ *Good contributions. Would be good to hear more*
- ◆ Some offered more constructive feedback
 - ◆ *Had lots to offer, but did not hear from you as much*
 - ◆ *Seek more input for balanced construction*
 - ◆ *Work on actively seeking out input from other professionals..*

Qualitative Comments Frequency

- ◆ Individual Strengths
 - ◆ Teamwork/cooperation skills (n=11)
- ◆ Team Functioning
 - ◆ Contributions (n=13)
- ◆ Communication
 - ◆ Respectful (n=11)
- ◆ Roles and Responsibilities
 - ◆ Knowledgeable (about own profession n=13)
 - ◆ Sought input (n=2)

Observations

- ◆ Students over assess themselves
- ◆ Peer assessment can be generous
- ◆ Facilitator assessment across groups showed strong agreement
- ◆ Facilitator assessment, in this context, seems to be rather superficial

Conclusions

- ◆ Provision of feedback to students on development of collaborator competencies is important
- ◆ ICAR is one tool that may provide the needed structure to facilitate feedback, but there were challenges

Conclusions

Greatest value:

- ◆ Opportunity for discussion and feedback with colleagues
- ◆ Prompting of self-reflection, reflection and comparison with others for self-regulation
- ◆ Sensitization to multiple dimensions of collaboration
- ◆ Formative feedback is important!

Lessons Learned for Next Iteration

- ◆ Greater refinement of process
- ◆ Preparation for feedback: Some students/professions find the process of giving and receiving feedback more challenging
- ◆ Time allotted for this process needs to be reconsidered
- ◆ Learn more about student responses to the feedback process
- ◆ Focus on dimensions and consider use of global rating scales

Questions

