

# Integrating Peer Evaluation into Teams of Interprofessional Early Learners

Sharon Lanning, DDS • Kelly Lockeman, PhD  
Steven Crossman, MD • Deborah DiazGranados, PhD  
Carole Ivey, PhD, OTR/L

Virginia Commonwealth University

 [ipave.vcu.edu](https://www.instagram.com/ipave.vcu.edu)  [wp.vcu.edu/cipe](https://wp.vcu.edu/cipe)  [facebook.com/VCUipe](https://www.facebook.com/VCUipe)  [@VCUipe](https://twitter.com/VCUipe)



**VCU**

Center for Interprofessional Education  
and Collaborative Care

V I R G I N I A C O M M O N W E A L T H U N I V E R S I T Y

# Background

- Two critical activities are associated with improved team performance:
  1. Actions that occur during team development
  2. Use of peer-assessment
- Our question: Can these activities be integrated effectively into interprofessional education for early learners?



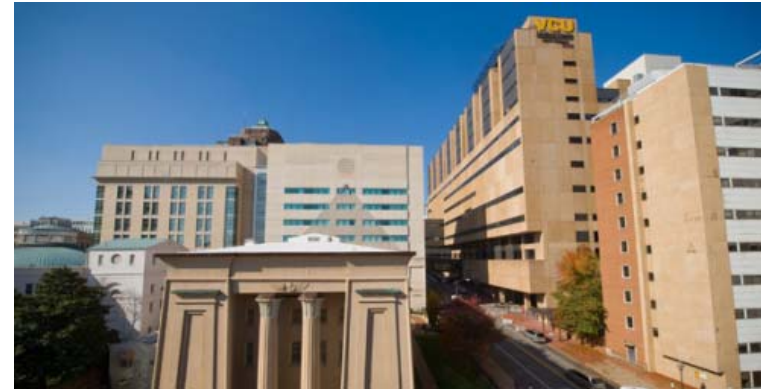
**VCU**

Center for Interprofessional Education  
and Collaborative Care

# Virginia Commonwealth University

## 53 acre Health Science campus

- 5 health professional schools: allied health, dentistry, medicine, nursing, pharmacy
- Tertiary academic medical center
- 3200 clinical learners



## Monroe Park campus

- School of social work, departments of psychology and health & human performance

## Distant training sites

- Inova-Fairfax (70 miles north)
- UVA (70 miles west)



# IP Case Series: Overview

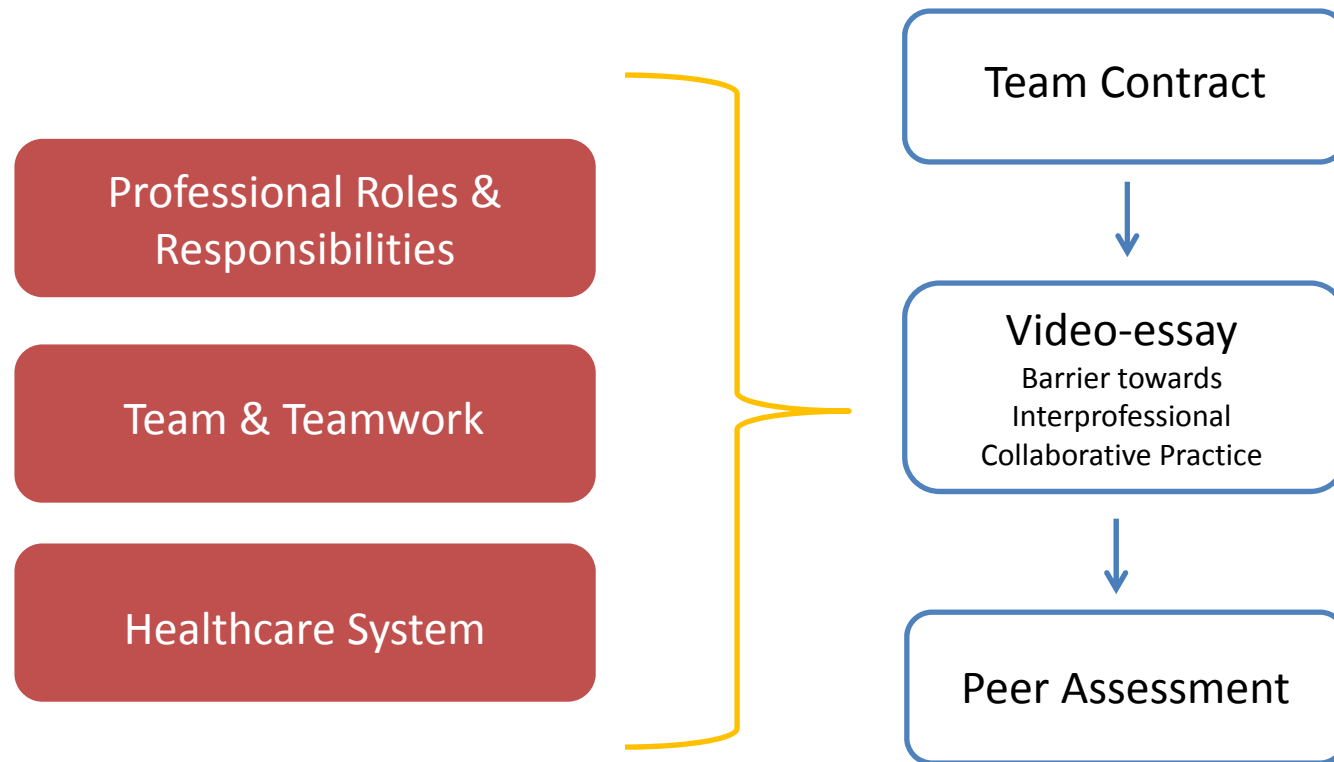
- Foundational IPE experience for VCU health professions students
- Spring 2015
- Early learners from seven health profession programs (N = 679)
- 132 longitudinal interprofessional teams of 5-6 students each
- Four sessions over 2 months



**VCU**

Center for Interprofessional Education  
and Collaborative Care

# Instructional Approach



# Assessment at Three Levels

- Program
  - attitudes about interprofessional collaboration
- Team
  - faculty assessment of group work product
- Learner
  - peer assessment



**VCU**

Center for Interprofessional Education  
and Collaborative Care

# Peer Assessment: Overview

- Utilized a free online tool called TEAMMATES
- Students invited via email to complete a survey after submitting team project
- Survey contained assessment items for each of their team members (see handout)
  - 3 quantitative measures
  - 1 open-ended question for specific feedback
- After completion, aggregate/anonymized responses were provided to each student



**VCU**

Center for Interprofessional Education  
and Collaborative Care

# Response Rate: Peer Evaluations Completed and Feedback Received

Profession	Total N	Gave Feedback		Received Feedback	
		n	%	n	%
DDS	96	92	96%	96	100%
Dental Hygiene	24	24	100%	24	100%
Medicine	222	197	89%	221	100%
Nursing*	136	16	12%	36	26%
OT	13	8	62%	12	92%
PT	51	42	82%	51	100%
Pharmacy	137	134	98%	134	98%

*\*Most nursing students who were scheduled to participate did not attend/participate.*



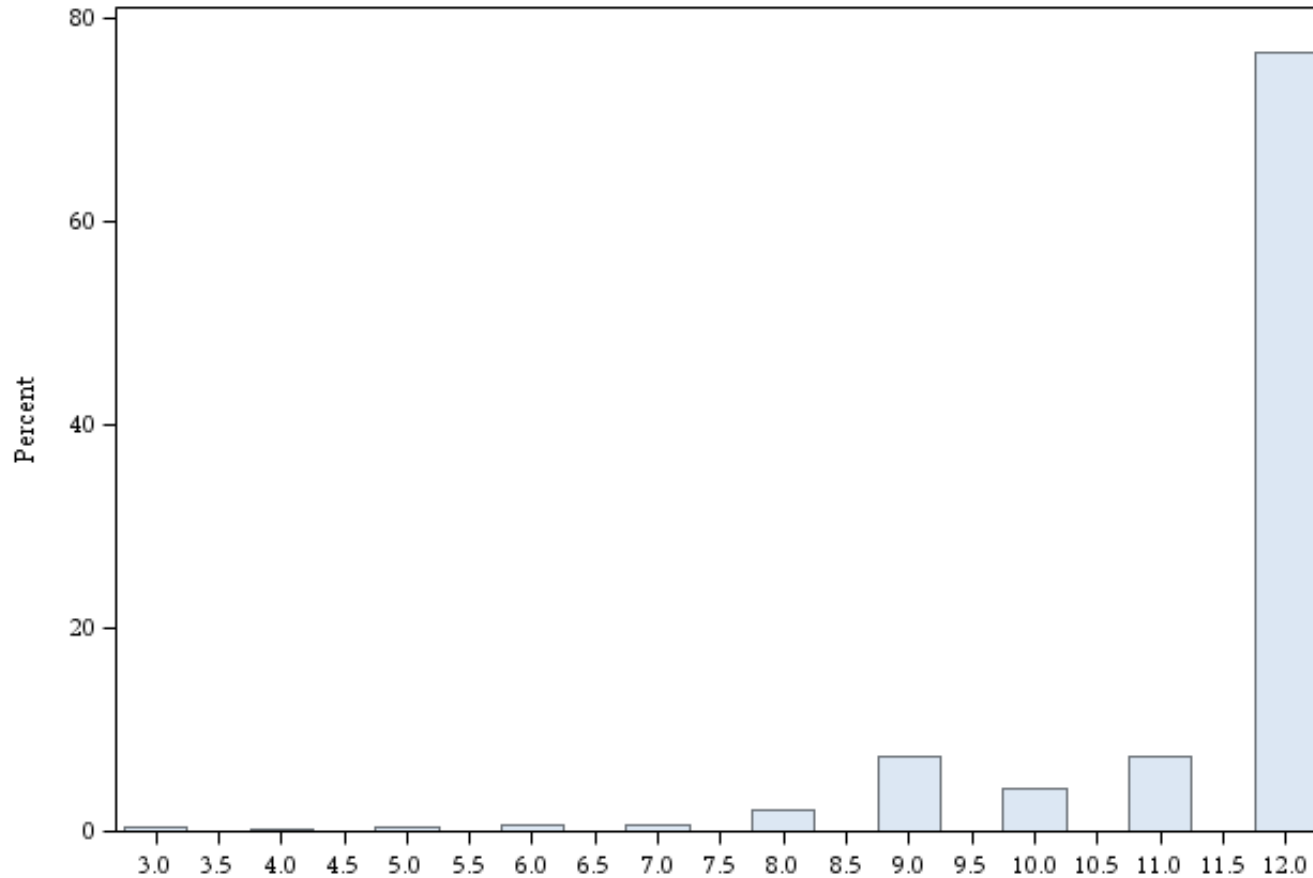


# Response Frequency

Domain	1 Below Standard	2 Approaching Standard	3 At Standard	4 Above Standard
Communication	0.5%	1.6%	12.8%	85.1%
Idea Generation and Contribution	0.7%	1.8%	13.0%	84.6%
Situation Monitoring	0.5%	1.3%	14.6%	83.6%



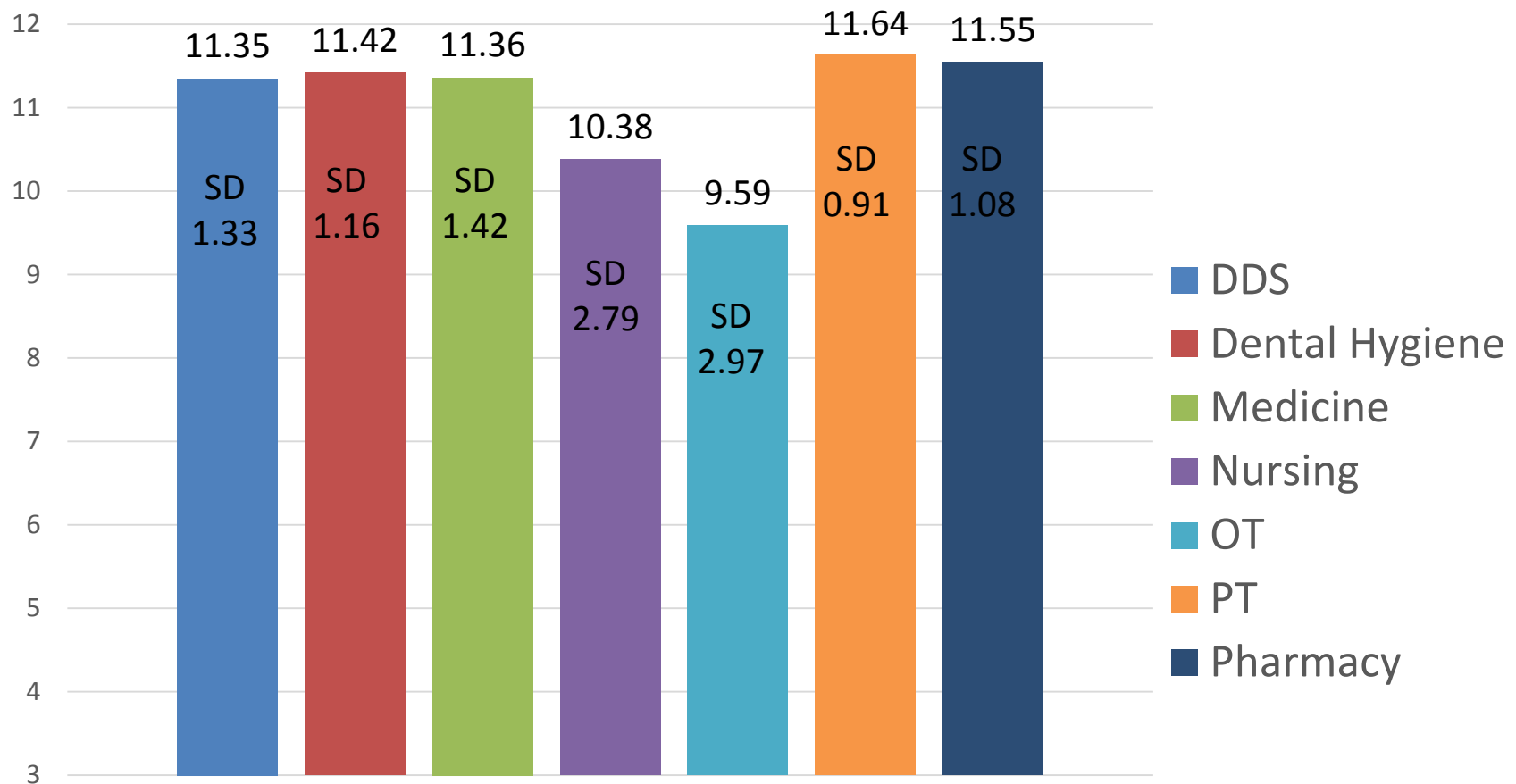
# Distribution of Total Score



*Total Score = Sum of ratings for each domain (possible range: 3 – 12)*



# Mean Total Score by Profession



*No significant differences between professions.*



# What did we Learn?

- It worked!
  - Response rate was high among students who participated.
  - The tool (TEAMMATES) , though limited in customizability, was reliable, easy to use, and worked as advertised.



# What did we Learn?

<b>Challenges</b> Case Series, Spring 2015	<b>Enhancements</b> 1 CH Required Course, Fall 2015
Lack of differentiation between students and/or groups	Expanding survey items to foster differentiation
Ratings may be inflated – “Everyone is great”	Incorporating multiple episodes of assessment, accommodating natural team development
Team members may have inconsistent expectations	Modifying the team contract, prompting students to develop common expectations
Students unwilling and/or unable to give meaningful feedback	Instructing students on how to use common expectations as the basis for feedback
Learners may not know how to interpret feedback	Facilitating discussions among group members, focusing on a plan for improvement



# For More Information

Kelly Lockeman, PhD

Assistant Professor, School of Medicine  
Assistant Director for Research and Evaluation,  
Center for Interprofessional Education and  
Collaborative Care

Virginia Commonwealth University

Phone: 804-827-1698

Email: [kslockeman@vcu.edu](mailto:kslockeman@vcu.edu)



**VCU**

Center for Interprofessional Education  
and Collaborative Care