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INTERPROFESSIONALISM IN ACTION

**ALIGNING INTERPROFESSIONAL EDUCATION AND COLLABORATION IN PRACTICE**

using promising regional experiences for international exchange

# CHECK REPORT ON THE DESIGN GUIDELINES FOR ASSESSING STUDENTS' INTERPROFESSIONAL COMPETENCIES IN HEALTHCARE EDUCATION

Based on:

Smeets, H.W.H., Sluijsmans, D.M.A., Moser, A. *et al.* Design guidelines for assessing students' interprofessional competencies in healthcare education: a consensus study. *Perspect Med Educ* (2022). https://doi.org/10.1007/s40037-022-00728-6

The consensus study of Smeets et all (2022) yielded a comprehensive set of 26 guidelines to help design performance assessments for IP education: ten guidelines for both the IP assessment tasks and the IP assessors and six guidelines for the IP assessment procedures.

In this report these guidelines are compared with the assessments methods used in the online intervention of INPRO (link to 6.2.c Process guide HEI).

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# 1. Guidelines

**Table 3** Guidelines for the design of a program to assess IP competencies

| Guidelines for the design of assessments for IP education<br>*With these guidelines, we aim to address the design team in charge of designing the IP assessment program, which can consist of lecturers, managers, students, policy makers, patient(representative)s, and other stakeholders* | | |
|---|---|---|
| IP Assessment Task[a] | IP Assessors[b] | IP Assessment Procedure[c] |
| The IP assessment task should be based on a description of the required IP competencies | The team of assessors should consist of multiple relevant actors, such as peers, patients (if willing and able to participate), professionals, and lecturers | In the assessment procedure, the standards should be clear, concise, and transparent |
| The IP assessment task should be based on the professional qualifications as defined in each professional profile | During the course, the team of assessors should provide feedback to students about their progress regarding performance outcomes | In the assessment procedure, the standards are aligned with the performance outcomes of the IP course |
| In the IP assessment task, there should be clear and transparent communication about the way students are assessed (which competencies, why, how, function) | The roles (tasks and responsibilities) of each assessor on the assessment team should be clearly defined | The assessment procedure should include rules on how feedback is included to reach a decision about the acquisition of IP competencies |
| In the IP assessment task, both the task and the underlying performance outcomes should be the same for all participating students regardless of professional background | The team of assessors should be informed about performance outcomes, the assessment task, the assessment instrument, and the standards on which students are assessed | In the assessment procedure, standards are included on the quality of the IP collaboration process and the individual contribution of students to it |
| The IP assessment task should describe an authentic professional (patient) case in which multiple professions must collaborate to solve the task | The team of assessors should include at least one assessor with: practical experience as a healthcare professional, practical experience in interprofessional collaboration, interprofessional competence | Students should be rewarded with credits when passing the IP assessment task |
| The IP assessment task should be carried out by the students based upon their professional background | The team of assessors should be trained in the assessment procedure used | The IP assessment is embedded in students' educational programs |
| The IP assessment task should lead to both products and processes as performance outcomes | To have a shared understanding and interpretation of the assessment standards, the team of assessors should hold calibration sessions before the assessment | |
| The IP assessment task should require student reflection on the quality of the IP collaboration process | The team of assessors should understand which assessment procedure is used to decide on IP competencies and should adhere to this model | |
| The IP assessment task should include multiple opportunities for feedback on students' development | The team of assessors should be facilitated in time and resources to conduct the assessment | |
| In the IP assessment task, language should be used that can be understood by all participating students | The team of assessors should be facilitated by the educational programs to assess students from different professions | |

[a] An IP assessment task is an educational task in which students from two or more educational programs show their IP competence. This IP assessment task leads to IP performance that can be assessed.
[b] An IP assessor is responsible for assessing/examining/grading the IP performance of the students.
[c] An IP assessment procedure describes the performance criteria and decision rules based on which the assessors can judge the IP competencies of students.

Smeets, H.W.H., Sluijsmans, D.M.A., Moser, A. *et al.* Design guidelines for assessing students' interprofessional competencies in healthcare education: a consensus study. *Perspect Med Educ* (2022). https://doi.org/10.1007/s40037-022-00728-6



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## 1.1. IP assessment task

An IP assessment task is an educational task in which students from two or more educational programs show their IP competence. This IP assessment task leads to IP performance that can be assessed.

*Our IP assessment task = INPRO international online intervention from 21-25 November 2022*

### 1.1.1. The IP assessment task should be based on a description of the required IP competencies

Next to the description of the assessment task the expected learning outcomes on the appropriate complexity level were chosen from the total INPRO CF. This works in two ways: to check if the assignment can reach a learning outcomes and second, to construct the CF with only LO that can be reached by the assignment.

In the beginning of the IPE intervention the expected learning outcomes are communicated.

### 1.1.2. The IP assessment task should be based on the professional qualifications as defined in each professional profile

In the monoprofessional session we go through the different professions and they give formative feedback to each other.

### 1.1.3. In the IP assessment task, there should be clear and transparent communication about the way students are assessed (which competencies, why, how, function)

The students will be informed during a pre-meeting session one week before the intervention starts. This information will also be placed on the educational platform (e-campus) that will be used during the learning intervention. Also a video with the explanation and instructions for students will be foreseen so they can look at it when needed (= just-in-time information)

### 1.1.4. In the IP assessment task, both the task and the underlying performance outcomes should be the same for all participating students regardless of professional background

OK

### 1.1.5. The IP assessment task should describe an authentic professional (patient) case in which multiple professions must collaborate to solve the task

OK. Each interprofessional group gets a case presentation before hand, then they talk about it on a pre-structured way by using the ICF form. The patient will be present at one time so they can have a conversation with the patient. The shared decision making will also be present to the patient.

### 1.1.6. The IP assessment task should be carried out by the students based upon their professional background

In the peer and self-assessment students have to give feedback on the following learning outcome:



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| | |
|---|---|
| IPC5.L0a | Knows its own profession-specific competencies and limitations. |
| IPC5.L1c | Effectively communicates own role, knowledge and opinions to team members in a way that promotes positive interaction. |

### 1.1.7. The IP assessment task should lead to both products and processes as performance outcomes

There will be several assessment tasks on individual level by pre- and post-reflection, a group observation by one or two observers, a self and peer assessment by the students of their own interprofessional group, a feedback round by the patient based on some questions, a scoring system by all the students and coaches at the end of each presentation.

### 1.1.8. The IP assessment task should require student reflection on the quality of the IP collaboration process

OK, by reflection and by peer- and self-assessment tool

### 1.1.9. The IP assessment task should include multiple opportunities for feedback on students' development

Reflection in Interprofessional group on their performance as a team and as an individual within the team, one week after the learning intervention.

Patient's feedback after the shared decision meeting.

During: at the end of each day a short reflection moment by asking a reflection question to the team lead by the coach.

### 1.1.10. In the IP assessment task, language should be used that can be understood by all participating students

The spoken and written language is English but the INPRO CF is translated in Dutch, Finnish and German. International Classification of Functioning (WHO) is chosen as a common language for IPC.



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## 1.2. IP Assessors

An IP assessor is responsible for assessing/examining/grading the IP performance of the students.

### 1.2.1. The team of assessors should consist of multiple relevant actors, such as peers, patients (if willing and able to participate), professionals, and lecturers

Assessors:

- lectures, some of them combination lecturers and professionals: groups observation
- Peers: peers and self-assessment
- assessment of the patients (are in this intervention actors)

### 1.2.2. During the course, the team of assessors should provide feedback to students about their progress regarding performance outcomes

Somethings we can add during the learning intervention. On this moment not included.

### 1.2.3. The roles (tasks and responsibilities) of each assessor on the assessment team should be clearly defined

A meeting with the explanation of the assessments and the roles of the assessor will be given before the intervention. The PowerPoint with the explanation will be recorded so they can watch it again.

### 1.2.4. The team of assessors should be informed about performance outcomes, the assessment task, the assessment instrument, and the standards on which students are assessed

The team of assessors have a meeting together with the other assessors with an explanation about the assessment task, assessment instrument.

Learning outcomes are the performance outcomes and the standards.

### 1.2.5. The team of assessors should include at least one assessor with: practical experience as a healthcare professional, practical experience in interprofessional collaboration, interprofessional competence

Check, diversity in the team of assessors are in relation to healthcare.

### 1.2.6. The team of assessors should be trained in the assessment procedure used

During a meeting everything will be explained and a recorded version of the ppt is also available.



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### 1.2.7. To have a shared understanding and interpretation of the assessment standards, the team of assessors should hold calibration sessions before the assessment

An InterVision meeting before and after the intervention between the assessors is foreseen. The agenda is to talk about the performance of the interprofessional groups and the option to ask questions. Each group has two coaches who individually scores before calibrating the given score.

### 1.2.8. The team of assessors should understand which assessment procedure is used to decide on IP competencies and should adhere to this model

In the ppt + overview when which assessment procedure + LO clear for every assessment:

### 1.2.9. The team of assessors should be facilitated in time and resources to conduct the assessment

The teams of assessors is free of all other obligations during the intervention. They also get 2 preparational meetings with explanation of the tasks.

### 1.2.10. The team of assessors should be facilitated by the educational programs to assess students from different professions

I believe that is no problem. The team of assessors is also an interprofessional and international team. There is asked to send one coach of the same profession per 6 participating students . if there are 2 coaches per group these are also from different disciplines



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## 1.3. IP Assessment Procedure

An IP assessment procedure describes the performance criteria and decision rules based on which the assessors can judge the IP competencies of students.

### 1.3.1. In the assessment procedure, the standards should be clear, concise, and transparent

The assessment tasks are consistent with the assignments and the corresponding expected learning outcomes on different complexity levels. Students and coaches will be informed of this in advance and a supporting video will also be available so that participants have a reminder.

### 1.3.2. In the assessment procedure, the standards are aligned with the performance outcomes of the IP course

The assessment tasks are consistent with the assignments and the corresponding expected learning outcomes.

### 1.3.3. The assessment procedure should include rules on how feedback is included to reach a decision about the acquisition of IP competencies

This is for example the explanation on how we come to an end score.

### 1.3.4. In the assessment procedure, standards are included on the quality of the IP collaboration process and the individual contribution of students to it

the IP collaboration process is assessed by the coaches and the individual contribution to this collaboration is obtained by obtaining a peer factor from the peer and self-assessment and using it to multiply by the group score and the final product (the presentation)

### 1.3.5. Students should be rewarded with credits when passing the IP assessment task

Students can earn 2 ECTS points if they pass the INPRO international online intervention

### 1.3.6. The IP assessment is embedded in students' educational programs

In some educational programs it's embedded in the educational program for some institutes it's a voluntary participation.



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