# Principles for IPE
## Lessons Learned at the University of Colorado Anschutz Medical Campus

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# Themes

- Matching competencies with developmental readiness
- Techniques for teaching and learning teamwork
- Optimizing instruction and efficiency
- Addressing assessment challenges

# Overview of IPE at Univ. of Colorado

- 1st and 2nd year students in IP teams
  - **Ethics**
  - **Fundamentals of Quality and Collaborative Care**
    - Focus: Teamwork, communications, values & ethics
- 2nd and 3rd year students
  - **Clinical Transformations**: TeamSTEPPS curriculum with team-based IP simulation
- 2nd, 3rd, and 4th year students
  - **Clinical Integrations**: IP rotations in clinical settings

# Competencies and Developmental Readiness

## Pre-clinical students:

- Teamwork
- Values and Ethics
- Communications
- Roles/Responsibilities

## Clinical students:

- Teamwork, Values and Ethics, Communications, Roles/Responsibilities

# Challenges in Teaching Teamwork: Lessons Learned

**Existing small group learning models do not require teamwork**

- **Facilitated discussion** ("Everyone is heard, everyone's opinion matters, no decisions are made.")

- **Group projects –** ("Dump on the most conscientious student(s)")

- **Problem-based learning –** (Easy to "coast," team performance not measurable.)

- **Team-based learning –** (Most of the team's work not measurable, defies standardization).

# Teaching and Learning Teamwork

Optimal conditions:

- Team is the unit of learning and work
- Learning activity requires true team collaboration for success
- Activity centers around group problem solving
- Activity cannot easily or efficiently be accomplished by an individual or individuals working in parallel
- Team performance is measurable
- More effective collaboration improves team performance

# Teaching Teamwork: Our Method

Borrows from TBL and PBL

- Multiple teams together with one facilitator
- Working in parallel to solve a multi-dimensional clinical puzzle identifying potential harms and process errors
- Time limited
- Work produces a score (standardized)
- Debrief focuses on team process and how they can improve their performance
- Creates language and set of experiences that translate into clinical settings

# Efficiencies in Simulation

- Online module provides orientation and background
- Standardized patients trained to lead the debrief and do basic evaluation of team performance
- Multiple scenarios built to accommodate different permutations of professions

# Designing IP Clinical Experiences with Efficiency and Value

1. ## Hub and Spoke
   - Teams of learners doing parallel work in different settings
   - Coordinated and facilitated centrally
   - Site or task/theme specific

2. ## Creating value for learning sites
   - Collect data for ongoing process improvement
   - Observe processes and report against a standardized rubric

# Assessing Collaboration

To be valid and reliable it must be:

- Multisource
- Longitudinal
- Across multiple settings
- Against a standardized rubric

# Assessing Collaboration Using CATME
## (Comprehensive Assessment for Team-Member Effectiveness)

**Web-based self and peer assessment on 5 qualities**

1. Contributing to the team's work
2. Interacting with teammates
3. Keeping the team on track
4. Expecting quality
5. Having relevant knowledge skills and abilities

Provides summary feedback to each individual

Can assess learners after every team-based activity