ASSESSING INTERPROFESSIONAL COMPETENCIES IN AN ASYNCHRONOUS, ONLINE ENVIRONMENT: A ROADMAP TO SUCCESS

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Project Objectives
1. Distinguish competencies that are most relevant to the online learning environment.
2. Integrate Interprofessional Education Collaborative (IPEC) competencies across all ten courses within an online baccalaureate RN completion program of study.
3. Formulate learning activities that accurately assess interprofessional competence of distance learners.
   a. Targeted individual and group assignments.
   b. Reflective learning assignments.
   c. Applied practice projects.

IPE Knowledge Gaps
- Most interprofessional education (IPE) focuses on face-to-face courses and clinical/simulation experiences.
- Developing meaningful IPE for on-line programs has been challenging.
- Limited research specific to cloud-based, asynchronous education.

Project Context
- College Dean encouraged all programs to begin including IPE within coursework.
- Project took place in the online baccalaureate nursing completion program (RN to BSN) at Arizona State University.
- Curriculum consists of ten nursing courses in an entirely online format.
- Unit level objectives and assignments were reviewed and revised to more closely measure the IPEC competencies.

Step 1: Project Framework
- Create framework
- Review curriculum
- Select IPEC competencies
- Focus on learning ABOUT and WITH

Step 2: Competency Insertion
- IPE is learning ABOUT, FROM, and WITH other professions.
- Asynchronous, online education facilitates learning ABOUT other professions.
- Practice experiences can also allow for students to learn FROM and WITH other disciplines.
- Learning FROM other professions is difficult to assess asynchronously.

Step 3: Objective Insertion
- Use of the IPEC competencies provided a roadmap to thread IPE into online asynchronous programs.
- Many courses already addressed broad elements of IPE, so only minor modifications to some specific modules was needed.
- Written assignments and practice experiences allow accurate assessment of student learning both WITH and ABOUT other disciplines.
- Work must continue to strengthen assessments to foster more purposeful interaction WITH other professions.
- Although learning FROM other disciplines was not met, these skills are often gained during face-to-face Associates-level programs.

Outcome: Interprofessional Competence
- 33 learning assessments across 10 courses now address interprofessionalism.
- 46.4% of the assessments are discussion boards.
- 36.4% of the assessments are written papers.
- 24.2% of the assessments are other types including practice experiences, presentations, and virtual games.

Exemplar
- Course: Nursing Research
- Assignment: PowerPoint Presentation
- IPEC Competency: Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.

Modifieds Made to Learning Assessments
- No Changes Needed
- Modified Existing Language
- New Assessment Created

Lessons Learned
- Use of the IPEC competencies provided a roadmap to thread IPE into online asynchronous programs.
- Many courses already addressed broad elements of IPE, so only minor modifications to some specific modules was needed.
- Written assignments and practice experiences allow accurate assessment of student learning both WITH and ABOUT other disciplines.
- Work must continue to strengthen assessments to foster more purposeful interaction WITH other professions.
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