

AETC Interprofessional Education (IPE) Project Evaluation Plan Summary (Updated October 12<sup>th</sup>, 2016)

<i>Internally Completed Process-Related Forms</i>				
<b>Component</b>	<b>Purpose/Function</b>	<b>Administration</b>	<b>Frequency</b>	<b>Notes</b>
<b>Event Record</b>	Documents the training activities delivered to faculty and students.	AETC staff complete this form via their respective systems. "Interprofessional Education" should be checked on question 19 (funding type) and two meta data questions on the name of the school/program and whether the events was for faculty or students should also be completed.	Completed for <u>each event/activity</u> .	Dosage (i.e., number of training hours) will be determined by this data.
<i>Process Data Form Completed by IPE Trainees</i>				
<b>Participant Information Form</b>	Documents demographics of training/TA recipients.	AETCs typically have trainees complete this form on paper at the training, have a laptop/tablet at the training for entry, or utilize event registration through their respective systems.	Completed <u>annually</u> for all training and/or TA recipients.	AETCs should direct students to indicate they are "student/graduate student" on question 4 (primary functional role).
<b>IPE Faculty Lead Assessment/Profile for Each Participating Health Professional Program</b>	This assessment captures the diversity of program models being implemented by AETCs to train faculty and students on HIV IPE.	One assessment should be completed for each participating health professional program. Two separate online administration options are available: 1) Direct link that is included in email sent directly to potential participants ( <a href="https://ucsf.co1.qualtrics.com/SE/?SID=SV_eajgQJhgWpesorH">https://ucsf.co1.qualtrics.com/SE/?SID=SV_eajgQJhgWpesorH</a> ); or 2) Link to be inserted as part of a survey "registration" process within Virtual Forum ( <a href="https://ucsf.co1.qualtrics.com/SE/?SID=SV_6gMJdpmNcW0gALj">https://ucsf.co1.qualtrics.com/SE/?SID=SV_6gMJdpmNcW0gALj</a> ).	This assessment should be completed in year 1. Original deadline was <u>June 10, 2016</u> .	A shortened, modified faculty lead assessment will be developed for years 2-4 which will focus on lessons learned and best practices.

*Outcome Data Completed by IPE Trainees*

Component	Purpose/Function	Participants	Administration	Frequency	Indicators of Success
<p><b>IPE Faculty (Lead and Participating) Annual Assessment</b></p>	<p>Documents participating faculty members' 1) current teaching on and confidence in teaching on HIV and IPE and 2) current level of HIV IPE content incorporation in their course(s) and clinical practicum experiences.</p>	<p>Faculty who will be recipients of education and/or coaching on HIV IPE, including faculty leading and championing the project within their respective health professional programs.</p>	<p>Two separate online administration options available: 1) Direct link that is included in email sent directly to potential participants (<a href="https://ucsf.co1.qualtrics.com/SE/?SID=SV_difHWcc691eokZ">https://ucsf.co1.qualtrics.com/SE/?SID=SV_difHWcc691eokZ</a>); or 2) Link to be inserted as part of a survey "registration" process within Virtual Forum (<a href="https://ucsf.co1.qualtrics.com/SE/?SID=SV_cGzHrddQ55M1BSR">https://ucsf.co1.qualtrics.com/SE/?SID=SV_cGzHrddQ55M1BSR</a>).</p>	<p><u>Annual</u> assessment with baseline data collected by <u>June 30, 2016</u>.</p>	<p>Examples include increases in HIV content taught in course(s)/clinical teaching, increases in confidence in ability to teach on HIV care concepts and IPE competencies, and increases in confidence in ability to train students from different health professions together and integrate HIV content into the health professional program.</p>
<p><b>IPE Student Assessment</b></p>	<p>Documents the HIV IPE- related attitudes, knowledge, and abilities of pre-professional students participating in the HIV IPE program.</p>	<p>Students participating in the AETC HIV IPE project (i.e., recipients of classroom education and clinical training on HIV IPE).</p>	<p>Administered online via Virtual Forum using the registration feature, to allow for internal tracking of who completed the assessment (anonymous). The link to be inserted into the email section of the registration system is: <a href="https://ucsf.co1.qualtrics.com/SE/?SID=SV_9Mi3OCBaexMU6QB">https://ucsf.co1.qualtrics.com/SE/?SID=SV_9Mi3OCBaexMU6QB</a>.</p>	<p><u>Annual</u> assessment with baseline data due <u>January 20, 2016</u> for launched programs and <u>February 28, 2016</u> for programs that start January 2017.</p>	<p>Examples include increases in knowledge on functioning of IPE teams, positive changes in attitudes towards IPE, increases in ability to work on an IPE team and perform functions related to IPE competencies, and increases in ability to perform HIV-related care services.</p>
<p><b>6-Month Post-Graduate Student Assessment</b></p>	<p>Documents whether participants went on to provide interprofessional team-based HIV care to patients, how the IPE project influenced their practice behaviors, and if AETC support is needed.</p>	<p>Students that participated in the AETC HIV IPE project (i.e., recipients of classroom education and clinical training on HIV IPE).</p>	<p>AETCs can fold the post-graduate standardized questions into an assessment they create and program or they can utilize the basic survey (the NEC programs in Qualtrics) and send the link directly to students that participated.</p>	<p><u>One-time</u> data collection 6-months after the student graduates from their professional training program.</p>	<p>Main indicator is whether the student provides HIV care as part of an IPE team 6-month after graduation. Other examples of success include providing HIV care post-graduation, and plans to provide HIV care in the future.</p>

*Optional Evaluative Tool to Use at Your Region's Discretion*

Component	Purpose/Function	Participants	Administration	Frequency	Indicators of Success
<p><b><u>OPTIONAL</u> ACRE Immediate-Post</b></p>	<p>Documents changes in knowledge with a retrospective pre-post question and self-efficacy with a post-only question.</p>	<p>Trainees attending didactic, interactive presentations, and clinical preceptorships, including those offering continuing education credits and collaborative trainings with other federal training centers.</p>	<p>Regions fold the two questions into their existing immediate-post forms and add the focus of training question to the ER meta-data.</p>	<p>Data collected for each training and submitted to the NEC in <u>October</u> annually.</p>	<p>Examples of success include increased knowledge and self-efficacy.</p>
<p><b><u>OPTIONAL</u> ACRE Follow-Up</b></p>	<p>Documents changes in skills and translation of skills into clinical practice.</p>	<p>Trainees attending interactive presentations and clinical preceptorships, including those offering continuing education credits and collaborative trainings with other federal training centers.</p>	<p>10-12 week follow-up survey administered via Virtual Forum with option of regional programming via their respective systems.</p>	<p>Data collected for each event or multi-event ACRE Follow-Up used for trainees that attend 3 or more related events.</p>	<p>Examples of success include improvements in skills, use of skills, and adoption of new policies and procedures.</p>