

## Tools and IPE

Gebbie, K. M. (2004). *The competency-to-curriculum toolkit*. Retrieved April 9, 2008, from <http://www.nursing.columbia.edu/chphsr/projects/complProj/cct.html>

The Competency-to-Curriculum Toolkit grew out of discussions held at the CDC-sponsored Public Health Workforce Meeting in 2001. This toolkit is presented to the public health workforce training and education community as an aid to assure that the workforce is truly competent to perform essential public health services in all areas of public health practice.

Halsted, M. J., Perry, L. A., Cripe, T. P., Collins, M. H., Jakobovits, R., Benton, C., et al. (2004). Improving patient care: The use of a digital teaching file to enhance clinicians' access to the intellectual capital of interdepartmental conferences. (review). *American Journal of Roentgenology*, 182(2), 307-309.

This article describes a simple method for creating teaching cases from clinical data, radiologic images, surgical images, and images from pathologic slides that are presented at tumor board conferences. This system improves the efficiency and accuracy in gathering patient histories when care is transferred among clinics, the emergency department, and wards.

Mackay, S. (2004). The role perception questionnaire (RPQ): A tool for assessing undergraduate students' perceptions of the role of other professions. *Journal of Interprofessional Care*, 18(3), 289-289-302.

A systematic review of interprofessional education revealed that there were many weaknesses in the current body of knowledge of interprofessional education outcomes. This paper discusses the range of tools that were found in the literature and describes the production and validation of two questionnaires that can be used as part of an interprofessional evaluation strategy.

McFadyen, A. K., Maclaren, W. M., & Webster, V. S. (2007). The interdisciplinary education perception scale (IEPS): An alternative remodelled sub-scale structure and its reliability. *Journal of Interprofessional Care*, 21(4), 433-443. doi:10.1080/13561820701352531

The original 4 sub-scale version of the Interdisciplinary Education Perception Scale (IEPS) was published by Luecht et al. (1990, *Journal of Allied Health*, 181 - 191). There appears however to be a lack of evidence of the stability of the original instrument and of the test-retest reliability of the items and sub-scales when used with undergraduates. Given that during its development only 143 subjects completed the questionnaire which contained 18 items the generalizability of the instrument should perhaps have been investigated further. The Interprofessional Learning Group (IPL) at Glasgow Caledonian University has been using both the IEPS and the Readiness for Interprofessional Learning Scale (RIPLS) (Parsell & Bligh, 1999, *Medical Education*, 33, 95 - 100) to monitor changes in attitudes and perceptions of undergraduate students from eight different health and social care programmes. This paper reports the development of an alternative sub-scale model for the IEPS based on a sample of 308 students. Various aspects of the reliability of this revised model based on a subsequent data set of 247 students are also reported. This revised model appears to be stable for use with undergraduate students yielding Cronbach Alpha values for two of the sub-scales greater than 0.80 and test-retest weighted kappa values for items being fair to moderate.

Mitchell, P. H., Robins, L. S., & Schaad, D. Creating a curriculum for training health profession faculty leaders. *Advances in Patient Safety*, 4, 299-299-312.

An interprofessional, collaborative group of educators, patient safety officers, and federal program directors teamed together to create an integrated, patient safety-centered curriculum for the education of health professional faculty leaders. The team surveyed existing educational tools and materials and then synthesized materials about patient safety and interprofessional collaboration to provide faculty with tools for assessing and improving their current teaching practices that influence patient safety.

Westberg, S. M., Adams, J., Thiede, K., Stratton, T., & Bumgardner, M. A. (2006). Innovations in teaching: An interprofessional activity using standardized patients. *American Journal of Pharmaceutical Education*, 70(2), 1-1-5.

Authors sought to describe the development and implementation of an interprofessional activity using standardized patients. It was found that an interprofessional activity involving multiple health professionals from multiple institutions can be successfully implemented. Pharmacy students indicated that this activity increased their awareness and ability to work as members of the health professional team.