Presenter: Catherine A. Demko, PhD
School of Dental Medicine
cad3@case.edu

Interprofessional Learning, Experience and Practice

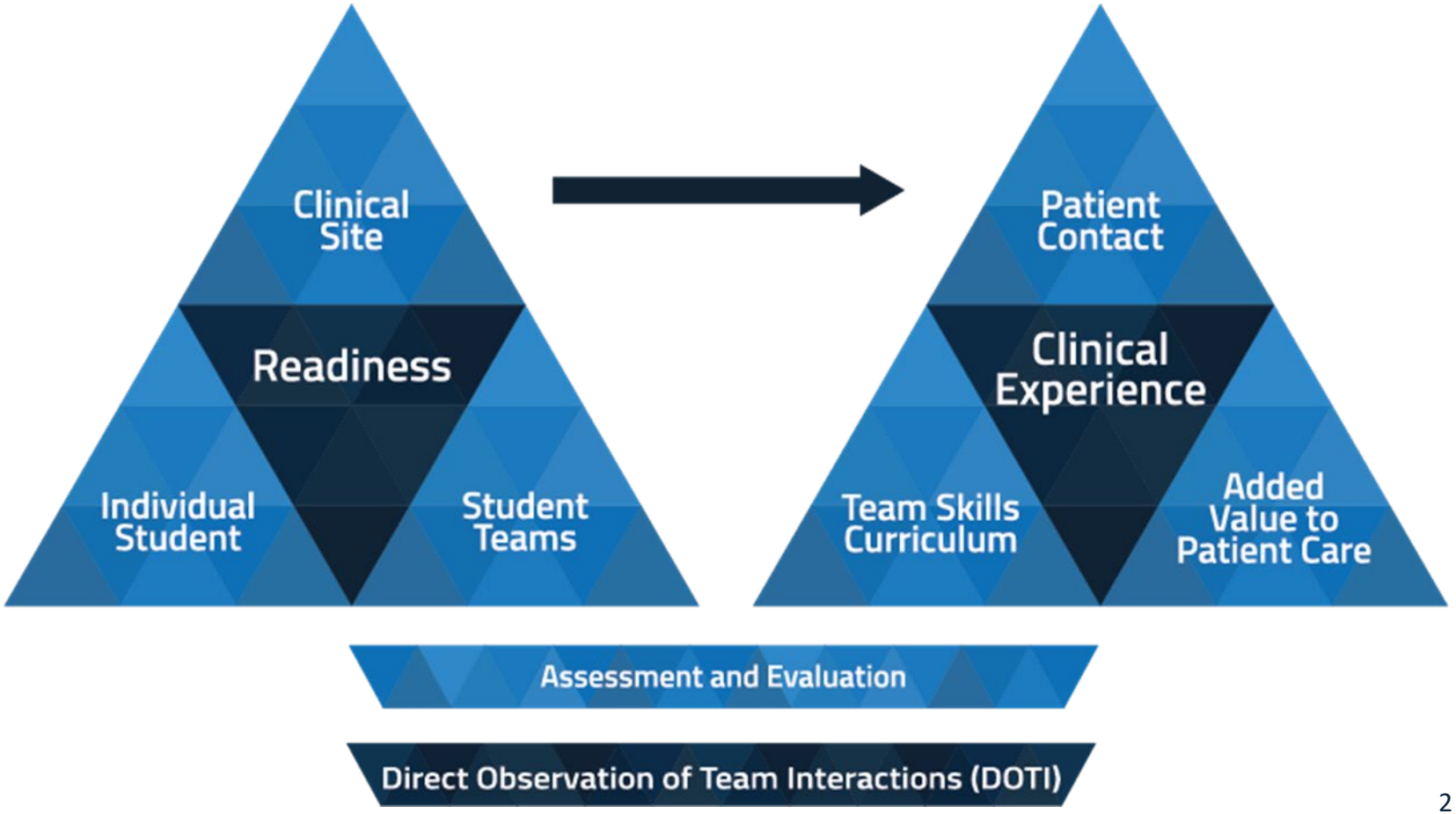
Exemplar IPE Program at Case Western Reserve University /Cleveland Clinic Health Education Campus

The Need for a Comprehensive IPE Model

Strengthen the link between learning and assessment

Connect foundational training with clinical experiences

Develop collaborative care team skills through a practice-based experience



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Overview of Assessment and Evaluation

Mixed Methods

- Quantitative
- Qualitative
- Self-Report
- Direct Observation(DOTI)

Multi-Level

- Students
- Student teams
- Faculty/coaches
- Site

Process/Outputs: Numbers of Participants, Stakeholder Satisfaction
Outcomes: Short-Term; Knowledge, Attitudes, DOTI Skills, Self-Report Behaviors
Impact: Value Added, Site Capacity, Patient Health (Long-Term)

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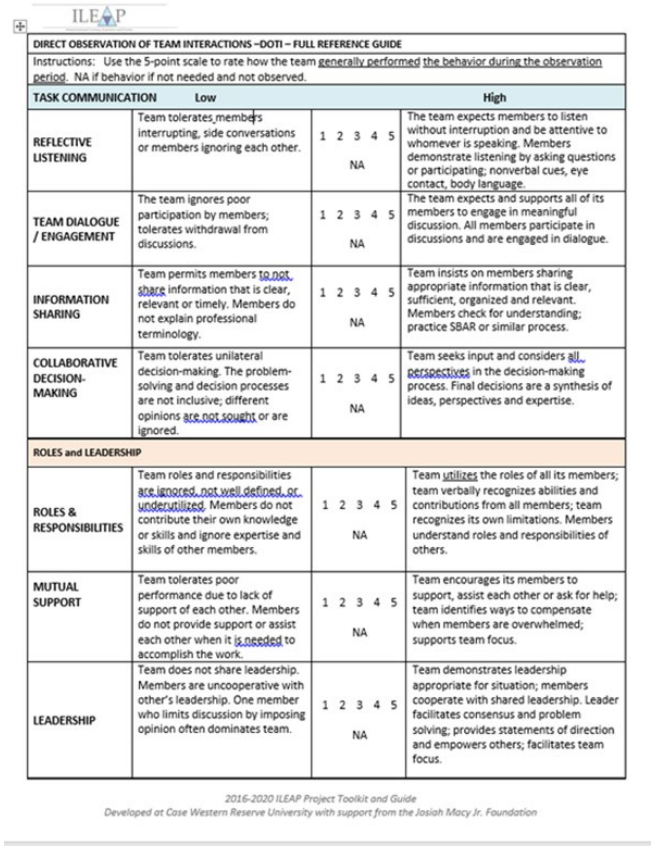
What is DOTI?

Direct Observation of Team Interactions



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DIRECT OBSERVATION OF TEAM INTERACTIONS –DOTI – FULL REFERENCE GUIDE

Instructions: Use the 5-point scale to rate how the team generally performed the behavior during the observation period. NA if behavior if not needed and not observed.

TASK COMMUNICATION	Low		High
REFLECTIVE LISTENING	Team tolerates members interrupting, side conversations or members ignoring each other.	1 2 3 4 5 NA	The team expects members to listen without interruption and be attentive to whomever is speaking. Members demonstrate listening by asking questions or participating; nonverbal cues, eye contact, body language.
TEAM DIALOGUE / ENGAGEMENT	The team ignores poor participation by members; tolerates withdrawal from discussions.	1 2 3 4 5 NA	The team expects and supports all of its members to engage in meaningful discussion. All members participate in discussions and are engaged in dialogue.
INFORMATION SHARING	Team permits members to not share information that is clear, relevant or timely. Members do not explain professional terminology.	1 2 3 4 5 NA	Team insists on members sharing appropriate information that is clear, sufficient, organized and relevant. Members check for understanding; practice SBAR or similar process.
COLLABORATIVE DECISION-MAKING	Team tolerates unilateral decision-making. The problem-solving and decision processes are not inclusive; different opinions are not sought or are ignored.	1 2 3 4 5 NA	Team seeks input and considers all perspectives in the decision-making process. Final decisions are a synthesis of ideas, perspectives and expertise.
ROLES and LEADERSHIP			
ROLES & RESPONSIBILITIES	Team roles and responsibilities are ignored, not well defined, or underutilized. Members do not contribute their own knowledge or skills and ignore expertise and skills of other members.	1 2 3 4 5 NA	Team utilizes the roles of all its members; team verbally recognizes abilities and contributions from all members; team recognizes its own limitations. Members understand roles and responsibilities of others.
MUTUAL SUPPORT	Team tolerates poor performance due to lack of support of each other. Members do not provide support or assist each other when it is needed to accomplish the work.	1 2 3 4 5 NA	Team encourages its members to support, assist each other or ask for help; team identifies ways to compensate when members are overwhelmed; supports team focus.
LEADERSHIP	Team does not share leadership. Members are uncooperative with other's leadership. One member who limits discussion by imposing opinion often dominates team.	1 2 3 4 5 NA	Team demonstrates leadership appropriate for situation; members cooperate with shared leadership. Leader facilitates consensus and problem solving; provides statements of direction and empowers others; facilitates team focus.

2016-2020 ILEAP Project Toolkit and Guide
Developed at Case Western Reserve University with support from the Josiah Macy Jr. Foundation

15 Observable Team Skills in 4 Domains
Based on IPEC Competencies

Anchor Definitions and Criteria
Granular Behaviors for Team Development
Supports Individual and Team Skills

Distinguishes High versus Low Team Performance
Captures Change

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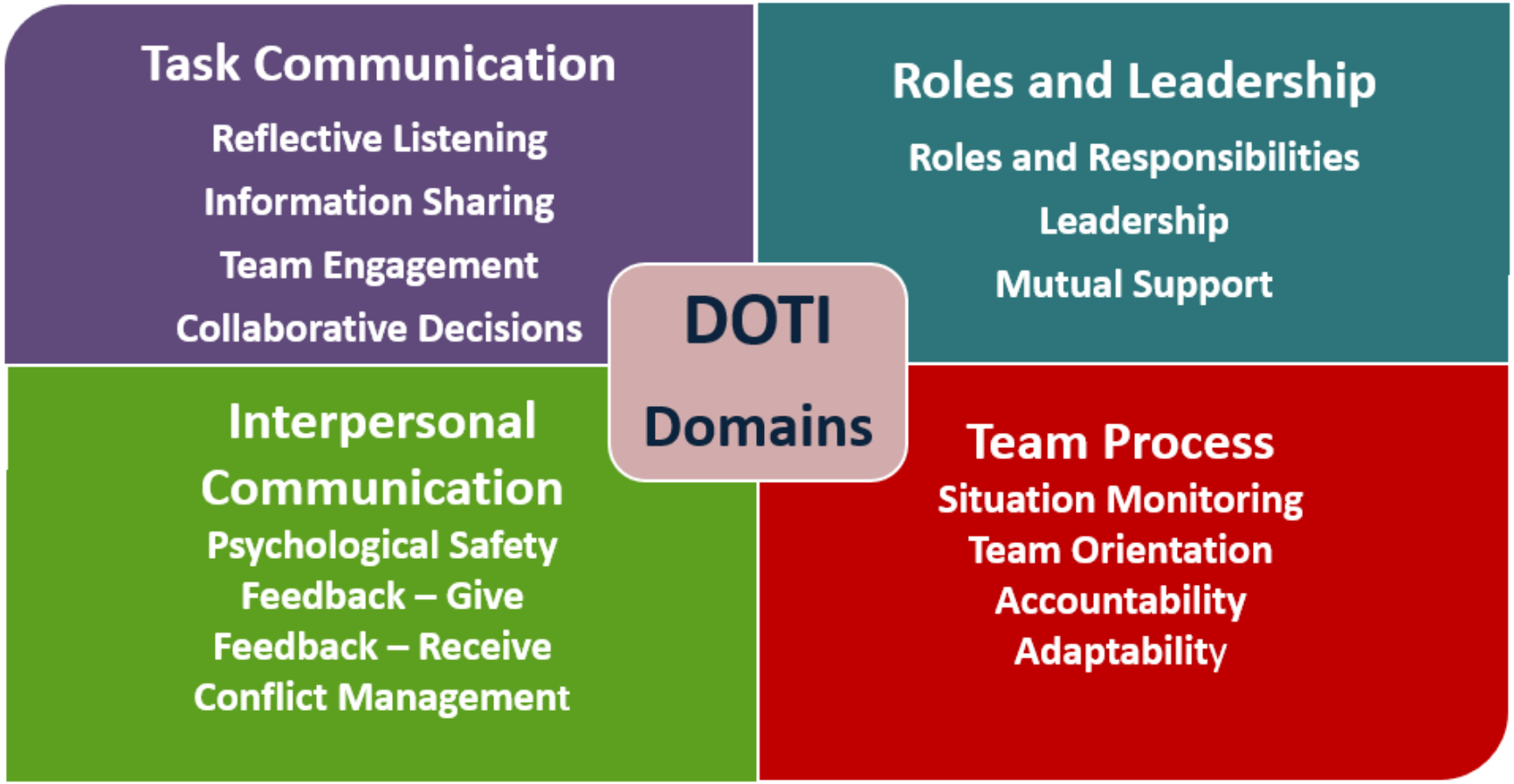
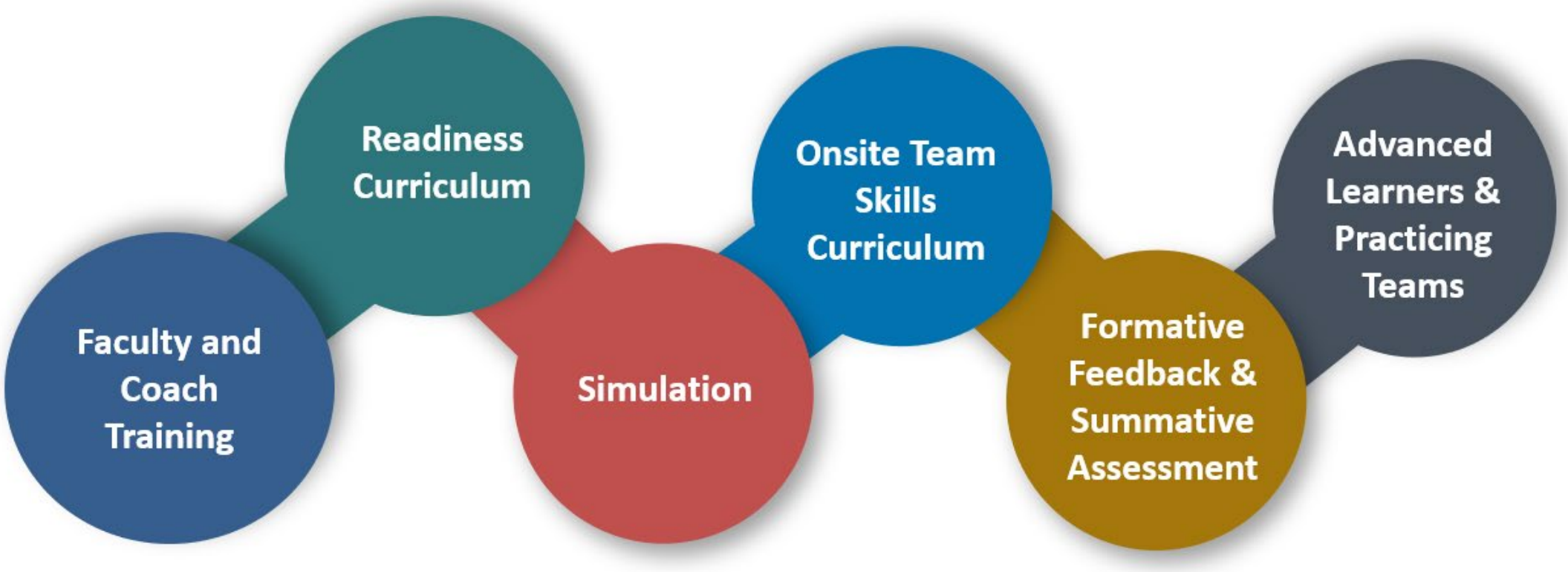
DOTI Domains and Behaviors



DOTI Connects Training with Assessment



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DOTI in Assessment

Formative

Team self-assessment

Coach provides feedback

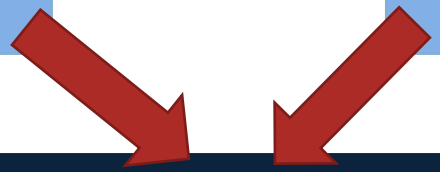
Summative

Team assessment

- Observation on-site
- Observation in simulation

Individual assessment

- Identify/correct DOTI behaviors



- Supports reflective learning
- Detects differences in skill performance between teams
- Compares team with observer assessment
- Detects change in skill performance over time

Clinic or Simulation Example
Health Maintenance Screening

Team Pre-Brief

Review Patient EHR

Provider Sees Patient Alone

Patient Interaction Screening, Education, Care Coordination

Team Huddle

Student Team Debrief

Antibiotic Resistance Discussion & Review

The ILEAP Team

Supporters and Clinical Partners

Josiah Macy Jr. Foundation
Neighborhood Family Practice
Care Alliance Health Center
The Cleveland Clinic Foundation
The Centers for Families and Children
The Key Bank Foundation
The Saint Luke's Foundation

Macy Foundation Grant Faculty and Staff

Ellen Luebbers, MD
Catherine Demko, PhD
Scott Wilkes, JD, PhD
Carol Savrin, RN, DNP
Prabalini Rajendram, MD
Rita Pappas, MD
Jesse Honsky, DNP, MPH
Kristina Semrad, BS

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Educational Partners

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Case Western Reserve University

School of Medicine
Case Western Reserve University

School of Dental Medicine
Case Western Reserve University

Jack, Joseph and Morton Mandel School of Applied Social Sciences
Case Western Reserve University

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More Information

Have questions or need support?
Contact us at
help@ipe-ileaptoolkit.org

Visit our website: https://ipe-ileaptoolkit.org

THANK YOU!

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