Continuing Interprofessional Education: Using Feedback from Learners to Change the Institutional Culture
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Problem Statement
Well-designed continuing interprofessional education contributes to the enhancement of patient-centered, collaborative practice. However, implementation within an academic institution is a big undertaking that requires a culture change in how education planners work, faculty teach, and workplaces support team-based care.

Approach
Participants of continuing professional development activities offered through the University of Wisconsin-Madison Interprofessional Continuing Education Partnership (ICEP) in 2016 were surveyed. Questions focused on perceptions about the activity, educational outcomes, and barriers to collaborative practice. Three categories of activities were included — live conferences, online activities and regularly scheduled series (RSS). Respondents were asked to evaluate one activity from each category. Several live conferences were combined into one activity when the same live activity was offered in several venues. Similarly, several online activities were combined into one activity. The criteria for an IP activity were flexible to include mature IP activities as well as those working toward becoming IP.

IP Activity Definition For the Survey Purpose:
• An activity was considered to be IP if it was planned by representatives from multiple health professions reflecting the interprofessional target audience.
• An RSS was considered to be IP if it was approved as an IP activity or if the RSS had or was establishing an IP planning committee, had an IP target audience, and exhibited other features of IP education.

Descriptive statistics, generated in Qualtrics and qualitative software NVivo 11, were used to analyze quantitative data and qualitative data. Qualitative analysis included coding into the categories identified through analysis of a previous survey, a revision of the coding categories to reflect new themes, and a review of distinct concepts and categories to recognize core themes.

A similar survey was conducted in 2016. This poster reports 2017 Survey results and provides comparisons between the two surveys.

Respondents
The survey was sent to 7773 learners, and 1094 (14.1%) responded, representing nearly 40 professions. Collectively, the respondents provided feedback about 96 activities, including 47 IP activities.

Examples of Educational Impact
189 statements reflected the positive impact of the education on respondents’ or their teams’ knowledge, skills, practice, and/or patients. Additionally, many commented on how they shared what they learned with others at their workplace.

Examples of Suggestions for Improvement
The survey documented many suggestions for improvement, including those specific for IP activities.

Limitations
The ability of survey respondents to recall past educational activities limited accuracy of their feedback, and educational outcomes were self-reported. Respondents’ previous experiences in IP education could influence their survey responses, and respondents could provide feedback regarding only one activity in each category, even if they attended multiple activities.

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Conclusions
1. The 2017 survey documented positive educational impact, and indicated areas for improvement that will influence continuous quality improvement of the ICEP program.
2. Analysis of two surveys administered in consecutive years revealed consistency in learner agreement with respect to IP activities meeting the definition of IP education, and a trend in increasing awareness by clinicians of the barriers to IP practice and systems changes that could lead to improved IP practice.
3. ICEP’s annual global evaluation survey of learners is a suitable tool to measure achievement of the ICEP mission and strategic priorities; analysis of change in attitudes and educational outcomes allows leadership to redirect program planning efforts when necessary, and to adjust priorities as appropriate.