

Kelble L, Anderson B, Shershneva M. Improving UW-Madison ICEP Global Evaluation Survey. [Oral Presentation.] Presented at: *2021 Society for Academic Continuing Medical Education (SACME) Annual Meeting*, February 24-26, 2021, virtual. Published in *CE News Annual Meeting Proceedings*, available at: <https://sacme.org/CE-News-Abstracts/#improving-UW-Madison>. Accessed on May 5, 2022.

Improving UW-Madison ICEP global evaluation survey

Authors: Laura Kelble, Barbara Anderson, MS and Marianna Shershneva, MD, PhD

Institution: University of Wisconsin, Madison

Problem/Intervention - Interprofessional education is a growing area of continuing medical education (CME) and as a result is being emphasized in novel ways in the existing curricula. In order to achieve the best possible educational outcomes and meet accreditation criteria, the University of Wisconsin-Madison Interprofessional Continuing Education Partnership (ICEP) conducts an annual evaluation survey of participants in all activities provided by ICEP. The survey was designed to document outcomes on multiple levels of Moore's evaluation framework. Questions about interprofessional activities were informed by the four domains of collaborative practice.

Methods - The project goal was to improve the survey questions and, in particular, convert several free response questions into multiple-choice questions in order to increase response rate and facilitate quantitative analysis. Responses from open-ended questions from the 2019 survey were coded using qualitative software NVivo. Themes emerging from this analysis informed creation of new survey questions and question formats. These changes were then pilot-tested against the data from the most recent survey.

Results - This work supported revision of the ICEP annual survey. Analysis of responses documented multiple examples of impact on team-based strategies and interprofessional, collaborative practice, regardless of whether respondents attended an activity designated as interprofessional or non-interprofessional activity. This could indicate a shift in CME toward valuing the interprofessional team and a desire to learn about the roles of the team members. The new multiple choice questions include data-driven categories of abilities and behaviors applicable to measuring educational impact across different types of activities. Further, some survey responses emphasized diversity, equity and inclusion (DEI), despite that no questions specifically were asked about DEI. This shows an increasing awareness of the medical community of how cultural and personal backgrounds of patients and peers impact the health care they receive. As a result, a new survey question was offered to measure the nature of the learning environment with respect to DEI.

Key lessons learned for CME/CPD practice - Providers should consider adding an explicit question to their standard CME/CPD activity evaluation survey, to collect learner feedback on the nature of the curriculum and learning environment.