

Assessment of Interprofessional Collaboration and other Household-Centered Professional Activities

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- Health Systems Science / Social Determinants of Health
- Entrustable Professional Activities
- Student Wellness

Consortium Projects

1. Developing plans for teaching and assessing Entrustable Professional Activities (EPA) during Green Family Foundation NeighborhoodHELP household visits and interprofessional rounds, in particular, History and Physical (EPA1), Oral Presentation (EPA6) Interprofessional Communication & Collaboration (EPA 9) and Informed Consent (EPA 11).
2. Assessment of interprofessional learning by continuing data collection and analysis utilizing the Community Engaged NeighborhoodHELP Interprofessional Questionnaire (CENIQ) that was developed as part of the initial AMA Consortium project.

Current Household-Centered Student Assessments

Visit Performance Assessment (VPA) Includes EPA 9: Collaborate as a member of an interprofessional team

VISIT PERFORMANCE ASSESSMENT RUBRIC	
How Much Supervision Did the Learner Require for This Team Activity?	
<input type="checkbox"/>	"Had to do" - Required complete guidance, was uncertain, I had to do it for them.
<input type="checkbox"/>	"Had to walk them through" - Not able to perform some tasks but required repeated directions.
<input type="checkbox"/>	"I had to direct them from time to time" - Demonstrated some independence, only required intermittent prompting.
<input type="checkbox"/>	"I needed to be available just in case" - Functioned independently, only needed assistance with nuances or complex situations.
Competencies	
<input type="checkbox"/>	Required prompting to perform expected duties.
<input type="checkbox"/>	Performed expected duties independently.
<input type="checkbox"/>	Procedures identified all relevant team and reliably followed through.
Communication	
<input type="checkbox"/>	Did not communicate or listen well, or dismissed input from team, staff, patient, etc.
<input type="checkbox"/>	Communicated adequately.
<input type="checkbox"/>	Communicated proactively and bidirectionally, kept team members (including household) informed, & sought input from members.
Teamwork and Team Values	
<input type="checkbox"/>	Dismissed or devalued the importance of other team members, or required others to remain, adhere, or monitor workflow.
<input type="checkbox"/>	Respectfully integrated team members and incorporated team goals at a task level.
<input type="checkbox"/>	Coordinated effective teamwork. Practiced team work over extended periods. Effectively integrated and supported other team members, including the household.
Household-Centered Care	
<input type="checkbox"/>	Did not address social determinants or external household engagement.
<input type="checkbox"/>	Identified social determinants and engaged household members at a task level.
<input type="checkbox"/>	Demonstrated advanced understanding of social determinants, and impacts/impacts engagement with the household.
Discretion	
<input type="checkbox"/>	Overstepped higher limits or did not seek help when needed. (3.2 - 3.0) = 2 items.
<input type="checkbox"/>	Asked for timely help when needed.
<input type="checkbox"/>	Went to determine.
Feedback	
Strong Points: _____	
Areas for Improvement: _____	
Student Name: _____	Student Signature: _____ Date: ____/____/____
Household Activity Completed: _____	
Attending Faculty Name: _____	Signature: _____

Need/Gap Addressed

- To align NeighborhoodHELP activities with the AAMC Core Entrustable Professional Activities for Entering Residency including History and Physical (EPA1), Oral presentation (EPA6), Interprofessional Communication and Collaboration (EPA 9) and Informed Consent (EPA 11).
- Continue to assess student interprofessional learning and interprofessional performance over time through the household activity rubric and Community Engaged NeighborhoodHELP Interprofessional Questionnaire (CENIQ)
- Explore potential relationship between CENIQ and EPA 9 Assessments

Grant Team Members

Onelia G. Lage, M.D.: Principle Investigator, Professor and Vice Chair of Education and Faculty Development, in the Department of Humanities, Health and Society

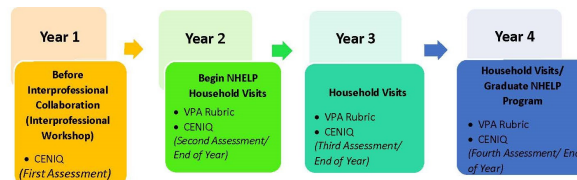
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Community Engaged NeighborhoodHELP Interprofessional Questionnaire (CENIQ)



- 15-Item tool with a 5-point Likert scale used to assess student willingness for interprofessional learning and collaboration.
- Administered to medical students during their second through fourth years in the Community Engaged Physician I-II-III course series/NeighborhoodHELP program.

Household-Centered Activities in NeighborhoodHELP Service Learning Program

- Advanced Care Planning
- Asthma Home Assessment
- Collaborative Behavioral Guidance (Motivational Interviewing)
- Family Genogram
- HIV Counseling
- Household Centered Care (Social Determinants)
- Injury Prevention Counseling
- Medication Review
- Oral Health Assessment
- Pediatric/Adolescent Screening and Counseling
- Preventative Counseling (USPSTF)



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