

InSITE: Interprofessional Education Site Evaluation Survey

The goal of the Interprofessional Education (IPE) Site Evaluation Instrument is for you to self-assess your site in becoming an ideal IPE site. To prepare health professional learners to work in such environments, learning should occur at sites that are optimally configured to teach interprofessionally. The purpose of this instrument is to help you identify the extent to which your clinical site reflects such a configuration. Your self-assessment will help us assist you in achieving the goal of becoming an ideal IPE site.

Thank you!

First and Last Name: _____

Site: _____

(please be sure that all of the individuals at a site use the same name for the site)

Profession (circle):

Medicine (MD/DO)

Nursing—RN

Nursing--NP

Nursing--DNP

Physician Assistant

Pharmacy

Mental Health

Other (specify): _____

Domain 1. Learner Experience While at Your Site

The purpose of this section is to better understand the nature of interprofessional education activities and processes provided at your site for learners.

Please use this definition for learners: Health professional learner could be anyone whose *primary* purpose is to receive education at your site. If it was not for educational purposes (e.g., earning a degree), s/he would not be at your site.

Screening question: We currently have learners at our site.

- ☐ Yes (If selected, continue with the rest of the Learner questions)
☐ No (If selected, skip to Domain 2: Preceptor or Supervisor Qualities)

Please mark which health professional learners have been placed at your site during the last year:

- | | |
|---|---|
| <input type="checkbox"/> Advanced practice nursing (CRNA, CNM, NP, CNS) | <input type="checkbox"/> Nursing/medical Assistant |
| <input type="checkbox"/> Alternative and complementary practitioners
(please list modalities): _____ | <input type="checkbox"/> Nutritionist/Dietitian |
| <input type="checkbox"/> Attorney | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Behavioral Health | <input type="checkbox"/> Outreach Coordinator |
| <input type="checkbox"/> Care Manager | <input type="checkbox"/> Pharmacist |
| <input type="checkbox"/> Chaplain/Pastoral Care | <input type="checkbox"/> Pharmacy Technician |
| <input type="checkbox"/> Chiropractor | <input type="checkbox"/> Physical Therapist |
| <input type="checkbox"/> Clinical Laboratory Medicine | <input type="checkbox"/> Physician (MD & DO) |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Physician Assistant |
| <input type="checkbox"/> Dentist | <input type="checkbox"/> Public Health - Please specify: _____ |
| <input type="checkbox"/> Dental Assistant | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Dental Hygienist | <input type="checkbox"/> Radiology Technician |
| <input type="checkbox"/> Dental Therapist | <input type="checkbox"/> Receptionist/Front Desk staff/Unit Coordinator |
| <input type="checkbox"/> Health Care Administrator (MHA) | <input type="checkbox"/> Respiratory Therapist |
| <input type="checkbox"/> Health Coach | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Health Educator | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Information Technology | <input type="checkbox"/> Veterinarians (DVM) |
| <input type="checkbox"/> Interpreter | <input type="checkbox"/> Veterinary Technician |
| <input type="checkbox"/> Law | <input type="checkbox"/> Veterinary Assistant |
| <input type="checkbox"/> Nurse (registered, certified) | <input type="checkbox"/> Other--please indicate: _____ |

1. a. Does your site provide opportunities for learners to use their interprofessional skills? ☐ Yes ☐ No
If yes, please specify for purposes of group discussion:
- b. Do students have the opportunity to use simulations (i.e., watching videos, case studies, role playing, standardized patients) to practice their interprofessional skills before working with real patients?
☐ Yes ☐ No (if no skip to Question 2)
- c. Do learners participate in a debriefing after these simulations? ☐ Yes ☐ No

To what extent do you agree or disagree with the following statements?	Disagree	Somewhat disagree	Somewhat agree	Agree	I do not know
2. Our site provides formal (planned and scheduled) joint educational activities for learners.					
3. Our site supports innovation in learners' IPE education.					
4. Our site's preceptors/supervisors are trained in IPE teaching methods.					
To what extent do you agree or disagree with the following statements regarding learners' participation in interprofessional activities for the purpose of patient care?	Disagree	Somewhat disagree	Somewhat agree	Agree	I do not know
5. Learners are frequently included in interprofessional activities.					
6. Learners are required to participate in interprofessional activities.					

Domain 2. Preceptor or Supervisor Qualities:

The purpose of this section is to better understand if and how the learner's preceptors and/or supervisors at your site model and educate desired interprofessional care.

Please use this definition for preceptors and/or supervisors: A preceptor/supervisor is anyone at your site who works directly with health profession learners and bears responsibility for the learner's practical experience and training.

Please mark which professions (not just the roles) are currently represented at your site:

☐ Advanced practice nursing (CRNA, CNM, NP, CNS)

☐ Alternative and complementary practitioners

(please list modalities): _____

☐ Attorney

☐ Behavioral Health

☐ Care Manager

☐ Chaplain/Pastoral Care

☐ Chiropractor

☐ Clinical Laboratory Medicine

☐ Counseling

☐ Dentist

☐ Dental Assistant

☐ Dental Hygienist

☐ Dental Therapist

☐ Health Care Administrator (MHA)

☐ Health Coach

☐ Health Educator

☐ Information Technology

☐ Interpreter

☐ Law

☐ Nurse (registered, certified)

☐ Nursing/medical Assistant

☐ Nutritionist/Dietitian

☐ Occupational Therapist

☐ Outreach Coordinator

☐ Pharmacist

☐ Pharmacy Technician

☐ Physical Therapist

☐ Physician (MD & DO)

☐ Physician Assistant

☐ Public Health - Please Specify: _____

☐ Psychologist

☐ Radiology Technician

☐ Receptionist/Front Desk staff/Unit Coordinator

☐ Respiratory Therapist

☐ Social Worker

☐ Speech/Language Pathologist

☐ Veterinarians (DVM)

☐ Veterinary Technician

☐ Veterinary Assistant

☐ Other--please indicate: _____

1. How often do preceptors interact with other professional team members regarding patient care?

☐ Never ☐ Seldom ☐ Occasionally ☐ Frequently ☐ I don't know

2. How often do preceptors/supervisors seek to engage in shared clinical decision making regarding the care of patients who might benefit from interprofessional collaborative care?

☐ Never ☐ Seldom ☐ Occasionally ☐ Frequently ☐ I don't know

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Domain 3. Site Infrastructure (the place that you work):

The purpose of this section is to understand the extent to which your site has necessary structures to provide exemplary interprofessional education.

1. How frequently does your site conduct interprofessional activities for the purpose of patient care (e.g., care conferences, team rounds, team huddles)?

☐ Never ☐ Seldom ☐ Occasionally ☐ Frequently ☐ I don't know

2. From your perspective, are all-relevant parties typically included in interprofessional activities (i.e., are there no professions from your site left out of these activities)?

☐ Yes ☐ No ☐ I don't know

To what extent:	Not at all	To some extent	To a great extent	I do not know
3. is the role of the patient care team member clearly defined?				
4. do the roles of the team members complement each other to provide patient care?				
5. do team members use health records to create interprofessional shared care plans?				

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Domain 4. Site Culture:

The purpose of this section is to identify what enables or hinders modeling and teaching interprofessional education.

To what extent do you agree or disagree that the following statements reflect your approach to conflict at your site?	Disagree	Somewhat disagree	Somewhat agree	Agree	I do not know
1. We recognize conflict as a part of teamwork.					
2. We address conflict with the goal of determining how to improve teamwork.					

To what extent:	Not at all	To some extent	To a great extent	I do not know
3. is respect for team members demonstrated amongst the members at your site?				
4. do team members demonstrate sufficient trust in one another?				
5. do team members feel comfortable holding each other accountable to fulfill their roles on the team?				

Domain 5. Organizational Structure:

The following questions address the role that your parent organization plays in directing interprofessional education at your individual site. Parent organization refers to the highest level of organizational structure and authority, for example your hospital or the university system. In case your site reports to multiple parent organizations, consider the organization that has the direct and most influential impact on your educational efforts. Please answer the following questions from your individual point of view of how things are working at the highest level.

Screening Question:

1. Is your site part of a larger organizational system (parent organization) such as academic health center, university, or health care organization?
___ Yes ___ No If no, please consider your own individual site as the parent organization.

To what extent do you agree with each of the following statements? My parent organization:	Disagree	Somewhat disagree	Somewhat agree	Agree	I do not know
2. has an overall strategy for IPE.					
3. provides dedicated resources (staff, funding, real estate) for IPE.					
4. provides specific incentives (promotion, recognition, job satisfaction) to grow, support or encourage IPE.					
5. holds people accountable for the success of IPE.					

6. To what extent are the parent organizational leaders engaged in interprofessional education? When answering the leadership questions, think about the individual or a group of individuals who have the most influence on educational objectives.

___ Not at all ___ To some extent ___ To a great extent ___ I don't know