Interprofessional Collaborative Organization Map and Preparedness Assessment (IP-COMPASS)

Revised, adapted and condensed with permission of authors

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For more information:
Read a full description of the tool, its development and testing in "How to build high quality interprofessional collaboration and education in your hospital: The IP-Compass Tool. (2012) Kathryn Parker, Adina Jacobson, Melissa McGuire, Rochelle Zorzi, Ivy Oandasan. Quality Management in Health Care Vol. 21, No 3, pp 1-9.

View testimonials on its use from educators, practitioners, its developers and evaluators: http://www.youtube.com/watch?v=RmPiSJUGqMQ

Contact:
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Welcome

Welcome to the *IP-COMPASS: the Interprofessional Collaborative Organization Map and Preparedness Assessment. This version has been adapted for use in this workshop.*

IP-COMPASS is a quality improvement framework to help clinical settings become better prepared to provide intentional interprofessional learning experiences (i.e., learning experiences that help students develop skills for interprofessional collaboration). It provides a structured process to help you understand the types of organizational values, structures, processes, practices and behaviours that, when aligned, can create an environment that is conducive to interprofessional learning.

WHO CAN USE IP-COMPASS?

IP-COMPASS is designed to be used in hospital units where there are two or more types of healthcare professionals working together to provide patient care, and that host healthcare students. However, it may also be useful in other types of clinical settings. You can use it if you are already providing interprofessional learning experiences to students, or if you would like to do so in the future.

The IP-COMPASS tool is for individuals or groups within a healthcare organization who are charged with developing and delivering interprofessional education. The tool will help them create an environment necessary for good interprofessional education to occur. This is not meant as a tool to provide interprofessional education to students.

While individuals or groups are able to use this tool on their own, this process is best accomplished with the guidance of a knowledgeable facilitator. For a list of individuals who can perform this role, please contact Kathryn Parker (kparker@hollandbloorview.ca) or Ivy Oandasan (i.oandasan@utoronto.ca)

The IP Compass Process

Step 1:
Get the Right
People at the Table

Assemble a team interested in or who have a stake in IPE & IPC. This step is critical!

- Include a mix of different professions.
- Include front-line staff, corporate staff, and educators.
- Together, the team should have a good sense of what is happening related to IPE and IPC at the unit and the organization levels.

Step 2:
Take
Stock

As a table, fill out the IP-COMPASS self-assessment forms and plot your results. You will be given 2 constructs during this exercise. You will report on 1 construct in the debrief.

- You may want to do it as a "guided self assessment," using your facilitator assigned to your table.
- Use the *User Guide* as a reference. It has detailed descriptions and thought-provoking ideas.
- Highlight where IPE and IPC is currently living in the organization according to the constructs assigned.
- Check "Action" for areas you would like to strengthen.

Step 3:
Take
Action

As a table, consider where the attributes are currently living within your organization. Highlight them

- Celebrate your strengths.
- Consider where improvements can be made
- Identify 1 – 3 areas to initiate action for the organization as a whole
- Identify 1 key area you would like to initiate action upon individually for your own unit/setting.
- Develop an action plan

Step 4:
Review
Your Progress

Plan to revisit your self-assessment forms and action plans after 3-6 months.
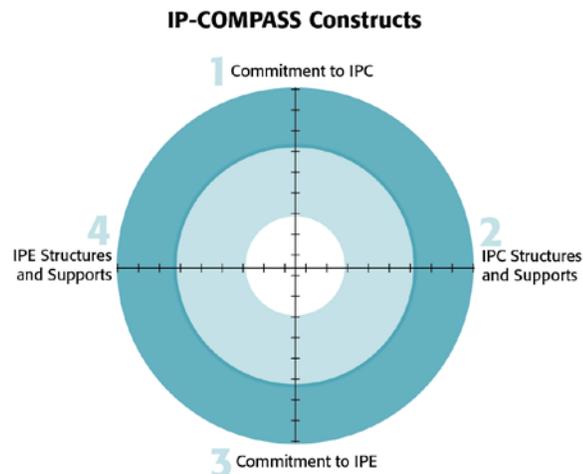
- Have you taken the actions you said you would take?
- How have they changed your preparedness for IPL?
- What can you do next?

ATTRIBUTE AND CONSTRUCT RATINGS

Use the following pages to take stock of your preparedness for IPE & IPC. These pages list 21 attributes that enable clinical settings to provide good IPE learning experiences for students*. They are grouped into four constructs, as shown in this diagram.

Note that there are parallel constructs for IPE and IPC:

- IPC constructs are about how the organization/unit's culture supports collaborative practice by the healthcare team.

- IPC constructs are about how the organization/unit's culture supports people from different professions learning with, from, and about each other

The 21 attributes were identified through empirical research and consultation with experts in IPC, IPE, and organizational development in Ontario. The User Guide contains a description of the research and consultation process.

Guided Self-Assessment
During the pilot study that informed the development of this tool, the IP-COMPASS teams at all of the pilot sites suggested that the IPCOMPASS framework would be more useful if the process was facilitated, preferably by someone with expertise in IPE. The facilitator could lead the team through a "guided self-assessment" process, help them make more objective assessments, provide advice about moving forward, and assist them in following through on their ideas.

CONSTRUCT 1: COMMITMENT TO INTERPROFESSIONAL PRACTICE (IPC)

Use the scales to rate the strength of each attribute in your unit/organization. Refer to pages 4 – 17 of the *User Guide* for more detailed descriptions of these attributes.

Need More Info*	Attributes	Absent	Weak	Adequate	Strong	Action*
☐	1.1 The importance of providing quality patient- / client-centered care is part of the organization's culture	☐	☐	☐	☐	☐
☐	1.2 IPC is part of strategic planning	☐	☐	☐	☐	☐
☐	1.3 Time, people, & money are committed to IPC	☐	☐	☐	☐	☐
☐	1.4 Leaders promote IPC among team members	☐	☐	☐	☐	☐
☐	1.5 Multiple professions work together on the healthcare team	☐	☐	☐	☐	☐
☐	1.6 The interprofessional healthcare team functions collaboratively	☐	☐	☐	☐	☐
☐	1.7 The effectiveness of IPC is measured	☐	☐	☐	☐	☐

Considering all 7 of the attributes in this section, how would you rate your unit re: *commitment to IPC*?	Weak ▭▭▭▭▭▭▭▭▭▭ Strong

Where in the organization are the attributes for IPC currently living as key examples?:

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*Check "**Need more info**" if the team does not have enough information to make a rating. Assign someone to get the information needed. Check "Action" if this is an area that team would like to strengthen (even if it is already strong).*

CONSTRUCT 2: STRUCTURES AND SUPPORTS FOR INTERPROFESSIONAL PRACTICE (IPC)

Use the scales to rate the strength of each attribute in your unit. Refer to pages 18 – 25 of the *User Guide* for more detailed descriptions of these attributes.

Need More Info*	Attributes	Absent	Weak	Adequate	Strong	Action*
☐	2.1 Physical space is designed and used in a manner that supports IPC	☐	☐	☐	☐	☐
☐	2.2 Common tools are available to support IPC	☐	☐	☐	☐	☐
☐	2.3 Roles & responsibilities make it possible for people from different professions to collaborate	☐	☐	☐	☐	☐
☐	2.4 Management structures & processes use an inter-professional approach	☐	☐	☐	☐	☐
Considering all 4 of the items in this section, how would you rate your unit re: *structures and supports* for IPC?		Weak Strong				

Where in the organization are the attributes for IPC currently living as key examples?:

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*Check "**Need more info**" if the team does not have enough information to make a rating. Assign someone to get the information needed. Check "Action" if this is an area that team would like to strengthen (even if it is already strong).*

CONSTRUCT 3: COMMITMENT TO INTERPROFESSIONAL EDUCATION (IPE)

Use the scales to rate the strength of each attribute in your unit. Refer to pages 26 – 37 of the User Guide for more detailed descriptions of these attributes.
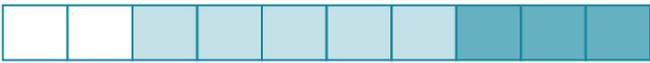
Need More Info*	Attributes	Absent	Weak	Adequate	Strong	Action*
☐	3.1 Continual learning & development is part of the organization's culture	☐	☐	☐	☐	☐
☐	3.2 IPE is part of the organization's strategic planning	☐	☐	☐	☐	☐
☐	3.3 The goals for IPE are clearly defined	☐	☐	☐	☐	☐
☐	3.4 Time, people, & money are committed to IPE	☐	☐	☐	☐	☐
☐	3.5 Leaders clearly demonstrate their personal support for IPE	☐	☐	☐	☐	☐
☐	3.6 Contributions to IPE are recognized, rewarded & celebrated by the organization	☐	☐	☐	☐	☐
Considering all 6 of the items in this section, how would you rate your unit re: commitment to IPE?	Weak ———————————————— Strong					

Where in the organization are the attributes for IPE currently living as key examples:

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*Check "**Need more info**" if the team does not have enough information to make a rating. Assign someone to get the information needed. Check "Action" if this is an area that team would like to strengthen (even if it is already strong).*

CONSTRUCT 4: STRUCTURES AND SUPPORTS FOR INTERPROFESSIONAL EDUCATION (IPE)

Use the scales to rate the strength of each attribute in your unit. Refer to pages 38 – 47 of the *User Guide* for more detailed descriptions of these attributes.
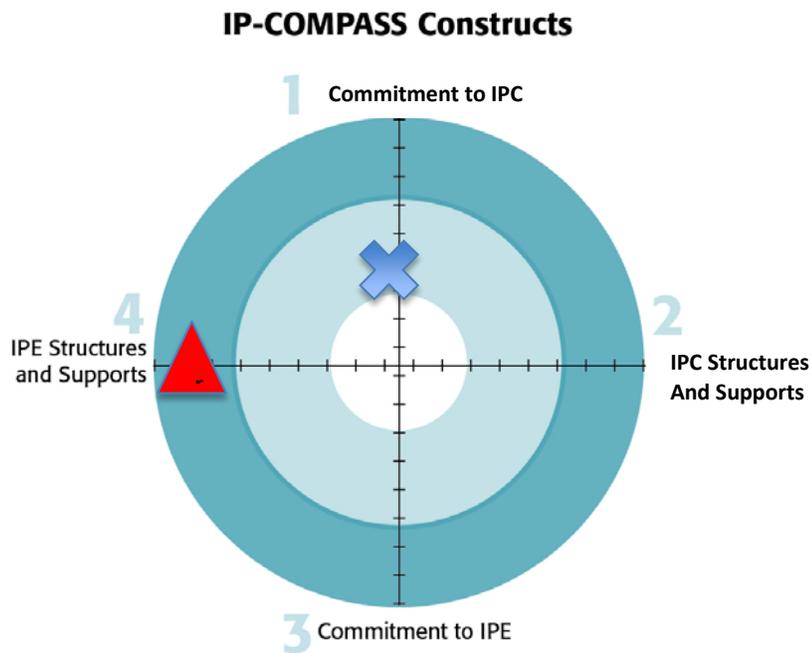
Need More Info*	Attributes	Absent	Weak	Adequate	Strong	Action*
☐	4.1 Physical space is designed & used in a manner that supports IPE	☐	☐	☐	☐	☐
☐	4.2 Tools & resources are available to support IPE	☐	☐	☐	☐	☐
☐	4.3 Effective IPE champions are in place	☐	☐	☐	☐	☐
☐	4.4 IPE is a consideration when hiring & orienting new staff	☐	☐	☐	☐	☐
☐	4.5 Educators and staff have the knowledge & skills needed to support IPE	☐	☐	☐	☐	☐
☐	4.6 Contributions to IPE are recognized, rewarded & celebrated by the organization	☐	☐	☐	☐	☐

Considering all 5 of the items in this section, how would you rate your unit re: structures and supports IPE?	Weak ▢▢▢▢▢▢▢▢▢▢ Strong

Where in the organization are the attributes for IPE living as key examples:

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Check "Need more info**" if the team does not have enough information to make a rating. Assign someone to get the information needed. Check "Action" if this is an area that team would like to strengthen (even if it is already strong).*

INTERPROFESSIONAL COLLABORATIVE ORGANIZATION MAP & PREPAREDNESS ASSESSMENT

Plot your rating for each construct assigned to your table on the IP-COMPASS diagram attached. Below you will find an example of what how a table might plot their findings from the assigned Constructs 1 (Commitment to IPC) and Construct 4 (IPE Structures and Supports.

Here is an example of what a completed map might look like if groups were able to complete all 4 constructs.