



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

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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>

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## Welcome

Welcome to the *IP-COMPASS: the Interprofessional Collaborative Organization Map and Preparedness Assessment*.

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](mailto:kparker@hollandbloorview.ca)) or Ivy Oandasan ([i.oandasan@utoronto.ca](mailto:i.oandasan@utoronto.ca))***

## Key Terms

Interprofessional Education (IPE): Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.<sup>1</sup>

Interprofessional Collaboration (IPC): The provision of comprehensive health services to patients by multiple health caregivers who work collaboratively to deliver quality care within and across settings.<sup>2</sup>

*Definitions of other terms are provided in the Glossary at the beginning of the User Guide.*

1 World Health Organization (2010). Framework for action on interprofessional education and collaborative practice. Available at: [http://whqlibdoc.who.int/hq/2010/WHO\\_HRH\\_HPN\\_10.3\\_eng.pdf](http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf)

2 HealthForceOntario: <http://www.healthforceontario.ca/WhatIsHFO/FAQs/IPCProject.aspx#catagory01>

## Step 2: Take Stock

### ATTRIBUTE AND CONSTRUCT RATINGS

**Step 1:**  
Get the Right  
People at the Table



**Assemble a team** of 3-5 people who are interested in or who have a stake in IPE. 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 hospital levels.

**Step 2:**  
Take  
Stock

**As a team**, fill out the IP-COMPASS self-assessment forms and plot your results.

- You may want to do it as a “guided self assessment,” using a facilitator and/or an IPE expert.
- Leverage existing team meetings if it is challenging to find time for discussion.
- Use the *User Guide* as a reference. It has detailed descriptions and thought-provoking ideas.
- You may need to break and get more information or different perspectives before finishing this step.
- Check “Action” for areas you would like to strengthen. Jot down ideas as you go.

**Step 3:**  
Take  
Action

**As a team**, develop plans for improvement, and then implement them.

- Celebrate your strengths.
- Think strategically about how to gain support for desired changes.
- Make concrete action plans, with assigned responsibilities, resources, and timelines.

**Step 4:**  
Review  
Your Progress

**As a team**, 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 IPE?
- What can you do next?



## STEP 1: Get the Right People at the Table

The IP-COMPASS is meant to be completed by a team of at least three individuals within your organization. Reflecting on IPE and IPC *as a group* is critical.

IP-COMPASS teams should ideally have between 3 and 5 people from different professions. They should include a mix of different positions, including front line staff, educators, and people at the corporate level.

Team members can expect to:

- Meet (~2 hours) to take stock of the unit's IPE preparedness;
- Gather some additional information (e.g., contact a few people, find and review a few documents);
- Meet (~ 2 hours) for action planning;
- Help implement the action plans (e.g., gather support for changes, spearhead changes, adjust their own behaviours or attitudes);
- Meet (~ 2 hours) to review progress after 3-6 months.

The pilot test of the IP-COMPASS found that having a mix of different perspectives at the table enabled the pilot teams to pool their knowledge, expertise, and networks.

This contributed to a deeper understanding and to the generation of ideas.



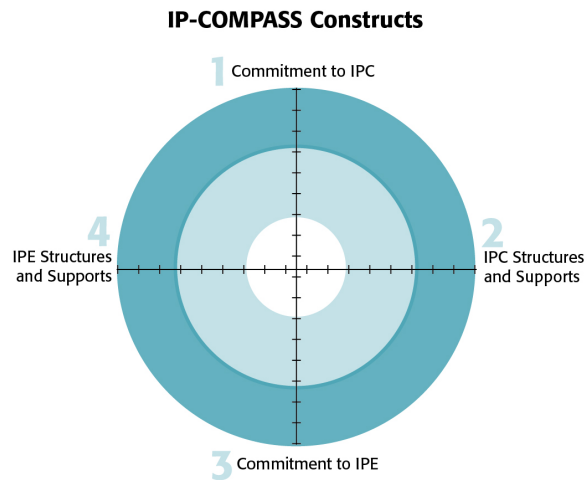
## STEP 2: Take Stock

### ATTRIBUTE AND CONSTRUCT RATINGS

Use the following pages to take stock of your preparedness for IPE. 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 unit's culture supports collaborative practice by the healthcare team.
- IPE constructs are about how the 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. The User Guide contains a description of the research and consultation process.*

#### **Guided Self-Assessment**

During the pilot, 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 COLLABORATION (IPC)

Use the scales to rate the strength of each attribute in your unit. 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*
<input type="checkbox"/>	1.1 The importance of providing quality patient- / client-centered care is part of the organization's culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.2 IPC is part of strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.3 Time, people, & money are committed to IPC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.4 Leaders promote IPC among team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.5 Multiple professions work together on the healthcare team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.6 The interprofessional healthcare team functions collaboratively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1.7 The effectiveness of IPC is measured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considering all 7 of the attributes in this section, how would you rate your unit re: <i>commitment to IPC</i> ?		<div> <div>Weak</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> <div>Strong</div> </div>				

Jot your ideas here:

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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 COLLABORATION (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*
<input type="checkbox"/>	2.1 Physical space is designed and used in a manner that supports IPC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	2.2 Common tools are available to support IPC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	2.3 Roles & responsibilities make it possible for people from different professions to collaborate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	2.4 Management structures & processes use an inter-professional approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considering all 4 of the items in this section, how would you rate your unit re: <i>structures and supports</i> for IPC?		<div> <div>Weak</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> <div>Strong</div> </div>				

Jot your ideas here:

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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*
<input type="checkbox"/>	3.1 Continual learning & development is part of the organization's culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	3.2 IPE is part of the organization's strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	3.3 The goals for IPE are clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	3.4 Time, people, & money are committed to IPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	3.5 Leaders clearly demonstrate their personal support for IPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	3.6 Contributions to IPE are recognized, rewarded & celebrated by the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considering all 6 of the items in this section, how would you rate your unit re: commitment to IPE?		<div> <div>Weak</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> <div>Strong</div> </div>				

Jot your ideas here:

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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*
<input type="checkbox"/>	4.1 Physical space is designed & used in a manner that supports IPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	4.2 Tools & resources are available to support IPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	4.3 Effective IPE champions are in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	4.4 IPE is a consideration when hiring & orienting new staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	4.5 Educators and staff have the knowledge & skills needed to support IPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	3.6 Contributions to IPE are recognized, rewarded & celebrated by the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considering all 5 of the items in this section, how would you rate your unit re: structures and supports IPE?		<div>Weak</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>Strong</div>				

Jot your ideas here:

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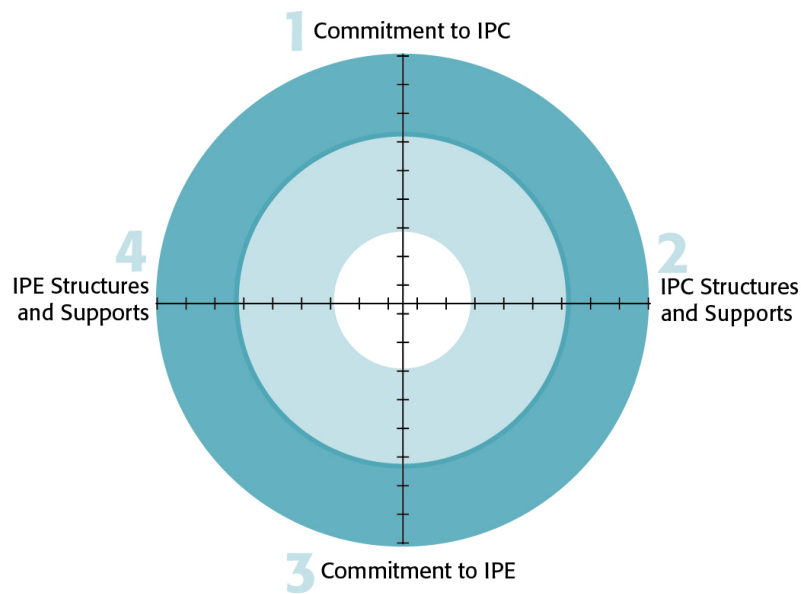
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\*Check **“Need more info”** if the team does not have enough information to make a rating. Assign someone to get the information needed. Check **“Action”** if this is an area that team would like to strengthen (even if it is already strong).

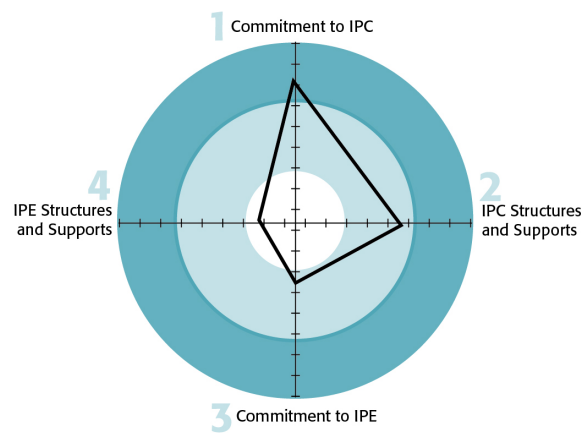
## INTERPROFESSIONAL COLLABORATIVE ORGANIZATION MAP & PREPAREDNESS ASSESSMENT

Plot your overall rating for each construct on the IP-COMPASS diagram. Draw lines between the four points to provide a visual map of your unit's preparedness for IPE.

### IP-COMPASS Constructs



*Here is an example of what a completed map might look like:*



**1. Looking at the IP-COMPASS diagram, are there constructs you have rated in the inner (white) area?**

☐ Yes ☐ No

*If yes, then there are aspects of your organizational culture that could undermine your efforts to provide interprofessional learning experiences. You may want to strengthen these before offering interprofessional learning experiences to students. There are planning worksheets on the following pages to help you. You can also refer to the User Guide for ideas about what specific attributes look like when they are strong.*

**2. Are there constructs you have rated in the middle (pale) area?**

☐ Yes ☐ No

*As long as you have no constructs in the white area, your organizational culture should be supportive of IPE. However, you may be able to improve the quality of the students' learning experience by strengthening these constructs. There are planning worksheets on the following pages to help you. You can also refer to the User Guide for ideas about what specific attributes look like when they are strong*

**3. Are there constructs you have rated in the outer (dark) area?**

☐ Yes ☐ No

*Congratulations! These aspects of your organizational culture are highly supportive of IPE. People from other organizations might benefit from learning about what you are doing. Consider sharing your experiences and suggestions with others.*

## STEP 3: TAKE ACTION

### CELEBRATING STRENGTHS

By going through the first two steps, you have likely identified a number of strengths in your organizational culture that support interprofessional collaboration.

- How can you recognize and celebrate the strengths you identified through this process?
- Do you have experiences, ideas, or expertise that you could share with other clinical settings who would like to improve in these areas?

Jot your ideas here:

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### IDEAS FOR STRENGTHENING YOUR ORGANIZATIONAL CULTURE

Review the notes you jotted down as you reviewed the attributes and constructs. Also look at the attributes you checked off as areas you would like to strengthen. Consider all of these together, and discuss other ways to make your culture more supportive of IPE and IPC. Also consider the following questions:

- Which ideas do you think will make the biggest difference?
- Which ones will take a long time to achieve? Which ones will happen quickly?
- Which ones will be relatively inexpensive? Which ones will require more resources?

What other ideas do you have?

Jot your ideas here:

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## PRIORITIZING

You are more likely to accomplish your goals if you focus on only one or two things at a time. To start with, you might want to pick some “easy wins.” Once these are accomplished, you can return to the drawing board and tackle a more challenging issue!

What are the 1 – 3 things you will do differently to make your culture more supportive of IPE?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## CHANGING THE CULTURE OF YOUR CLINICAL SETTING

Through discussion and reflection, you have likely identified some things you would like to do differently. It takes time and concerted effort to change organizational culture, but it can be done. As you move forward, consider:

- Within your organization, what are the most effective ways of making the types of changes you want to make?
- Who should be involved in making these changes?
- How can you gain support for the changes among organizational leaders? From managers? From front-line care providers? From other staff?
- Whose expertise can you draw on from the broader community as you make these changes?

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## RESOURCES

There are many resources that can help you plan for IPE and strengthen your organizational culture for IPE and IPC. Some are listed in the resource list in Appendix A of the *User Guide*.

## ACTION PLAN TEMPLATE

You can use this template for developing specific, concrete action plans. You will want to print multiple copies of this template and complete one sheet for each of the goals identified.

**Date:** \_\_\_\_\_

**Goal:** What do we want to achieve?

<b>Strategies/ Activities</b> How are we going to do it?	<b>Resources</b> What do we need? (Costs, materials, people, equipment)	<b>Responsibility</b> Who will do it?	<b>Indicators of Success</b> How will we know we have done it?	<b>Timeline</b> <b>When will we start?</b> When would we like to have it in place?

## CHECKLIST FOR PLANNING AN INTERPROFESSIONAL LEARNING EXPERIENCE

Are you ready to offer interprofessional learning experiences for students? If so, you can use this checklist as you start your planning.

- ☐ Define appropriate student IPE learning objectives
- ☐ Review the available evidence about effective practices in interprofessional education
- ☐ Carefully plan the composition of the student group so that it is conducive to interprofessional education
- ☐ Keep in mind your interprofessional learning objectives when designing the schedule and activities for the interprofessional learning experience
- ☐ Put mechanisms in place to measure the effectiveness of the interprofessional learning experience

*Further information about each of these is available on pages 53-56 of the User Guide.*

## STEP 4: REVIEW YOUR PROGRESS

Once you have developed your action plans, you might set up a set of progress update meetings to keep the actions on track. It is also recommended that you set a date for a follow-up meeting about 3-6 months after your initial IP-COMPASS assessment.

*The date and time for our follow-up meeting is:* \_\_\_\_\_

This meeting is an opportunity to:

- Review your progress, celebrate successes, and identify/address anything that is impeding progress.
- Take stock of your IPE preparedness once again, to see if it has changed since the original assessment.
- Identify new priorities and new plans for improving your unit's preparedness for IPE.

