

IPE Assessment and Evaluation Tools

All IPE activities should be evaluated to assess student learning outcomes which is crucial to understanding how well they can apply interprofessional collaborative skills. A variety of tools are available to measure different aspects of IPE ranging from student attitudes and perceptions to the evaluation of behaviors, competencies, and teamwork performance. Below is a sample of assessment and evaluation tools to consider for IPE, however it is not an exhausted list.

1. Interprofessional Collaborative Competency Attainment Survey (ICCAS)

Purpose: Measures self-perceived changes in interprofessional collaboration competencies.

Domains: Communication, collaboration, roles and responsibilities, patient-centered care, conflict management, and team functioning.

Type: Pre- and post-assessment survey.

Link: [ICCAS](#)

2. Readiness for Interprofessional Learning Scale (RIPLS)

Purpose: Assesses students' readiness to engage in interprofessional learning and collaboration.

Domains: Teamwork and collaboration, professional identity, and roles and responsibilities.

Type: Self-reported survey typically administered at the beginning of IPE programs. **Link:**

[RIPLS](#)

4. TeamSTEPPS Teamwork Perceptions Questionnaire (T-TPQ)

Purpose: Measures perceptions of teamwork and interprofessional communication within clinical settings.

Domains: Leadership, mutual support, situation monitoring, communication, and team structure.

Type: Survey based on self-assessment or peer evaluation.

[T-TPQ](#)

6. Collaborative Practice Assessment Tool (CPAT)

Purpose: Measures interprofessional collaboration and teamwork in healthcare teams.

Domains: Mission/goal alignment, general relationships, team leadership, decisionmaking, communication, and conflict resolution.

Type: Self-assessment or group assessment of team dynamics.

Link: [CPAT](#)

7. Interprofessional Socialization and Valuing Scale (ISVS)

Purpose: Evaluates the extent to which students value interprofessional collaboration and their readiness for interprofessional practice.

Domains: Attitudes, beliefs, and behaviors related to interprofessional practice and collaboration.

Type: Survey with a focus on socialization toward IPC.

Link: [ISVS](#)

8. Jefferson Scale of Attitudes Toward Interprofessional Collaboration (JeffSATIC)

Purpose: Measures attitudes toward collaboration and teamwork among health professions students.

Domains: Attitudes related to interprofessional collaboration and teamwork, including the perception of shared learning and teamwork skills.

Type: Likert-scale questionnaire.

Link: [JeffSATIC](#)

9. Team Performance Observation Tool (TPOT)

Purpose: Evaluates team performance in real-time clinical or simulated environments.

Domains: Communication, leadership, mutual support, and situation monitoring.

Type: Observer-based assessment of team behaviors and interactions during clinical activities.

Link: [TPOT](#)

11. Student Perceptions of Interprofessional Clinical Education-Revised (SPICE-R)

Purpose: Measures students' perceptions of interprofessional education and its impact on clinical practice.

Domains: Teamwork, interprofessional roles, patient outcomes.

Type: Likert-scale questionnaire assessing attitudes before and after IPE experiences. **Link:**

[SPICE-R](#)