MEMORIAL UNIVERSITY

Centre for Collaborative
Health Professional Education

ACADEMIC HEALTH COUNCIL
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Interprofessional Collaborator Assessment Rubric (ICAR)

The Interprofessional Collaborator Assessment Rubric (ICAR) is intended for use in the assessment of interprofessional collaborator competencies. Development of the Rubric tool was guided by an interprofessional advisory committee comprising educators from the fields of medicine, nursing, and the rehabilitative sciences.

Development

Stage I – Competency Development

The first stage of development was to identify, develop, and validate a set of interprofessional collaborator competencies that would be relevant to a variety of health and social care interprofessional learning environments. The second stage of development was to construct and evaluate the Rubric across partner sites.

Literature Review

A comprehensive analysis of the peer-reviewed and grey literature pertaining to interprofessional collaborator competencies was conducted. Typological analysis was used to compare, contrast, and categorize competency themes, statements, and descriptors related to knowledge, skills, and attitudes that corresponded with successful interprofessional collaboration. Investigators then constructed a final list of competency statements and associated performance criteria/behavioural indicators. These items were translated and cross-referenced by Francophone educators active in the field and were adjusted accordingly to produce a document equivalent in both official languages.

Stage II – Rubric Development

Delphi Survey

A Delphi survey was utilized to gather opinions of a pan-Canadian interprofessional group of English and French speaking experts in interprofessional education (IPE) and collaborative care. The Delphi survey asked experts to rate the importance and clarity of the competency statements and associated performance criteria/behavioural indicators. A list of categories, competency statements, and a corresponding set of performance/behavioural indicators were organized into English and French language assessment rubrics.

ICAR Sample

Development (Cont'd.)

Focus Groups

Multi-site focus groups were conducted across research sites (Toronto, Ottawa, St. John's). Student and faculty focus groups were comprised of an interprofessional mix of pre-licensure students or faculty currently instructing in programs of pre-licensure education in their respective profession. Based on feedback concerning the utility, clarity, practicality, and fairness of the Rubric, revisions were made to produce the final, validated version.

Reliability

Reliability analysis of the original and modified versions of the Rubric demonstrate high levels of internal consistency (original, α = .939; modified, α = .981) and high levels of inter-rater percent agreement. Raters' profession did not influence overall scores when modified ICAR version used in Multi-Source Feedback (MSF) assessment process (Hayward et al., 2013).

	Internal Consistency Reliability	Inter-Rater Agreement
	Cronbach's Alpha	**Percent Agreement**
Stage I - Pilot Test (Original Form)	α = .939	66.8%, 95% CI [64.5, 69.2]
Stage II - Field Test (Modified Form): Multi-Source Feedback	α = .981	91.5%, 95% CI [90.3, 92.7]

ICAR Web site

http://www.med.mun.ca/CCHPE/Faculty-Resources/Interprofessional-Collaborator-Assessment-Rubric.aspx

List of Institutions/Organizations using the ICAR

- Dalhousie University
- East Carolina University, College of Nursing
- Gundersen Lutheran Health System
- Memorial University of Newfoundland
- Monash University
- Ohio State University
- Regis University, School of Physical Therapy
- Spectrum Medical Education
- Tehran University of Medical Sciences
- Texas Tech University Health Sciences Center

- Toronto General Hospital
- University of Arkansas
- University of British Columbia
- University of Miami
- University of Michigan
- University of Otago Wellington
- University of Ottawa
- University of Pittsburgh
- Washington State University

References

Hayward, M., Curran, V.R., Schulz, H., Curtis, B., Murphy, S. (2013). *Reliability of the Interprofessional Collaborator Assessment Rubric (ICAR) in Multi Source Feedback (MSF) with Post-Graduate Medical Residents.* Submitted Manuscript.

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Curran, V.R., Casimiro, L., Banfield, V., Hall, P., Lackie, K., Simmons, B., Tremblay, M., Wagner, S.J., Oandasan, I. (2008). *Research for Interprofessional Competency-Based Evaluation (RICE).* Journal of Interprofessional Care, 23(3), 297-300.