

# The Interprofessional Learning Outcomes Scale (IpLOS): an alternative instrument for measuring outcomes of interprofessional education

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## Background

A number of instruments are available to enable health professional educators to measure the outcomes of IPE. However, there is insufficient psychometric evidence to support the use of available instruments. Many researchers report poor responsiveness of available instruments, including the widely utilised Readiness for Interprofessional Learning Scale (RIPLS) and the Interdisciplinary Education Perception Scale (IEPS). The absence of an instrument with sound psychometric properties is a fundamental barrier to research in the field of interprofessional education. The purpose of this research was to design a new instrument, the *Interprofessional Learning Outcomes Scale (IpLOS)*, to measure outcomes of IPE in pre-qualification health professionals.

## Methods

Instrument development is being guided by contemporary standards for educational testing and the typology of IPE outcomes developed by Barr et al. The IpLOS has been designed using an item response modelling approach in an effort to obtain more precise measures of IPE outcomes. A cross-section of pre-qualification health professional students were asked to complete the IpLOS questionnaire as part of a pilot trial.

## Results

300 completed questionnaires provided data for Rasch analysis as part of the pilot trial. The IpLOS questionnaire consists of five subscales: Learner reactions to IPE (LR) scale, Attitudes towards & perceptions of IPE (AS) scale, Knowledge related to collaborative practice (KS) scale, Learner self-efficacy (LS) scale, and Interprofessional behaviour (BS) scale. With the exception of the KS scale, all other scales show overall fit to the Rasch Measurement Model (RMM).

## Discussion

The IpLOS is a self-report questionnaire intended to be used in large-scale evaluation of IPE interventions in pre-qualification health professionals. Further analysis of the KS scale following field testing of the IpLOS is needed to examine its viability as a measure of collaborative practice knowledge. Ongoing development of the IpLOS requires further field testing and study of the reliability properties of the instrument.