

The Interprofessional Collaborator Assessment Rubric: A Construct Validity Study Among Rehabilitation Physicians

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INTRODUCTION

- In Physical Medicine and Rehabilitation (PM&R), multidisciplinary teamwork is crucial for patient care.
- Reliable tools are needed to assess and enhance residents' interprofessional collaboration skills, ensuring they can effectively lead and participate in rehabilitation teams.
- This study aimed to explore the construct validity of the Interprofessional Collaborator Assessment Rubric (ICAR).

MATERIALS & METHODS

- The study involved 50 faculty members from 11 PM&R residency programs.
- Video-based scenarios were created to simulate various proficiency levels in leading interprofessional team meetings.
- Participants evaluated standardized residents' performances in twelve scripted clinical videos, demonstrating four performance levels: minimal, developing, competent, and mastery.
- Each level was represented by three videos, shown in random order. Faculty used the ICAR, a four-point scale tool, to assess interprofessional performance with a minimum score of 31 and maximum of 124.
- The residents portrayed were at the postgraduate year-3 level, using the same standardized resident for all levels.

RESULTS

Table 1: Characteristics of the study participants.

Characteristic	
Mean age	40 years
Mean years teaching experience	7 years
Academic Rank	
Professor	8 (16%)
Associate Professor	13 (26%)
Assistant Professor	29 (58%)

Table 2: Analysis of variance (ANOVA) comparing participants' Interprofessional Collaborator Assessment Rubric (ICAR) ratings of four performance levels.

Minimal		Developing		Competent		Mastery		
Mean	SD	Mean	SD	Mean	SD	Mean	SD	p
34.54	8.8	70.23	14.1	92.75	9.4	121.38	7.2	<.001

- A total of 600 evaluations were completed. The ICAR successfully distinguished between the four performance levels ($p < .001$).
- Although the differences in ratings for the four levels were statistically significant, there was considerable variability in scores among the participants for each video.
- Minimal Competency (level 1) videos had an average score of 34.5 (average response score 1.11).
- Developing Competence (level 2) videos averaged 70.23 (average response score 2.27), showing slightly above developing skills.

RESULTS (CONT.)

- Levels of interprofessional collaboration skills. Competent videos (level 3) scored 92.75 (average response score 2.99), and Mastery videos (level 4) averaged 121.3 (average response score 3.92).
- No level 1 video was rated as level 4, nor vice versa.
- These findings suggest that the ICAR effectively differentiates between

CONCLUSION

- This study is the first to validate the construct validity of the ICAR.
- While the ICAR shows promise in terms of construct validity, additional research is required to enhance faculty observation skills and minimize interrater variability.

REFERENCES & ACKNOWLEDGEMENTS

- Available upon request