

# A Logic Model for Evaluating Impact of an Interprofessional Academy at a Research-Intensive Academic Health Center

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## BACKGROUND

Duke Academy for Health Professions Education and Academic Development (AHEAD) was established in 2014 with a 3-fold mission: Recognition & Promotion, complex enterprises<sup>2, 3</sup>, such as educators Faculty Development and Research & Innovation. 1

To date, there has been no formal evaluation of how and to what degree Duke AHEAD is achieving its mission.

## **OBJECTIVE**

Logic models have been shown to be useful in program evaluation, especially for non-profit and academies.

This study utilizes a logic model framework to evaluate the impact of AHEAD at a researchintensive academic health center. Outcomes from the model are further measured against Kirkpatrick's levels of evaluation.

## METHODS

Program evaluators investigated 3 years of AHEAD archives.

Archive data and iterative input from the Steering Committee was used to assimilate the resultant logic model.

## RESULTS & SIGNIFICANCE

Analysis of resultant logic model illustrates AHEAD has been most effective in its missions of Faculty Development and Research & Innovation.

This study has provided insight into impact that the culture of a research-intensive academic health center has had on AHEAD and its members, and AHEAD leadership is prepared to strategically use this data to guide future initiatives.

### **CONCEPTUAL FRAMEWORKS**

- **Institutional Mission**
- **Institutional Strategic Plans**
- **AHEAD Educator Competencies**
- Sustainable

Director

Staff

Institutionally-indispensable

Executive Advisory Board

Steering Committee

### **EXTERNAL FACTORS**

- **Carnegie Classification**
- Funding for Educational Research
- **Competing Interests/Demands of members**
- Interprofessional Education Collaborative/Institute of Medicine

## **ASSUMPTION**

 All health professions educators would benefit from professional development in interprofessional settings across the educator competencies

## **INPUTS**



## **ACTIVITIES**

- Institutional Leadership Meetings
- **Steering Committee Meetings**
- **Ongoing Needs Assessment**
- Consulting for New Academies

## **SHORT**

- Alignment with institutional priorities
- Set priorities / goals for academy
- Create programs for members
- Provide consultation for developing academies

## **OUTCOMES - IMPACT** INTERMEDIATE



- Cultivate value for HPE across larger institution
- Create a community who re-invest in the academy
- Provide routine experiential opportunities Collaborate across academies to improve HPE

## LONG

- Create a sustainable and indispensable entity
- Create communities of practice that support professional development in HPE and scholarship
- Cultivate advanced institutional knowledge of HPE
- Aid in establishment of new academies

## Budget

- \$210,000 annual operating budget
- Includes \$50,000 annually in member grants \$20,000 annually in faculty support vouchers
- Does not include salary support for 1.0 FTE director, 1.0 FTE program coordinator, 0.5 FTE staff
- **Recognition & Promotion**
- Advocate for Educator Promotion
- Establish IPE educator awards

Create tiered membership categories

- Establish a subcommittee to address concerns
- Create a community who re-invest in the academy

Create opportunities for mentorship across tiers

- Facilitate academic promotion as educators
- Create a community that supports ongoing career development in education
- Cultivate value for educational scholarship
- Change institutional APT policies

## **Sub-committees**

- Communications
- Research & Innovation

**Education Day Planning** 

- Scholarship
- Promotion & Tenure
- **Grants Review**
- Health Professions Education Certificate Planning

## Interest Groups

- Learners Advisory Board
- Social Media Group
- Academic Toastmasters

**Educator Awards** 

Leadership

- Membership Categories

## Faculty Development

- **Education Grand Rounds**;
- Education Noon Conference;
- Women's Collaborative;
- Team Duke

## Research & Innovation

- Innovation Grants
- Mentorship Grants (DAPSEM)
- Education Vouchers (DASHE)

- Attract attendance from all HP schools/faculty
- Create opportunities for networking across disciplines
- Improve knowledge in a range of HPE topics
  - Increase engagement in scholarly productivity
  - Attract high quality speakers from inside and outside the institution
  - Collaborate across institutions, schools, and departments to improve HPE
- Cultivate value for innovation in education
- Create communities of practice that support professional development in HPE and scholarship
- Create a community that develops innovative IPE
- Create a community that supports ongoing career development in education
- Sustain multi-institutional projects that contribute to the IPE literature
- Cultivate a culture of professional collaboration
- Cultivate a culture that supports educators and their scholarship

- AHEAD Education Day;
- HPE Certificate Program;
- Blending of the Blues;

- Financially support IP collaboration
- Financially support diverse participants outside the workplace
- Financially support educators with academic services to advances scholarly work
- Create opportunities for education innovation across professions
- Create opportunities for mentorship among participants
- Provide opportunities to develop specific skills
- Cultivate a community that develops IPE scholarship

## REFERENCES

1. Duke AHEAD. Retrieved from <a href="https://dukeahead.duke.edu/">https://dukeahead.duke.edu/</a> on October 23, 2018 2. Erwin PC, McNeely CS, Grubaugh JH, Valentine J, Miller MD and Buchanan M. A Logic Model for Evaluating the Academic Health Department. J Public Health Management Practice, 2016, 22(2), 182–189. 3. Love JN, Yarris LM, Santen SA, Kuhn GJ, Gruppen LD, Coates WC, Howell JM, Farrell SE. A Novel Specialty-Specific, Collaborative Faculty Development Opportunity in Education Research: Program Evaluation at Five Years. Acad Med. 2016 Apr;91(4):548-55.