Design principles to enable IPECP curriculum implementation: a Modified Delhi study Sharing models of best practice

Hanlie Pitout
Paula Barnard-Ashton
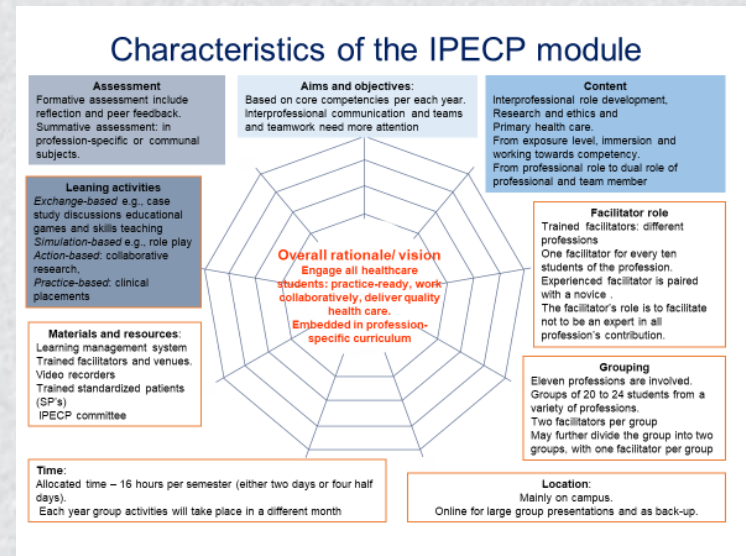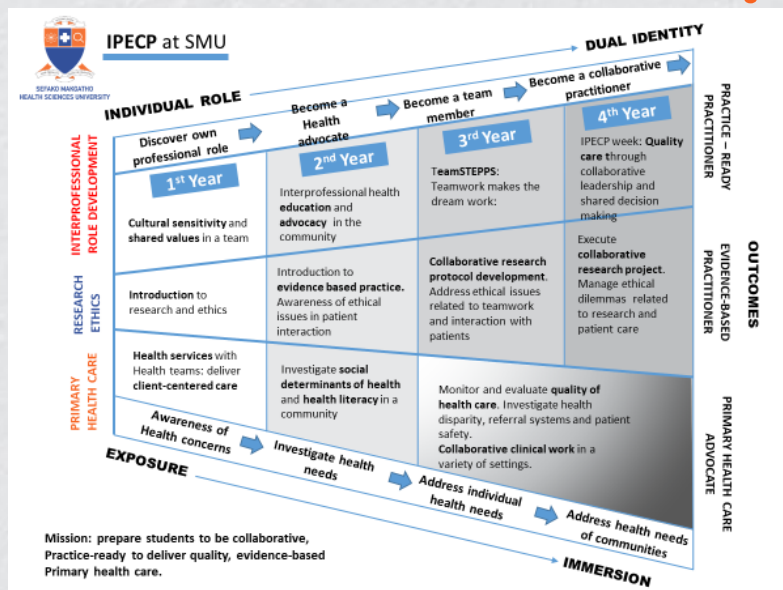**Fasloen Adams**
Sanet du Toit

UNIVERSITY OF THE WITWATERSRAND · JOHANNESBURG

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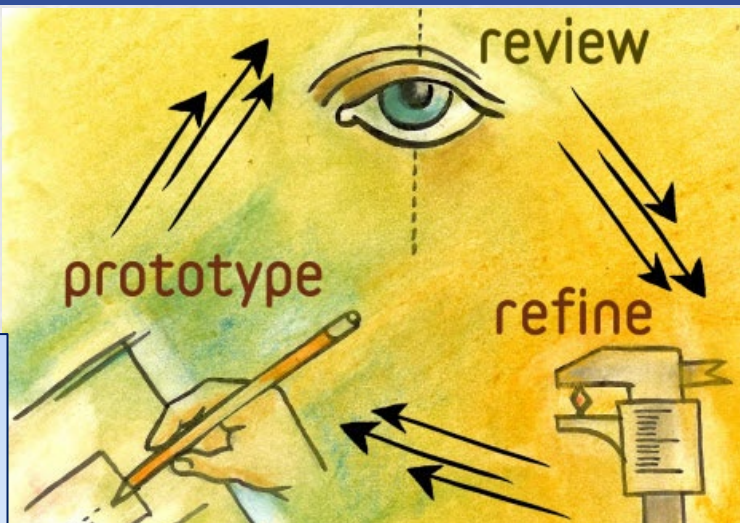
Disclaimer

No conflict of interest

Explain the process of validating design principles prior to IPECP curriculum implementation.

Background

11 professions in four schools with +/- 650 students per year, over four years

EDUCATION DESIGN RESEARCH
   Curricular Development Research

Purpose of formative evaluation prior implementation

Contributes to **quality improvement** of the curriculum under development.

Sharpen the underlying tentative design principles towards an **elaborate set of design principles.**

Improve the proposed to a **high-quality final IPECP curriculum**

Background **Method** **Results** **Discussion** **Take home message**

Design principles

- **What:** theoretical recommendations + practical guidelines. Make explicit the implicit design decisions (Plomp, 2013).

- **Why**: guide decision making and implementation. Provide future support for developers. Scientific contribution = generalizable theory for application.

- **How**: tentative design principles. Explain what and why.

- **Types:** procedural and substantive

Background   Method   Results   Discussion   Take home message

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Design principles

Procedural

Develop an effective and workable intervention

1. Mission driven.

2. Longitudinal and scaffolded

4. IPECP curriculum embedded in profession-   specific curriculum

10. Interprofessional representation

12. Collaborative IPECP design and implementation

13. Protected IPECP time

15. Specified but adaptable curriculum implementation

16. Facilitator training

17. Stakeholder buy-in and commitment

Substantive

Essential characteristic of intervention

3. Competency-based.

5. Constructive alignment with IPECP outcomes.

6. Formative assessment of IPECP drives learning.

7. IPECP competency evaluation.

8. Active, blended learning and teaching approach.

9. Reflective practice.

11. Psychological and physically safe learning environment.

14. Prioritise person and community-centered care.
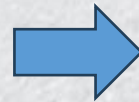
18. IPECP subject matter inclusion

Background   Method   Results   Discussion   Take home message

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Purpose of the research

- **To generate credible, reliable and plausible design principles for a planned IPECP curriculum by consensus of panellists in terms of suitability and appropriateness.**
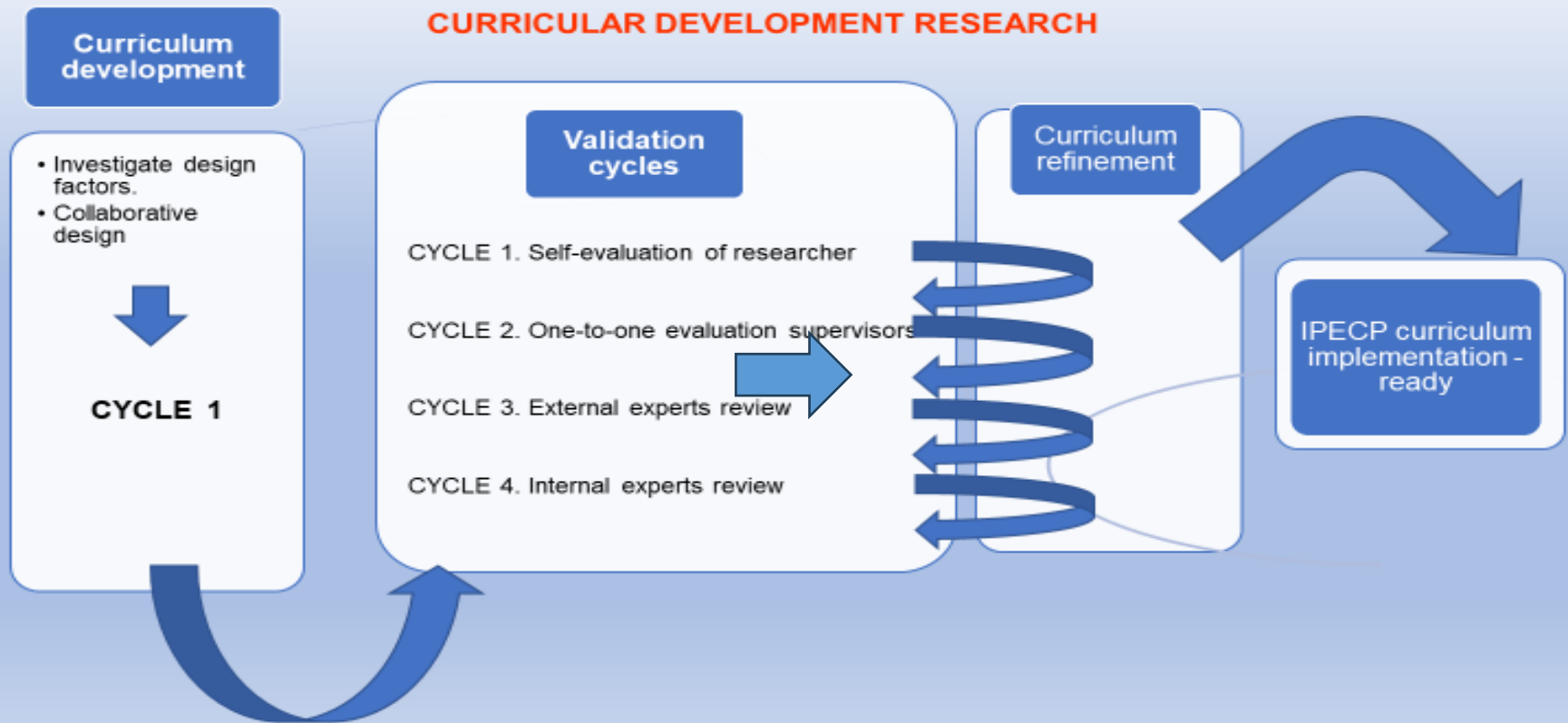
Pro-active approach

- **Improve preparation,**

- **supports implementation**

- **contributes to quality improvement**

     (Hollander et al., 2022)

Validation method

CURRICULAR DEVELOPMENT RESEARCH

Curriculum development
- Investigate design factors.
- Collaborative design

CYCLE 1

Validation cycles

CYCLE 1. Self-evaluation of researcher

CYCLE 2. One-to-one evaluation supervisors

CYCLE 3. External experts review

CYCLE 4. Internal experts review

Curriculum refinement

IPECP curriculum implementation - ready

Method: Curriculum Design Research
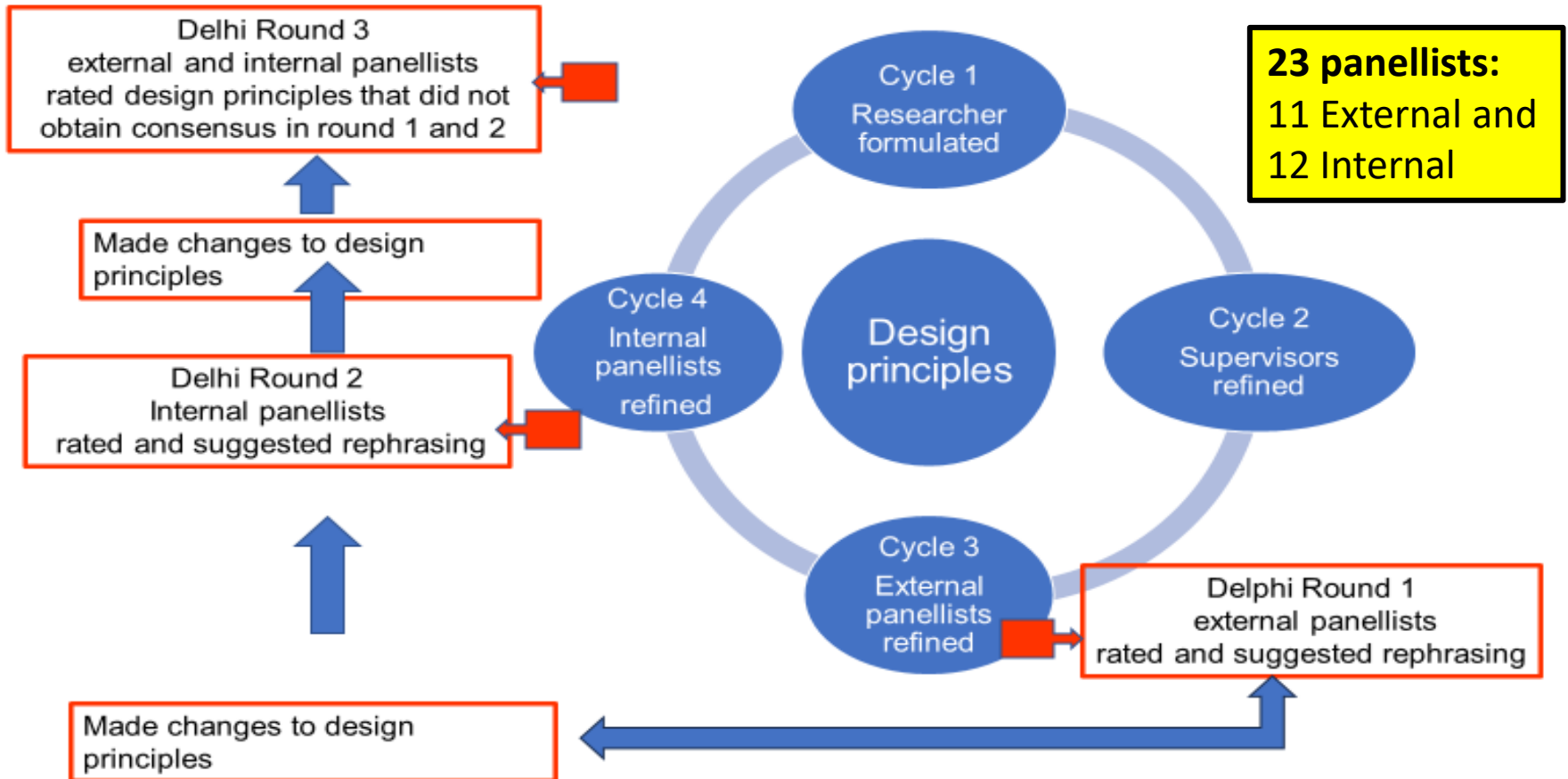
Results

Round 1 and 2

Design principles 1,2,9,12,14,12,16,17

High consensus   IQR<15

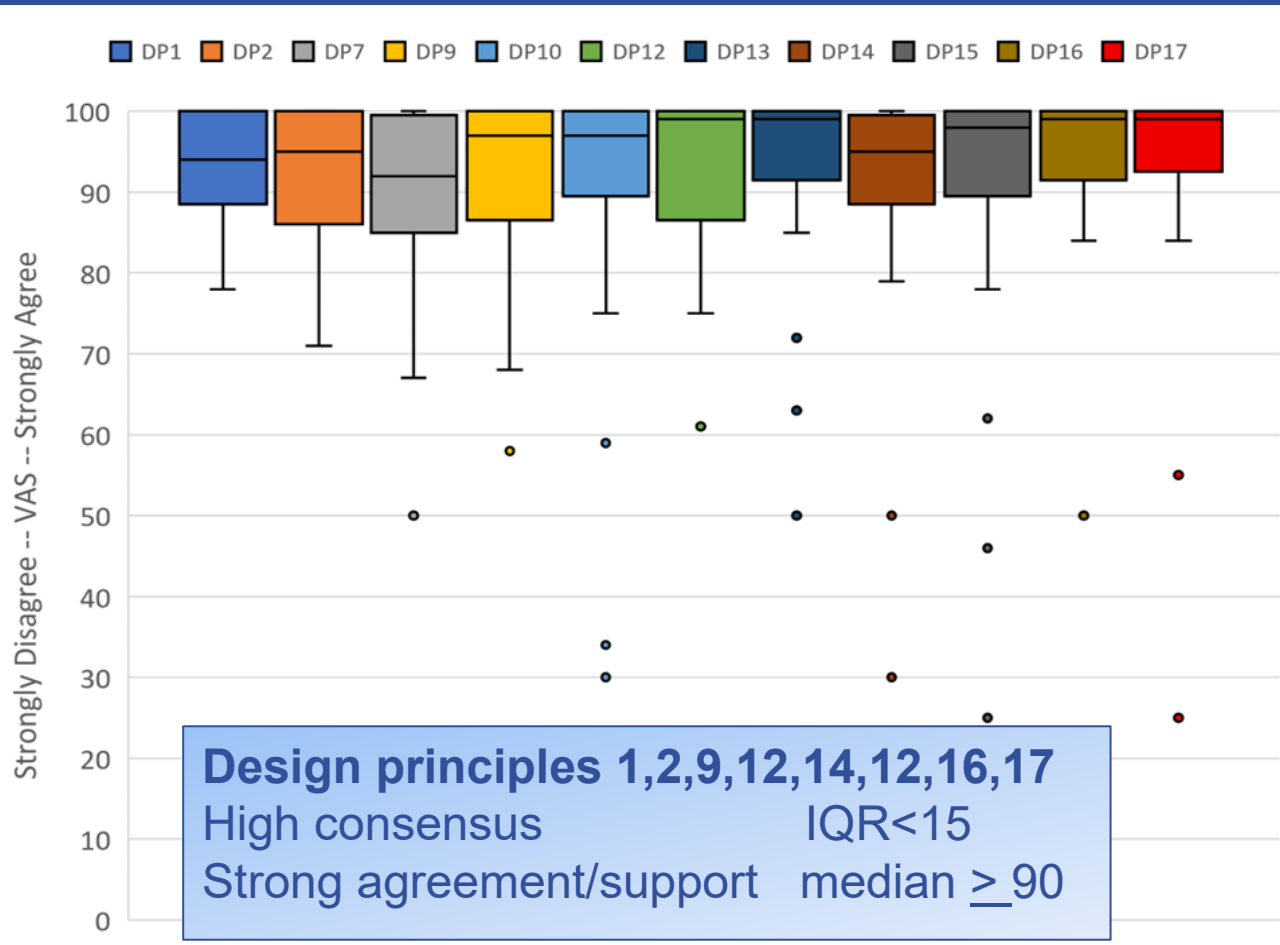Strong agreement/support   median $\geq$ 90

Design principles not meeting the thresholds in Round 1, but accepted after Round 2

Design principles 2: 7, 10 and 13

Median below 90 and IQR > 15

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Round 1 and 2:
11 design principles accepted

Design principles 1,2,9,12,14,12,16,17
High consensus   IQR<15
Strong agreement/support   median ≥ 90

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ROUND 1 versus 2: DP 7, 10, 13

Consensus IQR >15; Agreement/support median < 90
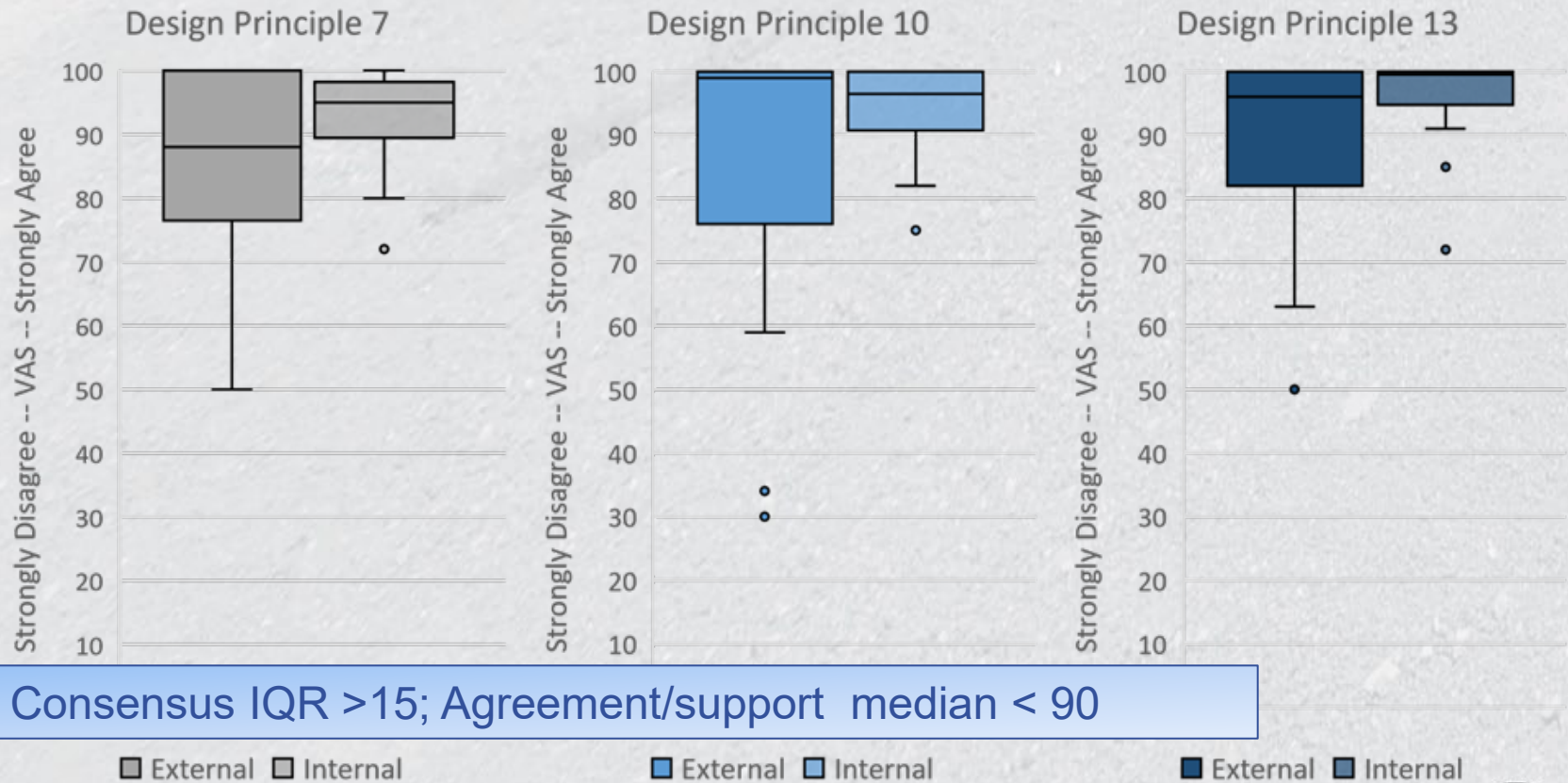
Background   Method   Results   Discussion   Take home message

Round 2 versus Round 3

Collective Rating after Round 2

■ DP3 ■ DP4 ■ DP5 ■ DP6 ■ DP8 ■ DP11 ■ DP18

Round 3 Panel

■ DP3 ■ DP4 ■ DP5 ■ DP6 ■ DP8 ■ DP11 ■ DP18

Strongly Disagree -- VAS -- Strongly Agree

gly Disagree -- VAS -- Strongly Agree

Design principles 3,5,6,8,11,18
Median score above 97
Low consensus = IQR=29.8

Background   Method   Results   Discussion   Take home message

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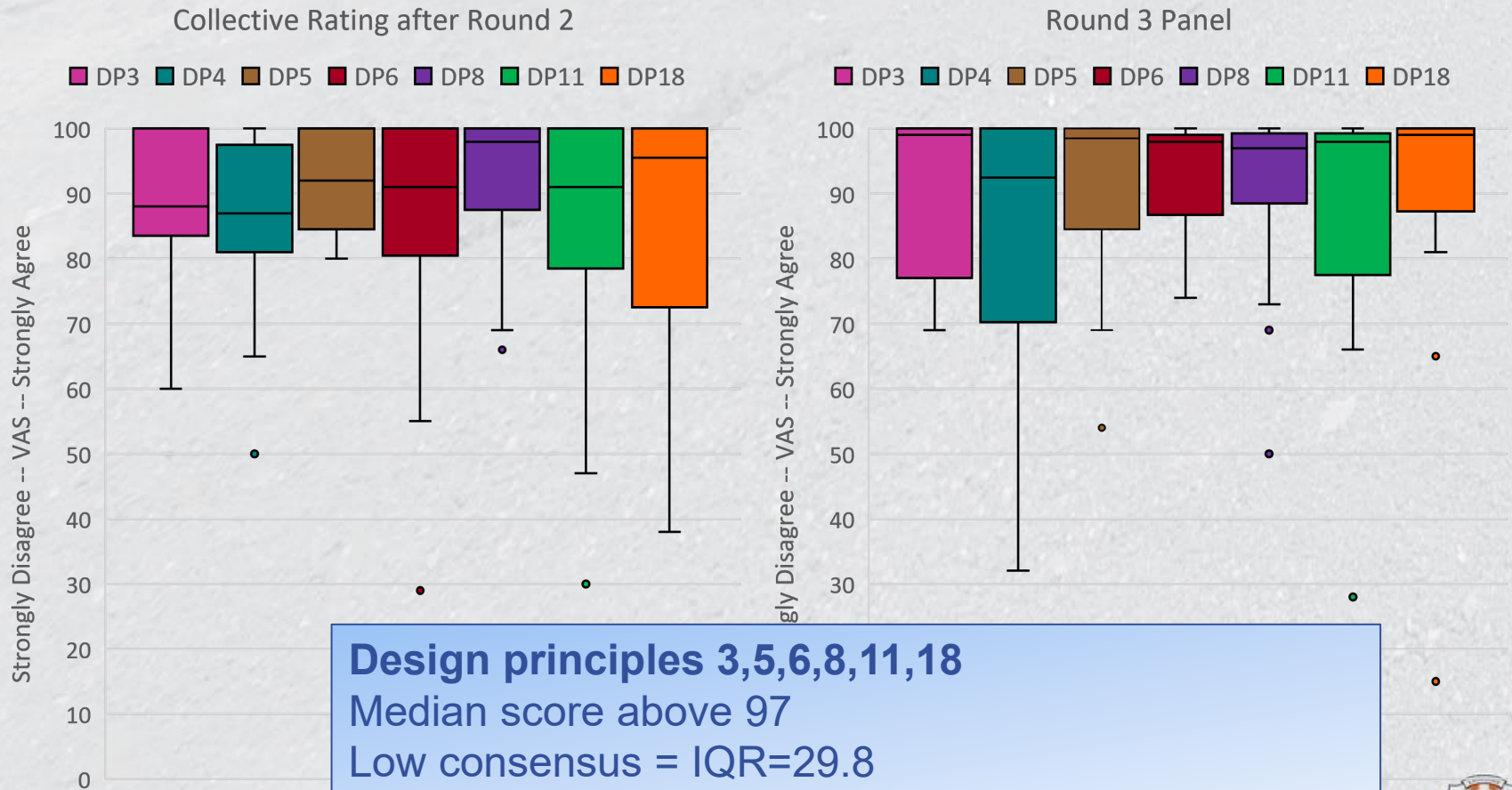
Discussion

- Generated 18 credible, trustworthy, plausible design principles.

- External panellists more years of experience of IPECP versus internal panellists understand specific context and would need to implement.

- Design principles are valuable to
  - ❖ researchers,
  - ❖ educational designers,
  - ❖ implementers,
  - ❖ accreditors
  - ❖ policy makers

(Nieveen & Folmer, 2013)

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Take home message

Essential step for curriculum planners: **circumvented** problems that could have hampered participation of stakeholders.

Iterative cycles of Curriculum Development Research in combination with Modified Delphi technique validated and refined design principles.

Procedural (effective and workable intervention) and substantive (content) design principles strengthen the knowledge base and guides implementation.

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References

Available on request

Thank you for being here

Please feel free to ask any questions.

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Working closely with communities on health issues

THANK YOU

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