

Utilising the Context, Input, Process, Product (CIPP) model for evaluating health professions programs

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Abstract

1. Background

Curriculum change can be supported by frameworks in higher education however the impact of these frameworks in achieving their stated purposes remains unclear. An interprofessional education (IPE) framework and related curriculum were designed to develop requisite skills for collaborative care in health profession graduates. The utility and impact of this framework upon perceived work readiness for collaborative practice was evaluated using the context, input, process, product (CIPP) model at Monash University in the Faculty of Medicine, Nursing and Health Sciences in 2021 (Meiklejohn et al., 2022). This workshop will showcase how the CIPP model can be used to evaluate whole of faculty curriculum innovations (Stufflebeam, 2003). Participants will have the opportunity to workshop these evaluation principles in the context of their own program evaluations

2. Why is the topic important for research and / or practice?

Application of framework to health professional programs can evaluate the strengths and missing gaps in learning and educational practice. A systematic approach to learning, curriculum and integration in practice can be facilitated by introduction of validated frameworks. Training of staff and researchers on a pragmatic, easily applicable framework such as CIPP can improve their expertise in understanding what works and what needs to be changed.

3. Workshop format, including participant engagement methods

- The workshop will commence with a brief presentation showcasing how the CIPP model was applied at Monash University to evaluate a whole of Faculty curriculum innovation.
- Participants will then be guided through each stage of the model in small groups with facilitators to consider the application of CIPP within their small groups.
- Participants will be encouraged to apply the principles to their own existing programs to explore its potential benefits for their programs.

4. Who should participate?

- This workshop is recommended for academics and researchers looking to learn more about the CIPP evaluation framework and its applications within health professions education, including interprofessional education.
- Educators, students and researchers who wish to expand their knowledge and understanding of how a health professional learning program can be benefitted by applying a framework.

5. Level of workshop (beginner / intermediate / advanced)

- Intermediate

6. Take-home messages / workshop outcomes / implications for further research or practice

- Appreciate the value of applying a systematic framework to health professional learning
- Recognise the components of the CIPP evaluation method
- Propose circumstances where the CIPP model may offer a useful evaluation framework

7. Maximum number of participants

We would recommend no more than 40 participants for this workshop.

References (maximum three)

Meiklejohn S, Anderson A, Brock T, Kumar A, Maddock B, Wright C, Walker L, Kent F. The utility of an interprofessional education framework and its impacts upon perceived readiness of graduates for collaborative practice. A multimethod evaluation using the context, input, process, product (CIPP) model. *Nurse Educ Today*. 2023 Feb;121:105707. doi: 10.1016/j.nedt.2023.105707. Epub 2023 Jan 5. PMID: 36640451.

Stufflebeam, D. (2003). The CIPP model of evaluation. In T. Kellaghan, D. Stufflebeam & L. Wingate (Eds.), *Springer international handbooks of education: International handbook of educational evaluation*.

