



## Building Bridges: CIPER drives Innovation in IPE at Phoenix Health Sciences Campus



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*We have no financial relationships.*



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### Learning Objectives

- Describe the structure of Creighton's Phoenix Health Science Center and how it will foster interprofessional education
- Identify innovative opportunities at Creighton's Phoenix Health Science Center
- Describe a campus framework for facilitating professional identity formation with the simultaneous development of learners interprofessional identity formation

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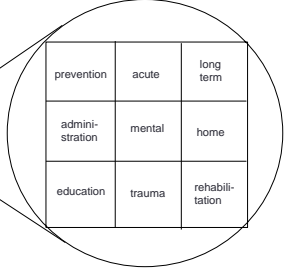
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EDUCATION	housing	security
infra-structure	work	health care
cities	environ-ment	arts/ recreation



prevention	acute	long term
admini-stration	mental	home
education	trauma	rehabili-tation

Common Good

Health Care Good

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## Quadruple Aim and the Need for IPE

Bodenheimer T, Sinsky C. From triple to quadruple aim: care of the patient requires care of the provider. *Ann Fam Med.* 2014;12(6):573-576. doi:10.1370/afm.1713

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## Creighton University Mission

Faculty and students are challenged to address the need for improved population health

### Creighton Core Values

- Service to others
- Importance of family life
- Inalienable worth of each individual
- Appreciation of ethnic and cultural diversity

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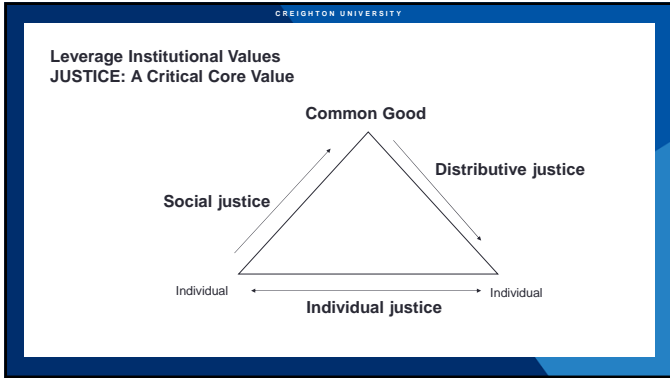
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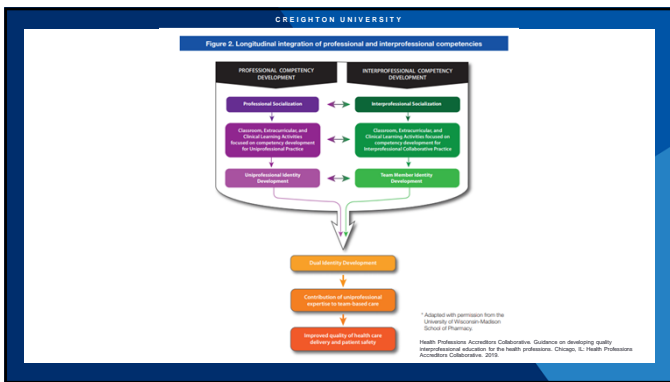
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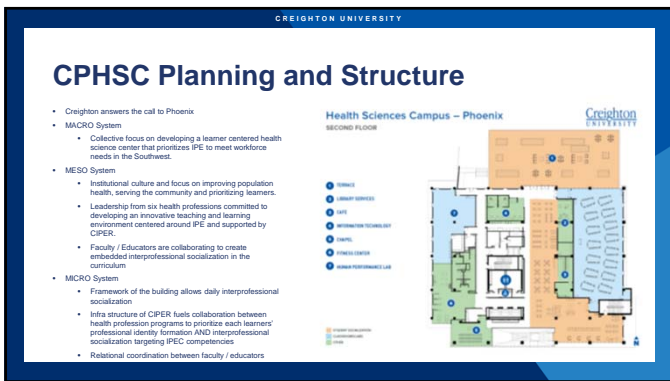
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## Creighton's Phoenix Health Science Center



-  8 shared classrooms
-  Small group meeting places
-  Large simulation and standardized patient suites
-  Acute care lab
-  6 conference rooms
-  Chapel
-  Fitness center
-  Cafe
-  Bookstore
-  Terrace

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## Center for Interprofessional Practice, Education and Research (CIPER)

Interprofessional Collaboration Competency Domain



- Public health professional
- Occupational therapist
- Physician assistant
- Emergency medical responder
- Physical therapist
- Physician
- Nurse practitioner
- Pharmacist
- Nurse
- Dentist



The Learning Continuum pre-licensure through practice trajectory

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## IPEC Competencies (revisions)

1. **Values/Ethics for Interprofessional Practice:**
  - Work with individuals of other professions to maintain a climate of mutual respect and shared values.
2. **Roles/Responsibilities:**
  - Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and **to promote and advance the health of populations served.**
3. **Interprofessional Communication:**
  - Communicate with patients, families, communities, and **professional in health and other fields** in a responsive and responsible manner that supports a team approach to **promotion and the maintenance of health** and the treatment of disease.
4. **Teams and Teamwork:**
  - Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to **plan, deliver, and evaluate** patient-population-centered care **and population health programs and policies** that are safe, timely, efficient, effective, and equitable.

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## Meet your CIPER team

**Meet your CIPER team**

**1. Pre IPE 500 Surveys**  
ICCAS +/- RIPLS

**2. Course: IPE 500**  
Introduction to Collaborative Care

**3. Post IPE 500 Surveys**  
ICCAS +/- RIPLS

**Activity 1** • Activity Completion Survey within 7 days

**Activity 2** • Activity Completion Survey within 7 days

**Activity 3** • Activity Completion Survey within 7 days

**Final Survey in IPE 001**

**Post Passport Surveys** ICCAS +/- RIPLS

Email us: [IPEPassport@creighton.edu](mailto:IPEPassport@creighton.edu)

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## The Process – IPE Curriculum

**IPE 500 Course** → **IPE 001 3 Activities** → **Final Survey in IPE 001**

**1. Pre IPE 500 Surveys**  
ICCAS +/- RIPLS

**2. Course: IPE 500**  
Introduction to Collaborative Care

**3. Post IPE 500 Surveys**  
ICCAS +/- RIPLS

**Activity 1** • Activity Completion Survey within 7 days

**Activity 2** • Activity Completion Survey within 7 days

**Activity 3** • Activity Completion Survey within 7 days

**Final Survey in IPE 001**

**Post Passport Surveys** ICCAS +/- RIPLS

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## Creighton IPE Curriculum

- All health sciences students are enrolled in an online, self-paced competency-based course entitled IPE 500 Introduction to Collaborative Care
- Then complete the IPE 001 IPE Passport prior to clinical time or graduation

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## The Online Course – IPE 500 Introduction to Collaborative Care

- Students receive an introduction into:
  - Introduction to the Core Competencies for Interprofessional Collaborative Practice
  - Roles and responsibilities of health care providers on the team
  - Health care team development and dynamics



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## IPE 500 Course Completion

- Can be completed at anytime before the completion deadline set by your profession
- Must complete by timeline for your profession (see Blueline)
- Can do in one sitting or log in and out
- Satisfactory/Unsatisfactory grading scale



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### IPE Passport Process

Choose

Choose IPE Passport Activity in IPE 001 Passport Blueline site

Complete

Complete Activity Completion Survey within 7 days of activity to receive IPE Passport credit in IPE 001 Blueline site

Engage in

Engage in IPE Passport Activity

- Repeat process X3 or more!
- Survey collects quantitative and qualitative data about each activity
- Students earn a satisfactory course grade

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## Innovative Opportunities at CPHSC

Relational Coordination (RC) is a mutually reinforcing process of communicating and relating for the purpose of task integration. Relational coordination captures the relational dynamics of coordinating work.

Relationships

Shared Goals  
Shared Knowledge  
Mutual Respect

Communication

Frequent  
Timely  
Accurate  
Problem-solving

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## Health Sciences Campus – Phoenix

SEVENTH FLOOR

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## Campus Framework

- Leadership planning to maximize opportunities for organized student collaboration
- ALL health science departments are united by core values and mission to serve
- Framework supports learners professional AND interprofessional identity formation

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### Opportunities for Curricular Coordination

- Shared knowledge of social injustice and health disparities
- Shared mission and values encourage curricular coordination to meet community healthcare needs
- CIPER
  - Spans boundaries and supports relational coordination
  - Increases adaptive capacity for learning and innovation

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### IPE Simulation Opportunities

- 9 large simulation suites
- Rich IPE learning experiences
- CIPER passport activities already created
- IPE integration into student assessment and reflection



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**Health Sciences Campus – Phoenix**  
FOURTH FLOOR

- 1 10K TRAINING CLASSROOM
- 2 HIGH FIDELITY SIMULATION SUITE
- 3 MEDIUM FIDELITY SIMULATION SUITE
- 4 PHARMACY SIMULATION LAB





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## Service Opportunities

- Creighton Health Sciences Phoenix Campus has partnered with the Society of St. Vincent de Paul
- Mission focused IPE
- Creighton University Arizona Health Education Alliance
  - Dignity Health St. Joseph's Hospital and Medical Center, Valleywise Health, and District Medical Group
  - Community partners dedicated to improving quality of healthcare education AND delivery



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## CPHSC – Building Bridges



- Vertical and horizontal curricular coordination across health professions at CPHSC are exciting and necessary
- Urgent need to develop health professions' learners through professional identity formation with the simultaneous development of each learners interprofessional identity formation
- Synchronous interprofessional identity formation will build bridges between health professions' learners through daily collaboration

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