


Establishing an Interprofessional Faculty Development Program: CIPER Associates and Scholars

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We have no financial relationships to disclose.



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Learning Objectives:


- Describe the structure of the CIPER Associates and Scholars (A&S) Program
- Discuss preliminary data and outcomes from the pilot cohort of the CIPER Associates and Scholars Program



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CIPER Associates & Scholars Program Background

- CIPER=Center for Interprofessional Practice, Education, and Research at Creighton University
- Interprofessional (IP) faculty development opportunities existed but limited to a 2-day face to face program
- In response to the expansion of several health professions pathways with distance locations, a new virtual faculty development program was created



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Purpose

To develop Interprofessional Education (IPE) Champions who will work to advance CIPER's mission, vision, and strategic plan at Creighton University

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Program Objectives

Participants will be able to:

- Articulate the benefits of interprofessional education (IPE) and interprofessional collaborative practice (IPCP),
- Describe interprofessional learning outcomes for the Creighton University health science graduate,
- Develop strategies to effectively implement IPE and IPCP in their own practice setting,
- Assess the effectiveness of IPE and IPCP programming and engage in scholarship and research to advance IPE and IPCP in health professions education.

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Program Structure

CIPER Associate:

- Faculty or staff who have a vested interest in contributing to and supporting CIPER's vision, mission and strategic plan
- Work with project mentor to develop an interprofessional project: Passport, faculty development, new instructional strategy

CIPER Scholar:


- Faculty or staff that support interprofessional education and collaborative practice through scholarship and inquiry
- Work with project mentor to develop a scholarly project with interprofessional focus: research, quality improvement, scholarship of teaching and learning

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Program Structure


- Application process
- Letter of support from Chair
- 2-year program
- Synchronous and Asynchronous sessions with IP cohort
- 1:1 IP mentorship for a self-selected project



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Program Participants: Inaugural Cohort 2020-2022




Who we are:	5 Associates & 2 Scholars representing Family Counseling and Therapy, Medicine, Nursing, and Occupational Therapy	7 Mentors representing Health Care Ethics/Counseling, Medicine, Nursing, Pharmacy, and Physical Therapy (all are IP pairings with A&S)
Where we are located:	4 locations: CU Omaha Campus, Regis, CU Phoenix, CU/UAA Alaska	
Grant Funding to date: (2 grants)	Over \$3,400 secured to evaluate IP competencies of A & S and assess mentorship component of the program and provide resources and development opportunities for the A&S and Mentors	




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Program Components

Pre-Program Assessment

-  Virtual, asynchronous introductory course on IPE/IPCP
-  Interprofessional Collaborative Competencies Attainment Survey (ICCAS)
-  IPEC Core Competencies Self-Assessment Tool



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Interprofessional Collaborative Competencies Attainment Survey (ICCAS)

- Purpose: to assess the change in interprofessional healthcare collaboration competencies before and after IPE training interventions
- Measures a participant's perceived ability in 6 dimensions:
 1. Communication
 2. Collaboration
 3. Roles and responsibilities
 4. Collaborative patient-family centered approach
 5. Conflict management/resolution
 6. Team functioning
- Example: "Negotiate responsibilities between overlapping scopes of practice."
- Provides a total score

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ICCAS Preliminary Data

ICCAS Total Scores

P1	P2	P3	P4	P5	P6	P7	Average
138	129	98	140	140	123	140	129.71

Highest Possible Total Score = 140
Number of Questions = 20
N = 7

Higher scores indicate a higher perceived ability.

7 = Strongly Agree
6 = Moderately Agree
5 = Slightly Agree
4 = Neutral
3 = Slightly Disagree
2 = Moderately Disagree
1 = Strongly Disagree

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ICCAS Preliminary Data

Item with the **Highest** Average Score (Tied):
"Be accountable for my contribution to the IP team"

P1	P2	P3	P4	P5	P6	P7	Average
7	6	7	7	7	7	7	6.86

Item with the **Lowest** Average Score:
"Seek out IP team members to address issues"

P1	P2	P3	P4	P5	P6	P7	Average
6	6	2	7	7	5	7	5.71

7 = Strongly Agree, 6 = Moderately Agree, 5 = Slightly Agree, 4 = Neutral, 3 = Slightly Disagree, 2 = Moderately Disagree, 1 = Strongly Disagree

Higher scores indicate a higher perceived ability.

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Interprofessional Education Collaborative (IPEC) Core Competencies Self-Assessment Tool

- Purpose: to assess competencies related to collaborative healthcare practice
- Measures self-efficacy using statements based on the IPEC core competencies
 - 2 categories of statements: IP values and IP interactions
 - Example: "I am able to engage other health professionals in shared problem-solving appropriate to the specific care situation."
- Provides a total score, an IP values domain score, and an IP interaction domain score

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IPEC Preliminary Data

IPEC Total Scores

P1	P2	P3	P4	P5	P6	P7	Average
79	80	58	60	72	66	63	68.29

Highest Possible Total Score = 80
Number of Questions = 16
N = 7

Higher scores indicate higher levels of self-efficacy.

5 = Strongly Agree
4 = Agree
3 = Neither Agree Nor Disagree
2 = Disagree
1 = Strongly Disagree

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IPEC Preliminary Data

Interprofessional **Values** Domain Scores

P1	P2	P3	P4	P5	P6	P7	Average
40	40	32	32	39	34	32	35.57

Interprofessional **Interactions** Domain Scores


P1	P2	P3	P4	P5	P6	P7	Average
39	40	26	28	33	32	31	32.71

Highest Possible Total Score in Each Domain = 40
Number of Questions in Each Domain = 8
Higher scores indicate higher levels of self-efficacy.

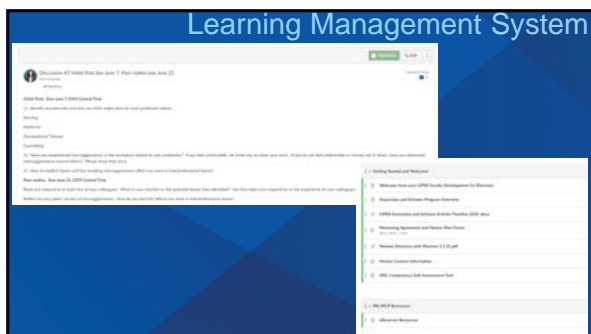
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Program Schedule

Year One	
Activity	Format & Timeline
Mentor orientation session & A&S orientation	Synchronous; October (mentors), November (A&S)
Integrating Ignatian Values into IPE	Asynchronous; December
Metrics and Assessment: Scholarly Pursuits in IPE	Asynchronous; February
A & S Project Update Session	Synchronous; March
Implicit Bias	Asynchronous; June




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Program Schedule for Year Two

Year Two	
Activity	Format & Timeline
A&S Updates to Mentoring Plan and Progress Report	Synchronous; September
Best Practices in Team & Group Facilitation Across Health Professions	Asynchronous; November
Rethinking Conflict in IP Teams	Asynchronous; March
IPE and IPCC and the Impact on Patient Outcomes	Asynchronous; May
Wrap Up and Next Steps- Platform Presentations	Synchronous; August



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Looking Forward to Year 2

- Grant funding secured to:
 - 1) Evaluate **IP competencies** of Associates & Scholars and
 - 2) Assess **mentorship** component of the program

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