Establishing an Interprofessional Faculty Development Program: CIPER Associates and Scholars

Andrea Thinnes, OTD, OTR/L
Anne Schoening, Ph.D., RN, CNE

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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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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

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

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 <u>perceived</u> 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

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

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

Learning Management System

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

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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References

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- Lockeman, K. S., Dow, A. W., DiazGranados, D., McNeilly, D. P., Nickol, D., Koehn, M. L., & Knab, M. S. (2016). Refinement of the IPEC competency self-assessment survey: results from a multi-institutional study. *Journal of interprofessional care, 30*(6), 726-731.

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Contact Information

Andrea Thinnes, OTD, OTR/L
andreathinnes@creighton.edu

Anne Schoening, Ph.D., RN, CNE
anneschoening@creighton.edu

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