

Establishing an Interprofessional Faculty Development Program: CIPER Associates and Scholars

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

Heartland Interprofessional Education Conference

July 30, 2021

We have no financial relationships to disclose.

Creighton
UNIVERSITY
Center for Interprofessional Practice,
Education and Research

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

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

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

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

Purpose

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

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

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.

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

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	

Program Components

Pre-Program Assessment



Virtual, asynchronous introductory course on IPE/IPCP



Interprofessional Collaborative Competencies Attainment Survey (ICCAS)



IPEC Core Competencies Self-Assessment Tool

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

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

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

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

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

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.

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

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

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

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

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.

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

The screenshot displays a Learning Management System (LMS) interface. At the top, a navigation bar includes a 'Published' status indicator, an 'Edit' button, and a menu icon. The main content area features a discussion post by Anne Schoening, dated May 20 at 9:11am. The post is titled 'Discussion #3-Initial Post due June 7; Peer replies due June 21' and is categorized under 'All Sections'. The post content includes an initial post due June 7 at 2359 Central Time and peer replies due June 21 at 2359 Central Time. The initial post asks for identification of biases in Nursing, Medicine, Occupational Therapy, and Counseling, and also asks about microaggressions in the workplace and their impact on interprofessional teams. The peer replies section asks for reactions to these biases and reflections on interprofessional teams.

Discussion #3-Initial Post due June 7; Peer replies due June 21
Anne Schoening
All Sections
May 20 at 9:11am

Initial Post: Due June 7 2359 Central Time

1.) Identify and describe one bias you think might exist for each profession below:

- Nursing
- Medicine
- Occupational Therapy
- Counseling

2.) Have you experienced microaggressions in the workplace related to your profession? If you feel comfortable, we invite you to share your story. If you do not feel comfortable or choose not to share, have you witnessed microaggressions toward others? Please share that story.

3.) How do implicit biases and the resulting microaggressions affect our work in interprofessional teams?

Peer replies: Due June 21 2359 Central Time

Read and respond to at least two of your colleagues. What is your reaction to the potential biases they identified? Has that been your experience or the experience of your colleagues? Reflect on your peers' stories of microaggressions. How do you feel this affects our work in interprofessional teams?

Getting Started and Welcome!

- Welcome from your CIPER Faculty Development Co-Directors
- Associates and Scholars Program Overview
- CIPER Associates and Scholars Activity Timeline 2020 .docx
- Mentoring Agreement and Mentor Plan Forms
Dec 1, 2020 | 0 pts
- Mentee Directory with Mentors 3.1.21.pdf
- Mentor Contact Information
- IPEC Competency Self-Assessment Tool

IPE/IPCP Resources

- eReserves Resources

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

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

References

- Archibald, D., Trumpower, D., & MacDonald, C. J. (2014). Validation of the interprofessional collaborative competency attainment survey (ICCAS). *Journal of Interprofessional Care*, 28(6), 553-558.
- 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.

Contact Information

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

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

*Special thank you to OTD student Kellie Frost
for her assistance with our presentation*

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research

The background consists of several overlapping, semi-transparent blue geometric shapes, primarily triangles and quadrilaterals, creating a layered, abstract pattern. The colors range from a deep navy blue to a lighter, medium blue.

Creighton
UNIVERSITY

Center for Interprofessional Practice,
Education and Research