

The Application of IPEC Skills Towards a Learner's Future Practice

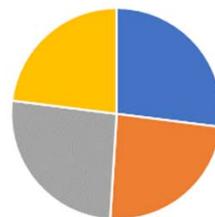
Introduction

The Center for Interprofessional Practice, Education and Research acts as a hub and catalyst for interprofessional education and collaborative practice for Creighton University and academic health partner, CHI Health. CIPER provides resources for students, faculty and clinicians on interprofessional education (IPE) and supports both didactic and clinical IPE activities for faculty and students. CIPER is committed to providing excellent and meaningful interprofessional activities and experiences for students. Each year, CIPER collects and analyzes data from student experiences. The information presented will provide the outcomes found from the qualitative assessment from the 2019/2020 academic year.

Purpose

The Interprofessional Education Collaborative (IPEC) core competencies, Values/Ethics, Roles, Communication, and Teamwork are important competencies to include when creating interprofessional curriculum and experiences for the learner. Gaining an understanding of how students connect IPEC core competencies skills and information to their future practice is significant for CIPER to understand in order to continue providing robust interprofessional activities and experiences as part of the interprofessional curriculum for health sciences students at Creighton University.

"How will you use the information/skills gained in your future practice?"



■ Values/Ethics 27% ■ Roles 24% ■ Communication 26% ■ Teamwork 23%

Methods

Students complete mandatory activity surveys following each regarding their experience. One question from the qualitative data was coded for themes; "How will you use the information/skills gained in your future practice?" A Coding Guide was utilized to analyze student responses and identifying potential themes. The team then met to discuss resulting themes, which were discussed until major themes were identified from the activity. These themes were then placed into an excel document for tabulation, sorted by activity and semester. From this data, the Director of Assessment matched themes to the IPEC competencies. If a theme was identified to have principles of teamwork, values/ethic, role identification, or communication it was tabulated on the chart.

Results

Results from this analysis were discussed with the CIPER Assessment Committee. 61 activities were coded for themes from Summer 2019-Spring 2020. Summer activities made up 20%, Fall activities made up 36%, and Spring activities represent 44% of the evaluated activities.

Conclusion

The results demonstrate the four IPEC competencies were represented in all Passport activities, but no one activity was mapped to all four IPEC competencies. This supports the rationale that students should attend more than one activity to have the opportunity to practice the different interprofessional skills.

HIPE Session Reflection Questions:

- *What competencies are your IPE activities centered on?*
- *Do you see these changing in the future as IPE evolves?*
- *How have student's feedback shaped IPE activities at your institution?*