• A story about the Center for Interprofessional Practice, Education and Research (CIPER)
Welcome!

A little about me...
Creighton’s Story

Champions

HRSA grants

Selected professions

OISSE

Champions

IPE Steering Committee

Institutionalized

CIPER
WHO WE ARE: A HUB AND CATALYST FOR SUPPORTING IPE AND IPCP AT CREIGHTON AND CHI HEALTH

VISION STATEMENT - CULTIVATE LEADERS WHO ACT AS MORAL AGENTS AND TRANSFORM HEALTH CARE AND PROMOTE HEALTH THROUGH INTENTIONAL INTERPROFESSIONAL COLLABORATION.

MISSION - GROUNDED IN THE PRINCIPLES OF SOCIAL JUSTICE, CIPER IS A CATALYST FOR INTERPROFESSIONAL EDUCATION, RESEARCH, AND COLLABORATIVE CARE WITH EXCELLENT EDUCATIONAL PROGRAMS, CUTTING EDGE SCHOLARSHIP, AND OPTIMAL CLINICAL OUTCOMES TO PROMOTE HEALTH FOR ALL.
How CIPER was established...
It is more like this....
Creighton’s IPE Curriculum

- Academic years Fall 2015 to Spring 2019 – IPE 400 Introduction to Collaborative Care
- Beginning academic year Fall 2019-Spring 2020 - IPE 500 Introduction to Collaborative Care
- IPE 001 IPE Passport (minimum of 3 IPE activities)
Why Develop IPE 500 and IPE 001 IPE Passport?

Positioning Creighton to be an IPE Leader

Institute of Medicine & IPEC Core Competencies

Accreditation standards!
CIPER supports IPE for 9 professions

- Dentistry
- EMS
- Medicine
- Nursing
- OT
- PA
- Pharm
- PT
- Public health

IPE 500 + IPE 001 IPE Passport (3 activities)
What is the Interprofessional Education Passport?

IPE 500: Intro to Collaborative Care (a prereq to IPE Passport)
Pre and post Assessment: ICCAS

3 Mandatory IPE Passport Activities – Activity Completion Survey

Quality Assurance of IPE activities – Yearly review of all activities

End of Passport Assessment - ICCAS
IPE Passport Approval Process

01
Dept or Person Submits IPE Activity by submission Timeline

02
Curriculum Committee evaluates activity via the Rubric Score Card.

03
Activity Meets Rubric guidelines: >Approved Plan w/ CIPER
>Not Approved Continue the activity, plan to enhance & resubmit in future
# Your Rubric Score Card

## Process Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 Points</th>
<th>5 Points</th>
<th>10 Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1: Level of interactivity</td>
<td>Didactic</td>
<td>Discussion</td>
<td>Interactive</td>
<td>5</td>
</tr>
<tr>
<td>P2: Number of professions (Faculty)</td>
<td>1</td>
<td>2</td>
<td>&gt;2</td>
<td>10</td>
</tr>
<tr>
<td>P3: Number of professions (students)</td>
<td>&lt;3</td>
<td>3</td>
<td>&gt;3</td>
<td>10</td>
</tr>
<tr>
<td>P4: Frequency of interactions across the activity</td>
<td>1</td>
<td>2</td>
<td>&gt;3</td>
<td>5</td>
</tr>
</tbody>
</table>

**Your Process Points Subtotal (Minimum of 15 Process Points)**

## Content Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 Points</th>
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<th>10 Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: Realistic &amp; Authentic activity</td>
<td>See &amp; Hear</td>
<td>Talk &amp; Dialogue</td>
<td>Do &amp; Real Life</td>
<td>10</td>
</tr>
<tr>
<td>C2: Core Competencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>C3: Debrief</td>
<td>None</td>
<td>Informal</td>
<td>Facilitated</td>
<td>10</td>
</tr>
<tr>
<td>C4: Patient Centeredness</td>
<td>No patient</td>
<td>Connected to patient. Patient not required</td>
<td>Built around &amp; involving Patient</td>
<td>0</td>
</tr>
</tbody>
</table>

**Your Content Points Subtotal (Minimum of 10 Process Points)**

**Your Grand Total Process & Content (Minimum 30 Points Overall)**

IPE Activities evaluated using Rubric Score Card

Minimum 30 points
IPE Passport Completion

<table>
<thead>
<tr>
<th>Profession</th>
<th>IPE Passport Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry</td>
<td>3 IPE Passport Activities Menu prior to graduation</td>
</tr>
<tr>
<td>EMS</td>
<td>3 IPE Passport Activities Embedded prior to graduation</td>
</tr>
<tr>
<td>Medicine</td>
<td>3 IPE Passport Activities Menu prior to graduation</td>
</tr>
<tr>
<td>Nursing – undergraduate</td>
<td>3 IPE Passport Activities Embedded prior to graduation</td>
</tr>
<tr>
<td>Nursing – graduate</td>
<td>3 IPE Passport Activities Embedded prior to graduation</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>1 IPE Passport Embedded &amp; 2 Options on IPE Passport Menu prior to clinical experiences (by May of Year 2)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>3 IPE Passport Activities Embedded prior to rotations</td>
</tr>
<tr>
<td>Physical therapy</td>
<td>2 IPE Passport Embedded &amp; 1 Options on IPE Passport Menu prior to terminal rotations</td>
</tr>
<tr>
<td>Physician assistant</td>
<td>3 IPE Passport Activities Embedded prior to clinical rotations</td>
</tr>
<tr>
<td>Public health</td>
<td>3 IPE Passport Activities Menu prior to MPH 610</td>
</tr>
</tbody>
</table>
IPE Passport
Next Steps
When I Departed...

Pedagogical categories
Leveling

Threshold
Defining the best practices and resourcing them
What does CIPER do for IPE Curriculum?

- Track and enter grades for IPE 500 and IPE 001 IPE Passport
- Track completion of IPE Passport activities
- Support IPE Passport activities
- IPE assessment for each profession
- Manage LMS sites for IPE 500 and IPE 001 IPE Passport
CIPER Buckets

**Practice**
University Campus – interprofessional clinical learning environment

**Education**
Creighton Students: IPE 500 Introduction to Collaborative Care + IPE 001 IPE Passport
Faculty/Clinicians - CED 399/IPE 003 Interprofessional Collaborative Practice: What You Need to Know
CED 400/IPE 004 Introduction to Collaborative Care
SITES Program

**Research**
Population health – focused on Quadruple Aim
Educational research
Student researchers
Heartland Interprofessional Conference (HIPE)
Our Outcomes
What other institutions do...

- Leadership level
  - Director vs. Dean vs. Provost/President
- Structure
  - Center vs. institute vs. academic
  - Positioning under Provost, Health Sciences or School/College
- Curriculum
  - Embedded vs. menu
  - Synchronous vs. asynchronous
  - Signature event vs. smaller events
  - Timing and distribution
What resonates?
Center
Financial Models

STUDENT FEES
TUITION REVENUE
SCHOOL/COLLEGE FEE
PROVOST BUDGET
FACULTY BUY-OUT VS. STIPEND
<table>
<thead>
<tr>
<th>LESSON</th>
<th>SO WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start with what you know combined with your resources</td>
<td>Define what IPECP means for your institution Use IPEC, HPAC, etc.</td>
</tr>
<tr>
<td>Context is important and drives your curricular model</td>
<td>Professions, types of learners, learner modalities, etc. Culture is everything</td>
</tr>
<tr>
<td>Co-creation is a critical component to build buy-in</td>
<td>IPECP can be everyone’s and no one’s</td>
</tr>
<tr>
<td>Be ready to tackle structural barriers</td>
<td>Onboarding, scheduling, tuition, etc.</td>
</tr>
<tr>
<td>Name and support your champions</td>
<td>Implement rewards and recognition Promote your legitimacy</td>
</tr>
<tr>
<td>Know thyself and thy team</td>
<td>Staying focused means saying no Understand and own where you fit in the leadership structure</td>
</tr>
<tr>
<td>It’s a marathon</td>
<td>Lots of unknowns exist Change is change</td>
</tr>
</tbody>
</table>
Best Practices

- Define your message
- Say the same thing over and over till it sticks
- The moral imperative is not everyone’s imperative
What’s your IPE message?
Questions to Ask Yourself in Discovery

• Where does IPECP fit in our organization?
• What sort of leadership is necessary (influence, authority, etc.)?
• What resources are needed?
• What does IPE look like here? (pedagogical delivery)
• Where does IPECP exist that we can maximize?
What do you need to discover?
Questions to Ask Yourself Once Established

- What is our vision/mission?
- How do we define success for an IPE learner?
- What is our strategic plan?
- How will we communicate our outcomes?
Thank you!

Questions?

Contact us: ciper@Creighton.edu

Want to contact me? jdoll@nehii.org

Linked In

Twitter @joyot