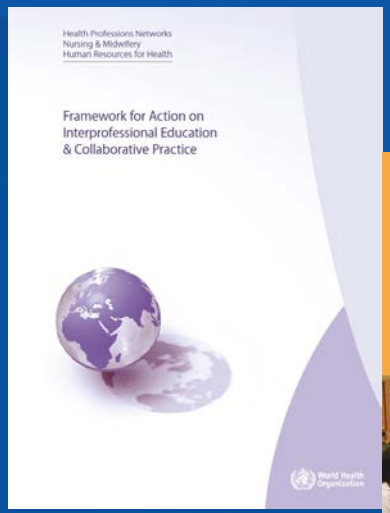
Connecting the Dots: How Universities Establish Interprofessional Education Centers

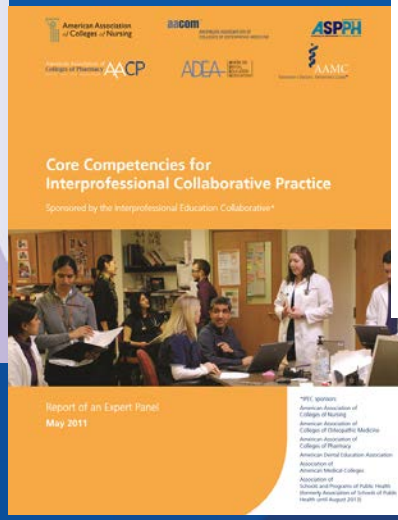
- A story about the Center for Interprofessional Practice, Education and Research (CIPER)

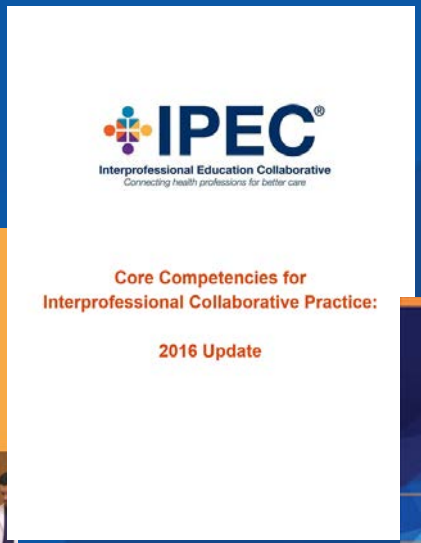
Welcome!

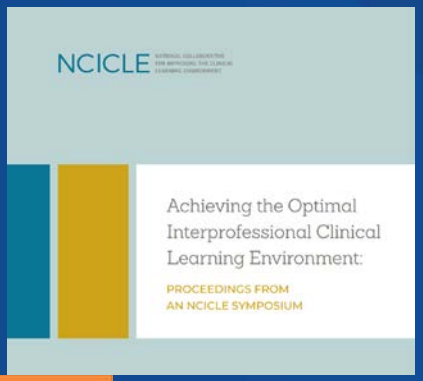
A little about me…

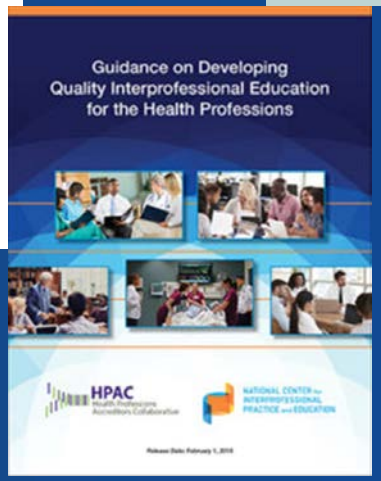
National Scene





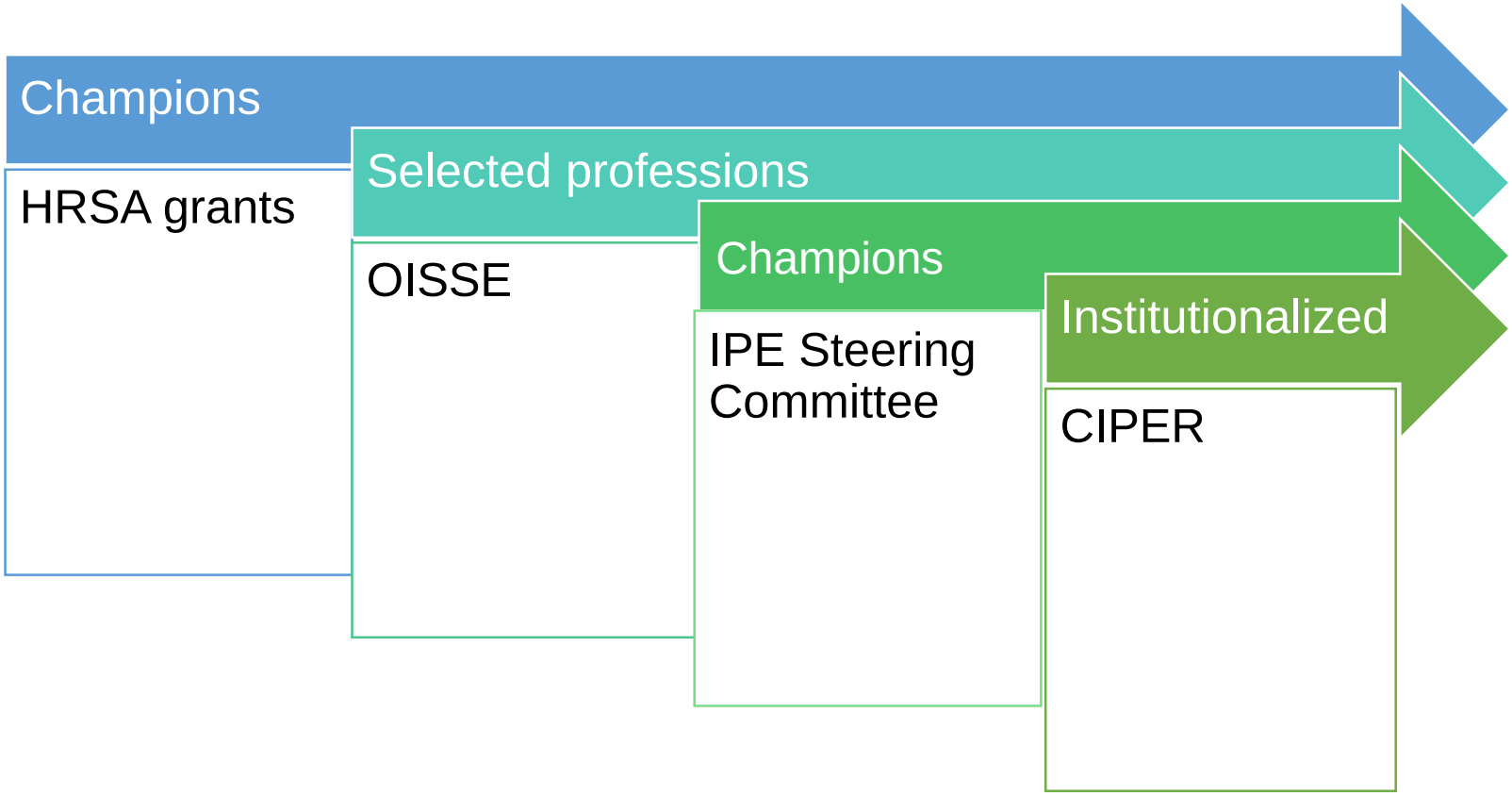






Creighton
UNIVERSITY

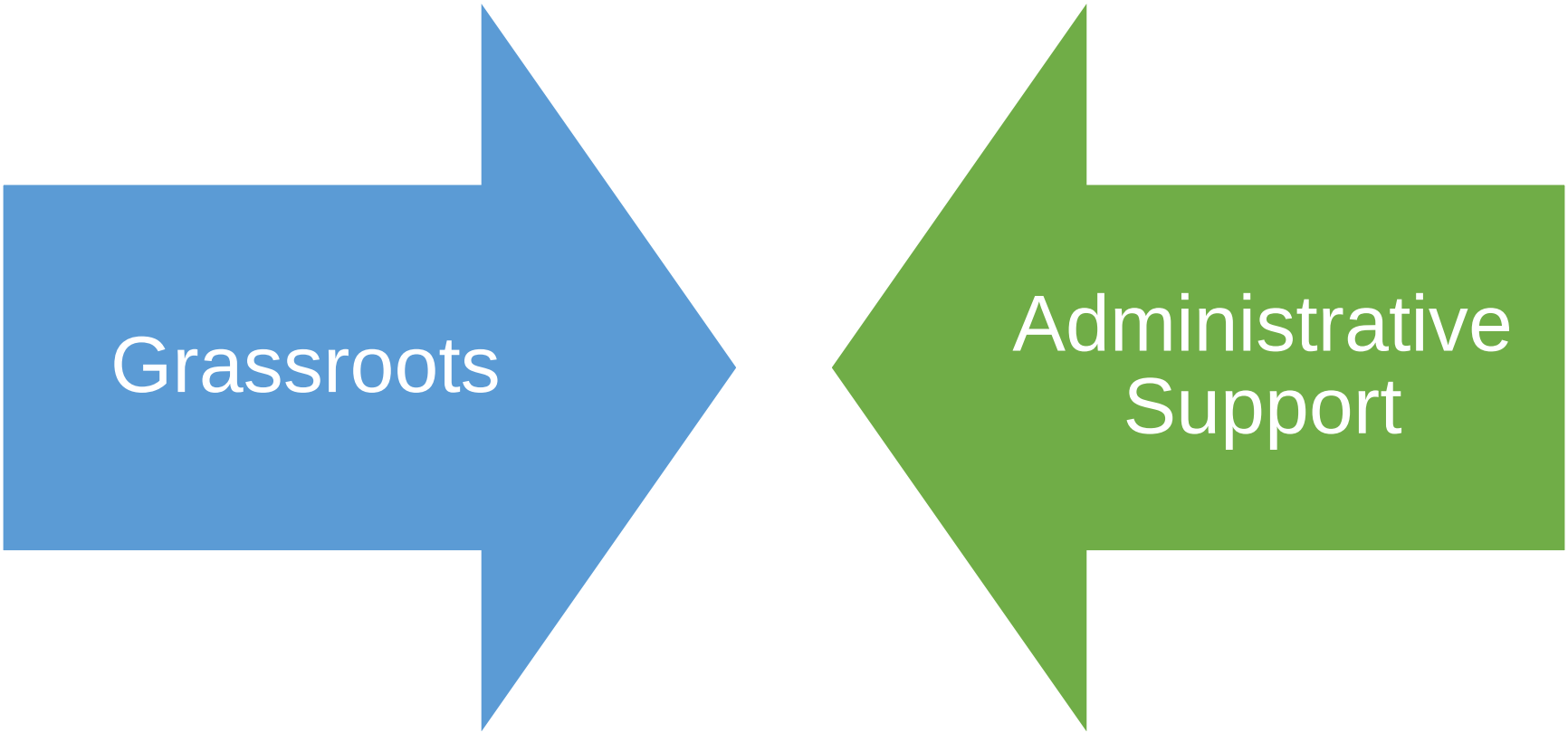
Creighton's Story



Creighton's Center for Interprofessional Practice, Education & Research (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)

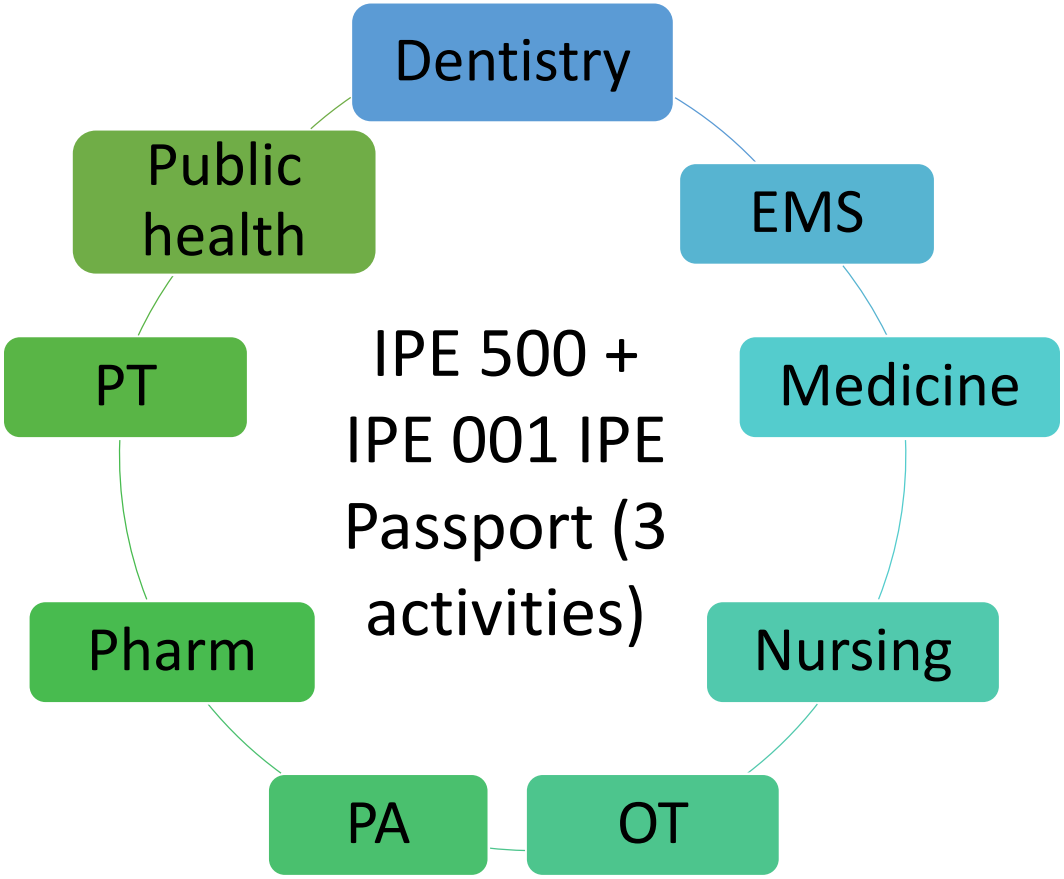
Why Develop IPE 500 and IPE 001 IPE Passport?

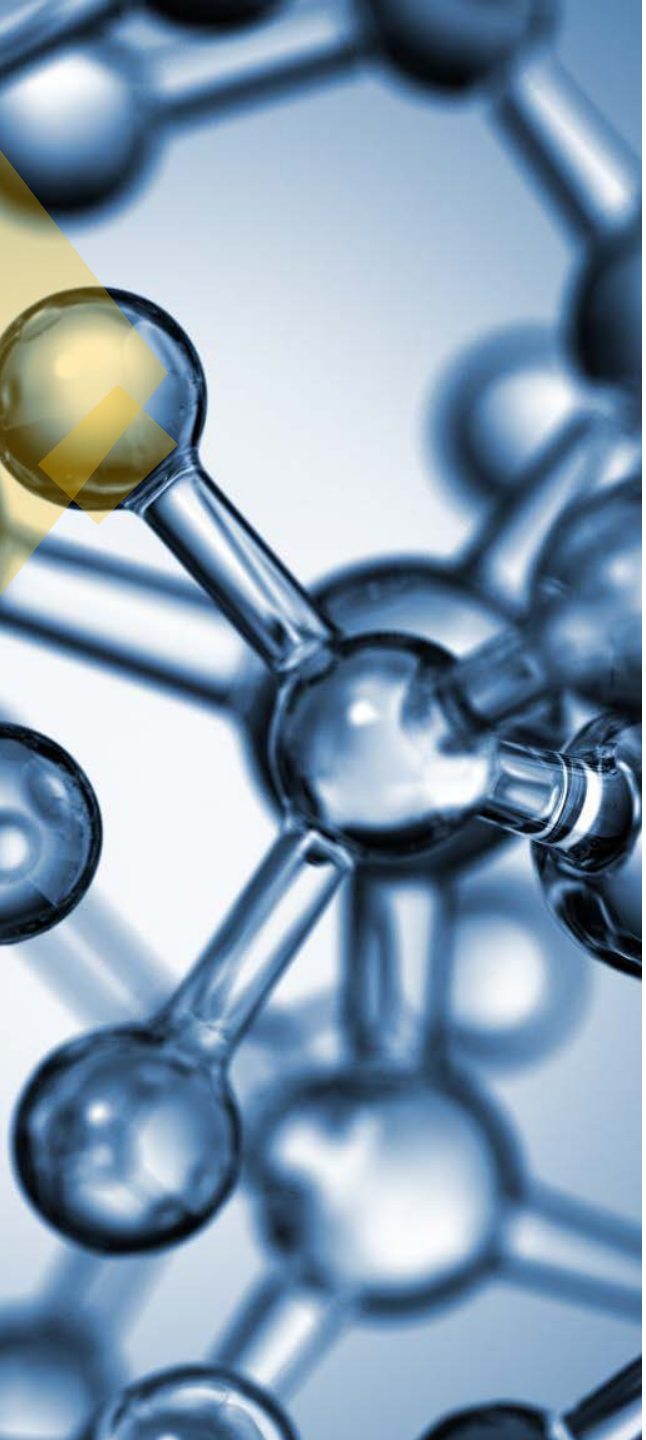
Positioning Creighton to be an IPE Leader

Institute of Medicine & IPEC Core Competencies

Accreditation standards!

CIPER supports IPE for 9 professions





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	**0 Points**	**5 Points**	**10 Points**	**Your P**
P1: Level of interactivity	Didactic	Discussion	Interactive	5
P2: Number of professions (Faculty)	1	2	>2	1(
P3: Number of professions (students)	<3	3	>3	1(
P4: Frequency of interactions across the activity	1	2	>3	5
YOUR PROCESS POINTS SUBTOTAL (Minimum of 15 Process Points)				3(
CONTENT CRITERIA	**0 Points**	**5 Points**	**10 Points**	**Your P**
C1: Realistic & Authentic activity	See & Hear	Talk & Dialogue	Do & Real Life	1(
C2: Core Competencies	1	2	3	5
C3: Debrief	None	Informal	Facilitated	1(
C4: Patient Centeredness	No patient	Connected to patient. Patient not required	Built around & involving Patient	0
YOUR CONTENT POINTS SUBTOTAL (Minimum of 10 Process Points)				2:
YOUR GRAND TOTAL PROCESS & CONTENT (Minimum 30 Points Overall)				5:

IPE Activities evaluated Using Rubric Score Card

Minimum 30 points

IPE Passport Completion

Profession	IPE Passport Requirements
Dentistry	3 IPE Passport Activities Menu prior to graduation
EMS	3 IPE Passport Activities Embedded prior to graduation
Medicine	3 IPE Passport Activities Menu prior to graduation
Nursing – undergraduate	3 IPE Passport Activities Embedded prior to graduation
Nursing – graduate	3 IPE Passport Activities Embedded prior to graduation
Occupational therapy	1 IPE Passport Embedded & 2 Options on IPE Passport Menu prior to clinical experiences (by May of Year 2)
Pharmacy	3 IPE Passport Activities Embedded prior to rotations
Physical therapy	2 IPE Passport Embedded & 1 Options on IPE Passport Menu prior to terminal rotations
Physician assistant	3 IPE Passport Activities Embedded prior to clinical rotations
Public health	3 IPE Passport Activities Menu prior to MPH 610

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

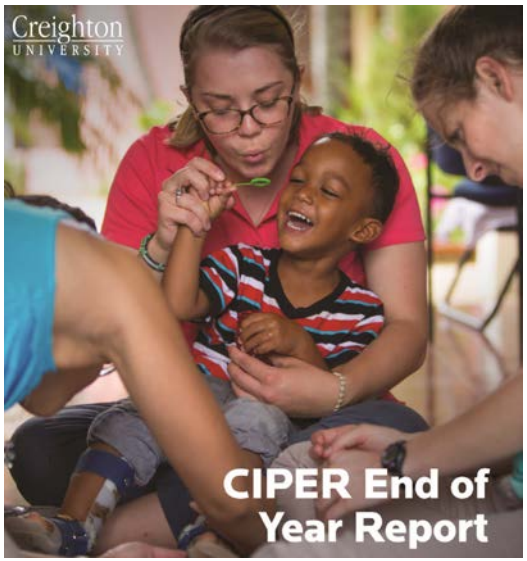
Research

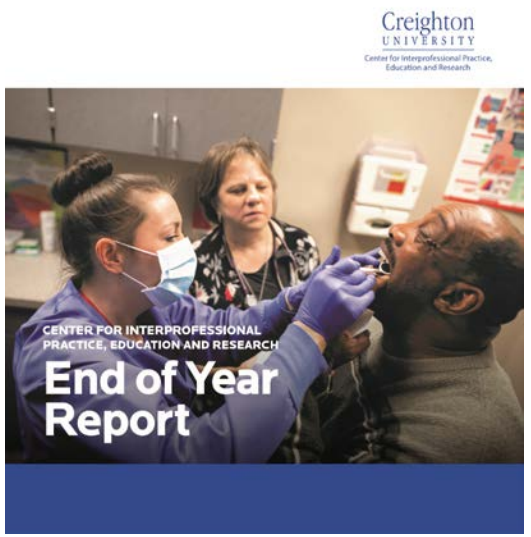
Population health – focused on Quadruple Aim

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

Creighton UNIVERSITY

Lessons Learned

LESSON	SO WHAT?
Start with what you know combined with your resources	Define what IPECP means for your institution Use IPEC, HPAC, etc.
Context is important and drives your curricular model	Professions, types of learners, learner modalities, etc. Culture is everything
Co-creation is a critical component to build buy-in	IPECP can be everyone's and no one's
Be ready to tackle structural barriers	Onboarding, scheduling, tuition, etc.
Name and support your champions	Implement rewards and recognition Promote your legitimacy
Know thyself and thy team	Staying focused means saying no Understand and own where you fit in the leadership structure
It's a marathon	Lots of unknowns exist Change is change

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?
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