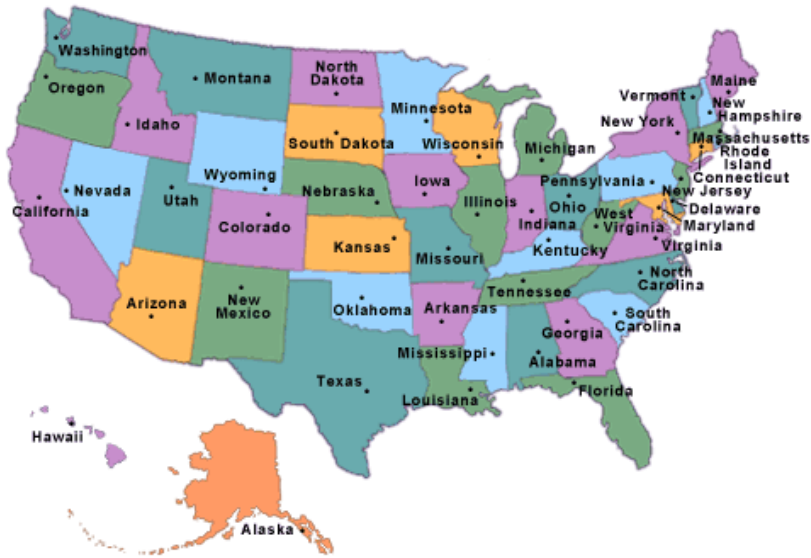


# Facilitating Interprofessional and Culturally-Competent Patient Care through International Immersion Experience



Keli Mu PhD, OTR/L  
Chair and Professor of Occupational Therapy  
Associate Dean for International Relations  
School of Pharmacy and Health Professions  
Creighton University  
Omaha Nebraska  
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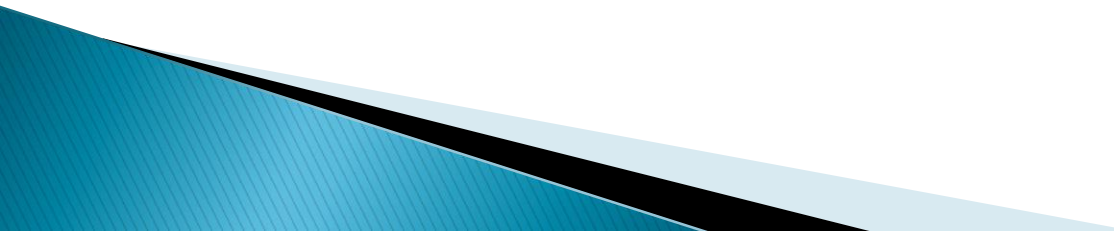
# Creighton University

The number one university in the Midwest for the past 14 years (US and World News Report)

- The heartland of America



# Objectives of the Presentation

- ▶ Describe an international and interprofessional immersion program
  - ▶ Report the outcomes of the international and interprofessional immersion program
  - ▶ Discuss the implication of the program findings
- 

# Student Outcomes of CHIP

- ▶ Purpose of the study
- ▶ To examine the effectiveness of CHIP
- ▶ Research design: mixed method research design
- ▶ Participants: from CHIP 2009-2013, a total of 25 professional students
  - Instrument
  - Quantitative
    - Interprofessional Education Perception Scale (IEPS) (Leucht et al., 1990)
    - Team Skills Scale (Hepburn, Tsukuda, & Fasser, 2002)
    - Subscale of the Cultural Competence Health Practitioner Assessment (CCHPA) (National Center for Cultural Competency, 2014)
  - Qualitative
    - Answers to open-ended questions and focus group discussions

# International Efforts in China

## *A Brief History*

- Started in 2005, approached by a hospital in Shijiazhuang, China
- Visit by a delegation from Creighton
- Explored collaborations during the trip, particularly focused on rehabilitation and nursing



# China Honors Interprofessional Program (CHIP)

## *A Brief History*

- CHIP started in 2008
- A MOU between *SPAHP* and *College of Nursing* and No.3 Hospital of Hebei Medical University
- The Hospital hosts our interprofessional group in Rehabilitation and Nursing
- SPAHP hosts visiting scholars in Rehabilitation from the Hospitals of Hebei Medical University



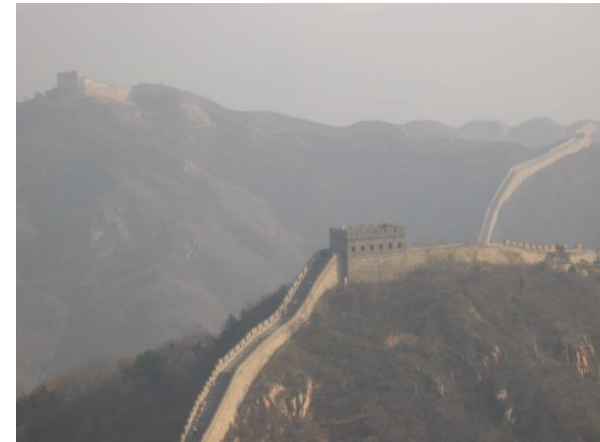
# CHIP 2008-2014

- ▶ CHIP Participants
  - 20 Faculty
  - 40 Students



# CHIP Objectives

- Increase cultural competency
- Facilitate professional and interprofessional development
- Promote cultural exchange and increase international collaborations in education and research
- Mission driven service learning
- Cultivate leadership, knowledge and skills for societal and global concerns





# CHIP Course

- ▶ Minimum of 6 classroom seminar
  - Chinese culture
  - Chinese healthcare system
  - Chinese traditions and customs
  - Reflection
  - Interprofessional teamwork
- ▶ Minimum of 1 classroom seminar and student presentation
  - Debriefing and dissemination of learning
  - Interprofessional education seminar open to all health sciences
  - Recruiting for next trip

Prior to cultural immersion

Post cultural immersion

# No. 3 Hospital of Hebei Medical University

- ▶ 10- Day Agenda:
  - 2-days fly to Beijing & travel to Shijiazhuang
  - 4 days at hospital in consultation with rehab therapists and nursing
  - 1 day present at a rehab symposium
  - 2-days experiencing the culture (Great Wall, Forbidden City, Summer Palace, etc.)
  - 1-day fly home



# Annual Chinese Rehab Symposium



# Student Presentations



# Educational Outcomes of International and Interprofessional Experience

- ▶ Research literature has demonstrated:
  - Improves personal and professional growth
  - Expands personal transformation and world-views
  - Exhibits more autonomy and independence
  - Perceived as a comprehensive, well-organized experience

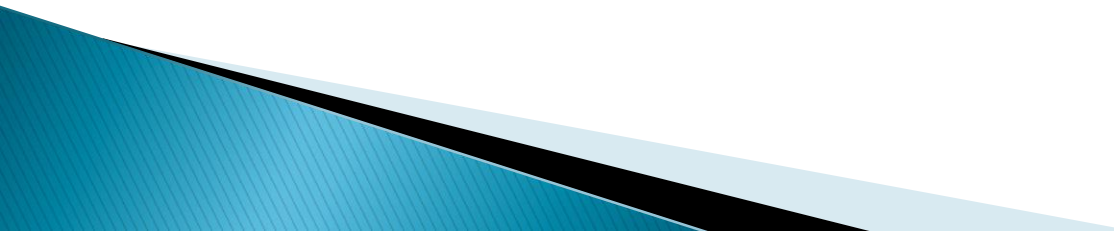


# Student Outcomes of CHIP

- ▶ Purpose of the study:
- ▶ To examine the effectiveness of CHIP
- ▶ Research design: mixed method research designs
- ▶ Participants: from CHIP 2009-2013, a total of 25 professional students
  - Quantitative data collection
  - Instrument
    - Interprofessional Education Perception Scale (IEPS) (Leucht et al., 1990)
    - Team Skills Scale (Hepburn, Tsukuda, & Fasser, 2002)
    - Subscale of the Cultural Competence Health Practitioner Assessment (CCHPA) (National Center for Cultural Competency, 2014)

# Student Outcomes of CHIP

## ▶ Instrument

- Qualitative data were collected using open-ended, reflection questions.
  - Participants responded to these questions upon completion of the program.
  - A focus group was also held immediately following the conclusion of the program.
  - The institutional IRB approval was obtained prior to the implementation of the study.
- 

# Student Outcomes of CHIP

## ▶ Results

Instrument	Pretest Mean		Posttest Mean		P Value
	Mean	SD	Mean	SD	
Interprofessional Education Perception Scale	67.6	7.3	71.0	15.0	t=-0.87 p>0.05
Modified Team Skill Scale	66.0	11.6	68.2	08.5	t=-0.87 p>0.05
Cultural Competence Health Practitioner Assessment	52.6	6.3	36.1	10.3	t=5.48* p<.0001



# Student Outcomes of CHIP

- ▶ Results

- ▶ **Theme One:**

- Accepting different ways of attending to daily life: increased culture competency
- Absolutely, without a doubt. There were SO many aspects of the culture there that differ so drastically from ours that I really think I didn't fully grasp (from just reading about them) until I actually experienced it. ...

# Student Outcomes of CHIP

- ▶ Results

- ▶ **Theme One:**

- Accepting different ways of attending to daily life: increased culture competency
- The biggest difference for me was the shift from a mindset of independence to one of dependence (in respect to patient goals). It really challenged me to work even harder to be aware of cultural considerations in patient care, that there are cultural differences in areas that are not always easy to recognize.



# Student Outcomes of CHIP

## ▶ Results

### ▶ Theme Two

- ▶ Moving me forward in a profession: enhanced professional and interprofessional development
- ▶ This trip has affected my cultural competency, my creativity and clinical reasoning skills when resources are limited, my confidence in my strengths and my awareness of my weaknesses so that I can improve them, and my respect for other disciplines (PT) and my teamwork skills.

# Student Outcomes of CHIP

## ▶ Results

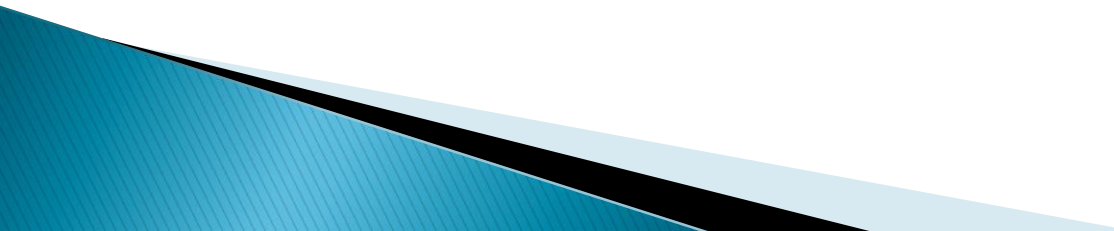
### ▶ Theme Two

- ▶ Moving me forward in a profession: enhanced professional and interprofessional development
- ▶ This trip has definitely opened up my eyes for the work of other professions and has helped me realize the differences and similarities between OT and PT and how we both play key roles in patient care. I also feel that the PT students also gained respect for the profession of OT, and I feel this interdisciplinary interaction is greatly needed for our profession so that we can prove our significance to others.

# Student Outcomes of CHIP

- ▶ Results
- ▶ **Theme Three**
  - A unique experience: a multifaceted opportunity. Uniformly, the participants of the program praised the unique opportunity this experience provided. Participants believed this program is a multifaceted opportunity to participating students.

# Student Outcomes of CHIP

- ▶ Results
  - ▶ **Theme Three**
  - ▶ In addition to the significant impact on cultural competency and professional development, participants believed the program provided opportunities to understand health care system in China, deepen the understanding of themselves (i.e. strengths and weaknesses), enhance their concern for global health, and develop their international leadership skills. Participants concluded the program has affected their development enormously at both professional and personal levels and the experience is a once in a lifetime opportunity.
- 

# Student Outcomes of CHIP

## ▶ Discussions

- International immersion experiences seem to facilitate both personal and professional development of participants.
- The articulated benefits by the participating students include, but are not limited to:
  - Improvement of clinical reasoning, increased self-awareness, and enhanced appreciation and understanding of other health care providers, especially in diverse culture environments
  - Broadened and deepened understanding and appreciation of contributions made by other health care professionals
  - Provides opportunities for participants to practice and improve team work ability, communication, interaction, and leadership skills.

# Student Outcomes of CHIP

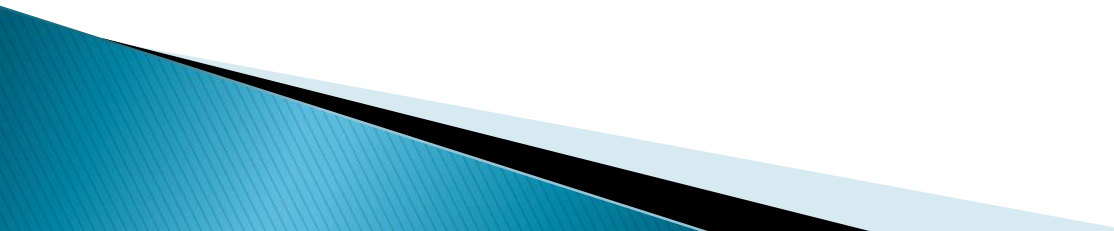
## ► Discussions

- CHIP has shown to be valuable in student learning and education for both personal and professional development.
- International and interprofessional immersion and learning experiences has been shown to expand and cultivate necessary qualities such as cultural competency, team and international knowledge and skills which help produce well-rounded healthcare professionals.





# Student Outcomes of CHIP

- ▶ Limitations of the study
    - Small number of the participants of the study and the indirect measure of the outcomes of the study
    - CHIP is an honored program and the participating students of the program all have excellent academic standing, and are “star” students among their peers.
    - Generalizing the findings of the study to other students is not warranted.
    - Future research studies need to include a bigger and more representative sample and implement direct outcomes measures of the study as well as long-term effect
- 

# Progress and Accomplishments

- ▶ A number of MOUs were signed between Creighton University and other universities and hospitals
- ▶ Collaborations expanded to all health sciences
- ▶ Collaborations expanded to education and research



# Progress and Accomplishments

- ▶ All MOUs consists of short term and long term student and faculty exchanges
- ▶ Student short term:
  - Summer program: A three month long summer program and one month summer program in rehabilitation at Creighton University
    - Consists of didactic courses (sit in) and clinical observation
  - One to two week long clinical observation



# Progress and Accomplishments

- ▶ All MOUs consists of short term and long term student and faculty exchanges
- ▶ Student long term:
  - Semester long study at Creighton University
    - Currently in rehabilitation and pharmacy
  - Professional rotation in occupational therapy in China
    - Semester or partial semester long student exchange

# Progress and Accomplishments

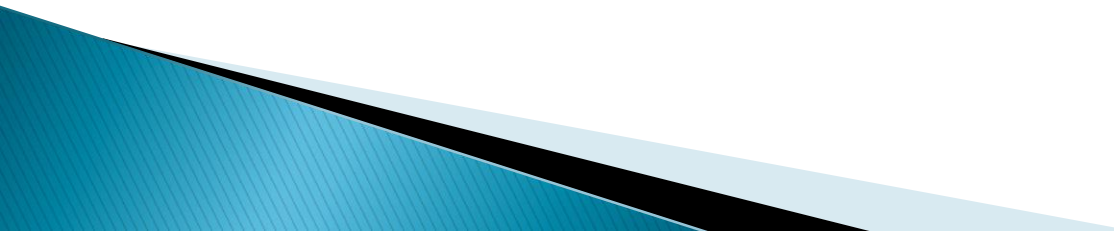
- ▶ All MOUs consists of short term and long term student and faculty exchanges
- ▶ Faculty short term:
  - One to two week teaching in universities in China
    - Rehabilitation
    - Basic science courses
    - Instructional methods such as problem based learning

# Progress and Accomplishments

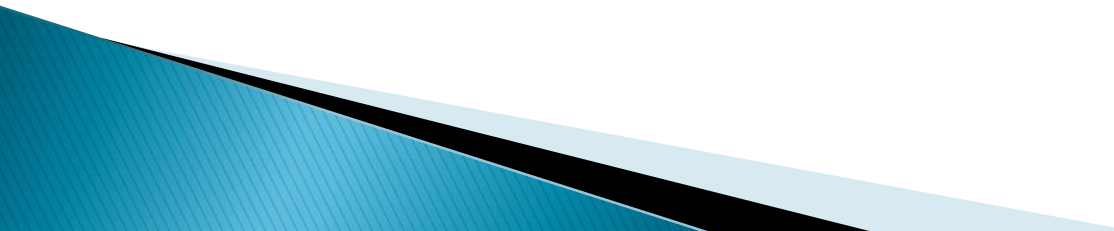
- ▶ All MOUs consists of short term and long term student and faculty exchanges
- ▶ Faculty long term:
  - Semester long exchange program
    - Teaching
    - Research
    - Sabbatical



# It takes a village: a successful story

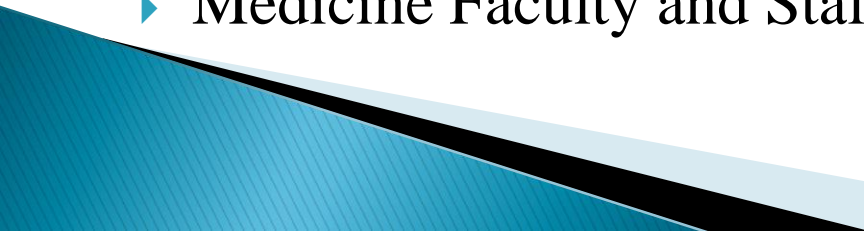
- ▶ Willingness and commitment of collaborative parties
    - Mission driven and strategic plan centered
  - ▶ Strong and on going administrative support
    - Administrative support from collaborative parties
    - Culturally tailored administrative support
    - Essential resources: personnel and financial support
  - ▶ Cultural competent leaders
    - Servient leader/champion
    - Commitment, dedication and cultural keen leaders
- 

# It takes a village: a successful story

- ▶ Servant leaders/champions
  - ▶ Fluent in both English and Chinese
    - Speak the “common” language (cultural), credibility
  - ▶ Intricate understanding of
    - Culture, tradition, custom, politics, etc.
    - The Chinese health and educational systems
    - The evolving role of the rehabilitation sciences
    - Awareness of the rehabilitation training transitions occurring in China
  - ▶ Flexibility, people and negotiation skills
- 



# It Takes a Village

- ▶ Dean's Office
  - ▶ Office of International Relations for Health Sciences
  - ▶ GEO
  - ▶ OLAT
  - ▶ Admissions
  - ▶ University Housing
  - ▶ Student Health Services
  - ▶ University Food Service
  - ▶ University Transportation
  - ▶ CHI – CUMC and Immanuel
  - ▶ SPAHP Faculty and Staff
  - ▶ Nursing Faculty and Staff
  - ▶ Medicine Faculty and Staff
- 

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# Thank you for Coming

## Questions?

