

Interprofessional Education in Didactic and Experiential Settings at the Jefferson School of Pharmacy

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Background

- In 2006-2007, the American Association of Colleges of Pharmacy (AACP) Professional Affairs Committee identified the need to accelerate interprofessional education (IPE).¹
- The Accreditation Council for Pharmacy Education (ACPE) Standards 2007, Guideline 2.0 includes an increased emphasis on IPE and teamwork.²
- The Interprofessional Education Collaborative (IPEC), with representation from AACP, developed and released Core Competencies for Interprofessional Collaborative Practice.³
- The provision of an interprofessional (IP) curriculum and an environment that fosters collaborative relationships are components of the Mission and Vision, respectively, of the Jefferson School of Pharmacy (JSP).

Objective

To evaluate the various IPE offerings at a new school of pharmacy at a large academic medical center.

Methods

The pharmacy curriculum was surveyed from Fall 2008 through Spring 2012 to:

- identify and categorize IPE offerings in both didactic and experiential courses;
- quantify the number of students participating in these offerings; and
- evaluate the assessment methods employed for these offerings.



Results: IPE Programs

Direct-to-Consumer Advertising

Description: Pharmacy and medical students apply their knowledge of clinical pharmacology to pharmaceutical advertisements with a focus on accuracy, bias, marketing strategy and a comparison with alternative agents.

Assessment: No IPE-related assessment

Discharge Planning Symposium

Description: Pharmacy, occupational therapy (OT), physical therapy (PT), nursing and medical students view a video and related documentation for an elderly woman post-stroke with functional deficits ready to be discharged. Given the information, the IP team develops a plan of care and conducts a family meeting with standardized patients (SPs) playing the role of the patient and caregiver.

Assessment: SPs and faculty observers complete evaluations and provide verbal feedback to each IP team.

End-of-Life Symposium

Description: Pharmacy, medical, nursing, OT and PT students attend a didactic presentation focusing on skills needed for communicating bad news. A video portraying a weak interaction between a provider and family is shown. IP student teams debrief with faculty from ≥2 different disciplines regarding the video. The session concludes with a panel of IP healthcare providers sharing their personal experiences.

Assessment: Students evaluate the program and provide their thoughts on IP interactions.

Geriatric Falls Clinic

Description: Pharmacy, medicine, nursing, OT, PT and social work students each perform a discipline-specific patient evaluation in a falls assessment clinic for geriatric patients. The students participate in an IP clinic meeting to develop a comprehensive care plan for the patient.

Assessment: Students complete pre- and post-tests regarding their knowledge of falls and perceptions of IP team care.



Interdisciplinary Care Planning Course

Description: Pharmacy, medicine, nursing, OT and PT students learn about and apply the principles of group dynamics and the roles and functions of the various health professionals. IP student teams are provided a patient case for whom they create an IP care plan that they present to an IP panel of healthcare providers.

Assessment: Students prepare reflection papers and receive feedback from panel regarding care plan.

Jefferson Health Mentors Program

Description: Pharmacy, medicine, nursing, OT, PT and couples and family therapy (CFT) students complete 4 modules with a Health Mentor (a community volunteer with a chronic illness) over 4 semesters. Each team consists of 4-5 students from ≥3 disciplines. The modules focus on teamwork, professionalism and person-centered care and incorporate the International Classification System of Functioning, Disability and Health⁴.

Assessment: Students develop individual reflection papers, complete modules (as a team), and complete an evaluation of team performance.

Patient Safety Symposium

Description: Pharmacy, medicine, nursing, OT, PT, CFT and population health students participate in a 4-hour symposium comprised of a medical error case presentation, an interactive discussion of root cause analysis of the error, and video demonstration of error disclosure. IP teams of students are assigned an SP to whom they are to disclose an assigned medical error and receive feedback regarding the disclosure.

Assessment: Student knowledge, perceptions and satisfaction with the session were evaluated.

IPE Program Impact

Interprofessional Program	Year in Pharmacy Curriculum and Course	# Students Participating To Date
Direct-to-Consumer Advertising	4 th ; Acute Care, Direct Patient Care APPE	8
Discharge Planning Symposium	2 nd ; Ambulatory Care IPPE	15
End-of-Life Symposium	4 th ; Ambulatory Care APPE	5
Geriatric Falls Clinic	2 nd and 4 th ; Ambulatory Care IPPE and APPE	30
Interdisciplinary Care Planning Course	2 nd and 3 rd ; elective course	49
Jefferson Health Mentors Program	1 st and 2 nd ; required for all – embedded in existing courses	310
Patient Safety Symposium	4 th ; Hospital and Acute Care, Direct Patient Care APPEs	31

Implications

- The breadth of IPE experiences for students at the JSP is notable.
- With the exception of the Health Mentors Program, the exposure to the remainder of IPE experiences is not consistent for all students.
- There is a lack of consistent, formalized assessment of student knowledge, skills and attitudes related to IPE.
- More formal assessments of these IPE experiences are being explored that would be grounded in the IPEC Core Competencies.

Bibliography

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