

Interprofessional Patient/Family Education during Student Clinical Rotations

Bhavik Shah, PharmD¹, Susan Egger, MSN, RN¹, Ellena Anagnostis, PharmD, BCPS², Mary Hanson-Zalot, MSN, RN, AOCN¹, Susan Grady, MSN, RN, APN²

¹Thomas Jefferson University, Philadelphia, PA, USA

²Thomas Jefferson University Hospital, Philadelphia, PA, USA

Learning Objective

1. Describe the rationale for providing patient/family education on medication self-management through nursing and pharmacy student collaboration.
2. Explain the benefits of teaching students a standardized, interprofessional patient/family education instructional strategy for use in the clinical setting during the delivery of patient-centered care.

Purpose

- Provide an opportunity for nursing and pharmacy students to practice interprofessional patient/family education needs assessment and medication teaching in the clinical setting.

Background

- Patients/families need a clear understanding of how to take medications properly.
- Students are taught how to assess patient/family learning needs and to use plain language, communication techniques and the Teach-back method when educating patients/families.
- In practice, either a nurse or a pharmacist does medication teaching. However, interprofessional education and including the patient/family in decision-making has been shown to improve adherence.

Description of Program:

- Nurse/pharmacist students assigned a patient.
- Students interviews their patient/family
- Students and patient/family identify medication(s)
- Students gather the necessary patient/family teaching materials and conduct a customized medication teaching session with the patient/family.
- Students assess patient/family understanding using Teach-back.
- Student's performance and the outcomes of the patient/family education session are documented and discussed during the final debrief session.

Preliminary Results: Inpatient Pharmacy Perspective

- Pharmacy *student* feedback
 - Appreciated the opportunity to participate in interprofessional education in a real-world setting
 - Sought structure for the activity
- Pharmacy *preceptor* feedback
 - Recognized the importance of the activity and the benefit of carefully considering how best to incorporate it into the daily workflow
 - Identified an opportunity for students to consider independently the teaching points to emphasize

Recommendations: Inpatient Pharmacy Perspective

Consider Participants

Pharmacists	<ul style="list-style-type: none">• Support many services throughout the hospital• Patient/family education is a key activity
Pharmacy students	<ul style="list-style-type: none">• Four professional years of the curriculum, P1 to P4• Students in P3 and P4 years have participated to date• The P4 student schedule is most flexible (full days are spent on site), and students have completed therapeutics coursework
Patients	<ul style="list-style-type: none">• Confirm the patients whose care involves both disciplines; prioritize based on patient need• Coordinate between nurses who are unit-based and pharmacists who are unit- and service-based

Recommendations: Inpatient Pharmacy Perspective

Incorporate Teach-Back activity into daily workflow

- Pharmacists are provided information on the activity in advance to plan for participation (activity description, evaluation materials)
- Activity has been scheduled in the afternoon, following patient rounds
- Pharmacy management has arranged for coverage of the pharmacists' pagers

Preliminary Results: Nursing Perspective

- Nursing Student
 - “Appreciated the experience of the interprofessional Teach-Back strategy”
 - “Appreciated the opportunity to practice interprofessional communication and planning with the pharmacy student”
- Nursing Clinical Instructor
 - “Pharmacy and Nursing student had a robust discussion about a new medication that does not require frequent INR measurement. The students reviewed the current literature about this medication. This discussion probably would not have occurred in the absence of this Teach-Back strategy”

Recommendations: Nursing Perspective

Consider Participants

- Patient
 - Identified as having a new medication or is being discharged to home with prescriptions
- Nursing Student
 - 1st and 2nd semester baccalaureate nursing students participate in the Pharmacy/Nursing Student Teach-Back
 - Unit-based on assigned days/times during the week
- Nursing Clinical Instructor
 - Communicate with the Pharmacist to plan for the patient Teach-Back
 - Assign a nursing student to care for the patient involved in the Teach-Back
 - Coordinate with the Pharmacist about the timing and location of the Teach-Back Strategy

Recommendations: Nursing Perspective

Incorporate Teach-Back activity into daily workflow

- Clinical nursing instructors are provided information on the activity in advance to plan for participation (activity description, evaluation materials)
- Clinical nursing instructors are in direct communication with the Pharmacist about event logistics
- Teach-Back is scheduled in the afternoon
- Clinical course coordinator will oversee the nursing student who is participating in the Teach-Back

Recommendations: General characteristics needed

Ongoing communication
among all parties involved



Flexibility to accommodate changes in plans
(eg, patient transfers/discharges)



Feedback and assessment to improve and expand
the interprofessional collaboration session

Relevance to Interprofessional Education or Practice

- Education
 - Provides an opportunity to practice interprofessional patient/family education
 - Provides an opportunity for students to understand the role of different professions
- Practice
 - Consider means to measure patient outcomes
 - Provides patients with a greater sense of holistic management

Questions?

Thank you