The Interprofessional Provider IPPE Program (IP-IPPE):
• Third-year pharmacy students spend 20-hours of experiential-based interprofessional clinical teamwork.  
  1,2
• In 2016, the program incorporated a new model by which cadres of pharmacy students were assigned to a Federally Qualified Health Center (FQHC) over the summer months.
• Students were expected to be incorporated into patient care by providers using an entrustable professional activity framework (figure 1).
Figure 1: 2016 Model for Interprofessional Provider IPPE Program

Salud Family Health Center – Commerce City, CO
• Part of a large system of Federally Qualified Health Centers providing primary care in mostly rural Northeastern Colorado.
• Eight out of 12 providers (MDs, FNPs, and PAs) agreed to precept pharmacy students for IP-IPPE.
• Clinical pharmacists have been part of medical team for years, which provide wide range of services.

Background

A retrospective chart review of 200 (39%) of IP-IPPE:  
• Thirty-two students were precepted by 8 different providers (3 MDs, 3 FNPs, 2 PAs) over the course of 3 months.
• Students engaged with 516 patients (11% of all clinic patients) during the program time-frame (Figures 2 and 3)
• A medication was started in 44% of visits, stopped in 8% of visits, and changed in 11%. Documented medication education was performed in 12% of visits.

Provider Survey
• Students had a positive impact on providers, as evidenced by survey results from 6 (75%) of preceptors (Table 1), as well as increase in enrolled preceptors the following year.
• Providers endorsed value-added student roles occurring in clinic, including: conducting medication reconciliations, researching drug information, and providing medication education.

Student Self-Assessment of Learning
• All students successfully demonstrated the targeted clinical interprofessional teaming behaviors (Table 3).
• All providers indicated they would trust their assigned student to be a member of their interprofessional team.

Results

Clinic Chart Review
• Thirty-two students were precepted by 8 different providers (3 MDs, 3 FNPs, 2 PAs) over the course of 3 months.
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Methods

Clinic Chart Review
• A retrospective chart review of 200 (39%) of IP-IPPE patient encounters

Provider Survey:
• Mix-methods survey data from providers describing the value of the IP-IPPE Program

Student Self-Assessment of Learning
• Participating students completed the Interprofessional Collaborative Competencies Attainment Survey (ICCAS)1

Provider Assessment of Student Learning
• A retrospective analysis of student performance as documented by the assigned Provider Preceptor

This study was approved by the Colorado Multi-Institute IRB.

REFERENCES