

# Assessment of Interprofessional Practice, Education & Collaboration During APPE

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## CONCLUSIONS

- Student surveys reveal self improvement of IPE competencies
  - Before and After APPEs
- Student reflections support development of practice ready graduates
- Survey data will guide experiential program improvements

## METHODS

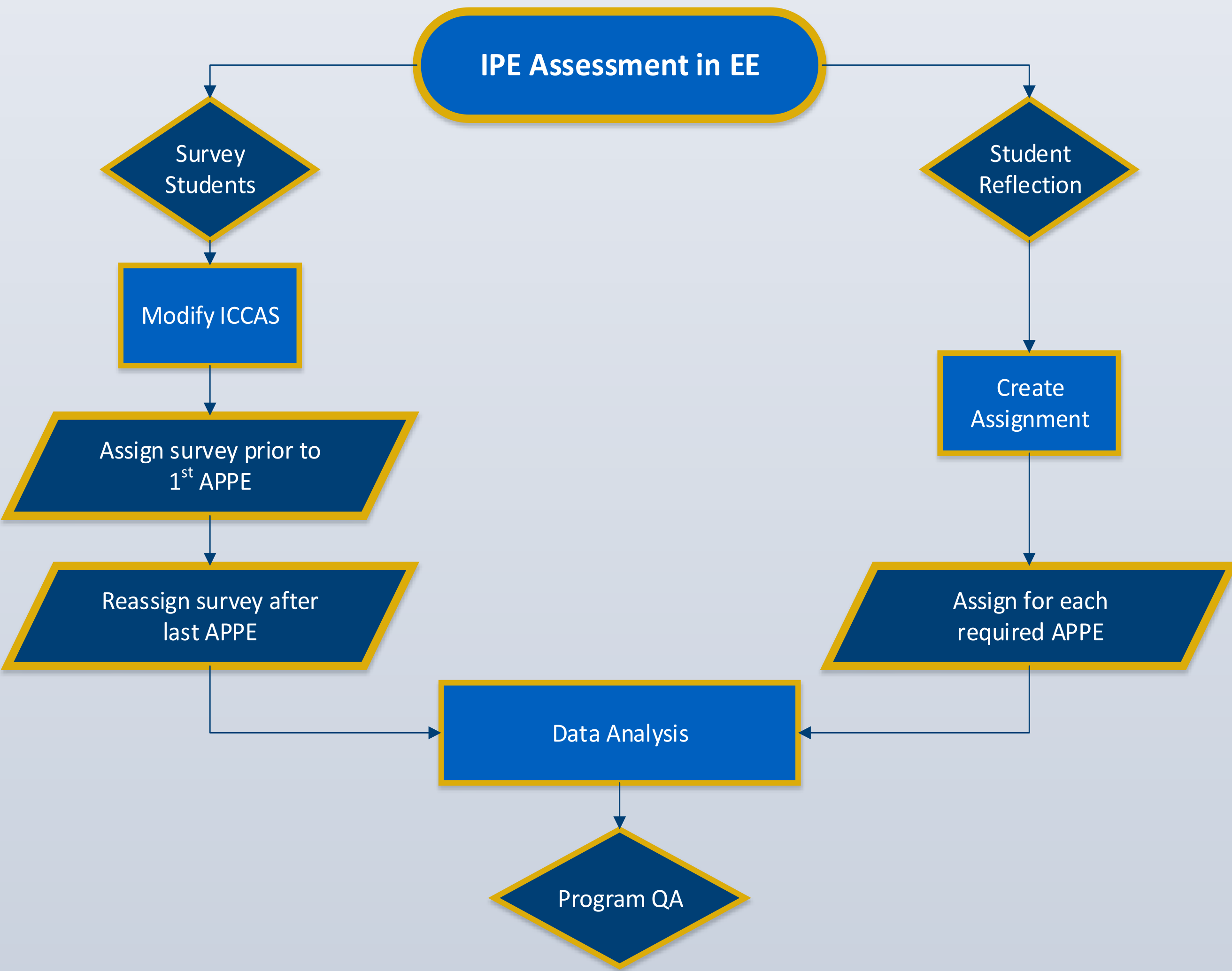


Figure 1. This flow chart outlines our process for reviewing IPE in EE.

- **Modified ICCAS**
  - Communication
  - Collaboration
  - Roles and Responsibilities
  - Collaborative Practice/Family-Centered Approach
  - Conflict Management/Resolution
  - Team Functioning
- **Impact on Learning Reflection**
  - Types of healthcare providers encountered
  - Frequency, nature, and impact of interaction
- **EE Program QA**
  - Modification of IPE programming with provided student feedback
  - Ensuring practice-ready graduates with robust IPC experience

## RESULTS/DISCUSSION

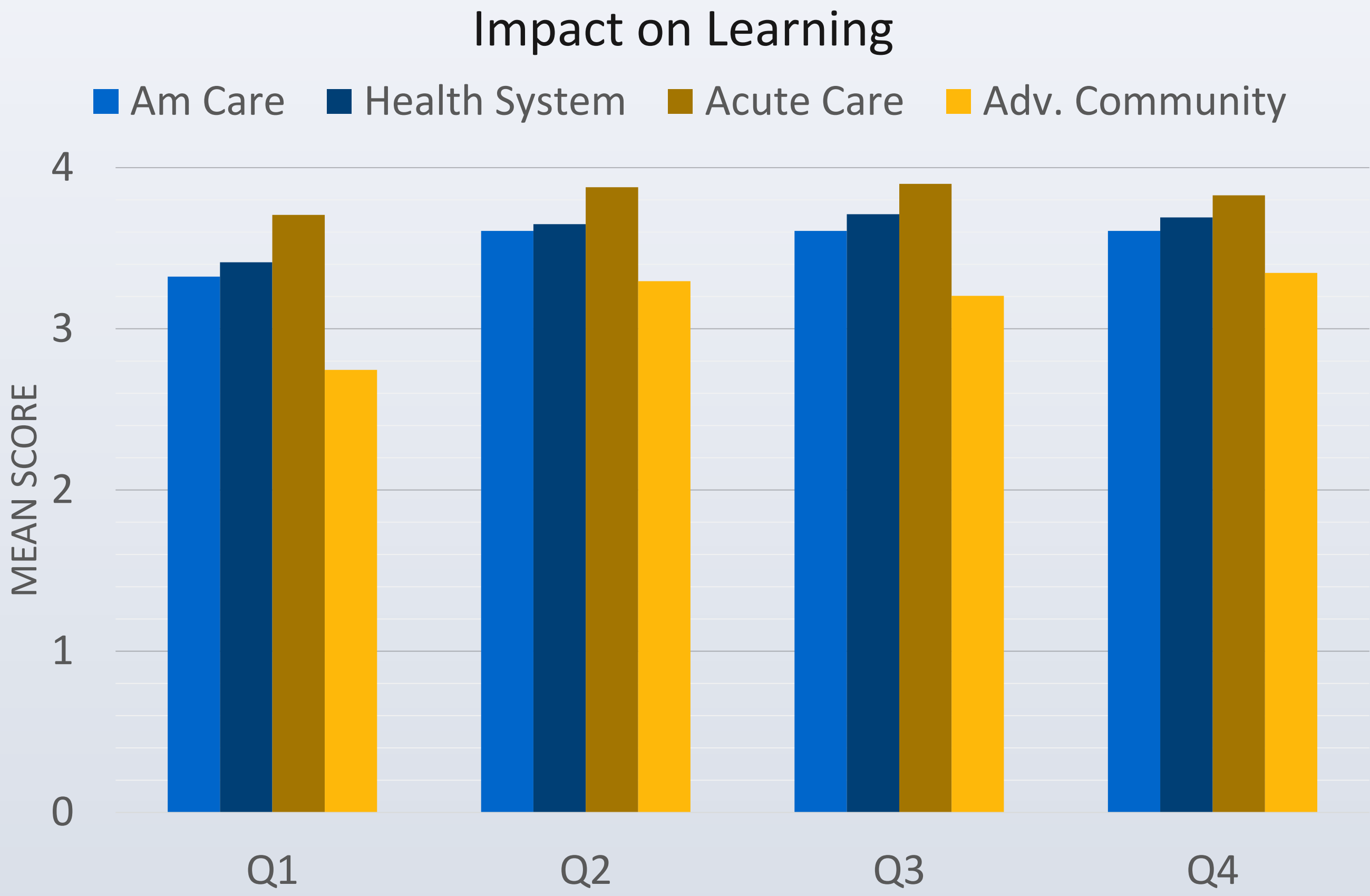


Figure 2. This graph represents student self-reflection regarding types of collaboration and the impact on learning for each of the four required APPE.

### Questions

- 1) How often did you have the opportunity to interact with other health care professionals such as doctors, nurses, residents, social workers, etc.?

1	2	3	4
No Interaction	Limited Interaction	Moderate Interaction	Significant Interaction

Table 1. For question one on the self-reflection, students selected the frequency of interactions with other health care providers.
- 2) This experience has provided opportunities for me to employ the IPE competencies of team dynamics.
- 3) The team-based approach to patient care promoted collaborative problem solving.
- 4) I have gained knowledge and skills that have allowed me to confidently contribute to collaborative patient-centered care.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Table 2. For questions 2-4, students reflected on the impact of interprofessional interactions on learning using the answers in this table.

### Impact on Learning Reflection

- Eleven question assignment at completion of each required APPEs
- Assigned via E\*Value
- Preceptor evaluation of student IP interactions
- Types of healthcare providers encountered
  - Prescribers
  - Nurses
  - Social Workers
  - Veterinarians
  - Administrators (C-Suite)
  - Dieticians
  - Nursing home aides
  - Lactation consultants
- Types of interactions
  - Face-to-face
  - Phone
  - Written

## RESULTS/DISCUSSION

### Impact on Learning Reflection (cont.)

- Advanced Community APPE frequency of provider interactions less than other APPEs
- Acute Care APPE provided most impact in knowledge gained and skill development

### Reflection Comments

- How to approach a recommendation
- Importance of trustworthy relationships
- IP team has the patient in mind first
- Wonderful to see all of the staff working together and openly communicating

### ICCAS Summary

	ICCAS Question	Pre	Post
Communication	Promote effective communication within IP team	3.04	3.52
	Express my recommendations clearly, concisely	2.85	3.43
	Provide feedback about team dynamics	2.94	3.42
Collaboration	Contribute to collaborative problem solving	3.02	3.57
	Seek out team members to gather information	3.03	3.66
	Work effectively with team members	3.27	3.74
Roles & Responsibilities	Learn from other team members	3.41	3.77
	Change my practice to provide effective IP care	3.07	3.56
	Determine IP competencies I need to develop	3.17	3.60
Patient Centric	Recognize how others' skills intertwine with mine	3.17	3.65
	Use an IP team approach with the patient	3.10	3.64
	Include the patient/family in decision making	3.14	3.65
Conflict	Take into account the ideas of IP team members	3.37	3.77
Teamwork	Contribute to effective care plan	3.00	3.61
	Negotiate responsibilities within overlapping duties	2.97	3.54

Table 3. This table lists the ICCAS collaborative competency statements included in the pre- and post-APPE survey. The survey utilized a 4 point Likert scale from 1 (not confident) to 4 (very confident).

- Students rated their confidence to perform IP collaboration statements
- 121 students completed both surveys
- Survey administered via E\*Value as a required evaluation
- Wilcoxon Signed Rank performed
  - Statistical significance for all ICCAS statements

### EE Program QA

- Enhancing IPE opportunities at community sites
  - Preceptor Development Topic/CE
- Linking EE IPE to Strategic Plan
- Assessment of IPE in IPPE
- Meeting ACPE requirements (Standard 11)

