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

RESULTS/DISCUSSION

Impact on Learning Reflection

- Eleven question assignment at completion of each required APPE
- Assigned via E*Value
- Preceptor evaluation of student IP interactions
- Types of healthcare providers encountered
  - Prescribers
  - Nurses
  - Social Workers
  - Veterinarians
- Types of interactions
  - Face-to-face
  - Phone
  - Written

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Survey

- IPE Assessment in EE
  - Student Reflections
  - Program QA

METHODS

- Survey
  - Assign survey prior to 1st APPE
  - Reassign survey after last APPE

ICCAS Summary

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

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).

<table>
<thead>
<tr>
<th>ICCAS Question</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote effective communication within IP team</td>
<td>3.04</td>
<td>3.52</td>
</tr>
<tr>
<td>Provide feedback about team dynamics</td>
<td>2.94</td>
<td>3.42</td>
</tr>
<tr>
<td>Contribute to collaborative problem solving</td>
<td>3.02</td>
<td>3.57</td>
</tr>
<tr>
<td>Work effectively with team members</td>
<td>3.27</td>
<td>3.74</td>
</tr>
<tr>
<td>Learn from other team members</td>
<td>3.41</td>
<td>3.77</td>
</tr>
<tr>
<td>Change my practice to provide effective IP care</td>
<td>3.07</td>
<td>3.56</td>
</tr>
<tr>
<td>Determine IP competencies I need to develop</td>
<td>3.17</td>
<td>3.60</td>
</tr>
<tr>
<td>Recognize how others’ skills intertwine with mine</td>
<td>3.17</td>
<td>3.65</td>
</tr>
<tr>
<td>Use an IP team approach with the patient</td>
<td>3.10</td>
<td>3.64</td>
</tr>
<tr>
<td>Include the patient/family in decision making</td>
<td>3.14</td>
<td>3.65</td>
</tr>
<tr>
<td>Take into account the ideas of IP team members</td>
<td>3.37</td>
<td>3.77</td>
</tr>
<tr>
<td>Contribute to effective care plan</td>
<td>3.00</td>
<td>3.61</td>
</tr>
<tr>
<td>Negotiate responsibilities within overlapping duties</td>
<td>2.97</td>
<td>3.54</td>
</tr>
</tbody>
</table>

*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)