

Assessment of Interprofessional Education Activities Across a 3-year Concentrated Curriculum

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BACKGROUND

- ❖ Interprofessional education (IPE) is essential for preparing students in health care programs to provide optimal patient centered care in a collaborative health care team environment.
- ❖ IPE has become a mandatory component of various health care education accreditation standards, notably the Accreditation Council for Pharmacy Education (ACPE).
- ❖ Faculty from three campuses of two rural public universities located in the eastern United States and members of the Eastern Shore Collaborative for Interprofessional Education (ESCIPE) developed the Interprofessional, Knowledge, and Attitudes Scale (IPKAS) survey to assess IPE.

OBJECTIVE

- ❖ To describe the assessment of various IPE activities that were developed and implemented in the pharmacy curriculum in collaboration with several health care programs.

METHODS

- ❖ A variety of IPE activities were created and/or facilitated through different didactic and experiential courses.
- ❖ IPE activities include: IPE Scope of Practice Seminar and Point-of-Dispensing Drill (in the first professional year), Geriatric Assessment Interdisciplinary Team Workshop and Annual Health and Wellness Festival (in the second professional year), and Interprofessional Collaborative Competencies Attainment Seminar (in the third professional year); (see **Table 1**).
- ❖ IPE goals were developed and mapped to the four IPEC Core Domains (Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teams/Teamwork).
- ❖ Selected surveys were developed or updated to reflect the Interprofessional Central Committee (ICC) goals and IPEC Core Domains.
- ❖ ICC at the School of Pharmacy (SOP) and Health Professions identified IPKAS as a comprehensive survey and mapped student responses from the different IPE surveys to IPKAS (see **Table 2**).

Table 1. Example of IPE Activities conducted at SOP

IPE Activity	Tools	Assessment
POD Drill	After Action Report Survey	PHAR 543 Public Health: quiz and student self-reflection
IPE Scope of Practice Seminar	Survey Instrument: faculty reporting on their observation of students, and student self-reporting	PHAR 561 Professional Development I: student self-reflection
GAIT Workshop	Assessment Tools of Older Adults: A Multidisciplinary Clinical Skills Workshop Evaluation Form	PHAR 661 Professional Development III: student self-reflection
UMES Health and Wellness Festival	Experiences Survey for the UMES Health Fair	PHAR 662 Professional Development IV: project plan, poster presentation, and student self-reflection
Interprofessional Collaborative Competencies Attainment Seminar (ICCAS)	ICCAS Survey	Case discussions

RESULTS

Table 2. Students Perceptions of Selected IPE Activities Mapped to IPKAS^{Ref} IPE Domains

***Green** – 90-100%; **Blue** – 80-89%; **Orange**- 70-79% Strongly Agree/Agree Responses
(Rx- Pharmacy; PT-Physical Therapy; K- Kinesiology; R-Rehabilitation; N-Nursing; S-Social Worker)

IPEC CORE DOMAINS	% RESPONSES TO IPE ACTIVITIES					
	IPE Scope of Practice Seminar 2016	IPE Scope of Practice Seminar 2017	GAIT 2016	GAIT 2017	Health and Wellness Festival 2016	ICCAS 2017
VALUES / ETHICS						
Interprofessional practice results in more effective patient care.						
Different healthcare professional share the same values.						
ROLES / RESPONSIBILITY						
When working with complex patients, I seek the help of healthcare professionals outside of my discipline.						Rx
I have a clear understanding of the roles of other healthcare providers with whom I interact on a regular basis.	Rx Rx/PT/K/R	Rx Rx/PT/K		Rx/PT/N/S	Rx/PT	Rx
INTERPROFESSIONAL COMMUNICATION						
I can easily communicate with other healthcare professionals about important issues.				Rx/PT/N/S	Rx/PT	Rx
Being able to work as an interprofessional team member is an important skill in my profession.	Rx Rx/PT/K/R	Rx Rx/PT/K		Rx/PT/N/S		
TEAMS / TEAMWORK						
My profession encourages teamwork between healthcare professionals.	Rx Rx/PT/K/R	Rx Rx/PT/K				Rx
I'm aware of techniques that can be used to constructively manage disagreements that occur between diff. professions in healthcare.	Rx Rx/PT/K/R	Rx Rx/PT/K				Rx

Table 3. Assessment of IPEC CORE Domains based on Current Surveys

IPKAS IPE Domains	% Capture in Current Surveys
VALUES / ETHICS	0%
ROLES / RESPONSIBILITIES	70%
INTERPROFESSIONAL COMMUNICATION	70%
TEAMS / TEAMWORK	40%

CONCLUSION

- ❖ Existing surveys did not capture all the IPEC Core Domains for various IPE activities.
- ❖ IPKAS will be adapted by SOP and all the collaborating health care programs as a global assessment and quality improvement approach for all IPE activities.

REFERENCES

- ❖ List of complete references are available upon request to the authors/presenters of this poster.