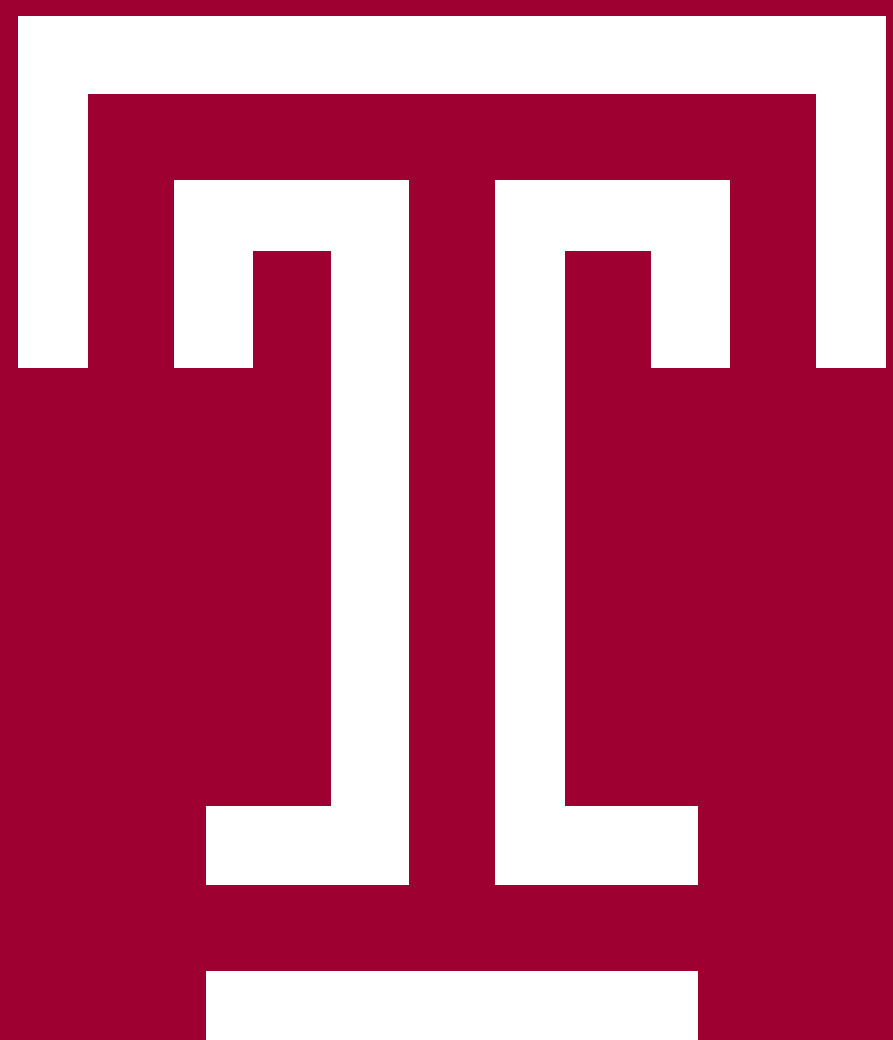


# Interprofessional Team-based Learning Activities in the Ambulatory Setting



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Introduction	Description of Intervention	Qualitative Results
<ul style="list-style-type: none"><li>Advanced Pharmacy Practice Experience (APPE) students and medical residents work alongside each other, often independently, to deliver care to patients in our Patient Centered Medical Home (PCMH) ambulatory practice with limited collaboration</li><li>There are limited opportunities for interprofessional education (IPE) among pharmacy students and other health-profession learners, although accrediting bodies for most professions highlight the importance of interprofessional teamwork</li></ul>	<div><div>Session 1</div><ul style="list-style-type: none"><li>Individual Readiness Assurance Test (IRAT) (10 minutes)</li><li>Group Readiness Assurance Test (GRAT) (10 minutes)</li><li>Facilitated discussion and debriefing of IRAT/GRAT (30 minutes)</li></ul></div> <div><div>Session 2</div><ul style="list-style-type: none"><li>Introduction of Clinical Vignette and learning objectives (5 minutes)</li><li>Small group breakout teams investigate assigned learning objectives (45 minutes)</li></ul></div> <div><div>Session 3</div><ul style="list-style-type: none"><li>Report-back: Individual teams gather in large group to discuss learning objectives (45 minutes)</li><li>Evaluative survey (5 minutes)</li></ul></div>	<div><div>Survey Comments</div><div>1. This was marvelous</div><div>2. Excellent. I very much enjoyed working with the pharmacy students.</div><div>3. At times it was difficult to work in the group because some students were argumentative and resistant to suggestions about what the students from pharmacy were trying to teach them. On the other hand, it was great to collaborate with other students when everyone offered their own input and expertise</div><div>4. It was nice to interact with other healthcare professionals in different disciplines!</div></div>
Study Objectives	Quantitative Results	Lessons Learned
<ol style="list-style-type: none"><li>Introduce a modified team-based learning (TBL) module involving teams of medical residents and pharmacy learners</li><li>Role model IPE by involving both general internists and clinical pharmacists in developing and instructing the teaching module</li><li>Determine if TBL promotes trust and positive relationships between interprofessional team members</li><li>Ascertain if learning with other professionals makes learners perceive themselves as more effective members of the healthcare team</li></ol>	<ul style="list-style-type: none"><li>31/48 (64.6%) learners responded to the survey<ul style="list-style-type: none"><li>24 (77.4%) medicine residents responded</li><li>7 (22.6%) pharmacy students responded</li></ul></li></ul>	<ul style="list-style-type: none"><li>IPE activities using TBL can build teamwork among interprofessional team members</li><li>Shared learning can enhance medical residents' and pharmacy learners' abilities to understand clinical problems</li><li>The success of this activity highlights the need for more learning modules in GME that incorporate interprofessional team members</li></ul>
Setting and Participants		References
<ul style="list-style-type: none"><li>Setting:<ul style="list-style-type: none"><li>Medicine Group Practice – Level 3 certified PCMH; three sessions/week</li></ul></li><li>Participants:<ul style="list-style-type: none"><li>4<sup>th</sup> year pharmacy students at the Temple University School of Pharmacy</li><li>1<sup>st</sup> through 3<sup>rd</sup> year medicine residents in the Temple Internal Medicine Residency Program</li></ul></li></ul>	<div><div>Survey Data</div><div>93.6% agreed that most team members were actively involved in the sessions</div><div>93.6% would like more teaching sessions involving IPE members</div><div>86.7% agreed that shared learning helped them to think positively about other healthcare professionals</div><div>90.3% believed that learning with other professionals will make them more effective members of the health care team</div><div>90.3% agreed that shared learning with other healthcare students will increase their ability to understand clinical problems</div><div>100% thought team-working skills are vital for healthcare professionals</div></div>	<ul style="list-style-type: none"><li>Arthur N, Deutschlander s, Law R, Lai J, McCarthy P, Pallaveshi L, Roots R, Suter E, Weaver L. An Inventory of Quantitative Tools Measuring Interprofessional Education and Collaborative Practice Outcomes. Canadian Interprofessional Health Collaborative. 2012.</li><li>Geriatric Interdisciplinary Team Training Program: John A. Hartford Fdn: <a href="http://www.gittprogram.org/index.html">http://www.gittprogram.org/index.html</a></li><li>Kenaszchuk C, Reeves S, Nicholas D, Zwareinstein M. Validity and reliability of a multiple-group measurement scale for interprofessional collaboration. BMC Health Services Research 2010;10.</li><li>MacDougall C, Schwartz BS, Kim L, Nanamori M, Shekarchian S, Chin-Hong PV. An interprofessional curriculum on antimicrobial stewardship Improves knowledge and attitudes toward appropriate antimicrobial use and collaboration. Open Forum Infect Dis. 2017; 4(1)ofw225.</li><li>Poling, D, Labarbera, D, Kiersma, M. Does Interprofessional Education Change Student Attitudes about Interprofessional Learning and Patient Safety? Health and Interprofessional Practice. 2015; 2(3):eP1074.</li><li>Schramm GE, Narayanan PP, Chutka DS, Nicholson WT. Implementation of an interprofessional clinical pharmacology selective learning experience for pharmacy residents and medical students. Am J Health Syst Pharm. 2017; 74(6):397-401.</li><li>Vernon R, Curran, Olga Heath, Anne Kearney &amp; Pam Button (2010) Evaluation of an interprofessional collaboration workshop for post-graduate residents, nursing and allied health professionals, Journal of Interprofessional Care. 2010; 24:3, 315-318.</li><li>Horsburgh M, Lamdin R, &amp; Williamson E. Multiprofessional learning: the attitudes of medical, nursing, and pharmacy students to shared learning. Medical Education 2001; 35:876-883.</li><li>Balwan S, Fornari A, DiMarzio P, et al. Use of Team-Based Learning Pedagogy for Internal Medicine Ambulatory Resident Teaching. J Grad Med Educ. 2015; 7(4):643-648.</li><li>Interprofessional Education Collaborative Expert Panel. 2016. Core Competencies for Interprofessional Collaborative Practice: 2016 Update. Washington, DC: IPEC.</li><li>Simko LC, Rhodes DC, McGinnis KA, Fiedor J. Students' perspectives on interprofessional teamwork before and after an interprofessional pain education course. Am J Pharm Educ. 2017; 81(6):104.</li></ul>