Interprofessional Team-based Learning Activities in the Ambulatory Setting

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Introduction

- 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.
- 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.

Study Objectives

1. Introduce a modified team-based learning (TBL) module involving teams of medical residents and pharmacy learners.
2. Role model IPE by involving both general internists and clinical pharmacists in developing and instructing the teaching module.
3. Determine if TBL promotes trust and positive relationships between interprofessional team members.
4. Ascertain if learning with other professionals makes learners perceive themselves as more effective members of the healthcare team.

Setting and Participants

- Setting: Medicine Group Practice – Level 3 certified PCMH; three sessions/week.
- Participants: 4th year pharmacy students at the Temple University School of Pharmacy, 1st through 3rd year medicine residents in the Temple Internal Medicine Residency Program.

Description of Intervention

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<th>Description of Intervention</th>
<th>Session 1</th>
<th>Session 2</th>
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<tr>
<td>Individual Readiness Assurance Test (IRAT) (10 minutes)</td>
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<td>Group Readiness Assurance Test (GRAT) (10 minutes)</td>
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<td>Facilitated discussion and debriefing of IRAT/GRAT (30 minutes)</td>
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<td>Introduction of Clinical Vignette and learning objectives (5 minutes)</td>
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<td>Small group breakout teams investigate assigned learning objectives (45 minutes)</td>
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<td>Report-back: Individual teams gather in large group to discuss learning objectives (45 minutes)</td>
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<td>Evaluative survey (5 minutes)</td>
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Quantitative Results

- 31/48 (64.6%) learners responded to the survey.
- 24 (77.4%) medicine residents responded.
- 7 (22.6%) pharmacy students responded.

Survey Data

93.6% agreed that most team members were actively involved in the sessions.
93.6% would like more teaching sessions involving IPE members.
86.7% agreed that shared learning helped them to think positively about other healthcare professionals.
90.3% believed that learning with other professionals will make them more effective members of the healthcare team.
90.3% agreed that shared learning with other healthcare professionals will increase their ability to understand clinical problems.
100% thought team-working skills are vital for healthcare professionals.

Qualitative Results

Survey Comments

1. This was marvelous.
2. Excellent. I very much worked very well with the pharmacy students.
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.
4. It was nice to interact with other healthcare professionals in different disciplines!

Lessons Learned

- IPE activities using TBL can build teamwork among interprofessional team members.
- Shared learning can enhance medical residents’ and pharmacy learners’ abilities to understand clinical problems.
- The success of this activity highlights the need for more learning modules in GME that incorporate interprofessional team members.

References