

# Assessment of IPE Core Competencies During Advanced Pharmacy Practice Clinical Experiences

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# Session Objectives

- Identify a process for incorporating IPE competency measurements into preceptor evaluations of students on clinical rotations.
- Describe the process for evaluating the obtained outcomes in contributing to continuous quality improvement of IPE programming.

# Background

- IPE programming is required throughout the JCP students curriculum
  - Two-year longitudinal Health Mentor program as part of the Pharmacy Practice course sequence during years 1 and 2
  - Root cause analysis as part of the Medication Safety course during year 2
  - End of life symposium as part of the Interprofessional (IP) Grand Rounds course during year 3
- Other IPE experiences - co-curricular in which students participate
- Desire to 'measure' the impact of these opportunities relative to meeting the IPEC Core Competencies during the year 4 Advanced Pharmacy Practice Clinical Experiences (APPEs)

Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative.

# Intervention

- The JCP Curriculum Committee updated the preceptor evaluation of students as part of the routine course review during the 2014-2015 academic year
- The Spring 2015 Preceptor Development Program focused on IPE
- Beginning with APPE Block 1 in Pre-Fall 2015, evaluations now included select IPEC Core Competencies as they related to the core, required APPE environments
  - Acute Care
  - Ambulatory Care
  - Community Pharmacy
  - Hospital Pharmacy



# Incorporated Competency Statements

- Values/Ethic Competencies – three applied to all 4 core APPEs
  - Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
  - Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.
  - Act with honesty and integrity in relationships with patients, families, and other team members.

# Incorporated Competency Statements, cont'd.

- Roles/Responsibilities, IP Communication, and Teams/Teamwork Competencies
  - None applied across the board to all 4 core APPEs
  - At least one from each of these 3 competency domain included in the Acute Care and Ambulatory Care APPEs
  - Teams/Teamwork and IP Communication not included in the Community Pharmacy APPE
  - Teams/Teamwork not included in the Hospital Pharmacy APPE

# Results – Values/Ethics

	Ambulatory Care	Acute Care	Hospital Pharmacy	Community Pharmacy
Respect the dignity...VE2	100	100	100	100
Embrace the cultural diversity...VE3	100	100	100	100
Work in cooperation... delivery of prevention...VE5	66.7	xxx	xxx	xxx
Act with honesty...VE9	100	100	98.2	100

Percentage of students achieving independently with little or no support.

# Results - Roles/Responsibilities

	Ambulatory Care	Acute Care	Hospital Pharmacy	Community Pharmacy
Recognize one's limitations...RR2	100	xxx	98.2	100
Explain the roles and responsibilities...RR3	xxx	100	xxx	98.3
Use the full scope...RR5	81.8	100	xxx	xxx

Percentage of students achieving independently with little or no support.



# Results - IP Communication

	Ambulatory Care	Acute Care	Hospital Pharmacy	Community Pharmacy
Organize and communicate information... CC2	xxx	xxx	80	xxx
Express one's knowledge and opinions...CC3	39.4	64.3	xxx	xxx
Listen actively...CC4	81.8	100	xxx	xxx

Percentage of students achieving independently with little or no support.

# Results - Teams/Teamwork

	Ambulatory Care	Acute Care	Hospital Pharmacy	Community Pharmacy
Share accountability ...TT7	100	100	xxx	xxx
Perform effectively on teams...TT11	93.9	100	xxx	xxx

Percentage of students achieving independently with little or no support.

# Conclusions

- Based upon the results of the preceptor evaluations of students, pharmacy students appear prepared for IP collaborative practice
- Need to determine ways to identify the students' achievement of teams/teamwork in the hospital and community pharmacy settings
- IP communication is an area for increased focus in years 1-3 of the curriculum
  - TeamSTEPPs training now required of all JCP students in year 3 as part of the IP Grand Rounds Course
  - With increased emphasis on co-curricular activities, IP communication may be an intentional area in which to focus

# Relevance

- With the increased emphasis/inclusion of IPE into the accreditation guidelines of many of the health care disciplines, the need for measuring student competency in practice exists
- Other health care disciplines could evaluate their preceptor evaluations of students to see if/how IPEC Core Competencies could be measured directly or indirectly
  - May require some preceptor training
  - Would involve a close look at existing evaluation forms
  - Inclusion on the evaluation form illustrates to students and preceptors, alike, the importance of our students to be 'practice ready'

**Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Standards 2016. Accreditation Council for Pharmacy Education. Chicago, Ill. 2015.**



# Questions/Discussion