

Letter to the Editors:

Dear Editors,

I am a Pharmacist and a 2014 graduate of the Jefferson College of Pharmacy. Currently, I work in a retail pharmacy that is located inside an infectious disease clinic. Most of my patients are HIV positive and receive comprehensive care in the clinic. Every day I interact with CMA's, nurses, social workers, laboratory professionals, an addiction counselor, psychiatrists and prescribers. Together, we function as a healthcare team to provide integrated and seamless care for our patients.

When patients visit the clinic, they see their provider, have labs drawn, see a social worker, and pick up their prescriptions. By building relationships across disciplines, our clinic team is able to quickly resolve issues when they do arise. Usually, issues are resolved without the patient even realizing there was an issue. We do not blame other members of the team when something does go wrong, since we are one healthcare team and that is how our patients view us.

My time at Jefferson taught me that all the members of the healthcare team need to work together and learn from each other in order to provide the best care possible for our patients. During their time at Jefferson, students are exposed to interprofessional education in ways that are unique and hands-on. While other schools have lectures and discussion on interprofessional education, Jefferson allows students to discover how to function on a healthcare team with the Health Mentors Program.

Without realizing it, this experience not only teaches students about the other members of the healthcare team but also how to educate peers about what our profession does, what we bring to the table, and how we evaluate a patient. This has benefited me as we look to expand

the clinical services that our pharmacy offers. I understand that as we meet with the team to develop these plans, we need to start by educating the other members of the team on all the services that pharmacists can provide. This process also involves listening to our peers to understand their needs, learning the needs of our patients, and figuring out how as a team we can all work at the top of our licenses to meet those needs.

By learning from our peers, we are able to ask those questions we might not ask while on clinical rotations and better understand how all the members of the team fit together. On rotations, students start to realize the benefits of interprofessional education. As you round with a team, it

is natural to understand what "part" of the patient's care each discipline focuses on. Our education also makes it easier to understand which member of the team to direct a question to, since you understand how they evaluate and view a patient. While the Health Mentors Program and interprofessional education might not be a student's favorite or most exciting activity during his/her time at Jefferson, it is definitely one the activities that has the biggest impact on our professional lives for years to come.

Regards,

Ian A. Cook, PharmD
Jefferson College of Pharmacy, 2014

Health Mentors Program Feedback

