

Impact of IPE in Advanced Pharmacy Practice Experiences of the Jefferson School of Pharmacy Students Relative to the IPE Core Competencies

Elena M. Umland, BS, PharmD, Jefferson School of Pharmacy, Thomas Jefferson University

Caitlin Brown, BS, PharmD Candidate 2015, Jefferson School of Pharmacy, Thomas Jefferson University

Carolyn Giordano, PhD, Director of Office of Institutional Research, Thomas Jefferson University

Background

- First and second-year pharmacy students participate in a required two-year, longitudinal IPE experience.
- Pharmacy students may participate in other, independent IPE programs during their time in the pharmacy program.
- The impact of IPE in the first three years of the pharmacy curriculum on the advanced pharmacy practice experiences (APPEs) has not been evaluated.

Purpose

- To investigate the impact of IPE at Thomas Jefferson University on the Jefferson School of Pharmacy APPEs

Methods

- The following item was added to the required APPE course evaluation:
 - Please offer your comments relating to how prepared you felt for your interprofessional interactions during this APPE.
- Thematic analysis by two independent reviewers was performed on all comments submitted.
 - Comments were coded according to the IPE Core Competency to which they most closely matched: values/ethics, roles/responsibilities, interprofessional communication, teams/teamwork.
 - Comments were identified as positive, negative or other.
- The results were reviewed by a third party and all reviewers reconvened to reach consensus on the identified themes.

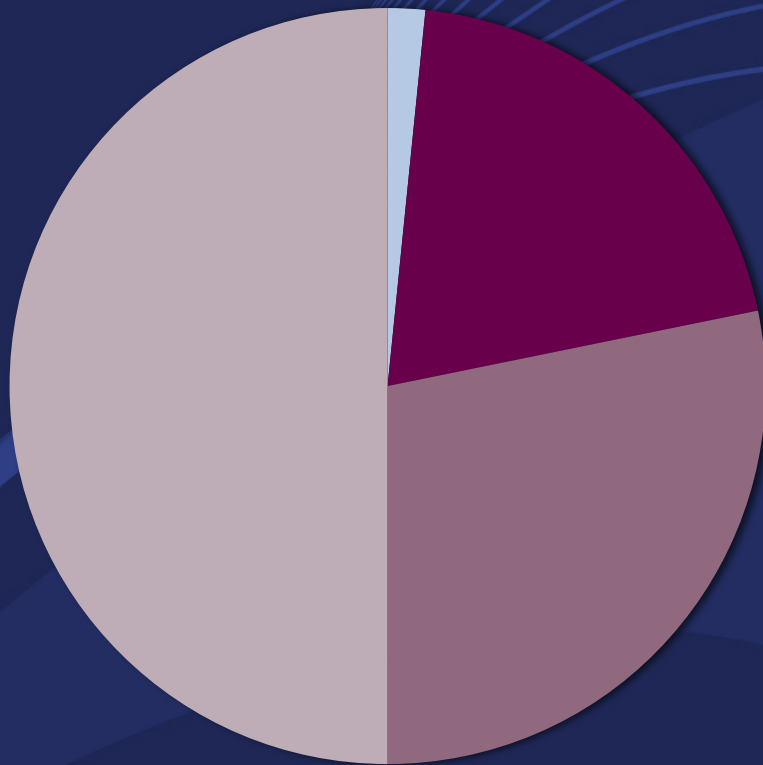
Methods

- Comments were entered into Excel relative to APPE type
 - Inpatient Care
 - Ambulatory Care
 - Community
 - Hospital
 - Elective Direct Patient Care
 - Elective Indirect Patient Care

Results

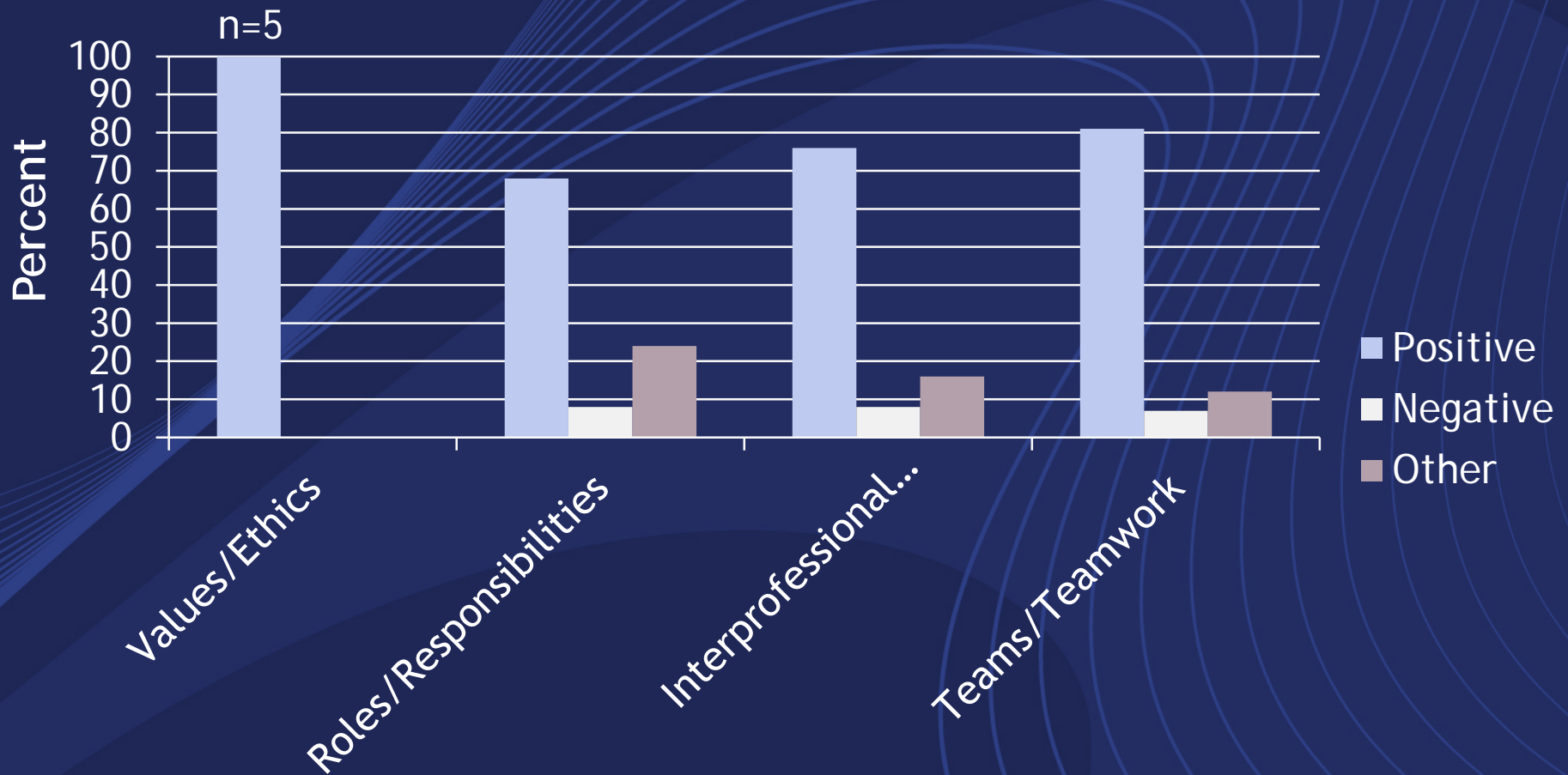
- Course evaluations for 828 APPEs were assessed
 - 138 students from the Classes of 2013 and 2014
 - Six rotations per student
- A total of 311 individual responses were provided

Comments According to IPE Competency Domain

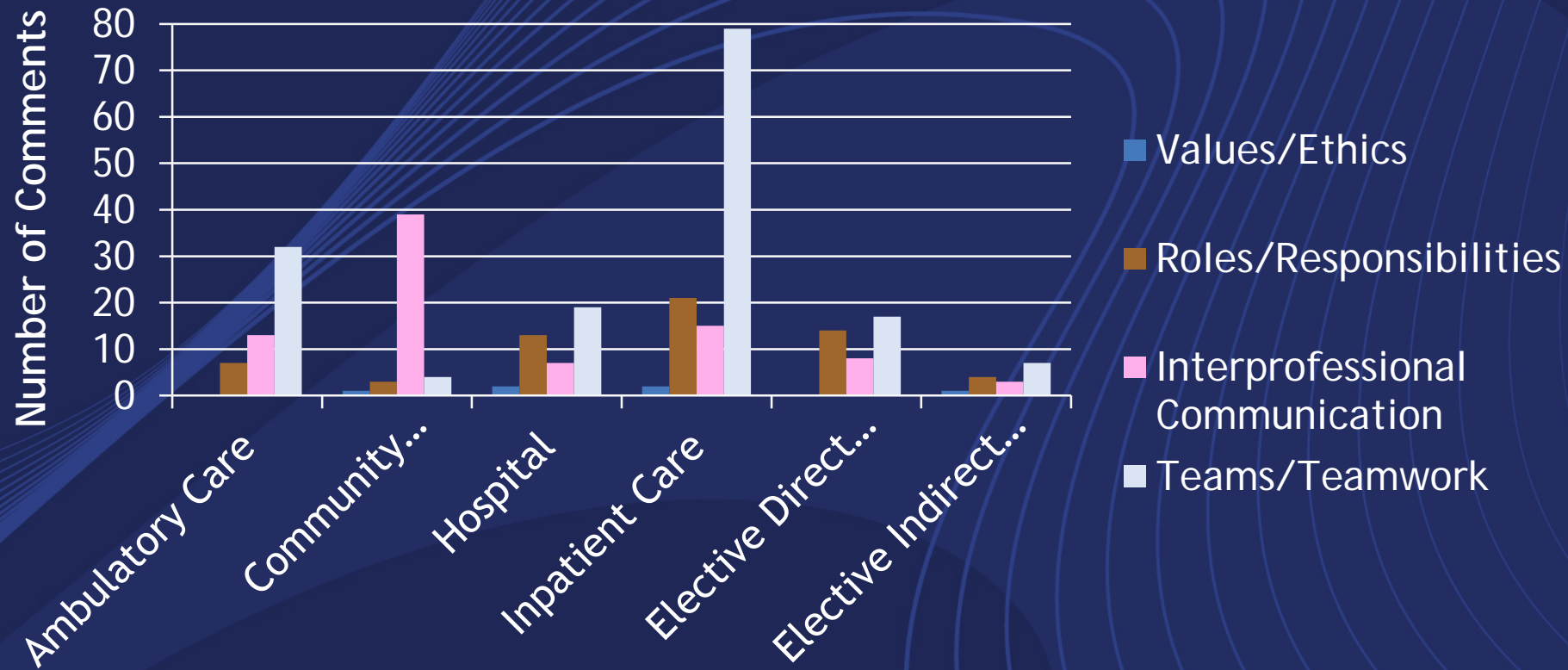


- Values/Ethics (n=5)
- Roles/Responsibilities (n=63)
- Interprofessional Communication (n=88)
- Teams/Teamwork (n=155)

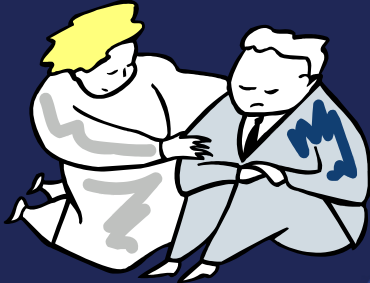
Comments as Positive/Negative According to IPE Competency Domain



IPE Competency Comments According to APPE Type

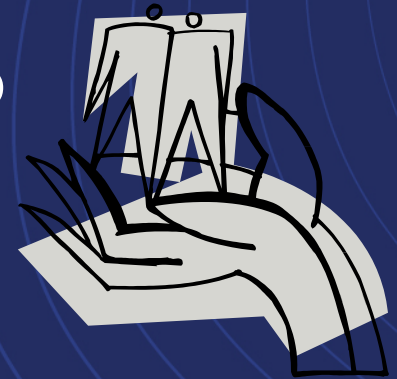


Quotes - Values and Ethics



“During presentations and daily interactions, I could sense mutual respect.”

“In school we learn that treating everyone with respect and valuing their opinion will help achieve the goal, and it does help you to develop as a professional.”



Quotes - Roles and Responsibilities

“I felt very prepared to interact with other healthcare professionals. I think the Jefferson HMP helped JSP students to understand the different roles that other healthcare professionals play in patient care.”

“Jefferson taught me well what each discipline’s responsibility/ focus is. Before going on rounds, I knew my role as a student pharmacist.”

“The HMP allowed me to understand the role of each health professional and this helped me to be an effective member of the team.”

Quotes - Interprofessional Communication

“I think I was comfortable in engaging with other professionals because I went through many interprofessional programs.”

“The HMP was helpful in building confidence regarding how to speak with other healthcare professionals and being comfortable with the roles that they play in patient care.”

“I felt the HMP allowed me to understand the role and how to communicate with each member of the multi-disciplinary team, and this helped me on my rotation.”



Quotes - Teams and Teamwork



“I think the HMP prepares everyone to work well with members of other health care professions. Interestingly, APPEs at Jefferson make it easier to do so. I believe this is because all of the students at TJU have participated in the HMP. APPEs at other institutions have proven more difficult.”

“I felt prepared (more than average) during my interprofessional interactions. I felt the HMP prepared me for this the most.”

“The HMP was a great start for us to begin learning how to interact with our healthcare peers.”

“I can say that I do feel prepared to work with other professionals, and I thank Jefferson for placing emphasis on this.”



Conclusion

- Pharmacy students noted that their IPE experiences in years 1-3 of their program prepared them for the interprofessional interactions they encountered during their APPEs in the 4th year.
- The greatest number of comments were provided within the inpatient APPE course evaluation.
- The majority of student comments relative to the impact of their IPE experiences on their APPEs were positive.
- Students readily associate IPE with preparing them for the competencies of teams/teamwork and interprofessional communication and role/responsibilities as compared to values/ethics.

Discussion / Relevance

- This study supports prior findings showing IPE to have a positive influence on understanding roles and responsibilities as well as on the overall value of collaboration. ^{1, 2}
- In developing future IPE programs, more deliberate attention should focus on the competency domain of values/ethics.
- In the development and maintenance of current and future APPE sites, environments that serve as role models for fostering collaborative are imperative.

1. Maldonado AQ, et al. Am J Pharma Ed 2013;77:74.
2. Mellor R, et al. J Interprof Care 2013;27:292-7.