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)

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

<table>
<thead>
<tr>
<th></th>
<th>Ambulatory Care</th>
<th>Acute Care</th>
<th>Hospital Pharmacy</th>
<th>Community Pharmacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect the dignity...VE2</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Embrace the cultural diversity...VE3</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Work in cooperation...delivery of prevention...VE5</td>
<td>66.7</td>
<td>xxx</td>
<td>xxx</td>
<td>xxx</td>
</tr>
<tr>
<td>Act with honesty...VE9</td>
<td>100</td>
<td>100</td>
<td>98.2</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of students achieving independently with little or no support.
# Results - Roles/Responsibilities

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Recognize one’s limitations...RR2</td>
<td>100</td>
<td>xxx</td>
<td>98.2</td>
<td>100</td>
</tr>
<tr>
<td>Explain the roles and responsibilities...RR3</td>
<td>xxx</td>
<td>100</td>
<td>xxx</td>
<td>98.3</td>
</tr>
<tr>
<td>Use the full scope...RR5</td>
<td>81.8</td>
<td>100</td>
<td>xxx</td>
<td>xxx</td>
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</tbody>
</table>

Percentage of students achieving independently with little or no support.
## Results - IP Communication

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</thead>
<tbody>
<tr>
<td>Organize and communicate information... CC2</td>
<td>xxx</td>
<td>xxx</td>
<td>80</td>
<td>xxx</td>
</tr>
<tr>
<td>Express one’s knowledge and opinions... CC3</td>
<td>39.4</td>
<td>64.3</td>
<td>xxx</td>
<td>xxx</td>
</tr>
<tr>
<td>Listen actively... CC4</td>
<td>81.8</td>
<td>100</td>
<td>xxx</td>
<td>xxx</td>
</tr>
</tbody>
</table>

Percentage of students achieving independently with little or no support.
## Results - Teams/Teamwork

<table>
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<th>Community Pharmacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share accountability ...TT7</td>
<td>100</td>
<td>100</td>
<td>xxx</td>
<td>xxx</td>
</tr>
<tr>
<td>Perform effectively on teams...TT11</td>
<td>93.9</td>
<td>100</td>
<td>xxx</td>
<td>xxx</td>
</tr>
</tbody>
</table>

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’

Questions/Discussion