

## Introduction

- Interprofessional interactions contribute to better team dynamics on healthcare teams and improved patient care.<sup>1</sup>
- Continuity of care (CoC) plays an important role in optimizing patient outcomes, but incorporating CoC into pharmacy curricula can be challenging.<sup>2,3</sup>
- This encounter was a component of a multi-semester activity where students are exposed to the same patient at least once per semester and are tasked with resolving medication-related issues and collaborating with students from other healthcare professions.

### References:

- <sup>1</sup>Forsythe L. Action research, simulation, team communication, and bringing the tacit into voice society for simulation in healthcare. *Simul Healthcare*. 2009;4(3):143–148.  
<sup>2</sup>Layson-Wolf, C., Morgan, J.A. Pharmacy Continuity of Care. *Dis-Manage-Health-Outcomes* 16, 199–203 (2008). <https://doi.org/10.2165/00115677-200816040-00001>  
<sup>3</sup>Spinevine A, Claeys C, Foulon V, Chevalier P. Approaches for improving continuity of care in medication management: a systematic review. *International Journal for Quality in Health Care*, Volume 25, Issue 4, September 2013, Pages 403–417. <https://doi.org/10.1093/intqhc/mzt032>.

## Objectives

- The objectives of this study were to implement a new simulation to (1) assess pharmacy student perceptions of the importance of continuity of care and (2) emphasize the importance of interprofessional collaboration.

## Methods

- Third year pharmacy students participated in a new manikin simulation with nursing students.
- Previous encounters with this patient are shown in Figure 1.
- The patient presents to the emergency department with a GI bleed and students are tasked with determining the cause and developing a patient-specific treatment plan (patient information shown in Figure 3).
- Interprofessional and discipline-specific debriefing sessions were held immediately following the simulation.
- Post-surveys were distributed to pharmacy students to determine perceptions of the activity.
- The project was acknowledged as exempt by the Institutional Review Board.

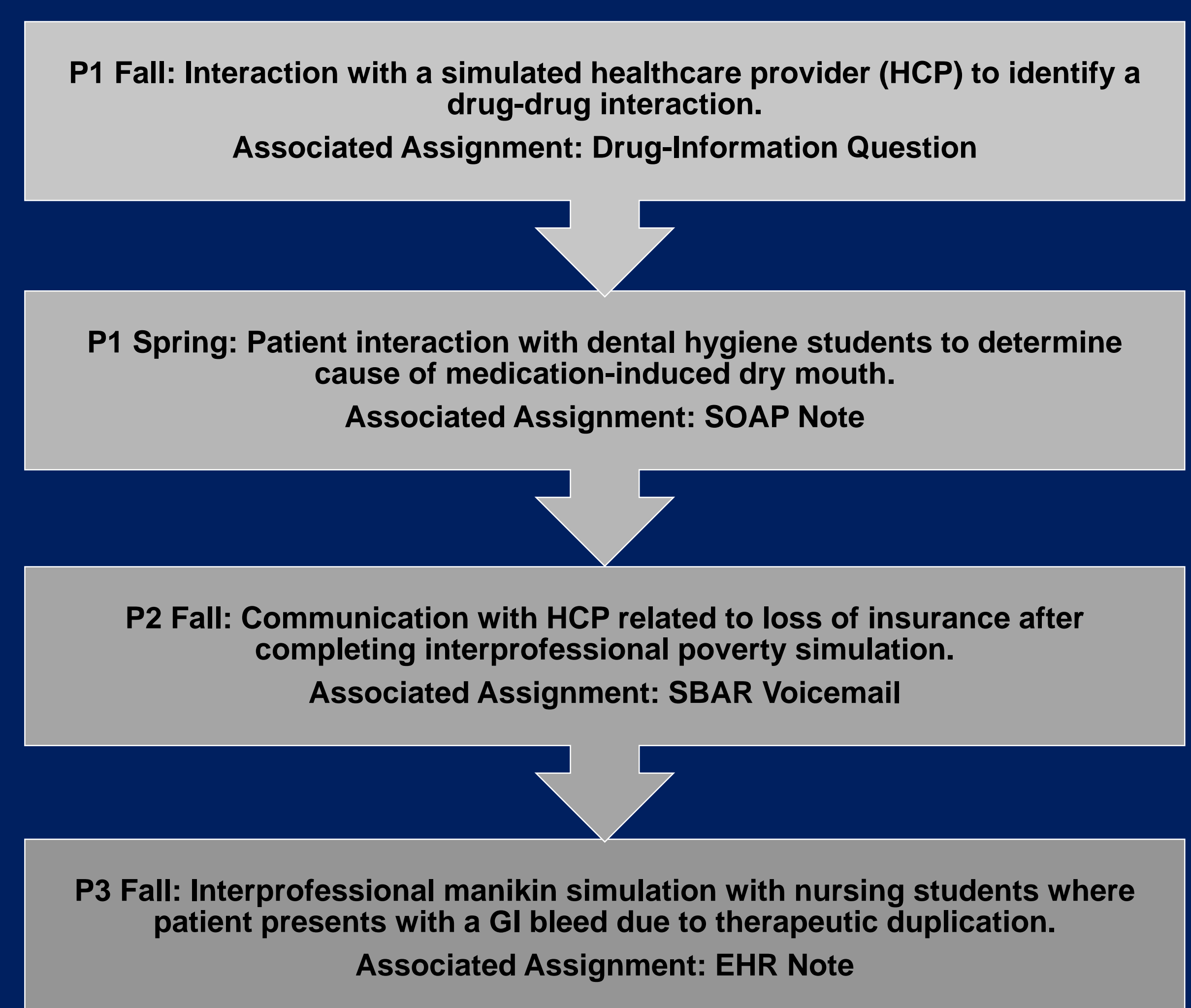


Figure 1.

## Results

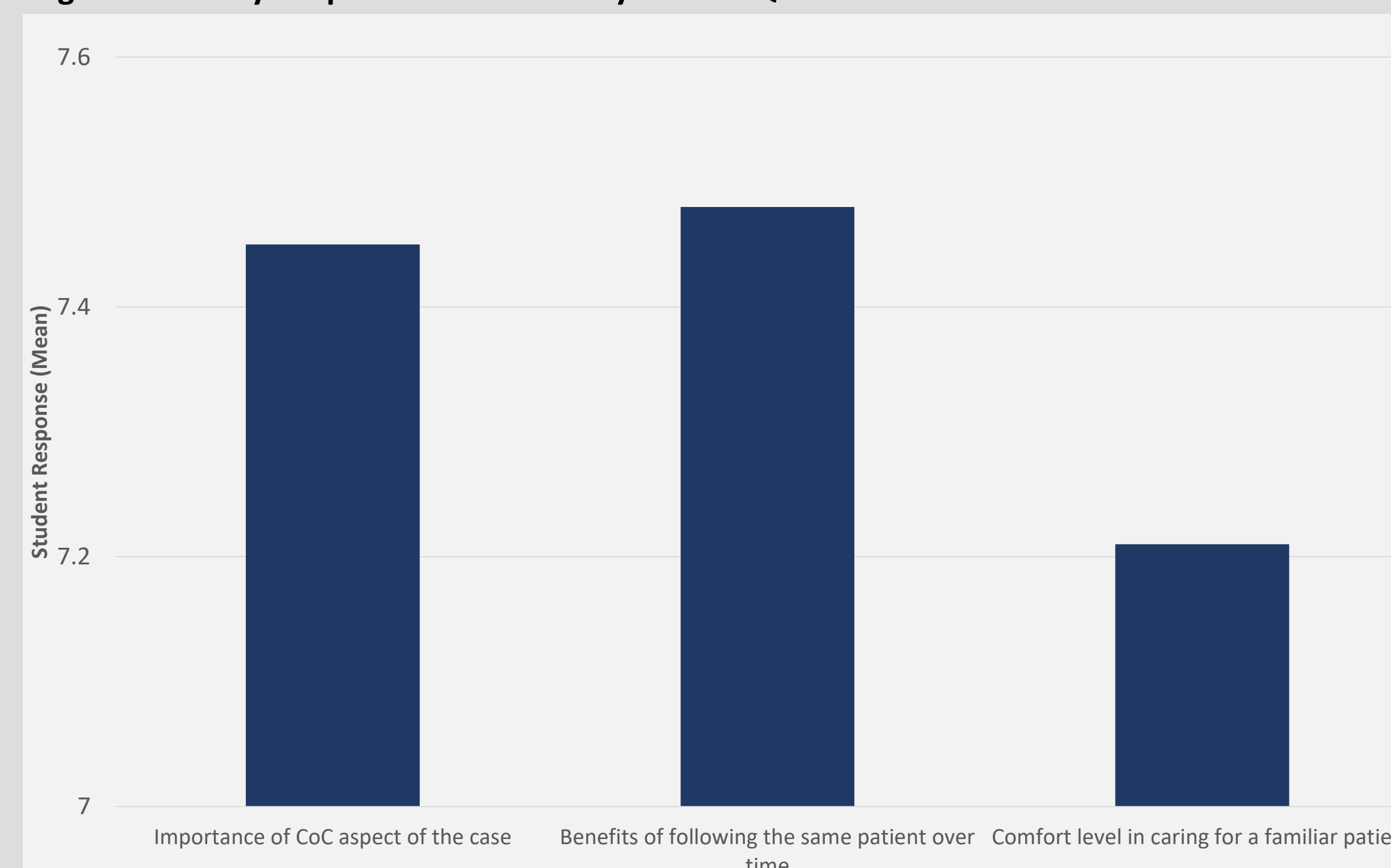
- Forty-six pharmacy students and 15 nursing students completed the activity in fall 2023.
- 89% of pharmacy students completed the post-survey. Results are shown in Table 1 and Figure 2.

## Results

Table 1. IPE Competency Self-Assessment Questions

	Strongly Agree/ Agree (%)	Neutral (%)	Strongly Disagree/ Disagree (%)
I am able to use communication skills and techniques that facilitate effective team interactions.	90.2%	7.3%	2.5%
I am able to place the interests of patients at the center of interprofessional health care delivery.	90%	7.5%	2.5%
I engage other healthcare professionals to constructively manage disagreements about patient care.	87.8%	12.2%	0%
I am able to inform care decisions by integrating the knowledge and experience of other professions appropriate to the clinical situation.	95.1%	4.9%	0%
I embrace the diversity that characterizes the healthcare team.	97.5%	2.5%	0%
I am able to apply leadership practices that support effective collaborative practice.	95.1%	4.9%	0%
I am able to respect the cultures and values of other health professions.	97.5%	2.5%	0%
I am able to engage other healthcare professionals in shared problem-solving appropriate to the specific care problem.	97.5%	2.5%	0%
I can develop a trusting relationship with other team members.	97.5%	2.5%	0%
I am able to use strategies that improve the effectiveness of interprofessional teamwork and team-based care.	97.5%	2.5%	0%
I am able to understand the responsibilities and expertise of other health professions.	92.5%	7.5%	0%

Figure 2. Survey Responses to Continuity of Care Questions



Mean is based on a scale of 1-10, with 1 being lowest and 10 being highest.

Figure 3. Patient Case Provided to Students

Instructions: You are the clinical pharmacist (with prescriptive authority) in a VA hospital and are about to see the following continuity of care patient (for whom you have provided care in P1 fall (PHAR 800), P1 spring HAR 710 dental hygiene simulation) and P2 fall (PHAR 820 Population Health poverty simulation). You will assess the patient based on his current complaint(s) and make medication recommendations for him. You will then document your recommendations/interventions for the patient chart so the rest of the patient care team is aware of any changes.

Patient Name: Carl Dotson  
 DOB: 4/28/66  
 Sex: M  
 Allergies: NKDA

Current Medications:

- Olmesartan 10 mg PO daily
- Rosuvastatin 20 mg PO daily
- Spiriva Respimat 2 inhalations by mouth once daily
- Symbicort 160/4.5 mcg two inhalations PO BID
- Albuterol HFA 90 mcg 2 puffs q 4-6 hours prn shortness of breath
- Entresto 49/51 mg PO BID
- Furosemide 20 mg PO QD prn for fluid retention
- Metoprolol succinate 100 mg PO QD
- Ibuprofen 200 mg PO TID prn for back pain (OTC)

Social history: Unemployed, married; spouse smokes 1 ppd x 39 years

Family History: CAD, Type 2 Diabetes, MI (April 2023)

Past Medical History: Hypertension, COPD, Dyslipidemia, Heart failure with reduced ejection fraction

## Conclusion and Implications

- This interprofessional simulation was well-received by pharmacy students.
- Students reported a perceived benefit to the continuity of care aspect to the case and self-reported scores in the IPEC self-assessment tool were high overall.
- Additional activities to promote interprofessional practice and education and advance communication skills with other healthcare providers are being explored in the curriculum.

## Contact

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