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BACKGROUND

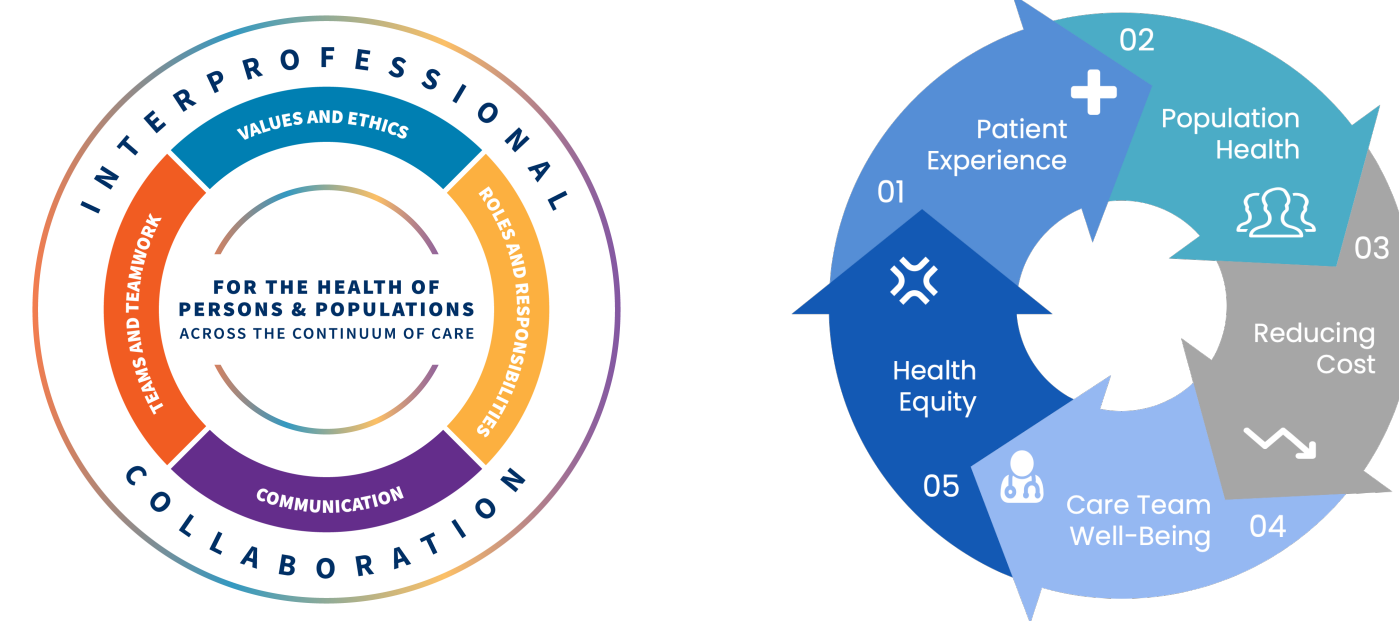
- Interprofessional education (IPE) requires student pharmacists to learn about, from, and with members or student members of the health care team.
- Preparing team-ready graduates requires consistent IPE experiences, but longitudinal, curricular IPE integration remains challenging.

OBJECTIVE

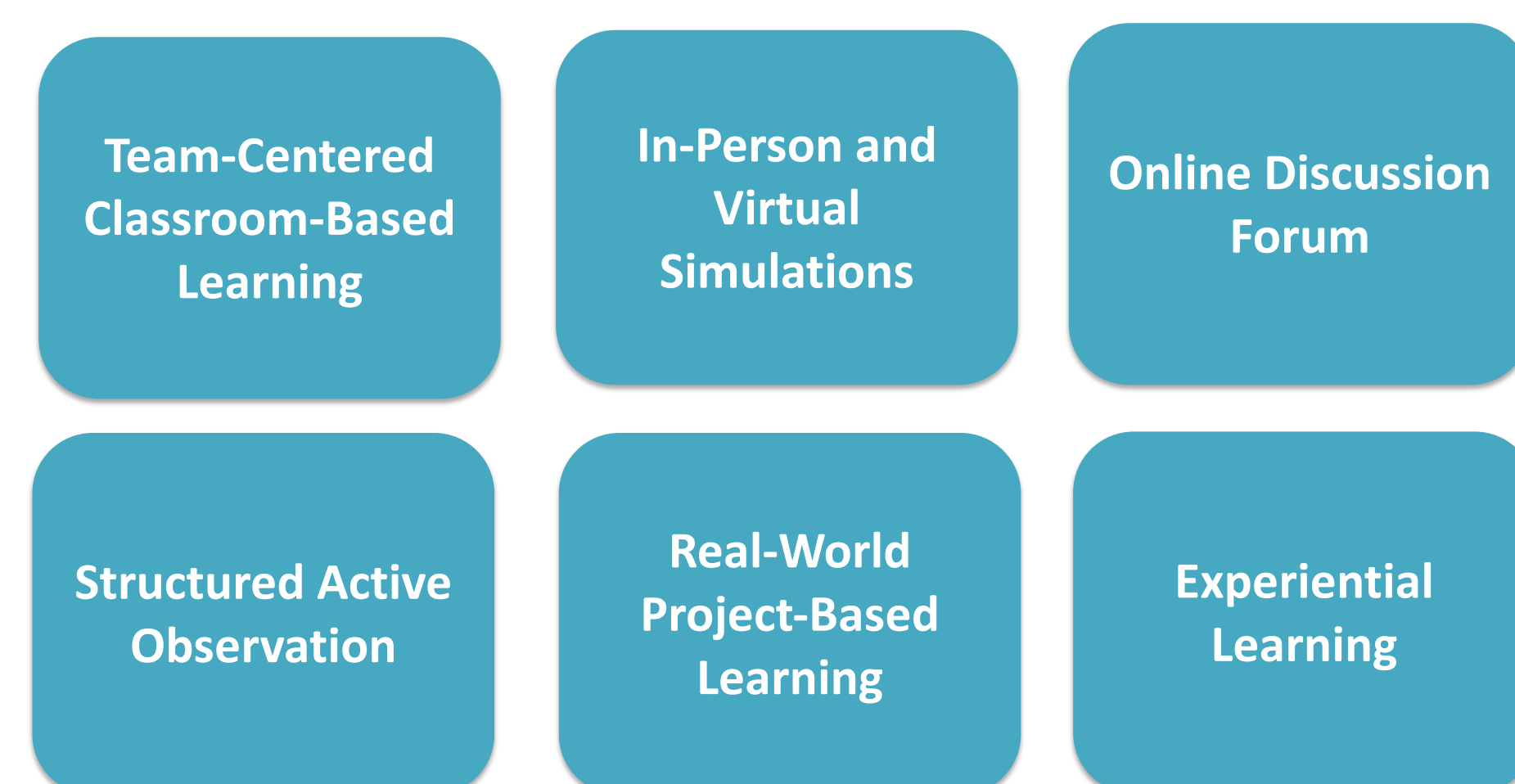
- To describe the intentional thematic integration of IPE into all four years of a required PharmD curriculum.

METHODS

- Longitudinal IPE curriculum involving six courses and experiential learning
- Six-course series titled “Foundations for Interprofessional Collaborative Practice” or FICP
- Thematic integration grounded in the Interprofessional Education Collaborative (IPEC) competencies and the Quintuple Aim



- Key learning pedagogies



- Programmatic assessment by students
 - IPE reflections
 - Interprofessional Collaborative Competencies Attainment Survey (ICCAS)

OUTCOMES

Figure 1. Thematic IPE Integration

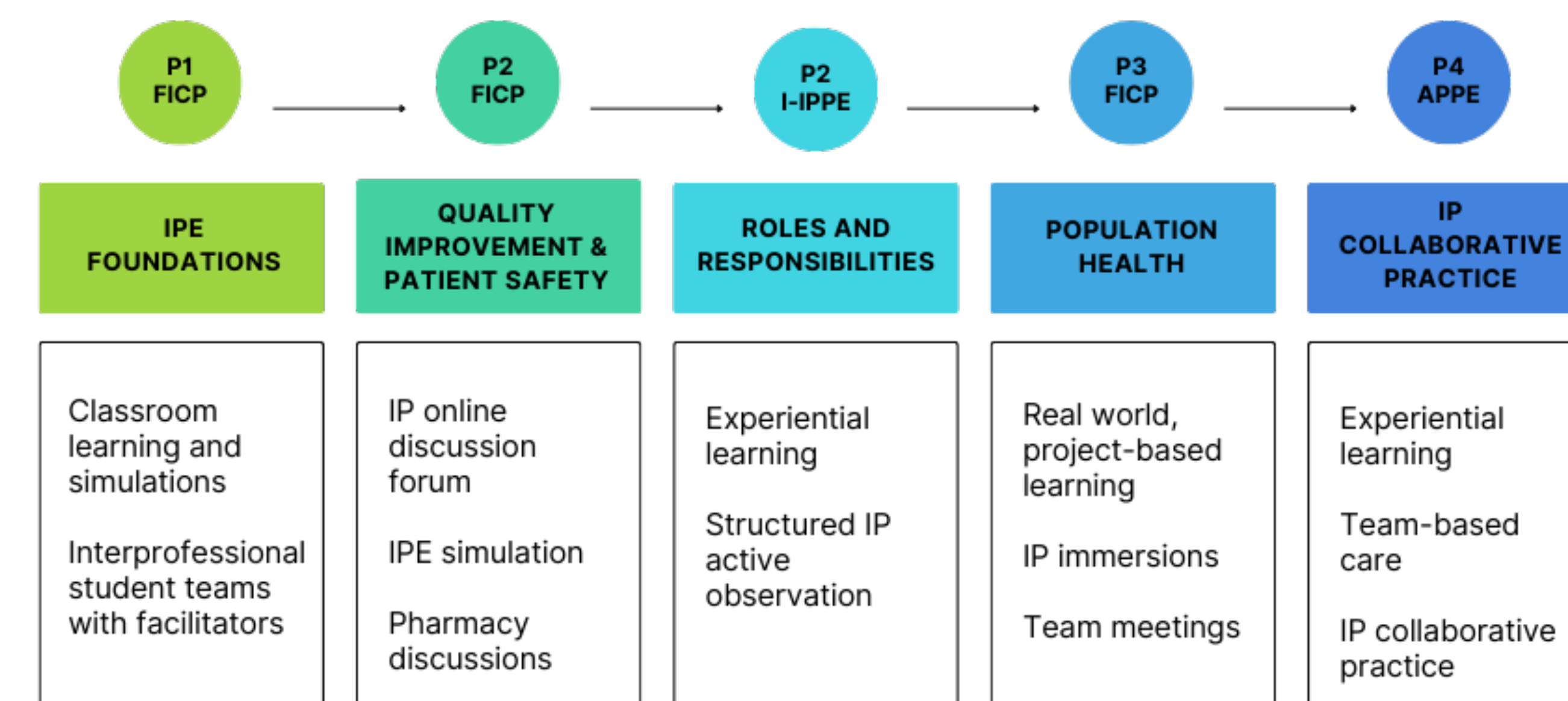
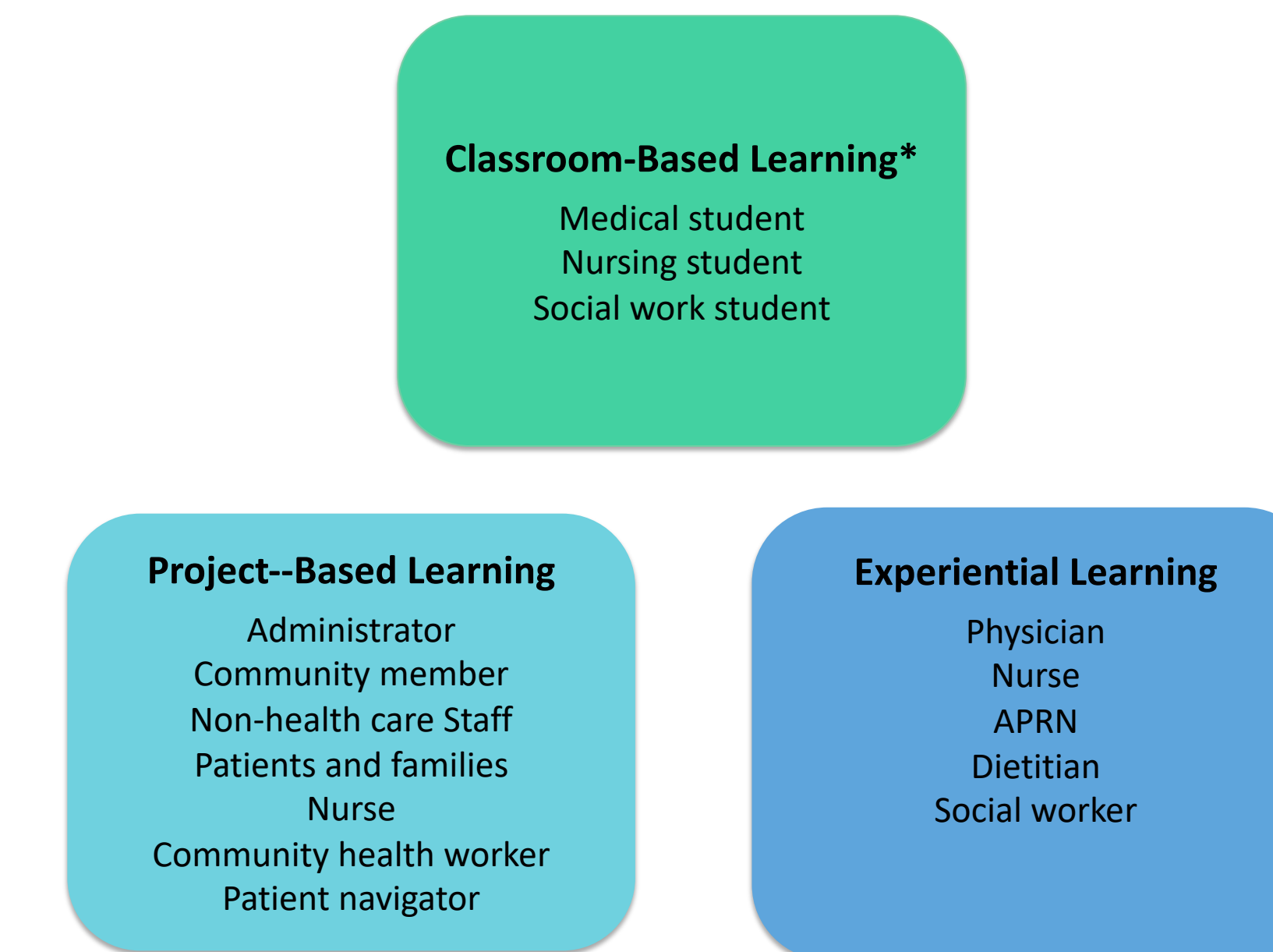


Figure 2. P1-P3 Top Interactions with Other Professions

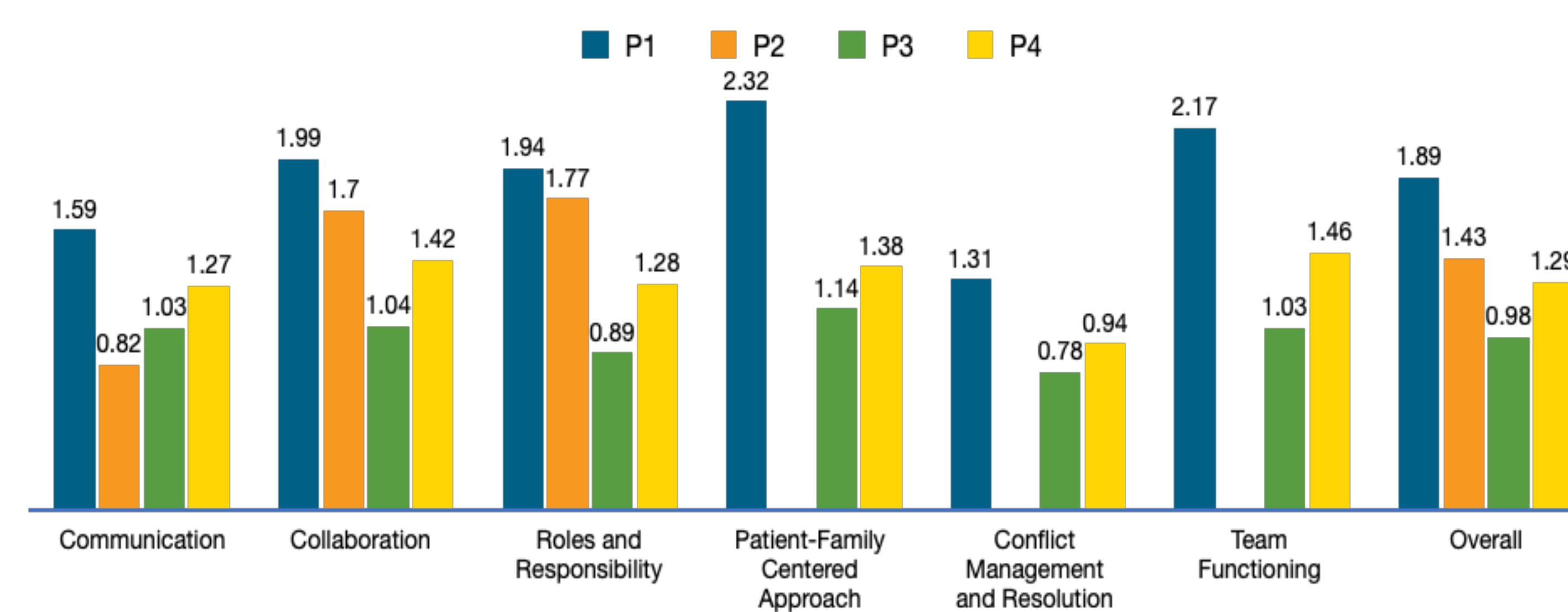


*Other student interactions: audiology, speech-language pathology, dietetics, athletic training, psychology, dental hygiene, pastoral care, public health, business

Figure 3. P4 Top Interactions with Other Professions

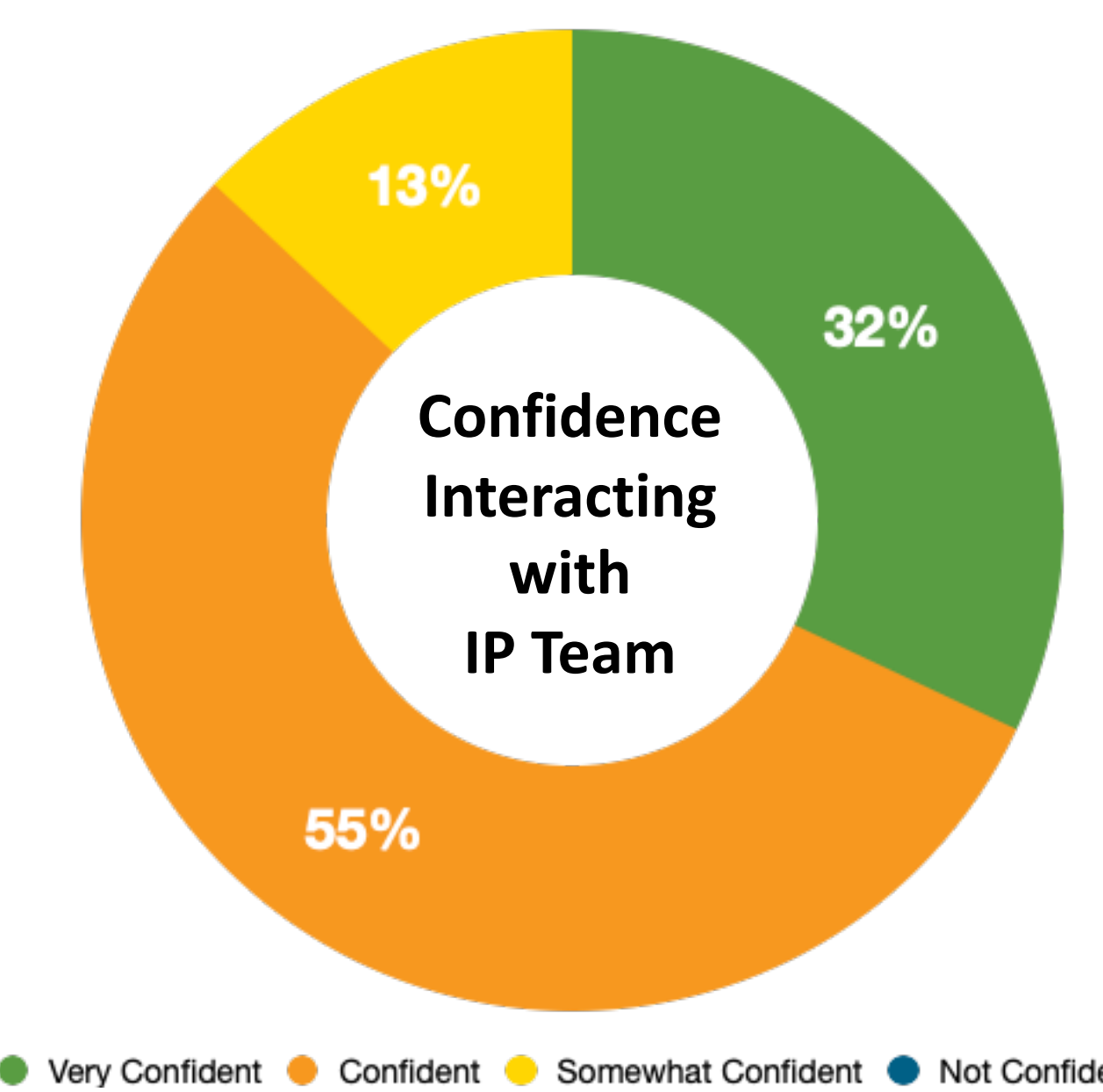


Figure 4: Longitudinal ICCAS Results (Class of 2023)



The Interprofessional Collaborative Competencies Attainment Survey (ICCAS) is a validated instrument designed to assist learners in reflecting on changes in their abilities towards IPE-related competencies following an IPE experience utilizing a retrospective pre-post approach

Figure 5: P4 Self-Assessment of Confidence*



*Assessing the impact of the 4-year integrated IPE curriculum

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Seeing and applying what I've learned about the interprofessional team and how pharmacists are so well integrated into the team makes me appreciate the past 4 years for helping me see what the pharmacy profession can do.

My understanding of the pharmacist's role has always been one that is supportive, but the class and experiences have shown that its more than supportive, its collaborative.

Thinking back to my IP learning journey from my P1, P2, and P3 year, culminating in my P4 year, this preparation has greatly shaped my identity as a contributing member of a health care team.

CONCLUSION

- Positive changes in ICCAS were reported consistently by students at the end of each year, with the largest change observed in years 1 and 4.
- The longitudinal, thematic integration of IPE into all four years of the required PharmD curriculum prepared student pharmacists to confidently contribute as a member of a health care team.
- Key challenges include coordination and sufficient human and financial resources.

REFERENCES AND ACKNOWLEDGEMENTS

References on file. We would like to extend our sincere appreciation to our collaborative partners: Dell Medical School; School of Nursing; Steve Hicks School of Social Work; Speech, Language, and Hearing Sciences Department, Moody College of Communication; Department of Nutritional Sciences, College of Natural Sciences; and Athletic Training and Educational Psychology, College of Education. We would also like to thank the community-based organizations who support our P3 Population Health Program.



Contact for additional information