

# A focus on Interprofessional Education planning in a Doctor of Pharmacy curriculum

Dawn Swain, J. Andrew Orr-Skirvin, Michael Gonyeau, Tatiana Bronich

## BACKGROUND

- Training students to be integral members of the healthcare team is of paramount importance to patient care and the improvement of patient outcomes
- Time, space, and alignment of student schedules are significant barriers to the implementation of interprofessional education (IPE) activities
- The SOPPS used creative solutions to work around these barriers utilizing a combination of methods: use of a mock EHR, a new LMS course build for IPE, asynchronous timing, video conferencing technology, and adjustments to the didactic teaching schedule to allow in-person IPE events

## OBJECTIVES

- Evaluate current IPE opportunities in the didactic curriculum
- Identify internal resources and key stakeholders within the school and college of health sciences
- Identify interprofessional collaborators and build partnerships

## METHODS

- Bouve' College and SOPPS came together to support the build of IPE activities to meet accreditation needs. (Figure 1)
  - Collaboration required multiple interactions through meetings to establish complex activities.
  - College Senior Associate Dean facilitated discussions between programs, as well as with Boston University to identify partners
  - Collaborators in other programs were highly committed and engaged in building high quality creative activities (Table 1, Figure 1)
  - IPE leads designated for each school within the college
- SOPPS IPE Lead spent 198.5 hours on IPE planning and implementation over 9 months from November 2023 to July 2024
- Assessments of IPE learning outcomes proactively planned and deployed for events.

## EXAMPLES

- Pharmacy and Physician Assistant faculty attended a training session with EHR Go learning how to use the "group work" abilities in EHR Go, where multiple students can access and add to the same patient chart, allowing 22 separate charts for groups to use. (Table 1 & Figure 2)
- Pharmacy and Speech and Language Pathology Faculty met with a Learning Systems Developer to build a new Canvas course designed for asynchronous IPE activities, where students from different interprofessional programs within the college could be enrolled together.
  - A patient case was developed where a patient with multiple sclerosis had speech and swallowing deficits affecting their quality-of-life; medication related problems were built into the case providing many opportunities for intervention and discussion between disciplines
- Figure 3 outlines the timeline of IPE planning and event scheduling in 2024 into the 2025 spring semester.

## DATA SUMMARY

Figure 1, Resources and Key Stakeholders

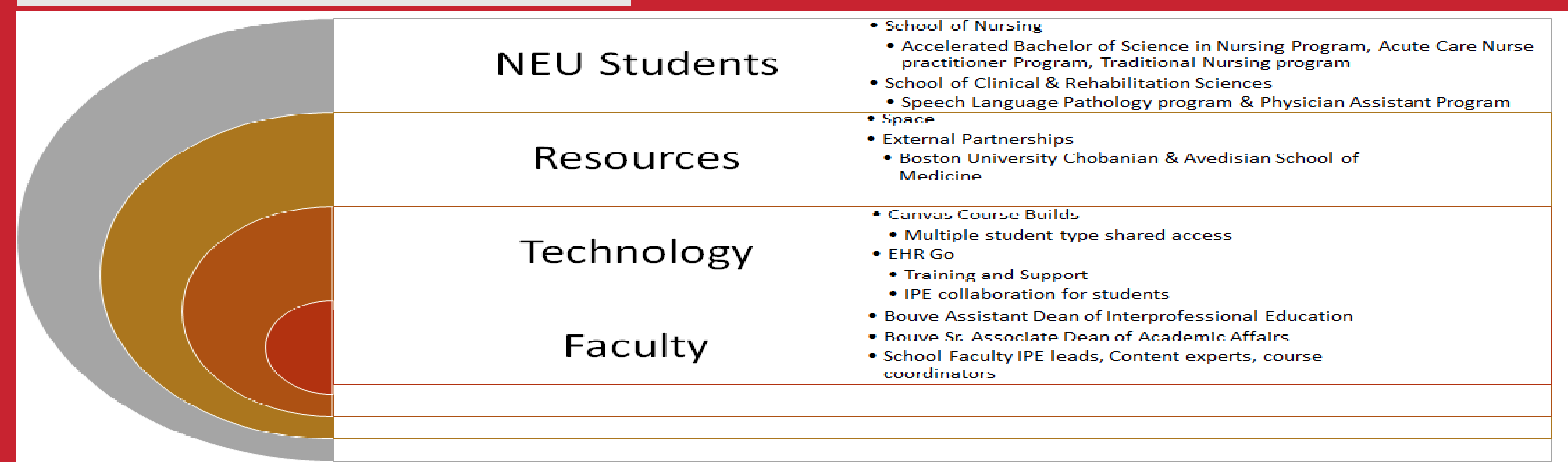


Table 1, Collaborations, Events, & Resources

Healthcare Profession	Healthcare Profession	# of meetings	Event developed	Event time period	Disease States/skills covered	SOPPS Lead hours spent
Pharmacy	Speech Language Pathology	10	Asynchronous drug info curbside consult	5 days	Multiple Sclerosis	29.5
Pharmacy	Physician Assistant	12	Consults and dynamic orders/labs in a mock EHR with 2 complex cases	7 weeks	Fluid/Electrolytes, CHF and Burn patients	39
Pharmacy	Nursing	10	Cross-campus hybrid simulation using Zoom to provide patient education discharge teaching	1 day	Pediatric patient with new onset Diabetes Mellitus	30.5
Pharmacy	Medicine (Boston University)	7	In-person, small groups workshop and multidisciplinary panel evaluating multiple patients	1 day	Transitions of care, Medication reconciliation, CHF, Hospice care	47

Figure 2, Example IPE Event with Physician Assistant students and pharmacy students

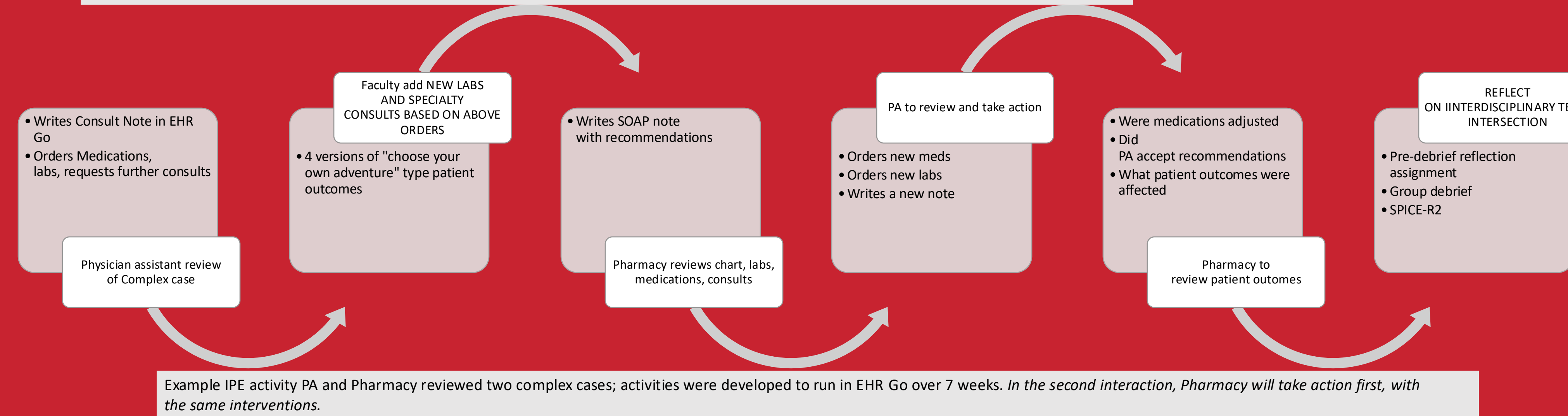


Figure 3, Timeline February 2024 to Spring 2025

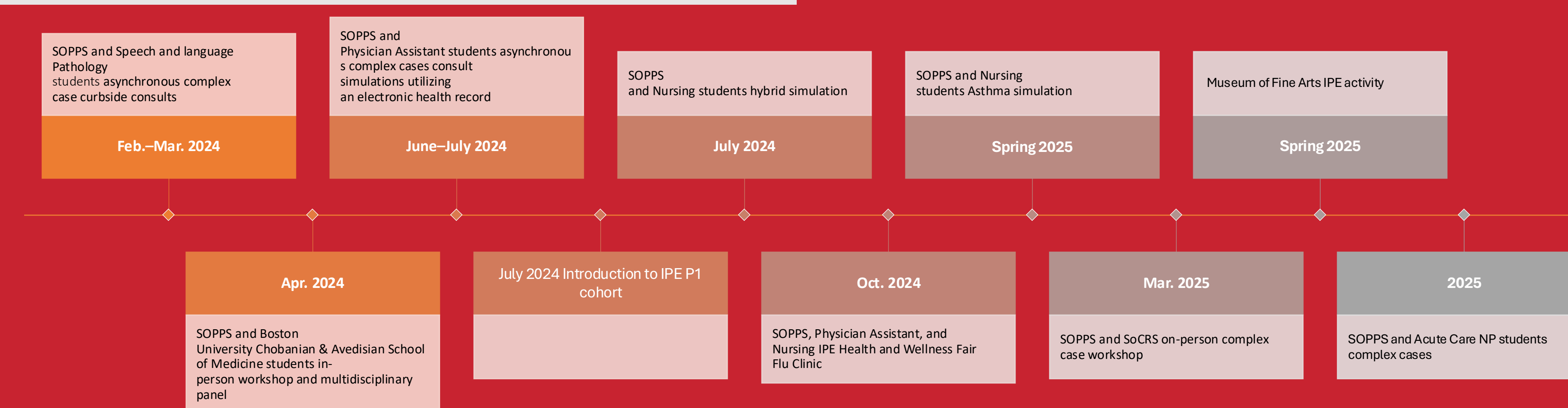


Table 2, Assessment Plan & Learning Outcomes

Activity Collaboration	Assessment tools IPE learning Outcomes
SOPPS and Speech and Language Pathology	Post Survey, Pre-and post knowledge check for scope of practice, Graded rubrics
SOPPS and Boston University Chobanian & Avedisian School of Medicine students	Short post activity survey, Interprofessional Collaborative Competencies Attainment Survey (ICCAS)
SOPPS and Physician Assistant	SPICE-R2 Instrument
Introduction to IPE	Post survey (CORE/EPE SOPPS Outcomes)
SOPPS and Nursing new onset Pediatric Diabetes Mellitus	SPICE-R2 Instrument
Health and Wellness Fair Flu Clinic	Post activity survey
SOPPS and Nursing Asthma	SPICE-R2 Instrument
SOPPS and SoCRS in-person complex case workshop	To be determined
Museum of Fine Arts Tender Loving Care Exhibit IPE	To be determined
SOPPS and Acute Care Nurse Practitioner	SPICE-R2
BU and NU Annual virtual workshop	ICCAS

## KEY OUTCOMES:

- IPE planning success
  - Ten new IPE projects implemented or in development
  - Summer 2024
    - ❖ Physican assistant and nursing IPE events completed
  - Fall 2024
    - ❖ Event with medical students planned December 2024
    - ❖ Additional events planned with P1 & P2 students
    - ❖ Figure 4 depicts planning outcomes



## ○ IPE Learning Outcomes

- Table 2 outlines the assessment methods planned for activities
- Data from February/March IPE activity
  - ❖ Scope of Practice Learning - Pre and Post Learning knowledge checks showed
    - Pharmacy knowledge of SLP increased from 89% to 97%
    - SLP knowledge of Pharmacy increased from 68% to 90%
- Data from April 2024 BU Medicine and NU Pharmacy IPE workshop
  - ❖ ICCAS results show the following increases in student ratings of their abilities before and after the event:
    - ✓ Excellent: +15.91% increase
    - ✓ Very good: +9.4% increase
    - ✓ Good: +18.69% increase

## SUMMARY & NEXT STEPS

- Collaboration has required time, commitment and faculty engagement
  - ❖ The breadth and depth of IPE activities has been increased for pharmacy students
- Continue to plan IPE integration activities in the curriculum
- Identify critical needs areas and topics for planning
- Assess the effectiveness of new activities
- Utilize best practices

