Intentional Interprofessional Experiential Education

GLORIA R. GRICE, ANGELA R. THOMASON, LISA MENY, JOSEPH A. ZOREK
Learning Objectives

Define intentional interprofessional experiential education (IEE) and describe national statistics of it within the field of pharmacy.

Articulate recommendations for colleges/schools for implementing high quality intentional IEE.

List resources preceptors/sites can utilize to expand intentional IEE activities for their learners.
Background

2015-2016 Task Force on Intentional Interprofessional Education in Experiential Education

American Association of Colleges of Pharmacy’s Experiential Education Section

Relevant Charges:

1. Assist colleges/schools of pharmacy in implementing high quality, intentional IPE in their Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs); and

2. Determine needs and available resources for preceptor/site development in IPE that experiential education faculty/staff could offer and provide in their regions.
Pharmacy’s Accreditation Mandate

**Standard 11: Interprofessional Education (IPE)**

The curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals.

**11.1. Interprofessional team dynamics** – All students demonstrate competence in interprofessional team dynamics, including articulating the values and ethics that underpin interprofessional practice, engaging in effective interprofessional communication, including conflict resolution and documentation skills, and honoring interprofessional roles and responsibilities. Interprofessional team dynamics are introduced, reinforced, and practiced in the didactic and Introductory Pharmacy Practice Experience (IPPE) components of the curriculum, and competency is demonstrated in Advanced Pharmacy Practice Experience (APPE) practice settings.
Accreditation Mandate, continued

11.2. Interprofessional team education – To advance collaboration and quality of patient care, the didactic and experiential curricula include opportunities for students to learn about, from, and with other members of the interprofessional healthcare team. Through interprofessional education activities, students gain an understanding of the abilities, competencies, and scope of practice of team members. Some, but not all, of these educational activities may be simulations.

11.3. Interprofessional team practice – All students competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making. They participate in experiential educational activities with prescribers/student prescribers and other student/professional healthcare team members, including face-to-face interactions that are designed to advance interprofessional team effectiveness.
Task Force Deliverables

1. Definition of Intentional Interprofessional Experiential Education (IIEE)

2. Experiential Education Director and Preceptor Survey

3. Literature Review

4. Commentary
   ◦ Currently in press in the *American Journal of Pharmaceutical Education*
IIEE Definition

“Intentional interprofessional education in experiential learning is the explicit effort by preceptors and practice sites to create/foster educational opportunities or activities designed specifically to achieve interprofessional educational competencies.”

Examples of Competency Frameworks:


Director/Preceptor Survey

Two-fold Purpose:
1. Quantify the amount of IIEE taking place within the Experiential Education Section

2. Characterize the types of IIEE taking place within the Experiential Education Section

Two-phase Plan:
1. Short survey collecting demographic information about experiential directors and their institutions

2. Long survey collecting information about IIEE from each institution’s network of preceptors
Task force developed and administered a two-step survey related to intentional interprofessional experiential education.

Purpose:
- Quantify the amount
- Characterize the type of activities

*Step one:* Survey the faculty with experiential education with oversight about demographics of the schools of pharmacy
- Seventy schools participated in the survey. Of the 70, 3 reported no other healthcare profession school on campus.

*Step two:* Survey the preceptors associated with the college of pharmacy about intentional interprofessional experiential education
Preceptors reported Practice Setting where IIEE took place by Pharmacists.

- Primary facilitators other than pharmacy were medicine & nursing
- Median time commitment per activity: 9-10 hours
- Average number per activity was reported as 6 students

<table>
<thead>
<tr>
<th>Pharmacy Experiential Setting (IPPE or APPE)</th>
<th>Number (%)</th>
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<tbody>
<tr>
<td>Hospital/Health-System</td>
<td>353 (39)</td>
</tr>
<tr>
<td>Community/Ambulatory Care</td>
<td>324 (36)</td>
</tr>
<tr>
<td>Other (Total)</td>
<td>89 (10)</td>
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<tr>
<td>Specialty (i.e. Long-term care, psychiatry, nuclear, etc.)</td>
<td>60(7)</td>
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<tr>
<td>Industry/Research</td>
<td>10(1)</td>
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<tr>
<td>Managed Care</td>
<td>8(1)</td>
</tr>
<tr>
<td>Both (Ambulatory + Hospital)</td>
<td>6(&lt;1)</td>
</tr>
<tr>
<td>Association/organization/policy</td>
<td>6(&lt;1)</td>
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Other Healthcare Professions involved in reported IIEE activities by pharmacists based on unique surveys that collaborate with other healthcare professionals.

- Participants were allowed to select all that applied
- *Other health professions less than 5% reported were as follows:
  - Dentistry, Speech and Language, Podiatry, Veterinary Medicine, Optometry, Genetic Counseling, Law, Audiology & Deaf Education, Athletic Training.

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<tr>
<th>Health Professions</th>
<th>Preceptors involved in the Intentional IPE activity n (%)</th>
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<tbody>
<tr>
<td>Nursing</td>
<td>202 (54.2)</td>
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<tr>
<td>Medicine-Allopathic</td>
<td>144 (38.6)</td>
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<tr>
<td>Medicine- Osteopathic</td>
<td>106 (28.4)</td>
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<tr>
<td>Dietetics &amp; Nutrition</td>
<td>92 (24.7)</td>
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<tr>
<td>Social Work</td>
<td>79 (21.2)</td>
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<tr>
<td>Physician Assistant</td>
<td>70 (18.8)</td>
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<tr>
<td>Physical Therapy</td>
<td>43 (11.5)</td>
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<tr>
<td>Psychology</td>
<td>37 (9.9)</td>
</tr>
<tr>
<td>Public Health</td>
<td>32 (8.6)</td>
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<tr>
<td>Occupational Therapy</td>
<td>25 (6.7)</td>
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<tr>
<td>Others*</td>
<td>25 (6.7)</td>
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National Survey Data

Description of the Interprofessional activities as reported by participants

Not IPE: 110
Rounds/huddles: 100
Answering Drug Information Questions to providers/giving presentations: 90
Attend IP team meetings/committees: 80
Shadow another professional: 70
Recommendations to other HCPS: 60
Collaboratively staff a clinic/joint office visit: 50
Collaborative projects: 40
Calling provider offices: 30
MTMs: 20
Observe Procedures: 10
Home Visits: 10
Code/Simulation on site: 10
Legislative day/Advocacy initiatives: 10

Number of Responses
National Survey Data

Barriers to Intentional Interprofessional Experiential Education

- No Other Learners
- Community Pharmacy
- Lack of Coordination
- Time
- Not Appropriate for Rotation
- Other Professions Lack of Interest
- Not Familiar with IPE
- Connections Lacking
- Space Lacking
- Scheduling Challenges
- No Site Support
- No Resources
- Need College Support
- Does Not See Value

Number of Responses
National Survey Data

Assessment of Intentional Interprofessional Experiential Education

- 38% (n=342) of participants responded
- Most common reported assessments used for an activity where:

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<th>Assessment</th>
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<tr>
<td>Preceptor Observation</td>
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<tr>
<td>College of Pharmacy Evaluation Tool</td>
</tr>
<tr>
<td>Student Self-Assessment</td>
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<tr>
<td>Reflection Assessment</td>
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- Only published validated instrument mentioned was the Interprofessional Collaborator Assessment Rubric (ICAR)
Recommendations for Colleges or Schools

Identify an IPE Champion

Intentional IEE can occur during both Introductory and Advanced practice experiences

Advanced activities should emphasize core concepts covered during Introductory experiences
  - Curricular mapping in both the didactic and experiential setting
Recommendations for Colleges or Schools

Reflection and assessment methods are important tools

Utilize a scholarly approach to develop successful models

Examples activities may include:
- Interprofessional Patient Care Rounds
- Interprofessional Nursing Home Visits
- Interprofessional Clinic Visits
- Interprofessional Specialty Practice Experiences
How to Make Sure your Activity is Intentional

Specific IPE Goals/Competencies Identified

Student reflection on IPE Competencies

Assessment of student achievement of IPE outcomes

IEE Rounding
Recommendations for Colleges or Schools

Preceptor development is key
- May consider targeting the basics of IEE
- Illustrate how to modify activities to target IPE competencies

Preceptor often cited examples of IEE that ultimately did not meet the definition

Critical to share work currently being done and disseminate via publication
Resources

The National Center for Interprofessional Practice and Education

- Nexus Learning System: Preceptors in the Nexus Toolkit
  - [https://nexusipe.org/engaging/learning-system/preceptors-nexus-toolkit](https://nexusipe.org/engaging/learning-system/preceptors-nexus-toolkit)
Resources

- IPEC [https://www.ipecollaborative.org/](https://www.ipecollaborative.org/)
- MedEdPortal
- AHRQ
  - TeamSTEPPS
IIEE Guiding Principles

- Intentionality can be achieved if the stated goals for the experience also include IPE competencies, reflection of these competencies is required, and assessment of the outcomes of how well the students/health care professionals worked together to achieve the competencies are documented.

- A meaningful discussion with the learner(s) should summarize what went well interprofessionally and what can be improved.

- Careful attention should be made to whether experiences are designed longitudinally or episodic and that the objectives designed for each experience aptly matches the assessment created or used.
Questions?
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