

Interprofessional Education at the UGA College of Pharmacy – UNDER CONSTRUCTION

Development of the IPE program started in fall of 2014, with Augusta University (AU) (Augusta) and AU/UGA Medical Partnership (Athens). The initial approach focused on 1) integrating IPE into each year of the medical curriculum (Augusta and Athens) so students would have required and elective IPEs on all campuses throughout the state and 2) including IPE in each year of the curriculum. The AU curriculum now has 4 contact hours of pharmacy IPEs included in the M2 and M3 years. We currently have didactic IPEs in P1 – P3 years and as a part of the IPPE/APPE portfolio.

| IPE | Year | Course(s) | Description |
|----------------------------|------|-------------------------------------|--|
| Communication/Ethics | 1 | Essentials Communication | Disaster Preparedness (Partnership). Cerner EMR ethics case (MCG) |
| Evidence Based Medicine | 2 | Stat Approaches to Drug Lit Eval | Evaluating literature / practice guidelines to optimize practice and patient outcomes Risk, Responsiveness, and Vulnerability |
| Consults | 3 | Pharmacotherapy | MD-PharmD Real patient case |
| APPEs | 4 | Rotations | Varied by Rotation |
| IPPEs | | | |

The following are some of the IPE activities:

Essentials of Pharmacy Practice Sequence & Applied Pharmacy Practice Course Sequence (P1-P3)

One of the key changes to our new curriculum was the development of the Essentials of Pharmacy Practice (P1,P2) sequence and the Applied Pharmacy Practice (P3) sequence. Using a model similar to medical schools, these courses are focused on what students can do with what they know. These courses integrate skills labs, simulations, standardized patients, and IPPEs. Additionally, students participate in recitations for a defined number of weeks each semester. In these recitations, students work in small groups of 6 or less and address a case. They are led by a faculty member who serves as their recitation facilitator for the defined number of weeks.

During the recitations, students work as a team to solve the problem. After the final week of recitations, students complete a “Self-Assessment of Your Approach to Practice” rubric and reflection questions related to communication, self-awareness, leadership, and professionalism. Additionally, the recitation facilitators evaluate each individual student using the same rubric. Students get direct feedback from their facilitator and can see the gap between their perspective and the faculty member. These domains are key factors that determine a student’s level of team readiness which is important as they begin to work in interprofessional teams.

Disaster Preparedness Exercise (P1)

During the spring semester of the P1 year, PharmD students participate in a large scale disaster activity. Students rotate through two stations during the activity where they work with medical students, vet students, and other non-prescriber personnel. They assess their experience as it relates to working as a

part of an interprofessional team as well as working in a disaster situation. Faculty and other professionals evaluate student performance.

EMR/Ethics Cases (P1)

During the fall semester of the P1 year, PharmD students work with dentistry, nurse practitioner, and medical students on ethics cases using electronic medical records. The students work in interprofessional teams and make decisions how to act.

M2/P2 Disease State Management, Essentials of Pharmacy Practice, Drug Information (P2)

During the P2 year, PharmD students work on cases and activities with medical students. The theme for these cases is evidence based medicine with a focus on assessing and applying these principles to their cases. Topics include risk, responsiveness, vulnerability, evaluating literature, and abused drug screening. Interprofessional teams submit a response that is graded by faculty representing all disciplines involved. Students also complete a survey where they self-assess their learning and the impact of the experience on their future decision making.

M3/P3 Pharmacotherapy (P3)

During the P3 year, students complete virtual cases with medical students. Students communicate via email, video, and phone. The students work on a patient case together as a team and submit a response twice a semester. Students are graded by an interdisciplinary team of faculty members. In addition, students self-assess their learning and the impact of the experience on their future decision making.

Mercy Clinic Experiences (Elective and Co-Curricular)

Working at the Mercy Clinic in Athens, GA is a P3 co-curricular activity. Mercy is a clinic where PharmD students work side-by-side with medical students, physicians, and clinical pharmacists. The growth of this co-curricular activity and an increase in demand led to this experience being offered as an elective for students. Some students take the elective and others continue to include as part of their co-curricular activities. During its initial stages, we used the SPICE-R instrument to assess the experience. As it continues to grow, we are exploring other ways to assess this experience.

IPPEs (P1-P3)

We are currently developing ways to add an IPE emphasis to our IPPEs. We will offer a three-week hospital IPPE between the P2 and P3 year that we plan to provide opportunities for interprofessional education. In our P2 IPPE, PharmD students work in teams with Health Psychology students to help patients with making healthy lifestyle choices based on their current medical history.

APPE Tracking of IPE Focused Rotations

Using the assessment developed with the University of Washington, we have evaluated the APPE rotation experiences over the past year. Our data shows that 75.3% of PharmD students stated that they were fully integrated or active participants in an Interprofessional team. We will use the data collected this year to identify "IPE-friendly" rotations and make sure that all students spend at least one or more rotations in a location that is engaging in interprofessional education.