

Overall Assessment of IPE in the College

In **February 2019**, the HUCOP Overall IPE survey was administered to pharmacy students in their P1 through P4 years. The purpose of the survey was to assess their IPE experience throughout the curriculum, which revealed some important findings. The survey demonstrated that 88% of all students believed that they had participated in an IPE activity. The co-curricular IPE event (Bison without Borders) occurred in **April 2019** after the overall IPE survey was administered. The results from the modified IPKAS survey administered after the co-curricular event were much improved and are summarized in Table 1. Based upon these results, specific changes to the overall HUCOP Overall IPE survey (including its administration) were implemented:

- Re-administered the Howard University College of Pharmacy's Interprofessional Assessment Survey tool in Spring 2020 to more effectively capture the level of student achievement of IPEC competencies by professional year of the program:
 - P2: Introductory
 - P3: Basic knowledge
 - P4: Master
- Ensured course instructors emphasize the purpose, scope, and level of expected proficiency in IPE skills, while simultaneously delivering the IPE activity within the course. We believe these initiatives allowed students to approach IPE activities with greater awareness of the intended learning outcomes.
- Assessed and collected data on IPE delivery using the modified IPKAS Survey in the PPR I course, and the IPA survey in the PPR II course. The experiential department provided formal training for preceptors on IPE assessment and added an IPE assessment section to the preceptor evaluations.

In **2020**, after readministering the **HUCOP Overall IPE Survey**, approximately 92% of survey participants believed that they had participated in an IPE activity in pharmacy school. **All participants (100%) had at least one collaborative practice experience with 61% having two or more experiences.** Students indicated that opportunities for IPE and collaborative practice exposure were available in P1 through P4 year. Most opportunities were planned by the College, Student Affairs or incorporated in didactic or experiential coursework. Ninety-four percent agreed or strongly agreed that interprofessional practice would be improved by enabling health professional students to be educated together. **Overall, nearly 97% of participants somewhat agreed, agreed, or strongly agreed that they have a clear understanding of the roles** of other health care providers with whom they will interact on a regular basis upon graduation. For **Experiential IPE assessments** conducted by the preceptor, average student scores in IPE were 4.3 out of 5. Students however self-evaluated as 4.5 out of 5 on average.

We are very pleased with the results of the overall assessment of IPE in the College.

Next Steps

- We plan to continue to summarize statistics for pharmacy student interaction with medical providers and their students with all 3 areas: didactic, co-curricular, and experiential with the assistance of the newly identified IPE champion on a semester basis.

Results of Modified IPKAS Survey 2019 (co-curricular event Bison without Borders)

N= 42			
*Question	Agree or Strongly Agree	*Question	Agree or Strongly Agree
Item 1	78.5%	Item 7	85.7%
Item 2	83.3%	Item 8	85.7%
Item 3	90.5%	Item 9	85.7%
Item 4	90.5%	Item 10	90.5%
Item 5	92.9%	Item 11	88.1%
Item 6	85.7%	Item 12	83.3%
Explain how your interaction with medical student(s) and practitioner(s) impacted your view of the medical profession?	<p>“My interactions with medical students and practitioners has positively impacted my view of the medical profession. Specific encounters has shined light upon the specific expertise that medical students and practitioners share versus the specific subset of skills we are trained to foster as pharmacists.”</p> <p>“It was a great eye opener for me. Medical students knew far more about the body which was a great compliment to my knowledge of medications.”</p> <p>“When I receive questions from medical physicians about my opinion, it lets me know that we all have our strengths and weaknesses and I humbled when the recommendation that I give to a physician actually goes forward for patient therapy.”</p> <p>“There are times when I feel as though medical students unknowingly slight or discount pharmacy students. I don't, however, use this to judge the medical profession as a whole. I state our importance and still provide my input.”</p>		
Explain how your interaction with medical student(s) and practitioner(s) impacted your view of your profession?	<p>“It allowed me to see how critical the pharmacy component is in the impact of patient care”</p> <p>“There is still a big bridge of disconnect between the two professions”</p> <p>“As a pharmacy student, I interact with other healthcare providers all the time, I see that people in the medical field respect and acknowledge the field of pharmacy”</p> <p>“I believe there is more education that needs to be done for other professionals to understand and appreciate the knowledge and input pharmacists have to offer. Events like these are a good step forward and improves each others understand of our respective professions.”</p>		

<p>Describe how interprofessional teamwork can influence patient outcomes.</p>	<p>“It was very humbling because they clearly know other things in the medical field that I haven't been exposed to and vice versa.”</p> <p>“The more knowledgeable professions that are involved in taking care of a patient increases the odds of the patient's outcome in a positive manner”</p> <p>“Working together to put a wholistic puzzle together for the patient.”</p> <p>“Interprofessional teamwork plays a significant role in patient outcomes. This is readily apparent in patients who suffer from multiple disease states.”</p> <p>“It greatly improves the quality of life of the patient when you have different people with different viewpoints working towards the same goal which is the improvement of the patient's health.”</p>
<p>Describe your encounter with a non-medicine/non-pharmacy health profession student. Did your interaction increase your awareness about his/her profession? If so, what did you learn? Based on your encounter with the non-medicine/non-pharmacy student, describe how their interaction with patients could possibly improve patient outcomes.</p>	<p>“I interacted with dental students. My interaction increased my understanding of the pertinence of oral health.”</p> <p>“Yes, I interacted with a social worker. I learned how social workers help patients handle everyday life problems and how they prevent patients from being readmitted to hospitals.”</p> <p>“I interacted with a health professional student to call the ambulance after doing a blood pressure screening on a patient whose BP was elevated.”</p> <p>“The social aspect that not many health professions focus on, since we get to caught up on medications or the patient's vital signs and etc”</p> <p>“They are able to provide the services and attention that medical and pharmacy students are not trained to provide.”</p> <p>“These professions are trained to pick up on certain aspects of a patient case that we see would otherwise ignore because it is out of our scope. These aspects, however, whether behavioral or physical can effect the way the patient responds to therapy. Therefore it is important to understand all of these factors in order to design optimal and personalized treatment for the patient.”</p>