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# Howard University College of Pharmacy Interprofessional Education Preceptor Training

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# OBJECTIVES

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- Define the educational goals of Interprofessional Educational Activity
- Define the HUCoP requirements for IPE activities
- Define the student evaluation process, specific to the IPE activity



# Definition of Interprofessional Education and Activities

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# Interprofessional Education (IPE) Activity

- ❑ **Is defined, by the World Health Organization (WHO) ,as**
  - “When members of two or more health and/or social care professions (for example – dentistry, medicine, nursing, pharmacy) engage in learning with, from and about each other to improve collaboration and the delivery of care.”
  
- ❑ **ACPE states that IPE must consist of:**
  - “*didactic and experiential* curricula include opportunities for students to learn about, from, and with other members of the interprofessional healthcare team.”
  
- ❑ **In addition, ACPE states that:**
  - “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.”



# Howard University College of Pharmacy & IPE

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In order to ensure that **ALL** graduates have an IPE experience the experiential department at the Howard University College of Pharmacy (HUCoP) will work with faculty members (and selected external sites) to ensure that students, while on rotation, both receive and are evaluated on an appropriate IPE experience.



# Howard University College of Pharmacy & IPE

## □ The HUCoP Experiential Department defines IPE as:

- *An opportunity in which the HUCoP students is exposed to, learns from, and gains a greater clinically knowledge and understanding (in the experiential setting) of not only the profession of pharmacy but other healthcare related disciplines/fields. The HUCoP student is given a chance to work alongside multiple different healthcare practitioners and/or students in a variety of different healthcare related fields with the goal of improving their clinical and communication skills and thus graduating pharmacists equipped to work in the ever-changing, multi-dimensional healthcare field.*



# Howard University College of Pharmacy & IPE

## In addition:

➤ IPE during the P4 year is a required experiential educational experience that will occur within the HUCoP APPE Clinical Specialty & APPE Medicine rotations. These experiences **must** include an opportunity to work closely with physicians and medical students or medical residents. The opportunity to include other HCPs (for example nursing, physical therapy, nurse practitioners, or physician assistants) is highly recommended to be included in the student's rotational experience.

**Time Requirement:** The goal is that students spend a minimum of **10 %** of their time during their rotation experience working with alongside other HCPs.

➤ For example – 20 hours of the student's total time during the rotation (or 4 hours per week)



# IPE – Possible activities

The IPE experiences may include, but not limited, to:

- Participation in medical rounds or any format in which patients and their medical issues/history are discussed in a multidisciplinary team setting.
  - During these rounds the HUCoP student should have the opportunity to work with different healthcare professionals to optimize patient care.
- Multidisciplinary patient counseling
- Group Topic Discussions/Talks
  - For example: Case topics discussions, Journal Clubs
- Group Projects and/or Presentation

**IMPORTANT TO KNOW THAT:** These activities must include at least a one (1) physician and at least one (1) medical student or resident.





# IPE – Possible activities

It is important to also keep in mind what is **not** an IPE activity. An example of what IPE is not is:

Participating in a patient care setting led by an individual from another profession without sharing of decision-making or responsibility for patient care



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# Interprofessional Education Activity Evaluation Process

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# Student Evaluation Process

Students will have to complete a separate evaluation specific to the their interprofessional activity while on rotation. The students are asked:

1. What healthcare professionals were present during the activity?
  - To ensure that both a physician and a medical student/resident were present.
  - In addition, to track any other healthcare professionals were present during the activity
2. Did they participate in clinical rounds? And if so, how much time was spent on rounds?
3. The student are asked to give a description of the interprofessional activity
  - We want to be able to track what type IPE activity the student participated in during rotation.



# Student Evaluation Process (cont.)

4. The students will be asked the engagement they had with other healthcare professionals. If they:
  1. Engaged with members of other health professionals in quality assurance and improvement activities
  2. Ability to work with members of other health professions to identify and address errors and potential errors in the delivery of care
  3. Ability to review all relevant documentation from other health care professions prior to making recommendations to plan or care
  
5. The students will be asked their level of respect for other health care professionals. If they:
  1. Sought to understand the roles and responsibilities of members of other health professions as related to patient care and improved patient outcomes.
  2. Are able to respects the contributions and expertise of members of other health professions.
  
6. Lastly, they are asked to:
  1. Explain how their interaction with other healthcare professionals impacted their view of the profession of pharmacy
  2. Explain how their interaction with other healthcare professionals impacted their view of their profession.
  3. Describe how interprofessional teamwork (a multidisciplinary clinical team) can influence patient outcomes



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# Goals of Interprofessional Education Activity

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# Goals of an IPE Experiences

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**The gold of IPE is for students to learn how to function in an**

**interprofessional team and carry this knowledge, skill, and value**



# QUESTIONS

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