

BACKGROUND

University of Pittsburgh and Interprofessional Education

The University of Pittsburgh features six health sciences schools and a school of social work, which collectively encompass numerous health and paraprofessional programs. Interprofessional education (IPE) is becoming increasingly integrated into health professional program expectations and accreditation standards. The University of Pittsburgh prioritizes IPE opportunities for all health science students, with an emphasis on IPE in community-based patient care settings.

What is SilverScripts?

SilverScripts is a community health outreach program reaching local senior community centers in Pittsburgh. SilverScripts began with a collaboration between the School of Pharmacy, specifically first-year students, and local senior centers in 2004 to help seniors better manage their medications. It has since expanded to a longitudinal, interprofessional program. Various programs at the University have participated in past years, and in 2022 this included Audiology, Nutrition and Dietetics, and Social Work. Students work collaboratively on-site to provide comprehensive medication reviews, blood pressure screenings, hearing screenings and nutrition and social screenings, resources, and education.

OBJECTIVE

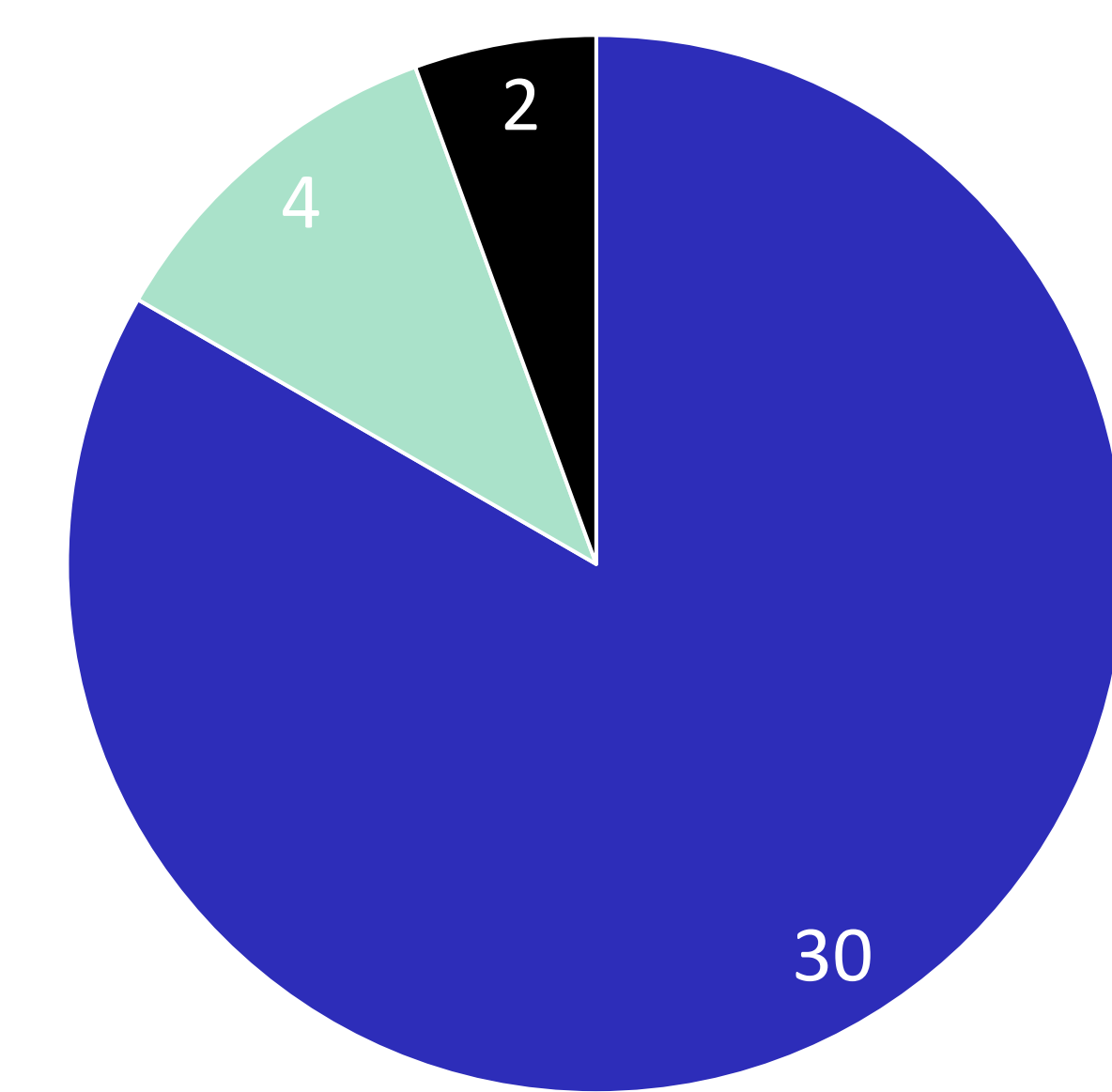
This project aimed to evaluate interprofessional students' self-reported change in collaboration-related competencies before and after their experience participating in the SilverScripts Program. The team sought to better understand the success of existing IPE opportunities through SilverScripts to inform development and expansion of IPE opportunities through the program in the future.

METHODS

Survey Development	SilverScripts Preparatory Class Briefing	SilverScripts On-Site Experience and Debriefing	Data Analysis
<ul style="list-style-type: none"> Pre- and post- surveys were developed via Qualtrics to include all five-point Likert scale Interprofessional Collaborative Competencies Attainment Survey (ICCAS) items, as well as two additional open-ended post-survey items: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> What about these learning activities was most beneficial to your ability to collaborate interprofessionally? What would you change about these learning activities to make them more beneficial for students' ability to collaborate interprofessionally? </div>	<ul style="list-style-type: none"> Students from Audiology (first year), Nutrition (second year), Pharmacy (second year), and Social Work (first or second year) joined a classroom session prior to each SilverScripts site visit (most students attended two per term) Students met one another, discussed prior IPE experiences, and reviewed skills they would demonstrate at the senior center A QR code to the Qualtrics pre-survey was provided during the briefing sessions 	<ul style="list-style-type: none"> Students were encouraged to work directly with one another across disciplines while providing care on-site Services including medication reviews, blood pressure measurement, screening for malnutrition and food insecurity, hearing screening, and other services Debriefing sessions took place following each site visit over Zoom, where the link to the post-survey was provided. This link was also provided to students via their learning management system/email 	<ul style="list-style-type: none"> Numeric values were assigned to Likert-scale item responses and pre- and post- means were compared using matched t-tests Content analysis was performed on open-ended responses

RESULTS

Figure 1: Student Matched Survey Participation
(n = 36; response rate 28%)



■ Pharmacy ■ Nutrition & Dietetics ■ Audiology

Figure 2: Quantitative Results

When comparing the means of their self-reported pre- and post-experience scores, responses showed an increase in learner perception of their abilities across all 20 domains ($p < 0.05$).

Figure 3: Observations Made from Post-Survey Open-Ended Question Responses and Example Quotes

Observations	Example Quotes from Students
Students valued both observing and working alongside other disciplines to better understand one another's roles in caring for patients	"I think watching other care professions perform their interviews gave me a much better understanding of what it is they are concerned about and what services they provide." "I really liked that the nutrition and pharmacy students worked together. As a nutrition student, it was very eye-opening to observe the role that a pharmacist plays in patient care."
Pharmacy students who did not have other disciplines at their sites felt they did not have the same learning experience, but still valued meeting other disciplines during the morning briefings	"Unfortunately [...] I was never able to come up with a plan for a patient with the other students. I did enjoy talking with them and learning more about their programs and the ways that they can contribute to patient care." "Seeing a presentation from the dietetics program helped me understand more so their role in the patient care setting so that I could better understand how we would compliment each other."
Students suggested increasing the number of students from non-pharmacy disciplines to make the experience more uniform and collaborative for all students	"If possible, having more students from other schools join at Silverscripts. I was lucky to work with several students from other professions, but many other students could only observe from a distance." "I would hopefully like to have more members from social work, dietetics, and even possibly OT or PT come and join us so that there would be more opportunity for collaboration."

CONCLUSIONS AND NEXT STEPS

- Students' self-reported collaboration-related competency attainment significantly improved after participation in SilverScripts.
- Open-ended survey item responses highlighted students' perceived benefit of collaborative experiential learning.
- Coordinating schedules across schools and disciplines remains a challenge to achieving program objectives.
- Faculty coordinators plan to modify the student preparation steps and shared goals for student participants this Fall to improve the learning experience.

REFERENCES

Archibald, D, Trumppower, D, & MacDonald, C. J. (2014). Validation of the interprofessional collaborative competency attainment survey (ICCAS). *Journal of Interprofessional Care*, 28(6): 553-558. doi:10.3109/13561820.2014.917407

Schmitz, C. C., Radosevich, D. M, Jardine, P., MacDonald, C. J., Trumppower, D., & Archibald, D. (2017). The interprofessional collaborative competency attainment survey (ICCAS): A replication validation study. *Journal of Interprofessional Care*, 31(1), 28-34. doi:10.1080/13561820.2016.1233096



QR Code to Information on the ICCAS Survey