Evaluation of Two Simulated Interprofessional Experiences to Demonstrate the Impact of Continuity of Patient Care

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INTRODUCTION

- Simulations enhance learning in health professions curricula, and those improvements in knowledge may translate into clinical practice.[1]

- Incorporating interprofessional interactions into simulations has been shown to contribute to better team dynamics and improved patient care.[2]

- Continuity of care (CoC) plays an important role in optimizing patient outcomes, but incorporating CoC into pharmacy curricula can be challenging.[3,4]
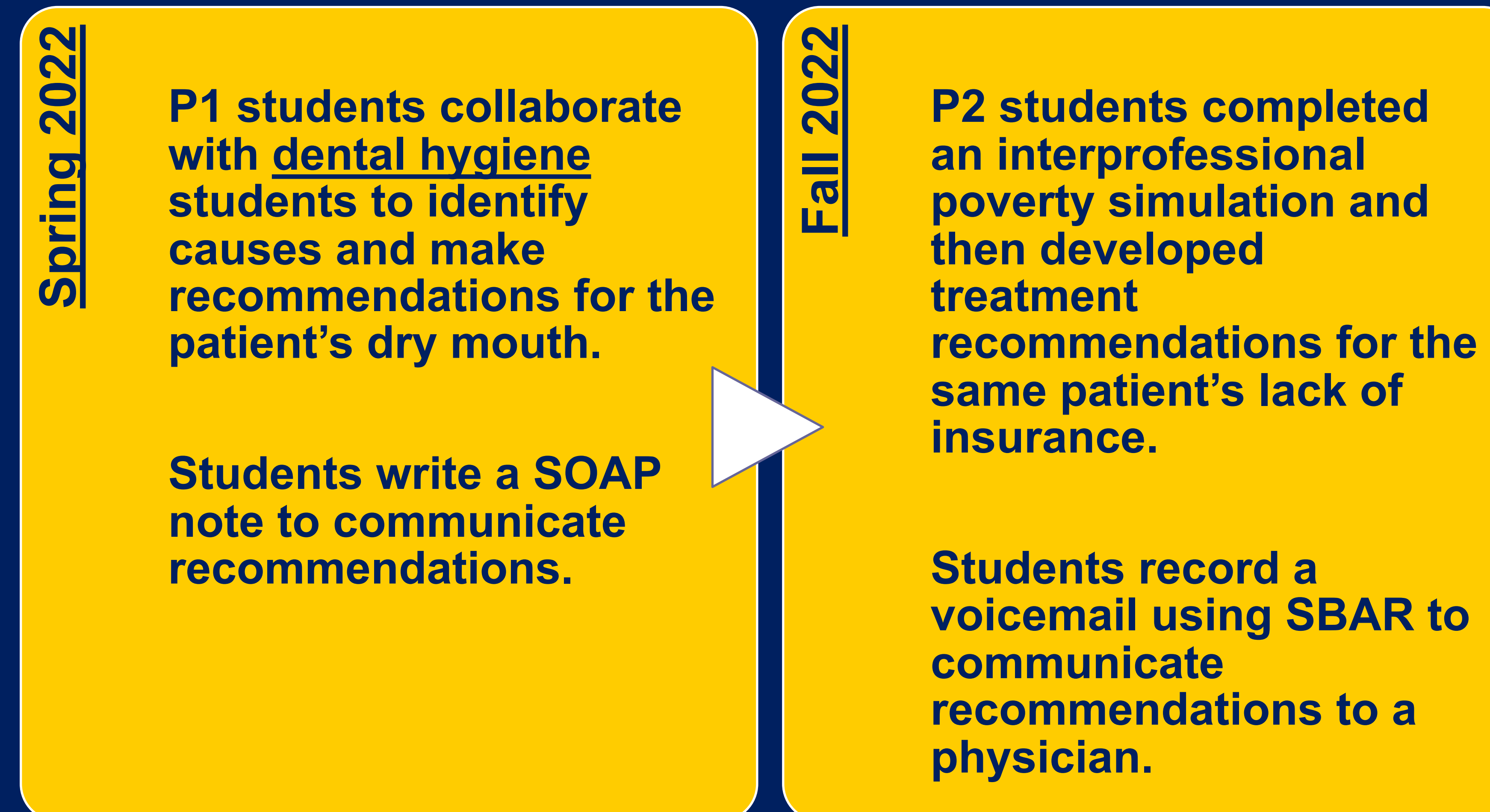
OBJECTIVES

- The objectives of this study were to:
  1. Implement two simulated interprofessional activities to emphasize continuity of care
  2. Assess student perceptions of continuity of care activities
  3. Evaluate student responses to the Interprofessional Education Competency (IPEC) self-assessment tool

METHODS

- This IRB-approved study was conducted in spring and fall 2022.
- In Fall 2021, first-year pharmacy (P1) students were introduced to a simulated patient and briefed on the intention of allowing the students to "follow" the patient throughout the curriculum as part of various activities.
- Students completed two simulated activities that center around the patient in the P1 spring and P2 fall (as described in Figure 1).
- Following both simulated activities, students completed a post-survey which included:
  1. Pertinent questions from the validated Interprofessional Education Competency (IPEC) self-assessment tool (as shown in Table 1)
  2. Questions regarding perceptions of the CoC aspects of the cases (as shown in Table 2)

METHODS

Figure 1. Simulated Interprofessional Experiences in P1 Spring and P2 Fall

Spring 2022: P1 students collaborate with <u>dental hygiene</u> students to identify causes and make recommendations for the patient's dry mouth.

Students write a SOAP note to communicate recommendations.

Fall 2022: P2 students completed an interprofessional poverty simulation and then developed treatment recommendations for the same patient's lack of insurance.

Students record a voicemail using SBAR to communicate recommendations to a physician.

RESULTS

Table 1. IPEC Competency Self-Assessment Results from Simulated Activities

Survey Question	P1 Response Mean (SD) N=42	P2 Response Mean (SD) N=53
I am able to place the interests of patients at the center of interprofessional health care delivery.	4.45 (0.55)	4.53 (0.50)
I am able to respect the privacy of patients while maintaining confidentiality in the delivery of team-based care.	4.43 (0.55)	4.68 (0.51)
I am able to inform care decisions by integrating the knowledge and experience of other professions appropriate to the clinical situation.	4.26 (0.63)	4.34 (0.52)
I am able to apply leadership practices that support effective collaborative practice.	4.21 (0.65)	4.32 (0.61)
I am able to respect the cultures and values of other health professions.	4.55 (0.59)	4.70 (0.51)
I am able to use strategies that improve the effectiveness of interprofessional teamwork and team-based care.	4.41 (0.59)	4.40 (0.49)
I am able to understand the responsibilities and expertise of other health professions.	4.36 (0.66)	4.42 (0.50)
I am able to maintain competence in my own profession appropriate to my level of training.	4.36 (0.69)	4.62 (0.49)

*Survey was on a scale of 1-5, with 1 being lowest and 5 being highest.

RESULTS

- Fifty-five students completed the activity as P1s in Spring 2022 and 53 students completed the activity as P2s in Fall 2022.
- Forty-two students completed the survey as a P1 and 53 completed the survey as a P2 (response rates of 78% and 100% respectively).

Table 2. Student Perceptions of CoC Survey

Survey Question	P1 Response Mean (SD) N=42	P2 Response Mean (SD) N=53	p-value
Perception of importance of CoC aspect of the case	8.25 (1.73)	9.1 (1.0)	0.0144
Benefits of being able to follow the same patient over time	7.78 (2.10)	9.21 (1.03)	0.0001
Comfort level in providing treatment recommendations for a familiar patient	7.26 (1.89)	8.41 (0.96)	<0.001

*Survey was on a scale of 1-10, with 1 being lowest and 10 being highest.

CONCLUSION AND IMPLICATIONS

- These simulated activities provided additional interprofessional experiences to better prepare students to work as part of an effective care team.
- Students identified the importance of CoC and reported improvements on the IPEC Competency Self-Assessment scale, which could contribute to their ability to provide better patient care in the future.
- Additional studies investigating the best way to assess student understanding of interprofessional interactions and CoC concepts would be beneficial.

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