

Background

- IPEC defines interprofessional education as “when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.” The goal of this collaboration is for graduates to enter the workplace ready to practice as part of a team and move healthcare forward.
- Interprofessional education is required in pharmacy education with the objective of developing pharmacists who are prepared to improve patient care, health outcomes, and cost of healthcare.
- The Accreditation Council for Pharmacy Education (ACPE) Standard 11.3 discusses the need for students to be part of interprofessional team practice, particularly during the advanced pharmacy practice experiences (APPEs). The goal is to have “all students competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making.”
- Experiential sites differ in types of interprofessional experiences available during student training. Barriers exist to incorporating students into these activities. A preceptor survey identified barriers that exist in integrating students into interprofessional collaboration.

Objective

- Identify current interprofessional experience available on practice experiences
- Identify barriers in integrating students into interprofessional collaboration during practice experiences.

Methods

- An 18-question survey was developed and administered to faculty and non-faculty preceptors within a College of Pharmacy to identify if interprofessional activities were offered at their sites, how the students were integrated in these activities, and barriers that existed in integrating students into interprofessional education and collaboration.
- Majority of questions were multiple choice response with one open ended question regarding factors that influence the student’s participation in interprofessional activities.



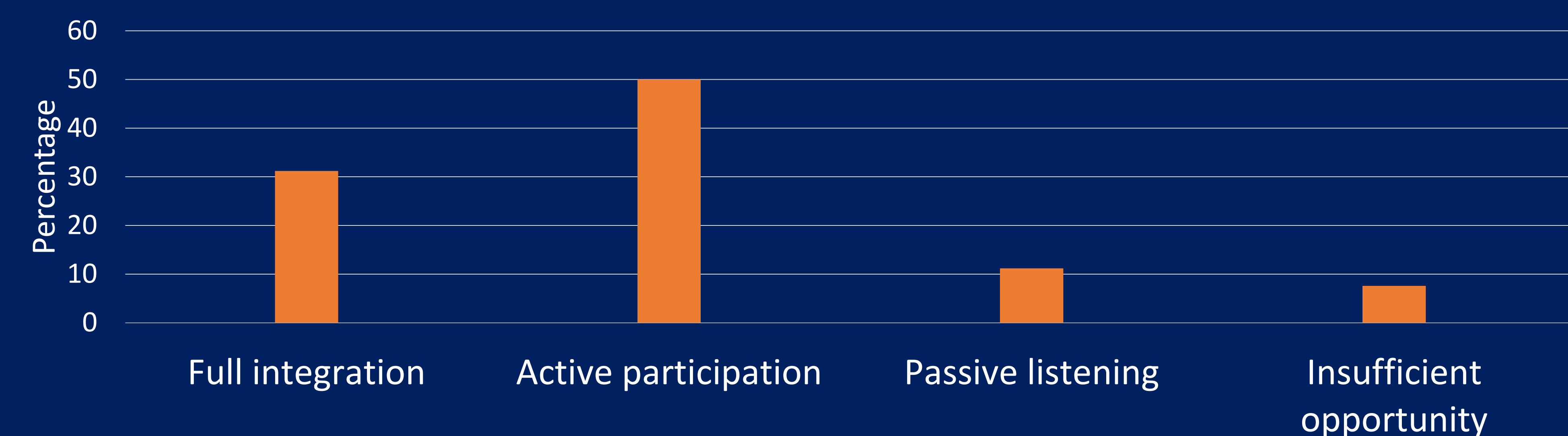
For full survey and
references scan here.

Results

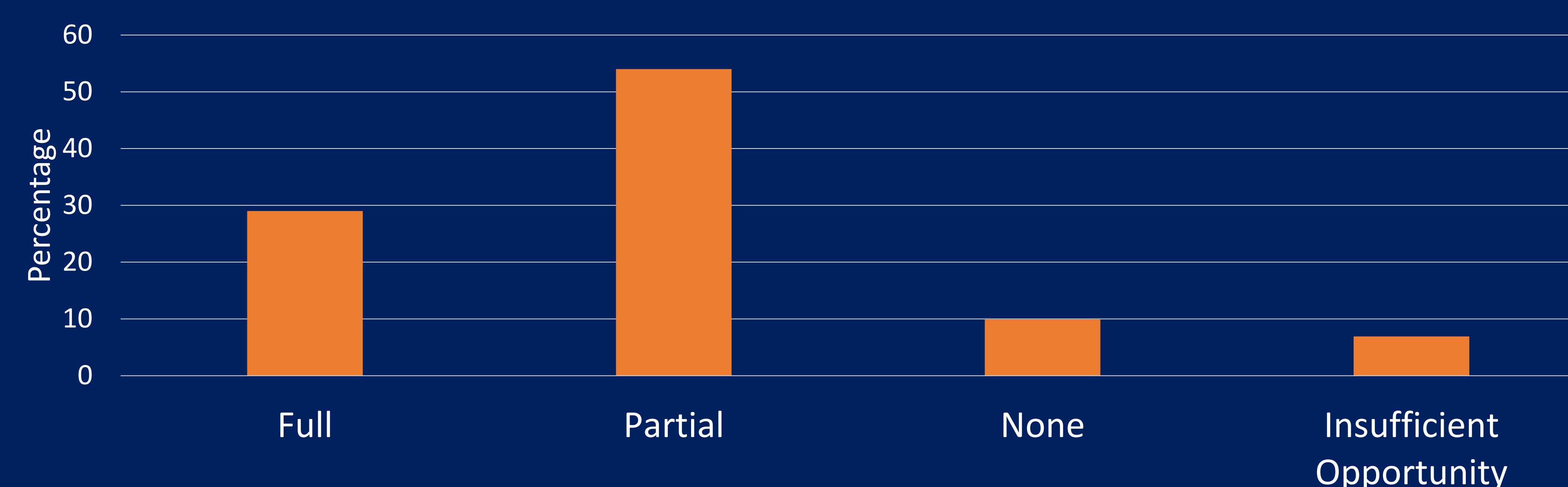
Preceptors responded to several questions related to the interprofessional experiences on their APPE and IPPE rotations. They rated their degree of agreement from strongly agree to strongly disagree with an additional option of not applicable (NA).

Topic	Student Plans		
	Agree or strongly agree n (%)	Disagree or strongly disagree n (%)	NA or neither agree or disagree n (%)
Learn about, from, and with other members of the team	148 (85.5)	6 (3.5)	19 (11)
Learn about roles and responsibilities of others	148 (86)	6 (3.5)	18 (10.5)
Direct patient care and shared decision making	132 (76.7)	11 (6.4)	18 (16.9)

Which statement best describes YOUR STUDENT’S ROLE on the interprofessional healthcare team? Interactions can include written, telephone, or face to face interactions.

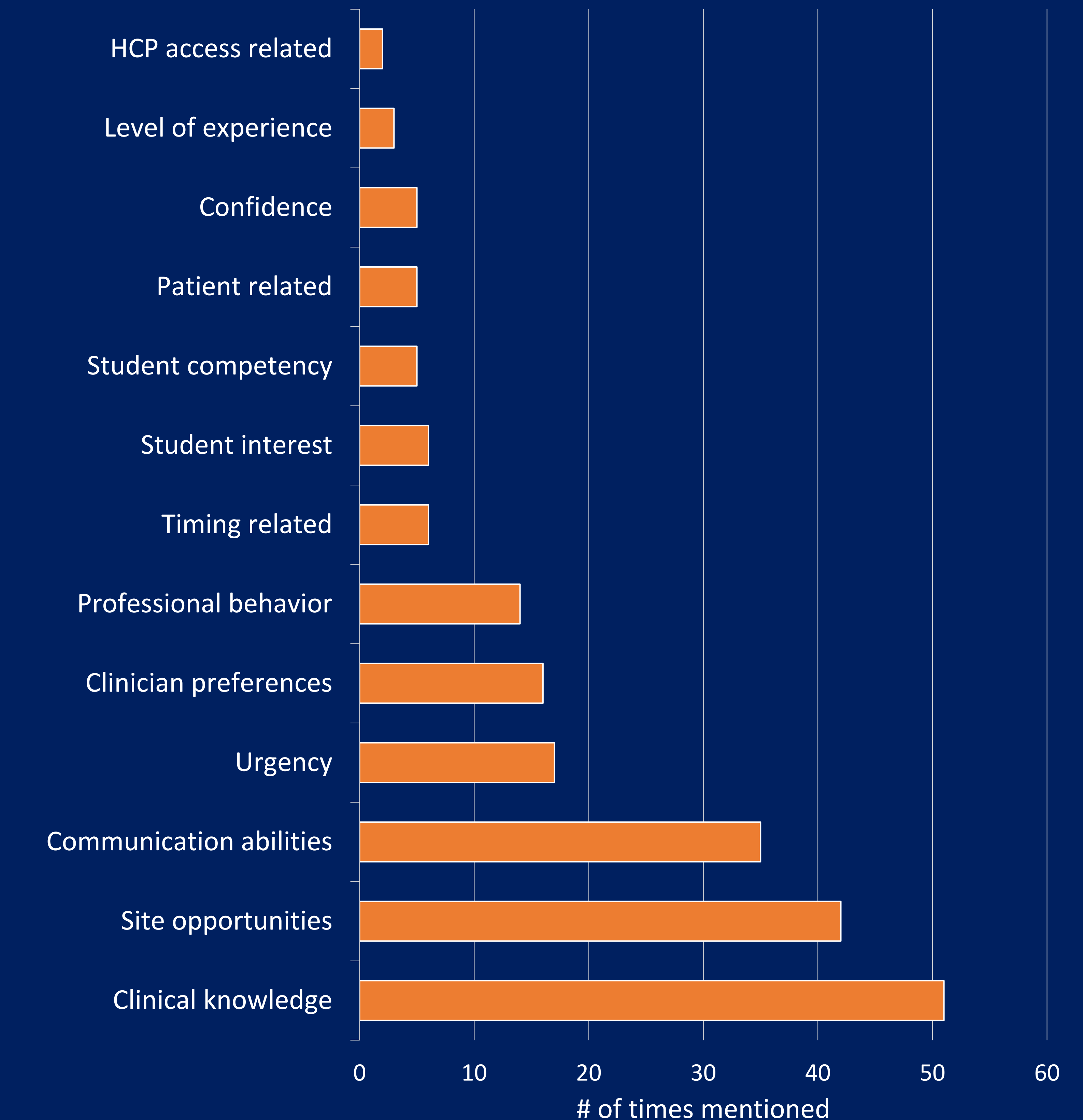


Which statement best describes the LEVEL OF ACCOUNTABILITY for patient outcomes your students share with the interprofessional team?



Personas

What factors influence your students’ opportunities to participate in interprofessional interactions?



Conclusions

Experiential training sites offer varied interprofessional exposure. Identifying existing barriers and facilitators to student will assist experiential staff in recognizing ways to improve interprofessional integration in practice experiences. Based on the common barriers of clinical knowledge and communication abilities, students will be guided in further clinical interprofessional activities prior to experiential rotations. The common barrier of clinical site opportunities will be discussed with preceptors to assist in developing opportunities for site to have increased interprofessional exposure.