Grand Valley State University

From the SelectedWorks of Michael J Shoemaker, PT, DPT, PhD, GCS

July, 2013

An Interprofessional Simulation to Assess Students' Knowledge and Perceptions of a Pharmacist Role at Discharge

Lisa Meny, *Ferris State University*
Margaret de Voest, *Ferris State University*
Andy Booth, *Grand Valley State University*
Michael J Shoemaker, *Grand Valley State University*
Susan Cleghorn, *Grand Valley State University*

Available at: https://works.bepress.com/michael_shoemaker/37/

An Interprofessional simulation to assess students' knowledge and perceptions of a pharmacist role at discharge

Ferris State University College of Pharmacy

Lisa Meny, PharmD; Margaret de Voest PharmD Ferris State University College of Pharmacy; Andrew Booth PA-C, Michael Shoemaker D.P.T, Susan Cleghorn MSOTR Grand Valley State University

Objective

To assess students' knowledge and perceptions of a pharmacist role at discharge following an interprofessional simulation (IPS).

Background

The Accreditation Council for Pharmacy Education (ACPE) encourages the use of interprofessional education and simulation when teaching pharmacy students. Current literature supports the idea that simulation promotes learning, however, very limited data compares simulation to standard course work with interprofessional involvement in pharmacy. Our project was designed to incorporate simulation and interprofessional education to assess one of the core competencies of collaborative practice: Domain 2: Roles and responsibilities.

Methods

Virtual case

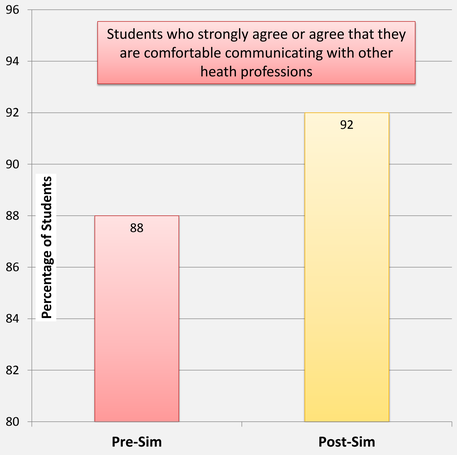
- Electronic chart reviewed by student teams which may include any combination of pharmacy, physical therapy, nursing, occupations therapy, physician assistant from two State universities

Simulated Case

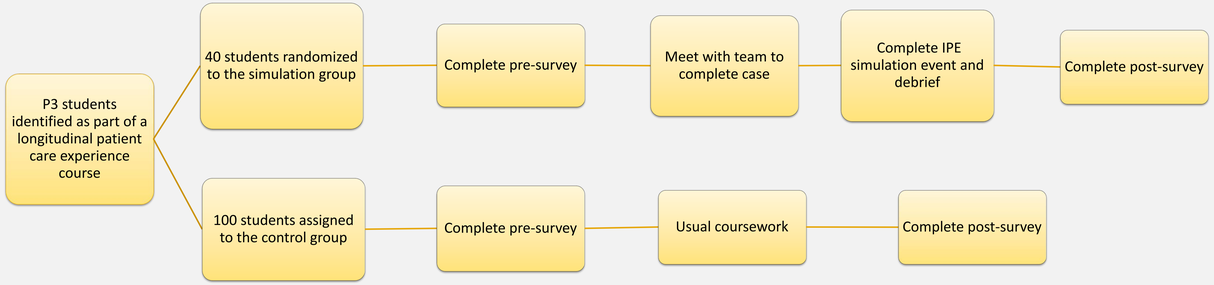
- Post-Op standardized patient
- Bedside rounding
- Collaboration with State university sim center with collaborating faculty
- P4 , resident and faculty evaluators and facilitators
- Same patient as in virtual case
- Debrief

Health Professions Involved

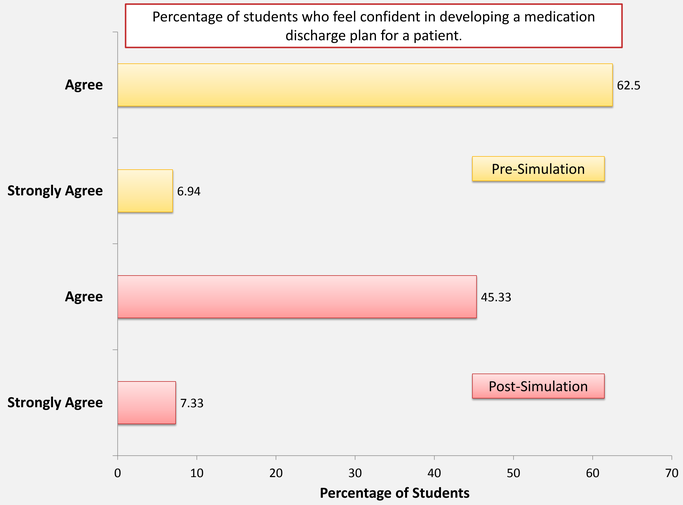
Overall Comfort



Study Design



Confidence with Discharge Planning



No statistically significant difference in student knowledge was observed regarding the role of a pharmacist at discharge after a single interprofessional simulation

Future Directions

- In analyzing the data, significant limitations were noted based on the study design and the collection of data throughout the project. Based on these findings, our future directions include:
  - Strengthening the methodology to obtain an appropriate power
  - Increasing the quality of the data collection tool utilized
- Evaluating the impact of IPE and simulation on student performance during advanced pharmacy practice experiences
- Determining the role of simulation on the ability of students to provide high level patient care, and their impact on patient outcomes

References

Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Accreditation Council for Pharmacy Education. https://www.acpe-accredit.org/pdf/S2007Guidelines2.0_ChangesIdentifiedInRed.pdf. Accessed June 2013