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

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AN INTERPROFESSIONAL SIMULATION TO ASSESS STUDENTS’ KNOWLEDGE AND PERCEPTIONS OF A PHARMACIST ROLE AT DISCHARGE

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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
STUDY DESIGN
P3 students identified as part of a longitudinal patient care experience course
40 students randomized to the simulation group
Complete pre-survey
Meet with team to complete case
Complete IPE simulation event and debrief
Complete post-survey
100 students assigned to the control group
Complete pre-survey
Usual coursework
Complete post-survey

OVERALL COMFORT

CONFIDENCE WITH DISCHARGE PLANNING

Students who strongly agree or agree that they are comfortable communicating with other health professions

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

• 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