Collaborating with Pharmacology in the Clinic

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InterProfessional Education (IPE)

Collaborating with Pharmacology in the Clinic
Session Objectives

• Provide an example of how to conduct an online interprofessional educational session
• Discuss the impact of our session on learner attitudes towards interprofessional collaboration
UNM HSC IPE Team

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Interprofessional Education (WHO)

“When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values. *(Values/Ethics for Interprofessional Practice)*

2. Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. *(Roles/Responsibilities)*

3. Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. *(Interprofessional Communication)*

4. Apply relationship building values and the principals of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. *(Teams and Teamwork)*
The Activity

• 173 learners:
  • School of Medicine
  • College of Pharmacy
  • Physician Assistant Program

• 2-hour session held via Zoom on August 31, 2020

• Learners strategically placed into breakout rooms of 9 to 11 learners per room + 1 facilitator from one of the HSC’s academic units

• 2 cases were discussed:
  • Safe opioid prescribing for a patient with post-op pain
  • Drug-drug interactions in a patient with migraine headaches
Outcomes were assessed using the Interprofessional Assessment Tool

Communication

- Promote effective communication among members of an IP team
- Actively listen to IP members ideas and concerns
- Express my ideas and concerns without being judgmental
- Provide constructive feedback to IP team members
- Express my ideas and concerns in a clear and concise manner

Collaboration

- Seek out IP team members to address issues
- Work effectively with IP team members to advance care
- Learn from, with and about IP team members to advance care

Roles and responsibilities

- Identify and describe my abilities and contributions to the IP team
- Be accountable for my contributions to the IP team
- Understand the abilities and contributions of the IP team members
- Recognize how others skills and knowledge complement and overlap with my own
Collaborative patient/family centered approach

- Use an IP team approach with the patient to assess the health situation
- Use an IP team approach with the patient to provide whole person care
- Include the patient/family in decision making

Conflict management/resolution

- Actively listen to the perspective of IP team members
- Take into account the ideas of IP team members
- Address team conflict in a respectful manner

Team Functioning

- Develop an effective care plan with IP team members
- Negotiate responsibilities within overlapping scopes of practice

Outcomes were assessed using the Interprofessional Assessment Tool

ICCAS, 2018
The activity promoted effective communication

% of respondents

- Perfectly
- Very Well
- Quite Well
- Fairly Well
- Very Little
- Not at All
The activity promoted effective collaboration

% of respondents

- Perfectly
- Very Well
- Quite Well
- Fairly Well
- Very Little
- Not at All
The activity helped identify roles/responsibilities

% of respondents

- Perfectly
- Very Well
- Quite Well
- Fairly Well
- Very Little
- Not at All
The activity addressed conflict management/resolution.

% of respondents
The activity promoted effective collaboration
The activity promoted team functioning
The IPE honors program is flexible and accounts for IPE experiences over the duration of the student’s program of study. Students will meet the requirements for 5 out of 7 categories by the end of their academic program:

1. **Informative** (experiences with professionals from different fields)
2. **Elective** (taking one of the IPE elective courses)
3. **Interactive** (interactive IPE student activities)
4. **Executive** (student leadership in IPE, practice or community collaboration)
5. **Innovative** (students work to build and deliver an IPE education offering)
6. **Initiative** (students work across programs on a research project)
7. **Immersive/Reflective** (students reflect on their interprofessional experiences)
This activity was a worthwhile initiative to promote IPE

**Worked well:**
- Learners responded favorably to the activity
- Using the Zoom platform, the activity proved to be practical from a logistical perspective
- The activity helped programs with regards to IPE accreditation requirements
- The activity achieved IPEC competencies
- The activity helped learners towards IPE Honors

**Needs some work:**
- Addressing team conflict
- Variability in facilitator interaction
- Adjusting activities for in-person learning
- Engaging other HSC academic units
Get Involved!

We are available to work with you to provide interactive problem solving student IPE activities

- Transgender Care
- Complex Chronic Care
- HIV Primary Care