

## Interprofessional Education (IPE) in the PharmD Curriculum

### What is IPE?

Multidisciplinary education occurs when students from multiple professions simply learn together. With Interprofessional Education (IPE), there is an intentionality of having students learn from, with, and about each other in order to gain an appreciation for the different professional roles and perspectives. Education for health professionals historically has been delivered in unidisciplinary contexts, occurring in separate, often isolated silos by teams of individual experts. With the increasing complexity of healthcare delivery, it is no longer adequate to have a team of experts. Rather, an expert team of individuals with demonstrated skills in shared decision-making, joint accountability for patient care, and population health is needed to address challenges and optimize patient outcomes. IPE allows students from different disciplines to learn together to gain an understanding of each other's roles to optimize collaboration.

### What are the U-M IPE Competencies?

U-M has defined five core competencies for IPE, the first four of which are aligned with those defined by the Interprofessional Education Collaborative (IPEC). The competencies are as follows:

1. **Roles/Responsibilities:** A foundational understanding of the roles and responsibilities of the pharmacist and other members of the health care team, allowing student pharmacists to experience being the voice of pharmacy on the team to appropriately assess and address the healthcare needs of patient.
2. **Teams/Teamwork:** Apply skills and principles of team dynamics to perform effectively in different team roles
3. **Values/Ethics:** Work with individuals in other professions to gain an appreciation for different perspectives; maintain a climate of mutual respect and shared values
4. **Interprofessional Communication:** Develop skills to be able to effectively communicate across disciplines in a manner that supports a team approach
5. **Intercultural Intelligence:** Understand the role of values and culture in driving decisions; demonstrate appropriate flexibility for working with others having different values

### How is IPE incorporated into the PharmD curriculum?

Outlined below are the ways in which IPE is incorporated into the PharmD curriculum. In addition to a few fully IPE courses (P503, P714), intentional IPE experiences are embedded in several required courses.

#### P501: Introduction to the Profession

This course contains two intentional interprofessional experiences, both of which introduce you to some of the IPE competencies.

- The first experience is a residential MOOC of the US healthcare system. You will work with students from other healthcare disciplines to learn about the healthcare system and collaborate to design a health insurance plan. The IPE competency focused on is teams/teamwork.
- The second experience involves completion of a module entitled, Introduction to IPE, and the corresponding IPE in Action event. Students from several health science disciplines will participate in this activity. The IPE competency focused on is roles/responsibilities.

#### P503: Service Learning

This IPE course includes students from different healthcare disciplines. Through course activities, you are introduced to three IPE competencies: roles/responsibilities, values/ethics, and intercultural intelligence. In addition, you will participate in a shadow experience with a licensed social worker to learn about the role of the social worker in clinical practice.

#### P512: Self-Care Therapeutics

This course contains one intentional IPE experience designed to introduce you to core elements of teams/teamwork. You will participate in an online module that allows students from different healthcare disciplines to work together as they learn about teams/teamwork.

#### P602: Therapeutic Problem Solving I

This course contains one intentional IPE experience. Students from pharmacy and advanced practice nursing will collaborate on a case-based problem as a means of introducing you to the roles/responsibilities and communication with the other discipline.

#### P603: Community IPPE

This early practice experience allows students to work with other healthcare providers and/or their students. IPE competencies in the community practice setting are introduced, with a focus on roles/responsibilities and interprofessional communication.

#### P612: Therapeutic Problem Solving II

This course contains one intentional IPE experience that will build on the IPE activity done in P602. Students from pharmacy and advanced practice nursing will collaborate on a case-based problem as a means of reinforcing skills in the areas of roles/responsibilities and interprofessional communication.

#### P613: Ambulatory Care IPPE

In this early practice experience, students work with other healthcare providers and/or their students to learn about IPE competencies in the ambulatory care practice setting with a focus on roles/responsibilities, teams/teamwork, and interprofessional communication. In addition to the interactions that occur in the clinical setting, there is one intentional IPE activity where students from pharmacy and medicine will collaborate on a case-based problem as a means of introducing them to the roles/responsibilities and communication with the other discipline.

#### P704: Ethics/EBM

This course contains two intentional IPE experiences. Students from pharmacy and social work participate in Social Justice Grand Rounds, an event held at Michigan Medicine for practicing social workers. Following the grand rounds session, small interprofessional groups of students will discuss the social justice issue. A second IPE experience allows students from different healthcare disciplines to learn together about providing inclusive care to transgender people. These experiences allow students to reinforce the IPE competencies of roles/responsibilities, values/ethics, interprofessional communication, and intercultural intelligence.

#### P703: Hospital/Health System IPPE

In this early practice experience, students work with other healthcare providers and/or their students to reinforce IPE competencies in the hospital/health system practice setting. The focus is on roles/responsibilities, teams/teamwork, and values/ethics.

#### P714: Team-Based Clinical Decision Making

This IPE course includes students from dentistry, medicine, nursing, pharmacy and social work. Through course activities that have students working in fixed interprofessional teams, several IPE competencies are reinforced including roles/responsibilities, teams/teamwork, values/ethics, and interprofessional communication. In addition to the weekly team assignments, all students participate in a simulation of a critical care patient in the simulation center, allowing for an opportunity to practice teamwork skills in a more real-world setting.

#### P713: Direct Patient Care IPPE

In this early practice experience, students work with other healthcare providers and/or their students to reinforce IPE competencies in the hospital/health system practice setting as they perform medication reconciliation. The focus is on roles/responsibilities, teams/teamwork, and interprofessional communication.

#### APPEs:

Students work with other healthcare providers and/or their students in a variety of settings to practice each of the IPE competencies: roles/responsibilities, teams/teamwork, values/ethics, interprofessional communication, and intercultural intelligence. Students are evaluated on their IPE competency by the preceptor.