Interprofessional ‘Virtual Medication Rounds’ for Nursing and Pharmacy Students

Spencer Marsh, RN, BSN

Why Interprofessional Education?

- Safe, high-quality healthcare
- 5 times less likely to experience avoidable complications
- IPE is a vital component of education curriculum for healthcare students
  - It decreases medical errors
  - Increases collaborative care
  - Improves patient outcomes

Why Interprofessional Education?

- Safe, high-quality healthcare
- 5 times less likely to experience avoidable complications
- IPE is a vital component of education curriculum for healthcare students
  - It decreases medical errors
  - Increases collaborative care
  - Improves patient outcomes

AIMS

The aim of this event was to increase students competence in the interprofessional education competencies.

The Event

- 2-hour, synchronous, virtual interprofessional education activity
- Nursing students and pharmacy student interns with Doctor of Nursing Practice students as facilitators
- Problem: patients medication
- Repetitive: multiple medication issues to work through
- Related to practice: this is a patient from nursing students clinicals
- Known answers: between the nursing and pharmacy students the knowledge to complete the activity was present
- Debrief: we held a small group and large group debrief
- Interprofessional Education Collaboration competencies: we focused on having them work as team and use each other as resources

The Problem

Johns Hopkins Notre Dame Interprofessional Education Collaborative ‘19 did not:

- Impact interprofessional education collaboration competencies
- Adequately prepare students to work in interdisciplinary teams

Evaluation

- IPEC Competency Self-Assessment Tool Version 3 plus
- 2 free response questions: what went well and what could be improved on

Results

<table>
<thead>
<tr>
<th>Aim</th>
<th>p</th>
<th>z</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim 1a: nursing students’ competency in interprofessional interaction</td>
<td>&lt;0.001</td>
<td>-6.247</td>
<td>0.769</td>
</tr>
<tr>
<td>Aim 1b: pharmacy students’ competency in interprofessional interaction</td>
<td>&lt;0.001</td>
<td>-3.604</td>
<td>0.874</td>
</tr>
<tr>
<td>Aim 2a: nursing students’ competency in interprofessional values</td>
<td>&lt;0.001</td>
<td>-4.311</td>
<td>0.571</td>
</tr>
<tr>
<td>Aim 2b: pharmacy students’ competency in interprofessional values</td>
<td>&lt;0.004</td>
<td>-2.899</td>
<td>0.775</td>
</tr>
</tbody>
</table>

The Problem

Johns Hopkins Notre Dame Interprofessional Education Collaborative ‘19 did not:

- Impact interprofessional education collaboration competencies
- Adequately prepare students to work in interdisciplinary teams

Evaluation

- IPEC Competency Self-Assessment Tool Version 3 plus
- 2 free response questions: what went well and what could be improved on

Results

<table>
<thead>
<tr>
<th>Aim</th>
<th>p</th>
<th>z</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim 1a: nursing students’ competency in interprofessional interaction</td>
<td>&lt;0.001</td>
<td>-6.247</td>
<td>0.769</td>
</tr>
<tr>
<td>Aim 1b: pharmacy students’ competency in interprofessional interaction</td>
<td>&lt;0.001</td>
<td>-3.604</td>
<td>0.874</td>
</tr>
<tr>
<td>Aim 2a: nursing students’ competency in interprofessional values</td>
<td>&lt;0.001</td>
<td>-4.311</td>
<td>0.571</td>
</tr>
<tr>
<td>Aim 2b: pharmacy students’ competency in interprofessional values</td>
<td>&lt;0.004</td>
<td>-2.899</td>
<td>0.775</td>
</tr>
</tbody>
</table>