



COLLEGE OF HEALTH SCIENCES

Curriculum Development: Piloting an Interprofessional Case Study Conference with Optometry, Physician Assistant and Pharmacy Faculty and Students

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Introduction

Marshall B. Ketchum University (MBKU), Fullerton, CA, is a private, not-for-profit health professions university. The University consists of the Southern California College of Optometry (SCCO), School of Physician Assistant Studies, and College of Pharmacy. The SCCO, established in 1904, is one of the oldest optometry programs in the U.S. However, with the recent addition of the physician assistant and pharmacy programs, interprofessional education (IPE) is a new component of the curriculum. A University committee of faculty and administrators from the three academic programs have strategically developed and delivered a diabetes population health IPE demonstration case conference to faculty and students. Attendees completed a survey to provide assessment feedback on IPE attitudes and perceptions.

Methods

A diabetes IPE case was developed to facilitate small group discussion and to illustrate scope of practice, communication, and treatment perspectives from optometry, pharmacy, and physician assistants. Demonstration workshops were delivered to: 1) faculty from all three professions and 2) optometry and physician assistant students. Participants were arranged into small groups, each with representation from the three health professions (as best possible). Workshops were facilitated by a faculty team consisting of one optometrist, one physician assistant, and one pharmacist. Pharmacy students were not yet enrolled and, thus not in attendance.

Learning Objectives

- COLLABORATE WITH STUDENTS FROM OTHER HEALTH PROFESSIONS TO RECOMMEND OPTIMAL PATIENT CARE
- WHILE WORKING IN INTERPROFESSIONAL TEAMS
 - Assess patient for any medical or drug related problems
 - Identify which labs/test should be ordered for the patient
 - Recommend appropriate initial treatment
 - Provide appropriate patient education/counseling
 - Discuss options for care of this patients based on social and financial information

Differential Diagnoses Across Professions

Ms. H is an overweight 65 y/o Latina female who presents to the optometry clinic complaining of fluctuating vision through her glasses.

- PA**
 - Elevated blood glucose
 - Hypertension
 - Migraine headache
 - Medication side effect
- Pharm**
 - Eye or lens condition
 - Medication side effect
 - Migraine headache
 - Hypertension
- OD**
 - Refractive condition (un/over/undercorrected)
 - Spectacle adaptation or adjustment
 - Ocular disease (dry eye, DM/HTN retinopathy)
 - Systemic disease (DM, HTN, TIA)
 - New Medication or side effect

Figures 1 and 2. Sample of slides from IPE case presented to faculty and student groups.

Results

Observations from IPE Case Developers (n=4). Diabetes was identified as a suitable IPE case in which optometrists, pharmacists and physician assistants play a role in screening, education, and management. The case was structured to guide and facilitate participant discussion on scope of practice and communication from each professions perspective.

Faculty survey (n=17). The majority of faculty had not previously participated in IPE pedagogic approaches. 100% agreed that: Students in my college would benefit from team-based learning with students from the other health profession colleges. 94% agreed that: Implementation of IPE would require additional faculty training in my college. 88% agreed that: I am willing to teach students in a health care profession outside of my college. 76% agreed that: I am willing to co-lead an interprofessional case conference with colleagues from the other colleges.

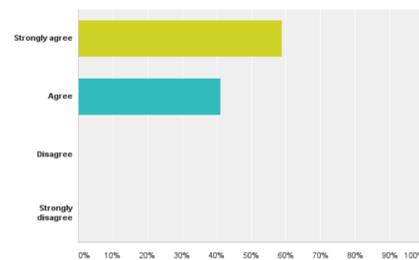


Figure 3. Faculty responses to Interprofessional Case Conference statement: Students in my college would benefit from team-based learning with students from the other health profession colleges.

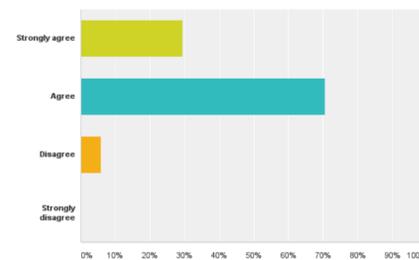


Figure 4. Faculty responses to Interprofessional Case Conference statement: Effective implementation of interprofessional education would require additional faculty training in my college.

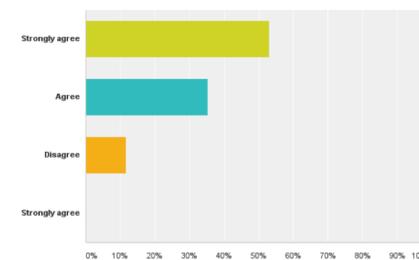


Figure 5. Faculty responses to Interprofessional Case Conference statement: I am willing to teach students in a health care profession outside of my college.

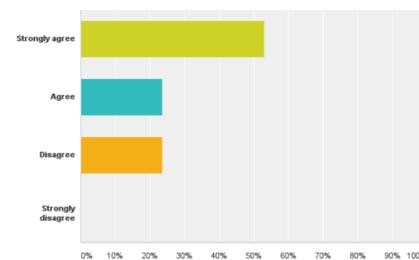


Figure 6. Faculty responses to Interprofessional Case Conference statement: I am willing to co-lead an interprofessional case conference with colleagues from the other colleges.

Student survey (n=48). Students in this cohort had not previously participated in any formal IPE activity with each other. 100% agreed that: a) Learning with other students will make me a more effective member of a healthcare team; b) Patients would ultimately benefit if health care students worked together; c) Shared learning with other health care students will increase my ability to understand clinical problems; d) Communication skills should be learned with other health care students; e) Team-working skills are vital for all health care students to learn.

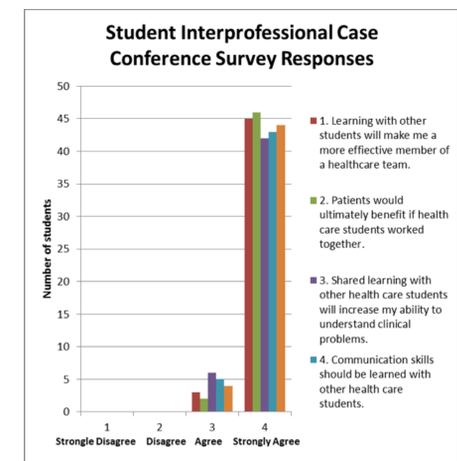


Figure 7. Student responses to Interprofessional Case Conference Survey



Figure 8: Interprofessional students in collaborative discussion.

Conclusions

Due to the health professions composition at MBKU, case topics must be identified and structured with relevance to scope of practice for optometrists, pharmacists, and physician assistants. Faculty agree that providing collaborative IPE learning experiences will benefit students, additional training is required to implement IPE, and they are willing to teach students in other health professions. Students agree that IPE is essential and will enhance their effectiveness as learners and practitioners.

