



# Simulated iOSCE with Physician Assistant and Pharmacy Students



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## Results:

- Although the students had a positive attitude towards IPP prior to the IPE experience, the results overall showed a statistically significant improvement in attitudes following the iOSCE.
- The statements displayed in the table are grouped based on key words related to the benefits of IPP training, development of IPP relationships, and interprofessional learning environment.
- Following the iOSCE, the strongest degree of consensus among the group (IQR = 0) was the perception that patients would ultimately benefit if health care students worked together (Q2).
- IQR is a measure of variability; an IQR of '1' indicates near consensus among scores.

## Conclusions:

- The RIPLS data revealed positive perception changes regarding the benefits of IPP training and the development of IPP relationships.
- Although, the significance of individual items related to the interprofessional learning environment was more varied, the clustered nature and similarity of the results overall is supportive.
- Students can learn from, with, and about each other's professional roles.
- Further, students perceived that engaging in IPE would ultimately benefit patient care.
- Activities or efforts to promote IPE may be beneficial even for students with established knowledge and positive attitudes toward IPP.
- This study design can be applied across all disciplines to promote IPE.

## References:

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## IPP Knowledge & Attitudes Among Physician Assistant and Pharmacy Students Before & After an IPE Experience

Statement about Interprofessional Practice and Training	Median (IQR) <sup>a</sup>		p-value Wilcoxon
	Pre	Post	
<b>Benefits of IPP Training</b>			
Q1 Learning with other students will help me become a more effective member of a health care team	4 (1)	5 (1)	<b>0.002**</b>
Q2 Patients would ultimately benefit if health care students worked together to solve patient problems	5 (1)	5 (0)	<b>&lt;0.001*</b>
Q3 Shared learning with other health care students will increase my ability to understand clinical problems	4 (1)	5 (1)	<b>&lt;0.001*</b>
Q6 Shared learning will help me to think positively about other professionals	4 (2)	5 (1)	<b>&lt;0.001*</b>
Q9 Shared learning will help me to understand my own limitations	4 (1)	5 (1)	<b>&lt;0.001*</b>
Q13 Shared learning with other health care students will help me to communicate better with patients and other professionals	4 (1)	5 (1)	<b>&lt;0.001*</b>
Q15 Shared learning will help to clarify the nature of patient problems	4 (1)	4 (1)	<b>&lt;0.001*</b>
Q16 Shared learning before qualification will help me become a better team worker	4 (1)	4.5 (1)	<b>&lt;0.001*</b>
<b>Development of IPP Relationships</b>			
Q4 Learning with health care students before qualification would improve relationships after qualification	4 (1)	5 (1)	<b>0.009**</b>
Q8 Team working skills are essential for all health care students to learn	5 (1)	5 (1)	<b>0.002**</b>
<b>Interprofessional Learning Environment</b>			
Q5 Communication skills should be learned with other health care students	4 (1)	5 (1)	<b>&lt;0.001*</b>
Q7 For small group learning to work, students need to trust and respect one another	5 (1)	5 (1)	<b>0.014**</b>
Q10 I don't want to waste my time learning with other health care students	2 (2)	2 (1)	<b>&lt;0.001*</b>
Q11 It is not necessary for undergraduate health care students to learn together	2 (2)	2 (2)	0.149
Q12 Clinical problem solving skills can only be learned with students from my own department	2 (1)	1 (1)	<b>0.028**</b>
Q14 I would welcome the opportunity to work on small group projects with other health care students	4 (1)	4 (1)	<b>&lt;0.001*</b>
Q19 I have to acquire much more knowledge and skills than other health care students	3 (1)	3 (1)	0.967

N=112 (58 PA; 54 PharmD); Scale: 1=Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree; IPP=Interprofessional Practice; IQR=Inter-Quartile Range; \*p < 0.001; \*\*p < 0.05

## Purpose:

- Interprofessional education (IPE) prepares students for interprofessional practice (IPP) by supporting interdisciplinary collaboration.
- This study measured knowledge of and attitudes regarding IPP among physician assistant and pharmacy students before and after an IPE experience.

## Methods:

- A team of faculty experts (2 Pharm.D, 3 PA, and 1 DO) designed an interprofessional objective structured clinical examination (iOSCE) case and rubric with five key patient safety and quality of care interventions.
- The Readiness for Interprofessional Learning Scale (RIPLS) questionnaire, utilizing a 5-point Likert scale, was administered pre-iOSCE.
- Students individually reviewed the admitting orders in the patient case to identify whether any safety or efficacy interventions should be made to optimize patient care and submitted their individual written interventions.
- Students then collaborated as an interprofessional team consisting of one PA student and one to two Pharm.D students.
- Following team collaboration, students verbally presented their final interventions to an interprofessional faculty panel.
- The RIPLS questionnaire was again administered post-iOSCE.



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