



The Use of Electronic Portfolios to Document and Assess Interprofessional Education in Experiential Education

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Learning Objectives

1. Describe how electronic portfolio's can be use to collect information about IPE activities.
2. Identify objective parameters that can be used to describe evidence of IPE in students during experiential learning.
3. Quantify the extent of interprofessional interactions among pharmacy students during APPE.

Background/Rationale

Interprofessional Education (IPE) can occur in didactic, laboratory/simulation or in the experiential setting. The purpose of this study was to identify and quantify clinical interventions of 4th year pharmacy students during their advanced pharmacy practice experiences (APPE) and to determine the extent of interprofessional interactions among health care students.

Methods

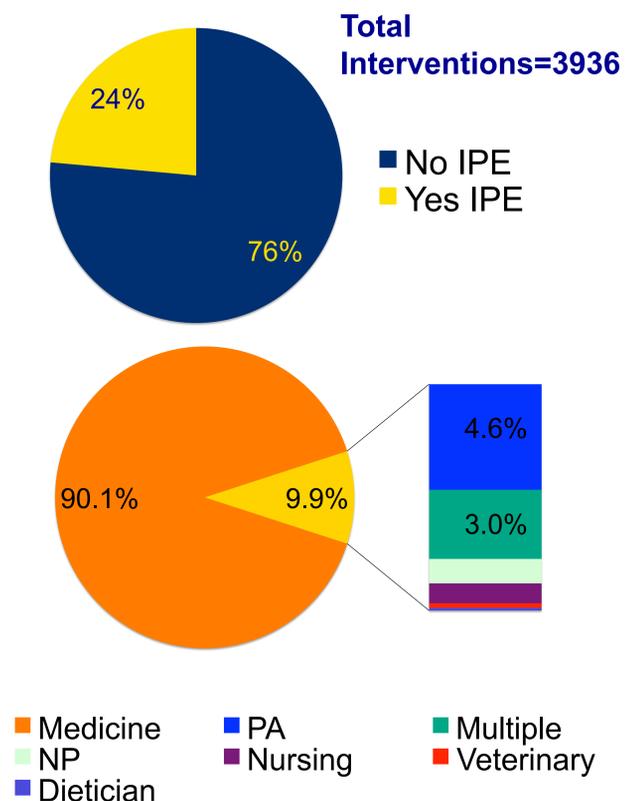
Wilkes University School of Pharmacy began the process of developing and implementing the electronic portfolio system, E*Value, as an assessment tool during the summer of 2009. The PxDx component allows students to document clinical interventions during their experiential rotations. In the Spring of 2012, we adapted the system so that student could indicate if the intervention occurred in the setting of IPE (defined as working with another healthcare student or resident during the clinical activity). In May, 2012 documentation within PxDx/E*Value became mandatory. Students documented the type of intervention, what other healthcare student(s) they interacted with (if IPE) and the outcome (recommendation accepted/rejected).

Results

Between May 29, 2012 and May 10, 2013, 53 students documented a total of 3936 clinical interventions to address drug therapy-related problems (a mean of 74 interventions per student).

Results

Of these interventions, a total of 928 (24%) were labeled by the students as involving IPE. The most common healthcare profession with which students interacted was Medicine - students or residents (90% of interactions).

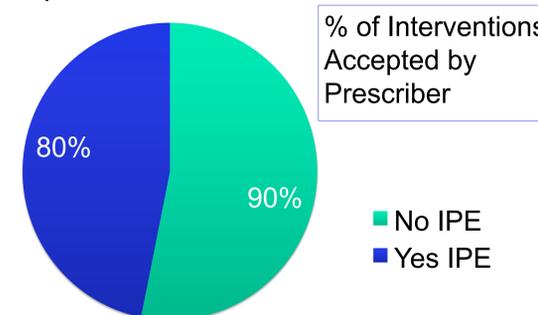


Results

The most common intervention type when IPE was involved was "drug therapy added"- 11% of the total IPE Interventions. The top IPE interventions are listed below.

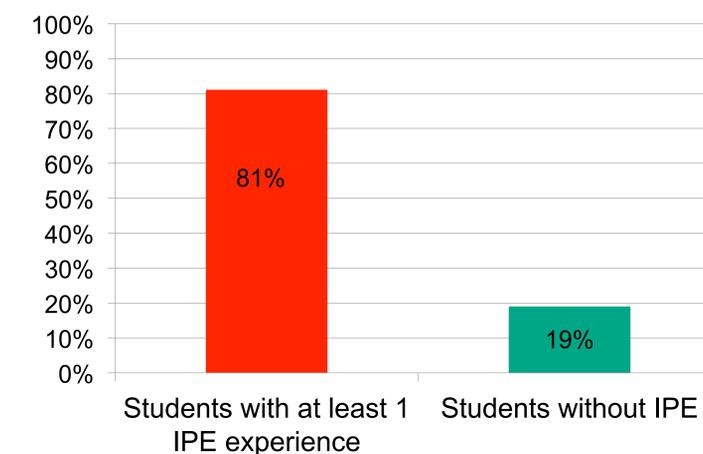
Intervention Type	Number of IPE
Drug Added	106
Drug Discontinued	56
Lab Test Issues	49
Patient Education	49
Dosage Adjustment for Renal Function	46

80% of the Interventions with IPE were accepted by the prescriber where as 90% of the Interventions without IPE were accepted.



Results

During the 4th Year Profession Experiential Rotations, the majority of students were exposed to at least 1 IPE experience.



Total Clinical Rotation Sites	70
# with IPE Available	33
# with No IPE Available	37

Conclusions

Collecting information on IPE in experiential education is a critical component of our assessment program and the use of PxDx is has proven helpful. We have been able to identify sites where IPE is available and the types of rotations where students are most likely to become involved in IPE. Objective evidence is available to demonstrate that most of our students interact with other healthcare learners although this appears to be limited to primarily medicine. This data is useful for programmatic assessment as well as reporting compliance with accreditation standards. Our process to collect this data will undergo continued refinement.

