

A UNIQUE INTERPROFESSIONAL EXPERIENCE BETWEEN MEDICAL AND PHARMACY STUDENTS INVOLVING ANATOMY OF THE HEAD AND NECK

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BACKGROUND

Interprofessional education (IPE) is a major component of the professional school curriculums provided by the Texas Tech University Health Sciences Center. New IPE opportunities are highly sought after for implementation. The Student Perceptions of Interprofessional Clinical Education-Revised (SPICE-R) instrument, a 10-item Likert survey, is a tool used to assess for changes in perception of interprofessionalism.

OBJECTIVE

To evaluate the effects of a craniofacial gross anatomy lab and an associated case study on students' perceptions of interprofessional education and care.

METHODS

First-year medical and pharmacy students collaborated together in small groups to dissect a human face as well as deliberate a case about a patient with facial herpes zoster. The SPICE-R instrument and a knowledge assessment test were administered online both before and after the IPE activity. Also, pharmacy students completed emotional intelligence training.

The SPICE-R Instrument

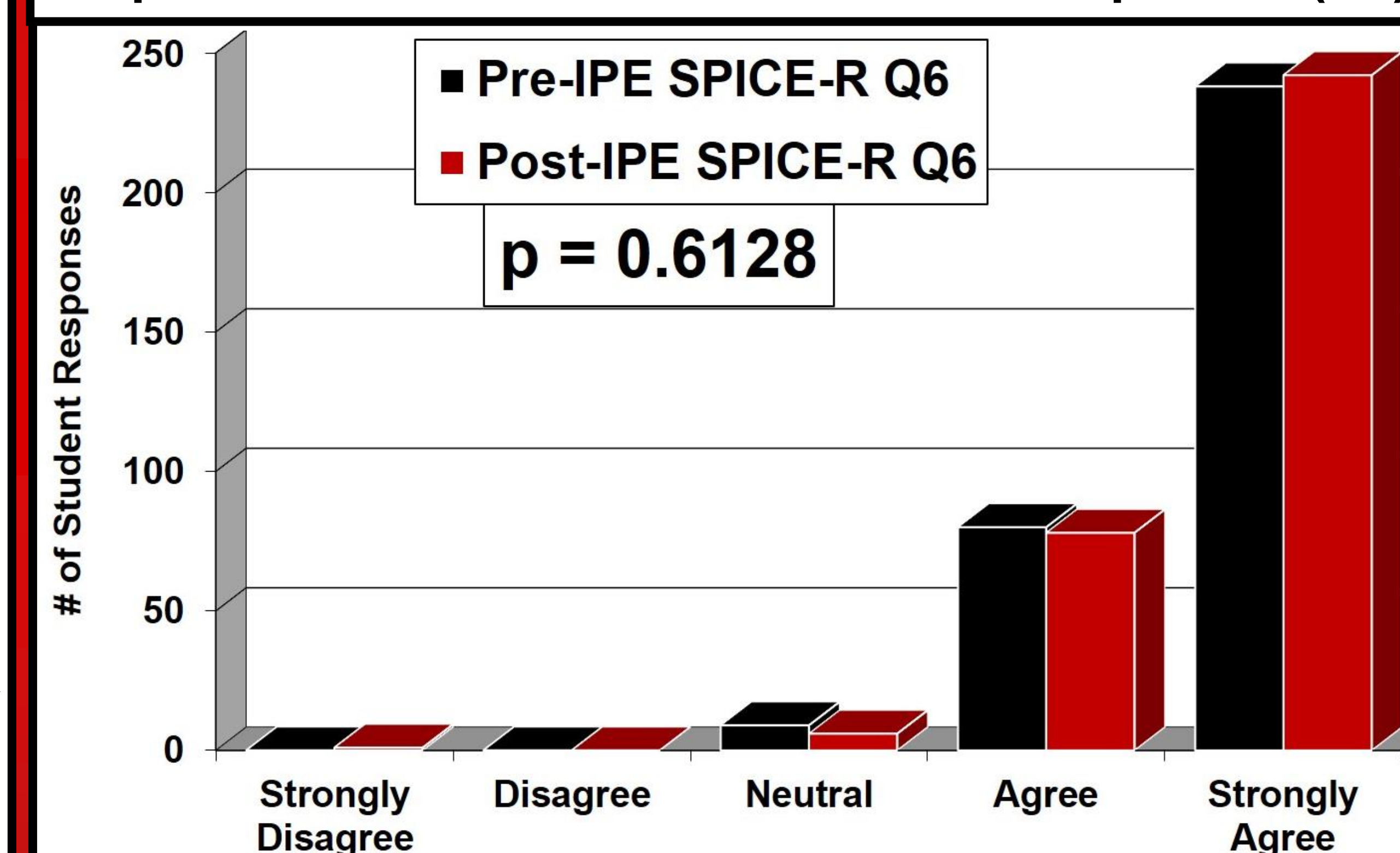
1. Working with students from another health profession enhances my education
2. My role within an interprofessional healthcare team is clearly defined
3. Health outcomes are improved when patients are treated by a team that consists of individuals from two or more health professions
4. Patient satisfaction is improved when patients are treated by a team that consists of individuals from two or more health professions
5. Participating in educational experiences with students from another health profession enhances my future ability to work on an interprofessional team
6. All health professional students should be educated to establish collaborative relationships with members of other health professions
7. I understand the roles of other health professionals within an interprofessional team
8. Clinical rotations are the ideal place within their respective curricula for health professional students to interact
9. Health professionals should collaborate on interprofessional teams
10. During their education, health professional students should be involved in teamwork with students from other health professions in order to understand their respective roles

RESULTS

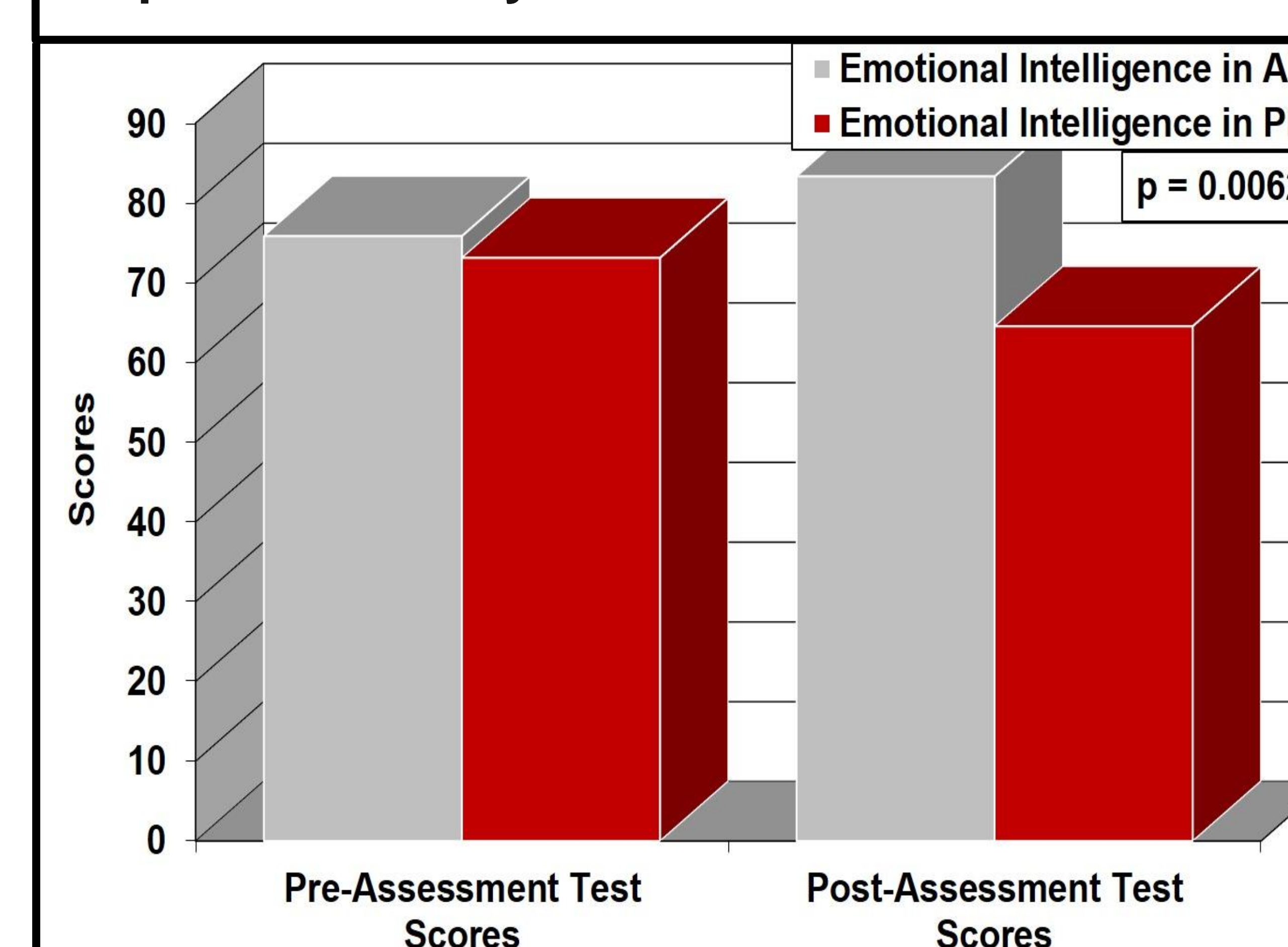
Table 1. Group Distribution

	Medical Students (n=180)	Pharmacy Students (n=149)	p-value
Group 1	51	36	0.65
Group 2	51	38	
Group 3	40	38	
Group 4	38	37	

Graph 1. Pre- vs. Post-IPE SPICE-R Q6 Responses (All)



Graph 2. Pharmacy Student Assessment Scores



CONCLUSIONS

Overall, a gross anatomy lab and case study is a unique means of employing IPE that improved medical and pharmacy students' perceptions of interprofessional care. Responses to SPICE-R question #6 differed significantly between medical and pharmacy students. The time of day that emotional intelligence training was completed by pharmacy students can affect changes in attitude toward IPE events.

LIMITATIONS

The SPICE-R instrument is an ordinal scale thus limiting the types of statistical analysis tests that can be done. Not all medical and pharmacy students took the SPICE-R survey. Medical students did not receive emotional intelligence training. Fifteen graduate medical students who participated in the morning session were excluded from data analysis.

REFERENCES

1. Dominguez DG, Fike DS, MacLaughlin EJ, Zorek JA. A comparison of the validity of two instruments assessing health professional student perceptions of interprofessional education and practice. *J Interprof Care.* 2015;29(2):144-149.
2. Theodorou J, Rotz M, Macphail L, et al. Designing and Evaluating an Interprofessional Practice Experience Involving Dental and Pharmacy Students. *Am J Pharm Educ.* 2018;82(6):6298.
3. Meyer JJ, Obmann MM, Gießler M, et al. Interprofessional approach for teaching functional knee joint anatomy. *Ann Anat.* 2017;210:155-159.
4. Fusco NM, Foltz-Ramos K. Measuring changes in pharmacy and nursing students' perceptions following an interprofessional high-fidelity simulation experience. *J Interprof Care.* 2018;32(5):648-652.
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Pre-IPE SPICE-R/Pre-Assessment Test (All Students)

AM Session (8 AM-12 PM)

Groups 1 & 2 – Anatomy Lab/Case Study (Medical and Pharmacy) Groups 3 & 4 – Emotional Intelligence (Pharmacy Only)

PM Session (1 PM-5 PM)

Groups 1 & 2 – Emotional Intelligence (Pharmacy Only) Groups 3 & 4 – Anatomy Lab/Case Study (Medical and Pharmacy)

Post-IPE SPICE-R/Post-Assessment Test (All Students)

Chart 1. Significant Median Score Increases for Pre- vs. Post-IPE SPICE-R Questions (All)

