

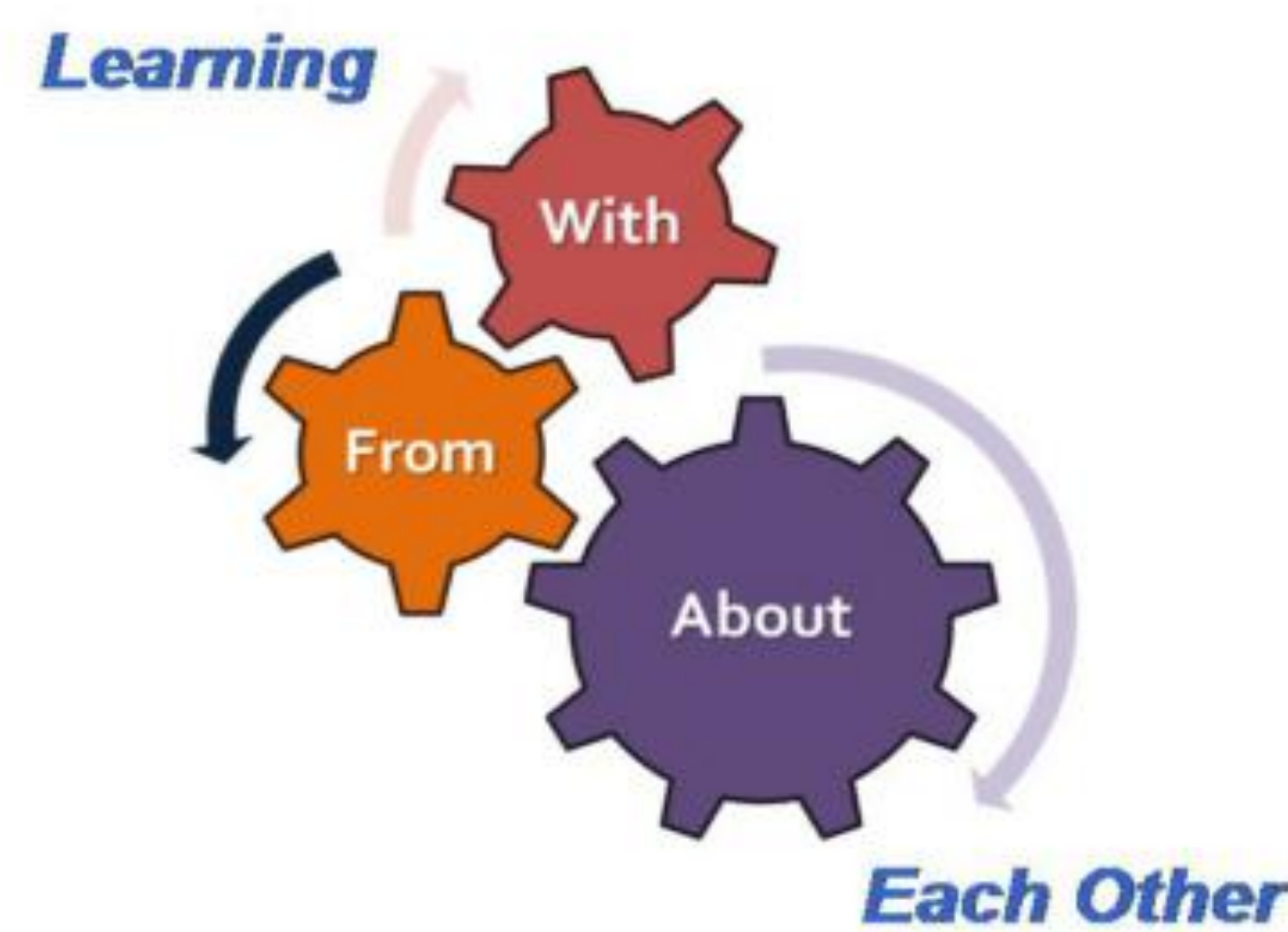


# Interprofessional Education and Innovation

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## GOALS

- Become a more effective team member through inter-professional learning experiences
  - Communication
  - Role recognition
  - Collaboration
- Discuss how health professionals and patients may utilize and understand the role of various providers and services



## OBJECTIVE

To share our IPE's team experiences in exploring, designing and implementing IPE.



## METHODS

- IPE Committee**
  - Dr. Paula Gregory, DO Program
  - Dr. Jennifer Elliott, PharmD Program
  - Dr. Bonnie Buxton, DO Program
  - Dr. Sara Reece, PharmD Program
  - Ms. Barri Dean, DO Program
- Procedure:**
  - Overview
    - Small group of students assigned to a patient and advisor (DO and PharmD) utilizing online collaboration in a cooperative learning environment
    - 30 groups (mix of DO and PharmD students) given a chief complaint (given one week in advance), group develops a SOAP note (interactive online format) and discharge summary (answer questions as a group)
  - Virtual History and Physical Exam
    - Ask the physical exam
    - Ask the history
      - Each student required to ask virtual patient 2 -3 questions

Week	Activity
Week 1	Chief complaint released; One hour spent blogging top 3 differential diagnoses and pharmacotherapy options
Week 2	Pre-assignment write up: 30 minutes spent writing up group's decision from week 1 on top of three differentials and pharmacotherapy options
Week 3	30 minute pre encounter discussion (what questions to ask and organizing encounter). 30 minutes spent online with patient doing virtual history and physical exam
Week 4	45 minutes discussing and organizing information from patient encounter. 45 minutes writing SOAP note collectively

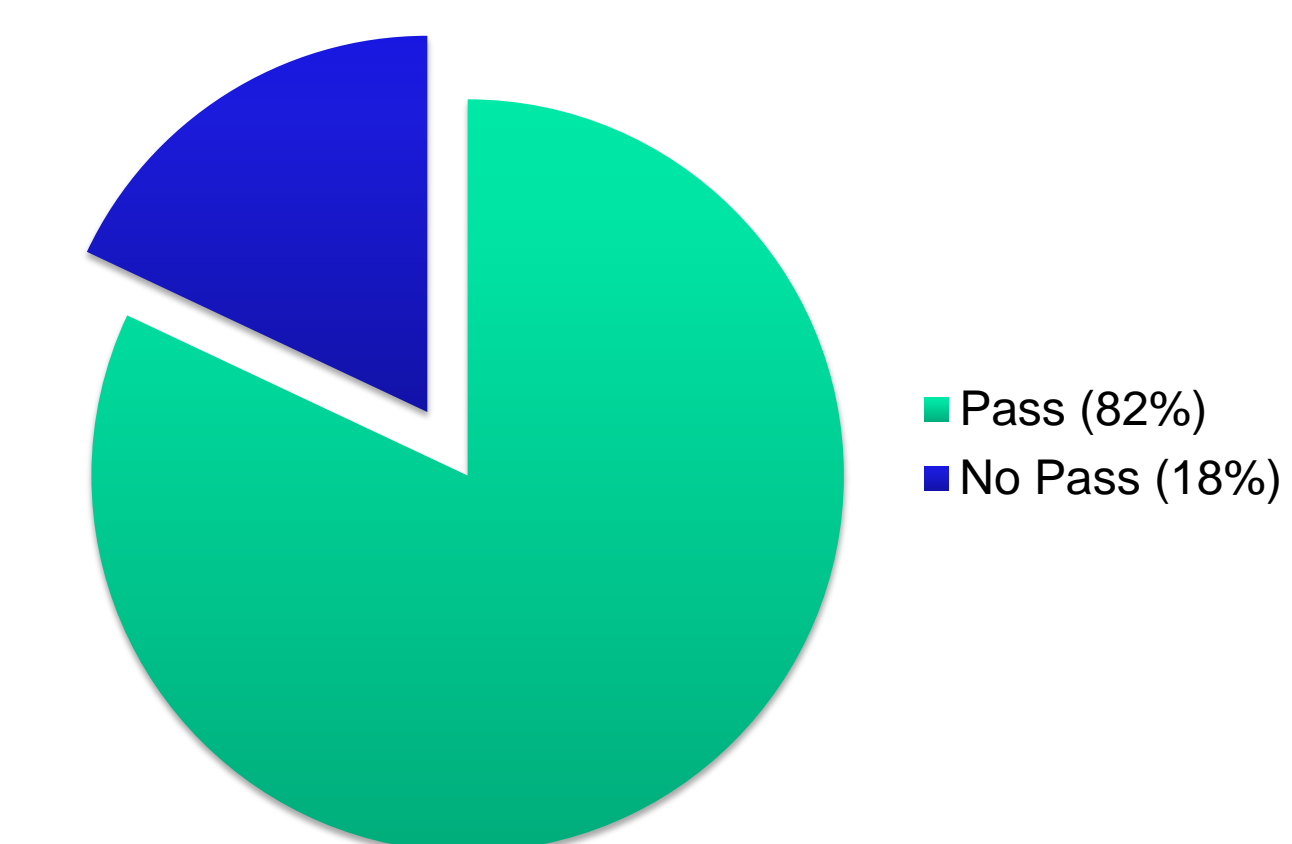
- Standardized Patient**
  - Trained on head to toe assessment as well as provided answers to possible questions
  - Technology: given webcams and headsets; trained on Blackboard Collaborate; online schedules
- Enabling Technology**
  - Capability to be anywhere in the world at any time of day and meet
    - Mobile phones; IPad; Mac books; Desktops; Laptops
  - Programs utilized
    - Blackboard Collaborate
      - Patient Encounters
    - Google Docs
      - Online SOAP note and linked into Blackboard
    - Blackboard Group Blogs
      - Students collaborate on the case
    - Genbook
      - Online patient scheduling

## RESULTS

### Outcomes

Peer Evaluation Form	
5 Criteria:	
Criteria 1	Did fair share of work
Criteria 2	Cooperative, did agreed upon task
Criteria 3	Contributed to ideas and planning
Criteria 4	Available for communication
Criteria 5	Positive and helpful
Points Possible:	
0	Does not meet
1	Meets
Minimum of 4 Points to Pass	

Peer Evaluation of Team Members



### Lessons Learned

Activity	Differences
SOAP Note	Difference in writing SOAP note between DO and PharmD students
Curriculum	Various stages of curriculum: second year DO students and third year PharmD students
History Taking	The focus of history interview
Physical Exam	The pertinent physical exams

## FUTURE FOCUS

Year	General	Specifics
First Year	Team Building Introduction to Collaboration	<ul style="list-style-type: none"> <li>Diversity</li> <li>Mental Health</li> <li>Ethics</li> </ul>
Second Year	Complex Case	Following a virtual patient from admissions to discharge
Third Year	Virtual Case	Students out on clerkships working together on a patient with comorbidity

