Simulated iOSCE with Physician Assistant and Pharmacy Students

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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.

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 ‘0’ 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 teamwork and education.
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