Team on the Screen: A Pilot Study of Teaching Students Interprofessional Competencies Through Virtual Patient Education

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Background

• Telehealth will likely be a strong component of health care in the future.
• Telehealth has multiple benefits including expanding access to care, reducing disease exposure for staff and patients, and decreasing patient demand on facilities.
• Interprofessional education (IPE) is a key component to improving communication between healthcare providers, increasing patient safety, optimizing patient care, and improving patient outcomes.
• Preliminary studies suggest that patient education through telehealth is as effective as in-person patient education for chronic conditions such as diabetes and arthritis.1,2

Purpose

• To provide pharmacy, social work, and nursing graduate students with an educational session about three interprofessional competencies (roles and responsibilities, communication, teams and teamwork).3
• To allow students to work collaboratively to provide interdisciplinary education to a patient with chronic disease states.

Methods

Student pre-survey assessing knowledge and attitudes about IPE competencies*

Pre-brief (educational session on IPE competencies led by faculty)

Student post-survey assessing knowledge and attitudes about IPE competencies**

Formal debrief led by nursing, social work, and pharmacy faculty

30-60 minute interdisciplinary telehealth education session for SRFC patient

Student self-reflection in preparation for follow up session with patient

Anticipated Outcomes

• Students will demonstrate improved IPE collaboration with each virtual patient education session.
• Post-survey results will demonstrate growth in IPE knowledge.
• Patients will benefit from supplemental interprofessional health education provided by students in between their regular visits at the SRFC.

References