



Experiential (P1-P3): Introductory Pharmacy Practice Experiences (IPPEs) are where students have the opportunity to have real-time interaction with other healthcare practitioners in contemporary U.S. practice settings. Intentional IPE assignments and reflections are required during the introductory community and institutional practice experiences. Students document their IPE interactions through guided reflective writings in the experiential learning software system (CORE ELMS). Advanced Pharmacy Practice Experiences (APPEs) give students opportunities to demonstrate competence in interacting with other healthcare practitioners/providers through seven six-week blocks. Interprofessional Education reflections are required for the community and institutional APPE blocks only. During IPPEs and APPEs, preceptors assess student performance by rating their level of entrustment in the student's ability to collaborate as a member of an interprofessional team by demonstrating mutual respect, understanding, and values to meet patient care needs (EPA).

Special Events (P1-P3): Special events are voluntary opportunities for students to integrate knowledge, skills, values, and attitudes with other students as part of an interprofessional team to deliver quality care. Such events include the Susan B. Komen Race for the Cure (Monroe, LA), and the Spring into Health event at the Louisiana Purchase Gardens and Zoo. At these events, students collaborate to provide point-of-testing and health-care education.

Outcome assessment data summarizing students' overall achievement of expected interprofessional education outcomes in the pre-APPE and APPE curriculum are collected, analyzed and used to direct change.



Simulation	
Physician Assistant (PA) Laboratory (P3 Spring) PHRD 5021 (PGD 6)	This IPE component is a collaboration between the University of Louisiana Monroe College of Pharmacy third year pharmacy students and Louisiana State University Health Sciences Center Physician Assistant (PA) Program. This activity will allow pharmacy students (in a mock community practice setting) to <i>interact</i> with physician assistant students (in a mock clinic setting) by distance. This activity is developed to simulate true-to-life experiences for both disciplines.
LSU Medicine (MD) Laboratory (P3 Spring) PHRD 5021 (PGD 6)	This laboratory brings together third year pharmacy students and fourth year medical students to <i>collaborate</i> on a transition of care patient case. In addition, students assess each other on discipline-specific Entrustable Professional Activities (EPAs), as well as professionalism.
LSU Medicine (MD) Encounter - Ochsner (P3 Fall or Spring) PHRD 5001/5021 (PGD 5/6)	This course component is a collaboration between the University of Louisiana Monroe College of Pharmacy and Ochsner LSU Health Shreveport. Third year medical students and third year pharmacy students <i>collaborate</i> to formulate a patient care plan, with faculty facilitation and questioning from both disciplines.
Experiential IPPE	

ULM Interprofessional Education Curriculum Participation Framework

### Summary of Pharmacy Student Participation by Cohort

Cohort	IPE 1/Bridge (P1)	IPPE - Community	IPE 2/Bridge (P2)
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		<ul style="list-style-type: none"> <li>• VE6</li> </ul>				
Exposure Bridge Option - Movie Night Room (P1)	Didactic	<ul style="list-style-type: none"> <li>• VE1</li> <li>• RR7</li> <li>• RR8</li> <li>• CC4</li> <li>• CC6</li> <li>• CC7</li> <li>• TT1</li> <li>• TT5</li> </ul>	<ul style="list-style-type: none"> <li>• 3.1 – Problem Solving (Problem Solver)</li> <li>• 3.3 – Patient Advocacy (Advocate)</li> <li>• 3.4 – Interprofessional collaboration (Collaborator)</li> <li>• 3.6 – Communication (Communicator)</li> <li>• 4.1 – Self-awareness (Self-aware)</li> <li>• 4.4 – Professionalism (Professional)</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2020 Learners:</li> <li>• MOT</li> <li>• Nursing</li> <li>• Speech Language Pathology</li> <li>• Dental Hygiene</li> <li>• Rad Tech</li> <li>• Spring 2021 Learners:</li> <li>• Pharmacy</li> <li>• Nursing</li> <li>• MLS</li> </ul>	<ul style="list-style-type: none"> <li>• Students watch a selected movie with IP components. Small IP teams are then formed to respond to guided discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>• Post movie quiz</li> <li>• Facilitated small IP group discussion questions</li> <li>• Post event selected questions from ICCAS (retrospective pre/post format)</li> <li>• Post event programmatic assessment questions</li> </ul>
IPE-2 (P2) Immersion Workshop	Didactic	<ul style="list-style-type: none"> <li>• Knowledge base competencies in IPEC, TeamSTEPPS components, and Interdisciplinary Plan of Care (IDPOC)</li> <li>• VE5</li> <li>• VE7</li> <li>• VE8</li> <li>• RR6</li> <li>• RR9</li> <li>• CC1</li> <li>• CC2</li> <li>• CC3</li> <li>• CC4</li> <li>• CC5</li> <li>• CC6</li> <li>• CC7</li> <li>• TT3</li> <li>• TT6</li> <li>• TT8</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1 - Patient-Centered Care (Caregiver)</li> <li>• 3.1 - Problem Solving (Problem Solver)</li> <li>• 3.3 – Patient Advocacy (Advocate)</li> <li>• 3.4 – Interprofessional Collaboration (Collaborator)</li> <li>• 3.6 – Communication (Communicator)</li> <li>• 4.1 – Self-awareness (Self-aware)</li> <li>• 4.2 – Leadership (Leader)</li> <li>• 4.4 – Professionalism (Professional)</li> </ul>	<ul style="list-style-type: none"> <li>• Pharmacy</li> <li>• Nursing</li> <li>• Rad Tech</li> <li>• Dental Hygiene</li> <li>• Doctor of Osteopathic Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Individual pre-assigned readings</li> <li>• Guided IP team forum discussions</li> <li>• Student IP teams attend a live event where they practice SBAR communication and develop an interdisciplinary plan of care for a patient case. Students are also given the opportunity to practice TeamSTEPPS conflict resolution strategies</li> <li>• Guided reflective writing</li> <li>• Peer evaluations of team member performance</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge based quizzes</li> <li>• Pre/Post Event Assessment with selected questions from IPEC</li> <li>• ICCAS selected questions (retrospective pre/post format)</li> <li>• IDPOC grading rubric</li> <li>• Pre/Post Assessment with selected questions from T-TAQ and T-TPO</li> <li>• SBAR grading rubric</li> <li>• Formative assessment on CUS, DESC Script</li> <li>• Guided reflective writing</li> <li>• IDPOC grading rubric</li> <li>• Peer evaluations on Teamwork</li> </ul>
Immersion Bridge - Advanced Escape Room (P2)	Didactic	<ul style="list-style-type: none"> <li>• CC3</li> <li>• TT6</li> <li>• TT7</li> </ul>	<ul style="list-style-type: none"> <li>• 3.1 – Problem Solving (Problem Solver)</li> <li>• 3.4 – Interprofessional collaboration (Collaborator)</li> <li>• 3.6 – Communication (Communicator)</li> </ul>	<ul style="list-style-type: none"> <li>• Pharmacy</li> <li>• Nursing</li> <li>• MLS</li> <li>• Rad Tech</li> <li>• Dental Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate escape room designed to be stressful and to address competencies relevant to the situation such as individual accountability and communication, which is</li> </ul>	<ul style="list-style-type: none"> <li>• Post-course survey (selected questions from ICCAS)</li> <li>• Debrief questions following the activity</li> </ul>



			<ul style="list-style-type: none"> <li>• 4.1 – Self-awareness (Self-aware)</li> <li>• 4.4 – Professionalism (Professional)</li> </ul>		<p>clear, concise, respectful, and nonjudgmental</p> <ul style="list-style-type: none"> <li>• Follow this experience with a debriefing, feedback, and post-activity assessment</li> </ul>	
IPE LSU	Simulation	<ul style="list-style-type: none"> <li>• VE4</li> <li>• VE10</li> <li>• RR2</li> <li>• RR3</li> <li>• RR9</li> <li>• CC2</li> <li>• CC3</li> <li>• CC4</li> <li>• TT3</li> <li>• TT6</li> <li>• TT7</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 – Learner (Learner)</li> <li>• 2.1 – Patient-centered care (Caregiver)</li> <li>• 3.1 – Problem Solving (Problem Solver)</li> <li>• 3.4 – Interprofessional collaboration (Collaborator)</li> <li>• 3.6 – Communication (Communicator)</li> <li>• 4.1 – Self-awareness (Self-aware)</li> <li>• 4.2 – Leadership (Leader)</li> <li>• 4.4 – Professionalism (Professional)</li> </ul>	<ul style="list-style-type: none"> <li>• Pharmacy</li> <li>• Medicine (M3)</li> </ul>	<ul style="list-style-type: none"> <li>• Students meet in small groups at the university medical center to collaborate on a patient case. Students collect and assess information from the case to develop a plan complete with monitoring. The case is presented to pharmacy and medicine faculty facilitators in a SOAP note format. Facilitators challenge students with questions regarding their plan and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• ICCAS – retrospective pre/post format</li> <li>• Formative feedback from faculty facilitators during encounter</li> </ul>
IPE LSU	Simulation lab	<ul style="list-style-type: none"> <li>• Component Objectives specifically written to reflect the four IPEC competencies of Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teams/Teamwork.</li> </ul>				

	IPPE (P2 and P3)	<ul style="list-style-type: none"> <li>• CC5</li> <li>• TT3</li> <li>• TT7</li> <li>• TT8</li> </ul>	<ul style="list-style-type: none"> <li>• 3.4 – Interprofessional collaboration (Collaborator)</li> <li>• 3.6 – Communication (Communicator)</li> <li>• 4.1 – Self-awareness (Self-aware)</li> <li>• 4.2 – Leadership (Leader)</li> <li>• 4.4 – Professionalism (Professional)</li> </ul>		<p>patient case that requires the knowledge and input from the other discipline, and that includes transition of care.</p>	
	Experiential	<ul style="list-style-type: none"> <li>• Actively participate as a healthcare team member by demonstrating mutual respect, understanding and values to meet patient care needs</li> <li>• VE5</li> <li>• RR9</li> <li>• CC2</li> <li>• TT7</li> <li>• TT8</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 - Learner (Learner)</li> <li>• 2.1 – Patient-centered care (Caregiver)</li> </ul>			

