

Title: Interprofessional education collaborative: family nurse practitioners & pharmacists

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By: LIN, Anne (Notre Dame of Maryland University, School of Pharmacy)

Co-author(s): Anne Lin: School of Pharmacy, Notre Dame of Maryland University, Baltimore, United States<br>Jennifer Trautmann: School of Nursing, Johns Hopkins University, Baltimore, United States<br>Nicole Culhane: School of Pharmacy, Notre Dame of Maryland University, Baltimore, United States, ()

States, ()

Abstract:

BackgroundThe Accreditation Council for Pharmaceutical Education and the American Association for Colleges of Nursing require the inclusion of interprofessional education and practice (IPEP) in curricula. A school of pharmacy and school of nursing at two different universities collaborated to develop a series of interprofessional activities.MethodsFaculty at Johns Hopkins University School of Nursing and Notre Dame of Maryland University School of Pharmacy developed a four-part series focused on the Core Competencies for Interprofessional Collaborative Practice domains of roles and responsibilities, communication and teamwork. Student teams addressed treatment of anxiety during pregnancy and breastfeeding in two simulations and attended two workshops.ResultsIn student reflections, the following were reported: 1) students enjoyed and stated the importance of IPEP activities; 2) their understanding of the education, training and roles and responsibilities of each profession was changed; 3) quality patient care can only be provided by an interprofessional team.ConclusionAlthough family nurse practitioner students are registered nurses and may have prior medical experience in comparison to entry-level degree pharmacy students, they still valued and learned from IPEP experiences. The use of simulations was effective for developing team skills and increasing self-awareness of strengths and weaknesses.ReferencesCore Competencies for Interprofessional Collaborative Practice 2016 Update