“More effort and more time”: considerations for pharmacy involvement in workplace interprofessional education programs

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Life Long Learning in Pharmacy Conference July 2018
Dad’s death from potent skin drug 'entirely preventable'

“Arrogant at best and stupid at worst.”

That’s how an expert has described the actions of a Melbourne GP who ignored a pharmacist’s warning that he’d prescribed a potentially lethal dose of medication.

Father-of-four Ian John Gilbert died from complications from methotrexate toxicity in 2015 after being dispensed the hardcore chemotherapy drug to treat a case of psoriasis, a common skin problem.

On Thursday Coroner Rosemary Carlin found that the 77-year-old’s death was “needless and entirely preventable”.

By Alisha Dow
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Background

• Health professionals need to work collaboratively in interprofessional teams to provide safe and effective patient-centred healthcare¹

• Workplace interprofessional education (IPE) contributes to interprofessional team development²
  • Professional identity/role established, “real-life” setting

• Decisions about ‘what’ and ‘how’ IPE can be embedded in the workplace are required

Objectives

- To identify existing IPE opportunities in the workplace
- Explore clinicians’ perspectives of opportunities and challenges for designing and delivering workplace IPE programs
Methodology

• Monash Health: multisite, teaching hospital network
• Qualitative, exploratory, case-study design
• IPE activity definition:
  • structured education activity that purposely combined pre- or post- registration learners from different professions to facilitate learning between professions
• Clinicians involved in design/delivery of IPE interviewed:
  • existing programs
  • perspectives of opportunities/challenges facing future work
• Interviews audiotaped, transcribed and thematically analysed using Nvivo software (v11)
Results – Existing IPE activities

• Clinicians interviewed = 15
  • medicine (n=3), nursing (n=2), occupational therapy (n=2), pharmacy (n=2), physiotherapy (n=2), psychology (n=2), social work (n=1), speech pathology (n=1)

• IPE activities identified = 21

Figure 1: Learners involved in workplace IPE activities
# Results – IPE activities involving pharmacy

## IPE orientation program
- **Learners**
  - Medical, nursing, dental, allied health, pharmacy, dental - interns/graduate-entry
- **Content**
  - Patient experience
  - Workshops
    - Medication safety
    - Falls
    - Communication/escalation
  - Fun quiz and ‘get-to-know’ lunch session
  - Self Care
  - Clinical deterioration

## Workshops
- **Learners**
  - Medical, nursing, allied health, pharmacy - interns/students
- **Content**
  - Safe prescribing
  - Venous thromboembolism
  - Anticoagulation
  - Antimicrobial stewardship
  - Allergies/Adverse drug reactions
  - Falls prevention

## Online training
- **Learners**
  - Medical, nursing, allied health, pharmacy - all employees
- **Content**
  - Allergies/Adverse Drug Reactions
  - Delirium and dementia
  - Clinical handover
  - Patient identification/procedure matching
  - Preventing falls and harm from falls

## Student-led beds
- **Learners**
  - Medical, nursing, allied health, pharmacy - students
- **Content**
  - Student-led patient management under direct supervision in the Emergency Department

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Figure 2: Workplace IPE activities with pharmacy involvement: delivery mode, learners and content

[Monash Health logo]
Results – Opportunities and challenges

“...a lot of it comes down to...people trying to juggle the clinical demands of their position with their education needs or responsibilities”
Doctor

“Aligning timing...that fits with different work patterns of disciplines and peak clinical periods in the day...that’s a real challenge. What time of the day do you run a session?”
Physiotherapist

“Input from the relevant disciplines in the design phase is essential. I think we use different language at times and we might be talking about the same sorts of things…”
Physiotherapist

“...it develops team respect for each other and about what you do and what your role is…”
Social Worker

“You’ve got to have someone driving it and commitment from management because it’s going to take resources, money and political will...”
Doctor

“...developing online training takes weeks...for content, resources, videos, interactives, quiz development, just the logistics…”
Pharmacist
Results – Themes to inform future work

Figure 3: Main themes and subthemes identified to inform development of future work

- Clinician factors
  - Time
  - Engagement
  - Competing interests
  - Teaching skills

- Organisational factors
  - Logistics
  - Culture
  - Leadership
  - Funding
  - Space and equipment

- Interprofessional education factors
  - Justification
  - Education design
  - Curriculum
  - Consultation across professions (and consumers) in design/delivery
Discussion

• Range of embedded workplace IPE activities
  • Different learner cohorts

• Pre-registration student placements under-utilised opportunity for IPE

• Attention to integration of smaller professions needed
Discussion

• Success factors:
  • Leadership
  • Educational skills
  • Dedicated education roles/portfolios
  • Collaborative design/delivery
  • Expansion of existing education resources

• Opportunities and challenges generalisable to other workplaces
Conclusion

• Evidence of embedded IPE workplace activities

• Clinician, organisational and IPE factors should be considered from the planning stages for workplace IPE to be developed, sustained and successful