Interprofessional Education and Collaboration

Authors

Lotte Fonnesbæk¹, Mira El-Souri², Rikke Nørgaard Hansen², Jytte Muszynski¹, Tina Bolvig¹, Charlotte Verner Rossing²

¹Danish College of Pharmacy Technicians ²Danish College of Pharmacy Practice

Interprofessional education and collaboration between Pharmacy Technician Students and University College Copenhagen Students

Contact information: Mira El-Souri, mso@pharmakon.dk

Results

Pharmacy technician students (PTS) and University College Copenhagen students (UCCS) rated their replies on a scale from 0-10, where 10 is the highest, to the following question:

How much did the sparring session contribute to your learning about interprofessional collaboration?

	Average score (SD)	Response rate
PTS	5.4 (1.9)	63 % (n=27)
UCCS	6.0 (2.0)	38 % (n=5)

Table 1: Results on the question.

Themes from students'	answers	of the
questionnaires		

Themes from workshop with teachers

- PTS found it useful to see their role and practice from another perspective.
- The teachers are satisfied with the knowledge that the students obtained.
- It is important to know each other's strengths and competencies.
- The PTS' professional identity was boosted in the process.
- Developing holistic solutions to the presented challenge was complex.
- The PTS now see the patients from other perspectives.
- Additional interprofessional collaboration is The PTS have a better understanding of useful.
- patients in transition between sectors.
- A collaboration across sectors can be beneficial for patients in transition between health care sectors.
- UCCS acknowledged that they will face medicine-related challenges when working with patients.

Table 2

Conclusion

PTS and UCCS learned how important interprofessional collaboration is and that it is beneficial to meet each other during their educations.

They learned about their own competencies and those of other professions and how they can complement each other in patient care.

Background

Since 2019, the Danish College of Pharmacy Technicians has collaborated with University College Copenhagen on a course where students cooperate interprofessionally (figure 1).

The UCCS are from educations where they study to become a nurse, daycare teacher, school and after-school teacher, social worker, psychomotor therapist, or physiotherapist.

Purpose

Which learning students from various educations acquire when they engage in an interprofessional course to discuss and solve challenges from practice.

Method

Electronic questionnaires were sent to UCCS and PTS. The results were presented at a workshop for teachers from both colleges. The teachers discussed the learning of the UCCS from the course and the PTS' learning from the sparring session.

The challenge

How can other professions collaborate with community pharmacies to strengthen medication safety and improve the quality of life of patients who have multiple chronic conditions and are in transition between health care sectors?

The UCCS learn about interprofessional and cross-sectoral collaboration

The UCCS work in interprofessional groups, solving a challenge from practice

challenge

Figure 1

Presentation of the A sparring session

The UCCS receive The UCCS are introduced feedback and input from to the role of pharmacy technicians in community PTS and teachers on their pharmacies and to the ideas challenge

The UCCS enter an exam, where they demonstrate their knowledge about interprofessional and cross-sectoral collaboration

Presentation of the solutions

The UCCS present their solutions to the teachers from both colleges

