



Interprofessional Education: A Collaboration Between Nurse Practitioners and Pharmacists

Robin Arends, MS, CNP, SDSU College of Nursing
Michael Lemon, PharmD, SDSU College of Pharmacy

BACKGROUND

- ❖ In the past, Advanced Pharmacology was taught by the College of Pharmacy
- ❖ Students reported a disconnect between course content and what was occurring in practice
 - Some medications were outside the scope of the Family Nurse Practitioner
 - Some treatments were not used in practice
- ❖ A collaboration between the College of Nursing and College of Pharmacy occurred as a result of feedback
- ❖ Content of the course would be taught by the College of Pharmacy
- ❖ Application of content would be taught by the College of Nursing

INTERPROFESSIONAL

- ❖ Pharmacists are the experts of pharmacodynamics and pharmacokinetics of medications
- ❖ Nurse practitioners use this knowledge and apply it to a patient where the textbook treatment may not be appropriate for the patient
- ❖ Nurse practitioners and pharmacists frequently collaborate in the treatment of patients
- ❖ Many College of Pharmacy faculty teach the same topics to PharmD students
- ❖ PharmD student topics usually based on a 3 hour lecture with more disease state and pathophysiology information
- ❖ Focus of lectures for Advanced Practice Nurses is changed to medication selection for a particular patient

APPLICATION

- ❖ To apply the concepts, case studies are utilized
- ❖ Case studies include:
 - Students need to “prescribe” appropriate treatment for the diagnosis considering co-morbid conditions
 - Order diagnostics and follow up
 - When collaboration with a pharmacist would be appropriate
 - The role of the pharmacist in clinical practice
- ❖ Students also take an application quiz that pertains to practice which includes:
 - Scheduled medications and restrictions on prescribing
 - How to write a prescription
 - Prescribing pressure
 - Drug Tiers
 - Responsible prescribing (safety)
 - Special population considerations

METHODS

- ❖ Nursing and Pharmacy worked together prior to start of the course to identify any needs or changes in the course
 - Addition of increased pediatric and geriatric content
 - Objective changes
 - Concepts or activities that worked well or needs improvement
- ❖ A Family Nurse Practitioner reviewed the content as it is placed in the course
- ❖ If content differs from practice, the faculty discuss the content
 - Accutane
 - Beta blockers in heart failure
- ❖ Pharmacy faculty will also ask what is being seen by Nurse Practitioners in practice compared to the Pharmacists practice

FEEDBACK

- ❖ “I was extremely nervous to take this course as I knew it would entail a great deal of information and application. I was even more concerned when I saw how many instructors were assigned to the course. I can honestly say this has got to be the most organized and well produced courses I have had... They gave you all the important information up front and helped you navigate the wealth of information with ease, comfort and support. You could not tell there were "many cooks in the kitchen", everything flowed smoothly and highly efficiently. Great Job!!!! Thank you for making this an enjoyable class.”
- ❖ Thank you for the learning opportunities provided in this class. I cannot say enough good things about the text-book you have chosen for this class; it has become "my Bible" with such a wealth of information and presented in a wonderful "user-friendly" format. Easy to read, not overwhelming, excellent information.”

COLLABORATION

- ❖ Student issues are discussed between the College of Pharmacy faculty and College of Nursing faculty
- ❖ Meetings with the student involve both faculty
- ❖ Joint decision making regarding consequences of student actions
 - Late assignments
 - Late tests

