

HEALTH RESEARCH ABSTRACT SUBMISSIONS

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College *	College of Pharmacy
Department *	Pharmacy Practice and Science
Title of Research *	Assessment of Pharmacy And Medical Students' Perceptions of an Interdisciplinary Case-based Learning Exercise
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Introduction & Purpose *	We are reporting on initial student satisfaction with using a case-based learning exercise with senior medical and pharmacy students during a required family medicine rotation. Our hope was that having medical and pharmacy students interact in case-based learning would increase understanding of each others' education and competence and promote close teamwork in their medical home practices in the future.

Experimental Design *

The project included pharmacy students completing a 5 week rotation in ambulatory care and medical students completing a 4 week rotation in family medicine. The students were divided into pairs with one student from each discipline in a group. Each pair of students was allotted 60-90 minutes to complete an assigned case which was obtained from the Society of Teachers of Family Medicine fmCASES database. Afterward, the students met with the preceptor as a group to discuss the cases and reflect on how they felt about completing the exercise in this team-based approach. Later, students who had participated were asked to complete an anonymous, retrospective five-question survey evaluating their experience. Each item was rated on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Results *

Eighteen of the nineteen students (95%) asked to participate in the survey completed it (9 pharmacy, 9 medical). Students reported that they felt that learning with students from other medical professions would help them become a better team member after graduation (4.4, SD 0.86). Students also felt that they learned more during this exercise because of collaborating with the pharmacy/medical student (4.3, SD 0.51). More medical students than pharmacy students felt that the case-based learning exercise added to their learning about an interdisciplinary approach to patient care beyond the other experiences of the rotation (4.6 vs. 3.8, $p=0.014$)

Conclusions *

Both pharmacy and medical students benefited from participating in the interdisciplinary learning exercise and found value in the experience.

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