Title: Evolution of healthcare students' perceptions of interprofessional collaboration

Purpose: This study will assess students' perceptions of interprofessional collaboration in the setting of caring for a patient. The Student Perceptions of Interprofessional Clinical Education–Revised (SPICE-R) survey will evaluate students' perceptions before and after working in a collaborative team to create a care plan for a complex patient. The aim of the study is to improve students' perception of the value of working in a team and understanding what each profession can contribute.

Methods: From December 2018 to March 2019, students who participate in the Rhode Island Care Planning Collaboration (RI CPC), a voluntary interprofessional education (IPE) workshop, will be invited to complete two anonymous electronic surveys adapted from the SPICE-R survey to assess their perceptions of interprofessional collaboration. Completion of the survey is not required to participate in the workshop. Each student will be assigned a random, anonymous survey identifier so that pre- and post-survey results can be matched. The pre-survey will be administered prior to working in an interprofessional team to complete a care plan for a complex patient. The post-survey will be administered upon the conclusion of the workshop. The SPICE-R survey questions are ranked on a 1-5 Likert scale from strongly disagree to strongly agree. After participants complete the post-survey, results will be compared using anonymous historical data. Significance will be determined by a predefined alpha of 0.05 and will be analyzed using a t-test.

Results: A total of 11 students completed the pre- and post-surveys. Of these students, 7 were from pharmacy, 2 were nursing, and 2 were medicine. The students totaled 3 men and 8 women. Students significantly agreed more on their post-survey that they understood IPE roles (p equals 0.0379) and that IPE should be utilized on clinical rotations (p equals 0.0162). Students with IPE experience agreed more that interprofessional teams are associated with better health outcomes, patient satisfaction, and should be taught in school, while IPE naive students disagreed more with these questions. Nursing students' survey answers remained overall unchanged. Medicine students agreed more that their IPE role was clearly defined, that IPE enhances interprofessional team competency, that all health students should participate in IPE, that they understand IPE roles, that IPE should be on clinical rotations, and interprofessional teams should be used in practice. Pharmacy students agreed more that IPE enhances education, they have a clearly defined role, all health students should practice IPE, they understand IPE roles, and IPE should be on clinical, but disagreed more in that interprofessional teams are related to better health outcomes, patient satisfaction, and that interprofessional teams should be used in practice.

Conclusion: The results of this survey demonstrate that RI CPC was able to improve student's understanding of roles on an interprofessional team and inspire students that IPE should be part of education on clinical rotation. The discrepancies identified amongst subgroups of having previous IPE experience and between health disciplines can be used to inform future generations of this program and other IPE to ensure the educational material is tailored more

towards students who are completely naive to IPE and also more importantly demonstrate the value of interprofessional teams on real life practice to the pharmacy profession.

EXAMPLE ABSTRACT

Title: Assessing the evolution and nature of college students' coping skills

Purpose: In March of 2018, the Rhode Island Senate passed the Sosonowski bill which mandated the University of Rhode Island to increase their efforts preventing student depression and suicide. This study assessed college students' stress triggers, habits regarding coping with stress, and how their coping strategies evolved over time.This knowledge can determine the need for supplemental education on healthy coping skills for students.

Methods: Pharmacy and non-pharmacy students at the University of Rhode Island (URI) voluntarily completed an IRB-approved anonymous survey to assess their stress levels and coping skills. First, the survey assessed respondent demographics including age, gender, projected year of graduation and their college at URI. Using a Likert Scale, the survey then asked respondents about their overall stress level, stress triggers, and preferred stress coping methods including substance use with emphasis on how coping methods have changed over the course of their academic careers. The survey asked the participants to describe their coping skills in high school compared to college coping skills and inquired about their access to and utilization of university counseling services. Results were analyzed with a pre-defined alpha level of 5% to determine statistical differences between responses using wilcoxon rank sum, fisher's exact test, pearson's chi-square, and descriptive statistics, as appropriate.

Results: 192 (123 pharmacy) students completed the survey. Pharmacy majors had significantly more females than males as compared to non-pharmacy majors (p-value equals 0.0001), but no differences were seen between respondent groups aged between 18-20 nor 21-23. Pharmacy students reported higher daily stress (p-value equals 0.0136), stress due to school (p-value equals 0.0137), and stress due to work (p-value equals 0.0448), while reporting less stress due to social media (p-value equals 0.0136). Pharmacy students self reported less use of prescription stimulants (p-value equals 0.0084) and marijuana (p-value less than 0.0001) to cope with stress than non-pharmacy majors, however no differences were found between these populations when asked about any substance use in peers. Overall, female respondents reported higher daily stress (p-value equals 0.01), stress due to school(p-value equals 0.032), and stress due to social media (p-value equals 0.004) while also reporting increased likelihood to cope with stress by talking with friends or family(p-value equals 0.0001) and eating (p-value equals 0.004) compared to male respondents. Respondents aged 18-20 years old reported less utilization of counseling services to cope with stress than 21-23 year old students (p-value equals 0.0164).

Conclusion:
Discrepancies exist regarding awareness of coping skills and causes of stress between certain student populations at the University of Rhode Island. These data can be used to tailor the URI Counseling Center's efforts, specifically for their students, by creating targeted education to help students cope with daily stress and reduce sources of stress.