

A Medical and Pharmacy Student Initiative to Provide Conflict of Interest Training and Improve Interprofessional Education



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Interprofessional Education (IPE)

- Interprofessional education (IPE) is recognized as a key-component in creating interprofessional collaborative practice.¹
- Student-led initiatives and extracurricular events, which are relevant to multiple health sciences disciplines, provide a novel avenue for expanding IPE.
- Medical and pharmacy students partnered with a local interprofessional student group, Students for Interprofessional Education (SIPE), to provide conflict of interest (COI) education, while also fostering IPE.

Conflict of Interest (COI) Education

- Commercial influence alters healthcare practice.²
- With growing emphasis on interprofessional health care and the passage of the Physicians Payment Sunshine Act, industry pressure is likely to shift towards non-physician healthcare providers.
- Providers must jointly navigate the pressures exerted upon healthcare delivery by sales representatives and advertising tactics in order to maintain effective teamwork.
- Evidence is mounting that early COI training mitigates such undue influence on healthcare practice.^{3,4}

Our Disclosure

- Just Medicine was supported by a multi-partner grant acquired from a consumer fraud claims settlement with Pfizer. We received three independent micro-grants from the above grant to fund our efforts.
- In addition, the Continuing Medical Education and IPE Steering Committees have funded our events.

The Just Medicine Campaign

- The American Medical Student Association (AMSA) founded the Just Medicine (JM) campaign⁵ (formerly “PharmFree”) to promote non-biased, evidence-based healthcare.
- National grassroots student initiative that has developed tools for improving COI education and rating current COI policy. Integral implements are:

A. The AMSA Scorecard⁶ for national COI policies at:

- Academic Medical Centers (AMCs)
- Medical Schools

B. Educational Aids, including:

- Model Curricula
- Community Catalyst’s COI Toolkits⁷
- “Second Slide” lecturer disclosure guide

C. The **interprofessional Just Medicine Pledge**⁵:

I am committed to protect the best interests of patients and to the pursuit of an education that is based on the best available evidence, rather than on advertising or promotion.

I, therefore, pledge to accept no money, gifts, or hospitality from the pharmaceutical industry; to seek unbiased sources of information and not rely on information disseminated by drug companies; and to avoid conflicts of interest in my healthcare professional education and practice.

Name *

Email *

Name of Institution *

Healthcare Professional School
Medicine
Dentistry / Dental Surgery
Podiatry
Optometry
Chiropractic
Physician Assistant
Nurse Practitioner
Pharmacy
Nursing
Physical Therapy
Other

“Physicians,” according to PPSA with Google Forms.

is created inside of American Medical Student Association.

Our Supporters

The Carver College of Medicine Continuing Medical Education (CME) Committee

The Carver College of Medicine Student Medical Education Committee

The University of Iowa Interprofessional Education Steering Committee

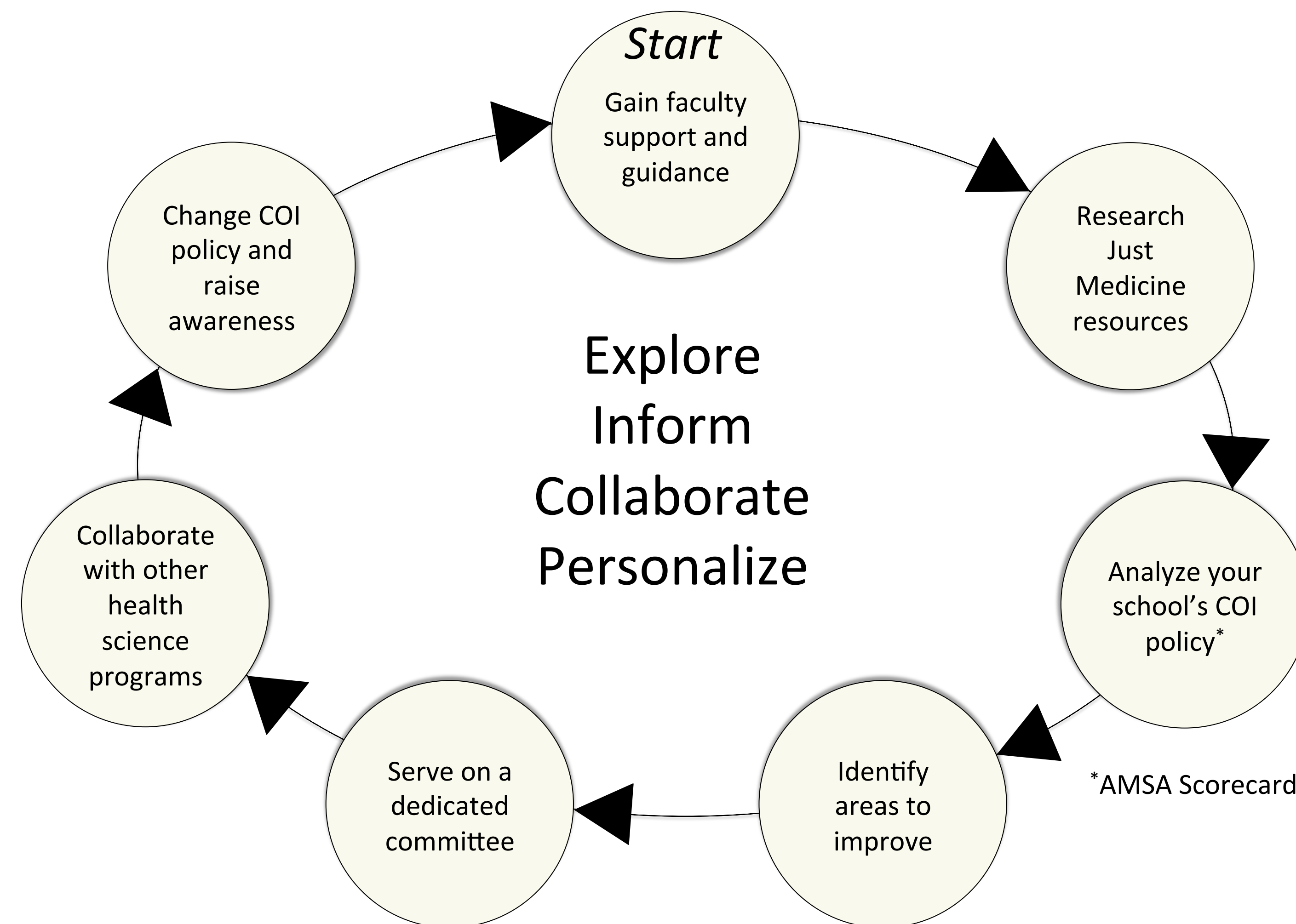
The University of Iowa Students for Interprofessional Education (SIPE)

The American Medical Student Association Just Medicine Steering Committee

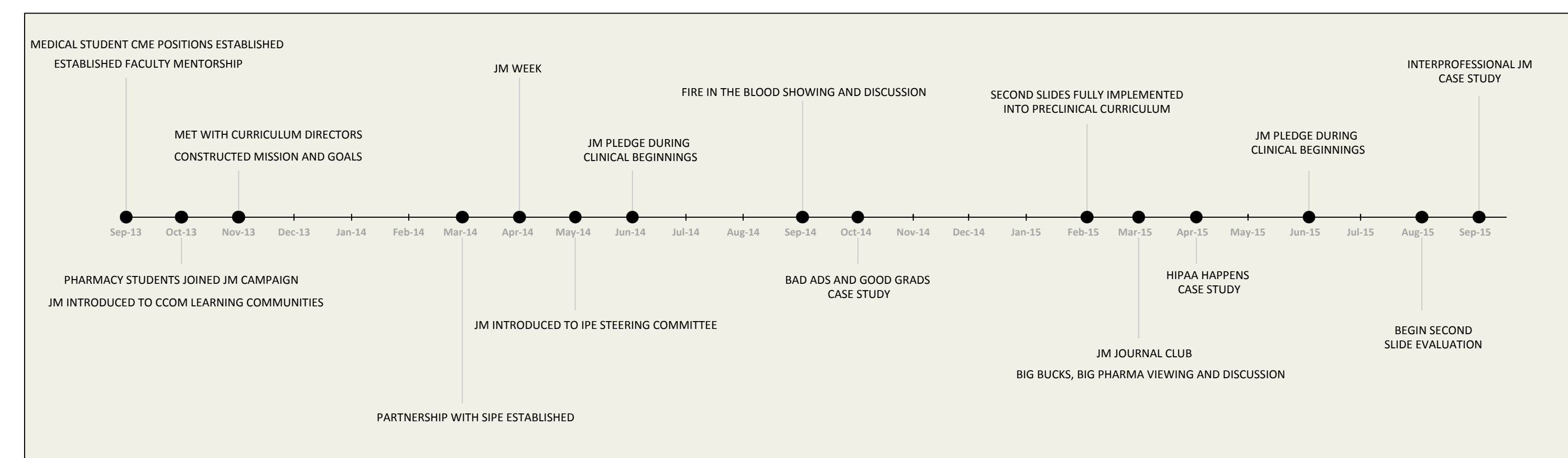
Our Project

Project Efforts:

- Strengthened disclosure practices within medical and pharmacy curriculum.
- Provided COI education and interprofessional activities.
- Uniquely used the Just Medicine campaign as a centerpiece for IPE.



Project timeline:



“Second Slide” Disclosure Implementation and Evaluation

- Just Medicine representatives increased lecturer COI disclosure:

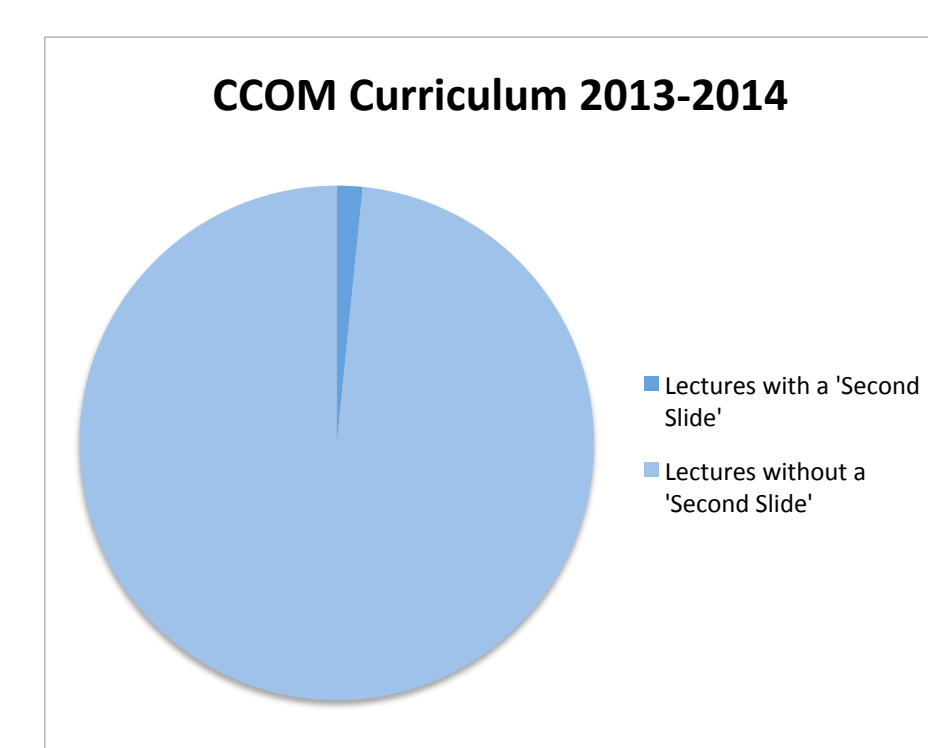


Figure 1: Disclosure slides present in CCOM Class of 2017's complete first-year curriculum.

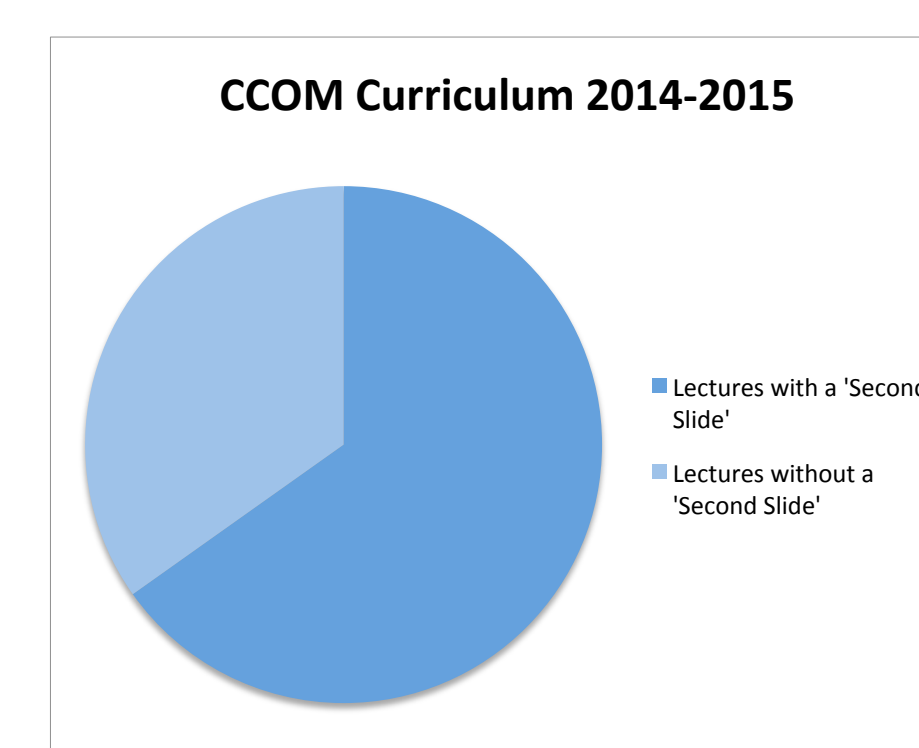


Figure 2: Disclosure slides present in CCOM Class of 2017's complete second-year curriculum following “Second Slide” promotion with course directors.

- In August 2015 all incoming first year medical students were surveyed regarding their opinions of second slides and their influence on lecture content. Students will be surveyed at multiple points to analyze how these opinions shift during preclinical and clinical medical education.

Interprofessional Activities

1. *Fire in the Blood* Documentary Film and Group Discussion

- Winner of eight intl. awards, the film⁸ tells the story of the fight for accessible and affordable drug therapy for HIV/AIDs in Africa.
- Two pharmacy faculty members led a post-film discussion with over 50 students representing various health sciences colleges.

“If doctors don’t speak up for those patients in need, only money will decide their fate... We need to act as their voice.”
– Anonymous medical student participant



2. “Bad Ads & Good Grads” Case Study and Student Panel

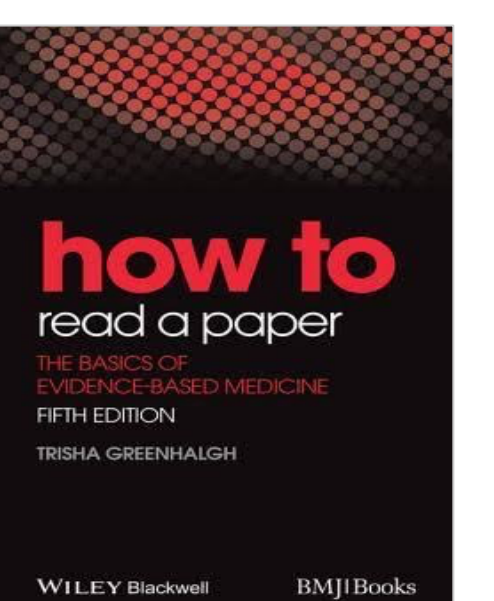
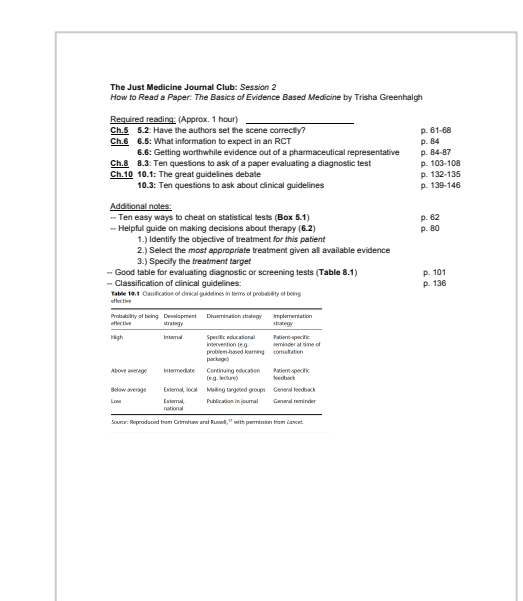
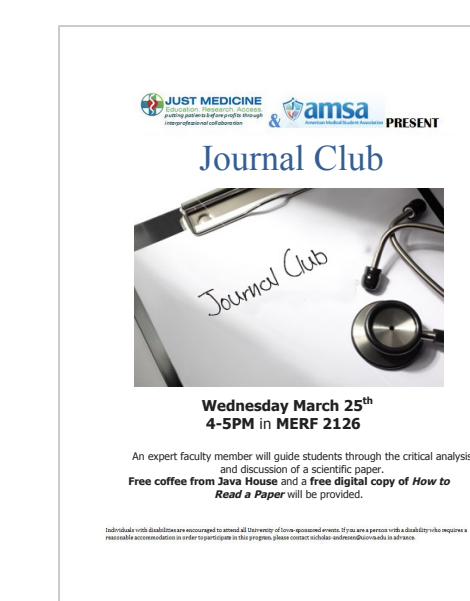
- Case study involving misleading prescription drug advertisement and promotion through the use of the FDA’s “Bad Ad” program.⁹
- Student panelists from multiple colleges led a discussion on their school’s COI policy and the perceived impact of commercial influence on their education and careers.

“Accepting gifts from pharmaceutical companies, no matter how small, can play a role in the recommendations we make to patients, whether we realize it or not. Collaboration with colleagues allowed perspectives to be shared from multiple angles.”
– Anonymous pharmacy student participant



3. Interprofessional Journal Club

- Initiated faculty led journal club by Dr. Jeanine Abrons with medical students, pharmacy students, and public health students.
- How to Read a Paper* by Trisha Greenhalgh was read prior to journal club sessions with specific lessons highlighted.
- Discussed how to evaluate a journal article and applied our knowledge from our reading to landmark studies.



4. Just Medicine Pledge⁵ During ‘Clinical Beginnings’

- Medical, pharmacy, dental, and pharmacy students were given a presentation on the Just Medicine initiative during clinical beginnings.
- Students completed the interprofessional Just Medicine pledge (left panel).

Conclusions and Significance

- Students play an influential role in advancing medical school and pharmacy school policies across the country
- Interprofessional student groups provide a foundation for campus-wide student-led initiatives.
- COI education promotes policy discussion and professionalism amongst health sciences professions students.
- IPE is best promoted by student-led events that foster interdisciplinary interest, learning, and collaboration.

References

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- Brennan TA, et. al. Health industry practices that create conflicts of interest: A policy proposal for academic medical centers. *JAMA* (2006); 295:429-33.
- King M, et. al. Medical school gift restriction policies and physician prescribing of newly marketed psychotropic medications: difference-in-differences analysis. *BMJ* (2013); 346:f264.
- Austad K, Kesselheim A. Conflict of interest disclosure in early education of medical students. *JAMA* (2011); 306(9): 991-92.
- The AMSA Just Medicine website and materials may be accessed online at: www.amsa.org/justmedicine/.
- The AMSA Scorecard and Executive Summary may be accessed online at: www.amsascorecard.org/.
- Community Catalyst’s Conflict of Interest Tool Kits may be accessed online at: www.communitycatalyst.org/initiatives-and-issues/initiatives/prescription-reform/conflict-of-interest-policy-guide
- Fire in the Blood*. Dir. Dylan Mohan Gray. Dartmouth Films and Films Transit. 2014. DVD.
- The Food & Drug Administration’s “Bad Ad” Program, including E-learning CME/CE course and educational case studies, can be accessed online at: www.fda.gov/badad/.