

ISPOR student memberships, and complementary short course registrations. Current ISPOR President, **Professor Daniel Malone** also attended the Reception, and encouraged students to meet one another and participate in the many opportunities ISPOR have to offer.

Student Network & Faculty Advisor Luncheon

Students and faculty advisors from three continents met for a luncheon hosted by **Professors Dennis Raisch** and **Laura Pizzi**. The objective of the event was to discuss updates to ongoing initiatives from the Faculty Advisory Board and discuss opportunities to best support student members. Student members also provided updates on ISPOR Student Network activities including a new student survey on curriculum, educational webinars, and planning for the Annual Meeting in Washington DC next spring.

Providing Value to Student Members

ISPOR Student Member, **Jan Sieluk, MPharm** stated, “the European Congress allowed me to reconnect with previous faculty members who taught me pharmacoeconomics, strengthening these relationships. It also provided me with a platform to discuss my ongoing research and receive feedback on my research ideas from professionals already active in the field.”

Ingrid Kremer, ISPOR Member from Maastricht University stated, “Thanks to the Student Travel Grant that I received from The Student Network, I was able to present the results of the study that I conducted during my Master’s program in a poster to an international audience. Moreover, attending the conference and the short courses taught by experts in the field provided me with new insights into research methodologies and new developments in pharmacoeconomics and outcomes research.” The European Congress provided a forum to discuss 256 student research presentations.

In addition to networking opportunities, the European Congress provided an opportunity to showcase new benefits for ISPOR student members. For example, Dymaxium sponsored two demonstrations of their e-dossier platform, a new benefit of ISPOR student membership, which allows student members to access value dossiers submitted by companies to Formulary committees.

To learn more about the ISPOR Student Network, please visit: https://www.ispor.org/student/student_index.asp ■

Promoting Health Services Research across Disciplines: Role of Interprofessional Education

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This is the first in a series of articles from the ISPOR Student Network giving chapters the opportunity to share best practices and communicate lessons learned from ongoing education and service activities. We hope these articles will provide ideas that might be adapted by ISPOR chapters around the world and introduce the larger ISPOR membership to the ISPOR Student Chapters.

Interprofessional education (IPE) is an important academic tool that provides the opportunity for students from different disciplines to interact and learn together with the goal of cultivating collaborative professional development. Interprofessional learning and teaching approaches have been increasingly adopted by many academic and non-academic institutions. For instance, the Institute of Medicine emphasizes the importance of IPE in the training of health care professionals to promote the delivery of patient-centered care in interdisciplinary settings and ultimately improve the quality and safety of patient care [1]. However, less attention has been given to the role of IPE in fostering bi-directional

learning among students from different disciplines in non-clinical settings such as in health services and outcomes research. The objective of this brief perspective is to describe an interdisciplinary and interprofessional pilot teaching and learning approach initiated by doctoral students studying pharmaceutical health services research at the University of Maryland, Baltimore, with the aim of sharing lessons learned with others interested in adopting an IPE approach.

The University of Maryland, Baltimore (UMB) comprises six professional schools and the graduate school, training graduate students, professional students, and fellows in clinical health care, health sciences, social work, and law. To promote health services and outcomes research across campus, we piloted two approaches, namely, peer mentoring and bi-directional learning as described below. The programs were led by the Department of Pharmaceutical Health Services Research which is located within the School of Pharmacy and the Graduate School.

Peer Mentoring

The peer mentoring program was initiated by PhD students for third-year PharmD students enrolled in a core course (required for graduation) focused on population-based studies; it comprised 8 weeks of training in pharmacoepidemiology followed by 8 weeks of training in pharmacoeconomics. An interdisciplinary mix of eight PhD students (4 trained in pharmacoepidemiology and 4 trained in pharmacoeconomics) volunteered in the interprofessional (PhD and PharmD students) peer mentoring program. The initial aim was to schedule one-on-one and group mentoring sessions with PharmD students and collaborate with class liaisons, who collated questions and materials from his/her classmates. To accomplish this, we created an e-mail account to facilitate correspondence and scheduling. A total of 68 PharmD students participated in this pilot program. This program served as a forum for PharmD students to seek help from their peers in a low-stress environment. It also provided PhD students with valuable teaching experience for their own professional development. The peer >

mentoring process encouraged interaction among students from different disciplines and provided a platform to engage PharmD students to pursue their interest in the application of health services and outcome research.

“Hands-on” Research and Bi-directional Learning

Based on lessons learned in the peer mentoring program, an elective experimental learning course was created, under the supervision of faculty members and a librarian, to conduct health services research using network meta-analysis methodology. Interested students from different disciplines across campus were invited to participate in the course. The librarian supervised the students in effective systematic literature search strategies. The course was structured in a round-table format which helped facilitate bi-directional learning in all steps of conducting the research project which aimed to assess comparative efficacy and safety of novel oral anticoagulants and warfarin among patients diagnosed with atrial fibrillation.

For instance, students with prior knowledge and training in quantitative methods (e.g., PhD students) learned clinical aspects of atrial fibrillation and the complexity of its pharmacotherapy from other students with clinical training (e.g., PharmD students), who in turn, valued learning advanced statistical methods from their peers.

Interprofessional experimental learning approaches in health services and outcomes research should be regarded as an evolving process to ensure that relationships remain based on shared learning objectives and goals. When engaging students in research for the first time in a “new” field, we learned it is important to manage expectations by being transparent regarding expected deliverables and level of commitment needed. For example, while the theoretical methodology for a systematic review may be learned within the span of several weeks, the process of extracting data from literature, and more importantly, defining and refining research questions can be more time consuming.

Using these interprofessional peer mentoring and bi-directional learning approaches, we, as members of the UMB student chapter of the International Society for Pharmacoeconomics and Outcomes Research, hope to promote health services and outcomes research on our campus across disciplines in a mutually rewarding manner, in line with the ISPOR strategic pillars [2] of scientific and research excellence, member engagement, education and training, and communication and collaboration.

References

[1] Institute of Medicine Committee on the Health Professions Education Summit. Health Professions Education: A Bridge to Quality. In: Greiner AC, Knebel E, editors. Washington, DC: National Academy Press; 2003 [2] Malone DC. President’s Message: Positioning ISPOR to Promote Health Economics and Outcomes Research Excellence. Value & Outcomes Spotlight 2015;1(5): 4. ■

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