Interdisciplinary Committee Meeting  
10/27/10, 12:00-1:30pm  
Norris Medical Library, Rare Book Room

Attendees:
- Norris Medical Library: Emily Brennan, Amy Chatfield, Eileen Eandi
- USC School of Pharmacy: Ron Alkana, Kathy Besinque, Steve Chen, Melissa Durha, Kathy Johnson, Jessica Kuo, Boram Lee, Fred Weissman
- USC Keck School of Medicine: Win May, Jo Marie Reilly, Pam Schaff, Terri Woehrle

School of Medicine M.D. curriculum overview: Provided by Drs. Pam Schaff and Terri Woehrle
Dr. Schaff provided a handout with a graphical overview of the four-year curriculum.
- Core Principles: First semester of the first year contains lectures on basic principles of health and disease, and basic sciences.
- Organ systems: The remainder of first year and the first part of second year is focused on organ systems.
- *Integrated Cases: Second year ends with this 7-week course (faculty facilitator discusses cases with small group of students).
- ICM and PPM: Introduction to Clinical Medicine (ICM) and Professionalism in the Practice of Medicine (PPM) courses run throughout first and second years.
- 3rd year clerkships: students rotate through clerkships in tracks
- 4th year clerkships: clerkships consist of electives (selected clerkships at USC-sponsored worksites) and selectives (clerkships conducted at different worksites which meet specific standards).
- Basic drug information is covered in Core Principles, and each system includes pharmacology/pharmacokinetics.

School of Pharmacy PharmD curriculum Overview: Provided by Dr. Kathy Besinque
Dr. Besinque used a Powerpoint show to illustrate the four-year curriculum.
- Years 1-3 are highly didactic and students must also complete 300 hours of experiential learning in a pharmacy setting.
- Years 2-3 consist of clinical therapeutics modules (classes organized around clinical cases)
- *Year 4 students participate in the Advanced Practice Experience (six 6-week rotations which must take place at a variety of settings, including an inpatient rotation at an acute care facility)
- *The curriculum is focused on 4 Core Areas: Biomedical Sciences; Clinical Sciences; Pharmaceutical Sciences; Social and Administrative Pharmacy. Each course offered is focused on one or more Core Areas (e.g., pharmaceutics classes are clinical sciences).

Current Interdisciplinary Initiatives: Presented by Drs. Steve Chen and Terri Woehrle
Dr. Chen provided a handout which covered 6 major roles/types of pharmacy practice.
- Clinical Pharmacists: current needs and training opportunities for clinical pharmacists
- Geriatrics pilot project (currently being planned): Six medical students are already going to a geriatric care facility; pharmacy residents will be added. Goal is to focus on assessment techniques (for pharmacy residents) and to learn about drugs used in geriatric populations (medical students). Dr. Brad Williams, who teaches pharmacy geriatric elective, is aware of pilot.
- Geriatric pharmacy elective (4th year): currently being planned
Dr. Woehrle has seen integration of pharmacy students into medical team at USC Hospital Grand Rounds under Paul Holtom, M.D., (orthopedics and infectious disease)

**Health Fair Discussion**
- Pharmacy students are required to do some health fairs; health fairs are not required for medical students but seem like an opportunity for IDE.
- *Health fair challenges:* raising medical students’ awareness of the health fairs; training/preparing students for health fairs; oversight/supervision at health fairs (e.g., can an MD supervise a student pharmacist, or can a licensed pharmacist supervise a MD student?); legal issues with use of USC name.

**IPE Web Portal and Communications Efforts**
- Eileen Eandi suggested that the library create and maintain a web site for IDE efforts on campus. This would include meeting minutes from this committee, a calendar of events for IDE, including health fairs and training, and could include a wiki for committee members to add their ideas and record their efforts.
- Dr. Reilly stated that a lot of IDE info already exists on the Primary Care website.

*Potential IDE Opportunities (derived from meeting’s discussion):*
- Integrated Cases at end of medical school 2nd year
- Advanced Practice Experience inpatient acute care rotation in pharmacy school 4th year
- Social and Administrative Pharmacy classes in pharmacy school
- Didactic sessions together in year 3 pharmacy school and years 3-4 medical school.
- Perhaps there could be an introductory lecture, shared rounds, or shared core curriculum with these medical students and pharmacy students on the same rotation. Some areas ripe for IDE include ICU, pregnancy, psychiatry, or neurology. Perhaps pharmacy students could give core lectures on medications before medical students go on 3rd year rotations. Pharmacy students need to learn how to triage & screen when they get questions from patients.
- Students in pharmacy need enhanced clinical experience and physical exam skills. Pharmacy School Advanced Practice Experience inpatient rotation is supposed to be a very interdisciplinary and systems-based; good opportunity for IDE.
- “Handoff” moment (how to transition between the pharmacist and physician) is one challenge in educating pharmacists
- On-campus clinics provide a great opportunity to try out new campaigns and techniques. They have been able to experiment with smoking cessation, travel medicine, screening, etc.
- Health Fairs
- Hepatitis B treatment awareness campaign: on November 6, the Asian-Pacific Medical Student Assn and the Chinese Students Pharmacy Assn are beginning campaign. IDE effort is entirely organized by students.

**Challenges to IDE (derived from meeting’s discussion):**
- Pharmacy School tends to focus on ambulatory care while the Medical School tends to focus on acute care. This makes identifying collaborative venues more difficult.
- *Health fair challenges:* raising medical students’ awareness of the health fairs; training/preparing students for health fairs; oversight/supervision at health fairs (e.g., can an MD supervise a student pharmacist, or can a licensed pharmacist supervise a MD student?); legal issues with use of USC name.