

# The SPICE Instrument

## Background

Development of the Student Perceptions of Physician-Pharmacist Interprofessional Clinical Education (SPICE) instrument was guided by the Interprofessional Education Collaborative's competency framework. The SPICE instrument contains 10 items and 3 factors dedicated to interprofessional teamwork and team-based practice (items 1, 5, 6, & 8-10), roles/responsibilities for collaborative practice (items 2 & 7), and patient outcomes from collaborative practice (items 3 & 4). The SPICE instrument was designed for experiential education settings involving interprofessional education experiences between medical and pharmacy students, with the explicit desire to produce a convenient, quick tool for experiential educators practicing and teaching in busy health care settings. A detailed description of the development and validation of the SPICE instrument was published in the *American Journal of Pharmaceutical Education* in 2013. An additional study assessing the performance of the SPICE instrument before and after students participated in a predefined interprofessional education experience was published in *BMC Medical Education* in 2014.

## Instrument

Please be completely honest as you rate the extent of your agreement with each of the following statements:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. Working with another discipline of students enhances my education	5	4	3	2	1
2. My role within the interdisciplinary team is clearly Defined	5	4	3	2	1
3. Health outcomes are improved when patients are treated by a team of professionals from different disciplines	5	4	3	2	1
4. Patient satisfaction is improved when patients are treated by a team of professionals from different disciplines	5	4	3	2	1
5. Participating in educational experiences with another discipline of students enhances my future ability to work on an interdisciplinary team	5	4	3	2	1
6. All health professions students should be educated to establish collaborative relationships with members from other disciplines	5	4	3	2	1
7. I understand the roles of other professionals within the interdisciplinary team	5	4	3	2	1
8. Clinical rotations are the ideal place within their respective curricula for medical and pharmacy students to interact	5	4	3	2	1
9. Physicians and pharmacists should collaborate in teams	5	4	3	2	1
10. During their education, medical and pharmacy students should be involved in teamwork in order to understand their respective roles	5	4	3	2	1

## Publications:

1. Fike DS, Zorek JA, MacLaughlin AA, Samiuddin M, Young RB, MacLaughlin EJ. Development and validation of the student perceptions of physician-pharmacist interprofessional clinical education (SPICE) instrument. *Am J Pharm Educ.* 2013;77(9): Article 190.
2. Zorek JA, MacLaughlin EJ, Fike DS, MacLaughlin AA, Samiuddin M, Young RB. Measuring changes in perception using the student perceptions of physician-pharmacist interprofessional clinical education (SPICE) instrument. *BMC Med Educ.* 2014;14:101.