

Project Title:

Early Clinical Immersion as Inpatient Psychiatry Medication Education Group Leaders

Name of Principal Investigator:

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Specific Aims:

The Psychiatry Medication Education Team (PMET) program is designed to provide third year student pharmacists with real-world experience in an academic medical center (referred to in this document as early immersion) through the design and implementation of medication education groups for inpatient psychiatry. The purpose of this study is to examine the impact of early immersion in inpatient psychiatry medication education groups on student pharmacists' development. In addition, this study will examine pharmacist and pharmacy resident perceptions of the early immersion programming.

Approach and Methods:

Participants (n = 25) will be randomly selected from volunteers enrolled in their third year of the PharmD program at the UNC Eshelman School of Pharmacy. Following successful training and orientation, each student participant will complete at least 2 observations of a medication education group prior to designing and leading at least 2 medication education groups on the inpatient psychiatry service at UNC Medical Center. To assess student development, an instrument measuring stigma and self-efficacy as it relates to mental health consumers and their care will be administered prior to and following PMET participation. In addition, participants will be asked to write a reflective statement at the conclusion of each group experience. Pharmacist, pharmacy resident, and student perceptions of the PMET program will also be collected.

Expected Results:

This study is expected to provide valuable insight into the impact of early immersion in inpatient psychiatry on student stigma and self-efficacy. At the conclusion of this program, findings are expected to reflect increased self-efficacy related to designing and leading medication education groups and reduced stigma associated with mental health consumers. Further, it is hypothesized that early immersion in an experiential setting involving direct patient care can provide a critical foundation for student development, such as developing competence, moving through autonomy toward interdependence, promoting identity, and developing purpose.

Significance:

As noted by Daniel Ashby, MS, FSHP in the 2011 Harvey A.K. Whitney Award Lecture, advance[ing] the role of the pharmacist in providing direct patient care" should include "activities for student pharmacists and pharmacy residents [that] support the educational goals for both groups through their active involvement in the care of patients." Understanding how the PMET program impacts student self-efficacy, stigma, and professional development will play a critical role in informing curricular design, improving educational outcomes for pharmacy students, and addressing the challenge of mental health stigma. Training pharmacists that are competent and confident in treating mentally ill

patients is critical for improving outcomes for these consumers. Furthermore, the results of this study will provide valuable insight into the development of a collaborative model of early immersion that partners academic medical centers with pharmacy schools to promote patient care in a cost neutral environment while preparing student pharmacists for the challenges of 21st century healthcare.