

Incorporating Telepharmacy in Pharmacy Practice Experience

Autumn Peck PharmD Candidate 2019, Shelli Holt-Macey RPh, Kristina Powers PharmD



Background

- Accreditation Council for Pharmacy Education (ACPE) standards require that pharmacy students complete at least 300 hours of introductory pharmacy practice experience (IPPE) during first professional (P1) to third year professional (P3) years
- This unique IPPE was started in Fall 2017

Objective

- To provide an introductory pharmacy practice experience (IPPE) in clinical telepharmacy for all third year professional pharmacy (P3) students allowing for real-world application of the Pharmacists' Patient Care Process (PPCP), with an emphasis on communication skills.

Methods

Design	• Innovative practice setting
Setting	• Geisinger Refill Call Center in Wilkes-Barre, PA
Structure	• P3: four hours weekly for 5 weeks • P1: one four hour session (with P3s)
Intervention	• All P3 students completed an evaluation about this new IPPE at the conclusion of the rotation.



Figure 1. Pharmacist's Patient Care Process (PPCP)

Practice Description

Orientation

- All P3 IPPE and P4 APPE students complete Geisinger GOALS courses and EPIC training
- Shadow pharmacists and technicians

Peer Mentor

- A peer-mentor program was established, under a layered learning model (fig. 2), for first year professional pharmacy (P1) students for a 4 hour experience with P3 students
- P4 students help mentor P3 students

P3 IPPE Activities

- Respond to clinical inquiries from patients and physicians
- Place proactive refill calls
- Assess adherence
- Review patient profiles and assess therapies
- Recommend monitoring with appropriate documentation under the Geisinger collaborative practice agreement

Innovation/Impact

- Students carry out a variety of practical applications of clinical, communication, and decision-making skills in this unique setting.
- Incorporation of layered learning (fig. 2), PPCP, use of collaborative practice agreements, and advocating for patients made this a unique IPPE

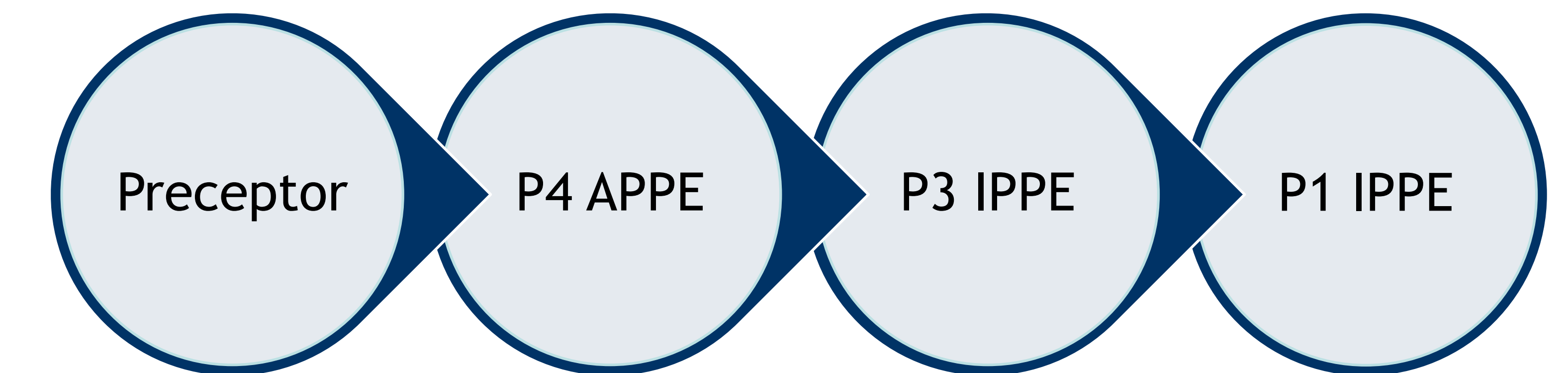


Figure 2. Layered Learning Model

Implications

- Incorporating an IPPE in telepharmacy is a method of educating students about the importance of pharmacists advocating for patients and positively impacting patient care.
- This model empowers students to apply classroom knowledge and skills, including PPCP, in a unique patient care environment.
- Other levels of students may be incorporated for layered learning.
- Further research into the benefits of this IPPE setting is warranted.

References

- Pharmacist' Patient Care Process [Internet]. jcphp.net. Joint Commission of Pharmacy Practitioners; 2014 [cited 2018Jan4]. Available from: <https://jcphp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf>

Acknowledgement

- Geisinger Refill Call Center in Wilkes-Barre, PA

Results

- In a cutting-edge pharmacy setting, students carry out practical applications of clinical, communication, and decision-making skills. Incorporation of layered learning, PPCP, use of collaborative practice agreements, and advocating for patients make this a unique IPPE. P3 students agree or strongly agree that the experience is worthwhile (97.6%, n= 71) and they would recommend it to other students (95.1%). The survey had a 100% completion rate.