Development and Implementation of an International Introductory Pharmacy Practice Experience to Model Student Exchange

Gina M. Prescott, PharmD., BCPS1, Tyler R. Mullen, PharmD1,2, Camell F. Wilson-Clarke, PharmD2, Gene D. Morse, PharmD, BCPS, FCCP1, Maxine D. Gossell-Williams, PhD1

1University at Buffalo, School of Pharmacy and Pharmaceutical Sciences, 2The University of the West Indies, Faculty of the Medical Sciences

Introduction

- The United Nations Sustainable Development Goal (SDG) 3 calls for an increase in the training and retention of health care workers in developing countries.
- U.S. Schools of Pharmacy are in a position to assist low and middle income countries with programmatic development and advanced practice through international exchanges.
- Low and middle income countries can assist US pharmacy schools meet ACPE accreditation standards.

Objectives

- To develop an introductory pharmacy practice experience (IPPE) to serve as a template for student exchange
- To educate students on: implementation research, social determinants of health (SDOH), and Jamaican disease burden.

Methods

- An onsite global health implementation fellow served as the onsite preceptor
- One week IPPE elective experience at the University of the West Indies

Components

Pre-travel Preparation
- Baseline Survey
  - Global health experience
  - General global health understanding
- Skype™ Cultural Introduction
  - Healthcare system
  - General culture
- Pre-travel Training Video
  - Logistics, Safety, Vaccines
  - Travel information

In-country experiences

- Rural
- Urban
- Clinical
- Hospital
- Clinical
- Inpatient
- Pediatrics
- Community
- Zika

Assessment

- Post-Survey, Journals
- Competencies:
  - Consortium of Universities of Global Health (CUGH)
  - International Pharmaceutical Federation (FIP)

Demographics

<table>
<thead>
<tr>
<th>Competency</th>
<th>Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUGH 7a.</td>
<td>FIP 1.2</td>
<td>Paper/ Presentation to Compare and Contrast Rates of Zika</td>
</tr>
<tr>
<td>CUGH 7b.</td>
<td>FIP 1.2</td>
<td>Paper/ Presentation to Program to Decrease Hepatitis Rates</td>
</tr>
<tr>
<td>CUGH 7c.</td>
<td>FIP 1.2</td>
<td>Ask a patient how they view their health during clinical experience</td>
</tr>
<tr>
<td>CUGH 7d.</td>
<td>FIP 1.2</td>
<td>Note how the various health care professionals interact during your clinical experience</td>
</tr>
<tr>
<td>CUGH 7e.</td>
<td>FIP 1.2</td>
<td>Discuss a scenario that you felt limited in your skills, knowledge or abilities as a global health perspective and how you dealt with the situation</td>
</tr>
<tr>
<td>CUGH 7f.</td>
<td>FIP 1.2</td>
<td>Discuss a scenario that you felt the culture, Jamaican healthcare infrastructure, historical background or how a SDOH impacted an experience you had</td>
</tr>
</tbody>
</table>

Jamaican Disease Awareness

Student Commentary

General Themes:
- Limited Technology
- Affordability of medications
- Mental illness, Epidemiology & Marijuana

Discussion

- The overall template can serve as a model for exchange for reverse innovation learning.
- Student drug information papers were not presented to the full group, so knowledge was not as wide-spread.

Limitations

- One week experience is time consuming for partners to develop and coordinate for small numbers of students.
- Utilized an in-country fellow, which may not be available to all schools, but faculty from either partnership can substitute.
- Costs, travel restrictions (visas), and pharmacy legal requirements (state licensing agencies, others) may limit generalizability between sites.
- Needs to be customized to individual schools based on strengths and weaknesses of the partnership.

Conclusions

- International partnerships can be useful to assist in student exchange and increase cultural knowledge.
- Partnerships can assist schools with building a doctor of pharmacy program or by serving as templates for exchange and accreditation.
- Financial considerations are the largest constraint and can be addressed through internal mechanisms or grants.

References


buffalo.edu