Keeping the Patient at the Center of the Pharmacists’ Patient Care Process

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Survey Item | Response* | Spring 2017 | Spring 2018
---|---|---|---
Overall, the patient simulations used in PP 467 and PP 468: seemed realistic | A% | 24.3 | 33.3
D% | 32.1 | 42.1
N% | 13.1 | 14.1
SO% | 3.7 | 6.1
SD% | 2.8 | 2.6
No response% | 0.0 | 0.0
Overall, the patient simulations used in PP 467 and PP 468: provided insight into patient care in different settings | A% | 28.0 | 39.5
D% | 14.2 | 12.1
N% | 10.3 | 8.8
SO% | 3.7 | 7.9
SD% | 0.9 | 0.9
No response% | 0.0 | 0.0
Overall, the patient simulations used in PP 467 and PP 468: provided insight into patient care follow-up | A% | 27.1 | 36.6
D% | 57.1 | 44.7
N% | 12.1 | 13.2
SO% | 2.8 | 3.5
SD% | 0.9 | 0.9
No response% | 0.0 | 0.0

Table 2: Survey data

*SA=strongly agree; A=agree; N=neutral; D=disagree; SD=strongly disagree

Responsiveness: Fall 2016=91.9%; Spring 2017=71.8%; Fall 2017=84.8%; Spring 2018=89.8%
Student effort: Across all surveys, the majority of students reported that they contributed to their student group, contributed to debrief discussions, and independently completed out-of-class assignments every time.
Survey items relating to pre-class preparation ranged from 17.65% (pre-class readings) to 56.77% (collecting data from simulation videos).

Implications

Students reacted favorably to the approach and performed well on course assessments.
Simulation in the didactic setting can keep the patient at the center of PPCP.
Faculty debrief sessions allowed for teaching “gray areas” associated with the complexity of a real world patient care scenario.
Challenges:
Low credit weight results in some students treating the course as a low priority.
Case meets every-other-week which decreases continuity and retention from the previous sessions.
Small sections require multiple instructors which has the potential to affect content delivery.