

Teaching and Learning Matters

Development of an ambulatory care pharmacy elective by a second-year pharmacy resident

Nicholas J. Messinger, PharmD, BCPS, BCACP*, Shauna M. Buring, PharmD

Division of Pharmacy Practice and Administrative Sciences, University of Cincinnati James L. Winkle College of Pharmacy, Cincinnati, OH

Abstract

Background: To describe the development and outcomes of a post-graduate year two (PGY2) pharmacy-resident-directed ambulatory care pharmacy elective course in a Doctor of Pharmacy (PharmD) program.

Educational activity: The elective course was offered to third-year PharmD students in the 2014 Spring Semester as a 1-credit-hour course, meeting for two hours per week for seven weeks. Weekly topics included ambulatory care pharmacy practice models, patient care, billing, and quality. Weekly quizzes and patient cases were used to engage students.

Critical analysis of the educational activity: A total of 22 students completed the course. A pre- and post-course survey assessing student knowledge and confidence in knowledge showed significant increases in confidence in many areas. Significant increases in knowledge were observed in components of policies, procedures, collaborative practice agreements, and billing. Course and instructor evaluations showed higher than average scores when compared with other courses and instructors.

Conclusions: The ambulatory care pharmacy elective course had a favorable student response and contributed to the development of the PGY2 resident.

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Keywords: Ambulatory care; Elective course; Residency training

Background

At the University of Cincinnati James L. Winkle College of Pharmacy, a PGY2 ambulatory care pharmacy residency with a secondary emphasis in academia was developed for the 2013–2014 residency year. The goal of this residency program was to provide advanced training in ambulatory care pharmacy clinical practice, in addition to advanced training in teaching and college service, in order to prepare a qualified candidate for a career as a clinical faculty

member. The clinical practice training occurred at the Five Rivers Health Centers, a federally qualified health center (FQHC), and accounted for 60% of the resident's effort. Experiences included direct patient care in the pharmacist-run clinic, primary care clinic, and other specialty clinics. The resident also provided medication therapy management (MTM) services in coordination with the on-site 340B pharmacy.

The academia-focused training occurred at the Winkle College of Pharmacy. Experiences included facilitation in the team-based learning (TBL) courses, small-group teaching in the skills development course, lecture experience in the therapeutics courses, serving as primary preceptor for advanced pharmacy practice experiences (APPEs), and service on college committees. These academia-related learning experiences accounted for 40% of the resident's efforts since these are common expectations and

* Corresponding author: Nicholas J. Messinger, PharmD, BCPS, BCACP, Division of Pharmacy Practice and Administrative Sciences, University of Cincinnati James L. Winkle College of Pharmacy, 314A Wherry Hall, 3225 Eden Ave, Cincinnati, OH 45267.

E-mail: nicholas.messinger@uc.edu

responsibilities of a clinical faculty member. A unique and innovative learning experience of the Winkle College of Pharmacy PGY2 residency was to develop and implement an elective course for the PharmD program. To the authors' knowledge, this is the first description of a pharmacy-resident-developed and -implemented elective course in a PharmD curriculum.

In a survey of 455 pharmacists who had completed residency training, 287 (63%) responders indicated that more teaching experience during residency would have been beneficial.¹ The development of a course benefits those residents with an interest in academia as it involves many aspects of teaching, including, but not limited to, the creation of course objectives, a course syllabus and calendar, content and content delivery methods, and assessments. The creation of an elective course in an area of interest also benefits students in the PharmD program as an additional learning opportunity.

Post-graduate year one (PGY1) pharmacy residents typically complete a teaching certificate program through a school or college of pharmacy and these programs have been described in the literature.^{2,3} With the significant emphasis in academia, it was an expectation that the resident should complete a teaching certificate program during PGY1 residency training. A unique requirement of the Winkle College of Pharmacy PGY2 academia-focused residency was completion of the Preparing Future Faculty (PFF) graduate certificate program, which is offered by the Graduate School at the University of Cincinnati. PFF began as a grant-funded national initiative to transform the way-aspiring faculty members prepared for careers in academia.^{4–6} PFF is typically completed by graduate students or postdoctoral scholars interested in a tenure-track faculty appointment. A major requirement of the PFF program was to design a course. Many lectures, discussions, and assignments in the PFF program center on course design, active-learning techniques, and assessment, which integrated nicely with the residency learning experience of developing an elective course.

The elective course developed and implemented for the 2013–2014 residency year was “Advanced Topics in Ambulatory Care Pharmacy.” Ambulatory care pharmacy was the resident-chosen topic due to the increased interest in the specialty area nationally, the lack of a current ambulatory care elective offered at the Winkle College of Pharmacy, and the relationship with the practice specialty of the PGY2 residency. A literature search conducted for current knowledge of ambulatory care pharmacy electives identified one article comparing learning methods in an ambulatory care pharmacy elective. This study compared student grades and student perception of team-based and mixed active-learning methods, in addition to faculty member perception of implementing team-based learning (TBL). The elective focused on medication therapy management (MTM) and disease-state management (anticoagulation, diabetes, hypertension, etc.) with additional topics in ambulatory care careers and establishing services.⁷ After the

course design period, additional articles on ambulatory care pharmacy electives were published focusing on incorporation of TBL and social media.^{8,9} The objectives of these elective courses centered on managing commonly encountered disease states in ambulatory care practice, which was not the focus of the resident-developed elective.

For the PGY2 resident-directed elective, topics were chosen based on a combination of the results of the literature search and the personal experiences in which the resident felt as though his/her knowledge base was weak when beginning APPEs and residency learning experiences, since the resident was a recent graduate of the Winkle College of Pharmacy PharmD program. This article describes the development, implementation, and outcomes of a PGY2 pharmacy-resident-directed ambulatory care elective course.

Educational activity—description

Course goals

The goal of the elective course was to increase students' knowledge of practice models for pharmacist-delivered patient care services, career opportunities in ambulatory care pharmacy practice, and disease states commonly managed by pharmacists. The outcomes of the ambulatory care pharmacy elective were aligned with several Accreditation Council for Pharmacy Education (ACPE)-recommended competencies.¹⁰ Content in the elective was designed to advance student knowledge in the areas of health care delivery systems (new models of care), practice management (principles of planning, organizing, directing, and controlling pharmacy resources), and pharmacy practice and pharmacist-provided care (principles of pharmacist-managed, patient-centered pharmacy services). The course contributed to several educational outcomes of the Winkle College of Pharmacy PharmD program, including “engage in a collaborative practice agreement process and participate in collaborative practice in order to coordinate the health care of patients,” and “partner with patients to maximize their health care benefits through utilization of third party, government, prescription assistance, and other programs.”

Expectations of the resident

Given the secondary emphasis in academia, the goal of the residency learning experience was to develop and implement an elective for the PharmD curriculum. The resident was responsible for all aspects of course development, including creation of course objectives, a course syllabus and calendar, content and content delivery methods, and assessments. The resident was on campus two days per week for completion of academia-related learning experiences. Generally, one half-day during the academic calendar was devoted to the PFF program, one half-day each to facilitation in the TBL courses and skills

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