



Contents lists available at ScienceDirect

Currents in Pharmacy Teaching and Learning

journal homepage: www.elsevier.com/locate/cptl

Experiences in Teaching and Learning

Influence of an ambulatory care elective on career interest and perception of ambulatory care practice

Jennifer Dettra^{a,*}, Cassandra Legari^a, Anojinie Karunathilake^a, Jigna Patel Richards^b^a University of Charleston, School of Pharmacy, 2300 MacCorkle Avenue SE, Charleston, WV 25304, United States^b West Virginia University, School of Pharmacy, 5706 Health Sciences Ctr S, Morgantown, WV 26506, United States

ARTICLE INFO

Keywords:

Ambulatory care
Pharmacy
Students
Surveys
Residency
Schools

ABSTRACT

Background and purpose: Ambulatory care is a growing area of pharmacy practice. Previous studies have shown that an ambulatory care elective course may improve student understanding and interest in ambulatory care, but it is unknown if an elective course may impact a student's intended career choice. The purpose of this study is to assess the impact of an ambulatory care elective on student understanding of ambulatory care pharmacy practice, career interest, and interest in residency training.

Educational activity and setting: A three-credit-hour ambulatory care elective course was offered to pharmacy students in their third professional year of a four-year program at a private school of pharmacy in Fall 2015. All students in their third year of pharmacy school, including those enrolled in an ambulatory care elective course, were surveyed electronically at the beginning and end of the fall semester. Elective student responses were compared to non-elective student responses, and student responses were compared pre- versus post-semester within each group.

Findings: Twenty-five of 72 non-elective students and 13 of 14 elective students responded to both surveys. Significantly more elective students felt they understood the daily responsibilities ($p = 0.003$) and the role of the ambulatory care pharmacist ($p = 0.001$) in comparison to non-elective students post-semester. Interest in residency training or a career in ambulatory care pharmacy was not significantly different among groups pre- or post-semester.

Summary: An ambulatory care elective course increased perceived understanding of ambulatory care pharmacy but did not have a significant impact on student interest in residency training or a career in ambulatory care.

Background and purpose

The Board of Pharmacy Specialties describes ambulatory care pharmacy practice as the “provision of integrated, accessible healthcare services for ambulatory patients in a wide variety of settings.”¹ Ambulatory care is a growing area of pharmacy practice, and opportunities for pharmacists in the outpatient setting will likely expand further if pharmacists are granted provider status by the Centers for Medicare and Medicaid Services.² One article published in 2002 forecasted a need for 165,000 ambulatory care pharmacists by the year 2020, and there continues to be a high demand for ambulatory care pharmacists.^{3,4} At the end of January 2017, more than 130 open ambulatory care pharmacy positions in the United States were identified through listings on websites for the American College of Clinical Pharmacy (ACCP), American Association of Colleges of Pharmacy (AACCP), American Society of Health-

* Corresponding author.

E-mail addresses: jennifersimon@ucwv.edu (J. Dettra), cassielegari@ucwv.edu (C. Legari), anojiniekarunathilak@ucwv.edu (A. Karunathilake), jtrichards@mix.wvu.edu (J. Patel Richards).

<https://doi.org/10.1016/j.cptl.2017.11.003>

1877-1297/ © 2017 Elsevier Inc. All rights reserved.

System Pharmacists (ASHP), and the United States (US) Department of Veterans Affairs. Of these listings, at least 15 were leadership positions, and five were in academia. Despite a seeming growing need for ambulatory care pharmacists, few pharmacy students plan to pursue a career in clinical pharmacy, including the ambulatory care setting, preferring instead to pursue chain or independent community pharmacy positions.⁵

Requirements for training of ambulatory care pharmacists differ from training required for pharmacists in the community setting and may be one factor students consider when choosing an area of pharmacy practice to pursue. Current requirements for training vary by geographic location and employer; however, the ACCP supports requiring residency training as a prerequisite for direct patient care, including patient care in the ambulatory care setting, by 2020.⁶ In addition, ASHP published a “Minimum Standard for Ambulatory Care Pharmacy Practice” in 2015 in which they state that an ASHP-accredited Postgraduate Year One (PGY-1) residency should be considered at minimum for ambulatory care pharmacists, and completion of an ASHP-accredited Postgraduate Year Two (PGY-2) residency is preferred.⁷ Some pharmacists also suggest a third year of residency training for ambulatory care pharmacists would be beneficial, although Postgraduate Year Three (PGY-3) residencies are not currently offered.⁸ In contrast, retail or community pharmacy positions typically do not require additional training after graduation.

Awareness and understanding of ambulatory care pharmacy practice may be another factor that influences student pharmacy career preference. Several groups have studied the effect of an ambulatory care elective course on student interest in ambulatory care pharmacy as well as student understanding of ambulatory care practice. In one study by Vincent and Weber,⁹ students surveyed after taking an ambulatory care elective course reported increased awareness of the role of the ambulatory care pharmacist and increased awareness of opportunities available to ambulatory care pharmacists; however, this study did not report if the students’ change in awareness was statistically significant.⁹ In the same study, a majority of students agreed that an ambulatory care elective course increased their interest in ambulatory care pharmacy practice, but the study did not investigate students’ intent to pursue a career in ambulatory care pharmacy after taking the course.⁹ Other studies have surveyed pharmacy students after taking an ambulatory care elective and found that students reported increased confidence in their ability to provide and develop patient care services in the ambulatory care setting, and they reported improved perceived ability to perform common functions of an ambulatory care pharmacist.^{10,11} These studies only surveyed students after taking the course and, therefore, did not allow for comparison of students’ perceptions before and after the course.

The purpose of this study is to determine the effect of completion of an ambulatory care elective course on student understanding of ambulatory care pharmacy practice, student career interest, and student interest in pursuit of residency training. We hypothesize that participation in an ambulatory care elective course will increase student understanding of ambulatory care pharmacy practice, increase student interest in pursuit of residency training, and increase student interest in a career in ambulatory care pharmacy.

Educational activity and setting

A three-credit-hour ambulatory care elective course was offered to pharmacy students in their third professional year of a four-year program at a private school of pharmacy in Fall 2015. Students enrolled in the course participated in lectures, classroom discussions, journal club presentations, and debates on topics related to ambulatory care pharmacy practice. Topics included pharmacist management of chronic disease states commonly encountered in the ambulatory setting, billing for pharmacists’ services, and other topics such as pharmacist involvement in transitions of care visits, Medicare Annual Wellness Visits (AWVs), patient and provider communication, and patient health literacy. The majority of the course content was taught by the two course coordinators, with additional lectures by two other faculty members and two pharmacy residents. Student performance was assessed by two exams, two journal clubs, two debates, individual readiness assessment tests (IRATs) and group readiness assessment tests (GRATs) prior to lectures, three group SOAP notes, three group in-class activities, and individually-completed peer evaluations of group members. Group in-class activities included creating patient education handouts for assigned chronic disease states, short answer questions about the ambulatory care pharmacist’s role in chronic disease management, and writing a medication history and action plan for a Medicare AWV.

An electronic survey was created by the course coordinators to measure pharmacy students’ perceived understanding of ambulatory care pharmacy practice, interest in residency training, and interest in a career in ambulatory care pharmacy. All students enrolled in their third year of pharmacy school at the University of Charleston School of Pharmacy during Fall 2015, including students enrolled in the ambulatory care elective course, were given the opportunity to complete the survey. The survey was administered to students during the first week of the Fall 2015 semester and again during the last week of the semester to compare student responses at each time point.

The survey was administered electronically via the software Qualtrics® (Provo, Utah) using the Qualtrics® mailer. Nine questions were intended to measure students’ perceived understanding of ambulatory care pharmacy practice and perceived ability to perform skills commonly used in the ambulatory care setting. Responses were recorded using a six-point Likert scale (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree). Students were also asked to answer “yes” or “no” to the question, “As of today, are you considering completing a residency after obtaining your PharmD degree?” In addition, they were asked to choose an area of pharmacy practice that they intend to pursue from a list of options. Students had the option to write-in an area of interest if it was not listed. Options for career interest included academia, ambulatory care, community pharmacy, critical care, emergency medicine, geriatrics, hospice, hospital pharmacy, inpatient internal medicine, long-term care, managed care, military, oncology, pediatrics, psychiatry, and solid organ transplant.

Responses to each survey before and after the semester were matched by one of the authors, then blinded. Students who did not complete both the pre-semester and post-semester surveys were excluded from data analysis. Each included student was randomly

Download English Version:

<https://daneshyari.com/en/article/6840033>

Download Persian Version:

<https://daneshyari.com/article/6840033>

[Daneshyari.com](https://daneshyari.com)