# WILKES UNIVERSITY NESBITT SCHOOL OF PHARMACY Student Pharmacist Perception of a Self-Directed Learning Experience in a **Medication Therapy Management Program**

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# INTRODUCTION

- At Wilkes University students complete a total of 20 hours out of 300 Introductory Pharmacy Practice Experiential (IPPE) hours through self-directed learning opportunities between P1 and P3 year.
- Service-learning opportunities allow students to apply the curriculum to serve patients while contributing to self-development.
- A self-directed learning opportunity was created for P3 students to gain early exposure to Medication Therapy Management (MTM) while applying skills in telephonic patient communication.

### OBJECTIVE

• The purpose of this project was to assess student perceptions of the self-directed service learning experience in MTM.

	METHODS			
	1			
Recruitment	P3 students who completed a prior tele invited to conduct telephonic patient o program for self-directed IPPE hours in			
Training	One hour of training consisted of an over of a pharmacist within MTM, and the p (student script, phone instructions, how health record to schedule appointment			
Patient	One hour of patient outreach to eligible to introduce the service and offer the o comprehensive medication review (CM schedule an appointment for a later time			
Outreach				
	Survey consisting of eight likert questio question was developed and deployed obtain quantitative and qualitative feed			
Survey				
	Contact Informatio			

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emedicine IPPE were outreach for the MTM March 2022

verview on MTM, the role patient outreach process w to use the electronic ts and track call attempts)

e patients telephonically opportunity to complete a IR) in real-time or าค

ons and one open ended in September 2022 to dback on the experience

### on

### This self-directed experiential e **Medication Therapy Managem**

I felt as though the script and p

felt comfortable and confiden a caregiver

feel more comfortable speaki

I felt as though I was making a

would recommend this self-di and P2 students

would like to see more activiti





- telephonically
- pharmacists to focus on completing CMRs

- Experience offered only to students with site clearance

RESULTS

Survey Results (n = 8)							
Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
event allowed for me to gain exposure to nent and the CMR Process	0 (0.0%)	0 (0.0%)	1 (12.5%)	1 (12.5%)	6 (75.0%)		
process was easy to follow and understand	0 (0.0%)	0 (0.0%)	1 (12.5%)	2 (25.0%)	5 (62.5%)		
nt explaining the service to a patient and/or	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (62.5%)	3 (37.5%)		
king to patients telephonically	0 (0.0%)	0 (0.0%)	1 (12.5%)	4 (50.0%)	3 (37.5%)		
a meaningful impact in the MTM process	0 (0.0%)	0 (0.0%)	1 (12.5%)	4 (50.0%)	3 (37.5%)		
directed experiential event be offered to P1	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (25.0%)	6 (75.0%)		
ities like this in the future	0 (0.0%)	0 (0.0%)	1 (12.5%)	2 (25.0%)	5 (62.5%)		

*"MTM telephone calls are a great"* way for students to get more detailed patient interactions"

### 27 CMRs Completed

12 in real-time

8 out of 14 scheduled appointments

7 resulted from students leaving a voicemail

# **STRENGTHS**

• Unique self-directed learning opportunity to speak with patients

• Leveraging pharmacy students to make initial calls, which allowed

• Opportunity for students to gain earlier exposure to MTM services

### LIMITATIONS

• Patient outreach shortened due to the 1-hour training required

- Integrating student pharmacists in the MTM program was a valuable student learning experience.
- Students felt comfortable speaking with patients about MTM and provided added service to the practice site.
- Future studies should seek to evaluate the impact of students on outreach and CMR completion rates while also evaluating the changes in student perceptions and comfort with providing telephonic services.



# CONCLUSION