**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**

**Recruitment**

P3 students who completed a prior telemedicine IPPE were invited to conduct telephonic patient outreach for the MTM program for self-directed IPPE hours in March 2022.

**Training**

One hour of training consisted of an overview on MTM, the role of a pharmacist within MTM, and the patient outreach process (student script, phone instructions, how to use the electronic health record to schedule appointments and track call attempts).

**Patient Outreach**

One hour of patient outreach to eligible patients telephonically to introduce the service and offer the opportunity to complete a comprehensive medication review (CMR) in real-time or schedule an appointment for a later time.

**Survey**

Survey consisting of eight likert questions and one open ended question was developed and deployed in September 2022 to obtain quantitative and qualitative feedback on the experience.

**STRENGTHS**

- Unique self-directed learning opportunity to speak with patients telephonically
- Leveraging pharmacy students to make initial calls, which allowed pharmacists to focus on completing CMRs
- Opportunity for students to gain earlier exposure to MTM services

**LIMITATIONS**

- Experience offered only to students with site clearance
- Patient outreach shortened due to the 1-hour training required

**RESULTS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This self-directed experiential event allowed for me to gain exposure to Medication Therapy Management and the CMR Process</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (12.5%)</td>
<td>1 (12.5%)</td>
<td>6 (75.0%)</td>
</tr>
<tr>
<td>I felt as though the script and process was easy to follow and understand</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (12.5%)</td>
<td>2 (25.0%)</td>
<td>5 (62.5%)</td>
</tr>
<tr>
<td>I felt comfortable and confident explaining the service to a patient and/or a caregiver</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>5 (62.5%)</td>
<td>3 (37.5%)</td>
</tr>
<tr>
<td>I feel more comfortable speaking to patients telephonically</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (12.5%)</td>
<td>4 (50.0%)</td>
<td>3 (37.5%)</td>
</tr>
<tr>
<td>I felt as though I was making a meaningful impact in the MTM process</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (12.5%)</td>
<td>4 (50.0%)</td>
<td>3 (37.5%)</td>
</tr>
<tr>
<td>I would recommend this self-directed experiential event be offered to P1 and P2 students</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>2 (25.0%)</td>
<td>6 (75.0%)</td>
</tr>
<tr>
<td>I would like to see more activities like this in the future</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (12.5%)</td>
<td>2 (25.0%)</td>
<td>5 (62.5%)</td>
</tr>
</tbody>
</table>

**CONCLUSION**

- 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.