

Building Blocks of Inpatient Pharmacy Practice Experience in the Entry-to-Practice

PharmD Curriculum

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Background

Student feedback from experiential course evaluations within the Entry-to-Practice PharmD program indicates they feel unprepared to apply the pharmaceutical care process during inpatient (i.e. hospital) practicums, resulting in increased challenges, anxiety, and lack of confidence.

To address this issue, a program-wide initiative was developed and implemented. This initiative focused on creating and adapting learning activities aimed at simulating practicum experiences (SPE), in close collaboration with frontline practitioners.

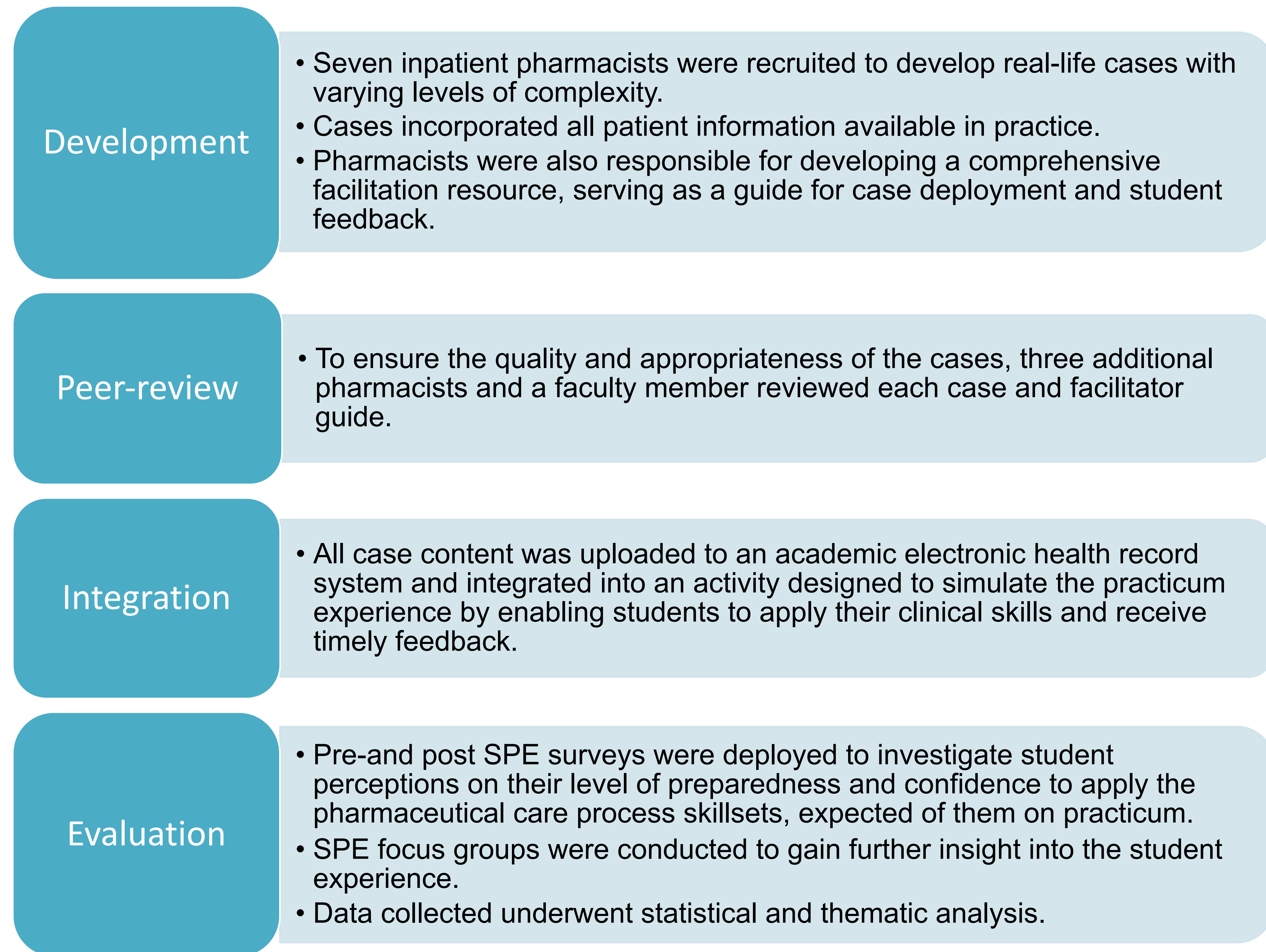
Goal

The primary goal of this project was to bolster students' perception of preparedness and confidence in the application of the pharmaceutical care process to inpatient cases as they prepare for practicums.

Objectives

1. Develop 10 inpatient cases with practicing pharmacists, reflecting real patient scenarios of varying complexity.
2. Implement simulated practicum experiences across all program years using the developed cases, allowing students to apply the pharmaceutical care process as expected during practicum.
3. Provide facilitation resources for faculty and preceptors to guide activities and provide student feedback.
4. Host cases and resources on open-access platforms for use by students, preceptors, and faculty.

Processes



Results

- Fourteen cases were developed.
- Seven SPE activities created and implemented.
- During the 2022-2023 academic year:
 - Four pre- and post-SPE surveys were administered to students in select year 1 to 3 classes.
 - Two focus groups were conducted with volunteer students from years 2 and 3.
- Students consistently rated their preparedness higher than their confidence levels across various tasks.
- The most beneficial aspect of SPE were noted as having the opportunity to:
 - get a sense of a complex case and how there might be “more than one right answer”
 - examine “a patient’s history”
 - “practice working up and presenting a patient case.”
- SPE interventions may have positively influenced students' confidence levels; however, further investigation is required.

Limitations:

- Inconsistencies were noted in participation rates for pre- and post-surveys across all program years.
- Independent t-tests were conducted on pre- and post-survey feedback to examine statistically significant differences between unpaired groups.

Acknowledgement

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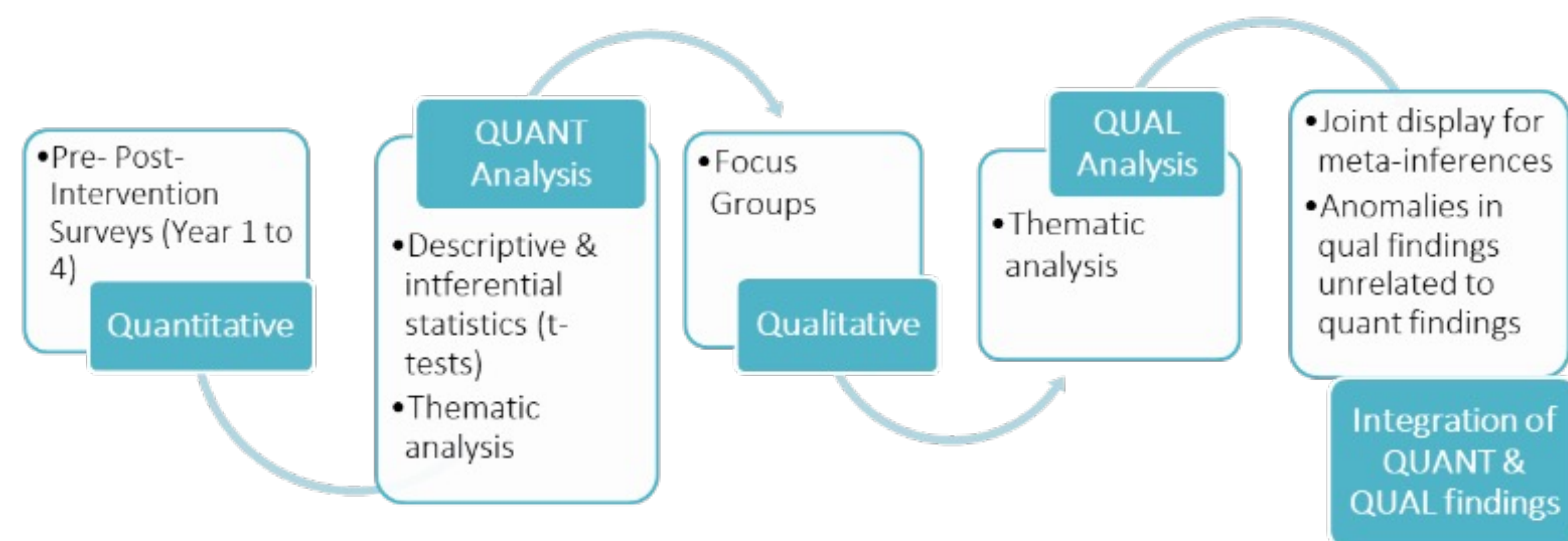


Figure 1: Two-Phase, Mixed-Method, Sequential Explanatory Approach