Clinical Interventions Documented by APPE Students: Results from a Pilot Study

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INTRODUCTION

Pharmacists’ interventions in the community setting are hypothesized to be underreported. Reasons may include lack of standard definition of an intervention and absence of a standard platform to report. This has prompted research into the what student pharmacists are able to identify and then document, when given an intervention reporting tool. Researchers have defined an intervention as “any preposition of change to the original drug therapy prescribed.”1 Pilot studies show that these students are identifying drug therapy problems (DTPs) and performing numerous interventions. Preliminary research shows that student interventions may go undocumented due to lack of standard system between advanced pharmacy practice experiential (APPE) sites.2-4

The purpose of this study is to evaluate preliminary data from an electronic survey tool developed to track clinical interventions made by students completing an elective direct patient-care community APPE.

OBJECTIVE

Primary: Evaluate the types of drug therapy problems identified by student pharmacists and the results of these interventions.

Secondary: Evaluate trends in trends of what type of interventions are identified and how they are defined.

METHODS

Study Design: Retrospective Data Analysis

Study Population: APPE students during an elective community pharmacy rotation from Thomas Jefferson University

Pilot Program:

• Students were instructed to document drug therapy problems identified, and interventions made throughout the rotation.

• The survey tool was comprised of thirteen questions, including: time of encounter, location of encounter, drug therapy problem(s) identified, intervention(s) made, outcomes(s) achieved, and a free text response.

• This data was analyzed to determine the types of interventions that the students were identifying and the outcomes of these interventions.

Statistical Analysis: Descriptive statistics

Ethics: The study was deemed exempt by the Institutional Review Board of Thomas Jefferson and Binghamton Universities.

RESULTS

Drug Therapy Problems Identified

Outcomes of Student Interventions

Multiple Intervention Detail

- The results of this pilot study show that when community pharmacy APPE students are challenged with recording their identified interventions, they are most likely to identify drug therapy problems in the categories of “needs additional drug therapy” or “different drug needed”. These could both be considered major interventions with the potential to decrease the risk of future hospitalization.

- The most common intervention made was “patient education,” indicating that students were more likely to talk directly to the patient about the drug therapy problem than any other type of action (including reaching out directly to a clinician).

- In 17 encounters the patient contacted the prescriber based on student recommendations, which indicates that students may be hesitant to contact healthcare providers directly.

- Of all the interventions, only a single one reported that the recommendation was not positively accepted, which indicates that students may be more likely to document any positive interventions.

- Our data review demonstrates that students on APPE rotation in community pharmacy are an asset to the pharmacy team as they are able to identify medication concerns and intervene on behalf of their patients in various ways.

- These students often identified more than a single drug therapy problem with each encounter leading to the proposal of multiple interventions.

Future plans:

• Development of a prospective study of community pharmacists to assess their definitions of interventions in order to create a universal vocabulary.

• Development of a more robust tracking tool based on the findings in this project (types of DTPs identified and resulting intervention) as well as the findings in the vocabulary survey project. This tool will be utilized in a larger APPE/IPPE student population.

DISCUSSION

CONCLUSIONS

REFERENCES


