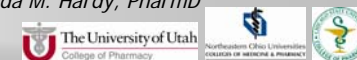


# Evaluating the Feasibility of Expanding a Successful Program to Increase Community Pharmacy Services

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## Introduction

The lack of sufficient sites for experiential training is well documented.<sup>1</sup> Community and ambulatory care college faculty at institutions across the U.S. share similar struggles in stimulating growth in community pharmacy direct patient care services and, subsequently, enhancing experiential opportunities in the community. Further compounding the insufficiency of sites is the national shortage of pharmacy faculty, which limits time current faculty have available for creation of new educational and practice programs.<sup>2</sup> One method to address this shortage is by sharing innovative, successful models of education and practice development, thereby allowing individuals and institutions to maximize productivity and impact.

The Ohio State University Partner for Promotion (OSU PFP) program has trained students and pharmacists to develop direct patient care services in community pharmacies since 2005, with a 50% rate of service sustainability and creation of 35 new community Advanced Pharmacy Practice Experiences.

## Objectives

- 1) Evaluate feasibility of expanding The Ohio State University Partner for Promotion model of training and service development for adoption in the curricula of five other colleges of pharmacy
- 2) Further refine the PFP program for easy adaptation to curricula of other colleges of pharmacy

## Methods

- Colleges of pharmacy and faculty were recruited through professional contacts and references based on experience, practice and teaching interests, geographic location, and type of institution
- One faculty member from each institution attended a 1.5-day training seminar on the use of the PFP model in August 2010
- Faculty point persons engage in the following processes through this model adoption:
  - Participation in quarterly online meetings to provide progress updates and discuss barriers and successes through implementation
  - Access PFP model materials and online discussion board through a project web site
  - Receive individual mentoring and support by each other and with faculty at The Ohio State University
- Outcomes are being evaluated through online survey reports completed by faculty at each partnering institution at baseline, 12 months, and 24 months

## Preliminary Results

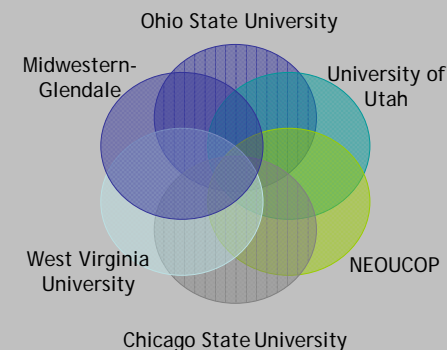
- Faculty point persons represent a span of experience in practice
  - 4 (80%) have completed a PGY1 residency; 1 has a PhD degree
  - 4 (80%) provide patient care as part of their faculty position in chain community pharmacies, ambulatory care, or hospital outpatient clinics
- Institutions display a variety of structures and affiliations
- Most colleges are partnering with independent pharmacy partners for the initial year of the program and starting with a small number of sites
- 2 (40%) colleges are considering renaming the PFP program at their institution

College	Faculty Time in Practice	Type of College	Rotation Structure	Number of Pharmacies in PFP 1 <sup>st</sup> year*	Types of Pharmacies in PFP 1 <sup>st</sup> year
University of Utah	< 5 years	2 yr pre-4 yr post, public	6 week block	2**	Independent
Midwestern-Glendale	> 15 years	3 year accelerated, private	6 week block	1	Super market chain
NEOUCOP	< 5 years	4 year post, public	1 month	2	Independent
WVU	6-10 years	2 yr pre-4 yr post, public	5 week block	1	Independent
Chicago State University	10-15 years	4 year post, private	6 week block	3	Independent

\*Each pharmacy will be assigned 2 pharmacy students for the program, \*\*Utah initiated program in separate project agreement in 2009-2010

## Future Directions

- Faculty perceptions related to the process of adopting the PFP model at their institutions, including challenges and benefits, will be gathered via 12 and 24 months surveys
- Data related to creation and sustainability of PFP sites will be collected and analyzed using descriptive statistics
- Revisions to PFP curricula will be considered and implemented as appropriate
- Faculty aim for this project to lead to the development of a practice-research network among college faculty at multiple institutions and provide guidance for future such collaborations



## References

- 1 APhA/ASHP. Concerns about the accelerating expansion of pharmacy education: time for reconsideration. 6 Dec 2010. Accessed: [http://www.pharmacist.com/Content/ContentFolders3/NewsReleases/2010/OctDec/WP\\_Concerns\\_about\\_the\\_Accelerating\\_Expansion\\_of\\_Pharmacy\\_Education\\_FINAL.pdf](http://www.pharmacist.com/Content/ContentFolders3/NewsReleases/2010/OctDec/WP_Concerns_about_the_Accelerating_Expansion_of_Pharmacy_Education_FINAL.pdf)
- 2 Van Amburgh J, Surratt CK, Green JS, Gallucci RM, Colbert J, Zatopek SL, Blouin RA. Succession planning in US pharmacy schools. Am J Pharm Educ. 2010; 74(5):86.



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