

### Intern workshop impact on patient care services in a large community pharmacy chain Aliyah Strong PharmD; Rachel Stafford PharmD; Brooke Kordsmeier PharmD; Tiffany Diemer PharmD **College of Pharmacy** Kroger Health, Little Rock, AR; University of Arkansas for Medical Sciences, Little Rock, AR

### Background

- Pharmacist interns are often **underutilized** to complete clinical services in community pharmacies
- Interns may not possess a clear job description or training
- Interns often work **limited hours**
- Purpose of this study is to create a monthly training workshops on clinical tasks

# Objectives

- Primary Objective: Observe the percent change in MTM effective rate following a monthly intern workshop in one regional division of a large community pharmacy chain
- Secondary Objective: Observe the percent change in ready rate, medication synchronization, and auto-refill program enrollment

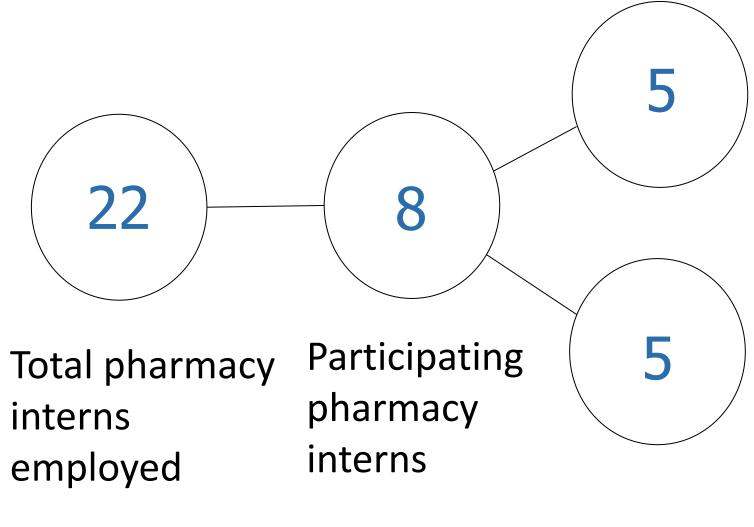
## Methods

Design	<ul> <li>Quasi-experimental pre-post design</li> <li>Intervention group will consist of pharmacies with interns that are participating in the intervention</li> <li>Control group consists of pharmacies with interns that are not participating in the in the intervention</li> <li>This project has been Institutional Review Board approved.</li> </ul>		
Inclusion Criteria	<ul> <li>Pharmacist interns currently working</li> <li>Surveys were provided via email to assess prior knowledge and interest in participation.</li> </ul>		
Setting	<ul> <li>Market service area of a large grocery chain</li> <li>6 pharmacies</li> </ul>		
Evaluation	<ul> <li>Percent change in MTM completion rate for Oct 2020-Feb 2021 was compared to Oct 2021-Feb 2022</li> </ul>		
Data Analysis	<ul> <li>Student t-test</li> </ul>		

# **Enrollment Strategies**

- **Emails to manager**
- **Google Forms** used to collect information from interns
  - Workshop Interest Form used to assess interest in participating in additional training in clinical services
  - **Knowledge Check Form** used to assess current knowledge and experience level with different clinical services
- Text messages
- **GroupMe** used to engage interns and foster comradery
- **Emails** used to update participants on workshop and challenge dates

# Enrollment

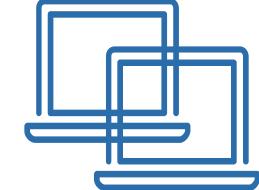


Pharmacy interns participating in original intervention

Pharmacy interns participating in intervention adaptation

Virtual Workshop Monthly one-hour virtual workshops held with a different topic each month. Interns were compensated for their time.

# **Intervention Adaptations**



Increased Sessions Increased the number of times workshops were available to provide more time options for participants with different availability

#### Lessons Learned

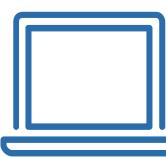
#### **Unanticipated Barriers**

- We were unable to recruit a substantial number of interns and unable to test the objectives • Many of the interns were first year pharmacy students that needed time to acclimate to school before participating in clinical services Due to staffing opportunities and challenges, interns were unable to dedicate as much time to clinical interventions

#### Facilitators

### Intervention Implementation

# **Original Intervention Strategy**





Challenges Contests with monetary incentives were held each month

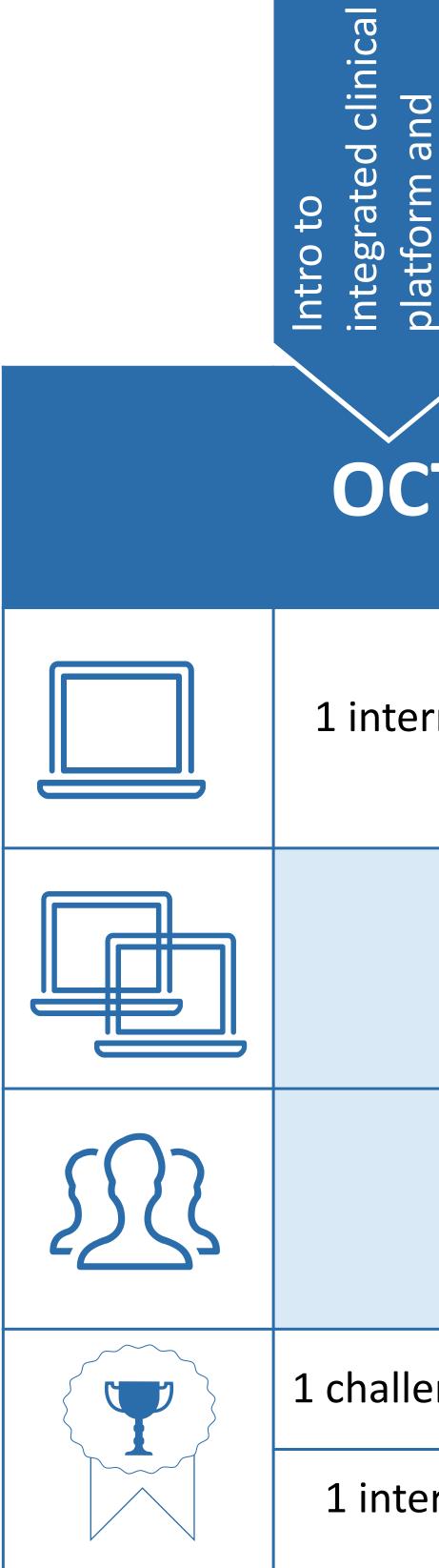


**In-Person Workshop** 

In-person two-hour workshop that covers past workshops with heavy focus on medication synchronization and MTM services

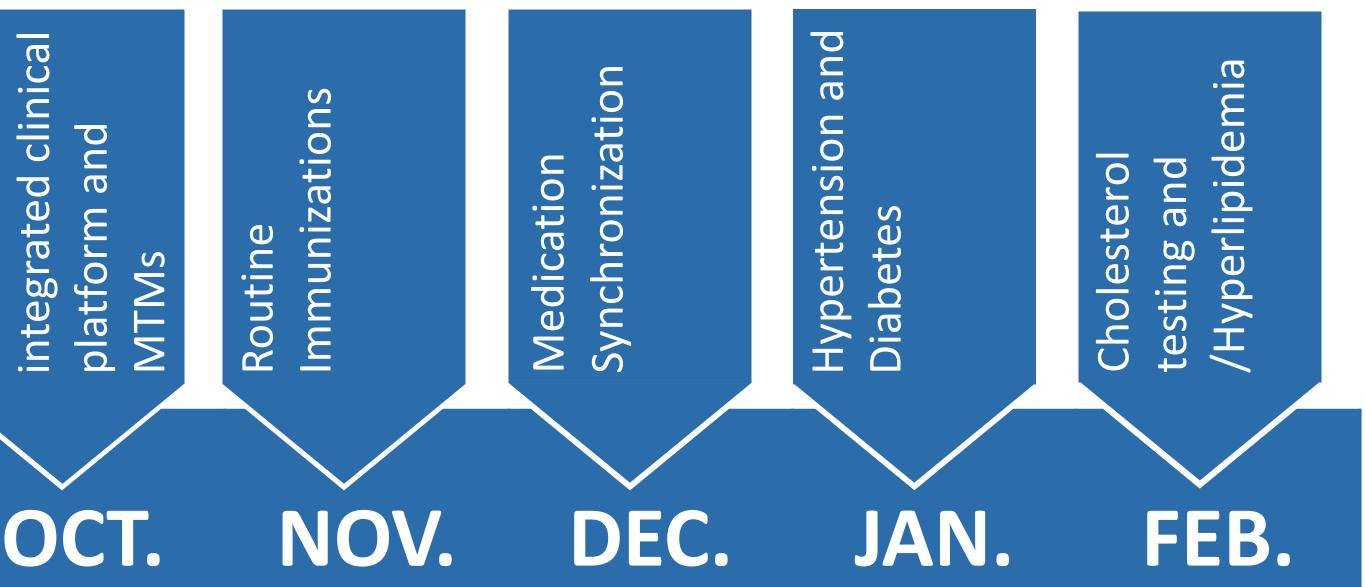
Providing monetary incentives may not be adequate to motivate participation if other barriers exist

 Working with pharmacy managers ensured that all interns were present for in-person workshops



- Recommend using a projected calendar with dates and times to address any time conflicts ahead of time
- Discussions with pharmacy managers to include clinical services as part of work rotation for interns
- It would be beneficial to continue to work with pharmacy managers to identify ways to motivate interns to participate the workshops and provide clinical services

# Uptake of Intervention Version



ern		1 intern		3 interns
	1 intern each session		2 interns in 1 session	
		3 interns		2 interns
llenge	3 challenges	3 challenges	3 challenges	3 challenges
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#### **Future Directions**

#### This research was financially supported by an APhA Foundation Incentive Grant