Fostering Leadership Skill Development to Address the Triple Aim Goals at Two Colleges of Pharmacy

Jennifer D. Robinson, Pharm.D. | Shannon G. Panther, Pharm.D., BCACP | Rachel A. Allen, Pharm.D. | Curtis G. Jefferson, M.S. | Kelsey Brantner, B.S. | Nanci Murphy, Pharm.D.

Introduction
Developing effective leaders as change agents is an important step in addressing the current and emerging challenges of the US healthcare system. Transforming our healthcare system to one that meets the Institute for Health Improvement (IHI) Triple Aim goals requires leaders who are able to: 1) advance health care through clinical excellence, 2) actively contribute to design more cost-efficient, effective models of care, 3) promote health in their communities, 4) display organizational leadership, 5) participate in advocacy and policy development, and 6) advance discovery, research, and scholarship.

Community pharmacists are well-positioned to help achieve the IHI goals by increasing access to health care services in rural and underserved communities, improving the quality of the patient care experience (patient outcomes and satisfaction) and reducing unnecessary health care costs through health promotion, early detection of diseases, and better chronic disease management. It is important that Doctor of Pharmacy programs collaborate with community practitioners to provide educational experiences that advance the practice of pharmacy ensuring development of leadership and management skills new graduates need to be fully engaged in collaborative, coordinated, patient-centered care.

Objective
To develop, deliver, and evaluate an educational module designed to increase student pharmacists’ skills and confidence in addressing unmet patient care needs and the Triple Aim Goals in community pharmacy settings.

Methods
Leadership course modules were developed collaboratively between two Doctor of Pharmacy programs. Trainings focused on developing student pharmacist leadership skills through exposure and application of leadership theory through group project. The module course was delivered to two cohorts including all second-year student pharmacists during the fall 2015 term. Pre- and post-course surveys of student comfort and confidence in leadership skills and implementation of patient care services were utilized. All students were assessed to identify knowledge regarding and practical application of leadership theory.

Learning Modules
1) IHI Triple Aim and the Future of Pharmacy Practice & Introduction to the Clinical Service Project
2) Determining Effective Change Utilizing StrengthsQuest™
3) Applying Personal Strengths to a Team
4) Leadership Team Debrief & Discussion and Introduction to Pitching an Idea
5) Project Presentation to Live Audience

Optional Activity: Applying for a Mini-Grant

Results
Pre and Post surveys were utilized to assess student confidence and perceived leadership skill development on a scale of: 0 (no confidence/not at all important) – 100 (complete confidence/extremely important). For the confidence scale questions, students rated how confident they felt in each area when they filled out the pre-course assessment at the start of the course (PRE). On the post-course assessment, we asked students how confident they felt at the time they completed the assessment (POST) and also asked them to, knowing what they know now, think back to how confident they were in each area at the beginning of the course (THEN). Data is included for the students who completed both the pre-course and post-course assessments.

Conclusions
A five module training series with a corresponding community based clinical business solution proposal program was successful in increasing the confidence and comfort level of student pharmacist’s leadership skills at two Doctor of Pharmacy programs. Students identified that working on a project in a team had the strongest influence on their leadership skill development.

References

Future Directions
Three future goals have been set to enhance and expand this project:
1) Follow the students who are moving forward with project implementation. This will include student, and community partner self-assessment of the implementation process and outcomes associated with the project. Additionally, questions will be raised to what challenges are encountered with the project and how those challenges were addressed.
2) Expand the number of students who participate in the implementation of the projects in the community pharmacy setting.
3) Share the leadership modules and this training approach with other Doctor of Pharmacy programs.

Student Pharmacist Project Idea’s

Program aimed at helping patients identify available pharmacy services in the community pharmacy setting.

Evaluation of the ability of a community pharmacy to improve patient outcomes in the community pharmacy setting.

References