

## Creating and Maintaining Ambulatory Student Rotations

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## Disclosures

- I am a consultant pharmacist for Xcenda, a subsidiary of AmerisourceBergen

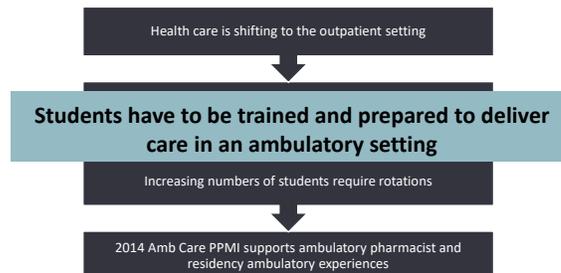


## Objectives

- Present a single center's embedded student ambulatory model
- Discuss the identification of appropriate student level activities
- Describe the obstacles associated with student rotations in ambulatory settings and specifically in oncology patient clinics



## Ambulatory Rotations will Continue to Play a Larger Role in Student Experiential Education



AJHP. 2014; Beans BE, P&T 2016.



## Precepting Inpatient and Outpatient Rotations Requires Different Approaches

### Inpatient Precepting

- Consistent patient load
- The bulk of patient care is done in the morning
- Generally easy to plan topic or patient discussions
- School requirements are geared towards acute care
- Historical precedence for students in this care setting

### Outpatient Precepting

- Patient load can vary widely
- Patient care activities are spread throughout the day
- It can be difficult to leave clinic for topic or patient discussions
- School requirements often need to be tweaked
- New care setting for students to participate in



## Case Study: UK Markey Cancer Center



## The MCC Ambulatory Rotation

- 6-week rotation (8 rotations/year)
- “Required fill” rotation from UKCOP
- Minimum of 1 student per rotation, maximum of 2
- Diverse experience in the satellite pharmacy, infusion center, and clinic



## The MCC Ambulatory Rotation has Specific Objectives and Areas of Emphasis

Objectives	Areas of Emphasis
<ol style="list-style-type: none"> <li>1. Develop skills to provide pharmaceutical care to cancer patients</li> <li>2. Develop an efficient systematic approach to follow patients' clinical course in an ambulatory care setting</li> <li>3. Develop skills to find information related to the pharmaceutical care of cancer patients</li> <li>4. Develop communication skills to effectively deliver care</li> </ol>	<ul style="list-style-type: none"> <li>• Antineoplastic agents</li> <li>• Neoplastic disorders</li> <li>• Supportive care</li> <li>• Oncologic emergencies</li> </ul>

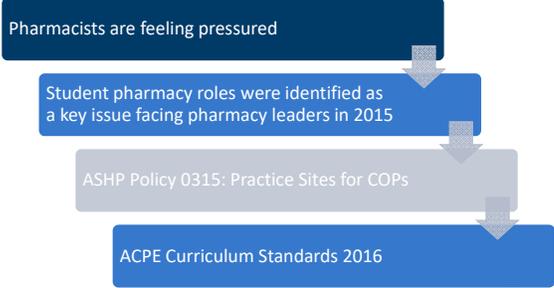
UKCOP MCC Ambulatory Rotation Description; Revised 2017.



## Identifying Appropriate Tasks



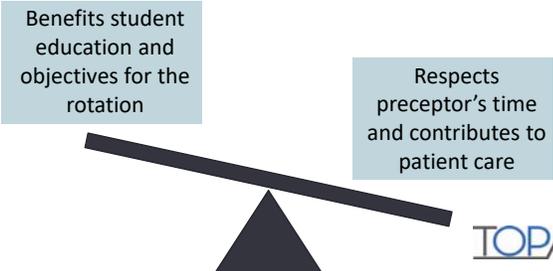
## The Role of Student Pharmacists is Expanding in Response to Healthcare Landscape Changes



ASHP Policies 2009-2017; Weber RJ. 2015; Knoer SJ. 2016.



## The Balancing Act




## Students are Natural Pharmacist Extenders

**Pharmacist Extenders**

- PEs complete activities assigned and overseen by pharmacists
- PEs allow pharmacists to do more with less
- Examples include technicians, interns, and students

**Evidence for students as PEs:**

- ASHP Policy 1316: Pharmacy Resident and Student Roles in New Practice Models
- 2017 Pharmacy Forecast



ASHP Policies 2009-2017; Zellmer WA. ASHP 2017.

## The Pros and Cons of Students as PEs

### Pros:

- Student experience
- Increased clinical skills
- Pharmacists able to expand practice
- Decreased labor costs

### Cons:

- Disinterested students
- Time limits of rotation
- Knowledge deficits
- Dependence on preceptor



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## Questions to Ask about New Student Activities

- Is pharmacist oversight available for this task?
- Will this task provide value-added service for the patient or the department? Can I measure it?
- Can this task be maintained by pharmacists when students are absent?
- Is this task achievable by students at the beginning and end of their rotation?

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ASHP Policies 2009-2017; Zellmer WA, ASHP 2017.

## MCC Ambulatory Rotation Tasks Focus on Both the Student and the Enterprise

### Student-focused

- Patient presentations and topic discussions in clinic
- Case conference
- Journal Club
- Tumor Board attendance
- Conference attendance
- Baseline foundation discussions

### Enterprise-focused

- Patient counseling on cycle 1
- Toxicity checks on cycles 2 – 3
- Medication therapy management
- Nursing/staff in-services

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## Task #1: Counseling Patients

- Students undergo patient counseling training during their first week of rotation
- Utilize the see one, do one, teach one training
- Every cycle #1 patient is counseled and a counseling note is written
- If the student has time, they can do spot toxicity checks, particularly for patients on cycles #2 or #3
- Maintain up-to-date counseling sheets

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## Benefit to the Enterprise

Assuming each patient counseling session takes approximately 30 mins...

Conservative estimate:

$$\frac{3 \text{ pt}}{1 \text{ d}} \times \frac{5 \text{ d}}{1 \text{ wk}} \times \frac{6 \text{ wks}}{\text{rotation}} \times \frac{0.5 \text{ hrs}}{1 \text{ pt}} =$$

**45 hours of education time/rotation**

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## Task #2: Medication Therapy Management

- Enterprise-wide initiative
- Students meet with the MTM coordinator and undergo training of the process and documentation during their first week of rotation
- Students are sent a list of possible patients weekly
- Students complete the MTM and document, as well as present their findings to a staff pharmacist

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### Benefit to the Enterprise

In the past year, students completed 32 MTMs

At a rate of \$55-75/per MTM...

$$\frac{32 \text{ MTM}}{1 \text{ year}} \times \frac{\$55 - 75}{1 \text{ MTM}} =$$

**\$1,760 - \$2,400 / year**



### Task #3: Nursing In-Services

- Topics driven by new drugs or points of contention
- Students develop a handout and present a 10-15 minute presentation

Benefit to the Enterprise:

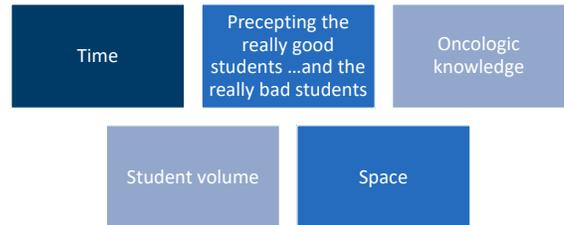
- New drug education sheets are developed
- Nursing/pharmacy relationship is maintained
- Relevant information is communicated



### Ambulatory Student Challenges



### There are Multiple Challenges to hosting Ambulatory Student Rotations



### Challenge #1: Time

Team precept!

- Divide student time
- Rotate scheduling responsibilities
- Utilize a layered learning model
- Team precept topic discussions



### Examples of Time Management

- Preceptors rotate through scheduling responsibilities
- Each 6 week schedule is different and students are scheduled in multiple locations
- Inpatient and outpatient students participate in topic discussions together

Student W3	8/21	8/22	8/23	8/24	8/25
Resident 1	Heme	Heme	Heme	Heme	V/L
Student 1	MultiD	Infusion	MultiD	Infusion	MultiD
Student 2	Infusion	MutiID	Infusion	MultiD	Infusion



## Challenge #2: The Extreme Students

General approaches to track progress:

- Make a plan for student progression with patients and topics
- Communicate!
- Provide clear expectations



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## Management of Extreme Students

### The really good students:

Increase patient numbers and responsibilities quickly  
Maintain a list of MUEs or other projects for these students to participate in  
Assign more advanced readings

### The really bad students:

Restrict patient numbers and do not add on additional responsibilities  
Maintain contact with APPE coordinator and co-preceptors  
Assign additional foundational readings

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## Challenge #3: Oncology Knowledge

### Empower students to utilize their resources

- Provide access to oncologic resources
- Encourage students to search for drug information questions prior to asking for the answer

### Provide opportunities for students to learn specific items

- Identify topics that are imperative and accomplishable
- Ask patient specific questions to ascertain their level of oncologic knowledge
- Assign landmark trial readings

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## Challenge #4: How do I get more? Or less?

- Document, document, document!
- Ask students to maintain a daily journal
- Utilize intervention platforms such as Quantifi
- Document the time you spend on ALL aspects of precepting including preparation for students
- Benchmark against other preceptors
- Be honest with your managers

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## Challenge #5: Space



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## Challenge #6: Time...Again

- Get comfortable saying no to students and be honest
- Set aside time for preceptor development sessions
- Make a plan for student downtime
- Utilize your resources
  - Keep a list of unanswered clinical questions
  - Is there a lecture somewhere in the hospital?
  - Are there "float" assignments they can work on?
  - Are there professional tasks you can assign?
  - <https://www.ashp.org/Pharmacy-Student/Resources>

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## Summary

Ambulatory care pharmacy is increasing, so students must be prepared to practice in this area

There are more students graduating so ambulatory care rotations must also increase

Identifying appropriate student tasks requires a detailed assessment of the task and resource

There are multiple challenges preceptors face with students in ambulatory oncology rotations

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Beans, P&T 2016.

## Questions?



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## Abbreviations

**ACPE:** Accreditation Council for Pharmacy Education

**Amb care:** ambulatory care

**ASHP:** American Society of Health-System Pharmacists

**COP:** College of Pharmacy

**MCC:** Markey Cancer Center

**MTM:** medication therapy management

**PE:** pharmacist extender

**PPMI:** Pharmacy Practice Model Initiative

**UK:** University of Kentucky

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