Pharmacy Preceptor Perceptions of the Educating Pharmacy Students and Pharmacists to Improve Quality (EPIQ) program Team Quality Improvement Projects

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Introduction

Table 1. Preceptor Characteristics

<table>
<thead>
<tr>
<th>Preceptor Practice Site (N=25)</th>
<th>Institutional (e.g., disproportionate share hospitals)</th>
<th>Other (e.g., health plans, managed care)</th>
<th>Retail community pharmacy</th>
<th>Ambulatory care (e.g., federally qualified health centers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=25</td>
<td>6 (16)</td>
<td>10 (40)</td>
<td>6 (24)</td>
<td>5 (20)</td>
</tr>
</tbody>
</table>

Preceptor Backgrounds* (N=25)

<table>
<thead>
<tr>
<th>Preceptor</th>
<th>Nurse</th>
<th>Physician</th>
<th>Juris Doctor</th>
<th>Master of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacist</td>
<td>21 (84)</td>
<td>3 (12)</td>
<td>1 (4)</td>
<td>1 (4)</td>
</tr>
</tbody>
</table>

Figure 1. Open Ended Questionnaire

1) Have you ever learned from a student during the QI projects? If yes, please explain.
2) Has being a QI preceptor changed the perception of the value you bring to your institution? If so, how?
3) Do you feel that this program changed the mindset of healthcare practitioners at your site? If so, how?
4) Can you please give an example of how the QI program benefited your site?
5) Can you please give an example of how the QI program benefited patient safety at your site?
6) Can you provide an example of how the QI program benefited you (skills, knowledge, and attitudes)?
7) Did you or do you plan to present the findings of a QI project at your site?
8) What is the one thing that would improve future QI projects that you would change?
9) What is the one thing that you would change about future QI classes?

Figure 2. Common Themes

- “It benefited me in many ways because quality improvement is time intensive.”
- “Helped me realize the value and necessity of having ongoing quality improvement projects.”
- “Students identified key drugs that needed to be monitored more actively for better management of patients.”
- “Compliance to protocol”

Figure 3. Program Impact

- Improved interprofessional relationships by evaluating protocols, algorithms, and procedures, thus minimizing disagreement. “The students and the QI program have helped fine-tune the [clinical] algorithms.”
- Students help update preceptor knowledge base. Preceptors enjoyed “…learning the least thinking on things…”; “what pharmacy students were taught”, and learning “how to identify projects [and] the whole process of how to initiate and plan for a QI project…”
- One project identified incorrect activation of ADD- vantex IV bags by nurses and created training and a sticker with easy instructions to place on the bags. As a direct result of this project, the manufacturer has changed the product labeling.
- One preceptor, located in another state, successfully completes projects each year demonstrating ability to implement this program in rural and underserved areas.

Methods

Figure 4. Questionnaire Development – Closed Ended Questionnaire

Do you feel the QI project benefited you?

- CH hemodyalst benefited the most then the QI program was a great fit…
- It is hard to quantify, but it seemed to have some minor impact on the QI projects.

To what degree were there barriers that interfered with the QI projects relating to:

- The results of this study may be generalizable to other pharmacy practitioner sites that require similar QI programs.
- In addition, other health sciences colleges will be able to use the finding to determine if this program is a good fit for their QI needs in the curricula.

Conclusions

- Overall, preceptors perceived student quality improvement projects helped to improve quality and safety at their clinical practice sites.
- The questionnaire development was shown to be a reliable and valid instrument to measure preceptor perceptions of program impact.
- The results of this study may be generalizable to other pharmacy practitioner sites that require similar QI programs.
- In addition, other health sciences colleges will be able to use the finding to determine if this program is a good fit for their QI needs in the curricula.

References

5. Risk analysis revealed personal prejudices were the biggest barrier preceptors thought their problem solving ability and the knowledge about student led projects by other QI staff increased the most.