



## **Pharmacy Residency Research Project Proposal**

### **WORKING TITLE OF THE PROJECT**

Coaching Pharmacy Residents to Incorporate Patient Shared Drug Therapy Decision Making into Practice: A Needs Assessment

### **PRINCIPAL INVESTIGATOR**

Dr. Nicole Bruchet  
Coordinator-Residency and Education  
Clinical Pharmacy Specialist-Medicine

### **CO-INVESTIGATORS**

TBA

### **RESEARCH SITE(S)**

Interior Health

### **PROPOSED RESEARCH QUESTION(S)**

Research Questions:

1. What are the perceptions of recently graduated pharmacy residents on their residency program's ability to provide them with opportunity to develop skill in shared drug therapy decision making?
2. What are the perceptions of pharmacy resident preceptors on their ability to coach pharmacy residents to develop skill in shared drug therapy decision making?
3. What are the needs of both residents and preceptors in incorporating patient shared drug therapy decision making into practice/teaching learners to develop skill in this area?

### **STUDY DESIGN:**

Electronic survey and focus groups/one-on-one interviews

### **OBJECTIVES (SHOULD LINK TO OUTCOMES)**

1. To characterize the perceptions of pharmacy residents as to their ability to incorporate the principles of shared drug therapy decision making into their practice as residents/new clinical pharmacists
2. To characterize the perceptions of pharmacy resident preceptors as to their confidence/ability to coach pharmacy residents to incorporate the principles of shared drug therapy decision making their learner's practice
3. To describe the enablers and barriers to coaching pharmacy residents to incorporate shared decision making principles in a pharmacy residency program

### **RATIONALE (LIMIT TO 150 WORDS)**

[include the reason(s) for focusing on your stated objectives AND reasons for choosing the study design proposed]

The 2018 Canadian Pharmacy Residency Board Accreditation Standards were implemented in the Interior Health Pharmacy Residency Program in June 2019. These standards included enhanced requirements (as compared to previous standards) around patient shared decision making and patient desired outcomes of therapy. In order for our residents to successfully complete the program, they must demonstrate through their direct patient care rotations that they routinely incorporate the principles of shared decision making into practice and are governed by patient's desired outcomes of therapy. They must demonstrate these skills at the proficient level. In order to develop skill in patient shared decision making as well as incorporating patient values and preferences into decision making, our residents are provided with a foundation in these skills as part of their academic half day program (Introduction to Clinical Thought Process session) and as part of their Evidence Based Practice Rotation (Talking to Patients about Evidence session). In addition, our residents receive coaching from their preceptors during their direct patient care rotations to incorporate these principles into their practice.

Given this enhanced emphasis on shared decision making and incorporating patient goals and the fact that these are skills that require time to develop, the following is currently unknown:

- Are our residents provided with a well-developed systematic framework to have discussions with patients around goals and also to utilize and incorporate the principles of shared decision making into their practice?
- Given that our preceptors are the primary individuals providing our residents with coaching around patient values and shared decision making, do our preceptors feel that they have the tools necessary to practice these skills as well as to teach and coach our residents with regards to these skills?
- Are there enhanced supports which could be provided to residents and preceptors to help support them in developing these skills?

In order to begin to answer these questions, a scoping review was conducted (previous residency project) to characterize and map the research that has been conducted on training pharmacy students, pharmacy residents and pharmacists to incorporate shared drug therapy decision making. This scoping review found that there is limited research to inform best practices on training pharmacy learners and pharmacists to incorporate these principles, but that there is some research that provides some guidance on shared decision making concepts that should be taught. Given lack of robust literature to guide the creation of shared decision making education, it would be important to understand the perceptions of pharmacy residents and pharmacy resident preceptors with regards to their comfort in incorporating shared decision making principles into practice. This can be used, along with the results of the scoping review, to guide the development of shared decision making education for pharmacy residents and preceptors.

### **SIGNIFICANCE (LIMIT TO 100 WORDS)**

[Include an explanation of potential value of project to patient care, pharmacy department, hospital, health authority, and/or pharmacy profession as appropriate; if applicable, what will you do if the results are positive and what will you do if the results are negative?]

This study will provide valuable information on the perceptions of recently graduated pharmacy residents on how well their program provided them with coaching on developing skill in incorporating

the principles of shared decision making. It will also aid developing an understanding of areas of focus for preceptor development in this area. This information will be used, along with the information in the scoping review to guide shared decision making education that can be provided as part of the residency program and preceptor continuing education.

### **PROPOSED RESEARCH METHODS**

[Indicate proposed methods of screening/sampling, data collection (eg. chart review, patient interviews), and analysis]

Electronic survey to recent residency graduates (2019-2023) and residency preceptors. Survey will ask probing questions and may also include some scenarios or questions to probe at understanding of shared decision making principles.

Focus groups or one-on-one interviews may also be conducted.

### **FUNDING SOURCES**

[Indicate if there are any costs associated with the project and if any funding will be sought for the project and list the funding agency]

None

### **ANTICIPATED START DATE OF THE RESIDENCY PROJECT**

[For residency projects, it is preferable if the project can start at the beginning of the residency]

June 2023

### **ANTICIPATED END DATE OF THE RESIDENCY PROJECT (CONSIDER FOR FEASIBILITY OF RESIDENCY PROJECT)**

MAY 2024

### **PROJECT SUITABILITY (FOCUS ON RESIDENCY PROJECT SUITABILITY)**

After consideration of the “**FINER**” criteria (**F**easible, **I**nteresting, **N**ovel, **E**thical, **R**elevant) I believe that the project meets all the Project Suitability Criteria Yes (indicate YES/NO)

### **EQUITY, DIVERSITY, INCLUSION CONSIDERATIONS (contact Sean if you have questions)**

This proposed research has the potential to:

- Increase healthcare and health disparities (reconsider the design and methods to prevent this)
- Maintain healthcare and health disparities (reconsider the design and methods to prevent this)
- √ Reduce healthcare and health disparities in equity-deserving groups (ideal)