

Effect of a Standardized Module for Training Pharmacy Technicians to Assist With Chronic Care Management Services

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BACKGROUND

- Chronic care management (CCM) is an increasingly popular clinical program, whereby community pharmacies can receive payment for providing disease management through a provider partnership.
- Lack of time to provide or document CCM services within traditional dispensing workflow remains a barrier.
- The Centers for Medicare & Medicaid Services states “clinical staff” can perform CCM services; this definition is currently open to interpretation whether certified pharmacy technicians (CPhTs) may be considered “clinical staff”.
- While CPhTs can extend the influence of a community pharmacist, there are few formalized training programs focused on preparing the technician for increased clinical patient interaction.

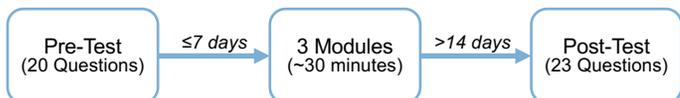
OBJECTIVE

- To measure the retention of knowledge by a CPhT after completing a standardized module highlighting key information required to complete CCM services.

METHODS

Design	Prospective, cohort study
Location	Seven locations of an independent community pharmacy in eastern North Carolina
Inclusion Criteria	CPhT currently working at Realo Discount Drug
Exclusion Criteria	CPhT currently involved in performing CCM services
Methods	<ul style="list-style-type: none"> CPhT anonymously took a computerized 20-question pre-test Within seven days after the pre-test, CPhT watched three video modules focused on clinical knowledge for CCM services After at least 14 days, CPhT anonymously took computerized 20-question post-test and 3-question study survey CPhT received \$25 incentive gift card at completion
Timeframe	January 1, 2019 through February 28, 2019
Analysis	Descriptive statistics

TRAINING WORKFLOW



RESULTS

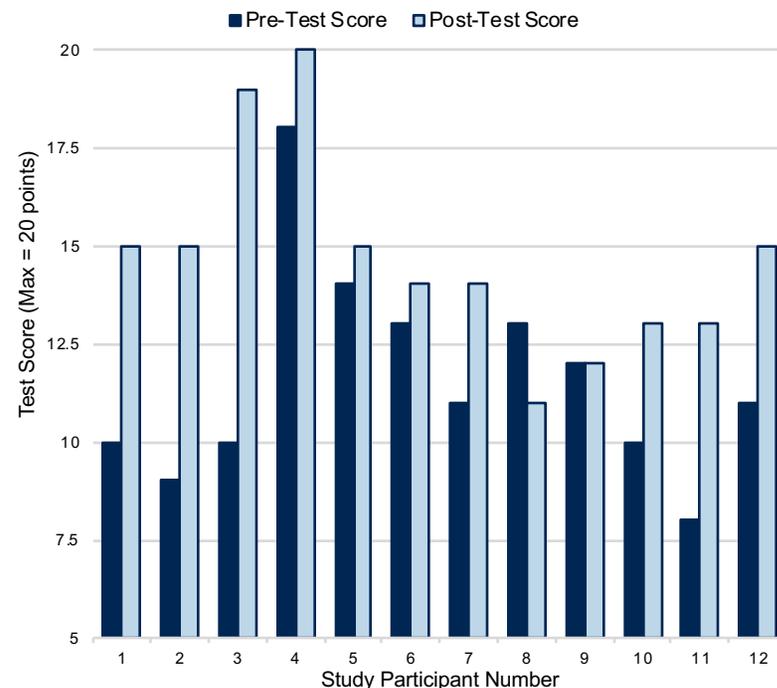
DEMOGRAPHICS (N=12)

CHARACTERISTICS	N (%)
AGE, Mean (±SD)	34 (11)
GENDER	
Male	3 (25)
Female	9 (75)
ETHNICITY	
White/Caucasian	9 (75)
Black/African American	2 (17)
Hispanic/Latino	1 (8)
EDUCATION	
High School	8 (67)
Associate's Degree	3 (25)
Bachelor's Degree	1 (8)
YEARS AS CPHT, Mean (±SD)	7 (8)

TEST RESULTS (N=12)

CHARACTERISTICS	N (%)
Pre-Test, Mean (±SD)	12 (3)
Post-Test, Mean (±SD)	15 (2)
Mean Difference between Pre- and Post-Test Scores, Mean (±SD)	3 (3)
CPhTs with Increase in Score	10 (83)

PRE- AND POST-TEST SCORES



DISCUSSION

- The majority of CPhTs found information from the modules to be informative and to have value in increasing their abilities and responsibilities to perform as a CPhT.
- Some CPhTs stated using the learned information daily, while others stated they did not use this information during dispensing.
- Limitations include the short follow-up period to assess whether CPhTs used learned information, the difference in the current responsibilities of each CPhT, and the inability to standardize the setting of where tests and modules were performed.

CONCLUSIONS

- This standardized module was effective at increasing clinical knowledge of CPhTs required to complete CCM services.
- This type of training can be improved to achieve higher retention of clinical knowledge based on analysis of missed questions.
- New topics could be added in the future, as well as following up with CPhTs on missed questions and knowledge application.
- Future studies could focus on different methods to train technicians, such as classroom lecture or hands-on application.

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