

Unlocking the value: Communicating the value of the pharmacist to the patient

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Abstract

Objective: To evaluate student pharmacists' perspectives of the value that they provide to their patients.

Methods: Third year (P3) professional pharmacy students were required to complete an educational workshop programme integrated into the Professional Practice Skills Laboratory. Prior to, and after the completion of the audio-visual teaching, an Institutional Review Board approved, anonymous, voluntary paper-based survey was distributed to all students. These surveys were intended to assess the perceptions of pharmacy students towards the value of the services they provide. The authors examined student opinions regarding the services most important to their patients, as well as their response to the contents of the workshop. The post-workshop survey also evaluated the impact of the exercise on the students' ability to have gained new insights on addressing the issues they might have in communicating their value and their ideas regarding the ideal patient attitude to the services provided by the pharmacist. The survey was analysed descriptively.

Results: Four hundred and seventy-seven students completed the survey. In the baseline survey, 37% of the students believed that providing accurate clinical information was the most critical service they provided to the patients, with 50% of the students highlighting cost and insurance questions as the most frustrating aspect of their daily routine. The educational workshop was generally well received with 66% of the students strongly agreeing that the speaker met the goals. In the post-workshop survey, 77.7% of the students reported being better equipped to communicate their value to patients by moving the conversation from other issues to the clinical aspects of care. In the baseline survey, 30.2% of the students indicated that clinical information and accurate dispensing were the most important services to the patients. As a result of the exercise, a higher proportion of students (66%) in the post-workshop survey wanted this to be the most valuable service according to the patients.

Conclusions: Clinical aspects of care were of most value according to the pharmacy students. As a result of the educational workshop, students gained a new perspective to shift the conversations with the patients to these aspects. The workshop demonstrated a positive impact on student perceptions of ideal patient attitude towards the role of the pharmacists.

Keywords: Pharmacy Services, Value, Students, Pharmacy, Clinical Counselling, Customer Service

Introduction

Comprehensive and effective drug therapy is critical for preventing, treating, and managing diseases. Advances in drug therapy have produced reductions in morbidity and mortality, as well as costs associated with many other disease conditions including heart failure, myocardial infarction and stroke (Cowper *et al.*, 2004; DeLong *et al.*, 2004; Johnson *et al.*, 2005; Long, 2006). There has been a sustained increase in the healthcare costs in the United States (US) (Dieleman *et al.*, 2016). The most recent National Health Expenditure Data issued by the Centers for Medicare and Medicaid Services, reports prescription drug spending in 2017 to be US\$333.4 billion. Spending

on prescription drugs surpassed all other health expenditures during that year (Centers for Medicare and Medicaid Services, 2018). In 2010, prescription drug costs accounted for 21.4% of all healthcare expenses, with inappropriate medication use accounting for 10% of the total healthcare costs (Farley *et al.*, 2017). Adverse events due to incorrect use of medications result in negative health outcomes, as well as, higher healthcare costs (Ernst & Grizzle, 2001). Considering the growing prevalence of both, acute and chronic diseases, as well as rising healthcare costs, pharmacists play a key role in ensuring positive health and economic outcomes.

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Prescription medicines and pharmaceutical care are key in the managing the health of the population. The role of a pharmacist has traditionally been limited to dispensing these medications rather than providing a comprehensive set of clinical services (Blouin & Adams, 2017). As drug delivery systems become more complex, the services provided by pharmacists have assumed greater importance. Pharmacists, being at the forefront of the healthcare delivery system, are a vital component of team-based care, by ensuring optimal medication use and the resulting positive health and quality of life outcomes in the community, while also limiting the healthcare costs (Center for Health Workforce Studies, 2006; Altilio, 2009; Abrons & Smith, 2011; MacDonnell *et al.*, 2011; Moczygemba *et al.*, 2012; El Hajj *et al.*, 2014). Both hospitals and physicians will employ more pharmacists in the future as their role in clinical care broadens. For example, in ambulatory care settings, pharmacists often offer disease management programmes to patients with chronic conditions in which they provide assessment and monitoring (Alghurair, Simpson & Guirguis, 2012). Considering the vital role pharmacists fulfil, it is imperative for pharmacists to accurately communicate their clinical knowledge to the patients in order to ensure that the patients reap the maximum benefit from their therapy.

A review of existing research also suggests that pharmacists could be a vital component of team-based care, by ensuring optimal medication use and the resulting positive health outcomes in the community (Abrons & Smith, 2011; Altilio, 2009; MacDonnell *et al.*, 2011; Moczygemba *et al.*, 2012; El Hajj *et al.*, 2014). Despite this evidence, patients, policymakers and payers often fail to recognise the value of drug therapy and community pharmacists (Smith *et al.*, 2010). Pharmacists themselves often do not recognise the impact that they have on improving patient care. There appears to be a disconnection between what pharmacists believe to be the duties that are primarily performed by them, and the evidence behind what activities improve patient outcomes (Loewen, Merrett & Lemos, 2010). In a study investigating hospital pharmacists' perceptions of the impacts of their clinical activities, Loewen *et al.* (2010) reported that pharmacists would continue to "spend their time doing activities that they believe to be most impactful" (Loewen *et al.*, 2010: p.89-95). The study hypothesised that "If the pharmacist's perceptions of their impact on the patients could be addressed during their educational curriculum, would this cause them to change how they spend their time?" (Loewen *et al.*, 2010: p.89-95). Similarly, studies conducted in Canada and the United Kingdom found that pharmacists were unclear of the role they had in the overall healthcare of patients, with medication dispensing being the prominent responsibility (Blouin & Adams, 2017; Schindel *et al.*, 2017).

Literature surrounding patient and pharmacy student perceptions of the services provided by pharmacists are lacking. There is a significant difference in the views of the pharmacists and the patients regarding specific aspects of the patient-pharmacist interaction that improve

patient outcomes and satisfaction (Alghurair *et al.*, 2012). While attention is focused on ever-increasing healthcare expenditures and medication therapy management (MTM) services under Medicare Part D, it is also important to assess and shape the perceptions of future pharmacists regarding the clinical, economic and humanistic aspects of care provided by them to the patients (Loewen *et al.*, 2010). Literature suggests that pharmacists favour a greater role in the overall care of their patients with a 2009 survey suggesting that pharmacists are underused, with only as much as 16% of their time being spent on direct patient care activities (Mehta, Shah, & Zlott, 2007; Abrons & Smith, 2011; MacDonnell *et al.*, 2012; Moczygemba *et al.*, 2012). A study conducted by Assa-Eley *et al.* (2005) sought to examine the perceptions of both patients and pharmacists regarding the benefits of pharmaceutical care. They examined what each perceived as 'patient needs' and the resulting services performed by pharmacists. Those patients who had received MTM services were more likely to find these services beneficial. The patients receiving MTM services from the pharmacist also reported that the information regarding the instructions and use of medications were potentially the most beneficial services (Assa-Eley & Kimberlin, 2005).

The objective of the study, therefore, was to evaluate the views of pharmacy students regarding the value they offer through the practice of pharmacy, as well as, understand their opinions regarding the current scope of activities carried out by the pharmacists and their importance to the patients.

The goals of this descriptive study are:

1. To evaluate pharmacy students' attitudes about the value they provide to patients
2. To help pharmacy students develop ways to communicate their value to patients

A workshop was carried out using some common patient/pharmacist encounters that are experienced in the community pharmacy setting. The hypothesis was that following this workshop, student survey responses would reflect better perceptions of their value to the patients and that they would feel more confident to address some of the more frustrating issues that they are faced with while interacting with their patients.

Material and Methods

This was a survey-based descriptive study, which evaluated the attitudes and perspectives of the third year professional pharmacy students (P3) regarding their perceptions of the value they provide to the patients. 'Unlocking the Value: Communicating Value to the Patients We Serve', was an educational workshop developed by the Institute for the Advancement of Community Pharmacy. This workshop was included in the curriculum of PHP 515, a Professional Practice Skills Laboratory at the University of Rhode Island, College of

Pharmacy. Each year this lab is conducted following a standard format. The student sample consisted of P3 students enrolled in the required course. The workshop was conducted in every autumn semester for five consecutive years.

A brief description of the survey contents and goals was given to the students prior to the exercise. Three video vignettes presenting common scenarios where pharmacists can provide education to consumers about the value of pharmacists and drug therapy were viewed and discussed during the workshop. The videos were: 1) Communicating the importance of adherence with a patient who has just received a newer, more expensive pain medication - this video demonstrated a patient who read the side effects and expressed concerns regarding use of the medication; 2) Explaining to a customer why filling a prescription takes time - in this video an annoyed patient was shown asking the pharmacist why filling pills in the bottle was taking time; 3) Discussing the cost of medication and the risks associated with purchasing prescription drugs from other countries - the patient in this video queried the pharmacist regarding ordering medications from Canada as his neighbour saved money by doing so. Each pharmacist/patient encounter video was stopped after the patient completed their questions and concerns. These scenarios were then discussed with the students before continuing the video and showing the students how the pharmacists demonstrated their value and expertise by addressing these key issues that were faced by the patients. These practice-based vignettes were chosen as they are commonly encountered in community pharmacies and hence would provide an audiovisual resource to supplement other standard teaching methods. These video vignettes were provided to the College of Pharmacy at no cost by a pharmaceutical company as part of their outreach efforts.

Additionally, to put the value of the pharmacist in context, the authors also reviewed the literature regarding the current prescription drug spending, out-of-pocket expenditures by patients, and research on consumers' attitudes towards their pharmacist. Students participated individually and there was no requirement of a follow-up assignment. This workshop was conducted by a clinical faculty member with considerable experience in pharmacy settings, as well as teaching.

Prior (pre-workshop baseline survey) to the exercise of viewing the videos and immediately after (post-workshop survey) the exercise, the students were given a voluntary survey to complete (Appendix A). Data was collected by anonymous survey and the researchers were blinded to individual student responses with no student identifiers specified in order to preserve student confidentiality. All the questions in the survey were developed using relevant literature regarding the pertinent issue and inputs from investigators (Chisholm-Burns *et al.*, 2017). Before the workshop each year, the survey was reviewed for conciseness and scope of the items on the survey.

The survey was designed specifically to address the perceptions of the pharmacy students regarding the value

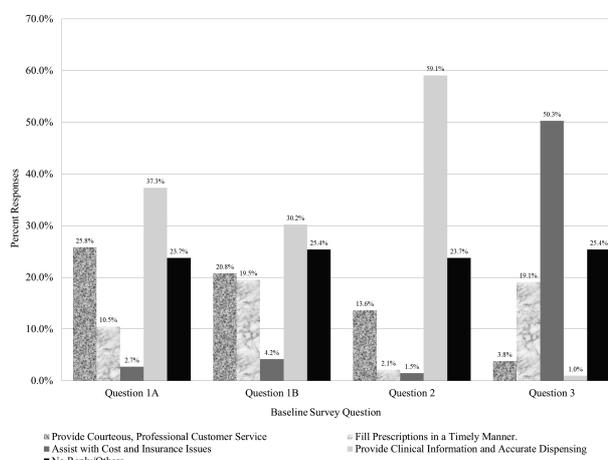
of the services they offer to the patients and the role they play in the delivery of healthcare. The survey questions were intended to highlight the perceived importance of the clinical and non-clinical services to the patients. An attempt to understand if the workshop was beneficial in strengthening the attitudes of students regarding the view they wanted their patients to have was also investigated. Response categories to the pre- and post-survey questions were appropriately developed keeping in mind the goals of the study. How the videos and the presenter were received by the students was evaluated by asking them to review the entire workshop. The responses to this section of the questions were provided by the students using a 5-point whole-number Likert scale; from 1 (strongly agree) up to 5 (strongly disagree). All completed student responses were included in the data. Descriptive analyses were conducted and frequencies were presented in order to evaluate student attitudes before and after the workshop. All statistical analyses were performed using Microsoft Excel (Version 2010, Redmond, WA) and SAS (Version 9.3, SAS Institute, Cary, NC).

The survey had previously undergone review and approval by the University of Rhode Island's Institutional Review Board.

Results

The voluntary survey was completed by 477 of the 491 workshop participants with a 97.1% response rate. The number of students who completed the survey during the study period had increased from 77 in the year 2007 to 113 in the year 2011, which might be as a result of the increased intake in the College of Pharmacy during this time period. The majority of the respondents had prior experience in a community pharmacy setting with a few students reporting having worked in hospital pharmacy.

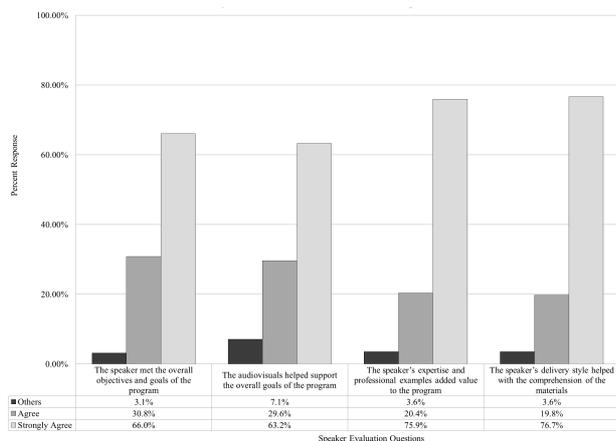
Figure 1: Results of the pre-workshop baseline survey¹



¹Percentage totals may not add to 100% due to rounding

Figure 1 describes the results of the baseline survey given to the students. As shown in Figure 1, the students' baseline survey reflected important differences in the way the students themselves perceived their role as a pharmacist and their opinions regarding the patient's perceptions towards the role of the pharmacist. For example, only 178 students (37.3%) believed that patients considered clinical information and accurate dispensing as the greatest value provided by the pharmacist in healthcare (Question 1A: Appendix A). Notably, 123 students (25.8%) perceived that providing courteous customer service to patients was the primary concern of the patients visiting the pharmacy (Question 1A: Appendix A). The results of the students' perception regarding patients' beliefs of the single most important service provided by them were similar (Question 1B; Appendix A). While 144 students (30.2%) believed the patients found clinical information and accurate dispensing to be the most vital aspect of care provided by the pharmacist, 99 students (20.8%) reckoned that friendly customer service would be considered as the most important duty of the pharmacist by their patients. According to the students themselves, the most important service they provide to the patients was providing accurate clinical information and dispensing, with the majority of the students (59.1%) noting this response (Question 2: Appendix A). Only 65 students (13.6%) viewed customer service as being the most important service they provided to their patients. A large number of students, 240 (50.3%), found cost and insurance-related questions as the most frustrating questions to answer (Question 3: Appendix A), followed by questions regarding time to fill the prescriptions (91, 19.1%), and customer service related questions (18, 3.8%). Not surprisingly, only five students (1%) found questions related to clinical information and accurate dispensing as the most frustrating to respond to.

Figure 2: Students evaluation of the workshop



¹Percentage totals may not add to 100% due to rounding

Figure 2 outlines how the students evaluated the overall workshop. This section of the post-workshop survey reflected that this exercise was well-received by the

students. A greater fraction of the students (66%), strongly agreed that workshop content, delivery and materials met the goals of the programme. Similarly, 301 students (63.2%) strongly agreed that the audiovisual aspects of the workshop ably supported the understanding of the overall objectives of the workshop. A high proportion of students felt that the knowledge and expertise of the presenter added value to the workshop, with 362 students (75.9%) strongly agreeing with this statement. The presenter's delivery style was appreciated by the students with 96.5% stating that it helped with comprehension of the materials used during the workshop.

Table I: Post-survey evaluation of the workshop

| Question ¹ | No Response | Yes | No | Not Applicable | Others |
|--|-------------|-------------|------------|----------------|-----------|
| As a result of today's presentation, have you learned/gained one new way of communicating or demonstrating your value | 13 (2.7%) | 407 (85.3%) | 15 (3.1%) | 31 (6.5%) | 11 (2.3%) |
| As a result of today's presentation, do you feel more confident in addressing the most frustrating questions you get from your patients? | 37 (7.8%) | 407 (85.3%) | 29 (6.1%) | 0 (0.0%) | 4 (0.8%) |
| As a result of today's presentation, do you feel better equipped to communicate the value of medication (when a patient's sole focus is on cost alone)? ² | 18 (3.8%) | 371 (77.7%) | 75 (15.8%) | 0 (0.0%) | 12 (2.5%) |

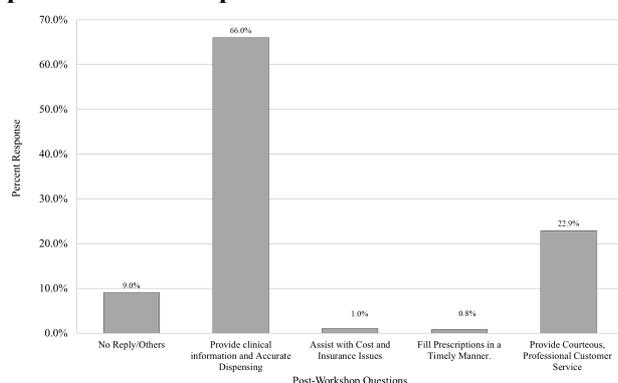
¹ Percentages may not add up to 100% due to rounding

² There was no response from one student and hence total responses are 476

Table I describes the last section of the post-workshop survey, which was aimed at establishing student attitudes towards the value they provide to their patients after the exercise. It demonstrated that 407 student respondents (85.3%) indicated that as a result of the workshop they gained one new way of communicating or demonstrating the value provided by pharmacists. More importantly, they were inclined towards implementing these methods in the future. As a result of the workshop, 407 students (85.3%) indicated they felt more confident in addressing the most frustrating questions received from patients. Furthermore, the majority of students (77.7%) felt better equipped to communicate the value of medication by moving the conversation from other issues to clinical

information and accurate dispensing. Lastly, Figure 2 describes the student perception of the ideal attitudes of patients towards pharmacists and the service they provide. Though the responses were split among the group, it could be seen that a significant proportion of the students (66%) wanted clinical information and accurate dispensing of medications to be of the most value to them, followed by customer service (22.9%). Overall, the post-workshop survey largely reflected that as a result of the workshop, a high proportion of students wanted the patients to view clinical information and accurate dispensing as the most important service they provided, thereby reflecting a general shift in the attitudes of students.

Figure 2: Post-workshop student perceptions of ideal patient attitude of pharmacist's role¹



¹Percentage totals may not add to 100% due to rounding

Discussion

To the authors' knowledge, this is one of the first studies exploring the perceptions of pharmacy students regarding the value of their services. The use of video vignettes in the training of pharmacy students is uncommon. Therefore, this study is novel in utilising video vignettes for educating pharmacy students about the expanded role of the pharmacist. The workshop, which was conducted over a period of five years, was unique in its content and highlighted some of the most important issues that the pharmacist faces in their day to day practice, whilst also providing knowledge about dealing with these issues. An added strength of the study was the high response rate, which could be a result of the mandatory nature of the course, of which this workshop was a part of. The workshop was designed in a unique way to enable the analysis of student perceptions. The authors believe that the findings of this study are generalisable to doctor of pharmacy students with community pharmacy experience.

Prescription drugs, while improving the overall health outcomes of patients, create challenges with respect to various aspects like medication access, patient safety, and cost issues (Morgan & Kennedy, 2010). Traditionally, the

role of the pharmacist in the care of patients has been centred solely on medication dispensing, even though they are professionally trained to address issues of greater importance, including clinical care and patient counselling (Smith *et al.*, 2010; Blouin & Adams, 2017). This was evident in the pre-workshop survey conducted in the study where the authors evaluated the students' attitudes towards the public perception of their role based on the encounters they had in their training. Their opinions reflected that, though the patients generally appreciated the clinical expertise that the pharmacists provide, answering insurance related questions, dispensing medications in a timely manner, and providing courteous customer service were key services that held greater value for them. Moreover, it is important to create awareness among students regarding the expanded and evolving role that pharmacists play in patient care services. With patients increasingly using multiple medications and multiple health-related services from various providers, there are numerous concerns for patient safety and quality of care. For example, polypharmacy increases the risk of adverse events or drug interactions, and such issues could be suitably addressed by a consultation with a pharmacist (Cadogan, Ryan & Hughes, 2016).

The vignettes utilised in this study were geared towards helping students focus on key services, including medication management, patient services, and counselling as well as patient education, that would improve patient care. The use of case videos in medical training has shown effectiveness in a variety of settings by highlighting real-life scenarios and helps students develop effective responses to such interactions in practice. Such objective teaching methodology can enhance the ability of the pharmacy students to communicate with their patients which can thereby improve the eventual patient outcomes (Arif *et al.*, 2017). The videos used in this study demonstrated how effective communication from the pharmacist regarding both clinical and non-clinical aspects of a pharmacist-patient encounter could lead to greater patient satisfaction. Addressing some of the most common scenarios that the pharmacists may encounter in practice was intended to generate ideas among students regarding interactions with different types of patients and meeting their needs by providing relevant information and services (Mesquita *et al.*, 2010). Such tailored exposure to true-to-life situations that the students can readily relate to has been shown to reduce the apprehension of the students in communicating their core value to the patients (Mesquita *et al.*, 2010).

There have been very few studies that have evaluated the perceptions of pharmacists towards their profession. In a study conducted by Al Hamarneh and colleagues in Alberta, Canada, and Northern Ireland, the authors analysed the responses of two hundred community pharmacists through telephonic interviews and categorised them into three categories: patient-centred, product-focused and ambiguous. Word count analysis demonstrated that in Alberta, 29% responses were patient-centred, while 45% and 26% responses were

product-focused and ambiguous, respectively. Similarly, the percentages of the above categories in Northern Ireland were 40%, 39%, and 21% (Al Hamarneh *et al.*, 2012). The results of this study are indicative of a higher proportion of the students prioritising the clinical aspects of patient care, which is broadly aligned with the conclusions of Al Hamarneh *et al.*, (2012). However, in contrast to their study, this sample was comprised exclusively of doctor of pharmacy students. This allowed the authors to gauge the student population's opinions, provide positive examples as well as guidance allowing them to develop informed beliefs. The results of this study are also similar to those of a study conducted by Schindel *et al.*, (2017), where the objective was to understand the perceptions of pharmacy professionals, students, and the public, on the pharmacist's role in Alberta, Canada (Schindel *et al.*, 2017). The study utilised the insights from focus groups as well as interviews and found that according to the respondents, the role of the pharmacists was expanding and becoming more patient-centred. The study also acknowledged that the public perceptions of the role of the pharmacist were influential in defining the role of the pharmacist. Specifically, pharmacy students demonstrated a strong preference for collaborations and inter-professional education. It should be noted that Schindel *et al.*'s study was conducted in Canada, and the general implications may differ due to the differences in pharmacy practice environments prevalent in the US and Canada (Schindel *et al.*, 2017). Rosenthal *et al.* (2011) in a study evaluating 100 community pharmacists' self-perception of their professional role, reported that community pharmacists primarily considered themselves as 'dispensers of medication', and not patient-centred clinical practitioners (Rosenthal *et al.*, 2011). Another study also recognised passive barriers including low self-confidence, aversion to taking risks and waiting for physicians' approval (Rosenthal & Tsuyuki 2010). A 1999 pharmacy cost and productivity study conducted by Arthur Anderson LLP reported that pharmacists spend less than 20% of their time interacting with patients (Arthur Anderson LLP, 1999). This study categorised 89 detailed pharmacy activities, of which pharmacists are involved in approximately 63 activities. The authors estimated that pharmacists need to be involved in at least 12-15 of these activities. Delegating administrative functions to other personnel would free up approximately 60 - 70% of pharmacists' time to perform more value-added activities, such as disease management and other health-related activities. Modifications to workflow may enable pharmacists to interact more with patients and consequently enhance the value provided to patients and customers (Carlisle *et al.*, 2011; Arthur Anderson LLP, 1999).

In this study, it could be seen that non-clinical questions were seen by the student pharmacists as the most frustrating while approximately one-third of the students felt that clinical aspects of the pharmacist encounter were the most important to the patients. Considering the ever-changing healthcare environment, it is vital that future pharmacists understand and communicate their role in the safe and effective use of medications. This exercise

aimed to help students focus on fulfilling the medication needs of their patients. The post-workshop results highlighted that the majority of the students did in fact want their patients to value their clinical expertise above all. Exercises demonstrating the benefits of an expanded pharmacist role and communicating the value of the pharmacists to the patients can help build a strong pharmacist-patient relationship by suitably addressing the patient expectations (Schindel *et al.*, 2017). Studies have shown that positive interaction with a pharmacist increases the use of these services, which might eventually lead to better health outcomes (Patterson *et al.*, 2013). Educating future pharmacists at an early stage through such workshops, and acquainting them with challenges they might face while fulfilling their role aptly, is vital as the scope of their profession widens.

There were several limitations of this study. A noted limitation was the evaluation of student perceptions as opposed to the actual practice indicators. While self-assessment responses might be useful markers, the survey responses might differ from the actual practices. The authors were also not able to study the long-term efficacy of the intervention. The study data were limited to more immediate changes in student attitudes, which could only be broadly generalised. Similarly, though the survey questionnaire was based on validated instruments, adaptations in the nature and framing of the questions that were made for the workshop evaluation may limit the validity of the results. Future studies could be designed to follow the cohort of students who participated in this workshop and track their practice traits after graduation and throughout their professional careers.

Conclusions

There is a great degree of evidence throughout the literature, demonstrating that pharmacists play a vital role in ensuring positive clinical outcomes in patients. (Smith *et al.*, 2010; Blouin & Adams, 2017; Schindel *et al.*, 2017). It is vital to communicate the value of the clinical services provided by the pharmacist, especially as pharmacies are in the unique position of being the final point of contact between the patients and a healthcare expert. The study 'Communicating the Value of the Pharmacists to the Patients We Serve' is one of the first exercises of its kind. The authors believe that this approach can be an effective tool to educate future pharmacists about the issues they might face in ensuring the complete utilisation of their clinical abilities and the means to deal with them. This laboratory exercise clearly demonstrated that there was a positive change in the attitude of the students. They were more comfortable in communicating their value through interactions and discussion with patients that they serve, and the exercise enabled them to learn unique ways of attaining this goal. Today's pharmacy education standards require that our future pharmacists are provided with a variety of educational experiences that foster patient-centred care. It is equally important, however, that student pharmacists be encouraged to recognise the array of services that they

provide to the healthcare arena. Exercises like this would undoubtedly help students in communicating this value to their patients, other healthcare team members and policymakers equally. Providing appropriate training to students about the most valuable services that they provide to the patients during the course of their educational curriculum will enable them to adapt to the growing role pharmacists play in the healthcare environment.

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Appendix A

**Unlocking the Value: Communicating Value to the Patients We Serve
Baseline Survey**

Select the option that best describes your current practice setting.

- Community Hospital Do not currently work Other

Select one response for each question:

| Question | Provide clinical information and accurate dispensing. | Assist with cost and insurance issues. | Fill prescriptions in a timely manner. | Provide courteous, professional service. | Other (briefly describe) |
|---|---|--|--|--|--------------------------|
| 1A. If your customers/patients were asked what value do you provide for them, how would they respond? | | | | | |
| 1B. What one “thing” would your customers/patients say you do that is most important to them? | | | | | |
| 2. In your opinion, what is the most important thing you do for the customers/patients you serve? | | | | | |
| 3. What is the most frustrating type of question you get from your customers/patients? | | | | | |

Presentation Evaluation

Please rate today’s programme. Select one response for each session:

| Question | Strongly Agree | Agree | Satisfactory | Disagree | Strongly Disagree |
|---|----------------|-------|--------------|----------|-------------------|
| 1. The speaker met the overall objectives and goals of the programme | | | | | |
| 2. The audiovisuals helped support the overall goals of the programme | | | | | |
| 3. The speaker’s expertise and professional examples added value to the programme | | | | | |
| 4. The speaker’s delivery style helped with the comprehension of the materials | | | | | |

PLEASE COMPLETE BOTH SIDES

Post-Survey Questions

1. As a result of today’s presentation, have you learned/gained one new way of communicating or demonstrating your value?

- Yes, and I’m willing to begin implementing it over _____ the next 30 days and beyond.
- No
- Not applicable, I am not a practicing pharmacist or technician
- Other: _____

2. As a result of today’s presentation, what would you WANT your customers/patients to say is the MOST IMPORTANT thing you do for them?

- Provide clinical information and accurate dispensing.
- Assist with cost and insurance issues.
- Fill prescriptions in a timely manner.
- Provide courteous, professional service.
- Other: _____

3. As a result of today’s presentation, do you feel more confident in addressing the most frustrating questions you get from your patients?

- Yes
- No
- Other: _____

4. As a result of today’s presentation, do you feel better equipped to communicate the value of medication (when a patient’s sole focus is on cost alone)?

- Yes, I now feel more comfortable in shifting the discussion with my customer from “cost” to “value.”
- Yes, I can understand the customer’s perspective better.
- No, I felt I have always communicated my value and understood the value of medication.
- Other response: _____

5. What did you find to be most beneficial about the *Unlocking the Value* Programme?

We value your feedback – Thank you for your participation!