

Bailey Dow and Taylor Hutchison

Mentor: Janice Frueh

*Title: A Longitudinal Based Advanced Pharmacy Practice Experience with the Interprofessional Student Hotspotting Learning Collaborative*

The Student Hotspotting Program is a unique opportunity for students that will enhance the current school of pharmacy curriculum. The program allows students to participate within a community and develop skills to work in an actual healthcare system with some of the most medically and socially complex patients. Integrating a longitudinal based APPE rotation tract will enable students to fully participate in this program throughout the P4 academic year.

Student hotspotting is a program in which patients are identified as being super utilizers of the emergency department and/or the police station. Patients are matched with a team of nursing, pharmacy, physician assistant, business, social work, and medical students. The students work on this interdisciplinary team to engage with their patient and determine the patient's main goals. Over the next 6 months, the students lead the patient toward their goals and teach them how to navigate the complex healthcare system. This allows students to learn about barriers in the healthcare system and how to help patients achieve goals.

The first objective is to propose an optional APPE learning tract for P4 students to utilize a longitudinal program that is aligned with the Student Hotspotting Learning Collaborative. The student hotspotting program is active from September through March. This encompasses APPE modules 4-7. The modules during this longitudinal block will be located at pre-selected rotation sites. Students will complete the APPE rotation requirements as well as, student hotspotting activities during this block. Preceptors of the rotation sites would observe and grade the students on their completion of the student hotspotting program and the APPE.

The next objective is the selection of the APPE sites in the longitudinal learning tract. Sites will be selected to expose the students to healthcare system fragmentation and hotspotting patients. The longitudinal approach will also have a focus on community health. This therefore includes a community rotation, an ambulatory care rotation, an elective rotation, and the capstone module.

The final objective is that this program will meet or exceed the pharmacy schools current ACPE accreditation standards. The comparison of ACPE standards between traditional APPEs and the longitudinal learning tract with hotspotting is very similar. Students participating in hotspotting will complete the same APPEs as non-participants along with additional learning opportunities.

Student hotspotting is the key that connects students to real-life patients and ingrates interprofessional teamwork. Students will learn valuable information concerning their community, assistance programs, and patients who experience healthcare fragmentation within the traditional healthcare system. This program also offers opportunities to develop student leaders and prepare graduates for residencies and future careers.