

# Use of a Virtual Environment for Medication Therapy Management Skills with English and Non-English Patients

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## BACKGROUND

- ✓ Approximately 20% of the US population does not speak English as their primary language<sup>1</sup>
- ✓ Pharmacists must be comfortable using language translation services to provide optimal care
- ✓ Patient care are evolving with more virtual services, so pharmacists need to adapt

## OBJECTIVE

To create an activity for pharmacy students to practice :

- ✓ MTM Services
- ✓ Working with a translator
- ✓ Providing patient services in a virtual environment

To assess student confidence and comfort providing MTM services while working in a virtual platform with an English speaking patient and a non-English speaking patient.

## METHODS

Students divided into groups for an MTM encounter with two patients in a virtual environment

- ✓ English-speaking patient
- ✓ Non-English-speaking patient

Students completed a pre-lab survey to gather baseline information about their comfort

- ✓ Working with patients who speak a different language
- ✓ Working with patients from a different cultural background
- ✓ Using virtual platforms

After the activities, students completed a post-lab survey that included questions

- ✓ Identical to the pre-lab survey
- ✓ To identify perceived changes in confidence
- ✓ To evaluate student experiences with the activity

Training pharmacy students to be comfortable using translation services in a virtual environment is imperative to their future success

## RESULTS

**Table 1: MTM Survey Data**

Likert Survey Questions	Pre-Survey Median Score (Std Dev)	Post-Survey Median Score (Std Dev)
Use the scale to determine your level of agreement/disagreement with the statement BEFORE the Medication Therapy Management Activities:		
• I am comfortable working with a translator	4 (0.70)	4 (1.14)
• I can provide effective MTM services to a patient who speaks a language different than my own	3 (1.00)	4 (1.10)
• I am comfortable gathering medication information from a patient who speaks a language different than my own with the help of a translator	4 (0.75)	4 (1.14)
• I am comfortable identifying nonverbal cues in patients who speak a language different than my own	4 (0.75)	4 (1.30)
• I am comfortable using a virtual platform	4 (0.95)	4.5 (1.22)
• I am comfortable gathering medication information in a virtual environment	4 (0.81)	4.5 (1.19)
• I am comfortable identifying nonverbal cues in patients using a virtual platform	4 (0.86)	4 (1.14)



## CONCLUSION

Pharmacy students found completing these MTM encounters helped them improve their comfort with navigating the virtual world and working with translators.



## REFERENCES

1. Battaglia JN, Kieser MA, Bruskewitz RH, Pitterle ME, Thorpe JM. An online virtual-patient program to teach pharmacists and pharmacy students how to provide diabetes-specific medication therapy management. *Am J Pharm Educ.* 2012;76(7).

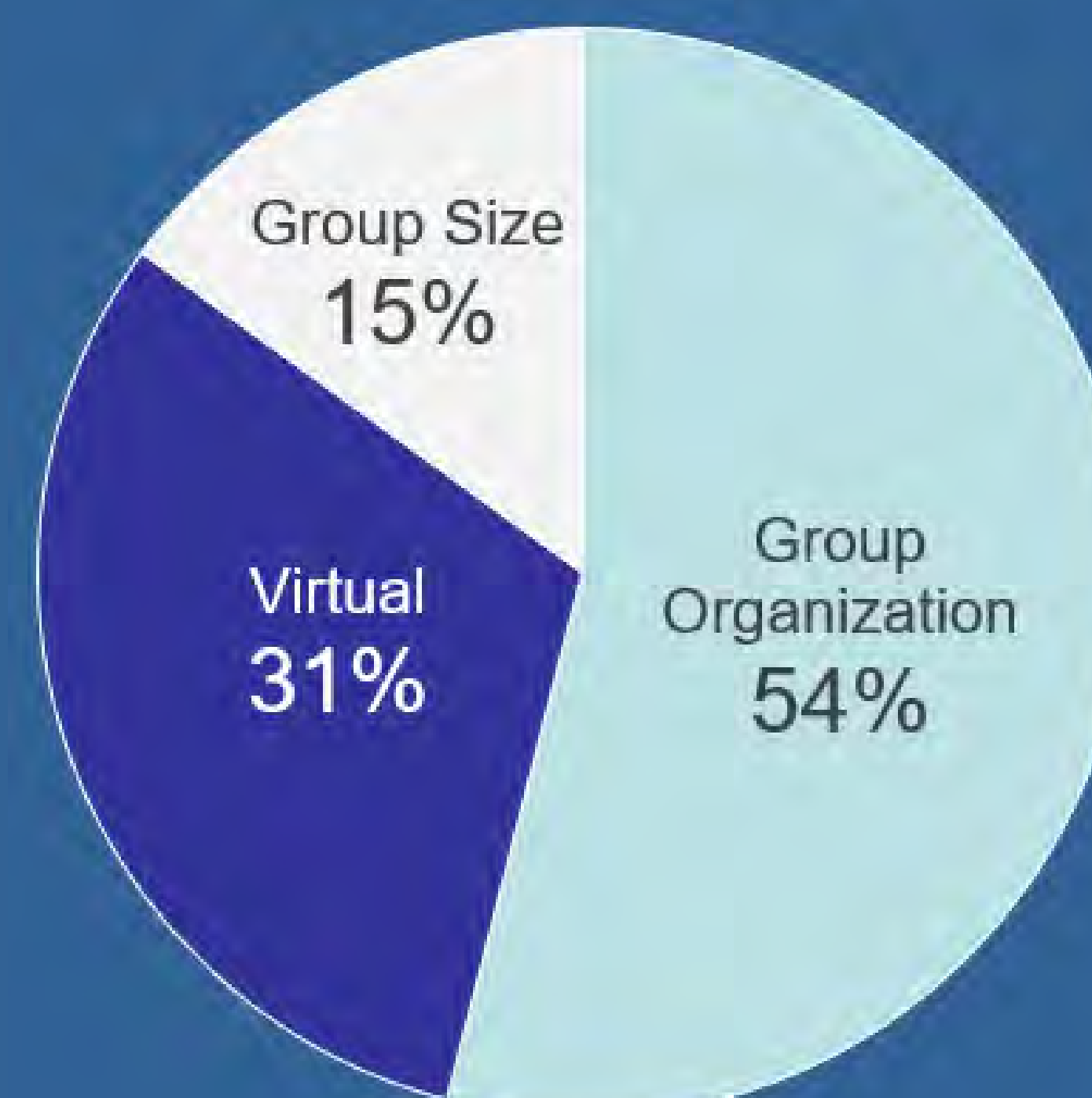
The authors have no financial disclosures or conflicts of interest to report

### Strengths



"Great experience using MTM as I'm sure I will be doing this in my future"

### Challenges



"We'd spend so long talking to the patient that we didn't leave time to go over the plan"

### Plans for Improvement



"I will use shorter sentences and be more concise in my wording."