

OFFICE OF EXPERIENTIAL EDUCATION



Winter 2009

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Drake University CPHS and Des Moines University Collaborate to Save Lives

Carter Birkel, Pharm.D. Candidate, 2010



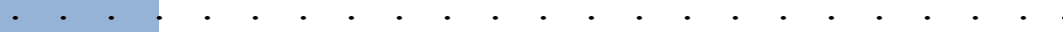
Founded in 1898, Des Moines University is a health sciences university with nine degree programs. It is the second oldest osteopathic school in the country and the 15th largest program in the nation. Perhaps one of the university's greatest advancements in patient care is the addition of the Iowa Simulation Center for Patient Safety and Clinical Skills, or the DMU Sim Lab.

The DMU Sim Lab is a state of the art simulated hospital environment that allows nursing, medical and pharmacy students to work on robotic patients in real life situations. The simulation lab consists of mechanical patients with real time vitals and response mechanisms that react to every procedure, medication and outside stimulus, just like a real patient. DMU invited Drake University to utilize this important resource as part of the curriculum for third year pharmacy students to enhance the educational experience for students from all disciplines. The DMU Sim Lab “demonstrates real-life scenarios that show how pharmacists would

clinically interact with doctors and nurses. It also allows students to learn more about different disease states while also using our medication knowledge to insure the patient is receiving the proper care,” stated Kelly Ackerman, Drake University P3 pharmacy student. The instructor and simulation technician view the procedure from an observation room.



After the procedure, students are debriefed by the professor as they watch film of previous events. Simulated patients can record not just which procedures implemented, but if they were done so correctly. The simulation patients print out post-op information so the drug dose, CPR compressions and blood loss are all recorded, observed and discussed. We often learn best from our mistakes and the DMU Sim Lab allows students to practice with confidence while transforming potentially life altering mistakes into beneficial learning opportunities.



Simulation patients can give birth up to 12 times a day, have multiple heart attacks and suffer from three different arrhythmias and still be ready to educate the next group of students. The ability of the patients to suffer from multiple conditions in a day allows for all third year (P3) Drake pharmacy students to take part in a wide array of procedures in as little as a semester.

The DMU Sim Lab is currently part of the Drake’s Doctor of Pharmacy third year curriculum but may be utilized by pharmacy students earlier in the program in the future. Pharmacy students are not just watching the procedures. They are in the procedure room making recommendations. “The pharmacist role that I played allowed me to be very involved in the drug selection process as well as in the education of the other students regarding drug classes and potential

therapy options,” said Rachel Althoff (P3) after her experience.

The collaboration between Drake University CPHS and DMU sets the tone for future collaboration between pharmacists and physicians graduating from each program. This multi-disciplinary approach to teaching can only serve to foster collaborative relationships, resulting in improved patient care. So what are students saying about their experience? “I had an awesome time and I would love to go back again,” said Rachel Althoff. “I think students understand what a unique and valuable experience this is.”

Check out the video

For a short Video on the simulation lab, [click here](#). (Adobe Flash Player is required.)

New IPE Requirements Result in Creative Experiences for P2 Students

Students impact patient safety through anticoagulation monitoring

Ellen Stolz, Pharm.D. Candidate, 2011

Background

As part of the core curriculum, introductory and advanced pharmacy practice experience guidelines are set for all schools of pharmacy by the Accreditation Council for Pharmacy Education (ACPE). ACPE is the accrediting body for colleges and schools of pharmacy and has made recent changes to the standards for accreditation, including an increase in the number of required introductory experience hours to 300. As a result, many schools, including Drake, have revised and expanded their curriculum to meet the new requirements. This newly identified need has also resulted in some creative collaboration between Drake University CPHS faculty and area health care providers. Dr. Lori Schirmer, an Assitant Professor of Pharmacy Practice at Drake, maintains a practice site at Iowa Methodist Medical Center in Des Moines where she precepts P4 students in a surgery rotation. She saw an opportunity for Drake students to contribute to the expansion of the facility’s anticoagulation monitoring program. As a result, P2 students have a new and unique opportunity to develop their skills and apply knowledge in a challenging environment.

Because anticoagulation therapy has the potential for many adverse drug events,

Dr. Nora Stelter Joins Drake University

Carter Birkel, Pharm. D. Candidate, 2010



Drake University College of Pharmacy and Health Sciences welcomes new Assistant Professor of Pharmacy Practice, Nora Stelter, Pharm.D. Dr. Stelter joins Drake University from her previous position as Director of Education and Training for the National Association of Chain Drug Stores (NACDS) in Washington D.C. Dr. Stelter graduated from the University of Iowa with a Doctor of Pharmacy and

completed an Executive Residency at NACDS. While with NACDS, she developed pharmacy education and training programs for chain pharmacy executives and community pharmacists. She also managed all student programs, including scholarship programs, internships, rotations and the Executive Residency.

Stelter will bring a wide array of experiences and learning opportunities to the Drake curriculum. Dr. Stelter hosts Drake students at her IPE site, Polk County Senior Services. Polk County Senior Services offers second year pharmacy students the opportunity to provide health screenings (such as blood pressure, bone density) as well as health and wellness education to the seniors that visit the 17 senior centers in the Polk County (Des Moines, IA) area.

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patient safety goals are designed to try and reduce those events. Pharmacy students have the introductory knowledge and skills to identify potential adverse drug events and apply drug therapy monitoring. To reduce adverse drug events, students at the sites monitor individual patients, provide education and training and track performance measures. Some of the skills and knowledge required include the following: a basic understanding of how anticoagulants work and the possible adverse effects, utilization of electronic and paper medical charts, the search for relevant information on the patient such as lab values, the calculation and interpretation of the clinical significance of lab values, expression of good communication skills with other students, health care professionals, patients and caregivers, and patient interview skills to assess compliance or confirm home medication use.

Why P2 Students?

The P2 students were selected for this elective patient care experience because they have completed or have begun working on many of the skills that are necessary to complete the tasks for anticoagulation monitoring. After the P1 year, students have learned basic pharmacology of anticoagulation, practiced interviewing elderly patients, practiced writing the S and O components of a SOAP note and reviewed the organization of medical records and chart reviews. Therefore, the skills acquired in the P1 year provide a foundation for students to begin applying knowledge to clinical situations. The students in their second professional year work on product and service management skills with experiences in sterile product preparation and dispensing. They have also acquired some drug knowledge and can apply it by monitoring drug therapy.

Students Build Skill While Supporting Service Expansion

Throughout the anticoagulation experience, students will identify current patients from Pyxis reports, fill out initial history information, complete monitoring forms, and communicate abnormal lab values. Lab values such as INR, Hemoglobin, serum creatinine, and platelet counts will be measured regularly for patients receiving anticoagulation. Initially, the program began gradually by only monitoring patients on warfarin. Now, the program is expanding to include patient education. In addition to the monitoring and tracking of anticoagulation therapy, the P2s will be paired with a P4 student and a patient education pharmacist on an advanced practice rotation. The P4 will serve as a mentor, answering questions where appropriate and modeling professional behavior. The P2 will collect subjective and objective information to enter an abbreviated SOAP note into PEMS, our assessment and portfolio management system. The P2 will observe the preceptor and P4 student request drug therapy changes when needed and will document their interventions using forms provided. Student identified interventions include drug interaction monitoring and dosage adjustments for CrCl, which are calculated by the P2s.

In addition to other therapies dosed and monitored by pharmacists, anticoagulation monitoring constitutes a considerable volume of work and length of time for pharmacists in their daily workflow. It is the complex dosing, frequent follow-ups and inconsistent patient adherence that challenge the anticoagulant therapy. Pharmacy students can use this experience to gain insight and exposure to anticoagulation therapy in the clinical setting and apply the knowledge and skills acquired from coursework.

Preceptor Development Available Through CEI

Take advantage of these opportunities to polish your skills as a preceptor and practitioner. Call our office for more information on how you can access these valuable programs at no cost while earning CEI!

Preceptor Development – Core Programs for Drake Preceptors

Topics covered include Providing Constructive Feedback, The Role of the Preceptor, Developing Your Experience and PEMS Tutorial.

Developing and Implementing an Introductory Pharmacy Practice Experience

Understand the important role introductory experiences play in the pharmacy curriculum and learn how you can develop a quality experience at your site.

Mentoring: Helping Students Create a Career in Pharmacy

Gain insight into the areas in which students are seeking input – career planning, work/life balance, financial planning.

When You See it in the News: How to Scientifically Interpret Published Studies

Polish your skills in interpreting primary literature to better address patient questions regarding their medications and help students learn in the process.

For these and other valuable preceptor programs, visit the CEI website at

www.theCEIInstitute.org/Preceptor.aspx

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In addition to her site responsibilities, Dr. Stelter is assisting with the Experiential Education curriculum. She will be working to identify experiential learning opportunities for P3 students during the 2009-2010 academic year as part of the third phase of the new experiential curriculum implementation.

With the aging baby boomer population, increased use of medication and more patients eligible for Medicare Part D, Nora and her students meet many needs unique to this patient population. The students at Dr. Stelter’s site also focus on patient care and answer questions so patients can get the most from their medications and stay safe and healthy.

Polk County Senior Services also helps seniors find affordable health options and provide informational services so patients can find a means to pay for their medical care.

These hands-on learning opportunities are just a few aspects that set this experience apart. Dr. Stelter is with her students 100% of the time when they are at her site which allows for continuous feedback, often pushing students just beyond their comfort zone. Her prior work experience has allowed her the opportunity to serve as both preceptor and mentor. While at NACDS, she was responsible for mentoring all residents, rotation students and summer interns from pharmacy schools nationwide.

Aside from teaching, Dr. Stelter also holds a strong interest in preceptor development. While at NACDS, she worked with the American Pharmacists Association to create the widely distributed “Community Pharmacist Preceptor Education Program.” Since coming to Drake, Dr. Stelter has already contributed significantly to the Collaborative Education Institute (CEI), an organization developed by Drake University College of Pharmacy and Health Sciences, the University of Iowa College of Pharmacy and the Iowa Pharmacy Association to develop a strong preceptor development curriculum along with many other quality professional development programs.

A Little Dose of Drake

Here’s a quick picture of some of the latest happenings in the Experiential Education Office

Accreditation Site Visit Draws Near

A number of local preceptors will be involved in on and off campus interviews with the site team assigned to Drake CPHS accreditation site visit March 30 - April 1. We are grateful for their willing participation in this important event and look forward to receiving a clean bill of health from the site visit team!

Students Now Required to Have a Health Physical Prior to APE Rotations

Beginning with the 2009-2010 rotation year, all students will seek a complete health examination from their physician. Enough sites are now requiring this as part of their standard affiliation agreements, so Drake will make it a mandatory step for students.

APE Rotation Schedule

We are in the final stages of scheduling 2009-2010 rotations with the preliminary schedule soon released to students. Preceptors should anticipate receipt of a final printed schedule by mid-April.

Update Your Site Info and Personal Bio, Contact Info

Now is a great time to visit PEMS and update your site information. As students are made aware of their rotation schedules, they will be visiting the site listing to find pertinent information or special requirements related to your practice site. Help them be as prepared as possible by insuring the information there is current. We appreciate your help!

Diabetes Update 2009

We are on track to deliver the [2009 Diabetes Update](#) in conjunction with the Drake Relays 100th Anniversary weekend.

This year’s Diabetes Update will be held on campus and will address many current issues in diabetes therapy today. Register Online at: www.TheCEInstitute.org or call 515-270-0713.

Faculty Searches Underway

Drake CPHS is in the process of filling the following positions:

Instructor / Assistant / Associate Professor of Pharmacy Practice, Experiential Education

Assistant / Associate Professor of Social & Administrative Pharmacy

Assistant / Associate Professor of Pharmacy Practice

The position of *Assistant / Associate Professor of Physiology / Anatomy* has recently been filled. Watch for details on new faculty members at Drake!

Diversity Service Learning Opportunities Change Student Perspectives

And Reap Benefits for Patients As Well

Ellen Stolz, Pharm. D. Candidate, 2010

As part of the P2 experiential curriculum, students must dedicate 40-42 hours to a site that serves a diverse population. These sites, several of which are free clinics, provide health related services to the under-served community in the Des Moines area. Through these experiences students have the opportunity to build skills in drug therapy problem-solving, communications, product and service management and exemplify professionalism. One student this year had a particularly measurable impact on his patient by utilizing his communication and problem-solving skills. Jedidiah Bartlett, a P2 student at Drake completed his diversity experience at Bethel Mission. Bethel Mission is part of Hope Ministries, a local organization that provides food and medical care for all, and



provides living accommodations for men. The shelter also provides services such as job placement to help clients work toward self sufficiency.

Interview Process – A Change from the Typical Classroom

Although Jedidiah was only at Bethel Mission for two days, it was enough to create a life-altering experience. At Bethel Mission, Jedidiah was assigned to assist patients in filling out their health history forms. Noticing a particular patient was having difficulty filling out the form. Jedidiah decided to help by asking additional open-ended questions to clarify answers. He began the interview by asking the patient, “What is the purpose of your visit today?” To Jedidiah’s surprise the patient replied, “It hurts to pee.” Jedidiah was surprised at the man’s frankness and quickly realized that this patient interaction was to be different than any he experienced in the classroom. As they progressed through the form, the patient had stated that he had a family history of high blood pressure. The patient confessed that he was always too afraid to get his blood pressure checked, concerned that poor results might indicate heart disease. The patient went further to describe some surprising and alarming symptoms and signs of angina including numbness in his left arm that followed up to his neck, chest pain and fatigue after exertion, and episodes of headaches and blurred vision. Jedidiah notified the nurse practitioner and technician of the presented symptoms and measured the patient’s blood pressure at 150/100 mmHg.

Medical Care Sought

The Bethel Mission staff took immediate action by taking the

patient to the hospital. “He was very upset that he would not be able to start his new job due to the possibility of surgery, let alone admit to himself that he now had a heart problem,” Jedidiah said. “I truly felt for his situation.” The patient ended up having surgery that included the placement of three stents in his heart. Upon returning to Bethel Mission for a follow-up, the patient showed great appreciation for the Bethel Mission staff and Jedidiah for identifying his illness. The patient also proudly announced that he felt “better than he had in a long time.” They measured his blood pressure at 122/84 mmHg which was a significant improvement. Looking back on the situation Jedidiah stated, “I really feel like I caught something that could have seriously put this man’s life in jeopardy and this is a refreshing reminder of why I am pursuing pharmacy as my career.”

Making a Difference

By applying the skills of patient assessment and health history interviews, Drake pharmacy students are making a difference in the Des Moines area. Pharmacists and pharmacy students have the medical knowledge to catch drug interactions and identify risk factors for disease and therefore should apply these skills to real life situations. When asked about what he learned from this experience, Jedidiah responded by saying, “I learned that when questions are asked with more depth, it could potentially save time, money, and improve the health of patients and I hope to apply these skills that I learned at Drake University in my profession.”



Greene County Medical Center Offers Quality Education

In a Rural Hospital Environment

Greene County Medical Center (GCMC) is a 25-bed critical access hospital located in Jefferson, Iowa. Jefferson is 60 miles Northwest of Des Moines or 45 miles west of Ames, Iowa. The hospital serves the town of Jefferson, a small community of about 4,500 as well as residents of Greene County and beyond. The climate is a team environment with opportunities to interface with the other hospital departments. Expect diverse activities dictated by patient census and interdisciplinary requests.

This acute care rotation offers excellent first exposure to the Pharm.D. candidate with limited Acute Care experience. A typical day for a pharmacy student might include attending an interdisciplinary care plan conference serving as the pharmacy liaison, counseling patients, and checking technician fills of our Automated Medication Dispensing units. Students field questions from the acute care nurses regarding medication use and potential adverse reactions. Student projects arise in response to process improvement and are often immediately incorporated into the general workflow. In this way, students leave a lasting contribution. They are directly involved in obtaining medication histories from patients and in medication reconciliation, the flow of medications across the various interfaces of care. Students maintain

a caseload of the active in-patients reviewing drug therapy, calculating renal function and following labs on a daily basis. They are urged to be active contributors within the healthcare team.

Bonnie Orris is the Pharmacy Director and serves as the primary preceptor for the students at the site. A pharmacist for thirty years, she had nearly twenty years of experience in Community Pharmacy before transitioning to this small hospital site. “I like the small hospital setting. I can identify processes that could be better and then work to do just that,” says Orris. “I feel empowered to make a difference in the lives of our patients and because I can follow the patients from admission through discharge, I have a good sense of outcomes. It’s rewarding.” Tod Meseck, PharmD is also a site preceptor. Tod directs the aseptic certification portion of the rotation. GCMC is in its second year of working with Drake students, and already it has become a popular one. “Bonnie works hard to be a great mentor and was accessible at all times. I instantly felt like one of the team,” says Seema Soni, current P4 student, of the experience.

Orris and her staff ensure that students have additional opportunities outside the pharmacy. Greene County has a small OB department with a growing service. There are occasional Hispanic patients that could offer the intern a chance to counsel in Spanish. Students have exposure opportunities in the Surgery Department. The anesthesia providers offer real time teaching about the various anesthesia and reversal agents. Other departments such as Diabetes Education, Cardiopulmonary and Emergency welcome student shadowing in their areas. GCMC has

a long-term care facility and the pharmacy director oversees monthly chart reviews of the residents applying the Beers Criteria and other therapy guidelines. Students perform chart reviews and initiate written or verbal interventions under direct supervision of the pharmacist. In addition, students are exposed to various aspects of personnel management and duties of the pharmacist in charge. “Bonnie was anxious to tailor the experience to the interests and needs of the individual student,” Seema adds.

“I learned so much from this rotation,” reports Seema. “Bonnie and her staff are wonderful professionals and are committed to helping young students grow into confident, competent professionals themselves.”

Questions, Comments, or Need More Information? Contact Us!

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