

**Drug Therapy Problem Solving
Introductory Practice Experience
Summer 2009**

Drake University College of Pharmacy and Health Sciences
Experience Hours Vary

This introductory practice experience is part of the hours that will be counted for the Advanced Pharmacy Skills and Applications course.

Office of Experiential Education

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**Dr. Stelter is the main contact for the Continuity of Care Experience*

The student's Confidentiality Statement, Iowa Intern License, current immunization record, HIPAA completion and Schedule V (Pseudoephedrine) Training are on file in the Office of Experiential Education.

Objectives Applicable to Drug Therapy Problem Solving Introductory Practice Experience

1. Demonstrate skills based on related competencies in Drug Therapy Problem Solving, Communication, and Professionalism.
2. Shadow a pharmacist, P4 rotation student, or health care professional as they work with patients, review patient specific information, and provide patient education.
3. Work with patients, when possible, to interview the patient and provide information.
4. Collect subjective information, and utilize charts and/or electronic records to collect objective information, and document a patient assessment and plan for a SOAP note.
5. Identify drug therapy problems and document recommendations using the Interventions form on the PEMS system.
6. Describe the process used by the pharmacist/health care professional to document interventions and the method used to request changes in drug therapy.

Experiential Module:

This Drug Therapy Problem Solving IPE includes a minimum of 40 hours of practical experience in a pharmacy practice environment. Third year student pharmacists (P3 students) have been assigned to a site with consideration given to current schedule, past work history, site availability and student site preference.

Pharmacists are experts in Drug Therapy Problem Solving and help to ensure patients' medications are the most appropriate, most effective, the safest possible, and are used correctly. Pharmacists help to identify, resolve, and prevent medication-related problems that may interfere with goals of therapy.

This IPE is designed to have students gain experience in the drug therapy problem identification and resolution process in active pharmacy practice settings including long-term care, community,

ambulatory, hospital, and others. Course goals include demonstration of skills in competency categories of drug therapy problem-solving, communication, and professionalism in order to provide quality patient care.

Competencies

The following competencies apply to the Drug Therapy Problem Solving IPE. P3 Students will build competency in these areas during this experience achieving a minimum score of 3.

1.0 Drug Therapy Problem-Solving	
	1.1-1 assists physicians, other prescribers, and/or patients to establish therapeutic objectives and obtain appropriate health services
	1.1-2 compiles and evaluates patient-specific information, including drug history, laboratory and medical information
	1.1-3 recommends appropriate drug entities for specific patients with specific diseases
	1.1-4 recommends appropriate dosage forms, formulations, and routes of administration of specific drug entities for specific patients
	1.1-5 recommends appropriate doses and dosing schedules of new and old drugs for patients, applying the principles of pharmacokinetics when necessary
	1.1-10 documents drug therapy interventions including a plan for follow-up using a method that could be submitted for reimbursement
	1.2-1 analyzes medication orders/prescriptions for patient issues, e.g. allergies, interactions, adverse effects, dose/schedules and dosage forms, daily activity logs
	1.2-2 establishes with prescribers and/or patients the therapeutic endpoints of drug therapy, and monitors for progress toward those endpoints
	1.2-3 monitors the extent to which patients comply with their therapeutic plans, and implements methods to assist patients to improve compliance
	1.2-4 monitors patient through the course of their drug therapy for adverse drug reaction, and assists prescribers in revising drug therapy as needed
	1.2-5 monitors patient's drug therapy for drug-drug, drug-disease, and drug-food interaction, and assists prescribers in revising drug therapy as needed
2.0 Communication	
	2.2-1 responds to drug information requests in a timely manner
	2.2-2 asks pertinent and relevant questions for obtaining unknown information from colleagues, health professionals, and patients
	2.2-3 uses appropriate formal writing techniques when preparing reports or documents
	2.2-4 demonstrates appropriate professional communication when interacting with patients, pharmacists, staff, and other health professionals
	2.3-1 uses appropriate literature to acquire new knowledge
	2.3-2 organizes material and is understood by target audience
4.0 Professionalism	
	4.1-1 comprehends and uses appropriate methods for discovering new knowledge
	4.1-2 uses initiative in achieving learning goals as identified in the rotation experience
	4.2-1 incorporates a holistic view of the patient care
	4.2-2 accepts personal responsibility for patient care
	4.2-3 makes decisions consistent with current ethical and legal standards of the profession
	4.2-4 work habits demonstrate punctuality, the ability to prioritize work and manage

Professionalism

Students represent the Drake College of Pharmacy and Health Sciences in this experience. Business casual dress is appropriate including a white coat and nametag. Socks and shoes are required at all times.

Grading Information

The work completed during this learning experience will constitute a portion of the student's APSA course grade. Failure to complete any portion of this experience will result in failure of this introductory practice experience. Students must pass their introductory practice experiences to pass the APSA course. All assignments must be completed by August 21, 2009. 20% will be deducted for each day an assignment is late.

The College of Pharmacy will assign credit for the course. Credit will be assigned upon the successful completion of the following:

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|------------------------------------|--------------------|
| 1. Daily Activity Logs | 30% of total grade |
| 2. Completion of 2 Interventions | 25% of total grade |
| 3. Hour Documentation in PEMS | 5% of total grade |
| 4. Self Evaluation | 5% of total grade |
| 5. Student Assessment of Site | 5% of total grade |
| 6. Student Assessment of Preceptor | 5% of total grade |
| 7. Preceptor Evaluation of Student | 25% of total grade |

Daily Activity Logs

During the 40 hours of this introductory practice experience, students will keep a daily log of activities that address their proficiency in completing the competencies required for course completion. The Daily Activity Log must be completed within one day (24 hours) following each visit to the site. **Preceptors are asked to score activity logs on a weekly basis.** Entries need to be complete enough that a preceptor could evaluate an activity even if they were not present. Students should NOT use any patient protected health information (name, initials, medical record numbers, birthdate, etc.) in Daily Activity Logs.

Daily Activity Logs must include the following:

- 1) A description of the student's activities that day and how those activities applied to achieving the competencies for this Drug Therapy Problem Solving IPE;
- 2) A personal reflection of the student's experience that day at the site, which may include how a particular patient interaction impacted the student, how the student helped a patient, or general observations at the site and how it may contribute to the student's future pharmacy practice;
- 3) Each log entry requires that a student:
 - a. enter the date
 - b. choose from a pull down menu an activity category (choose this carefully as it ties to the competencies)
 - c. indicate the percent of time spent on the activity
 - d. self assess their proficiency by choosing a score

Interventions (including SOAP Notes)

Students should identify two drug therapy problems and document the recommended patient interventions using the Interventions form in PEMS. Each Intervention must include a SOAP note relevant only to the Intervention/drug therapy problem identified.

The Interventions must be submitted in PEMS by **the last day of the experience or August 21st, whichever comes first.** The Interventions (including SOAP notes) will be graded by College of Pharmacy faculty or a teaching assistant. Do NOT use any patient protected health information (name, initials, medical record numbers, birth date, etc.) in Interventions. Refer to patient using a numerical designation (patient 001).

Students should complete all areas of the Intervention form by checking the appropriate box. Students should complete a focused SOAP note related to each Intervention. The SOAP note should comply with the following:

Subjective: information should include information gathered from the patient or family member and relevant to the drug therapy problem (patient history).

Objective: information should include information from your direct observation of the patient (general survey), vital signs, physical examination results, medication history from MAR or patient profile, laboratory or diagnostic tests relevant to the drug therapy problem.

Assessment: should include the statement of the drug therapy problem (e.g. wrong drug) and your rationale for your assessment based on the subjective and objective information.

Plan: should include recommendations for correction of the drug therapy problem, specific monitoring parameters for both efficacy and side effects and specific recommendation for follow up.

Hour Documentation in PEMS

Students must complete the documentation of the 40 hours required of this introductory practice experience in the Hour Documentation section of the PEMS system. The student must record how many hours they attended the site each scheduled day at the site within 24 hours of each site visit. A detailed description of activity is not needed in the Hour Documentation.

Self Evaluation, Student Assessment of Site, Student Assessment of Preceptor

Students must also complete a self evaluation, assessment of the site, and an assessment of the preceptor at the site. Students should only evaluate those pharmacist preceptors they directly work with. Keep in mind that the main Drake contact at the site listed in PEMS may not be your primary preceptor, and if this is the case, you would not evaluate this pharmacist. Please be as descriptive as possible for all evaluations.

Preceptor Evaluation of Student

At the end of the experience, **preceptors** will complete an evaluation based on the student's level of proficiency on each competency. Students should attain at minimum a score of 3 on each competency in their final evaluation. Not Applicable (NA) can be given if an activity is not routinely a part of the practice site.

DEADLINES:	
Daily Activity Logs	Due within one day (24 hours) following each visit to the site
2 Interventions (including SOAP Notes)	Due the last day of the experience or August 21 st , whichever comes first
Hour Documentation in PEMS	Due within one day (24 hours) following each visit to the site
Self Evaluation	Due the last day of the experience or August 21 st , whichever comes first
Student Assessment of Site	Due the last day of the experience or August 21 st , whichever comes first
Student Assessment of Preceptor	Due the last day of the experience or August 21 st , whichever comes first
Preceptor Assessment of Student	Due the last day of the experience

Attendance

Students are required to adhere to the schedule established by the site and must spend a total of 40 or more hours at their site during the course of the semester. If for any reason a student cannot attend, the preceptor must be contacted in advance. In the event that the preceptor cannot be reached directly, it is important to leave a message on the preceptor's voice mail and contact the Experiential Education Office at Drake. If a student fails to contact the site, the absence is unexcused. Excused absences include sanctioned College events, legitimate illness or family emergencies, and professional meetings. Written documentation may be requested for illness and family emergencies.

In the event of inclement weather conditions, the student should contact their preceptor to determine the need for reporting to the site. All other reasons for not reporting to the rotation site as scheduled will be considered an unexcused absence unless prior approval is obtained and arrangements made with the rotation preceptor. Leaving the rotation site early without preceptor permission is also considered an unexcused absence. To fulfill curricular requirements, students must make-up all absences, excused or unexcused. More than one unexcused absence in a single rotation will result in immediate removal from the rotation site and a failing grade for that rotation. A failing grade in a rotation will mean a failing grade for APSA.

Electronic Communication Requirement

Keeping informed of college and program information is a shared responsibility between the college and the student. The college will communicate additional information throughout the year using available technology. It is a requirement of the experiential education program that all students have a Drake e-mail account and Internet access. Students will be expected to access information electronically by e-mail and to utilize PEMS, our experiential website pems.drake.edu. Preceptors can utilize PEMS to email student. If you click the E icon next to the students name and email will open with the students email address displayed.

Confidentiality

Students will have access to personal information about patients, staff and business operations of the rotation site. This information must remain at the site and be held in strictest confidence. Confidential information, including clinical matters, should not be communicated to other students, patients, laypersons, or other health professionals in public areas or outside the site. Students are expected to follow the policies regarding confidentiality for each rotation site. Prior

to beginning early experiences, students are required to sign a Statement of Confidentiality. Violation of the confidentiality policy may result in a loss of credit or a failing grade in the course. In addition, preceptors are to maintain student confidentiality. Information pertaining to the student's progress is to only be shared with the college faculty as outlined in the assessment process. Legal ramifications are an ever-present possibility for breached confidentiality. Violation of the confidentiality policy may result in a failing grade in the course and will be considered an Honor Code violation.

Academic Honesty

All University and College policies regarding student and teacher conduct and academic integrity apply to this experience.

Special Accommodations

Reasonable accommodations will be provided for students with documented physical or learning disabilities. Make your needs known within the first week of class, or within one week of diagnosis. Accommodations are coordinated through Student Disability Services. Please contact Michelle Laughlin, Coordinator of Student Disability Services at 271-1835 or michelle.laughlin@drake.edu.