

**Patient Care Service Elective
Introductory Practice Experience
Summer 2009**

Drake University College of Pharmacy and Health Sciences
Experience Hours Vary

This elective introductory practice experience (IPE) is part of the hours that will be counted for the Advanced Pharmacy Skills and Applications (APSA) course as part of the patient care electives.

Office of Experiential Education

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**Dr. Stelter is the main contact for the Patient Care Service Introductory Practice Experience*

Objectives Applicable to Patient Care Service 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.

Confidentiality Statement, Iowa Intern License, Immunization record (must be current), HIPAA completion and Schedule V (Pseudoephedrine) Training are on file in the Experiential Education Office.

Experiential Module:

This IPE includes 40-42 hours of practical experience at a Patient Care Site. 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. Some students will work with a number of sites and preceptor to get to the total of 40-42 hours.

Students will spend time working at the site in order to work on competencies relating to the particular patient care experience. Appropriate activities could be obtaining a patient history, accurately taking vitals such as blood pressure, pulse, respiration and temperature, performing health screenings, counseling patients under the supervision of the preceptor, and researching information pertinent to the elective experience. The pharmacist or P4 student pharmacist should show the student the process they use to work up a patient in order to identify drug therapy problems and make recommendations for

change when appropriate to the site and preceptor.

Preceptor Grading Requirements

Preceptors are asked to complete the following assessments in the Pharmacy Education Management System (PEMS).

1. **Final evaluation.** After logging into PEMS, choose “Evaluations” in the left hand navigation bar. Select the student name to complete their evaluation. Click “Submit” at the bottom of the page when complete.

2. **Daily Activity Logs.** Preceptors are asked to review student logs on a weekly basis and score them using the same 1-5 Lickert scale. Click on “Activity Logs” in the left hand navigation and the select the student name to review and score logs.

Any other grading requirements associated with this course will be completed by a Drake faculty member.

Professionalism

Students represent the Drake Pharmacy Program in this experience. Business casual dress is appropriate including your white coat and nametag. Socks and shoes are required at all times.

Attendance

Students are required to adhere to the schedule established by the diversity site and must spend a total of 40-42 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 or contact the Director of Experiential Education. 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.

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 experience to pass the APSA course. All assignments must be completed by the last day of the experience or August 21, 2009, whichever comes first. 10% will be deducted for each day an assignment is late.

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| 1. Daily Activity Logs | 30% of total grade |
| 2. Medication Recommendation Paper | 15% of total grade |

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| 3. Completion of 2 Interventions (including SOAPs) | 15% of total grade |
| 4. Self Evaluation | 5% of total grade |
| 5. Site Assessment | 5% of total grade |
| 6. Student Assessment of Preceptor | 5% of total grade |
| 7. Preceptor Evaluation of Student | 25% of total grade |
| 8. Hour Documentation in PEMS | must be recorded |

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

The Medication Recommendation Paper

The Medication Recommendation paper should be completed and uploaded to the student's portfolio. This paper should be at least two paragraphs in length and document how pharmacist, students, or other health care professionals at the site go about making recommendations for drug therapy or patient care. What is the process? Ex: Fax, phone, SOAP note? Give an example of a recommendation that you occurred while you were at the site.

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 a specific recommendation for follow up.

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.

Hour Documentation

Students must complete the documentation of the 40 or more 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.

DEADLINES:	
Daily Activity Logs	Due within one day (24 hours) following each visit to the site
Medication Recommendation Paper	Due within one week from the last day of the experience or August 21 st , whichever comes first
2 Interventions (including SOAP Notes)	Due the last day of the experience or August 21 st , whichever comes first
Hour Documentation	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 Evaluation of Student	Due the last day of the experience

Competencies

The following competencies are utilized throughout the experiential program. P3 Students will build competency in these areas during this experience achieving a minimum score of 3.

- 1.0 Drug Therapy Problem-Solving
 - 1.1-2 compiles patient-specific information, including drug history, laboratory and medical information
 - 1.2-3 monitors patient compliance
- 2.0 Communication
 - 2.1-2 ensures that patients agree to participate in the implementation of the plans (transtheoretical change model intro)
 - 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
 - 2.3-2 organizes material and is understood by target audience
- 3.0 Product and Service Management
 - 3.1-1 understands and evaluates management systems to ensure that adequate supplies of drug products are available to meet patient care needs
 - 3.1-3 ensures that drug products are stored under appropriate conditions
 - 3.1-4 ensures that drug products are delivered in a timely, safe, and efficient manner
 - 3.1-5 ensures the security of drug inventory
 - 3.2-2 transcribes a medication order from a physician or via telephone or in person
 - 3.2-3 confirms prescriptions received by fax, nurse transcription or standing order sheets
 - 3.2-4 fills the medication order/prescription from stock, including bulk containers, unit dose, etc, using appropriate packaging methods
 - 3.2-8 files medication orders/prescriptions in a systematic, legal method
 - 3.2-7 labels the medication in a complete and legal manner
 - 3.3-1 retrieve patient information from the computer system to appropriately interpret and analyze medication orders/prescriptions
 - 3.3-2 uses inventory tracking and ordering data to assess drug availability
 - 3.3-3 accesses product information to assure consistent preparation and dispensing method
 - 3.3-4 obtains prescriber information as required
 - 3.4-1 assists in planning, implementation or evaluation of pharmacy services and programs
- 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 responsibility for patient care
- 4.2-4 work habits demonstrate punctuality, the ability to prioritize work and manage time efficiently

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

<http://www.drake.edu/cphs/experiential/>

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

College of Pharmacy Honor Code regarding student and teacher conduct and academic integrity apply to this experience. Failure to comply with the honor code could result in failure of the 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.