



**P3 Drug Therapy Problem Solving  
Introductory Practice Experience  
Spring 2012**

Drake University College of Pharmacy and Health Sciences  
40 Hours Experience - Assigned Days and Times Vary

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

**Office of Experiential Education**

***Primary Contact for this IPE:***

Nora Stelter, Pharm.D., Coordinator, Introductory Practice Experiences

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Phone: (515) 271-2751

Office: Olin 422

Office Hours: By Appointment

***Additional Contacts:***

Trudi Holst, Academic Support Specialist

E-mail: [exp.pharmacy@drake.edu](mailto:exp.pharmacy@drake.edu)

Phone: (515) 271-3191

Office: Olin 452

Office Hours: 8-4:30

**Requirements Prior to IPE Attendance**

Health insurance statement, confidentiality statement, Iowa Pharmacy Intern license, current immunization record, HIPAA training completion, and Schedule V pseudoephedrine training record must be on file in the Experiential Education Office.

**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.
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 Description:**

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 work 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.

Appropriate student activities may include participating in the medication therapy management process, reviewing patients' medication charts or history to identify potential drug therapy problems, researching and providing potential solutions to identified drug therapy problems, counseling patients on medications under the guidance of the preceptor, or researching information pertinent to the experience. The preceptor 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.

### **Competencies**

The following competencies apply to the Drug Therapy Problem Solving IPE. P3 Students will build competency in these areas during this experience.

<b>1.0 Drug Therapy Problem-Solving</b>
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
<b>2.0 Communication</b>
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 uses appropriate communication strategies along with cultural sensitivity when counseling patients whose culture and/or language is different than the student
2.3-1 uses appropriate literature to acquire new knowledge
2.3-2 organizes material and is understood by target audience
<b>4.0 Professionalism</b>
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 time efficiently

### **Preceptor Grading Requirements**

Preceptors should complete student evaluations in the E\*Value experiential education documentation system. As the end of the experience approaches, the E\*Value system will send the preceptor an email with a direct link to the assigned student evaluation. Preceptors may click on this link to complete the evaluation. If a preceptor receives an email with an evaluation request for a student who should be evaluated by a different preceptor, please notify the Experiential Education office. Student evaluations may also be accessed by logging into the E\*Value system and clicking on Pending Evaluations. All other grading requirements associated with this IPE will be completed by a Drake faculty member.

### **Professionalism**

Students must act in a professional manner as they are representing Drake University and the College of Pharmacy and Health Sciences during this experience. Dress code must be followed unless given site-specific instructions. Business casual dress is appropriate including white coat and name tag. Socks and shoes are required at all times. Adherence to assigned schedule is required. Unless otherwise directed, students should contact preceptors at least two weeks prior to beginning the IPE to obtain any preparatory instructions.

### **Attendance**

Students are required to report to the IPE site on time and adhere to the schedule established by the IPE site. The student must spend the required number of hours at their site during the course of the semester. If for any reason a student cannot attend their scheduled session, the preceptor MUST be contacted in ADVANCE of the missed day. 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 Nora Stelter,

IPE Coordinator at 271-2751 or nora.stelter@drake.edu. If a student fails to contact the site, the absence is unexcused.

Students who are employed will need to work with their employers to accommodate the student's IPE schedule. Missing IPE due to employment will be considered an unexcused absence. Excused absences include sanctioned College events, legitimate illness or family emergencies. 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 IPE site as scheduled will be considered an unexcused absence unless prior approval is obtained and arrangements made with the preceptor. Leaving the IPE site early without permission is also considered an unexcused absence. More than one unexcused absence in a single IPE will result in immediate removal from the site and a failing grade for that IPE, which will also mean a failing grade for APSA.

To fulfill curricular requirements, students must make-up all absences, excused or unexcused. Students should work with the preceptor to schedule a make-up time. Students must inform Nora Stelter, IPE Coordinator, if the scheduled make-up time occurs after the scheduled end date of the IPE. Absence forms are required to be filled out for all IPE absences including a plan for making up the time, signed by the preceptor and turned in to the Experiential Education Office.

### **Grading Information**

This IPE constitutes a portion of the student's APSA course grade. Students enrolled in the APSA course will complete three IPEs: Patient Care Elective IPE, Continuity of Care IPE, and Drug Therapy Problem Solving IPE. The IPE component of the APSA I grade will consist of the student's grade from the first IPE they have completed. The remaining two IPEs will provide the IPE grade component of the APSA 2 grade, even if these IPEs were completed prior to spring semester. Required evaluations are generated by the E\*Value system and should be completed within 72 hours of receipt or the last day of the experience, whichever is later.

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. Activity Logs   | 30% of total grade |
| 2. Completion of 2 Interventions (SOAP notes)                | 30% of total grade |
| 3. Hour Documentation including:                             | 25% of total grade |
| a. Preceptor evaluation of student with scores of 3 or above |                    |
| b. Assigned number of hours completed                        |                    |
| 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  |

Failure to complete any portion of this experience will result in failure of this IPE. A grade of 70% or better is required to pass this IPE. Students must pass their IPE to pass the APSA course.

## **Assignment Deadlines**

Activity logs and hour documentation must be completed within one day (24 hours) following each visit to the site. Interventions (SOAP notes) must be completed by the last day of the experience. Required evaluations are generated by the E\*Value system and should be completed by the last day of the experience or within 72 hours of receipt, whichever comes later.

Ten percent (10%) of an assignment's points will be deducted for late assignments. After one reminder for late assignments, no points will be given, but completion will be required to receive an IPE grade.

## **Activity Logs**

During the experience, students will keep a log of activities that address their proficiency in completing the competencies required for course completion. The activity log must be completed within one day (24 hours) following each visit to the site. Entries need to be detailed 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 activity logs.

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 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, general observations at the site, and/or how the day's activities may contribute to the student's future pharmacy practice.
- 3) Each day at a site is likely to result in multiple log entries. For each log entry, the student should enter an on-the-fly evaluation for an activity log by entering the following:
  - Date
  - Applicable activity category (choose this carefully as it ties to the competencies)
  - Percent of time spent on the activity
  - Self-assessment of your proficiency by selecting a score
  - Daily log

## **Interventions (including SOAP Notes)**

Students should identify two drug therapy problems and document the recommended patient interventions in the E\*Value system by submitting them in BOTH the Px Dx functionality AND the Coursework functionality by the last day of the experience. Each Intervention must include a SOAP note relevant only to the Intervention/drug therapy problem identified.

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 or patient 002).

Interventions (including SOAP notes) will be graded as follows:

- Note is complete with title, date, time, name, contact information.

- Note is free from grammatical and spelling errors. Appropriate medical terminology is used. No unapproved abbreviations or patient identifiable information are used. Note is succinct.
- Documentation is clear and all sections of the DTP and Intervention Tracking form in PxDx are complete.
- Subjective Information: Proper documentation. Information is subjective with no objective information. Information is stated by patient and not measurable. Examples include: Family hx, social hx, chief complaint, hobbies.
- Objective Information: Proper documentation. Information is objective only. If included, med list is complete. Labs or vitals are listed appropriately with correct units and date measured. If no info is available it is listed as “No objective info available at this time.”
- Assessment information: Proper documentation. A clear statement of the drug therapy problem(s) and their status is listed. Goals for safety and efficacy are listed specifically with correct units as appropriate.
- Plan information: Proper documentation. A listing of planned steps/recommendations to achieve the drug therapy goals that were established in the assessment section is present. Specific monitoring parameters are listed with correct units as appropriate. A clear plan for follow-up is included.

### ***Hour Documentation***

Students must complete the documentation of the 40 hours required of this introductory practice experience in the E\*Value 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.

### ***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. Not Applicable (NA) can be given if an activity is not routinely a part of the practice site. Students should attain at minimum a score of 3 on each competency in their final evaluation. Reductions in grading may be taken if a student receives competency scores less than 3.

### ***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. If the preceptor evaluation in E\*Value does not match the preceptor you are working with at the site, contact the Experiential Education Office. Please be as descriptive as possible for all evaluations. Required evaluations are generated by the E\*Value system and should be completed by the last day of the experience or within 72 hours of receipt, whichever comes later. Students are encouraged to complete mid-point evaluations for experiences of over 30 hours. Students may use the on-the-fly evaluations to access mid-point evaluations.

### ***Multiple Sites***

If multiple sites are utilized to complete the experience, an activity log, hours documentation, site assessment, student assessment of preceptor, and self evaluation must be completed for each site. A preceptor from each site must submit a preceptor evaluation of competencies. Regardless of the number of sites, two Interventions (including SOAP notes) are required for the 40 hours of IPE, with the student determining which site(s) to utilize for these assignments. Students must notify Dr. Stelter by email regarding the sites for which they have completed these intervention(s).

### **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 the E\*Value experiential education documentation system and the experiential website at [www.drake.edu/cphs/experiential](http://www.drake.edu/cphs/experiential).

### **Confidentiality**

Students will have access to personal information about patients, staff and business operations of the IPE 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 IPE site. Prior to beginning IPE, 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](mailto:michelle.laughlin@drake.edu).