

Rotation Name: Drug Information Practice Part I

Rotation Preceptors: Christina Beckwith, PharmD, Megan Dryer, PharmD, Erin Fox, PharmD, FASHP, Elyse MacDonald, PharmD, BCPS, Kristy Jefferies, PharmD, Dave Peterson, PharmD, and Michelle Wheeler, PharmD.

Site Description:

The Drug Information Service (DIS) at University of Utah Hospitals and Clinics.

Rotation Description: The resident responds to drug information requests, identifies opportunities for improvement in the organization's medication use process, prepares a drug monograph for a P&T Committee, writes a 1- page New Drug brief, and participates in and leads journal club, and presents a didactic lecture at the College of Pharmacy. During this rotation, the resident builds on their orientation and learns to staff the call center independently. The resident also participates in the training of students and PGY1 residents on rotation. The resident will develop skills in researching drug information questions and expertise in developing sophisticated search strategies. The resident will develop their communication and literature evaluation skills.

Readings and Preparatory Work:

Be familiar with the Drug Information Resource Center - <https://pulse.utah.edu/site/dirc>

Be familiar with contents on the DI Team page –

<https://pulse.utah.edu/qandas/Lists/QuestionsAnswers/DispForm.aspx?ID=1541>

Typical Daily/Weekly/Monthly Activities:

The typical schedule is Monday through Friday from 8:00 am to 5:00 pm; however the resident should be flexible if early or late meetings occur.

Monday morning staff meeting (8:30 am)

DI Rounds 1:30 pm Tuesdays

Attend P&T Committee summary meeting (3rd Wednesday of the month, 1:15 – 2pm)

Attend P&T subcommittee meetings as required by preceptor

Project / Presentation Description:

Instructions for projects including templates and checklists are available on the DI Team page

- Monograph for a P&T committee (UUHC or contract)
- New Drug Brief
- Journal club presentation
- Participate or lead orientation activities for trainees beginning rotation
- Write a newsletter (typically the annual influenza newsletter)
- Update a policy or guideline for the P&T committee
- Write a prior authorization document (as needed)

Evaluation:

The resident will attend Monday planning meetings as well as meet with the preceptor multiple times each week.

Midpoint evaluation. The resident and preceptor will complete a custom midpoint evaluation together evaluating progress in completing goals, interpersonal communication, project and time management, and ability to work independently. Resident strengths and opportunities for development will be discussed. The resident should prepare by providing a current project list to the preceptor.

Summative evaluation. The resident should complete the self-evaluation, preceptor evaluation, and learning experience evaluation in ResiTrak prior to the last day of rotation. The preceptor and resident will meet together to review the evaluations. Residents and Preceptors must use the template for evaluations when completing ResiTrak.

Goals and Objectives and Rotation Activities

Goals and Objectives	Rotation Activity (not inclusive)	Teaching Methods
<i>Goal R1.1: Provide effective education and training on medication-use or drug therapy topics to health care professionals and health care professionals in training.</i>		
OBJ R1.1.1 (Application) Use effective educational techniques in the design of all educational activities.	Review orientation training material for students and residents on rotation. Suggest updates or improvements	<ul style="list-style-type: none"> • Coaching • Facilitation
OBJ R1.1.2 (Synthesis) Design an assessment strategy that appropriately measures the specified objectives for education or training and fits the learning situation.	Review the assessment strategy for students and discuss with current preceptor. Provide feedback to a primary preceptor of a student based on activities observed in the call center.	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Coaching • Facilitation
OBJ R1.1.3 (Application) Use skill in the four preceptor roles employed in practice-based teaching (direct instruction, modeling, coaching, and facilitation).	Review the 4 preceptor roles. Use the 4 different strategies while in the call center with a trainee.	<ul style="list-style-type: none"> • Coaching • Facilitation
OBJ R1.1.4 (Application) Use advanced public speaking skills to communicate effectively in large and small group situations.	Present a lecture or workshop for the College of Pharmacy. Topic and timing TBD with preceptor.	<ul style="list-style-type: none"> • Coaching • Facilitation
OBJ R1.1.5 (Synthesis) Exercise skill in leading a small group discussion that focuses on the evaluation of a piece of biomedical literature.	Lead journal club and actively participate in journal club presentations of trainees on rotation.	<ul style="list-style-type: none"> • Coaching • Facilitation
<i>Goal R1.2 Employ advanced literature analysis skills to analyze and effectively communicate evidence-based information.</i>		
OBJ R1.2.1 (Synthesis) Create an efficient and effective advanced search strategy to obtain information.	<p>The resident spends 8 to 20 hours per week in the call center responding to requests and learning to independently staff the call center. When responding to drug information requests it is essential to:</p> <ol style="list-style-type: none"> 1. Obtain an accurate and appropriate history 2. Determine the “real” question 3. Formulate a search strategy 4. Document research activities 5. Identify potential controversy in sources 6. Evaluate study design and validity of primary literature (if necessary for the question) 7. Formulate a response 8. Deliver and assess the response 9. 	<p>Customized based on resident's baseline drug information skills.</p> <ul style="list-style-type: none"> • Direct Instruction • Modeling • Coaching • Facilitation
OBJ R1.2.2 (Analysis) Accurately identify the study design employed for a piece of biomedical literature		
OBJ R1.2.3 (Evaluation) Determine if the study's design and methodology are appropriate to accomplish the objectives of a piece of biomedical literature.		
OBJ R1.2.4 (Evaluation) Accurately interpret statistical information presented in a piece of biomedical literature.		
OBJ R1.2.5 (Analysis) Identify potential sources of bias in a piece of biomedical literature.		
OBJ R1.2.6 (Evaluation) Determine the internal and external validity of a piece of biomedical literature.		
OBJ R1.2.7 (Evaluation) Determine if		

a study's results have applicability for hypothesizing future research or for directing patient care decisions.	<p>The resident also uses templates and checklists to write a monograph for a P&T committee requiring:</p> <ol style="list-style-type: none"> 1. A comprehensive literature search 2. Review of current treatment guidelines 3. Review of package insert information, AMCP dossier, FDA statistical review 4. Review of primary literature 5. Formulating a strategy regarding which studies to include or exclude 6. Summarize the literature clearly without passive voice. 	
OBJ R1.2.8 (Evaluation) When presented with conflicting biomedical literature, determine the validity and applicability for a specific information need.		
OBJ R1.2.9 (Evaluation) When presented with limited evidence-based biomedical literature, synthesize a reasonable response for the specific information need.		
OBJ R1.2.10 (Evaluation) Appraise information provided by a pharmaceutical manufacturer.		
OBJ R1.2.11 (Synthesis) Prepare an expert response to a complex information need.		
Goal R1.5 Create pertinent, evidence-based medication information for health care professionals.		
OBJ R1.5.1 (Synthesis) Write evidence-based medication information for health care professionals using appropriate grammar, punctuation, and style.	The resident will follow all checklists and templates using the AMA style manual as a guide.	<ul style="list-style-type: none"> • Modeling • Coaching • Facilitation
OBJ R1.5.2 (Evaluation) Edit medication information prepared by others.	<p>The resident will participate in the peer editing sessions of trainees. The resident will also edit and provide feedback to trainees and staff when editing Medication Safety Alerts.</p>	<ul style="list-style-type: none"> • Modeling • Coaching • Facilitation
OBJ R1.5.3 (Synthesis) Provide constructive feedback to authors of materials one has edited.		
OBJ R1.5.4 (Analysis) Determine the appropriate venue for distribution of a specific piece of evidence-based medication information.	The resident and preceptor will review potential posting and distribution methods for newsletters, safety alerts, and other information.	<ul style="list-style-type: none"> • Modeling • Coaching • Facilitation
Goal R2.2 Identify opportunities for improvement in the organization's medication-use policies or processes.		
OBJ R2.2.1 (Comprehension) Compare and contrast the feasibility and effectiveness of the range of methods that can be used by the drug information specialist to identify opportunities for improvement in a medication-use policy or process.	<p>The resident will have ample opportunity in the call center to provide suggestions for improvement in the medication use process. The resident should be able to list other methods for identifying these opportunities.</p> <p>The resident will also understand how a drug is added or removed from formulary and understand the process required to facilitate a policy or guideline update.</p>	<ul style="list-style-type: none"> • Coaching

OBJ R2.2.2 (Evaluation) Identify opportunities for improvement in a medication-use policy or process based on the analysis of adverse drug events (ADEs).	The resident will orient to the ADE review process and may participate actively in reviews. The resident will also attend a quarterly meeting of the ADR subcommittee	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Coaching •
OBJ R2.2.3 (Evaluation) Identify opportunities for improvement in a medication-use policy or process based on the conduct of a medication-use project or a comparison with benchmarking data.	The resident will identify at least 1 to 2 projects to work on longitudinally throughout the year with approval from the RPD. These tasks are in addition to the residency project.	<ul style="list-style-type: none"> • Coaching • Facilitation
OBJ R2.2.4 (Analysis) Identify emerging trends and issues in medication use external to an organization.	The resident will review the multiple methods of monitoring FDA data and review the variety of newsletters and summary reviews available.	<ul style="list-style-type: none"> • Direct Instruction • Coaching
OBJ R2.2.5 (Analysis) If applicable, identify emerging trends and issues in medication use within one's organization.	The resident will attend the medication safety committee meeting and discuss ongoing trends and potential methods for improvement.	<ul style="list-style-type: none"> • Coaching
Goal R3.2 Exercise superior communications skills.		
OBJ R3.2.1 (Application) Use effective negotiation skills to resolve conflicts.	The resident must effectively negotiate deadlines both in the call center and with their preceptor to ensure timely delivery of contracted or promised materials.	<ul style="list-style-type: none"> • Coaching
OBJ R3.2.2 (Characterization) Demonstrate a commitment to advocacy for optimal care of patients through the assertive and persuasive presentation of patient care issues to members of the organizational leadership, health care team, the patient, and/or the patient's caregivers.	<p>The resident will present a suggestion and plan for improvement during at least one department or organizational meeting.</p> <p>All responses to drug information requests must be made with the optimal care of patients as a priority.</p>	<ul style="list-style-type: none"> • Modeling • Coaching • Facilitation
OBJ R3.2.3 (Application) Use group participation skills when leading, facilitating, or working as a member of an interdisciplinary committee or informal work group.	The resident will lead journal club and have the opportunity to provide orientation activities to trainees on rotation.	<ul style="list-style-type: none"> • Modeling • Coaching
OBJ R3.2.4 (Synthesis) Develop strategies for dealing with challenging communications situations.	The resident and preceptor will review any challenging situations. The resident may also participate in the communication role play activity.	<ul style="list-style-type: none"> • Modeling • Coaching

<p>OBJ R3.2.5 (Analysis) Determine the appropriate type of communication, and the medium and organization for it, using an understanding of the target audience, the characteristics of the information to be communicated, effectiveness, efficiency, customary practice and the recipient's preferences.</p>	<p>The resident will have ample opportunities responding to drug information requests in the call center.</p>	<ul style="list-style-type: none"> • Modeling • Coaching
<p>OBJ R3.2.6 (Application) Use listening skills effectively in performing job functions.</p>	<p>All activities apply</p>	<ul style="list-style-type: none"> • Modeling • Coaching
<p><i>Goal R5.2: Understand organizational decision-making for contracting for pharmaceuticals.</i></p>		
<p>OBJ R5.2.1 (Comprehension) Explain the organization's process for negotiating contracts for pharmaceuticals.</p>	<p>The resident will attend medical service representative meetings and discuss the method for contracting and procurement.</p>	<ul style="list-style-type: none"> • Direct Instruction • Modeling