

Rotation Name: Drug Information Practice Part II

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: During this rotation, the resident builds on their experience teaching trainees during Drug Information Practice I and serves as the primary preceptor for a student on rotation. The resident provides mentoring in the call center, and edits the student's monograph for a P&T committee. The resident will gain teaching, project management, and editing skills, while participating in the active training program of an individual student. Additionally, the resident will have the opportunity to work on a prior authorization, assist with setting up a class review, or other contract work. The resident will also review ADR reports. The preceptor of this rotation serves as a back up for the resident, offering guidance on precepting, while allowing the resident to develop their personal precepting style and techniques.

Readings and Preparatory Work:

- Be familiar with contents on the DI Team page – <https://pulse.utah.edu/qandas/Lists/QuestionsAnswers/DispForm.aspx?ID=1541>
- Shadow at least one Drug Information Specialist during key steps of student precepting such as orientation, topic discussions, and evaluations.
- Review the online Drug Information Clerkship Manual
- Review ASHP guidelines for ADR monitoring http://www.ashp.org/s_ashp/docs/files/MedMis_Gdl_ADR.pdf

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:

Design and provide a rotation experience for a student including:

- Create a calendar and assign tasks
- Provide orientation activities
- Provide feedback, including midpoint and final evaluations, and final grade
- Mentor the student in the call center

Other projects may include

- Monograph or class review set up for a P&T committee (UUHC or contract)
- Prior authorization document (as needed)

Evaluation:

The resident will attend Monday planning meetings and 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.	Design a rotation experience for a student on rotation.	<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.	<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 orientation activities and topic discussions for students on rotation.	<ul style="list-style-type: none"> • Coaching • Facilitation

Goal R1.2 Employ advanced literature analysis skills to analyze and effectively communicate evidence-based information.		
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 mentoring a student in the call center. The resident will ensure the student can:</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 <p>The resident also ensures the student 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. 	<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.		
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.	The resident is responsible for editing and providing feedback to the student.	<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 will review with the student potential posting and distribution methods for newsletters, safety alerts, and other information.	<ul style="list-style-type: none"> • Modeling • Coaching • Facilitation
Goal R2.4: Develop strategies for improving an organization's adverse drug event (ADE) monitoring and reporting program.		
OBJ R2.4.1 (Synthesis) Formulate strategies for improvement of the organization's ADE monitoring and reporting program.	The resident will have the opportunity to review ADR reports and discuss potential improvements with the co-secretaries of the ADR committee.	<ul style="list-style-type: none"> • Coaching
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
Goal R3.2 Exercise superior communications skills.		
OBJ R3.2.1 (Application) Use effective negotiation skills to resolve conflicts.	The resident must use effective negotiation skills in working with the student to ensure an optimum training experience.	<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.	All responses to drug information requests must be made with the optimal care of patients as a priority. The resident will ensure the student follows these guidelines.	<ul style="list-style-type: none"> • Modeling • Coaching • Facilitation

<p>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.</p>	<p>The resident will coach a student in presenting journal club and provide feedback.</p>	<ul style="list-style-type: none"> • Modeling • Coaching
<p>OBJ R3.2.4 (Synthesis) Develop strategies for dealing with challenging communications situations.</p>	<p>The resident and preceptor will review any challenging situations.</p>	<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. The resident will provide coaching for the student.</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