

UNIVERSITY OF ILLINOIS CHICAGO



Using Technology in Skills-Based Pharmacy Training

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COLLEGE OF PHARMACY

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Presenter Introduction

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- Director, Introductory Pharmacy Practice Experiences
- Director, UIC PGY1 Community Residency Program
- Clinical Assistant Professor
- Clinical Pharmacist

Tara P. Driscoll, PharmD, BCPS, BCACP



- Director, Introductory Pharmacy Practice Experiences
- Clinical Assistant Professor
- Clinical Pharmacist





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Objectives

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Outline the sequence of skills-based courses at UIC

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Discuss MyDispense and EHRGo programs used in skills labs at UIC

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Summarize the methods that virtual simulation programs are integrated into skills labs

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Skills Based Courses in UIC PharmD Curriculum

Course	Student Year in Curriculum	Skills Covered
PHAR 411: Introduction to Pharmacy Practice	1 st Year	<ul style="list-style-type: none"> • Dispensing and counseling (community focus) • Drug administration • Drug related problems • Final proficiency evaluation: Drug related problem and demonstration of drug administration and counseling
PHAR 412: Introductory Pharmacy Practice Experience (IPPE) – Community	1 st or 2 nd Year	<ul style="list-style-type: none"> • Patient care skills (community focus) • Prescription verification • Final proficiency evaluation: Dispensing and counseling



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Skills Based Courses in UIC PharmD Curriculum

Course	Student Year in Curriculum	Skills Covered
PHAR 413: Introductory Pharmacy Practice Experience (IPPE) – Hospital	1 st or 2 nd Year	<ul style="list-style-type: none"> • Medication order verification and filling (hospital focus) • Final proficiency evaluation: Medication Administration Record (MAR)
PHAR 414: Introductory Pharmacy Practice Experience (IPPE) – Introduction to Patient Care	2 nd Year	<ul style="list-style-type: none"> • Patient interviews • Case presentations • Final proficiency evaluation: Patient interview and SOAP note
PHAR 515 & 516: Patient Care: Institutional/Hospital & Patient Care: Ambulatory Care/Community	3 rd Year	<ul style="list-style-type: none"> • Final proficiency evaluation: Patient interview and SOAP note



SOAP note = Subjective, Objective, Assessment, and Plan Note



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MyDispense



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What is MyDispense?

- Web-based
- Virtual pharmacy
- Prescription medication dispensing
- OTC product selection
- Prescription validation



<https://info.mydispense.monash.edu/support/user-guide/>

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Why Utilize MyDispense?

- Provides a safe dispensing environment
- Allows students to participate in the full dispensing experience
- Uses a dispensing system that is simple but has many features of modern dispensing programs
- Students are able to receive feedback after each exercise
- Can be accessed anywhere and requires no equipment



<https://info.mydispense.monash.edu/>

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MyDispense Integration in the Classroom

- PHAR 411**
 - Dispensing exercises
 - Live counseling
 - Final proficiency evaluation
- PHAR 412**
 - Prescription validation exercises



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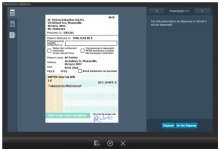
MyDispense Demonstration



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Other MyDispense Features

- OTC exercises
- Prescription validation
- "Scenarios"



<https://info.mydispense-mc.uic.edu/support/faq/#/faq/>

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EHR Go



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What is EHR Go?

- Web-based
- Simulated Electronic Health Record (EHR)
- Medication order review, verification, and dispensing
- Interdisciplinary Note Review

The screenshot shows a simulated EHR interface. At the top, it says 'Hello Tara, 12/1/21 Exam Session currently in progress. Enter Session'. Below that, patient information is displayed: 'Pediatric Care/Emergency General Hospital', 'DOB: 01/19/1985 - 16 y 4 M', 'MVA-1883372', and 'Admit Date: 11/03/2021 17:48'. A search bar contains 'Only 1 Hospital in the place 11/03/21...'. The main content area is titled 'Overview' and contains two tables. The first table is 'PATIENT INFORMATION' with columns: NAME, CONTACT INFORMATION, INTERNET LANGUAGE, and INTERNET RACE/ETHNICITY. The second table is 'MEDICATIONS' with columns: DATE, LOCATION, PROVIDER, STATUS, and DESCRIPTION. The 'PHARMACY CHICAGO - ROCKFORD' logo is in the bottom left corner.

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Why Utilize EHR Go?

- Helps develop skills imperative to the pharmacist's role
- Simulate interprofessional team practice
- Gives students realistic hands-on experience using EHRs

The screenshot shows a simulated EHR interface. At the top, it says 'Hello Tara, 12/1/21 Exam Session currently in progress. Enter Session'. Below that, patient information is displayed: 'Pediatric Care/Emergency General Hospital', 'DOB: 01/19/1985 - 16 y 4 M', 'MVA-1883372', and 'Admit Date: 11/03/2021 17:48'. A search bar contains 'Only 1 Hospital in the place 11/03/21...'. The main content area is titled 'Overview' and contains two tables. The first table is 'PATIENT INFORMATION' with columns: NAME, CONTACT INFORMATION, INTERNET LANGUAGE, and INTERNET RACE/ETHNICITY. The second table is 'MEDICATIONS' with columns: DATE, LOCATION, PROVIDER, STATUS, and DESCRIPTION. The 'PHARMACY CHICAGO - ROCKFORD' logo is in the bottom left corner.

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EHR Go Integration in the Classroom

PHAR 413 – Simulations

- Non-IV medication order processing
- IV medication order processing
- Complex IV medication order processing – Oncology
- Medication administration record (MAR)
- Hospital medication history interview and SOAP note
- Transitions of Care



PHAR 414, 515, & 516

- Patient case analysis and SOAP notes

The screenshot shows a simulated EHR interface. At the top, it says 'Hello Tara, 12/1/21 Exam Session currently in progress. Enter Session'. Below that, patient information is displayed: 'Pediatric Care/Emergency General Hospital', 'DOB: 01/19/1985 - 16 y 4 M', 'MVA-1883372', and 'Admit Date: 11/03/2021 17:48'. A search bar contains 'Only 1 Hospital in the place 11/03/21...'. The main content area is titled 'Overview' and contains two tables. The first table is 'PATIENT INFORMATION' with columns: NAME, CONTACT INFORMATION, INTERNET LANGUAGE, and INTERNET RACE/ETHNICITY. The second table is 'MEDICATIONS' with columns: DATE, LOCATION, PROVIDER, STATUS, and DESCRIPTION. The 'PHARMACY CHICAGO - ROCKFORD' logo is in the bottom left corner.

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**EHR Go
Demonstration**



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Questions?

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Thank you!



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