

PPCP PATIENT MONITORING PHILOSOPHY

Purpose

Students are exposed to various methods of documentation (SOAP, SBAR) during their didactic courses. Rotations are the opportunity to apply these fundamental skills to actual patient care. By having students write notes, Clinical instructors and the School of Pharmacy have an opportunity to evaluate the thoroughness and insightfulness of a student's critical thinking skills, general clinical knowledge and skills and the application of evidence-based care principles. This includes the student's ability to collect relevant information about the patient, assess that information, establish care priorities, devise and implement a plan of care that is appropriate, effective and safe and to close the loop by monitoring drug therapy and taking the appropriate action based on outcomes.

Application

Daily clinical documentation may serve a different purpose than this comprehensive consideration of the patient. Knowing how to modify the documentation accordingly is a practical skill to develop over the course of the rotation. This will help students be ready for variable expectations related to documentation in their future practice. When there are challenges with prioritizing and/or identifying relevant and important information and who may not have a good understanding of a disease state and/or the drugs used to treat that disease this may result in long notes and signal an opportunity to reevaluate strategies.

Students are expected to actively participate in the care of all of the patients on their team. Instructors should set realistic expectations for the number of patients being monitored at any one time and the depth of the monitoring expected for patients. Monitoring notes should demonstrate that the student can be proactive in their approach to managing drug-related problems.

We have always stressed that note writing should focus on the most important (immediate) problem (usually the reason for admission) and any other problems that require active intervention while the patient is hospitalized. For example, a patient is admitted with heart failure and may also have a labile blood pressure that requires management. These 2 problems could be the only two problems to be monitored. All other problems for which home medications are continued and not likely to interact with the patient's reason(s) for admission may not need to be comprehensively monitored. That said, if the collection of data indicates that one or more of the patient's meds could affect the patient's response to heart failure therapy, the student would have to address this evidence. For example, the patient is taking an NSAID for OA and there is a potential drug-disease interaction between the drug and heart failure. It would be expected that the student should devise and implement a plan to remedy this issue.

Evaluation

The Student Performance Evaluation (SPE) does separate the Pharmacist Patient Care Process (PPCP) into its respective parts and provides a framework for assessing the student's performance in each of the domains. This ultimately will be done based on verbal and written demonstration of aptitudes in these areas.