



Sample Transitions of Care APPE Student Rotation

Rotation Description

The Transitions of Care (TOC) rotation will help students become familiar with core elements that clinical pharmacists are involved in when transitioning patients between the inpatient and outpatient settings. It will provide the student with the opportunity to be exposed to the essential roles of the pharmacist in this unique setting; including medication reconciliation at both admission and discharge; providing patient education and medication counseling; post-discharge phone calls for high risk patients; drug therapy monitoring; and provision of drug information. The goal of this rotation is for students to become familiar with the role of the pharmacist involved in both the inpatient and outpatient setting, as well as improving patient care and safety through helping to provide the services listed above.

Goals and Objectives

The preceptor and student should agree on which goals and objectives are appropriate for the rotation based on rotation site, rotation objectives delineated by School/College of Pharmacy, rotation length, and student interests. The following are a list of potential goals and objectives:

1. Outline the workflow and pharmacy operations of TOC pharmacists and identify opportunities for practice improvement.
2. Demonstrate the ability to accurately and efficiently perform medication histories and medication reconciliation.
3. Demonstrate ability to accurately and safely interpret medication orders including identification and resolution of problems.
4. Develop collaborative professional relationships and demonstrate good communication skills when providing verbal information, presentations and recommendations to the medical team.
5. Perform discharge medication reconciliation, identify potential discrepancies, and resolve these with the appropriate care provider.
6. Construct medication lists for patients being discharged on new medications.
7. Educate patients about their new medications or disease states with vital counseling points and medication information, as well as health promotion and disease prevention measures. Utilize teach back method to assess patient comprehension and develop a plan for medication compliance with patient.
8. Provide monitoring plans for patients being discharged on high risk medications.
9. Evaluate appropriateness of drug therapies based on socioeconomic considerations of patients.
10. Identify and minimize or avoid drug interactions, adverse effects, and contraindications associated with recommended drug therapy.

Activities

During the course of the rotation, the student should participate in some of the following activities as assigned by the preceptor:

1. Perform medication reconciliation for individual patients at admission and discharge, identifying and resolving medication-related problems that arise during transitions in care settings (home, hospital, nursing home, assisted living, etc.) and ensuring patient awareness and understanding as appropriate.
2. Perform post-discharged phone calls on high risk patients as assigned by preceptor.
3. Review pharmacy profiles and pertinent lab data daily for assigned patients in the inpatient medicine setting for appropriateness of therapeutic regimens and endpoint monitoring.
4. Prepare new medication lists for all patients being discharged with new medications.
5. Provide in-service education to health care professionals regarding appropriate use of medications, medical conditions, wellness, dietary supplements, and medical and drug devices. Present and discuss assigned patients with preceptor.
6. Prepare and lead at least one topic discussion on relevant Transitions of Care topics.
7. Identify and report medication errors and adverse drug reactions according to hospital policy.
8. Answer drug information questions upon request in a timely manner, utilizing appropriate resources. Provide written, referenced responses to drug information questions as directed by preceptor.
9. Present a formal oral/written patient case presentation as directed by preceptor.
10. Present a journal club article on a relevant clinical publication as directed by preceptor.
11. Perform disease state/medication counseling.
12. Complete other activities as assigned by preceptor.

Topic Discussions

As time permits, preceptors should schedule time when they can discuss various topics with the student. Background readings should be provided when available. The student should be expected to lead at least one topic discussion towards the end of the rotation.

Potential Topics

Clinical

- Cardiovascular:
 - Acute Myocardial Infarction
 - Atrial fibrillation
 - Anticoagulation for stroke prevention
 - Reversal of anticoagulants (parenteral and oral)
 - Hypertension management
 - Hyperlipidemia management
 - Heart failure
 - Pulmonary embolism/DVT (e.g. heparin, LMWH, fondaparinux, , rivaroxaban, dabigatran, apixaban)

- Pulmonary
 - Asthma
 - COPD
- Endocrinology/Gastrointestinal
 - Diabetes management
- Renal/Genitourinary
 - Urinary tract infections
- Infectious Diseases
 - HIV
 - Pneumonia (CAP, HAP, HCAP, aspiration PNA)
 - Skin and soft tissue infections
- Pain Management

Medication Safety

- National patient safety goals in ambulatory health care provided by The Joint Commission
- National patient safety goals within hospitals provided by The Joint Commission
- The IOM (Institutes of Medicine) Report: To Err is Human: Building a Safer Health System

Transitions of Care

- ASHP Transition of Care Resource Center. <http://www.ashp.org/menu/PracticePolicy/ResourceCenters/Transitions-of-Care/Publications>
- National Transitions of Care Coalition. <http://www.ntocc.org/Home.aspx>
- Rutherford P, Nielsen GA, Taylor J, Bradke P, Coleman E. How-to Guide: Improving Transitions from the Hospital to Community Settings to Reduce Avoidable Rehospitalizations. Cambridge, MA: Institute for Healthcare Improvement; June 2013.
- Project BOOST (Better Outcomes by Optimizing Safe Transitions). http://www.hospitalmedicine.org/Web/Quality_Innovation/Implementation_Toolkits/Project_BOOST/Web/Quality_Innovation/Implementation_Toolkit/Boost/Overview.aspx.
- Project RED (Re-Engineered Discharge). <https://www.bu.edu/fammed/projectred/>.

Evaluation

- The preceptor will evaluate the student on achievement of the predefined goals and objectives for the rotation. Students will also be asked for any specific personal goals for the rotation.
- Students will also be evaluated on their interactions with pharmacists, pharmacy technicians, physicians, nurses, and other staff within the organization, as well as daily discussions with the preceptor concerning patient care and discussion topics.
- The evaluation will include an oral mid-point evaluation to assess progress. The preceptor and student will complete a final written evaluation at the conclusion of the rotation according to school of pharmacy criteria.

Website Resources

Website	Resource
American Society of Health-Systems Pharmacists	www.ashp.org
Infectious Disease Society of America (IDSA)	www.idsociety.org
Institute for Safe Medication Practices	www.ismp.org
The Joint Commission – National Patient Safety Goals (2014 Hospital & Ambulatory Health Care)	http://www.jointcommission.org/standards_information/npsgs.aspx
National Transitions of Care Coalition	http://www.ntocc.org/WhoWeServe/HealthCareProfessionals.aspx
The Joint Commission – Transitions of Care Portal	http://www.jointcommission.org/toc.aspx
Institute for Healthcare Improvement	Rutherford P, Nielsen GA, Taylor J, Bradke P, Coleman E. How-to Guide: Improving Transitions from the Hospital to Community Settings to Reduce Avoidable Rehospitalizations. Cambridge, MA: Institute for Healthcare Improvement; June 2013. Available at www.IHI.org .
Society of Hospital Medicine – Project BOOST	http://www.hospitalmedicine.org
Agency of Healthcare Research and Quality – Project RED	http://www.ahrq.gov/professionals/systems/hospital/red/index.html
ASHP Patient Safety Resource Center	http://www.ashp.org/patientsafety
Agency of Healthcare Research and Quality – To Err Is Human: Building a Safer Health System	http://psnet.ahrq.gov/resource.aspx?resourceID=1579