

# Evaluating Student Therapeutic Discussions

Bridget Javed, PharmD

Assistant Professor

Director, Doctor of Pharmacy Program

Kyle J. Wilby, BSP, ACPR, PharmD

Assistant Professor

Coordinator, Assessment and Accreditation

Clinical Pharmacy Specialist, NCCCR

# Learning Objectives

- Discuss the components for an effective therapeutic discussion
- Devise strategies to tackle challenges linked to therapeutic discussions based on the practice site
- Evaluate the student's performance during a therapeutic discussion
- Utilize an evaluation tool during a therapeutic discussion
- Distinguish between a good and poor therapeutic discussion
- Provide feedback to students about their therapeutic discussion

# Challenges Therapeutic Discussions

- What is the purpose of the discussion?
- How much time to devote?
- What areas to focus?
- What is the structure?
- How to evaluate?
- How to apply to patient care?

# Purpose of Therapeutic Discussions

- Identify suitable resources
- Understand disease management
- Make patient centered care decisions
- Develop life long learning skills

# Effective Therapeutic Discussions

- Develop learning objectives for the discussion
- Create an outline of the discussion
- Prepare pre-discussion questions

# Effective Therapeutic Discussions

- Provide students with reading materials
  - Students should find own literature as they progress through rotation
  - Specialized area preceptor can guide/provide readings
- Use patients on rotation to incorporate into the discussion
  - One-way vs. two-way discussion
- Test the student's application of the discussion to practice

# Therapeutic Discussion Components

- Pathophysiology
- Epidemiology
- Etiology
- Diagnosis
- Treatment
- Treatment alternatives
- Evidence
- Monitoring

- Things to Consider:
  - How much emphasis?
  - Equal for all elements?
  - Time is limited
  - Application to practice
  - Left for students own learning

# Exercise 1

- Break into groups based on your rotation
  - Create a list of topic discussions for your rotation
  - Develop learning objectives for one of the topics
  - Develop pre-discussion questions for that topic
- 
- Time: 20 mins



# Evaluating a Therapeutic Discussion

- Knowledge of pathophysiology, diagnosis, risk factors, goals of therapy
- Knowledge of pharmacology, pharmacokinetics, and therapeutics
- Interpretation of evidence
- Monitoring, follow up, and evaluation
- Application to practice/patient care
- Preparation for the discussion
- Drug information retrieval

|  | <b>Exceed Expectations</b>  | <b>Meets Expectations</b>  | <b>Below Expectations</b>  |
|--|---|--|--|
| <b>Knowledge of pathophysiology, diagnosis, risk factors, goals of therapy</b> | Has complete medical knowledge necessary to fully understand the topic                              | Has most of the knowledge necessary to fully understand the topic  | Has gaps in medical knowledge necessary to fully understand the topic  |
| <b>Knowledge of pharmacology, pharmacokinetics, and therapeutics</b>           | Has complete knowledge necessary to explain the management of the disease                           | Has most of the knowledge necessary to explain the management of the disease   | Lacks the knowledge necessary to explain the management of the disease   |
| <b>Interpretation of evidence</b>  | Independently interprets and accurately applies evidence to make recommendations                    | Interprets and accurately applies evidence with preceptor assistant to make recommendations                            | Unable to interpret and inaccurately applies evidence to make recommendations  |
| <b>Monitoring, follow up, and evaluation</b>                                   | Discusses all critical and minor endpoints with appropriate time frame and follow up                | Discusses most of the critical endpoints with mostly correct time frame and follow up                                  | Unable to discuss critical and minor endpoints with appropriate time frame and follow up                                 |
| <b>Application to practice/patient care</b>                                    | Applies knowledge to practice care setting without preceptor prompting                              | Applies knowledge to practice care settings with minimal preceptor prompting   | Unable to apply knowledge to practice care settings preceptor prompting  |
| <b>Preparation for the discussion</b>  | Leads the entire discussion and provide complete and accurate responses for all questions           | Leads most of the discussion and provides mostly complete and accurate answers to all questions                        | Unable to leads the discussion and provides incomplete and inaccurate responses to all questions                         |
| <b>Drug information retrieval</b>  | Able to independently search and retrieve suitable resources to acquire evidence-based information. | Able to search and retrieve suitable resources with minimal preceptor prompting to acquire evidence-based information. | Unable to search and retrieve suitable resources or requires preceptor assistance to acquire evidence-based information. |

# Feedback for Therapeutic Discussions

- Provide examples of the student's performance
  - Be specific and descriptive
  - Focus on performance rather than student personality
  - Use nonjudgmental language
  - Avoid overwhelming the student
  - Be supportive and sensitive

# Exercise 2

- Observe the following therapeutic discussion
- Evaluate the discussion using the tool
- Provide feedback to the student about the performance
- Group discussion
  
- Time: 30 minutes