

Medication Histories Lab Instructors Outline

The purpose of this document is to help facilitators run the Medication Histories labs.

Medication History Lab:

- ❖ *Purpose:*
 - To prepare students to be able to gather information from patients regarding a medication history
- ❖ *Where these skills will be used:*
 - Clinical Assignments for IPPE III and IV
 - APPEs
- ❖ *When will these skills be used:*
 - As early as the 3rd week of the semester
- ❖ *Equipment requirements*
 - *Medication Mysteries Infinite Case Tool*
 - Paper & Pen
 - Clinical Pharmacology or some other drug reference source
- ❖ *Lab Setup*
 - Students should be divided into groups of three
 - One of the 3 should have a laptop or handheld device with Clinical Pharmacology or some other reference source
 - The groups should be spaced out enough so that noise is not an issue if at all possible
- ❖ *Lab organization*
 - The instructor should explain that each member of the group will complete a medication history on one other member of their group while the third observes, makes notes, and prepares feedback for the person completing the task
 - The instructor should briefly explain the process of using the *Medication Mysteries Infinite Case Tool* to the teams. Explaining the purpose of the cards and the process of creating the “case”
 - The instructor should give the students 5 minutes to prepare to begin
 - The students should be given 30 minutes to work on the case. Students who finish early should create another case and continue
 - After 25 minutes, stop the students and give them 5 minutes for the person in the Observation/Evaluation role to give their partners feedback

- Before starting the next session, ask for comments from the groups about common problems, tips for improvement etc. Focus on errors from a universal improvement perspective rather than individual errors
- Tell the groups to switch rolls and begin again
- ❖ *Tips for instructors*
 - Prior to this lab the students should have watched the videos on Medication Histories and Medication Reconciliation
 - The observer/evaluator role is active. The observer should record their observations and be prepared to give feedback to the interviewer
 - Do not get hung up on the time. It is not a time trial. Plan on the students taking the whole two hours. If groups finish early have them practice more