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.