

Requirements Checklist for BPMH Interview¹

Note: Student expectations for this activity to commensurate with expected year level performance characteristics

FOR PHRM 272 - To achieve overall satisfactory the student should demonstrate attributes of an “Advanced Beginner” in satisfying criteria listed in the requirements checklist. See below for guidance.

NA = Not Applicable; U = Unsatisfactory; S = Satisfactory

Student Name: _____

Introduction			
NA	U	S	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Determines identity of patient/patient’s caregiver (e.g. name + at least 1 identifier)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Introduces self and practice educator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Explains purpose and duration of interview
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks permission to proceed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indicates information will be kept confidential & establishes privacy
Information Gathering			
NA	U	S	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prior to seeing patient: review available information (e.g. chart, Pharmanet, nursing notes, consults, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains all contact & demographic info (e.g. name, address, phone, physician, specialist)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains reason for encounter/hospital admission
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains all medication experience info (e.g. expectations, concerns, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains information on adherence (e.g. swallowing, affordability, adherence aids utilized, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains immunization status
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains all social drug use info (e.g. tobacco, caffeine, alcohol, recreational drugs)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains allergy, ADR & alerts/preferences/special needs info
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains all current & past medical history
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains medication list or pill bottles (vials)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains all current & past medication information, such as: <ul style="list-style-type: none"> • Prescriptions • OTCs • Vitamins/Minerals/Supplements • Complementary alternative medications • Doctor samples • Dosage forms other than oral (e.g. patches/inhalers/creams/injectables etc.) • Asked if there has been any antibiotics used in the past 3 months
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks detailed questions about indication, dose, duration, route and frequency for each drug
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks if there’s been any medications recently stopped or changed and the reason
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains the name and location of patient’s regular community pharmacy and asks for permission to contact them, if needed
Closing			

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NA	U	S	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Briefly summarizes/clarifies information obtained
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Offers to answer questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Says "Thank you", "Goodbye" (or similar closing)
Communication Skills			
NA	U	S	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sounds professional, assertive, respectful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Well organized, speaks clearly, confidently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows genuine interest, engaged not distracted
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses appropriate questioning (open-ended, one question at a time, no interrupting)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks personal questions sensitively; uses preamble or lead-in statements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses appropriate language, correct terms/pronunciation, no misinformation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Information provided is accurate (e.g. no misinformation given to the patient)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens, responds with appropriate empathy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-verbal communication appropriate (posture, eye contact, body language, gestures)
Comments			
Overall Assessment			
<input type="checkbox"/> Unsatisfactory		<input type="checkbox"/> Satisfactory	

Practice Educator Initials/Signature: _____

Date: _____

Overall satisfactory (demonstrates attributes of Advanced Beginner)^{2,3,4}

To achieve overall satisfactory the student should demonstrate attributes of an “Advanced Beginner” in satisfying criteria listed in the requirements checklist.

- Can achieve some progress using own judgement, but requires some guidance/prompting/coaching for completion of overall task
- Tends to see actions as a series of steps
- Has working knowledge of key aspects of practice and likely able to complete relatively straightforward tasks to an acceptable standard
- Can complete simpler tasks without supervision
- Appreciates complex situations, but only able to achieve partial resolutions

Examples

- Requires some guidance to achieve all the requirements of this checklist
- When completing a patient work up, with some guidance will assess medications for appropriateness, but may not be able to incorporate all aspects of the specific patient into the assessment
- Recognizes importance of counseling components, but needs some guidance in ensuring all necessary and relevant information has been provided
- Information gathered is at times incomplete or irrelevant
- Information provided is sometimes irrelevant
- Able to identify connection between characteristics of medication and medical condition
- Designs basic monitoring plan with some guidance
- Does not consistently recognize verbal/non-verbal cues
- Is not consistently organized
- Does not consistently utilize language appropriate to the audience

² Adapted from the University of British Columbia Faculty of Pharmaceutical Sciences Complexity Guidelines for Preceptors, Educators and Standard-Setting Faculty. © The University of British Columbia, Faculty of Pharmaceutical Sciences, 2017. All rights reserved.

³ Lester, S. Novice to Expert: the Dreyfus model of skill acquisition. Stan Lester Developments 2005. Available from: <http://www.sld.demon.co.uk/dreyfus.pdf>

⁴ Adapted from University of British Columbia Faculty of Pharmaceutical Sciences Assessment of Student Learning: A guidebook for practice educators. © The University of British Columbia, Faculty of Pharmaceutical Sciences, 2018. All rights reserved.