



Developing a Patient Database

- Setting the stage for developing a patient database
- Elements of the patient database
- The interview
 - Preparing your student
 - Reviewing the database
- Feedback and evaluation of your student
- Overview of preceptor role
- An example: my practice

1. Evaluate and identify how you gather information to create a patient database in your patient care practice

- What is your practice environment?
- Who are your team members, if any?
- What is the nature of your patient interactions which informs the data collection process?
 - Complete assessments
 - Focused assessments – e.g. drug selection, disease specific (CDM), med history and reconciliation, allergy assessment, adherence assessment, combination
- Time allotment for a typical patient interaction
 - Prioritization

2. Get to know your student; specifically, their comfort and experience with gathering information

- How many patient interviews has your student conducted?
- What types of patients has your student had exposure to for creating a database?

3. Share your approach with your student

- Do you use a patient database form?
- What information can be gathered prior to a patient interview? How do you access this information?
- What are the common disease states covered?

Elements in a Database

MEDICAL HISTORY

Demographics

Chief Complaint/Reason for Assessment

History of Present Illness (HPI)

Past Medical History (PMH)

Medication History*

Family History

Functional History

Social History

Review of Systems (ROS)

Physical Exam/Vital Signs

Lab/Diagnostic Tests

MEDICATION HISTORY

Allergies

Adverse Effects

Current Medications

Past Medications

Non-prescription Medications

Other Medications

Immunization History

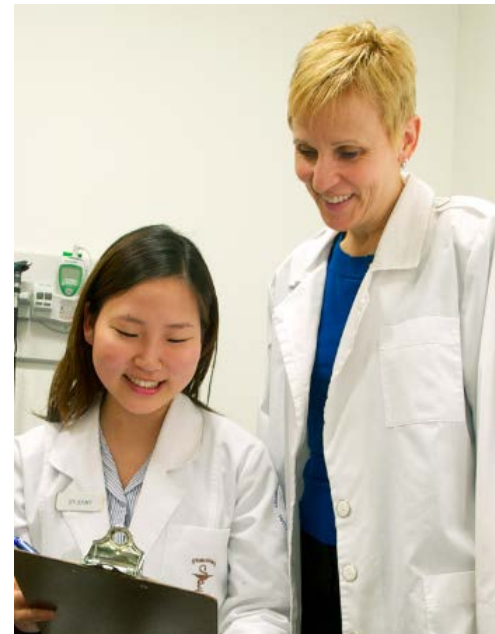
Medication Experience

Medication Adherence

Medication “Management” or Organization

The Interview: Preparing Your Student

- Location/environment (maintaining patient confidentiality)
- Framing the interview expectations (purpose of interview)
- Review timelines for interview (determine appropriateness with patient)
- Direct versus indirect supervision



The Interview: Preparing Your Student

- Review pre-gathered information
- Sharing known patient goals
- Discuss questioning technique
 - Anticipated issues with communication
 - Types of questions (open- vs closed-ended vs probing)
- Interview Closure
 - Review next steps and how follow-up will occur



PRECEPTING

TIP:

Share strategies that you
use for effective data
gathering.

The Interview: Review

- **Reviewing the database with your student**
 - Before or after the patient leaves?
 - Is the information gathered ***complete***? Will it allow for assessment of drug therapy?
- **Strategy for gathering missed information**
 - What is needed, and how will it be gathered?
 - Patient, medical chart, Netcare, community pharmacy, MD, allied healthcare providers, other

Feedback and Evaluation

1. Provide the following feedback to your student:

- His/her data collection strategy - appropriateness, quality and efficiency

2. Evaluate your student on the following criteria:

- ***Appropriateness*** of information collected
 - Is too much/too little information collected?
 - Did your student focus the interview properly?
 - Did your student exhibit professional behaviour?
- ***Quality and accuracy*** of information collected
 - Did your student collect sufficient details within each area?
- ***Efficiency*** for gathering information
 - Did your student utilize time appropriately?

Note: If student is unable to appropriately gather information despite feedback and sufficient practice, please contact the course coordinator.

Overview of Preceptor Role

Before the clinical placement

- Inform student about the types of patients they will be routinely seeing in your practice and what preparation will help them in creating a patient database

Early in the clinical placement

- Discuss with the student your expectations for creating an appropriate patient database in your practice
- Review initial databases thoroughly with the student to determine strengths and areas for improvement

Later in clinical placement

- Allow for more independent work as appropriate

Precepting and the database in my practice

- Ambulatory stroke prevention clinic
- Engage students in selecting database
- Allow time for students to create database
- Allow some independence, but with review of database once complete
- Provide feedback on appropriateness, quality and efficiency of database creation
- Review process with them at midpoint