



CSHP 2015 Success in Alberta

Pharmacy Grand Rounds
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Drug Information Resources Modules

Knowledge Translation

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CSHP 2015 Goals & Objectives

Goal 3:

Increase the extent to which hospital and related healthcare setting pharmacists actively apply evidence-based methods to the improvement of medication therapy.

Objective 3.1

In 100% of hospitals and related healthcare settings, pharmacists will be actively involved in providing care to individual patients that is based on evidence⁷, such as the use of quality drug information resources, published clinical studies or guidelines, and expert consensus advice.

Background

- Effective drug information and evaluation skills are a vital part of routine pharmacy practice.
- A rapidly growing information technology era has posed challenges to working pharmacists trained before the advent of the internet.
- Diversity in skills in online drug information
 - ⇒ *Basic computer and internet skills are required*
- Knowledge gap between evidence and practice
 - ⇒ Wide variability in staff pharmacists' ability to search, interpret, communicate and use evidence from research to optimize health outcomes in their patients
 - ⇒ *Need to improve knowledge translation capacity*

Methods:

Phase 1:

Self assessment questionnaire:

- *Search, critically appraise, communicate and apply drug information using AHS electronic resources*
- *Rate themselves as having either Basic, Intermediate or Advanced DI skills*

Basic	Intermediate	Advanced
<ul style="list-style-type: none">• Basic understanding of word processing computer software (Microsoft Word), i.e. how to create and save documents, create folders, format text, etc.• Basic understanding of the internet, i.e. navigating the world wide web, using internet browser (Explorer) and search engines (ex. Google).• Basic use of email (Outlook) including how to create a message, create folders, attach a file and send/open attachments.	<ul style="list-style-type: none">• Expanded use of email capability; i.e. how to subscribe to online journals, newsletters, etc. and how to join email discussion groups.• Routine use of palm computers and schedulers; ex. Iphone, blackberry, and similar electronic devices with drug information capability.• Expanded use of online databases (ex. PubMed, Medline); i.e. how to conduct a literature search and retrieve relevant information.	<ul style="list-style-type: none">• Increased use of medical/ pharmaceutical internet sites.• Search engine strategies including how to use limits and other search engine features• Critical appraisal of primary literature; i.e. how to analyze and interpret literature• Formulating concise written responses to drug information queries.• Determining applicability of results to clinical practice.

Methods (Cont'd)

Phase 2:

Development of three levels of drug information self-directed learning modules

- *Basic module was designed for two 1:1 session with a facilitator*
- *Incorporated a section to improve basic computer skills*
- *Intermediate module designed to build on new concepts in a **logical order** , broken into **time and size manageable portions**.*
- *Formatted for self-learning, pharmacists could work at own pace, with CPL support*
- *Real-life scenarios that **applicable to pharmacy practice***

Phase 3:

Sustainable implementation

- *Focus groups on how pharmacists needs are in regards to further **development** in knowledge translation*
- ***Active participation of pharmacists in journal club/clinical coffee sessions***

Results and Future Work

- 20 of the 50 pharmacists responded to the questionnaire
→ **6 basic, 11 intermediate, 1 advanced, 2 no help wanted**
- **8 pharmacists have completed the Basic Module, 7 are completing the Intermediate Module.**
- **Modules are available for pharmacists as CE & Professional Development resources**
- **Post module feedback**
 - ✓ *Overall has been positive*
 - ✓ *First two modules drew a lot of interest for an advanced module*
- **Anticipated release date of Advance Module is the Fall of 2012**