“Responding to the Pandemic Together” Programme
Episode 21
MyDispense: A virtual simulation to teach pharmacy students across the globe

Delivered by Faculty of Pharmacy and Pharmaceutical Sciences, Monash University
Moderator & Lead Panelist

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Lecturer and Simulation Lead
Faculty of Pharmacy and Pharmaceutical Sciences
Monash University – Australia

Expertise:
• Academic Lead for MyDispense
• Assessment of core pharmacist skills through simulation [videos and role play]

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Welcome to the “Responding to the Pandemic Together” events

FIP’s Special Online Programme on COVID-19

These webinars aim to:

I. Provide relevant information and interim guidelines for pharmacists and the pharmacy workforce on Coronavirus SARS-CoV-2/COVID-19 pandemic.

II. Share and discuss strategies adopted by pharmacy leaders and workers - including our Member Organisations – in response to the pandemic.

III. Describe sector or area-specific implications, innovations and approaches adopted across pharmaceutical science, practice and education.

IV. Engage frontline workers of the health and pharmacy workforce to know about the realities facing them around the world.

V. Discuss the implications of the pandemic on issues such as safety, supply, shortages that have been exacerbated by COVID-19, across our nations and regions.

VI. Consider the impact of this disease on patients across age groups and with concurrent conditions.

VII. Assess and discuss the evidence behind treatments and the process of developing therapies, vaccines and tests.

To share ideas on webinar topics we should feature, or if you’d like to share your story on dealing with the pandemic please email lina@fip.org
Important Links & Resources

FIP Covid-19 Information Hub

A comprehensive FIP webpage containing all of our resources and outputs relating to COVID-19, including recordings of previous webinars.

Link: https://www.fip.org/coronavirus

FIP Facebook Group: “COVID-19 & pharmacy”

Link: https://www.facebook.com/groups/covid19andpharmacy/
Announcements

FIP Digital Events House Rules

1. This webinar is being recorded and live streamed on Facebook
2. The recording will be freely available at www.fip.org/coronavirus and on our YouTube channel
3. You may ask questions by typing them into the Q&A box
4. Your feedback is welcome (webinars@fip.org)

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Learning Objectives

At the end of this session, participants will be able to:

• Discuss how to introduce MyDispense into the curriculum;

• Share case studies and best practice of the use of MyDispense in teaching and learning;

• Discuss challenges and rewards in using MyDispense as a teaching tool.
Panelist

Marian Costelloe, MA

General Manager
Faculty of Pharmacy and Pharmaceutical Sciences
Monash University – Australia

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Clark Kebodeaux, Pharm.D., BCACP

Clinical Associate Professor
University of Kentucky College of Pharmacy- USA

Expertise:
• Practices in an interprofessional ambulatory clinic at the Bluegrass Community Health Center
• Course Coordinator for PaCE in Ambulatory Care (longitudinal clinical lab simulation)

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Panelist

Lisa Holle, PharmD, BCOP, FHOPA, FISOPP

Associate Clinical Professor
University of Connecticut School of Pharmacy- USA

Expertise:
• MyDispense lead at UConn
• Course coordinator for Oncology Therapeutics; lead for MyDispense in Law and Pain Management Elective
• Board-certified oncology pharmacist and practices in a team-based clinic UConn Health's Neag Cancer Center

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Jill Fitzgerald, PharmD

Director, Experiential Learning and Continuing Professional Development
University of Connecticut School of Pharmacy - USA

Expertise:
• Skills Course coordinator across the curriculum
• Experiential Education
• Continuing pharmacy education/continuing professional development
• Hospice rotation preceptor

Email: Jill.fitzgerald@cox.net
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Panelist

Sarah Vordenberg, PharmD, MPH, BCACP

Clinical Associate Professor
University of Michigan College of Pharmacy - USA

Expertise:
• Course coordinator for the first year Pharmacy Practice Skills I and Self-Care courses incorporating MyDispense.

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Panelist

Pui San Saw, BPharm(Hons)

Lecturer
School of Pharmacy
Monash University – Malaysia

Expertise:
• MyDispense lead at Monash Malaysia
• Student experiential learning

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Welcome to MyDispense

• A growing Global Community of Practice

• MyDispense is free of charge and always will be

• MyDispense will continue to be developed to ensure its relevance in pharmacy teaching
MyDispense Statistics

- **130** institutions are sharing MyDispense
- Almost **19,000** students enrolled globally
- Students have logged in almost **240,000** times
- Over **800,000** cases (exercises) have been undertaken by students globally.
COVID-19 MyDispense Growth

• Recent growth has been unprecedented

• We expect more to come, so please be patient

• Moving to a central email support address:

  mydispense1@monash.edu
Global collaboration | Better together
Overview

Virtual pharmacy simulation

Reimagine Education Award Winner 2018

Used here & around the world

Vivienne Mak
Monash University – Australia
Overview
Overview

https://info.mydispense.monash.edu/
MyDispense at University of Kentucky

Clark Kebodeaux
University of Kentucky – USA
Patient-Centred Care Experience (PaCE)

- **PaCE Overview**
  - The course is designed to assist in developing the knowledge, skills, and attitudes needed to fulfill the professional and technical responsibilities necessary to provide patient-centered care and manage the medication use system.
  - Six-semester course sequence
MyDispense in PaCE

- The PaCE course structure integrates PY1, PY2, and PY3 students into concurrent weekly laboratory sessions and intermittent complementary experiential education experiences.
MyDispense Assessment - PaCE

- **MyDispense is used for longitudinal assessments across the full sequence of the PaCE course**

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Mastering the Pharmacist Patient Care Process

- Therapeutics
- Ethics and law
- Community pharmacy practice

Lisa Holle
University of Connecticut – USA
Counseling

Your counseling points were:

- You mother is sleepy because of her increase in opioid dose. This should get better over the next couple of days. It is good that she is getting up and going to the bathroom. Her sleepiness does not get better you should call her doctor.

I would have counseled the patient as follows:

- I’m sure you must be very concerned about your mother. It is not uncommon for patients to feel sleepy when starting a new long-acting pain medication or with a dose increase. Because she is ambulatory and gets up to eat and go to bathroom, it is likely that she will feel less sleepy in the next couple of days. If that doesn’t happen, contact her doctor. Also signs that she might be getting too sleepy would be if you cannot easily arouse her by tapping her or moving her arm for example. If this happens, you should call 911 or give her naloxone if you have some on hand.

Information Gathering

Your Fact Finding for this exercise was very good. You gathered all of the essential information to complete the exercise without asking any inappropriate questions.

You discussed these required topics with the patient:

- Allergies
- Other medications
- Symptoms
- Other symptoms

You asked the patient about the following topics:

- Age
- Previous use of medication(s)
- Purpose of medication(s)

Fact Finding feedback

Make sure that you ask the important questions about symptoms, allergies.

CARMEN ALVAREZ

RX ONLY

DATE 05/14/2020

DR. ROB LAMETO

MS CONTIN 30MG CR TAB
(MF)

TAKE 2 TABLETS (60 MG) BY MOUTH EVERY 12

RX XXXXXXXX-XXXXXX QTY 120 0 refills

USE BEFORE 11/10/2020
Law and Ethics

Module 4 Exercises - Exercise #6

The patient presents you with a prescription for naloxone written by your partner pharmacist who is certified to prescribe naloxone in CT. Note this exercise has an attachment, which can be found by clicking on documentation icon, and selecting attachment. Complete this documentation and also upload to HuskyCT.
Pharmacy Practice Experiences

First year students (P1) - Introductory Pharmacy Practice Experience - completed before they are onsite

- Self-care patient counseling
- OTC meds/scenarios
- Prescription processing and verification

Jill Fitzgerald
University of Connecticut – USA
Pharmacy Practice Experiences

Final year professional students (P4) - Advanced Pharmacy Practice Experience

• Reinforce law concepts in community practice

• Provide cases for discussions of situations that reinforce major concepts or are rare

• Used during COVID-19 transition to remote learning to meet community rotation outcomes
Skills activities

• **Pharmacy Practice Skills I**
  • Student determines level of practice needed
  • Hybrid compounding activity

• **Self-Care Therapeutics**
  • Decision-making regarding self-care encounters
  • Reinforcement of course content

Sarah Vordenberg
University of Michigan – USA
Hybrid compounding activity

- Before class:
  - Review information in MyDispense
  - Options to consider:
    - Separate practice and submitted assignments
    - Print PDF of medication label

- During class:
  - Compound medication (hands on)

- During or after class:
  - Complete MyDispense activity
  - Option to consider:
    - Answer patient questions that are about compounding medication
Ingredients available:
- Hydrocortisone 2.5% cream
- Eucerin cream
- Coloring
  - Used to ensure that the two white creams are evenly mixed

Method of Preparation:
1. Calculate amount of each ingredient to prepare, assuming a 10% excess is desired.
2. Spatulate the hydrocortisone, eucerin, and coloring (5 drops) together on an ointment slab.
3. Transfer to appropriate ointment jar, label, and dispense.
Self-care encounters

- Non-pharmacologic counseling points:
  - Provide a minimum of 2-3 counseling points

- Pharmacological counseling points:
  - Name and strength of medication along with amount of medication, route of administration, and maximum amount of medication per day (if appropriate)
  - Administration information
  - Onset of action/expected time to see effect
  - Common and severe side effect and what to do to manage them, if appropriate

- General counseling points and follow up
Contextualization

- Cultural adaptation
  - Drug scheduling
  - Use of complementary and alternative therapies
- Multi-ethnic society with different cultural influences
- “Virtual” community/hospital pharmacy
Contextualization

Step 1
- Exercise – culturally adapted
- Warfarin + ginseng
- Statin + red yeast rice

Step 2
- Product images
  - e.g. Acetylcysteine (Fluimucil A)
  - Patient avatars

Next
- Outlook
  - Drug shelves – OTC, pharmacist only medicine
  - Prescription
Hospital Pharmacy Simulation
Workshop 4A - Workshop 4A

You are the duty pharmacist working in a busy hospital pharmacy. Complete the tasks in this simulation as you would in practice.

Ok
Faculty training

• *How long does it take for faculty to be familiar with the simulation?*

• *How much time does it take to create an exercise?*
Student experience

• **How long does it take for students to be familiar with the simulation?**

“I wouldn’t say MyDispense takes the place of a (clinical placement) but it’s a good supplement to learning, given face-to-face is not possible during COVID” – Aisling McEvoy, P4 Student, Monash University - Australia

She says having access to MyDispense has helped build confidence in her dispensing skills before graduation
Rewards of using MyDispense during COVID-19

- Self-practice
- Implement quickly with existing exercises
- Easy to use and accessible
- Satisfies learning objectives
- Lifesaver for professional experiential coordinators and faculty
- Timely graduation!
Thank you for participating!

Please provide your feedback through the 4-question survey that will appear to you at the end of the event.