



## Butler University Digital Commons @ Butler University

Scholarship and Professional Work – COPHS

College of Pharmacy & Health Sciences

7-2007

# Expansion of experiential learning opportunities through medication reconciliation participation

Jane M. Gervasio

*Butler University*, [jgervasi@butler.edu](mailto:jgervasi@butler.edu)

Julie M. Koehler

*Butler University*

Kevin M. Tuohy

*Indiana University Health*

Julie L. Williams

*Indiana University Health*

Mary H. Andritz

*Butler University*

Follow this and additional works at: [http://digitalcommons.butler.edu/cophs\\_papers](http://digitalcommons.butler.edu/cophs_papers)



Part of the [Educational Methods Commons](#), [Higher Education Commons](#), [Higher Education and Teaching Commons](#), and the [Pharmacy and Pharmaceutical Sciences Commons](#)

### Recommended Citation

Gervasio, Jane M.; Koehler, Julie M.; Tuohy, Kevin M.; Williams, Julie L.; and Andritz, Mary H., "Expansion of experiential learning opportunities through medication reconciliation participation" (2007). *Scholarship and Professional Work – COPHS*. Paper 21. [http://digitalcommons.butler.edu/cophs\\_papers/21](http://digitalcommons.butler.edu/cophs_papers/21)

This Article is brought to you for free and open access by the College of Pharmacy & Health Sciences at Digital Commons @ Butler University. It has been accepted for inclusion in Scholarship and Professional Work – COPHS by an authorized administrator of Digital Commons @ Butler University. For more information, please contact [fgaede@butler.edu](mailto:fgaede@butler.edu).

Expansion of experiential learning opportunities through medication reconciliation participation

Jane M. Gervasio, Julie M. Koehler, Kevin M. Tuohy, Julie L. Williams, Mary H. Andritz

*Background:* The JCAHO-mandated medication reconciliation (MR) process is an integral part of the medication continuity between pre-admission, admission and discharge from the hospital. The responsibility for reconciling medications may be accomplished by pharmacists, nurses and physicians. Incorporating pharmacy students into this interdisciplinary healthcare team may support both student learning and the mission of the healthcare organization. The purpose of this study is to evaluate the contribution of pharmacy students in the MR process.

*Methods:* Four students were each assigned to a 4-week MR rotation. Students were assigned to a specific unit weekly; each unit had a decentral pharmacist to oversee the students activities. Students were responsible for conducting patient interviews and follow-up with doctors offices, pharmacies and outside care facilities to ensure complete and accurate medication histories. Students reconciled the medication histories with the medications the patients were receiving in the hospital. When discrepancies were noted, the students contacted physicians either orally or via written note in the progress section of patients charts.

*Results:* Over an 8-week period, two rotation cycles, 4,478 patients were admitted to the hospital requiring MR. During that time period, 3427 (77%) of MRs were completed. Eight students completed 978 MRs, which accounted for 29% of the total number of completed MRs. Further data collection is ongoing as qualitative student interventions are being documented.

*Conclusion:* An MR-based experiential rotation allows for development of necessary skills to function as an integral member of a hospital-based healthcare team and supports the achievement of a JCAHO-mandate by the institution.