

Systematic Approach for Answering a Drug Information Request



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Introduction and Greeting

- The phone should be answered with in the **first 2 rings**
- Proper **greeting**
 - ✓ Always state your name so the caller knows who they are talking to.

Step 1: Secure Demographics of Requestor

- Secure requestor **demographics**
 - Name, profession, location or practice
 - Contact information: Bleep, Extension, Mobile
- Determine a **method for delivery** of the response
 - Verbal, written, email

Step 2: Obtain Background Information

- Background information aids in clarifying the question and is a critical step in the process
- The question may not be stated concisely or the requestor may not know how to ask the question
- To formulate an acceptable response, both the caller and researcher must have a clear understanding of the ultimate question

Step 2: Obtain Background Information

- Obtain initial question (**repeat it**)
- **Request background information**
- Determine if the question is patient specific or academic and gather information that further defines the question

Patient related background information

- Name And File Number
- Age
- Ht/Wt
- Diagnosis
- Allergies
 - If Yes, Description And Outcome
- Organ Function
- Other Medical Problems
- Other Medications

Patient related background information

- Pregnant, which trimester?
- If it is ADR question
 - If the drug was already administered
 - How much and since when
- When the drug started and how much given (dose?)

Step 3: Determine and Categorize the Ultimate Question

- Appropriate background information allows the exact question to be determined
- The requestor's purpose for the information must be understood
- Restate the request to confirm the question with the caller
- Develop a time line for response
- Categorize the question

Step 4: Develop Strategy and Conduct Search

- Develop a search strategy
 - Use the literature hierarchy
 - Start with the established knowledge within the 3ry literature (e.g., textbooks)
 - Progress through the 2ndry literature (e.g., PubMed, International Pharmaceutical Abstracts [IPA]) to the 1ry literature (e.g., controlled clinical trails, letters to the editor)
- Select and prioritize resources based on the probability of locating the desired information
- Conduct a systemic search

Step 5: Perform Evaluation, Analysis, and Synthesis

- **Objectively and thoroughly evaluate located information**
- **Confirm information with other references to assure consistency between various resources**
- Performing a comprehensive search is an important part of this process to ensure recommendations are based on all of the current evidence available
- Derive an answer by professional judgment after critically analyzing the available information when resources do not provide a direct answer

Step 6: Formulate and Provide Response

- **Restate the question and any pertinent background information**
- Provide the information and recommendation (if applicable)
- Submit the response to the requestor in a timely fashion to assure quality service and preserve professional respect

Step 7: Conduct Follow-Up and Documentation

- Document the question and response, and conduct follow-up
- **Methods of follow-up**
 - Mail survey
 - Phone call
 - Written communication
- **Reasons for follow-up**
 - Provide the requestor with additional information that supports or changes a prior recommendation
 - Obtain feedback concerning the quality of the service

Phone Call Requests Assessment Form

Evaluator Name Section: Sat Mon Time: 10-12 1-3 Date:

Students names:

Data Collection	Question Number: Start Time: End Time: Question type:		Did student obtain this information?	
	Yes	No		
<u>1. Introduction/greeting</u>				
<input type="checkbox"/> Did student answered the phone within the first 2 rings?				
<input type="checkbox"/> Did the student answered with the appropriate greeting phrase?				
<u>2. Requester data (please number questions as asked)</u>				
<input type="checkbox"/> Did the student secured caller name?				
<input type="checkbox"/> Did student secured caller status?				
<input type="checkbox"/> Did student secured caller contact information?				
<input type="checkbox"/> Did the student repeated (echoed) the question back				
<input type="checkbox"/> Did student asked if the question is patient related?				

3. <u>Patient related/background Information (please number questions as asked)</u>		
<input type="checkbox"/> Did student ask about patient name/file number		
<input type="checkbox"/> Did student ask about patient age		
<input type="checkbox"/> Did student ask about height/weight		
<input type="checkbox"/> Did student ask about diagnosis		
<input type="checkbox"/> Did student ask allergies? If yes did she clarify the description of the reaction?		
<input type="checkbox"/> Did student ask about organ function		
<input type="checkbox"/> Did student ask about other medical problems patient is having		
<input type="checkbox"/> Did student ask about other medications patient is taking (patient should explore RX, OTC and herbal products)		
<input type="checkbox"/> Did student ask about what Trimester?		
<input type="checkbox"/> Did student ask if the drug was already administered? If yes how much? Since when?		
<input type="checkbox"/> did the student ask when was the drug started, how much was given?		
Other Questions student asked		
Were the group cooperative and supportive during the process		
Total Points (1 Point for each Yes)		

Comments: _____





Thank you!