



The Pharmacy Care Plan

- Setting the stage for precepting the pharmacy care plan
- Elements of the pharmacy care plan
- Feedback and evaluation of your student
- Overview of the preceptor role
- An example: my practice



1. Evaluate and identify how you create and implement a pharmacy care plan

Discuss your role as a pharmacist with the various aspects of the care plan.

- What is the flow of patient care like at your work site?
- Do you work independently or collaboratively?
- What is your scope of practice?
- How do you implement your care plans?
- Do you have prescribing authority? Are you able to order labs?
- Who typically provides monitoring and follow-up?
- How do seamless care and communication occur with other health care givers?

2. Get to know your student

- How much experience have they had in creating care plans?
- Implementing care plans?

3. Share your approach and expectations for developing and implementing a pharmacy care plan

- What are the student's responsibilities?
- How independently can the student work initially and as the clinical placement progresses?

PHARMACY CARE PLAN WORKSHEET

MEDICAL CONDITIONS AND/OR DRPs	GOALS OF THERAPY	ALTERNATIVES	RECOMMENDATIONS/ PLAN	MONITORING PARAMETERS	FOLLOW-UP
<p>List and prioritize each medical condition first, followed by any DRPs identified for a given condition. Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring.</p> <p>DRP Categories: unnecessary drug• additional drug required• ineffective drug• dose too low• adverse drug reaction/interaction •dose too high •nonadherence</p>	<p>For each medical condition and/or DRP state desired goals of therapy/timeframe.</p> <p>Goals: cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value.</p> <p><i>Consider realistic goals determined through patient discussion. Goals of therapy are measurable or observable parameters that are used to evaluate the efficacy and safety of therapy.</i></p>	<p>Compare relevant drug and non-drug therapies that will produce desired goals. List the <i>pros</i> and <i>cons</i> of each therapy.</p> <p><i>Consider:</i> <i>Indication</i> <i>Efficacy</i> <i>Adherence</i> <i>Safety</i> <i>Cost/coverage</i></p>	<p>In collaboration with the patient and other health care providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan.</p> <p><i>Consider:</i> <i>Drugs: correct drug, formulation, route, dose, frequency, schedule, duration, medication management.</i> <i>Non-drug: non-drug measures, education, patient referral.</i></p>	<p>Determine the parameters for monitoring <i>efficacy</i> and <i>safety</i> for each therapy.</p> <p><i>Consider:</i> <i>Clinical & laboratory parameters</i> <i>The degree of change</i> <i>The time frame</i></p>	<p>Determine <i>who, how and when</i> follow-up will occur.</p>
			<p>Adapted with permission from the Division of Pharmacy Practice, Leslie Dan Faculty of Pharmacy, University of Toronto, 2011.</p>		

Elements of the Pharmacy Care Plan Worksheet

- **Medical conditions and/or DRPs**

- Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring.

- **Goals of therapy**

- Realistic and patient-centered

- **Alternatives**

- Compare realistic & relevant drug & non-drug therapies; list pros/cons.

- **Recommendations/Plans**

- Provide rationale for chosen plan. Be proactive! Have a few back-up plans.

- **Monitoring Parameters**

- Include parameters for efficacy and safety for each therapy.

- **Follow-up**

- Who, how and when will follow-up occur?

The Care Plan Worksheet

- A consistent and comprehensive approach on how to manage drug-related issues once an assessment is complete
- The worksheet is:
 - a tool for students to write down their thoughts in a systematic way (in point form) WHICH
 - Facilitates discussion with you, the preceptor, AND
 - Allows for evaluation of their plan



PRECEPTING TIP:

The worksheet is NOT a documentation form.

Documentation should flow from this worksheet.

Feedback and Evaluation

- **Provide feedback to your student on each component of the care plan:**
 - Assess for completeness
 - Is the suggested plan reasonable and acceptable?
 - Which aspect is unacceptable?
 - What improvements need to be made?
- **Evaluate your student:**
 - Use the checklist provided to review their written care plan and provide written feedback as required by the course.



PRECEPTING TIP:

Ensure the student is developing specific monitoring and follow-up plans that the pharmacist will conduct.

Note: If student is unable to appropriately create a pharmacy care plan despite feedback and sufficient practice, please contact the course coordinator.

Checklist for Evaluating Care Plans

PHARMACY CARE PLAN WORKSHEET with CHECKLIST FOR ASSESSMENT

MEDICAL CONDITION AND/OR DRPs	GOALS OF THERAPY	ALTERNATIVES	RECOMMENDATIONS/ PLAN	MONITORING PARAMETERS	FOLLOW-UP
<p>For each medical condition and/or DRP identified, create an integrated pharmacy care plan. List and prioritize each medical condition first, followed by any DRPs identified for a given condition. Although some medical conditions may not have a DRP, a care plan is still necessary for ongoing patient monitoring.</p> <p>DRP Categories: Indication: 1. Unnecessary drug therapy, 2. Needs additional Drug Therapy, Effectiveness: 3. Ineffective Drug, 4. Dosage too low, Safety: 5. Adverse Drug Reaction (includes drug interactions), 6. Dosage too high, Compliance: 7. Non-adherence/compliance.</p>	<p>For each medical condition and/or DRP state desired goals of therapy.</p> <p>Goals: cure, prevent, slow/stop progression, reduce/eliminate symptoms, normalize a lab value.</p> <p><i>(Consider realistic goals determined through patient discussion. Goals of therapy are measurable or observable parameters that are used to evaluate the efficacy and safety of therapy).</i></p>	<p>Compare relevant drug and non-drug therapies that will produce desired goals. List the <u>pros</u> and <u>cons</u> of each therapy. <i>(Consider indication, efficacy, safety, adherence and cost/coverage).</i></p>	<p>In collaboration with the patient and other providers, select the best alternative and implement the plan. Provide a rationale for the chosen plan.</p> <p><i>Consider:</i> <u>Drugs:</u> consider drug, formulation, route, dose, frequency, schedule, duration, medication management. <u>Non-drug:</u> non-drug measures, education, patient referral.</p>	<p>Determine the parameters for monitoring the <u>efficacy</u> and <u>safety</u> for each therapy. <i>(Consider clinical and laboratory parameters, the degree of change and the time frame).</i></p>	<p>Determine <u>who, how and when</u> follow-up will occur.</p>
<p><input type="checkbox"/> Are all DRPs identified (based on 4 prime areas of indication, efficacy, safety, medication organization/adherence)? <input type="checkbox"/> If no, discuss with student and probe to see if those missing can be determined.</p> <p><input type="checkbox"/> Are DRPs prioritized in an acceptable manner? <input type="checkbox"/> Is rationale provided or discussed for DRPs (based on either patient or provider data)?</p>	<p><input type="checkbox"/> Therapeutic goal/outcome(s) stated? <input type="checkbox"/> Patient goal incorporated (if appropriate)</p>	<p><input type="checkbox"/> Is an assessment of each DRP provided (factors considered to influence/determine a plan)? <input type="checkbox"/> Are alternatives (with rationale for each) provided?</p>	<p><input type="checkbox"/> Plan/recommendations are outlined</p> <p>Includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dosing considerations <input type="checkbox"/> patient preferences <p>ACTIONS TAKEN</p> <p><input type="checkbox"/> Appropriate/acceptable action has been taken</p>	<p><input type="checkbox"/> Monitoring plan present</p> <p>Includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> safety <input type="checkbox"/> efficacy <input type="checkbox"/> frequency <input type="checkbox"/> duration (if appropriate) <input type="checkbox"/> which healthcare provider will follow-up 	<p><input type="checkbox"/> Follow-up plan present</p> <p>Includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> who <input type="checkbox"/> how <input type="checkbox"/> when <p><input type="checkbox"/> includes outcome (if possible)</p>

Overview of Preceptor Role

Before the clinical placement

- Be familiar with the pharmacy care plan process student's are taught
- Know the number and variety of care plans required by the Faculty

Early in the clinical placement

- Provide plenty of guidance on implementing care plans
- Get to know your students strengths and areas for improvement. Discuss your expectations for creating and implementing each element in a pharmacy care plan
- Discuss when you will provide routine feedback and evaluation on your student's patient care activities

Later in the clinical placement

- Challenge the student with more complex patients

Precepting the care plan in my practice

HIV Ambulatory Practice- Northern Alberta Program,
RAH site

My role and responsibilities

How data is collected and assessed

Developing a care plan

How the plan is implemented

How documentation occurs

Tips for the student as they go through the process