Moving Pharmacy Forward: Using the Pharmacists’ Patient Care Process

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Feik School of Pharmacy

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CPE Information and Disclosures

Kathleen A. Lusk declare(s) no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria.”

The American Pharmacist Association is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.
CPE Information

• Target Audience: Pharmacists and Pharmacy Technicians

• ACPE#: 202-0000-18-217-L04-P/T

• Activity Type: Knowledge-based
Pharmacist Learning Objectives

At the completion of this activity, participants will be able to:

1. List the five elements of the Pharmacists’ Patient Care Process.
2. Discuss strategies to incorporate pharmacy technicians in the Pharmacists’ Patient Care Process.
3. Determine how to use the Pharmacists’ Patient Care Process to optimize patient health and medication outcomes.
4. Apply the Pharmacists’ Patient Care Process to a patient case.
Technician Learning Objectives

At the completion of this activity, participants will be able to:

1. List the five elements of the Pharmacists’ Patient Care Process.
2. Discuss strategies to incorporate pharmacy technicians in the Pharmacists’ Patient Care Process.
3. Determine how to use the Pharmacists’ Patient Care Process to optimize patient health and medication outcomes.
1. Which of the following is an element of the Pharmacists’ Patient Care Process (PPCP)?
   a. Collect
   b. Assess
   c. Plan
   d. Implement
   e. All of the above
2. In which element(s) of the PPCP can pharmacy technicians be utilized?
   a. Collect
   b. Assess
   c. Follow-up
   d. All of the above
3. True/False. Each element of the PPCP must be completed in its entirety to ensure optimal patient care.
   a. True
   b. False
1. What is your role in pharmacy at this time?
   a. Pharmacist
   b. Technician
   c. Student/Intern
   d. Other
Getting to Know You

2. What area of pharmacy do you practice in?
   a. Community
   b. Hospital
   c. Clinical
   d. Other
Getting to Know You

3. How familiar are you with the Pharmacists’ Patient Care Process?
   a. I have never heard of it
   b. I have heard of it, but do not know much about it
   c. I am familiar with it, but have not used it in my practice
   d. I am familiar with it and use it in my practice
Patient Care Models: Physician
Patient Care Models

Nursing

Assessment is a process of discovering and making decisions about the nature of the client's problems or needs. Effective assessment depends on the quality of communication with the client and family in the context of their culture and life experiences. It involves:
- Data gathering about the client's present illness or situation and past health history (subjective or client-reported data)
- Data gathering by physical examination (objective or directly observable data)
- Review of Functional Health Patterns (subjective and objective data)

Nursing Diagnosis is a clinical judgment about individual, family, or community responses to actual and potential health problems or life processes.

There are three types of nursing diagnoses:
- Wellness diagnoses
- Risk diagnoses
- Actual diagnoses with etiologies and related factors specified

Planning is essential to providing nursing care that meets the needs of the client in a timely fashion because it provides direction to nursing care and identifies nursing interventions that are logically expected to meet the goals of care.

Nursing Intervention is “any treatment, based upon clinical judgment and knowledge, that a nurse performs to enhance patient/client outcomes” (Bowman Intervention Project, 1986, p.xlii). Nursing intervention may take many forms:
- Direct care
- Teaching
- Counseling
- Health promotion
- Rehabilitation

Standards of Professional Performance

Delivering quality care based on:
- The best of current knowledge
- Coordination with the health care team
- Consistency with professional ethics
- Collaboration to make the most effective use of the expertise of the health care team
- Effective use of community and client resources
- Cost-effectiveness
- Nursing research findings

Evaluation is the process of determining both the client’s progress toward attainment of expected outcomes and the effectiveness of nursing care (American Nurses Association, 1991, p.7).

It involves:
- Data gathering to confirm that the problem has been resolved
- If the problem has not been resolved:
  - Reassessment for the cause
  - Redefinition of the problem
  - Redefinition of the outcomes
  - Changing the interventions

Physical Therapy

DIAGNOSIS

Both the process and the end result of evaluating examination data, which the physical therapist organizes into defined clusters, syndromes, or categories to help determine the prognosis (including the plan of care) and the most appropriate intervention strategies.

PROGNOSIS (Including Plan of Care)

Based on the level of optimal improvement that may be attained through intervention and the amount of time required to reach that level. The plan of care specifies the interventions to be used and their timing and frequency.

EVALUATION

A dynamic process in which the physical therapist makes clinical judgments based upon data gathered during the examination. This process also may identify possible problems that require consultation with or referral to another provider.

EXAMINATION

The process of obtaining a history, performing a systems review, and selecting and administering tests and measures to gather data about the patient/client. The initial examination is a comprehensive screening and specific testing process that leads to a diagnostic classification. The examination process also may identify possible problems that require consultation with or referral to another provider.

OUTCOMES

Results of patient/client management, which include the impact of physical therapy interventions in the following domains: pathology/physiology (disease, disorder, or condition), impairments, functional limitations, and disabilities; risk reduction/prevention; health, wellness, and fitness; societal resources; and patient/client satisfaction.

http://nursection.com/nursing-process/#2
https://theptstudent.com/pt_or_pta/
Approach to Patient Care: Collaborative Care
What does a pharmacist actually do?

- Dispensing
- Identify/solve medication related problems
- Patient counseling
- Patient assessment
- Motivational interviewing
- Medication Therapy Management
- Immunizations
- Rounding
- Physician and nursing education
- Quality assessment/Quality improvement
- So much more …
Pharmacists’ Patient Care Process (PPCP)

- Meet demand of evolving health care system
- Collaboration of many organizations
  - Develop standardized pharmacist patient care process
- Applies to wide variety of patient care services

Consistency
Predictability
Measurability

- Foundational Components
  - Establish patient-pharmacist relationship
  - Engage and effectively communicate with patients, family, caregivers
  - Collaborate, document, and communicate with physicians and other health care providers

http://jcpp.net/patient-care-process/
Joint Commission of Pharmacy Practitioners (JCPP)

- Academy of Managed Care Pharmacy (AMCP)
- Accreditation Council for Pharmacy Education (ACPE)
- American Association of Colleges of Pharmacy (AACP)
- American College of Apothecaries (ACA)
- American College of Clinical Pharmacy (ACCP)
- American Pharmacists Association (APhA)
- American Society of Consultant Pharmacists (ASCP)
- American Society of Health-System Pharmacists (ASHP)
- National Alliance of State Pharmacy Associations (NASPA)
- National Association of Boards of Pharmacy (NABP)
- National Community Pharmacists Association (NCPA)

http://jcpp.net/patient-care-process/
PPCP Workgroup Participants

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- National Association of Chain Drug Stores (NACDS)
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[http://jcpp.net/patient-care-process/]
PPCP Supported by:

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http://jcpp.net/patient-care-process/
PPCP Elements

- Collect
- Assess
- Plan
- Implement
- Collaborate
- Communicate
- Document
- Follow-up: Monitor and Evaluate

http://jcpc.net/patient-care-process/
PPCP: Collect

Collection of subjective and objective information to understand relevant medical history and clinical status

http://jcpp.net/patient-care-process/
PPCP: Collect

- Current medication list and use history
  - Prescription and nonprescription medications
  - Herbal products
  - Dietary supplements
- Health data
  - Medical history
  - Health/wellness information
  - Biometric/lab test results
  - Diagnostic test results
  - Physical assessment findings

- Lifestyle habits
- Preferences and beliefs
- Health and functional goals
- Socioeconomic factors

http://jcpp.net/patient-care-process/
Approach to Patient Care: Collect

- Thorough patient history
- Medication reconciliation
- Details affecting patient outcomes that other health care professionals may not have identified

**SCHOLAR-MAC**

<p>| | |</p>
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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>S</strong></td>
<td>Symptoms</td>
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<td><strong>C</strong></td>
<td>Characteristics</td>
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<td><strong>H</strong></td>
<td>History</td>
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<td>Location</td>
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<td>Aggravating factors</td>
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<td><strong>R</strong></td>
<td>Remitting factors</td>
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<tr>
<td><strong>M</strong></td>
<td>Medications</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Allergies</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Conditions</td>
</tr>
</tbody>
</table>

Assess information collected and analyze clinical effects of therapy in context of overall health goals to identify and prioritize problems and achieve optimal care.

http://jcpp.net/patient-care-process/
PPCP: Assess

- Medications: appropriateness, effectiveness, safety, adherence
- Access to medications or other aspects of care
- Health and functional status
- Risk factors
- Health data
- Cultural factors
- Health literacy
- Immunization status
- Need for preventive care/other health care services

http://jcpp.net/patient-care-process/
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes (1)</th>
<th>No (0)</th>
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<tbody>
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<td>5. Did you take all your medication yesterday?</td>
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<td></td>
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</tr>
</tbody>
</table>

**Score Interpretation**

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>High adherence</td>
</tr>
<tr>
<td>1-2</td>
<td>Moderate adherence</td>
</tr>
<tr>
<td>≥ 3</td>
<td>Low adherence</td>
</tr>
</tbody>
</table>

*J Clin Hypertens 2008;10(5):348-354*
Newest Vital Sign

READ TO SUBJECT: This information is on the back of a container of a pint of ice cream.

1. If you eat the entire container, how many calories will you eat?
2. If you are allowed to eat 60 grams of carbohydrates as a snack, how much ice cream could you have?
3. Your doctor advises you to reduce the amount of saturated fat in your diet. You usually have 42 g of saturated fat each day, which includes one serving of ice cream. If you stop eating ice cream, how many grams of saturated fat would you be consuming each day?
4. If you usually eat 2,500 calories in a day, what percentage of your daily value of calories will you be eating if you eat one serving?

READ TO SUBJECT: Pretend that you are allergic to the following substances: penicillin, peanuts, latex gloves, and bee stings.

5. Is it safe for you to eat this ice cream?
6. Ask only if the patient responds “no” to question 5: Why not?

JAMA 2010;304(1):76-84
PPCP: Plan

Develop individualized patient-centered care plan in collaboration with other health care professionals and patient/caregiver that is evidence-based and cost-effective

http://jcpp.net/patient-care-process/
PPCP: Plan

- Address medication-related problems and optimizes medication therapy
- Sets goals of therapy to achieve clinical outcomes
- Engage patient through education, empowerment, and self-management
- Support care continuity (including follow-up and transitions of care)

http://jcpp.net/patient-care-process/
PPCP: Implement

Implements care plan in collaboration with other health care professionals and patient/caregiver

http://jcpp.net/patient-care-process/
PPCP: Implement

- Address medication/health-related problems
- Engage in preventive care strategies
- Initiate, modify, discontinue, or administer medication therapy
- Provide education and self-management training to patient/caregiver
- Contribute to coordination of care
- Schedule follow-up care to achieve goals of therapy

http://jcpp.net/patient-care-process/
Approach to Patient Care: Plan/Implement

- Use patient-centered goal setting
- Recommend drug therapy
  - Evidence-based
  - Cost-effective
- Coordinate patient care using interprofessional communication
- Engage patient and family
  - Motivational interviewing
  - Patient counseling
  - Encourage shared decision making
- Support continuity of care/schedule follow up
Monitors and evaluates the effectiveness of care plan and modifies plan in collaboration with other health care professionals and patient/caregiver

http://jcpp.net/patient-care-process/
Medication appropriateness, effectiveness, and safety

Patient adherence

Clinical endpoints that contribute to the patient’s overall health

Outcomes of care (achievement of goals of therapy)
Approach to Patient Care: Follow up – Monitor and Evaluate

• Assess medication appropriateness, effectiveness, and safety
  o Change in patient/disease status/severity
  o Change in renal and hepatic function
  o Drug interactions
  o Drug cost
• Assess patient adherence
• Assess goals of therapy and clinical endpoints

Has the patient met goals of therapy? Why or why not?
• Technicians often first contact patients have at the pharmacy

• Technician training
  o How to identify potential concerns
    ▪ Late refills on chronic medications
    ▪ Over use of prn medications
  o When to ask questions
  o What questions to ask
  o How to ask questions
  o When to contact the pharmacist
PPCP and Pharmacy Technicians

- Collect
  - Current medication list/medication use history
  - Health data
  - Lifestyle habits
  - Preferences and beliefs
  - Health and functional goals
  - Socioeconomic factors
  - SCHOLAR-MAC

- Assess
  - Medication cost
  - Morisky Scale
  - Newest Vital Sign

- Follow up – Monitor and Evaluate
  - Patient phone calls
• Determine aspects of PPCP needed for patient
  o All 5 elements may not be required
  o What can be streamlined?
    ▪ How well do you know the patient?
    ▪ What will work flow/work load allow?
  o Who can assist?
    ▪ Technicians
    ▪ Students/Interns
  o What are the patient’s interest and goals?

Optimize Patient Health and Medication Outcomes
Patient Case: RL

- RL is a 22 yo man presenting to your pharmacy to pick up his prescription for albuterol MDI
  - His refill is too soon and should not be filled for another 2 weeks
- Today he is coming in to pick up a refill of his albuterol inhaler only

What information would you like to collect in order to assess the patient?
<table>
<thead>
<tr>
<th>Rx Number</th>
<th>Date Filled</th>
<th>Medication</th>
<th>Sig</th>
<th>Refills</th>
</tr>
</thead>
<tbody>
<tr>
<td>917649</td>
<td>07/19/18</td>
<td>Albuterol MDI inhaler 90 mcg/puff</td>
<td>1-2 puffs inhaled q4 hours prn SOB</td>
<td>11</td>
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<tr>
<td></td>
<td>08/13/18</td>
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<td></td>
<td>10</td>
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<tr>
<td></td>
<td>09/09/18</td>
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<td>9</td>
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<td></td>
<td>10/01/18</td>
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<td>8</td>
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<tr>
<td></td>
<td>10/23/18</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>917650</td>
<td>07/19/18</td>
<td>Advair 250 mcg/50 mcg</td>
<td>1 puff inhaled BID</td>
<td>6</td>
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<td>08/13/18</td>
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<td>5</td>
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<td>09/09/18</td>
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<td>4</td>
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<tr>
<td>S</td>
<td>Symptoms</td>
<td>Cough, shortness of breath</td>
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<tr>
<td>C</td>
<td>Characteristics</td>
<td>Wakes up 2-3 times/week with shortness of breath</td>
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<td></td>
<td></td>
<td>Difficultly breathing with little activity daily</td>
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<td>H</td>
<td>History</td>
<td>Cough started a year ago and seems to be getting worse</td>
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<td></td>
<td></td>
<td>Shortness of breath worse with activity, but seems to occur almost every day</td>
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<td>O</td>
<td>Onset</td>
<td>Cough 1 year ago, began worsening 4 months ago</td>
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<tr>
<td>L</td>
<td>Location</td>
<td>N/A</td>
<td></td>
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<tr>
<td>A</td>
<td>Aggravating factors</td>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Remitting factors</td>
<td>Using albuterol inhaler</td>
<td></td>
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<tr>
<td>M</td>
<td>Medications</td>
<td>Uses albuterol inhaler up to 4-5 times/day</td>
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<td>Thinks his albuterol inhaler works better “than the other one” so he stopped using Advair regularly</td>
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<tr>
<td>A</td>
<td>Allergies</td>
<td>Pollen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Conditions</td>
<td>Asthma, seasonal allergies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is your assessment of RL’s asthma?
### Assess

| Medication: Appropriateness | Albuterol: rescue inhaler  
|                            | Advair (ICS/LABA): chronic control |
| Medication: Effectiveness  | Albuterol: resolves symptoms  
|                            | Advair: appears “ineffective” inappropriate use/non-adherence |
| Medication: Safety         | Denies ADRs |
| Medication: Adherence      | **Red Box** |
| Access to medications      | No access issues |
| Health and functional status | Activity limited due to shortness of breath |
| Risk factors               | Pollen? |
| Health data                | N/A |
| Health literacy            | **Red Box** |
| Immunization status        | Flu shot: 10/01/18  
<p>|                            | Up to date vaccine schedule |
| Need for preventative care | N/A |</p>
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<td>forgetting. Over the past 2 weeks, were there any days when you did not</td>
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<td>3. Have you ever cut back or stopped taking your medication without</td>
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<td>telling your doctor because you felt worse when you took it?</td>
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<tr>
<td>stop taking your medication?</td>
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<tr>
<td>7. Taking medication every day is a real inconvenience for some people.</td>
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<td>8. How often do you have difficulty remembering to take all your</td>
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<td>medication? (choose 1)</td>
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<tr>
<td>- Never/rarely (0)</td>
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<td></td>
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<tr>
<td>- Once in a while (1)</td>
<td></td>
<td></td>
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<tr>
<td>- Sometimes (2)</td>
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<td></td>
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<tr>
<td>- Usually (3)</td>
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<td></td>
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<tr>
<td>- All the time (4)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Yes (1)</td>
<td>No (0)</td>
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<td>---</td>
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<td>Score</td>
<td>Interpretation</td>
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<tr>
<td></td>
<td>0</td>
<td>High adherence</td>
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<tr>
<td></td>
<td>1-2</td>
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<td></td>
<td>≥ 3</td>
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</tr>
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</table>

Score Interpretation

- Never/rarely (0)
- Once in a while (1)
- Sometimes (2)
- Usually (3)
- All the time (4)
Newest Vital Sign

READ TO SUBJECT: This information is on the back of a container of a pint of ice cream.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If you eat the entire container, how many calories will you eat?</td>
</tr>
<tr>
<td>2</td>
<td>If you are allowed to eat 60 grams of carbohydrates as a snack, how much ice cream could you have?</td>
</tr>
<tr>
<td>3</td>
<td>Your doctor advises you to reduce the amount of saturated fat in your diet. You usually have 42 g of saturated fat each day, which includes one serving of ice cream. If you stop eating ice cream, how many grams of saturated fat would you be consuming each day?</td>
</tr>
<tr>
<td>4</td>
<td>If you usually eat 2,500 calories in a day, what percentage of your daily value of calories will you be eating if you eat one serving?</td>
</tr>
</tbody>
</table>

READ TO SUBJECT: Pretend that you are allergic to the following substances: penicillin, peanuts, latex gloves, and bee stings.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Is it safe for you to eat this ice cream?</td>
</tr>
<tr>
<td>6</td>
<td>Ask only if the patient responds “no” to question 5: Why not?</td>
</tr>
</tbody>
</table>

JAMA 2010;304(1):76-84
### Assess

<table>
<thead>
<tr>
<th>Medication: Appropriateness</th>
<th>Albuterol: rescue inhaler</th>
<th>Advair (ICS/LABA): chronic control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication: Effectiveness</td>
<td>Albuterol: resolves symptoms</td>
<td>Advair: appears “ineffective” (most likely due to inappropriate use/non-adherence)</td>
</tr>
<tr>
<td>Medication: Safety</td>
<td>Denies ADRs</td>
<td></td>
</tr>
<tr>
<td>Medication: Adherence</td>
<td>Not adherent to Advair, Morisky score = 5 (low adherence)</td>
<td></td>
</tr>
<tr>
<td>Access to medication</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Health and functional status</td>
<td>Activity limited due to shortness of breath</td>
<td></td>
</tr>
<tr>
<td>Risk factors</td>
<td>Pollen?</td>
<td></td>
</tr>
<tr>
<td>Health data</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Health literacy</td>
<td>Newest Vital Sign: 3 (possibility of limited literacy)</td>
<td></td>
</tr>
<tr>
<td>Immunization status</td>
<td>Flu shot: 10/01/18</td>
<td>Up to date vaccine schedule</td>
</tr>
<tr>
<td>Need for preventative care</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**What is your plan for RT?**

**How can this plan be implemented?**
<table>
<thead>
<tr>
<th><strong>Plan/Implement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addresses MRP and optimizes medication therapy</strong></td>
</tr>
<tr>
<td><strong>Sets goals of therapy to achieve clinical outcomes</strong></td>
</tr>
<tr>
<td><strong>Engages patient through education, empowerment,</strong></td>
</tr>
<tr>
<td><strong>Engages in preventive care strategies</strong></td>
</tr>
<tr>
<td><strong>Initiates, modifies, discontinues, or administers medication therapy as authorized</strong></td>
</tr>
<tr>
<td><strong>Provides education and self-management training to patient/caregiver</strong></td>
</tr>
<tr>
<td><strong>Schedules follow-up care to achieve goals of therapy</strong></td>
</tr>
<tr>
<td><strong>Optimize use of Advair</strong></td>
</tr>
<tr>
<td><strong>Decrease need for rescue inhaler</strong></td>
</tr>
<tr>
<td><strong>Decrease nightly awakening</strong></td>
</tr>
<tr>
<td><strong>Decrease SOB</strong></td>
</tr>
<tr>
<td><strong>Counsel patient on appropriate use of inhalers</strong></td>
</tr>
<tr>
<td><strong>How to use them (inhaler technique)</strong></td>
</tr>
<tr>
<td><strong>When to use them (chronic control vs. rescue)</strong></td>
</tr>
<tr>
<td><strong>Non-pharmacologic therapies</strong></td>
</tr>
<tr>
<td><strong>(avoid pollen, clean home, laundry, etc)</strong></td>
</tr>
<tr>
<td><strong>Contact MD regarding Advair optimization</strong></td>
</tr>
<tr>
<td><strong>Counsel patient on appropriate use of inhalers</strong></td>
</tr>
<tr>
<td><strong>How to use them (inhaler technique)</strong></td>
</tr>
<tr>
<td><strong>When to use them (chronic control vs. rescue)</strong></td>
</tr>
<tr>
<td><strong>Call patient in 1-2 weeks to assess asthma control</strong></td>
</tr>
</tbody>
</table>

Create a follow up plan including monitoring and evaluation.
### Follow up: Monitor and Evaluate

<table>
<thead>
<tr>
<th>Medication appropriateness, effectiveness, and safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient adherence</td>
</tr>
<tr>
<td>Clinical endpoints that contribute to the patient’s overall health</td>
</tr>
<tr>
<td>Outcomes of care (achievement of goals of therapy)</td>
</tr>
</tbody>
</table>

Reassess with follow up phone call in 1-2 weeks and at next visit to pharmacy.
Where could a pharmacy technician take part in the PPCP for this patient?

- Collect
  - Identify refill too soon on albuterol MDI
  - Identify late refills of Advair
  - Ask patient about symptoms
  - SCHOLAR-MAC

- Assess
  - Morisky Scale
  - Newest Vital Sign

- Follow up
  - Call patient in 1-2 weeks
Key Points

• PPCP offers a consistent, predictable, and measurable way for pharmacists to practice

• Pharmacy technicians can play an active (and vital) role in the PPCP

• Using the PPCP can be used to optimize patient outcomes
Self-Assessment Questions

1. Which of the following is an element of the Pharmacists’ Patient Care Process (PPCP)?
   a. Collect
   b. Assess
   c. Plan
   d. Implement
   e. All of the above
Self-Assessment Questions

2. In which element(s) of the PPCP can pharmacy technicians be utilized?
   a. Collect
   b. Assess
   c. Follow-up
   d. All of the above
3. True/False. Each element of the PPCP must be completed in its entirety to ensure optimal patient care.
   
   a. True
   
   b. False
Moving Pharmacy Forward:
Using the Pharmacists’ Patient Care Process

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Feik School of Pharmacy

23 October 2018