Incorporating the Pharmacists’ Patient Care Process into Practice

No need to reinvent the wheel, just realign it!
jcpp.net/patient-care-process/
Speakers

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Disclosure

- Sara Trovinger, Patti Darbishire, and Meghan Bodenberg have no actual or potential conflicts of interest associated with this presentation.
Objectives

Following this learning session, participants will be able to:

1. Describe the components of the Pharmacists’ Patient Care Process (PPCP).
2. Explain the importance of pharmacists and student pharmacists adopting the PPCP in practice.
3. Discuss strategies to teach and reinforce the PPCP to introductory and advanced pharmacy practice experience students.
Introducing the PPCP

Sara Trovinger, PharmD
<table>
<thead>
<tr>
<th>Have you ever heard of the Pharmacists' Patient Care Process (PPCP)?</th>
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<tbody>
<tr>
<td>Yes, I use it on a daily basis</td>
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<tr>
<td>Yes, I am familiar with it</td>
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<tr>
<td>Yes, I have heard about it in passing</td>
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For those of you who have heard of it, how would you describe it?
Joint Commission of Pharmacy Practitioners (J CPP)¹

J CPP Vision

Patients achieve optimal health and medication outcomes with pharmacists as essential and accountable providers within patient-centered, team-based healthcare.
Pharmacists' Patient Care Process was created to:

- Promote consistency across the profession
- Provide a framework for delivering patient care in any practice setting
- Be a contemporary and comprehensive approach to patient-centered care, delivered in collaboration with other members of the healthcare team
- Be applicable to a variety of patient care services delivered by pharmacists, including medication management
Figure 1: Pharmacists’ patient care process

Pharmacists’ Patient Care Process
Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes.

Using principles of evidence-based practice, pharmacists:

Collect
The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

Assess
The pharmacist assesses the information collected and analyzes the clinical effects of the patient’s therapy in the context of the patient’s overall health goals in order to identify and prioritize problems and achieve optimal care.

Plan
The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

Implement
The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

Follow-up: Monitor and Evaluate
The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.
Collect

- Pharmacist assures collection of necessary subjective and objective information
  - Current medication list including prescription and nonprescription medications, herbal products, and dietary supplements
  - Relevant health data including medical history, health and wellness information, biometric test results, and physical assessment findings
  - Lifestyle habits, preferences and beliefs
Pharmacist assesses information collected and analyzes the effects of the patient's therapy.

- Each medication for appropriateness, effectiveness, safety, and patient adherence
- Immunization status and need for preventative care services
- Health and functional status
Plan

- Develops an individualized patient-centered care plan
  - Addresses medication-related problems and optimizes therapy
  - Sets goals
  - Engages the patient
  - Supports care continuity
  - Is completed in collaboration with other healthcare professionals
Implement

- In collaboration with other health care professionals and the patient
  - Addresses medication and health-related problems
  - Engages in preventive care
  - Provides education and training
  - Schedules follow-up care
Follow-up: Monitor and Evaluate

- Monitor and evaluate effectiveness of care plan
- Modify plan in collaboration with other healthcare professionals and the patient
Mapping the PharmD Curriculum to PPCP
Integration into Syllabi

Course Outcomes

By the end of this course, students will be able to:
1. Assess patients to identify disease states based on clinical signs, symptoms, and other pathophysiological markers of illness. [EPA A1, A2]

2. Utilize principles of medicinal chemistry to explain the pharmacological and therapeutic basis of rational drug selection. [EPA A1, G2]

3. Apply pharmacological principles to select drug therapies with appropriate pharmacokinetic-pharmacodynamic profiles. [EPA A1, A2, G2]

4. Create, optimize and implement individualized therapeutic plans based on the JCPP model. [EPA A1, A2, A3, B1, E2, G2]
Incorporation into Classroom Teaching
Integration Into Assessments

Type: Choose an item.
Title: Question Title
Question Number.
Question Text
~ Rationale for the correct answer (if desired)
  a. Answer 1
  b. Answer 2
  c. Answer 3
  d. Answer 4

Image(s)/PDF(s): Provide name(s) of GIF, JPG, JPEG, PNG, or PDF file(s)
Points: Number of Points for this Question
  □ Partial Credit  OR  □ Select All that Apply
  □ Randomize Choices
Course Outcome(s): Outcome Number(s)
ACPE Outcome(s): ACPE Outcome Number(s)
CAPE Outcomes(s): CAPE Outcome Number(s)
Bloom’s Taxonomy: Level Number (1, 2, 3)
PPCP: Process Number (1, 2, 3, 4, 5)
Incorporating PPCP into Introductory Pharmacy Practice Experiences (IPPEs)

Patti Darbishire, PharmD
ACPE Accreditation Standards 2016 for PharmD Programs

Standard 10.8

"The curriculum [must] prepare students to provide patient-centered collaborative care as described in the Pharmacists' Patient Care Process model endorsed by the Joint Commission of Pharmacy Practitioners."
Relevance

Multi-school and healthcare systems project involving independent study students

- **Primary objectives:**
  - To examine the value (to rotation sites, patients, and our profession), of precepting institutional-based, IPPE students
  - To provide specific examples of how students are effectively incorporated into workflow and patient care activities
Students’ Concerns

- My IPPE was the first time I had been in a hospital setting and I felt a lot like a visitor, rather than a participant or patient care provider - mostly because the rotation was ambiguous in its expectations. Sure, my school provided overarching goals, but a more standardized approach to patient care would have been extremely helpful going in.

- When we take the Oath of a Pharmacist, we pledge to help the future generation of pharmacy students....but who’s teaching the teacher [preceptor]? I realize there are requirements for being a preceptor, but wouldn’t it be beneficial if our curriculum focused on educating not only future pharmacists, but us as future preceptors?
Independent Study Student Project

Multi-school and healthcare system project

- Primary objectives:
  - To examine the value (to rotation sites, patients, and the profession), of precepting institutional-based, IPPE students
  - To provide specific examples of how students are effectively incorporated into workflow and patient care activities

- Address these concerns first:
  - To discuss the importance of:
    - Standardizing teaching methods in colleges of pharmacy of how to provide patient care (so students have a baseline expectation going into any type of patient care rotation)
    - Ensuring preceptors’ understand the PPCP and role model its use to students on patient care rotations
No Need To Reinvent The Wheel, Just Realign It!

- Variety of clinical presentation/documentation methods
  - SOAP Note
    - Subjective, Objective, Assessment, Plan
  - SBAR
    - Situation, Background, Assessment, Recommendation
  - Progress Note
    - No formal structure
  - Care Plans
    - Problem, subjective/objective evidence, meds, contributing factors, goals, treatment options, recommendations, monitoring, and patient education
  - Others

- Not a change in the way we provide patient care or use these tools, but a way to help students understand how all methods fit under the umbrella of the PPCP.
Purdue PPCP Implementation Plan

- **Faculty**
  - Incorporate PPCP into curricular content

- **Preceptors**
  - Add PPCP summary document to the preceptor training manual
  - Increase preceptors’ awareness of PPCP via multiple communication methods
  - Request preceptors initiate discussions on PPCP as appropriate

- **Students**
  - Create a new course to introduce PPCP that includes use of case studies
  - Include PPCP summary document in students’ experiential workbooks and amend assignments to align with the PPCP
  - Map assignment objectives to the PPCP, so students understand how/where the PPCP applies to experiential activities
Pharmacy Skills and Patient Counseling

- All P1 students complete a 2 credit hour, semester-long, hybrid IPPE
  - Learn the top 100 drugs and basic pharmacy skills, and then practice in small groups led by pharmacists and upper classmen for a power hour each week
  - Apply their knowledge and skills for 2 hours/week in the Purdue University Pharmacy
    - Real pharmacy housed within our College
    - Provides prescription services to faculty, staff, retirees and students
Example: Collect and Assess Steps

- Students work in groups of 6 in the pharmacy; rotate positions
  1. 2 students receive prescriptions from patrons
  2. Collect pertinent patient and medication-related information, e.g., address, phone number, allergies, insurance information
  3. Assess the completeness and accuracy of the prescriptions
  4. Pass the prescriptions back to the 4 students who are filling
  5. Assess for completeness and accuracy prior to processing
  6. Students present the patient and the filled prescription in a structured, case-based format to the pharmacist for evaluation and immediate feedback (prior to dispensing)
Community Pharmacy IPPE

- P2 students complete a 4-credit hour, off-campus, community pharmacy-based rotation
- 4-weeks, 40 hours/week experience
- Demonstrate proficiency with a set of skill-based competencies
- Complete assignments, projects focused on community practice
  - Pharmacy operations, staffing, and policies/procedures
  - Processing and dispensing prescriptions, and counseling patients
  - Staff roles, including interdisciplinary interactions
  - Advantages and disadvantages of this career path
  - Medication safety and adherence
  - Patient interviewing and medication history taking
  - Public health promotion, preventative care, self-care
Interprofessional Health Promotions Project

- Use PPCP to teach students how to contribute toward public health

1. Students from multiple healthcare disciplines are assigned to a group of 3
2. Students review the PPCP in their workbooks and reflect on how this process applies to the provision of public health
3. **Collect** information on a target population through a literature search, media
4. **Assess** this population’s healthcare needs to identify a project topic
5. **Plan** the project, incorporate knowledge/skills from each healthcare discipline
6. **Implement** the project with their target audience and collect feedback
7. Reflect on personal contributions, successes, challenges, misconceptions, and new information learned
Institutional Pharmacy IPPE

- P3 students complete a 4-credit hour, off-campus, institutional pharmacy-based course
- 4-weeks, 40 hours/week
- Demonstrate proficiency with a set of skill-based competencies
- Assignments and projects that focus on institutional practice
  - Pharmacy operations, staffing, and policies/procedures,
  - Processing orders and prep sterile products
  - Pharmacist and staff roles, including interdisciplinary interactions
  - Advantages and disadvantages of this career path
- **SOAP Notes and Patient Care Plans**
- Medication reconciliation and safety principles
- Antibiotic stewardship principles
- Drug information retrieval
Patient Encounters and Documentation Activities

1. Review the PPCP in their workbooks

2. Develop 4 SOAP Notes
   - 1 page note for 4 patients, focusing on a single problem/condition
   - Follow patients until discharge or end of IPPE, documenting changes

3. Develop a comprehensive Patient Care Plan
   - A complicated patient (multiple conditions and medications)
   - Requires logical, thorough thought processes to evaluate all patient and medication-related factors
   - Follow patient until discharge or end of IPPE, documenting changes

4. Present to preceptor, analyzing how info fits within the PPCP structure
Implementing PPCP into Advanced Pharmacy Practice Experiences (APPEs)

Meghan Bodenberg, PharmD, BCPS
Practice Makes Perfect

- Students learn PPCP in curriculum and introductory experiences (become APPE ready)
- Advanced pharmacy practice experiences allow students to practice and demonstrate competency in the entire PPCP process
Implementation into Rotation Goals and Objectives

- Revision of syllabus templates for required patient care rotations:
  - General Medicine and Acute Care
  - Ambulatory Care
  - Community Practice
- Learning objectives modified to include terminology of PPCP
- Added activity for discussion of preceptor and student on how PPCP applies in their work setting
  - Explain how your organization’s and/or department’s mission, vision, values align with PPCP
Preceptor Prompting Questions for Each PPCP Step

- **Collect**
  - What are possible sources of information available?
  - What information is still needed?
  - How will you collect this information?

- **Assess**
  - What are goals of therapy for each medical indication?
  - Are there any drug-related problems?
  - What are the advantages and disadvantages to different treatment options?
Preceptor Prompting Questions for Each PPCP Step

- **Plan**
  - How will you involve the patient in your plan?
  - How will you prioritize interventions you have identified?
  - How will you document your plan?
  - How will you communicate your plan (to the patient, health care team)?

- **Implement**
  - What is within the scope of practice versus what needs to be referred for implemented by other members of the healthcare team?
  - What protocols or collaborative practice agreements are in place?
  - How will you respond if the healthcare team disagrees with recommendations you made?
Existing Learning Opportunities for Students to Engage in PPCP

- Medication reconciliation
- Patient care plans/SOAP Notes
- Case-based formal presentation
- Documentation of interventions
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<tr>
<th>Subjective &amp; Objective</th>
<th>Provide all pertinent subjective and objective data pertaining to the assigned patient problem.</th>
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<tbody>
<tr>
<td>Assessment Goals of Therapy</td>
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<tr>
<td>Assessment of Patient Problem(s) &amp; Assessment of Current Therapy (if applicable)</td>
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<tr>
<td>Assessment of Drug Treatment Options</td>
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<tr>
<td>Plan</td>
<td>Recommended Drug Therapy</td>
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<td></td>
<td>Recommended monitoring plan</td>
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<td>Patient Education</td>
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<td>Collect</td>
<td>Subjective &amp; Objective</td>
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<td>Implement</td>
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<td>Follow-up: Monitor and Evaluate</td>
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Documentation of Interventions

Assess each medication for the following:

- **Indication**
  - Unnecessary drug therapy
  - Needs additional drug therapy

- **Effectiveness**
  - Ineffective drug
  - Dosage too low
  - Needs additional monitoring

- **Safety**
  - Adverse drug reaction
  - Dosage too high
  - Needs additional monitoring

- **Adherence**
Change to Final Evaluation Form

- Collects appropriate information about the patient (**Collect**)
- Assesses patients’ health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care (**Assess**)
- Assesses medications for appropriateness, effectiveness, safety, and patient adherence (**Assess**)
- Addresses medication-related problems and optimizes medication therapy (**Plan**)
- Determines appropriate therapeutic endpoints (**Plan**)
- Makes recommendations for safe, appropriate and effective use of prescription and OTC medications, and supplements (**Implement**)
- Provides education and self-management training to patient or caregiver (**Implement**)
- Monitors and evaluates the effectiveness of care plan (**Follow up**)
- Recommends modification of the plan in collaboration with other health care professionals and the patient or caregiver as needed (**Follow up**)
Student Reflections on PPCP

- Student required to reflect on understanding of PPCP before and after completion of APPEs
- Provide example of how they demonstrated each component of the wheel in the required rotations
Tools/Resources

- Templates and rubrics in Appendix of Rotation Manual
- CEI
- Colleagues
- Student and resident learners
- And of course.....
  - Butler, Purdue, and Manchester Experiential Directors!
Take Home Points

- Talk the talk: Use the key components of the PPCP wheel in discussions with students at your site
- Walk the walk: Explain to students how you use the PPCP in your practice and how it fits with the mission of your department or organization
- Check it once and then check it twice: Design distinct assignments and activities with the PPCP in mind
References
