



## **Patient Care: Patient-centered dispensing**

PGY1 - Community Pharmacy (95904)

**Faculty:** Patricia Lambro, Albert Carbo, Sherry Whitley

**Site:** Peninsula Community Health Services

**Status:** Required

**Type/Duration:** Required, longitudinal

**Time:** 8-24 hours/week throughout the year

### **Description:**

This rotation ensures the development of professional practice and dispensing skills to provide safe and effective pharmaceutical care to our patients.

This is a longitudinal rotation beginning once the resident has completed the orientation cycle. Over the course of the year the Resident will learn both technician and pharmacist roles in the delivery of patient centered dispensing services. The resident will be expected to maintain and direct an efficient workflow and provide constructive feedback to staff members, while providing direct supervision to ancillary pharmacy staff. The Resident will gain experience with retail pharmacy law and record keeping, pharmaceutical recalls, inventory outdating and destruction, Board of Pharmacy inspections, 340B stewardship and insurance audits. The resident will also perform patient care services such as refill authorizations, therapeutic interchanges, glucometer and inhaler teaching, smoking cessation counseling, and medication adherence services.

The Residency Program Director (RPD) will determine when the resident is proficient as an independent pharmacist. Proficiency is determined based on direct observation by the preceptors and RPD that the resident conducts themselves in an appropriate and professional manner, can carry out all basic aspects of the dispensing process independently and is able to effectively communicate with patients and staff.

### **Role of Pharmacists:**

Pharmacists at PCHS prepare and dispense medications and advise patients on their appropriate use while ensuring compliance with all laws and regulations governing the operations of their respective pharmacy. While dispensing, pharmacists perform provider consultations, refill medications under protocol, perform therapeutic interchanges under protocol, and offer ancillary services such as medication adherence boxes, naloxone counseling and syringe exchange services.

### **Expectation and Progression of Resident:**

Quarter 1:

- Resident should complete pharmacy workflow training and be comfortable with software systems (EPS, FreedomData, Athena).
- Resident will become familiar with the JCPP Pharmacists' Patient Care Process and explain how this fits into workflow.
- Resident will become familiar with therapeutic interchange (TIP) and refill protocols.
- Resident will become familiar with the 340B program and learn to verify eligibility of a prescription for 340B inventory use.

Quarter 2:

- Resident should be able to staff a pharmacy with minimal assistance, including DUR reviews and qualifying referral prescriptions for 340B inventory use.
- Resident will begin working on refill requests and TIP tasks with preceptor guidance.
- Resident should be able to prepare answers to provider questions and cite resources for preceptor review.
- Resident should be able to perform a controlled substance inventory, troubleshoot any discrepancies and describe the follow up actions needed if discrepancy is present.

Quarter 3:

- Resident should be able to independently staff a pharmacy and assume responsibility for all actions in the pharmacy.
- Resident will continue to work towards independently completing refill requests, TIPs and clinical provider questions.
- Resident will perform a Department of Health self-inspection for home Pharmacy and create plan of correction for any deficiencies found.

Quarter 4:

- Resident should be able to independently complete refill tasks, perform TIPs, answer provider questions and patient inquiries thoroughly and completely.

\*The length of time spent in each phase of learning will depend on the resident's progression.

**Required goals and objectives for Patient Centered Dispensing longitudinal rotation:**

GOAL DESCRIPTION		OBJECTIVE DESCRIPTION		ACTIVITY
R1.2	Provide safe and effective patient care during the delivery of patient-centered dispensing.	R1.2.1	(Analyzing) Prior to dispensing a medication, perform an effective drug utilization review aligned with the JCPP Pharmacists' Patient Care Process to identify, detect, and address therapeutic problems	<ul style="list-style-type: none"> <li>• Consistently <b>apply</b> JCPP Patient Care Process while performing DUR checks during dispensing activities</li> <li>• Consistently <b>apply</b> JCPP Patient Care Process while performing refill request reviews</li> </ul>
		R1.2.2	(Applying) Prepare and dispense or administer (when appropriate) medications to support safe and effective patient-centered care.	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> proficiency by completing all parts of patient-centered dispensing process accurately and efficiently</li> </ul>
		R1.2.3	(Applying) Identify and provide services related to patient-centered dispensing that assist individual patients in the safe and effective use of medications.	<ul style="list-style-type: none"> <li>• <b>Identify</b> patients' needs for ancillary services to facilitate safe and effective use of medications (ex: DME, compliance packaging) and offer services</li> </ul>
		R1.2.4	(Analyzing) Counsel and educate the	<ul style="list-style-type: none"> <li>• <b>Identify</b> when counseling is needed for medications per</li> </ul>

			patient and/or caregiver about dispensed medications, self-care products, medication adherence, and appropriate referrals for services.	<p>State/Federal law</p> <ul style="list-style-type: none"> <li>• <b>Adjust</b> communication methods when barriers to understanding are present (language line, teach back method)</li> <li>• <b>Identify</b> when referrals to other healthcare services are needed and help patient connect to care</li> </ul>
R1.3	Provide safe and effective medication-related patient care when patients transition between care settings	R1.3.1	<b>(Analyzing)</b> Identify needs of individual patients experiencing care transitions.	<ul style="list-style-type: none"> <li>• <b>Identify</b> patients experiencing care transitions between hospital/specialists/PCP/pharmacies and perform medication reconciliation in pharmacy software and EHR</li> <li>• <b>Identify</b> any potential and actual medication-related problems and follow up with care team as needed</li> </ul>
R2.1	Manage operations and services of the practice	R2.1.1	<b>(Applying)</b> Manage dispensing and patient care services at the community based practice site.	<ul style="list-style-type: none"> <li>• <b>Apply</b> established policies and procedures regarding patient centered dispensing practices</li> <li>• <b>Demonstrate</b> effective use of the pharmacy software to ensure accurate and timely dispensing of medications</li> <li>• <b>Demonstrate</b> ability to proactively identify, prioritize, and resolve medication issues identified during dispensing practices</li> </ul>
		R2.1.2	<b>(Applying)</b> Participate in organizational level management activities, functions, and/or decision-making.	<ul style="list-style-type: none"> <li>• <b>Use</b> PCHS Unusual Occurrence Reporting platform to document and report adverse drug events, adverse vaccine events, or medication errors discovered</li> <li>• <b>Demonstrate</b> ability to document vaccine adverse reactions using the VAERs reporting tool</li> </ul>
		R2.1.3	<b>(Understanding)</b> Identify relevant external factors that influence or impact community-based practice and identify appropriate strategies to adjust, comply, or improve.	<ul style="list-style-type: none"> <li>• Perform WA DOH Pharmacy Self-Inspection process, <b>discuss</b> application of laws in workflow with preceptor</li> <li>• <b>Report</b> findings of a self-inspection to the Pharmacy Director and create plan of correction if needed</li> </ul>
R2.2	Demonstrate personal and professional leadership skills.	R2.2.1	<b>(Valuing and Applying)</b> Manage one's self effectively and efficiently.	<ul style="list-style-type: none"> <li>• <b>Select</b> workflow tasks appropriate for self and ancillary staff per licensure</li> <li>• Actively <b>evaluate</b> daily/weekly duties to ensure completion in a timely manner</li> </ul>
		R2.2.3	(Cognitive – <b>Applying</b> ) Demonstrate effective leadership skills and behaviors.	<ul style="list-style-type: none"> <li>• <b>Use</b> effective strategies to de-escalate and manage conflict (ex: upset patient, inability to pay for medications)</li> <li>• <b>Practice</b> as a positive role model to student pharmacists, technicians, fellow pharmacists, and other health care professionals.</li> </ul>

R4.2	Effectively employ appropriate preceptor skills when engaged in experiential teaching (e.g., students, pharmacy technicians, or other health care professionals)	R4.2.1	(Analyzing) Identify experiential learning activities and select appropriate preceptor roles to meet learners' educational needs.	<ul style="list-style-type: none"> <li>Identify opportunities for and provide effective, focused, direct instruction to technicians and/or students when able.</li> </ul>
------	--	--------	---	---

**Evaluation:**

Formative evaluation and feedback will be provided throughout the project development process.

Summative evaluations will be conducted quarterly with the resident and preceptor independently completing PharmAcademic evaluations.

	Evaluator	Evaluated	Timing
ASHP Learning Experience Evaluation	Resident	Learning Experience	Ending and quarterly if needed
ASHP Preceptor Evaluation	Resident	All preceptors of this Learning Experience	Ending and quarterly if needed
Summative Evaluation	Resident	Each resident taking this Learning Experience	Ending and quarterly if needed
Summative Evaluation	All Preceptors	Each resident taking this Learning Experience	Ending and quarterly if needed

Elements for portfolio and PharmAcademic:

- Documentation of interventions made while dispensing (JCPP Process) documented in longitudinal services spreadsheet
- 5 de-identified examples of Resident communication to other healthcare professionals
- 5 examples Health and Wellness services documented in longitudinal services spreadsheet (ex: Naloxone education, syringe exchange, smoking cessation counseling, glucometer teaching, safe medication disposal counseling)
- Documentation of any Transition of Care opportunities in longitudinal services spreadsheet (if documentation in EHR is not necessary)
- Copies of any Adverse Events reports submitted or reviewed
- Copy of Department of Health (DOH) Self-Inspection report
- Evidence of feedback to learners