Effectively Teaching and Evaluating the JCPP Pharmacists’ Patient Care Process in PGY₁ Community-based Residency Programs

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Former APhA President

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Virginia Commonwealth University
APhA Immediate Past-President

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Chicago College of Pharmacy, Midwestern University
Target Audience: Pharmacists
ACPE#: 0202-0000-18-102-L01-P
Activity Type: Knowledge-Based
Disclosures

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Jean-Venable “Kelly” R. Goode
TEVA Advisory Board

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ASHP Contracted Lead Surveyor

The American Pharmacists Association is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.
Learning Objectives

1. Describe the development, functional components, and importance of the Pharmacists’ Patient Care Process
2. Identify how the Pharmacists’ Patient Care Process training should be aligned with resident learning to meet the PGY1 Community-based Pharmacy Residency Education and Training Standards, Competency Areas, Goals and Objectives
3. Describe techniques and methods for preceptors to successfully incorporate the Pharmacists’ Patient Care Process into PGY1 Community-based learning experiences
Assessment Question #1

Choose the most correct answer related to the JCPP Pharmacists’ Patient Care Process:

a. Determining the outcomes and value of pharmacists’ services requires a consistent process of care.

b. The Pharmacists’ Patient Care Process is primarily applicable to the ambulatory/community pharmacy setting.

c. The Pharmacists’ Patient Care Process requires the use of collaborative practice agreements.

d. The Pharmacists’ Patient Care Process is not required to be taught in doctor of pharmacy programs.
Assessment Question #2

The JCPP Pharmacists’ Patient Care Process identifies three key roles that transcends all steps. They are:

a. Communicate, measure, and report
b. Interview, assess, and coordinate
c. Collaborate, communicate and document
d. Medication reconciliation, counseling, and document
Assessment Question #3

The Pharmacists’ Patient Care Process is

a. Pharmacist centric.
b. Implemented independently by the pharmacist.
d. A completely new process.
Assessment Question #4

Which of the following is TRUE concerning teaching the JCPP Pharmacist’s Patient Care Process to residents?

a. R1 (Patient Care) Goals and Objectives do not align with the JCPP Pharmacist’s Patient Care Process so you must add the process to the activities.

b. Standard 6 requires preceptors to know and follow the JCPP Pharmacist’s Patient Care Process.

c. The same activities should be used for each objective in R1 (Patient Care) to promote consistency.

d. R1 (Patient Care) Goals and Objectives only apply to disease state management services.
Joint Commission of Pharmacy Practitioners

- JCPP 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

- JCPP Strategic Plan: Consistent patient care process identified as key driver for achieving the JCPP vision
  - Supports the profession’s provider status activities
  - Needed to meet demands of evolving health care system focused on triple aim
- Collaboration of national pharmacy organizations working to develop a standardized pharmacist patient care process
  - Purpose: to stimulate consistency, predictability, and measurability in pharmacists’ service delivery
    - Outcomes based payment
    - Objective comparisons between individual and groups of pharmacists
    - Consistent expectations for diverse stakeholders
      - Patients, other healthcare providers, payers, regulatory bodies, government
    - Comparative effectiveness research
Goals

Pharmacists’ Patient Care Process 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 health care team.
- Be applicable to a variety of patient care services delivered by pharmacists, including medication management.
Pharmacists’ Patient Care Process

Foundational Components:

• Establishment of patient-pharmacist relationship
• Engagement and effective communication with patient, family, caregivers
• Continually collaborate, document, and communicate with physicians and other health care providers
• Process enhanced by interoperable information technology systems that facilitate effective and efficient communication
Pharmacists’ Patient Care Process

▪ Approved by JCPP organizations in May 2014

▪ Supported by 13 national pharmacy organizations

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.
Competency Area R1: Patient Care

Goal R1.1: Provide safe and effective patient care services including medication management, health and wellness, immunization, and disease state management including medication management following the JCPP Pharmacists’ Patient Care Process. Services are provided to a diverse range of patients in collaboration with the health care team.
JCPP Patient Care Process
Objectives
2016 Community-based Pharmacy Residency Standard

One Objective

Eight Objectives
Implementation Resource Examples

Available at http://www.pharmacist.com

Available at http://www.pharmacist.com
Patient Care Service Examples


Available at http://www.pharmacist.com/immunization-center
Practice Guidance for Pharmacy-based Medication Administration Services

Incorporating the JCPP Patient Care Process

- Getting Started
  - Create Learning Activities
    - What is the objective?
    - What is the cognitive level?
    - What activity will achieve the objective?
    - What resources will it require?
    - How will you assess?
Incorporating the JCPP Pharmacists’ Patient Care Process

- Introduce JCPP Pharmacists’ Patient Care Process early
- Incorporate during all residency patient care activities
  - Patient-centered dispensing
  - Immunizations
  - Self-care consults
  - Medication synchronization
  - Wellness screenings
  - Transitions of care
  - Comprehensive medication management
  - Chronic care management
Incorporating the JCPP Patient Care Process

Incorporate into teaching with the **four preceptor roles**

- **Instructing**
  - Patient cases
  - Therapeutic discussions
  - Required readings

- **Modeling**
  - “Think out loud” the process

- **Coaching**
  - Resident “Thinks out loud” the process
  - Preceptor feedback
    - Verbal
    - Formative

- **Facilitating**
  - Resident presents patients to preceptor for feedback
  - Resident precept students using the process
  - Formal patient case presentations
Incorporating the JCPP Pharmacists’ Patient Care Process

- Techniques
  - One minute preceptor
  - One minute observation

- Evaluation
  - Verbal
    - Formative
  - Written
    - Summative with criteria-based feedback
      - Use learning activities as guide
    - Formative (optional)
Objective R1.1.2: (Responding and Applying) Establish a patient-centered relationship with the individual patient, family members, and/or caregivers.
<table>
<thead>
<tr>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective R1.1.2:</strong> (Responding and Applying) Establish a patient-centered relationship with the individual patient, family members, and/or caregivers.</td>
<td>Serve as a provider in the comprehensive medication management service. Establish long-term relationship with at least 20 patients. Interact with patients to create individualized care plans.</td>
<td>Establishes rapport and trusting relationships with the patient, family members, and/or caregivers (i.e., establishes therapeutic alliances). Engages patient appropriately in making care decisions. Displays respect for the preferences and expressed needs of the patient. Exhibits cultural competency and respect for diversity when interacting with patients, family members, and/or caregivers. Keeps commitments made to patients. Respects patients’ privacy.</td>
</tr>
</tbody>
</table>
Objective R1.1.3: (Valuing and Analyzing)
Collect relevant subjective and objective information for the provision of individualized patient care.
The pharmacist assures the collection of necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient. Information may be gathered and verified from multiple sources...

Collect:

- A current medication list and medication use history for prescription and nonprescription medications, herbal products, and other dietary supplements

- Relevant health data that may include medical history, health and wellness information, biometric test results, and physical assessment findings

- Patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that impact access to medications and other aspects of care
What to collect? Relevant Data

- Depth and breadth of services requested
- Location of services
- Complexity of patient
What does it mean to Collect a Medication List?

Fundamental role

“current” “complete” “active”

Medication reconciliation
When I get up, I take:

Drug name (brand name, generic name, dose):

This looks like:

.personal medication record

DATE PREPARED: <Insert date>

Allergies or side effects: <Insert allergies and adverse drug reactions, including the products and their effects>

Medication: <Insert generic name (and brand name if applicable), strength, and dosage form.>

How I use it: <Insert regimen, including dose and frequency, and supplemental instructions as appropriate>

Why I use it: <Insert indication or intended medical use>

Prescriber: <Insert prescriber’s name>

Date I started using it: <Enter start date>

Date I stopped using it: <Enter stop date>

<Insert other title(s) >: <Use for optional product-related information, such as supplemental instructions, product image/identifiers, goals of therapy, pharmacy, etc. This field may be expanded, divided, or deleted.>
# Medication List Components

## Patient Information
- Patient name
- Patient contact information
- Patient date of birth
- Medical record number
- Emergency contact

## List For Each Current or Active Medication (Rx, OTC, herbals, etc.)
- Indication
- Generic and trade name
- Strength of ordered tablet, capsule, inhaler, etc.
- Current dose (# of tablets, capsules, etc., that equal that dose)
- Frequency of administration
- Route of administration
- Special instructions
- Optimal time to take medication
- Description of medication or picture
- Other as needed (i.e., side effects, goals, special instructions, etc.)
- Date medication was started
- Prescribing provider
- Refill date

## Additional Content
- Allergies
- Source of current list, who created list
- Date it was created
- Providers (including pharmacies) and their contact information
- Medication past history, reason medication was stopped, and date stopped
# Objective Patient Data

<table>
<thead>
<tr>
<th>Physical exam</th>
<th>Vital signs</th>
<th>Diagnostic reports</th>
<th>Biometric tests</th>
<th>Medical record data</th>
</tr>
</thead>
</table>
Subjective Patient Data

Patient centered
- Preferences
- Beliefs
- Feelings
- Perceptions
- Values
- Ideas
- Demographics
- Goals
- Life style
- Habits

Disease centered
- Reason for seeking care
- Symptoms
- History of illness
- Past illnesses
- Family history
- Pain

Medication centered
- Medication history
- Medication experience
Challenges

Pharmacist factors
- Knowledge
- Communication skills

Patient factors
- Accuracy as a historian
- Cognitive abilities
- Communication skills

System factors
- Efficiency
- Access
Assigning Activities

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<tr>
<td><strong>Objective</strong>&lt;br&gt;R1.1.3: (Valuing and Analyzing)&lt;br&gt;Collect relevant subjective and objective information for the provision of individualized patient care.</td>
<td><strong>Activities</strong></td>
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</table>
## Assigning Activities

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</table>
| **Objective R1.1.3: (Valuing and Analyzing)** Collect relevant subjective and objective information for the provision of individualized patient care. | Interview patients assigned to you in the comprehensive medication management service.  
Conduct a medication and pertinent medical history for approximately 20 patients during comprehensive medication management.  
Pass orientation skill assessment.  
Take blood pressure, pulse, weight, and other physical assessment values needed to evaluate patient patients during comprehensive medication management.  
Recommend, order, and conduct testing for patients according evidence-based medicine and pharmacy policies and procedures.  
Organize the collected information. |
<table>
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<tr>
<td><strong>Objective</strong> R1.1.3: (Valuing and Analyzing) <strong>Collect relevant subjective and objective information for the provision of individualized patient care.</strong></td>
<td>Identifies and accesses appropriate sources of information. Collects accurate and complete subjective and objective information for the provision of patient care including the following: • complete current medication list and medication use history including prescription and nonprescription medications, herbal products, and other dietary supplements; • relevant health data including medical history, health and wellness information, biometric test results, physical assessment findings, and pharmacogenomics/pharmacogenetics information; and, • patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that affect access to medication(s) and other aspects of care. Performs appropriate physical assessment correctly. Conducts appropriate point of care testing when applicable. Organizes information thoroughly, efficiently and effectively from all relevant sources while excluding extraneous information. Uses a systematic process for recording information that is functional for subsequent problem solving and decision-making. Displays understanding of limitations for information collected from the patient and health records. Clarifies information appropriately when needed.</td>
</tr>
</tbody>
</table>
Objective R1.1.4: (Analyzing) Analyze and assess information collected and prioritize problems for provision of individualized patient care.
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.

Assess:

- Each medication for appropriateness, effectiveness, safety, and patient adherence
- Health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care
- Immunization status and the need for preventive care and other health care services, where appropriate
Knowledge and Problem Solving Skills

- Patients medical and medication history
- Clinical practice guidelines
- Evidence-based medicine
- Disease state risk factors
Logical Thought Process

First, match conditions with medications being used for treatment

Medication Appropriateness

- Are there any disease states or indications for which the patient does not currently have a medication but a medication may be beneficial?
- Is the patient taking a medication for no medically valid indication?
- Does each prescribed medication have a current and valid indication?
- Do some medications have duplicate indications pertaining to the patient?
Logical Thought Process

Medication Effectiveness

- Is the medication working? Achieving desired therapeutic goals?
- Is the medication the optimal choice for the indication being treated?
- Is the patient on the correct (adequate) dose of medication?
- Are monitoring parameters in place to evaluate medication effectiveness and safety?
- Do results of medication monitoring indicate continued use of this medication?
Logical Thought Process

Medication Safety

▪ Is the dose of medication higher than the usual recommended dose for its indication?

▪ Is the patient experiencing signs or symptoms of adverse medication effects?

▪ Is the patient experiencing a side effect or issue that decreases patient safety that may be a result of a drug–drug, drug–food, or drug–laboratory test interaction?

▪ Do results of medication monitoring indicate a need for intervention?
Logical Thought Process

Medication Adherence

- Is the patient taking the medication too frequently or too much at one time?
- Is the patient not meeting clinical goals or measures based on not receiving or taking the medication as prescribed?
- Can the patient afford the medications? Is cost affecting medication adherence?
- Are there alternative therapies that could be used for an indication that would decrease patient cost burden?
- Are there therapies that may be unnecessary and would decrease cost if discontinued?
- Does the patient have a medical problem that is the result of not receiving a medication because of economic, psychological, sociological, or pharmaceutical reasons?
Assessment Thinking Process

1. Can they get their medications
2. Are they taking them
3. Are they working
4. Are they causing problems
5. Are there better medications
6. What do I need to do
Assigning Activities

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<td><strong>Objective R1.1.4:</strong> (Analyzing) Analyze and assess information collected and prioritize problems for provision of individualized patient care.</td>
<td>Use the collected information to prioritize problems for provision of individualized patient care. Identify and prioritize medication-related problems based on medication/medical history, medication therapy management, or other patient care programs. Identify and prioritize unmet health care needs based on patient’s values, preferences, priorities and goals.</td>
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</table>
| R1.1.4: (Analyzing) Analyze and assess information collected and prioritize problems for provision of individualized patient care. | Analyzes the information and assesses the clinical effects of the patient’s therapy appropriately in the context of the patient’s overall health goals and to achieve optimal care including assessing:  
  • each medication for appropriateness, effectiveness, safety, and patient adherence;  
  • health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care; and,  
  • immunization status and the need for preventive care and other health care services, accurately and where appropriate.  
  • Identifies unmet health care needs of patient accurately.  
  • Identifies medication therapy problems accurately.  
  • Prioritizes the patient’s needs correctly based on professional judgments as well as the patient’s values, preferences, priorities and goals.  
  • Prioritizes the problem list correctly including identifying which problems the pharmacist can manage and which problems require referral. |
Objective R1.1.5: (Valuing and Creating) Design a safe and effective individualized patient-centered care plan in collaboration with other health care professionals, the patient, and caregivers.
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.

The plan:

- Addresses medication-related problems and optimizes medication therapy
- Sets goals of therapy for achieving clinical outcomes in the context of the patient’s overall health care goals and access to care
- Engages the patient through education, empowerment, and self-management
- Supports care continuity, including follow-up and transitions of care as appropriate
Medication Related Problems and Optimizing Therapy

Rules to abide by

• Evidence-based
• Cost effective
• Best achieve desired outcomes
• In collaboration with the patient
• In collaboration with the team
• Coordination of care
### Setting Goals

- **S** - Specific
- **M** - Measurable
- **A** - Action-oriented
- **R** - Realistic
- **T** - Time-specific
## Assign Activities

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<td>Objective R1.1.5: (Valuing and Creating) Design a safe and effective</td>
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<td>individualized patient-centered care plan in collaboration with</td>
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<td>other health care professionals, the patient, and caregivers.</td>
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**Assign Activities**

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<td><strong>Objective R1.1.5: (Valuing and Creating) Design a safe and effective individualized patient-centered care plan in collaboration with other health care professionals, the patient, and caregivers.</strong></td>
<td>Use knowledge of primary literature and guidelines to identify therapeutic goals for patient based on medications and disease states. Resident will manage at least 20 patients with chronic disease states. Develop a patient specific plan that meets the patient’s health care goals for 20 patients. Engage the patient through education, empowerment, and self-management; and supports care continuity, including follow-up and transitions of care as appropriate. Create the plan in collaboration with other health care professionals, the patient and caregivers.</td>
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## Evaluations

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| **Objective R1.1.5: (Valuing and Creating) Design a safe and effective individualized patient-centered care plan in collaboration with other health care professionals, the patient, and caregivers.** | Chooses and follows the most appropriate and up-to-date guidelines to create the care plan. Establishes evidenced-based and cost effective care plans that:  
- address medication-related problems and optimize medication therapy appropriately;  
- have realistic, measurable goals of therapy for achieving clinical outcomes in the context of the patient’s overall health care goals and access to care;  
- engage the patient adequately through education, empowerment, and self-management;  
- support care continuity effectively, including follow-up and transitions of care, if necessary.  
- meet the patient’s health care goals including self-care options as appropriate;  
- are appropriate for the disease states being treated and/or prevented; and,  
- are created appropriately in collaboration with other health care professionals, the patient and caregivers. |
Objective R1.1.6: (Applying) Implement the care plan in collaboration with other health care professionals, the patient, and caregivers.
Implement

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

- Addresses medication- and health-related problems, and engages in preventive care strategies, including vaccine administration
- Initiates, modifies, discontinues, or administers medication therapy as authorized
- Provides education and self-management training to the patient or caregiver
- Contributes to coordination of care, including the referral or transition of the patient to another health care professional
- Schedules follow-up care as needed to achieve goals of therapy
Tips for Implementing the plan

- Prioritize medication related problems
- Consider number and order of therapy changes
- Personalize education to patient needs and abilities
- Coordinate care with health team members
- Determining reasonable follow up
- Document
## Assign Activities

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</table>
| Objective R1.1.6: (Applying) Implement the care plan in collaboration with other health care professionals, the patient, and caregivers. | Engage the patient through education, empowerment, and self-management to implement the care plan for 20 patients. In collaboration with other health care providers implement the care plan by  
• initiating, modifying, discontinuing or administering medication therapy;  
• addressing health-related problems through preventive care strategies such as immunizations, screenings, and lifestyle modifications.  
Schedule follow-up visits.  
Communicate plan to other healthcare providers. |
<table>
<thead>
<tr>
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</thead>
</table>
| **Objective R1.1.6:** (Applying) Implement the care plan in collaboration with other health care professionals, the patient, and caregivers. | Engage the patient effectively through individualizing education, empowerment, and self-management appropriately including:  
- addressing medication problems and optimizing medication therapy; initiating, modifying, discontinuing, or administering medication therapy as authorized; and,  
- addressing health-related problems appropriately through preventive care strategies, vaccine administration, and lifestyle modifications.  
- contributes to coordination of care, including the referral or transition of the patient to another health care professional efficiently and effectively.  
Determines and schedules appropriate follow-up care or referrals as needed to achieve goals of therapy.  
Communicates appropriate details of the care plan effectively and efficiently with all relevant health care professionals. |
Objective R1.1.7: (Evaluating) Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals, the patient, and caregivers as required.
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.

Monitor and evaluate:

- Medication appropriateness, effectiveness, and safety and patient adherence through available health data, biometric test results and patient feedback

- Clinical endpoints that contribute to the patient’s overall health

- Outcomes of care, including progress toward or the achievement of goals of therapy
Restarting the wheel

- Is the patient making progress toward therapeutic goals?
- Are previous problems resolved?
- Have any new problems emerged?
- What are the results of treatment changes?
- What are the results of any referrals?
### Assign Activities

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<td><strong>Objective R1.1.7: (Evaluating) Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals, the patient, and caregivers as required.</strong></td>
<td>Evaluate patient progress toward therapeutic goals by following up with at least 20 patients.</td>
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<td>Make recommendations to patient and/or physician based on evaluation of patient progress toward goals.</td>
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<td>Adjust care plan in collaboration with other healthcare professionals, patient and caregivers</td>
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<td>Establish appropriate schedule for follow-up care or referral as needed to achieve patient’s goals of therapy.</td>
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<tr>
<td>Objective R1.1.7: (Evaluating) Monitor and evaluate the effectiveness of</td>
<td>Monitors patient progress and adjusts care plan appropriately in collaboration with other health care professionals, the patient and caregivers by:</td>
</tr>
<tr>
<td>the care plan and modify the plan in collaboration with other health</td>
<td>• reassessing accurately all medications for appropriateness, effectiveness, safety, and patient adherence through available health data, biometric test results, and patient feedback;</td>
</tr>
<tr>
<td>care professionals, the patient, and caregivers as required.</td>
<td>• evaluating correctly clinical endpoints and outcomes of care including progress toward or the achievement of goals of therapy;</td>
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<td>• identifying appropriate modifications to the care plan;</td>
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<td>• establishing accurately a revised plan in collaboration with other health care professionals, the patient and/or caregivers.</td>
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<td>Communicates relevant modifications efficiently and effectively to the care plan to the patient, caregivers, and other relevant health care professionals.</td>
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<td></td>
<td>Establishes appropriate schedule for follow-up care or referral as needed to achieve goals of therapy.</td>
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</table>
Objective R1.1.8: (Valuing and Applying) Collaborate and communicate effectively with patients, family members, and caregivers.

Objective R1.1.9: (Valuing and Applying) Collaborate and communicate effectively with other health care team members.
Communication Tips – Patients and Caregivers

- Build rapport
- Verbal/Non-verbal
- Open-ended questions
  - Three prime questions
- Teach-back
- Reflective listening
- Motivational Interviewing
- Culturally-relevant
- Empathy
Communication Tips – Healthcare Providers

**S**  • Situation

**B**  • Background

**A**  • Assessment

**R**  • Recommendation

**S**  • Subjective

**O**  • Objective

**A**  • Assessment

**P**  • Plan
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<th>Objective R1.1.8: (Valuing and Applying) Collaborate and communicate effectively with patients, family members, and caregivers.</th>
<th>Activities</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communicate plans with patients, family members and caregivers.</td>
<td>Uses clear and concise language at the appropriate literacy level. Uses most appropriate communication techniques to engage the patient and elicit accurate and meaningful data and to provide education. Uses appropriate interviewing techniques (such as using open-ended questions, identifying non-verbal cues). Uses appropriate motivational interviewing techniques to facilitate health behavior change. Verifies accurately patient understanding. Supports and assists patients effectively with health behavior changes. Provides appropriate supplemental written communication materials.</td>
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<td>Use motivational interviewing techniques to facilitate behavior change.</td>
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<td>Select and provide written communication materials.</td>
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<td>Evaluate and design the medication and disease-related education needs for 20 patients.</td>
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<tr>
<td>Objective</td>
<td>Activities</td>
<td>Criteria</td>
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<td><strong>Objective R1.1.9:</strong> (Valuing and Applying) Collaborate and communicate effectively with other health care team members.</td>
<td>Communicate plan designs and recommendations to other care team members.</td>
<td>Makes recommendations clearly, concisely, persuasively, and in a timely manner. Demonstrates appropriate skills in negotiation, conflict management, and consensus building. Defuses negative reactions effectively. Communicates assertively, but not aggressively. Advocates effectively on behalf of patients to other members of the health care team.</td>
</tr>
</tbody>
</table>
Objective R1.1.10: (Applying) Document patient care activities appropriately and efficiently.
Documentation

- Electronic Health Record
  - Interoperability
- Pharmacy Software
- Written

S
• Subjective

O
• Objective

A
• Assessment

P
• Plan
## Activities and Evaluation

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<tr>
<th>Objective</th>
<th>Activities</th>
<th>Criteria</th>
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<tr>
<td>Objective R1.1.10: (Applying) Document patient care activities appropriately and efficiently.</td>
<td>Document at least 20 patient encounters in the appropriate format following pharmacy policy and procedures.</td>
<td>Documents in a timely fashion. Follows the practice’s documentation policies and procedures. Documents appropriately to support coding, billing, and compensation. Ensures security of Protected Health Information (PHI) throughout the documentation process.</td>
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</table>
Case – Checking Progression

- 32 year old male presents for diabetes management
- Following the patient care process, how do you approach providing care for this patient?
JCPP Pharmacists’ Patient Care Process

Purpose:

to stimulate consistency, predictability, and measurability in pharmacists’ service delivery
Residency Conduct and Design

Writing learning experience descriptions is a lot of work!

Make the learning experiences descriptions work for you!
Any Questions
Assessment Question #1

Choose the most correct answer related to the JCPP Pharmacists’ Patient Care Process:

a. Determining the outcomes and value of pharmacists’ services requires a consistent process of care.

b. The Pharmacists’ Patient Care Process is primarily applicable to the ambulatory/community pharmacy setting.

c. The Pharmacists’ Patient Care Process requires the use of collaborative practice agreements.

d. The Pharmacists’ Patient Care Process is not required to be taught in doctor of pharmacy programs.
Assessment Question #2

The JCPP Pharmacists’ Patient Care Process identifies three key roles that transcends all steps. They are:

a. Communicate, measure, and report
b. Interview, assess, and coordinate
c. Collaborate, communicate and document
d. Medication reconciliation, counseling, and document
Assessment Question #3

The Pharmacists’ Patient Care Process is

a. Pharmacist centric.
b. Implemented independently by the pharmacist.
d. A completely new process.
Assessment Question #4

Which of the following is TRUE concerning teaching the JCPP Pharmacist’s Patient Care Process to residents?

a. R1 (Patient Care) Goals and Objectives do not align with the JCPP Pharmacist’s Patient Care Process so you must add the process to the activities.

b. Standard 6 requires preceptors to know and follow the JCPP Pharmacist’s Patient Care Process.

c. The same activities should be used for each objective in R1 (Patient Care) to promote consistency.

d. R1 (Patient Care) Goals and Objectives only apply to disease state management services.
Effectively Teaching and Evaluating the JCPP Pharmacists’ Patient Care Process in PGY1 Community-based Residency Programs

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