Evaluation of Effectiveness and relevance of Safe medication practice tutorials as a Course for Pharmacist prescribers

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Overview
- Background to Safe Medication Practice Tutorials
- Auckland Prescribing projects
- Evaluation of pharmacist tutorial
- Discussions
- Lessons learned

Competencies to Competent prescribers (Coombes I)

Information gathering
Clinical decision making
Monitor and review
Communicate decision - prescribe

Experience, feedback, reflection

Four components of prescribing (Coombes I)
- Information gathering
- Clinical decision making
- Communicate decision - prescribe
- Monitor and review

Content of the SMMPT program
1. Human error and incident analysis
2. Medication history taking & confirmation
3. General prescribing, ADRs & antibiotics
4. Anticoagulation
5. Fluids and electrolytes
6. Analgesics & insulin
7. Graded assertiveness/effective communication
8. Discharge medication; continuum of care
SMPT methodology

- Raised error awareness, videos, cases, scenarios
- Prescribing scenarios, cases and problems
- Limited theory on therapeutics
- Role play – followed same patients
- Reviewing and utilising each others work
- Deconstruction of process and errors
- Delivered key messages

Background - NZ Pharmacist Discharge Prescribing Project

- Discharge pilots in two secondary care settings:
  - rehabilitation / aged care (2 pharmacists- ctrl/Int)
  - mental health (2 pharmacists - ctrl/Int)
  - all practitioners > 5 years clinical experience
- Focus on discharges and increasing medication safety and patient flow
- Prescriptions to be dispensed by community pharmacists
- Grant application to Health Workforce NZ

Objectives of workshop

- Share findings of medical and non medical prescribing research Brisbane and Auckland
- Understand the cognitive and mechanical components of safe prescribing
- Increase awareness of medication risks and errors
- Confirm history and reconciliation techniques
- To gain skills of safe prescribing
- To gain an understanding and practice effective communication (Graded Assertiveness)

Method

- 1 day – 7 hours
- Small group
  - n=13
- most advanced practitioners specialising in areas of older age, mental health, surgery and medicine
- Hands on
- Case based, interactive, peer review
- Use of scenarios, videos, feedback
- Utilised local prescribing systems

Evaluation

- Attitudinal Questionnaire – 6 point Likert
  - Strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree
- Based on proposed prescriber competencies (Pharmacy Council) "The prescribing training increased my knowledge/ skills/ awareness or ability to.."
  - Information gathering (competencies)
  - Decision making (competencies)
  - Communication (competencies)
- Perceived relevance of individual tutorials
- General feedback of tutorials and comments

Information gathering and decision making (n=13)
Acquired skills for safe prescribing (n = 13)

Communication skills (n = 13)

Perceived relevance of SMPT (n = 8 clinicians)

Overall content (n = 13)

Open comments
- I think it was a fantastic workshop and that all its content should be part of any qualification for a prescriber!!
- Principles based stuff very relevant. Some of specifics not relevant but highlighted important issues nevertheless.
- Some stuff revision rather than new .. but consolidation with revision was a supportive peer environment was very useful, thanks.
- Didn’t think I needed to do this before ....

Principles of Clinical decision making?
Where do we develop the knowledge, skills, abilities for decision making, monitoring and review?

Information gathering
Clinical decision making
Monitor and review
Communicate decision - prescribe
Summary

- Modules seen as useful/essential
  1. Human error awareness
  2. Introduction to charts – avoiding common errors
  3. Discharge processes
  4. Graded assertiveness – effective communication
- History taking/reconciliation limited benefit
- Raised awareness of risks and processes involved
- Changed paradigm from reviewer to generator of prescribing decisions and prescriptions
- The process and tools needs to be a component of an advanced practitioner’s development

Questions