

Discovering Long-Term Care Pharmacy Practice: A PBL Case for Pharmacy Students



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Part I

A few weeks after Ima Pharm received her Doctor of Pharmacy degree, she successfully completed the NAPLEX exam and accepted a position as a staff pharmacist at Cares All Pharmacy. Cares All is a small regional chain. Ima's home store is one of several pharmacies located in a medium-sized urban community. The largest hospital in the county and three long term care (LTC) facilities are located within a five-mile radius of the store.

This Cares All store dispenses medications and provides consulting services to all three LTC facilities. At capacity, these facilities serve 190 residents. The pharmacists have developed cordial, collegial relationships with the staffs of these facilities. The pharmacists' contributions to patient care are actively sought and highly valued.

Today is Ima Pharm's fourth day in her new job. It's a busy day, but one of her colleagues, Joe, has asked her to meet with him after lunch to learn about the monthly drug regimen review that is scheduled next week for Hearts and Hands Manor, one of the LTC facilities.

On the group record sheet, record the following information:

- What are Ima Pharm's learning issues?
- What are strategies that Ima Pharm can use to learn about consulting pharmacy practice?



Part II

Ima is eager to perform well and begin to use all that she learned during four long years of study. However, she didn't learn anything in school about consulting pharmacy practice, and she doesn't understand what her colleague means by "monthly drug regimen review." She was taught to review drug regimens every time there is a change. Using a computer in the break room, Ima tries to find information by searching the Internet. A search for "consulting pharmacy practice" using the Google™ search engine results in several promising web sites.

Working with members of your group, check the following web sites and investigate information about consulting pharmacy practice and drug regimen review. Before proceeding to Part III of this case, use these sites to address the learning issues that your group identified in Part I. If time permits, expand your search for information by using additional resources on the web or in the classroom.

- One-Third of Elderly Home Health Care Patients are Having Problems with Their Medications
<http://www.ahcpr.gov/research/sep01/901RA4.htm>
- ASCP—Get Started in Consultant Pharmacy!
<http://www.ascp.com/public/pr/start/>
- ASCP—Senior Care Pharmacy Profiles
<http://www.ascp.com/seniorcarepharmacy/profiles/>
- AACCP—Long-Term Care and Consulting Pharmacy
<http://www.aacp.org/site/tertiary.asp?TRACKID=&VID=2&CID=920&DID=5512>

On your group record sheet, briefly describe the duties of a consultant pharmacist. Limit this to a half page.



Part III

At their meeting, Joe told Ima that the store manager asked him to acquaint her with the monthly drug regimen review procedures. Eventually, she will be responsible for conducting drug regimen reviews at all the facilities.

Ima explained to Joe that she was unfamiliar with consulting pharmacy practice and mentioned her quick Internet search. He confirmed that the sites she chose to check are important and useful.

“Before doing the review at Hearts and Hands Manor, you’ll need to become familiar with the regulations that apply specifically to the drug regimen review process. Regulations that became effective in the mid 80’s were updated in the early 90’s but some parts of the earlier regulations are still enforced. Look for *Survey Procedures for Pharmaceutical Service in Long-term Care Facilities, Indicators of Surveyor Assessment of the Performance of Drug Regimen Review*.”

“When you review the regulations, you’ll notice sections pertaining to specific drug classes, including long- and short-acting benzodiazepines, sedatives and hypnotics, antipsychotics, and antidepressants. Medications in these classes are prescribed often to LTC residents, and you’ll need to know the regulations thoroughly, including information about specific medical diagnoses that must be present to justify use of the medication.”

Finally, Joe told Ima, “The Beers’ criteria are important, too. They help us identify inappropriate medication orders in elderly patients. If we don’t have a copy in the file cabinet, you will be able to find it in IDIS. The author’s last name is Beers, and the article was published in a 1997 issue of *Archives of Internal Medicine*.

What are Ima Pharm’s new learning issues?

Working with members of your group, check the following web sites and investigate information about drug regimen review. Use these sites to address the information gaps and learning issues that your group identified in Part III.

Websites:

Federal interpretive guidelines for OBRA regulations governing unnecessary drug and drug regimen reviews. Appendix D. In: Gong J. ed. Healthcare Practitioner Reference Manual for Use in Long-Term Care Facilities. Novartis; 2002:67–94.

<http://www.novartisvin.com/seniorcare/hps/refman/appendixD.pdf>

Survey procedures for pharmaceutical service requirements in long-term care facilities. Appendix E. In: Gong J. ed. Healthcare Practitioner Reference Manual for Use in Long-Term Care Facilities. Novartis; 2002:95–103.

<http://www.novartisvin.com/seniorcare/hps/refman/appendixE.pdf>

Healthcare Practitioner Reference Manual for Use in Long-Term Care Facilities

http://www.novartisvin.com/seniorcare/hps/refman/rm_pharmacy.jsp

Working with your group members, write a mission statement for Cares All Pharmacy that expresses how the pharmacy provides pharmaceutical care in the context of LTC consulting practice.

Documents:

Beers, M.H. Explicit criteria for determining potentially inappropriate medication use by the elderly. *Archives of Internal Medicine*. 1997; 157:1531–1536.

Fick, D.M., J.W. Cooper, W.E. Wade, et al. Updating the Beers criteria for potentially inappropriate medication use in older adults: results of a US consensus panel of experts. *Archives of Internal Medicine*. 2003; 163:2716–2724.

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Group Record Sheet



Lab section: _____ Group number/designation: _____

Recorder for group: _____

Part I

Learning issues:

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Strategies for learning about consulting pharmacy practice:

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Part II

Briefly describe the duties of a consultant pharmacist:

Part III

Learning issues:

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The three web sites you used to complete Part III are part of the Virtual Information Network for Senior Care on the Novartis Pharmaceuticals USA corporate web site. In your group, discuss how you can evaluate whether this information is reliable and unbiased. What did you group conclude? Why?

Mission statement for Cares All Pharmacy: