

## Self-Management Support Training Module: Medicine checks

### Learning objectives for this training session

By the end of this session participants will be able to:

- describe who is able to do a medicine review in New Zealand
- describe what people with long-term conditions (LTCs) need to know
- describe a process they can use with people who have LTCs to record what people know about their medicines
- describe how they can help people with LTCs find out more about their medicines.

### Trainer's Notes

1. Please read this document and the Handout at least a couple of days before the training session.
2. Please print off enough copies of the Handout for the number of people in the session.
3. Please have some post-it notes available for the Evaluation activity. .

| Purpose and time                                | Activity   |
|---|--|
|   | <p>Welcome everyone to the session.</p> <p>Explain that this session is about how health professionals and health coaches who are not prescribers can help people with LTCs to understand their medicines.</p>   |
| <p>Activating prior knowledge<br/>(10 mins)</p> | <p><b>Understanding medicines</b></p> <p>Ask participants how many of them can think of a person with LTCs who does not understand their medicines. Ask participants how they know this – what does the person say?</p> <p>Explain that in New Zealand, only a few health professionals can do formal medicine reviews. There are different sorts of reviews – write these up on a white board or flip chart</p> <ul style="list-style-type: none"> <li>• Dispensing review by general pharmacist – checks that it is the right medicine for the right person and they understand interactions and side effects</li> <li>• Long Term Conditions review – this reviews medicine management and patient compliance for patients enrolled at the pharmacy for LTC programme. Review is done by any pharmacist.</li> <li>• MUR (Medicine Usage) Review- focuses on how the patient uses their medicines and does not intervene with prescribing. Review can only be done by an accredited pharmacist in a pharmacy with a MUR contract.</li> <li>• MTA (Medication Therapy Assessment) Review where an MTA-accredited pharmacists and general practitioners work alongside patients on complex medicines to optimise their medications in line with their goals of care works with a patient</li> </ul> <p>Other health professionals/health coaches can help by finding out what the person with the LTC knows about their medicines and then giving that information to the person’s GP in order to decide what needs to be done.</p> <p>Brainstorm quickly what participants think people with LTCs need to know about their medicines.</p> |
| <p>Building new knowledge<br/>(10 mins)</p>     | <p><b>What people need to know about their medicines</b></p> <p>Give participants a copy of the Handout. Refer them to page 1 and the top of page 2 about what people should know about their medicines. Give people time to read it. Point out that this is the framework you are going to ask them to use in the practice when talking to people about their medicines.</p> <p>Once people have read the pages, ask them if they have any questions.</p>   |
| <p>Building new knowledge<br/>(20 mins)</p>     | <p><b>Finding about what people know about their medicines</b></p> <p>Explain to participants that you are going to go through a process for finding out what someone knows about their medicines. Participants would use this process when they or a GP or another health professional is concerned that a person may not know about their medicines. Refer participants to the pages in the Handout showing the process for carrying out a medicine check and the form to be filled in (pages 2 to 4). Give participants time to read the pages.</p> <p>Get participants to look at the scenario and completed form. Discuss the</p>   |

| Purpose and time                           | Activity  |
|--|---|
|  | <p>scenario and form. Respond to any questions or suggestions participants may have.</p> <p>Make sure participants are clear that they cannot give advice to the person but they should write down all the person's questions and comments. Once this information has been collected, the information needs to be given to the person's GP to decide whether the GP needs to see the person and go through their medicines or refer the person to someone else.</p>   |
| <p>Building new knowledge<br/>(5 mins)</p> | <p><b>Reading medicine labels</b></p> <p>Get participants to look at page 5 and talk about how they could help people to read their medicine labels using this page as an example.</p>  |
| <p>Evaluation<br/>(5 mins)</p>             | <p><b>Plus, Minus and Interesting</b></p> <p>Make sure everyone has access to post-it notes. Ask everyone to take three post-it notes – label the first one 'P' (for plus), the second 'M' (for minus) and the third 'I' (for interesting).</p> <p>Explain this is an evaluation of the session.</p> <p>Ask people to write something on each of their three post-its (what was a plus, what was a minus and what was interesting) and then put the post-its up on a wall/whiteboard/table top under the three categories.</p> <p>Take a photo of the responses for your records.</p> |
| <p>Improvement activity<br/>(5 mins)</p>   | <p><b>Finding out what people know about their medicines</b></p> <p>Ask participants what their goals are around finding out what people know about their medicines and how you can support participants to achieve their goals.</p> <p>Take notes for your records.</p>  |