

HANDS-ON PRACTICE! - PHARMACIST ROLE

Instructions:

We are doing a hands-on activity where you will be split into groups of three people. In this activity, one of you will assume the role of the pharmacist, one of you will be the patient, and the third person will observe the pharmacist/patient interaction.

Role is to be the: Pharmacist

Your patient, Ms. Walker, is a 69-year old black female with:

- hypertension,
- type 2 diabetes,
- hyperlipidemia, and
- acid reflux.

Last week at her doctor visit, her Lisinopril dose was increased from 10mg to 20mg.

Your job is to:

- Review Ms. Walker's medicines with her.
- Be sure that Ms. Walker knows that her dose of Lisinopril has been increased.
- Be sure to use clear and simple language, ask open-ended questions, and use the teach-back mechanism.

Time: You have 3-5 minutes for counseling Ms. Walker.

HANDS-ON PRACTICE! - PATIENT ROLE

Instructions:

We are doing a hands-on activity where you will be split into groups of three people. In this activity, one of you will assume the role of the pharmacist, one of you will be the patient, and the third person will observe the pharmacist/patient interaction.

Your role is to be the: Patient

Your name is Ms. Walker - a 69-year old black female with high blood pressure, diabetes, high cholesterol, and heartburn.

You went through the 4th grade in school.

You went to the medical clinic last week. During your visit, your doctor changed your dose of Lisinopril from 10mg to 20 mg.

Questions you may have about your medicines:

Do I have to take more pills? Will this cost me more? You are confused about your change in dose.

Time: You have 3-5 minutes to talk with your pharmacist.

Hands-on Practice! - Observer Role

Instructions:

We are doing a hands-on activity where you will be split into groups of three people. In this activity, one of you will assume the role of the pharmacist, one of you will be the patient, and the third person will observe the pharmacist/patient interaction.

Your role is to be the: Observer

Time: This interaction will take 3-5 minutes.

Patient background information:

The patient's name is Ms. Walker, a 69-year old black female with high blood pressure, diabetes, high cholesterol, and heartburn. She went to the medical (outpatient) clinic last week and her doctor increased her dose of Lisinopril from 10 mg to 20 mg.

The pharmacist has been asked to:

- Review Ms. Walker's medicines with her.
- Be sure that Ms. Walker knows that her dose of Lisinopril has been increased.
- Be sure to use clear and simple language, ask open-ended questions, and use the teach-back mechanism.

In your role as the observer, we want you to pay close attention to whether or not the pharmacist utilizes the clear health communication techniques we just discussed.

Overall, how would you rate the pharmacist's clear health communication skills in the following areas?

	Excellent	Very good	Good	Fair	Poor
Using simple, clear, non-medical language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describing the purpose of the medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring patient understanding of dosing schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeating key information more than one time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking the patient to re-cap what was said using 'Teach Back'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>