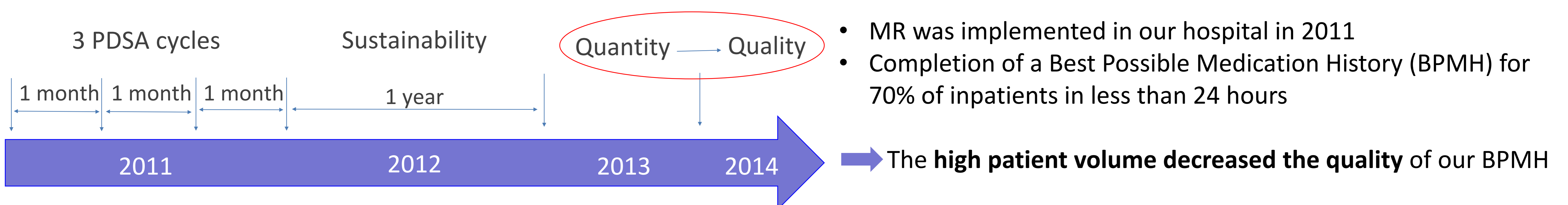


# A targeted strategy and training program to improve the medication reconciliation process

## WHAT WAS DONE ?

- We developed a **strategy** and an **organizational** thinking to remove human and technology barriers in performing medication reconciliation (MR)
- We design a **program** to improve the overall **quality** of MR and increased the added value of MR for clinicians, nurses and pharmacists

## WHY WAS IT DONE ?



## HOW WAS IT DONE ?

Semi-structured interviews :

“Customers approach”: physicians (anesthesiologists, surgeons) and nurses  
 → Prefer a **qualitative** approach to a **quantitative** approach

“Customers approach”: Pharmacists and pharmacy students  
 → Training of clinical pharmacist

## WHAT HAS BEEN ACHIEVED ?

Outcomes of the “Customers approach” :  
 Surgeons, anesthesiologists, nurses

BEFORE	AFTER
<b>Quantitative metrics :</b> - % of BPMH completed during the first 24h after admission - % of BPMH completed during the 72h after admission	<b>Quality parameters :</b> - Target “high risk” inpatients - Establish criteria of prioritization - Identify relevant sources of information to complete BPHM

- Analysis of the dysfunctions :
  - to determine their causes
  - to purpose sustainable solutions
- “High risk” in patients (HIV, epilepsy, diabetes ...)
- Criteria of prioritization ( > 65 years, > 3 medications, > 2 chronic pathologies ...)
- Relevant sources to establish BPHM (Medical record, patient, general practitioner ...)



Outcomes of the “Customers approach” :  
 pharmacists, students

BEFORE	AFTER
Presentation with our experience	Training pathway including : 1/ E learning module 1 : (20 min) Response to the questions students: <b>“why?” performing BPMH</b> 2/ E learning module 2 : (25 min) <b>“how?” performing BPMH</b> 3/ <u>Videos</u> about relevance and impact of BPMH to prevent medication error (15 min) (Ermess : <a href="http://www.youtube.com/watch?v=vYECxe0S_XY">www.youtube.com/watch?v=vYECxe0S_XY</a> ) 4/ <u>Short videos</u> about communication showing what can be poor or good communication (7 min) 5/ <u>Practical exercises</u> to perform for learners about Real life examples of BPMH
	- Best management of BPHM activity - Professional guidance of the student, from the preparation of the interview up to final BPMH with the pharmacist

THEORY

PRACTICE

## IMPROVEMENT

- Evaluation of the **efficacy** of the training program
  - Comparing the **concordance of BPMHs** : student and pharmacist
  - Evaluation of the learners’ satisfaction with a **survey**
- Certification**

