



### **Commitment to Quality Care (CQC) Program**

Our commitment to providing quality care to our patients at the Pharmacists Clinic

At the Pharmacists Clinic, all clinicians practice with a quality of care framework referred to as CQC (Commitment to Quality Care). We strive to provide the best care possible to our patients. As an innovative site for pharmacy best practices, all staff at the Pharmacists Clinic (PC) continuously practice using this framework.

The CQC program at the PC has 4 components:

- 1) Self-Reflection
- 2) Self-Assessment
- 3) Peer Feedback, and
- 4) Case Discussion

1) Self-Reflection – each clinician completes a minimum of 1 self-reflection (which contains 2 parts – positive and negative work situations) every 3 months. This is for the clinician’s own benefit. The Self-Reflection tool is provided as Appendix 1.

2) Self-Assessment – each clinician completes a minimum of 1 self-assessment every 6 months. This is for the clinician’s own benefit. The Self-Assessment tool is provided as Appendix 2.

3) Peer Feedback – each clinician is observed in a patient care appointment by a second PC clinician a minimum of once every 6 months to provide constructive feedback to their peer. The team will rotate who is being reviewed and who will be providing feedback. The Peer Feedback tool is provided as Appendix 3.

4) Case Discussion – each clinician prepares and presents a patient case to the clinical team a minimum of once every 6 months. The case should be chosen strategically such that it will stimulate a group discussion, debate and/or valuable learning. The Case Discussion tool is provided as Appendix 4.

All new clinicians at the Pharmacists Clinic will be required to undergo 1 Peer Feedback session, complete 1 Self-Assessment and 1 Case Discussion after ~1 month of starting work. Their mentor at the Clinic will complete their first Peer Feedback session.

Where **PATIENTS** meet **EXPERT CARE.**

## Appendix 1

### **Self-Reflection**

Self-reflection is the process of stepping back from an experience and deeply considering why you were feeling a certain way or why you did something. During self-reflection, you ask yourself thought-provoking questions so that you can develop a deeper level of understanding about yourself.

People who self-reflect have increased self-motivation, make fewer mistakes and have increased problem-solving, analytical and critical thinking skills.

### **Self-Reflection and Commitment to Quality Care (CQC) at the Pharmacists Clinic**

Self-reflection is a component of the CQC program at the Pharmacists Clinic. Each clinician is to complete a minimum of 1 self-reflection per month. This is for the clinician's own benefit.

You are asked to reflect in each category (below) after a recent experience. Record your answers either electronically or on paper using the templates provided. The two categories are:

1. 1-3 Positive Work Situations where you reflect on a positive experience that you've had at work, such a task or a patient care activity that went well.
2. 1-3 Negative Work Situations where you reflect on a negative experience that you've had at work, such as a mistake that you feel you made or a time when you wish you'd done things differently.

**Self-Reflection on a POSITIVE Work Situation**

**Describe a situation at work where you succeeded:**

**Answer the following questions (if they apply) to identify the factors that contributed to your success:**

**Why did I succeed?**

**Why did I succeed this time as compared to other times?**

**What motivated me to do well?**

**How did I feel after doing well?**

**Did I receive a reward or praise for doing well? (If not, would I have felt more motivated if I had?)**

**Is there anything you would do differently next time for further improvement?**

**What future learning goal(s) did this activity trigger for you?**

## Self-Reflection on a NEGATIVE Work Situation

**Describe a situation at work where you made a mistake or you did not get the results you intended:**

**Answer the following questions (if they apply) to identify the factors that contributed to your lack of success:**

**Why did I not succeed?**

**What factors contributed to you not succeeding? [i.e. Emotional (bad day/distracted/nervous/tired), knowledge gap, lack of preparedness, forgetting to check a reference, unintentional error, lack of experience..]**

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**Were there any contributing circumstances? [i.e. busy work week, time-constraints, miscommunication..]**

**Did you receive feedback regarding the negative situation? If I hadn't received negative feedback, would you have still identified it as a negative situation?**

**What future learning goal(s) did this activity trigger for you?**

Appendix 2

**Self-Assessment**

Clinician \_\_\_\_\_

Date \_\_\_\_\_

Directions:

Complete the following self-assessment tool after providing comprehensive medication management to one of your patients. List any learning goals you may have identified and how you plan to achieve them.

Performance Statement	Yes	Can be improved	Not Applicable
<b>Patient Care Performance</b>			
Provides a useful explanation of service provided at the Pharmacists Clinic for new patients			
Conducts an effective and thorough interview of patients (CC, HPI, Medical hx, Medication hx (Rx, non-Rx) allergy/intolerance assessment, social hx, family hx, ROS)			
Identifies and addresses any patient barriers (i.e. language, cognitive impairment..)			
Conducts appropriate physical assessments and point of care (POC) testing			
Identifies all drug therapy problems in a timely manner			
Prioritizes drug therapy problems in collaboration with the patient			
Establishes goals of therapy in collaboration with the patient			
Clearly articulates interventions to patients			
Uses appropriate verbal and non-verbal communication. Communicates with the appropriate level of complexity for patients (i.e. patient-friendly language)			
Establishes SMART care plans			
Arranges appropriate follow-up plans			
Uses health care resources appropriately			
Demonstrates an appropriate level of understanding of the medical condition(s), drug therapies and monitoring parameter(s). Identifies knowledge gaps and uses appropriate approach to fill knowledge gap			
Demonstrates appropriate clinical judgment			
Documents care according to Clinic processes in timely manner			

Writes physician letter in a respectful, collaborative and timely manner			
<b>Professionalism Performance</b>			
Is respectful and polite			
Maintains patient confidentiality			
Takes responsibility for errors, actions and decisions			
Knows one's own limits and when to refer			
Demonstrates commitment to health promotion and outreach			
Manages time appropriately			
Collaborates with colleagues as appropriate			
<b>Preceptor Performance</b>			
Involves the student learner(s) appropriately			
<b>Total</b>			

List any learning goals that were identified during this activity:

How will you achieve your learning goals? [Consultation with peers or supervisor, reviewing literature, case discussion...]

Appendix 3

**Peer Feedback**

Clinician \_\_\_\_\_

Reviewer \_\_\_\_\_

Date \_\_\_\_\_

Directions for Clinician:

Provide comprehensive medication management to one of your patients and have your peer provide you with feedback. After the activity, list any learning goals you may have identified and how you plan to achieve them.

Directions for Reviewer:

While observing an in-person patient appointment, please rate your peer on the performance statements below as “yes”, “can be improved” or “not observed”. If there are areas that can be improved, please provide constructive feedback. The process is not about laying blame, but instead about identifying opportunities for learning.

Performance Statement	Yes	Can be improved	Not Observed
<b>Patient Care Performance</b>			
Provides a useful explanation of service provided at the Pharmacists Clinic for new patients			
Conducts an effective and thorough interview of patients (CC, HPI, Medical hx, Medication hx (Rx, non-Rx) allergy/intolerance assessment, social hx, family hx, ROS)			
Identifies and addresses any patient barriers			
Conducts appropriate physical assessments and point of care (POC) testing			
Identifies all drug therapy problems in a timely manner			
Prioritizes drug therapy problems in collaboration with the patient			
Establishes goals of therapy in collaboration with the patient			
Clearly articulates interventions to patients			
Uses appropriate verbal and non-verbal communication. Communicates with the appropriate level of complexity for patients (i.e. patient-friendly language)			
Establishes SMART care plans			
Arranges appropriate follow-up plans			
Uses health care resources appropriately			

Demonstrates an appropriate level of understanding of the medical condition(s), drug therapies and monitoring parameter(s). Identifies knowledge gaps and uses appropriate approach to fill knowledge gap			
Demonstrates appropriate clinical judgment			
Documents care according to Clinic processes in timely manner			
Writes physician letter in a respectful, collaborative and timely manner			
<b>Professionalism Performance</b>			
Is respectful and polite			
Maintains patient confidentiality			
Takes responsibility for errors, actions and decisions			
Knows one's own limits and when to refer			
Demonstrates commitment to health promotion and outreach			
Manages time appropriately			
Collaborates with colleagues as appropriate			
<b>Preceptor Performance</b>			
Involves the student learner(s) appropriately			
<b>Total</b>			

For Clinician:

List any learning goals that were identified during this activity:

How will you achieve your learning goals? [Consultation with peers or supervisor, reviewing literature, case discussion...]

## Appendix 4

### **Case Discussion**

Each clinician at the Pharmacists Clinic will participate in case discussions. Every month the clinicians will take turns to prepare and present a case to the team. The following is an outline for the case discussion:

- 1) Choose a patient case seen by you at the Pharmacists Clinic that was particularly interesting, unique and/or challenging.
- 2) Present the case (handouts or powerpoint slides are optional and may be helpful if the case is complex):
  - a. Patient demographics/identifying information (age, gender)
  - b. Chief complaint (CC), reason for referral (RFR), history of present illness (HPI)
  - c. Medical and medication history, allergy/intolerance(s), family history, social history, review of systems
  - d. Drug therapy problems identified, prioritized and addressed (i.e., your actions) for each medical issue
  - e. Goals of therapy
  - f. Monitoring for efficacy and safety
- 3) Highlight one area of this case that you feel is particularly interesting to others (include context on the disease, treatment guidelines, clinical pearls, clinician error/misjudgment etc.)
- 4) Summarize the major learning points as well as what aspects of your care went well and what aspects will you consider doing differently next time.