

# **From hospital to community pharmacy – development of a pragmatic in-hospital service**

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### **3 Abbreviations**

|        |   |
|--------|---|
| AA     | Assistenzarzt   |
| ADE    | Adverse drug event  |
| AG     | Canton of Aargau  |
| AMTS   | Arzneimitteltherapiesicherheit                                  |
| APO    | Apotheker   |
| CHI    | Chirurgie   |
| CI     | Confidence interval   |
| CPPS   | Community pharmacy pilot study                                  |
| DRG    | Diagnosis related group remuneration system for hospitalisation |
| DRP    | Drug related problem  |
| EKNZ   | Ethikkommission Nordwest- und Zentralschweiz                    |
| EPD    | Elektronisches Patientendossier                                 |
| EPDG   | Bundesgesetz über das elektronische Patientendossier            |
| FIP    | International Pharmaceutical Federation                         |
| GK     | Gesundheitskompetenz  |
| GP     | General practitioner  |
| hCRF   | Hospital case report form                                       |
| HL     | Health literacy   |
| IQR    | Interquartile range   |
| KSB    | Kantonsspital Baden AG  |
| LOS    | Lenth of hospital stay  |
| MC     | Medication chart  |
| MED    | Internal medicine ward  |
| MedRec | Medication reconciliation                                       |
| MMS    | Mini-Mental-Status-Test   |
| MP     | Medikationsplan   |
| MRC    | Medical Research Council  |

|        |   |
|--------|---|
| OTC    | Over the counter medication, available without prescription   |
| P      | Patient   |
| pCRF   | Pharmacy case report form   |
| PI     | Pharmaceutical intervention, pharmazeutische Intervention   |
| POMMES | Pharmazeutische Optimierung des Medikamenten Managements nach Entlassung aus dem Spital, Pharmaceutical Optimisation of the Medication Management after discharge from hospital |
| PPS    | Procedural pilot study  |
| R      | Resident  |
| RCT    | Randomised controlled trial   |
| RPZ    | Risikoprioritätszahl  |
| RR     | Relative risk   |
| Rx     | Prescription  |
| SD     | Standard deviation  |
| SP     | Senior physician  |
| SPS    | Screening pilot study   |
| WHO    | World Health Organisation   |

## 4 Summary

In Swiss ambulatory care, a patient's medication is usually prescribed by the family general practitioner (GP) and dispensed by the community pharmacy. In the canton of Aargau (AG), GP and pharmacy density is lower than the Swiss average, and self-dispensing by physicians is not allowed. This canton is of interest in this thesis, as most of the projects were performed there.

Inpatient care is provided by 267 hospitals in Switzerland. They are differentiated according to size, location and teaching responsibilities. The Cantonal Hospital of Baden (Kantonsspital Baden AG, KSB) is located in AG and is the study site of most of the projects presented in this thesis. Upon admission of a patient to hospital, a best possible medication history has to be taken. Information may be obtained from many different sources such as GPs, the patients themselves or the patients' community pharmacies. At admission, a significant portion of medication lists are incomplete or contain mistakes. Medication reconciliation (MedRec) is a structured but time-consuming approach to obtain the correct information. Upon hospital discharge, the medication list has to be updated once again. MedRec helps to identify intentional medication changes and to define a good, reliable discharge medication list. This approach may take some time, and its quality is often lacking due to the spontaneous nature of many discharges.

The ward resident physician is responsible for discharge documents and patient counselling. The discharge summary is the most complete document, and usually contains information about medication, clinical situations and follow-up. The summaries are often sent directly to the patient's GP by postal or electronic delivery. GPs in Switzerland and abroad complain about the quality of these summaries. Also, the late transfer of summaries is a problem. In the KSB, only a short discharge summary is given to the patients. The patients could transfer it to their GP or community pharmacy, if they wanted to.

The hospital provides the discharge prescription to obtain new medication supply, and sometimes a medication chart (MC) to the patient. In the canton AG, discharge medication can only be obtained in a public community pharmacy with a prescription. That is why this system was studied in this thesis. The medication charts given to patients are often designed by health care professionals and usually have a tabular design with some surrounding information. It is known that comprehensibility is crucial to benefit of these MCs. Patients with low health literacy are especially susceptible to misunderstanding. Furthermore, it is important that the documentation meets the patients' needs with respect to content and design. A first step should be to gain an overview of existing charts to see all possibilities of design and content. However, there is no systematic comparison of existing MCs.

Counselling upon discharge may be of low quality and impaired by time constraints. It is clear that counselling and its effect depend to a high degree on the counsellor's personal priorities, experience, and also the patient's need and understanding. Patients and relatives complain about the low amounts of information obtained at discharge.

When filling the discharge prescription, community pharmacists reconcile the prescription with the patient's history in the pharmacy software. Drug related problems (DRPs), that affect many patients, may be detected this way. Through talking with the patient or their relatives, pharmacists also detect handling difficulties, inadequate package sizes, or nonadherence. Clarifications to solve DPRs are often needed, but, as physicians are often difficult to contact, community pharmacists may lack information to care appropriately for the discharged patient. To bridge this gap, different strategies have been evaluated. The hospital may provide better information, e.g. on a handover form or on the prescription. Furthermore, a liaison pharmacist could provide information on request from the pharmacies. A third option is to counsel patients extensively while they are still in hospital. With improving their own knowledge, they may later be a valuable information source.

Irrespective of the methodology chosen to optimise discharge, some important aspects have to be kept in mind. Firstly, good discharge processes are a combination of discharge coordination, information content and information transfer. All three aspects have to be addressed when discharge processes are to be changed successfully. Secondly, many studies use extensive resources for their optimisation strategies. As resources are often limited in health care and evidence on cost-effectiveness is rare, their later implementation is often impaired. Thirdly, also regarding future implementation of a service, the difference between explanatory and pragmatic approaches should be distinguished. They use different study designs, different structures and provide different results. Pragmatic trials use existing processes, resources and experiences, to estimate the effect of a service in daily practice.

### **Goal of this thesis**

The overall goal of this thesis was to develop a service to optimise care of discharged patients by a pragmatic in-hospital service. Three different aims helped to reach the goal.

1. The first aim was to assess the views of discharged patients (Project A1). Views should be obtained about the challenges they face upon discharge. In particular, the comprehensibility of MCs should be evaluated. Furthermore, experiences of discharge counselling and supply problems should be evaluated (A2.1 and A2.2). It was an aim to ask patients if they see any optimisation strategies for discharge problems (A2.3).
2. The second aim targeted in Project B was to assess the community pharmacist's views of hospital discharge. In this population as well, problems and possible optimisation strategies should be assessed.
3. With all of this background information, we aimed to develop a service to optimise hospital discharge (Project C). The most important aspect was information transfer from the hospital to the community pharmacies.

## Projects with results

In **Project A1**, different MCs from hospitals, pharmacies or projects were compared. All contained brand name, strength, dosage form and a dosing scheme. In many plans, the first column contained the name of the active ingredient. However, of the 45 patients from internal medicine, surgical and dialysis ward of the KSB who were interviewed, mostly preferred brand names in first position. There was a trend that “eMediplan” was the patients’ favourite MC, but the “AMTS-Apotheekenplan” was judged as the clearest MC. Also, health care professionals preferred the “eMediplan”. Patients were then asked to interpret standard dosing instructions in a MC. The abbreviation „Mo“ for the german word for morning (“Morgen”) was misinterpreted by 24.4% as Monday. 55.6% interpreted the abbreviation „Na“ (night, german = “Nacht”) correctly as before going to bed, while 24.4% would take the medication during the night or in the afternoon instead (“Nachmittag”). Electronic patient records in hospitals may generate abbreviated dosing instructions. The maximum daily dose for the dosing instructions „3x/d 1 tablet“ was correctly interpreted by 82.2% of all participants. 42.2% understood correctly the dosing instructions „max. 2 tablets max. 4x/24h“. Of 45 interviewees, 36 interpreted the expression „on empty stomach“ (the german word means the same as sober) as medication intake without food.

In **Project A2**, telephone interviews were conducted with 100 patients from the surgical and internal medicine wards at the same study site. Patients were called between the 2<sup>nd</sup> and 6<sup>th</sup> day after discharge to ask about their medication knowledge (**Project A2.1**). A combination of oral and written instruction was the most preferred method of delivery (69% of all patients), but only 55% received it that way. According to five physicians, to whom these results were presented, and who were interviewed, all patients should have received oral and written instructions. However, the patients had overall good knowledge about medication indications and the latest changes. It should also be taken into account that they reported this knowledge themselves. Asked about when they filled their discharge prescription (**A2.2**), 75 patients had filled the prescription within two days of discharge, and 73 had obtained all medications. There were some patients experiencing supply problems, such as unavailable medication. But of these 14 patients, there were only four patients with therapy gaps. Patients discharged from internal medicine wards or with polypharmacy experienced most supply problems. Interviewed physicians stated that therapy gaps seemed unexpectedly low, although the proportion of patients experiencing supply problems was higher than acceptable. Patients were further asked how hospital discharge could be optimised (**A2.3**). Most patients (88%) were satisfied with the general discharge process, although there was room for optimisation. Asked if communication between hospital and the community pharmacy could be a strategy, 21% agreed, but other ideas, such as bridging supply, were also suggested. The five physicians were undecided about the advantages of improved information transfer.

The **Project B** aimed to assess the community pharmacists' views about hospital discharge. A mixed method approach was chosen, with a focus group of six pharmacists and a nationwide online-questionnaire sent to 1348 Swiss pharmacies. All pharmacists reported a general lack of information. Medication changes, allergies, specifications for "off-label" medication use or contact information were reported as often unavailable. This led, presumably often, to therapy gaps. Focus group participants reported extensive workload with discharge prescriptions in order to enable good and continuous patient treatment. In the focus group and the questionnaire, pharmacists emphasised the importance of more extensive information transfer. This applied especially to medication changes, unclear prescriptions, and information about a patient's care. They stated that information should be delivered in a structured way, but no clear preference for one particular transfer method was found.

The aim of **Project C** was to develop a pragmatic in-hospital service to optimise discharge. Within **Project C1**, the study design should be tested and the success of a later intervention study should be estimated. The service in the study should target information transfer from the hospital to community pharmacies, and should use the usual prescription as transfer method. The aim should be to reduce the community pharmacies' workload and enhance patient safety. Based on a model for evaluation of complex interventions, important uncertainties and criteria were sampled which could influence quality, feasibility and efficiency of the study. The uncertainties were then assessed with the help of different piloting procedures. In the hospital, patient screening was tested with different inclusion and exclusion criteria, which were continuously specified according to the previous findings. With three screenings, good knowledge about the eligible population was gained. The recruitment tests revealed that many patients were missed, and the procedure was therefore adapted. Collaboration with the community pharmacies and their data recording proved to be feasible after some adaptations. For the community pharmacists, time constraints were a major barrier in filling out the case report form, but the pharmacies found the research question interesting.

Based on the previous findings, a pragmatic in-hospital service was studied in **Project C2**, a randomised controlled trial (RCT). The service was tested on adult internal medicine patients who were discharged to home. They were included if the patients gave informed consent and if their pharmacy agreed to participate. Patients were randomised and control group patients received usual care. In the intervention group, the prepared prescription was checked by a clinical pharmacist. Flaws were discussed with the physician and corrected or specified on the usual prescription. When the patient filled their prescription in the pharmacy, the staff documented the pharmaceutical interventions (PIs), the established contacts, the time needed to fill the prescription and their satisfaction level. In each group, 76 patients were included in the final evaluation and their characteristics did not differ significantly. In an adjusted Poisson regression analysis, the intervention group had a relative risk of 0.78 (95% CI 0.62-0.99, p=0.04) for the number of PIs increasing by one, compared to the control group. The comparison of the PIs showed that the pattern was different between the groups. There were less clinically significant PIs performed, but more economically significant ones in the intervention group. The number of contacts with hospital

physicians by the community pharmacies was lower. The time that was needed to fill the prescription was 10 minutes in both groups and was therefore not influenced by the service. However, the community pharmacy staff was statistically significantly more satisfied with the quality of the prescriptions. The pragmatic service in the hospital took 6 minutes per patient.

A qualitative study (**Project C3**) was conducted after Project C2 to learn from experiences and to complement the quantitative outcomes. Five involved resident physicians and five community pharmacists from the RCT were interviewed about their general impression, the methodology and effects. Also wishes for further services were evaluated. It proved that both professional groups were positive about the involvement of the hospital pharmacy in the discharge process. The interviewees stated that patient safety was increased. Physicians were aware of the problems at transitions of care and some reported having changed their behaviour. A topic most prominently discussed during the interviews were medication changes. Both groups stated that it was appropriate to communicate through the prescription. However, pharmacists reported that the standardised addition of a medication chart would be enormously helpful. For the future, both groups would benefit from a continuation of the studied service. It would ensure that every prescription is checked by two persons and it would enhance patient safety. Residents appreciated the wider presence of the pharmacy staff on the ward, and community pharmacists reported a desire for any kind of collaboration.

## To conclude, this thesis showed the following:

### Patients' views of hospital discharge

- MCs differ significantly in their design and content. The preference for the best chart differed between the hospital staff and the patients, indicating that people that design charts should be aware of this.
- MCs do not meet the patients' needs in all aspects, and patients wish for other information items, or the same items in another order, for example brand names.
- Dosing instructions, which are commonly used in the hospitals and are therefore also prescribed at discharge, were not well understood. This may impair patient outcomes. All written dosing instructions should be accompanied by proper counselling.
- Discharged patients get less instruction than they expect. Counselling at hospital discharge was unsatisfying according to the patients, and a quarter stated that they have neither been counselled orally, nor in written form. A combination of oral and written instruction was most preferred by the patients.
- Patients reported rather good knowledge on their medication, which is in contrast to the unsatisfying counselling. However, there was no control on the correctness of the patients' responses.
- Discharge prescriptions are filled later than expected, and a relevant portion of patients had not filled their prescriptions until the 2<sup>nd</sup> day post discharge. Therapy gaps were infrequent, but can be cumbersome and should be prevented.
- Patients were satisfied with the general discharge process. They suggested that a bridging supply would be helpful. Transfer of information to their community pharmacy was not clearly welcomed by the interviewed patients and physicians, although literature shows promising approaches.

### Community pharmacists' views of discharge

- Swiss community pharmacists rarely received sufficient information along with discharge prescriptions. They complained that many information items are unavailable, although useful. Community pharmacists estimate also that through the lacking information, they are faced with extensive workload and patients experience therapy gaps.
- To transfer information from hospital to the pharmacy, pharmacists would prefer a structured method of transfer. But no clear trend for electronic over paper based transfer was found.
- Not only patient-specific information transfer, but also general collaboration was very welcome. Community pharmacists stated a wish for more exchange with the hospital personnel, either shared courses, or practical information as contact information, about compounding or guidelines used in the hospital.

## Optimising discharge by a pragmatic in-hospital service

- An optimisation of hospital discharge should be tested by a RCT. The previous feasibility testing helped to identify and assess uncertainties and criteria, which may possibly influence the study success.
- The primary outcome, the total number of PIs performed in the pharmacy, was reduced in the intervention group compared to the controls. This was also true particularly for the clinically significant ones. There were more PIs with economic significance, indicating that costs could be lowered by the pharmacies of patients who underwent the service.
- In the community pharmacy, the time needed for prescription filling was not influenced, but pharmacy staff were significantly more satisfied with the prescription quality.
- The pragmatic in-hospital prescription check and the transfer of information to the community pharmacy proved to be feasible and resource-saving. This would help later implementation.
- The physicians were highly aware of the problems at transition of care and of medication changes. They reported that their behaviour had changed. The physicians appreciated involvement of hospital pharmacists in patient care.
- Community pharmacists appreciated the hospital's efforts to optimise patient discharge. Their processes did not change. The service should be continued in the pharmacists' opinion. In addition to the prescription, the pharmacists desire the medication chart for appropriate pharmaceutical care.



## 5 Introduction

Due to an ongoing specialisation in the health care, patients are often treated by different health care professionals. Patients are transferred to specialists and hospitals, then back to their family practitioner. It is often difficult to ensure that these transitions of care are seamless, and that all information about a patient is transferred to all involved professionals. As most hospitalised patients are treated with medication, special caution has to be exercised to prevent and solve DRPs.

In this thesis, the focus lays on hospital discharge, where patients and professionals face many barriers for real seamless care. In our study group, we understand seamless care as processes to optimise efficiency, quality, and safety of medication management at transitions, in order to establish a continuum of care. “Continuum of care” exists as a MeSH-Term since 1991 and is defined as “health care provided on a continuing basis from the initial contact, following the patient through all phases of medical care” [1]. Hospital discharge has various aspects (best possible pharmacotherapy, patient counselling, professional communication). As hospital discharge is influenced by the processes that happen before and after discharge, the broader context is highlighted in this introduction.

### 5.1 Ambulatory care

The Swiss ambulatory care is delivered by specialists and GPs. Overall, Switzerland has a high density of GPs (83 per 100'000 residents), whilst in the canton (administrative region) of Aargau there are only 64 [2]. This region is of special interest in this thesis, as most of the research projects were performed there. In Europe, only Austria has a higher GP density. This indicates that patients in Switzerland can make use of a good ambulatory care, but it is costly. It amounted to a third of the Swiss health care costs in 2016, which is higher than in many countries [3]. There might be a correlation between the number of GPs and the costs.

In 16 of 26 cantons, so called “self-dispensing” allows physicians to dispense prescribed medicine directly to their patients [2]. In 8 cantons, including the AG, self-dispensing is not allowed and medication selling is only possible by public or mail order pharmacies. The remaining two cantons have a mixed system [4]. GPs dispensed 22% of all sold packages in Switzerland in 2016, while pharmacies dispensed 65% [3]. With 22 pharmacies per 100'000 residents, Switzerland has a relatively low density of pharmacies compared to other countries which have up to 87 pharmacies per 100'000 residents [5]. However, density varies significantly between the cantons. In AG, there are 17.6 pharmacies for 100'000 residents [6, 7]. Many patients have a family GP, and three-quarters also regularly visit the same pharmacy [8]. With high continuity in primary care, hospital admissions were prevented [9]. The processes a patient runs through in ambulatory care are shown in Figure 1. In the case of “pharmacy hopping”, continuity of care is sometimes difficult if no medication history is available in the pharmacy’s computer system. A shared electronic health record (EPD) would possibly assure continuity of care via seamless communication between health care providers. In 2017 the law on shared electronic health records (Bundesgesetz über das

elektronische Patientendossier, EPDG) came into force. This compels primary care providers and hospitals to offer shared electronic health records in near future. In Swiss ambulatory care, electronic patient records are less common than in other countries and also less common than in hospitals [2].

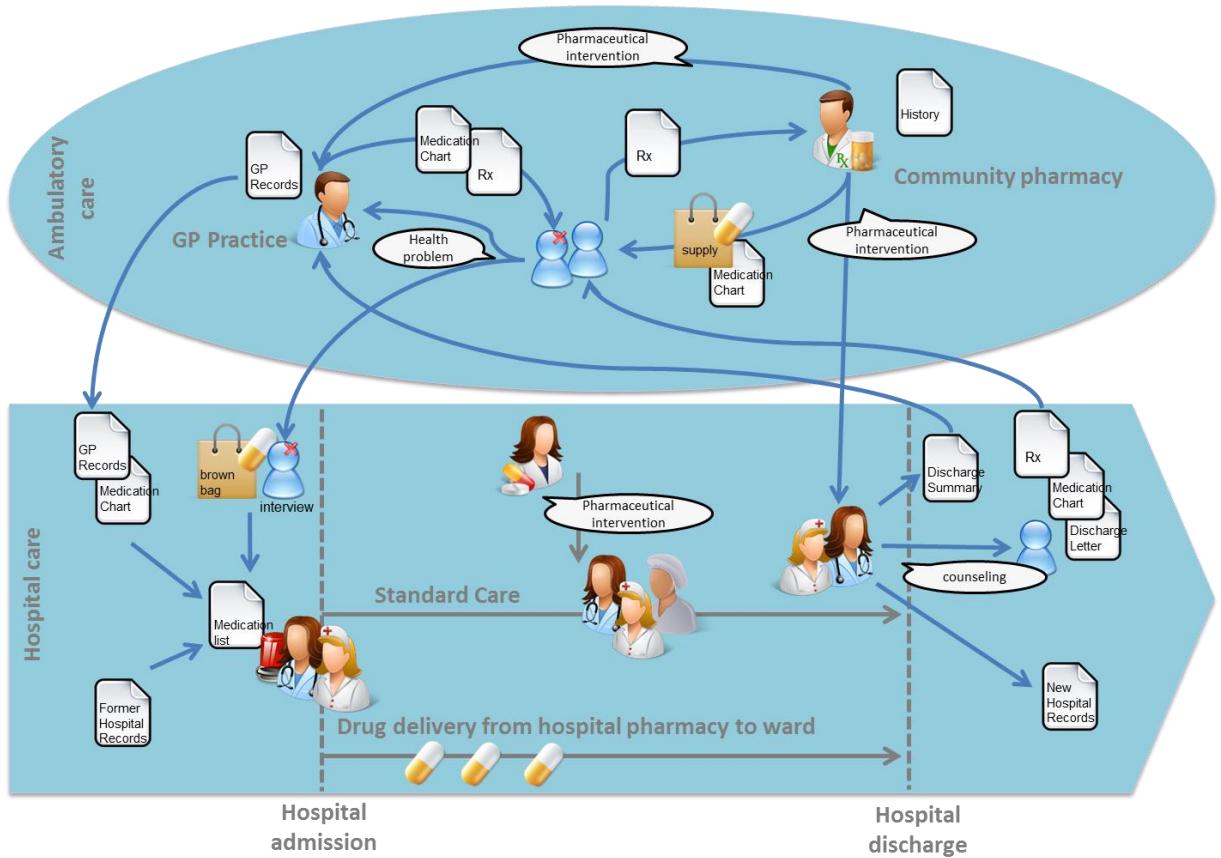


Figure 1: Health processes in this thesis. The context in which this thesis is embedded and the processes a patient runs through. The blue areas show the ambulatory and hospital care with traditional patient, document and information flow. GP = General Practitioner, Rx = Prescription

The population's confidence in pharmacists is very high, the highest after GPs and specialised physicians [5]. Pharmaceutical care provided by Swiss community pharmacists has been shown to be above the European average [10]. Pharmacists provide direct patient care like health screenings, patient monitoring or health promotion. They may also provide medication charts. Medication charts (syn. dosing schedule, treatment plan) list all medication a patient uses, or should use, in a tabular form. Data from Germany showed that 57.5-80% of all ambulatory patients possessed one [11, 12]. But to design and fill in such medication charts, electronic tools or even shared electronic health records are favourable. Their prevalence in Switzerland, as discussed previously, is not very high.

## 5.2 Hospital admission

Ambulatory care is of increasing importance, as the number of acute hospital beds in Switzerland is lowering [2]. There is an increasing trend that smaller and low-risk interventions (for example hand surgery) are conducted in ambulatory setting. But in case of severe health issues, patients are admitted to one of 267 Swiss hospitals [13]. In Switzerland, 1.4 Million patients are admitted to hospitals every year [13]. In 2015, there were five university hospitals (level 1 hospitals of tertiary care, Figure 2) in Switzerland. The KSB, the study site of all locally performed projects, is one of 35 larger hospitals (level 2, tertiary care).

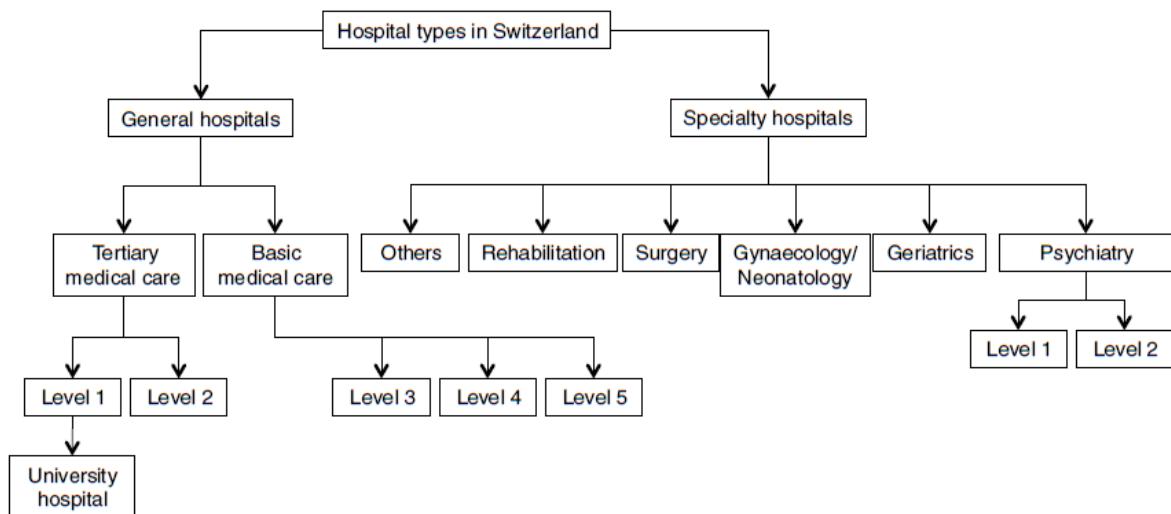


Figure 2: Hospital typology in Switzerland [13]. The Cantonal Hospital of Baden belongs to the Level 2 of tertiary medical care.

On admission, a best possible medication history is of utmost importance. Blozik et al. analysed claims data of a large health insurer with patients admitted to a private hospital group in different parts of Switzerland [14]. The patients had a mean of 5.6 different medications (based on ATC-Code). It is often difficult to get all patient information needed for the anamnesis to assure seamless health care during hospitalisation. Different sources may be of help: patient interviews, medication charts or brown bag analysis. If patients bring their own medication, this enables higher accuracy of admission orders [15]. Also, contact with a GP or community pharmacy may contribute to the completeness of information [16]. Swiss community pharmacists judged their records' completeness as rather good [17]. In cantons with no self-dispensing, records were stated to be the most complete. However, 90% of interviewed Swiss pharmacists were rarely or never contacted by hospitals [17].

There are many studies about the completeness of medication history at admission: It was shown that between 25% and 80% of medication lists had mistakes, depending on country, population and methodology [18-21]. With lower experience of the health care professional performing anamnesis and higher number of medicines, there was an increasing risk for discrepancies [21]. However, many discrepancies were not judged as harmful and the total number of discrepancies is therefore not a valid indicator for harm [18]. MedRec is a systematic procedure to collect and compare information on all medications a patient uses, especially at transitions of care.

If the hospital contacts the community pharmacists in order to complete medication lists, the lists showed higher completeness scores than without this contact [22]. In a survey about clinical pharmacy in Switzerland, 13 of 44 hospitals reported regular MedRec activities at admission [23]. Pharmacists are suitable to perform admission activities, as they achieved better medication histories than surgeons and anesthesists [24]. It can also be delegated to pharmacy technicians, who have proved to gain more complete medication histories than physicians [25]. A computerised physician order entry or a well defined algorithm may help to reduce discrepancies [21, 26]. It was also shown that MedRec at admission had an impact on discrepancies at discharge [27]. This may therefore be a promising strategy to optimise care more sustainably, however it can be time-consuming [18].

### **5.3 Hospital stay**

After the admission procedures, the patient's pre-existing medication usually has to be adapted to the hospital's formulary. Switching of medication is inherently error-prone [24]. Whether the changes and their reasons are documented within the patients' records is dependent on the staff involved. In a pilot study on the orthopaedic ward of the KSB, changes due to hospital formulary were supported and documented. It enabled cost-effective therapy and higher nurse satisfaction [28]. Interestingly, in cantons without self-dispensing, changes during hospitalisation were less likely [14]. If the patient uses their own medication, switching is not needed and this ensures medication continuity and cost savings for the hospital [15]. However, hospitals should not rely on patients' own medication, as they are remunerated for complete patient care, and as their use may also result in duplication if additionally administered by the staff and taken by the patient [29].

If patients are transferred to other wards (in-hospital transitions), information transfer is important. It was shown that much of this information was handed over by telephone [30]. But telephone calls, or other oral communication, leads to information loss. Furthermore, written handovers showed significant differences in their information content [31]. But when more information was available, in-hospital transitions were more satisfying for health care professionals and patients alike [30].

Many health care professionals are involved in patient care on the wards. Of the hospitals that offer at least some clinical pharmacy services (75%), most conduct weekly ward rounds [23]. Interestingly, clinical pharmacy was more widely implemented in cantons without self-dispensing. Medication reviews are performed in half of surveyed hospitals [23]. It was shown that medication reviews helped to identify and reduce DRPs (see page 26) [32, 33]. In a French study, clinical pharmacists analysed medications and aimed to identify DRPs and solve them with a PI [34]. In 100 analysed medications, a mean of 4.66 PIs were needed.

## 5.4 Hospital discharge

### Discharge planning

In acute care settings in Switzerland, patients were discharged after an average of 5.6 days [13]. After introduction of diagnosis related group remuneration regulations (DRG), hospitals are thought to have an interest to limit the length of stay (LOS) and shift more treatments to the ambulatory setting. In fact, the LOS has been lowering since introduction of DRG, but the Swiss Health Observatory found no clear causality [35].

Discharge has to be planned in advance, this responsibility falling to the resident ward physician. In the KSB, physicians are supported by care managers [36]. They focus on high-risk patients and organise rehabilitation, follow-up GP visits or medication supply by the patient's pharmacy. Internal hospital processes do sometimes not allow timely planning of discharge dates and patients are frequently discharged quite spontaneously. Some checklists were designed to help early and structured discharge planning, for example in the USA [37].

### Discharge documents

Short summaries, the prescription and sometimes a medication chart are provided when the patient is discharged. Discharge information is written by the resident physician, who is supported and supervised by a senior ward physician. The detailed discharge summaries are directly provided to the GP by electronic or postal delivery when the patient is back at home. At present, due to data safety concerns, discharge summaries are only provided to GPs in Switzerland. They are not sent to home care nurses or pharmacists.

A literature review showed that the summaries were not available within a reasonable timeframe [38]. This unavailability affected 12-34% of the patient's first GP visit after discharge. Furthermore, in 2-40% of the transferred documents, information about discharge medication was missing [38]. The importance of information content in addition to timely transfer, has been known for some time [39]. However, in a recent study performed in Zurich, GPs continue to complain about the low quality of discharge summaries [40]. In AG, new platforms allow immediate transfer of discharge documents between the hospital and GP practice [41]. But it depends on in-house standard procedures as to how fast these documents are uploaded.

A MC can be provided to patients to enable a good overview of their updated treatment regimen. These MCs are designed by health care professionals, and patients are rarely involved. They are

most often simple tabular MCs or are sometimes illustrated. Individual MCs have been tested for their comprehensibility and for the patients' satisfaction with design and content [11, 42, 43]. MCs with illustrations may enhance understanding for patients with low health literacy [42]. Health literacy (HL, german Gesundheitskompetenz, GK) is defined as the competence to retrieve, understand and apply health-related information [44]. To our knowledge, there are no studies so far generally evaluating the design and content of charts in comparison to each other. Furthermore, the comprehensibility of dosing instructions used in Swiss hospitals is unknown.

The prescription allows the patient to obtain needed medicines in the community pharmacy. Writing the prescription is the responsibility of the ward resident physician. MedRec between the best possible medication history from admission and the updated medication list during the hospital stay is very important to write correct and reliable prescriptions. A study from the Netherlands showed that 31 of 223 discrepancies occurring within 30 days of a hospital stay had their origin in discharge documents [45]. Discrepancies between discharge documents (summary, prescription and medication list) were a problem in 73% of discharges. Through MedRec, discrepancies can be reduced [46]. Kwan et al. suggested, however, that MedRec is not sufficient to protect patients from poor health outcomes, as most of the discrepancies were not significant [47]. This is supported by a literature review that found no impact of MedRec on health care utilisation [48]. But when only focusing on medication-related readmissions and emergency department visits instead of general health care utilisation, an effect could be seen [49]. Furthermore, potentially preventable adverse drug events (ADEs) were reduced [48, 50]. Irrespective of patient harm, economic benefits also drive actions in medicine. A study team simulated a MedRec model to obtain knowledge of its economic value [51]. They found that MedRec can have a net economic value, even higher if the service focussed on high risk patients only.

## Counselling

Together with handing over the documents at discharge, physicians usually counsel patients and/or their relatives. The quality of this counselling session depend on different standard procedures, individual priorities and time constraints. In a paper called "Seamless care? Just a list would have helped! [...]", Knight et al. found that many patients and relatives complained about poor counselling quality [52]. They experienced a lack of competent staff, or any staff at all to counsel them. Patients felt dismissed from hospital without any good information about how to proceed further, or which treatments to take. It was found that patients need basic information about medication, indications or alternative treatments [53]. Information about side effects was desired at discharge, but more so when patients were already back home [54]. 73% of patients knew the indication of their medicines after discharge, but many were found to be unaware of side effects or the correct medication regimens [55]. There were different findings about the correlation of this knowledge with age or education [55, 56]. Knowledge was, however, clearly influenced by previous counselling at discharge: Counselling (combined with or without other services) at discharge has shown an increase in knowledge, especially in elderly polymedicated patients [56, 57]. Medication adherence of counselled patients was enhanced [58]. Interestingly, non-adherent patients benefitted more

through counselling with respect to their later health care utilisation than adherent patients [59]. Adherent patients who were counselled used more health care facilities due to side-effects than their non-counselled controls.

Counselling seemed to have an effect in reducing ADEs and readmissions [60]. The rate of patients, affected by preventable ADEs within 30 days after discharge, could be reduced through counselling from 11% to 1% [50]. Health care utilisation (hospital readmission and visits to the emergency department) was reduced in several studies: There were studies showing an effect in high-risk patients, e.g. with low literacy, in the elderly or polymedicated patients [57, 58, 61, 62]. Many authors sequentially combined services such as counselling, MCs, supply, MedRec or follow-up calls [61-64]. It therefore seems obvious that many studies used extensive pharmacist resources for their services. It is questionable if these services are cost-effective. A study showed no overall cost savings through discharge counselling [65]. But a more in-depth analysis was able to prove that in high-risk patients, this service could save money overall. It is therefore important to carefully select patients.

It is not known how counselling in Swiss hospitals is performed at discharge, and if the counselling meets the patients' needs. It is unclear if this counselling is sufficient to ensure patients' knowledge about indications and medication changes.

## 5.5 At the community pharmacy

### Counselling

When patients fill their prescription in the community pharmacy, counselling can be performed there [60]. There is not as broad evidence for this, as compared to counselling performed by clinical or hospital pharmacists before discharge. One study evaluated counselling by community pharmacists at patients' homes [66]. It was seen that through home counselling, the pharmacist was able to dispose of redundant medication packages, and the costs for medications were reduced. Standard counselling in Swiss community pharmacies was evaluated by an observational study, but not explicitly for recently discharged patients [67]. Of all encounters observed, 66% of patients were counselled on approximately three subjects. There was a trend that new prescriptions and unknown or elderly clients were counselled more. This was also the case when carers obtained medication. However, high variability of the counselling effort was found between individual staff and also between pharmacies.

## **Discharge prescription filling**

It may be that a hospital has its own public pharmacy. In this case, patients can obtain medication directly after discharge. In a study of cardiovascular patients in the USA, 9.4% of all discharge prescriptions were not filled [68]. Risk factors associated with low filling rates were living alone, having more than 10 medicines or a having a low income. If patients wish to fill their prescription immediately after discharge, availability of needed products depends on pharmacy stock and delivery modalities. A survey in the USA found that many parents failed to fill their child's prescription within 24 or 48 hours post-discharge [69]. Even lower filling percentages were reached if compounding products have been prescribed [69]. This can lead to gaps of medical treatment. Depending on the indication, therapy gaps should be avoided, especially in the case of antiinfective or antithrombotic treatment. A study in newly stented patients showed that late filling of clopidogrel prescriptions correlated with harmful outcomes [70]. It is unclear how much of the adult Swiss population experiences supply problems or therapy gaps after discharge.

## **Drug related problems**

"A Drug-Related Problem is an event or circumstance involving drug therapy that actually or potentially interferes with desired health outcomes" [71]. The prevalence range of DRPs identified by community pharmacists when filling discharge prescriptions was 18.4% to 63.7% [72-77]. It has to be considered that different definitions of DRPs, as well as different methodologies and settings, may have influenced these numbers. In one study, interestingly, the availability of MCs was associated with a higher detection rate of DRPs [77]. Unfortunately, 69% of patients received a MC, but did not bring it to their community pharmacy. In the KSB, internal medicine wards provide MCs to all discharged patients, however, in surgical wards, for example, no charts are distributed.

A good method to detect DRPs in ambulatory care are medication reviews. According to the Pharmaceutical Care Network Europe statement, review types 1, 2A, 2B and 3 are applicable [78]. The type of review depends on the available information and can therefore reveal different DRPs (Table 1). In Swiss pharmacies, there seems to exist relevant barriers to conduct reviews [79]. Although the polymedication check is payed by health insurers if a patient has taken more than 4 medications over 3 months, it is not frequently used [80].

*Table 1: Medication review types according to the Pharmaceutical Care Network Europe. Adapted from [78]*

| Medication review type    | Needed information  | Revealed DRPs   |
|---------------------------|---|---|
| Simple<br>(Type 1)        | Medication history in the pharmacy  | Drug interactions, some side-effects, unusual dosages, some adherence issues  |
| Intermediate<br>(Type 2A) | Additionally to type 1: patient information                               | Additionally to type 1: other side-effects and adherence issues, drug-food interactions, effectiveness issues, side effects, problems with over the counter drugs (OTC) |
| Intermediate<br>(Type 2B) | Additionally to type 1: medical information, e.g. from the GP or hospital | Additionally to type 1: adherence issues, drug-food interactions, effectiveness issues, indication without a drug and drugs without indication                          |
| Advanced<br>(Type 3)      | All combined information from types 1, 2A and 2B                          | All combined DRPs from types 1, 2A and 2B   |

DRPs can be categorised to estimate their prevalence and the quality of care provided. Different tools for this categorisation are available, the GSASA-Tool for the Swiss inpatient setting [81] or the pharmDISC tool for Swiss community pharmacies [82]. The two latter systems are intervention-oriented tools, as significant DRPs are followed by a PI. PIs may be any sort of action that the health care professional takes to solve the DRP. Calculated per prescribed item, 6.4% to 20% of items were associated with a DRP and required a PI [83, 84]. To assess the significance of these PIs for the patient or health care system, other tools are available, e.g. the CLEO<sub>de</sub> system which classifies clinical, economical and organisational significance [85].

In a Swiss study, clinical reasons were responsible for 56.3% of all PIs [67]. Technical (bureaucratic, supply, funding) reasons caused 43.7% of PIs. A study from New Zealand confirmed that technical causes are important, as these PIs needed the most time spent by community pharmacy staff [84]. To solve these DRPs, a contact to the prescriber often has to be established. However, these numbers differ significantly. In a European study, a contact had to be established in 26.2% of cases [75], whilst in a study from the French speaking part of Switzerland, there were even 4.8 DRPs per patient needing a contact [18]. In a observational study in the general population in German speaking Switzerland, only 0.9 physician contacts per prescription were counted [67]. These differences might be due to population, methods, as well as due to differing discharge processes.

Undetected or unsolved DRPs may result in ADE. As not all DRPs result in such an event, they are sometimes classified as potential DRPs. An ADE may be an inefficacy of a treatment due to an interaction or handling problems, or side effects through a overdose. These ADEs are possibly preventable. To detect DRPs, perform PIs and establish contact to the prescriber, a lot of time is needed. It is, to date, unknown if Swiss community pharmacists are satisfied with the processes at discharge, and how much time they invest to care for their patients. Furthermore, it is unknown what role pharmacists fulfill. The International Pharmaceutical Federation (FIP) and the World Health Organisation (WHO) together defined roles of a community pharmacist in the Guidelines on Good Pharmacy Practice (Table 2) [86]. They suggest in Role 2 that the community pharmacist should manage a patient's therapy. It would be interesting to know if Swiss pharmacists accomplish these roles satisfactorily. This has to be put in context within the costly, presumably good health care system and the low density of pharmacies in Switzerland.

*Table 2: Roles of a community pharmacist. The roles of a community pharmacist defined by the Guideline on Good Pharmacy Practice, adapted from [86]*

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**Role 1:** Prepare, obtain, store, secure, distribute, administer, dispense and dispose of medical products

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**Role 2:** Provide effective medication therapy management (distinct service or group of services that optimise therapeutic outcomes for individual patients. Medication therapy management services are independent of, but can occur in conjunction with, the provision of a medication product)

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**Role 3:** Maintain and improve professional performance

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**Role 4:** Contribute to improve effectiveness of the health-care system and public health

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### **Discharge communication to community pharmacists**

As discussed previously, MedRec, detection of DRPs and counselling make up a big part of the pharmacist's work. Community pharmacists are obliged by law to counsel patients and check prescriptions. But checking, for example, the suitable dosage of a renally excreted medication is impossible without knowing the patient's current renal function. To fulfill all these roles, the pharmacist needs information about the discharged patient and their medication [86]. In a survey in the United Kingdom (UK), 32.5% of pharmacists stated that they have never seen a discharge summary [87]. Pharmacists lacked the information needed to counsel and dispense to recently discharged patients, and complained especially about inconsistent practices [88, 89]. Patients for whom the most information was available were those with dosing aids [89]. 55.8% of interviewed English pharmacists and 83.3% of interviewed Belgian pharmacists stated that enhanced information transfer would enable continuity of care [57, 90]. These information needs were very comparable to the needs of GPs in a study in the UK [39]. However, this could have changed since the publication of the paper (1997). Desired information items were primarily updated medication lists, special patient needs, medication at admission, clinical problems, or relevant laboratory data [87]. Also new and discontinued medication, with reasons for therapy changes, were desired [39, 91]. These details allow health care professionals to continue the care which was started at the

hospital. However, if these details are not present in the documents, and if patients are not aware of the changes in their treatment, they are at risk for medication errors and therefore at risk for further health impairment.

There have been different strategies to overcome this information deficit. Studies tested collaboration between pharmacists, or the provision of handovers. Communication between hospital/clinical and community pharmacists could optimise information transfer after discharge, as a Dutch study proved [92]. Pharmacists had many problems in reaching the prescriber for questions about the prescription. Within the hospital, it seems easier to reach intern colleagues than it is for external professionals. Furthermore, hospital pharmacists sometimes have access to electronic patient records to answer the questions themselves.

In an Irish study, a hospital-based liaison pharmacist listed all medication changes and faxed this document to the GP and to the patient's community pharmacy [19]. Discrepancies in the patients' medication were reduced. In a comparable study in the UK, an updated medication sheet was faxed to the same health care professionals [93]. The usefulness of this intervention was approved by 80% of GPs and 100% of community pharmacists. Further initiatives were tested for hemodialysis patients, where the hospital sent a lot of background information about medication to avoid, correct antibiotic dosage or an updated medication list [94]. This service showed very high acceptance among GPs and pharmacists. But this extensive information transfer seems unfeasible in daily practice for a more general population. This was confirmed in a broad population with at least one medication change during hospitalisation, where writing of a discharge form by the pharmacist in a project setting already required 25 minutes [90]. One-third of pharmacists agreed that early information transfer could help to order all required medication. In the case of late transfer, medication ordering and the counselling of patients can be impaired.

The information transfer in many projects was done by fax [19, 93, 94]. In a prospective study evaluating different transfer methods to GPs, email was the most successful (73.9% reached the GP) [95]. Fax was also successful (69.4%) and was the most preferred method for GPs. Postal delivery and patient hand delivery were insufficient. In Swiss community pharmacies, electronic communication is not well established [2], and the fax is still an important communication method, so these results may be applied to this setting.

## 5.6 Optimisation of hospital discharge

There are several strategies to optimise discharge, as the literature overview so far demonstrated. But more generally, different aspects of an optimisation strategy have to be taken into account.

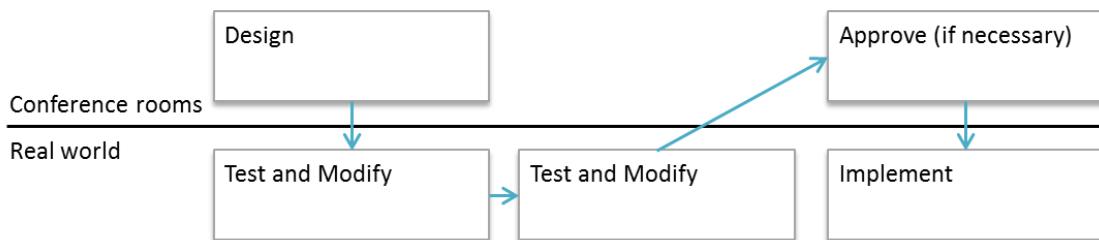
- First, Hesselink et al. proposed to combine 1) well-coordinated care, 2) discharge information (content), and 3) communication of discharge information, to successfully optimise hospital discharge [96]. The third point “communication” is divided into time point and transfer. The well-coordinated care was already studied and implemented in the KSB by a care management study [36], leaving the information and communication as a focus.
- A second strategy can be that optimisation focuses rather on process measures than clinical outcomes to evaluate improvement [97]. Many studies use these measures, for example number and type of medication discrepancies [60]. They are more independent of the patient's health status and are useful to evaluate discharge processes.
- A third important strategy is to decide between studies assessing efficacy or effectiveness. A more scientific approach with a highly selected population, well-educated staff and strict procedures can be chosen [98, 99]. In this sort of studies, the efficacy of a service in an ideal setting is evaluated. In contrast, a pragmatic approach is appropriate if the effectiveness of a service should be shown. These trials can prove if a service works in practice, where a broader population is targeted, procedures are flexible and the patient is treated under real-life conditions. These types of studies estimate what effect can be expected after the implementation of a service. If an intervention study is planned, it is recommended to keep these differences in mind.

- The Medical Research Council (MRC) updated its guidance on the development and evaluation of complex interventions in 2008 [100]. The guidance suggests to follow four key elements to develop and evaluate services (interventions) in a circular way. They are development, feasibility and piloting, evaluation, implementation (Figure 3). In the development phase, evidence should be gained on the topic, and the processes and outcomes of the service should be modelled to have a preliminary study design. The feasibility “should examine the key uncertainties” that exist in this design [100]. Criteria can be defined to judge if the feasibility needs are met. With the gained knowledge, the service can further be evaluated for effectiveness and may later be implemented.



*Figure 3: Development and evaluation of complex interventions. The Medical Research Council guidance suggests to develop and evaluate interventions with this circular model, adapted from [100]*

- A similar approach was also described by Reinertsen et al. (Figure 4) [101]. The authors suggest not just to design a service in the conference rooms, but to test and modify the ideas very early and repetitively.



*Figure 4: Development of a service, adapted from [101]*

## **5.7 Thesis approach**

### **Research gaps**

To summarise, the following research gaps exist: In Switzerland, it is not known what adult patients experience at hospital discharge concerning their medication. Studies from other countries indicate that there are insufficiencies in supply. Furthermore, it is unknown if counselling (given instructions) meets the patients' needs in terms of quantity and quality. It was shown in international studies that the use of MCs helps patients to understand their therapy and adhere to the prescribed dosing regimens. It was also shown that for patients with low health literacy, the use of illustrated MCs in very easy language is favourable. It does remain unknown if standard MCs meet the patients' needs, and whether they understand them.

The second research gap concerns community pharmacists. As the Swiss health care system, partly with self-dispensing by GPs, is very different to other countries, and international data cannot be transferred. It is unknown if Swiss community pharmacists encounter the same obstacles described in international literature, and if information needs are comparable.

As discussed before, there are already studies trying to optimise information transfer from hospital to community pharmacies. They showed promising results on different outcomes, but there are still some conflicting findings. Irrespective of the outcome, many studies use extensive pharmacist resources. We therefore doubt that such services, many with only slight benefit, will ever be implemented.

### **Goal and aims**

The overall goal of this thesis was to optimise care of discharged patients by a newly developed pragmatic in-hospital service at discharge. Three different aims helped to reach the goal:

- Aim A: To assess views of discharged patients about challenges and optimisation strategies
- Aim B: To assess views of community pharmacists about challenges and optimisation strategies
- Aim C: To develop, and assess the feasibility and effectiveness of a pragmatic in-hospital discharge service

In Figure 5, the health care context in which the Projects A, B and C take place and the processes targeted by these projects are shown.

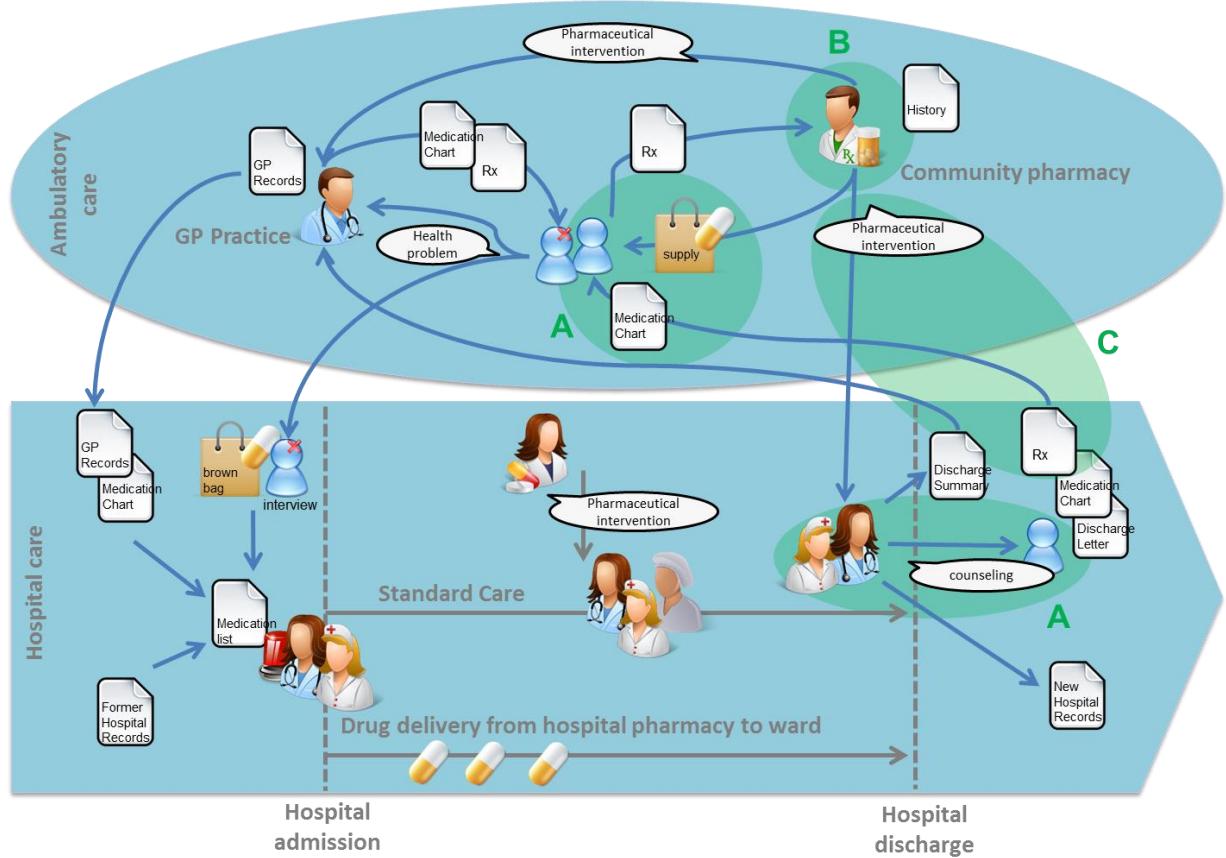


Figure 5: Targeted health processes in this thesis. The health care context of the thesis with the targeted processes indicated in green according to their projects A, B and C. GP = General practitioner, Rx = Prescription.

## Approach

To reach the goal and the three aims of this thesis, we chose to follow the MRC approach with the four step approach development, feasibility and piloting, evaluation, and implementation [100]. The approach was adapted to our project and is presented in Figure 6. We started with the development of a preliminary study design (blue arrow). The final step, however, the implementation was not one of our aims.

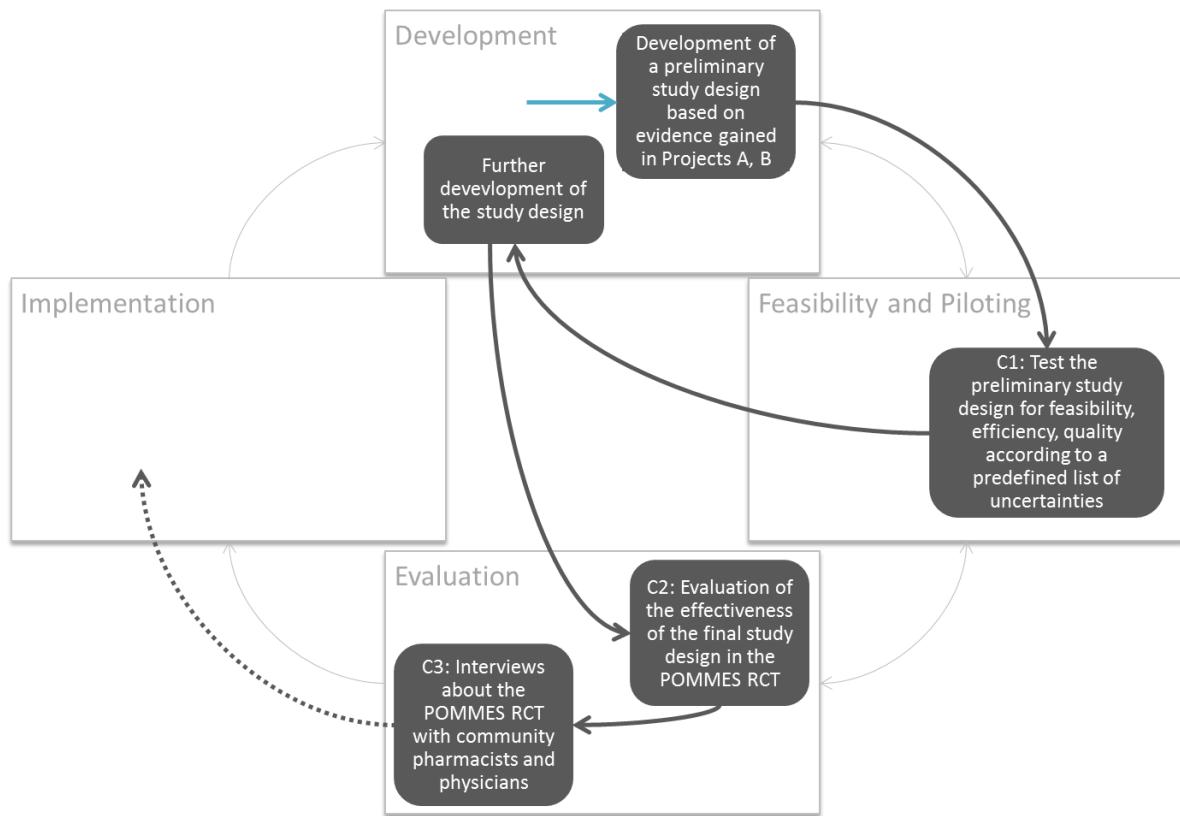


Figure 6: Methodical approach used in this thesis. The approach starts with the blue arrow and follows the black arrows. The approach based on [100].

In the following boxes, the Projects A, B and C are shortly described with the according publications or work reports.

### **Project A: Patients' views of hospital discharge**

In Project A, we aimed to evaluate problems that evolve from patients' viewpoints when they are discharged from hospital, to gain evidence for the development for a discharge service. Discharge counselling may be done with the help of a medication chart. We focused on this document in Project A1 and assessed its comprehensibility. Furthermore, it was of interest whether the charts met the patients' needs by means of design and content. As a second more general focus for Project A2, we aimed to investigate the instructions given at discharge and what knowledge patients have (A2.1). After patients are discharged, they have to fill their discharge prescription in a community pharmacy. Therefore, we additionally aimed to investigate what problems they encounter when obtaining the prescribed discharge medication (A2.2). As a last Project (A2.3), patients' views about the discharge process were evaluated and possible optimisation strategies were discussed.

#### **A1: Comprehensibility and Presentation of Medication Charts: Considering Patients' Views**

Original research publication, in German

Brühwiler LD, Schönenberg ST, Hersberger KE, Lutters M. Praxis 2016; 105 (21): 1249–1254

#### **A2: A2. Observational study on patient problems regarding medication instruction and supply after hospital discharge**

Work report

A2.1 Medication instruction

A2.2 Medication supply

A2.3 Discharge process optimisation

### **Project B: Community pharmacists' views of hospital discharge**

As a comparison to the patients' views, it was an aim to assess views of community pharmacists. They fill discharge prescriptions and are often the first health care professionals encountered by the discharged patient. This Project B added knowledge to Project A, in order to gain knowledge on how to develop a discharge service.

#### **B: Hospital discharge – What are the problems, information needs and objectives of community pharmacists? A mixed method approach**

Original research publication

Brühwiler LD, Hersberger KE, Lutters M. Pharmacy Practice 2017 Jul-Sep;15(3):1046.

## **Project C: Optimising hospital discharge by the POMMES service**

Based on the evidence obtained in Project A and B, a preliminary study design for a service to optimise hospital discharge was developed. After the development, a three step approach was chosen: First, a list of key uncertainties and criteria for the preliminary study design was completed, which helped to test the feasibility (C1). The results of the feasibility testing were evaluated and the preliminary study design was adapted according to gained knowledge. The final study design of the POMMES study (Pharmazeutische Optimierung des Medikamenten Managements nach Entlassung aus dem Spital, engl. Pharmaceutical Optimisation of the Medication Management after discharge from hospital) was developed. The pragmatic in-hospital service was tested in a RCT for feasibility and effectiveness (C2). As a third step after the study, interviews were conducted with samples of involved resident physicians and pharmacists. Within the interviews it was aimed to evaluate the study success and collect ideas for further optimisation (C3).

### **C1: Development and feasibility testing of a preliminary POMMES study design**

Work report

### **C2: A RCT evaluating a pragmatic in-hospital service to increase the quality of discharge prescriptions**

Original research report

Brühwiler LD , Beeler PE, Böni F, Giger R, Wiedemeier PG, Hersberger KE, Lutters M

Submitted to the International Journal for Quality in Health Care, january 2018

### **C3: Evaluation of the POMMES-Study through interviews with resident physicians and community pharmacists involved**

Work report, in German

## A. Patients' views of hospital discharge

In Project A, the patient's views of hospital discharge were assessed. Combined with the findings of Project B, the results helped to develop a preliminary study design (Figure 7).

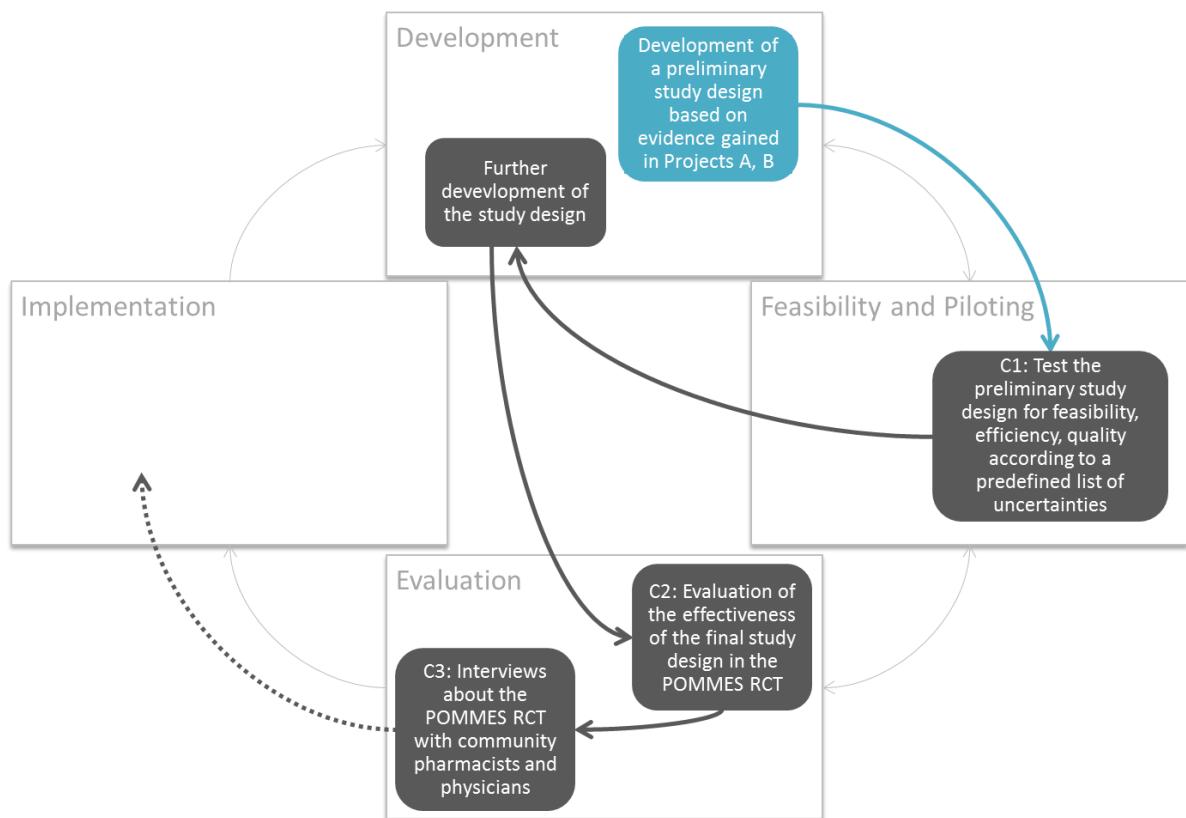


Figure 7: Overview of thesis approach, Project A

## **A1. Comprehensibility and presentation of medication charts: Considering patient's views?**

**Verständlichkeit und Darstellung von Medikationsplänen:  
Wird die Patientensicht berücksichtigt?**

### **Originalarbeit**

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## **Appendices**

- 9.1.1 Ethical approval
- 9.1.2 Study development flow chart
- 9.1.3 Systematic comparison of different medication charts
- 9.1.4 Literature search results: Screening tool for health literacy
- 9.1.5 Risk analysis for the development of the interview guide
- 9.1.6 Script focus group
- 9.1.7 Interview guide

## **Kernaussagen**

- In Medikationsplänen genutzte Abkürzungen wie "Mo" für Morgen oder „ML“ für Messlöffel können missverständlich sein.
- Beim Einnahmehinweis „nüchtern“ ist der einzuhaltende Abstand zu den Mahlzeiten für Patienten unklar.
- Reservedosierungen sollen so deutlich wie möglich ausformuliert werden.
- Das Verständnis eines Medikationsplans ist individuell unterschiedlich und soll mit einer mündlichen Instruktion unterstützt werden.
- Die von Fachpersonen entwickelten Pläne entsprechen den Bedürfnissen der Patienten nicht in allen gestalterischen und inhaltlichen Aspekten.

## **Schlüsselwörter**

Medikationsplan – medication chart

Verständlichkeit – comprehensibility

Patienteninterview – patient interview

Dosierungsanweisung – dosing instruction

Krankenhaus-Entlassung – hospital discharge

## **Abstract**

**Introduction:** Patients leaving hospital often have to continue their treatments without help. It is therefore most important to provide all necessary information adapted to the patient's health literacy. One possibility is that hospitals give written information, for example medication charts (MC, syn. medication plan, medication card). So far it is unknown how these medication charts differ from hospital to hospital and if they meet the patient's needs and wishes.

**Methods:** Through literature search and personal contacts established MCs were identified and compared regarding content and format. In a focus group with different hospital staff these MCs were then evaluated. Four MCs were chosen for a following interview. For this structured survey patients from internal medicine, surgery and dialysis wards of the cantonal hospital of Baden (Switzerland) were recruited during three weeks. The aim of the survey was the evaluation of comprehensibility and patient's preferences for MCs.

**Results:** All nine evaluated MCs contained brand name, strength, dosage form and a dosing scheme. The indication was mentioned in 5 out of 9, the duration of treatment in 3 out of 9 MC. Most of the hospital staff (3 out of 5) chose the "eMediplan" ("Brennpunkte Gesundheit Thurgau", Switzerland) as their favourite MC. 45 ( $67.6 \pm 12.0$  years, 40% female) out of 206 patients were interviewed. 24.4% misinterpreted the abbreviation „Mo“ for the german word for morning ("Morgen") as Monday. 55.6% interpreted the abbreviation „Na“ (night, german = "Nacht") correctly as before going to bed, 24.4% would take the medication during the night or in the afternoon instead. The maximum daily dose for the intake instruction „3x/d 1 tablet“ was correctly interpreted by 82.2% of all participants. 42.2% interpreted correctly the intake instruction „max. 2 tablets max. 4x/24h“. 36 of 45 interviewees interpreted the expression „on empty stomach“ (the german word means the same as sober) as medication intake without food. 2 subjects would take the tablet one hour before meal. The dosing instruction "3 ML" (ML = "Messlöffel", measuring spoon) was properly understood by 24.4%, 57.8% decoded it as 3 milliliter. In case of the prescription of a solution in milligrams, 20.0% of the participants were able to calculate the needed milliliters. There was a preference towards the use of "1/2" instead of "0.5" for half tablets. The interviewees preferred brand names in the first column ( $p<0.001$ ), however in many MCs active compounds are mentioned first. "eMediplan" and "AMTS-Apothekenplan" ("AMTS-Aktionsplan", Germany) are possibly more clearly representing the content than other MCs (14 and 13 out of 45 probands,  $p=0.605$ ). There was a trend to "eMediplan" being the favourite MC ( $p=0.169$ ).

**Discussion & Conclusion:** Medication charts used in daily practice differ in their content and graphic aspects. Patients' views of the most suitable medication chart are not the same as those of health care professionals. For patients, many dosing instructions were difficult to understand. This could potentially lead to a lower effect or to side effects of the therapy when not noticed by health professionals. These study results are not only applicable for medication charts but also for patient education and instructions on medication packages. Through consideration of a suitable format and content of medication charts patient safety might be improved.

## Zusammenfassung

**Hintergrund:** Patienten nehmen ihre Medikamente nach einem Krankenhausaufenthalt oft selbständig ein. Die dafür erforderlichen Therapieanweisungen werden üblicherweise in Form eines Medikationsplans abgegeben. Unklar ist bisher, ob Patienten diese verstehen und wie gut die Pläne ihren Bedürfnissen entsprechen.

**Methode:** Patienten des Kantonsspitals Baden wurden fiktive Tabellen mit Therapieanweisungen und vier deutschsprachige Medikationspläne vorgelegt. Die Verständlichkeit der Anweisungen sowie gestalterische und inhaltliche Wünsche der Patienten an einen Medikationsplan wurden in strukturierten Interviews untersucht.

**Ergebnisse:** In Interviews mit 45 Patienten ( $67.6 \pm 12.0$  Jahre) interpretierten 73% der Patienten die Abkürzung „Mo“ korrekt als Morgen und 24% fälschlicherweise als Montag. „Na“ für „auf die Nacht“ war für 56% verständlich, während 11% der Patienten das Medikament nachmittags angewendet hätten. Die maximale Tagesdosis wurde bei der Dosierungsanweisung „max. 2 Stk. max. 4x/24h“ von 42% korrekt gedeutet. „Nüchtern“ verstanden 80% der Patienten richtig als eine Einnahme ohne Essen. Die Abkürzung „3ML“ für Messlöffel war für 24% verständlich.

In Medikationsplänen wünschten sich 91% der Patienten an erster Stelle den Medikamentennamen ( $p < 0.001$ ), wohingegen in bestehenden Medikationsplänen oft der Wirkstoff priorisiert wird. Die Zusammenfassung mehrerer Informationen pro Spalte wurde von 62% gewünscht.

**Schlussfolgerungen:** Medikationspläne, insbesondere Abkürzungen und Reserveschemata sind für Patienten oft schwer verständlich. Patientenbedürfnisse sollten bei der Gestaltung vermehrt berücksichtigt werden.

## **Einleitung**

Ein Aufenthalt im Krankenhaus ist oft mit Therapieänderungen verbunden und nach Austritt ist der Patient meistens wieder selber für die korrekte Anwendung der Medikamente verantwortlich [102]. Mangelndes Verständnis der Instruktionen kann zu Diskrepanzen und verminderter Adhärenz führen [74, 103]. Eine patientengerechte, verständliche Information ist deshalb unumgänglich und kann in schriftlicher Form, zum Beispiel als Medikationsplan (MP) verfasst werden [43, 52, 102, 104, 105]. Diverse Projekte im deutsch- und englischsprachigen Raum messen dem MP grosses Potential zu, und verschiedene Ausführungen wurden entworfen [43, 106-108]. Diese setzen sich immer aus einer Tabelle und zusätzlichen Informationen zusammen, unterscheiden sich jedoch in grafischen und inhaltlichen Aspekten.

Damit die Therapieanweisungen verstanden und korrekt umgesetzt werden können, müssen diese insbesondere für Menschen mit verminderter kognitiver Fähigkeit oder funktionaler Gesundheitskompetenz verständlich formuliert sein [43, 109, 110]. Die Gesundheitskompetenz setzt sich aus grundlegenden Lese- und Schreibfähigkeiten zusammen, um einfache Gesundheitsinformationen zu verstehen [44]. Schwierigkeiten können zum Beispiel Dosierungsanweisungen wie „3x täglich“ oder „alle 12 Stunden“ bereiten. Deshalb wurden Empfehlungen ausgearbeitet, um solche Formulierungen zu vereinfachen [109, 111]. Der „Universal Medication Schedule“ empfiehlt explizite Anweisungen mit Tageszeiten anstelle von Frequenzen oder Zeitabständen [112]. Ebenfalls können Piktogramme die Verständlichkeit unterstützen [113].

Häufig werden MPs von Fachpersonen entworfen und für den Patienten ausgefüllt. Dieser wird bei der Gestaltung kaum involviert und es ist unklar, ob die etablierten MPs die Bedürfnisse der Nutzer erfüllen. Unklar ist ebenfalls, wie gut Formulierungen in MPs verstanden werden.

## **Zielsetzungen und Fragestellungen**

Die primären Ziele waren die Untersuchung der Verständlichkeit von tabellarischen Therapieanweisungen und die Erhebung von Patientenwünschen. Als sekundäres Ziel wurde die Abhängigkeit der Verständlichkeit von Gesundheitskompetenz und Alter untersucht.

## **Methode**

Die Vorgehensweise umfasste folgende Schritte: Mittels Literaturrecherche wurden MPs gesucht. Eine Fokusgruppe selektierte diese nach verschiedenen Kriterien für die anschliessenden Patienteninterviews. Die Studie wurde von der zuständigen Ethikkommission als unbedenklich eingestuft.

### **Literaturrecherche**

In Medline, Fachzeitschriften, Kongressbeiträgen und Google wurden mit den Suchbegriffen „medication plan/card/chart/regimen/schedule“, „drug/pill card“, „treatment plan“, respektive „Medikationsplan/-karte“, „Medikamenten-/Medi-/Therapieplan“, „Medikamenten-/Dosierungskarte“ nach MPs gesucht. Zusätzlich wurden die Referenzen relevanter Publikationen geprüft. Ausgeschlossen wurden Beilagen zu Dosierhilfen, MPs für spezielle Patientengruppen oder für Fachpersonen und durch Patienten auszufüllende MPs.

### **Fokusgruppe**

Aus den gefundenen MPs wurden in einer Fokusgruppe vier Exemplare für ein Patienteninterview ausgewählt. Diese waren der MP des Studienkrankenhauses, der Favorit der Teilnehmer und zwei weitere im Konsens bestimmte, möglichst unterschiedliche MPs. Die Zahl wurde auf vier festgelegt, da diese beim Interview der Übersichtlichkeit halber auf einem DIN A2-Karton präsentiert wurden.

Die Fokusgruppe wurde mit einem Arzt, einer Pflegeexpertin, einer Offizinapothekerin, einem Krankenhausapotheker und einer Care Managerin des Studienortes und nach einem vordefinierten Skript durchgeführt.

### **Patienteninterview**

Das Patienteninterview gliederte sich in fünf Teile:

- 1) Verständlichkeit von tabellarischen Therapieanweisungen: Sieben Anweisungen wurden in einfachen Tabellen (Word, Times New Roman, Schriftgrösse 14, Figure 8) dargestellt und den Patienten vorgelegt. Darin wurden risikoreiche Formulierungen und übliche Formulierungen aus dem MP des Studienkrankenhauses integriert. Es wurden fiktive Handelsnamen verwendet, um eine Beeinflussung durch bekannte Medikamente zu minimieren. Neben Dauertherapien wurden auch Reservemedikationen integriert. Es wurden offene Fragen gestellt, zum Beispiel „Wie würden Sie das Medikament einnehmen?“. Für Prinivil wurde die Menge und der Zeitpunkt der Einnahme erhoben, für Zegrid zusätzlich die Einnahmeregelmässigkeit. Die Reservetherapien (Motran, Actamen) wurden auf die Verständlichkeit der maximalen Tagesdosis und der Zeitabstände geprüft. Für Mucomyt und Unikom musste das Einnahmeverummen angegeben werden.
- 2) Soziodemographische Daten und funktionale Gesundheitskompetenz mittels 6 Fragen (Q3, 4, 9, 10, 14, 15) des HLS-EU-Q16 [114]. Die Fragen lauteten „Wie einfach ist es Ihrer

Meinung nach...“. Antworten konnten auf einer 4-stufigen Likert-Skala von 1=sehr schwierig bis 4=sehr einfach gegeben werden.

- 3) Gewünschter Inhalt eines MPs zusätzlich zum Standardinhalt (gemäss Literaturrecherche: Medikamentenname, Stärke, Arzneiform, Menge und Häufigkeit der Anwendung): Diese Multiple Choice Frage wurde vom Patienten schriftlich beantwortet. Mehrfachnennungen waren möglich.
- 4) Freie Anordnung von Spaltenüberschriften (Kärtchen mit den Bezeichnungen Medikament, Wirkstoff, Dosierung, Dauer, Grund, Hinweise) in eine leere Tabelle.
- 5) Auswahl des übersichtlichsten und eines Favoritenplans aus den vier vorgelegten MPs.

Der strukturierte Interviewleitfaden wurde mit fünf Laien und Fachpersonen pilotiert und angepasst. Die Befragung wurde am Kantonsspital Baden (Schweiz) während drei Wochen mit Patienten der Dialysestation, Chirurgie und inneren Medizin durchgeführt. Ausschlusskriterien waren Unmündigkeit, unzureichende Deutschkenntnisse, Seh- oder Hörbeeinträchtigung, Gesundheitszustand, welcher eine sinnhafte Kommunikation nicht zuließ (zum Beispiel Delir), Isolation, palliative Situation, nach Angaben von Arzt- oder Pflegedienst zu krank für eine Teilnahme. Alle Patienten erhielten eine schriftliche und mündliche Studieninformation und unterschrieben eine Einverständniserklärung.

| Medikamentenname            | Mo*    | Mi*    | Ab*   | Na*   | Hinweise   |
|-----------------------------|--------|--------|-------|-------|--|
| Zegrid Kapseln 20mg         | 1      | 0      | 0     | 0     |  |
| Prinivil Tabletten 5mg      | 0      | 0      | 0     | 1/2   |  |
| Motran Filmtabletten 600mg  |        |        |       |       | In Reserve bei Schmerzen, max. 3x/d 1 Tablette einnehmen.    |
| Actamen Filmtabletten 500mg |        |        |       |       | In Reserve bei Schmerzen, max. 2 Stk. max. 4x/24h einnehmen. |
| Medikamentenname            | Morgen | Mittag | Abend | Nacht | Hinweise   |
| Mucomyt Sirup 200 mg/5ml    | 3 ML   | 0      | 0     | 0     |  |
| Unikom Lösung 10 mg/ml      | 0      | 0      | 0     | 10 mg |  |
| Lipiton Kapseln 40mg        | 0      | 0      | 1     | 0     | Einnahme nüchtern  |

Figure 8: Medikationstabellen für das Patienteninterview. Therapieanweisungen wurden mit fiktiven Handelsnamen beschrieben. \*Die Abkürzungen Mo, Mi, Ab, Na stehen für die Einnahmezeitpunkte Morgen, Mittag, Abend, auf die Nacht.

## Datenanalyse

Die Datenanalyse wurde mit SPSS (IBM, Version 22.0) durchgeführt. Häufigkeiten wurden mit dem Chiquadrat-Test auf statistische Signifikanz überprüft. Die Korrelationen der Gesundheitskompetenz (Summe der Punkte der Likert-Skalen, maximal mögliche Punktzahl: 24) und des Alters mit der Verständlichkeit (prozentual zur möglichen Maximalpunktzahl) wurden mit dem Spearman Rangkorrelationskoeffizient berechnet.

## Ergebnisse

### Fokusgruppe

Der Favorit der Fokusgruppenteilnehmer war der eMediplan (Brennpunkte Gesundheit Thurgau, CH, [106]). Neben dem vorgegebenen MP des Studienortes (Kantonsspital Baden, CH, internes Dokument) wurden der MP des Universitätsklinikums Heidelberg [43] und ein AMTS-Apothekenplan (Medikationsplan der AMTS-Initiative der Apothekerkammer Westfalen-Lippe, erhalten von Cornelia Schweizer, Apotheke im Facharztzentrum, Mersinweg 22, 33100 Paderborn, DE) aus Deutschland für das Interview ausgewählt.

### Verständlichkeit von Therapieanweisungen

Von 95 eingeschlossenen Patienten lehnten 40 die Teilnahme ab. Die Charakteristika der 45 befragten Patienten sind in Table 3 ersichtlich. Die Resultate zur Verständlichkeit sind in Table 4 und Table 5 aufgeführt.

Table 3: Patientencharakteristika

| Patienten (n=45)                       | n (%)       |
|--|-------------|
| Alter [Jahre: Mittelwert ± SD]         | 67.6 ± 12.0 |
| Weiblich                               | 18 (40)     |
| Tätigkeit im Gesundheitswesen          | 3 (7)       |
| Medikationsplan-Erfahrung              | 24 (53)     |
| Bildungsgrad                           |             |
| Obligatorische Schule                  | 5 (11)      |
| Allgemein- und Berufsbildung           | 20 (44)     |
| Höhere Berufsbildung                   | 12 (27)     |
| Hochschulen                            | 8 (18)      |
| Gesundheitskompetenz [Mittelwert ± SD] | 19.8 ± 2.7  |

Table 4: Interpretationen der tabellarischen Therapieanweisungen. Die korrekten Antworten sind mit einem \* gekennzeichnet. Bei den Reservedosierungen von Mucomyt und Unikom wurden nur jene Probanden weiter nach dem Zeitpunkt befragt, welche die korrekte Tagesdosis angaben.

| <b>Antworten (n=45)</b>   | <b>n (%)</b>    |
|---|-----------------|
| <b>Dosierungsanweisung zu Zegrid: „1“ im Feld „Mo“</b>            | <b>45 (100)</b> |
| Menge der Einnahme  |                 |
| 1 Kapsel*   | 44 (98)         |
| Keine Angabe  | 1 (2)           |
| Zeitpunkt der Einnahme  |                 |
| Am Morgen*  | 33 (73)         |
| Am Montag   | 11 (24)         |
| Keine Angabe  | 1 (2)           |
| Regelmässigkeit der Einnahme                                      |                 |
| Jeden Tag*  | 32 (71)         |
| Jede Woche  | 5 (11)          |
| Einmalig  | 6 (13)          |
| Keine Angabe  | 2 (4)           |
| <b>Dosierungsanweisung zu Prinivil: „1/2“ im Feld „Na“</b>        | <b>45 (100)</b> |
| Menge der Einnahme  |                 |
| Halbe Tablette*   | 41 (91)         |
| Keine Angabe  | 4 (9)           |
| Zeitpunkt der Einnahme  |                 |
| Auf die Nacht /vor dem Schlafengehen*                             | 25 (56)         |
| In der Nacht  | 6 (13)          |
| Am Nachmittag   | 5 (11)          |
| andere oder keine Angabe  | 9 (20)          |
| <b>Dosierungsanweisung zu Motran: „max. 3x/d 1 Tablette“</b>      | <b>45 (100)</b> |
| Tagesdosis der Einnahme   |                 |
| Tagesdosis 3 Tabletten*   | 37 (82)         |
| andere oder keine Angabe  | 8 (18)          |
| Zeitpunkte der Einnahme (n=37)                                    |                 |
| zu 3 unterschiedlichen Zeitpunkten*                               | 23              |
| andere oder keine Angabe  | 14              |
| <b>Dosierungsanweisung zu Actamen: „max. 2 Stk. max. 4x/24h“</b>  | <b>45 (100)</b> |
| Tagesdosis der Einnahme   |                 |
| Tagesdosis 8 Tabletten*   | 19 (42)         |
| Tagesdosis 4 Tabletten  | 15 (33)         |
| Tagesdosis 2 Tabletten  | 4 (9)           |
| andere oder keine Angabe  | 7 (16)          |
| Zeitpunkte der Einnahme (n=19)                                    |                 |
| zu 4 unterschiedlichen Zeitpunkten*                               | 12              |
| andere oder keine Angabe  | 7               |
| <b>Dosierungsanweisung zu Mucomyt: „3 ML“: Menge der Einnahme</b> | <b>45 (100)</b> |
| 3 Messlöffel*   | 11 (24)         |
| 3 Milliliter  | 26 (58)         |
| andere oder keine Angabe  | 8 (18)          |
| <b>Dosierungsanweisung zu Unikom: „10 mg“: Menge der Einnahme</b> | <b>45 (100)</b> |
| 1 Milliliter*   | 9 (20)          |
| 10 Milliliter   | 20 (44)         |
| andere oder keine Angabe  | 16 (36)         |

Insgesamt wurde zwischen der Gesundheitskompetenz ( $19.8 \pm 2.7$  Punkte) und dem Verständnis der Therapieanweisungen eine mittlere signifikante Korrelation (Korrelationskoeffizient 0.52,  $p < 0.001$ ) gefunden. Steigendes Alter ist mit einer abnehmenden Gesundheitskompetenz verbunden (Korrelationskoeffizient -0.383,  $p=0.009$ ).

*Table 5: Interpretation der Anweisung „nüchtern“: Interpretation von nüchtern und des dazu nötigen Zeitabstandes. Der Zeitabstand wurde nur erfragt, wenn als Antwort „vor dem Nachtessen“ genannt wurde (n=26). Die korrekten Antworten sind mit einem \* gekennzeichnet.*

| Antworten (n=45)  | n (%)   |
|---|---------|
| Antwort betreffend Nahrungsaufnahme*                          | 36 (80) |
| vor dem Nachtessen  | 26 (58) |
| Zeitabstand 1 Stunde*   | 2       |
| Zeitabstand 1/2 Stunde  | 8       |
| Zeitabstand direkt vor dem Essen                              | 13      |
| andere oder keine Antwort zum Zeitabstand                     | 3       |
| Abend und nüchtern ist ein Widerspruch                        | 5 (11)  |
| andere Antwort (z.B. nach dem Nachtessen nichts mehr essen)   | 5 (11)  |
| andere (nicht betreffend Nahrungsaufnahme) oder keine Antwort | 9 (20)  |

## Gewünschter Inhalt und Darstellung

Zusätzlich zu den Standardinhalten von MPs wurden folgende Tabelleninhalte am häufigsten gewünscht (135 Antworten von 45 Patienten): Einnahmehinweise (33 Nennungen), Therapiegrund (26), Therapiedauer (19), Wirkstoff (16) und Anwendungshinweise (15). Weitere Bedürfnisse waren Piktogramme, Medikamentenabbildungen oder Art und Name des Verschreibers (insgesamt 26). Ein Patient äusserte den Wunsch, dass die Einnahmeregelmässigkeit spezifiziert wird, zum Beispiel „Tägliche Einnahme“. Die Wünsche waren individuell unterschiedlich.

Bezüglich Spaltengliederung empfand es die Mehrheit der Patienten (62%, 28/45,  $p=0.101$ ) übersichtlicher, mehrere Informationen in einer Spalte zusammengefasst, anstatt eine einzelne Information pro Spalte darzustellen.

Mussten die Patienten Spaltenüberschriften horizontal anordnen, war der am häufigsten gewählte Inhalt für Position 1: Medikament (41/45, 91%), Position 2: Wirkstoff (19/45, 42%), Position 3: Grund (17/45, 38%), Position 4: Dosierung (16/45, 36%), Position 5: Hinweise (15/45, 33%), Position 6: Dauer (22/45, 49%). Die Unterschiede waren statistisch signifikant ( $p<0.001$ ), ausser für die Hinweise.

Aus den vier vorgelegten, etablierten Plänen wurden der eMediplan am häufigsten als übersichtlichster MP (31%, 14/45,  $p=0.605$ ) und der AMTS-Apothekenplan am häufigsten als Favoritenplan (38%, 17/45,  $p=0.169$ ) ausgewählt.

## Diskussion

### Verständlichkeit von Therapieanweisungen

In der durchgeführten Studie wurden 45 Patienten zu MPs befragt. Bei allen Therapieanweisungen gab es Patienten, die den Inhalt nicht korrekt verstanden haben. Besonders Abkürzungen führten zu Missverständnissen. So wurden „Mo“ und „Na“ leicht als Montag respektive als Nachmittag oder nachts missverstanden. Diese Abkürzungen werden häufig aufgrund enger Platzverhältnisse verwendet. Folgen können eine falsche Einnahmeregelmässigkeit (wöchentlich oder einmalig statt täglich) oder ein falscher Einnahmezeitpunkt sein. Dies wiederum kann zu hohen oder zu niedrigen Plasmaspiegeln führen und die Wirkung beeinflussen. Kürzlich wurde der AMTS-Plan entsprechend angepasst und die Tageszeiten wie „Mo“ für Morgen ausgeschrieben [115]. Gemäss einer amerikanischen Studie werden Tageszeiten wie „Morgen“ besser verstanden als Uhrzeiten wie „8.00 Uhr“ und sollen deshalb vorgezogen werden [109].

Reservedosierungen können unterschiedlich beschrieben werden. Üblicherweise werden Einzeldosis, Häufigkeit oder Frequenz und allenfalls die maximale Tagesdosis genannt. Die Formulierung „max. 2 Stk. max. 4x/24h“ wird im Kantonsspital Baden bei Entlassung automatisch aus der stationären Reserveverordnung generiert und wurde deshalb so getestet. Die meisten Patienten verstanden die korrekte Tagesdosis bei beiden Reservetherapien, wobei die Formulierung „max. 3x/d 1 Tablette“ besser verständlich war. Dies könnte auf eine Ähnlichkeit mit dem mündlichen Sprachgebrauch hinweisen („Drei Mal pro Tag eine Tablette einnehmen.“). Der amerikanische „Universal Medication Schedule“ befürwortet numerische Mengenangaben ("3" statt "drei") zur Erhöhung der Verständlichkeit [112]. Es wird dabei aber von Freitext in Satz-Form ausgegangen, wofür in tabellarischen MPs kaum Platz ist. Deshalb sollten ausgeschriebene, jedoch kurze und explizite Anweisungen verwendet werden und nur eindeutige Begriffe wie "maximal" oder "bis" abgekürzt werden. Abkürzungen wie „x“, „/d“ oder „/24h“ sollten vermieden und durch „mal“, „pro Tag“ oder „pro 24 Stunden“ ersetzt werden. Die Reservedosierung könnte also folgendermassen formuliert werden: "Bei Schmerzen max. 4 mal täglich 1-2 Tabletten einnehmen". Eine Fehlinterpretation führte in unseren Patientenbefragungen nur zu potentiellen Unter-, aber nicht zu Überdosierungen, was je nach Indikationsgebiet unterschiedliche Konsequenzen haben kann.

Von den meisten Patienten wurde korrekt erkannt, dass die Einzeldosen zu verschiedenen Tageszeiten einzunehmen sind. Es kann davon ausgegangen werden, dass die Tageszeiten mit den Mahlzeiten in Verbindung gebracht werden. Bei einer 6-stündlichen Einnahme, kann dies dem vorgesehenen Schema entsprechen (Frühstück, Mittagessen, Abendessen und vor dem Schlafen). Ist eine Medikation jedoch alle 8 Stunden einzunehmen, würde die Einnahme zu den Mahlzeiten zu einem Spiegelabfall zwischen Abendessen und Frühstück führen. Je nach Indikation, zum Beispiel Infektionen, könnte die erwünschte Wirkung beeinträchtigt werden.

Die Abkürzung „ML“ für Messlöffel wird oft aus Platzgründen verwendet. Dies wird leicht mit Milliliter verwechselt, wie die Resultate gezeigt haben. Ein geeigneter beiliegender Messlöffel in der Umverpackung hilft beim Verständnis und der Umsetzung der Dosierung. Flüssige Arzneimittel mit unterschiedlichen Konzentrationen werden im Krankenhaus häufig in Milligramm verordnet, um eindeutige Anweisungen zu gewährleisten. Pflegefachpersonen sind sich die Umrechnung von Milligramm in Volumina gewohnt, für die befragten Patienten war dies anspruchsvoll. Die Resultate zeigten, dass es zu einer 10-fachen Überdosierung kommen könnte.

In der Medizin wird der Begriff „nüchtern“ verwendet, um eine Arzneimitteleinnahme mindestens eine Stunde vor oder mindestens zwei Stunden nach einer Mahlzeit zu beschreiben. Erstaunlicherweise interpretierten 80% aller Patienten die Anweisung korrekterweise als eine „Einnahme ohne Nahrung“. Niemand brachte den Begriff mit einer Alkoholkarenz in Verbindung. Allerdings war der einzuhaltende Abstand zum Essen unklar. Eine Einnahme direkt vor der Nahrungsmittelaufnahme war die häufigste Antwort. Dadurch kann es zu einer Wirkungsveränderung des Arzneimittels kommen, was den Therapieerfolg beispielsweise bei Schilddrüsenhormonen gefährden kann. Insbesondere bei einer Abenddosis kann der Begriff „nüchtern“ verwirrend sein. Diese Formulierung sollte daher nicht verwendet werden. Stattdessen sollten explizite Angaben wie „1 Stunde vor oder 2 Stunden nach dem Essen“ benutzt werden. Da sich diese Angabe meist nicht in dem Einnahmeschema sondern in den Hinweisfeldern findet, kann eine gewisse Ausformulierung vorgenommen werden.

Die Verständlichkeit der Therapieanweisungen korrelierte mässig mit der funktionalen Gesundheitskompetenz. Die sechs Fragen, welche aus dem HLS-EU-Q16 extrahiert wurden, sind somit kein sicherer Indikator für das Verständnis von Therapieanweisungen. Die inverse Korrelation mit dem Alter könnte darauf hindeuten, dass ältere Patienten ein Risiko für kognitive Dysfunktionen haben und die Verständlichkeit tendenziell abnimmt. Es liegt jedoch eine grosse Streuung vor. Die befragten Patienten sind in ihrem Bildungsstand repräsentativ für die Schweizer Bevölkerung [116]. In einer zukünftigen Studie sollte ein reliables und validiertes, kurzes deutsches Instrument eingesetzt werden, um den Zusammenhang zwischen Verständlichkeit und Gesundheitskompetenz genauer zu untersuchen.

## Gewünschter Inhalt und Darstellung

MPs weisen gemäss Literaturrecherche einen Standardinhalt auf. Als zusätzliche Inhalte wurden von den Patienten am häufigsten Einnahmehinweise gewünscht. Diese können eine korrekte Einnahme unterstützen und sollten mindestens in einer allgemeinen Bemerkungsspalte Platz finden. Piktogramme und Medikamentenabbildungen wurden überraschenderweise nur von einem kleinen Teil der Patienten befürwortet. Möglicherweise wären diese in einem anderen Kontext vermehrt gewünscht worden, wie es in Studien zu Piktogrammen der Fall war [113]. Allenfalls waren sich die Patienten des Nutzens nicht bewusst, da sie zuvor keinen bebilderten MP gesehen hatten. Bei der späteren Vorlage der vier MPs (davon einer mit Piktogrammen) wurde das Einfügen von Abbildungen von einigen Patienten befürwortet, was auf eine Beeinflussung hindeutet. Ebenfalls ist

eine Beeinflussung durch einen persönlichen MP nicht auszuschliessen. Die Angabe der Indikation wurde kaum gewünscht, obwohl dies für das Therapieverständnis des Patienten wichtig wäre. Auch die Nennung des Verschreibers war nicht prioritär. Möglicherweise sind dies Informationen, welche besonders den Fachpersonen zur Förderung der Therapiesicherheit nützlich erscheinen. Dies verdeutlicht, dass neben der Sicht der Fachpersonen ebenso Patientenwünsche berücksichtigt werden sollten, wenn der MP für Patienten erstellt und von ihnen genutzt werden soll.

Bezüglich Darstellung bevorzugten Patienten die Zusammenfassung von mehreren Informationen pro Spalte. MPs mit zusammengefassten Spalten erscheinen vermutlich auf den ersten Blick übersichtlicher und erlauben eine grössere Schrift. Es wurden MPs entworfen, bei denen der Wirkstoff in der ersten Spalte vorgesehen ist [108]. In den Patienteninterviews wurde für die erste Spalte jedoch am häufigsten der Medikamentenname ausgewählt. Dies sollte bei der Gestaltung von MPs berücksichtigt werden.

Insgesamt waren die genannten Wünsche der befragten Patienten an einen MP divers. Die Wahl des Favoritenplans war nicht eindeutig, obwohl sich die Mehrheit der befragten Patienten für den AMTS-Apothekenplan entschied. Diese Resultate sprechen deshalb für eine individuelle Anpassung eines MPs.

## **Limitationen**

Die beschränkte Zahl der verwendeten Therapieanweisungen und der MPs ist eine Limitation für die durchgeführte Studie. Daher können die Resultate nicht generalisiert werden. In einer anderen Population, zum Beispiel bei ambulanten Patienten, könnten die Verständlichkeit und Wünsche von unseren Resultaten abweichen. Dies gilt ebenfalls für die getesteten Anweisungen. Weitere Untersuchungen mit anderen oralen Schemata oder Applikationsarten wie Inhalativa sind wünschenswert.

Wichtig zu beachten ist, dass die Resultate keinen Hinweis darauf geben, ob die interpretierten Dosierungsanweisungen in Realität umgesetzt würden. Die Patienten haben sich maximal einige Minuten mit den MPs auseinandergesetzt und es handelte sich für die Befragten um fiktive Anweisungen. Diverse Faktoren wie Plausibilität, Bequemlichkeit, Adhärenz oder Rücksprache mit einer Fachperson oder mit dem Umfeld könnten trotz erstmaliger Fehlinterpretation zu einer adäquaten Therapie führen. Ebenfalls ist zu vermuten, dass die Patienten, die keine Antwort gegeben haben, Rücksprache mit einer Fachperson halten würden.

## **Schlussfolgerung**

Tabellarische Therapieanweisungen, besonders Reservedosierungen wie „max. 2 Stk. max. 4x/24h“ und Abkürzungen wie „ML“ sind für Patienten schwer verständlich und sollten daher ausformuliert werden. Beim Ausfüllen eines Medikationsplanes muss das individuelle Verständnis berücksichtigt werden. Die Abgabe sollte daher immer mit einer mündlichen Instruktion und Verständnisprüfung erfolgen. Die Gestaltung und der Inhalt von Medikationsplänen entsprechen den Bedürfnissen und Wünschen der Patienten nicht in allen Aspekten. Deshalb sollten neu zu gestaltende und bestehende Medikationspläne betreffend Patientensicht evaluiert werden.

## **Danksagung**

Wir danken Dr. Peter Wiedemeier, Chefapotheker des Kantonsspitals Baden für die Ermöglichung dieser Studie.



## **A2. Observational study on patient problems regarding medication instruction and supply after hospital discharge**

### **Work report**

Concept, design, supervision and interpretation has been done in substantial parts by Lea Brühwiler.  
The study has been conducted within the master thesis of Sara Haffter.

## **Abstract**

**Background:** The hospital-to-home transition is a vulnerable stage in patient care, where patients can encounter several problems. Problems in medication supply can lead to therapy gaps, and inadequate instructions at discharge may affect adherence. To date there is not much known about discharge processes or problems with medication instruction and supply encountered by Swiss patients after discharge. Patient satisfaction with the instructions from the hospital is also unknown.

**Aims:** The objectives of this study were to investigate patient experiences with medication instruction and supply after hospitalisation. A further objective was to identify the current discharge process and possible optimisations.

**Methods:** A telephone interview was conducted with 100 patients from the surgical and internal medicine wards from the KSB. Patients were called between the 2<sup>nd</sup> and 6<sup>th</sup> day after discharge. Results were discussed in an interview with five physicians from the study site. Data were analysed qualitatively as well as quantitatively for relative risk (RR) values. The Fischer's exact test was used for categorical variables and the Mann-Whitney U-test for ordinal variables.

**Results:** Knowledge about medication indications and changes was high among all patients, 95% and 96%, respectively, reported by the patients themselves. Instructions about medication were preferred mainly as a combination of oral and written form (69%), and 55% of the patients received it this way. According to the physicians, all patients should have received oral and written instructions, according to standard procedures.

Seventy-seven out of 100 patients had had their discharge prescription filled when they were called. It took until the 6<sup>th</sup> day after discharge for all 77 patients to receive their prescribed medication. Until the 2<sup>nd</sup> day, when the first interviews took place, 75 patients had already filled the prescription and 73 had obtained all prescribed medications. Despite supply problems for 14 of 77 patients (18%), there were only four patients with therapy gaps. Patients discharged from internal medicine wards had a higher risk of supply problems than those from surgical wards (RR = 5.56, p = 0.007). Patients experiencing supply problems had statistically significantly more medicines on a daily basis ( $8.0 \pm 4.32$  vs.  $4.9 \pm 3.04$ , p = 0.010). Physicians stated that therapy gaps seemed unexpectedly low, although too many patients experience supply problems.

Most patients (88%) were satisfied with the general discharge process from KSB, however there is room for optimisation. When asked if communication between hospital and the community pharmacy should be optimised, 21% agreed, but other ideas, such as a bridging medication supply were suggested. The five physicians were undecided about the advantages of enhanced information transfer.

**Discussion and conclusions:** Discharged patients received less instruction than they expected and optimisation is needed. The study nevertheless showed good medication knowledge, but there was no control for the correctness of a patient's response.

The time needed until prescriptions were filled after discharge is long, and a quarter of all patients claimed not having filled their prescription at the time of the interview. The increased risk for supply problems with a higher medication intake on a daily basis and discharge from internal medicine wards may be due to patients with co-morbidities. However, therapy gaps were infrequent.

In both interviewed groups, there was no clear consensus on how to optimise hospital discharge. As findings about improved information transfer from hospital to community pharmacies proved to be beneficial in other studies, these opinions should be further studied.

## **Introduction**

### **Patient instruction**

During hospitalisation, a patient's admission medication regimen is often adapted [117, 118]. Owing to the current stage of disease, patient adherence or side effects, new medication may be prescribed and previous medication may be stopped [39]. At discharge, any medication changes have to be communicated to the patient. A study from Israel found that 60% of patients received no counselling about new medication [55]. The results also showed that 93% of patients knew the indication for their previous medication, but only 73% knew the indication for their newly prescribed medication. Dudas et al. conducted pharmacist follow-up phone calls with discharged patients and found that 25% of patients had questions regarding their medications within two days of discharge [119]. Insufficient instruction can lead to confusion, anxiety and non-adherence. A study showed that four out of nine medications were not taken because the patient did not know the indication [52]. A Swiss study confirmed that the more patients knew about their medication, the less likely they were to "discontinue medication without medical justification" [120]. Furthermore, inadequate medication knowledge is thought to be associated with a higher likelihood of ADEs resulting in hospital readmission [121].

Polypharmacy, especially frequent in the elderly, also affects patient knowledge and appropriate use of medication. The more medications a patient has to take, the greater the complexity of instructions the patient gets. Patients are not able to process all given explanations and knowledge is adversely affected [122]. Researchers from Geneva investigated patient's medication knowledge after discharge in relation to their adherence by telephone interview [120]. They identified that patient-centred discharge interviews and a medication treatment card for the patient as positive tools to improve patient medication knowledge, adherence and patient safety. It is therefore important to ensure that the patient understands the given instructions, especially in patients with cognitive impairments or low health literacy. Good instruction is limited by the staff's time constraints, and, if instructions take place, they may be ineffective. Written instruction could be supportive [52, 120].

Researchers studied the influence of in-patient counselling by clinical pharmacists prior to discharge. Pharmacists explained that discharge counselling within the hospital was an important service [123]. They could review a patient's medication together with the patient to ensure they understood the prescription, and the need to fill their prescription at the community pharmacy, which clears barriers regarding adherence. Furthermore, they could highlight changes in dosage or time of intake compared to pre-admission medication, and provide a patient with adherence aids, if needed [123].

## **Medication supply**

Depending on Swiss health care legislation, patients in some cantons can obtain medication from GPs and/or hospitals. Discharged patients in other cantons do not receive any take-home medication supply from the hospital, and the patient obtains medication from a community pharmacy [124]. Timely medication supply is important to prevent therapy gaps. Medication supply depends on a patient's efforts to collect the medications from the community pharmacy [69]. It is unknown how many patients regularly visit the same pharmacy, although continuity in ambulatory care seems to be highly important [9].

As stated before, in-patient counselling may enhance the rate of filling of discharge prescriptions [123]. A study from the USA pointed out that 20% of patients had problems obtaining all of their post discharge medication within two days, with more problems in polypharmacy patients [119]. Also in paediatric patients, who are often prescribed off-label medication, problems obtaining medication may affect up to 33% of patients [125]. These British findings are supported by Swiss data. Caregivers encountered delays in supply for 25% of the studied children [126]. Causes included medications being out of stock or being rare. Community pharmacists had troubles dispensing medication in 21% of cases because there was information missing on prescriptions, such as dosage or contact details for further questions. The supply problems may lead to therapy gaps [125, 126], but no data on Swiss adult patients is available, to our knowledge.

## **Discharge process optimisation**

To ensure that community pharmacists to take an active role in transitions of care, information has to be available. At present, community pharmacists in Switzerland are not usually contacted upon a patient's discharge, and communication between hospitals and pharmacies is only established in some hospitals [127]. Discharge letters are sent to the GP, but not to pharmacies, even though 78% of community pharmacists wish to receive them [39, 128]. Complex medication regimens are harder to reconcile without access to updated medication lists and clinical medical records [129]. A questionnaire sent to English community pharmacists showed that 87.5% of pharmacists would like to receive the patient's "medicine record sheet" [93]. Also, changes to prescribed medications was information indicated as helpful by 75% of pharmacists. In the same country, community pharmacists believe that this information is important to streamline patient counselling and to prevent discontinuity in a patient's care [39]. Through better communication, patient compliance can be facilitated and gaps in medication therapy can be prevented [90]. This was proven in a Swiss study, where a pharmaceutical handover communicated medication changes to the community pharmacists [18]. It was shown that necessary PIs post discharge were significantly reduced by the handover. These findings highlight the importance of a fast and adequate information transfer between different health care providers such as hospitals and community pharmacies.

## Aims

To summarise, the following knowledge of the Swiss health system is available: It is known that paediatric and adult patients may experience problems after discharge. These problems may be caused by insufficient instruction before discharge, or missing medication supply, or suboptimal discharge processes.

It is unknown if instructions about medications at the hospital are satisfying and if patient knowledge is adequate. The supply problems were seldomly investigated. Regarding pharmaceutical optimisation strategies, for example, intensified communication between hospital and community pharmacies, it is not known if international strategies, described in literature, would meet the Swiss patients' needs. Furthermore, it is unknown if physicians responsible for discharging their patients are aware of the current processes and how they could be optimised.

The goal of this observation study was to investigate the current processes and optimisation strategies of hospital discharge. We aimed

1. to identify the most important problems regarding medication instruction and the subsequent knowledge,
2. to estimate post-discharge medication supply and therapy gaps,
3. and to acquire different views from patients and physicians on the hospital discharge process and optimisation ideas.

## Methods

Two observational methods were used to achieve these aims. A telephone interview with patients was conducted, followed by face-to-face interviews with physicians, presenting the obtained results from the patient interviews. The two methods are described chronologically in the following. Results and discussion are divided thematically according to the aims into "Part 1: Medication instruction", "Part 2: Medication supply" and "Part 3: Discharge process optimisation" for easier understanding.

### Patient interviews

Hospitalised patients on study wards (surgical wards CHI71, CHI72, CHI91, and internal medicine wards MED111, MED112, and MED121) were handed out a study information flyer by the nurses (appendix 9.2.2). The electronic patient records were screened daily for discharged patients from study wards and inclusion and exclusion criteria were applied (Table 6). One patient could meet several exclusion criteria and this was documented accordingly. It was planned to interview 100 consecutively discharged patients. Screening was done between the 10<sup>th</sup> of March and 12<sup>th</sup> of April 2016.

Patients were called on the second day following the day of discharge. Three attempts to call were made within one week after discharge before the patient was categorised as “lost to follow-up”. All reached patients were asked for immediate participation. The ones that did not receive the information flyer were informed in detail about the study. Patients gave their oral informed consent. The study was approved by the responsible ethics committee (EKNZ 2016-00377, appendix 9.1.1).

*Table 6: Inclusion and exclusion criteria for the patient's telephone interview*

| Inclusion criteria   | Exclusion criteria  |
|--|---|
| <ul style="list-style-type: none"> <li>- Patients discharged from study site</li> <li>- Patients <math>\geq 50</math> years old on the day of inclusion</li> <li>- Patients with <math>\geq 1</math> prescribed medication</li> <li>- Patients discharged to their home</li> </ul> | <ul style="list-style-type: none"> <li>- No informed consent given</li> <li>- Underage patients</li> <li>- Dementia (e.g. MMS <math>\leq 25</math> points)</li> <li>- Patients with insufficient hearing or language skills</li> <li>- Patients not reachable or living abroad</li> <li>- Patients readmitted before the first call</li> <li>- Employees as patients</li> <li>- Outsourced patients from other departments</li> </ul> |

A draft for the structured telephone interview was created based on a literature search. The questions covered the following topics: Demographic data, instruction received and knowledge about their medication, problems in medication supply, and questions about hospital discharge processes in general. These were either multiple choice, single choice or open-ended questions.

The interview was piloted with five pharmacy students and laymen, focusing on the information flyer's content and interview duration. Adoptions to the flyer were made. A second pilot study was performed with the target population, focusing on study procedure, the flyer's content and interview duration. Thirty-three patients were included and the interview was conducted with four patients. The study procedure proved to be efficient. The content of the flyer and duration of the interview (approximately 9 minutes) was satisfying for all patients. There were a few changes made to clarify questions for easier data management (final version appendix 9.2.3).

Data were analysed with Excel (Microsoft Excel 2010, Redmond WA, USA) and SPSS (IBM, version 23, Armonk NY, USA). Frequencies, mean values, median, and standard deviation were calculated, and compared between different groups by the Fisher's exact test, and for ordinal variables by the Mann-Whitney U-test, with a statistical significance level of  $p = 0.05$ . Data were analysed quantitatively for relative risk (RR) values.

### **Physician interviews**

Interviews with four resident physicians (R, 2 CHI, 2 MED) and one senior physician (SP, MED) were performed. The interviews started with a short oral introduction about the study and included a graphical presentation of data already obtained from the patient interviews. The resident interview consisted of ten open-ended questions on instructions, medication supply, and the discharge process (appendix 9.2.4). The interview with the SP consisted of seven similar questions. The interview was conducted in Swiss-German, recorded, summarised and translated to English.

## A2.1 Medication instruction

### Results

#### Patient interview

During the study period, 422 patients were discharged from the study wards. As shown in Figure 9, 191 patients met the inclusion criteria. The telephone interview was conducted with 100 consecutively included patients. In two of the cases, it was conducted with the wife or husband of the patient, as they were in charge of the patient's medication. Demographic characteristics of the patients are summarised in Table 7. One patient was discharged, and therefore included, twice.

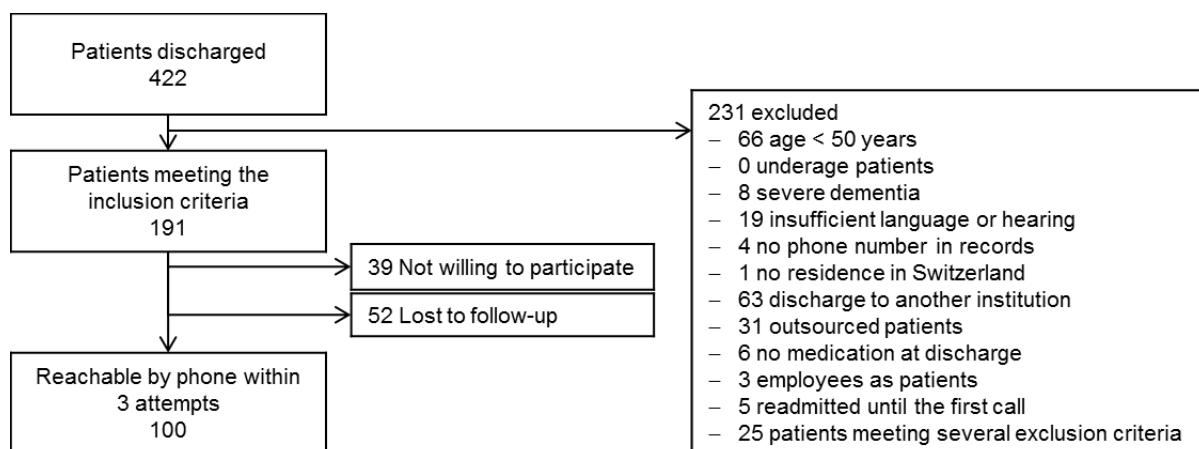


Figure 9: Flow chart displaying the process of patient recruitment and screening ( $n = 422$ )

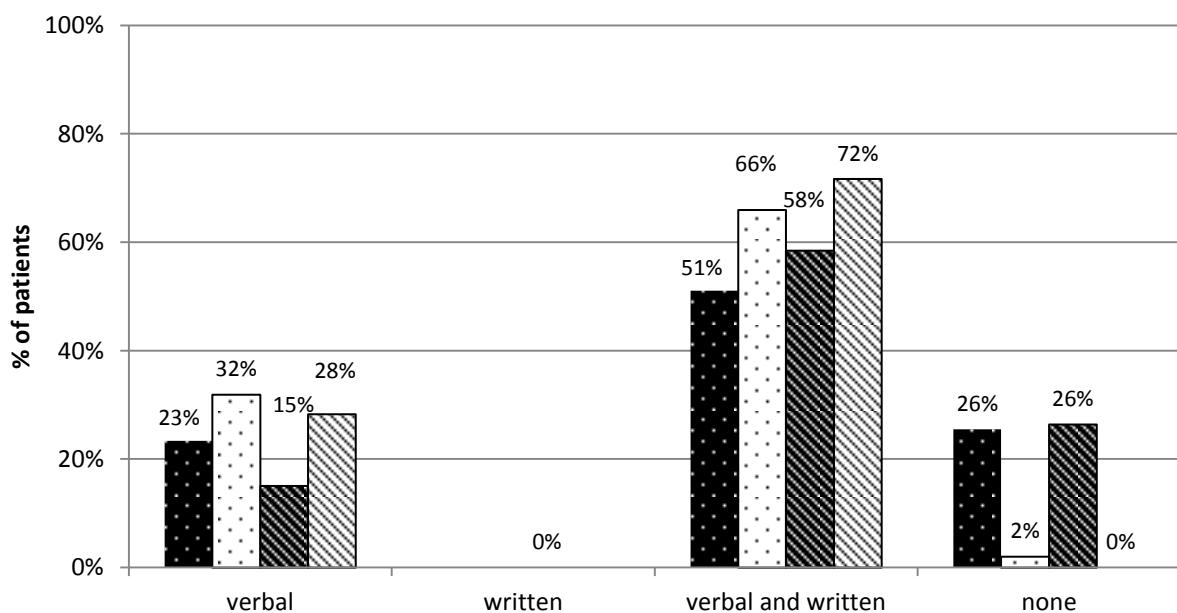
Table 7: Patient characteristics ( $n=100$ )

| Variable   | Percentage [%] | Mean ± SD   |
|--|----------------|-------------|
| Female   | 39             |             |
| Patients discharged from MED                         | 53             |             |
| Age [y]  |                | 65.6 ± 17.4 |
| Day post discharge when interview took place         |                | 3.5 ± 1.4   |
| No. of medications taken/applied on a daily basis    |                | 5.41 ± 3.50 |
| No. of medications taken/applied only if necessary   |                | 0.72 ± 0.95 |
| Patients visiting the pharmacy independently         | 97             |             |
| Patients living alone                                | 14             |             |
| Patients with support regarding obtaining medication | 10             |             |
| Patients with support regarding preparing medication | 13             |             |
| Patients with support regarding intake/application   | 1              |             |

Of 100 interviewed patients, 95 stated that they fully know the indication of their current medication, and 96 knew if and what adaptions were made. Four patients did neither know their latest changes nor any newly added drugs. Assessing patient knowledge, 74 patients stated to have received instructions about their medication. Of the remaining 26 patients, 21 indicated not having needed any instruction due to unchanged therapy.

Of those patients with any support at home regarding medication ( $n = 20$ ), 75% (15) stated that their caregivers were instructed, 10% (2) of caregivers did not receive instructions and 15% (3) of patients did not know if their caregivers were informed. Patients receiving instructions rated them on a scale from one to six. 72 patients indicated satisfaction (4.5-6 points). One patient indicated dissatisfaction (1-3.5 points) and one indicated neutral (4 points).

Figure 10 shows the proportions of desired and actually received instructions on the surgical and internal medicine wards. Most instructions were given in a combination of oral and written form, and this was more frequent on MED than on CHI, but not statistically significant ( $p = 0.302$ ).



*Figure 10: Instructions at discharge. Form of received and desired instructions about medication on surgical and internal medicine wards. The bars describe how patients on surgical wards received (black with dots ■) and desired (white with dots □) instructions ( $n = 47$ ) and how patients on internal medicine wards received (black with lines ▨) and desired (white with lines ▨) instructions ( $n = 53$ ). Total  $n=100$ .*

All patients who desired ( $n = 69$ ) a combination of oral and written instructions were asked in what form they would like them to be presented (Table 8). MCs were the most desired written instruction, followed by the prescription itself.

*Table 8: Format of desired written instructions ( $n=69$ )*

| <b>Format of written instruction</b> | <b>No. of patients</b> |
|--------------------------------------|------------------------|
| Medication chart                     | 25                     |
| Prescription                         | 21                     |
| Prescription and medication chart    | 9                      |
| Discharge summary                    | 6                      |
| Discharge summary and prescription   | 1                      |
| Label on drug packages               | 2                      |
| Others/ other combinations           | 5                      |

The patient participating twice first received oral instructions and was satisfied with it; while on his second discharge he received oral and written instruction (medication chart) and then preferred these combined instructions for further discharges.

When asked about contacted persons in case of uncertainties (multiple choice question), the most named health care provider was the GP (58), followed by the community pharmacy (35), the hospital (32) and others (9). Patients were asked if they desired explanations from the community pharmacist when obtaining prescribed medication. Answers, including reasons, are summarised in Table 9. From the 14 patients with medication supply problems, seven did not wish for more explanations, four wished for additional explanations, two said it would depend on the prescription and one could not answer because this patient received their medication from a mail-order pharmacy.

*Table 9: Reasons why patients wish or do not wish for further explanations about their medications from community pharmacist (n = 100)*

|   | <b>No. of patients</b> |
|---|------------------------|
| <b>Explanations generally needed</b>  | <b>33</b>              |
| Clarify medication (e.g. indication)  | 10                     |
| Patient security  | 8                      |
| Repeat information given at the hospital  | 5                      |
| Clarify questions   | 4                      |
| Others, e.g. interaction check, about side effects, application or dosing regimens  | 6                      |
| <b>Explanations needed depending on the situation</b>                               | <b>17</b>              |
| New medication / change in medication   | 12                     |
| Questions / uncertainties of patients   | 9                      |
| Special medication / special things that need to be considered                      | 3                      |
| Others, e.g. application explanations, inform about side effects                    | 2                      |
| <b>Explanations not needed</b>  | <b>48</b>              |
| Same medication for a long time   | 13                     |
| Sufficient information received at the hospital                                     | 12                     |
| Read package insert   | 7                      |
| Indication is clear   | 5                      |
| Label on package  | 4                      |
| Medication delivery from community pharmacy / obtained from GP                      | 4                      |
| Patient asks if there are questions   | 4                      |
| <b>No answer, e.g. because medication delivery by spouse or mail-order pharmacy</b> | <b>2</b>               |

### Physician interview

The characteristics of interviewed residents and the senior physician are shown in Table 10.

*Table 10: Characteristics of the interviewed physicians. R = Resident physician, SP = Senior physician, n = 5; \* worked on CHI the last two years*

|            | <b>R1</b> | <b>R2</b> | <b>R3</b>  | <b>R4</b> | <b>SP1</b> |
|------------|-----------|-----------|------------|-----------|------------|
| Age [y]    | 26        | 27        | 31         | 29        | 36         |
| Gender     | Female    | Male      | Female     | Male      | Male       |
| Ward       | CHI       | CHI       | MED        | MED       | MED        |
| Experience | 1 years   | 1 year    | 4 months * | 2 year    | 3 years    |

All interviewed physicians stated that they personally give oral and written instructions on discharge. All MED patients were provided with a discharge summary, a prescription and a medication chart. Creating a medication chart for CHI patients would be too much effort for the hospital, according to one physician.

*“Basically, all patients should have received oral and written instructions.” (R1)*

*“Ideally every patient should have explanations about his drugs.” (R3)*

All physicians explained that they focus their explanations on dosing regimens, changed or new medications, and indications. The senior physician said that they try to hand out the MC for the patient on the day prior to discharge, leaving them time to study the MC. If this is not possible, the patient receives the MC before the ward rounds on the day of discharge. On the day of discharge, it is discussed and questions are answered. On MED, both residents said they explain the MC, with ongoing clarifications if questions arise. One resident also claimed to inform patients that the community pharmacist can call them if problems arise. One of them said that instructions are given individually depending on their patients' needs, but no physicians specifically claimed to ask patients about their information needs.

*“Residents know who needs more or less instructions on their medication.” (R1)*

Regarding results on instructions, both residents on CHI and the senior physician from MED indicated that the results do not correspond to reality. But time constraints may lead to insufficient instructions.

On MED, both residents admitted that the results display reality to a certain point. One thought there might be fewer, about 20% of patients, who did not receive instructions. They said that it had to be considered that patients were in a new surrounding and might have received too much information to remember everything.

*“Did the patients really not receive any instructions or did they simply not notice that instructions were given?” (R4)*

*“Maybe some patients might have received oral instructions, and the envelope with the discharge summary and the prescription was just handed to them.” (R2)*

*“If there are lots of discharges on one day, some might just drop off the discharge summary without further explanations.” (R1)*

All residents indicated that the desired instruction format should be achievable. According to MED residents, the senior physician checks if MCs are available for every patient. One resident thought the discharge process and the time spent is already very good compared to other hospitals, whilst the other said that the process could still be optimised. He named standardised processes or trained staff as an idea for improvement.

## **Discussion**

Upon hospital discharge, instructions seem to be suboptimal and not given to all patients. Almost all patients indicated that they know the indications of their medication and that they are aware of any medication changes. However, many patients wished for more information than they actually received. Physicians reported higher instruction levels than their patients did.

One of the primary aims was to identify problems regarding medication instruction given before discharge and knowledge after discharge. This was investigated by asking patients if they received instructions on their medication, if they knew the indications of their current drugs or if they knew about any medication changes. Our patients indicated a higher level of knowledge about indications (95%). According to an American study, only 64% of patients knew the purpose of newly prescribed medication [110]. Our results were surprising, considering the low amount of received instructions. Reasons might be that patients read package inserts or asked health care professionals. We assessed knowledge from all medications at once, so this may be inaccurate and knowledge may have been overestimated. Additionally, patients may have felt tested, and the correctness of the given answers was not assessed. Therefore, these self-reported results need to be interpreted with caution and are not an applicable indicator for the risk of therapy discontinuation, as in other studies [52, 120].

Our study showed that 74 of 100 patients received some instruction about medication. There was a difference in the form of instructions received on the study wards, where MED wards apparently give more instructions in combined form. On one side, this difference can be explained because on MED, the process of prescribing is more standardised than on CHI. CHI patients mostly received a prescription, only listing newly added drugs, without receiving a MC. On the other side, instructions about medication depends on the physician and on the medication (e.g. common pain killers, antibiotics, or psychiatric medication) [130]. More instructions are given for drugs associated with a higher potential for ADEs. Surprisingly for the study team and the physicians, there were some patients from both wards that indicated not having received any instructions. They may not have categorised prescriptions as written instruction, whilst other patients did. But on the other hand, prescriptions were often preferred as format of the written instruction. Compared to the finding of Kerzman et al., where 60% received no instruction on new medication, there were fewer patients in our study without instruction at all [55]. However, its content and subject matter were not assessed.

It is not known if the given instructions were effective. Patients might understand “receiving instructions” differently than receiving a medication chart or a prescription with an oral explanation, or they might have received too little information and stated that there were no instructions given at all. Patients also may not have checked the received envelope with the documents in it. These findings were still surprising, since all interviewed physicians stated that every patient receives oral and written instructions about their current therapy. However, the physicians emphasised that instructions might have been short due to time constraints. Further, discharge could have been stressful for patients, or they might have received too much information to remember, especially in

polypharmacy patients. Polypharmacy may reduce the ability to process received information [122]. A patient's desire to go home can also affect the absorbed information [131]. Instructions to patients might have been ineffective even though they took place [55]. To conclude, these different views demonstrate that information given by physicians may not completely reach the patient. To ensure a patient's understanding, physicians could ask if the given information is clear [57], and if the patient understands their regimen [132]. Teach-back would be a possible strategy to control understanding.

Patients mostly desire a combination of oral and written instructions. Studies found that information given as a combination is better remembered [130] and preferred by most patients in other settings as well [52]. The patient discharged twice changed his opinion in between hospital visits. Therefore, it could be assumed that patients accept the form of instruction they receive, or the form they could imagine. Overall, satisfaction about received instructions was still high. Most caregivers (e.g. relatives) were informed. This can enhance the correct use of medication [55].

An American study found that the GP is contacted mostly in case of uncertainties [110] and it was assumed that these findings are transferable to Swiss patients. As expected, the GP would be called by most of our study patients if questions arose. A patient probably feels more confident to contact the GP, since they receive discharge letters and are informed about the current health condition of their patient. Also, according to an Australian study, patients visit their community pharmacy earlier than their GP, at a median time of six and twelve days after discharge, respectively [133]. Especially in cases where patients did not receive enough instructions about medication or when patients were prescribed special medication, pharmacists may play a valuable role. It has to be kept in mind that community pharmacists mostly receive the prescription, but no summary with background information about the patients' situation.

Regarding further instructions by community pharmacists, patients' opinions were divided and depended upon the patient's situation. Patients with long-term medication seem not to need further explanations when filling their prescription, but in case of medication changes, instructions were needed. An evaluation performed at our study site revealed that patients in internal medicine were admitted with a mean of 4 and discharged with a mean of 6 medications [134]. Therefore, therapy changes arise very often and affect most patients. It might therefore be appropriate for the pharmacist to give explanations to all patients. To perform in-depth counselling, community pharmacies should obtain detailed information from the hospital.

To conclude, results showed instructions given at discharge are insufficient and could be optimised. Patients reported knowledge was good, and patients knew who to ask in case of questions.

## A2.2 Medication supply

### Results

Patients' and physicians' characteristics are shown in chapter A2.1.

#### Patient interviews

Of the 100 patients interviewed after discharge, 97 stated to regularly visit the same community pharmacy. Five patients claimed they had not received a prescription upon discharge. Of the remaining 95 patients, 75 filled their prescription before the 2<sup>nd</sup> day of discharge. By the 6<sup>th</sup> day after discharge when the last interviews were performed (mean  $3.5 \pm 1.4$  days after discharge), 77 patients visited the community pharmacy to fill their prescription. In addition to the 5 patients without prescriptions, 18 had not filled their prescription when they were called (total 23 patients). When asked "When did you fill the prescription?" 78% (60 of 77) of patients went to the community pharmacy on the day of discharge, mostly on their way home from the hospital (Figure 11). In the median, prescriptions were filled on the day of discharge.

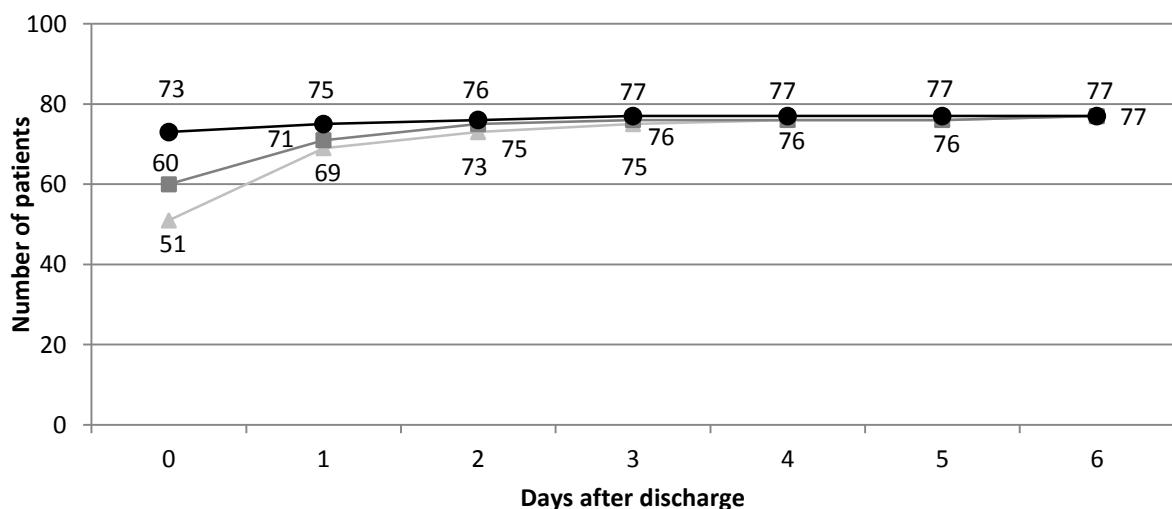


Figure 11: Medication supply after discharge. Time span to fill prescriptions (squares, n=100), to receive all prescribed medication (triangles, n=77) and to follow the dosing regimen without gaps (bullets, n=77, 63 without problems and 14 with problems), presented in number of patients. 23 patients did not fill a prescription. 0 = day of discharge

Patients who filled their prescription (n=77) were asked "How long did it take until you received all prescribed medication after hospital discharge?". By the 2<sup>nd</sup> day of discharge, 73 (97%) of 75 patients filling the prescription obtained all medication. By the 6<sup>th</sup> day after discharge, all patients who filled the prescription had obtained all medication. Fourteen out of 77 patients (18%) had problems with medication supply.

The following problems were stated:

- Medication was not in stock, e.g. right strength or package size, and had to be ordered.
- Prescribed medication was unlicensed in Switzerland and had to be ordered from abroad.
- The community pharmacy had a clarification request with the prescriber.

The 14 patients with supply problems were asked about therapy gaps. For the other 63 patients without problems it was assumed that they had no gaps. Four of the 14 patients experienced a gap in therapy due to delayed medication supply, which reached from the day of discharge until and including the 2<sup>nd</sup> day after discharge (Figure 11). Problems in medication supply were significantly more likely in patients with more prescribed daily medicines, and in patients discharged from MED (Table 11 and Table 12). Living alone seemed like a risk factor for supply problems, although this was not statistically significant.

*Table 11: Variables associated with problems in medication supply. (n= 100; \*statistically significant; p-values were calculated using the Mann-Whitney U-test)*

| Variable  | Supply problems | No supply problems | p      |
|---|-----------------|--------------------|--------|
| Age [y] (mean ± SD)                                 | 71.14 ± 9.87    | 69.78 ± 9.46       | 0.530  |
| Number of medicines on a daily basis<br>(mean ± SD) | 8.00 ± 4.32     | 4.90 ± 3.04        | 0.010* |

*Table 12: Variables influencing medication supply. (n = patients with supply problems, n<sub>total</sub> = 14; N = respectively applicable and inapplicable on variable (female gender etc.), N<sub>total</sub> = 77 ; \*statistically significant p-values were calculated using the Fisher's exact test; RR = relative risk)*

| Variable                           | n <sub>problems</sub> /N <sub>applicable</sub><br>(%) | n <sub>problems</sub> /N <sub>inapplicable</sub><br>(%) | RR   | p      |
|------------------------------------|---|---|------|--------|
| Female Gender                      | 7/33 (21.2)   | 7/44 (15.9)   | 1.33 | 0.566  |
| Internal medicine's ward patients  | 12/40 (30.0)  | 2/37 (5.4)  | 5.56 | 0.007* |
| Living alone                       | 5/13 (38.5)   | 9/64 (14.1)   | 2.73 | 0.053  |
| No support with medication at home | 13/61 (21.3)  | 1/16 (6.3)  | 3.38 | 0.277  |

From all 77 patients filling their prescription, 57% (44) obtained medication by themselves, in 36% (28) of cases relatives received the medication, 4% (3) had home delivery by the community pharmacy, and another 4% (3) had medication delivered by others. One patient answered twice.

## **Physician interview**

Most physicians, including the senior physician, found it surprising or alarming that not all prescriptions were filled immediately after discharge.

*“There is a reason why medication is prescribed, so filling of prescriptions should be done quickly.” (R4)*

*“A prescription is handed to patients because there is new medication and therefore filling the prescriptions should be done quickly.” (SP1)*

Residents also indicated that patients are believed to fill their prescriptions on the way home and on the day of discharge, however this might be difficult for immobile or elderly patients. According to the senior physician, patients should obtain their medication quickly depending on the medicines (e.g. anticoagulants). Three physicians mentioned that gaps are unfavourable. To prevent it, one resident said he had once called the community pharmacy to check the availability of a drug. Another said that either alternatives should be found for drugs unlicensed in Switzerland or a bridging supply should be provided for a few days to avoid therapy gaps.

*“There should not be any gap due to unlicensed drugs.” (R4)*

According to the senior physician, four gaps in 100 discharged patients was a relatively good result. One resident was surprised about the gap of up to two days due to the fact that the community pharmacy near the hospital is open 24 hours a day. All physicians received requests from community pharmacists regarding medication ranging in frequency from once every 4-6 months up to once a week. Requests were mostly justified.

## **Discussion**

Part A2.2 of the observation study about supply revealed that a quarter of all patients did not fill a discharge prescription until the interview took place (2<sup>nd</sup> to 6<sup>th</sup> day after discharge). It took up to one week until they received all prescribed medication. 14 patients experienced supply problems but only four had a gap in therapy due to delayed supply. Most physicians were astonished by these results and were concerned about the medical outcomes.

According to our study, not all patients are filling their prescription within one week after discharge and a few patients apparently did not receive the prepared prescription at all, although patients were only eligible with at least one prescribed medicine in the hospital's patient records. Interviewed physicians believed that older patients have more difficulties in prompt medication acquisition. Reasons might be that they depend on relatives or others assisting them with visiting the community pharmacy. If patients still have medication at home they are more likely to fill prescriptions later. This is supported by the fact that there were only few gaps. The median time point to visit the community pharmacy was the day of discharge. This differed from the results found by Roughead et al., where patients needed a median of six days [133]. However, this study was performed with Australian veterans, who possibly have received some bridging supply. Within two days, 95% of our interviewed patients who had filled their prescription were able to obtain all prescribed medications, which was higher compared to the American study of Dudas et al., where this was the case in only 81% of patients [119]. The methodology of our interviews has to be taken into account, as patients reachable at the 2<sup>nd</sup> day after discharge who did not fill their prescription so far were not called anymore. Therefore, later prescription filling may be underestimated.

Depending on the prescribed medication, such time spans could be unfavourable. If patients were prescribed, for example, anticoagulants, filling the prescription should be done on the day of discharge [70]. For antibiotics, the time span of our findings is too long, since adherence to the therapy regimen is very important to prevent antibiotic resistances. But it has to be considered that late filling of prescriptions does not automatically mean that patients had gap in their therapy.

Questions were adapted to the methodology of Wong et al. to determine if patients in Switzerland cope with the same type of difficulties in medication supply as in UK [125]. Whilst 33% of patients in their study experienced problems in medication supply, this only occurred to 18% of patients in our study. The local pharmacy not having the medication in stock was the most named reason for delayed medication supply in both studies. If the resulting gaps in a patient's therapy are compared to a study conducted in the area of Geneva, where four of 16 paediatric patients had a therapy gap, there were only four in every 100 patients in our study with gaps [126]. Explanations for our favourable results could be that the study from Geneva focused on another population (paediatrics) where more problems can occur due to special medication or compounded formulations. Another reason could be that there is a community pharmacy open 24 hours a day in the neighbourhood of our study site. Patients with chronic comorbidities may still have medicines at home, or their pharmacy has their patients' medicines on regular stock. Considering the number of supply

problems, gaps were infrequent. Ordered medication is usually delivered twice daily to local community pharmacies in Switzerland, leading to fast availability. This may have prevented therapy gaps in our cases. However, mail delivery pharmacies are slower in medication delivery. We suggest that the fast availability has an influence on the actually taken medication. Adherence was not determined in this study, but high adherence after hospital discharge leads to lower health care costs and readmission rates [135].

As expected, the number of medicines on a daily basis was associated with experiencing medication supply problems. An increased number of medicines already showed to decrease the ability to obtain all of them [69], therefore this association was expected. But causality was not studied here. Patients being discharged from MED also had a 5.56 times higher risk for supply problems than CHI patients. A possible explanation is that patients on CHI are only prescribed new medication on discharge compared to MED patients, where all current medication is written on the discharge prescription. Also, as emphasised by the physicians, patients on MED are polymorbid and therefore have a higher average daily drug intake. Patients living alone or having no support with medication tend to have more supply problems, but the results were not statistically significant. Considering the sample size in our study, there might have been a statistical significance with a higher number of patients.

To conclude, there is a substantial portion of patients that did not rapidly fill their prescription. This may possibly lead to unfavourable health outcomes. However, therapy gaps were seldom. Rapid delivery and having medication at home may enhance medication intake.

## A2.3 Discharge process optimisation

### Results

Patients' and physicians' characteristics are shown in chapter A2.1.

#### Patient interviews

To evaluate the experienced discharge, patients were asked to comment on the general discharge process. Most patients were satisfied (Table 13).

*Table 13: Comments of patients on the general discharge process (n = 100)*

| Comments   | No. of patients |
|--|-----------------|
| Satisfied with the general discharge process               | 88              |
| Unsatisfied with time management (unclear or waiting time) | 6               |
| Unsatisfied by the discharge documents                     | 2               |
| Other comments   | 4               |

Patients were asked if they would welcome better communication between hospital and community pharmacies. Out of 100 patients, 21 would welcome it (Table 14). We analysed all patients who answered both the question about the communication and about the supply problems (73 patients). Seventeen of them would welcome better communication, of which 7 (41.2%) had experienced supply problems. Fifty-six would oppose better information transfer, of which 6 (10.7%) had experienced supply problems. Therefore, the experience of supply problems correlated significantly with seeing benefit in enhanced communication ( $p = 0.009$ ).

Reasons why better communication should be established or not are given Table 14. Patients without an answer to that question had mostly not been involved in the process of medication acquisition after hospitalisation due to relatives, community pharmacies, or mail-order pharmacies delivering the medicines.

Patients were asked for their own ideas on how to facilitate medication supply post-discharge. Most patients (87%) did not have any suggestions. Eight out of 13 suggestions were that hospitals should provide patients with medication for a few days:

*"This would be especially useful for patients discharged in the evening when community pharmacies are already closed or in case a patient feels weak and cannot or does not want to go to the community pharmacy on the day of discharge." (P175, female, 55 y)*

*"The hospital should provide drugs for three days to avoid gaps in a patient's treatment plan." (P155, female, 75 y)*

*“Medication should be provided especially when drugs are unlicensed in Switzerland, because they first have to be ordered by the community pharmacy which takes time and leads to gaps in drug therapy.” (P130, female, 78 y)*

Two patients stated that medication often comes in inappropriate packaging, and that drugs should be filled and prepared in the right amount. Other ideas were home delivery through a mail-order pharmacy, sending the prescription to the community pharmacy and that the hospital should get in touch with the community pharmacy prior to a patient's discharge:

*“Especially in cases where patients need social support and cannot obtain medication by themselves, and home delivery from the community pharmacy might be necessary, early contact with the community pharmacy can be useful”. (P 157, female, 73 y)*

*Table 14: Opinions about information transfer. Reasons opposing and favouring information transfer between hospitals and community pharmacies (n = 100, multiple answers were possible)*

|  | <b>No. of statements</b> |
|--|--------------------------|
| <b>Reasons opposing information transfer</b>                 | <b>83</b>                |
| No problems with medication supply                           | 39                       |
| No need for medication supply from the pharmacy              | 17                       |
| Not necessary or only for special medication                 | 9                        |
| Easy access to a pharmacy (close to home or hospital)        | 5                        |
| Too much effort for the hospital                             | 3                        |
| Privacy concerns   | 3                        |
| Does not visit the same pharmacy for medication supply       | 3                        |
| Unclear time of discharge                                    | 2                        |
| No gaps experienced through delayed medication supply        | 2                        |
| <b>Reasons favouring information transfer</b>                | <b>22</b>                |
| For easier and faster medication supply within one visit     | 8                        |
| To pre-order urgent, unlicensed or unavailable medication    | 5                        |
| Pharmacy is prepared and clarifications are possible earlier | 5                        |
| To avoid delays in supply and therapy gaps                   | 3                        |
| Patient would feel respected                                 | 1                        |
| <b>No answer</b>   | <b>8</b>                 |

## Physician interview

Regarding the current discharge process, the interviewed physicians saw different problems and suggested possibilities for improvement (Table 15). There were reasons in favour of, and opposing, better communication (Table 16). Physicians questioned the increased workload if they additionally would have to send prescriptions to the community pharmacies. But they said that in cases of special or unlicensed medication it would definitely be useful.

*Table 15: Physicians' views on the discharge process. Problems occurring during the current discharge process seen by physicians and improvement suggestions (n = 5, multiple answers were possible)*

| Problem  | No. of statements |
|--|-------------------|
| Collection of all information about drugs on admission and during hospitalisation to prepare discharge summary | 1                 |
| Uncertainty of patients about medication (e.g. time of intake)   | 1                 |
| Wound dressing and anticoagulation   | 1                 |
| Time pressure of residents   | 1                 |
| Errors in copying medication when writing prescription (missing MedRec)  | 2                 |
| Improvement suggestions  | No. of statements |
| Give bridging supply   | 2                 |
| Inform patients about community pharmacy across the street (open 24h)  | 2                 |
| Send prescription to community pharmacy  | 1                 |
| Instructions given one day prior and on day of discharge   | 1                 |
| Instructions kept simple and short   | 1                 |
| Instructions to caregivers   | 1                 |
| Instructions given by the hospital pharmacy  | 1                 |
| Instructions given by the community pharmacist, and check for interactions                                     | 1                 |
| Double check for duplications and errors on prescriptions  | 1                 |
| Prescribe same basic medication on each ward (e.g. analgesics)   | 1                 |
| Trained staff (e.g. physicians or nurses), available by phone for questions                                    | 1                 |

*Table 16: Opinions about information transfer. Favourable and unfavourable reasons as well as concerns to send prescription to community pharmacy (n = 5; multiple answers possible)*

| Favourable reasons   | No. of statements |
|--|-------------------|
| Unlicensed or special medication   | 2                 |
| Improve patient security if no pharmacy-hopping                                    | 1                 |
| Unfavourable reasons   | No. of statements |
| Pharmacy-hopping   | 2                 |
| If prescription is sent, patient does not have it to fill it at another pharmacy   | 2                 |
| Prescription is only ready on the day of discharge                                 | 1                 |
| Too much effort  | 1                 |
| Concerns   | No. of statements |
| Is the valid prescription available at the community pharmacy?                     | 1                 |
| Can lead to errors.  | 1                 |
| Does every hospital send prescriptions to community pharmacies?                    | 1                 |
| If the GP changes the valid prescription, does he send it to the pharmacy as well? | 1                 |

## **Discussion**

Satisfaction about the general discharge process was high among patients. The problem identified most was the uncertainty of the discharge time, which was also found in another study from the UK [52]. This again may hinder early prescription transfer. From the physician's point of view, problems are seen in MedRec and the correctness of prescriptions.

Since almost all patients indicated that they visit the same community pharmacy for medication supply (Project A2.1), improved information transfer between the hospital and the community pharmacist could be a promising discharge optimisation strategy. Different studies focusing on information transfer showed benefits on discharge outcomes, with services such as "liaison pharmacists" [93], "pharmacy discharge plans" [90], sending discharge letters to community pharmacies [128], or an "integrated discharge prescription form" to enhance information transfer [136]. However, most interviewed patients did not see a need for improved communication, which was an unexpected result. This may be explained by the fact that most of our patients had an unproblematic discharge process. But communication was significantly more welcomed in patients with supply problems. Patients opposing information transfer might not have visited a local pharmacy and therefore communication would be useless. Spontaneously visiting an unknown pharmacy at discharge may also hinder previous information transfer. As expected, physicians were undecided whether sending the prescription would improve supply. It seemed like they did not fully understand why the communication should be improved, since all of them rarely received requests from community pharmacists. Additionally, there was the impression that some of them were not aware of problems that could arise with discharge prescriptions. They emphasised their increased workload if they additionally have to send prescriptions to community pharmacies. However, it was said that in cases of special or unlicensed medication it would be useful. This supports opinions of patients, and also the finding that unlicensed medication posed problems to study patients. According to physicians, there are barriers to the implementation. Additionally, the prescription needs to be sent the day of discharge at the latest, since results showed that most patients fill prescription on the same day. Also, the optimal time of sending the prescription would need further investigation in the community setting.

Improving communication between health care providers is a current topic as part of the strategy "Gesundheit 2020" [137]. To date, the Swiss health care system is working on the implementation of a shared electronic health record. The aim is to improve medical treatment and processes, as well as patient safety. The related law came into force in 2017. However, due to decentralisation in Switzerland and data protection, implementation of shared electronic health records is complicated [138]. As information exchange is a broadly discussed topic in health care, it was expected that our results would reflect the opinion of the policy makers in Switzerland.

The most named improvement strategy by patients and physicians was to provide medication for a few days, which, due to the cantonal legislation, is not allowed at the KSB [124]. Therefore, sending prescriptions or other information to the dispensing professional may be the better option. However,

in cantons with self-dispensing by GPs, there is a variety of possibilities to obtain medication, which makes it difficult to identify the receiver of the information. Sending prescriptions to community pharmacies may be easier in cantons without self-dispensing.

### **Strengths and limitations**

A strength of the observation study in Project A2 was the telephone interview as a method to survey patients. A sufficient number of patients were reached and interviewed during a short period of time. The participation rate was quite high. The interviewer, who was able to explain unclear questions, could guarantee data completeness. Another strength of the study was the inclusion of patients from two different wards, and the comparison of patients' and physicians' views.

We aimed to formulate valid and evaluable questions, yet there were still questions in the interview guide where data analysis was difficult due to unclear wording of the question. It was not always clear if patients referred to the current discharge or on all experiences they ever made with hospital stays, e.g. for the question about discharge satisfaction. Also, patients' statements could not be verified, especially the ones about their medication knowledge. Furthermore, influencing factors on medication supply could not be assessed because there were only a few patients experiencing medication supply problems. Types of medications associated with supply problems were not assessed either.

Findings of this study are limited to surgical and internal medicine patients from the KSB discharged to their homes. Due to inclusion criteria, the age of interviewed patients was higher than the age of the Swiss population [139]. Therefore, patients in this study are not representative of the Swiss population as a whole. The representativeness is also reduced due to exclusion of patients with hearing and language problems. It would have been interesting to investigate if foreign language also has an impact on medication supply and knowledge, as shown by an American study [140].

Selection biases could have emerged from handing information flyers to patients, and in recruiting physicians for the interview. Thus, the study sample might not adequately represent the according populations. With the method used, only patient and physician views were researched and there was no focus on how community pharmacists experience medication supply of discharged patients and what their problems are. Community pharmacists' problems are therefore under investigation in Project B of this thesis. But, through investigating both present views, results are more valid. A further bias could be the small sample size of interviewed physicians, which does not adequately represent the KSB. However, young physicians were chosen over experienced chief physicians, because they are responsible for discharges on their wards.

## **Conclusion and Outlook**

The hospital discharge is a critical phase in patient care. Regarding patient medication knowledge, there did not seem to be problems, as almost all patients reported knowing the indications of their current medication and changes in medication. There was a delay in discharge prescription filling which was not expected by the physicians. Fortunately, there were only a few gaps in patient therapy plans due to delayed medication supply. But, depending on the specific medication, gaps still may be unfavourable. Patients were satisfied with the general hospital discharge process and, like physicians, did not see the need for further optimisations like enhanced information transfer to community pharmacies. However, other suggestions were made, e.g. bridging supplies to avoid urgent medication acquisition.

It would be interesting to further investigate which kind of medications lead to supply problems and to assess whether PIs by a clinical pharmacist at the hospital would have an impact on medication supply problems. Since physicians indicated time pressure at discharge as a limiting factor to give instructions, the clinical pharmacists taking responsibility for MedRec, a prescription check and counselling could be a starting point for a service. Physicians would be unburdened and the time issue would be reduced. It could also be considered if pharmacy technicians could counsel patients regarding the economic aspects [141]. To further investigate medication knowledge among Swiss patients and to obtain more accurate results, patients should be asked more in-depth questions on their medication knowledge than only indications, since patients are most informed about indications [55]. Because patients discharged from internal medicine wards have a 5.56 times higher risk of experiencing supply problems compared to surgical ward patients, services of further studies aiming to decrease supply problems should be addressed to internal medicine ward patients, as they would probably have a greater benefit.

The study closure communication is shown in appendix 9.2.5.



## B. Community pharmacists' views of hospital discharge

In addition to the evidence gained in Project A, the community pharmacists' views of hospital discharge, assessed in Project B, will help to develop a preliminary study design (Figure 12).

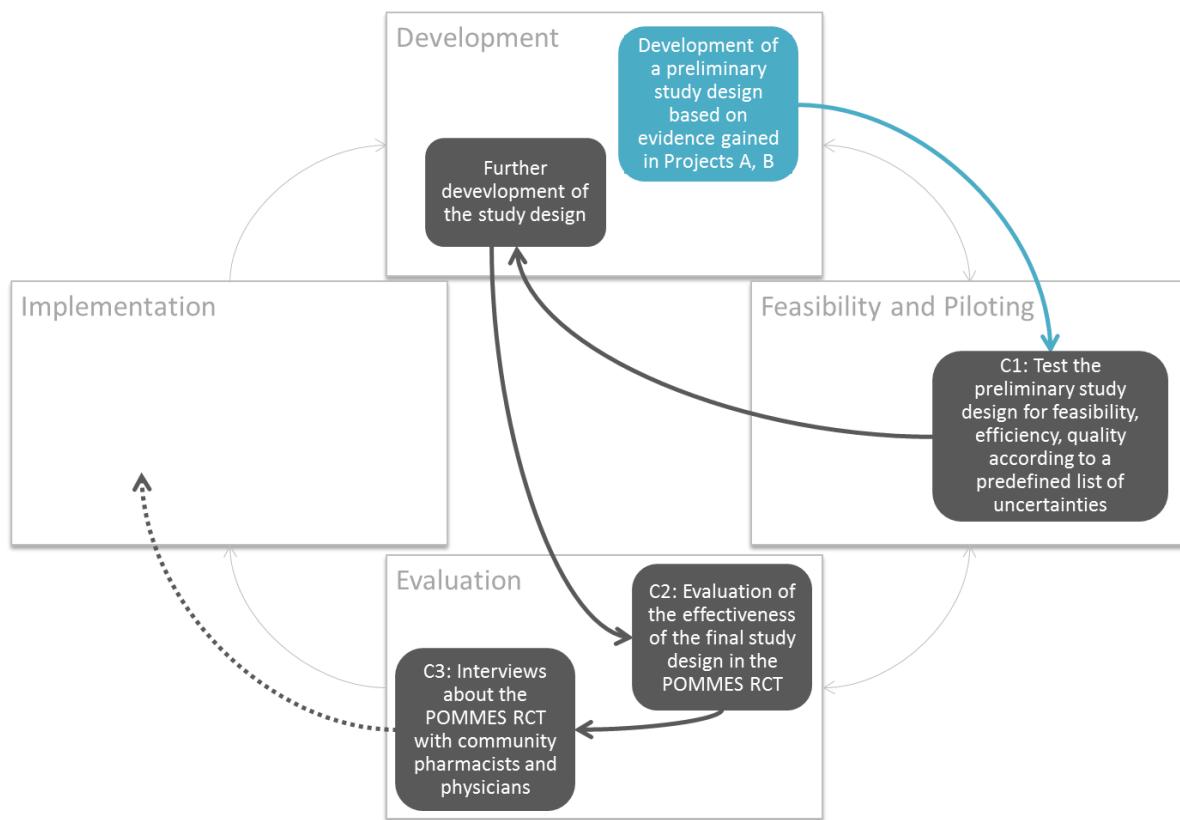


Figure 12: Overview of thesis approach, Project B

## **B1. Hospital discharge – What are the problems, information needs and objectives of community pharmacists? A mixed method approach**

### **Original research publication**

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## **Appendices**

9.3.1 Invitation letter to community pharmacists (without registration form)

9.3.2 Script focus group

9.3.3 Code system focus group

9.3.4 Questionnaire (German)

## **Key words (MeSH)**

Patient discharge

Community pharmacy services

Continuity of patient care

Interprofessional relations

Needs Assessment

Patient safety

## **Abstract**

**Objective:** After hospital discharge, community pharmacists are often the first health care professionals the discharged patient encounters. They reconcile and dispense prescribed medicines and provide pharmaceutical care. Compared to the roles of general practitioners, the pharmacists' needs to perform these tasks are not well known. This study aims to a) Identify community pharmacists' current problems and roles at hospital discharge, b) Assess their information needs, specifically the availability and usefulness of information, and c) Gain insight into pharmacists' objectives and ideas for discharge optimisation.

**Methods:** A focus group was conducted with a sample of six community pharmacists from different Swiss regions. Based on these qualitative results, a nationwide online-questionnaire was sent to 1348 Swiss pharmacies.

**Results:** The focus group participants were concerned about their extensive workload with discharge prescriptions and about gaps in therapy. They emphasised the importance of more extensive information transfer. This applied especially to medication changes, unclear prescriptions, and information about a patient's medication supplies. Participants identified treatment continuity as a main objective when it comes to discharge optimisation.

There were 194 questionnaires returned (response rate 14.4%). The majority of respondents reported to fulfil their role as defined by the Joint-FIP/WHO Guideline on Good Pharmacy Practice (rather) badly. They reported many unavailable but useful information items, like therapy changes, allergies, specifications for "off-label" medication use or contact information. Information should be delivered in a structured way, but no clear preference for one particular transfer method was found. Pharmacists requested this information in order to improve treatment continuity and patient safety, and to be able to provide better pharmaceutical care services.

**Conclusion:** Surveyed Swiss community pharmacists rarely receive sufficient information along with discharge prescriptions, although it would be needed for medication reconciliation. According to the pharmacist's opinions, appropriate pharmaceutical care is therefore impeded.

## **Introduction**

Hospital discharge is a critical step in patient care. A patient experiences a mean of four medication changes and may suffer from ADEs during their stay [117, 118, 142]. The therapy prescribed at discharge has to be continued as prescribed by the clinicians until the next consultation with a general practitioner (GP). However studies from Australia and Switzerland show that GP appointments are often delayed [18, 133]. In some countries, community pharmacists are therefore the first health care professionals encountered by the recently discharged patient, providing medication supply and pharmaceutical care [118].

Insufficient communication between hospitals and community pharmacists was identified as a main barrier to appropriate medication reconciliation [129]. It can lead to discrepancies between different documentation [45, 90], medication supply gaps [143], and subsequent hospital readmissions [93]. The readmission rate may be reduced by a community pharmacy-based intervention [144]. Drug related problems were detected in 25% of hospital discharge prescriptions [73]. In these cases, pharmacies had to handle prescriptions without quantities or with unusual doses. A recent intervention study in a Swiss region, aiming at optimising communication found a reduction of PIs by the community pharmacies after an in-hospital intervention [18]. But it is unknown if the performed optimisations met the pharmacists' needs and objectives. To our knowledge, no study so far has compared the currently available information with the desired information in a mixed method study.

The needs and wishes of subsequent health professionals when dealing with discharged patients have been studied for GPs, pointing out the insufficient quality and quantity of information transfer [40, 145-148]. One study in GPs compared the available and desired information after discharge and found significant discrepancies [39]. Information about drug discontinuation was available for 14% of GPs, while 89% desired to receive it. The authors also compared information desire between GPs and community pharmacists and found very similar needs. Even though pharmacists are often encountered earlier as many patients visit them before the GP, there are only a few studies focusing on them [39, 76, 87, 89, 91, 149]. These studies assessed the information transfer from hospitals, the community pharmacists' challenges and needs in France, United Kingdom and Belgium [91]. The survey with Belgian community pharmacists conducted after a prospective study found that they are highly interested in obtaining more information at discharge [91].

In Switzerland, GPs are automatically provided with the discharge summary, but its content depends on the hospital software and the prescriber<sup>12,16</sup>. Patients usually receive summaries along with their discharge prescription, but it remains unclear how many of them hand it to their pharmacist. A specialty of the Swiss health care system is, that in some regions prescribed medicines may be dispensed directly by physicians, their medical team or hospitals (so called "self-dispensing") [2]. Some hospitals provide bridging supplies to their discharged patients, whilst others have public pharmacies. Therefore, community pharmacies in Switzerland may play different roles depending on regions.

According to the Joint-FIP/WHO Guidelines on Good Pharmacy Practice, pharmacists should fulfil certain roles, such as “provide effective medication therapy management” (Role 2) [86]. Specifically, Function B („manage patient medication therapy“) outlines that pharmacists play an essential role in evidence based treatment. They take the responsibility for coordinating the interdisciplinary team’s work, and transfer their knowledge to other health care professionals in order to ensure appropriate medication use. Function C encourages community pharmacists to „monitor patient progress and outcomes“. By assessing, interpreting and documenting clinical data and test results, pharmacists may monitor and influence health outcomes of their patients. But, in order to fulfil these roles, access to therapy-related, health-related and care-related data and collaboration on an organisation-related level are essential. To our knowledge, there is no study evaluating if pharmacists fulfil these roles.

This study aims to a) Identify community pharmacists’ current problems at hospital discharge, their self-defined roles and the fulfilment of internationally defined roles, b) Assess the information needs by evaluating current availability and usefulness of information in community pharmacies, specifically therapy-, health-, care- and organisation-related information, and c) Gain insight into community pharmacists’ objectives and strategies for discharge optimisation.

## **Methods**

The mixed method approach comprised both qualitative and quantitative measures. The qualitative focus group discussion helped to gain a deeper insight in the subject in order to design the subsequent quantitative questionnaire [150].

This study did not involve health related patient information, nor were health or illnesses studied. Therefore, according to Swiss law on human research, no ethical approval was needed [151].

### **Focus group**

The focus group was conducted with a convenience sample of six community pharmacists. They were pragmatically chosen from the authors’ professional contacts to represent different subgroups in age, sex, regional health care system (e.g. self-dispensing model), experience and position within the pharmacy. The inclusion criterion was current employment in a Swiss community pharmacy. Pharmacists were initially contacted by phone.

The focus group session, led by two investigators, followed a script with seven open-ended questions:

1. "Please state the role of your pharmacy when your client is discharged from hospital."
2. "In your experience, what are the most frequent problems that you encounter at hospital discharge?"
3. "Assume that the hospital staff (e.g. physician, pharmacist, nurse) provides information about the discharged patient, in addition to the standard prescription. Please state all information that would be useful or interesting for your daily work."
4. "We collected useful and interesting information items and the study team added some ideas. Please vote with green and orange cards for useful and unuseful items, and vote with the yellow card for a neutral opinion."
5. "So far we collected information items that could be transferred to community pharmacies in future. Pharmacists need competencies to deal with such information. Which competencies do pharmacists have that should be used, and which competencies are not available but should be acquired?"
6. "Assume that the selected information items could be transferred to the community pharmacy. How should they be transferred?"
7. "We talked a lot about information transfer. Do you have other suggestions, how to facilitate care after discharge?"

The discussion was videotaped, to have a clear identification of the speakers on the audio line. Data saturation was not addressed. After a verbatim transcription of the discussion, a content analysis was performed inductively using a framework approach [152]. The transcript was fragmented and categorised by two investigators separately with MAXQDA (version 11.0.1, Foxit Software Company, Berlin) [152]. Different fragmentation and categorisation of the data were discussed between authors until consensus was reached. Statements within a category are summarised in the results section to provide the frequency of different topics discussed. They are presented in parentheses.

## **Questionnaire**

The questionnaire was developed by all authors according to the aims and inspired by findings of the focus group. Structure, question types and wording were discussed extensively. The final version included six subjects:

- a) Sociodemographic and pharmacy characteristics adapted to other Swiss surveys for comparability [10, 153-155];
- b) Estimated numbers and origin of prescriptions (The categorisation of hospital types was adapted from the Federal Office of Public Health reporting style [156]);
- c) Fulfilments of the fully presented Functions B and C of the Joint-FIP/WHO Guideline [86], evaluated with a 5-point Likert-scale (very good, good, satisfactory, bad, very bad). For easier presentation in the results' section, the 5 points were symmetrically aggregated to 3 points;
- d) 28 items addressing information (derived from the focus group discussion), divided into four categories: therapy-related (A, see Table 20), health-related (B), care-related (C), and organisation-related information items (D), supplemented by two items on collaboration on an organisational level (E). They were evaluated on their availability by a 3-point Likert-scale (always or almost always, sometimes, never or almost never available), and on their usefulness by a 4-point Likert-scale (essential, desirable, neutral, not desirable [157]);
- e) Objectives for discharge optimisation derived from the focus group and presented in a single-choice question with respondents asked to choose one out of a possible five answers;
- f) An empty text field for additional comments.

The questionnaire was piloted by three focus group participants and two pharmacists with both research and practical hospital experience. After minor adjustments in wording and methodology, the questionnaire in German was translated forwards and backwards into French and Italian, the two most widespread of the four official Swiss languages after German. All translators were native speakers of the language they translated into, and resided within Switzerland, as proposed by Wild et al. [158]. They were hospital or clinical pharmacists with experience in community pharmacies.

The questionnaire was formatted electronically (Flexiform 2.7.0, University of Basel) and sent by email to all managers of pharmacies belonging to the Swiss Pharmacist's Association (n=1348). A reminder was sent after 24 days and the survey was closed after 49 days. Data analysis was done with SPSS Statistics (IBM, version 22.0.0.0).

## Results

Thematically similar results from the focus group discussion and the questionnaire are presented, related to each other, in the results' subsections. Subsections refer to the three aims. Pharmacists contributing to the focus group are named „participants“, while pharmacists answering the questionnaire are called „respondents“. Characteristics of participants and respondents are shown in Table 17 and Table 18. Of 1348 questionnaires sent out, 194 (14.4%) were completed and returned.

*Table 17: Participant characteristics: Characteristics of the six focus group participants. Mean age was 47.3 ± 13.7 years.*

| Participants  | Sex    | Age [y] | Experience in community [y] | Position in pharmacy | Dispensing by physicians in the pharmacist's region |
|---------------|--------|---------|-----------------------------|----------------------|---|
| Participant 1 | Female | 40      | 15                          | Employee             | No self-dispensing                                  |
| Participant 2 | Male   | 65      | 38                          | Owner                | No self-dispensing                                  |
| Participant 3 | Male   | 30      | 5                           | Employee             | No self-dispensing                                  |
| Participant 4 | Female | 40      | 15                          | Manager              | No self-dispensing                                  |
| Participant 5 | Male   | 47      | 15                          | Owner                | Self-dispensing                                     |
| Participant 6 | Female | 62      | 26                          | Employee             | Self-dispensing                                     |

### Current problems and roles

The study aimed to identify the community pharmacists' most important problems at hospital discharge. Focus group participants identified significant challenges within the current practice. Their workload and organisational barriers were addressed repeatedly (12 statements), which lead to waiting times for the discharged patients.

*“The hospital [...] discharge is a huge problem, because it mostly happens during the weekends. And on weekends, the respective general practitioners are not available.” (P3)*

*“We telephoned for hours, because the doctor on call wasn't there anymore.” (P4)*

The change of medication or brands was judged as a major safety issue for patients (19 statements):

*“It has happened more than once that the same active ingredient is prescribed multiple times. The general practitioner prescribes, then you are admitted to the hospital, the discharge prescription comes back [...].” (P2)*

Participants referred to the expectations of patients and other health care professionals. They experienced being assigned the role of a supplier only (2 statements):

*“[...] the expectation when you enter a pharmacy is that you have to get it [the medication] immediately. That's the expectation of my clients.” (P5)*

*Table 18: Respondents characteristics: Characteristics of 194 questionnaire respondents and their pharmacies.*

|   | n (%)           |
|---|-----------------|
| <b>Respondents</b>  |                 |
| Mean age [years±SD]   | $49.7 \pm 10.8$ |
| Female sex  | 98 (50.5)       |
| Experience in community pharmacy                                  |                 |
| < 2 years   | 2 (1.0)         |
| 2 – 5 years   | 11 (5.7)        |
| 5 – 10 years  | 16 (8.2)        |
| 10 – 20 years   | 35 (18.0)       |
| > 20 years  | 130 (67.0)      |
| <b>Pharmacies</b>   |                 |
| Location  |                 |
| City center   | 47 (24.2)       |
| Urban quartier  | 58 (29.9)       |
| Agglomeration   | 37 (19.1)       |
| Countryside   | 52 (26.8)       |
| Pharmacist full-time equivalent                                   |                 |
| < 100%  | 10 (5.2)        |
| 101 - 200%  | 111 (57.2)      |
| 201 - 300%  | 54 (27.8)       |
| > 300%  | 19 (9.8)        |
| Median prescriptions per month [number±SD] (5 invalid)            | $800 \pm 1127$  |
| Discharge prescriptions as percentage of all filled prescriptions |                 |
| 0%  | 3 (1.5)         |
| 10%   | 120 (61.9)      |
| 25%   | 52 (26.8)       |
| > 50%   | 19 (9.8)        |
| Most frequent origin of discharge prescriptions                   |                 |
| Hospitals for centralised care (e.g. university hospitals)        | 113 (58.2)      |
| Hospitals for basic care (e.g. regional hospitals)                | 76 (39.2)       |
| Specialised clinics (e.g. rehabilitation, psychiatric clinics)    | 5 (2.6)         |

Participants considered the collaboration with other health professionals as one of their competencies, and ensuring the treatment continuity was emphasised as an important task. Confronted with the complete Functions B and C out of Role 2 from the Joint-FIP/WHO-Guidelines, 56.7% and 73.7% of questionnaire respondents respectively judged their ability to fulfil these roles as (rather) bad (Table 19). Good or rather good fulfilment was declared by 19.1% and 10.3% of respondents respectively.

*Table 19: Role fulfilling: Answers of questionnaire respondents about fulfilling Joint-FIP/WHO Guidelines on Good Pharmacy Practice. The five item Likert-scale was symmetrically aggregated to 3 items.*

|   | (rather) good<br>[n (%)] | Satisfactory<br>[n (%)] | (rather) bad<br>[n (%)] |
|---|--------------------------|-------------------------|-------------------------|
| Function B: Manage patient medication therapy     | 37 (19.1)                | 47 (24.2)               | 110 (56.7)              |
| Function C: Monitor patient progress and outcomes | 20 (10.3)                | 31 (16.0)               | 143 (73.7)              |

*Table 20: Information rating Questionnaire results about availability (1<sup>st</sup>-3<sup>rd</sup> column) and usefulness (4<sup>th</sup>-7<sup>th</sup> column) of categories A-D addressing information and organisational collaboration (n=194). Results are supplemented with ratings with green card in the focus group (n=6, last column). Some information was not proposed for rating and therefore not rated (n.r.) during focus group. The most frequent answers are presented in bold numbers.*

|  | (almost)<br>always<br>available | sometimes<br>available | (almost)<br>never<br>available | essential  | desirable  | neutral | not desirable | rated as<br>useful by<br>focus group |
|--|---------------------------------|------------------------|--------------------------------|------------|------------|---------|---------------|--------------------------------------|
| <b>A: Therapy-related information</b>                          |                                 |                        |                                |            |            |         |               |                                      |
| Complete patient identification, e.g. age                      | <b>181</b>                      | 12                     | 1                              | <b>177</b> | 15         | 1       | 1             | n.r.                                 |
| Complete, up to date medication list                           | 56                              | <b>117</b>             | 21                             | <b>154</b> | 39         | 1       | -             | 5                                    |
| Therapy on admission   | 34                              | <b>90</b>              | 70                             | 51         | <b>116</b> | 26      | 1             | 6                                    |
| Therapy changes in hospital                                    | 24                              | <b>97</b>              | 73                             | <b>110</b> | 79         | 4       | 1             | 6                                    |
| Reasons for therapy changes                                    | 6                               | 33                     | <b>155</b>                     | 80         | <b>102</b> | 11      | 1             | 1                                    |
| Therapy duration   | 82                              | <b>104</b>             | 8                              | <b>169</b> | 24         | 1       | -             | 6                                    |
| Therapy goals  | 6                               | 38                     | <b>150</b>                     | 49         | <b>127</b> | 16      | 2             | 6                                    |
| Therapy indication   | 8                               | 51                     | <b>135</b>                     | 54         | <b>124</b> | 14      | 2             | 4                                    |
| Off-label use is marked  | 10                              | 41                     | <b>143</b>                     | <b>127</b> | 57         | 9       | 1             | 6                                    |
| Emergency limits, e.g. blood pressure                          | 8                               | 43                     | <b>143</b>                     | 89         | <b>93</b>  | 10      | 2             | 6                                    |
| Interventions performed in hospital                            | 16                              | 26                     | <b>152</b>                     | 53         | <b>118</b> | 20      | 3             | 4                                    |
| Information about if supply was given to the patient (n=193)   | 18                              | 40                     | <b>135</b>                     | 52         | <b>108</b> | 23      | 1             | 4                                    |
| <b>B: Health-related information</b>                           |                                 |                        |                                |            |            |         |               |                                      |
| Reason for hospital admission                                  | 6                               | 43                     | <b>145</b>                     | 28         | <b>127</b> | 35      | 4             | 4                                    |
| Major and minor diagnoses                                      | 1                               | 28                     | <b>165</b>                     | 43         | <b>129</b> | 20      | 2             | 3                                    |
| Description of wounds and their treatment                      | 1                               | 42                     | <b>151</b>                     | 56         | <b>117</b> | 20      | 1             | 6                                    |
| Allergies  | 7                               | 72                     | <b>115</b>                     | <b>143</b> | 48         | 3       | -             | 6                                    |
| Laboratory values to control therapy                           | -                               | 20                     | <b>174</b>                     | 26         | <b>108</b> | 51      | 9             | 6                                    |
| Laboratory values to control side effects                      | 1                               | 7                      | <b>186</b>                     | 24         | <b>99</b>  | 59      | 12            | 6                                    |
| Laboratory values of kidney and liver                          | 1                               | 8                      | <b>185</b>                     | 27         | <b>85</b>  | 69      | 13            | 6                                    |
| <b>C: Care-related information</b>                             |                                 |                        |                                |            |            |         |               |                                      |
| Next health care provider appointment                          | 3                               | 82                     | <b>108</b>                     | 45         | <b>124</b> | 23      | 2             | 4                                    |
| Further care organisation, e.g. nurse visits                   | 4                               | 68                     | <b>122</b>                     | 35         | <b>140</b> | 16      | 3             | 6                                    |
| <b>D: Organisation-related information</b>                     |                                 |                        |                                |            |            |         |               |                                      |
| Contact information of treating personnel                      | 85                              | <b>96</b>              | 13                             | <b>142</b> | 49         | 2       | 1             | 6                                    |
| Contact information of hospital pharmacy (n=193)               | 46                              | 59                     | <b>88</b>                      | 40         | <b>105</b> | 46      | 3             | n.r.                                 |
| Hospital's formulary   | 10                              | 48                     | <b>136</b>                     | 22         | <b>117</b> | 53      | 2             | n.r.                                 |
| Hospital pharmacy's documents e.g. lists about tablet crushing | 20                              | 66                     | <b>108</b>                     | 45         | <b>116</b> | 30      | 3             | 3                                    |
| Hospital's compounding formulations                            | 23                              | <b>103</b>             | 68                             | 56         | <b>125</b> | 12      | 1             | n.r.                                 |
| Hospital's guidelines on diseases                              | 4                               | 39                     | <b>151</b>                     | 35         | <b>125</b> | 32      | 2             | n.r.                                 |
| Information about how to order special medicines               | 20                              | 62                     | <b>112</b>                     | 40         | <b>113</b> | 41      | -             | 4                                    |
| <b>E: Organisational collaboration</b>                         |                                 |                        |                                |            |            |         |               |                                      |
| Hospitals give supply to patients at discharge                 | 15                              | 83                     | <b>96</b>                      | 52         | <b>108</b> | 28      | 6             | 4                                    |
| Shared education with hospital personnel                       | 6                               | 12                     | <b>176</b>                     | 9          | <b>116</b> | 58      | 11            | 3                                    |

## Information needs

The 28 different information items from the questionnaire (A-D) are presented in Table 20.

The category of therapy-related information (A) was considered the most useful by focus group participants (24 statements), e.g. specifications of the prescription like therapy duration or "off-label" use and medication changes.

*"[...] we have a lot of work to reconstruct what changed in the hospital and what didn't. It needs a lot of work." (P1)*

Changes of brands were highlighted to be frequent. Participants mentioned that for consumers registered in their pharmacy, the medication history allows them to reconstruct changes. But, if the prescription contains only a selection of medication – those which have to be obtained at the pharmacy – and not the whole medication list, missing products might be interpreted as discontinued.

*"What troubles me is retracing what has been stopped [...]. So, was phenprocoumon stopped or was it forgotten on the prescription or is only acetylsalicylic acid the current treatment [...]. That is a big problem [...]." (P1)*

All participants suggested that prescriptions should be specified with "stopped" or "new since". The reasons for therapy changes were desired only by one participant, others indicating they would be unsure how to deal with such clinical details. They state lacking expertise in interpreting and validating the decisions of other health care professionals. Therefore, they thought the knowledge that there was a change would suffice. This is congruent with the answers to the questionnaire, where 110 (56.7%) respondents stated to be satisfied knowing that there was a change performed, and 80 (41.2%) respondents judged the reason for the change as essential information.

Focus group participants complained about insufficient information on intended unusual dosages or "off-label" use. All six said that the provision of explicit specification like the Latin "sic" would be useful (10 suggestions). This would save pharmacists from "*running after these things*" (P1). 127 of 194 (65.4%) questionnaire respondents supported this statement about specifications for "off-label" use.

Concerning the category of health-related information (B), all participants stated that information about patients' wound care would be helpful. Participants felt competent in wound management, but said that their knowledge could be extended. Opinions about the importance of other health-related information like diagnoses were controversial between the two groups. Laboratory values were desired by all participants, but only with a clear purpose, e.g. to detect side effects. They confirmed being familiar with common values like blood glucose levels, however, they felt incompetent in judging the clinical relevance of uncommon values and called for further training. Allergy information was rated as essential by all six participants. In the questionnaire, 79 (40.7%) respondents declared to have at least sometimes access to allergies, and 191 (98.4%) desired access.

Regarding care-related information (C), all six participants said it is important to know the follow-up procedure (10 suggestions), for example, who is caring for the patient after discharge. This was supported by 175 of 194 (90.2%) questionnaire respondents, whilst only 19 (9.8%) had a neutral or opposing opinion.

### **Objectives and strategies for discharge optimisation**

An urgent need for optimisation of the discharge process was claimed by all focus group participants, and different objectives were suggested. A reduction of workload was an objective often mentioned, with regard to their own work (12 statements, Table 21). But for patients, they saw treatment continuity as the major objective (22 statements), with pharmacists feeling responsible for bridging patients' medication supply gaps. In the questionnaire, respondents chose better pharmaceutical counselling and care to be targeted by any discharge optimisation, whereas the workload was not a priority in this single-choice question (Table 21).

*Table 21: Objectives: Objectives of pharmacists for potential discharge optimisations, stated in the focus group (n=6) and in the questionnaire (single choice question, n=194).*

|  | <b>Statements in focus group n<br/>(%)</b> | <b>Answers in questionnaire n<br/>(%)</b> |
|--|--|---|
| Improved continuity of supply                | 22 (32.4)                                  | 48 (24.7)                                 |
| Improved medical treatment (e.g. safety)     | 19 (27.9)                                  | 63 (32.5)                                 |
| Reduction of work load                       | 12 (17.6)                                  | 1 (0.5)                                   |
| Improved counselling and pharmaceutical care | 11 (16.2)                                  | 77 (39.7)                                 |
| Improved patient satisfaction                | 4 (5.9)                                    | 5 (2.6)                                   |

*Table 22: Information transfer: Preferred transfer methods and display of information (single-choice question, n=194 respondents).*

|   | n (%)     |
|---|-----------|
| <b>Medium</b>   |           |
| as electronically accessible record   | 52 (26.8) |
| as separate, special form   | 49 (25.3) |
| on the discharge prescription   | 47 (24.2) |
| on the medication chart   | 26 (13.4) |
| on the discharge summary  | 18 (9.3)  |
| other (e.g. personal message)   | 2 (1.0)   |
| <b>Design</b>   |           |
| Addition of structured information (e.g. as checkboxes)                                   | 82 (42.3) |
| Specification of existing information (e.g. 'sic', 'stop' for certain prescription lines) | 72 (37.1) |
| Addition of free text   | 36 (18.6) |
| Others (e.g. pictograms, electronic patient record)                                       | 4 (2.0)   |

Different strategies to achieve the stated objectives were found. Besides the information content, its transfer and display were discussed in the focus group. Participants emphasised the need for new information technology like electronic patient records (17 statements), but were concerned about their confidentiality. Therefore, paper-based solutions were requested (8 statements). The questionnaire respondents' major preference was for electronic methods (52 of 194, 26.8%, Table 22), this was especially true for respondents with 5 - 10 years of experience. The less experienced the respondents were, the more likely they preferred the prescription. This and other paper-based solutions like summaries or medication charts were also highly rated as acceptable methods by the respondents (Table 22). The timing of information transfer was judged to be crucial. Participants suggested that prescriptions with additional information should be sent to the pharmacy before discharging the patient (16 statements).

Concerning display, participants noted that it should be possible to write the information simply and briefly (6 statements). Structured information was prioritised over free text by 154 questionnaire respondents (Table 22), which was similar to the focus group.

*"In the end, to be realistic, you have to bring it in a form that also saves time for the doctor." (P3)*

Participants preferred to receive concise and clearly arranged information over long summaries, in order to find the essential into information quickly (10 statements).

*"I don't want to download a whole patient record and then to pick out what is relevant for me."*  
*(P4)*

Besides optimisation through an enhanced information transfer regarding patient therapy, health and care, participants expressed a need for general collaboration between hospitals and pharmacies. Questionnaire respondents stated a desire for the provision of organisation-related information (D, Table 20). Focus group participants repeatedly stated that they feel dependent on hospitals. They lack information about hospital's guidelines and formularies to adapt their stock (16 statements). Participants described further initiatives:

*"What I experienced more than once and what I greatly appreciated was: When [...] the doctor already knew that it was a special product or an uncommon medicine, he called before discharging the patient [...] and asked if we had it in stock." (P3)*

Further suggestions for the provision of organisation-related information were to get lists of medicines prescribed for "off-label" use, to get instructions on extemporaneously compounding formulations, and on where to order foreign medication. Pharmacists also called for contact information of the hospital pharmacy staff. Four participants stated they would appreciate if the hospitals provided supply to prevent therapy gaps, and it would be good to know if a patient already had received supply on discharge. They called for shared education to enhance collaboration on an organisational level (E, Table 20).

When asked for other optimisation ideas in a text field of the questionnaire, respondents again mentioned already discussed subjects. These were namely the importance of knowing medication changes for the patient's safety and the advantages of information being available early. No new ideas were raised.

## **Discussion**

This is the first published study evaluating current practices of information transfer between hospitals and community pharmacies in Switzerland, in direct comparison with the needs and objectives expressed by community pharmacists. To summarise, community pharmacists stated to have limited access to essential information, and they called for further therapy-related, health-related, care-related, and organisation-related information. A need for discharge optimisation and organisational collaboration was claimed by both the participants in focus group discussion and the community pharmacists responding to the questionnaire. Better counselling, treatment continuity for patients, and reduced workload for pharmacists were identified as major objectives.

In particular, this study revealed that community pharmacists see the hospital discharge as an important step in care transition. Participants and respondents complained about a lack of information, which impairs patient care in daily practice. These challenges are as well described in the literature [76, 159]. Both groups reported treatment gaps to be a frequent consequence. To compensate, community pharmacists invest a lot of time and effort in avoiding therapy gaps and in fulfilling their role as therapy managers. However, questionnaire respondents who were confronted with the Joint-FIP/WHO Guideline on Good Pharmacy Practice stated that they do fulfil their role (rather) badly. Focus group participants felt capable of doing more than just dispensing medicine,

and they wished to apply their expertise more often. A comparison of the provision of pharmaceutical care by community pharmacists across Europe revealed over-average scores for Switzerland e.g. in direct patient care activities and in patient monitoring [10]. These conflicting findings may be due to methodology that limits the value of self-reported behaviour. It would be of interest to study how other European pharmacists judge their role fulfilment if confronted with the Joint-FIP/WHO Guideline. Nevertheless, our study indicates a high need for better exchange of information at discharge, and revealed the potential of community pharmacists to improve treatment continuity.

Regarding content of the information, four categories (A-D) evolved from the focus group discussion (Table 20). The availability of the different items varied significantly, and it differed also among pharmacies. This is possibly due to special settings which combine a GP practice and a pharmacy; a new development in Switzerland. Outstanding examples of pharmacies with extended collaboration were also described before [89], but it is unknown if specialised pharmacies with a GP practice in the community pharmacy responded to the questionnaire. It needs to be taken into account, that respondents may have answered for general availability of information, and not always specifically for recently discharged patients. However, all respondents deplored insufficient quantity and quality of information, as well as delayed information transfer.

Looking at the categories (A-D) in detail reveals a mixed pattern. Therapy-related items (A) like patient identification, therapy duration or up-to-date medication lists were rated with the highest availability. In accordance with that, they are also valued the most essential by the respondents. During a hospital stay, therapy changes such as new or altered treatments are common [117]. However, our results show that they are usually not communicated, which makes medication reconciliation labour-intensive. Therefore, detailed information on changes was strongly desired, as well as a complete list containing all medicines a patient should use. Other studies had similar findings, where pharmacists and GPs also stated a need for more information about medication changes [129, 147]. Surprisingly, information about reasons for changes was not as desired as the information that there was a change. This is congruent with a Belgian study [91]. Pharmacists seem not to reevaluate clinical decisions, which may be due to a lack of time or limited clinical expertise. Regarding stop orders, focus group participants repeatedly stated that insufficient transfer of such information may put patients at risk. The explicit need for this information was supported by literature, where 76% of interviewed American pharmacists saw a need for this information [39]. Likewise, this was put on a “wish list” by Kennelty et al. [129]. A second therapy-related focus was “off-label” use. It usually remains hidden because diagnoses are rarely accessible for community pharmacists. In this situation the indication would be essential in order to check the appropriateness of the prescription.

Information items categorised as health-related (B) are almost never available. Within those items, allergies were accessible to some responding pharmacies. Allergy information was considered essential by most of the respondents, matching results of previous studies [39, 91]. Interestingly, other health-related items like kidney function results were significantly less desired. This may be due to a lack of experience in judging the appropriateness of individual doses. This low interest in clinical details opposes earlier statements, that pharmacists would rather be seen as competent health care professionals. Although, focus group participants called for further education in these topics, for example evaluation of laboratory results and wound care.

Besides dispensing and counselling a patient, pharmacists have a role in coordinating patient care [86]. Therefore, care-related information (C) would be helpful but is currently only sometimes available. The knowledge of a patient's social situation, the needs for support in the management of medicines or the information about the next appointment with the GP would enable community pharmacists to fulfil their role more adequately. Our findings underline similar results from other studies, where the date of the next GP appointment or knowing how the patient manages their medication at home were highly rated [91, 129]. With this information, coordinating care within the interdisciplinary team would be easier for pharmacists.

In both study parts, different objectives for discharge optimisation evolved. During focus group discussion, there was a desire for reducing the pharmacist's workload, whilst in the questionnaire, more patient-oriented than pharmacist-oriented objectives were chosen. This discrepancy may be due to methodological reasons (free discussion versus single-choice question). However, objectives expressed by participants and respondents were similar to a Belgian and a Swiss intervention study, where continuity of treatment was targeted [91, 160]. To achieve the above mentioned optimisations, different strategies were discussed. Participants and respondents suggested an enhanced information transfer from hospital to community pharmacy. No other substantial concepts were discussed when participants were asked for additional ideas, highlighting this as a priority issue.

Pharmacists in both settings insisted on an early transfer of information. They preferred concise and clearly structured information. A well-designed form would help hospitals to implement such documentation, and pharmacists to read it efficiently. While questionnaire respondents prioritised electronic tools, focus group participants preferred paper-based solutions like handovers, because they were afraid of any implementation delay with a new system. Surprisingly, there was no clear trend of younger pharmacists preferring electronic tools. However, electronic platforms were welcomed for organisation-related information (D). Such organisation-related information was sometimes or seldom accessible, although rated as very helpful. As a general impression from the focus group discussion, pharmacists see their surrounding hospitals as "lucky dips" or "black boxes", not knowing what happens inside and being surprised by what comes out. Similar opinions have been collected among Swiss GPs [40]. Personal knowledge of the treating personnel may enhance collaboration [91, 129]. Through extended collaboration on an organisational level (E), e.g. shared education, this impression of GPs and community pharmacists may be diminished.

Some limitations have to be taken into account. This was a mixed method approach leading to qualitative, and subsequent quantitative results. Country- and population-specific characteristics like self-dispensing may limit applicability to other health care systems. There may be a selection bias for pharmacists, however, age [153, 161], gender [153, 154, 161] and experience [10] of respondents, as well as location [10, 153] and size [155, 161] of pharmacies, were very similar in both groups compared to other studies. There was no evaluation of different pharmacy settings, which would have been useful to compare. Response to the questionnaire was rather low compared to response rates of 43 - 57.4% in similar settings [10, 153, 154, 161]. This may be due to an overload of surveys being sent to this population lately and the fact that the questionnaire was sent to pharmacies and not to personal email accounts. A response bias cannot be excluded. The mixed method approach helped to enrich the knowledge gained from the 194 respondents, enabling a broader insight in the subject. Through focusing on information transfer, other important strategies of discharge optimisation may have gone underreported.

## **Conclusion**

To conclude, insufficient communication at hospital discharge may cause therapy gaps and introduce additional workload for community pharmacists. Although the very essential therapy-related information is sometimes available for Swiss community pharmacists, desired health-related and care-related information is mostly inaccessible. Interviewed community pharmacists called for enhanced collaboration to support patient safety, mainly through information transfer. Its layout was hoped to be concise and well-structured to enable quick and easy reading. No clear preference for a transfer method was identified. We recommend that any optimisation of hospital discharge should be adapted to community pharmacists' competencies and needs. With this, they would possibly be more able to support patients in their therapy to their best.

## **Acknowledgements**

Samuel Allemann (support during focus group, revision of the questionnaire draft), Laurie Bochatay, Marco Ceppi, Michele Eicher and Hélène Schaller (translation of the questionnaire), Andie Pilot and Samuel Bucheli (revising the draft), William Caddy (proof reading the manuscript), and Dr. Peter Wiedemeier (enabling the study at cantonal hospital of Baden).

## **Conflict of interest**

We attest that we have no financial or other relationships that could be construed as a conflict of interest for this study.

## **Funding**

None.



## C. Optimising hospital discharge by the POMMES service

The main topic of Project C is the POMMES service: Pharmazeutische Optimierung des Medikamenten Managements nach Entlassung aus dem Spital, engl. Pharmaceutical Optimisation of the Medication Management after discharge from hospital.

The preliminary study design of the POMMES RCT, which was developed based on Projects A and B, is now tested for feasibility, efficiency and quality in Project C1 (Figure 13). Based on gained knowledge, the study design can be further developed and evaluated for effectiveness in Project C2. Further insights in the effects are gained from Project C3.

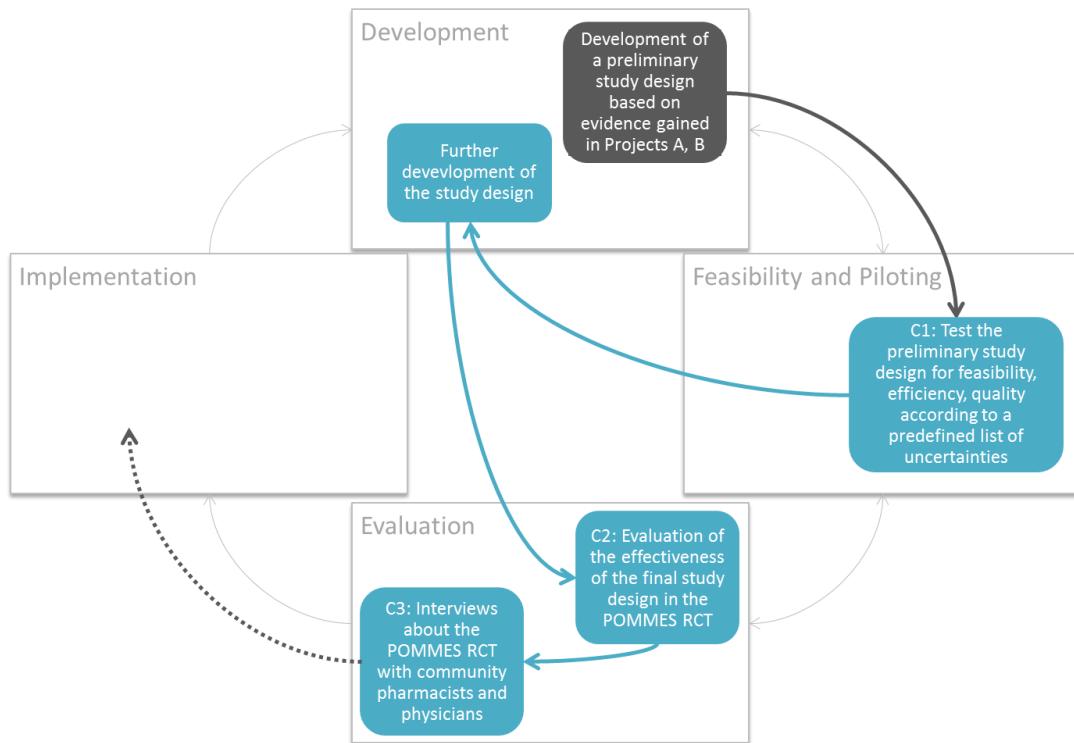


Figure 13: Overview of thesis approach, Project C

## **C1. Development and feasibility testing of a preliminary POMMES study design**

### **Work report**

## **Background**

Many intervention studies in seamless care fail to show effects, often due to a suboptimal study design [60, 162]. It is of utmost importance that good evidence about services is gathered in order to motivate policy makers to facilitate and promote implementation [162]. Furthermore, it is important to distinguish between explanatory trials and pragmatic trials. Explanatory trials aim to show the efficacy of a service in an ideal setting, whilst pragmatic trials prove effectiveness in the reality of daily clinical practice [98, 99]. It is therefore indispensable that the goal of a study is well-defined, and that the goal determines the study design. Potential risks should be foreseen in a list of key uncertainties and criteria that have to be fulfilled to successfully conduct the study [100]. If these potential risks occur, they can have an impact on feasibility and outcomes, therefore it is important to estimate and target these risks. Hughes and colleagues summarised well that in pharmacy practice research, the approach ISLAGIATT (“it seemed like a good idea at that time”) is too often applied [163]. Careful study planning should therefore be done for every pharmacy practice research project.

The MRC guidance describes how to develop and evaluate complex interventions (services) [100]. The POMMES approach qualifies as complex service, as there are many interacting components: The service is affected by different organisational levels and stakeholders, behaviour of involved hospital staff is important, the service is standardised, but should also allow some flexibility. The cycle of the MRC framework, containing the four steps of development, feasibility and piloting, evaluation and implementation can be applied to the development of a pragmatic in-hospital POMMES service [100, 162].

In Projects A and B, evidence was gained to develop the service. The development of a preliminary study design for the POMMES study (Pharmaceutical Optimisation of the Medication Management after discharge from hospital) was done through multiple brainstorming sessions. The pragmatic in-hospital service to optimise hospital discharge should later be evaluated for effectiveness in a randomised controlled trial. It was planned to include patients from internal medicine wards. They should be informed about the study and give informed consent. It was planned that the service would comprise a discharge prescription check and optimisation, in collaboration with the responsible ward resident physician. This check would follow a standardised procedure, and would result in suggestions for adaptations of the prescription. These would be discussed with the resident, and adaptations made to the prescriptions. The patient would then be discharged as usual, and visit their usual community pharmacy to fill the prescription. Pharmacies would be asked for participation. At the patient’s discharge, the pharmacy is informed and receives a “pharmacy case report form” (pCRF). PIs in the community pharmacy when filling the prescription should be documented on the pCRF. The pCRF would then be delivered back to the study team for data sampling. The primary outcome is the quality of the prescriptions, measured by the number of PIs.

## Aims

The aim of this Project (C1) was to complete a list of key uncertainties and criteria (summarised as uncertainties in the following) related to the preliminary POMMES study design. These uncertainties would then be assessed through feasibility testing, to ensure our preliminary POMMES study design to be feasible, efficient and of high quality.

## Methods

A brainstorming session with three clinical pharmacists with experience in discharge topics was performed. Key uncertainties for the study, which could influence quality, feasibility and efficiency were compiled in a list. Important uncertainties contained questions which had to be answered, as well as possible risks for the study success. The uncertainties were organised according to the phase of study they are relevant for, based on a method used in a multidrug blister pack study [164]:

1. Preparation
2. Patient screening
3. Patient recruitment
4. Randomisation
5. Service: prescription check
6. Service: prescription optimisation
7. Prescription filling
8. Documentation of interventions
9. Data management
10. Outcomes

Further definitions were made for every uncertainty [164]:

- concerning process or structure [165]
- affecting the study's feasibility, quality or efficiency
- indicator to be measured
- assessment method

Examples are given in the Table 23. All 55 uncertainties with their categorisation and the results are given in the appendix 9.4.1.

Table 23: Example of the sampled uncertainties and criteria. Full table in appendix 9.4.1.

| Nr                         | Uncertainty  | Structure<br>(S),<br>Process<br>(P) | Feasibility,<br>F), Quality<br>(Q),<br>Efficiency<br>(E) | Measurable<br>indicator                                      | Assessment<br>method                          | Answer and conclusions   |
|----------------------------|--|-------------------------------------|--|--|---|--|
| <b>Preparation</b>         |  |                                     |  |  |   |  |
| 1                          | Replace-<br>ments have<br>to be defined<br>for the study<br>team | S                                   | F  | Replacing<br>person<br>available<br>(yes/no)                 | Brainstorming<br>hospital<br>pharmacy<br>team | A colleague CB replaces LB in<br>case of absences to perform the<br>service. For data collection and<br>data entry, PW and ML replace<br>GP in case of absence.  |
| <b>Patient recruitment</b> |  |                                     |  |  |   |  |
| 20                         | Is the<br>recruitment<br>timely<br>feasible?                     | P                                   | E  | Duration of<br>the<br>recruitment<br>for a single<br>patient | PPS   | Patient recruitment duration was<br>mostly finished within 5 minutes.<br>For a more efficient recruitment,<br>the patient can be informed orally<br>and the written information with<br>the consent form can be handed<br>out to read. Later, the filled<br>consent form can be sampled in<br>all rooms. We conclude that<br>recruitment duration is feasible. |

A measurable indicator could be a number, percentage or a list of arguments. There were different assessment methods. Interviews and brainstorms were conducted with key persons with broad knowledge of the processes or structures in question. These were, for example, physicians, statisticians, community pharmacists and clinical pharmacists. A second assessment method was literature research, which aimed, for example, to estimate characteristics of the targeted population and intervention. A third assessment method was piloting. Three different pilot studies were necessary to assess all uncertainties with their indicators;

- a “screening pilot study (SPS)”, where the screening method was tested,
- a “community pharmacy pilot study (CPPS)”, where the processes in the community pharmacy were tested,
- and a “procedural pilot study (PPS)”, where the entire study procedure was tested

The screening pilot studies are described with their respective methods and results in the following. The other key uncertainties that were assessed are listed and described in the appendix 9.4.1.

## **Screening pilot study (SPS)**

### **Methods**

The SPS aimed to estimate the possible size and characteristics of the target population, as well as the duration of the screenings. A random patient sample of the hospitalised population on the planned study wards was screened for preliminary inclusion and exclusion criteria (Table 24). A first SPS was performed from 18.4.2016 until 22.4.2016, when patients from wards 111, 112, 121 and 122 from the internal medicine department were screened. A second SPS was performed from 31.10.2016 to 2.11.2016. More precise inclusion and exclusion criteria were applied, e.g. ward selection was specified in the meanwhile due to the wards' specialisations, and private insurance patients were excluded because they are treated by a special team and not by the usual ward team. During the procedural pilot study, there was a third (real-life) testing of the screening, which is described later.

*Table 24: Inclusion and exclusion criteria in the two screening pilot studies (SPS)*

| <b>Inclusion criteria</b>                     | <b>first SPS</b>   | <b>second SPS</b> |
|---|--------------------|-------------------|
| Study wards                                   | 111, 112, 121, 122 | 111, 121          |
| <b>Exclusion criteria</b>                     |                    |                   |
| Not discharged to their home                  | x                  | x                 |
| Patient not from internal medicine department | x                  | x                 |
| No discharge prescription                     | x                  | x                 |
| Underage                                      | x                  | x                 |
| Private insurance                             |                    | x                 |

### **Results**

In 100 screened patients from the first SPS, 26 were not discharged to their home but to a rehabilitation centre, elderly's home or equivalent, 12 were not internal medicine patients, and 5 had no discharge prescription written. No patient was underage. In total, 37 of 100 patients fulfilling one or more exclusion criteria were excluded. Patients had a median of  $10.1 \pm 4.17$  prescribed medicines.

In the second SPS, 54 patients were screened. The following exclusion criteria were applied in this order: internal medicine patients (54 remaining patients),  $\geq 18$  years old (54), semi-private or standard insurance (53), and discharge to home (36). In total, 36 of the 54 screened patients remained eligible after application of exclusion criteria. The total duration for the 6 screening sessions (3 days on 2 wards) was 26 minutes, with the first days needing significantly more time than the following days (max. 11 minutes, min. 1 minute).

## **Community pharmacy pilot study (CPPS)**

### **Methods**

The CPPS was conducted to evaluate the suitability of a video training for community pharmacists, the pCRF, and the general suitability of the study procedure for the community pharmacy. A preliminary 3 minute video training about the pilot study was produced with power point slides and accompanying audio explanations. Participants had to advance slides when prompted. It contained information about the POMMES study background, a definition of a PI, as well as goals of, and explanations about, the CPPS.

Pharmacists and pharmacy technicians (professional contacts of LB) were asked for participation. Participants were asked to watch the video carefully. They received a first fictive prescription, a fictive patient history (both in appendix 9.4.2) and a preliminary pCRF (Figure 14). This first case was to imitate a control group case. Participants were asked to fill the prescription hypothetically and complete the pCRF. All PIs had to be documented. A few days after returning the pCRF, they received a fictive intervention group prescription with a second pCRF, which had already been adapted according to answer quality on the first pCRFs sent back. Within a few days of completing of the second pCRF, participants were called for a telephone interview. The interview (appendix 9.4.3) comprised both open and Likert-scale questions about the video training and about the pCRF. The preliminary POMMES study procedure was evaluated by the participants for feasibility from a community pharmacy's perspective, as well as barriers and facilitators to pharmacies for participation in the POMMES study.

## POMMES Outcomebogen Trockenpilot

Patientenname Testpatient, Mann

Apotheke Ihre Apotheke

Fallnummer 2051080

Fax-Nr. Ihre Faxnummer

Sehr geehrtes Apothekerteam

Der oben genannte Patient ist Teil der POMMES-Studie und hat angegeben, das Spitalaustritsrezept bei Ihnen einzulösen. Ihre Apotheke wurde im Vorfeld über die Studie informiert und hat die Teilnahme zugesagt.

Bitte folgen Sie dieser Anleitung:



### Fragen zum vorliegenden Rezept

Ihr Name \_\_\_\_\_ Beruf \_\_\_\_\_

Wann wurde das Rezept eingelöst? Datum \_\_\_\_\_

Wie lange dauerte die Rezeptbearbeitung (ihre Zeit)?  <10 Min.  10-20 Min.  20-40 Min.  >40 Min.

Welche Interventionen haben Sie gemacht? (Bitte Medikament und stichwortartige Beschreibung)

1. Substitution / Austausch: \_\_\_\_\_
2. Dosisanpassung: \_\_\_\_\_
3. Anpassung Packungsgrösse /-anzahl: \_\_\_\_\_
4. Optimierung Verabreichungsmodalitäten /-weg: \_\_\_\_\_
5. Abbruch der Behandlung / keine Abgabe: \_\_\_\_\_
6. Beginn neue Behandlung / Fortsetzung: \_\_\_\_\_
7. Vertiefte Beratung des Patienten: \_\_\_\_\_
8. Instruktion der Anwendung (Schulung): \_\_\_\_\_
9. Abgabe Adhärenz-Hilfe inkl. Beratung: \_\_\_\_\_
10. Klärung / Vervollständigung Informationen: \_\_\_\_\_
11. Weiterleitung von Informationen: \_\_\_\_\_
12. Veranlassung Therapie Monitoring: \_\_\_\_\_

Involvierte Personen (ausser Apotheker)? (Mehrfachauswahl möglich, auch falls nicht erreicht)

1. Keine  3.a Pflege/Abteilung im Spital  andere: \_\_\_\_\_  
 2.a Spitalarzt  3.b Spitex  
 2.b Hausarzt  4. Patient / Angehörige

Gab es Interventionen, die von den involvierten Personen NICHT oder nur teilweise akzeptiert wurden?

Wenn ja, wurden Sie trotzdem umgesetzt? Bitte beschreiben

Waren Sie mit der Rezeptqualität subjektiv...?

- sehr zufrieden  eher zufrieden  eher unzufrieden  sehr unzufrieden  nicht anwendbar

Bei Fragen stehe ich sehr gerne zur Verfügung unter [lea.bruehwiler@ksb.ch](mailto:lea.bruehwiler@ksb.ch); Tel 056 486 39 47. Ich freue mich sehr über jeden eingereichten Datensatz und bedanke mich herzlich für die Mitarbeit! Lea Brühwiler



Figure 14: The preliminary pCRF used in the community pharmacy pilot study

# POMMES Outcomebogen



Kantonsspital Baden  
KSB



Patientenname

Apotheke

Geburtsdatum

Tel

Pat./Fallnummer

Fax

Liebes Apothekenteam, der oben genannte Patient ist in der POMMES-Studie und hat angegeben, das Spitalaustritsrezept bei Ihnen einzulösen. Bitte folgen Sie dieser Anleitung:



Ihr Name \_\_\_\_\_, Beruf:  Apotheker/in,  Pharmaassistent/in,  \_\_\_\_\_

Wie lange dauerte die Rezeptausführung (alle Ihre Arbeitsschritte, ohne diesen Bogen)?

Datum \_\_\_\_\_, von (Uhrzeit) \_\_\_\_\_ bis \_\_\_\_\_ Uhr

Welche Interventionen haben Sie durchgeführt/veranlasst?

| Medikament(e) | Grund (Nr., max.1) | Art der Intervention (Nr., max.1) | Involv. Personen |
|---------------|--------------------|-----------------------------------|------------------|
|               |                    |                                   |                  |
|               |                    |                                   |                  |
|               |                    |                                   |                  |
|               |                    |                                   |                  |
|               |                    |                                   |                  |
|               |                    |                                   |                  |
|               |                    |                                   |                  |

## Grund für Intervention

### Wahl der Behandlung

- 1.1. Keine Übereinstimmung mit Richtlinien, suboptimale Behandlung
  - 1.2. Kontraindikation
  - 1.3. Interaktion
  - 1.4. Medikament nicht indiziert
  - 1.5. Duplikation
  - 1.6. Unerwünschte Wirkung
  - 1.7. Fehlende Infos zu Patienten
- Wahl der galenischen Form**
- 2.1. Ungeeigneter Verabreichungsform/weg
- Wahl der Dosis**
- 3.1. Unterdosierung
  - 3.2. Überdosierung
  - 3.3. Unzweckmässiges Monitoring
  - 3.4. Keine Dosisanpassung (z.B. Nieren, Leber, Alter)

## Anwendung des Medikamentes

- 4.1. Ungeeignete Zeit/Frequenz
  - 4.2. Ungeeignete Anwendungsweise
  - 4.3. Unangemessene Dauer
- Patient**
- 5.1. Ungenügende Adhärenz
  - 5.2. Ungenügendes Wissen
  - 5.3. Bedenken / Sorgen
  - 5.4. Finanzielle Belastung
- Logistik**
- 6.1. Medikament nicht verfügbar
  - 6.2. Fehler im Medikationsprozess
  - 6.2.a Fehler in der Rucksubstitution
- Verschreibungsqualität**
- 7.1. Unvollständige/unklare Verordnung
  - 7.2. Unleserliche Verordnung
  - 7.3. Fehlende Verordnung notw. Hilfsmittel
  - 7.4. Formaler/regulatorischer Grund

## Art Ihrer Intervention

1. Substitution / Austausch
2. Dosisanpassung
3. Anpassung Packungsgrösse/zahl
4. Optimierung Verabreichungsmodalitäten/weg
5. Abbruch der Behandlung
6. Beginn/Fortsetzung Behandlung
7. Vertiefte Beratung des Patienten (geht über die normale Abgabeberatung hinaus)
8. Instruktion der Anwendung (geht über die normale Abgabeberatung hinaus)
9. Abgabe Adhärenz/Compliance-Hilfe
10. Klärung / Vervollständigung Infos
11. Weiterleitung von Informationen
12. Veranlassung Monitoring

## Welche Personen haben Sie aktiv involviert?

1. Keine, ausser Apotheker/nteam
- Oder**  
(Mehrfaerauswahl, auch falls nicht erreicht)
2. a. Spitalarzt
  2. b. Hausarzt
  3. a. Pflege im Spital
  3. b. Spitek
  4. Patient/Angehörige

Wurden alle Ihre Interventionen akzeptiert?  ja,  nein, diese nicht: \_\_\_\_\_

Wurden alle Ihre Interventionen umgesetzt?  ja,  nein, diese nicht: \_\_\_\_\_

Waren Sie mit der Rezeptqualität subjektiv...?

sehr zufrieden  eher zufrieden  eher unzufrieden  sehr unzufrieden  nicht anwendbar

Falls der Platz nicht ausreicht,  
verwenden Sie ein zweites Blatt.  
2. Blatt verwendet?  ja  nein

Outcomebogen faxen :  
**056 486 39 49**

Rezept und  
Outcomebogen  
griffbereit halten

Bei Unklarheiten  
melden wir uns  
telefonisch

Ich freue mich sehr über jeden eingereichten Datensatz!

Für Fragen: lea.bruehwiler@ksb.ch; Tel: 056 486 39 47. Herzlichen Dank, Lea Brühwiler, Apothekerin KSB

Figure 15: The final version of the pCRF

## **Results**

In total, 5 pharmacists and 3 pharmacy technicians completed the CPPS. One pharmacist gave consent to participate, but filled only the first pCRF. The last interview was performed within one month of the first case study.

The video training was judged as the most comfortable training method. Other options, like personal training or letters were deemed unsuitable. The length of the video was judged as appropriate, and few technical optimisations were suggested. The content was mostly clear, and only some suggestions for further information were made, e.g. an additional explanatory case was desired to illustrate the mentioned theory.

For the pCRFs' content, participants mentioned difficulties when documenting a PI. The definition of a PI was unclear. Therefore, the documentation was inconsistent. The term "adherence" was suggested to be changed to "compliance" for better understanding. Other questions were deemed easy to understand. It was suggested that the pCRF should additionally contain the day time of prescription filling, as this would be interesting to analyse. Space limitations were a barrier to document all PIs, but the participants suggested that the pCRF should not exceed one page. Participants judged the time needed to fill the pCRF as appropriate. The final pCRF is shown in Figure 15. Faxing of the pCRFs to the pharmacy and back to the study team was feasible.

The complexity and feasibility of the POMMES study procedure was judged as reasonable. The following barriers for community pharmacies to give consent to participate in the study were found: The time effort to watch the video, fill the pCRF, time constraints and work effort with seemingly no benefit or only a future benefit. In contrast, some facilitators were found: Filling discharge prescriptions takes a long time anyway. If the study showed good results, the workload would be reduced in the future. Participants were enthusiastic about the difference they saw between the first (control group) and second (intervention group) prescriptions. Medication safety and patient satisfaction were stated as major motivational factors for pharmacists.

## **Procedural pilot study (PPS)**

### **Methods**

The PPS was performed to test the entire POMMES study procedure in real life at the hospital and at the community pharmacy. A special focus laid on the feasibility of patient screening and recruitment, the in-hospital communication, the suitability of the preliminary hospital case report form (hCRF, final version 9.4.8), and the further amended pCRF (after the CPPS).

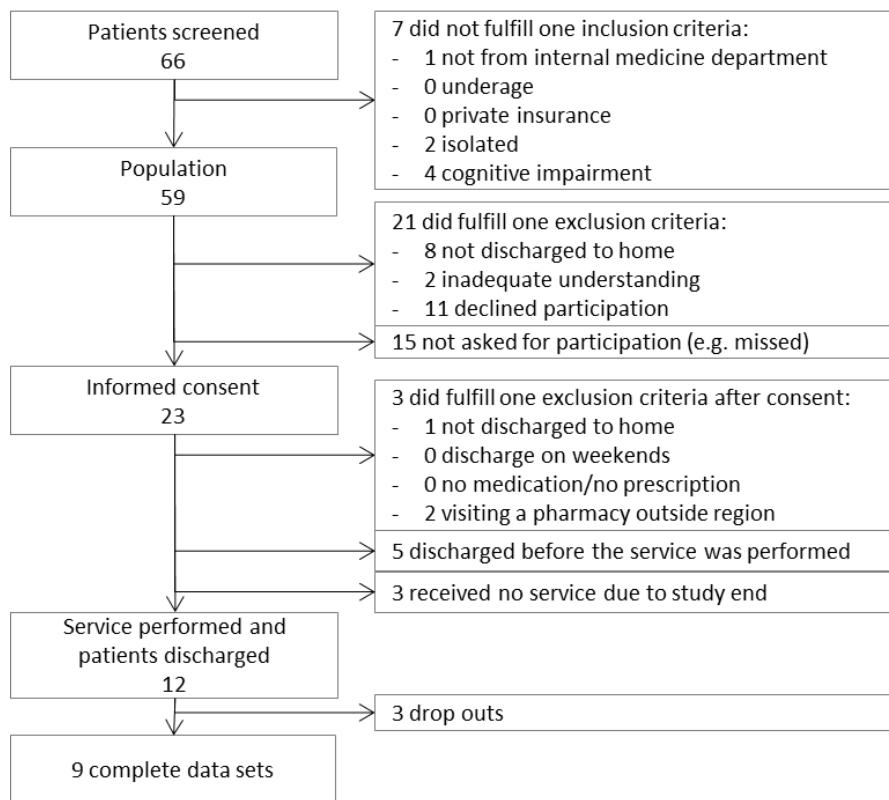
In the hospital, resident physicians were informed about the PPS by mail and at a daily departmental meeting. Patient screening was started on the 12<sup>th</sup> of December 2016 on the predefined internal medicine wards (111 and 121). Inclusion and exclusion criteria are shown in the flow chart (Figure 16). Criteria were already adapted from the earlier pilot study and were now newly divided into inclusion and exclusion criteria, and carefully ordered according to working procedures. Eligible patients were contacted bedside and informed orally and in written form about the study (by GP and LB). They gave written informed consent. All patients were allocated to the intervention group, as this study arm was judged to be more important to test than standard care. Findings from the intervention group could give an insight into problems in the control group.

The study procedure was performed according to the study idea described previously. When an enrolled patient was discharged, their pharmacy was informed by phone about the PPS. No earlier information or recruitment of pharmacies for the pilot study was performed. A staff member was instructed about the procedures and how to fill the pCRF. The pCRF was then faxed to the pharmacies in advance of the patient's discharge. After filling the prescription, the pCRF was faxed back to the study team and was revised based on data quality and completeness. Experiences of the procedures in the hospital were discussed with residents in an unstructured form to optimise communication.

### **Results**

The eligibility screening was performed with 66 patients. Applied inclusion and exclusion criteria, with corresponding numbers are shown in the flow chart (Figure 16).

Daily screening needed between 5 and 20 minutes (average  $12 \pm 7$  minutes), and the service at the hospital, were done within 4 and 32 minutes (average also  $12 \pm 7$  minutes). Many patients were missed for recruitment due to their absence in their rooms, or the presence of visitors. The patients for whom the service was performed had a median of  $10.5 \pm 5.2$  medicines. In the hospital, the preliminary hCRF did not meet the study team's needs, as data fields were in an unfeasible order and some check boxes were changed to open questions to enable easier documentation.



*Figure 16: Inclusion and exclusion criteria used in the procedural pilot study (PPS).*

In the hospital, interviewed resident physicians claimed to not knowing which of their patients were included in the study. Therefore, they were not able to inform the study team about the discharge. This may be a reason why the number of patients already discharged before the intervention could take place (5 of 23) was high. Physicians asked for a note in the electronic patient record that a patient was included. The frequent telephone calls from the study team were not stressful for them and they said that collaboration was good. General information about the study in the daily department meeting was judged appropriate.

In the community pharmacy, 5 pharmacists and 4 technicians filled the 9 prescriptions. Filling needed  $20 \pm 22$  minutes (on average, median 15 minutes). There was one outlier, needing 75 minutes for filling a prescription with 22 medicines. The pharmacy staff were rather or very satisfied with the prescription quality. Data quality on the returned pCRFs was better than in the CPPS, and was good overall. For two patients, no filled pCRF was returned by the pharmacy, despite a reminder. This was a relative high number, although no consent was asked from the pharmacies for this pilot study. These patients were categorised as drop outs.

## **Discussion**

Based on the MRC framework, we used an approach to test the feasibility, effectiveness and quality of the preliminary POMMES study design. The definition of a list of key uncertainties helped to perform pilot studies with a specified aim. Several conclusions can be drawn from the pilot studies for all the procedures.

### **Screening and recruitment**

Patient screening was tested with different inclusion and exclusion criteria and was specified according to the previous findings. In the end, a list of inclusion and exclusion criteria in a certain order was created. Patients were excluded by the first exclusion criterion which applied to them. Therefore, it is not possible that a patient would be excluded for several reasons. This suited the data management and enabled a clearly structured procedure.

With the three screenings, good knowledge about the eligible population was gained. This helped to estimate study duration. It was surprising that many patients were missed for recruitment and this had to be taken into account for study duration. A change of timepoints for recruitment was suggested to reduce the number of missed patients. Overall, the recruitment was suitable.

### **Procedures at the hospital**

Collaboration with the resident physicians was good. They only criticised that they did not recognise included patients. That was a main reason for the study team to miss patients at discharge. Residents suggested to add a note in the electronic patient record, so that they could inform the study team about the upcoming discharge. The time management at discharge proved to be feasible. In most cases, the prescriptions were ready in advance. Residents were not stressed by frequent calls, therefore this communication method was not changed. The preliminary hCRF used for the service was not suitable. Therefore, the performed pilot studies were helpful to adapt the hCRF (final version appendix 9.4.8).

### **Procedures at the community pharmacy**

The CPPS showed that teaching pharmacy staff with videos was reasonable. It should well explain what a PI is, and furthermore include a case study. The documentation of PIs was difficult and amendments to wording and design of the form were done. Time constraints were suggested as the main barrier for pharmacies to participate in the study. However, some facilitators were named. We concluded therefore that motivating pharmacies to participate would be possible with the right arguments. The study procedure was judged as suitable, and receiving and sending the pCRF by fax was feasible. Therefore, no changes to that procedure were made.

In the PPS, pharmacies were informed about their included patients on the day of discharge. It was not an inclusion criteria for patients that their pharmacies participated in the study. Therefore, some pharmacies did not fill in the pCRF, and their patients were therefore categorised as drop-outs. The

drop-out rate was therefore possibly overestimated, as in the later POMMES study, only patients indicating to visit a participating pharmacy will be included.

## **Conclusion**

With the application of the MRC framework, we gained knowledge about the feasibility, effectiveness and quality of a preliminary study design. Uncertainties could be assessed. The results from the piloting helped to define the final study design that should be used in the final POMMES RCT (C2).

## **Acknowledgement**

We thank Silvia Georgina Puiu (GP) for patient screening and recruitment.

## **Comment**

According to the cycle described by the MRC, Project C2 was constantly checked for feasibility, effectiveness and quality. Adaptations were made if necessary. As they are not described in the publication and thematically fit in this chapter, they are shortly described here.

Following problems for feasibility, effectiveness and quality were identified later, and adaptions were made:

- The inclusion rates of patients were continuously monitored over the first weeks and extrapolated to the planned study duration. There were too few patients included to reach the goal of a three months study duration. Therefore, a third ward was included to recruit patients.
- In the piloting, it was defined that screening is sufficient if performed only once a day. It was detected that the pharmacy student performed the screening of patients twice daily instead of once daily, which made the screening inefficient. Through teaching, the screening procedure could be adapted.
- Stopped medicines should be annotated on the prescription, which contains a table with all the patient's medicines. For the first cases, the stopped medicines were added as new prescription lines in this table, like an active prescription, and the "stop" annotation was given in the standard remark column. A resident physician pointed out that this could be misunderstood as an active prescription, if the annotation is overseen. Therefore, we decided to list the stopped medication as a comment below the table.
- During data entry, we recognised that data should be double checked when entered into the database. Therefore, every dataset was checked by a blinded investigator. In addition, the significance of performed PIs in the community pharmacy should be investigated, to have a deeper insight into the relevance of the service. Therefore, we added a CLEO<sub>de</sub> categorisation to every PI dataset [85].



## **C2. A RCT evaluating a pragmatic in-hospital service to increase the quality of discharge prescriptions**

**The POMMES study** (Pharmazeutische Optimierung des Medikamenten Managements nach Entlassung aus dem Spital, engl. Pharmaceutical Optimisation of the Medication Management after dischargE from hoSpital)

### **Original research report**

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## **Appendices**

- 9.4.4 Ethical approval
- 9.4.5 Ethical considerations of a patients' representative
- 9.4.7 Patient information and written informed consent
- 9.4.8 Hospital case report form (hCRF)
- 9.4.9 Pharmacy case report form (pCRF)
- 9.4.10 pharmDISC
- 9.4.11 CLEOde
- 9.4.15 Study closure communication

## **Key words**

- Patient discharge
- Community pharmacy services
- Hospital care
- Pharmacy
- Internal Medicine

## **Abstract**

### **Objective**

To improve discharge prescription quality and to transfer information to improve post-hospital care by a pragmatic in-hospital service.

### **Design**

A single-centre, randomised controlled trial

### **Setting**

Internal medicine wards in a Swiss teaching hospital

### **Participants**

Adult patients discharged to home, 76 in the intervention and 76 in the control group

### **Intervention**

Medication reconciliation at discharge by a clinical pharmacist, a prescription check for formal flaws, interactions and missing therapy durations. Important information was annotated on the prescription.

### **Main Outcome Measures**

At medication dispensing, the community pharmacy staff documented their pharmaceutical interventions when filling the prescription. A Poisson regression model was used to compare the number of interventions (primary outcome). The significance of the pharmaceutical interventions was categorised by the study team. Comparative analysis was used for the significance of interventions (secondary outcome).

### **Results**

The community pharmacy staff performed 183 interventions in the control group, and 169 in the intervention group. The regression model revealed a relative risk for an intervention of 0.78 (95% CI 0.62-0.99, p=0.04) in the intervention group. The rate of clinically significant interventions was lower in the intervention group than in the control group (72 of 169 (42%) vs. 108 of 183 (59%), p<0.01), but more economically significant interventions were performed (98, 58% vs. 80, 44%, p<0.01).

### **Conclusions**

The pragmatic in-hospital service increased the quality of prescriptions. The number of pharmaceutical interventions was significantly reduced, especially the clinically significant ones. Overall, our pragmatic approach showed promising results to optimise post-discharge care.

## **Introduction**

Community pharmacists are often the first health care professionals in contact with the discharged patient [133]. They reported that dispensing to this population is related to relevant safety issues [166]. Drug related problems (DRPs), which affect 33-63.7% of discharged patients, may be identified by the community pharmacists [75, 83, 93]. Pharmaceutical interventions (PIs) may solve DRPs, but are often time-consuming [49, 84].

The lack of information, like in unclear prescriptions, was shown to hinder the identification of DRPs [83, 84, 166]. Pharmacists in Switzerland and other countries reported that this applies for many essential information items, and they called for complete and updated information [91, 129, 166]. These are, in particular, complete medication lists, information on medication changes, interactions or more detailed information about compounded medication.

Different services to overcome inefficient or low information transfer have been described in the literature. These include instructions for health care professionals [167], liaison pharmacists [93], and information transfer from hospital [91]. Many of these explanatory studies used new processes or extensive resources that may hinder later implementation [98, 129]. If a service should be implementable, it should be taken into account that a country may have limited clinical pharmacy resources, like Switzerland has [23]. Pragmatic approaches with realistic resource use, which are based on existing processes are easier to implement in daily practice.

As clinical outcomes may be difficult to measure and depend highly on the patient's health status, process measures can serve as useful indicators for the success of a service [60]. These may be medication errors [168] or satisfaction of health care professionals [93]. Other possible outcomes could be process measures representing the dispensing activities by community pharmacists, like PIs [66]. Literature lacks findings about the effect of a pragmatic intervention at the hospital on the number of PIs at the community pharmacy.

## **Aims**

We designed a pragmatic in-hospital service by a clinical pharmacist, focusing on a discharge prescription check, and transfer of discharge information to the community pharmacies. The primary aim was to increase quality of discharge prescription in the intervention group, measured by a reduction of PIs at the community pharmacy. We aimed to reduce the workload of the community pharmacists and other health care professionals when filling the discharge prescription, measured by time needed for prescription filling and by established contacts, and to increase the satisfaction of the community pharmacist with the prescriptions. Furthermore, readmission rates, and the feasibility of the service should be evaluated.

## **Methods**

The study was a single-centre, parallel, randomised controlled trial conducted at a tertiary 360-bed teaching hospital in Baden, Switzerland. The procedures were developed and piloted according to the Medical Research Council guidance to ensure successful methodological conduction [100]. Ethical approval was given by the local ethics committee (EKNZ 2016-02051).

### **Patient recruitment**

Three wards of the internal medicine department (with specialisations A: stroke and respiratory, B: infectious diseases, nephrology, and cardiology, C: acute geriatric ward) with a total of 76 beds took part in the study. Patient records were consecutively screened for eligible patients on a daily basis during 13 weeks from January to April 2017. Inclusion criteria were: Patients of the internal medicine department,  $\geq 18$  years old, without isolation due to infection, with standard or semi-private insurance, without cognitive impairment (e.g. acute delirium or severe dementia) that hinders patients from giving informed consent. Exclusion criteria were: Insufficient hearing or speaking skills to give consent, no consent, no medication on the discharge prescription, discharge on weekends, patients not being discharged to their homes. Patients were also excluded if they planned to fill their prescription in a non-participating pharmacy. Pharmacies were recruited in advance at a meeting of the regional pharmacists' association and through mailing. All pharmacies within the region (canton Aargau) were eligible, and 70 of 121 pharmacies participated. Eligible patients were visited in their hospital room and informed about the study by the investigators (LB, GP) in oral and written form. Patients gave written informed consent.

### **Study procedure**

Shortly before the upcoming hospital discharge of enrolled patients, they were 1:1 block randomised by LB in groups of 10 by means of a computer-generated randomisation list. Consecutive numbers were given to consecutively discharged patients. Demographic data of the included patients were recorded. The prescription was prepared as usual by the resident physician in charge. In both groups, a label was added to all prescriptions that allowed the community pharmacy to recognise the prescriptions of study patients.

In the intervention group, a clinical pharmacist (LB, CB) performed the service (exposure) according to a defined procedure. The service consisted of a prescription check to identify DRPs and to discuss PIs for optimisation, which were the following:

- Medication reconciliation was performed with the medication list from admission and from the last day on the ward. Medication changes were clarified with the resident physician, mostly on the phone. Unintentional changes were corrected and intentional changes were specified on the prescription (e.g. "new", "stopped", "changed dose")
- If opioids were prescribed on the normal prescription, the resident was informed that a special narcotic prescription form was needed.

- Formal flaws in names or units, unlicensed or compounding medication were identified and clarified with the resident; flaws were corrected or specified on the prescription (e.g. “compounding medication”, “medication available in Germany”).
- Missing therapy duration for anti-infectives and subcutaneous heparin was clarified with the resident and added to the prescription.
- Drug-drug interactions grade 1-3 (1: “contraindicated”, 3: “Surveillance/Adjustment”) according to the Pharmavista software were checked [169]. Relevant interactions according to the clinical pharmacist's expertise were discussed and solved with the resident. Acceptable interactions were commented on the prescription (“Interactions were checked and can be tolerated”).

PIs accepted by the resident were implemented by the clinical pharmacist (LB, CB) directly on the usual prescription in the electronic patient records of the hospital.

At discharge, the resident physician handed out the newly printed prescription to the patient in both groups as usual. Residents regularly counsel patients about prescribed medicines. If needed, nurses instruct patients about wound care or subcutaneous injections. For all enrolled patients, a pharmacy case report form (pCRF) was faxed to the patient's community pharmacy. Previous to the study start, a Youtube video training was provided explaining the study procedure and how to fill the case report form (duration 5 minutes). A second video explained the pCRF in more detail with an explanatory case (8 minutes). The videos did not inform in detail about the service to limit reporting bias.

The community pharmacies were blinded to the patient's allocation to either group. When the prescription was filled at the patient's preferred pharmacy, all PIs were documented on the pCRF and categorised by the staff using an adapted form of pharmDISC (categories C-F), a validated classification system for community pharmacies [82]. On the pCRF, the day and duration of prescription filling, the staff's job role within the pharmacy was recorded and satisfaction with the prescription quality was documented with a 5-point Likert scale (very/rather satisfied, rather/very unsatisfied, not applicable).

The pCRF was then sent back to the study team. If no data was provided within some days after the patient's discharge, the pharmacy was called to ask for data transmission or to identify drop-outs. Drop-outs were defined as patients who never filled their discharge prescription in the named or another participating pharmacy, or patients whose pharmacy did not provide data.

Data entry was done by blinded investigators (GP, PW). If needed, they called the pharmacy to clarify documentation. After data entry, all PIs were categorised using CLEO<sub>de</sub> by the same investigators [85]. CLEO<sub>de</sub> is a simple validated tool to categorise the clinical, economical and organisational significance of a PI. All data was double-checked by another blinded investigator (ML). Readmission rates were provided by the medical controlling unit, and were categorised as within 7, 18 and 30 days according to literature and to hospital remuneration system [170, 171].

## **Analysis**

The primary outcome was defined as the number of PIs performed in the community pharmacy. Secondary outcomes were the duration of prescription filling, established contacts for a PI, and satisfaction with the prescription quality. Furthermore, outcomes were the frequency pattern of performed PIs, the staff's job role within the pharmacy, the time to fill the prescription after discharge, and readmission rates.

For the primary outcome, i.e. the number of PIs, we fitted a Poisson regression model. Independent predictors were selected on the basis of literature [172-174] and discussion, and included gender, age, emergency admission, length of stay, number of medications, and the staff's job role. In addition, we categorised prescriptions into two groups, in prescriptions with at least one PI and those with no PI, and fitted a logistic regression model with the same predictors.

Comparative statistical analysis was used to describe patient characteristics and outcomes in both groups. A Kruskal Wallis Test was applied to discrete and continuous variables (e.g. age, number of prescriptions, number of contacts, time needed to fill prescription), and a Fisher's Exact Test was applied to categorical variables (e.g. sex, profession, satisfaction, readmission rates).

Calculations and analyses were performed using the software R, version 3.4.0 (R Foundation for Statistical Computing, Vienna, Austria). A two-sided p-value of  $<0.05$  was considered as statistically significant. Power analysis based on the primary outcome with a level of significance  $\alpha = 0.05$  and a power of  $1-\beta = 0.8$  revealed a sample size of 75 complete patient data sets in each group.

## **Results**

Of 866 screened patients, 172 were included in the study (Figure 17). With 10 drop outs in each group, complete data sets were obtained for 152 patients (equal to 152 prescriptions). No statistically significant differences in their baseline characteristics were found (Table 25). In the intervention group, the in-hospital service by the clinical pharmacist took a median of 7 minutes [IQR 4, 9].

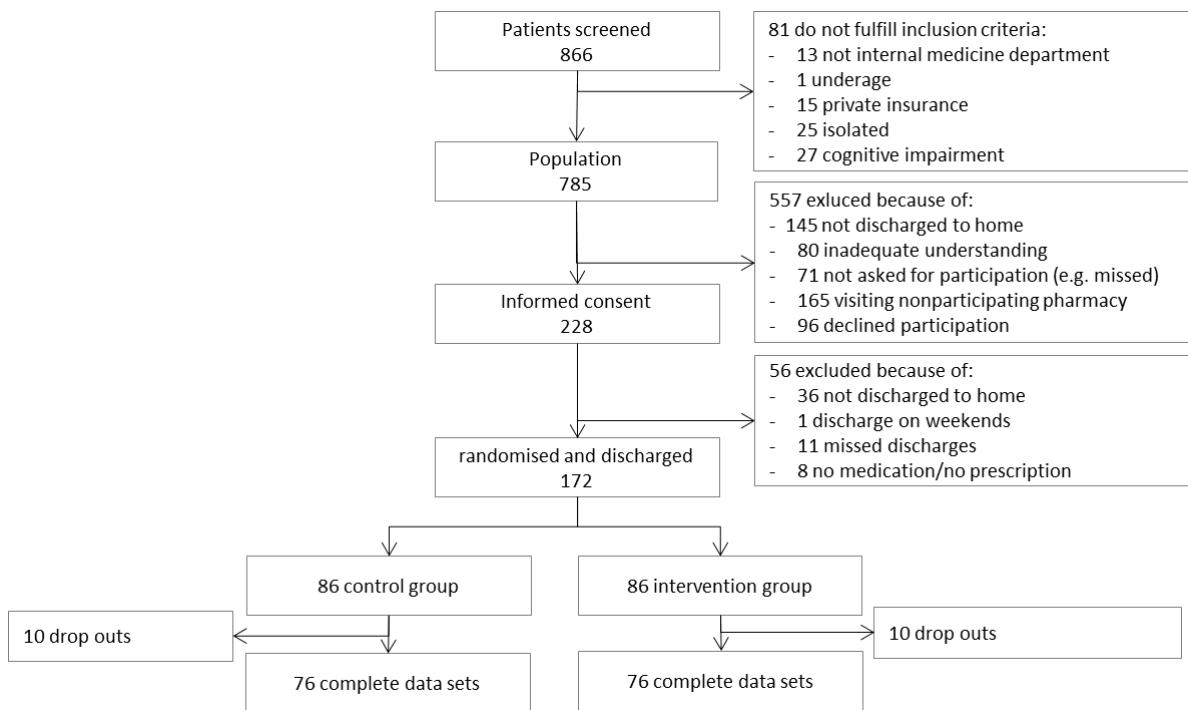


Figure 17: Flow chart of patient enrolment with inclusion and exclusion criteria

Table 25: Baseline characteristics and outcomes of 152 enrolled patients, each 86 in both groups. Fisher's Exact Test was used for categorial variables, Kruskal-Wallis Test for continuous and discrete variables.

|                                   | Control group (n=76) | Intervention group (n=76) | p    |
|-----------------------------------|----------------------|---------------------------|------|
| Age, median [IQR]                 | 70.50 [57.00, 79.00] | 71.50 [60.75, 79.25]      | 0.46 |
| Male gender, n (%)                | 43 (56.6)            | 48 (63.2)                 | 0.51 |
| Swiss nationality, n (%)          | 63 (82.9)            | 64 (84.2)                 | 1.00 |
| Semi-private insurance, n (%)     | 14 (18.4)            | 13 (17.1)                 | 1.00 |
| Emergency admission, n (%)        | 57 (75.0)            | 63 (82.9)                 | 0.32 |
| Hospitalisation ward, n (%)       |                      |                           | 0.89 |
| Ward A                            | 28 (36.8)            | 30 (39.5)                 |      |
| Ward B                            | 30 (39.5)            | 30 (39.5)                 |      |
| Ward C                            | 18 (23.7)            | 16 (21.1)                 |      |
| Length of stay, median days [IQR] | 7.00 [4.75, 10.00]   | 5.50 [4.00, 8.00]         | 0.51 |
| Number of medicines, median [IQR] | 6 [4, 9]             | 6 [4, 10]                 | 0.68 |

Community pharmacies performed 183 PIs for the 76 control group prescriptions, and 169 PIs for the 76 intervention group prescriptions. Per patient in the control group, a median of 2 [1, 3] PIs were performed, while 1 [0, 3] PIs were performed in the intervention group ( $p=0.10$ ). Calculated per medicine, there were 0.33 [0.17-0.50] PIs in control group patients, and 0.17 [0.00, 0.44] PIs in intervention group patients ( $p=0.051$ ).

The Poisson regression analysis (Table 26) revealed that being allocated to the intervention group was an independent predictor for lower number of PIs (relative risk 0.78 (CI 0.62-0.99),  $p=0.04$ ). With increasing length of stay, the number of PIs decreased. Pharmacists filling a patient's prescription compared to other pharmacy staff, and increasing number of prescription items correlated with a higher number of PIs. In the logistic regression analysis (Table 27), being in the intervention group was also an independent predictor for having any PI (0.33 (0.13-0.78),  $p=0.01$ ).

*Table 26: Poisson regression analysis model for the primary outcome for the number of interventions, n=152, \* = statistically significant, CI= Confidence interval*

|                             | Relative Risk (95% CI) | p      |
|-----------------------------|------------------------|--------|
| Intervention group          | 0.78 (0.62-0.99)       | 0.04*  |
| Emergency admission         | 0.80 (0.64-1.02)       | 0.07   |
| Male sex                    | 0.96 (0.76-1.21)       | 0.73   |
| Length of hospital stay     | 0.97 (0.95-0.99)       | <0.01* |
| Age                         | 0.99 (0.99-1.00)       | 0.16   |
| Number of prescribed items  | 1.17 (1.14-1.20)       | <0.01* |
| Pharmacy technician filling | 1.24 (0.89-1.76)       | 0.21   |
| Pharmacist filling          | 1.56 (1.11-2.24)       | 0.01*  |

*Table 27: Logistic regression analysis models for the number of prescriptions with no or at least 1 intervention, n=152, \* = statistically significant, CI= Confidence interval*

|                             | Odds ratio (95% CI) | p      |
|-----------------------------|---------------------|--------|
| Intervention group          | 0.33 (0.13- 0.78)   | 0.01*  |
| Emergency admission         | 0.56 ( 0.14-1.89)   | 0.37   |
| Male sex                    | 0.39 (0.15-0.95)    | 0.04*  |
| Length of hospital stay     | 0.86 (0.77-0.97)    | 0.01*  |
| Age                         | 0.99 (0.96-1.02)    | 0.47   |
| Number of prescribed items  | 1.39 (1.19-1.68)    | <0.01* |
| Pharmacy technician filling | 1.29 (0.39-4.10)    | 0.67   |
| Pharmacist filling          | 2.17 (0.59-8.06)    | 0.24   |

*Table 28: Filling of the prescription, significance of performed interventions and data on readmission. Fisher's Exact Test was used for categorical variables, Kruskal-Wallis Test for continuous or discrete variables. a 0=day of discharge, \* = statistically significant, IQR = Interquartile range*

|   | Control group<br>(n=76) | Intervention group<br>(n=76) | p      |
|---|-------------------------|------------------------------|--------|
| Significance of performed interventions   |                         |                              |        |
| Clinical significance (any clinical benefit)                                      | 108 (59.0)              | 71 (42.0)                    | <0.01* |
| Economic significance (lower costs)   | 80 (43.8)               | 98 (58.0)                    | <0.01* |
| Organisational significance (lower effort)  | 60 (32.8)               | 47 (27.8)                    | 0.35   |
| Time needed to fill the prescription, median minutes<br>[IQR]                     | 10.00<br>[6.75, 20.00]  | 10.00<br>[5.00, 15.00]       | 0.51   |
| Contacts established for the PI, n (%)  |                         |                              | 0.04*  |
| Only pharmacist   | 104 (56.8)              | 95 (56.2)                    |        |
| Hospital physician  | 25 (13.7)               | 10 (5.9)                     |        |
| General practitioner  | 0                       | 1 (0.6)                      |        |
| Hospital caregiver  | 0                       | 3 (1.8)                      |        |
| Home care   | 1 (0.5)                 | 2 (1.2)                      |        |
| Patient / relative  | 52 (28.4)               | 57 (33.7)                    |        |
| Other   | 1 (0.5)                 | 1 (0.6)                      |        |
| Satisfaction about prescription quality, n (%)                                    |                         |                              | 0.02*  |
| very satisfied  | 41 (53.9)               | 52 (68.4)                    |        |
| rather satisfied  | 27 (35.5)               | 24 (31.6)                    |        |
| rather unsatisfied  | 6 (7.9)                 | 0 (0.0)                      |        |
| very unsatisfied  | 1 (1.3)                 | 0 (0.0)                      |        |
| not applicable  | 1 (1.3)                 | 0 (0.0)                      |        |
| Readmission rate <sup>a</sup> , n (%)   |                         |                              |        |
| within 7 days   | 2 (2.6)                 | 3 (3.9)                      | 1.00   |
| within 18 days  | 5 (6.6)                 | 3 (3.9)                      | 0.72   |
| within 30 days  | 8 (10.5)                | 4 (5.3)                      | 0.37   |
| Time to fill the prescription after discharge, median day <sup>a</sup> ,<br>[IQR] | 0 [0, 0]                | 0 [0, 1]                     | 0.09   |
| Job role of the person filling the prescription, n (%)                            |                         |                              | 0.95   |
| Pharmacist  | 24 (31.6)               | 22 (28.9)                    |        |
| Pharmacy technician   | 41 (53.9)               | 42 (55.3)                    |        |
| other/unknown   | 11 (14.5)               | 12 (15.8)                    |        |

Secondary outcomes are presented in Table 28. PIs with any clinical significance significantly decreased in the intervention group, and those with an economic significance increased. There were statistically significant differences between the intervention and the control group in terms of contacts established for the clarification of a PI by the pharmacy staff and in the satisfaction of the

pharmacy staff. However, no differences were found for the time needed to fill the prescription. In the supplementary table (Table 30), the pattern of performed PIs in the community pharmacy are shown. PIs caused by interactions decreased from 19 (10.4%) of all PIs to 3 (1.8%) in the control group, and those due to therapy duration increased (36, 19.7% vs. 57, 33.7%). Clarifications as a type of PI were reduced from 42 (23.0%) of all PIs to 17 (10.1%).

## Discussion

We conducted a randomised controlled trial with a pragmatic in-hospital service performed by a clinical pharmacist before discharge. The service did reduce the number of PIs in the intervention group (primary aim). Clinically significant PIs were significantly reduced in the intervention group. The distribution of contacts did differ between the groups, and there were more hospital physicians contacted in the intervention group. Prescription filling was of equal duration in both groups. Satisfaction of the pharmacy staff with the quality of prescription was enhanced through the pragmatic in-hospital service.

The patients in the control group and intervention group did not differ in their baseline characteristics. The median age and number of medicines of our population were lower compared to other Swiss trials [18, 36]. This could be due to ward specialisation, as we also included young stroke patients which furthermore have less medicines. Length of stay (median 6 days) was comparable to countrywide and the study site's official data (mean 5.6 days in 2015) [13]. Patients filled their prescription mostly on the day of discharge, which is positive, and earlier than in a previous study, using self-reported data [175].

## Primary outcome

Overall, the number of PIs was statistically significantly reduced according to the Poisson regression, as was hypothesised based on similar services [18]. The effect was even stronger when prescriptions were categorised to whether they needed no or any PI. A longer length of stay correlated with a lower PI rate. It can be hypothesised that with longer hospital stay, discharge therapies and prescriptions were more carefully prepared. The length of stay in Swiss acute care settings decreased in recent years [35]. This may be due to new remuneration systems which make early discharges economically more attractive to hospitals. Our results show that this development may not be advantageous for patients. In the community pharmacy, the most qualified staff (pharmacists) performed the higher number of PIs, but the staff's job role did not influence if there was a PI or not. Prescriptions of male patients were less likely to cause a PI than prescriptions of female patients. However, no influence of the gender on the number of PIs was seen. There might be a barrier to intervene in male patients, but if interventions are performed, there is an equal number of PIs in prescriptions of both genders.

The rate of PIs per patient in the control group (median 2) was similar to a study in the German speaking region of Switzerland, which documented PIs not only in discharge prescriptions, where

there was an average of 1.2 PIs per patient [67]. However, the rate was much lower than in a study from the French speaking part of Switzerland (mean 6.9) [18]. This group studied older patients and had a study pharmacist facilitating PI documentation in the pharmacies.

### **Secondary outcomes**

The performed PIs showed different beneficial significance for the patient and the health care system in both study groups. Through the service, there was a high and statistically significant effect on the clinical and economic significance of the PIs. There were significantly less PIs needed with any clinically beneficial significance in the intervention group. That can be interpreted as a quality indicator for the discharge prescription, which led less frequently to the identification of DRPs. On the other hand, significantly more economical PIs, which may reduce costs, were performed in the intervention group. This could be due to an increase of exact adaptation of package sizes to the annotated therapy duration. Another explanation could be that through fewer clinical interventions, which may be costly monitoring recommendations categorised as economically unfavourable PIs, the rate of economically beneficial PIs increased. It can be assumed that the health care costs would be reduced, but this was out of the scope of this study and should be evaluated in a cost-effectiveness study.

Contacts to other health care professionals statistically significantly differed in their pattern between the groups. There seemed to be less contacts to the hospital physicians, which would reduce resource need for the hospital. This shows that the in-hospital services were useful especially for hospital-related problems and questions that would usually be solved with a call to the hospital. Patients and relatives were more involved when DRPs were solved. It is unclear if these contacts were needed to clarify or to counsel patients.

Satisfaction of community pharmacists with discharge prescriptions was already high in the control group, but was even higher in the intervention group. There were only a few prescriptions in the control group that dissatisfied the pharmacies. This is consistent with a prior discharge organisation trial at our study site, where the satisfaction of the next health care providers has been increased [36]. It is possible that the satisfaction was not specifically influenced by the service itself, but through general enhanced collaboration and the participation in the study.

Interactions caused less PIs in the intervention group. There is an obvious correlation to the service, as interactions were checked and clarified or annotated on the prescription as tolerable. There were more PIs in the intervention group related to any issues with therapy duration. This may be due to the enhanced communication of a specified therapy duration, which, for example, triggered more exact adaptions of package sizes by the pharmacist. As the pragmatic service could not target all DRPs, some categories did not show any change. Clarifications were reduced in the intervention group, a task that was reported to be highly work-intensive in a previous study [166]. This is in contrast to the finding that prescription filling took an equal time in both groups. We hypothesised that the time needed would be reduced in the intervention group. A reason for the opposite finding

may be, that documentation was mostly done in round numbers (e.g. 10 minutes) instead of the exact time. Without exact assessment, data on time needed should be interpreted with caution.

The intervention did not significantly influence the readmission rates, possibly due to the underpowered study for this outcome. But the rates in the control group were similar to countrywide data [35].

### **Strengths and Limitations**

A strength of our study is that we used a RCT design, in contrast to a previous before-after study showing a greater effect [18]. A pragmatic approach was chosen for the design of the service, as the number of clinical pharmacists in our country are low and their competencies have to be used efficiently [23]. The intervention needed only 7 minutes per patient to perform, which is much shorter than in other trials, and can be judged as feasible [18]. On one hand, pragmatic trials best reflect effectiveness in clinical practice, and we think that it will support later implementation [98]. On the other hand, pragmatic services do not account for all DRPs and therefore may have a lower impact on process measures and a patient's health outcome.

It is not known, how equally community pharmacists documented PIs and if they used best or common practice. One shortcoming of our study is the fact that community pharmacists were blinded to randomisation, but they may have detected differences in information content on prescriptions. Therefore, we can not completely rule out that reporting of PIs and satisfaction have been influenced. Residents were informed about the study, and PIs to their patients' prescriptions could have led to higher quality of the following prescriptions.

Topics chosen to be addressed in this RCT, such as medication changes and interactions were based on the findings of a previous study, where Swiss community pharmacists evaluated availability and usefulness of discharge information [166]. As such, this study highly meets the needs of Swiss community pharmacists. However, the study was performed only at one study site. Generalisability could therefore be limited, but the international literature has studied similar topics [90, 91]. Therefore, our findings may be generalisable to other regions or countries with a similar health care setting . It should be taken into account that with a higher baseline PI rate, a greater effect would be possible.

## **Conclusion**

The pragmatic in-hospital service reduced the necessity to intervene at post-discharge medication dispensing. Measured by the number and significance of PIs, we found that a pragmatic approach would be able to increase the discharge prescription quality. Therefore, patients could possibly benefit of a safer transition of care, and health care professionals could invest resources effectively and efficiently. Overall, the pragmatic approach proved to be feasible and showed promising results.

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*Table 29: Supplementary table: Pharmaceutical interventions (PIs) documented and classified with categories C, D and F of pharmDISC. n=152, 76 patients in each group.*

|   | Control group<br>(183 PIs) | Intervention<br>group (169 PIs) |
|---|----------------------------|---------------------------------|
| <b>C Cause of intervention, all, n (%)</b>                            |                            |                                 |
| C1.1 No concordance with guidelines, only suboptimal therapy possible | -                          | -                               |
| C1.2 Contraindication   | 3 (1.6)                    | -                               |
| C1.3 Interaction  | 19 (10.4)                  | 3 (1.8)                         |
| C1.4 Drug not indicated   | -                          | -                               |
| C1.5 Duplication  | 4 (2.2)                    | 1 (0.6)                         |
| C1.6 Adverse effect   | -                          | -                               |
| C1.7 Missing patient documentation                                    | -                          | -                               |
| C2.1 Inappropriate dosage form/administration route                   | 2 (1.1)                    | 3 (1.8)                         |
| C3.1 Underdose  | -                          | -                               |
| C3.2 Overdose   | 1 (0.5)                    | 1 (0.6)                         |
| C3.3 Inappropriate monitoring   | 1 (0.5)                    | -                               |
| C3.4 Dose not adjusted to organ function                              | -                          | -                               |
| C4.1 Inappropriate timing or frequency of administration              | 5 (2.7)                    | 2 (1.2)                         |
| C4.2 Inappropriate application  | -                          | 1 (0.6)                         |
| C4.3 Inappropriate therapy duration                                   | 36 (19.7)                  | 57 (33.7)                       |
| C5.1 Insufficient compliance  | 3 (1.6)                    | 3 (1.8)                         |
| C5.2 Insufficient knowledge   | 7 (3.8)                    | 4 (2.4)                         |
| C5.3 Concerns about the treatment                                     | 14 (7.7)                   | 13 (7.7)                        |
| C5.4 Financial burden   | 16 (8.7)                   | 17 (10.1)                       |
| C6.1 Prescribed drug not available                                    | 18 (9.8)                   | 24 (14.2)                       |
| C6.2 Error in medication process                                      | 30 (16.4)                  | 17 (10.1)                       |
| C6.2a Error in substitution due to process                            | 2 (1.1)                    | 7 (4.1)                         |
| C7.1 Incomplete/unclear prescription                                  | 13 (7.1)                   | 9 (5.3)                         |
| C7.2 Illegible prescription   | -                          | -                               |
| C7.3 Missing prescription of necessary application aids               | 6 (3.3)                    | 5 (3.0)                         |
| C7.4 Formal/regulatory reason   | 3 (1.6)                    | 2 (1.2)                         |
| <b>D Type of Intervention, all, n (%)</b>                             |                            |                                 |
| D1 Substitution   | 52 (28.4)                  | 52 (30.8)                       |
| D2 Dose adjustment  | 4 (2.2)                    | 1 (0.6)                         |
| D3 Adjustment of package size/quantity                                | 40 (21.9)                  | 66 (39.1)                       |
| D4 Optimisation of administration/route                               | 12 (6.6)                   | 4 (2.4)                         |
| D5 Therapy stopped/no delivery  | 9 (4.9)                    | 2 (1.2)                         |
| D6 Therapy started/continued  | 6 (3.3)                    | 13 (7.7)                        |
| D7 In-depth counselling of patient                                    | 10 (5.5)                   | 4 (2.4)                         |
| D8 Application instruction (training)                                 | 1 (0.5)                    | 8 (4.7)                         |
| D9 Delivery of compliance aid incl. counselling                       | 4 (2.2)                    | 2 (1.2)                         |
| D10 Clarification/addition of information                             | 42 (23.0)                  | 17 (10.1)                       |
| D11 Transmission of information                                       | -                          | -                               |
| D12 Proposition of therapy monitoring                                 | 3 (1.6)                    | -                               |
| <b>F Accepted and implemented interventions, n (%)</b>                | 182 (99.5)                 | 163 (96.4)                      |



### **C3. Evaluation of the POMMES study through interviews with resident physicians and community pharmacists involved**

**Evaluation der POMMES Studie mittels Interviews mit involvierten Assistenzärzten und Offizinapothekern**

**Work report**

## **Abstract**

**Background:** The POMMES study was conducted to enhance the quality of discharge prescriptions. The aim of this qualitative study was to learn from experiences of participating resident physicians and community pharmacists, complement main quantitative outcomes and to learn for a later implementation of the service.

**Methods:** After study completion, involved resident physicians and community pharmacists were invited to participate in semi-structured interviews. The interview was conducted with 5 persons of each group, was audiotaped and transcribed. The interview consisted of the four subjects: general impression of the POMMES study, methodology, topics and effects of the service, and wishes for future services and collaboration.

**Results:** Both groups (physicians and pharmacists) had a very positive opinion of the study. It was appreciated that the hospital pharmacy got involved in hospital discharge. According to the participants, the study enhanced collaboration between the different settings, and the intervention increased patient safety. The POMMES methodology fitted the needs of the residents, as they clearly knew which patients were included in the study. Community pharmacists appreciated the early information of when a patient was being discharged. Both groups reported that the prescription is a useful tool to communicate between the hospital and the community pharmacy, although pharmacists claimed that additional MCs would be helpful.

Residents claimed to have highly underestimated the role of, and procedures in, community pharmacies. They reported having learned how important communication to pharmacies is, especially for medication changes. Medication changes were also the topic where the residents felt a subjective effect through the service. They reported having changed their habits, communicating changes regularly from then on. Pharmacists did not report to have seen a big direct effect, as many pharmacists stated to have been attentive for discharges, even before the study.

For the future, both groups would benefit from a continuation of the POMMES service. This would ensure that every prescription is checked by at least two persons, and would enhance patient safety. Residents appreciated the wider presence of hospital pharmacy staff on the ward, and community pharmacists reported a desire for any kind of collaboration.

**Conclusion:** Qualitative results on the POMMES service were gained. Resident physicians got to know the role of community pharmacies, and learnt through the study how important it is to communicate medication changes on prescriptions. Both professional groups would appreciate if the service would be continued.

## **Hintergrund und Ziele**

Im KSB wurde die POMMES Studie durchgeführt. Die randomisierte kontrollierte Interventionsstudie bei Spitalaustritt untersuchte den Effekt einer pragmatischen, pharmazeutischen Dienstleistung, die aus einer Validierung des Austrittsrezeptes und anschliessender Kommunikation in die Offizinapotheke bestand. Primärer Endpunkt war die Qualität der Rezepte, gemessen anhand der Anzahl durchgeföhrter pharmazeutischer Interventionen (PIs) in der Offizinapotheke.

Um nach der Durchführung die Erfahrungen der Assistenzärzte und der Offizinapotheker qualitativ zu erheben und die quantitativen Endpunkte zu ergänzen, wurden mit diesen Berufsgruppen Interviews durchgeführt. Ziel war insbesondere, die Meinungen zur Methodik, die Sensibilisierung für die Studieninhalte sowie subjektive Effekte zu erfassen. Die Dienstleistung sollte gemäss MRC Framework [100] evaluiert werden, und Wünsche zur Implementierung der Dienstleistung sollten erhoben werden.

## **Methoden**

Nach Abschluss der POMMES Studie wurde bei allen involvierten Assistenzärzten und Offizinapothekern per E-Mail zu den Interviews aufgerufen. Ein persönlicher Reminder wurde denjenigen Personen gesandt, welche jeweils mehr als fünf eingeschlossene Patienten im Spital respektive in der eigenen Offizinapotheke betreut hatten. Von einer Apotheke meldeten sich spontan zwei Apotheker. Deren Aussagen wurden gemeinsam als eine Aussage gewertet, damit eine gegenseitige Beeinflussung nicht überbewertet wurde.

Das Interview folgte einem semi-strukturierten Leitfaden und bestand abgesehen von den Charakteristika bei beiden Berufsgruppen aus denselben Fragen (für Apotheker Appendix 9.4.12).

Das Interview beinhaltete folgende Themen:

- Charakteristika der Interviewpartner
- Gesamteindruck
- Methodik der Studie
- Inhalt und Effekt der Studie
- Zukunftswünsche

Das Interview wurde auf Schweizerdeutsch durchgeführt, aufgezeichnet und anschliessend auf Schriftdeutsch transkribiert. Die Antworten wurden im Resultateteil thematisch zusammengefasst.

## Resultate

### Charakteristika

Es konnten Interviews mit fünf Assistenzärzten und sechs Offizinapothekern in fünf Apotheken durchgeführt werden. Die Charakteristika sind in Table 30 ersichtlich. Die zwei Apotheker aus einer Apotheke, mit denen das Interview gleichzeitig durchgeführt wurde, sind als 4a und 4b aufgeführt.

Table 30: Charakteristika der befragten Assistenzärzte und Offizinapotheker, na = nicht anwendbar

|  | Assistenzärzte |    |    |    |    | Offizinapotheker |    |    |        |    |
|--|----------------|----|----|----|----|------------------|----|----|--------|----|
|  | 1              | 2  | 3  | 4  | 5  | 1                | 2  | 3  | 4a, 4b | 5  |
| Alter [Jahre]  | 29             | 27 | 29 | 29 | 33 | 51               | 27 | 55 | 39, 34 | 57 |
| Erfahrung im jetzigen Tätigkeitsfeld [Jahre]                                       | 1              | 1  | 2  | 2  | 4  | 24               | 1  | 30 | 15, 9  | 25 |
| Funktion in Offizin: Angestellter Apotheker (A), Besitzer (B), Geschäftsführer (G) | na             | na | na | na | na | A                | A  | B  | A, A   | B  |
| (Mit)bearbeitete POMMES-Rezepte [geschätzte Anzahl]                                | 20             | 8  | 12 | 35 | 12 | 4                | 4  | 3  | 3, 4   | 5  |

### Gesamteindruck

Die zusammengefassten Antworten sind in im Appendix 9.4.13 und 9.4.14 aufgeführt. Der Gesamteindruck bei beiden Berufsgruppen war sehr positiv (Table 31). Bei den Apothekern stand vor allem die Initiative zur Zusammenarbeit positiv im Vordergrund. Es wurde geschätzt, dass das Spital bestrebt sei, Synergien zu nutzen. Für die Apotheker war die Studie jedoch mit einem Mehraufwand verbunden, insbesondere beim Ausfüllen des pCRFs.

Die Assistenzärzte schätzten vor allem das Vieraugenprinzip und die strukturierte Arbeitsweise bei der zusätzlichen Rezeptvalidierung, die während der Studie durchgeführt wurde. Die Assistenzärzte äusserten, dass die Zusammenarbeit willkommen sei und die Patientensicherheit erhöhe.

Table 31: Antworten der Befragten zum Gesamteindruck von der POMMES Studie. AA = Assistenzarzt, APO = Apotheker

| Befragter | Antwort zum Gesamteindruck  |
|-----------|---|
| AA 1      | „Dass du [Studienapotheker] auch noch einmal über das Rezept geschaut hast, ist sicher als Kontrolle - im Zweiaugenprinzip - sicher gut gewesen. Da habe ich gemerkt, dass einige Sachen beim Patienten geändert haben, sei dies Dosisänderung oder Stoppverordnung, was die Ärzte nicht immer aufschreiben, das hat dem Patienten sicher geholfen.“  |
| AA 2      | „Ich finde es eine sehr gute Sache, eine gute Intervention. Etwas mit dem Zweiaugenprinzip. Es passieren doch häufig Fehler.“   |
| AA 3      | „Ich denke das war sicher etwas Gutes, dass wir auch eine dritte Kontrolle hatten, dass ich das kontrolliert habe, dass die Oberärzte auch kurz draufgeschaut haben, und dass ihr [Studienapotheker] auch ein zusätzliches Auge darauf hatten, dass ihr auch gefragt habt; ist das jetzt wirklich gewünscht, dass Insulin so und so, und das Antihypertensivum so, dass man sich wirklich kritisch gefragt hat, ob das so stimmt.“  |
| AA 4      | „Es ist ein sehr interessantes Projekt gewesen, das ich persönlich als sehr wichtig erachte, weil es darum ging bei uns [das] Bewusstsein für das Rezept zu erhöhen. Was passiert eigentlich genau damit, wer schaut in der Apotheke, auf was wird geschaut, und was wäre gut, wenn man noch eine Bemerkung dazu schreibt. Also die Sensibilisierung für das Thema, und auch Lerneffekt, der gegeben war.“  |
| AA 5      | „Ich fand es gut, weil es eine Struktur gab, vom Ablauf beim Austritt, und eine gewisse Rückversicherung, oder Klärung von Ungereimtheiten.“  |
| APO 1     | „Ich finde es eine sehr gute Idee. Ich schätze, dass man wirklich in Zukunft die Synergien nutzen [will] - die Zusammenarbeit haben [will]. Was ein bisschen mühsam war im Alltag, mit dieser Struktur, wie die Fragebögen aufgebaut sind, dann wirklich genau im richtigen Schema Antworten zu geben, damit es für euch wiederum einfach ist zum Auswerten. Ich sehe den Sinn dahinter, aber in unserem Alltag mit unseren Mitarbeitenden, die das nicht gewohnt sind, ist es etwas schwierig, die Antworten genau in dieses Schema zu geben.“   |
| APO 2     | „Ich habe es eine sehr gute Studie gefunden, die Dosierungen haben mir sehr gut gefallen, und [die] Betäubungsmitteldosierungen.“   |
| APO 3     | „Ich habe die Studie sehr begrüßt, weil es eine Schnittstelle ist, die nicht unproblematisch ist. Beim Spitalaustritt, da kann wirklich Einiges schief gehen. Es ist ein kommunikatives Problem, weil häufig der Patient selber gar nicht da ist, sondern es kommen auch Angehörige. Da ist natürlich der Kontakt zwischen der verschreibenden Stelle und uns, die es ausführen, wichtig.“  |
| APO 4     | 4a: „Vom Aufbau her war es klar, was man ausfüllen musste. Was sind genau Interventionen? [Die] gute Rezeptausführung wie die [Anpassung von] Packungsgrößen, das ist der Alltag von uns. Manchmal hat es in gewissen Momenten mehr Zeit gebraucht zum Ausfüllen, aber das konnte man ja auch noch nachher machen. Der Aufwand war eigentlich noch im Rahmen.“<br>4b: „Das Design war so gemacht, dass man es gut in den Alltag integrieren kann. Die Bemühungen, das Ganze zu verbessern und zu strukturieren, finde ich super. Das ist gut und“ |

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wichtig. Nur, es gibt gewisse Sachen, die im Alltag nicht so funktionieren, wie man das gerne hätte, wenn man so eine Studie aufbaut.“

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APO 5 „Für mich war es eine gute Sache. Mich hat es überzeugt, dass man realisiert hat, ob ein Rezept vorbearbeitet worden ist oder nicht. Ich erhoffe mir eigentlich, dass die Lehren daraus gezogen werden.“

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## Methodik der Studie

Bei den Apothekern wurde die persönliche Rekrutierung der Apotheken durch das Studienteam an der Generalversammlung des Aargauer Apothekerverbandes geschätzt. Die spätere Kommunikation per Mail, Fax und Telefon war angepasst und die zur Verfügung gestellten Schulungsvideos wurden als instruktiv beurteilt. Drei Apotheker äusserten, dass nicht alle Kommunikationswege jede Person erreicht habe, teilweise wurde zum Beispiel das Schulungsvideo nicht gesehen oder das Mail nicht beachtet.

Bei den Ärzten wurde die Information über die Studie per Mail von drei Ärzten für gut befunden. Zwei hatten das Informationsmail nicht erhalten, weil sie erst während der laufenden Studie eingestellt wurden. Zwei Ärzte merkten an, dass Informationsmails zu wenig beachtet werden sein könnten, wobei jemand die spätere Zugänglichkeit eines Mails als Vorteil sah. Drei Ärzte gaben an, eine mündliche Information an Rapporten zu schätzen.

Bezüglich Methodik der POMMES Studie schätzten es drei Assistenzärzte, dass der Studieneinschluss der Patienten im Klinikinformationssystem mehrfach und gut sichtbar dokumentiert worden war. Wenn ein Austritt sehr kurzfristig geplant wurde, musste die Dienstleistung sehr speditiv durchgeführt werden. Vier Assistenzärzte gaben an, dass dies zu Stress geführt hatte. Ein Assistenzarzt räumte jedoch ein, dass dies bei eigenen guten Arbeitsmethoden grundsätzlich kein Problem darstelle.

Aus allen zehn Interviews haben nur ein Apotheker und ein Assistenzarzt konkret angegeben, dass die Zugehörigkeit des Patienten zur Kontroll- oder Interventionsgruppe erkennbar gewesen sei. Das Rezept als Kommunikationsmittel wurde von beiden Berufsgruppen als geeignet beurteilt. Die gemeinsame Präsentation von zusammengehörenden Informationen auf einem Blatt wurde besonders begrüsst. Ein Arzt und ein Apotheker betonten, dass bisher noch gute Alternativen fehlten. Aus Apothekersicht wurde betont, dass jede Art von Kommunikation willkommen sei. Insbesondere bei Patienten, welche die Medikamente nicht selber in der Apotheke beziehen, sei die Kommunikation zwischen den Fachpersonen wichtig. Das Rezept als alleiniges Kommunikationsmittel wurde von zwei Apothekern als ungenügend befunden, der Medikationsplan sei als Ergänzung ebenfalls wichtig. Auch nützlich wären für einen Apotheker die Ergänzung einer Indikation, für einen die Ergänzung der Interaktionen und für einen Apotheker ein Auftrag zur Patienteninstruktion.

*„Ich hätte mir aber gewünscht, dass wir immer auch die Medikationsliste dazu haben. Weil wir doch oft merken, dass unsere Kunden vom Arzt, der sie entlassen hat, doch noch hier und da Instruktionen erhalten haben, die uns gefehlt haben. Das habe ich mir wirklich gewünscht, dass man auch den Medikationsplan hätte. Wir müssen uns voll auf den Kunden verlassen, wenn er sagt; Ich muss das Medikament 6 Wochen nehmen oder spritzen.“ (APO 1)*

Auf ärztlicher Seite wurde deutlich, dass die Relevanz jeglicher Kommunikation stark unterschätzt wurde. Besonders die Wichtigkeit der Therapieänderungen für die Apotheke war ihnen bisher nicht bewusst gewesen. Ein Assistenzarzt gab an, nicht gewusst zu haben, dass die Patienten eine Art Stammapotheke haben, und dass diese die Rezepte validiert:

*„Ich dachte, ich muss es einfach dem Patienten sagen, aber nicht, dass es für die Apotheke wichtig ist. Also das Verständnis für die Rolle der Apotheke, dass man dort auch mal nachfragen kann, das wusste ich vorher nicht, das mit der Stammapotheke.“ (AA 4)*

Die frühzeitige Übermittlung des pCRF an die Apotheken wurde geschätzt. In vier Apotheken hat das Ausfüllen des pCRFs Schwierigkeiten bereitet, wobei Pharmaassistentinnen mehr Schwierigkeiten hatten als Apotheker. Die telefonischen Nachfragen des Studienteams wurden als konzis (1 Aussage) und zeitnah (1 Aussage) beurteilt. Die Kompetenz des anrufenden Studienteammitglieds (Pharmaziestudentin) wurde jedoch von einem Apotheker in Frage gestellt, und für zwei Apotheker führten Telefonate in Randstunden zu Stresssituationen.

### **Sensibilisierung durch die Studie**

Bei der ersten, offenen Frage (ohne Angabe der durch die Dienstleistung behandelten Inhalte) wurde von einem Teil der Befragten eine Sensibilisierung angegeben (Table 32, „spontan“). Nachdem die behandelten Inhalte offengelegt wurden, wurden eine grössere Sensibilisierung angegeben („auf Nachfrage“). Dies war bei beiden Berufsgruppen der Fall. Insbesondere fand bei den Assistenzärzten eine Sensibilisierung für die Kommunikation generell, und für Therapieänderungen im Speziellen statt.

Die Apotheker wurden weniger stark sensibilisiert, da bereits vor der Studie ein grosser Fokus auf die Spitalaustrittsrezepte gelegt wurde. Die meisten Apotheker gaben an, bereits gute Arbeitsmethoden anzuwenden und sich der problembehafteten Schnittstelle des Spitalaustritts bewusst zu sein. In Einzelfällen wurde im Team aber vermehrt über das Thema gesprochen (1 Aussage), und die Datenerhebung hatte dazu geführt, dass die Rezeptvalidierung etwas genauer durchgeführt wurde (2 Aussagen).

*„Ich würde behaupten, wir sind schon relativ gut. Aber es ist sicher eine Sensibilisierung da gewesen, dass man wirklich schaut, welche Medikamente waren schon vorher in der Therapie, was sind neue, dann auch nicht immer nur die kleinste Originalpackung mitgeben.“ (APO 1)*

*Table 32: Sensibilisierung durch die Studie. Angegebene Sensibilisierungen bei der allgemeinen Frage („spontan“) und nach Vorlage der in der POMMES Studie behandelten Themen („auf Nachfrage“). n=5 Ärzte und 5 Apotheker, AA = Assistenzarzt, APO = Apotheker, na = nicht anwendbar,*

| Sensibilisierung (n, spontan/auf Nachfrage)   | AA   | APO  |
|---|------|------|
| Generelle Sensibilisierung  | 5/na | 3/na |
| <b>Sensibilisierung für Studieninhalte</b>  |      |      |
| Therapieänderungen  | 3/4  | 0/0  |
| Interaktionen   | 0/0  | 0/1  |
| Vorhandensein von Betäubungsmittelrezepten  | 0/0  | 0/0  |
| Formale Fehler wie falsche Einheiten, die Verordnung ausländischer oder herzustellender Medikamente, ungenaue Bezeichnung der Medikamente, unverständliche Bemerkungen oder Dosierung | 1/1  | 0/1  |
| Vorhandensein der Therapiedauer   | 0/0  | 1/0  |
| <b>Sensibilisierung für andere Themen</b>   |      |      |
| Wichtigkeit Abgleich Ein- und Austrittsmedikation   | 3/na |      |
| Wichtigkeit der schriftlichen Dokumentation   | 1/na |      |
| Wichtigkeit der Informationen für den Hausarzt  | 1/na |      |
| Kontrolle und Verordnung der richtigen Dosis/Einheit  | 1/na | 2/na |
| Allgemeine bewusstere Rezeptkontrolle   |      | 2/na |
| Kontrolle der Handhabbarkeit für den Patienten  |      | 1/na |
| Bewusstsein für pharmazeutische Interventionen  |      | 1/na |

## **Effekt der Studie**

Nach den subjektiven Effekten der Studie gefragt, äusserten alle fünf Assistenzärzte, dass ein Lerneffekt stattgefunden habe. Erneut wurde das Bewusstsein für die Rolle der Apotheke angesprochen. Die Wichtigkeit des Informationsflusses an die Apotheke ist zwei Assistenzärzten bewusst geworden. Der systematische Abgleich zwischen Ein- und Austrittsmedikation, die Rücksubstitution auf die Medikation vor Spitäleintritt und die Dokumentation aller Änderungen hat gemäss den befragten Ärzten während und nach der Studie zugenommen. Ebenfalls wurde ein Einfluss auf die Rezeptqualität und die Patientensicherheit angegeben:

*„Vor allem im Verlauf der Studie habe ich mehr darauf geachtet, dass ich wieder die Eintrittsmedikamente verordne, und schon selber draufschreibe, was neu ist. Da hat es sicher etwas sensibilisiert. Und wenn die Studie noch länger gelaufen wäre, dann umso mehr.“ (AA 2)*

*„Etwas was ich früher nicht gemacht habe, was ich jetzt doch noch denke, dass es wichtig ist: Dass der Patient dies merkt, und dass man schriftlich festhält, welche Änderungen gemacht worden sind. Das ist sicher auch hilfreich für den Hausarzt, wenn er es sieht.“ (AA 1)*

*„Dass man bessere und für Patienten klarere Rezepte abgibt, kann ich mir schon vorstellen.“ (AA 3)*

*„Ich mache es jetzt wirklich konsequent so. Weil es ja eigentlich das Wichtigste ist, dass es nicht nur während der Hospitalisation klappt, sondern dass es auch nachher klappt. Sonst ist die Rehospitalisation ja vorprogrammiert, wenn sie die Änderungen gar nicht wahrnehmen.“ (AA 4)*

Nach einem subjektiven Effekt gefragt, waren die Apotheker eher zurückhaltend, gaben aber Therapieänderungen (2 Aussagen), Interaktionen (1 Aussage) und Therapiedauer (2 Aussagen) als möglicherweise verbessert an.

## Zukunftswünsche

*„Für mich wäre von grossem Vorteil, wenn die Kommunikation, die stattgefunden hat via Rezeptformular, wenn [diese] fortgesetzt werden würde.“ (APO 5)*

Sowohl drei der Apotheker als auch alle fünf Assistenzärzte wünschten sich, dass diese Dienstleistung wie in der Studie weitergeführt wird. Die Weiterführung der Dienstleistung würde gemäss vier Ärzten eine Vieraugenkontrolle der Rezepte garantieren und die Patientensicherheit erhöhen. Zwei Assistenzärzte betonten, dass bei Weiterführung eine Priorisierung der Patienten gemäss Risiko (1x anhand Risikomedikamenten, 1x anhand relevanten PIs) zur Anwendung kommen sollte. Es wäre gemäss einem Assistenzarzt nötig, für kurzfristige Entlassungen einen besseren Prozess zu verwenden, da der verwendete Prozess zu Hektik führen kann. Ebenfalls wurde vorgeschlagen, dass der Assistenzarzt mittels Klinikinformationssystem mit der Spitalapotheke kommunizieren könnte und ein Auftrag zur Rezeptüberprüfung direkt dort erfasst werden könnte. Dies würde gemäss einem Assistenzarzt die Dienstleistung verbessern.

Des Weiteren wurde gewünscht, dass die Spitalapotheke im Haus präsenter sei (1 Aussage), dass bereits vor Entlassung eine klinisch-pharmazeutische Kardexvisite stattfinde (1 Aussage), und dass zeitnah ein gemeinsames elektronisches Patientendossier für den stationären und ambulanten Bereich nötig sei (1 Aussage). Besonders begrüßt wurde, dass die öffentlichen Apotheken bei Fragen oder Problemen aktiv beim verschreibenden Arzt nachfrage. Dies sei im Interesse der Patienten, gaben zwei Assistenzärzte an.

*„Von mir aus dürfte die Apotheke auf jeden Fall anrufen, wenn sie eine Frage hat. Weisst du, ich bin froh, wenn sie anruft, wenn etwas komisch vorkommt, [...] das dürfen sie unbedingt machen.“ (AA 4)*

Auf Seiten der Apotheker war auffällig, dass nicht diese spezielle Dienstleistung, sondern jegliche Art der Zusammenarbeit in Zukunft gewünscht wurde. Da den Apothekern die Effekte der behandelten Studieninhalte subjektiv eher gering erschienen, hatten sie auch andere Wünsche (Table 33). Die Apotheker begrüssten die übersichtliche Darstellung der Rezepte. Von einem Apotheker wurde angemerkt, dass die Delegation des Interaktionschecks von der Offizin an das Spital eine Neuerung wäre und zuerst etabliert werden müsste:

*„[...] da stand unten ein Kommentar „Interaktionscheck wurde von uns durchgeführt.“ Also nicht einfach alles annehmen, auch wenn man selber noch etwas fände. Das hat mich speziell gedünkt, aber korrekt. Ich musste mir dann sagen, das sind ja auch Pharmazeuten, die haben das für korrekt befunden. Jetzt braucht es mich nicht auch noch einmal. Ich musste mich wirklich bewusst zurücknehmen.“ (APO 5)*

Erneut wurde die Wichtigkeit des Medikationsplanes betont. Die Zusammenarbeit mit der Spitalapotheke wurde von den befragten Apothekern gelobt. Weiter erwünscht waren der persönliche Kontakt und ein spitalpharmazeutischer Ansprechpartner für Rezepte.

*Table 33: Zukunftswünsche der Apotheker. Wünsche der Apotheker bei Weiterführung der Studie, respektive generelle Wünsche, mit Anzahl Nennungen, n=5*

| <b>Wünsche der Apotheker bei Weiterführung der Studie</b>                           | <b>Anzahl Nennungen</b> |
|---|-------------------------|
| Kommunikation Interaktionen   | 3                       |
| Kommunikation Therapiedauer   | 2                       |
| Besseres Vorhandensein Betäubungsmittelrezepte                                      | 2                       |
| Kommunikation Therapieänderungen  | 1                       |
| Kommunikation Wundversorgung  | 1                       |
| Kommunikation Laborwerte  | 1                       |
| Kommunikation erfolgter Kostengutsprachen   | 1                       |
| Kommunikation verordneter Hausspezialitäten   | 1                       |
| Kommunikation nächster Patiententermine   | 1                       |
| Digitalisierung der Kommunikation   | 1                       |
| Beachtung der galenischen Formen bei der Verordnung                                 | 1                       |
| Dokumentation off-label use mit „sic“   | 1                       |
| Visum des Spitalapothekers auf dem Rezept   | 1                       |
| <b>Wünsche der Apotheker generell</b>   |                         |
| Gemeinsame Events oder Schulungen   | 3                       |
| Kommunikation des Sortiments (insbes. Wundmaterial)                                 | 3                       |
| Unterstützung bei Hausspezialitäten (Abgabe oder Information)                       | 3                       |
| Schulung der Ärzte bezüglich ausländischer Medikamente                              | 1                       |
| Kommunikation Off-label Use   | 1                       |
| Spitalapothekengeflüster (bestehender Newsletter der Spitalapotheke an die Offizin) | 1                       |
| Elektronisches Patientendossier   | 1                       |
| Austausch im Fachverband  | 1                       |
| Apotheke im Spital in Zusammenarbeit mit öffentlichen Apotheken                     | 1                       |

## **Diskussion**

Durch Interviews mit Assistenzärzten und Apothekern konnten qualitative Daten zu den Erfahrungen mit der POMMES Studie erhoben werden. Die befragten Personen beurteilten die Studienmethodik als grundsätzlich geeignet. Bei den Assistenzärzten war eine starke Sensibilisierung für Therapieänderungen zu bemerken. Gemäss deren Aussagen trug die Studie dazu bei, die Rolle der Stammapotheke und die Wichtigkeit der Kommunikation bei Spitalaustritt zu erkennen. Aus Ärztesicht wurde die Rezeptqualität verbessert. Eine Weiterführung dieser Dienstleistung wurde grundsätzlich von allen Befragten begrüßt. Die Apotheker schätzten vor allem die Initiative zur Zusammenarbeit und sehen neben der getesteten Dienstleistung weitere wichtige Handlungsfelder.

Die Rekrutierung der Apotheken wurde als positiv beurteilt, besonders die persönliche Rekrutierung am Fachanlass. Die Aussagen waren abhängig davon, wie der betreffende Apotheker von der Studie erfahren hat. Die Mehrheit der Apotheker sagte aus, dass der eine oder andere Kommunikationsweg sie nicht erreicht hat. Die Nutzung verschiedener Kanäle hat deshalb ermöglicht, dass viele Apotheker informiert wurden. Im Vergleich mit den Pilotstudien war in der POMMES Studie der Zeitaufwand zum Ausfüllen des pCRF und die Verständlichkeit kein grösseres Thema mehr. Auf ärztlicher Seite war das Zeitmanagement ein Kritikpunkt. Kurzfristige Spitalentlassungen lösten Stress aus. Deshalb müsste die Dienstleistung bei einer Implementierung an diese Situation angepasst werden. Nach den Pilotstudien, bei denen ebenfalls Assistenzärzte befragt wurden, wurde eine Dokumentation des Studieneinschlusses im Klinikinformationssystem eingeführt. Diese wurde nach der Studie ausdrücklich gelobt.

Bei den Assistenzärzten hat eine stärkere Sensibilisierung stattgefunden als bei den Apothekern. Es wurde eine grössere Sensibilisierung angegeben, nachdem die Themen offengelegt wurden. Die ersten spontanen Angaben sind deshalb aussagekräftiger. Im Apothekerinterview war die Frage nach der Sensibilisierung schwierig verstanden worden, und Hinweise auf Sensibilisierungen wurden teilweise zu einem anderen Zeitpunkt während des Interviews angegeben. Ebenfalls wurde die Sensibilisierung und ein bemerkter Effekt bei den Apothekern nicht immer klar unterschieden. Die grösste Sensibilisierung hat bezüglich der Therapieänderungen (Assistenzärzte) und bezüglich der generellen oder speziellen Rezeptkontrolle (Apotheker) stattgefunden. Einige Assistenzärzte gaben von sich aus an, die Arbeitsweise der Dienstleistung übernommen zu haben und auch nach der Studie selbständig weiterzuführen. Ebenfalls fand bei den Assistenzärzten eine starke Sensibilisierung für die Rolle und Dienstleistungen der Offizinapotheker statt. Dies deutet darauf hin, dass die bisherigen Kenntnisse über die Betreuung und das Gesundheitssystem bei den Ärzten nicht vollständig sind und geschult werden müssen. Bei den Apothekern war die Sensibilisierung für die Studieninhalte klein, was auch auf die geringen berichteten Effekte zurückzuführen ist.

Die Weiterführung der Dienstleistung wurde von beiden Berufsgruppen begrüßt. Die Priorisierung der Patienten nach Risiko, und die Integration der Dienstleistung in das Klinikinformationssystem müssten bei einer Implementierung geprüft werden. Grundsätzlich wird aber jegliche Art von Zusammenarbeit mit der Spitalapotheke begrüßt.

Als Limitation muss die kleine Anzahl befragter Personen berücksichtigt werden. Andere in Offizinapotheken beschäftigte Fachpersonen wie Pharmaassistenten wurden nicht befragt. Die Antworten können also nicht auf andere Berufsgruppen übertragen werden. Die angefragten Assistenzärzte hatten jeweils viele POMMES Rezepte bearbeitet, bei den Apothekern verteilten sich die Rezepte auf die verschiedenen Mitarbeiter. Der Eindruck der Assistenzärzte ist somit möglicherweise verlässlicher. Des Weiteren bestanden zwischen dem Interviewer und den befragten Personen berufliche Kontakte, welche die Antworten beeinflusst haben können. Die Antworten waren möglicherweise stark von den eigenen Erfahrungen mit einzelnen Studienpatienten abhängig.

Abschliessend kann gemäss den befragten Personen eine positive Bilanz aus der POMMES Studie gezogen werden. Obwohl methodische und inhaltliche Änderungen geprüft werden müssten, würde eine Implementierung der Dienstleistung begrüßt.

## 6 General discussion

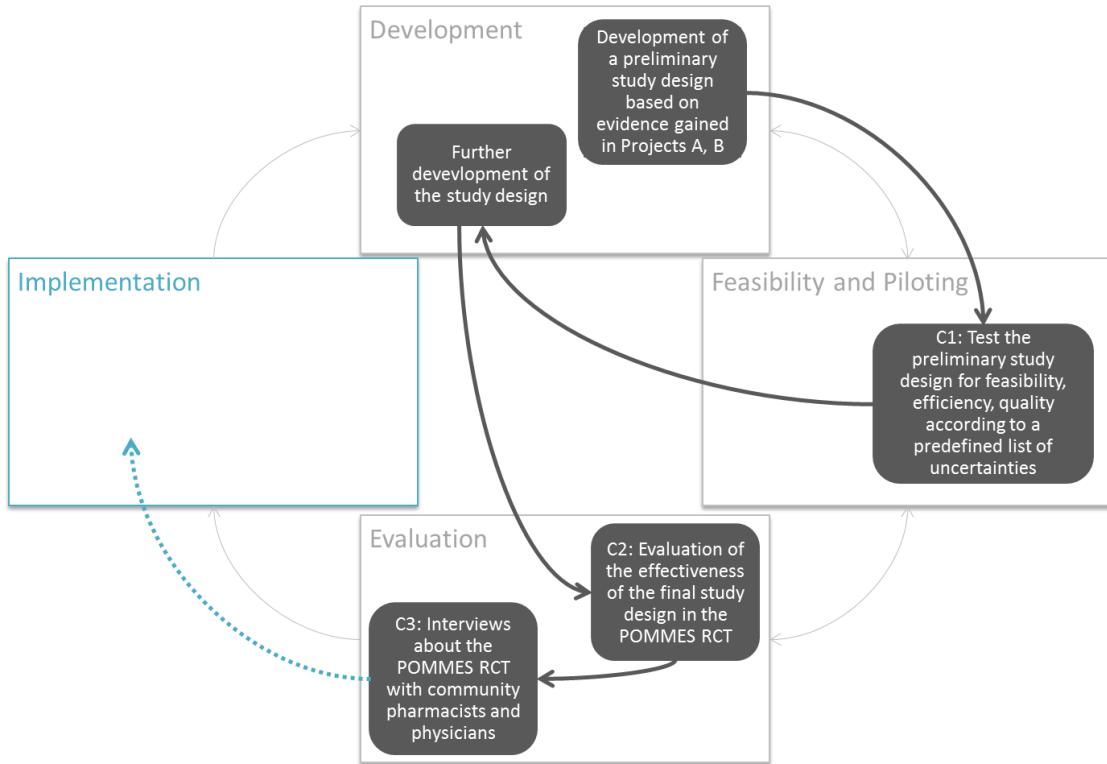


Figure 18: Overview of the used approach, adapted for later implementation

In this thesis, we identified challenges at hospital discharge that require optimisation. In the following, we will discuss the patients' and the community pharmacists' views that were gained as evidence to develop the preliminary POMMES study design. Within the feasibility testing, we developed the final POMMES RCT design, which led to the results also highlighted here.

There are some methodical considerations to take into account, some identified thematical hotspots and implications from our results, that will be discussed here.

## **6.1 Patients' views of hospital discharge**

### **Comprehensibility**

In interviews with 45 hospitalised patients we found that comprehensibility of MCs was insufficient. Abbreviations like "Mo" for "morning" in the headings of the columns of the charts were especially confusing. The danger of abbreviations has also been demonstrated by other scientists and practitioners [115]. The column contents are often shortened due to space limitations. This was also remarked by interviewed patients; in order to prevent abbreviations, they preferred the combination of several items of information in one column over the presentation of every item in its own separate column. In our study, desires regarding the design and content of MCs were very diverse. In a recent work, it was seen that patients preferred the dosing instruction in sentences over a tabular "1-1-1" form [176]. We did not have a sentence example in our interview to compare opinions. Our interviewed patients were influenced by showing them of possible charts, e.g. with pictograms. Especially for patients with low health literacy, pictograms could be favourable for comprehensibility [42]. In our population, health literacy correlated only to limited extent with comprehension, which may be due to methodical reasons. Other studies, using for example the REALM-tool, showed higher correlation of health literacy and understanding [177, 178].

Swiss patients thought that MCs were very useful after discharge and thought that every discharged patient should receive one [179]. To our knowledge, it is not known how many patients in Switzerland receive a MC upon discharge. In Germany, 20% of ambulatory care patients didn't possess one [180]. It is crucial that one health care professional feels responsible to fill in a MC and keep it current, as charts contained 50-75% more discrepancies if they were over three months old, compared to current ones [12]. The facts, that there are many studies about MCs [179, 181], and that charts have been defined for the use in shared electronic health records [182], show what implications this document has for current and future health care.

### **Instruction, supply and discharge optimisation**

Medication knowledge was reported to be very high in Project A2.1. But the patients' self-reported knowledge should be interpreted with caution, as other studies showed significantly lower knowledge [110], and this would lead to nonadherence [52, 120]. As there was a major discrepancy between interviewed physicians and patients concerning the perceived rate of actually performed instructions, it seemed that patients did judge "instruction" differently to physicians. Handing over the prescription with some comments may suffice for physicians, while patients do not classify that as counselling. Instructions to patients might have been ineffective, even though they did take place [55].

A significant portion of our patients did not wish for further information to be given by the community pharmacist. Counselling would be needed when a new medication is prescribed. In a study performed at the same hospital in 2004, patients from the internal medicine wards (in comparison, we analysed internal medicine and surgical wards) had a median of 4 medicines on admission and 6 at discharge. [134]. Therefore, the majority of patients receive new medicines, and should therefore be counselled according to their own opinions. It is an advantage that patients seem to know who to ask, as the counselling could therefore be done on demand. This differed from findings in an American study, where, after calling the GP, many patients did not know who to call for further information [110].

Our findings from Project A2.2 suggest that patients fill their prescriptions quite late and that physicians were alarmed about it. However, the late prescription fillings were comparable to findings in three other studies; a study of discharged Australian veterans [133], a study of discharged patients conducted in the same Swiss region [183], and an American study evaluating filling rates of opioid prescriptions after emergency department visits [184]. In contrast, Project C2 showed that the filling was done on the day of discharge (median), that is to say, earlier than in Project A2.2, which is what physicians would expect. Their concerns are legitimate. Patients who underwent coronary stenting had a higher mortality rate if they filled their prescription later than the third day after discharge [70]. In the case of newly stented patients, cardiovascular drugs are newly established. But chronic patients may still have their long-term medication at home to ensure continuity. Therefore, time to prescription filling is a less valid indicator for patient harm than actually experienced therapy gaps are. Gaps are very unfavourable, but were seldom observed in our sample in Project A2.2, when compared to paediatric patients in Switzerland [126]. Nevertheless, community pharmacists reported to be forced to invest a lot for preventing those gaps until the next GP visit, as reported in Project B. This is especially so, as in a Swiss study, around 30% of all patients did not visit their GP within the first 30 days after discharge [18]. However, we did not ask for therapy gaps in patients who did not fill their prescription. There might be some patients that did not fill their prescription and have experienced gaps. This may lead to an underestimation of this problem.

Interestingly, neither the interviewed patients, nor the physicians, saw the importance of enhanced information transfer to the pharmacy. When patients would ask the pharmacist (as a second source) when questions arose, patients risk getting non-useful or even incorrect information if their pharmacies were not previously supplied with current information. It may be that interviewed patients did not see this correlation. Interestingly, patients with supply gaps were significantly more open to information transfer. A small number of Swiss hospitals communicate medication changes to community pharmacies [127]. However, this still happens mostly in the context of research projects like this one [18, 185]. But improving communication between health care providers now became a current political topic as part of the Swiss strategy “Gesundheit 2020” [137].

The more convenient solution to optimise discharge for both patients and physicians would be to provide some bridging supply. A recent survey in Swiss hospital pharmacies revealed that 12 of 37 hospitals already provide supply [127]. But as only 5% of our patients had therapy gaps, it is inefficient to supply all discharged patients with the aim of preventing those few gaps. However, as an underestimation of gaps have to be kept in mind, there could be a benefit. The large support for bridging supply could confirm an underestimation.

## 6.2 Community pharmacists' views of hospital discharge

Swiss community pharmacists see hospital discharge as an important step during transitions of care. Hospitals are perceived as "black boxes", pharmacists not knowing what happens inside, and having to be alert for what comes out. The GPs' impression was very similar [40]. Existing professional relationships with the treating hospital personnel may already enhance collaboration and light some aspects of these black boxes [91, 129]. Participants in the focus group and respondents to the questionnaire (Project B) complained that missing information impairs patient care in daily practice. Community pharmacists called for further essential therapy-related, health-related, care-related, and organisation-related information. These challenges are also described in the literature [76, 159]. The interviewed pharmacists reported treatment gaps to be a frequent consequence of low availability of information in the community pharmacy. They invest a lot of time and effort to protect their patients from gaps and associated harms. They seemed to be highly motivated, as there might be a good relationship between pharmacists and their patients.

Pharmacists in both settings insisted on an early transfer of information. They preferred concise and clearly structured information. A well-designed form would help hospitals to implement such transfer documentation, and help pharmacists to read it efficiently. While questionnaire respondents prioritised electronic tools, focus group participants preferred paper-based solutions like handovers, because they were afraid of any implementation delay when an electronic tool is introduced. In Switzerland, this implementation of the shared electronic health record is now being brought forward by law [137].

## 6.3 Optimising hospital discharge by the POMMES strategy

In Project C2, we succeeded to reduce the number of PIs in the intervention group with a pragmatic in-hospital service. There was an odds ratio of 0.33 (0.13-0.78) to have at least one PI in the intervention group, and a relative risk of 0.78 (CI 0.62-0.99) for an additional PI if a patient was in the intervention group. This was as we hypothesised, based on a similar study [18].

According to the regression analyses, the profession of the person filling the prescription had an influence on the number of PIs. The job role was not important concerning if there was a PI performed or not. But the overall number of PIs increased when a more highly educated person filled the prescription. This result highlights that clinical skills are important, as more DRPs could be detected. It is also possible that pharmacists who filled in the pCRF simply documented more PIs than pharmacy technicians, as pharmacists were more sensitised to, or understood better, what

DRPs and PIs were. But not only pharmacists, also pharmacy technicians could take an important role in the transition of care, if they are educated in the required clinical topics [141].

It was concerning to see that a shorter hospital stay was associated with higher PI rates. If patients are rapidly discharged, there is no time for in-depth evaluation of their treatment, screening for DRPs and precise MedRec at discharge. The length of stay in Swiss acute care settings decreased over the recent years [35]. This may be due to new remuneration systems which make early discharges economically more attractive. Our results show that this development may not be advantageous for patients. Patients should only be discharged, if the medical team evaluated all DRPs.

In particular, the clinically significant PIs were reduced through our service. Therefore, it can be suggested that the quality of the discharge prescriptions increased. There were some details seen in the PI pattern that could be directly influenced by the service, e.g. reduced PIs due to interactions, less clarifications, but more PIs due to therapy duration. Clarifications were stated by community pharmacists (Project B) to be very time consuming, and this was also confirmed by literature [166]. The reduction of clarifications is congruent with the increased satisfaction level, but the assumed time-saving was not seen in the measured time for filling the prescription.

However, contacts to the hospital physicians were reduced. Therefore we can estimate that the service targeted problems, that are usually discussed with the physicians. Even if physicians stated in Project A2 that calls from the pharmacies are justified, this unburdens the physicians in their daily practice.

## 6.4 Considerations

In this thesis, qualitative and quantitative methods were used. We applied the MRC framework for the development of the POMMES study design [100]. It was very useful that we early defined a list of uncertainties that could be encountered during the study and criteria that had to be clarified. In the feasibility testing phase, it enabled a structured approach. The different phases of the circular framework do not strictly have to follow each other, as illustrated in the graphical approach presented throughout the thesis. It may be appropriate to go back one step to revise preliminary ideas. The pragmatic in-hospital service is now ready for implementation.

Recommendations can be drawn from the POMMES study: It was seen that the personal and multi-channel recruitment of community pharmacies helped to achieve a high participation rate. It is very important that procedures that affect physicians are well agreed upon, and that they are asked for their opinion. In the case of the POMMES study, patient inclusion had to be more prominently documented for the physicians to be aware. Any CRFs that have to be filled out should be easy to handle. They should be tested for many cases, which also include some exceptional cases to make adaptations in advance. The people filling out the CRFs have to have support, in case they do not know how to fill out the CRFs.

When the POMMES service will be implemented in daily practice, the MRC approach can continue to be used. After implementation, an evaluation should follow after some time. It can assess different uncertainties that are similar to the ones assessed in this thesis, or others. This could be, as physicians stated in Project C3, that it should be evaluated whether patients with higher risks or more complicated medication regimens can be handled as a priority. Furthermore, it could be evaluated if the enhanced information transfer service can be opened for discharge summaries and what effect this would have on the GPs' satisfaction. However, firstly, evidence has to be gained on these topics.

## **Limitations**

The projects within this thesis have strengths and limitations. A major limitation is that the study was conducted in one country. Project B has been performed country-wide, but all the others were conducted at one study site. It seems that our results are very comparable to other findings from projects in the same region [183, 186]. But there may be differences when compared to other regions, like the French speaking part of Switzerland, that have a higher baseline PI rate [18]. Switzerland has a very distinct and decentralised health care system. Accessible shared electronic health records, as in the UK, are not yet available, and self-dispensing is not practiced in other countries. If shared electronic health records are implemented (as planned by politics and defined by law [137]), the applicability of our findings has to be evaluated.

In Project A1, we found a limited correlation between the comprehensibility of MCs and health literacy. It has to be taken into account that the understanding of MCs does not guarantee the correct intake of medication. Therefore, the application, also a main component of health literacy, should also be tested to give a valid insight into the topic. Botermann et al. developed a new method to evaluate the use of charts with pill boxes, the "Evaluation Tool to test the handling of the Medication plan" [11]. We did not test the other components of health literacy, as our focus laid more on the design and content of the MCs.

Within Project B, we conducted one focus group and developed a questionnaire from the findings. Further focus groups could have been conducted until data saturation was reached. It is possible that one focus group was not enough to get a deep insight in the pharmacists' views. The online questionnaire was filled by 22 pharmacists from the canton AG, which is an above-average response rate compared to other cantons. In the study site's region, we benefitted from highly motivated pharmacists. Of 121 pharmacies, 70 participated in the RCT, and there were only 20 of 172 patients lost due to no-shows of patients or no data transmission by the pharmacy. We expected a much higher drop-out rate, and we interpret this success as being partly caused by this high pharmacists' motivation. However, the observation and intrinsic motivation of community pharmacists to show their extensive efforts, led to a Hawthorne effect. This may have caused a higher number of PIs than in daily practice. However, DRPs that would have needed an action but for some reason (time constraints, lack of knowledge) were not followed by a PI, were not assessed. These two facts may equalise each other.

The conduction of the RCT also needed some motivation from the physicians in charge. It was crucial that the head of the internal medicine department enabled the study presentation at a morning meeting and designated a senior physician to support the POMMES study. Furthermore, the hospital pharmacy regularly participated in ward rounds. This possibly increased the willingness of resident physicians to collaborate and accept the clinical pharmacist's suggestions. Irrespective of that, a Hawthorne effect in physicians has to be taken into account, which may have caused physicians to prescribe in higher quality. To conclude, conditions limit the reproducibility of our results. Overall, we used a very pragmatic approach for the POMMES RCT, not targeting all DRPs. We could have followed a more explanatory approach to better evaluate the efficacy of our service. This would have better limited some influencing factors.

As a last limitation, it was convenient to exclude high-risk patients in our projects, such as those with cognitive impairment, or those living in a long-term facility. Our findings therefore may overestimate comprehensibility of medication charts, or may under- or overestimate supply problems. In the POMMES RCT, age may have been lower than in other studies, and PIs may have been underestimated. The comparison of findings from the French speaking part of Switzerland, with a higher number of PIs would support that conclusion [18]. However, they included patients with at least four medications, possibly leading to a higher baseline rate of PIs than in our patients with at least one medication.

## **Strengths**

The most important strengths of this thesis are the consideration of different methods, the bottom-up development of our discharge optimisation service, and the involvement of different stakeholders. The views of the patients have to be taken into account in all health service-related questions and research [187]. It is therefore a strength that we performed two projects on the patients' views. To combine these opinions with those of health care professionals gave a valuable opportunity to detect differing views (chapter 6.5). Furthermore, the mixed method approach used in Project B showed different priorities of pharmacists for optimisation objectives. This would not have been possible if only one method had been used.

Project B was the first to evaluate pharmacists' opinions about discharge and their information needs in Switzerland as a whole. Earlier studies were performed only in other parts of the country or abroad [39, 129, 188]. Therefore, this project added new knowledge, and further studies can be based on it.

Project C was a randomised controlled trial with a pragmatic approach. The RCT study design is a reliable method to gain good evidence of a studied service. It was advantageous, compared to a before-after design, as used in another Swiss study [18]. Frameworks helped to develop, pilot and evaluate the service. With the piloting, we automatically adapted ideas to daily practice, and we were therefore automatically led towards a pragmatic approach. The pragmatic approach means that the findings show the impact of the service under real-life conditions. This can be interpreted as

a weakness, as it does not mainly prove efficacy, but we interpret it as a strength. Pragmatic approaches show the effectiveness of a service, and are cheaper to conduct. They have good potential to be implemented.

A strength of the POMMES RCT was the use of already available tools. Validated tools in the fitting language are important to gain reliable results. The pharmDISC and CLEO<sub>de</sub> are tools to categorise PIs [82, 85]. It was found that pharmDISC categories A and B may be challenging for community pharmacists to use if not properly educated. In the validation of the pharmDISC tool, inter-rater reliability was higher than was expected, but category A reached lower inter-rater reliability [82]. As the focus of the participant education laid more on the study procedure and the categories C, D and E, categories A and B were omitted.

## 6.5 Identified hotspots

### Differing views

The difference between findings in different methodologies was already discussed (e.g. different goals for optimisation among pharmacists). Furthermore, we identified differing views between the stakeholders, and it can be assumed that with every additional stakeholder, new views would emerge. The first difference was shown in Projects A1 and A2. Health care professionals usually define how MCs and counselling are delivered. It is controversial as to whether the MC should also be used as an information tool for health care professionals. We were able to show that they often do not perceive what patients need, and patients are not always satisfied with the care they receive. Furthermore, the amount of counselling performed was overestimated by physicians. It should therefore be a standard procedure to ask patients what information they need and in what form they would like it presented. Standard counselling procedures should also be defined. On the other hand, care should also be delivered to balance effort and effect.

A second difference in views was found between perceived supply problems by pharmacists and actual supply problems experienced by patients. Pharmacists stated that gaps are frequent and patient care is suboptimal. In fact, supply problems were only encountered by a small proportion of patients. Even lower number of patients experienced therapy gaps which lasted up until the second day after discharge. Pharmacists seem to overestimate therapy gaps. It may be that they are not always aware that the patient still has medication packages at home. Especially when relatives fill the prescription for the patient, this knowledge may be lacking. This was supported in Project B, where information about supply was desired.

A third, differing view was observed between the statements of interviewed hospital physicians. In project A2.3, where they were asked if they would support an information transfer to the community pharmacy, they mostly disagreed. The study team had the impression that the physicians were not aware of the processes, roles and problems that occurred when their patients are discharged. But after participating in the POMMES study, they seemed to realise that communication, e.g. of therapy changes may be useful. We interpret this as a teaching effect. It would be interesting if the same

effect could be seen in patients, who were also not widely supporting of information transfer in Project A2.3. In contrast, this was the optimisation strategy that highly met the needs of community pharmacists. And also after the RCT, they welcomed further collaboration.

## **Roles of community pharmacists**

Throughout our projects, we identified aspects of the community pharmacists' roles. In Project A2, most patients reported usually visiting the same pharmacy. This gives the pharmacist an important and continuous role in the dynamic health care setting, where patients encounter changing specialists and carers. In case of uncertainties, patients would rather ask the GP than the pharmacist for advice. This could mean that the GP is seen as the responsible person to define all prescription medicines. But pharmacists were in second place, giving them the position of a second opinion, or to re-evaluate previously given advice.

Pharmacists participating in the focus group of Project B reported that they feel that they are seen more as retailers than health care professionals. This brought up the idea of asking the pharmacists in the questionnaire if they fulfil their role as defined by the Joint-FIP/WHO Guideline. In fact, they fulfil it rather badly. In Project C, a more in-depth look into the work of community pharmacists was gained. It was astonishing that a very limited number of clinically significant PIs were performed (categories C1-5 compared to the technically caused PIs C6-7). There were almost no inappropriate medicines detected. One might say that this is not possible without clinical information. We found that pharmacists are not very much interested in receiving clinical information, but that could be caused by a lack of education in this field. Other studies also found that community pharmacies lack confidence to perform clinical activities [79]. In the latest revision of the law on medical health professions (Medizinalberufegesetz), more clinical responsibilities are given to the pharmacists, therefore education has to be adapted to these future needs. With that educational background, more clinical activities such as medication reviews may be performed, and young pharmacists are better prepared to receive and use clinical information after discharge. Therefore in future, they may better fulfil their role as therapy managers as suggested by the Joint-FIP/WHO Guideline.

## **6.6 Implications**

Three implications of our findings on future daily practice can be suggested: on e-health, on discharge optimisation, and specifically on a public pharmacy within a hospital.

### **E-health**

With the implementation of e-health solutions, new processes are needed. The role of each health care professional has to be defined, with access regulations and responsibilities. This implementation will change the health care system. In Germany, for example, the GP is responsible for the creation of the initial electronic MC [189]. The community pharmacist is allowed and should continuously make changes. In Switzerland, an inter-professional work group has recently finished its work to define documents and exchange formats in the shared electronic health records relating to medication use [182]. They defined a dynamic document, “eCurrentMedication”, which will be filled with information from the electronic MC or the prescription.

Interviewed pharmacists in Project B made clear that the electronic transfer of information would be welcome. However, they equally preferred a paper-based method of transfer. This highlights the importance of any information transfer, irrespective of its transfer method. It has to be ensured that the information is available right at discharge or within a short amount of time. GPs in Switzerland are already usually provided with discharge summaries, but the summaries are often provided too late [40]. This implicates that existing practice cannot simply be overtaken by electronic systems, and that the availability of an e-health system will not automatically make information accessible. The content of the system has to be defined, and finally provided by a health care professional. The quality and accuracy of this information is of utmost importance. If, for example, stop orders for anticoagulants are not correctly documented, patients may be put at risk. Our results show what information items would be important.

### **A discharge optimisation service**

In Project C3, interviewed health care professionals were positive about a continuation of the POMMES service. Both the physicians and the community pharmacists appreciated the enhanced collaboration. It seemed that the community pharmacists would prefer any collaboration instead of that specific one. Patients were not interviewed about their satisfaction with the POMMES service study. Only one fifth of patients had stated that information transfer could be beneficial for them. But it has to be kept in mind that a teaching effect would be achievable, as was observed in physicians.

We think that the POMMES service is ready for implementation. Several considerations are important. The MRC framework on the implementation of complex interventions could be helpful for implementation [190]. Implementation science could support and evaluate this process. However, if needed, the POMMES service could be adapted to future needs. Irrespective of the pragmatic approach, which needed six minutes per patient, it may seem too much effort. With more careful selection of the patients, the service would be more effective. The service could concentrate on patients with a defined number of medicines, such as polypharmacy patients with four or more

medicines [18]. Also patients with specific drugs like antibiotics could be selected, as antibiotics showed to cause many ADEs after hospitalisation [121]. If the service is to reduce preventable readmissions, patient selection should be based on risk factors for readmission. A case-control study in Switzerland identified a risk for readmission in patients with a long hospital stay, heart failure or hyperkalaemia [191]. Such retrospective case-control studies can deliver evidence for more targeted services. Patients could also be selected according to their length of stay. In our study, a longer length of stay correlated with lower PI rate. It can be hypothesised that with longer hospital stays, discharge therapies and prescriptions were more carefully prepared. Our results show that fast hospital discharges should be reviewed. One could analyse if patients with a below-average length of stay show a very distinct pattern of PI causes compared to “long-stayers”. This could give an indication whether a certain type of DRP is solved if the patient stays longer and therefore does not cause a PI in the community pharmacy. Then, these DRPs could be targeted in patients where a rapid discharge is planned.

At the study hospital, no standardised MedRec is performed at admission, and therefore no best possible medication history is available. In a recent study from the second cantonal hospital in AG, researchers showed that the medication history improved with the use of an electronic checklist [192]. If no good data basis is available at admission, this impedes MedRec at discharge, to identify, for example, medication changes made during the hospital stay. Full MedRec is time consuming and costly [193], but the time effort made at admission may be an investment for discharge. This finding is supported by a study from the UK, where MedRec on admission had a benefit on discharge medication discrepancies [27]. To combine these critical transitions of care can therefore be promising. There are several studies combining a service on admission and discharge, but they need more extensive resources [60].

Hospital physicians in Switzerland said that a pharmacist's involvement in discharge, especially in MedRec, would be helpful, since there are many medication changes which can lead to medication errors [194]. However, physicians reported that they want to keep the responsibility for the treatment. A study in pharmacy and medicine students showed that their respective roles are not clear, and students showed incomplete knowledge about each other's competencies [195]. The pharmacist should not take the physicians' seat, but support them with complementary activities and be present to counsel physicians [194]. Educational activities of pharmacists may be helpful to improve physicians' awareness for DRPs. However, the perceptions of possible educational content and formats differ highly between physicians and hospital pharmacists [196]. This is important to consider when establishing educational services that replace or complete a discharge service.

Another possibility is to educate community pharmacists how to perform good MedRec and medication review, as there have been some barriers [79]. Our results show that the more educated the staff were, the more PIs were performed. This could mean that education would enable pharmacy technicians, as well as pharmacists, to identify more DRPs. Studies investigating an advanced role for pharmacy technicians show that there are opportunities to involve them in novel tasks [197, 198], especially in transition of care [141].

## A public pharmacy in a hospital

Public pharmacies in hospitals are a hot topic in Swiss health care, and are controversially discussed. This thesis provides several findings that have implications for a possible public pharmacy in the KSB or other hospitals. Firstly, the baseline findings of the health care system: Most of the interviewed patients in Project A2 regularly visit the same pharmacy. This was also confirmed by national data [8]. Therefore, they profit from continuous care. For example, continuous GP care showed to prevent hospital admissions caused by ambulatory care-sensitive conditions [9]. This finding is possibly true for pharmacies as well, but this has to be further studied. Secondly, in the control group of the POMMES study, around 17.5% of all performed PIs were caused by an error in the medication process. If this is calculated per patient, every second patient is affected by a DRP caused by an error in the medication process. This proportion was barely reduced in the intervention group. We assume that most of these PIs were performed because the pharmacist reconciled the prescription with the patient's pharmacy history. In these cases, the patient hopefully got the brand of the medication they already had at home. No reconciliation with the medication at home may lead to duplication, and this may lead to patient harm. In a pharmacy other than the patient's usual pharmacy, this can only be assured if the patients bring all their medicine with them to the hospital, or if the public pharmacy in the hospital has access to their pre-hospital medication history. In future, this would be possible with shared electronic health records.

Supply problems and gaps were experienced by every fifth and every twentieth of our patients, respectively. This stands in contrast to every second patient with a PI due to MedRec with the history from their community pharmacy, as discussed before. Therefore, optimisation of supply is not a sufficient enough argument for opening a public pharmacy. Already an early transfer of the prescription, and good processes for unlicensed medicines could generate equal valuable benefits in terms of patient safety. Furthermore, if ward physicians are conscious of the problems, some of the supply gaps may be prevented.

Community pharmacists in Project B reported that it is difficult to reach the prescriber, and physicians stated that most calls were justified. In the POMMES study, clarifications and contacts established to the hospital physicians were reduced in the intervention group. This indicates, that many of these usual calls are caused by problems targeted by the service, namely medication changes, formal flaws, or interactions. It was an easy task for the study pharmacist to check the prescription and search for information, and make an internal call to physicians and discuss interactions. One could suggest that a public pharmacy would overtake the service. The annotation

of medication changes are, however, not possible without access to the electronic patient record in the hospital. Depending on health legislation, they may even have access to the hospital patient record. But so far, another public hospital pharmacy in AG has no access to the records. Still, contact to the prescribing personnel could be easier. This implies that the public pharmacy staff has to be in close contact with the physicians. If this is not assured, this contact is equally easy for regular community pharmacies.

Recent data from Switzerland indicated that 13 of 37 hospitals have a public pharmacy in or close to the hospital [127]. However, only one of these hospitals communicates medication changes to the patient's usual community pharmacy. But this was a major desire of pharmacists in Project B. If this is not the case, there is no optimisation of the system towards seamless care. There would simply be an optimisation of the first day's therapy, even if there is no major problem. It would simply smoothen the first transition of care, but also build a new one. In this situation, the studied POMMES service would be a better option, as information transfer can be done with fewer staff and infrastructure, and no new processes for the patient are created.

The findings in this thesis lead to the conclusion that public hospital pharmacies are a controversial possibility to enhance seamless care. They may pose promising advantages, but pitfalls have to be taken into account: Legal restrictions, reconciliation with the patients' own medicines, transfer of information to their usual community pharmacy to enable seamless care. It should be avoided that hospitals open "just another pharmacy". The clear aim has to be defined, e.g. lowering the frequency of a certain problem.

## 6.7 Conclusion

In this thesis, we elaborated insights into patients' and pharmacists' challenges at hospital discharge and developed a pragmatic in-hospital service to optimise discharge. The following conclusions can be drawn from the projects:

- Hospital discharge is critical for medication safety. A substantial number of patients reported not being counselled in the hospital. There should be a focus on the patients' needs, as well as on the actual experienced benefit of given instructions. Written information can be delivered as MC. As therapy instructions in MCs may be difficult to understand, their delivery should always be accompanied by oral information. The content, the language and the content's presentation should best be adapted to individual needs. However, inputs of health care professionals, which may have another focus of medication safety, together with the patient's views, will be useful in the design of basic charts.
- If the instructions given in the hospital were insufficient, counselling should additionally be done in the community pharmacy. However, one should be aware of redundant counselling at both sites. Double counselling may, however, be complementary if they have different foci or if the second health care professional checks the efficacy of the first counselling activity. Community pharmacists may know patients and their needs very well, as most patients usually visit the same pharmacy.
- Patients filled their prescriptions with a delay. Very few therapy gaps were experienced, maybe because patients still had medication at home. It is not known what medication led to the gaps and if the gaps would be preventable by good, timely information transfer to the community pharmacy. In contrast, community pharmacists make a lot of effort to prevent therapy gaps but their main obstacle is a lack of information. In Project B, we showed that there were several unavailable but desirable information items, which the pharmacists would require to provide appropriate pharmaceutical care.
- The findings were very similar to international findings. The transferred information should meet the pharmacists' needs and be presented in a structured way. One possibility of transferring information would be the annotation of information on the existing prescription. No new forms or communication systems would be needed. This approach was used for the POMMES study. Overall, it increased the quality of prescriptions and enabled better post-discharge care of patients. Community pharmacists performed less clinically significant PIs, but performed more economically significant ones. This may lead to the conclusion that the enhanced information transfer may have empowered pharmacists to save health care costs through their PIs.
- The enhanced information transfer on the prescription highly satisfied pharmacists and physicians. They wished for the pragmatic in-hospital service to be continued. The service is ready for implementation following the MRC approach.

## 6.8 Outlook

This thesis aimed to develop a pragmatic in-hospital service for the optimisation of hospital discharge. With some preparatory steps based on the framework approach, a promising intervention was developed and tested. From the answered questions, new questions arise:

- The availability of information from Project B can be used to compare future findings, and to see if shared electronic health records ameliorate the availability of information. Researchers may also perform an international or national comparison of results to see if there are any substantial differences.
- We recommend to implement the POMMES service, but to develop and evaluate it constantly according to the needs. After some time, the feasibility to conduct the POMMES service for a hospital pharmacy team should be evaluated. The service could be limited to specific patient groups, if any resource problems arise.
- We draw the conclusion from the POMMES study that the information used for the discharge MedRec was possibly suboptimal. As a future project, one could investigate if a combined service at admission and at discharge gives comparable results as our pragmatic approach.
- It should be evaluated what influence the service would have for participating patients. It may be interesting to know if patients felt better cared for, or if less ADEs happen. This would give an insight of how the health or quality of life of patients is influenced. We estimate that solely with information transfer between the hospital and the pharmacy, no broad impact to the patient's satisfaction would be shown. However, we found a nonsignificant trend that readmission rates could be lowered. Therefore, this hypothesis should be tested in a larger sample of patients.
- Besides patients, influences on other health care professionals could be evaluated after implementation. We hypothesise that annotations on the prescriptions of the POMMES intervention group may also be added into the discharge summary for the GPs. It can therefore be assumed that an effect can be measured when the patient visits their GP after discharge.
- One might say that with the development and roll-out of shared electronic health records in Switzerland, such services might be useless. But only changing the access to information databases does not mean automatically that it helps health care professionals in their daily work. The availability of information works in parallel with its good quality. If the quality is bad, it may be better to not be transferred to health care professionals, as it may lead to harmful interpretations. Therefore, the POMMES approach is still, and even more important, after the implementation of shared electronic health records in Switzerland.



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## **9 Appendix**

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## 9.1 Project A1

### 9.1.1 Ethical approval

Ethikkommission Nordwest- und Zentralschweiz EKNZ

Präsident  
Prof. André P. Perruchoud  
Vizepräsidenten  
Prof. Gregor Schubiger  
Dr. Marco Schäfer

Frau  
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Spitalapotheke  
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Basel, 21. Januar 2015

**EKNZ UBE-15/06:**

**Systematischer Vergleich von Medikationsplänen und systematische Patientenbefragung zu Verständlichkeit und Wünschen bei hospitalisierten Patienten am Kantonsspital Baden → „Verstehen Patienten unsere Medikationspläne?“**

Sehr geehrte Frau Brühwiler, sehr geehrter Herr Dr. Wiedemeier

Besten Dank für Ihr Schreiben datiert vom 01. Dezember 2014 samt Beilagen (inkl. CD-ROM). Die Ethikkommission Nordwest- und Zentralschweiz nimmt zu Ihrer Anfrage betreffend oben genannte Masterarbeit am Kantonsspital Baden wie folgt Stellung:

Unsere Abklärungen haben ergeben, dass es sich um keine bewilligungspflichtige Studie im Sinne der kantonalen und eidgenössischen Gesetzgebung handelt. Aus diesem Grund kann die EKNZ keine förmliche Bewilligung ausstellen. Nach Überprüfung der Studie kann die EKNZ jedoch feststellen, dass die Durchführung dieser Studie aus ethischer Sicht unbedenklich ist (vgl. Art. 51 Abs. 2 Humanforschungsgesetz).

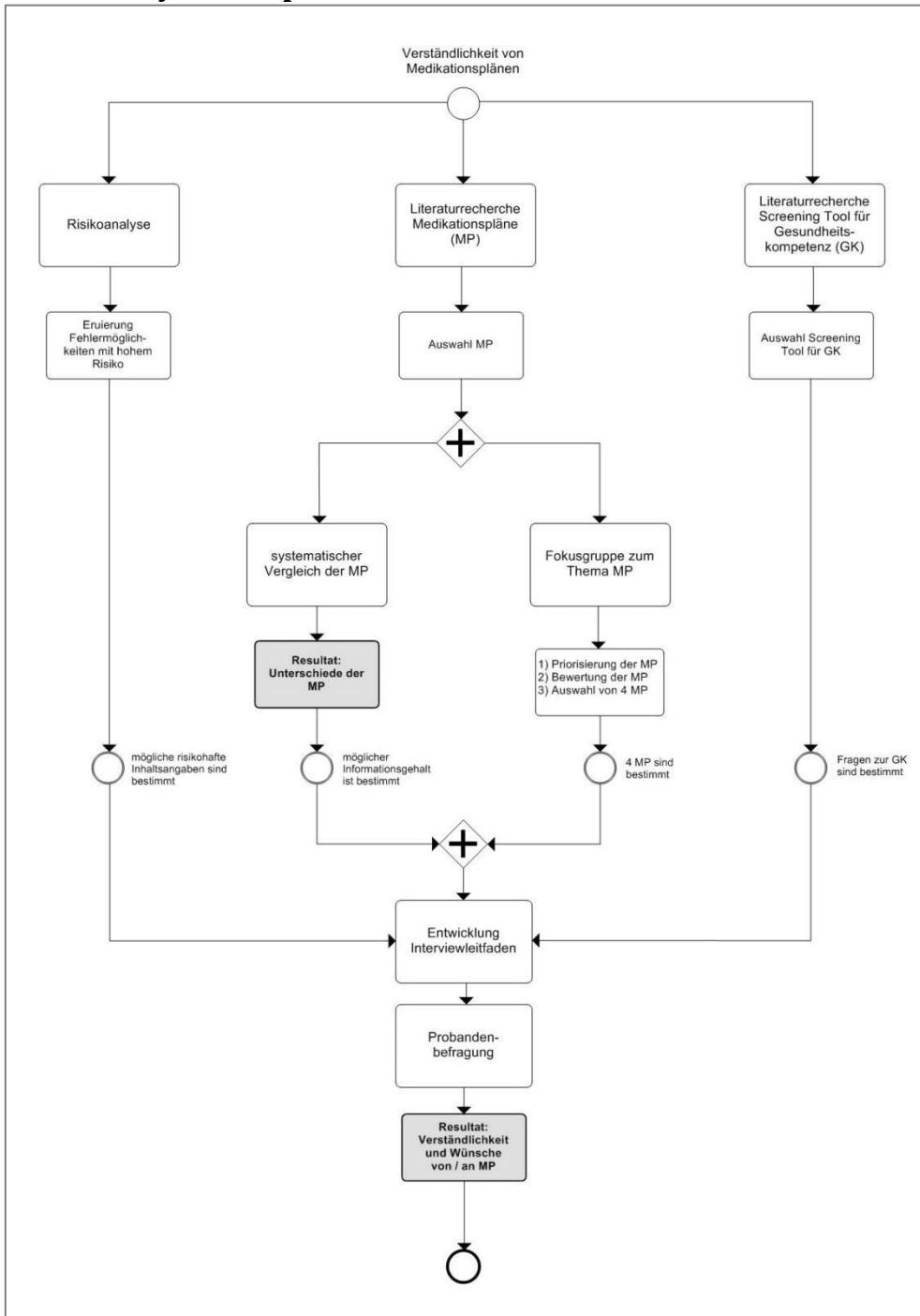
Ich hoffe, Ihnen mit diesen Angaben zu dienen und verbleibe

mit freundlichen Grüßen

Prof. A. P. Perruchoud  
Präsident der Ethikkommission  
Nordwest- und Zentralschweiz / EKNZ

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### 9.1.2 Study development flow chart



### 9.1.3 Systematic comparison of different medication charts

| Medikationsplan                     | Anwendungshinweise |                          |           |       |       |                          |                       |   | Besonderes |
|-------------------------------------|--------------------|--------------------------|-----------|-------|-------|--------------------------|-----------------------|---|------------|
|                                     | Hinweise           | Einnahmehinweise (Essen) | Wirkstoff | Grund | Dauer | Dauer-/Reservemedikation | Dosierung in Textform |   |            |
| Kantonsspital Baden                 | ✓                  |                          | ✓         | #2    |       | ✓                        | #4                    |   |            |
| St. Claraspital                     | ✓                  |                          |           | #2    |       | ✓                        | #4                    |   |            |
| Klinik Hirslanden Zürich            | ✓                  | ✓                        |           |       |       |                          | #4                    |   |            |
| Universitätsklinikum Heidelberg     | ✓                  | ✓                        | ✓         | ✓     | ✓     |                          | #5                    | Piktogramme zu galenischen Formen und Einnahme- und Anwendungshinweise                  |            |
| Apothekerverband des Kantons Zürich | ✓                  | ✓                        |           |       | ✓     |                          | ✓                     | Spalte "Patienteninformation zu möglichen Risiken" mit Unterspalten "Datum" und "Visum" |            |
| Apotheke Klinik St. Anna            | #1                 |                          |           |       |       |                          | ✓                     | Packungsgröße; Spalte "Menge" (Anzahl der abgegebenen Packungen)                        |            |
| eMediplan                           | ✓                  |                          | ✓         | ✓     | ✓     | ✓                        | ✓                     | #4 Abbildungen der Tabletten; Spalte "Indikationssteller"                               |            |
| AMTS Einheitsplan                   | ✓                  |                          | ✓         | ✓     |       |                          | #3                    | #5  |            |
| AMTS Apothekenplan                  | ✓                  |                          | ✓         | ✓     | ✓     |                          |                       | #4 Spalte "Verordnet durch" mit Unterspalten "HA" und "FA"; Spalte "Selbstmedikation"   |            |

Legende:

✓ vorhanden

#1 Hinweise in der Spalte „Dosierung“ möglich

#2 bei Reservemedikation in der Spalte „Hinweise“

#3 als Zwischenüberschrift „Dauermedikation“ oder „Bedarfsmedikation“ möglich

#4 bei Reservemedikation in der Spalte „Hinweise“ (in diesem Fall ist das Dosierungsschema meist nicht ausgefüllt)

#5 Freifeld anstelle des Dosierungsschemas möglich (Platz sehr beschränkt)

| Medikationsplan                     | Identifikation d. Ausstellers Angaben zum Patient |             |            |      |              |         |            | Besonderes   |
|-------------------------------------|---|-------------|------------|------|--------------|---------|------------|--|
|                                     | Ausstellungsdatum                                 | Institution | Fachperson | Name | Geburtsdatum | Adresse | Seitenzahl |  |
| Kantonsspital Baden                 | ✓   | ✓           | ✓          | ✓    | ✓            |         | ✓          | Freifeld für zusätzliche Angaben, ohne Überschrift   |
| St. Claraspital                     | ✓   | ✓           | ✓          | ✓    | ✓            |         |            | Freifeld mit Überschrift "Weitere Verordnungen"  |
| Klinik Hirslanden Zürich            |   | ✓           |            | ✓    |              |         |            |  |
| Universitätsklinikum Heidelberg     |   | ✓           |            | ✓    | ✓            |         |            |  |
| Apothekerverband des Kantons Zürich |   | #1          |            | ✓    |              | ✓       |            |  |
| Apotheke Klinik St. Anna            | ✓   | ✓           |            | ✓    | ✓            |         | ✓          | Gültig bis   |
| eMediplan                           | ✓   | #2          | #2         | ✓    | ✓            | ✓       | ✓          | Freifeld mit Überschrift "Wichtig"; Barcode  |
| AMTS-Einheitsplan                   | ✓   | ✓           | ✓          | ✓    | ✓            |         |            | 3 Textpassagen für medizinische Kurzangaben; Freifeld mit Überschrift "Wichtige Angaben"; Zertifizierungslogo; Barcode                             |
| AMTS-Apothekenplan                  | ✓   | ✓           |            | ✓    | ✓            |         |            | Hausrat; Allergien/Unverträglichkeiten; Größe/Gewicht mit Datum; Nierenfunktionswerte mit Datum; Freifeld "wichtige Hinweise"; Zertifizierungslogo |

Legende:

✓ vorhanden

#1 Logo des Apothekerverband des Kantons Zürich vorhanden, Identifikation der ausstellenden Apotheke nicht möglich

#2 Indikationssteller der einzelnen Medikamente in der Medikationstabelle aufgeführt

| Medikationsplan                     | Hochformat | Querformat | Format DIN A4  |                     | Spalten und Zeilen             |                        | Reihenfolge der Spalten |                              | Schrift der gelisteten Medikamente  |
|-------------------------------------|------------|------------|----------------|---------------------|--------------------------------|------------------------|-------------------------|------------------------------|---|
|                                     |            |            | Anzahl Spalten | Anzahl Unterspalten | max. Anzahl Einträge pro Seite | Medikament - Wirkstoff | Wirkstoff - Medikament  | Dosierung - Grund - Hinweise |   |
| Kantonsspital Baden                 | ✓          |            | 6              | 6                   | #                              | ✓                      |                         |                              | Unterscheidung von Medikament / Wirkstoff:<br>Medikamentenname in Grossbuchstaben<br>Wirkstoff in kleinerer Schriftgrösse, kursiv |
| St. Claraspital                     | ✓          |            | 6              | 6                   | #                              |                        |                         |                              | Medikamentenname in Grossbuchstaben   |
| Hirslanden Klinik Zürich            | ✓          |            | 3              | 6                   | 18                             |                        |                         |                              |   |
| Universitätsklinikum Heidelberg     | ✓          |            | 5              | 8                   | #                              |                        | ✓                       |                              | Unterscheidung von Medikament / Wirkstoff:<br>Wirkstoff fett und dunkelblau;<br>Schrift im Dosierungsschema fett                  |
| Apothekerverband des Kantons Zürich | ✓          |            | 8              | 12                  | 14                             |                        | ✓                       |                              | Handschrift   |
| Apotheke Klinik St. Anna            | ✓          |            | 7              | 7                   | #                              |                        |                         |                              | Medikament fett; Dosierungstext kursiv,<br>Dosierungsschema handschriftlich ausgefüllt  |
| eMediplan                           | ✓          |            | 8              | 8                   | 6                              | ✓                      |                         | ✓                            | Unterscheidung von Medikament / Wirkstoff:<br>Medikamentenname in Grossbuchstaben<br>Wirkstoff in kleinerer Schriftgrösse         |
| AMTS-Einheitsplan                   | ✓          |            | 5              | 8                   | #                              |                        | ✓                       |                              | Unterscheidung von Medikament / Wirkstoff:<br>Wirkstoff fett und dunkelblau;<br>Schrift im Dosierungsschema fett                  |
| AMTS-Apothekenplan                  | ✓          |            | 8              | 11                  | 15                             |                        | ✓                       | ✓                            | Kleinere Schriftgrösse bei viel Inhalt möglich  |

Legende:

✓ vorhanden

# variiert je nach Zeilenhöhen

### 9.1.4 Literature search results: Screening tool for health literacy

Durch die Literaturrecherche konnten 4 unterschiedliche Screening Tools für Gesundheitskompetenz (Health Literacy) bestimmt werden. Zu den Instrumenten „Test of Functional Health Literacy“ (TOFHLA) und „European Health Literacy Survey Questionnaire“ (HLS-EU-Q47) wurden jeweils Kurzversionen identifiziert. Die Gründe, weshalb diese nicht in der späteren Probandenbefragung verwendet wurden, sind in der Table 34 dargestellt.

*Table 34: Ausschlussgründe der Screening Tools für Gesundheitskompetenz*

| Identifiziertes Screening Tool  | Ausgeschlossen aufgrund von:   |
|---|--|
| Rapid Estimate of Adult Literacy in Medicine<br><b>REALM</b> (Text à 125 Wörter)          | - Keine deutsche Version vorhanden<br>- Funktionale Ebene wird nicht untersucht      |
| Test of Functional Health Literacy in Adults<br><b>TOFHLA</b> (50 items)                  | - Keine deutsche Version vorhanden<br>- Zu hoher Zeitaufwand (max. 22 Minuten) [199] |
| Short Test of Functional Health Literacy in Adults<br><b>S-TOFHLA</b> (37 items)          | - Keine deutsche Version vorhanden<br>- Zu hoher Zeitaufwand (max. 12 Minuten) [199] |
| Single-item / Two-item Literacy Screener<br><b>SILS / TILS</b> (1 / 2 items)              | - Keine deutsche Version vorhanden<br>- Geringe Sensitivität                         |
| New Vital Sign<br><b>NVS</b> (6 Fragen)   | - Keine deutsche Version vorhanden<br>- (Rechnerische Fragen)                        |
| European Health Literacy Survey Questionnaire<br><b>HLS-EU-Q47</b> (47 Fragen)            | - Zu hoher Zeitaufwand   |
| European Health Literacy Survey Questionnaire - Kurzform<br><b>HLS-EU-Q16</b> (16 Fragen) | - Zu hoher Zeitaufwand   |

Deshalb wurde die Kurzform des HLS-EU-Q in Betracht gezogen. Das Messinstrument ist auf dem konzeptuellen Modell von Sorensen aufgebaut, welches vier Stadien der Bearbeitung gesundheitsrelevanter Informationen unterscheidet (Informationen finden, verstehen, beurteilen und anwenden). [200] Da die vorliegende Arbeit das Verständnis von Inhaltsangaben von Medikationsplänen untersucht, wurden für die spätere Probandenbefragung aus Zeitgründen nur die sechs Fragen des HLS-EU-Q16 ausgewählt, welche sich auf das Verstehen von gesundheitsrelevanten Informationen beziehen.

### 9.1.5 Risk analysis for the development of the interview guide

Für die Bestimmung von risikoreichen Formulierungen in Medikationsplänen wurde eine Risikoanalyse durchgeführt. In einem Brainstorming mit dem Studienteam wurden 29 Fehlermöglichkeiten zu den Kategorien Präparat (4), Dosierung (11), Einnahmemodalitäten (10) und weitere Fachbegriffe / Abkürzungen (17) identifiziert. Jede Fehlermöglichkeit wurde hinsichtlich ihrer Auftretens-, ihrer Entdeckungswahrscheinlichkeit sowie ihres Schadenpotentials mit einem ganzzahligen Wert auf einer Skala von 1 bis 5 bewertet (Table 35). Die Multiplikation der drei Faktoren ergab eine Risikoprioritätszahl (RPZ). Medikationsanweisungen mit einer hohen RPZ sind besonders risikoreich. In der Table 36 sind alle potentiellen Fehler mit einer RPZ  $\geq 32$  aufgeführt.

Table 35: Bewertungssystem der Fehlermöglichkeiten nach der FMEA-Methode

|          | Auftretens-wahrscheinlichkeit | Entdeckungs-wahrscheinlichkeit | Schadenspotential |
|----------|-------------------------------|--------------------------------|-------------------|
| <b>1</b> | Kein Fall bekannt             | Wird sicher entdeckt           | Sehr gering       |
| <b>2</b> | Sehr unwahrscheinlich         | Wird fast immer entdeckt       | Gering            |
| <b>3</b> | Kommt selten vor              | Wird meist entdeckt            | Mäßig             |
| <b>4</b> | Kommt häufig vor              | Wird selten entdeckt           | Hoch              |
| <b>5</b> | Praktisch sicherer Fehler     | Unmöglich zu entdecken         | Sehr hoch         |

Table 36: Fehlermöglichkeiten mit einer Risikoprioritätszahl (RPZ)  $\geq 32$ . Die **fett** gedruckten Fehlermöglichkeiten wurden in der Patientenbefragung verwendet.

| Fehlermöglichkeiten                     | RPZ |
|---|-----|
| Dosierung:                              |     |
| 1-0-0-0                                 | 48  |
| <b>3x/d</b>                             | 48  |
| 3 x wöchentlich, pro Woche              | 36  |
| nach dem Aufstehen                      | 32  |
| vor dem Schlafen                        | 32  |
| "immer wenn", "solange wie", an Tagen X | 32  |
| Einnahmemodalitäten:                    |     |
| <b>nüchtern</b>                         | 48  |
| unabhängig                              | 40  |
| aufrecht, nicht hinlegen                | 40  |
| vor, mit, nach dem Essen                | 32  |
| weitere Fachbegriffe, Abkürzungen:      |     |
| Gtt.                                    | 60  |
| Trp.                                    | 48  |
| Supp.                                   | 40  |
| p.o., per os, per oral                  | 40  |
| <b>ml - ML</b>                          | 36  |
| IE                                      | 32  |
| topisch                                 | 32  |

## 9.1.6 Script focus group

### Fokus Gruppe – Programm

Theoretisch mögliches Programm:

1. Herzlich Willkommen
2. Teilnehmer bekannt machen
3. Ziele der Masterarbeit / Ziele der Fokusgruppe vorstellen
4. Einverständniserklärung
5. Grundregeln erklären
6. Fragen stellen
7. „Habe ich etwas vergessen?“

Einverständniserklärung: freiwillige Teilnahme, Aufzeichnung der Antworten (S. 5)  
Grundregeln: keine falschen/richtigen Antworten – nur unterschiedliche Ansichten (S. 3)

#### 1. Einleitung

##### Herzlich Willkommen

Herzlichen Dank dafür, dass ich Ihre wertvolle Zeit für mein Projekt kurz in Anspruch nehmen darf. Da Sie alle viel zu tun haben, starten wir am besten sofort.

##### Ziele der Masterarbeit

Meine Masterarbeit behandelt die Frage: „Verstehen Patienten unsere Medikationspläne?“

Medikationspläne (Dosierungskarten) werden von verschiedenen Gesundheitsfachpersonen erstellt und an Patienten abgegeben. Der Inhalt und die graphische Darstellung sind je nach Medikationsplan sehr unterschiedlich.

Ziel der Arbeit ist verschiedene Medikationspläne zu vergleichen und zu untersuchen, wie verständlich die verschiedenen Versionen für den Patienten sind.

Unter anderem führen wir eine Befragung von hospitalisierten Patienten des KSB durch. In einem Teil des Interviews wird der Patient zum vorgesehenen Inhalt und zum Layout von ausgewählten Medikationsplänen befragt.

#### 2. Ziele der Expertengruppe

Nun ist ihre Expertenmeinung gefragt. Wir möchten wissen, welcher der vorliegenden Medikationspläne aus Sicht von Fachpersonen der geeignete Medikationsplan ist und warum. Zudem sollen 3 heterogene Pläne ausgewählt werden, welchen den Patienten zur Befragung vorgelegt werden.

Als Hilfestellung liegt Ihnen ein Vergleich der Medikationspläne nach verschiedenen Kriterien vor.

1. Welcher Medikationsplan ist aus Sicht von Fachpersonen der Beste und warum?  
(Bewertung und Priorisierung von Medikationsplänen)

a) Bewertung des Informationsgehalt

- Welche Informationen müssen ihrer Meinung nach vorhanden sein, welche sind überflüssig?

b) Bewertung der Übersichtlichkeit

- Welcher Plan ist ihrer Meinung nach am übersichtlichsten?  
- Hochformat oder Querformat?

- mehrere Informationen in einer Spalte oder auf verschiedene Spalten aufgeteilt?  
(→ Anzahl Spalten)

- In welcher Reihenfolge sollen die Spalten angeordnet sein?  
- Gliederung?

oder nur Fachpersonen die Pläne betrachten lassen:

- Was fällt ihnen negatives auf (Was könnte für Patienten nicht verständlich sein?)  
- Was sehen sie als Pluspunkt?

2. Auswahl von 3 heterogenen Plänen, die den Patienten vorgelegt werden

Wie bereits erwähnt, werden dem Patienten 4 Medikationspläne zur Befragung vorgelegt. Da dieses Projekt am Kantonsspital Baden stattfindet, handelt es sich bei einem dieser 4 Pläne um die Dosierungskarte des KSB. Nun ist das Ziel drei weitere Pläne zu bestimmen.

Mich interessiert, ob die Patienten die Meinung von Fachpersonen teilen. Deshalb schlage ich vor einer oder mehrere Ihrer Favoritenpläne auszuwählen und diese mit unterschiedlichen Plänen zu ergänzen.

Welches Kriterium eines Plans könnten die Patienten nicht verstehen / gut verstehen?  
(Wo sehen sie Verständnisschwierigkeiten von Patienten?)  
Welche Kriterien sollen untersucht werden?

3. Nach Erfahrungen fragen

## 9.1.7 Interview guide

|   |                          |                          |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
|---|--------------------------|--------------------------|--|-------|------------------|--|------|-------|------|---------------------|----|------|--------------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|---|--------------------------|--------------------------|---|--------------------------|--------------------------|------------------------------------|--------------------------|--------------------------|---------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|---|
| <p><b>Interviewleitfaden: Verstehen Patienten unsere Medikationspläne?</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 10%;">Probandencode</td> <td colspan="2"></td> </tr> <tr> <td>Datum</td> <td colspan="2">_____/_____/2015</td> </tr> <tr> <td>Zeit</td> <td>Start</td> <td>Ende</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 10%;">Ausschlusskriterien</td> <td style="width: 10%;">Ja</td> <td style="width: 10%;">Nein</td> </tr> <tr> <td>Alter &lt; 18 Jahre oder unmündig</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Keine ausreichenden deutschen Sprachkenntnisse in Wort und Schrift</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Relevante Seh- oder Hörbeeinträchtigung</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Gesundheitszustand, welcher eine sinnhafte Kommunikation nicht zulässt (z.B. Delir, akute Psychose oder schwere Demenz)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Infektiologisch isolierter Patient</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Palliativer Patient</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Nach Angaben des Arztes/der Pflege zu krank für eine Teilnahme</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p><b>Unterlagen:</b> Schreibzeug, Patienteninformation, Einverständniserklärung, Mustermedikationspläne, Frage 9 schriftlich, Karton mit 4 Medikationsplänen, 6 Kärtchen (beschriftet mit der Art der Information)</p> <p><b>Einleitung</b></p> <p>„Guten Tag Frau/Herr _____, haben Sie kurz Zeit?</p> <p>Mein Name ist Stefanie Schönenberg. Ich studiere an der Universität Basel Pharmazie und schreibe zurzeit meine Masterarbeit in der Apotheke des Kantonsspitals Baden.</p> <p>In meiner Masterarbeit untersuche ich die Verständlichkeit von Medikationsplänen. Wissen Sie was ein Medikationsplan ist?</p> <p><b>Falls nein:</b> Ein Medikationsplan wird von einem Arzt oder Apotheker ausgestellt. Er dient dem Patienten als Übersichtsblatt. Auf diesem sind alle aktuellen Medikamente eines Patienten aufgelistet. Bei jedem Medikament steht, wie dieses anzuwenden ist.</p> <p>Mich interessiert, wie gut gebräuchliche Medikationspläne von Patienten verstanden werden. Dazu führe ich eine Befragung bei Patienten des Kantonsspitals Baden durch. Die Teilnahme an der Befragung ist freiwillig, Sie würden mit einer Teilnahme mithelfen, dass Medikationspläne in Zukunft verständlicher gestaltet und ausgefüllt werden können.</p> <p>Die Befragung dauert ungefähr 20 Minuten. Es wird nicht nach persönlichen Krankheitsangaben gefragt. Die Auswertung der Daten erfolgt in anonymisierter Form. Es werden also in der schriftlichen Arbeit keine Namen genannt. Sind Sie bereit an der Befragung teilzunehmen?</p> <p>Ich habe Ihnen hier ein ausführliches Informationsblatt zur Studie. Lesen Sie dieses in Ruhe durch. Möchten Sie noch etwas wissen oder ist Ihnen etwas unklar?</p> <p>Wenn eine solche Studie durchgeführt wird, muss eine Einverständniserklärung beim Probanden eingeholt werden. Wenn Sie einverstanden sind, bitte ich Sie diese zu unterschreiben.</p> | Probandencode            |                          |  | Datum | _____/_____/2015 |  | Zeit | Start | Ende | Ausschlusskriterien | Ja | Nein | Alter < 18 Jahre oder unmündig | <input type="checkbox"/> | <input type="checkbox"/> | Keine ausreichenden deutschen Sprachkenntnisse in Wort und Schrift | <input type="checkbox"/> | <input type="checkbox"/> | Relevante Seh- oder Hörbeeinträchtigung | <input type="checkbox"/> | <input type="checkbox"/> | Gesundheitszustand, welcher eine sinnhafte Kommunikation nicht zulässt (z.B. Delir, akute Psychose oder schwere Demenz) | <input type="checkbox"/> | <input type="checkbox"/> | Infektiologisch isolierter Patient | <input type="checkbox"/> | <input type="checkbox"/> | Palliativer Patient | <input type="checkbox"/> | <input type="checkbox"/> | Nach Angaben des Arztes/der Pflege zu krank für eine Teilnahme | <input type="checkbox"/> | <input type="checkbox"/> | <p style="text-align: right;">Probandencode <input type="text"/></p> <p>Sie bekommen jetzt diese Unterlagen von mir. Bitte noch nicht umblättern. Ich stelle Ihnen zuerst einige Fragen zum <b>Inhalt</b> eines Medikationsplans. Es gibt keine richtigen oder falschen Antworten. Ich bin nur daran interessiert von Ihnen zu erfahren, wie Medikationspläne verständlicher gemacht werden können. Falls Sie etwas überhaupt nicht verstehen, dann sagen Sie mir das einfach. Während der Befragung kann ich Ihnen aber leider keine Fragen beantworten.“</p> <p><b>Inhaltsangaben</b></p> <p>„Stellen Sie sich vor, Sie erhalten bei Spitalaustritt einen Medikationsplan. Auf Ihrem Plan ist die Tabelle, welche Sie vor sich haben, abgebildet. Sie nehmen Ihre Medikamente aufgrund der Informationen in der Tabelle ein. Sehen Sie sich das erste Medikament an, das Zegerid®.“</p> <p>1. <b>Zegerid®: „Wann würden Sie wie viele Kapseln einnehmen?“</b></p> <p><input type="checkbox"/> am Morgen / morgens<br/> <input type="checkbox"/> jeden Tag / täglich<br/> <input type="checkbox"/> 1 Kapsel<br/> <input type="checkbox"/> keine Angabe<br/> <input type="checkbox"/> _____</p> <p>Falls keine Tageszeit angegeben wird:<br/> 1.1 „Zu welcher Tageszeit?“ _____</p> <p>Falls keine Regelmäßigkeit angegeben wird:<br/> 1.2 „Wie regelmäßig?“ _____</p> <p>„Sehen Sie das zweite Medikament in der Tabelle an, das Motrin®.“</p> <p>2. <b>Motrin®: „Können Sie mir in Ihren eigenen Worten sagen, zu welchen Zeitpunkten Sie wie viele Tabletten einnehmen würden?“</b></p> <p><input type="checkbox"/> bei Schmerzen / bei Bedarf<br/> <input type="checkbox"/> max. 3 Tabletten pro Tag<br/> <input type="checkbox"/> bis 3 mal täglich / über den Tag verteilt<br/> <input type="checkbox"/> 3 unterschiedliche Tageszeiten / in einem Abstand von ca. 8 Stunden<br/> <input type="checkbox"/> 1 Tablette pro Mal<br/> <input type="checkbox"/> keine Angabe<br/> <input type="checkbox"/> _____</p> <p>Falls keine max. Tagesdosis angegeben wird:<br/> 2.1 „Wie viele Tabletten nehmen Sie pro Tag ein?“ _____</p> <p>Falls keine Tageszeiten oder Abstände angegeben werden:<br/> 2.2 „Wie verteilen Sie die 3 Tabletten auf den Tag?“ _____</p> |
| Probandencode   |                          |                          |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Datum   | _____/_____/2015         |                          |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Zeit  | Start                    | Ende                     |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Ausschlusskriterien   | Ja                       | Nein                     |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Alter < 18 Jahre oder unmündig  | <input type="checkbox"/> | <input type="checkbox"/> |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Keine ausreichenden deutschen Sprachkenntnisse in Wort und Schrift  | <input type="checkbox"/> | <input type="checkbox"/> |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Relevante Seh- oder Hörbeeinträchtigung   | <input type="checkbox"/> | <input type="checkbox"/> |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Gesundheitszustand, welcher eine sinnhafte Kommunikation nicht zulässt (z.B. Delir, akute Psychose oder schwere Demenz)   | <input type="checkbox"/> | <input type="checkbox"/> |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Infektiologisch isolierter Patient  | <input type="checkbox"/> | <input type="checkbox"/> |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Palliativer Patient   | <input type="checkbox"/> | <input type="checkbox"/> |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |
| Nach Angaben des Arztes/der Pflege zu krank für eine Teilnahme  | <input type="checkbox"/> | <input type="checkbox"/> |  |       |                  |  |      |       |      |                     |    |      |                                |                          |                          |  |                          |                          |   |                          |                          |   |                          |                          |                                    |                          |                          |                     |                          |                          |  |                          |                          |   |

|   |   |
|---|---|
| <p style="text-align: center;">Probandencode <input type="text"/></p> <p>„Wir sind jetzt beim Medikament Prinivil®.“</p> <p><b>3. Prinivil: „Wann würden Sie wie viele Tabletten einnehmen?“</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> auf die Nacht / vor dem Schlafengehen</li> <li><input type="checkbox"/> jeden Tag / täglich</li> <li><input type="checkbox"/> halbe Tablette</li> <li><input type="checkbox"/> keine Angabe</li> <li><input type="checkbox"/> _____</li> </ul> <p>„Die nächste Frage bezieht sich auf das Medikament Actamin® auf der letzten Zeile.“</p> <p><b>4. Actamin®: „Können Sie mir in Ihren eigenen Worten sagen, zu welchen Zeitpunkten Sie wie viele Tabletten einnehmen würden?“</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> bei Schmerzen / bei Bedarf</li> <li><input type="checkbox"/> max. 8 Tabletten pro Tag</li> <li><input type="checkbox"/> bis 4 mal täglich / über den Tag verteilt</li> <li><input type="checkbox"/> 4 unterschiedliche Tageszeiten / in einem Abstand von ca. 6 Stunden</li> <li><input type="checkbox"/> 1 bis 2 Tabletten pro Mal / max. 2 Tabletten</li> <li><input type="checkbox"/> keine Angabe</li> <li><input type="checkbox"/> _____</li> </ul> <p>Falls keine max. Tagesdosis angegeben wird:<br/>4.1 „Wie viele Tabletten nehmen Sie pro Tag ein?“ _____</p> <p>Falls keine Tageszeiten oder Abstände angegeben werden:<br/>4.2 „Und wie viel Abstand halten Sie zwischen den 4 Einnahmen ein?“ _____</p> <p>„Sie dürfen 1 Seite weiterblättern. Sie sehen nun die Medikationstabelle Nummer 2.“</p> <p><b>5. „Wie viel Mucomyst® Hustensirup würden Sie täglich am Morgen einnehmen?“</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 Messlöffel</li> <li><input type="checkbox"/> keine Angabe</li> <li><input type="checkbox"/> _____</li> </ul> <p><b>6. „Wie viele ml Unisom® Lösung würden Sie täglich auf die Nacht einnehmen?“</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 ml</li> <li><input type="checkbox"/> keine Angabe</li> <li><input type="checkbox"/> _____</li> </ul> | <p style="text-align: center;">Probandencode <input type="text"/></p> <p>„Dann kommen wir jetzt zum letzten Medikament in dieser Tabelle, zum Lipitor®.“</p> <p><b>7. Lipitor®: „Können Sie mir in Ihren eigenen Worten sagen, wie Sie das Medikament einnehmen würden?“</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 Stunde vor dem Essen</li> <li><input type="checkbox"/> 2 Stunden nach dem Essen</li> <li><input type="checkbox"/> vor dem Essen      7.1 „Wie viel vor dem Essen?“ _____</li> <li><input type="checkbox"/> nach dem Essen      7.2 „Wie viel nach dem Essen?“ _____</li> <li><input type="checkbox"/> keine Angabe</li> <li><input type="checkbox"/> _____</li> </ul> <p>„Sie dürfen nochmals 1 Seite weiterblättern. Sie sehen nun die Medikationstabelle Nummer 3. Der Arzt hat Ihnen das Medikament Liquamar® verordnet. Davon müssen Sie täglich morgens eine halbe Tablette einnehmen.“</p> <p><b>8. „Welche Schreibweise einer halben Tablette würden Sie in einer Medikationstabelle vorziehen?“</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1/2</li> <li><input type="checkbox"/> ½</li> <li><input type="checkbox"/> 0,5</li> </ul> <p>Bemerkung: _____</p> <p>„Ich habe Ihnen bei den letzten Fragen nicht gesagt, ob Sie die Angaben richtig verstanden haben. Sollten Sie in Zukunft einen Medikationsplan erhalten mit einer unklaren Information, dann fragen Sie unbedingt bei einem Arzt oder Apotheker nach.“</p> |
|---|---|

Probandencode

#### Informationsgehalt

„Auf der nächsten Seite finden Sie eine schriftliche Frage. Mich interessiert, welche Informationen ein Medikationsplan enthalten soll. Sie dürfen diese Frage nun in Ruhe beantworten.“

9. Ein Medikationsplan enthält folgende Informationen zu einem Medikament:

- Medikamentenname mit Stärke und Form
- Menge und Häufigkeit der Einnahme

Welche Informationen zu einem Medikament hätten Sie gerne zusätzlich?

- Wirkstoff
- Einnahmehinweise (z.B. mit einem Glas Milch einnehmen)
- Anwendungshinweise (z.B. nach der Anwendung Mund spülen oder etwas Essen)
- Grund der Anwendung
- Dauer der Anwendung
- Erkennung des Arztes, der das Medikament verordnet hat
- Information, ob das Medikament vom Facharzt verordnet oder vom Hausarzt verordnet oder in der Apotheke gekauft worden ist.
- Abbildungen von Tabletten
- Piktogramme für Form und/oder Hinweisen
- andere: \_\_\_\_\_

#### Darstellung

„Ich zeige Ihnen nun 4 unterschiedliche Medikationspläne. Lassen Sie sich ruhig etwas Zeit, um diese zu studieren und untereinander zu vergleichen.“

10. „Welchen Medikationsplan finden Sie am übersichtlichsten?“

Nr. \_\_\_\_\_

Bemerkung:  
\_\_\_\_\_

11. „Finden Sie es übersichtlicher, ...

- ...wenn es für jede Information ein separates Feld gibt, wie im Plan Nummer 1 oder
- ...wenn mehrere Informationen in einem Feld zusammengefasst sind, wie in den anderen Medikationsplänen?“

Bemerkung:  
\_\_\_\_\_

Probandencode !

!!

12. „Sie erhalten nun 6 Kärtchen. Diese sind nach der Art der Information beschriftet. Bitte ordnen Sie die Kärtchen, wie es für Sie Sinn macht. Sie dürfen die Kärtchen auf diesen Karton kleben.“

| Art der Information | Reihenfolge |
|---------------------|-------------|
| Medikament          |             |
| Wirkstoff           |             |
| Dosierung           |             |
| Hinweise            |             |
| Grund               |             |
| Dauer               |             |

Bemerkung:  
\_\_\_\_\_

#### Favoritenplan und Wünsche

13. „Welchen Medikationsplan würden Sie bei Spitalaustritt gerne bekommen?“

Nr. \_\_\_\_\_

Bemerkung:  
\_\_\_\_\_

14. „Was würden Sie an Ihrem Favoritenplan noch ändern?“

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bemerkungen:  
\_\_\_\_\_

| <p style="text-align: center;">Probandencode <input type="text"/></p> <p><b>Gesundheitskompetenz</b></p> <p>„Zum Schluss möchte ich noch von Ihnen wissen, wie schwierig Sie es finden, andere gesundheitsrelevanten Informationen zu verstehen. Sagen Sie mir jeweils, wie einfach bzw. schwierig Sie das Folgende finde. Gehen Sie dabei nach folgender Skala vor: 1 = sehr einfach, 2 = einfach, 3 = schwierig, 4 = sehr schwierig.“</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">„Wie einfach ist es Ihrer Meinung nach, ....</th> <th style="width: 10%;">Sehr schwierig</th> <th style="width: 10%;">Schwierig</th> <th style="width: 10%;">Einfach</th> <th style="width: 10%;">Sehr einfach</th> <th style="width: 10%;">Weiss nicht</th> </tr> </thead> <tbody> <tr> <td>21. ... Informationen in den Medien darüber, wie Sie Ihren Gesundheitszustand verbessern können, zu verstehen?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>22. ... Gesundheitsratschläge von Familienmitgliedern oder Freunden zu verstehen?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>23. ... zu verstehen, was Ihr Arzt Ihnen sagt?“</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>24. ... zu verstehen, warum Sie Vorsorgeuntersuchungen brauchen?“</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>25. ... die Anweisungen Ihres Arztes oder Apothekers zur Einnahme der verschriebenen Medikamente zu verstehen?“</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>26. ... Gesundheitswarnungen vor Verhaltensweisen wie Rauchen, wenig Bewegung oder übermässiges Trinken zu verstehen?“</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p>„Damit sind wir am Ende der Befragung. Herzlichen Dank für Ihre Mitarbeit.“</p> | „Wie einfach ist es Ihrer Meinung nach, .... | Sehr schwierig           | Schwierig                | Einfach                  | Sehr einfach             | Weiss nicht | 21. ... Informationen in den Medien darüber, wie Sie Ihren Gesundheitszustand verbessern können, zu verstehen? | <input type="checkbox"/> | 22. ... Gesundheitsratschläge von Familienmitgliedern oder Freunden zu verstehen? | <input type="checkbox"/> | 23. ... zu verstehen, was Ihr Arzt Ihnen sagt?“ | <input type="checkbox"/> | 24. ... zu verstehen, warum Sie Vorsorgeuntersuchungen brauchen?“ | <input type="checkbox"/> | 25. ... die Anweisungen Ihres Arztes oder Apothekers zur Einnahme der verschriebenen Medikamente zu verstehen?“ | <input type="checkbox"/> | 26. ... Gesundheitswarnungen vor Verhaltensweisen wie Rauchen, wenig Bewegung oder übermässiges Trinken zu verstehen?“ | <input type="checkbox"/> | <p style="text-align: center;">Probandencode <input type="text"/></p> <p><b>Soziodemografische Daten</b></p> <p>„Wir sind bald am Ende, ich bitte Sie nun einige Fragen zu Ihrer Person zu beantworten.“</p> <p>15. Geschlecht: <input type="checkbox"/> weiblich      16. Alter: _____ Jahre<br/> <input type="checkbox"/> männlich</p> <p>17. „In welcher Sprache verständigen Sie sich im Alltag?“<br/> <input type="checkbox"/> Deutsch / Schweizerdeutsch<br/> <input type="checkbox"/> andere: _____</p> <p>18. „Welchen höchsten Bildungsabschluss haben Sie?“<br/> <input type="checkbox"/> obligatorische Schule<br/> <input type="checkbox"/> Berufsbildung<br/> <input type="checkbox"/> Allgemeinbildung (Maturitätsschulen, Fachmittelschulen)<br/> <input type="checkbox"/> höhere Berufsbildung (höhere Fachschulen, eidg. Berufs- und eidg. höhere Fachprüfungen)<br/> <input type="checkbox"/> Hochschulen (Universitäre Hochschulen, Fachhochschulen)</p> <p>Bemerkung:<br/> _____</p> <p>19. „Sind oder waren Sie beruflich im Gesundheitswesen tätig?“ <input type="checkbox"/> Ja<br/> <input type="checkbox"/> Nein<br/>     19.1 Falls [ja]: „Und als was“? _____</p> <p>20. „Haben Sie schon einmal einen Medikationsplan bekommen?“ <input type="checkbox"/> Ja<br/> <input type="checkbox"/> Nein</p> |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|-------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| „Wie einfach ist es Ihrer Meinung nach, ....   | Sehr schwierig                               | Schwierig                | Einfach                  | Sehr einfach             | Weiss nicht              |             |  |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |  |                          |                          |                          |                          |                          |   |
| 21. ... Informationen in den Medien darüber, wie Sie Ihren Gesundheitszustand verbessern können, zu verstehen?   | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |  |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |  |                          |                          |                          |                          |                          |   |
| 22. ... Gesundheitsratschläge von Familienmitgliedern oder Freunden zu verstehen?  | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |  |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |  |                          |                          |                          |                          |                          |   |
| 23. ... zu verstehen, was Ihr Arzt Ihnen sagt?“  | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |  |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |  |                          |                          |                          |                          |                          |   |
| 24. ... zu verstehen, warum Sie Vorsorgeuntersuchungen brauchen?“  | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |  |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |  |                          |                          |                          |                          |                          |   |
| 25. ... die Anweisungen Ihres Arztes oder Apothekers zur Einnahme der verschriebenen Medikamente zu verstehen?“  | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |  |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |  |                          |                          |                          |                          |                          |   |
| 26. ... Gesundheitswarnungen vor Verhaltensweisen wie Rauchen, wenig Bewegung oder übermässiges Trinken zu verstehen?“   | <input type="checkbox"/>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |  |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |   |                          |                          |                          |                          |                          |  |                          |                          |                          |                          |                          |   |

## Written part of the interview

Ein Medikationsplan enthält folgende Informationen zu einem Medikament:

- Medikamentenname mit Stärke und Form
- Menge und Häufigkeit der Einnahme

zum Beispiel:

| Medikament                    | Morgen | Mittag | Abend | Nacht |
|-------------------------------|--------|--------|-------|-------|
| Fortamet 500 mg Filmtabletten | 1      | 0      | 1     | 0     |

Welche Informationen zu einem Medikament hätten Sie gerne zusätzlich?

- Wirkstoff
- Einnahmehinweise (z.B. mit einem Glas Milch einnehmen)
- Anwendungshinweise (z.B. nach der Anwendung Mund spülen)
- Grund der Anwendung
- Dauer der Anwendung
- Erkennen des Arztes, der das Medikament verordnet hat
- Information, ob das Medikament ...
  - vom Facharzt verordnet oder
  - vom Hausarzt verordnet oder
  - in der Apotheke gekauft worden ist.

Abbildungen von Tabletten z.B. 

Piktogramme für Form und/oder Hinweise z.B. 

andere:

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|               |  |
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## Medication charts presented during interview

| Medikamentenplan  |                     |        |       |         |        |       |           |                       | 26.03.2015                   |             | Geboren:                             |    |          |
|---|---------------------|--------|-------|---------|--------|-------|-----------|-----------------------|------------------------------|-------------|--------------------------------------|----|----------|
|   |                     |        |       |         |        |       |           |                       | Name: Daniel Vorname: Daniel |             | Geburtsdatum: 18.03.1953             |    |          |
|   |                     |        |       |         |        |       |           |                       | Logo Apotheke                |             |                                      |    |          |
| Penicillin  |                     |        |       |         |        |       |           |                       | Größe (cm): Breite (mm):     |             | Höhe (mm):                           |    |          |
| Heuerst   |                     |        |       |         |        |       |           |                       | Allel / Unverträglichkeit    |             | Körper (mg/2L): ggf. (ml/ml): Dauer: |    |          |
| Wirkstoff   | Handelsname         | Stärke | Form  | Mittags | Abends | Nacht | Einnahme- | Grund                 | Anwen-                       | Verschreib- | Hk                                   | Td | Spender: |
| Amoxicillin   | Amoxicillin         | 250mg  | Sel   | 20      | 20     | 20    | mi        | Bakterielle Infektion | bis 02.04.15                 | X           |                                      |    |          |
| Aspirin/Paracetamol inkl. Lysezytolyse                    | Aspirin cardio 100  | 10 mg  | Tbl.  | 1       | 0      | 0     |           | Blutverdünnung        |                              | X           |                                      |    |          |
| Zimelidin   | INUVAR              | 100    | Supp. | 1       | 0      | 1     | 0         | Asthma                |                              |             |                                      |    |          |
| Pantoprazol   | Pantoprazol Control | 20 mg  | Tbl.  | 1       | 0      | 0     | 0         | Magenschutz           | bis 09.04.15                 | X           |                                      |    |          |
| Pentaryl  | Durex               | 5 mg   | Tbl.  | 0.5     | 0      | 0.5   | 0         | Starke Schmerzen      |                              | X           |                                      |    |          |
| Ramipril  |                     |        |       |         |        |       |           | Bloßdruck             |                              |             |                                      |    |          |
| Wichtige Hinweise:<br>Bitte regelmäßige Blutdruck messen. |                     |        |       |         |        |       |           |                       | 1                            |             |                                      |    |          |

| Medikamentenplan   |             |                                 |                                  |        |       |                              |  |   | Max Mustermann                  |                        | Geboren: 12.5.1950     |  |                  |  |
|--|-------------|---------------------------------|----------------------------------|--------|-------|------------------------------|--|---|---------------------------------|------------------------|------------------------|--|------------------|--|
|  |             |                                 |                                  |        |       |                              |  |   | UniversitätsKlinikum Heidelberg |                        |                        |  |                  |  |
| Wirkstoff mit Wirkstärke   | Handelsname | Grund für Anwendung             | Morgen                           | Mittag | Abend | Nacht                        | Vor/zum/nach dem Essen                                   | Hinweise zur Anwendung  |                                 |                        |                        |  |                  |  |
| Amoxicillin (287mg)<br>250mg/5 ml Pulver; C. Heilmitt., e. Sustagen z. Einnehmen |             | Bakterielle Infektion           | 20ml                             | 20ml   | 20ml  | 0                            | Unabhängig   | <ul style="list-style-type: none"> <li>Fertige Suspension 14 Tage haltbar</li> <li>Vor Gebrauch schütteln</li> </ul>  |                                 |                        |                        |  |                  |  |
| Omeprazol (2004 L)<br>Oscaine 20mg 0.2ml AEA                                     |             | Blutverdünnung                  | Stk.                             | 0      | 0     | 0                            | Unabhängig   |   |                                 |                        |                        |  |                  |  |
| Beclometason (1004g)<br>Formoterol (1ug)   |             | Asthma                          | 1 Hub                            | 0      | 1     | Hub                          |  | <ul style="list-style-type: none"> <li>Nach der Inhalation: Mund ausspülen, Zahnpulpa putzen oder etwas essen.</li> </ul>   |                                 |                        |                        |  |                  |  |
| Benzodiazepin (2mg),<br>Temadol (4.8mg)<br>AZARGA® 10mg/Hälfte<br>Augentropfen   |             | Grüner Star                     | 1 Tropfen                        | 0      | 1     | 0                            |  | <ul style="list-style-type: none"> <li>Vor Gebrauch schüttern</li> <li>Weiche Kontaktlinse einsetzen 30min nach Anwendung entfernen</li> </ul>                                      |                                 |                        |                        |  |                  |  |
| Pentaryl (8 mg)<br>Duregrip® SMAT 50µg/h,<br>transdermales Plaster               |             | Starke (schmerzhafte) Schmerzen | Pflaster alle drei Tage wechseln |        |       |                              |  |   |                                 |                        |                        |  |                  |  |
| Pantoprazol (45.1mg)<br>Filmtabletten 20mg<br>magnesiums Tbl.                    |             | Magenschutz                     | 0                                | 1 Stk. | 0     | 0                            | In vor dem Essen   | <ul style="list-style-type: none"> <li>Daunen mit Pflaster möglich</li> <li>Plaster nicht abziehen</li> <li>Nach dem Aufkleben oder Entfernen des Plasters Hände waschen</li> </ul> |                                 |                        |                        |  |                  |  |
| Ramipril (5mg)<br>Durex 5mg Tbl.   |             |                                 | 0.5 Stk.                         | 0      | 0.5   | Stk.                         | Unabhängig   | <ul style="list-style-type: none"> <li>Tab. oder</li> </ul>   |                                 |                        |                        |  |                  |  |
| eMediplan für Barbara-Sophie Musterpatientin, 30.11.1945                         |             |                                 |                                  |        |       |                              |  |   | 2                               |                        |                        |  |                  |  |
| Spitex Sonnenberg, 8585 Musterhausen, Tel. 052 123 45 67                         |             |                                 |                                  |        |       |                              |  |   |                                 |                        |                        |  |                  |  |
| Wichtig: Allergie auf Penicillin   |             |                                 |                                  |        |       |                              |  |   |                                 |                        |                        |  |                  |  |
| Dauermedikation  |             |                                 |                                  |        |       |                              |  |   | Mo Mi Ab Na Dauer               |                        | Grund - Hinweise       |  | Indikationsliste |  |
| ALLOPUR Tabl 100 mg  |             | 1                               | 0                                | 0      | 0     | ab 17.02.2012                | Gicht – Senkung der Harnsäure                            |   |                                 |                        |                        |  |                  |  |
| ASPIRIN CARDIO 100 Filmtabl 100mg  |             | 1                               | 0                                | 0      | 0     | ab 18.02.2012                | Verbesserung der Zirkulation                             |   |                                 |                        |                        |  |                  |  |
| DÜROGESSIC Matrix TTS 100 mg/h   |             | 1                               | 0                                | 0      | 0     | ab 1.06.2014                 | Alle 3 Tage  |   |                                 |                        |                        |  |                  |  |
| PANTOPRAZOL CONTROL Filmtabl 20mg  |             | 1                               | 0                                | 0      | 0     | ab 17.06.2014 bis 29.07.2014 | Magenschutz  |   |                                 |                        |                        |  |                  |  |
| Reserveomedikation   |             |                                 |                                  |        |       |                              |  |   | Mo Mi Ab Na Dauer               |                        | Hinweise - Bemerkungen |  | Indikationsliste |  |
| DAFLAGAN Filmtabl 19 Paracetamol   |             | 1                               | 1                                | 0      | 1     | ab 17.06.2014 bis 29.07.2014 | Nach Bedarf bei Fieber / Schmerzen, max. 4 Tabl. täglich |   |                                 |                        |                        |  |                  |  |
| Rachterlicher Hinweis ... Bilder compudium                                       |             |                                 |                                  |        |       |                              |  |   | Erstellt: 24.09.                |                        |                        |  |                  |  |
| Medikament   |             | Morgen                          |                                  | Mittag |       | Abend                        |  | Nacht   |                                 | Hinweise               |                        |  |                  |  |
| Protonix Kapseln 20 mg   |             | 1                               |                                  | 0      |       | 0                            |  | 0   |                                 | 1 Stunde vor dem Essen |                        |  |                  |  |
| Dauer  |             |                                 |                                  |        |       |                              |  |   |                                 | Grund                  |                        |  |                  |  |
| ab 01.04.2015 bis 15.04.2015   |             |                                 |                                  |        |       |                              |  |   |                                 | Magenschutz            |                        |  |                  |  |
| Wirkstoff  |             |                                 |                                  |        |       |                              |  |   |                                 |                        |                        |  |                  |  |
| Pantoprazol  |             |                                 |                                  |        |       |                              |  |   |                                 |                        |                        |  |                  |  |
| 4  |             |                                 |                                  |        |       |                              |  |   |                                 |                        |                        |  |                  |  |

Karton mit vier nummerierten Medikationsplänen und sechsteiligem Raster mit wiederablösbarem Kleber behaftet sowie sechs Kärtchen beschriftet mit Medikamenteninformationen (unten auf dem Karton).

## 9.2 Project A2

### 9.2.1 Ethical approval

|  |   |
|--|---|
| <p>Ethikkommission Nordwest- und Zentralschweiz EKNZ</p> <p>President<br/>Prof. André P. Perruchoud<br/>Vizepräsidenten<br/>Prof. Gregor Schubiger<br/>Dr. Marco Schärer</p> <p>Frau<br/>Lea Brühwiler<br/>Kantonsspital Baden<br/>Im Engel<br/>5404 Baden</p> <p>Basel 15. März 2016/ CB</p> <p><b>Gesuch EKNZ 2016-00377</b><br/>Optimierung der Medikamentenversorgung bei Spitalaustritt<br/>Verfügung der EK Nordwest- und Zentralschweiz vom 14. März 2016</p> <p><b>Geschulsteller Frau Lea Brühwiler</b></p> <p><b>Zentrum</b> Frau Lea Brühwiler<br/>Kantonsspital Baden<br/>Im Engel<br/>5404 Baden</p> <p><b>I.</b> <b>Verfahren.</b> Die Ethikkommission verfügt im<br/><input type="checkbox"/> ordentlichen Verfahren   <input checked="" type="checkbox"/> vereinfachten Verfahren   <input type="checkbox"/> präsidialen Verfahren</p> <p><b>II.</b> <b>Entscheid</b><br/><input checked="" type="checkbox"/> <b>Die Bewilligung wird erteilt</b><br/>Bedeutet: Das Vorhaben gemäss bewilligtem Forschungsplan kann gestartet und im Rahmen der anwendbaren rechtlichen Bestimmungen durchgeführt werden.<br/>Bewilligungen für klinische Versuche der Kategorie B und C stehen unter dem <b>Vorbehalt</b>, dass<br/>1. allfällig durch die zuständige eidgenössische Zulassungsbehörde (Swissmedic/BAG/BUWAL) festgestellte Mängel keine Änderungen der von der Ethikkommission evaluierten Unterlagen erfordern, und dass<br/>2. die Bewilligung der eidgenössischen Zulassungsbehörde (Swissmedic/BAG/BUWAL) vorliegt.<br/><input type="checkbox"/> <b>Die Bewilligung wird mit Auflagen erteilt</b><br/>Bedeutet: Das Vorhaben gemäss bewilligtem Forschungsplan kann gestartet und im Rahmen der anwendbaren rechtlichen Bestimmungen durchgeführt werden. Die Auflagen sind innerst 30 Tage zu erfüllen. Die revidierten Dokumente werden nach Einreichung im präsidialen Verfahren geprüft.</p> | <p><input type="checkbox"/> <b>Gegenwärtig kann die Bewilligung noch nicht erteilt werden</b><br/>Bedeutet: Das Vorhaben kann noch nicht gestartet werden. Bitte beantworten Sie die Fragen und erfüllen Sie die Bedingungen gemäss beigelegter Appendix und reichen Sie die revidierten Dokumente wieder ein. Diese werden nach Einreichung von der EK geprüft.</p> <p><input type="checkbox"/> <b>Die Bewilligung wird nicht erteilt</b><br/>Bedeutet: Das Vorhaben kann in der vorliegenden Form nicht durchgeführt werden. Eine Neueinreichung ist möglich.</p> <p><input type="checkbox"/> <b>Nichteintreten</b><br/>Bedeutet: Die Ethikkommission ist für die Beurteilung rechtlich nicht zuständig. Entweder ist eine andere Stelle für die Bewilligung zuständig, oder sie kann ohne Bewilligung durchgeführt werden.</p> <p><b>III. Einteilung</b></p> <p><input type="checkbox"/> <b>Das Vorhaben gilt als klinischer Versuch gemäss KlinV:</b><br/><input type="checkbox"/> mit Arzneimitteln   <input type="checkbox"/> mit Medizinprodukten   <input type="checkbox"/> mit Transplantatprodukten<br/><input type="checkbox"/> der Gentherapie   <input type="checkbox"/> mit gentechnisch veränderten oder pathogenen Organismen<br/><input type="checkbox"/> der Transplantation   <input type="checkbox"/> anderer klinischer Versuch gemäss 4. Kapitel KlinV<br/><input type="checkbox"/> Umkategorisierung gemäss Art. 73 Abs. 3 KlinV   <input type="checkbox"/> mit Strahlenquellen<br/>Kategorie: <input type="checkbox"/> A; <input checked="" type="checkbox"/> B; <input type="checkbox"/> C.</p> <p><input type="checkbox"/> <b>Das Vorhaben gilt als Forschungsprojekt gemäss HFV:</b><br/><input checked="" type="checkbox"/> Forschung mit Personen<br/><input type="checkbox"/> Umkategorisierung gemäss Art. 48 Abs. 2 HFV<br/><input type="checkbox"/> mit Strahlenquellen<br/><input type="checkbox"/> Weiterverwendung biologischen Materials oder gesundheitsbezogener Personendaten<br/><input type="checkbox"/> Forschung an Embryonen und Fötten einschliesslich Totgeburten mit Personen,<br/>Risiko-Kategorie: <input checked="" type="checkbox"/> A; <input type="checkbox"/> B<br/><input type="checkbox"/> Forschung mit verstorbenen Personen   <input type="checkbox"/> Forschung an Embryonen und Fötten einschliesslich Totgeburten</p> <p><input type="checkbox"/> <b>Weiterverwendung ohne vorbestehende Einwilligung (Art. 34 HFG, Art. 37-40 HFV)</b><br/>a. Verwendungszweck:<br/>b. Bezeichnung des biol. Materials/Personendaten:<br/>c. zur Weitergabe berechtigter Personenkreis:<br/>d. zur Entgegennahme berechtigter Personenkreis:</p> <p><input type="checkbox"/> <b>Multizentrisches Forschungsprojekt: [Auflistung der involvierten Ethikkommissionen]</b><br/><input type="checkbox"/> BE   <input type="checkbox"/> NZ   <input type="checkbox"/> GE   <input type="checkbox"/> SG   <input type="checkbox"/> TI   <input type="checkbox"/> VD   <input type="checkbox"/> ZH   <input type="checkbox"/> VS   <input type="checkbox"/> TG</p> |
|--|---|

**IV. Begründung**

Die Ethikkommission stützt ihre Begründung auf die Unterlagen, , wie sie im Appendix 1 auf S. 5 aufgeführt sind.

**V. Kosten**

Die Kosten werden gemäss Gebührenreglement der EKNZ in Rechnung gestellt<sup>1</sup>.

**VI. Rechtsmittelbelehrung**

1. Gegen diesen Entscheid kann innert einer nicht erstreckbaren Frist von 30 Tagen seit Zustellung beim Regierungsrat des Kantons Aargau, Regierungsgebäude, 5001 Aarau, Beschwerde geführt werden. Es gelten keine Rechtsstillstandsfristen.
2. Die Beschwerdeschrift, die von der beschwerdeführenden Partei selbst oder einer von ihr bevollmächtigten Person zu verfassen ist, muss einen Antrag und eine Begründung enthalten, d.h., es ist
  - a) anzugeben, wie der Regierungsrat entscheiden soll, und
  - b) darzulegen, aus welchen Gründen diese an der Entscheidung verlangt wird.
3. Auf eine Beschwerde, welche den Anforderungen gemäss den Ziffern 1 und 2 nicht entspricht, wird nicht eingetreten.
4. Ein Kopie der angefochtenen Verfügung ist der unterzeichneten Beschwerdeschrift beizulegen. Allfällige Beweismittel sind zu bezeichnen und soweit möglich einzureichen.
5. Das Beschwerdeverfahren ist mit einem Kostenrisiko verbunden, d.h., die unterliegende Partei hat in der Regel die Verfahrenskosten sowie gegebenenfalls die gegnerischen Anwaltskosten zu bezahlen.

**VII. Mitteilung an den Gesuchsteller; zusätzlich an**

und in Kopie per E-Mail an:

- Sponsor
- Swissmedic
- BAG
- beteiligte, lokale EKs (multizentrische Studien)
- Vorgesetzte Instanz der EK (eventuell, gem kantonalen Regelungen)
- andere:

<sup>1</sup> Art. 3 Gebührenreglement swissethics/EKNZ

**VIII. Zusammensetzung der am Entscheid beteiligten Kommission**

|                | Name, Vorname          | Berufliche Stellung / Titel | m | f                        | ja | nein                     | Am<br>Beschluss<br>beteiligt |
|----------------|------------------------|-----------------------------|---|--------------------------|----|--------------------------|------------------------------|
| <b>Vorsitz</b> | Prof. A. P. Perruchoud | Präsident der EKNZ          | X | <input type="checkbox"/> | X  | <input type="checkbox"/> |                              |
|                | Dr. F. Martius         | Mitglied AGMA EKNZ          | X | <input type="checkbox"/> | X  | <input type="checkbox"/> |                              |
|                | Dr. iur. T. Gruberski  | Mitglied AGMA EKNZ          | X | <input type="checkbox"/> | X  | <input type="checkbox"/> |                              |

Ich hoffe, Ihnen mit diesen Angaben zu dienen und verbleibe

mit freundlichen Grüßen

Prof. A. Perruchoud  
Präsident der  
Ethikkommission Nordwest-  
und Zentralschweiz

**Bemerkungen:**

**Registrierungspflicht:** Nachdem die Ethikkommission die Bewilligung erteilt hat, muss der Sponsor (sofern erforderlich) den klinischen Versuch in einem WHO-Primärregister oder im [www.clinicaltrials.gov](http://www.clinicaltrials.gov) erfassen. In der Folge erhält der Sponsor eine Identifikationsnummer für den klinischen Versuch, die er im Schweizer-Register (Swiss National Clinical Trials Portal [SNCTP]; s. [www.kofam.ch](http://www.kofam.ch)) eintragen muss. Sponsoren müssen sich in der Folge für das SNCTP registrieren und für den Versuch die Bereiche «Ergänzende Datenbank» sowie «Organisationen» ausfüllen. Durch diese Eingabe werden die Informationen über den klinischen Versuch öffentlich zugänglich.  
Bitte beachten Sie, dass von der EKNZ Sponsor, Prüfername, Institution und Titel der bewilligten Projekte (ausser Phase I-Studien) auf der Webseite [www.eknz.ch](http://www.eknz.ch) veröffentlicht werden. Falls Sie damit nicht einverstanden sind, wenden Sie sich mit einer entsprechenden Begründung an die EKNZ.

- Die EKNZ bestätigt, dass sie nach ICH-GCP arbeitet.

**Meldepflichten:** bitte beachten Sie die „Meldepflichten und Berichterstattung an die Ethikkommission“ Leitfaden der Swissethics, publiziert auf [www.swissethics.ch](http://www.swissethics.ch)

**Pro memoria: Vorgehen zur Einreichung revidierter Dokumente:**

Revidierte Unterlagen sind der Ethikkommission digital via BASEC zuzustellen.

Die Änderungen sind in den revidierten Dokumenten zu markieren.

Die revidierten Dokumente sind auch den Zulassungsbehörden zuzustellen, sofern es sich um Dokumente handelt, welche die Zulassungsbehörden für die Bewilligung ebenfalls verlangen.

**Appendix 1**

BASEC 2016-00190

Begutachtete Unterlagen EKNZ:

**Bezeichnung der Dokumente****Versionsdatum V-Nummer****1. Cover Letter**

20160309 Begleitbrief.pdf

09/03/2016

**2. Synopsis of the study plan**

see doc/cat: 4, page/ref: alles

**3. Participant information sheet and informed consent (ICF)**

|   |            |    |
|---|------------|----|
| 20160222 Informationsflyer für Patienten.pdf                      | 22/02/2016 | 02 |
| 20160209 Informationsflyer für Patienten V 01 inkl Änderungen.pdf | 09/02/2016 | 01 |

**4. Study plan (protocol), signed and dated**

|   |            |    |
|---|------------|----|
| 20160212 Synopsis of study protocol V01 inkl Änderungen.pdf | 12/02/2016 | 01 |
| 20160309 Synopsis of study protocol V02 unterschrieben.pdf  | 09/03/2016 | 02 |

**5. CRF (Case Report Form)**

|   |            |    |
|---|------------|----|
| 20160212_Fragebogen V01 inkl Änderungen.pdf | 12/02/2016 | 01 |
| 20160309_Fragebogen V02.pdf                 | 09/03/2016 | 02 |

**6. Investigator's CV, dated**

|                                     |            |
|-------------------------------------|------------|
| Lebenslauf Lea Brühwiler Mrz 16.pdf | 09/03/2016 |
|-------------------------------------|------------|

**10. Insurance**

see doc/cat: 4, page/ref: page 4

**11. Other documents handed over to study participants**

No other documents handed over to study participants

**12. Details on nature and scope/value of compensation for participants**

There is no compensation for the participation in this study

**14. Information on secure handling of biological material and personal data, and in particular on the storage thereof**

see doc/cat: 4, page/ref: page 4

## 9.2.2 Patient information and written informed consent



### Informationsflyer für Patienten

Studie zur  
„Optimierung des Spitalaustritts zur besseren  
Medikamentenversorgung“



Kantonsspital Baden



Universität  
Basel

Departement  
Pharmazeutische Wissenschaften



KS<sup>B</sup>

Lieber Patient, Liebe Patientin



Mein Name ist Sara Haffter und ich bin Masterstudentin der Pharmazie an der Universität Basel.  
Zurzeit arbeite ich in der Apotheke des Kantonsspitals Baden.  
Ich führe eine Umfrage zum Thema „Optimierung des Spitalaustritts zur besseren Medikamentenversorgung“ durch.

Mit Hilfe einer Umfrage möchte ich herausfinden, was die grössten Probleme der Patienten nach dem Spitalaustritt sind, um Ansatzpunkte für Verbesserungen zu finden.  
Da Sie bald aus dem Kantonsspital Baden AG entlassen werden, möchte ich Sie gerne einladen an der Umfrage teilzunehmen.

Freundliche Grüsse,

Sara Haffter

Spitalapotheke

Departement Medizinische Dienste

CH-5404 Baden

[Sara.haffter@ksb.ch](mailto:Sara.haffter@ksb.ch)

Telefon direkt: +41 (0)56 486 39 47



**Das Wichtigste über die Umfrage in Kürze:**

- Ein Telefoninterview **3-7 Tagen nach Ihrer Entlassung**.
- Dauer: **10 - 15 Minuten**
- Fragebogen mit vier Teilen:
  - Fragen zu Ihrer Person
  - Fragen zur Beschaffung Ihrer Medikamente
  - Fragen über Ihre eigenen Medikamente
  - Allgemeine Fragen zu Ihrem Spitalaustritt
- Die Teilnahme ist **freiwillig**.
- Die erhobenen Daten werden **anonym** ausgewertet.

Mit Ihrer Teilnahme helfen Sie uns, den Spitalaustritt und die Medikamentenversorgung für zukünftige Patienten des Kantonsspitals Baden zu verbessern.

Nach Ihrer Entlassung werde ich Sie mit grosser Wahrscheinlichkeit innerhalb einer Woche telefonisch kontaktieren. Ich würde mich sehr darüber freuen, wenn Sie dann an meiner Umfrage teilnehmen.

**Vielen Dank für Ihre Mithilfe!**

### 9.2.3 Interview guide with patients

| <p>Projekt: Optimierung des Spitalaustritts zur besseren Medikamentenversorgung V 02</p> <p><b>Fragebogen über die Medikamentenversorgung beim Spitalaustritt</b></p> <p><b>Angaben zum Patienten (aus KISIM)</b></p> <table border="1"> <tr> <td colspan="2"><b>Name des Patienten</b></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><b>Telefonnummer</b></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td><b>Fallnummer</b></td> <td><b>Selbst generierter Patientencode</b></td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td colspan="2"><b>Geschlecht des Patienten</b></td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Männlich (1)<br/> <input type="checkbox"/> Weiblich (2)         </td> </tr> <tr> <td colspan="2"><b>Alter des Patienten in Jahren</b></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><b>Station</b></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><b>Datum und Zeit des Austritts aus dem Spital (inkl. Wochentag für Interviewer)</b></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><b>Datum und Zeit des 1. Anrufs (inkl. Wochentag für Interviewer)</b></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><b>Datum und Zeit des 2. Anrufs (inkl. Wochentag für Interviewer)</b></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"><b>Datum und Zeit des 3. Anrufs (inkl. Wochentag für Interviewer)</b></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Erfasst in Auswertung         </td> </tr> </table> | <b>Name des Patienten</b>  |  |  |  | <b>Telefonnummer</b> |  |  |  | <b>Fallnummer</b> | <b>Selbst generierter Patientencode</b> |  |  | <b>Geschlecht des Patienten</b> |  | <input type="checkbox"/> Männlich (1)<br><input type="checkbox"/> Weiblich (2) |  | <b>Alter des Patienten in Jahren</b> |  |  |  | <b>Station</b> |  |  |  | <b>Datum und Zeit des Austritts aus dem Spital (inkl. Wochentag für Interviewer)</b> |  |  |  | <b>Datum und Zeit des 1. Anrufs (inkl. Wochentag für Interviewer)</b> |  |  |  | <b>Datum und Zeit des 2. Anrufs (inkl. Wochentag für Interviewer)</b> |  |  |  | <b>Datum und Zeit des 3. Anrufs (inkl. Wochentag für Interviewer)</b> |  |  |  | <input type="checkbox"/> Erfasst in Auswertung |  | <p>Projekt: Optimierung des Spitalaustritts zur besseren Medikamentenversorgung V 02</p> <p>,Guten Tag Herr / Frau _____</p> <p>Ich bin Sara Haffter vom Kantonsspital Baden. Sie sind doch kürzlich bei uns im Spital gewesen. Daher möchte ich Ihnen einige Fragen zu Ihrem Spitalaustritt stellen. Haben Sie gerade Zeit? Haben Sie das Informationsblatt zur Umfrage bei Ihrem Spitalaustritt erhalten?</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Wenn Ja:</th> <th style="text-align: left;">Wenn Nein:</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>- Sind Sie daran interessiert, an der Umfrage teilzunehmen?</li> <li>- Haben Sie noch Fragen die Sie vor Beginn der Umfrage klären möchten?</li> <li>- Jegliche Daten, die durch diese Umfrage erhoben werden, werden anonym behandelt. Das heisst, Ihre Antworten werden getrennt von Ihrem Namen und Ihren persönlichen Daten ausgewertet.</li> <li>- Das Gespräch wird nicht aufgezeichnet</li> </ul> </td> <td> <p>Darf ich Sie über die Umfrage informieren?</p> <p>Ziel der Umfrage:</p> <ul style="list-style-type: none"> <li>- Bei der Umfrage geht es um die Optimierung des Spitalaustritts zur besseren Medikamentenversorgung der Patienten.</li> <li>- Mit der Umfrage möchte ich herausfinden, was die grössten Probleme der Patienten nach dem Spitalaustritt sind, um Ansatzpunkte für Verbesserungen zu finden.</li> <li>- Mit Ihrer Teilnahme an der Studie helfen Sie mit, den Spitalaustritt für zukünftige Patienten des Kantonsspitals Baden zu verbessern.</li> <li>- Jede Antwort zählt, deswegen ist es wichtig, dass auch Sie teilnehmen!</li> </ul> <p>Informationen zur Umfrage:</p> <ul style="list-style-type: none"> <li>- Die Teilnahme ist freiwillig.</li> <li>- Dauer der Umfrage: 15 – 20 Minuten.</li> <li>- Jegliche Daten, die durch diese Umfrage erhoben werden, werden anonym behandelt. 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|---|--|--|--|--|----------------------|--|--|--|-------------------|---|--|--|---------------------------------|--|--|--|--------------------------------------|--|--|--|----------------|--|--|--|--|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|--|--|---|----------|------------|---|--|--|
| <b>Name des Patienten</b>   |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
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| <b>Telefonnummer</b>  |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
|   |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
| <b>Fallnummer</b>   | <b>Selbst generierter Patientencode</b>  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
|   |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
| <b>Geschlecht des Patienten</b>   |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
| <input type="checkbox"/> Männlich (1)<br><input type="checkbox"/> Weiblich (2)  |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
| <b>Alter des Patienten in Jahren</b>  |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
|   |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
| <b>Station</b>  |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
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| <b>Datum und Zeit des Austritts aus dem Spital (inkl. Wochentag für Interviewer)</b>  |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
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| <b>Datum und Zeit des 1. Anrufs (inkl. Wochentag für Interviewer)</b>   |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
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| <b>Datum und Zeit des 2. Anrufs (inkl. Wochentag für Interviewer)</b>   |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
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| <b>Datum und Zeit des 3. Anrufs (inkl. Wochentag für Interviewer)</b>   |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
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| <input type="checkbox"/> Erfasst in Auswertung  |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
| Wenn Ja:  | Wenn Nein:   |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
| <ul style="list-style-type: none"> <li>- Sind Sie daran interessiert, an der Umfrage teilzunehmen?</li> <li>- Haben Sie noch Fragen die Sie vor Beginn der Umfrage klären möchten?</li> <li>- Jegliche Daten, die durch diese Umfrage erhoben werden, werden anonym behandelt. Das heisst, Ihre Antworten werden getrennt von Ihrem Namen und Ihren persönlichen Daten ausgewertet.</li> <li>- Das Gespräch wird nicht aufgezeichnet</li> </ul>   | <p>Darf ich Sie über die Umfrage informieren?</p> <p>Ziel der Umfrage:</p> <ul style="list-style-type: none"> <li>- Bei der Umfrage geht es um die Optimierung des Spitalaustritts zur besseren Medikamentenversorgung der Patienten.</li> <li>- Mit der Umfrage möchte ich herausfinden, was die grössten Probleme der Patienten nach dem Spitalaustritt sind, um Ansatzpunkte für Verbesserungen zu finden.</li> <li>- Mit Ihrer Teilnahme an der Studie helfen Sie mit, den Spitalaustritt für zukünftige Patienten des Kantonsspitals Baden zu verbessern.</li> <li>- Jede Antwort zählt, deswegen ist es wichtig, dass auch Sie teilnehmen!</li> </ul> <p>Informationen zur Umfrage:</p> <ul style="list-style-type: none"> <li>- Die Teilnahme ist freiwillig.</li> <li>- Dauer der Umfrage: 15 – 20 Minuten.</li> <li>- Jegliche Daten, die durch diese Umfrage erhoben werden, werden anonym behandelt. Das heisst, Ihre Antworten werden getrennt von Ihrem Namen und Ihren persönlichen Daten ausgewertet.</li> <li>- Das Gespräch wird nicht aufgezeichnet</li> </ul> <p>Sind Sie damit einverstanden, an der Umfrage teilzunehmen?</p> |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |
| <input type="checkbox"/> Ja (1)<br><input type="checkbox"/> Nein (0)  |  |  |  |  |                      |  |  |  |                   |   |  |  |                                 |  |  |  |                                      |  |  |  |                |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |  |  |   |          |            |   |  |  |

Kantonsspital Baden AG      März - April      2016

Kantonsspital Baden AG      März - April      2016

„Dann beginnen wir mit Fragen zu Ihrer Person.“

**1. Leben Sie alleine?**

- Ja (1)
- Nein (0)

**2. Haben Sie zu Hause Unterstützung mit Ihren Medikamenten?**

- Ja, beim Richten (1)
- Ja, bei der Einnahme oder Anwendung (2)
- Ja, beim Abholen (3)
- Nein → weiter zu Frage 4 und Frage 20 in Block 3 auslassen (0)

**Auslassen, wenn der Patient keine Unterstützung hat!**

**3. Wer unterstützt Sie mit Ihren Medikamenten?**

- Spitek (1)
- Angehörige (2)
- Andere (3):

**4. Gehen Sie jeweils selbstständig in die Apotheke?**

- Ja (1)
- Nein (0), weil:

**5. Wie viele verschiedene Medikamente müssen Sie momentan fix jeden Tag einnehmen oder anwenden?**

Anzahl:

**6. Wie viele verschiedene Medikamente nehmen Sie momentan bei Bedarf ein oder wenden Sie bei Bedarf an?**

Anzahl:

„Jetzt kommen wir zu Fragen über die Besorgung Ihrer Medikamente.“

**7. Gehen Sie meistens in die gleiche Apotheke?**

- Ja (1)
- Nein (0)

**8. Wann haben Sie das Rezept eingelöst?**

- Noch am gleichen Tag (Tag des Spitalaustritts für den Interviewer: \_\_\_\_\_) (0)
- 1. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (1) Grund:
- 2. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (2) Grund:
- 3. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (3) Grund:
- 4. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (4) Grund:
- 5. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (5) Grund:
- 6. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (6) Grund:

Noch nicht eingelöst. Grund: → weiter zu Frage 12 und dann 14 (7)

**Auslassen, falls Rezept noch nicht eingelöst!**

**9. Wie lange dauerte es, bis Sie alle Ihre benötigten Medikamente nach der Entlassung erhalten haben?**

(Zur Hilfe für den Interviewer, wann bekam der Patient das letzte Medikament?)

Möglichkeiten für Interviewer zum Ankreuzen aufgrund der Antwort:

- Noch am gleichen Tag (Tag des Spitalaustritts für den Interviewer: \_\_\_\_\_) (0)
- 1. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (1)
- 2. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (2)
- 3. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (3)
- 4. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (4)
- 5. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (5)
- 6. Folgetag nach Austritt. (Wochentag für den Interviewer: \_\_\_\_\_) (6)

**Auslassen falls Rezept noch nicht eingelöst!**

**10. Waren die Medikamente schwierig zu besorgen?**

- Ja (1)
- Nein → weiter zu Frage 13 (0)
- Weiss nicht (2)

Wenn Ja, Warum war es schwierig die Medikamente zu besorgen?

Hilfestellungen für den Interviewer:

- Herstellung (1)
- ausländische Medikamente (2)
- Unklarheiten (3)
- Lieferengpässe (4)

**Auslassen falls Rezept noch nicht eingelöst!****Auslassen, wenn Medikamente einfach zu besorgen waren!**

11. Konnten Sie aufgrund der erschwerten Besorgung gewisse Medikamente nicht einnehmen oder anwenden?

- Ja (1)
- Nein (0)

**Auslassen falls Rezept noch nicht eingelöst!****Auslassen, wenn die Medikamente einfach zu besorgen waren**

12. An welchen Tagen konnten Sie nicht alle verordneten Medikamente einnehmen, weil Sie sie nicht hatten?

- Noch am gleichen Tag (Tag des Spitalaustritts für den Interviewer) (0)
- 1. Folgetag nach Austritt. (Wochentag für den Interviewer) (1)
- 2. Folgetag nach Austritt. (Wochentag für den Interviewer) (2)
- 3. Folgetag nach Austritt. (Wochentag für den Interviewer) (3)
- 4. Folgetag nach Austritt. (Wochentag für den Interviewer) (4)
- 5. Folgetag nach Austritt. (Wochentag für den Interviewer) (5)
- 6. Folgetag nach Austritt. (Wochentag für den Interviewer) (6)
- An keinem (7)

**Auslassen falls Rezept noch nicht eingelöst!**

13. Haben Sie sich die Medikamente nach dem Spitalaustritt von der Apotheke nach Hause bringen lassen?

- Ja, von der Apotheke (1)
- Ja, von Angehörigen (2)
- Ja, von (3): \_\_\_\_\_
- Nein (0)

„Jetzt kommen wir zu den Fragen zu Ihren Medikamenten.“

**14. Wissen Sie, für was Sie Ihre Medikamente einnehmen?**

- Ja, alle (1)
- Ja, teilweise (2)
- Nein (0)

**15. Kennen Sie die neusten Medikamente oder Änderungen bei Ihren Medikamenten?**

- Ja (1)
- Teilweise (2)
- Nein (0)
- Es hat keine Änderungen gegeben (3)

**16. Haben Sie vor dem Spitalaustritt Instruktionen zu Ihren Medikamenten erhalten?**

- Ja (1)
- Nein → weiter zu Frage 19 (0)

**Auslassen, wenn der Patient keine Instruktionen erhalten hat!**

17. Waren Sie zufrieden mit den Instruktionen zu Ihren Medikamenten im Spital? Geben Sie Ihre Antwort anhand einer Schulnote. Note 4 ist genügend.

Note:

**Auslassen falls Rezept noch nicht eingelöst!****Auslassen, wenn der Patient keine Instruktionen erhalten hat!**

18. Wie haben Sie die Instruktionen zu Ihren Medikamenten erhalten?

- Mündlich (0)
- Schriftlich, wie? (1)
- Mündlich und Schriftlich, wie? (2)

**19. Wie würden Sie die Instruktionen zu Ihren Medikamenten gerne erhalten?**

- Mündlich (0)
- Schriftlich (1)
  - Medikationsplan
  - anderes:
- Mündlich und Schriftlich (2)
  - Medikationsplan
  - anderes:

**Auslassen wenn der Patient nicht unterstützt wird!**

20. Wenn Sie unterstützt werden, wurde Ihr/e Betreuer/in auch instruiert oder informiert?

- Ja (1)
- Nein (0)
- Keine Angabe (2)

**21. Hätten Sie sich zu Ihren Medikamenten mehr Hilfestellungen/Erklärungen/Instruktionen gewünscht? Zu welchem Thema?**

- kein Wunsch (8)

Beispiele für den Interviewer, wenn der Patient spontan nichts weiss.

- Indikation (0)
- Dosierung (1)
- Zeitpunkt der Einnahme (2)
- Spezielle Dinge, die beachtet werden müssen (3)
- Nebenwirkungen (4)
- Symptome der Nebenwirkungen (5)
- Lagerung der Medikamente (6)
- Änderungen der Medikamente (7)

**22. An wen würden Sie sich bei Problemen/Fragen zu Ihren Medikamenten nach dem Spitalaustritt wenden?**

- Spital (0)
- Apotheke (1)
- Hausarzt (2)
- Andere (3): \_\_\_\_\_

**23. Hätten Sie gerne, dass der Apotheker/die Apothekerin Ihnen die Medikamente noch genauer erklärt?** Ja, warum? (1) Nein, warum? (0)

„Jetzt kommen wir noch zum letzten Teil der Umfrage. Bei diesen Fragen geht es um den Ablauf des Spitalaustritts.“

**24. Hätten Sie sich gewünscht, dass die Apotheke bereits weiß, dass Sie austreten und Ihre Medikamente schon vorbereitet hätte?** Ja, warum? (1) Nein, warum? (0) Keine Angabe (2)**25. Was hätten Sie als Verbesserungsvorschlag um die Besorgung der Medikamente zu erleichtern?****26. Haben Sie weitere Anmerkungen zum Spitalaustritt?**

„Nun sind wir am Ende des Fragebogens. Vielen Dank, dass Sie sich Zeit genommen haben um die Fragen zu beantworten! Mit Ihrer Teilnahme haben Sie uns bei unserem Projekt sehr geholfen!“

## 9.2.4 Interview guide with physicians

| <p><b>1. Informationen zum Assistenzarzt:</b><br/>           Alter:<br/>           Geschlecht:<br/>           Arbeitsdauer auf CHI:</p> <p><b>2. Gibt es Probleme beim momentanen Austrittsprozess in Bezug auf die Medikamente? Welche?</b></p> <p><b>3. Wie werden die Instruktionen an den Patienten abgegeben?</b></p> <ul style="list-style-type: none"> <li>- Mündlich</li> <li>- Schriftlich</li> <li>- Mündlich und schriftlich</li> </ul> <p><b>4. Werden die Patienten gefragt, was sie an Information brauchen? Art und Inhalt der Information.</b><br/>           z.B:<br/> <ul style="list-style-type: none"> <li>- Medikationskarte mit der aktuellen Medikation?</li> </ul> </p> <p><b>5. Die meisten Patienten auf Ihrer Station haben angegeben, dass sie die Instruktionen mündlich und schriftlich bekommen. Entspricht das der Realität? Sind das gute Resultate oder nicht? GRAFIK</b><br/>           Resultate:           <ul style="list-style-type: none"> <li>- 23% mündlich</li> <li>- 51% mündlich und schriftlich</li> <li>- 26% keine Instruktionen bekommen               <ul style="list-style-type: none"> <li>➔ 19% hatten keine Änderung und deswegen keine Instruktionen</li> <li>➔ 5% hatten Änderungen in Medikation, aber keine Instruktionen erhalten.</li> <li>2x gerne mündlich und schriftlich erhalten und 1x wollte keine Instruktionen, weil selbst aus Pflegeberuf</li> </ul> </li> </ul> </p> <p><b>6. Die meisten Patienten haben angegeben, dass sie die Instruktionen zu ihren Medikamenten gerne mündlich und schriftlich bekommen. Denken Sie, dass man dies ändern könnte oder sollte? Wo gibt es Handlungsbedarf? Wie kann man diese Zahl erreichen? GRAFIK</b><br/>           Resultate:           <ul style="list-style-type: none"> <li>- 32% mündlich</li> <li>- 66% mündlich und schriftlich</li> <li>- 2% brauchen keine Instruktionen</li> </ul> </p> <p><b>7. Ist Ihnen die Checkliste zum Austrittsassessment bekannt? Sind andere Checklisten zum Austritt bekannt?</b></p> <p><b>8. Wie oft bekommen Sie Rückfragen aus der Apotheke bezüglich der Medikamente von Patienten? 1x/Monat, 1x/Woche, 1x/Quartal?</b></p> <ul style="list-style-type: none"> <li>- Was sind die Gründe für die Rückfragen?</li> <li>- Sind Rückfragen in Ordnung oder überflüssig?</li> </ul> <p><b>9. Wie interpretieren Sie die Resultate bezüglich des Einlösens der Rezepte und der Unterbrüche in einer Therapie? GRAFIK</b></p> <p><b>10. Was hätten Sie für Verbesserungsvorschläge um die Medikamentenversorgung beim Austritt aus dem Spital zu verbessern?</b><br/>           z.B.           <ul style="list-style-type: none"> <li>- Rezept beim Austritt direkt an die Apotheke weiter leiten</li> <li>- Apotheke im Spital gibt Medikamente mit</li> <li>- Apotheker kontrolliert Rezept</li> <li>- Apotheker kommt auf Station und erklärt dem Patienten die Medikamente</li> <li>- Checklisten zum Austrittsprozess</li> </ul> </p> | <p><b>1. Informationen zum Oberarzt:</b><br/>           Alter:<br/>           Geschlecht:<br/>           Arbeitsdauer auf MED:</p> <p><b>2. Gibt es Probleme beim momentanen Austrittsprozess in Bezug auf die Medikamente? Welche?</b></p> <p><b>3. Die meisten Patienten auf den Station MED und CHI haben angegeben, dass sie die Instruktionen mündlich und schriftlich bekommen. Die Assistenzärzte auf der Station CHI sagen, dass sie immer beides machen (mündlich und Rezept). Die Assistenzärzte auf der Station MED sagen, dass sie beides machen (mündlich und Dosierungskarte). Wie schätzen Sie diese Ergebnisse ein? Ist das ein gutes Resultat? GRAFIK</b></p> <hr/> <p><b>Resultate IST-Zustand</b></p> <table border="1"> <thead> <tr> <th>CHI und MED (n = 100):</th> <th>MED (n = 53):</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>- 55% schriftlich und mündlich</li> <li>- 19% mündliche</li> <li>- 26% keine Instruktionen bekommen</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- 58% mündlich und schriftlich</li> <li>- 15% mündlich</li> <li>- 26% keine Instruktionen bekommen (23% keine Änderungen und deswegen keine Instruktionen)</li> </ul> </td> </tr> </tbody> </table> <p>CHI (n = 47):     <ul style="list-style-type: none"> <li>- 51% mündlich und schriftlich</li> <li>- 23% mündlich</li> <li>- 26% keine Instruktionen bekommen (19% keine Änderungen und deswegen keine Instruktionen)</li> </ul> </p> <hr/> <p><b>Resultate SOLL-Zustand</b></p> <table border="1"> <thead> <tr> <th>CHI und MED (n = 100):</th> <th>MED (n = 53):</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>- 69% schriftlich und mündlich</li> <li>- 30% mündlich</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- 72% mündlich und schriftlich</li> <li>- 28% mündlich</li> </ul> </td> </tr> </tbody> </table> <p>CHI (n = 47):     <ul style="list-style-type: none"> <li>- 66% mündlich und schriftlich</li> <li>- 32% mündlich</li> <li>- 2% braucht keine Instruktionen</li> </ul> </p> <hr/> <p><b>4. Wie interpretieren Sie die Resultate bezüglich des Einlösens der Rezepte und der Unterbrüche in einer Therapie? GRAFIK</b><br/>           Sind das gute Resultate? Ist das verbesserungswürdig?</p> <p><b>5. Welche Projekte wurden dazu schon gemacht und mit welchem Erfolg?</b></p> <ul style="list-style-type: none"> <li>- Was wurde implementiert, was nicht, warum?</li> <li>- War der Fokus auf den Medikamenten oder auf etwas anderem, z.B. Hausarztermine, Spitex organisieren? Warum?</li> </ul> <p><b>6. Ihr habt diese Checkliste erarbeitet. Löst diese alle Probleme?</b></p> <ul style="list-style-type: none"> <li>- Wird sie genutzt? (CHI: kennt die Checkliste nicht, MED: 1 kennt die Checkliste, 1 nicht)</li> <li>- Funktioniert der Austrittsprozess besser als vorher?</li> </ul> | CHI und MED (n = 100): | MED (n = 53): | <ul style="list-style-type: none"> <li>- 55% schriftlich und mündlich</li> <li>- 19% mündliche</li> <li>- 26% keine Instruktionen bekommen</li> </ul> | <ul style="list-style-type: none"> <li>- 58% mündlich und schriftlich</li> <li>- 15% mündlich</li> <li>- 26% keine Instruktionen bekommen (23% keine Änderungen und deswegen keine Instruktionen)</li> </ul> | CHI und MED (n = 100): | MED (n = 53): | <ul style="list-style-type: none"> <li>- 69% schriftlich und mündlich</li> <li>- 30% mündlich</li> </ul> | <ul style="list-style-type: none"> <li>- 72% mündlich und schriftlich</li> <li>- 28% mündlich</li> </ul> |
|---|---|------------------------|---------------|---|--|------------------------|---------------|--|--|
| CHI und MED (n = 100):  | MED (n = 53):   |                        |               |   |  |                        |               |  |  |
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| CHI und MED (n = 100):  | MED (n = 53):   |                        |               |   |  |                        |               |  |  |
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7. Was hätten Sie für Verbesserungsvorschläge um die Medikamentenversorgung beim Austritt aus dem Spital zu verbessern?

Was könnte ein Apotheker beitragen?

Welche Stolpersteine gibt es bei solchen Optimierungen (z.B. niemanden interessiert's, zu wenig interdisziplinär, schlechte Akzeptanz, zu aufwändig, zu faule Leute,...)?

z.B.:

- Rezept beim Austritt direkt an die Apotheke weiter leiten
- Apotheke im Spital gibt Medikamente mit
- Apotheker kontrolliert Rezept
- Apotheker kommt auf Station und erklärt dem Patienten die Medikamente
- Checklisten zum Austrittsprozess

## 9.2.5 Study closure communication

|   |   |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
|---|---|--|--|-------------------|---|--|--|-----------------|--|---------------|---------------|--|----------------|--|--|-----------------------|--|-------------------------------|--------|--------|--|-----------------------------|--|-------------------------------|---|-----|--|---|----|--|---|---|---|--|---------|--|--|--------------------------|-----------------------------|--|--|--|--|--|-----------------------------|--|---|---|--|
| <div style="text-align: center;">  <p><b>Kantonsspital Baden AG</b><br/>Departement Medizinische Dienste<br/>CH-5404 Baden<br/><br/>Apotheke<br/>eidi, dipl. Apothekerin<br/>Lea Brühwiler<br/><br/>Telefon direkt<br/>+41 (0)56 486 39 47<br/>Telefon Zentrale<br/>+41 (0)56 486 21 11<br/>Fax-Mitteilung<br/>+41 (0)56 486 39 49<br/>E-Mail<br/>lea.bruehwiler@ksb.ch<br/><a href="http://www.ksb.ch">www.ksb.ch</a></p> <p>Prof. Dr. Perruchoud<br/>Ethikkommission Nordwest- und Zentralschweiz (EKNZ)<br/>Hebelstrasse 53<br/>4056 Basel</p> <p>Baden, 3. Juni 2016</p> <p><b>Abschlussmeldung Forschungsprojekt EKNZ 2016-00377</b></p> <p>Sehr geehrter Herr Perruchoud</p> <p>Im Namen des Forschungsteams möchte ich Ihnen den Abschluss unseres Forschungsprojektes melden.<br/>Das Projekt im Rahmen einer Masterarbeit konnte erfolgreich mit den vorgesehenen 100 Patienten durchgeführt werden. Die Datenauswertung ist abgeschlossen und der ausführliche Bericht in Form einer Masterarbeit wurde verfasst.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Leit-Ethikkommission</td> <td colspan="2">EKNZ</td> </tr> <tr> <td>Title des Gesuchs</td> <td colspan="2">Optimierung der Medikamentenversorgung bei Spitalaustritt</td> </tr> <tr> <td>beteiligte Ethikkommissions-Nr. (EK-Nr.)</td> <td colspan="2">EKNZ 2016-00377</td> </tr> <tr> <td>Gesuchsteller</td> <td colspan="2">Lea Brühwiler</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3"><b>Bericht</b></td> </tr> <tr> <td>Studie abgeschlossen?</td> <td>Ja <input checked="" type="checkbox"/></td> <td>Nein <input type="checkbox"/></td> </tr> <tr> <td>Datum:</td> <td colspan="2">3.6.16</td> </tr> <tr> <td>Studie global abgeschlossen</td> <td>Ja <input checked="" type="checkbox"/></td> <td>Nein <input type="checkbox"/></td> </tr> <tr> <td>Anzahl Studienteilnehmer lokal eingeschlossen:<br/><i>Definition: Studie mit Personen: last patient last follow up visit</i><br/><i>Studie ohne Personen: Datensammlung abgeschlossen</i></td> <td colspan="2">100</td> </tr> <tr> <td>Anzahl Studienteilnehmer lokal abgebrochen (Drop-outs):</td> <td colspan="2">52</td> </tr> </table> </div> | Leit-Ethikkommission                                      | EKNZ                                     |  | Title des Gesuchs | Optimierung der Medikamentenversorgung bei Spitalaustritt |  | beteiligte Ethikkommissions-Nr. (EK-Nr.) | EKNZ 2016-00377 |  | Gesuchsteller | Lea Brühwiler |  | <b>Bericht</b> |  |  | Studie abgeschlossen? | Ja <input checked="" type="checkbox"/> | Nein <input type="checkbox"/> | Datum: | 3.6.16 |  | Studie global abgeschlossen | Ja <input checked="" type="checkbox"/> | Nein <input type="checkbox"/> | Anzahl Studienteilnehmer lokal eingeschlossen:<br><i>Definition: Studie mit Personen: last patient last follow up visit</i><br><i>Studie ohne Personen: Datensammlung abgeschlossen</i> | 100 |  | Anzahl Studienteilnehmer lokal abgebrochen (Drop-outs): | 52 |  | <div style="text-align: center;">  </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Falls die Studie nicht durchgeführt wurde</td> <td colspan="2">-</td> </tr> <tr> <td>Warum:-</td> <td colspan="2"></td> </tr> <tr> <td>Studie wurde abgebrochen</td> <td>Ja <input type="checkbox"/></td> <td>Nein <input checked="" type="checkbox"/></td> </tr> <tr> <td>Falls ja: nur lokal <input type="checkbox"/> generell <input type="checkbox"/><br/>Warum:</td> <td colspan="2"></td> </tr> <tr> <td>Wurden die meldepflichtigen SAEs gemeldet?</td> <td>Ja <input type="checkbox"/></td> <td>Nein <input checked="" type="checkbox"/></td> </tr> <tr> <td>Falls ja: wie viele:<br/>Falls nein: <u>nachzuholen!</u></td> <td colspan="2">-</td> </tr> </table> <p><b>Konklusionen, die bereits gezogen werden können:</b></p> <p><b>Medikamentenversorgung nach Spitalaustritt:</b> Die Versorgung der Patienten nach Spitalaustritt ist generell gut. Von 100 entlassenen Patienten haben 77 ihr Austrittsrezept bis zum Zeitpunkt des Interviews eingelöst, und es dauerte bis zum 6. Folgetag, bis alle Patienten die verordneten Medikamente erhalten. Obwohl 14 Patienten (18%) Probleme bei der Besorgung angaben, kam es nur in vier Fällen zu einem Therapieunterbruch. Patienten der inneren Medizin hatten signifikant häufiger Versorgungsprobleme, und Patienten mit Problemen hatten signifikant mehr Medikamente. Den Vorschlag, dass zur Vereinfachung der Versorgung das Rezept bereits vor dem Austritt an die öffentliche Apotheke gesandt wird, lehnten 71% der Patienten ab. Der häufigste Grund waren bisher problemlos erlebte Spitalaustritte.</p> <p>Insgesamt wurden die Rezepte erstaunlich spät eingelöst, aber es kam kaum zu Therapieunterbrüchen. Dies ist möglicherweise auf eine weitergeführte prahospitale Medikation, die die Patienten noch zuhause hatten, oder auf die schnelle Lieferfrist der Apotheken zurückzuführen. Trotzdem hatte eine relevante Zahl von Patienten Mühe bei der Beschaffung, was Optimierungen bei der Spitalentlassung nötig macht.</p> <p><b>Medikamentenwissen nach Spitalaustritt:</b> Im durchgeföhrten Interview gaben 95% der Patienten an, die Indikation ihrer Medikamente zu kennen. 96% wussten über allfällige Therapieänderungen Bescheid. Die Therapieinstruktion, welche die Patienten vor dem Austritt erhielten, wurde in 55% der Fälle in schriftlich und mündlicher Form gegeben, wohingegen sich 69% dies so wünschten. Das deutet darauf hin, dass die Instruktion nicht immer den Bedürfnissen des Patienten entsprach.</p> <p>Das Wissen der Patienten über die eigenen Medikamente ist nach deren Angaben sehr gut. Die Richtigkeit wurde jedoch aus methodischen Gründen nicht überprüft und es ist mit einer eher geringeren Kenntnis zu rechnen. Die Instruktionen der Patienten entsprechen nicht vollständig den Bedürfnissen der Patienten und sollten reevaluiert werden.</p> <p><b>Konklusion:</b> Für folgende Interventionsstudien muss beachtet werden, dass Versorgungsprobleme bei Spitalaustritt vorkommen, diese jedoch zu wenig Therapielücken führen. Eine vorgeschlagene Intervention in Richtung „seamless care“ wurde von den Patienten abgelehnt, obwohl diese in der Literatur vielversprechende Resultate zeigt und auch die politischen Vorstöße in diese Richtung gehen. Für Interventionsstudien soll man sich aufgrund unserer Resultate auf polymorbide,</p> | Falls die Studie nicht durchgeführt wurde | - |  | Warum:- |  |  | Studie wurde abgebrochen | Ja <input type="checkbox"/> | Nein <input checked="" type="checkbox"/> | Falls ja: nur lokal <input type="checkbox"/> generell <input type="checkbox"/><br>Warum: |  |  | Wurden die meldepflichtigen SAEs gemeldet? | Ja <input type="checkbox"/> | Nein <input checked="" type="checkbox"/> | Falls ja: wie viele:<br>Falls nein: <u>nachzuholen!</u> | - |  |
| Leit-Ethikkommission  | EKNZ  |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Title des Gesuchs   | Optimierung der Medikamentenversorgung bei Spitalaustritt |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| beteiligte Ethikkommissions-Nr. (EK-Nr.)  | EKNZ 2016-00377   |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Gesuchsteller   | Lea Brühwiler   |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| <b>Bericht</b>  |   |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Studie abgeschlossen?   | Ja <input checked="" type="checkbox"/>                    | Nein <input type="checkbox"/>            |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Datum:  | 3.6.16  |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Studie global abgeschlossen   | Ja <input checked="" type="checkbox"/>                    | Nein <input type="checkbox"/>            |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
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| Anzahl Studienteilnehmer lokal abgebrochen (Drop-outs):   | 52  |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Falls die Studie nicht durchgeführt wurde   | -   |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Warum:-   |   |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Studie wurde abgebrochen  | Ja <input type="checkbox"/>                               | Nein <input checked="" type="checkbox"/> |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Falls ja: nur lokal <input type="checkbox"/> generell <input type="checkbox"/><br>Warum:  |   |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Wurden die meldepflichtigen SAEs gemeldet?  | Ja <input type="checkbox"/>                               | Nein <input checked="" type="checkbox"/> |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |
| Falls ja: wie viele:<br>Falls nein: <u>nachzuholen!</u>   | -   |  |  |                   |   |  |  |                 |  |               |               |  |                |  |  |                       |  |                               |        |        |  |                             |  |                               |   |     |  |   |    |  |   |   |   |  |         |  |  |                          |                             |  |  |  |  |  |                             |  |   |   |  |



medizinische Patienten konzentrieren.

Fristen:

Abschluss eines **klinischen Versuchs**: 90 Tage (KlinV Art 38<sub>1</sub>, HFV Art 22, 36, 40, 43).

Der Schlussbericht („Final Report“) mit den Ergebnissen resp. Publikationen ist innerhalb eines Jahres nach Abschluss oder Abbruch nachzuliefern (KlinV Art 38<sub>3</sub>)

Wir hoffen, Ihnen mit diesen Angaben gedient zu haben.

Freundliche Grüsse

Lea Brühwiler  
eidg. dipl. Apothekerin

**Kenntnisname der Ethikkommission**

Datum: \_\_\_\_\_

Stempel/Unterschrift:  
\_\_\_\_\_

## 9.3 Project B

### 9.3.1 Invitation letter to community pharmacists (without registration form)



An  
Stefan Catrina

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Baden, 16. April 2015

**Einladung für die Teilnahme an einer Fokusgruppe am 23. April 2015**

Liebe Kollegen

Ich möchte Sie gerne zu einer Fokusgruppe einladen. Sie haben sich bereits bereit erklärt, sich an dieser Gruppendiskussion zu beteiligen. Dafür möchte ich mich ganz herzlich bedanken:

**Worum geht es?**  
Im Rahmen meiner Dissertation setze ich mich mit der Schnittstelle zwischen Spital und ambulanter Medikamentenversorgung auseinander. Dafür ist es wichtig, die Bedürfnisse von Offizinapothekern zu kennen, um später eine willkommene und gewinnbringende Veränderung in den Prozessen anzustreben.

**Wieso Sie?**  
Wir zählen Sie zu den engagierten Offizinapothekern. Sie kommen aus verschiedenen Regionen, sind selbstständig oder angestellt, mit einigen oder vielen Jahren Berufserfahrung.

**Was ist eine Fokusgruppe?**  
Eine Fokusgruppe ist ein Gruppeninterview und eine Methode, die in der qualitativen Forschung verwendet wird. Die heterogene Gruppe von Teilnehmern trifft sich zu einer interaktiven Diskussion, welche durch einen Moderator geleitet wird. Die Diskussion wird durch einen Leitfaden vorstrukturiert, akustisch aufgezeichnet und anschließend für die Analyse transkribiert.

**Worüber werden wir sprechen?**  
Ich möchte verschiedene Praxismeinungen zur Schnittstelle Spitalaustritt – Ambulant einholen. Welches sind die größten Probleme, wie könnten Verbesserungen erreicht werden? Welche Meinungsunterschiede gibt es und wovon sind diese abhängig?

Seite 1 von 3



**Was wollen wir damit erreichen?**  
Ziel ist eine Umfrage bei allen Deutschschweizer Offizinapothekern zum Thema Spitalaustritt. Dafür müssen die möglichen Schwerpunkte bereits bekannt sein und auch die richtigen Antwortmöglichkeiten zur Verfügung stehen. Die Fokusgruppe liefert wichtige Ideen, die in der Umfrage einem breiteren Publikum zur Bewertung vorgelegt werden sollen.

**Wie läuft es ab?**  
Die Fokusgruppe findet am 23. April 2015, um 18.30 Uhr im Kantonsspital Baden statt. Nach einer kleinen Verpflegung ab 18 Uhr beginnt die Fokusgruppe. Die Teilnehmenden stellen sich kurz vor und es gibt eine Einführung in das Thema. Danach folgt die eigentliche Diskussionsrunde. Die Veranstaltung wird ca. 2 Stunden in Anspruch nehmen.

**Anreise**  
Mit den öffentlichen Verkehrsmitteln erreichen Sie das KSB mit dem Bus. Die Haltestelle „Dättwil, Kantonsspital“ liegt direkt im Gelände. Für die Anreise mit dem Auto können die Besucherparkplätze benutzt werden.  
Wir entschädigen Ihnen gerne Ihre Anreisespesen. Falls Sie dies in Anspruch nehmen möchten, teilen Sie mir dies bei der definitiven Anmeldung mit. So können die Spesen direkt am Termin beglichen werden.

Wir würden uns freuen, Sie in der Fokusgruppe zu begrüßen und hoffen auf eine spannende Diskussion.

Gerne bitte ich um eine Bestätigung des Termins mit dem beigelegten Formular.

Freundliche Grüsse

Lea Brühwiler  
Apothekerin, Doktorandin  
eidg. dipl. Apothekerin

Dr. Monika Lutters  
Spitalapothekerin FPH  
Stv. Leiterin Spitalapotheke

Seite 2 von 3

### 9.3.2 Script focus group

#### Fokusgruppe Skript 23.4.15, 18.30 Uhr, KSB Haus 7, Raum 7

Bedürfnisse von Offizinapothekern beim Spitalaustritt ihrer Patienten, 23.4.2015, Kantonsspital Baden

| Zeit              | Inhalt   | Methode  | Sämi/Monika                |
|-------------------|--|--|----------------------------|
| 17.00             | Vorbereitung   | Audio prüfen, Beamer und Computer einstellen, Namenskarten, Notizkarten, Stifte, Verpflegung abholen und bereitstellen. Visitenkarten bereitstellen.<br>Plakate aufhängen, Leim bereitstellen, grüner Stift bereitstellen<br>Wasser und Schokolade auf Tischen verteilen.<br>Sämi und Monika instruieren |                            |
| 18.00             | Eintreffen der Teilnehmer, Begrüßung, Verpflegung  | Spesen nötig? Stefan und Urs<br>Formular mitgebracht? Petra Obrist<br>Anzahl Rezepte angegeben?  |                            |
| 18.30<br>(5 Min)  | ML: Offizielle Begrüßung<br>LB: Start Präsentation, Einführung in das Thema  | SA und ML: beide Aufzeichnungen laufen (roter Punkt sichtbar)? iPad-Aufzeichnung gestartet?<br>SA: Lichtverhältnisse für Aufnahmen/Wohlbefinden Teilnehmer ok?   |                            |
| 18.35<br>(10 Min) | Frage 1<br>"Stellen Sie sich bitte kurz mit Namen und Arbeitsort vor. Erläutern Sie in 2-3 Sätzen, welche Rolle Ihre Offizin einnimmt, wenn ein Kunde aus dem Spital entlassen wird.<br>Mein Name ist Lea Brühwiler. Meine Offizin in Baden ist Anlaufstelle für austretende Stammkunden. Wir kümmern uns vor allem darum, dass keine Lücken in der Therapie entstehen, ausgedehntere Beratungen oder das Aufrufen der Medikation ist selten." | keine Reihenfolge angeben, alle müssen sprechen!   | SA: haben alle gesprochen? |

1

#### Fokusgruppe Skript 23.4.15, 18.30 Uhr, KSB Haus 7, Raum 7

Bedürfnisse von Offizinapothekern beim Spitalaustritt ihrer Patienten, 23.4.2015, Kantonsspital Baden

|                      |   |  |  |
|----------------------|---|--|--|
| 18.45<br>(20 Min)    | Frage 2<br>"In Ihrer Erfahrung, was sind bei Spitalaustritt die häufigsten Probleme, die Sie in der Offizin antreffen oder lösen müssen? Gerne hören wir die Ausserung jedes Teilnehmers." (LB)   | keine Reihenfolge, alle müssen sprechen!   | SA: haben alle gesprochen?<br>SA: Zeit im Auge behalten, ggf. Zeichen geben!   |
| 19.05<br>(10 Min)    | Frage 3<br>"Nehmen wir an, der Spital (also Arzt, Pflege oder Spitalapotheke) stellt Ihnen neben dem standardmässigen Austrittsrezept eine zusätzliche Information zum entlassenen Patienten zur Verfügung.<br><br>Zählen Sie alle Informationen auf, die Ihnen für Ihren Offizinaltag nützlich oder interessant wären."  | graue Notizkarten und Stifte.  | ML: Kontrolle graue Karten und Stifte verteilt?  |
| 19.15<br>(15+10 Min) | Frage 4<br>"Wir haben vorher über Informationen gesprochen, die in Zukunft der Offizin zur Verfügung gestellt werden könnten. Bei den einen Informationen wüssten Sie bestimmt, was dann anzufangen ist, bei anderen müssten Sie zuerst nachlesen oder sich weiterbilden, was diese Informationen bedeuten. Ein Beispiel wäre das Wissen über Interaktion oder das Verstehen von durchgeführten Operationen. Das schliesst auf verschiedene Kompetenzen, welche die Offizinapotheker haben oder eben noch nicht haben.<br><br>Welche Kompetenzen sind vorhanden und könnten vermehrt genutzt werden? Welche Kompetenzen müssten sich die Apotheker aneignen, um mit solchen Neuerungen zu arbeiten?<br><br>Beziehen Sie sich sowohl auf Ihre eigenen Kompetenzen, als auch auf die Allgemeinität der Offizinapotheker.<br><br>Sie haben 15 Minuten Zeit, dies in Zweiergruppen zu diskutieren. Notieren Sie die vorhandenen, vermehrt nutzbaren Kompetenzen auf grüne Karten, anzuzeugende Kompetenzen auf orange Karten. Achten Sie darauf, nicht nur eine Kategorie zu bearbeiten und notieren sie nicht zu allgemeine Begriffe".<br><br>Erklären Sie danach ganz kurz, was sie mit Ihren Stichworten meinen. Wir hängen die Karten auf, damit Sie diese anschauen können, wir diskutieren oder bewerten die Punkte nicht." | vorgegebene Zweiergruppen, Notieren auf Karten.<br>Nutzbare Kompetenzen grün und anzuzeugende Kompetenzen rot.<br>15 Minuten: Sammeln und aufhängen. | ML und SA: graue Karten von vorher gruppieren und auf die 5 vorbereiteten A1-Blätter aufkleben helfen<br><br>danach: grüne und rote Kompetenzkarten separat auf vorbereitete A1-Blätter auslegen oder aufkleben. |

2

**Fokusgruppe Skript 23.4.15, 18.30 Uhr, KSB Haus 7, Raum 7**

Bedürfnisse von Offizinapothekern beim Spitalaustritt ihrer Patienten, 23.4.2015, Kantonsspital Baden

|                              |   |  |   |
|------------------------------|---|--|---|
| 19.45<br>(Puffer)            | Pause, Verpflegung, WC  |  | ML: Lüften, Buffet kontrollieren  |
| 20.00<br>(30 Min)            | <p>Frage 5<br/>"Sie haben vor der Pause für Sie nützliche Informationen zusammengetragen. Diese haben wir ergänzt mit Ideen unsererseits und gruppiert. Diese sollen nun grob bewertet werden.</p> <p>Bitte lassen Sie ausser Acht, ob sie zum heutigen Zeitpunkt das Wissen hätten, diese Informationen zu nutzen.</p> <p>Wir verwenden dazu das Ampelschema für die erste Runde. Bitte erheben Sie die grüne Karte, wenn sie diese Information als nützlich einstufen, die gelbe Karte für eine neutrale Haltung und eine orange Karte für unnütze Informationen."</p> <p>Immer wenn orange und grün gleichzeitig gewählt werden:<br/>"Sie haben kontroverse Antworten gegeben. Bitte verwenden Sie gemäss Runde 2 die grüne oder orange Karte für "Hauptbedürfnis oder kein Hauptbedürfnis"</p> <p>Falls jemand sagt "kein Hauptbedürfnis" -&gt; Warum ist dies für Sie kein Hauptbedürfnis? (z.B. klinisch irrelevant, selber zu lösen,...)</p> | pro Teilnehmer<br>1 grüne, orange und gelbe Karte. | <p>SA: Notieren der Abstimmungsresultate in Tabelle (für den Fall dass man auf dem Video etwas nicht sieht)</p> <p>ML: Kennzeichnen der vorwiegend grün bewerteten Gruppen mit Stift (für nächste Frage)</p> <p>SA: Zeit im Auge behalten, nächste Frage ist eine Zeitpuffer-Frage.</p> |
| 20.30<br>(10 Min,<br>Puffer) | <p>Frage 6 – Pufferfrage!<br/>"Nehmen wir an, die ausgewählten Informationen könnten dem Offizinapotheker zur Verfügung gestellt werden. In welcher Form würden Sie diese gerne erhalten?<br/>Beziehen Sie sich dabei auf die Informationen, die sie vorher als nützlich eingestuft haben.<br/>Stellen Sie sich die heutigen Möglichkeiten, aber auch zukünftige Technologien vor."</p>   | offene Diskussion                                  | <p>SA: Welches sind die grossen Themen?</p>   |
| 20.40<br>(20 Min)            | <p>Frage 7<br/>"Wir haben jetzt ausgiebig über Informationsinhalte und -wege diskutiert. Haben Sie weitere Vorschläge, wie die Weiterbetreuung eines Spitalaustritts vereinfacht werden könnte?"</p>  | offene Diskussion                                  | <p>SA: Welches sind die grossen Themen?</p> <p>SA: Zeit im Auge behalten</p>  |

3

**Fokusgruppe Skript 23.4.15, 18.30 Uhr, KSB Haus 7, Raum 7**

Bedürfnisse von Offizinapothekern beim Spitalaustritt ihrer Patienten, 23.4.2015, Kantonsspital Baden

|                              |   |  |
|------------------------------|---|--|
| 21.00                        | <p>"Wir kommen zum Ende dieser Fokusgruppe. Ich bedanke mich ganz herzlich, dass Sie sich Zeit genommen haben. Ich habe wichtige und interessante Hinweise bekommen, die ich in meiner Doktorarbeit weiterverfolgen werde. Damit tragen Sie zur Erforschung und Weiterentwicklung unseres Berufsstandes bei. Gern möchte ich Sie fragen, ob ich Sie für eine weitere Fokusgruppe wieder einladen dürfte".</p> <p>Vielen Dank für die Bereitschaft. Dann wünsche ich Ihnen eine gute Heimreise.</p> <p>Debriefing LB, SA und ML, sofortiges Notieren der wichtigsten Eindrücke. Sicherstellen der Tonaufnahme.</p> | <p>SA: Kontrolle Stopp Aufzeichnung, Ipad-Aufzeichnung stoppen.</p> <p>ML: Raum aufräumen helfen</p> |
| Notfallsätze<br>Vielredner:  | Danke für Ihre/deine Aussерungen/Meinung/Ausführungen/<br>Beispiele. Gibt es weitere Ideen/Meinungen?<br>Ihre Meinung ist gut zum Ausdruck gekommen, vielen Dank.<br>Ihre Schilderungen sind wertvoll, gibt es von den anderen Teilnehmern ähnliche Beispiele?  |  |
| Notfallsätze<br>Wenigredner: | Von Ihnen/dir haben wir noch nichts gehört, was sagen/sagst Ihnen/du dazu?<br>Wie stehen Sie, Frau XX zu dieser Frage?<br>Herr X, haben Sie ähnliche oder weitere Ideen?<br>Was machst du für Erfahrungen?<br>Welche Themen kommen dir in den Sinn?   |  |

4

### 9.3.3 Code system focus group

**Codesystem [247]**

- Demographie der Teilnehmer [5]**
  - Lage/Situation/Kundschaft [17]
- Ziele der Offizinapotheker [1]**
  - Wahrnehmung Berufsstand [4]
  - Kundenbeziehung [0]
    - Laie/fehlendes Wissen [6]
    - Dienstleistung/Kundenbindung [13]
    - Erwartungshaltung des Kunden [4]
  - Arbeitsaufwand Offizin inkl. Vergütung [12]
  - Kontinuität/Versorgung [22]
  - gute Behandlung (medizinisch, finanziell) [21]
    - finanziell [0]
    - medizinisch [0]
- Organisatorische Zusammenarbeit Spital Offizin (Umfeld-bezogen) [0]**
  - Organisation [7]
  - Guidelines [8]
  - Sortiment [6]
- Information (Fallbezogen) [0]**
  - Management (wann) [16]
  - Transfer (wie) [0]
    - Qualität [4]
    - Medium [2]
      - bestehend/Übergangslösung [8]
      - neu/elektronisch [17]
  - Darstellung [0]
    - Verfassen [6]
    - Nutzen [11]
  - Inhalt (was) [0]
    - Klinik/Labor [0]
      - Labor/Messwerte [6]
      - Klinik [9]
    - Follow-up [6]
      - Kontaktangaben [6]
    - Therapie [2]
      - aktuelle komplett Medikation [4]
      - Spezifizierungen [13]
      - Therapieänderungen [11]
- Sets [0]**

## 9.3.4 Questionnaire (German)

|  |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
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| <p>FlexiForm Formularvorschau</p> <p>Seite 1 von 9</p> <p><i>Preview only: real form can vary slightly - Nur Vorschau: echtes Formular kann geringfügig anders aussehen</i></p> <p><b>Wie kann der Spitalaustritt optimiert werden?<br/>Umfrage bei OffizinapothekerInnen</b></p> <p><b>Herzlichen Dank, dass Sie sich für die Umfrage Zeit nehmen. Sie dauert 15 Minuten.</b><br/>Diese Umfrage wird im Rahmen der Dissertation von Lea Brühwiler (Apothekerin, FPH klinische Pharmazie, Kantonsspital Baden und Universität Basel) durchgeführt. Zusätzlich sind zwei Fragen von Patientensicherheit Schweiz integriert.</p> <p>Falls Sie Fragen haben, stehe ich Ihnen gerne zur Verfügung:<br/>Lea Brühwiler<br/>Spitalapothekerin<br/>Kantonsspital Baden<br/>lea.bruehwiler@kspb.ch<br/>Tel: 056 495 39 47</p> <p><b>Begriffe:</b><br/><b>Heilmittel</b> wird als zusammenfassendes Synonym für Arzneimittel und Medizinprodukte verwendet und schliesst immer beide Produktgruppen ein.<br/><b>Patienten</b> wird als Synonym für Kunden verwendet.</p> <p><b>Praktische Informationen:</b><br/>Ihre Daten werden in anonymisierter Form weiterverwendet.<br/>Beachten Sie, dass die Umfrage aus technischen Gründen nicht unterbrochen werden kann. Falls Sie die Umfrage wider Erwarten unterbrechen müssen, wird Ihre Antwort unvollständig gespeichert und kann nicht verwendet werden. In diesem Fall bitte ich Sie um einen Wiederbeginn.<br/>Links sehen Sie die Navigation und Ihren Fortschritt.<br/>Die meisten Fragen sind obligatorisch auszufüllen und sind mit einem rot umrandeten Ausrufezeichen markiert.<br/>Klicken Sie auf "Diese Seite speichern und weiter".<br/>Wenn Sie nach der Beendigung der Umfrage wieder auf diese Seite zurückkommen, beenden Sie die Umfrage mit dem grünen Button "Fertig stellen".</p> <p><b>Seitenumbruch --- Charakteristika Ihrer Apotheke</b></p> <p>Bitte geben Sie mir folgende Informationen zu Ihrer Offizinapothekerin. Falls Sie in mehreren Apotheken arbeiten, berücksichtigen Sie jede Apotheke, in der Sie am <i>meisten</i> für die Bearbeitung von Rezepten zuständig sind.</p> <p><b>1. In welchem Kanton befindet sich Ihre Apotheke?</b></p> <table border="0"> <tr> <td><input type="radio"/> AG</td> <td><input type="radio"/> AI</td> <td><input type="radio"/> AR</td> <td><input type="radio"/> BE</td> <td><input type="radio"/> BL</td> <td><input type="radio"/> BS</td> </tr> <tr> <td><input type="radio"/> FR</td> <td><input type="radio"/> GE</td> <td><input type="radio"/> GL</td> <td><input type="radio"/> GR</td> <td><input type="radio"/> JU</td> <td><input type="radio"/> LU</td> </tr> <tr> <td><input type="radio"/> NE</td> <td><input type="radio"/> NW</td> <td><input type="radio"/> OW</td> <td><input type="radio"/> SG</td> <td><input type="radio"/> SH</td> <td><input type="radio"/> SO</td> </tr> <tr> <td><input type="radio"/> SZ</td> <td><input type="radio"/> TG</td> <td><input type="radio"/> TI</td> <td><input type="radio"/> UR</td> <td><input type="radio"/> VS</td> <td><input type="radio"/> VS</td> </tr> <tr> <td><input type="radio"/> ZG</td> <td><input type="radio"/> ZH</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>2. Wo liegt Ihre Apotheke?</b></p> <p>FlexiForm Formularvorschau</p> <p>Seite 2 von 9</p> <p><input type="radio"/> Stadtzentrum<br/><input type="radio"/> Städtisches Außenquartier<br/><input type="radio"/> Agglomeration<br/><input type="radio"/> Land</p> <p><b>3. Wie viele Stellenprozente gibt es in Ihrer Apotheke für ApothekerInnen?</b></p> <table border="0"> <tr> <td><input type="radio"/> Bis 100 %</td> </tr> <tr> <td><input type="radio"/> 101 - 200 %</td> </tr> <tr> <td><input type="radio"/> 201 - 300 %</td> </tr> <tr> <td><input type="radio"/> 301 - 400 %</td> </tr> <tr> <td><input type="radio"/> Über 400 %</td> </tr> </table> <p><b>Seitenumbruch --- Spitalaustritte</b></p> <p><b>4. Geben Sie an, wieviel Rezepte insgesamt pro Monat in Ihrer Apotheke eingelöst werden (ohne Repetitionen).</b></p> <p><b>5. Geben Sie an, welchen Anteil davon die SPITALAUSTRITSREZEPTE ausmachen.</b></p> <table border="0"> <tr> <td><input type="radio"/> 0 %</td> </tr> <tr> <td><input type="radio"/> 10 %</td> </tr> <tr> <td><input type="radio"/> 25 %</td> </tr> <tr> <td><input type="radio"/> 50 %</td> </tr> <tr> <td><input type="radio"/> 75 %</td> </tr> <tr> <td><input type="radio"/> 90 %</td> </tr> <tr> <td><input type="radio"/> 100 %</td> </tr> </table> <p><b>Spitaltyp</b></p> <p>Die Schweizer Spitäler werden gemäß BAG unterteilt in verschiedene Spitaltypen:<br/><b>Spezialkliniken</b> sind zum Beispiel Psychiatrie, Rehabilitation, Chirurgie, Gynäkologie/Neonatalogie, Geriatrie, Pädiatrie und diverse.</p> <p><b>Spitäler der Zentrumsversorgung</b> sind namentlich:</p> <table border="0"> <tr> <td>CHUV Centre hospitalier Universitaire Vaudois</td> <td>Kantonsspital Winterthur</td> </tr> <tr> <td>EOC Ente ospedaliero cantonale</td> <td>Klinik Hirrländer AG</td> </tr> <tr> <td>Etablissements Hospitaliers du Nord Vaudois (ehnv)</td> <td>Les Hôpitaux Universitaires de Genève HUG</td> </tr> <tr> <td>HFR - Hôpital fribourgeois</td> <td>Luzerner Kantonsspital</td> </tr> <tr> <td>Hirslanden Bern AG</td> <td>Solothurner Spital AG</td> </tr> <tr> <td>Hirslanden Kanton Zürich AG</td> <td>Spital Schaffhausen AG</td> </tr> <tr> <td>Hôpital du Valais - Centre hospitalier du centre du Valais (CHCV)</td> <td>Spital Thun/Simmental/Saanenland AG</td> </tr> <tr> <td>Hôpital du Valais - Centre hospitalier du Chablais (CHC)</td> <td>Spital Thurgau AG KS Frauenfeld &amp; Hünenberg</td> </tr> <tr> <td>Inselspital Bern</td> <td>Spital Wallis - Spitalzentrum Oberwallis (SZO)</td> </tr> <tr> <td>Kantonsspital Aarau AG</td> <td>Spitalzentrum Biel</td> </tr> <tr> <td>Kantonsspital Baden AG</td> <td>Stadtkrankenhaus Triemli</td> </tr> <tr> <td>Kantonsspital Basel</td> <td>Stadtkrankenhaus Waid</td> </tr> <tr> <td>Kantonsspital Graubünden</td> <td>Universitätsklinik Basel</td> </tr> <tr> <td>Kantonsspital St. Gallen</td> <td>Universitätsklinik Zürich</td> </tr> </table> | <input type="radio"/> AG                       | <input type="radio"/> AI | <input type="radio"/> AR | <input type="radio"/> BE | <input type="radio"/> BL | <input type="radio"/> BS | <input type="radio"/> FR | <input type="radio"/> GE | <input type="radio"/> GL | <input type="radio"/> GR | <input type="radio"/> JU | <input type="radio"/> LU | <input type="radio"/> NE | <input type="radio"/> NW | <input type="radio"/> OW | <input type="radio"/> SG | <input type="radio"/> SH | <input type="radio"/> SO | <input type="radio"/> SZ | <input type="radio"/> TG | <input type="radio"/> TI | <input type="radio"/> UR | <input type="radio"/> VS | <input type="radio"/> VS | <input type="radio"/> ZG | <input type="radio"/> ZH |  |  |  |  | <input type="radio"/> Bis 100 % | <input type="radio"/> 101 - 200 % | <input type="radio"/> 201 - 300 % | <input type="radio"/> 301 - 400 % | <input type="radio"/> Über 400 % | <input type="radio"/> 0 % | <input type="radio"/> 10 % | <input type="radio"/> 25 % | <input type="radio"/> 50 % | <input type="radio"/> 75 % | <input type="radio"/> 90 % | <input type="radio"/> 100 % | CHUV Centre hospitalier Universitaire Vaudois | Kantonsspital Winterthur | EOC Ente ospedaliero cantonale | Klinik Hirrländer AG | Etablissements Hospitaliers du Nord Vaudois (ehnv) | Les Hôpitaux Universitaires de Genève HUG | HFR - Hôpital fribourgeois | Luzerner Kantonsspital | Hirslanden Bern AG | Solothurner Spital AG | Hirslanden Kanton Zürich AG | Spital Schaffhausen AG | Hôpital du Valais - Centre hospitalier du centre du Valais (CHCV) | Spital Thun/Simmental/Saanenland AG | Hôpital du Valais - Centre hospitalier du Chablais (CHC) | Spital Thurgau AG KS Frauenfeld & Hünenberg | Inselspital Bern | Spital Wallis - Spitalzentrum Oberwallis (SZO) | Kantonsspital Aarau AG | Spitalzentrum Biel | Kantonsspital Baden AG | Stadtkrankenhaus Triemli | Kantonsspital Basel | Stadtkrankenhaus Waid | Kantonsspital Graubünden | Universitätsklinik Basel | Kantonsspital St. Gallen | Universitätsklinik Zürich |
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| <input type="radio"/> NE   | <input type="radio"/> NW                       | <input type="radio"/> OW | <input type="radio"/> SG | <input type="radio"/> SH | <input type="radio"/> SO |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> SZ   | <input type="radio"/> TG                       | <input type="radio"/> TI | <input type="radio"/> UR | <input type="radio"/> VS | <input type="radio"/> VS |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> ZG   | <input type="radio"/> ZH                       |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> Bis 100 %  |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
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| <input type="radio"/> 201 - 300 %  |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
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| <input type="radio"/> Über 400 %   |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> 0 %  |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> 10 %   |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> 25 %   |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> 50 %   |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> 75 %   |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> 90 %   |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| <input type="radio"/> 100 %  |  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| CHUV Centre hospitalier Universitaire Vaudois  | Kantonsspital Winterthur                       |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| EOC Ente ospedaliero cantonale   | Klinik Hirrländer AG                           |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Etablissements Hospitaliers du Nord Vaudois (ehnv)   | Les Hôpitaux Universitaires de Genève HUG      |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| HFR - Hôpital fribourgeois   | Luzerner Kantonsspital                         |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Hirslanden Bern AG   | Solothurner Spital AG                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Hirslanden Kanton Zürich AG  | Spital Schaffhausen AG                         |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Hôpital du Valais - Centre hospitalier du centre du Valais (CHCV)  | Spital Thun/Simmental/Saanenland AG            |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Hôpital du Valais - Centre hospitalier du Chablais (CHC)   | Spital Thurgau AG KS Frauenfeld & Hünenberg    |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Inselspital Bern   | Spital Wallis - Spitalzentrum Oberwallis (SZO) |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Kantonsspital Aarau AG   | Spitalzentrum Biel                             |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Kantonsspital Baden AG   | Stadtkrankenhaus Triemli                       |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Kantonsspital Basel  | Stadtkrankenhaus Waid                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Kantonsspital Graubünden   | Universitätsklinik Basel                       |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |
| Kantonsspital St. Gallen   | Universitätsklinik Zürich                      |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |  |  |  |                                 |                                   |                                   |                                   |                                  |                           |                            |                            |                            |                            |                            |                             |   |                          |                                |                      |  |   |                            |                        |                    |                       |                             |                        |   |                                     |  |   |                  |  |                        |                    |                        |                          |                     |                       |                          |                          |                          |                           |

| <p><b>FlexiForm Formularvorschau</b></p> <p>Seite 3 von 9</p> <hr/> <p><u>Spitäler der Grundversorgung</u> sind alle anderen Spitäler.</p> <p><b>6. Geben Sie an, von welchem Spitaltyp Sie zahlenmäßig die MEISTEN Spitalaustrittsrezepte erhalten. ①</b></p> <p><input type="radio"/> Spezialkliniken<br/><input type="radio"/> Spitäler der Zentrumsversorgung<br/><input type="radio"/> Spitäler der Grundversorgung</p> <hr/> <p>Seitenumbruch --- Rolle der Offizinapotheken</p> <hr/> <p>Die WHO hat zusammen mit der FIP (Internationale Pharmazeutische Vereinigung) Standards für die Qualität pharmazeutischer Dienstleistungen definiert.</p> <p>Bitte lesen Sie untenstehenden Auszug (Rolle 2 von 4, Funktion B) aus der Vollversion aufmerksam durch und überlegen Sie sich, wie gut Sie der beschriebenen Rolle zum heutigen Zeitpunkt gerecht werden können.</p> <p>Rolle 2: Effektives Management der Arzneimitteltherapie<br/>Funktion B: Management der Arzneimitteltherapie des Patienten</p> <ul style="list-style-type: none"> <li>• Die Pharmazeuten sollten den Zugang zu einer angemessenen Evidenzbasis in Bezug auf die <b>sichere, angemessene und kostenwirksame Anwendung</b> von Arzneimitteln pflegen, beispielsweise Nachschlagewerke zu Arzneimitteln, Fachzeitschriften, Referenzen und Standardhandlungsempfehlungen.</li> <li>• Die Pharmazeuten sollten sicherstellen, dass <b>Arzneimittellisten</b> (lokal, regional und/oder national) Zugang zu Standardhandlungsempfehlungen, Protokollen und Behandlungswegen auf Basis der besten vorliegenden <b>Evidenz</b> nehmen.</li> <li>• Den Pharmazeuten sollte eine <b>zentrale Rolle</b> bei der Aufklärung der verscreibenden Ärzte über den Zugang zu Arzneimitteln und die Vorteile bezüglich der optimalen und <b>angemessenen Anwendung</b> von Arzneimitteln, einschließlich der individuellen <b>Überwachungsfaktoren</b> und entsprechender Anpassung der Verordnungen, zukommen. Sofern angemessen, sollten die Pharmazeuten die verscreibenden Ärzte hinsichtlich der medikamentösen Therapie sowie auch der Auswahl des geeigneten Medikaments oder der geeigneten Dosierung beraten oder <b>entsprechende Empfehlungen aussprechen</b>.</li> <li>• Die Pharmazeuten sollten die Möglichkeit haben, alle notwendigen <b>Mindesten Daten und Patientendaten</b> einzusehen, Entfernen diese Daten zu Interne und diese Daten zu verwenden, um das Patientens Arzneimitteltherapie-Management zu koordinieren, insbesondere dann, wenn an der Arzneimitteltherapie eines Patienten mehrere medizinische Fachkreise beteiligt sind, und sie müssen die Möglichkeit haben, bei Bedarf zu intervenieren.</li> <li>• Die Pharmazeuten sollten eine Standardarbeitsanweisung für die <b>Überweisung an Ärzte, Spezialisten oder andere medizinische Fachkreise</b>, sofern erforderlich, festlegen.</li> <li>• Die Pharmazeuten sollten die <b>Kontinuität</b> der Versorgung gewährleisten, indem sie Informationen über die Medikation eines Patienten <b>weitergeben</b>, wenn der Patient einen anderen Versorgungssektor in Anspruch nimmt.</li> </ul> <p><b>7. Wie gut können Sie der oben beschriebenen Rolle (Funktion B) zum heutigen Zeitpunkt gerecht werden? ①</b></p> <p><input type="radio"/> Sehr gut<br/><input type="radio"/> Eher gut<br/><input type="radio"/> Befriedigend<br/><input type="radio"/> Eher schlecht<br/><input type="radio"/> Sehr schlecht</p> <hr/> <p>Seitenumbruch --- Rolle der Offizinapotheken</p> <hr/> <p>Funktion C: Überwachung des Fortschritts des Patienten und des Behandlungsausgangs</p> <p>Die Pharmazeuten sollten die <b>Diagnose</b> des Patienten und den patientenspezifischen Bedarf berücksichtigen, wenn sie das Ansprechen des Patienten auf die Arzneimitteltherapie <b>beurteilen</b>, und ggf. intervenieren.</p> <p>Die Pharmazeuten sollten die notwendigen <b>Mindesten Daten und Patientendaten</b> dokumentieren, um die Arzneimitteltherapie zu beurteilen und zu kontrollieren und das <b>Therapieergebnis</b> der Patienten zu <b>überwachen</b>.</p> <p>Die Pharmazeuten sollten vor Ort <b>Tests</b> mit dem Patienten durchführen, um die Therapie zu überwachen und ggf. anzupassen.</p> <p><b>8. Wie gut können Sie der oben beschriebenen Rolle (Funktion C) zum heutigen Zeitpunkt gerecht werden? ①</b></p> <p><input type="radio"/> Sehr gut<br/><input type="radio"/> Eher gut<br/><input type="radio"/> Befriedigend<br/><input type="radio"/> Eher schlecht<br/><input type="radio"/> Sehr schlecht</p> <p>Bei individuellem Interesse steht Ihnen die Vollversion der Standards für die Qualität pharmazeutischer Dienstleistungen zur Verfügung.</p> <hr/> <p>Seitenumbruch --- Verfügbare Informationen und organisatorische Gegebenheiten</p> <hr/> <p>Lässt ein Patient ein Spitalaustritsrezept in Ihrer Apotheke ein, verfügen Sie über verschiedene <b>Informationen</b> (z.B. zum Patienten). Zusätzlich können Sie auf <b>organisatorische Gegebenheiten</b> zurückgreifen.</p> <p>Geben Sie an, ob folgende Informationen/Gegebenheiten für Sie zum Zeitpunkt der Rezeptuinlösung verfügbar sind.</p> <p><b>9. Informationen zur Therapie ①</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">nie oder fast nie verfügbar</th> <th style="text-align: center;">teilweise verfügbar</th> <th style="text-align: center;">immer oder fast immer verfügbar</th> </tr> </thead> <tbody> <tr> <td>Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Komplette aktuelle Medikationsliste</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Therapie vor Spitaleinritt</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Therapieänderungen (z.B. Dosis, Präparat)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Grund für Therapieänderungen (z.B. Sartan-Unterträglichkeit)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Therapiedauer (z.B. bei Antibiotika)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Therapieziele (z.B. Blutdruck 120/80 mmHg)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Indikation (z.B. Herzinsuffizienz)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Kennzeichnung aussergewöhnlicher Dosierungen (z.B. Off-label-use)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Kennzeichnung durchgeführter Interventionen (z.B. Interaktions-Check, Instruktion)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Kennzeichnung mitgegebener Heil- und Hilfsmittel</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> <p><b>10. Informationen zum Follow-up ①</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">nie oder fast nie verfügbar</th> <th style="text-align: center;">teilweise verfügbar</th> <th style="text-align: center;">immer oder fast immer verfügbar</th> </tr> </thead> <tbody> <tr> <td>Termine (z.B. Hausarzttermin, Wundkontrolle)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Notfallzeichen, wann eine Konsultation nötig ist (z.B. bei Blutdruck sys. 180 mmHg)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Angaben zur weiteren Betreuung (z.B. Spitek)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> |                             | nie oder fast nie verfügbar | teilweise verfügbar             | immer oder fast immer verfügbar | Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Komplette aktuelle Medikationsliste | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapie vor Spitaleinritt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapieänderungen (z.B. Dosis, Präparat) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Grund für Therapieänderungen (z.B. Sartan-Unterträglichkeit) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapiedauer (z.B. bei Antibiotika) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapieziele (z.B. Blutdruck 120/80 mmHg) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Indikation (z.B. Herzinsuffizienz) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Kennzeichnung aussergewöhnlicher Dosierungen (z.B. Off-label-use) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Kennzeichnung durchgeführter Interventionen (z.B. Interaktions-Check, Instruktion) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Kennzeichnung mitgegebener Heil- und Hilfsmittel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | nie oder fast nie verfügbar | teilweise verfügbar | immer oder fast immer verfügbar | Termine (z.B. Hausarzttermin, Wundkontrolle) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Notfallzeichen, wann eine Konsultation nötig ist (z.B. bei Blutdruck sys. 180 mmHg) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Angaben zur weiteren Betreuung (z.B. Spitek) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p><b>FlexiForm Formularvorschau</b></p> <p>Seite 4 von 9</p> <hr/> <p><b>Funktion C: Überwachung des Fortschritts des Patienten und des Behandlungsausgangs</b></p> <p>Die Pharmazeuten sollten die <b>Diagnose</b> des Patienten und den patientenspezifischen Bedarf berücksichtigen, wenn sie das Ansprechen des Patienten auf die Arzneimitteltherapie <b>beurteilen</b>, und ggf. intervenieren.</p> <p>Die Pharmazeuten sollten die notwendigen <b>Mindesten Daten und Patientendaten</b> dokumentieren, um die Arzneimitteltherapie zu beurteilen und zu kontrollieren und das <b>Therapieergebnis</b> der Patienten zu <b>überwachen</b>.</p> <p>Die Pharmazeuten sollten vor Ort <b>Tests</b> mit dem Patienten durchführen, um die Therapie zu überwachen und ggf. anzupassen.</p> <p><b>8. Wie gut können Sie der oben beschriebenen Rolle (Funktion C) zum heutigen Zeitpunkt gerecht werden? ①</b></p> <p><input type="radio"/> Sehr gut<br/><input type="radio"/> Eher gut<br/><input type="radio"/> Befriedigend<br/><input type="radio"/> Eher schlecht<br/><input type="radio"/> Sehr schlecht</p> <p>Bei individuellem Interesse steht Ihnen die Vollversion der Standards für die Qualität pharmazeutischer Dienstleistungen zur Verfügung.</p> <hr/> <p>Seitenumbruch --- Verfügbare Informationen und organisatorische Gegebenheiten</p> <hr/> <p>Lässt ein Patient ein Spitalaustritsrezept in Ihrer Apotheke ein, verfügen Sie über verschiedene <b>Informationen</b> (z.B. zum Patienten). Zusätzlich können Sie auf <b>organisatorische Gegebenheiten</b> zurückgreifen.</p> <p>Geben Sie an, ob folgende Informationen/Gegebenheiten für Sie zum Zeitpunkt der Rezeptuinlösung verfügbar sind.</p> <p><b>9. Informationen zur Therapie ①</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">nie oder fast nie verfügbar</th> <th style="text-align: center;">teilweise verfügbar</th> <th style="text-align: center;">immer oder fast immer verfügbar</th> </tr> </thead> <tbody> <tr> <td>Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Komplette aktuelle Medikationsliste</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Therapie vor Spitaleinritt</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Therapieänderungen (z.B. Dosis, Präparat)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Grund für Therapieänderungen (z.B. Sartan-Unterträglichkeit)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Therapiedauer (z.B. bei Antibiotika)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Therapieziele (z.B. Blutdruck 120/80 mmHg)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Indikation (z.B. 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Interaktions-Check, Instruktion)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Kennzeichnung mitgegebener Heil- und Hilfsmittel</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> <p><b>10. Informationen zum Follow-up ①</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">nie oder fast nie verfügbar</th> <th style="text-align: center;">teilweise verfügbar</th> <th style="text-align: center;">immer oder fast immer verfügbar</th> </tr> </thead> <tbody> <tr> <td>Termine (z.B. 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Spitek)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> |  | nie oder fast nie verfügbar | teilweise verfügbar | immer oder fast immer verfügbar | Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Komplette aktuelle Medikationsliste | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapie vor Spitaleinritt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapieänderungen (z.B. Dosis, Präparat) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Grund für Therapieänderungen (z.B. Sartan-Unterträglichkeit) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapiedauer (z.B. bei Antibiotika) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapieziele (z.B. Blutdruck 120/80 mmHg) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Indikation (z.B. Herzinsuffizienz) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Kennzeichnung aussergewöhnlicher Dosierungen (z.B. Off-label-use) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Kennzeichnung durchgeführter Interventionen (z.B. Interaktions-Check, Instruktion) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Kennzeichnung mitgegebener Heil- und Hilfsmittel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | nie oder fast nie verfügbar | teilweise verfügbar | immer oder fast immer verfügbar | Termine (z.B. Hausarzttermin, Wundkontrolle) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Notfallzeichen, wann eine Konsultation nötig ist (z.B. bei Blutdruck sys. 180 mmHg) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Angaben zur weiteren Betreuung (z.B. Spitek) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|-----------------------------|-----------------------------|---------------------------------|---------------------------------|---|-----------------------|-----------------------|-----------------------|-------------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|------------------------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|--|-----------------------------|---------------------|---------------------------------|--|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|--|--|-----------------------------|---------------------|---------------------------------|---|-----------------------|-----------------------|-----------------------|-------------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|------------------------------------|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|--|-----------------------------|---------------------|---------------------------------|--|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|
|   | nie oder fast nie verfügbar | teilweise verfügbar         | immer oder fast immer verfügbar |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum)   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Komplette aktuelle Medikationsliste   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Therapie vor Spitaleinritt  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Therapieänderungen (z.B. Dosis, Präparat)   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Grund für Therapieänderungen (z.B. Sartan-Unterträglichkeit)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Therapiedauer (z.B. bei Antibiotika)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Therapieziele (z.B. Blutdruck 120/80 mmHg)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Indikation (z.B. Herzinsuffizienz)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Kennzeichnung aussergewöhnlicher Dosierungen (z.B. Off-label-use)   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Kennzeichnung durchgeführter Interventionen (z.B. Interaktions-Check, Instruktion)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Kennzeichnung mitgegebener Heil- und Hilfsmittel  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
|   | nie oder fast nie verfügbar | teilweise verfügbar         | immer oder fast immer verfügbar |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Termine (z.B. Hausarzttermin, Wundkontrolle)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Notfallzeichen, wann eine Konsultation nötig ist (z.B. bei Blutdruck sys. 180 mmHg)   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Angaben zur weiteren Betreuung (z.B. Spitek)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
|   | nie oder fast nie verfügbar | teilweise verfügbar         | immer oder fast immer verfügbar |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum)   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Komplette aktuelle Medikationsliste   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Therapie vor Spitaleinritt  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Therapieänderungen (z.B. Dosis, Präparat)   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Grund für Therapieänderungen (z.B. Sartan-Unterträglichkeit)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Therapiedauer (z.B. bei Antibiotika)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Therapieziele (z.B. Blutdruck 120/80 mmHg)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Indikation (z.B. Herzinsuffizienz)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Kennzeichnung aussergewöhnlicher Dosierungen (z.B. Off-label-use)   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Kennzeichnung durchgeführter Interventionen (z.B. Interaktions-Check, Instruktion)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Kennzeichnung mitgegebener Heil- und Hilfsmittel  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
|   | nie oder fast nie verfügbar | teilweise verfügbar         | immer oder fast immer verfügbar |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Termine (z.B. Hausarzttermin, Wundkontrolle)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Notfallzeichen, wann eine Konsultation nötig ist (z.B. bei Blutdruck sys. 180 mmHg)   | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |
| Angaben zur weiteren Betreuung (z.B. Spitek)  | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>           |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |  |                             |                     |                                 |   |                       |                       |                       |                                     |                       |                       |                       |                            |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |                                      |                       |                       |                       |  |                       |                       |                       |                                    |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |  |                       |                       |                       |  |                             |                     |                                 |  |                       |                       |                       |   |                       |                       |                       |  |                       |                       |                       |

| <p>FlexiForm Formularvorschau</p> <p>Seite 5 von 9</p> <hr/> <p>Wundversorgung <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p> <hr/> <p><b>11. Informationen zu Klinik und Labor</b> ⓘ</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>nie oder fast nie verfügbar</th> <th>teilweise verfügbar</th> <th>immer oder fast immer verfügbar</th> </tr> </thead> <tbody> <tr> <td>Allergien (z.B. Medikamente)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Hospitalisationsgrund (z.B. Sturz)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Haupt- und Nebendiagnosen (z.B. COPD, Eisenmangel)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Informationen zu Wunden (z.B. Prozedere, Empfehlungen)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Laborwerte der Ausscheidungsfunktionen (z.B. Nierenfunktion)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Laborwerte zur Kontrolle von Nebenwirkungen (z.B. Kalium)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Laborwerte und Messwerte zur Kontrolle der Therapieziele (z.B. INR, Blutdruck)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <hr/> <p><b>12. Organisatorische Gegebenheiten</b> ⓘ</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>nie oder fast nie verfügbar</th> <th>teilweise verfügbar</th> <th>immer oder fast immer verfügbar</th> </tr> </thead> <tbody> <tr> <td>Kontaktdaten der Zuständigen im Spital bekannt (Arzt, Abteilung)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Kontaktdaten der Spitalapotheke bekannt</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Logistische Informationen (z.B. Bestellmöglichkeiten ausländischer Produkte)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Spitalinterne Sortiment bekannt (z.B. online abrufbar)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Zur Überbrückung können Heilmittel im Spital bezogen werden</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Herstellungsvorschriften von Spitalherstellungen zugänglich</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Spitalinterne Therapierichtlinien zugänglich</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Spitalinterne Fachinformationen zugänglich (z.B. Teilbarkeitslisten)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Gemeinsame Fortbildungen mit dem Spitzelpersonal</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <hr/> <p>Seitenumbruch --- Erwünschte Informationen und organisatorische Gegebenheiten</p> <hr/> <p>In der vorhergehenden Frage habe Sie angegeben, welche Informationen und organisatorischen Voraussetzungen in Ihrem Alltag gegeben sind.<br/>Geben Sie an, wie Sie diese für Ihre Arbeit einschätzen.</p> <p><b>13. Informationen zur Therapie</b> ⓘ</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>nicht wünschenswert</th> <th>neutral</th> <th>wünschenswert</th> <th>essentiell</th> </tr> </thead> <tbody> <tr> <td>Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Komplette aktuelle Medikationsliste</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Therapie vor Spitaletritt</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Therapieänderungen (z.B. Dosis, Präparat)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Grund für Therapieänderungen (z.B. Sartan-Unverträglichkeit)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Therapiedauer (z.B. bei Antibiotika)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Therapieziele (z.B. Blutdruck 120/80 mmHg)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <hr/> <p>Seitenumbruch --- Transfer von Informationen</p> <hr/> <p><b>17. Wie möchten Sie zusätzliche Informationen zur Therapie des Patienten BEVORZUGT erhalten? ⓘ</b></p> <p><input checked="" type="radio"/> auf dem Ausrittsrezept</p> |                             | nie oder fast nie verfügbar      | teilweise verfügbar             | immer oder fast immer verfügbar | Allergien (z.B. Medikamente) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Hospitalisationsgrund (z.B. Sturz) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Haupt- und Nebendiagnosen (z.B. COPD, Eisenmangel) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Informationen zu Wunden (z.B. Prozedere, Empfehlungen) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Laborwerte der Ausscheidungsfunktionen (z.B. Nierenfunktion) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Laborwerte zur Kontrolle von Nebenwirkungen (z.B. Kalium) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Laborwerte und Messwerte zur Kontrolle der Therapieziele (z.B. INR, Blutdruck) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |  | nie oder fast nie verfügbar | teilweise verfügbar | immer oder fast immer verfügbar | Kontaktdaten der Zuständigen im Spital bekannt (Arzt, Abteilung) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Kontaktdaten der Spitalapotheke bekannt | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Logistische Informationen (z.B. Bestellmöglichkeiten ausländischer Produkte) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Spitalinterne Sortiment bekannt (z.B. online abrufbar) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Zur Überbrückung können Heilmittel im Spital bezogen werden | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Herstellungsvorschriften von Spitalherstellungen zugänglich | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Spitalinterne Therapierichtlinien zugänglich | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Spitalinterne Fachinformationen zugänglich (z.B. Teilbarkeitslisten) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Gemeinsame Fortbildungen mit dem Spitzelpersonal | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |  | nicht wünschenswert | neutral | wünschenswert | essentiell | Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Komplette aktuelle Medikationsliste | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapie vor Spitaletritt | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapieänderungen (z.B. Dosis, Präparat) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Grund für Therapieänderungen (z.B. Sartan-Unverträglichkeit) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapiedauer (z.B. bei Antibiotika) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Therapieziele (z.B. Blutdruck 120/80 mmHg) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>FlexiForm Formularvorschau</p> <p>Seite 6 von 9</p> <hr/> <p>Indikation (z.B. Herzinsuffizienz) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>Kennzeichnung aussergewöhnlicher Dosierungen (z.B. Off-label-use) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>Kennzeichnung durchgeführter Interventionen (z.B. Interactions-Check, Instruktion) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>Kennzeichnung mitgegebener Heil- und Hilfsmittel <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <hr/> <p><b>14. Informationen zum Follow-up</b> ⓘ</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>nicht wünschenswert</th> <th>neutral</th> <th>wünschenswert</th> <th>essentiell</th> </tr> </thead> <tbody> <tr> <td>Termine (z.B. Hausarzttermin, Wundkontrolle)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Kotfallzeichen, wann eine Konsultation nötig ist (z.B. bei Blutdruck sys. 100 mmHg)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Angaben zur weiteren Betreuung (z.B. Spitex, Wundversorgung)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <hr/> <p><b>15. Informationen zu Klinik und Labor</b> ⓘ</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>nicht wünschenswert</th> <th>neutral</th> <th>wünschenswert</th> <th>essentiell</th> </tr> </thead> <tbody> <tr> <td>Allergien (z.B. Medikamente)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Hospitalisationsgrund (z.B. Sturz)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Haupt- und Nebendiagnosen (z.B. COPD, Eisenmangel)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Informationen zu Wunden (z.B. Prozedere, Empfehlungen)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Laborwerte der Ausscheidungsfunktionen (z.B. 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Organisatorische Gegebenheiten</b> ⓘ</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>nicht wünschenswert</th> <th>neutral</th> <th>wünschenswert</th> <th>essentiell</th> </tr> </thead> <tbody> <tr> <td>Kontaktdaten der Zuständigen im Spital bekannt (Arzt, Abteilung)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Kontaktdaten der Spitalapotheke bekannt</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Logistische Informationen zugänglich (z.B. Bestellmöglichkeiten ausländischer Produkte)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Spitalinterne Sortiment bekannt (z.B. online abrufbar)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Zur Überbrückung können Heilmittel im Spital bezogen werden</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Herstellungsvorschriften von Spitalherstellungen zugänglich</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Spitalinterne Therapierichtlinien zugänglich</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Spitalinterne Fachinformationen zugänglich (z.B. Teilbarkeitslisten)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Gemeinsame Fortbildungen mit dem Spitzelpersonal</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <hr/> <p>Seitenumbruch --- Transfer von Informationen</p> <hr/> <p><b>17. Wie möchten Sie zusätzliche Informationen zur Therapie des Patienten BEVORZUGT erhalten? ⓘ</b></p> <p><input checked="" type="radio"/> auf dem Ausrittsrezept</p> |  | nicht wünschenswert | neutral | wünschenswert | essentiell | Termine (z.B. Hausarzttermin, Wundkontrolle) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Kotfallzeichen, wann eine Konsultation nötig ist (z.B. bei Blutdruck sys. 100 mmHg) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Angaben zur weiteren Betreuung (z.B. Spitex, Wundversorgung) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | nicht wünschenswert | neutral | wünschenswert | essentiell | Allergien (z.B. Medikamente) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Hospitalisationsgrund (z.B. Sturz) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Haupt- und Nebendiagnosen (z.B. COPD, Eisenmangel) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Informationen zu Wunden (z.B. Prozedere, Empfehlungen) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Laborwerte der Ausscheidungsfunktionen (z.B. Nierenfunktion) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Laborwerte zur Kontrolle von Nebenwirkungen (z.B. Kalium) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Laborwerte und Messwerte zur Kontrolle der Therapieziele (z.B. INR, Blutdruck) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | nicht wünschenswert | neutral | wünschenswert | essentiell | Kontaktdaten der Zuständigen im Spital bekannt (Arzt, Abteilung) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Kontaktdaten der Spitalapotheke bekannt | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Logistische Informationen zugänglich (z.B. 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Teilbarkeitslisten) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Gemeinsame Fortbildungen mit dem Spitzelpersonal | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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|   | nie oder fast nie verfügbar | teilweise verfügbar              | immer oder fast immer verfügbar |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Allergien (z.B. Medikamente)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Hospitalisationsgrund (z.B. Sturz)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Haupt- und Nebendiagnosen (z.B. COPD, Eisenmangel)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Informationen zu Wunden (z.B. Prozedere, Empfehlungen)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Laborwerte der Ausscheidungsfunktionen (z.B. Nierenfunktion)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Laborwerte zur Kontrolle von Nebenwirkungen (z.B. Kalium)   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Laborwerte und Messwerte zur Kontrolle der Therapieziele (z.B. INR, Blutdruck)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
|   | nie oder fast nie verfügbar | teilweise verfügbar              | immer oder fast immer verfügbar |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Kontaktdaten der Zuständigen im Spital bekannt (Arzt, Abteilung)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                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| Kontaktdaten der Spitalapotheke bekannt   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Logistische Informationen (z.B. Bestellmöglichkeiten ausländischer Produkte)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Spitalinterne Sortiment bekannt (z.B. online abrufbar)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                            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| Zur Überbrückung können Heilmittel im Spital bezogen werden   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                      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                      |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                           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| Herstellungsvorschriften von Spitalherstellungen zugänglich   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                      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                      |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                           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| Spitalinterne Therapierichtlinien zugänglich  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Spitalinterne Fachinformationen zugänglich (z.B. Teilbarkeitslisten)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Gemeinsame Fortbildungen mit dem Spitzelpersonal  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           |                                 |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  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   |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
|   | nicht wünschenswert         | neutral                          | wünschenswert                   | essentiell                      |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Eindeutige Patientenangaben (z.B. vollständiges Geburtsdatum)   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Komplette aktuelle Medikationsliste   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Therapie vor Spitaletritt   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Therapieänderungen (z.B. Dosis, Präparat)   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Grund für Therapieänderungen (z.B. Sartan-Unverträglichkeit)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Therapiedauer (z.B. bei Antibiotika)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Therapieziele (z.B. Blutdruck 120/80 mmHg)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
|   | nicht wünschenswert         | neutral                          | wünschenswert                   | essentiell                      |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Termine (z.B. Hausarzttermin, Wundkontrolle)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Kotfallzeichen, wann eine Konsultation nötig ist (z.B. bei Blutdruck sys. 100 mmHg)   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Angaben zur weiteren Betreuung (z.B. Spitex, Wundversorgung)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
|   | nicht wünschenswert         | neutral                          | wünschenswert                   | essentiell                      |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Allergien (z.B. Medikamente)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Hospitalisationsgrund (z.B. Sturz)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Haupt- und Nebendiagnosen (z.B. COPD, Eisenmangel)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Informationen zu Wunden (z.B. Prozedere, Empfehlungen)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Laborwerte der Ausscheidungsfunktionen (z.B. Nierenfunktion)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Laborwerte zur Kontrolle von Nebenwirkungen (z.B. Kalium)   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Laborwerte und Messwerte zur Kontrolle der Therapieziele (z.B. INR, Blutdruck)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
|   | nicht wünschenswert         | neutral                          | wünschenswert                   | essentiell                      |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Kontaktdaten der Zuständigen im Spital bekannt (Arzt, Abteilung)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |           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| Kontaktdaten der Spitalapotheke bekannt   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Logistische Informationen zugänglich (z.B. Bestellmöglichkeiten ausländischer Produkte)   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Spitalinterne Sortiment bekannt (z.B. online abrufbar)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                            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                |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                     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| Zur Überbrückung können Heilmittel im Spital bezogen werden   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                           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| Herstellungsvorschriften von Spitalherstellungen zugänglich   | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                      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                      |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                           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        |
| Spitalinterne Therapierichtlinien zugänglich  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Spitalinterne Fachinformationen zugänglich (z.B. Teilbarkeitslisten)  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                     |         |               |            |   |                       |                                  |                       |                       |                                     |                       |                                  |                       |                       |                           |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |                                      |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |                              |                       |                                  |                       |                       |                                    |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                     |         |               |            |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |   |                       |                                  |                       |                       |   |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |  |                       |                                  |                       |                       |
| Gemeinsame Fortbildungen mit dem Spitzelpersonal  | <input type="radio"/>       | <input checked="" type="radio"/> | <input type="radio"/>           | <input type="radio"/>           |                              |                       |                                  |                       |                                    |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |  |                       |                                  |                       |   |                       |                                  |                       |  |                       |                                  |                       |  |                             |                     |                                 |  |                       |                                  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| <p>FlexiForm Formularvorschau</p> <p>Seite 7 von 9</p> <p><input type="radio"/> auf dem Austrittsbericht<br/> <input type="radio"/> auf dem Medikationsplan<br/> <input type="radio"/> als separates, spezielles Formular<br/> <input type="radio"/> als elektronisch zugängliches Dossier<br/> <input type="radio"/> als persönliche Benachrichtigung (Persönlich, Email, Telefon)<br/> <input type="radio"/> Anderes, nämlich: <input type="text"/></p> <hr/> <p><b>18. Falls auf einem Spitalaustrittsrezept ergänzende Informationen zur Therapie des Patienten vorhanden sind, welche Darstellung bevorzugen Sie? </b></p> <p><input type="radio"/> Bestehende Information präzisiert oder ergänzt (z.B. ungewöhnliche Dosierung hervorheben mit 'sic', Medikament mit Dosierung 'stoppt')<br/> <input type="radio"/> Zusätzlicher Freitext<br/> <input type="radio"/> Zusätzlich strukturierte Information (z.B. als angekreuzte Kästchen: 'Kalium kontrolliert' oder 'Interaktionen geprüft')<br/> <input type="radio"/> Zusätzliche grafische Darstellung (z.B. Piktogramme)<br/> <input type="radio"/> Anderes, nämlich: <input type="text"/></p> <hr/> <p>Seitenumbruch --- Ziele bei Spitalaustritt aus Sicht der Offizinapotheken</p> <p><b>19. Welches dieser Ziele sollte bei Spitalaustritt aus Sicht der Offizinapotheken BEVORZUGT erreicht werden? </b></p> <p><input type="radio"/> Bessere Geratung des Patienten<br/> <input type="radio"/> Bessere langfristige Betreuung des Patienten<br/> <input type="radio"/> Bessere medizinische Behandlung des Patienten (z.B. Sicherheit, Guideline-konform)<br/> <input type="radio"/> Bessere Kontinuität der Versorgung des Patienten mit Heilmitteln<br/> <input type="radio"/> Bessere Zufriedenheit des Patienten<br/> <input type="radio"/> Arbeitsaufwand für die Offizinapotheker reduzieren</p> <hr/> <p>Seitenumbruch --- Weitere Kommentare</p> <p><b>20. Haben Sie weitere Kommentare zum Thema Spitalaustritt?</b></p> | <p>FlexiForm Formularvorschau</p> <p>Seite 8 von 9</p> <div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <p>Seitenumbruch --- Fragen von Patientensicherheit Schweiz</p> <p>Die Fragen zum Spitalaustritt sind nun abgeschlossen, in den nächsten zwei Fragen geht es um den Spitaileintritt.</p> <p>Patientensicherheit Schweiz evaluiert, ob Offizinapotheker vermehrt beim Spitaileintritt Ihrer Kunden einbezogen werden können.</p> <p><b>21. Bei Eintritt in ein Spital wird die aktuelle Medikation der Patienten erhoben. Wie oft wird Ihre Apotheke schätzungsweise von Spitätern kontaktiert, um Informationen zu der aktuellen Medikation eines Patienten zu erhalten? </b></p> <p><input type="radio"/> Täglich (mind. 1x pro Tag)<br/> <input type="radio"/> Wöchentlich (mind. 1x pro Woche)<br/> <input type="radio"/> Monatlich (mind. 1x pro Monat)<br/> <input type="radio"/> Vierteljährlich (mind. 1x pro Vierteljahr)<br/> <input type="radio"/> Jährlich (mind. 1x pro Jahr)<br/> <input type="radio"/> Nie oder fast nie</p> <p><b>22. Offizin-Apotheken verfügen über Informationen zu den ärztlich verordneten Medikamenten Ihrer Patienten. Für wie viele Stammkunden hat Ihre Apotheke schätzungsweise vollständige oder nahezu vollständige Angaben zu den verordneten Medikamenten dokumentiert? </b></p> <p><input type="radio"/> Keine/fast keine (0-5%)<br/> <input type="radio"/> Rund ein Viertel (ca. 25%)<br/> <input type="radio"/> Rund die Hälfte (ca. 50%)<br/> <input type="radio"/> Rund Dreiviertel (ca. 75%)<br/> <input type="radio"/> Alle/fast alle (95% und mehr)</p> <hr/> <p>Seitenumbruch --- Teilnehmercharakteristika</p> <p>Bitte geben Sie mir noch folgende Informationen zu Ihrer Person.</p> |
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23. Bitte geben Sie Ihr Geschlecht an:  Weiblich  Männlich

24. Wie alt sind Sie?

25. Wie viele Jahre haben Sie Erfahrung in der Offizin?

- < 2 Jahre
- 2 bis 5 Jahre
- 5 bis 10 Jahre
- 10 bis 20 Jahre
- > 20 Jahre

Seitenumbruch --- Danke!

Sie sind am Ende der Befragung angelangt. Sie haben dazu beigetragen, dass zukünftige Projekte gewinnbringend für Patient und Offizinapotheker durchgeführt werden können. Herzlichen Dank!

Für Fragen stehe ich gerne zur Verfügung:

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## 9.4 Project C

### 9.4.1 List of uncertainties for the feasibility testing of the preliminary study design

Abbreviations: Screening Pilot (SPS), Community pharmacy pilot study (CPPS), Procedural pilot study (PPS).

| Nr                  | Unsicherheit  | Struktur<br>(S),<br>Prozess<br>(P) | Machbarkeit<br>(Feasibility,<br>F), Qualität<br>(Q), Effizienz<br>(E) | Messindikator  | Messmethode   | Antwort und allfällige Massnahme   |
|---------------------|---|------------------------------------|---|--|---|--|
| <b>Vorbereitung</b> |   |                                    |   |  |   |  |
| 1                   | Es müssen Stellvertretungen für das Studienteam definiert werden.                   | S                                  | F   | Personen vorhanden (j/n)   | Brainstorming Apothekerteam                               | Für den Service steht eine Arbeitskollegin (CB) zur Verfügung, als Stellvertretung für die Datenerhebung stehen PW und ML verblindet zur Verfügung.  |
| 2                   | Ist die Unterstützung der Offizinapotheker für die Studie grundsätzlich vorhanden?  | S                                  | F   | Auskunft Offizinapotheker (positiv/negativ), Rücklauf im CPPS            | Brainstorming Offizinapotheker, CPPS                      | Gemäss Brainstorming muss der Benefit (lang- und kurzfristig) für die Apoteker klar ersichtlich und der Zeitaufwand im Rahmen sein. Die Offizinapotheker im CPPS geben den Zeitaufwand als Barriere an, den langfristigen Benefit als Facilitator für die Teilnahme. Wichtig ist, dass die Apotheken richtig motiviert werden.   |
| 3                   | Wie können die Offizinapotheken für die Studienteilnahme geschult werden?           | P                                  | Q   | Vor- und Nachteile verschiedener Schulungsmöglichkeiten                  | CPPS, Brainstorming Forschungsgruppe und Offizinapotheker | Es muss möglich sein, mit der gewählten Schulungsmethode das ganze Team zu erreichen, da jeder Mitarbeitende ein Studienrezept entgegennehmen könnte. Mindestens die Erkennbarkeit eines Studienrezeptes muss für alle klar sein. Grundsätzlich kann über eine Schlüsselperson intensiv geschult werden. Wie sich im Pilot gezeigt hat, muss intensiv geschult werden, was unter einer pharmazeutischen Intervention zu verstehen ist. Ein Videotraining wäre möglich, dürfte maximal 5 Minuten dauern. Zu beachten ist, dass nicht alle Apotheken Lautsprecher an den Computern installiert haben. Schulungsinhalte könnten sein: Hintergrund, Ablauf, Fallbeispiel. Der Benefit der Sudie muss klar erklärt werden. Das Video wird von den Pilotpersonen als geeignet angesehen. Es wird vorgeschlagen, dass ein Fallbeispiel in einem separaten, ebenfalls kurzen Video erklärt wird. |
| 4                   | Können genügend Apotheken rekrutiert werden?  | S                                  | F   | Meinungen von Pilotpersonen und persönlichen Kontakten (positiv/negativ) | CPPS, Interview persönliche Kontakte                      | Das Feedback der persönlichen Kontakte und der Pilotpersonen ist positiv. Die Rekrutierung läuft.  |
| 5                   | Steht auf den ausgewählten Stationen ein Arbeitsplatz oder Sitzplatz zur Verfügung? | S                                  | F   | Verfügbarkeit Arbeitsplatz oder Sitzplatz (j/n)                          | Brainstorming Stationsverantwortliche und Arzt            | Im Assistentenbüro steht kein Arbeitsplatz zur Verfügung und es ist meist voll besetzt. Allenfalls kann mit einem Laptop dort gearbeitet werden. Leer ist es während den Rapporten. Im Untersuchungszimmer könnte man arbeiten. Somit steht kein sicherer Arbeits- oder Sitzplatz zur Verfügung. Es wird davon abgesehen, dass die Studienapothekerin auf der Station anwesend sein muss.  |

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| 6                         | Können im KISIM die nötigen Berechtigungen zur Rezeptbearbeitung freigeschalten werden?                                   | S    | F       | Schreibrechte im Produktivsystem im Rezept vorhanden (j/n)                | Interview und Auftrag Informatik   | Die Berechtigung liegt vor.   |
| 7                         | Stehen im Spital zusätzliche Ressourcen für die Studiendurchführung (insb. Datenerhebung und Rekrutierung) zur Verfügung? | S    | E       | Ressourcen gemäss Auskunft zur Verfügung (j/n)                            | Interview Vorgesetzte  | Ab November 2016 steht eine Praktikantin für 6 Monate zur Verfügung, welche für die Studie im ersten Quartal 2017 eingesetzt werden kann.   |
| 8                         | Steht der generische Exporter für die Datenextraktion rechtzeitig zur Verfügung?  | S    | E, Q    | Exporter zur Verfügung (j/n)  | Interview Informatik/ Unternehmensentwicklung                            | Der generische Exporter ist seit September 2016 installiert, die Bedienung ist allerdings noch unklar. Da die Nutzung des Exporters im Spital wieder neu diskutiert wird, wird der Exporter für die Studie schlussendlich nicht verwendet.  |
| 9                         | Sind die Ärzte einverstanden mit dem Vorgehen und motiviert zur Zusammenarbeit?   | S    | E       | Meinungen von angefragten Ärzten (positiv/negativ)                        | Brainstorming Ärzte, PPS   | Die Studie ist gut und interessant. Positiv ist für die Assistenzärzte, dass der Aufwand gering ist und mit einem Lerneffekt gerechnet werden kann. Aus chefärztlicher Sicht ist der Forschungsgedanke positiv.   |
| 10                        | Sind Veränderungen im Prozess oder in den Dokumenten absehbar?  | S, P | F, Q    | Auskunft von IT, Unternehmens-entwicklung, Medizin, Care Management (j/n) | Interview Informatik, Unternehmens-entwicklung, Medizin, Care Management | Es sind bis zum Studienabschluss keine Veränderungen absehbar, welche den Studieninhalt oder -ablauf beeinflussen könnten.  |
| <b>Patientenscreening</b> |   |      |         |   |  |   |
| 11                        | Sind die Stationen 121 und 111 als Studienstationen geeignet?   | S    | F, Q, E | Eignung der Stationen bezüglich Patientengut (j/n)                        | Brainstorming Ärzte, Einschätzung Pharmazeut, SPS                        | Die Stationen 111 und 121 sind geeigneter als 112 (palliativer Fokus) und 122 (geriatrischer Fokus). 121 hat viele Dialysepatienten, was auf die Studie einen geringeren Effekt hat. Aus dem Pilot SPS ist ersichtlich, dass von der Station 111 sehr viele Patienten (ev. bis 30%) in die Rehabilitation überreten und somit ausgeschlossen werden müssen. Auf beiden Stationen zusammen werden 70.9% nach Hause entlassen. Sie haben ein durchschnittliches Alter von 68.5±16.7 Jahren. Die beiden Stationen 111 und 121 werden somit als die geeigneten Studienstationen angesehen. Alternativ wäre 122 möglich, sofern zu wenige Patienten eingeschlossen werden. |

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| 12 | Ist ein serielles Screening (z.B. 2 Wochen) der Stationen geeignet, um den Lerneffekt des Assistenzarztes zu minimieren und um möglichst viele Patienten einzuschliessen? | P | Q    | Eignung der seriellen vs. parallelen Bearbeitung der Stationen (j/n) bezüglich Lerneffekt und Patienteneinschluss | Literaturrecherche Dienstpläne, PPS, Brainstorming Ärzte und Studienteam           | Das serielle Bearbeiten der Stationen ist von Vorteil um den Lerneffekt bei den Assistenzärzten zu minimieren. Ein 2-Wochen-Rhythmus wäre gemäss Dienstplan geeignet. Da ein Arzt schätzungsweise max. 4 Austritte pro Woche bearbeitet, und davon im Durchschnitt max. 2 in die Studien eingeschlossen werden können, hielte sich der Lerneffekt im Rahmen. Im Brainstorming zeigt sich, dass durch den Unterbruch des Screenings viele Patienten verpasst werden. Möglicherweise treten die Patienten auf einer Station erst aus, wenn die andere Station bearbeitet wird und wären sie je nach Vorgehensweise verloren. Daher ist die Eignung nicht gegeben. Zusammen mit der Power Calculation ergibt sich, dass konstant parallel auf beiden Stationen gescreent werden muss. Der tägliche Aufwand wird daher grösser, die Studiendauer kann aber wie geplant (3 Monate) kurz gehalten werden. Die parallele Bearbeitung der Stationen wird daher als das geeignetste Schema beurteilt. |
| 13 | Ist das Screening der Patienten zeitlich machbar?   | P | E    | Zeitdauer bei einem Screening einer Station   | SPS  | Das Screening im SPS dauerte maximal 11 Minuten, mindestens 1 Minute pro Station. Für Screenings an 3 Tagen auf 2 Stationen wurden insgesamt 26 Minuten aufgewendet. Anfangs Woche oder bei vielen Neueintritten dauert das Screening länger als an Folgetagen. Das Screening ist zeitlich machbar.  |
| 14 | Zu welchem Zeitpunkt wird am besten gescreent?  | P | F, E | Vor- und Nachteile verschiedener Zeitpunkte   | PPS, Brainstorming Ärzte   | Gemäss Aussagen von Ärzten und den Erfahrungen im PPS ist der Zeitpunkt irrelevant. Ein möglicher Zeitpunkt ist morgens vor der Visite, da so die Eintritte vom Vortag schnell einbezogen werden können. Zwischen 9-11 Uhr wird Zeit für den Service benötigt, der Nachmittag eignet sich für die Rekrutierung. Somit eignet sich der frühe Morgen am besten. Es soll aus Effizienzgründen nur 1x täglich gescreent werden.  |
| 15 | Sind die Daten im KISIM verlässlich?  | S | E    | Fehler in der KISIM-Dokumentation   | SPS, PPS   | Folgende Fehler in der KISIM-Dokumentation wurden bemerkt: 1. Patienten vom Notfall laufen zum Teil noch unter dieser Fachrichtung, obwohl sie bereits medizinisch betreut werden. Es darf also nicht nach Fachrichtung gefiltert werden, so dass diese auch gesehen werden. 2. Es darf nicht nach "aktuellen" Patienten oder "Neueintritten" gefiltert werden, da sons einige Patienten aus unbekannten Gründen nicht angezeigt werden, obwohl sie eingeschlossen werden könnten. 3. Das Austrittsmanagement wird nicht immer ganz aktuell gepflegt, wird aber bei baldigem Austritt gut gepflegt. Insgesamt können die Fehler mit standardisiertem Vorgehen berücksichtigt werden.   |
| 16 | Sind alle Einschlusskriterien im KISIM verfügbar?   | S | F    | Anzahl fehlender Einschlusskriterien  | SPS  | Gemäss Pilotierung sind in der Regel alle Einschlusskriterien verfügbar. Bei fehlenden Angaben können diese beim Arzt erfragt werden.  |
| 17 | Wie können mehrfache Ausschlusskriterien dokumentiert werden?   | S | Q    | Vor- und Nachteile verschiedener Dokumentationsmethoden   | SPS, Brainstorming Forschungsgruppe, Literaturrecherche von anderen Studiendesigns | Gemäss Statistiker können verschiedene Ausschlusskriterien pro Patient erfasst werden, sie werden im Bericht jedoch nicht einzeln aufgeführt. Vorteil ist, dass es korrekt erfasst wird, Nachteil, dass beim Reporting eine höhere Anzahl Kriterien als Patienten erfasst sind. Im SPS wurde versucht, die Kriterien streng chronologisch zu erfassen (ähnlich einem Flow chart) und die Patienten, welche beim ersten Kriterium ausgeschlossen wurden, nicht mehr auf die anderen Kriterien zu prüfen. Vorteil: ganz klare Vorgehensweise, effizienter. Nachteil: nicht alle Kriterien sind für alle Patienten verfügbar. Es wird entschieden, nach der zweiten Methode zu arbeiten.  |

|                              |  |   |      |   |                                    |  |
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| 18                           | Welche Austrittsorte gibt es, die als Ausschluss gelten?   | S | Q, F | Austrittsarten gemäss Controlling und gemäss Dokumentation                | SPS, Interview Controlling         | Folgende Kategorien führt das Controlling: 2=Kranken/Pflegeheim, 3=Altersheim öä, 4=psychiatrische Klinik, 5=Reha, 6=anderes Krankenhaus, 7=Strafvollzug, 8=andere, 9=unbekannt (sofern nicht nach Hause), 0=Todesfall. Das Kriterium 1=Zuhause gilt als Einschluss. Im SPS wurde betreutes Wohnen als Austrittsart gefunden. In diesen Fällen kann mit dem Patienten oder mit dem Arzt geklärt werden, ob der Patient selbständig für die Medikamentenbesorgung verantwortlich ist. Je nach Antwort wird der Patient analog "Zuhause" oder "Altersheim" behandelt.  |
| <b>Patientenrekrutierung</b> |  |   |      |   |                                    |  |
| 19                           | Wie ist der Austrittstag am verlässlichsten herauszufinden?  | P | E    | Empfehlung einer Methode  | Brainstorming Ärzte                | Die telefonische Anfrage bei Assistenarzt ist die verlässlichste Methode, da diese über den Austritt entscheiden. Im Assistentenbüro gibt es keine Tafel, und jede im Stationsbüro ist möglicherweise nicht sofort nachgepflegt. Das Austrittsmanagement im KISIM wird von der Pflege nachgeführt und ist meist gegen Ende des Aufenthalts nachgeführt. Es wird telefonisch bei den Assistenten nachgefragt.   |
| 20                           | Ist das Rekrutierungsgespräch zeitlich machbar?  | P | E    | Zeitdauer für Rekrutierungsgespräch                                       | PPS                                | Das Rekrutierungsgespräch dauert meist nicht mehr als 5 Minuten. Für ein effizienteres Rekrutieren, kann die Patienteninformation und die Einverständniserklärung dem Patienten nach dem Gespräch abgegeben werden, damit dieser es in Ruhe lesen kann. Die Rekrutierung ist somit machbar.  |
| 21                           | Wann kann das Rekrutierungsgespräch stattfinden? An welchem Spitaltag, um welche Tageszeit idealerweise? | P | F, E | Vor- und Nachteile verschiedener Rekrutierungs-zeitpunkte                 | PPS                                | Im PPS wurden verschiedene Rekrutierungszeitpunkte ausprobiert. 16 von 59 Patienten wurden wegen Besuch, Abwesenheiten oder Schlaf verpasst. Diese Rate war nachmittags besonders hoch und ist daher ein Nachteil. Ein Vorteil für den Nachmittag ist die lange Zeitspanne ohne Visite. Morgens muss auf die Visite und die Pflegevorgänge Rücksicht genommen werden. Kurze Zeitfenster, die genutzt werden können, sind jedoch von Vorteil. Ebenfalls ist positiv aufgefallen, pro Tag 2-3x zu rekrutieren. So können einmalig verpasste Patienten noch einmal aufgesucht werden.   |
| 22                           | Wieviele Patienten werden nicht verpasst?  | P | F, E | Anzahl verpasster Patienten   | PPS, Interview Ärzte               | Wie unter Punkt 21 erwähnt, wurden 16 von 59 Patienten (27%) für die Rekrutierung verpasst. Mit besseren Rekrutierungszeitpunkten und der längeren Studiendauer als im Pilot kann diese Zahl verbessert werden. Für die Intervention wurden 5 von 21 Patienten (23%) verpasst. Gemäss Interview mit den Ärzten kann dies verbessert werden, wenn sie wissen, welche Patienten eingeschlossen sind. Darum wird eine einmalige Mitteilung und eine fortbestehende im Prozedere im KISIM vorgesehen.  |
| 23                           | Ist eine mündliche und schriftlich dokumentierte Einverständniserklärung für die EKNZ ausreichend?       | P | F    | unverbindliche Auskunft von EKNZ (j/n), später definitive Verfügung (j/n) | Interview mit Ethikkommission EKNZ | Gemäss schriftlicher, unverbindlicher Auskunft der EKNZ wird ein Forschungsprojekt zu Rezepturprozessen nicht als Humanforschung angesehen. Es muss kein Ethikvotum eingeholt werden, eine Unbedenklichkeitsserklärung reicht. Weil aber gesundheitsbezogene Daten (gemäss Gesetz „Informationen über eine bestimmte oder bestimmbare Person, die sich auf deren Gesundheit oder Krankheit beziehen, einschliesslich ihrer genetischen Daten“) gesammelt werden, könnte es als Humanforschung gelten. Insbesondere wenn Krankheitsbilder festgelegt werden. Im Falle einer Unbedenklichkeitsserklärung wäre keine Einverständniserklärung notwendig.<br>Gemäss definitivem Beschluss fällt das Projekt unter das Humanforschungsgesetz und eine schriftliche Einverständniserklärung ist nötig. Die mündliche, und schriftlich dokumentierte Einverständniserklärung reicht nicht aus. |

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| 24                          | Wieviele Patienten lehnen die Teilnahme ab?                  | P | F | Anzahl abgelehrter Teilnahmen                           | PPS, Literaturrecherche Masterarbeit 2015             | 11 von 59 (18%) Patienten lehnten die Teilnahme im Pilot ab. In der Masterarbeit waren es bei einer ähnlichen Population ca. 30%. Dieses Spektrum wird angenommen.  |
| 25                          | Wie viele Patienten müssen ausgeschlossen werden?            | S | E | Anzahl Ausschlüsse im Pilot                             | PPS   | Von 66 Patienten erfüllten 7 (10%) die Einschlusskriterien nicht, und von den verbleibenden 59 Patienten mussten 22 (37%) aufgrund eines Ausschlusskriteriums ausgeschlossen werden.  |
| <b>Randomisierung</b>       |  |   |   |   |   |   |
| 26                          | Ist die Randomisierung mit random.org machbar?               | S | Q | Machbarkeit der Randomisierung (j/n)                    | Brainstorming Forschungsgruppe, Test                  | Die Randomisierung wurde ausprobiert und scheint machbar. Es wird in 5-10er Gruppen block-randomisiert, damit die Gruppen während dem Verlauf der Studie gleich gross bleiben.  |
| 27                          | Muss für die Apotheke stratifiziert werden?                  | P | Q | Empfehlung PCRG   | Brainstorming Forschungsgruppe                        | Eine Stratifizierung pro Apotheke wäre zu kompliziert, da jede Apotheke nur wenige Rezepte bearbeiten wird.   |
| <b>Service: Rezeptcheck</b> |  |   |   |   |   |   |
| 28                          | Wieviel Zeit benötigt man für die Rezeptvalidierung (Check)? | P | E | Zeitdauer für retrospektive und prospektive Validierung | Literaturrecherche Diplomarbeit Cristina Belenda, PPS | In dieser Diplomarbeit wurde eine ausgedehnte, retrospektive Rezeptvalidierung durchgeführt. Die Ein- und Ausschlusskriterien wichen etwas von der POMMES-Studie ab. Pro Rezept war im Durchschnitt $9.69 \pm 4.51$ Minuten (ohne Dokumentation) nötig. Die Dokumentation nimmt zusätzlich 5-15 Minuten pro Patient in Anspruch, bei $3.28 \pm 2.33$ Interventionen pro Rezept. Hier wurden Schwierigkeiten mit dem Tool festgestellt, welche gelöst werden mussten. Beim Pilotieren dauerte die reine Validierung nie mehr als 10 Minuten. |
| 29                          | Steht das Rezept rechtzeitig zur Verfügung?                  | S | F | Erfahrungen im Pilot (j/n)                              | PPS, Interview Ärzte                                  | Im Pilot hat sich gezeigt, dass das Rezept spätestens 30 Minuten vor dem Austritt zur Verfügung stehen sollte, um die Validierung in der Interventionsgruppe durchzuführen. Bei aussergewöhnlich vielen Medikamenten muss mehr Zeit einberechnet werden. In den meisten Fällen stand das Rezept genügend früh zur Verfügung. Gemäss Aussage der Ärzte könnte das Rezept in vielen Fällen am Vorabend vorbereitet werden. Dann müssten sie jedoch daran erinnert werden.   |
| 30                          | Ist das hospital Case Report Form (hCRF) geeignet?           | S | Q | Handhabbarkeit des hCRFs (gut/schlecht)                 | Test, PPS   | hCRF wurde mit mehreren Rezepten getestet und optimiert. Im PPS wurden erneut Optimierungen vorgenommen, so dass das hCRF gut handbar ist.  |

|    |  |   |      |   |   |  |
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| 31 | Werden relevante Validierungskriterien bearbeitet?                                       | P | Q    | Häufigste Interventions Gründe mit Spitalaustritts-rezepten?                      | Brainstorming Offizinapotheker, Literaturrecherche Diplomarbeiten Iris Grimm und Cristina Belenda | <p>Bei der Diplomarbeit von Cristina Belenda waren die häufigsten Interventions Gründe Kategorie C: C4.2 Ungeeignete Anwendungsweise 21.80% (das sind halt alle diese Einnahmehinweise), C7.1 Unvollständige / unklare Verordnung 14.36%. Interaktionen: 5.36% (Stufe 1-3 sind gut), potentiell nötige BTM-Rezepte : 3.81%, Fehler in der Rücksubstition: 7.27% . In der Kategorie der technischen/formalen Probleme waren 0.73/Rx, Unvollständige/unklare Verordnung waren 0.32/Rx, Interaktionen 0.12/Rx. Fehler in der Rücksubstition 0.16/Rx.</p> <p>Bei der Diplomarbeit von Iris Grimm waren in Kategorie C (Interventions Gründe) die unklaren Verordnungen sehr wenig relevant, eher die Verfügbarkeit und die finanzielle Belastung, sowie die unangemessene Therapiedauer. Die Unterschiede zwischen den Arbeiten sind vor allem auf die verschiedenen Dokumentationsmethoden und Sichtweisen zurückzuführen.</p> <p>Therapiedauer, Änderungen (Substitutionen) und Interaktionen sind sehr relevant gemäss Aussagen der Offizinapotheker. Unklar ist weiterhin, ob die Zufriedenheit der Apotheker gesteigert werden kann, wenn z.B. Substitutionen vorbearbeitet werden. Neue Medikamente zu dokumentieren ist sicher sehr relevant.</p> |
| 32 | Wie wird Rücksitution definiert?<br>(Firmennamen, falsche Anamnesen, Freitext-Anamnesen) | P | Q, E | Vor- und Nachteile verschiedener Definitionen diskutieren. Häufigkeiten eruieren. | PPS, Literaturrecherche Diplomarbeit Cristina Belenda   | Firmennamen wurden in der Diplomarbeit nicht umgestellt, da es ineffizient schien. Außerdem war nicht sicher, dass die Anamnese korrekt war. Therapeutische Umstellungen wurden aufgenommen. Ebenfalls generische Umstellungen, bei denen der Medikamentennamen wesentlicher als nur beim Firmennamen änderte. Insgesamt waren so 7.27% aller Interventionen Substitutionen, diese wurden als Unterpunkt "Fehler in der Rücksubstition" definiert. Es wird entschieden, auch die Firmennamen einzubeziehen, und die Fehlerhaften Anamnesen in Kauf zu nehmen. Dies hat sich im PPS bewährt.  |
| 33 | Welche formalen Fehler sollen korrigiert werden?   | P | Q, E | Vor- und Nachteile verschiedener Definitionen                                     | Literaturrecherche und Brainstorming, Diplomarbeit Cristina Belenda                               | formale Fehler können sein: fehlendes Betäubungsmittelrezept, fehlende Hilfsmittel, fehlende oder falsche Einheiten, falsche galenische Form zur Dosierung, fehlende Therapiedauer. Gemäss Diplomarbeit sind alle diese Fehler selten vorgekommen. Fehlende Hilfsmittel werden in dieser Studie nicht berücksichtigt, da die Eruierung von z.B. den richtigen Lanzetten oder Teststreifen den Aufwand sehr steigern würden. Einfach und effektiv umzusetzen sind Betäubungsmittelrezept, Einheiten, galenische Form oder Therapiedauer bei Antibiotika.  |
| 34 | Wann ist der Assistenzarzt erreichbar?   | S | E    | ideale Zeitpunkte   | PPS, Interview Ärzte  | Ideale Zeitpunkte sind vor der Morgenvisite um 9.30 Uhr (ausser bei der Chefarzvisite, die früher beginnt und während der Morgenfortbildung), und den ganzen Nachmittag (ausser während den Mittagsfortbildungen).   |
| 35 | Wieviele Interventionen im Service werden nicht akzeptiert?                              | P | Q    | Anzahl nicht akzeptierte Interventionen   | PPS, Literaturrecherche GSASA-Dokumentation der Visiten im KSB                                    | Daten der klinischen Visiten: 72% werden vollständig akzeptiert und umgesetzt. Es wird eine höhere Rate erwartet, da es um weniger klinische Interventionen geht, sondern häufig um formale Probleme. Problematisch könnte sein, dass der Arzt Interventionen ablehnt und es dadurch zu einem höheren Aufwand kommt. Gemäss Pilot werden alle Interventionen akzeptiert oder teilweise akzeptiert, wenn eine andere als die vorgeschlagene Lösung implementiert wird. z.B. Monitoring bei Interaktion vorgeschlagen, aber Arzt setzt Medikament ab.  |
| 36 | Wie wird vorgegangen, wenn Interventionen im Service nicht akzeptiert                    | P | Q    | Vorgehensweise definieren   | Brainstorming Ärzte   | Da dieser Fall im Pilot nicht eingetreten ist, ist dieses Element hinfällig. Es wird definiert, dass der Arzt die Entscheidung hat.  |

|                                   |  |   |         |   |   |
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|                                   | werden?  |   |         |   |   |
| 37                                | Werden die Interventionen rechtzeitig an den Arzt übermittelt, sodass eine Entscheidung und Umsetzung möglich ist? | P | F       | Rechtzeitige Optimierungen  | PPS<br><br>Durch das sofortige Verändern des Rezeptes und die Rücksprache mit dem Assistenarzt wurden die Interventionen bisher rechtzeitig umgesetzt.  |
| <b>Service: Rezeptoptimierung</b> |  |   |         |   |   |
| 38                                | Wer implementiert die Interventionen im Rezept?  | P | Q, F, E | Vor- und Nachteile verschiedener Optionen                                     | PPS<br><br>Die Optimierungen sollen direkt durch das Studienteam eingefügt werden, damit den Assistenzärzten kein Zusatzaufwand entsteht. Außerdem werden so die Optimierungen wie besprochen und schnell eingefügt.  |
| 39                                | Wer fügt den Standardsatz (Studieneinschluss) am besten ein?   | P | Q       | Vor- und Nachteile verschiedener Optionen                                     | PPS, Brainstorming Ärzte<br><br>Das Studienteam soll den Standardsatz (zum Studieneinschluss des Patienten) einfügen. Dies hat den Vorteil, dass für die Assistenzärzte kein Zusatzaufwand entsteht. Nachteilig gibt es für das Studienteam mehr Aufwand, wobei dieses die Optimierungen sowieso einfügt. Von Vorteil ist, dass der Satz exakt standardisiert eingefügt wird. |
| 40                                | Werden die Optimierungen rechtzeitig implementiert?  | P | Q       | Probleme bei der Implementierung (j/n)  | PPS<br><br>Im PPS sind keine Schwierigkeiten mit der Implementierung aufgetreten. Da diese durch das Studienteam gemacht werden, ist auch weiterhin nicht mit Schwierigkeiten zu rechnen. Es muss aber darauf geachtet werden, dass die Rezepte nicht schon vorgängig ausgedruckt und so ohne Optimierungen abgegeben werden.   |
| 41                                | Wieviele Optimierungen werden nicht akzeptiert? Was sind die Gründe?   | P | Q       | Anzahl akzeptierte im Verhältnis zu vorgeschlagenen Optimierungen mit Gründen | PPS<br><br>Es sind nur vereinzelte Optimierungen abgelehnt worden. Gründe waren meistens Unwissen des Studienteams im Bezug auf ein Detail in der Patientengeschichte. Dies kann bei der Rücksprache mit dem Arzt geklärt werden.   |
| 42                                | Wie häufig sind handschriftliche, ärztliche Änderungen auf dem Rezept? Wie kann damit umgegangen werden?           | P | Q       | Häufigkeit handschriftliche Änderung auf dem Rezept.                          | Interview Offizinapotheker<br><br>Alle befragten Apotheker geben an, dass handschriftliche Änderungen sehr selten sind.   |
| 43                                | Können alle Interventionen mittels PharmDISC dokumentiert werden?  | S | F       | Erfahrungen (j/n)   | PPS, Interview und Literaturrecherche Diplomarbeiten Iris Grimm und Cristina Belenda<br><br>Grundsätzlich können alle Interventionen im pharmDISC dokumentiert werden. Die Dokumentation ist jedoch sehr subjektiv. Standardfälle können helfen, wiederkehrende Interventionen zu dokumentieren. Es wird entschieden, Standarddokumentationen zu verwenden.                   |

| Rezepteinlösung allgemein        |   |   |         |   |  |
|----------------------------------|---|---|---------|---|--|
| 44                               | Wie kann vorgegangen werden, wenn der Patient das Rezept nicht innerhalb einer Frist am vorgegebenen Ort einlöst? | P | E       | Lösungsvorschläge   | PPS, Brainstorming Offizinapotheker                        |
| 45                               | Wie hoch ist die Dropoutrate?   | P | E       | Häufigkeit der Dropouts im PPS  | Brainstorming Offizinapotheker, PPS                        |
| Dokumentation von Interventionen |   |   |         |   |  |
| 46                               | Haben Apotheker die Kapazität und Kompetenz, den pharmdisc auszufüllen?   | S | F, Q    | Aussagen Apotheken (j/n)  | CPPS, Interview Iris Grimm, Brainstorming Offizinapotheker |
| 47                               | Soll der pharmDISC von der Offizin ausgefüllt werden oder telefonisch erhoben werden?                             | P | Q, F, E | Vor- und Nachteile der verschiedenen Methoden aus Sicht der Offizin und des Spitals | CPPS, Interview Offizinapotheker                           |
| 48                               | Wie lange dauert die Dokumentation im pharmDISC durch Offizin?  | P | E       | Zeitmessung einer pharmDISC-Dokumentation   | CPPS, Interview Cristina Belenda, Iris Grimm               |
| 49                               | Ist die Zeitdauer zum Ausfüllen des pCRF angemessen?  | P | E       | Erfahrungen im Pilot (j/n)  | CPPS   |

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| 50                     | Ist das pCRF geeignet?   | S | Q, E | Erfahrungen im Pilot (j/n)                                      | CPPS                                     | Die Länge des pCRF ist angemessen und darf nicht länger werden. Es steht jedoch zu wenig Platz zur Verfügung und es bestehen Verständnisfragen. Diese werden einerseits auf dem Bogen geklärt, andererseits für das Trainingsvideo vorgemerkt. Die Dokumentation der Interventionen wird aufgrund der Rückmeldungen angepasst. Das pCRF ist mit Änderungen geeignet.  |
| 51                     | Wie kann die aufgewendete Zeit in der Offizin standardisiert erfasst werden?             | P | Q    | Vor- und Nachteile verschiedener Dokumentationsmethoden         | CPPS, PPS, Literaturrecherche            | Bei einer Likert-Skala (analog Studie Vevey) wäre die Dokumentation sehr einfach, aber die Daten wären vorkategorisiert. Bei einer Freitextangaben könnten die Apotheken die Zeit genau erfassen und die gesamte Datentiefe bleibt vorhanden. Die Kategorisierung kann später erfolgen.   |
| <b>Datenmanagement</b> |  |   |      |   |  |   |
| 52                     | Welches Tool wird für die Datensammlung verwendet?                                       | S | F    | Vor-/Nachteile einzelne Datenprogramme                          | SPS, Brainstorming Forschungsgruppe      | Nachteilig bei Access ist der Aufbau der Datenbank, da dieser für nur 150 Datensätze verhältnismässig zu hoch ist. Vorteil wäre, dass Access für Datenbanken und Abfragen gut geeignet ist. Excel hat den Vorteil, dass es dem Studienteam gut bekannt ist und einfach in der Handhabung. Nachteil ist die fragliche Datensicherheit. Aufgrund der bestehenden Kenntnisse und der Effizienz wird Excel verwendet. |
| 53                     | Ist die Studie so ausgelegt, dass der Hauptoutcome statistisch signifikant sein kann?    | P | Q    | Einschätzung nach Power Analyse                                 | Brainstorming Statistiker Patrick Beeler | Die Power Analyse basiert auf Daten aus verschiedenen Quellen. Es wurden zwei konservative Annahmen gemacht: die höchste berechnete Patientenzahl wurde verwendet und zur Sicherheit von 126 auf 150 Patienten aufgerundet. Die Studie hat gute Chancen, statistisch signifikant zu werden.   |
| <b>Outcomes</b>        |  |   |      |   |  |   |
| 54                     | Beeinflussen die Visiten auf der Medizin den Outcome? Wie kann dies kontrolliert werden? | S | Q, E | Vermuteter Effekt der klinischen Pharmazeuten und Möglichkeiten | Brainstorming Team klinische Pharmazie   | Anhand der bisher durchgeführten Interventionen wird ein Effekt vermutet. Es wird deshalb definiert, dass die klinischen Visiten auf den Studienstationen keine Interventionen zum Austrittsrezept oder zur Austrittsmedikation vornehmen dürfen, welche in der Studie behandelt werden.  |
| 55                     | Outcomes genügend nützlich für KSB?  | S | Q    | Aussagen Geschäftsleitung                                       | Brainstorming Geschäftsleitung KSB       | Das geplante Studiendesign mit den Endpunkten wurden der Geschäftsleitung präsentiert. Es soll zusätzlich geprüft werden, inwiefern sich die Resultate auf eine öffentliche Apotheke im KSB übertragen lassen.  |

## 9.4.2 Fictive history and prescription from the first and second case for the CPPS

| <p><b>History von Herr Testpatient (für Trockenpilot)</b></p> <p><b>Situation</b></p> <p>Herr Testpatient's Tochter kommt in die Apotheke und will das Rezept einlösen. Ihr Vater sei soeben aus dem Spital entlassen worden. Bezüglich Medikamente weiss sie nicht, was der Vater zuhause genommen hat, was zuhause noch vorhanden ist oder was im Spital geändert wurde.</p> <p><b>History</b></p> <p>Es sind keine offenen Dauerrezepte vorhanden. Es sind keine Dosierungen dokumentiert. Alle Therapien laufen seit einem Jahr.</p> <p>Vor 1 Mt:            Targin 10/5mg 30 Stk<br/>                       Simvastatin Sandoz 40mg 100 Stk</p> <p>Vor 2 Mt:            Targin 10/5mg 30 Stk 2 PCK<br/>                       Movicol liquid 500 ml<br/>                       Calcimagon D3 500/400 90 Stk</p> <p>Vor 3 Mt:            Pantoprazol Actavis 40 mg 100 Stk<br/>                       Euthyrox 100 mcg 100 Stk</p> <p>November 2016, LB</p> |  <p><b>Rezept vom 10.11.2016</b></p> <p><b>TESTPATIENT MANN, 30.11.1927</b><br/>Wettingerstrasse 12, CH-5400 Baden, Tel.: 056 123 456 77, PID/FID: 300000/2051080</p> <table border="1" data-bbox="1035 498 1776 886"> <thead> <tr> <th>Rp</th><th>Medikamentenname<br/>Wirkstoff</th><th>* Mo</th><th>Mi</th><th>Ab</th><th>Na</th><th>Bem. zur<br/>Einnahme</th></tr> </thead> <tbody> <tr> <td>1 OP</td><td>AVALOX 400 mg Filmtablette<br/><i>Moxifloxacin Filmtabl 400 mg</i></td><td>1</td><td></td><td></td><td></td><td>Stk p.o.</td></tr> <tr> <td>1 OP</td><td>PANTOZOL 40 mg Tablette<br/><i>Pantoprazol Filmtabl 40 mg</i></td><td>1</td><td></td><td></td><td></td><td>Stk p.o.</td></tr> <tr> <td>1 OP</td><td>TARGIN 10/5 mg Retardtablette<br/><i>Oxycodon hydrochlorid, Naloxon hydrochlorid Ret Tabl 10 mg, 5 mg</i></td><td>1</td><td></td><td>1</td><td></td><td>Stk p.o.</td></tr> <tr> <td>1 OP</td><td>ATORVASTATIN Pfizer 20 mg<br/>Filmtab (entspr. Sortis)<br/>Atorvastatin Filmtabl 20 mg</td><td></td><td></td><td>1</td><td></td><td>Stk p.o.</td></tr> <tr> <td>1 OP</td><td>CALCIMAGON D3 500/800<br/>Kautabletten<br/><i>Calcium, Colecalciferol (Vitamin D3) Kautabl 500 mg, 800 UI</i></td><td>1</td><td></td><td></td><td></td><td>Stk p.o.</td></tr> <tr> <td>1 OP</td><td>MOTILIUM LINGUAL 10 mg<br/>Schmelztablette<br/><i>Domperidon Schmelztabl 10 mg</i></td><td></td><td></td><td></td><td></td><td>Stk p.o.</td></tr> </tbody> </table> <p>* : Aus medizinischen Gründen nicht substituieren.</p> <p>► <b>POMMES-Rezept.</b> Bitte in der Apotheke die Rezeptausführung mit dem Outcomebogen dokumentieren. Die Spitalapotheke des KSB.</p> <p>L. Brühwiler</p> | Rp   | Medikamentenname<br>Wirkstoff | * Mo | Mi | Ab                   | Na | Bem. zur<br>Einnahme | 1 OP | AVALOX 400 mg Filmtablette<br><i>Moxifloxacin Filmtabl 400 mg</i> | 1 |  |  |  | Stk p.o. | 1 OP | PANTOZOL 40 mg Tablette<br><i>Pantoprazol Filmtabl 40 mg</i> | 1 |  |  |  | Stk p.o. | 1 OP | TARGIN 10/5 mg Retardtablette<br><i>Oxycodon hydrochlorid, Naloxon hydrochlorid Ret Tabl 10 mg, 5 mg</i> | 1 |  | 1 |  | Stk p.o. | 1 OP | ATORVASTATIN Pfizer 20 mg<br>Filmtab (entspr. Sortis)<br>Atorvastatin Filmtabl 20 mg |  |  | 1 |  | Stk p.o. | 1 OP | CALCIMAGON D3 500/800<br>Kautabletten<br><i>Calcium, Colecalciferol (Vitamin D3) Kautabl 500 mg, 800 UI</i> | 1 |  |  |  | Stk p.o. | 1 OP | MOTILIUM LINGUAL 10 mg<br>Schmelztablette<br><i>Domperidon Schmelztabl 10 mg</i> |  |  |  |  | Stk p.o. |
|---|--|------|-------------------------------|------|----|----------------------|----|----------------------|------|---|---|--|--|--|----------|------|--|---|--|--|--|----------|------|--|---|--|---|--|----------|------|--|--|--|---|--|----------|------|---|---|--|--|--|----------|------|--|--|--|--|--|----------|
| Rp  | Medikamentenname<br>Wirkstoff  | * Mo | Mi                            | Ab   | Na | Bem. zur<br>Einnahme |    |                      |      |   |   |  |  |  |          |      |  |   |  |  |  |          |      |  |   |  |   |  |          |      |  |  |  |   |  |          |      |   |   |  |  |  |          |      |  |  |  |  |  |          |
| 1 OP  | AVALOX 400 mg Filmtablette<br><i>Moxifloxacin Filmtabl 400 mg</i>  | 1    |                               |      |    | Stk p.o.             |    |                      |      |   |   |  |  |  |          |      |  |   |  |  |  |          |      |  |   |  |   |  |          |      |  |  |  |   |  |          |      |   |   |  |  |  |          |      |  |  |  |  |  |          |
| 1 OP  | PANTOZOL 40 mg Tablette<br><i>Pantoprazol Filmtabl 40 mg</i>   | 1    |                               |      |    | Stk p.o.             |    |                      |      |   |   |  |  |  |          |      |  |   |  |  |  |          |      |  |   |  |   |  |          |      |  |  |  |   |  |          |      |   |   |  |  |  |          |      |  |  |  |  |  |          |
| 1 OP  | TARGIN 10/5 mg Retardtablette<br><i>Oxycodon hydrochlorid, Naloxon hydrochlorid Ret Tabl 10 mg, 5 mg</i>   | 1    |                               | 1    |    | Stk p.o.             |    |                      |      |   |   |  |  |  |          |      |  |   |  |  |  |          |      |  |   |  |   |  |          |      |  |  |  |   |  |          |      |   |   |  |  |  |          |      |  |  |  |  |  |          |
| 1 OP  | ATORVASTATIN Pfizer 20 mg<br>Filmtab (entspr. Sortis)<br>Atorvastatin Filmtabl 20 mg   |      |                               | 1    |    | Stk p.o.             |    |                      |      |   |   |  |  |  |          |      |  |   |  |  |  |          |      |  |   |  |   |  |          |      |  |  |  |   |  |          |      |   |   |  |  |  |          |      |  |  |  |  |  |          |
| 1 OP  | CALCIMAGON D3 500/800<br>Kautabletten<br><i>Calcium, Colecalciferol (Vitamin D3) Kautabl 500 mg, 800 UI</i>  | 1    |                               |      |    | Stk p.o.             |    |                      |      |   |   |  |  |  |          |      |  |   |  |  |  |          |      |  |   |  |   |  |          |      |  |  |  |   |  |          |      |   |   |  |  |  |          |      |  |  |  |  |  |          |
| 1 OP  | MOTILIUM LINGUAL 10 mg<br>Schmelztablette<br><i>Domperidon Schmelztabl 10 mg</i>   |      |                               |      |    | Stk p.o.             |    |                      |      |   |   |  |  |  |          |      |  |   |  |  |  |          |      |  |   |  |   |  |          |      |  |  |  |   |  |          |      |   |   |  |  |  |          |      |  |  |  |  |  |          |



Rezept vom 10.11.2016

TESTPATIENT MANN, 30.11.1927

Wettingerstrasse 12, CH-5400 Baden, Tel.: 056 123 456 77, PID/FID: 300000/2051080

| Rp   | Medikamentenname<br>Wirkstoff  | * | Mo | Mi | Ab | Na | Bem. zur<br>Einnahme               |
|------|--|---|----|----|----|----|------------------------------------|
| 1 OP | AVALOX 400 mg Filmtablette<br><i>Moxifloxacin Filmtabl 400 mg</i>  | 1 |    |    |    |    | Stk p.o. Ab Austritt<br>10 Tage    |
| 1 OP | PANTOZOL 40 mg Tablette<br><i>Pantoprazol Filmtabl 40 mg</i>   | 1 |    |    |    |    | Stk p.o.                           |
| 1 OP | TARGIN 10/5 mg Retardtablette<br><i>Oxycodon hydrochlorid, Naloxon hydrochlorid<br/>Ret Tabl 10 mg, 5 mg</i> | 1 |    | 1  |    |    | Stk p.o. BTM-<br>Rezept liegt bei  |
| 1 OP | ATORVASTATIN Pfizer 20 mg<br>Filmtab (entspr. Sortis)<br><i>Atorvastatin Filmtabl 20 mg</i>                  |   |    | 1  |    |    | Stk p.o. Ersatz für<br>Simvastatin |
| 1 OP | Calcimagon D3 (Kautabl) zitron<br><i>Calcium, Colecalciferol (Vitamin D3) Kautabl<br/>500 mg, 400 UI</i>     |   |    | 1  |    |    | Stk p.o.                           |
| 1 OP | MOTILIUM LINGUAL 10 mg<br>Schmelztablette<br><i>Domperidon Schmelztabl 10 mg</i>                             | 1 | 1  | 1  |    |    | Stk p.o.                           |
| 1 OP | EUTHYROX 100 mcg Tablette<br><i>Levothyroxin natricum Tabl 0.1 mg</i>  |   |    |    |    |    | Stk p.o. gestoppt                  |

\* : Aus medizinischen Gründen nicht substituieren.

► POMMES-Rezept. Bitte in der Apotheke die Rezeptausführung mit dem Outcomebogen dokumentieren. Die Spitalapotheke des KSB.

Die Interaktionen wurden geprüft und können toleriert werden.

L. Brühwiler

### 9.4.3 Telephone interview guide for the CPPS

|   |                          |                          |                          |                          |                          |                          |                          |             |              |   |   |   |   |   |   |             |  |                          |                          |                          |                          |                          |                          |                          |  |                 |   |   |   |   |   |   |             |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------|--------------|---|---|---|---|---|---|-------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|-----------------|---|---|---|---|---|---|-------------|
| <div style="text-align: center;">  <p>DEPARTMENT<br/>OF PHARMACEUTICAL SCIENCES</p> </div> <div style="text-align: center;">  <p>Kantonsspital Baden AG<br/>Department Medizinische<br/>Dienste<br/>CH-5404 Baden<br/>Apotheke<br/>Lea Brühwiler<br/>lea.brühwiler@ksb.ch</p> </div> <p><b>Feedbackbogen „Trockenpilot Offizin“</b></p> <p>Sie haben am Trockenpilot teilgenommen und zwei Rezepte eingelöst. Dafür danke Ich Ihnen herzlich. Im Folgenden habe ich einige Fragen zum Pilot.<br/>Beantworten Sie diese jeweils mit ganzen Schulnoten. Kommentieren Sie so viel wie möglich. So bekommen wir einen besseren Eindruck von Ihrer Meinung.</p> <p>Vor- und Nachname: , Anrufversuche: , Dauer:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">SCHULUNGSVIDEO</td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> <td style="width: 10%;">6</td> <td style="width: 10%;">weiss nicht</td> </tr> </table> <p>Wie beurteilen Sie dessen Länge? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Wie beurteilen Sie dessen technische Umsetzung? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Wie beurteilen Sie dessen Inhalt? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Gibt es inhaltliche Verbesserungen? Z.B. Fallbeispiele?</p> <p>Könnten Sie sich alternative oder ergänzende Schulungsmethoden vorstellen?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">OUTCOMEBOGEN</td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> <td style="width: 10%;">6</td> <td style="width: 10%;">weiss nicht</td> </tr> </table> <p>Wie beurteilen Sie dessen Länge? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Wie beurteilen Sie den Zeitaufwand zum Ausfüllen? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Wie beurteilen Sie dessen Verständlichkeit? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Haben Sie Vorschläge zur Verbesserung der Verständlichkeit?</p> <p>Fehlen wichtige Inhalte?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Wie beurteilen Sie dessen Darstellung (Platzverhältnisse, Schriftgrösse, Schriftart, Anordnung)?</td> <td style="width: 10%;"><input type="checkbox"/></td> </tr> </table> <p>Kommentar:</p> | SCHULUNGSVIDEO           | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | weiss nicht | OUTCOMEBOGEN | 1 | 2 | 3 | 4 | 5 | 6 | weiss nicht | Wie beurteilen Sie dessen Darstellung (Platzverhältnisse, Schriftgrösse, Schriftart, Anordnung)? | <input type="checkbox"/> | <div style="text-align: center;">  <p>KSB</p> </div> <p><b>Haben Sie grafische Verbesserungsvorschläge?</b></p> <p>Haben Sie zwischen dem ersten und zweiten Bogen einen Unterschied festgestellt? Falls ja, haben diese eine Verbesserung gebracht? Falls ja, welche?</p> <p>Die POMMES-Studie sieht vor, dass bestimmte KSB-Rezepte während der Studiendauer von ca. 3 Monaten im Spital bearbeitet werden. Beim Spitalaustritt des Patienten wird der Outcomebogen der Apotheke per Fax zugestellt. In der Offizin soll die Rezeptenlösung mithilfe des Outcomebogens dokumentiert werden, und der Bogen zurückgefaxt werden. Zur Komplettierung der Daten würde sich das Studententeam telefonisch bei Ihnen melden.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">STUDIENVORGEHEN</td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> <td style="width: 10%;">6</td> <td style="width: 10%;">weiss nicht</td> </tr> </table> <p>Wie beurteilen Sie das Studienvorgehen in Bezug auf den Zeitaufwand in der Offizin? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Wie beurteilen Sie das Studienvorgehen in Bezug auf die Komplexität für die Offizin? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Wie beurteilen Sie den Fax als Kommunikationsmethode? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Wie beurteilen Sie die Erkennbarkeit eines Studienrezeptes? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Kommentar:</p> <p>Mit welchen Argumenten können Apotheken zur Teilnahme motiviert werden?</p> <p>Welche Gründe sprechen gegen eine Teilnahme?</p> <p>Haben Sie allgemeine Bemerkungen, Feedback oder Input?</p> | STUDIENVORGEHEN | 1 | 2 | 3 | 4 | 5 | 6 | weiss nicht |
| SCHULUNGSVIDEO  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | weiss nicht              |             |              |   |   |   |   |   |   |             |  |                          |                          |                          |                          |                          |                          |                          |  |                 |   |   |   |   |   |   |             |
| OUTCOMEBOGEN  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | weiss nicht              |             |              |   |   |   |   |   |   |             |  |                          |                          |                          |                          |                          |                          |                          |  |                 |   |   |   |   |   |   |             |
| Wie beurteilen Sie dessen Darstellung (Platzverhältnisse, Schriftgrösse, Schriftart, Anordnung)?  | <input type="checkbox"/> |             |              |   |   |   |   |   |   |             |  |                          |                          |                          |                          |                          |                          |                          |  |                 |   |   |   |   |   |   |             |
| STUDIENVORGEHEN   | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | weiss nicht              |             |              |   |   |   |   |   |   |             |  |                          |                          |                          |                          |                          |                          |                          |  |                 |   |   |   |   |   |   |             |

## 9.4.4 Ethical approval

| <p><b>EKNZ</b></p> <p>Ethikkommission<br/>Nordwest- und<br/>Zentralschweiz</p> <p>Präsident<br/>Prof. André P. Perruchoud<br/>Vizepräsidenten<br/>Prof. Gregor Schubiger<br/>Dr. Marco Schärer</p> <p>Dr. sc. Monika Lutters<br/>Spitalapotheke Kantonsspital<br/>Baden<br/>5404 Baden</p> <p>Basel, 22. März 2017 / cb</p> <p><b>Project-ID :</b> 2016-02051<br/><b>Projekttitle:</b> Pharmazeutische Optimierung des Medikamenten Managements bei Entlassung aus dem Spital</p> <p><b>Verfügung der Ethikkommission Nordwest- und Zentralschweiz (EKNZ)</b></p> <p><b>Haupt-Prüfer / Koordinierender Prüfer</b> Dr. sc. Monika Lutters<br/> <b>Sponsor</b> Kantonsspital Baden, Dr. pharm. Peter G. Wiedemeier<br/> <b>Zentren</b> Dr. sc. Monika Lutters, Kantonsspital Baden, Baden</p> <p><b>I. Entscheidverfahren</b><br/> <input type="checkbox"/> ordentliches Verfahren    <input type="checkbox"/> vereinfachtes Verfahren    <input checked="" type="checkbox"/> Präsidialverfahren</p> <p><b>II. Entscheid</b><br/> Dr. sc. Monika Lutters, Kantonsspital Baden, Baden<br/> <input checked="" type="checkbox"/> Die Bewilligung wird erteilt<br/> <input type="checkbox"/> Die Bewilligung wird mit Auflagen erteilt<br/> <input type="checkbox"/> Die Bewilligung kann noch nicht erteilt werden<br/> <input type="checkbox"/> Die Bewilligung wird nicht erteilt<br/> <input type="checkbox"/> Auf das Gesuch wird nicht eingetreten</p> <p><b>Anmerkungen / Auflagen / Bedingungen / Begründung</b></p> <p><b>III. Klassifizierung</b><br/> <input checked="" type="checkbox"/> Forschungsprojekt gemäss HFV      Kategorie: A<br/> <input checked="" type="checkbox"/> Forschung mit Personen<br/> <input type="checkbox"/> Weiterverwendung des biologischen Materials oder der gesundheitsbezogenen Personendaten<br/> <input type="checkbox"/> mit Verstorbenen<br/> <input type="checkbox"/> mit Embryonen / Fötten</p> <p>Geschäftsführerin Irene Oberli   Hebelstrasse 53   4056 Basel   Tel 061 268 13 50   Fax 061 268 13 51   eknz@bs.ch   www.eknz.ch</p> |  <p><input type="checkbox"/> mit ionisierender Strahlung<br/> <input type="checkbox"/> Umkategorisierung gemäss Art. 48, Abs. 2, HFV</p> <p><b>IV. Zusammensetzung der Kommission</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Vorsitz</th> <th rowspan="2">Name, Vorname</th> <th rowspan="2">Berufliche Stellung / Titel</th> <th colspan="4">am Beschluss beteiligt</th> </tr> <tr> <th>m</th> <th>f</th> <th>ja</th> <th>nein</th> </tr> </thead> <tbody> <tr> <td></td> <td>Prof. A. P. Perruchoud</td> <td>Präsident der EKNZ</td> <td>X</td> <td><input type="checkbox"/></td> <td>X</td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p><b>V. Gebühren</b><br/> <b>Tarifcode:</b>      <b>Betrag:</b> CHF 0.00.–<br/> Gemäss der geltenden Gebührenordnung von swisethics.</p> <p><b>VII. Kopie an:</b><br/> <input type="checkbox"/> Swissmedic<br/> <input type="checkbox"/> BAG<br/> <input checked="" type="checkbox"/> Sponsor      Kantonsspital Baden, peter.wiedemeier@ksb.ch<br/> <input type="checkbox"/> Andere</p> <p><b>Unterschriften</b><br/> <br/> Prof. Dr. med. André P. Perruchoud<br/> Präsident</p> <p><b>Anhang</b><br/> • Liste eingereichter Dokumente, Stand 7.2.2017 (Appendix 1)</p> | Vorsitz            | Name, Vorname | Berufliche Stellung / Titel | am Beschluss beteiligt      |                          |  |  | m | f | ja | nein |  | Prof. A. P. Perruchoud | Präsident der EKNZ | X | <input type="checkbox"/> | X | <input type="checkbox"/> |
|---|---|--------------------|---------------|-----------------------------|-----------------------------|--------------------------|--|--|---|---|----|------|--|------------------------|--------------------|---|--------------------------|---|--------------------------|
| Vorsitz   | Name, Vorname   |                    |               |                             | Berufliche Stellung / Titel | am Beschluss beteiligt   |  |  |   |   |    |      |  |                        |                    |   |                          |   |                          |
|   |   | m                  | f             | ja                          |                             | nein                     |  |  |   |   |    |      |  |                        |                    |   |                          |   |                          |
|   | Prof. A. P. Perruchoud  | Präsident der EKNZ | X             | <input type="checkbox"/>    | X                           | <input type="checkbox"/> |  |  |   |   |    |      |  |                        |                    |   |                          |   |                          |

#### Bedeutung der möglichen Entscheide

**Die Bewilligung wird erteilt:** Das Vorhaben gemäss bewilligtem Forschungsplan kann gestartet und im Rahmen der anwendbaren rechtlichen Bestimmungen durchgeführt werden. Bewilligungen für klinische Versuche der Kategorie B und C stehen unter dem Vorbehalt, dass

1. allfällig durch die zuständige eidgenössische Zulassungsbehörde (Swissmedic/BAG) festgestellte Mängel keine Änderungen der von der Ethikkommission evaluierten Unterlagen erfordern, und dass
2. die Bewilligung der eidgenössischen Zulassungsbehörde (Swissmedic/BAG) vorliegt.

**Die Bewilligung wird mit Auflagen erteilt:** Das Vorhaben gemäss bewilligtem Forschungsplan kann gestartet und im Rahmen der anwendbaren rechtlichen Bestimmungen durchgeführt werden. Die Auflagen sind innerst 30 Tagen zu erfüllen. Die revidierten Dokumente werden nach Einreichung im präsidentiellen Verfahren geprüft.

**Die Bewilligung kann noch nicht erteilt werden:** Das Vorhaben kann noch nicht gestartet werden. Die nachfolgenden Bedingungen sind zu erfüllen. Die revidierten Dokumente werden nach Einreichung von der Ethikkommission geprüft.

**Die Bewilligung wird nicht erteilt:** Das Vorhaben kann in der vorliegenden Form nicht durchgeführt werden. Eine Neueinreichung ist möglich.

**Auf das Gesuch wird nicht eingetreten:** Die Ethikkommission ist für die Beurteilung rechtlich nicht zuständig. Entweder ist eine andere Stelle für die Bewilligung zuständig, oder das Vorhaben kann ohne Bewilligung durchgeführt werden.

#### Appendix 1:

##### Eingereichte Dokumente für das Hauptzentrum

Dr. sc. Monika Lutters, Kantonsspital Baden, Baden

| Dokument  | Dok.Datum                | Version    |
|---|--------------------------|------------|
| <b>1. Cover Letter</b><br>Begleitbrief Research Plan unterschrieben 161205.pdf  | 05/12/2016               |            |
| <b>2. Synopsis of the study plan</b><br>see doc/cat: 4, page/ref: 4   |                          |            |
| <b>3. Participant information sheet and informed consent (ICF)</b><br>Schriftliche Einverständniserklärung V01.pdf<br>Patienteninformation schriftlich V01 161207.pdf | 09/12/2016<br>07/12/2016 | V01<br>V01 |
| <b>4. Study plan (protocol), signed and dated</b><br>Research_Plan EKNZ V3 170206 ohne Korrekturmodus.pdf<br>Research_Plan EKNZ V3 170206 Korrekturmodus.pdf          | 06/02/2017<br>06/02/2017 | V3<br>V3   |
| <b>4. Study plan (protocol), signed and dated</b><br>Research_Plan EKNZ V2 161209.pdf<br>Research_Plan EKNZ V2 161209 track change mode.pdf                           | 09/12/2016<br>09/12/2016 | V2<br>V2   |
| <b>6. Investigator's CV, dated</b><br>Lebenslauf Monika Lutters.pdf   | 24/11/2016               |            |
| <b>10. Insurance</b><br>see doc/cat: 4, page/ref: 18  |                          |            |
| <b>11. Other documents handed over to study participants</b><br>No other documents handed over to study participants  |                          |            |
| <b>12. Details on nature and scope/value of compensation for participants</b><br>There is no compensation for the participation in this study                         |                          |            |
| <b>14. Information on secure handling of biological material and personal data, and in particular on the storage thereof</b><br>see doc/cat: 4, page/ref: 17          |                          |            |

## 9.4.5 Ethical considerations of a patients' representative

### Feedback zur Studie POMMES des Patientenrepräsentanten

#### 1 Genereller Kommentar

Die Studie versucht in erster Linie die internen Abläufe im Spital, in der Spitalapotheke und im Austausch mit Drittapothen zu optimieren und verbessern: Elimination von Leerläufen, zeitintensiven Rückfragen, schlankere Abläufe oder generell: Einsparung von Ressourcen bei mindestens gleichem Standard des Outputs.

Der Patient/die Patientin ist nicht am Ressourcenziel interessiert.

#### 2 Beurteilung des Studienvorhabens aus Patientensicht allgemein

Der Patient/die Patientin ist an allen Massnahmen interessiert, die geeignet sind, das Ergebnis der ärztlichen Behandlung, die Wiederherstellung der Gesundheit oder der bestmögliche Zustand nach dem Krankheits- oder Unfallereignis, zu verbessern.

Ein Interesse hat er/sie aber daran, dass die Fehleranfälligkeit des Systems vermindert wird, denn Fehler in der Medikation gefährden den Behandlungserfolg.

Bezogen auf die Medikation hat aber der Patient/die Patientin grosses Interesse an der Förderung der Einsicht des Patienten/der Patientin in die Behandlung/Medikation zur Verbesserung der Motivation, die angeordnete Behandlung und Medikamenteneinnahme zu befolgen.

Insofern wäre es gut, wenn mit der Überarbeitung der Rezeptformulare geprüft würde, Rezepte auch als Kommunikationsmittel für den Patienten/die Patientin zu nutzen. Ev. Können Behandlungsplan und Rezept zu einem einzigen Dokument zusammengefasst werden, das auch der Patient/die Patientin versteht und nachvollziehen kann.

#### 3 Beurteilung des Studienvorhabens als Einbezogener

Das Studienthema ist verständlich und nachvollziehbar dargestellt und macht aus Patientensicht Sinn. Die Rolle des Patienten/der Patientin ist eher marginal.

#### 4 Kommentar zum Pilot-Rezept

Rezept und Behandlungsplan können nicht isoliert voneinander betrachtet werden. Der Patient/die Patientin wünscht folgende Informationen:

- Zusätzliche Kolonne: «beabsichtigte Wirkung». Gerade bei mehreren Medikamenten erfährt der Patient/die Patientin nicht, wozu die Einnahme jedes Medikaments dient. Wenn er/sie weiß wozu, steigt die Motivation, die Rezeptvorschriften zu befolgen
- Hilfreich wäre eine Kurzinformation über die Nebenwirkungen. Die Fülle der Informationen über mögliche Nebenwirkungen in den Belpackzetteln wirkt eher abschreckend und demotivierend, die Behandlungsanweisungen zu befolgen. Es sollte so etwas wie eine Verträglichkeitskala («Verträglichkeit sehr gut», «gut», «mittel», «problematisch» etc.) oder Verträglichkeitsindex z.B. von (1 bis 5, 5= sehr gut) geben. Letzteres kann nicht Gegenstand der Studie POMMES, wäre aber eine wichtige Information.

1

Weitere Anregungen:

- Abkürzungen ausschreiben (was heisst «p.o.»? Ist «Na» «nachts»?, Könnte auch «nachmittags» heissen)
- Reicht «Op»? Gibt es nicht z.T. unterschiedliche Originalpackungen?
- Der Patient sollte eine Kopie des Rezepts erhalten, damit er sich immer wieder über Sinn und Zweck der Medikamentenverabreichung informieren kann. Sie kann ihm auch nützen, wenn er sich während der Behandlung beim Arzt oder der Apotheke informieren will, z.B. wenn er die Wirkung für zu gering hält oder sonstige Fragen auftreten.

#### 5 Schwierigkeiten aus PatientInnensicht

Keine absehbar.

#### 6 Kosten/Nutzen-Verhältnis und Risiken aus PatientInnensicht

Der Patient/die Patientin hat keinen Aufwand und läuft kein Risiko. Allenfalls ist denkbar, dass der Patient/die Patientin am Schluss ohne grossen Aufwand einen minimalen Fragebogen ausfüllt, falls das Rezept im Sinne einer Information für ihn/sie ausgestaltet wird (s.o.).

#### 7 Kosten/Nutzen-Verhältnis und Risiken für das Gesundheitswesen

Gelingt es, aufgrund dieser Studie den Ressourceneaufwand für die Medikation zu senken und die Fehleranfälligkeit der bisherigen Abläufe zu vermindern, hat die Studie sowohl für das schweizerische Gesundheitswesen (Ressourceneinsparungen) wie für die PatientInnen (Verminderung der Fehlerquote) einen Gewinn gebracht. Voraussetzung ist ein sauberer Nachweis dieser Verbesserungen.



Peter Marti, 5406 Rüthof, 18. November 2016

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## 9.4.7 Patient information and written informed consent



### Patienteninformation POMMES

#### Pharmazeutische Optimierung des MedikamentenManagements bei Entlassung aus dem Spital

Dieses Projekt ist organisiert durch: Dr. Peter Wiedemeier und Dr. Monika Lutters, Spitalapotheke, in Zusammenarbeit mit Prof. Dr. Jürg Hans Beer, Chefarzt Innere Medizin.

Sehr geehrte Dame, sehr geehrter Herr

Wir möchten Sie anfragen, ob Sie an einem Forschungsprojekt teilnehmen wollen. Im Folgenden wird Ihnen das geplante Forschungsprojekt erklärt.

##### Ziel des Projekts

Im Kantonsspital Baden erhalten die Patienten bei Spitalaustritt ein Rezept. Dieses lösen sie in der Apotheke ein. Die Apotheke händigt Ihnen die richtigen Medikamente aus und berät Sie dazu. Dafür ist es wichtig, dass die Informationen auf dem Rezept korrekt und verständlich sind. Dies kann zum Beispiel bedeuten, dass man auf dem Rezept ausdrücklich notiert, wenn ein Medikament nicht mehr genommen werden muss.

Das Projekt „POMMES“ untersucht, ob solche Informationen helfen, dass Sie in der Apotheke besser beraten und versorgt werden. Ziel ist, dass der Aufwand für die Apotheke geringer wird und Sie dadurch mehr Zeit für Sie als Patient haben. Ist das Projekt erfolgreich, kann die Zusammenarbeit zwischen verschiedenen Gesundheitsfachpersonen in Zukunft für viele Patienten verbessert werden. Wir können so zur Patientensicherheit beitragen.

##### Auswahl

Sie wurden für die Studie angefragt, weil sie während der Projektdauer Patient/Patientin der Inneren Medizin sind. Eingeschlossen werden Patienten, die voraussichtlich nach dem Spitalaufenthalt nach Hause gehen und Medikamente einnehmen müssen.

##### Allgemeine Informationen zum Projekt

Das Projekt wird am Kantonsspital Baden und in Zusammenarbeit mit vielen öffentlichen Apotheken im Kanton Aargau durchgeführt. Insgesamt möchten wir ca. 150 Patienten rekrutieren. Dieses Projekt wird so durchgeführt wie es die Gesetze in der Schweiz vorschreiben. Die zuständige Ethikkommission hat dieses Projekt geprüft und bewilligt.

##### Ablauf

Nach Ihrer Einwilligung müssen Sie nichts mehr zu der Studie beitragen. Die weiteren Arbeiten laufen im Hintergrund ab. Sie werden zufällig in eine von zwei Gruppen eingeteilt. Bei der einen Gruppe läuft der Spitalaustritt wie immer ab. Einzig auf dem Rezept wird stehen, dass Sie bei dem Projekt teilgenommen haben.

Werden Sie in die andere Gruppe eingeteilt, wird ihr Rezept vor dem Austritt zusätzlich kontrolliert. Wenn es nötig ist, dass auf dem Rezept etwas verbessert oder ergänzt wird, wird das gemacht. Auch hier steht auf dem Rezept, dass Sie bei dem Projekt teilgenommen haben.

Sie erhalten das Austrittsrezept wie üblich von ihrem Stationsarzt und lösen dies wie gewohnt in Ihrer Apotheke ein, die sie uns vorab mitgeteilt haben. Ihre Apotheke wird dokumentieren, wie lange die Einlösung dauert und welche Arbeiten vom Apothekenpersonal durchgeführt wurden, z.B. Ob etwas abgeklärt werden musste. Diese Angaben werden dem Spital zurückgemeldet.

Es kann sein, dass wir Sie von diesem Projekt ausschliessen müssen. Zum Beispiel, weil Sie anschliessend in eine Rehabilitation gehen. Falls sie das Rezept in einer anderen Apotheke einlösen, als sie uns angegeben haben, müssen wir Sie mit grosser Wahrscheinlichkeit ebenfalls ausschliessen.

#### **Nutzen**

Mit der Teilnahme an diesem Projekt können wir Ihnen und zukünftigen Patienten möglicherweise eine bessere Betreuung zukommen lassen. Die Verschreibung von Medikamenten bei Austritt und deren Besorgung in Ihrer Apotheke wird für Sie möglicherweise erleichtert.

#### **Rechte und Pflichten**

Sie entscheiden freiwillig, ob Sie an diesem Projekt teilnehmen wollen oder nicht. Ihre Entscheidung hat keinen Einfluss auf Ihre medizinische Behandlung. Sie müssen diese Entscheidung nicht begründen.

Wir bitten Sie, das Rezept in der Apotheke einzulösen, die Sie uns angegeben haben. Falls dies nicht möglich ist, z.B. weil Ihre Apotheke schon geschlossen hat, dürfen Sie Ihr Rezept selbstverständlich in einer anderen Apotheke einlösen. Möglicherweise müssen wir Sie dann von der Studie ausschliessen.

#### **Risiken und Haftung**

Durch das Projekt sind keine Risiken für Sie als Teilnehmer voraussehbar. Sie erhalten entweder das übliche, oder ein von uns bearbeitetes Rezept. Falls Sie durch das Studienprojekt einen Schaden erleiden, haftet das Kantonsspital Baden.

#### **Vertraulichkeit von Daten und Proben**

Wir erheben Angaben zu Ihrer Person, dem Spitalaufenthalt und zu Ihren Medikamenten. Wir halten alle gesetzlichen Regeln des Datenschutzes ein. Nur sehr wenige Personen werden Ihre unverschlüsselten Daten sehen. Andere Personen sehen nur ihre verschlüsselten Daten. Verschlüsselung bedeutet, dass alle Bezugsdaten, die Sie identifizieren könnten (Name, Geburtsdatum), gelöscht und durch einen Schlüssel (Code) ersetzt werden. Es werden nur verschlüsselte Daten aufbewahrt. Alle Beteiligten unterliegen strikt der Schweigepflicht.

Möglicherweise wird dieses Studienprojekt durch die zuständige Ethikkommission überprüft. Der Projektleiter muss eventuell Ihre persönlichen und medizinischen Daten für solche Kontrollen offenlegen.

#### **Rücktritt**

Sie können jederzeit von der Studie zurück treten und nicht mehr teilnehmen. Die bis dahin erhobenen Daten und Proben werden noch ausgewertet und verschlüsselt, weil das ganze Projekt sonst an Aussagekraft verliert.

#### **Entschädigung und Finanzierung**

Für die Teilnahme ist keine Entschädigung vorgesehen. Das Projekt wird von der Kantonsspital Baden AG finanziert.

#### **Kontaktperson**

Sie dürfen jederzeit Fragen zur Teilnahme und zum Projekt stellen. Lea Brühwiler, Spitalapotheke Kantonsspital Baden, 5404 Baden, 056 486 39 47, [lea.bruehwiler@ksb.ch](mailto:lea.bruehwiler@ksb.ch)

## Schriftliche Einverständniserklärung

Bitte lesen Sie dieses Formular sorgfältig durch.

Bitte fragen Sie, wenn Sie etwas nicht verstehen oder wissen möchten.

**Titel der Studie:** POMMES (Pharmazeutische Optimierung des Medikamenten-Managements bei Entlassung aus dem Spital), BASEC-Nummer 2016-02051

**Ort der Durchführung:** Kantonsspital Baden

**Leiterin der Studie am Studienort und verantwortliche Institution:**

Dr. Monika Lutters, Spitalapotheke, Kantonsspital Baden, 5404 Baden

- Ich wurde von der unterzeichnenden Prüfperson mündlich und schriftlich über den Zweck, den Ablauf des Projekts, über mögliche Vor- und Nachteile sowie über eventuelle Risiken informiert.
- Ich nehme an diesem Projekt freiwillig teil und akzeptiere den Inhalt der zum oben genannten Projekt abgegebenen schriftlichen Information. Ich hatte genügend Zeit, meine Entscheidung zu treffen.
- Meine Fragen im Zusammenhang mit der Teilnahme an diesem Projekt sind mir beantwortet worden. Ich behalte die schriftliche Information, und erhalte auf Wunsch eine Kopie meiner schriftlichen Einverständniserklärung.
- Ich bin einverstanden, dass die zuständigen Fachleute der Projektleitung und der für dieses Projekt zuständigen Ethikkommission zu Prüf- und Kontrollzwecken in meine unverschlüsselten Daten Einsicht nehmen dürfen, jedoch unter strikter Einhaltung der Vertraulichkeit.
- Ich kann jederzeit und ohne Angabe von Gründen von der Teilnahme zurücktreten, ohne dass ich deswegen Nachteile bei der weiteren medizinischen Behandlung/Betreuung habe. Die bis dahin erhobenen Daten und Proben werden für Auswertung zur Studie noch verwendet.
- Die Haftpflichtversicherung des Spitals/ der Institution kommt für allfällige Schäden auf.

|                             |  |
|-----------------------------|--|
| Ort, Datum                  |  |
| Name, Vorname Teilnehmer/in |  |
| Geburtsdatum Teilnehmer/in  | / <input type="checkbox"/> weiblich, <input type="checkbox"/> männlich |
| Apotheke                    |  |
| Unterschrift Teilnehmer/in  |  |

**Bestätigung der Prüfperson:** Hiermit bestätige ich, dass ich diesem Teilnehmer Wesen, Bedeutung und Tragweite des Projekts erläutert habe. Ich versichere, alle im Zusammenhang mit diesem Projekt stehenden Verpflichtungen gemäss des geltenden Rechts zu erfüllen. Sollte ich zu irgendeinem Zeitpunkt während der Durchführung des Projekts von Aspekten erfahren, welche die Bereitschaft des Teilnehmers zur Teilnahme an der Studie beeinflussen könnten, werde ich ihn umgehend darüber informieren.

|                          |  |
|--------------------------|--|
| Ort, Datum               | Baden,   |
| Name, Vorname Prüfperson | <input type="checkbox"/> Gina Puiu, <input type="checkbox"/> Lea Brühwiler, <input type="checkbox"/> _____ |
| Unterschrift Prüfperson  |  |

## 9.4.8 Hospital case report form (hCRF)

### POMMES CRF Intervention

Datum: \_\_\_\_\_ Startzeit: \_\_\_\_\_, **Endzeit** \_\_\_\_\_

#### Patientendaten

|              |  |
|--------------|--|
| Name         | Entlassungsdatum   |
|              | Station  |
| Geburtsdatum | Stationsarzt, Tel.   |
| Fallnummer   | Randomisierungsnr.   |
| Apotheke     | <input type="checkbox"/> Interventionsgruppe <input type="checkbox"/> Kontrollgruppe |

#### Laufweg

- |   | <b>Intervention</b>  | <b>Kontrolle</b>                     |
|---|--|--------------------------------------|
| <input type="checkbox"/> Arzt über Einschluss informiert: <input type="checkbox"/> Mitt. <input type="checkbox"/> Proz. | → bearbeitet<br>→ <input type="checkbox"/> ok, <input type="checkbox"/> nicht ok | → Satz eingefügt<br>→ nur informiert |
| <input type="checkbox"/> Rezept: Anzahl Medis: _____  |  |                                      |
| <input type="checkbox"/> Assistenzarzt informiert:  |  |                                      |
| <input type="checkbox"/> Rezept finalisiert   |  |                                      |
| <input type="checkbox"/> Daten Intervention   | → dokumentiert   | → keine                              |
| <input type="checkbox"/> Outcomebogen gefaxt  |  |                                      |
| <input type="checkbox"/> Outcomebogen zurückerhalten → <input type="checkbox"/> erinnert? Datum, Kontaktperson?         |  |                                      |
| <input type="checkbox"/> Daten Outcomebogen vollständig dokumentiert.   |  |                                      |

→ für Kontrollgruppe weiter zum letzten Abschnitt

#### Intervention: Formale Fehler Rezept öffnen und drucken → auf formale Fehler prüfen

Missverständliches Produkt verordnet? (z.B. Freitext, fehlende Stärke o. Packungsgröße) → spezifizieren  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_

Missverständliche Dosierung vorhanden? (z.B. Einheit, fehlende, nicht handhabbare Dosierung) → spezifizieren  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_

Missverständliche Bemerkung vorhanden? (z.B. widersprüchliche Dosis, Wochenplan, pausiert) → spezifizieren  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_

Therapiedauer bei (p.o.) Antiinfektiva oder parenteralem Heparin fehlend? → herausfinden, ergänzen  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_

Betäubungsmittel verordnet? → Arzt informieren  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_

Eigenherstellung KSB verordnet? → Arzt informieren und ggf. Info „Magistralrezeptur“ einfügen  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_

**Intervention: Medikationsänderungen Rezept und Anamnese oder Aufnahmerapport öffnen**Verwendetes Referenzdokument:  Aufnahmerapport  Kurve, letzter Tag,  anderes: \_\_\_\_\_Generikasubstitutionen vom Spitalaufenthalt, die nicht/felherhaft rücksubstituiert wurden inkl. Kombis? → korrigieren  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_Therapeutische Substitutionen vom Spitalaufenthalt rezeptiert? → korrigieren  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_Dosisänderungen bestehender Therapien? (Dosiserhöhung: ↑ Dosiserniedrigung: ↓) → „Dosisänderung“ ergänzen  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_Fehlen gestoppte Medikamente im Rezept? → als Freitext-Bemerkung einfügen: „X gestoppt. Nicht abgeben.“  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_Fehlen pausierte Medikamente im Rezept oder sind pausierte Medikamente rezeptiert? → klären, korrigieren  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_Neue Medikamente rezeptiert? → „neu“ ergänzen  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_Andere Therapieänderungen oder formale Fehler? (z.B. Rezeptierte Medis, aber nicht in Kurve?) (z.B. Medis in Kurve, aber nicht rezeptiert?)  
Ausser Fragmin, Dospir/NaCl, Infusion → korrigieren  
 Nein  Ja, Anzahl: \_\_\_\_\_, nämlich: \_\_\_\_\_**Intervention: Interaktionen Rezept öffnen → Bearbeiten → Medikation (Kapsel-Symbol) → Interaktionsprüfung**  
**Interaktionen Klasse 1-3 vorhanden?** Nein  Ja → Anzahl \_\_\_\_\_ x Stufe 1: \_\_\_\_\_  
\_\_\_\_\_ x Stufe 2: \_\_\_\_\_  
\_\_\_\_\_ x Stufe 3: \_\_\_\_\_**Wenn ja, Interventionen notwendig?**

- nicht anwendbar, da keine Interaktionen  
 Nein → warum?  nicht relevant,  keine Symptome,  : \_\_\_\_\_  
 Ja → folgende Interaktion: \_\_\_\_\_  
folgende Interaktion: \_\_\_\_\_  
folgende Interaktion: \_\_\_\_\_

**Studieneinschluss und Interaktionen dokumentieren Rezept öffnen → Bearbeiten → Freitextfeld benutzen**

Sätze einkopieren:

**Intervention:** „►POMMES-Rezept. Bitte in der Apotheke die Rezeptausführung mit dem Outcomebogen dokumentieren. Die Spitalapotheke des KSB. Die Interaktionen wurden geprüft und können toleriert werden. „**Kontrolle:** „►POMMES-Rezept. Bitte in der Apotheke die Rezeptausführung mit dem Outcomebogen dokumentieren. Die Spitalapotheke des KSB. „

## 9.4.9 Pharmacy case report form (pCRF)

### POMMES Outcomebogen



KSB  
Kantonsspital Baden



Patientenname

Apotheke

Geburtsdatum

Tel

Pat./Fallnummer

Fax

Liebes Apothekenteam, der oben genannte Patient ist in der POMMES-Studie und hat angegeben, das Spitalaustrittsrezept bei Ihnen einzulösen. Bitte folgen Sie dieser Anleitung:



Ihr Name \_\_\_\_\_, Beruf:  Apotheker/in,  Pharmaassistent/in,  \_\_\_\_\_

Wie lange dauerte die Rezeptausführung (alle Ihre Arbeitsschritte, ohne diesen Bogen)?

Datum \_\_\_\_\_, von (Uhrzeit) \_\_\_\_\_ bis \_\_\_\_\_ Uhr

Welche Interventionen haben Sie durchgeführt/veranlasst?

Medikament(e)

Grund (Nr., max.1)

Art der Intervention (Nr., max.1)

Involv. Personen

| Grund für Intervention   | Anwendung des Medikamentes   | Art Ihrer Intervention  | Welche Personen haben Sie aktiv involviert?       |
|--|--|---|---|
| <b>Wahl der Behandlung</b>   |  |   |   |
| 1.1. Keine Übereinstimmung mit Richtlinien, suboptimale Behandlung | 4.1. Ungeeignete Zeit/Frequenz<br>4.2. Ungeeignete Anwendungsweise<br>4.3. Unangemessene Dauer                           | 1. Substitution / Austausch<br>2. Dosisanpassung<br>3. Anpassung Packungsgröße/zahl<br>4. Optimierung<br>Verabreichungsmodalitäten/weg              | 1. Keine, ausser Apotheker/nteam                  |
| 1.2. Kontraindikation  | Patient<br>5.1. Ungenügende Adhärenz<br>5.2. Ungenügendes Wissen<br>5.3. Bedenken / Sorgen<br>5.4. Finanzielle Belastung | 5. Abbruch der Behandlung<br>6. Beginn/Fortsetzung Behandlung<br>7. Vertiefte Beratung des Patienten (geht über die normale Abgabebberatung hinaus) | Oder (Mehrfachauswahl, auch falls nicht erreicht) |
| 1.3. Interaktion   | Logistik<br>6.1. Medikament nicht verfügbar<br>6.2. Fehler im Medikationsprozess<br>6.2.a Fehler in der Rücksubstition   | 8. Instruktion der Anwendung (geht über die normale Abgabebberatung hinaus)   | 2.a. Spitalarzt<br>2.b. Hausarzt                  |
| 1.4. Medikament nicht indiziert                                    | Verschreibungsqualität<br>7.1. Unvollständige/unklare Verordnung   | 9. Abgabe Adhärenz/Compliance-Hilfe<br>10. Klärung / Vervollständigung Infos<br>11. Weiterleitung von Informationen<br>12. Veranlassung Monitoring  | 3.a. Pflege im Spital<br>3.b. Spitex              |
| 1.5. Duplikation   | 7.2. Unleserliche Verordnung<br>7.3. Fehlende Verordnung notw. Hilfsmittel   |   | 4. Patient/Angehörige                             |
| 1.6. Unerwünschte Wirkung  | 7.4. Formaler/regulatorischer Grund  |   |   |
| 1.7. Fehlende Infos zu Patienten                                   |  |   |   |
| <b>Wahl der galenischen Form</b>                                   |  |   |   |
| 2.1. Ungeeigneter Verabreichungsform/weg                           |  |   |   |
| <b>Wahl der Dosis</b>  |  |   |   |
| 3.1. Unterdosierung  |  |   |   |
| 3.2. Überdosierung   |  |   |   |
| 3.3. Unzweckmässiges Monitoring                                    |  |   |   |
| 3.4. Keine Dosisanpassung (z.B. Nieren, Leber, Alter)              |  |   |   |

Wurden alle Ihre Interventionen akzeptiert?  ja,  nein, diese nicht: \_\_\_\_\_

Wurden alle Ihre Interventionen umgesetzt?  ja,  nein, diese nicht: \_\_\_\_\_

Waren Sie mit der Rezeptqualität subjektiv...?

sehr zufrieden  eher zufrieden  eher unzufrieden  sehr unzufrieden  nicht anwendbar

Falls der Platz nicht ausreicht,  
verwenden Sie ein zweites Blatt.  
2. Blatt verwendet?  ja  nein



Ich freue mich sehr über jeden eingereichten Datensatz!

Für Fragen: lea.bruehwiler@ksb.ch; Tel: 056 486 39 47. Herzlichen Dank, Lea Brühwiler, Apothekerin KSB

## 9.4.10 pharmDISC

| PharmDISC : Dokumentation von pharmazeutischen Interventionen   |   |
|---|---|
| <b>A Problem (1 Wahl)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Effektivität der Behandlung</li> <li><input type="checkbox"/> 2. Nicht behandelte Indikation</li> <li><input type="checkbox"/> 3. Risiko durch Behandlung</li> <li><input type="checkbox"/> 4. Behandlungskosten</li> <li><input type="checkbox"/> 5. Unzufriedenheit / Problem des Patienten</li> <li><input type="checkbox"/> 6. Technisches / formales Problem</li> </ul>   | <b>B Problemtyp (1 Wahl)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Manifest, reaktiv</li> <li><input type="checkbox"/> 2. Potentiell, präventiv</li> </ul>   |
| <b>C Grund der Intervention (1 Wahl)</b> <ul style="list-style-type: none"> <li><b>1. Wahl der Behandlung</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Keine Übereinstimmung mit Richtlinien, nur suboptimale Behandlung möglich</li> <li><input type="checkbox"/> 2. Kontraindikation</li> <li><input type="checkbox"/> 3. Interaktion</li> <li><input type="checkbox"/> 4. Medikament nicht indiziert</li> <li><input type="checkbox"/> 5. Duplikation</li> <li><input type="checkbox"/> 6. Unerwünschte Wirkung</li> <li><input type="checkbox"/> 7. Fehlende Informationen betreffend Patienten</li> </ul> </li> <li><b>2. Wahl der galenischen Form</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Ungeeignete/r Verabreichungsform/-weg</li> </ul> </li> <li><b>3. Wahl der Dosis</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Unterdosierung</li> <li><input type="checkbox"/> 2. Überdosierung</li> <li><input type="checkbox"/> 3. Unzweckmässiges Monitoring</li> <li><input type="checkbox"/> 4. Keine Dosisanpassung (z.B. Nieren, Leber, Alter)</li> </ul> </li> </ul> | <b>4. Anwendung des Medikamentes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Ungeeigneter Zeitpunkt / Frequenz</li> <li><input type="checkbox"/> 2. Ungeeignete Anwendungsweise</li> <li><input type="checkbox"/> 3. Unangemessene Dauer der Behandlung</li> </ul> <b>5. Patient</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Ungenügende Adhärenz</li> <li><input type="checkbox"/> 2. Ungenügendes Wissen</li> <li><input type="checkbox"/> 3. Bedenken / Sorgen wegen Behandlung</li> <li><input type="checkbox"/> 4. Finanzielle Belastung (Pat./Gesundheitswesen)</li> </ul> <b>6. Logistik</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Verordnetes Medikament nicht verfügbar</li> <li><input type="checkbox"/> 2. Fehler im Medikationsprozess</li> </ul> <b>7. Verschreibungsqualität</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Unvollständige / unklare Verordnung</li> <li><input type="checkbox"/> 2. Unleserliche Verordnung</li> <li><input type="checkbox"/> 3. Fehlende Verordnung notwendiger Hilfsmittel</li> <li><input type="checkbox"/> 4. Formaler / regulatorischer Grund</li> </ul> |
| <b>D Intervention (1 Wahl)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Substitution / Austausch</li> <li><input type="checkbox"/> 2. Dosisanpassung</li> <li><input type="checkbox"/> 3. Anpassung Packungsgrösse / -anzahl</li> <li><input type="checkbox"/> 4. Optimierung Verabreichungsmodalitäten /-weg</li> <li><input type="checkbox"/> 5. Abbruch der Behandlung / keine Abgabe</li> <li><input type="checkbox"/> 6. Beginn neue Behandlung / Fortsetzung</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> 7. Vertiefte Beratung des Patienten</li> <li><input type="checkbox"/> 8. Instruktion der Anwendung (Schulung)</li> <li><input type="checkbox"/> 9. Abgabe Adhärenz-Hilfe inkl. Beratung</li> <li><input type="checkbox"/> 10. Klärung / Vervollständigung Informationen</li> <li><input type="checkbox"/> 11. Weiterleitung von Informationen</li> <li><input type="checkbox"/> 12. Veranlassung Therapie Monitoring</li> </ul>   |
| <b>E Kommunikation: Involvierte Personen ausser Apotheker (Mehrfachauswahl möglich)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Keine</li> <li><input type="checkbox"/> 2. Arzt</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> 3. Pflege / Spitäler</li> <li><input type="checkbox"/> 4. Patient / Angehörige</li> </ul>   |
| <b>F Resultat der Intervention (1 Wahl)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Akzeptiert und umgesetzt</li> <li><input type="checkbox"/> 2. Teilweise akzeptiert oder akzeptiert ohne Umsetzung</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> 3. Nicht akzeptiert</li> <li><input type="checkbox"/> 4. Verlauf unbekannt</li> <li><input type="checkbox"/> 5. Nicht anwendbar</li> </ul>  |
| <b>Kurze Fallbeschreibung / Bemerkungen</b>   |   |

## 9.4.11 CLEO<sub>de</sub>

### Evaluation der Auswirkung einer pharmazeutischen Intervention (PI) durch die CLEO<sub>de</sub> Skala Klinische Auswirkung

**Grundsatz:** Die klinische Auswirkung wird nach einem wahrscheinlichem Szenario und nicht nach schlimmstem/bestem Szenario bewertet.  
Die klinische Auswirkung wird aus Sicht des Patienten bewertet.

**Erläuterung:**

**Schaden:** Körperlicher Schaden - Beeinträchtigung der physischen und/oder psychischen Fähigkeiten des Patienten.

**Lebensqualität:** Physische Aspekte (Autonomie, körperliche Fähigkeiten, Fähigkeit tägliche Aufgaben zu erledigen, etc.), psychologische Aspekte (Ängste, Depression, Emotionalität, etc.), soziale Aspekte (bezogen auf das familiäre oder professionelle Umfeld, Freundeskreis, Pflege persönlicher Beziehungen, Teilnahme an Sozial- und Freizeitaktivitäten, etc.) und somatische Aspekte (Symptome der Krankheit).

**Überwachung:** Nachkontrollen, labomedizinische Kontrollen.

**Behandlung:** Änderung der Therapie oder zusätzliche medizinische/chirurgische Behandlung.

| Score | Auswirkung                | Definition  |
|-------|---------------------------|---|
| -1C   | <b>schädlich/ negativ</b> | Die pharmazeutische Intervention (PI) kann zu negativen Ergebnissen hinsichtlich des klinischen Zustandes, des Wissenstandes, der Zufriedenheit, der Therapietreue (Adhärenz) und/oder der Lebensqualität des Patienten führen.                         |
| 0C    | <b>ohne</b>               | Die PI hat keine Auswirkung auf den Patienten hinsichtlich des klinischen Zustandes, des Wissenstandes, der Zufriedenheit, der Therapietreue (Adhärenz) und/oder der Lebensqualität des Patienten.  |
| 1C    | <b>gering</b>             | Die PI kann den Wissenstand, die Zufriedenheit, die Therapietreue (Adhärenz) und/oder die Lebensqualität des Patienten verbessern.<br><b>ODER</b><br>Die PI kann einen Schaden beim Patienten verhindern, der keine Überwachung/Behandlung erfordert.   |
| 2C    | <b>mittel</b>             | Die PI kann einen Schaden beim Patienten verhindern, der eine Überwachung oder Behandlung erfordert, aber keine Hospitalisierung herbeiführt oder einen bestehenden Spitalaufenthalt verlängert.  |
| 3C    | <b>erheblich</b>          | Die PI kann einen Schaden verhindern, welcher einen Spitalaufenthalt des Patienten verursacht oder verlängert.<br><b>ODER</b><br>Die PI kann einen Schaden beim Patienten verhindern, der eine dauerhafte Invalidität oder Beeinträchtigung verursacht. |
| 4C    | <b>lebensnotwendig</b>    | Die PI kann einen Schaden beim Patienten verhindern, der eine intensiv-medizinische Behandlung nach sich zieht oder zum Tod des Patienten führt.  |
| NB    | <b>nicht beurteilbar</b>  | Die verfügbaren Informationen erlauben es nicht, die klinische Auswirkung zu beurteilen.  |

### Wirtschaftliche Auswirkung

**Grundsatz:** Die Kosten der medikamentösen Behandlung beziehen sich auf die finanziellen Kosten des Krankenhauses.

**Erläuterung:**

Die Kosten der **medikamentösen Behandlung** beinhalten zwei prinzipielle Aspekte:

- Arzneimittelkosten
- Die Kosten der Überwachung der medikamentösen Behandlung (z.B. Folgeuntersuchungen, Labor, etc)

| Score | Auswirkung               | Definition   |
|-------|--------------------------|--|
| -1E   | <b>höhere Kosten</b>     | Die PI erhöht die Kosten der medikamentösen Behandlung des Patienten.                          |
| 0E    | <b>keine Veränderung</b> | Die PI verändert die Kosten der medikamentösen Behandlung nicht.                               |
| 1E    | <b>geringere Kosten</b>  | Die PI reduziert Kosten bei der medikamentösen Behandlung des Patienten.                       |
| NB    | <b>nicht beurteilbar</b> | Die verfügbaren Informationen erlauben es nicht, die wirtschaftliche Auswirkung zu beurteilen. |

### Organisatorische Auswirkung

**Grundsatz:** Die organisatorische Auswirkung beschreibt den Einfluss auf die Qualität des Behandlungsprozesses aus Sicht des medizinischen Personals.

**Erläuterung:**

Folgende Aspekte sind insbesondere zu berücksichtigen:

- |                          |   |                                       |
|--------------------------|---|---------------------------------------|
| • Zeitersparnis          | • Vereinfachung der professionellen Tätigkeit | • Erhöhte Sicherheit für das Personal |
| • Verbesserte Kenntnisse | • Vereinfachte Zusammenarbeit                 | • Kontinuität der Behandlung          |

| Score | Auswirkung               | Definition  |
|-------|--------------------------|---|
| -1O   | <b>verringert</b>        | Die PI reduziert die Qualität des Behandlungsprozesses.   |
| 0O    | <b>ohne</b>              | Die PI hat keinen Einfluss auf die Qualität des Behandlungsprozesses.                           |
| 1O    | <b>erhöht</b>            | Die PI erhöht die Qualität des Behandlungsprozesses.  |
| NB    | <b>nicht beurteilbar</b> | Die verfügbaren Informationen erlauben es nicht, die organisatorische Auswirkung zu beurteilen. |

## 9.4.12 Interview guide with community pharmacists

### Interviewleitfaden „Post-POMMES“ Apotheker, Mai 2017

Herzlichen Dank, dass Sie sich für das Interview zur Verfügung gestellt haben. Ziel ist es, dass wir von Ihren Erfahrungen mit der POMMES-Studie lernen können. Dies hilft, zukünftige Projekte oder die Zusammenarbeit besser auf die Bedürfnisse der Offizin auszurichten.

Das Interview wird eine halbe bis eine Stunde dauern. Die Fragen decken vier verschiedene Themenbereiche ab. Ich werde das Interview auf Tonband aufnehmen und später transkribieren. Die Antworten werden danach nur in anonymisierter Form weiterverwendet.

#### Zu den Einstiegsfragen:

- Sind sie angestellter Apotheker, Geschäftsführer oder Besitzer?
- Wieviele Jahre Erfahrung haben Sie in der Offizin? (bitte ganze gerundete Jahre)
- Wie alt sind sie?
- Wieviele POMMES-Rezepte haben Sie selbst schätzungsweise (mit)bearbeitet? (bitte eine absolute Zahl)
- Was ist Ihre generelle Meinung zur POMMES-Studie in 1-2 Sätzen?

#### Der erste Themenkreis beinhaltet Fragen zur Methodik der POMMES-Studie:

- Die Rekrutierung der Apotheken hat einerseits an der GV des AAV, via Spitalapothekengeflüster und via Mail stattgefunden. Nach der Zusage der Apotheke wurden die Informationen jeweils per Mail zugestellt, und auf YouTube wurden Schulungsvideos zur Verfügung gestellt. Bitte kommentieren Sie diese Kommunikationswege kurz.
- Wenn einer Ihrer Patienten eingeschlossen wurde, erhielten Sie per Fax den Outcomebogen, füllten diesen nach der Rezeptelösung aus und faxten ihn zurück. Wir haben Sie für Nachfragen telefonisch kontaktiert. Wie beurteilten Sie dieses Prozedere im Nachhinein?
- In der POMMES-Studie wurde das Rezept in den Mittelpunkt gestellt und die Verbesserungen im Spital direkt dort darauf gemacht. Wie beurteilten Sie das Rezept als Kommunikationsmittel zwischen Spital und Apotheke?

Der zweite Themenkreis beinhaltet Fragen zum Inhalt der POMMES-Studie. Die in der Studie behandelten Themen wurden den Apotheken vorgängig bewusst nicht kommuniziert und sie nicht zu beeinflussen. Da es sich um eine randomisiert kontrollierte Interventionsstudie handelte, wurden sowohl bearbeitete Rezepte der Interventionsgruppe, als auch unbearbeitete Rezepte der Kontrollgruppe ausgestellt.

- Haben Sie selber oder jemand im Team erkannt, ob ein POMMES-Rezept zur Kontroll- oder Interventionsgruppe gehört?
- Möglicherweise hat die Durchführung der Studie Sie und Ihr Team für die bearbeiteten Themen sensibilisiert. Bitte geben Sie mir an, ob irgendeine Sensibilisierung stattgefunden hat.
- Dies sind die behandelten Themen, nach denen wir die Rezepte bearbeitet haben. Spezifizieren Sie, ob sie für folgende Themen sensibilisiert wurden:
  - o Therapieänderungen (Präparatwechsel, Dosisänderung, Neues Medikament, gestopptes oder pausiertes Medikament)
  - o Interaktionen (Stufe 1-3 nach Pharmavista)
  - o Vorhandensein von Betäubungsmittelrezepten

- o formale Fehler wie falsche Einheiten, die Verordnung ausländischer oder herzstellender Medikamente, ungenaue Bezeichnung der Medikamente, unverständliche Bemerkungen oder Dosierung
  - o Vorhandensein der Therapiedauer bei Antiinfektiva und parenteralem Heparin
- Bei den genannten Themen wollte die POMMES-Studie einen messbaren Effekt erzielen. Dies wird die Datenanalyse zeigen. Bitte kommentieren Sie, ob Sie ihrerseits subjektiv einen Effekt bemerkt haben, wenn ja, welchen Effekt.
- o Therapieänderungen (Präparatwechsel, Dosisänderung, Neues Medikament, gestopptes oder pausiertes Medikament)
  - o Interaktionen (Stufe 1-3 nach Pharmavista)
  - o Vorhandensein von Betäubungsmittelrezepten
  - o formale Fehler wie falsche Einheiten, die Verordnung ausländischer oder herzstellender Medikamente, ungenaue Bezeichnung der Medikamente, unverständliche Bemerkungen oder Dosierung
  - o Vorhandensein der Therapiedauer bei Antiinfektiva und parenteralem Heparin

#### Der dritte Themenkreis behandelt die Zukunft.

- Stellen Sie sich vor, die Spitalapotheke könnte die Rezepte weiterhin wie in der Studie bearbeiten. Welche Kommentare oder Wünsche hätten Sie diesbezüglich?
- Stellen Sie sich vor, die Spitalapotheke würde andere Formen der Zusammenarbeit mit den öffentlichen Apotheken anbieten. Welche Wünsche hätten Sie diesbezüglich?

- formale Fehler wie falsche Einheiten, die Verordnung ausländischer oder herzustellender Medikamente, ungenaue Bezeichnung der Medikamente, unverständliche Bemerkungen oder Dosierung
  - Vorhandensein der Therapedauer bei Anteilfektiva und parenteralem Heparin
- Bei den genannten Themen wollte die POMMES-Studie einen messbaren Effekt erzielen. Dies wird die Datenanalyse zeigen. Bitte kommentieren Sie, ob Sie ihrerseits subjektiv einen Effekt bemerkt haben, und wenn ja, welchen Effekt.
  - Therapieänderungen (Präparatewechsel, Dosisänderung, Neues Medikament, gestopptes oder pausiertes Medikament)
  - Interaktionen (Stufe 1-3 nach Pharmavista)
  - Vorhandensein von Betäubungsmittelrezepten
  - formale Fehler wie falsche Einheiten, die Verordnung ausländischer oder herzustellender Medikamente, ungenaue Bezeichnung der Medikamente, unverständliche Bemerkungen oder Dosierung
  - Vorhandensein der Therapedauer bei Anteilfektiva und parenteralem Heparin

Der dritte Themenkreis behandelt die Zukunft. Ich zeige Ihnen ein Rezept aus der Interventionsgruppe.

- Stellen Sie sich vor, die Spitalapotheke könnte die Rezepte weiterhin wie in der Studie bearbeiten. Welche Kommentare oder Wünsche hätten Sie diesbezüglich?
- Stellen Sie sich vor, die Spitalapotheke würde andere Formen der Zusammenarbeit mit den Offizinapotheken anbieten. Welche Wünsche hätten Sie diesbezüglich?

### 9.4.13 Summary of answers by community pharmacists

|   |  |
|---|--|
| Was ist Ihre generelle Meinung zur POMMES-Studie in 1-2 Sätzen?                                   | <ul style="list-style-type: none"> <li>Ich finde es eine sehr gute Idee. Ich schätze, dass man wirklich in Zukunft die Synergien nutzen will, die Zusammenarbeit haben. Was ein bisschen mühsam war im Alltag, mit dieser Struktur, wie die Fragebögen aufgebaut sind.</li> <li>Ich habe es eine sehr gute Studie gefunden, die Dosierungen haben mir sehr gut gefallen.</li> <li>Ich habe die Studie sehr begrüßt, weil es eine Schnittstelle ist, die nicht unproblematisch ist. Beim Spitalaustritt kann wirklich einiges schief gehen.</li> <li>Der Aufwand war eigentlich noch im Rahmen.</li> <li>Die Bemühungen, das Ganze zu verbessern und zu strukturieren, finde ich super.</li> <li>Mich hat es überzeugt, dass man realisiert hat, ob ein Rezept vorbearbeitet worden ist oder nicht. Ich erhoffe mir eigentlich, dass die Lehren daraus gezogen werden.</li> </ul>   |
| Bitte kommentieren Sie diese Kommunikationswege (GV, Mail, Youtube-Schulungsvideo) kurz.          | <ul style="list-style-type: none"> <li>Ich habe vor allem an der GV aktiv davon gehört, und ich denke, das ist der beste Weg, wirklich sehr persönlich, dass du auf uns zugekommen bist und uns überzeugen konntest.</li> <li>Es sind wirklich alle informiert gewesen. Und es ist auch etwas gewesen, was vor allem bei den Apothekern auf grosses Interesse gestossen ist, weil man sich dieser Schnittstelle bewusst ist.</li> <li>Den Kommunikationsweg über den AAV finde ich super, weil dort haben wir die Gewähr, dass alle Apotheken informiert werden</li> <li>Die Youtube-Videos waren instruktiv.</li> <li>Ich war an der GV und habe es dort gehört. Es war klar, was wir machen müssen.</li> </ul>   |
| Wie beurteilen Sie das Prozedere im Nachhinein?   | <ul style="list-style-type: none"> <li>Grundsätzlich finde ich gut per Fax, weil er immer noch sehr zentral ist bei uns.</li> <li>Ich hätte es geschätzt, man hätte irgendwie eine Online-Variante dieses Fragebogens gehabt, mit der Möglichkeit, Bemerkungen reinzuschreiben. Anklicken und Bemerkungen, wo es einem auch durchgeführt hätte.</li> <li>Man hatte den Outcomebogen immer genug früh. Ich glaube, was weniger gut war, dass die Patienten jeweils nicht genau gewusst haben; wir haben von Studie gesprochen, ihr von Projekt, dann sind sie jeweils gerade wieder verwirrt gewesen.</li> <li>Das mit dem Faxen hat gut geklappt, und den Outcomebogen habe ich auch gut gefunden. Ich habe es jeweils schwierig gefunden den Fehler zuzuordnen. Ihr habt ja ein Email geschrieben, man soll etwas härter, etwas kritischer sein. Ich habe das gut gefunden, das hätte man vielleicht von Anfang an sagen sollen. Ich habe die Erfahrung gemacht, dass die Pharmas meistens zu lieb waren. Weil als Apotheker füllt man anders aus und schaut das Rezept anders an.</li> <li>Im Tagesbetrieb kommt dann vielleicht das Telefon zu einer Zeit, in der es gerade hektisch ist, oder diese Mitarbeiterin ist gerade besetzt.</li> <li>Ich fand es gut, dass relativ zeitnah nachgefragt worden ist und man das Formular auch schnell zurückschicken können, dann war das schon abgeschlossen. Aber es hat manchmal zu einer Hektik geführt.</li> <li>Das [Faxen des Outcomebogens] war super, da wir dann meistens gerade einen Eintrag beim Kunden gemacht haben, damit wir es nicht verpassen: „Achtung POMMES“. Man war dann vorgewarnt, jetzt kommt dann einer.</li> <li>Vielelleicht ist das mit den Interventionen auch nicht ganz klar, wie das heute definiert ist, ich mache einfach.</li> <li>Das wäre vielleicht gut, wenn man in einer nächsten Studie, dass die Rückfragen von jemandem kommen, der den Alltag kennt.</li> <li>Die Nachfragen waren konzis.</li> <li>Was Schwierigkeiten gemacht hat, dass wir manchmal trotz aller Instruktion nicht ganz begriffen hatten, wie man den Fragebogen korrekt ausfüllt.</li> </ul> |
| Wie beurteilen Sie das Rezept als Kommunikationsmittel zwischen Spital und öffentlicher Apotheke? | <ul style="list-style-type: none"> <li>Ich hätte mir aber gewünscht, dass wir immer auch die Medikationsliste dazu haben. Weil wir doch oft merken, dass unsere Kunden vom Arzt, der sie entlassen hat, doch noch hier und da Instruktionen erhalten hat, die uns gefehlt haben. Das habe ich mir wirklich gewünscht, dass man auch den Medikationsplan hätte. Wir müssen uns voll auf den Kunden verlassen, wenn er sagt ich muss das Medikament 6 Wochen nehmen oder spritzen.</li> <li>Das Rezept dient als Kommunikationsmittel, es reicht aber nicht. Es erschwert es gerade dann, wenn der Patient nicht persönlich da ist sondern eine Drittperson es für ihn abholt. Die wissen häufig gerade gar nichts.</li> <li>Am Schluss muss man sagen, was ist die Alternative. Patienten, wo wir Dosettebetreuung machen. Wo es enorm wichtig ist, dass man die aktuelle</li> </ul>  |

|   |   |
|---|---|
|   | <p>Medikationsliste hat.</p> <ul style="list-style-type: none"> <li>Das Rezept ist nach wie vor ein gutes Instrument. Der Apotheker braucht ein Rezept, eine Vorgabe. Wir getrauen uns nicht so leicht, etwas zu ändern, das finde ich auch gut so. Wenn es noch mehr Partner hat, wird es schwierig. Ich möchte die Verantwortung übernehmen könnten, für was ich abgebe.</li> <li>Das wäre grundsätzlich cool, wenn wir das [dass die Interaktionen geprüft wurden] schon wüssten.</li> <li>Rezept als Kommunikationsmittel finde ich super. Wenn man es als Kommunikationsmittel verwendet wird, muss sich der, der es schreibt bereits überlegen, was der damit macht, der es bekommt. Und das erledigt bereits viele der Punkte, die nicht funktionieren.</li> <li>Für mich sind eigentlich alle Kommunikationswege gut, solange sie [die Kommunikation] stattfindet.</li> <li>Das Rezept ist sicher ein guter [Weg], dann hat man alles beieinander.</li> </ul>   |
| <b>Haben Sie selber erkannt, ob ein POMMES-Rezept zur Kontroll- oder Interventionsgruppe gehört?</b>  | <ul style="list-style-type: none"> <li>Nein</li> <li>Manchmal war es so sonnenklar, dass alles perfekt gestimmt hat, und gut dokumentiert war.</li> </ul>   |
| <b>Bitte geben Sie an, ob durch die Studie irgendeine Sensibilisierung stattgefunden hat.</b>   | <ul style="list-style-type: none"> <li>Ich würde behaupten, wir sind schon relativ gut. Aber es ist sicher eine Sensibilisierung da gewesen, dass man wirklich schaut, welche Medikamenten waren schon vorher in der Therapie, was sind neue, dann auch nicht immer nur die kleinste OP mitgeben.</li> <li>Das was für mich das grösste Problem ist, wie lange muss jemand etwas nehmen. Dass man aufhören sollte, Einzelrezept oder Dauerrezept zu schreiben, sondern man sollte doch schreiben: Einnahme bis zur nächste Kontrolle, und dann nächste Kontrolle dann und dann.</li> <li>Ich denke eigentlich auch nicht, dass das die Arbeit beeinflusst hat.</li> <li>Wir haben intern im Team mehr darüber gesprochen.</li> <li>Mir ist bei den Betäubungsmitteln wirklich nur die Schmerzmedikation in Reserve (aufgefallen). Das wird selten sauber gemacht, und dort war es wirklich sauber gemacht. Ich habe nachgerechnet, es war derselbe Wirkstoff, bei Durchbruchschmerzen, es hat gestimmt, es war 1/10 der Tagesdosis. Es hat wirklich aufs Komma gestimmt, das musste ein Apotheker berechnet haben.</li> <li>Das mit den Interaktionen hat mich speziell gedünkt, aber korrekt. Ich musste mir dann sagen, das sind ja auch Pharmazeuten, die haben das für korrekt befunden. Jetzt braucht es mich nicht auch noch einmal. Ich musste mich wirklich bewusst zurücknehmen. Es ist einfach schwierig loszulassen.</li> <li>Wenn ich da so lese, hier bei den POMMES-Rezepten stand es [Therapiedauer] drauf. Im Nachhinein gesehen. Weil normalerweise steht es nicht drauf. Ich merke es erst jetzt, wo sie es sagen.</li> <li>Das [subjektiven Effekt bezüglich Therapiedauer] hat man gemerkt, dass das deutlich ist.</li> </ul> |
| <b>Sensibilisierung zum Thema Therapieänderungen</b>  | <ul style="list-style-type: none"> <li>Bei den Therapieänderungen sind wir relativ grosszügig, mit Ausnahme der Psychopharmaka. Da haben wir in der History ganz klar, was der Patient hatte, dann bekommt er das auch wieder.</li> <li>Wir haben jetzt einfach in der POMMES-Studie profitieren können, wenn wir ein Rezept erwischen haben, wo das schon gemacht worden ist. Wir haben das schon immer gemacht.</li> </ul>  |
| <b>Stellen Sie sich vor, die Spitalapotheke könnte die Rezepte weiterhin wie in der Studie bearbeiten. Welche Kommentare oder Wünsche hätten Sie diesbezüglich?</b> | <ul style="list-style-type: none"> <li>Ich denke, wir das akademische Personal, haben eher noch den Plausch daran, aber zum Teil ist es schon harzig, wenn eine PA das ausfüllen muss.. Dass man zum Beispiel die galenischen Formen berücksichtigt, dass wenn die [Patienten] zu uns kommen, dass wir schon wissen, ah das wurde abgeklärt, dass die Frau Mühe hat mit Schlucken. Oder Mühe hat zu spritzen. Das wäre sicher ideal, das würde uns die Arbeit vereinfachen. Also sicher Arzneiformen ist ein grosses Thema.. Auch wenn es ein off-label use oder eine Dosierung, dass man das sauber rezeptiert, dass man immer noch weiß, wenn es unterstrichen ist, oder ein Ausrufezeichen oder ein Sic, dass wir wissen, dass es wirklich bewusst so ist. Dass wir nicht immer nachfragen müssten. Also wieder, damit es eine Vereinfachung gibt, und ich finde auch, gegenüber dem Patienten wirken wir beide viel kompetenter. Das Spital wie auch die Offizinapotheke.. Dass man die Kostengutsprachen schon weiß und bekommen hat. Auch dokumentiert hat.</li> </ul>  |

|  |   |
|--|---|
|  | <p>Wenn man das nur schon auf das Rezept draufschreiben würde, dass der verschreibende Arzt sagt, „Kostengutsprache ok“, das reicht. Das ist auch angenehm für den Patienten.</p> <ul style="list-style-type: none"> <li>• Wirklich den Plan dazu.</li> <li>• Wie gesagt, mit dem KSB arbeiten wir eigentlich gut zusammen, wir schätzen die übersichtliche Rezeptierung.</li> <li>• Die Indikation wäre immer schön. Und es wäre nicht schlecht, wenn das Visum des Apothekers drauf wäre. Dann kann man unter Umständen schnell den Apotheker fragen, weil die Person das dann schon angeschaut hat. Das würde es viel einfacher machen.</li> <li>• Es gibt ja Präparate, die vom KSB selber sind. Man könnte einen Kommentar machen, dass man einen Ersatz suchen muss. Oder dass man schreiben könnte, "KSB-Herstellung, bei Bedarf Rezeptur beantragen" oder so.</li> <li>• Weil die Leute verstehen nicht, dass es dafür [für BTM] ein spezielles Rezept braucht.. Das steht "Per Post unterwegs".</li> <li>• Kalium, Magnesium oder Eisenwert, finde ich immer sehr hilfreich, wenn so etwas auf dem Rezept steht.</li> <li>• Und wenn die Spitalapotheke beim Austritt des Patienten ein zusätzliches Auge darauf [auf das Rezept] wirft, ist es weniger Arbeit für uns. Und das ist eine qualitative Verbesserung.. Es ist eine Erleichterung, es ist ein Anfang, aber es ist für mich keine Auslagerung, dass ich sage: ich muss nichts mehr studieren, ich bekomme das Rezept vorpräpariert von der Spitalapotheke. Wir kennen den Patienten, die Situation wie er lebt, und wir können und müssen dort gewisse Sachen adaptieren. Hier ist es wichtig, mit dem Spital in Kommunikation zu bleiben, um zu wissen, welche Materialien verwendet werden. Diese Kommunikation funktioniert jetzt besser.</li> <li>• Wenn ihr das mit den Interaktionen drauf tun würdet, das wäre natürlich sehr cool. Wenn schon draufsteht, dass die Interaktionen zwischen diesen Medikamenten, die vom Spitalrezept kommen, dass die schon geprüft sind und in Ordnung sind, dann ist das für uns schon eine grosse Erleichterung. Und wenn daraufsteht, bei Antiinfektiva und so, wie lange die Therapie geplant ist, oder wenn man zum Beispiel bei Antikoagulantien schon weiß, der muss das Xarelto jetzt 1 Jahr nehmen, da gibt es normalerweise keinen Wechsel, dann kann man eine grosse Packung abgeben, kostengünstiger, und weiß, im Spital hat er das schon eine Zeit gehabt, er hat es vertragen.</li> <li>• Dann habt ihr diese Interaktionen geprüft und abgeklärt intern? Aha, das ist natürlich cool.</li> <li>• Für mich wäre von grossem Vorteil, wenn die Kommunikation, die stattgefunden hätte via Rezeptformular, wenn das fortgesetzt werden würde.</li> <li>• Was ich etwas sehr Gutes finde, ist die Dosierungskarte, die man den Patienten mitgibt im Spital.. Dort gibt es immer wieder leichte Dosisanpassungen. Wenn das jeweils auch auf einem Blatt sauber dokumentiert wird und klar kommuniziert wird, dass jetzt das die Dosisänderung ist. Das könnte man vielleicht noch verbessern.</li> </ul> |
| <b>Stellen Sie sich vor, die Spitalapotheke würde andere Formen der Zusammenarbeit mit den öffentlichen Apotheken anbieten. Welche Wünsche hätten Sie diesbezüglich?</b> | <ul style="list-style-type: none"> <li>• Ich möchte weiterhin Magistralrezepturen machen. Ich wünsche mir, dass wir die Vorgaben erhalten, das bekommen wir auch und das schätzen wir sehr, dass wir Zugang haben zu den Magistralrezepturen, . Und schön wäre es wenn wir das ausweiten könnten, ist eben schon da, dass wir auch anrufen dürfen und blöde Fragen stellen. Wenn wir unsicher sind einfach um uns abzusichern.</li> <li>• Schulungen im Bereich psychologische Betreuung (dass wir wissen, wie wir mit diesen Patienten umgehen sollen, wir wissen ja nicht was die haben), der ganze palliative Bereich, ein grosses Thema ist Wundversorgung.</li> <li>• Die deutschen Assistenzärzte schreiben Medis auf, die es hier gar nicht gibt. Die schreiben einfach einen Wirkstoff auf und wir dürfen uns dann darum kümmern. Das stört mich manchmal. Ich finde super, dass sie zu uns arbeiten kommen, aber dann müssen sie sich auch an die Spitalliste halten.</li> <li>• Off-label use. Eben mit einem Ausrufezeichen vermerken. Dass man weiß, das waren sie sich bewusst, dass ist ok so.</li> <li>• Dass ihr aktiv auf uns zukommt, dass Peter wirklich auch an die GVs kommt, und immer offen ist wenn du ein Problem hast, das hat natürlich viel bewirkt</li> <li>• dass man mit dem Apotheker selber sprechen kann. Es wäre nicht schlecht, wenn gewisse Produkte, die ihr herstellt, dass man dort schauen könnte, dass man die sicher einmal beziehen kann. Weil gewisse Sachen können wir nicht ad hoc herstellen und es wäre wichtig, dass der Patient diese hat.</li> <li>• Und bei den Wundmaterialien. Ich habe jetzt eine Liste erhalten um zu wissen, was das KSB alles an Lager hat, dass wir wissen, was sie verschreiben.</li> <li>• Was ich ganz gut finde, ist das Spitalgeflüster, das wir auch bekommen. Das finde ich gut. Ihr habt einmal über den Magenbypass etwas gebracht, das finde</li> </ul>   |

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|  | <p>ich super. Wenn man solche Eingriffe dokumentiert und dann auch Rezepte aufzeigt und zeigt, warum man so verschreibt, das finde ich gut. Oder wenn ihr ein spezielles Produkt herstellt.</p> <ul style="list-style-type: none"> <li>• wenn man solche Events hat, z.B. im Aargau, wo man zusammensitzen kann</li> <li>• Wir haben eigentlich eine gute Beziehung zum Spital. Es ist auch wichtig, dass der Patient auch an dieses Ort geht, wo er vertraut ist, wo man ihn kennt.</li> <li>• Ich finde das etwas ganz wichtiges, dass man diese Kommunikation verbessern kann.</li> <li>• wenn ein Austritt auch auf ein Wochenende zugeht, oder gerade Antibiotika die nicht so geläufig sind. Ich denke, wenn man da schon ein Rezept im Haus hätte, dann halt im Spital fragen: wer ist ihre Apotheke, können wir die kontaktieren.</li> <li>• Verbandssachen. Wir können das meiste innerhalb von 12 oder 24h auftreiben, aber wir brauchen die Zeit teilweise.</li> <li>• Ich finde das etwas ganz wichtiges, dass man diese Kommunikation verbessern kann.. Die Ärzte haben ein anderes Denken als wir, und wir ein anderes als die Ärzte. Wenn man sich einmal verstehen würde, lernen würde zu verstehen, verstehen will, dann würde es viel einfacher.. Aber es steht und fällt mit dem aktuellen Medikationsplan.</li> <li>• Je früher die Patienten entlassen werden nach Operationen, dann kommen die Rezepte mit dem Verbandmaterial, Kathetersäcken und und schon, aber was dort schwierig ist, zu wissen, bei diesen Sachen Stoma, Katheter, was passt jetzt auf was. Dort wäre es noch cool, aber das können wir nicht von euch erwarten, aber es wäre cool, grundsätzlich mal zu überdenken, wie machen wir das.. Oder wenn ihr das schon quasi in der Spitalapotheke bearbeitet, was sehr luxuriös wäre, dass man schon einen Pharmacode hätte, dass man genau weiß, welches Produkt. t. Aber das wäre super-schön, dass wir genau wüssten, welches Produkt.</li> <li>• Hier können wir noch viel voneinander profitieren. Das Paradebeispiel sind die Quetiapinkapseln, die 5mg. Das waren so Sachen, die irgendwann irgendwo aufkamen. Dann wird es nicht weiterverfolgt. Das ist auch eine Frage der Kommunikation. Was machen wir jetzt konkret damit. Und dann könnte man ja auch einmal in einer gemeinsamen Fortbildung oder in einer Kommunikation an die Offizinapotheker bringen.</li> <li>• Diesbezüglich ist jede Kommunikation vom KSB nach aussen gut. Ein grosses Thema ist natürlich auch die Wundversorgung.. Hier ist die Frage; ist es an uns, jedes Mal Rückfrage zu halten, wenn genau dieser Katheter oder dieser Urinbeutel, der hier genau aufgeschrieben wurde, nicht zur Verfügung steht, wie man jetzt damit umgehen kann.</li> </ul> |
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#### 9.4.14 Summary of answers by resident physicians

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| <b>Was ist Ihre generelle Meinung zur POMMES-Studie in 1-2 Sätzen?</b>                                   | <ul style="list-style-type: none"> <li>Dass du auch noch einmal über das Rezept geschaut hast, ist als Kontrolle im Vieraugenprinzip sicher gut gewesen.</li> <li>Da habe ich gemerkt, dass einige Sachen [...] geändert haben, sei dies Dosisänderung oder Stoppverordnung, was die Ärzte nicht immer aufschreiben. Das hat dem Patienten sicher geholfen.</li> <li>Eine gute Intervention.</li> <li>Etwas mit dem Vieraugenprinzip, es passieren doch häufig Fehler.</li> <li>Dass ihr auch gefragt habt; ist das jetzt wirklich [so] gewünscht, dass Insulin so und so, und das Antihypertensivum so, dass man sich wirklich kritisch gefragt hat, ob das so stimmt.</li> <li>Sicher etwas Gutes, dass wir eine dritte Kontrolle hatten.</li> </ul>   |
| <b>Wie beurteilen Sie das Prozedere im Nachhinein?</b>   | <ul style="list-style-type: none"> <li>Dass es im KISIM gerade erschienen ist, dass man sich gar nicht darum kümmern musste, zu wissen welche Patienten eingeschlossen sind war gut.</li> <li>Die telefonische Rückmeldung war sicher gut, manchmal habe ich im Stress etwas verpasst, oder nicht überlegt.</li> <li>Manchmal war das ein bisschen ein Stress.</li> <li>Dass es im KISIM gerade erschienen ist, dass man sich gar nicht darum kümmern musste, zu wissen welche Patienten eingeschlossen sind, war gut</li> <li>Es war gut dokumentiert.</li> </ul>   |
| <b>Wie beurteilen Sie das Rezept als Kommunikationsmittel zwischen Spital und öffentlicher Apotheke?</b> | <ul style="list-style-type: none"> <li>Ich denke, sehr gut. Es ist knapp, aber klar und deutlich.</li> <li>Ich muss ehrlich sagen; mir war nicht bewusst, dass die Apotheke sich hier aktiv darum kümmert, im Sinne von: was hatte der Patient vorher für Medikamente. [...] ich habe das deutlich unterschätzt</li> <li>Mir war das auch gar nicht bewusst, dass man eine Art Stammapotheke hat.</li> <li>zum Beispiel die Wichtigkeit zu kommunizieren, etwas ist gestoppt worden oder [...] eine neue Dosierung.</li> <li>Ich dachte, ich muss es einfach dem Patienten sagen, aber nicht, dass es für die Apotheke wichtig ist. Also das Verständnis für die Rolle der Apotheke, dass man dort auch mal nachfragen kann, das wusste ich vorher nicht, das mit der Stammapotheke.</li> <li>Ich glaube es ist gut, dass es auf dem gleichen Blatt steht.</li> </ul>  |
| <b>Haben Sie selber erkannt, ob ein POMMES-Rezept zur Kontroll- oder Interventionsgruppe gehört?</b>     | <ul style="list-style-type: none"> <li>Nein</li> </ul>   |
| <b>Bitte geben Sie an, ob durch die Studie irgendeine Sensibilisierung stattgefunden hat.</b>            | <ul style="list-style-type: none"> <li>Seither habe ich mehr auf die Unterschiede zwischen Ein- und Austrittsmedikamente geachtet.</li> <li>Ja, vor allem dass die Eintrittsmedikamente und und Austrittsmedikamente verglichen worden sind. Und dass es dort möglichst keine Abweichungen gab, die nicht irgendwie begründet waren.</li> <li>Etwas was ich früher nicht gemacht habe, was ich jetzt doch noch denke, das es wichtig ist: Dass der Patient dies merkt, und dass man schriftlich festhält, welche Änderungen gemacht worden sind. Das ist sicher auch hilfreich für den Hausarzt, wenn er es sieht.</li> <li>Jetzt schreibe ich wirklich brav bei jedem Medikament, das anders ist, hin warum, was es ersetzt. Was ich noch nicht immer konsequent mache, ist, wenn ein Medikament wegfällt</li> <li>Auf jeden Fall. Ich habe vorher einfach die Medikamente aufgeschrieben, ohne Kommentar.</li> <li>Das habe ich bei dir gesehen und für gut befunden, und in dem Sinne kopiert.</li> <li>Vor allem im Verlauf der Studie habe ich mehr darauf geachtet, dass ich wieder die Eintrittsmedikamente verordne, und schon selber draufschreibe, was neu ist. Da hat es sicher etwas sensibilisiert. Und wenn die Studie noch länger gelaufen wäre, dann umso mehr.</li> <li>Dass ich sicher die Medikamente auf das richtige Generikum zurückverordnet habe und was neu ist.</li> <li>Was ich gelernt habe, dass jetzt Vitamin D nicht mehr in Tropfen sondern in Milliliter gegeben werden. Dass ist für mich neu gewesen.</li> <li>Das mit den Therapieänderungen, das ist mir ganz fest aufgefallen</li> <li>Wenn ich eine Therapie pausiere oder umstelle, oder etwas neues dazu verordne, dann werde ich das dem Patienten klar kommunizieren, und auch beim Ausführungsgespräch ausführlich erklären, auf dem Rezept mache ich dann so mit Farbstift „neu“ oder ein Stern, dass ich sage, diese sind neu, diese müssen sie unbedingt neu holen, die anderen haben sie schon zuhause, die sind nicht verändert.</li> </ul> |
| <b>Sensibilisierung zum Thema Therapieänderungen</b>   | <ul style="list-style-type: none"> <li>Weil jemand, der das wirklich 1:1 oder immer gleich anschaut, weil es sonst manchmal sehr zufällig ist, wie genau oder systematisch man etwas anschaut.</li> <li>Dass jemand, der nichts mit dem Patienten zu tun hat, das anschaut, der etwas von Medis versteht.</li> <li>Sicher ein erhöhtes Bewusstsein, dass die [öffentliche] Apotheke überhaupt solche Sachen anschaut, was ich auch gemerkt habe, weil sie zum Teil angerufen haben.</li> <li>Das Bewusstwerden, die Sensibilisierung, und eben eine bessere Kommunikation.</li> <li>Ich denke schon dass es (bei Therapieänderungen) einen Effekt gegeben hat, dass unsere Rezepte besser wurden. Das mache ich jetzt häufiger.</li> <li>Ja, doch, ich habe subjektiv einen Effekt gemerkt. Nicht einen riesigen, ich schaue selber schon gut, dass ich die Rezepte gut austelle. Ich gebe mir sehr Mühe.</li> <li>Bezogen auf die Assistenzärzte kann ich mir schon vorstellen, dass sie sich Gedanken</li> </ul>   |

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|  | <p>gemacht haben „stimmen jetzt meine Rezepte“ oder nicht.</p> <ul style="list-style-type: none"> <li>• Dass man bessere und für Patienten klarere Rezepte abgibt, kann ich mir schon vorstellen.</li> <li>• Ich mache es jetzt wirklich konsequent so. Weil es ja eigentlich das Wichtigste ist, dass es nicht nur während der Hospitalisation klappt, sondern dass es auch nachher klappt. Sonst ist die Rehospitalisation ja vorprogrammiert, wenn sie die Änderungen gar nicht wahrnehmen.</li> </ul>   |
| <b>Stellen Sie sich vor, die Spitalapotheke könnte die Rezepte weiterhin wie in der Studie bearbeiten. Welche Kommentare oder Wünsche hätten Sie diesbezüglich?</b>      | <ul style="list-style-type: none"> <li>• Ich finde es gut, wenn es weiterhin so wäre.</li> <li>• Wenn es last moment Änderungen gegeben hat, dass man das auch noch kommunizieren könnte.</li> <li>• Dass man es auch herumschicken könnte, mit KISIM-Mail zum Beispiel, dass ich gerade sehe: Ah, ihr habt's angeschaut, es ist quasi von euch freigegeben.</li> <li>• Ich persönlich würde es sicher ein Gewinn, wenn jemand von der Apotheke draufschauen würde.</li> <li>• Die Rezepte hier auf der Inneren sind schon ausführlicher und klarer.</li> <li>• Dass man etwas abstuft zwischen kleineren Sachen und Relevantem.</li> <li>• Ich persönlich würde es wertvoll finden, wenn jemand draufschauen würde. Weil du dann sicher vier Augen hast. Sicher schaut manchmal der Kader drauf, manchmal halt auch nicht. Aber wenn es der Assistent und der Pharmakologe ist, dann sind es schon vier Augen, das wäre schön.</li> <li>• Es würde die Sicherheit gut erhöhen.</li> <li>• Vielleicht könnte man einen Cut-off setzen: ab 5 oder 8 Medis [...] muss der Apotheker das Rezept gegenvisieren.</li> <li>• Wenn das irgendwie machbar wäre, würde ich das unterstützen</li> <li>• Den Arbeitsprozess könnte man noch optimieren, aber die Idee finde ich sehr gut.</li> </ul>   |
| <b>Stellen Sie sich vor, die Spitalapotheke würde andere Formen der Zusammenarbeit mit den öffentlichen Apotheken anbieten. Welche Wünsche hätten Sie diesbezüglich?</b> | <ul style="list-style-type: none"> <li>• Ich finde es gut wenn die [öffentliche] Apotheke nachfragt, [...] das ist wieder das Vieraugenprinzip, wenn auf dem alten Rezept etwas war, und jetzt nicht mehr.</li> <li>• Ich finde gut, das sie [die öffentlichen Apotheken] nachfragen. Aber es ist schwierig für die Apotheke nachzuvollziehen, was während dem Spitalaufenthalt passiert ist.</li> <li>• Es ist unnötig, wenn man etwas auf das Rezept schreibt, was gestoppt ist.</li> <li>• Die Patienten aktualisieren z.T. ihre alte Dosierungskarte. Wenn die Apotheke das mit dem Patienten selber noch anschaut; das kommt von der ärztlichen Seite manchmal etwas zu kurz.</li> <li>• Ich würde es allgemein wirklich cool, wenn ihr präsenter wärt.</li> <li>• Weil ihr einfach mehr über die Medikamente wisst als wir.</li> <li>• Von mir aus dürfte die Apotheke auf jeden Fall anrufen, wenn sie eine Frage hat. Weisst du, ich bin froh, wenn sie anruft, wenn etwas komisch vorkommt, [...] das dürfen sie unbedingt machen.</li> <li>• Auch wenn ich manchmal denke, mein Gott, was ist das für eine Frage, bin ich insgesamt mega froh wenn sie anrufen, weil ich merke, es schaut noch jemand, es macht sich noch jemand Gedanken. Also ich finde dass ist unbedingt, dass sie schauen, und selber überlegen, und wenn sie das Gefühl haben etwas macht keinen Sinn, dass sie nachfragen. Das finde ich wichtig, und ich hoffe, das machen sie immer.</li> <li>• Ich sehe es nicht selten, dass Patienten mit alten Dosierungskarten und alten Rezepten vorbei kommen und hundert mal streichen.</li> <li>• Man könnte es ausdehnen, dass man vorher [während der Hospitalisation] schauen würde. Dass man es anfordern kann, wenn jemand diese und jene Medikamente hat, [...] oder die und die Laborkonstellation, dass ihr dann automatisch draufschaut auf die Therapie.</li> </ul> |

## 9.4.15 Study closure communication

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| <div style="text-align: center; margin-bottom: 10px;">  <br/> <b>KSB</b> </div> <div style="margin-bottom: 10px;"> <p>Prof. Dr. Perruchoud<br/>Ethikkommission Nordwest- und<br/>Zentralschweiz (EKNZ)<br/>Hebelstrasse 53<br/>4056 Basel</p> </div> <div style="margin-bottom: 10px;"> <p>Baden, 12.7.2017</p> </div> <div style="margin-bottom: 10px;"> <p><b>Abschlussmeldung Forschungsprojekt EKNZ 2016-02051</b></p> </div> <div style="margin-bottom: 10px;"> <p>Sehr geehrter Herr Perruchoud</p> </div> <div style="margin-bottom: 10px;"> <p>Im Namen des Forschungsteams möchte ich Ihnen den Abschluss unseres Forschungsprojektes melden.</p> </div> <div style="margin-bottom: 10px;"> <p>Das Projekt konnte erfolgreich mit der vorgesehenen Patientenzahl durchgeführt werden. Die Datenauswertung ist in Arbeit.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Leit-Ethikkommission</td> <td>EKNZ</td> </tr> <tr> <td><b>Titel des Gesuchs</b></td> <td>Pharmaceutical Optimisation of Medication Management after Discharge from Hospital: A single centre, randomized controlled trial (POMMES)</td> </tr> <tr> <td>beteiligte Ethikkommissions-Nr. (EK-Nr.)</td> <td>EKNZ 2016-02051</td> </tr> <tr> <td>Gesuchsteller</td> <td>Monika Lutters</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3"><b>Bericht</b></td> </tr> <tr> <td style="width: 40%;">Studie abgeschlossen?</td> <td style="width: 15%; text-align: center;">Ja <input checked="" type="checkbox"/></td> <td style="width: 15%; text-align: center;">Nein <input type="checkbox"/></td> </tr> <tr> <td>Datum:</td> <td colspan="2">30.4.17</td> </tr> <tr> <td>Studie global abgeschlossen</td> <td style="text-align: center;">Ja <input checked="" type="checkbox"/></td> <td style="text-align: center;">Nein <input type="checkbox"/></td> </tr> <tr> <td>Anzahl Studienteilnehmer lokal eingeschlossen:</td> <td colspan="2">172</td> </tr> <tr> <td>Definition: Studie mit Personen: last patient last follow up visit<br/>Studie ohne Personen: Datensammlung abgeschlossen</td> <td colspan="2"></td> </tr> </table> </div> | Leit-Ethikkommission  | EKNZ                                     | <b>Titel des Gesuchs</b> | Pharmaceutical Optimisation of Medication Management after Discharge from Hospital: A single centre, randomized controlled trial (POMMES) | beteiligte Ethikkommissions-Nr. (EK-Nr.) | EKNZ 2016-02051 | Gesuchsteller | Monika Lutters | <b>Bericht</b> |  |  | Studie abgeschlossen? | Ja <input checked="" type="checkbox"/> | Nein <input type="checkbox"/> | Datum: | 30.4.17 |  | Studie global abgeschlossen | Ja <input checked="" type="checkbox"/> | Nein <input type="checkbox"/> | Anzahl Studienteilnehmer lokal eingeschlossen: | 172 |  | Definition: Studie mit Personen: last patient last follow up visit<br>Studie ohne Personen: Datensammlung abgeschlossen |  |  | <div style="text-align: center; margin-bottom: 10px;">  <br/> <b>KSB</b> </div> <div style="margin-bottom: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%;">Anzahl Studienteilnehmer lokal abgebrochen (Drop-outs):</td> <td style="width: 5%;">20</td> </tr> <tr> <td>Falls die Studie nicht durchgeführt wurde</td> <td>-</td> </tr> </table> </div> <div style="margin-bottom: 10px;"> <p>Warum:-</p> </div> <div style="margin-bottom: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%;">Studie wurde abgebrochen</td> <td style="width: 5%;">Ja <input type="checkbox"/></td> <td style="width: 5%;">Nein <input checked="" type="checkbox"/></td> </tr> <tr> <td>Falls ja: nur lokal <input type="checkbox"/> generell <input type="checkbox"/></td> <td colspan="2">Warum:</td> </tr> </table> </div> <div style="margin-bottom: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%;">Wurden die meldepflichtigen SAEs gemeldet?</td> <td style="width: 5%;">Ja <input type="checkbox"/></td> <td style="width: 5%;">Nein <input type="checkbox"/></td> </tr> <tr> <td>Falls ja: wie viele:</td> <td colspan="2">Keine</td> </tr> <tr> <td>Falls nein: nachzuholen!</td> <td colspan="2">meldepflichtigen SAEs</td> </tr> </table> </div> <div style="margin-bottom: 10px;"> <p>Konklusionen, die bereits gezogen werden können:</p> </div> <div style="margin-bottom: 10px;"> <p><b>Screening:</b> 866 Patienten konnten in der Studienzeit auf Ein- und Ausschlusskriterien gescreent werden. 785 Patienten erfüllten die Einschlusskriterien, wovon 613 aufgrund der Ausschlusskriterien ausgeschlossen werden mussten. 172 Patienten gaben ihre schriftliche Zustimmung zur Teilnahme und wurden in die Kontroll- und Interventionsgruppe randomisiert. Ihre Baseline Charakteristika unterscheiden sich nicht statistisch signifikant. 152 Patienten haben die Studie beendet und werden in die Schlussanalyse einbezogen, davon 76 in der Kontroll- und 76 in der Interventionsgruppe.</p> </div> <div style="margin-bottom: 10px;"> <p><b>Preliminäre Resultate:</b></p> </div> <div style="list-style-type: none; padding-left: 0;"> <ol style="list-style-type: none"> <li>1. Häufigkeit der Kategorien A-C (Problem, Problemtyp, Grund) von dokumentierten Interventionen in der Offizin mittels pharmDISC.<br/>Die Anzahl der Rezepte, die in der Offizin mindestens einer Intervention bedurften, war in der Interventionsgruppe kleiner (64.5% vs. 80.3%, p=0.046). In beiden Gruppen war der häufigste Interventionsgrund in der Offizin die unangemessene Therapiedauer (19.2% in der Kontrollgruppe, 33.7% in der Interventionsgruppe).</li> <li>2. Häufigkeit der Kategorien D-E (Intervention und Kommunikation) von dokumentierten Interventionen mittels pharmDISC. Die Verteilung der durchgeföhrten Interventionsarten war in beiden Patientengruppen statistisch signifikant unterschiedlich (p&lt;0.001). Zum Beispiel nahmen die Substitutionen in der Interventionsgruppe, anteilmässig an allen Interventionen von 28.4% auf 30.8% zu. Klärungen von Fragen nahmen jedoch von 23.0% auf 10.1% ab.</li> <li>3. Benötigte Zeit für die Rezeptausführung. Der Zeitaufwand für die Offizin war in beiden Gruppen gleich (beide Median 10 min, p=0.549).</li> <li>4. Zufriedenheit der Offizinalapotheke mit den einzelnen Rezepten, gemessen an einer Likert-Skala: Die Anzahl Rezepte, bei denen die Offizinalapotheke die höchste Zufriedenheit angaben, nahm in der Interventionsgruppe zu (68.4% vs. 53.9%, p=0.05).</li> <li>5. Zeitaufwand für Interventionen pro Rezept im Spital in der Interventionsgruppe: In der Interventionsgruppe wurden im Spital 6.5 Interventionen/Rezept und 0.8 Interventionen/Medikament durchgeföhr. Die Intervention dauerte im Durchschnitt 14 ± 65 Minuten.</li> <li>6. Häufigkeit der Kategorien A-E im pharmDISC durch den klinischen Pharmazeuten: Der häufigste</li> </ol> </div> | Anzahl Studienteilnehmer lokal abgebrochen (Drop-outs): | 20 | Falls die Studie nicht durchgeführt wurde | - | Studie wurde abgebrochen | Ja <input type="checkbox"/> | Nein <input checked="" type="checkbox"/> | Falls ja: nur lokal <input type="checkbox"/> generell <input type="checkbox"/> | Warum: |  | Wurden die meldepflichtigen SAEs gemeldet? | Ja <input type="checkbox"/> | Nein <input type="checkbox"/> | Falls ja: wie viele: | Keine |  | Falls nein: nachzuholen! | meldepflichtigen SAEs |  |
| Leit-Ethikkommission   | EKNZ  |  |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
| <b>Titel des Gesuchs</b>   | Pharmaceutical Optimisation of Medication Management after Discharge from Hospital: A single centre, randomized controlled trial (POMMES) |  |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
| beteiligte Ethikkommissions-Nr. (EK-Nr.)   | EKNZ 2016-02051   |  |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
| Gesuchsteller  | Monika Lutters  |  |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
| <b>Bericht</b>   |   |  |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
| Studie abgeschlossen?  | Ja <input checked="" type="checkbox"/>  | Nein <input type="checkbox"/>            |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
| Datum:   | 30.4.17   |  |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
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| Falls die Studie nicht durchgeführt wurde  | -   |  |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
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| Falls ja: nur lokal <input type="checkbox"/> generell <input type="checkbox"/>   | Warum:  |  |                          |   |  |                 |               |                |                |  |  |                       |  |                               |        |         |  |                             |  |                               |  |     |  |   |  |  |  |   |    |   |   |                          |                             |  |  |        |  |  |                             |                               |                      |       |  |                          |                       |  |
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Interventionsgrund war ein Fehler im Medikationsprozess, und die häufigste durchgeführte Intervention war eine Weiterleitung von Informationen.  
7. Rehospitalisationsraten: noch nicht ausgewertet.

Konklusion: Die im Spital durchgeführte Intervention führte zu einer Abnahme der Rezepte, die mindestens einer Intervention bedurften. Die durchgeführten Interventionen veränderten sich in ihrer Verteilung signifikant, wobei der Zeitaufwand für die Rezeptbearbeitung unverändert blieb. Die Zufriedenheit der Offizinapotheker konnte durch die Intervention verbessert werden.

Die Dienstleistung im Spital konnte in verhältnismässig kurzer Zeit durchgeführt werden und die Rezepte benötigten im Schnitt 6.5 Interventionen. Die Dienstleistung kann also als implementierbar angesehen werden. Sie ist effektiv, jedoch konnten nicht alle angestrebten Outcomes beeinflusst werden.

**Fristen:**

Abschluss eines klinischen Versuchs: 90 Tage (KlinV Art 38<sub>1</sub>, HFV Art 22, 36, 40, 43).  
Der Schlussbericht (Final Report) mit den Ergebnissen resp. Publikationen ist innerhalb eines Jahres nach Abschluss oder Abbruch nachzuliefern (KlinV Art 38<sub>3</sub>)

Wir hoffen, Ihnen mit diesen Angaben gedient zu haben.

Freundliche Grüsse

Lea Brühwiler  
eidg. dipl. Apothekerin

Dr. sc. Monika Lutters  
Spitalapothekerin FPH

|   |  |
|---|--|
| <b>Kenntnisname der Ethikkommission</b> |  |
| Datum:                                  |  |
| Stempel/Unterschrift:                   |  |