

# Community Pharmacists' Quality-of-care Metrics

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## Community Pharmacists' Quality-of-Care Metrics

A prescription for improvement

Nancy Winslade

October 23<sup>rd</sup> 2018

1. Lack of agreement on the definition of pharmacists' care makes it difficult to identify appropriate quality indicators for use within continuing competence / continuing professional development models. (this dissertation)
2. An intermediate outcome can only be reliably used as a proxy for an ultimate patient outcome if a strong relationship has been clearly demonstrated to exist between the two.  
Rupp MT. Assessing quality of care in pharmacy: remembering Donabedian.  
*J Manag Care Spec Pharm* 2018;24(4):354-56.
3. Care must be taken not to extrapolate results of reviews documenting inconclusive evidence to the conclusion that the pharmacists' services have no impact on patient outcomes. (this dissertation)
4. To ensure comparability of pharmacy-level performance on quality indicators, differences in drug and patient characteristics must be accounted for so that pharmacists are not held accountable for performance differences due to dissimilarities in their pharmacy-practice population. (this dissertation)
5. At this point, the appropriate question is not, 'can audit and feedback improve professional practice?' but 'how can the effect of audit and feedback interventions be optimized?'  
Ivers N, Grimshaw J, Jamtvedt G et al. Growing Literature, Stagnant Science.  
*J Gen Intern Med* 2014;29(11):1534-41.
6. By "argumentation" we do not mean to imply the existence of winners and losers, or that efforts to prove one theory right and others wrong, is a productive way forward in gaining understanding of phenomena important to medical education.  
Cianciolo AT, Eva KW, Colliver JA. Theory Development and Application in Medical Education.  
*Teaching and Learning in Medicine*, 2013;25(sup1):S75-80.
7. Improving the design and implementation of evidence-based practice depends on successful behaviour change interventions. This requires an appropriate method for characterising interventions and linking them to an analysis of the targeted behaviour.  
Michie S, van Stralen MM, West R. The behaviour change wheel: a new method for characterising and designing behaviour change interventions.  
*Implementation Science* 2011;6:42.
8. In complex contexts generalisation can only come from theoretical meaning making and not from replication. Education is highly contextual and culturally influenced and so theory building and meaning making are more important. (Lambert Schuwirth)
9. Be kind, always, for everyone you meet is fighting a hard battle.
10. I caught some lucky breaks along the way. But I'd also say the harder I worked, the luckier I got.  
Brian Roberts, CFO of Lyft