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Patient Information Leaflet - Inhaled Medicine

Practical 22 - Clinical pharmacy case practical

Aim

To write a clear, product-specific patient information leaflet.

Principle

Counselling connects an authorised treatment plan with the person ability, preferences and understanding. Teach-back checks the explanation rather than testing or blaming the person.

Materials and Requirements

- Fictional or approved de-identified case, medicine chart and laboratory record
- Current local policy, relevant product information and clinical guidance
- Pharmaceutical-care and communication worksheet
- Approved method or teaching-data pack and a dated record sheet

Procedure

1. Define the preparation or dataset, study question and method version. Record identities, units and the criteria to be used before examining the outcome.
2. Identify the question, patient-specific information and missing data. Use the supplied fictional record; do not create a prescription or administer a preparation.
3. Confirm the exact medicine/device and patient goals, language and health-literacy needs.
4. Explain purpose, use, timing, important precautions, missed-dose instructions from product-specific advice and when to seek help.
5. Demonstrate relevant measuring or device steps with a trainer and ask the person to explain or show use back in their own words.
6. Address storage, access and follow-up and document unresolved concerns.
7. Document the assessment, evidence, proposed action, responsible clinician and follow-up. Separate a student recommendation from an authorised treatment decision.
8. Retain the original observations and calculations. State deviations, missing information and the limits of the conclusion; do not replace measured values with expected results.

Observations and Record

Enter actual measurements or the supplied teaching data. Record the method, material identity, conditions and units.

Problem / evidence	Goal / priority	Proposed action / owner	Monitoring / follow-up
Safety or urgent issue	Define	Escalate appropriately	Specify
Effectiveness / adherence	Define	Discuss with team	Specify
Information gap	State	Obtain evidence	Review

Worked Example

Fictional session: the person can name the medicine but cannot describe when it is taken. Use a simple written schedule based on the authorised label, then repeat teach-back; do not invent a new dosing schedule.

Leaflet deliverable

• Use plain language: medicine purpose, exact authorised use, device or measuring directions, important adverse effects, urgent warning signs, missed-dose advice, storage and contact pathway.
• Use the actual approved product information and a readable layout. Test comprehension with a fictional reader and correct ambiguous wording.
• Do not include another patient name or create a universal instruction covering different formulations.

Assigned product type

• Inhaled medicine: use the exact device trainer and manufacturer instructions, assess preparation, inhalation manoeuvre, dose counter, cleaning and storage.
• Do not teach one generic technique for dry-powder and pressurised metered-dose inhalers. Explain controller/reliever roles for the actual prescribed plan.

Result and Interpretation

• Deliver a counselling checklist, teach-back result and specific follow-up plan.

Precautions

• Protect confidentiality and use actual units and timing.
• Check allergy, indication, organ function, interactions and the complete medicine list.
• Urgent clinical findings need timely clinical assessment; teaching notes do not replace care.

Viva Questions and Answers

Why use teach-back?

It checks whether the explanation was understood.

Why verify the exact device?

Inhalers and other devices can require different technique.

How is adherence support personalised?

Identify the actual barrier and agree a practical solution.

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