

EDCATION IN MEDICATION FUNDING

Is the current information around PHARMAC medication funding processes easy enough to access and understand for nurses to improve health outcomes for patients?

Introduction

The process of medication funding is an important aspect of healthcare to understand as it can benefit some people and disadvantage others. After researching more into this process, I found that it was quite confusing to understand and access which could hinder general health outcomes for patients who may also not understand this information. This identifies a research problem and through narrowing down my research question I was able to explore relevant literature.



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Literature review

In the 2016 annual report, PHARMAC states “we want to improve people’s ability to have equitable access to medicines”(PHARMAC, 2016). One of the measures they have in place is about informing patients about the medications that are funded and their uses.

PHARMAC works through a very thorough process when determining what medications to fund for patient use (Cummings, Mays & Daub, 2010), but the information that is provided to access is complex and can be difficult to follow and understand therefore hindering the satisfaction patients have with their care (Evans, Laking, Strother, Wang, Metcalfe, Blick, Pauls & Crausaz, 2016).

A key aspect of nursing includes the knowledge and skills he/she possesses, and with adequate knowledge nurses can provide optimal care and satisfaction to patients. Confidence and knowledge from nurses give patients reassurance when facing uncertainty (van Graan, Williams & Koen, 2016). When knowledge is confused or not advanced in the required field, health outcomes for patients can be jeopardized.

Implications

Without comprehensive knowledge, nurses are not able to provide information to educate patients as to why certain medications are funded or not. This can cause conflict especially in cases where a patient needs a particular medication for treatment but this medication was denied funding by PHARMAC for whatever reason (Wonder & Milne, 2011).

Recommendations

- Further education for nurses around the funding process in undergraduate studies and strategies for how to manage a patient who does not understand the funding process
- A simple layout of the process of funding that is easy to understand and highlights the main steps of the process that nurses can use to aid in patient understanding and improve their satisfaction with care
 - Have this information easily accessible, e.g. easy access links on PHARMAC website for health professionals and patients to access, having posters displayed in pharmacies and health care clinics showing the steps.

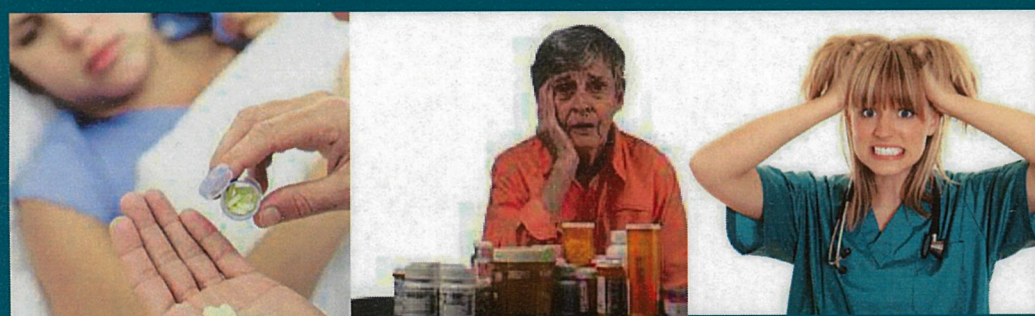


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Conclusion

Having a solid foundation of knowledge around the funding processes will enable nurses to be able to educate patients and improve their overall health outcomes as well as meet patient satisfaction.

References:

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| PECOT CATEGORY | Information relating to question | Explanation |
|------------------------------|--|---|
| P - Population | Population of New Zealand who require medication | I identified this population as my focus as this is the population most affected by funding decisions in New Zealand |
| E – Exposure / Environmental | Nurses with good understanding and knowledge | The main focus of my literature review is to discuss that if nurses have good knowledge and understanding of a specific topic, does this help them to better educate patients and improve patient health outcomes |
| C – Comparison/ Control | Nurses without good understanding and knowledge | In comparison to this, I want to explore what the repercussions are of a nurse who does not have good understanding and knowledge of this specific field and what are the implications for practice |
| O - Outcome | Overall patient satisfaction | The ultimate outcome for this literature review is to determine whether better education of nurses on the funding process will result in improved health outcomes in general for patients |
| T – Time | N/A | Time is not relevant in this literature review |

(Whitehead, 2013).

Summary:

Visual learning can be presented in the format of a poster. Through the use of a poster presenters are able to increase the physical appearance of work, making it visually more attractive for others to read (Ilic & Rowe, 2013). This can enhance the success in the knowledge transfer as it is a simple tool in getting the desired outcome of information across. I chose to present my work as a poster because I am a visual learner and wanted to present my work in a format that I think best shows the point I want to get across. My topic is an issue that everyone will encounter at some point in their life when requiring medications, whether the medication is funded or not. I believe that using the poster as a visual tool will allow me to show what the main issues are and give people an insight into these issues.

References:

- Ilic, D. & Rowe, N. (2013). What is the evidence that poster presentations are effective in promoting knowledge transfer? A state of the art review. *Health information & Libraries Journal*, 30(1), 4-12.
Doi: 10.1111/hir.12015
- Whitehead, D. (2013). Searching and reviewing the research literature. In Z. Schneider & D. Whitehead. *Nursing and Midwifery research: Methods and appraisal for evidence based practice* (4th ed.). Australia, Elsevier