



Workshop Series: “Talking About Medications”

Implementation Guide

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Disclaimer

The educational materials and recommendations in this Implementation Guide serve to improve conversations about the safety and quality of medication use for older adults. By downloading and/or viewing this Implementation Guide you hereby agree and consent that this is not medical advice and does not substitute professional judgment.

About the development team

Based at the Bruyère Research Institute in Ottawa, Canada, the Bruyère Deprescribing Research Team is a group of researchers and health care providers working to promote the practice of deprescribing through the creation of evidence-based resources and knowledge mobilization strategies as well as community and stakeholder partnerships. More information about the research team and their work can be found on their website (www.deprescribing.org), Twitter ([@deprescribing](https://twitter.com/deprescribing)), Facebook ([@deprescribing.org](https://facebook.com/deprescribing)), and YouTube ([deprescribing.org](https://youtube.com/deprescribing)).

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Introduction

“*Talking About Medications*” is a series of workshops that aim to help older adults learn about medications and to encourage them to take an active role in making decisions about medications. The workshops are designed for people looking after their own medications and also for people advocating on behalf of someone who is living in long-term care. The tools and supports introduced in these workshops will help people to confidently manage medications and to have a voice in health care decisions. This Implementation Guide gives health care providers the guidance and materials they will need to provide these workshops for older adults. Included in this Guide are the Bruyère Deprescribing Research Team’s own experiences and lessons learned from piloting these workshops in both virtual and in-person settings.

Message from the Bruyère Deprescribing Research Team

In our community work, people have told us that older adults often lack information about their medications and that they find the health care system hard to use. This makes it difficult for them to participate in shared decision-making about their medications. We designed the *Talking about Medications* workshop series to help older adults have conversations about medications with their health care providers.

While physicians are experts in medicine and pharmacists are experts on medications, the patient and/or their caregiver are the experts on their health care goals. When people play a central role in managing their medications, they can help make sure accurate information is shared with all members of the health care team. This helps health care providers make good decisions about starting, monitoring and stopping medications. Improving communication about medications will help make sure the patient is taking a medication regimen that is best suited for them.

1. Background

The Problem – Polypharmacy

Many older adults take multiple medications and, as a person ages, they can respond to drugs differently. The term ‘polypharmacy’ refers to a situation where a person is taking more medications than are necessary or where the potential benefits of taking a medication may be out-weighted by the potential risks. Unfortunately, older adults are at high risk of experiencing polypharmacy and it is estimated that 2 out of every 3 Canadians over the age of 65 take at least five prescription medications while 1 out of 4 take at least 10.

Polypharmacy is associated with adverse effects including falls, cognitive impairment, drug interactions, emergency room visits and hospitalizations. Fortunately, the risks of polypharmacy can be reduced through careful medication management, which requires consistent and open communication between patients and their health care providers, particularly their pharmacists and prescribers.

A Solution – Shared Decision Making in Medication Management

Shared decision making in medication management begins with a patient (and/or their caregiver) sharing their experience and goals for medications with their health care providers, who in turn share their knowledge of medication effectiveness and side effects. Together, the patient and/or their caregiver and providers use this information to determine the best medication regimen or treatment plan for that patient. Better communication about medication management can significantly improve quality of life for older adults by reducing pill burden and potentially serious side effects.

Deprescribing is Part of Good Prescribing

Medications that were once beneficial for a patient may not continue to be as time goes on. The use of some medications, especially as people age, can unintentionally cause more harm than good. Optimizing medication through targeted deprescribing is a vital part of managing chronic conditions, avoiding adverse effects and improving treatment outcomes. The goal of deprescribing is to reduce medication burden while maintaining or improving quality of life.

The Bruyère Deprescribing Research Team is working to address challenges related to polypharmacy and improve medication-related care for older adults. This includes the development and implementation of evidence-based deprescribing guidelines to help people safely reduce or stop potentially harmful or unnecessary medications. The team has created decision-support algorithms, patient pamphlets and infographics, whiteboard training videos, and a deprescribing channel on the IAM Medical Guidelines app. For more information, please visit our website at: <https://deprescribing.org/>.

Helping People Participate in Shared Decision Making for Medication Management – Development of a Workshop Series

While working with health care providers to implement our deprescribing guidelines, many told us that they hoped patients would come to them with requests to review and possibly stop some medications. We engaged with a local group of members of the public who told us they often didn’t know enough about their medications to talk to their health care providers about them. This group recommended we create a series of three public education workshops to help people gradually build skills in talking about their medications so they could participate in shared decision making in medication management. We developed and piloted this “*Talking About Medications*” workshop series in 2020.

2. About This Implementation Guide

This Implementation Guide is designed to help health care providers plan and facilitate the *Talking About Medications* workshop series for older adults in their communities. The workshop series consists of three interactive 90 minute workshops with homework in-between for participants.

Briefly, the three workshops are:

1. **Talking About Medications** – This session provides an introduction to the concepts of polypharmacy and deprescribing, including the benefits and outcomes that arise from appropriate medication management.
2. **Getting Reliable Medication Information** – This session provides participants with knowledge about what they need to know about medications and why it is important. It provides strategies and resources to track medications in a way that is organized and easy to use, as well as information about how to find and apply reliable resources if they have questions.
3. **Having Conversations About Medications With Health Care Providers** - This session introduces participants to the concept of shared decision making and the circle of care and provides them with supports and strategies for engaging with health care providers in managing medications.

This guide includes the resources needed to facilitate these workshops, including example cover letters and advertising materials. It also provides an overview of the workshops, including session learning objectives, checklists for materials, and detailed information on conducting the workshops.

Accompanying this guide is a Facilitator’s Toolkit which contains slides and speaker notes for each workshop and any workshop activity answer keys.

The Implementation Guide, Facilitator’s Toolkit, PowerPoint slides and materials for the Participant Workbooks needed to implement the workshop series are available for download from our website at www.deprescribing.org/talking-about-medications-workshop-materials. Most of these materials can be modified to suit individual communities' needs.

3. Resources Needed to Facilitate the Workshop Series

The primary resources needed to implement the *Talking About Medications* workshop series are people and time. The workshops require a facilitator to deliver the workshop content, someone to engage people to attend the workshop series, someone to provide technical support if the workshops are held virtually and someone to assist with attendance at in-person workshops. Other resources that you will need for implementing these workshops are printed handouts, presentation slides and a workbook for each participant. These resources are available to download free of charge from our website at www.deprescribing.org/talking-about-medications-workshop-materials.

Our team has designed the workshop series so that it may be delivered either in-person or virtually. Naturally, the resources required to deliver the workshop series will differ depending on the format used. Below we provide an overview of the resources that you will require when implementing the *Talking About Medications* workshop series. We have broken down these resources by format.

3.1 In-Person Format

- **Financial Costs** – Potential financial costs would include the cost of printing the materials for the workbooks/worksheets/homework, providing light refreshments, and facilitator fees if necessary.
- **Venue** – Time is required to find and book a venue that is suitable for your audience and that meets physical accessibility guidelines. Choose venues with elevators and wheelchair access if possible.
- **Equipment** - A microphone may be required so participants can hear the facilitator clearly. Audio-visual equipment (laptop, projector, projector screen, etc.) should be considered for those interested in playing PowerPoint presentations as they deliver the workshops, especially for the third workshop in which a video is used as one of the learning activities. However, a round-table format generally provides a more relaxed environment for participants and promotes more engagement and participation. Other equipment needs include:
 - Participant Workbook and Facilitator Guide
 - Flip chart with markers
 - Pens (enough for facilitator and all participants)
 - Light refreshments (as needed)
- **Personnel**
 - **Facilitator** – These workshops have been designed to be delivered by a health care provider, such as a pharmacist, nurse, or physician. The facilitator needs to familiarize themselves with workshop content, including completing suggested readings prior to delivering the workshop.
 - **Health care providers** – Advance notice is needed if you wish to invite local health care providers to attend any of the workshop sessions. Regardless of whether you invite them to attend, it's a good idea to let local health care providers know about the workshop series so that they can help recruit participants and also to prepare them to answer questions their patients and/or caregivers may ask about their medications.

- **Support Staff** – Time is required for support staff to register participants. It is recommended that you have an idea of expected attendance at the workshop series at least 2 weeks in advance so that the resources needed for the workshops can be planned accordingly. The staff would assist with day-of set-up and cleanup of venue and during event as needed. Responsibilities may include providing name tags to attendees, greeting attendees, serving refreshments and gathering information for the facilitator.
- **Participants** – Time is required to advertise and recruit participants for the workshops. We recommend that you begin advertising the workshops early in the planning process. We recommend approximately 3 to 8 participants register for each workshop series; this will allow for higher engagement and group activities. A waitlist can be created if needed, or if there is enough interest, you may consider running multiple sessions of the workshop series.

3.2 Virtual Format

- **Financial Costs** – Costs include printing the materials for the workbooks, shipping costs for mailing the workbooks to workshop participants, purchasing a subscription for an online meeting or event platform, and facilitator fees if necessary.
- **Virtual Platform** – To host the workshops virtually, you will need a subscription to an online meeting or event platform such as Zoom (<https://zoom.us/>). The selected platform should be assessed for ease of access (closed captioning, technical support, etc.) and security.
- **Personnel**
 - **Facilitator** – These workshops have been designed to be delivered by a health care provider, such as a pharmacist, nurse, or physician. The facilitator needs to familiarize themselves with workshop content, including completing suggested readings prior to delivering the workshop. We recommend that facilitators are familiar with the virtual platform being used and seek additional training as needed.
 - **Health care providers** – Advance notice is needed if you wish to invite local health care providers to attend any of the workshop sessions. Regardless of whether you invite them to attend, it's a good idea to let local health care providers know about the workshop series so that they can help recruit participants and also to prepare them to answer questions their patients and/or caregivers may ask about their medications.
 - **Technical Support Staff** – Time is required for support staff to register participants. We recommend that you have an idea of expected attendance at the workshop series at least 2 weeks in advance so that the resources needed for the workshops can be planned accordingly. The staff will assist with scheduling the online session, sharing the session link with registered participants and providing technical support both prior to and during each workshop session. Responsibilities may include admitting participants into the online session, greeting participants, muting participants' microphones when they are not speaking, monitoring the chat box for questions and sharing their screens for participants to view workshop content.



Key Insight: We highly recommend that the Technical Support Staff have prior knowledge and/or training in using the designated virtual platform. We also recommend that they arrange a meeting with each registrant ahead of the first workshop to test out the platform with them and clear up any technical issues. This will help ensure the workshops run smoothly!

- **Participants** – Time is required to advertise and recruit participants for the workshops. We recommend that you begin advertising the workshops early in the planning process. We recommend approximately 3 to 8 participants register for each workshop series; this will allow for higher engagement and group activities. A waitlist can be created if needed, or if there is enough interest, you may consider running multiple sessions of the workshop series.

4. Advertising

Advertising strategies may differ depending on your community of practice, resources and contacts available, and whether the series will be held in-person or virtually. We encourage you to take advantage of the resources and contacts available to you. For example, our group partnered with a local organization that regularly provides virtual workshops for older adults living with chronic conditions. They assisted with advertisement and recruitment for the workshop series and, because of their reach and pre-established network of participants, we were able to fill all workshop spots within hours.

Below are examples of places/organizations to consider advertising with:

- Long term care homes
- Retirement homes
- Community centers
- Local pharmacies
- Medical clinics
- Senior support centers
- Caregiver organizations
- Local hospitals with people awaiting placement for long-term care

An example of an advertising poster is found in Section 4.1. It can be modified as needed to suit your needs.



Key Insight: Some attendees of our pilot workshop series mentioned that they heard about the workshops from their health care providers. Word-of-mouth can be a powerful advertising tool – consider letting your patients and fellow care providers know that you are holding these workshops!

4.1 Example Advertising Poster

Do you know how to **talk to health care providers** about **medications** either for yourself or for someone you care for?



Join us for a series of **three**, free **workshops** designed to help you **talk with doctors, pharmacists** and other **health care providers** about medications.

DATES

[insert dates for Workshop #1]

[insert date for Workshop #2]

[insert date for Workshop #3]

From [insert start time] –

[insert end time]

VENUE

[insert address or virtual platform]

PLEASE REGISTER

Contact: [insert name]

By phone: [insert number]

QUESTIONS?

[insert email address]

Register By [insert date] – Space is limited

A series provided by Bruyère Research Institute, in partnership with the Ontario Centres for Learning, Research and Innovation in Long-Term Care at Bruyère.



5. Overview of the *Talking About Medications* Workshop Series

5.1 Description

“*Talking About Medications*” is an interactive series of three 90-minute educational workshops designed to help older adults learn the information they need to discuss medications with health care providers. This information helps to empower them to take a more active role in medication management.

5.2 Goals of Each Workshop

- **Workshop 1: Talking About Medications** - To introduce participants to the concepts of polypharmacy, medication management and deprescribing, as well as their potential implications
- **Workshop 2: Getting Reliable Medication Information** - To enable participants to seek and apply appropriate, accessible, and timely information about medications
- **Workshop 3: Having Conversations About Medications With Health Care Providers** - To introduce the concepts of shared decision making and the circle of care, as well as to support participant engagement with health care providers in managing medications

5.3 Timeline

The workshop series pilot took place weekly over the course of 3 weeks. These timelines can be modified, however, we recommend a minimum of 1-2 weeks between workshops in order to give participants enough time to complete the homework and review the resources. We don't recommend waiting too long between workshop (>3-4 weeks) as each workshop builds on information and knowledge gained in the previous workshop(s).

5.4 Roles and Responsibilities for Workshop Preparation and Delivery

All three workshops require common roles and activities for planning and facilitating them successfully. In this section, we present information about the roles, activities and resources that are common across all three workshops. In Table 5.4.1, we outline the roles and responsibilities for delivering the workshop series in-person. In Table 5.4.2, we outline the roles and responsibilities for delivering the workshop series virtually. In Section 6, we provide an outline of the roles, activities and resources that are specific to each workshop.

Table 5.4.1 Roles and Responsibilities for In-Person Workshop Preparation and Delivery

Role	Responsibilities	
	Planning	Facilitating
Facilitator	<ol style="list-style-type: none"> 1. Review workshop content and background reading to solidify understanding of material to be delivered 2. Design the agenda for each workshop 3. Make any modifications to workshop slides and materials necessary for maximizing engagement with target audience 	<ol style="list-style-type: none"> 1. Deliver workshop content and facilitate discussion among participants 2. Introduce and complete workshop worksheets with participants 3. Assign homework for participants to be completed after each workshop and take up assigned homework at the beginning of each workshop
Support Staff	<ol style="list-style-type: none"> 1. Schedule dates and times for all three workshops 2. Schedule and prepare venue 3. Advertise workshops online (social media, email, etc.) and through professional networks 4. Establish procedure for interested participants to register for workshops (setting up an Eventbrite, providing an email address/phone number, etc.) 5. Register and track contact information for interested participants (Eventbrite, Microsoft Excel, etc.) 6. Be in regular contact with registered participants leading up to first workshop to provide updates and answer any logistical questions that they may have 7. Print and organize workshop materials for each participant 8. Purchase stationary and other supplies (post-it notes, name tags pens, etc.) for participants to use 9. Book audio-visual equipment (microphone, projector, etc.) for facilitator to use while leading discussion 10. (OPTIONAL) Purchase/arrange for light refreshments (water, snacks) to be served during workshops 	<ol style="list-style-type: none"> 1. Set up venue (arrange seating, set up audio/visual equipment, etc.) 2. Welcome participants to workshop 3. Provide name tags and workbooks to participants 4. Serve refreshments to participants during workshops (water, snacks, etc.) 5. Take notes for facilitator (e.g. participants' questions, what went well/didn't go well during each workshop). 6. Clean venue and return equipment at conclusion of workshop
Health care providers	<ol style="list-style-type: none"> 1. Signal their intent to attend the workshop series by registering with the support staff member 	<ol style="list-style-type: none"> 1. Attend workshop and participate in discussion
Participants	<ol style="list-style-type: none"> 1. Signal their intent to attend the workshop series by registering with the support staff member 	<ol style="list-style-type: none"> 1. Attend workshop and participate in discussion by sharing experiences, completing worksheets and answering quizzes 2. Complete assigned homework following each session

Table 5.4.2 Roles and Responsibilities for Virtual Workshop Preparation and Delivery

Role	Responsibilities	
	Planning	Facilitating
Facilitator	<ol style="list-style-type: none"> 1. Review workshop content and background reading to solidify understanding of material to be delivered 2. Design the agenda for each workshop 3. Make any modifications to workshop slides and materials necessary for maximizing engagement with target audience 4. Familiarize themselves with the desired virtual platform, including the “share screen” and “chat box” functions 	<ol style="list-style-type: none"> 1. Deliver workshop content and facilitate discussion among participants 2. Introduce and complete workshop worksheets with participants 3. Assign homework for participants to be completed after each workshop and take up assigned homework at the beginning of each workshop
Technical Support Staff (Host of Online Meeting)	<ol style="list-style-type: none"> 1. Determine virtual platform to be used; purchase software if required. As meeting host, schedule and/or set-up virtual meetings for workshops 2. Schedule dates and times for all three workshops 3. Advertise workshops online (social media, email, etc.) and through professional networks 4. Establish procedure for interested participants to register for workshops (setting up an Eventbrite, providing an email address/phone number, etc.) 5. Register and track contact information for interested participants, ensuring that link to virtual workshops can be sent (Eventbrite, Microsoft Excel, etc.) 6. Schedule a 15-minute meeting with each registrant to orient them on the virtual platform to be used and to test their camera (including how to turn on/off) and microphone (including how to mute/unmute). Direct participants to FAQ documents for online platform for further support (e.g.. https://support.zoom.us/hc/en-us/sections/200277708-Frequently-Asked-Questions) 7. Be in regular contact with registered participants leading up to first workshop to provide updates and answer any logistical questions that they may have 8. Ensure all slides are present in revised workshop materials. Personalize and print cover letter and Participant Workbooks and mail them to participants at least one week prior to the first workshop 9. (OPTIONAL) Send participants their workbooks and cover letter digitally via email at least one week prior to the first workshop 	<ol style="list-style-type: none"> 1. Admit participants from “Waiting Room” (if enabled) 2. Welcome participants to workshop and provide reminders about virtual meeting etiquette (e.g., mute microphone when not speaking, be respectful when posting in “chat box,” etc.) 3. Provide participants with instructions about what to do if they have technical problems (message in chat box, remind participants of link to FAQ web pages sent prior to workshops, etc.) 4. Change participants’ display names to their first name (if not already done) 5. Mute participants that forget to mute their microphones/have significant background noise. Unmute participants that forget to unmute themselves 6. Take notes for facilitator (e.g. participants’ questions, what went well/didn’t go well during each workshop) 7. End the meeting for all participants at the end of the workshop 8. (OPTIONAL) Send workbook/workshop materials or video link (if not working within virtual platform) to participants using “chat box” function

Health care providers	<ol style="list-style-type: none"> 1. Signal their intent to attend the workshop series by registering with the support staff member 2. Schedule a 15-minute meeting with the Technical Support Staff to be oriented on virtual platform and to test camera and microphone 	<ol style="list-style-type: none"> 1. Join the online workshop at the scheduled time by clicking on the link sent by the Technical Support Staff. 2. Attend workshop and participate in discussion
Participants	<ol style="list-style-type: none"> 1. Signal their intent to attend the workshop series by registering with the support staff member 2. Schedule a 15-minute meeting with the Technical Support Staff to be oriented on virtual platform and to test camera and microphone 	<ol style="list-style-type: none"> 1. Join the online workshop at the scheduled time by clicking on the link sent by the Technical Support Staff 2. Attend workshop and participate in discussion by sharing experiences, completing worksheets and answering quizzes 3. Complete assigned homework following each session

5.5 The PowerPoint Presentations

Each workshop has its own dedicated PowerPoint presentation (including detailed speaker notes), which will serve as an aid in delivering the workshops. Copies of the PowerPoint Slides and Speaker Notes for each workshop can be found in the Facilitator’s Toolkit. Participants will also have a copy of the PowerPoint slides in their workbooks. Presentation of the PowerPoint slides is at the discretion of the facilitator. Facilitators may opt for a didactic approach (i.e. the facilitator will present information to workshop participants using PowerPoint slides) or a discussion-based approach (i.e. the facilitator will encourage participants to “follow along” with the slides in the Participant Workbook as they move through the material).



Key Insight: In our experience piloting the virtual workshops, participants appreciated a discussion-based format, where they could see each other and had an opportunity to contribute to the discussion as the facilitator moved through workshop content.

5.6 The Cover Letter

Information regarding workshop times, the workbook, workshop organizers and facilitator contact information can be prepared separately in a cover letter. The letter can be provided along with the Participant Workbook or emailed prior to the first session.

An example of a cover letter can be found in Section 5.6.1. It can be modified as needed to suit your needs.

5.6.1 Example Cover Letter

Talking About Medications Workshop Series

About This Workbook

You have received this Workbook because you have confirmed your attendance for the “*Talking About Medications*” workshops being hosted by insert host/facilitator organization (and funder information if applicable). The content was originally developed and reviewed by pharmacists with the Bruyère Deprescribing Research Team (Pam Howell, Lisa Richardson, Barbara Farrell), research co-investigators (James Conklin, Lalitha Raman-Wilms), and a community advisory member (Kathryn Mulder). The workshops will be held insert location or virtual platform, and are scheduled as follows:

- Workshop #1 – insert time and date
- Workshop #2 – insert time and date
- Workshop #3 – insert time and date

This Workbook contains all the resources needed to take part in the “*Talking About Medications*” workshops: “slides” summarizing information that is presented or discussed during the workshops, worksheets to use during the workshops and homework sheets to use between each workshop. The material is organized by workshop and in the order they will be needed during the workshop. Please have the Workbook with you during each workshop. Have a pen or pencil handy to take notes.

About The Workshop Organizers

Insert information about the facilitator

Insert information about host organization (s)

Facilitator Contact information

To contact the facilitator for any questions or concerns relating to the contents of the Workbook, please see below:

Insert facilitator name, email address and/or phone number

5.7 The Workbook

A Workbook will be provided to each participant just prior to, or at the beginning of the first workshop. The purpose of the Workbook is to serve as a toolkit for participants to use throughout the workshops. It contains copies of the slides so people can follow along with the facilitator and take notes as they wish. It also contains copies of the worksheets to be completed during the workshop with the guidance of the facilitator, and homework sheets to be completed at home. These will then be reviewed at the beginning of the following workshop. There is also information on useful resources that are relevant to each workshop. Participants are asked to bring the workbook with them to each workshop.

Below is an overview of all material that should be included in the workbook, divided by workshop. A checklist for these workbook contents will be provided in Section 6. The materials for the workbooks can be found in one document at www.deprescribing.org/talking-about-medications-workshop-materials. This will help you print and prepare the workbooks and is also in a format that allows you to modify the PowerPoint presentations or worksheets as needed.

Workshop #1

- Workshop #1 PowerPoint Presentation
- Reflection Worksheet #1 – Participant Experiences with Medication Management
- Reflection Worksheet #2 – Medication Management Quiz
- Homework #1 – Fillable Medication Record
- Homework #2 – Medication Record Reflection Sheet
- Workshop #1 Resources List Topics: Polypharmacy, Deprescribing and Medication Charts

Workshop #2

- Workshop #2 PowerPoint Presentation
- Reflection Worksheet #1 – Important Pieces of Medication History and Experience Information
- Homework #1 – Conversations With Health Care Providers Reflection Sheet
- Workshop #2 Resources List Topic: Medication Information

Workshop #3

- Workshop #3 PowerPoint Presentation
- Reflection Worksheet # 1 – Participant Commitment Plan
- Handout #1 – ISMP 5 Questions to Ask About Your Medications
- Handout #2 – WHO 5 Moments for Medication Safety
- Handout #3 – It's Safe to Ask through the Manitoba Institute for Patient Safety
- Workshop #3 Resources List Topics: Conversations with Care Providers and Shared Decision Making

Tips for Preparing the Participant Workbooks

The Workbooks are an important part of the workshop series and based on our experience, we suggest the following to ensure they are an easy to use and effective resource for your participants.

- ✓ Consider a 3-ringed binder to hold all of the materials. We recommend a binder with a clear slip at the front to be able to insert a binder cover.
- ✓ Or have the Workbooks printed in spiral bound notebooks
- ✓ Consider using dividers to separate the material for each workshop. Label the dividers Workshop #1, #2, and #3, respectively.
- ✓ Update the table of contents for the Workbook and number ALL pages if you make any changes. This is helpful when asking participants to refer to a specific slide, worksheet or handout.
- ✓ A Workbook should be prepared for the facilitator as well so they can help participants navigate them.
- ✓ Some handouts are in colour so we recommend you have access to a colour printer.

6. Conducting the Workshops

6.1 Workshop #1: Talking About Medications

Description

This session breaks down into four parts: introduction to the workshop series, an overview of polypharmacy and deprescribing, the implications of polypharmacy and deprescribing, and the benefits and outcomes from appropriate medication management.

Learning Objectives

Participants will be able to:

1. Describe the problems of polypharmacy among older adults
2. Describe how polypharmacy is a problem for them or the person for whom they are caring
3. Describe some of the benefits that can result from appropriate medication management
4. Explain how deprescribing is part of good prescribing and ideal medication management

Materials Checklist:

Use the checklist below to ensure the following materials are included in the “Workshop #1” section of each participant’s workbook:

	Workshop #1 PowerPoint Presentation
	Reflection Worksheet #1 – Participant Experiences with Medication Management
	Reflection Worksheet #2 – Medication Management Quiz

	Homework #1 – Fillable Medication Record
	Homework #2 – Medication Record Reflection Sheet
	Workshop #1 Resources List Topics: Polypharmacy, Deprescribing and Medication Charts



Key Insight: Some of the people who attended our pilot workshops recommended that the workbooks should be organized so that a workshop’s homework/worksheets are included right after the PowerPoint slide that introduces them, rather than included at the end of the workshop PowerPoint Presentation. You can modify the workbook based on what you find works best. For in-person workshops, consider printing out copies of homework or worksheets for participants to fill out.

Workshop Timeline (Total Runtime: 90 minutes)

Presentation and Group Discussion (75 minutes)

- Allot approximately 75 minutes to deliver workshop content. Refer to Section 1.0 in the Facilitator’s Toolkit (Workshop #1 Materials) for the Speaker’s Notes for Workshop #1. You can also download the PowerPoint slides for this workshop on our website www.deprescribing.org/talking-about-medications-workshop-materials. In Section 1.0 of the Facilitator’s Toolkit, you will also find the answer key for Reflection Worksheet #2 – Medication Management Quiz

Closing Questions and Discussion (15 minutes)

- Allot approximately 15 minutes to discuss with participants what they learned from the workshop , review what will be covered at the next workshop and confirm their attendance

(OPTIONAL) After Workshop Evaluation – For Facilitator Only (30 minutes)

- If desired, allot approximately 30 minutes after the workshop has ended for the facilitator and support staff to discuss and note observations of audience knowledge, interest, and participation in discussions. This can help you to plan for or modify your approach for the remaining workshops.



Key Insight: Based on our experience hosting the workshops in an interactive, discussion-based format, you can expect the discussion to occasionally venture off-topic. This can be a good thing, as it means that participants are engaged with the workshops. We found that participants liked sharing personal experiences and commenting on the experiences of others, which helped build relationships within the group over the course of the workshop series. However, while these discussions can promote a positive learning environment and benefit the group, the facilitator should be mindful of the workshop runtime and gently steer the conversation back on-topic after a few minutes.

6.2 Workshop #2: Getting Reliable Medication Information

Description

This session breaks down into three parts: what participants need to know about medications and why it is important, how to keep track of this information in a way that is organized and easy to use, and where to find reliable medication resources if participants have questions.

Learning Objectives

Participants will be able to:

1. Describe what they need to know about medications and why it is important
2. Keep track of this information in a way that is organized and easy to use
3. Use reliable medication resources if they have questions

Materials Checklist:

Use the checklist below to ensure the following materials are included in the “Workshop #2” section of each participant’s workbook:

	Workshop #2 PowerPoint Presentation
	Reflection Worksheet #1 – Important Pieces of Medication History and Experience Information
	Homework #1 – Conversations with Health Care Providers Reflection Sheet
	Workshop #2 Resources List Topic: Medication Information

Workshop Timeline (Total Runtime: 90 minutes)

Presentation and Group Discussion (75 minutes)

- Allot approximately 75 minutes to deliver workshop content. Refer to Section 2.0 in the Facilitator’s Toolkit (Workshop #2 Materials) for the Speaker’s Notes for Workshop #2. You can also download the PowerPoint slides for this workshop on our website www.deprescribing.org/talking-about-medications-workshop-materials. In Section 2.0 of the Facilitator’s Toolkit, you will also find the answer key for Reflection Worksheet #1 – Important Pieces of Medication History Information

Closing Questions and Discussion (15 minutes)

- Allot approximately 15 minutes to discuss with participants what they learned from the workshop, review what will be covered at the next workshop and confirm their attendance

(OPTIONAL) After Workshop Evaluation – For Facilitator Only (30 minutes)

- If desired, allot approximately 30 minutes after the workshop has ended for the facilitator and support staff to discuss and note observations of audience knowledge, interest, and participation in discussions.

6.3 Workshop #3: Having Conversations About Medications With Health Care Providers

Description

This session introduces the concepts of shared decision making and the circle of care, and supports participant engagement with health care providers in managing medications

Learning Objectives

Participants will be able to:

1. Identify questions they have about medications
2. Explain the idea of shared decision making as part of useful medication conversations
3. Play an important role in managing and making decisions about medications

Materials Checklist:

Use the checklist below to ensure the following materials are included in the “Workshop #3” section of each participant’s workbook:

	Workshop #3 PowerPoint Presentation
	Reflective Worksheet #1 – Participant Commitment Plan
	Handout #1 – ISMP 5 Questions to Ask About Your Medications
	Handout #2 – WHO 5 Moments for Medication Safety
	Handout #3 – It’s Safe to Ask through the Manitoba Institute for Patient Safety
	Workshop #3 Resources List Topics: Conversations with Care Providers and Shared Decision Making

Workshop Timeline (Total Runtime: 90 minutes)

Presentation and Group Discussion (75 minutes)

- Allot approximately 75 minutes to deliver workshop content. Refer to Section 3.0 in the Facilitator’s Toolkit (Workshop #3 Materials) for the Speaker’s Notes for Workshop #3. You can also download the PowerPoint slides for this workshop on our website www.deprescribing.org/talking-about-medications-workshop-materials. Toolkit, you will also find a link to the “Example Shared Decision Making Conversation Video” that will be played during this workshop.

Closing Questions and Discussion (15 minutes)

- Allot approximately 15 minutes to discuss with participants what they learned from the workshop, as well as the workshop series as a whole

(OPTIONAL) After Workshop Evaluation – For Facilitator Only (30 minutes)

- If desired, allot approximately 30 minutes after the workshop has ended for the facilitator and support staff to discuss and note observations of audience knowledge, interest, and participation in discussions.

7. Additional Resources for Facilitators

We ask facilitators to review the listed resources prior to conducting the workshops. The workshops have been designed for people who are interested in their own medication use or are advocating for someone for whom they care. There are specific resources included that may be useful for participants caring for a resident in long-term care.

About polypharmacy and deprescribing

- <https://deprescribing.org/>
- <https://deprescribing.org/looking-for-deprescribing-networks/>
- <https://lowninstitute.org/wp-content/uploads/2019/08/medication-overload-lown-web.pdf>
- <https://lowninstitute.org/wp-content/uploads/2020/01/lown-eliminating-medication-overload-web.pdf>

About medication management

- Møller, M., Herborg, H., Andersen S.E., & Tjørnhøj-Thomsen T. (2020). Chronic medicine users' self-managing medication with information - A typology of patients with self-determined, security-seeking and dependent behaviors. *Research in Social and Administrative Pharmacy*. <https://doi.org/10.1016/j.sapharm.2020.06.021>
- Garfield, S., Furniss, D., Husson, F., Etkind, M., Williams, M., Norton, J., Ogunleye, O., Jubraj, B., Lakhdari, H., & Franklin, B.D. (2020). How can patient-held lists of medication enhance patient safety? A mixed-methods study with a focus on user experience. *BMJ Quality and Safety*, 29(9), 764-773. <https://doi.org/10.1136/bmjqs-2019-010194>

About shared decision making

- Jansen, J., Naganathan, V., Carter, S.M., McLachlan, A.J., Nickel, B., Irwig, L., Bonner, C., Doust, J., Colvin, J., Heaney, A., Turner, R., & McCaffery, K. (2016). Too much medicine in older people? Deprescribing through shared decision making *BMJ*, 353, i2893. <https://doi.org/10.1136/bmj.i2893>
- Stead, U., Morant, N., & Ramon, S. (2017). Shared decision-making in medication management: development of a training intervention. *BJPsych Bulletin* 41(4), 221-227. <https://doi.org/10.1192/pb.bp.116.053819>

- Resources to help promote shared decision-making in long-term care:
<https://deprescribing.org/resources/deprescribing-in-ltc-framework/>

About challenges/barriers to deprescribing

- Reeve E, To E, Hendrix I, Shakib S, Roberts MS, Wiese MD. Patient barriers to and enablers of deprescribing: a systematic review. *Drugs Aging* 2013;30(10):793-807. <https://doi.org/10.1007/s40266-0.13-0106-8>
- Reeve E, Low LF, Hilmer SN. Beliefs and attitudes of older adults and carers about deprescribing of medications: a qualitative focus group study. *Br J Gen Pract.* 2016;66(649):e552-e560.
<https://doi.org/10.3399/bjgp16X685669>

For those delivering the workshop to caregivers:

About medication management and roles of caregivers

- Healthcare Journey Binder - for caregivers to improve overall healthcare experience of those they care for; to keep track of medical conditions, medications and associated information. Also includes information about consent and legal matters:
<https://ontariocaregiver.ca/resources-education/caregiver-resources/#managing-care>
How to use the binder: <https://youtu.be/X-fV29L3Bn0>

About caregiver burnout

- Ontario Caregiver Association:
<https://ontariocaregiver.ca/resources-education/caring-for-a-senior/#caring-for-yourself>
- UHN Managing Caregiver Stress:
https://www.uhn.ca/PatientsFamilies/Health_Information/Health_Topics/Documents/Managing_Caregiver_Stress_caring_for_a_loved_one.pdf
- Cleveland Clinic:
<https://my.clevelandclinic.org/health/diseases/9225-caregiver-burnout>

About communication in long term care homes

- Huddle Tool:
<https://clri-ltc.ca/resource/huddletool/>



Key Insight: In addition to these resources, it is recommended that facilitators become familiar with the resources provided to participants in the resources lists for each workshop. This will help the facilitator answer any questions participants may have about these resources.